

DEPARTMENT OF EDUCATION

School of Education (SoE)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A CENTRAL UNIVERSITY)



M.A. (Education)-Two Years Curriculum (Under Choice Based Credit System)

Approved by IX Board of Studies (BoS)

Held on 23 November, 2020

Plan
Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

Rules and Regulations of M.A (Education) Programme

1. Preamble of the Programme

The Master of Arts (Education) is an innovative programme, by which the learners will have wider and more comprehensive understanding of education as a field of knowledge and it would familiarize by catering a wide variety of learner needs. The significant practical relevancies related to teacher professionalism, psycho societal elements of shaping education, critical expansion of inclusive equality and the contemporary system have been given to nurture the prospective teachers.

2. Objective of the Programme

The predominant aim of the programme is to create the dynamic team of well-trained teachers knowledgeable with all professionalism in education and its various dimensions. More specifically, the M.A. (Education) programme intends to:

- Provide learning – experiences, which will enable students to understand and appreciate knowledge structures and paradigms of education.
- Develop expertise for effective participation in educative process in different capabilities.
- Create a community of schools adequately equipped for participation in educational discourse with stronger commitments.
- Use of critical reflection to explore the relationship between theory and practice in complex situations
- Bring ability to analyses, judge and critique complex or contradictory areas of wisdom, varied practices,
- Think creatively and flexibly to synthesize and transform variety of practicable ideas.

3. Eligibility

A Bachelor degree in any discipline from a recognized Indian or foreign university (as per the AIU foreign equivalence list) having secured a minimum of 50% aggregate in case of General and OBC categories and 45% in case of candidates belonging to SC/ST categories are eligible to apply.

4. Duration

The M.A. (Education) programme can be completed by a student in the period of two years.

5. Learning activities

These will be achieved through the following learning activities:

- Lectures in classrooms to entertain in interactive session.
- Seminar sessions in the classrooms to bring out the teaching skills
- Online support to incorporate diversify in learning.
- Essays to bring out the various elements.
- Professional practice links.

6. Classroom Interactive Hours

At University, the term contact hours are used very broadly to refer to the amount of time that a learner spend on learning with interaction while teaching is on for studying a particular course. This time allotment provides with support in developing the subject knowledge with skills; provides opportunities to develop proper insight of the concept and to be reflective independent learning.

7. Ordinance

- 7.1 The M.A. (Education) programme encompasses 2 years continuous programme i.e. comprises four semester and total number of credits will be 86.
- 7.2 There shall be One Mid Semester Exam and One Internal Assessment in each course. The Mid Semester Examinations of theory and practical courses shall be of one- and two-hours duration respectively. It will carry 20% marks. The Internal Assessment will carry 15% marks and 5% marks are for attendance.
- 7.3 The End Semester Examination will be of 3 hours for theory carrying 60% of marks in each course covering the entire syllabus prescribed in the course.
- 7.4 Though the medium of instruction is available only in English, the Hindi will be used for personal communication.
- 7.5 Dissertation has 4 credits which is to be completed by the students in the second year of the two-year M.A. (Education) programme. In Order to fulfil the requirements of the course, as a student is expected to carry out research work on a problem identified by her/him. The problem may be based on any of the compulsory courses or the specialized courses. He/she to pursue the Dissertation work under the supervision of a guide approved by Department. At the end of the Dissertation work, he/she has to submit the dissertation report to the Department for evaluation.
- 7.6 A student may study the theory paper in the place of dissertation.

Structure of M.A. (Education) Programme

Sem	Course Code	Title of the Paper	Marks		Total Marks	Credits			
			Int.	Ext.		L	T	P	C
I	EDP-CC-121	Philosophical Bases of Education	40	60	100	5	0	0	5
	EDP-CC-122	Psychological Bases of Education	40	60	100	5	0	0	5
	EDP-CC-123	Research Methods in Education	40	60	100	5	0	0	5
	EDP-CC-124	Environmental Education	40	60	100	3	0	0	3
	EDP-CC-125	Practicum: Communication and Expository Writing	40	60	100	1	0	2	2
	SEMESTER TOTAL		200	300	500	19	0	02	20
II	EDP-CC-221	Sociological Bases of Education	40	60	100	5	0	0	5
	EDP-CC-222	Teacher Education	40	60	100	5	0	0	5
	EDP-CC-223	Educational Statistics and Data Analysis	40	60	100	5	0	0	5
	EDP-CC-224	Education for Peace and Value	40	60	100	3	0	0	3
	Elective (Any One)								
	EDP-EC-221	Practicum: Preparing a Research Proposal on relevant topic	40	60	100	2	1	2	2
	EDP-EC-222	Life-Skill Education	40	60	100	2	1	2	2
	SEMESTER TOTAL		200	300	500	20	01	02	22
III	EDP-CC-321	School Administration and Management	40	60	100	5	0	0	5
	EDP-CC-322	History and Contemporary Issues in Education	40	60	100	4	0	0	4
	EDP-CC-323	Curriculum Development and Comparative Education	40	60	100	4	0	0	4
	EDP-CC-324	Inclusive Education	40	60	100	4	0	0	4
	Elective (Any one)		40	60	100	3	0	0	3
	EDP-EC-321	1. Early Childhood Development							
	EDP-EC-322	2. Elementary Education							
	EDP-EC-323	3. Secondary Education							
	SEMESTER TOTAL		200	300	500	20	0	0	20
IV	EDP-CC-421	Educational Technology	40	60	100	4	0	0	4
	EDP-CC-422	Life Long and Continuing Education	40	60	100	4	0	0	4
	EDP-CC-423	Guidance and Counseling in Education	40	60	100	4	0	0	4
	EDP-CC-424	Open and Distance Education	40	60	100	4	0	0	4
	Elective (Any one)								
	EDP-EC-421	Dissertation & Comprehensive Viva-Voce	40	60	100	0	2	2	4
	EDP-EC-422	Educational Measurement & Evaluation	40	60	100	4	0	0	4
	EDP-OE-421	Pedagogy of Teaching and Learning	40	60	100	4	0	0	4
	SEMESTER TOTAL		240	360	600	0	0	0	24
	Grand Total for Programme		800	1200	2000	-	-	-	86

M.A (Education) Semester I

M.A. (EDUCATION) SEMESTER I

COURSE-I

[EDP-CC-121] PHILOSOPHICAL BASES OF EDUCATION

L	T	P	C
5	0	0	5

Course objectives:

- To recognized and define the concept of Philosophy.
- To enable the student to understand the Philosophical origins of educational theories and Practices.
- To enable the student to develop a philosophical outlook towards educational problems.
- To understand nature and functions of education and philosophy and their relationship
- To analyze the concept and process of getting knowledge and its related phenomena.
- To Recognized and define the concept of Philosophy.
- To Interpret the contribution of various Indian and western schools of Philosophy in the field of education

COURSE CONTENT

UNIT-I *Education and Philosophy*

(15 Lectures)

- Concept and definition of Education and Philosophy
- Relationship between Education and Philosophy
- Educational Philosophy and Philosophy of Educational
- Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education

UNIT-II *Educational Thinker and their contribution in Education*

(15 Lectures)

- Swami Vivekananda
- Ravindra Nath Tagore
- Mahatma Gandhi
- Froebel,
- Herbert Spencer,
- John Dewey

UNIT-III *Indian Schools of Philosophy*

(15 Lectures)

- Vedanta
- Buddhism

- Samkhya
- Jainism
- With Special reference to Concepts of Knowledge, Reality and Values Their Educational implications for Aims, Content, Methods of teaching and Role of Teacher

UNIT-IV *Western Schools of Philosophy*

(15 Lectures)

- Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education

UNIT-V *Modern Concept of Philosophy*

- Analysis- Logical analysis, Logical empiricism Positive relativism

Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion,
- ✓ Case Study,
- ✓ Experiments,
- ✓ Problem-solving,

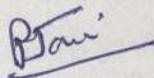
Practicum:

- Students will be expected to undertake a project based on a question or idea arising out of different units of the syllabus.
- Students will be required to submit a long essay on a philosophical topic to the teacher.

Selected Readings:

- Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
- Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
- Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
- Bhat M.S. Educational Sociology, APH Publications, New Delhi.
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Ringer.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications.
- Dewey, John (1966) Democracy and Education, New York: McMillan


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M.A. (EDUCATION) SEMESTER I
COURSE-II
[EDP-CC-122] PSYCHOLOGICAL BASES OF EDUCATION

L	T	P	C
5	0	0	5

Course objectives:

- 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
- To develop critical appreciation and insight into Constructivist, Social Constructivist and Humanistic Approaches to Learning.
- To develop insight into mental Health Education and a positive attitude towards mentally ill people.

COURSE CONTENT

UNIT-I *Nature of Educational Psychology*

(15 Lectures)

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

UNIT-II *Dynamics of Individual Development*

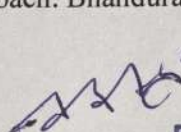
(15 Lectures)

- Growth and Development: Concept, Difference, Principles of Development.
- Infancy, childhood and Adolescence: with special reference to physical, socio-emotional, Language, cognitive and moral aspect and their educational Implications.
- Problems of Adolescents
- Educational support required for adolescents

UNIT-III *Learning & Motivation*

(15 Lectures)

- Meaning, Concept, nature, Process & factors affecting Learning, Gagne's Hierarchy of Learning
- Theoretical Bases of Learning and its Implications: Behaviorist Theories: Skinner and Hull, Social Constructivist Approach: Bhandura, Constructivism Approach and


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M.A. (EDUCATION) SEMESTER I
COURSE-III
[EDP-CC-123] RESEARCH METHODS IN EDUCATION

L	T	P	C
5	0	0	5

Course Objectives:

- Understand the meaning & Nature of Educational Research.
- To provide insight of types of Educational Research.
- Understand the foundations of educational research.
- Develop insight of the types and methods of educational research.
- Understand the necessity of review of literature.
- Construct and use different kinds of Tools & techniques of Collecting Data
- Formulate and test Hypothesis.
- Understand about the fundamentals of Sampling theory and technique.
- Familiarize about various measurement and scaling techniques.

COURSE CONTENT

UNIT-I *Introduction to Educational Research*

(10 Lectures)

- Sources and Evolution of Knowledge
- Meaning and nature, need and importance and scope of educational research;
- Types of Educational Research - Fundamental Research, Applied Research and Action Research

UNIT-II *Methods of Educational Research*

(17 Lectures)

- Historical Research- need and significance, types, sources and collection of data; establishing
- Validity and interpretation of data; Descriptive Research- surveys, case study,
- Content analysis, developmental and correlation studies – nature and use, steps and interpretation,
- Ex- Post Facto Research; Experimental Research – need and significance- nature and steps-validity; internal and external, use and limitations of different types of experimental designs; Qualitative Research.

UNIT-III *Review of Literature, Variables and Hypothesis*

(18 Lectures)

- Review of related literature- purpose and need; Research problem - Source, selection and criteria, scope and delimitations,

Humanistic Approach

- Motivation: Meaning, Nature & Types
- Principle & Techniques of Enhancing Learner's Motivation

UNIT-IV *Individual Differences*

(15 Lectures)

- Meaning and Types or varieties of individual Differences
- Causes and distribution of Individual Differences
- Educational Implications of Individual Differences
- Individual Differences in schools and Classrooms.

UNIT-V *Mental Health*

(15 Lectures)

- Concept, factors, function and Importance of Mental Health
- Issues concerning the youth: Identity crises. Self-awareness
- positive attitude, self-discipline, self-motivation
- Strategies for promoting good mental health: behavior therapy, CBT, REBT, Humanistic.
- Concept of Adjustment & Maladjustment
- Coping Strategies and Building Resilience

Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion,
- ✓ Case Study,
- ✓ Experiments,
- ✓ Problem-solving,
- ✓ Film Show

Selected Readings:

- Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
- Sreevani, R. (2010). A Guide to Mental Health and Psychiatric Nursing (3rd.ed.). Jaypee Brothers Medical Publishers.
- Reber, S. A., & Reber, S. E. (2001). Dictionary of Psychology (3rd ed.). Penguin Reference.
- Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India (P)Ltd.
- Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi.
- Woolfolk, A. (2006). Educational Psychology (9th ed.). Pearson Education

- Organizing the Related Literature; Variables - Concept, nature, characteristics and types; Hypothesis - Concept, importance, characteristics and forms; formulation and testing.

UNIT-IV Sampling Techniques

(15 Lectures)

- Population- Concept; Sampling- Concept and need, characteristics of good sample;
- Sampling Methods - Probability sampling & nonprobability sampling techniques; Errors in Sampling and sample size

UNIT-V Data collection, research tools and research Proposal

(15 Lectures)

- Techniques & Tools of Data Collection. – Measurement Scales, Questionnaires, Inventories,
- Attitude Scales, Observations, Interview, Rating scales, check lists;
- Standardization procedure of tools

Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion,
- ✓ Case Study,
- ✓ Experiments,
- ✓ Problem-solving,
- ✓ Film Show

Selected Readings

- Aggrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt. Ltd.
- Best, J.W., & Kahn, J.V. (1992). Research in Education, New Delhi: Prentice Hall of India
- Buch. (2006). Surveys of Education Nos. 1,2,3, & 4, New Delhi: NCERT.
- Campbell, DT. (1966). Experimental and Quasi-Experimental Designs for Research. Chicago: McNally. Crofts,
- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer& Simons Good, C.V. (1963). Introduction to Educational Research. New York: Appleton Century Guilford, J.P., & Truchter, B. (1978). Fundamental Statistics in Psychology and Education. New York: McGrawHill.
- Gupta, S. P. (1996). Statistical Methods, New Delhi: Sultan Chand & Sons.
- Kothari, C. R, (1998). Quantitative Techniques. New Delhi: Vikas Publishing House.
- Kumar Ranjith. (2005) Research Methodology: A step by step guide for beginners. Delhi

M.A. (EDUCATION) SEMESTER I
COURSE-IV
[EDP-CC-124] ENVIRONMENTAL EDUCATION

L	T	P	C
3	0	0	3

Course Objectives

- To acquire knowledge to student about the concept of Environment and Ecology.
- To make awareness and create interest of student in Environmental Education.
- To enable the student–teachers understand about Pollution and its control.
- To develop a sense of responsibility towards about the Global Environmental problems.
- To develop reasonable understanding to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.

COURSE CONTENT

UNIT-I *The Multidisciplinary Nature of Environmental Studies* (15 Lectures)

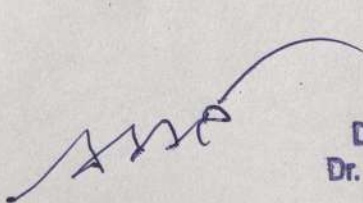
- Definition, scope and importance
- Need for public awareness
- Renewable and Non-renewable Resources
- Natural resources and associated problems in Recourses – Forest, Water, Food, Energy, Mineral, Land.
- Role of an individual in conservation of natural resources

UNIT-II *Ecosystems* (15 Lectures)

- Concept of an ecosystem; Structure and function of an ecosystem.
- Producers, consumers and decomposers Energy flow in the ecosystem, Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of Eco systems – Grass Land, Desert, forest, Aquatic.

UNIT-III *Biodiversity and Its Conservation* (15 Lectures)

- Introduction, definition: genetic, species and ecosystem diversity.
- Biodiversity at global, National and local levels and its values
- India as a mega-diversity nation.
- Hot-spots of biodiversity.

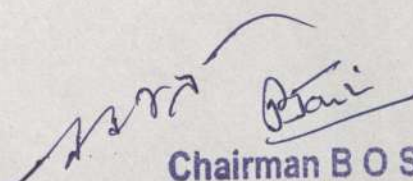

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- Threats to biodiversity: habitat loss, poaching of wildlife, man- wildlife conflicts.
- Endangered and endemic species of India.

Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity

Selected Readings

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc.
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai,
- Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Uni. Press.
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay(R)
- Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi
- McKinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
- Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut


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M. A. (EDUCATION) SEMESTER-I

COURSE-V

[EDP-CC-125] PRACTICUM-COMMUNICATION AND EXPOSITORY WRITING

L	T	P	C
1	0	2	2

Course Objectives:

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

- To develop writing, thinking, and reading skills among students.
- To write essays and develop presentations that express a clear thesis, reflect clear thinking, and signal orderly progression of thought with smooth and logical transitions.
- To develop analytic reading and research skills.
- To make effective use of instructor and peer critiques, to revise and edit early drafts in light of said critiques, and to proofread written work.
- To create a final scholarly research paper employing an acceptable format for citation and documentation that meets standard academic and specific course requirements.

Course Content:

Unit I *Communication Skill*

(15 Lectures)

- Communication: basics, styles and ways of communication.
- Effective communication: barriers of communication, how to communicate tactfully.
- Non-verbal communication: Importance of understanding
- Effective communication in formal organization
- Development of pre-academic skills (pre-reading, pre-writing and pre-presentation).

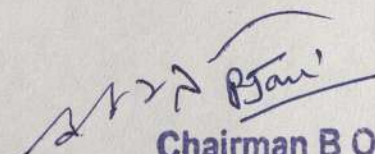
Unit II *Expository Writing*

(15 Lectures)

- Expository and Creative writing: Concept and importance
- Précis, bio-data and CV writing
- Preparing wall magazine and poster for department.
- Writing a Note on Current Affairs
- Planning, drafting, revising, editing, and preparing examination papers and research papers
- Academic Writing of book, Ph.D. thesis, PG dissertation, research paper, article, newspaper and news.
- Various elements of writing: dissertation/thesis writing, sentence, content and technical matters.

Transaction Mode:

- Lecture

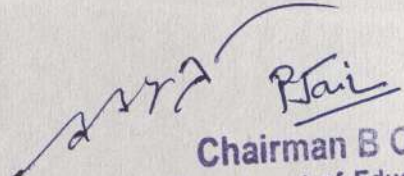

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- Seminars
- Power point Presentations
- Panel Discussion
- Book Reviews



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M.A (Education) Semester-II


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M. A. (EDUCATION) SEMESTER-II
COURSE-I
[EDP-CC-221] SOCIOLOGICAL BASES OF EDUCATION

L	T	P	C
5	0	0	5

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

- Understand the relationships between education and social processes.
- Write a critical note on meaning, nature & determinants of culture and role of education in cultural context.
- Illustrate the meaning and concept of social change with special reference to India.
- Justify social and economic relevance of education.
- Discuss the current social issues and their relationship with education.
- Critically examine the constitutional provision of education.

Course Content:

Unit I Education in the Social Context

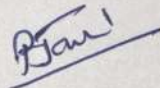
(15 Lectures)

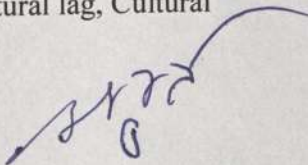
- Basics concepts: Meaning and Definitions of society, Elements, Characteristics and Types of society, Relationship of education with sociology, Impact of education on society and Impact of society on education.
- Social structure and function: Meaning, Definition and interdependence with education.
- Education as a social institution: Meaning, Definition, Social organization, Comparison between association and institution, Forms of education, Contribution of education in sociology.
- Education as a social system: Meaning, Definition, Sub-system and structural-functional interaction in social system, Theories of social system (Merton's and Parson's).

Unit II Education Socio-cultural Change

(15 Lectures)

- Social change: Meaning, Definition, Nature, Sources, Theories, Factors affecting social change, and Relation between education and social change.
- Socialization: Meaning, Definition, Characteristics, Process and Theories (Cooley's, Mead's, Durkheim's and Freud's), Concept of de-socialization vs re-socialization, Negative and anticipatory socialization, Role of education.
- Culture: Meaning, Definition, Nature, Issues related to culture (Sanskritization vs de-Sanskritization, acculturation, westernization and modernization), Cultural lag, Cultural change vs social change.


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- Social stratification: Meaning, Definition, Social differentiation vs stratification, Bases and types of social stratification.

Unit III *Education and Political System*

(15 Lectures)

- Education and political systems: Concept of state and welfare state, State and society, Types of political systems.
- Education in democratic society: Concept of democratic values (freedom, equality, fraternity, democracy, secularism and social justice).
- Social mobility: Meaning, Definition, Nature and Types of social mobility.
- Social control: Meaning, Definition, Nature and Forms of social control.

Unit IV *Current Issues in Education*

(15 Lectures)

- Education in Indian constitution: Constitutional provisions of education.
- National integration and international understanding: Concept and need of national integration and international understanding, Role of education in national integration and international understanding.
- Educational opportunity: Meaning, Fundamental rights and duties of Indian citizens.
- National Education Policy: Historical background of NEP-2020, Important provisions of NEP-2020.

Transaction Mode

- Lecture
- Seminars
- Group Discussion
- Assignments
- Power point Presentations
- Field visits

Assignment

1. Survey of recent research trends in education and society
2. Trace out the local educational history
3. Survey on GER at different levels and areas (any one level)

Selected Readings:

- Altekar, A.S. (1950). *Education in Ancient India*. New Delhi: Isha Books.
- Ambedkar, B. R. (1936). *Annihilation of Caste*. New Delhi: Navyana Publishing.
- Basu, D.D. (2011). *Introduction to the Constitution of India*. Calcutta: Wadhwa.
- Dewey, John (2013). *School and Society*. New Delhi: Aakar Books Classics.
- Dewey, John (2014). *Democracy and Education: An Introduction to the Philosophy of Education*. New Delhi: Aakar Books Classics.

- Dutts, R.F. (1941). *Cultural History of Education, Reassessing an Educational Tradition*. New York: McGraw Hill.
- Gore, M.S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publication.
- Grid, Roger (1990). *Problems of Sociology in Education*. New Delhi: Sterling Publications.
- Gupta, M. L. & D. D. Sharma (1985). *Sociology*. Agra: Sahitya Bhawan.
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf
- Inkeles, Alex (1987). *What is Sociology?* New Delhi: Prentice Hall of India.
- Kamat, A.R. (1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.
- M.H.R.D. (1992). *National Policy on Education* (revised) New Delhi: Government of India.
- Mannheim, K. & Steward, A.W.C. (1962). *An Introduction to the Sociology of Education*, London: Routledge & Kegan Paul.
- Maslow, A.H. (1972). *New Knowledge in Human Values*. New York: Harper and Row.
- Mathur, S.S. (2000). *A Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Mathur, S.S. (2009). *Shiksha Ke Darshnik Evam Samajshastriya Adhar*, Agra: Vinod Pustak Mandir.
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COURSE-II
[EDP-CC-222] TEACHER EDUCATION

L	T	P	C
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Course Objectives:

- To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- To visualize the structure and frame work of teacher education.
- To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies in India.
- To develop in the students an understanding about the important research findings in teacher education.

COURSE CONTENT

UNIT-I *Fundamentals of Teacher Education*

(15 Lectures)

- Concept, Aims and Scope; Historical Background of Teacher Education in India with Special Reference to the recommendation various Commissions on Teachers Education, Kothari Commission, National Policy on Education 1986, Revised POA (1992). Historical development of Teacher Education in India
- Aims and objectives of teacher education at: Elementary Level, Secondary Level and College level
- Implementation of curricula of teacher education.

UNIT-II *Structure of Teacher Education*

(15 Lectures)

- Objectives of Teacher Education at Different Levels
- Recommendations of NCERT (NCF, 2005) and NCFTE (2009, 2014).
- Problems of Teacher Education in India and Remedial Measures
- Pre-Service and In-service Teacher Training programme
- Agencies of In-service programme: NCERT, NCTE, RIE, SIE, SCERT, IASE, CTE, DIET, Academic Staff College (ASC) and Extension Department.
- Teacher Education through open and Distance learning

UNIT-III *Teacher Programmes*

(15 Lectures)

- Taxonomy of teacher behavior
- Post graduate courses in education, research and innovations in teacher education
- Techniques of teacher training, core teaching, micro-teaching, interaction analysis.

- Evaluation of student teaching.
- Implementation of curricula of teacher education and Research

UNIT-IV Teacher Effectiveness

(15 Lectures)

- Concept, Determinants, Identification and Characteristics of teacher Effectiveness
- Organization of Practice Teaching for developing an Effective
- Practice Teaching Internship- its Organization and Problems.
- Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher
- Recent trends and Research Activities in Teacher Education

UNIT-V Professional Development

(15 Lectures)

- Teaching as a Profession:
- Professional organizations for various levels of teachers and their role; performance appraisal of teachers.
- Faculty improvement program for Teacher Education
- Orientation and Refresher courses Current Problems:
- Teacher Education and Practicing Schools

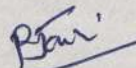
Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion,
- ✓ Case Study,
- ✓ Experiments,
- ✓ Problem-solving,

Selected Readings

- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
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- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
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- Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing.
- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.
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- NCERT (1987) In service Training Package for Secondary Teachers MHRD, New Delhi.
- NCERT (2005): National Curriculum Framework.
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- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
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M. A. (EDUCATION) SEMESTER-II

COURSE-III

[EDP-CC-223] EDUCATIONAL STATISTICS AND DATA ANALYSIS

L	T	P	C
5	0	0	5

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

- convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
- examine relationship between and among different types of variables of a research study
- explain or predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of populations based on their sample data
- test specific hypotheses about populations based on their sample data
- use appropriate procedures to analyse qualitative data.
- demonstrate competence in the use of statistical packages for analysis of data

COURSE CONTENT

UNIT-I *Descriptive Analysis of Quantitative Data*

(15 Lectures)

- Data types: Nominal, Ordinal, Interval and Ratio;
- Data Levels: individual and group; Graphical representation of Data
- Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation
- Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications;
- Relative Positions Percentile Rank z-scores.

UNIT-II *Data Relations*

(15 Lectures)

- Examining Relationships: Scatter plots and their interpretation;
- Product Moment, Rank, Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations;
- Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction

UNIT-III *Inferential Analysis of Quantitative Data-1*

(15 Lectures)

- Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
- Testing of Hypotheses-Null and Alternative Hypotheses, Directional

alternative Hypotheses,

- Testing of Null Hypotheses, types of Error, Levels of Significance, testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, means (including small samples), Variances

UNIT-IV *Inferential Analysis of Qualitative Data-2*

(15 Lectures)

- Analysis of variance and Co-variance (ANOVA and ANCOVA)-concept, assumptions and uses
- Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence,
- contingency coefficient and its uses
- Non-Parametric statistics: assumptions and uses of sign test, rank test and median test

UNIT-V *Computer for Data Analysis and Preparation of Research Report*

(15 Lectures)

- Analysis of visual data, segmenting coding and developing category systems;
- Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results
- Use of Computer for Data Analysis and its importance
- Knowledge of Software for Statistical Analysis such as SPSS, EXCEL, N6etc.

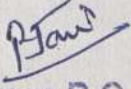
Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion,
- ✓ Case Study,
- ✓ Experiments,
- ✓ Problem-solving,

Selected Readings

- Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.

- Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.
- Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York


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COURSE-IV
[EDP-CC-224] EDUCATION FOR PEACE AND VALUES

L	T	P	C
3	0	0	3

Course Objectives:

- Understand the importance of peace.
- Describe the historical importance of peace education
- Recognize the education for peaceful life
- Promoting culture of peace

COURSE CONTENT

UNIT-I *Peace Education*

(15 Lectures)

- Introduction, Meaning, - Definition – Concept – Scope- Objectives of peace education
- Human Miseries in the Modern world and quest for peace,
- Gandhian concept of peace,
- Different approaches to peace; Establishment of peace education institutions; Pacifism and Education.

UNIT-II *Integrating peace Education in the Curriculum*

(15 Lectures)

- Curriculum Development of Education for peace,
- Stage specific approach - Early childhood; Elementary stage; Secondary stage; Higher Education stage; Adult Education stage. Major Media of Integration, Subject context, - Subject perspectives – Teaching methods.

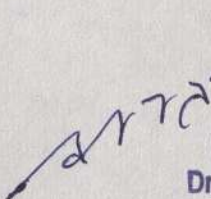
UNIT-III *Conflict Resolution*

(15 Lectures)

- Aspects of Conflicts – Antagonism; social divisions
- Types of Conflicts; Conflict resolution;
- Conflict management; Models of Conflict Resolution.
- Culture of Peace; Fostering culture of peace for inner peace; Participatory Communication;
- Democratic Participation and Gender equality;
- Sustainable Economic and social development; Non- violence; International
- Peace and Security in the present scenario.

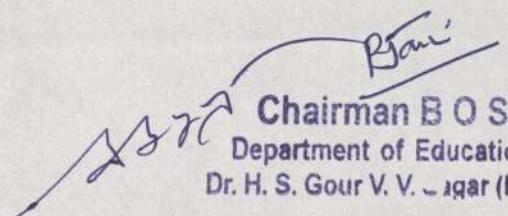
Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion,
- ✓ Case Study,
- ✓ Experiments,
- ✓ Problem-solving


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Selected Readings

- Barash., & David (2000). Approaches to peace, Oxford University Press, New York.
- NCERT National curriculum Framework (2005), position paper, National Focus Group on Education for peace, NCERT, New Delhi (2006).
- Timpson, William M. (2002) Teaching and Learning peace. Madision, Wisconsin: Atwood Publishing
- Reardon, Betty, (1988), Comprehensive Peace education. Educations for global responsibility, New York: Teachers College Press.
- Bernard Jessie, (1957) 'The sociological study of conflict' International sociological Association, The nature of conflict UNESCO Paris.
- Galtung, J (1996), Peace by peaceful means: Peace and conflict, Development and Civilization, PRIO: International Peace research institute of Oslo and sage publication.
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M. A. (EDUCATION) SEMESTER-II

COURSE-V

[EDP-EC-221] PREPARING A RESEARCH PROPOSAL ON RELEVANT TOPIC

L	T	P	C
1	1	4	4

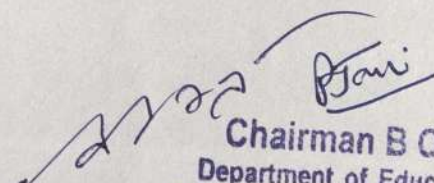
Course Objectives: After completion of this course, students will be able to:

- Describe a clearly defined problem statement, hypotheses/questions for their research project.
- Describe a review of the literature, in the area of their study, which builds a case for their research.
- Select an appropriate research design for their dissertation.
- Identify the sources from which to collect the data.
- Describe the procedures for collecting their data for the study.
- Choose a sample from a population or a relevant qualitative research sample.
- Identify a tested and appropriate instrument for his/her research.
- Describe the method of appropriate techniques to be used for analyzing data of the study.
- Describe statement of the limitations and significance of their study

Course Content:

The purpose of this course is to guide the student in preparing an excellent and approved dissertation proposal in the standard format. The research proposal will be at least 10-15 pages in length with the first half devoted to the Background and Literature review and the second half devoted to the Design of the Research Study. The steps include:

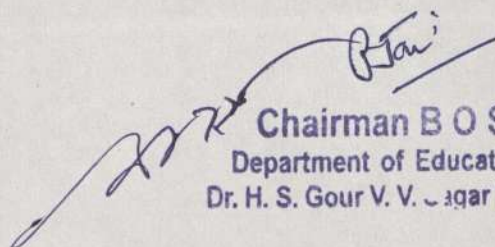
- Selecting a topic of interest that can achieve approval by the course co-ordinator.
- Write at least 5-7 pages about the introduction.
- Write a comprehensive review of the literature, including a review of another research related to the student's study.
- Clearly define the statement of the problem and the research hypotheses/questions
- Develop a design of the study with a discussion of the methodology to be used including:
 - Population
 - Selection of a sample
 - Instrumentation and its testing
 - Sources of data
 - The data collection process
- Describe how the data will be treated and analyzed


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- Describe the significance and limitations of the study

The Proposal may be developed considering the following steps:

1. Title (front page) of the Research Problem
2. Introduction: Background of the study
3. Review of related literature
4. Statement of the Problem and Operational Definition
5. Objectives of the Study
6. Hypotheses (If any)
7. Research Methodology – Research Method, Population and Sample, Tools & Techniques, Method of Data collection and Analysis and Statistics if used.
8. References



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M. A. (EDUCATION) SEMESTER-II
COURSE-VI
[EDP-EC-222] LIFE SKILL EDUCATION

L	T	P	C
4	0	0	4

Course Objectives:

After studying the course, the students are expected to:

- Examine critically the concept, nature and aims of Inclusive Education
- Develop critical understanding of the policies and legislations related to inclusive education.
- Understanding critically the concept, nature and characteristics of students with diverse needs
- Understand the national and international initiatives towards the education of students with diverse needs
- Develop an understanding of the challenges faced by students with diverse needs.
- Develop knowledge and skill to address the diverse needs of the students in inclusive Education.
- Identify the various aspects of teacher preparation and research priorities in Inclusive Education.

Course Content:

UNIT I Life Skill: Introduction

(12 Lectures)

- Meaning and Definition of Life Skills, Life Skills Models
- Characteristics of Life Skills
- Classification of Life Skills,
- Life Skills and Increase in Academic Achievements of Students
- Role of Life Skills in Students' Personal Development
- Need and Significance of Life Skills –

UNIT II Life Skill Education: Need of The Hour

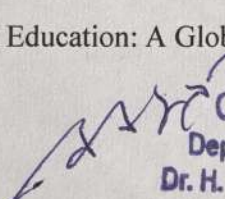
(12 Lectures)

- Life Skills Education's Contribution
- Need of Life Skills Education
- Life Skills Application
- Advantages of Applying Life Skills
- Importance of Life Skills Education

UNIT III Life Skill Education

(12 Lectures)

- History of Life Skill Education: A Global Scenario


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- Life Skill Education with Respect to Indian Scenario
- Aims of Life Skill Education
- Teachers' Role in Life Skill Education
- Benefits of Life Skill Education
- Relevance of Life Skill Education
- Present Scenario of life skill education

UNIT IV *WHO-Life Skill*

(12 Lectures)

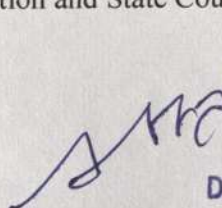
- 10 Life-skill as proposed by World Health Organization
- Way to develop life skills
- Researches in Life Skill
- Place of Life Skill in School Education Curriculum

Transaction Mode:

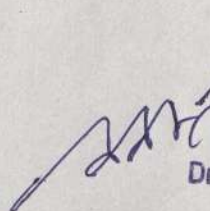
- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions
- ✓ Projects
- ✓ Field visits etc.

Selected Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair.V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- WHO (1999) Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W. John (2006). Educational Psychology. (2nd Ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review
- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

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M.A (Education) Semester-III

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M. A. (EDUCATION) SEMESTER-III

COURSE-I

[EDP-CC-321] SCHOOL ADMINISTRATION AND MANAGEMENT

L	T	P	C
5	0	0	5

Course Objectives:

- Understand the conceptual aspects involved in school administration and management appreciate the perspectives of administration and management of school issues, strategies and practices
- Understand critical process of educational management related to various levels of education
- Acquire necessary skills to understand the management of human and non-human resources relevant to school education

COURSE CONTENT

UNIT-I *School Administration and Management*

(15 Lectures)

- Meaning, nature and scope of school management and administration
- School administration and school management,
- Management as an organization, aims and functions of school management
- Classroom management vs School Management
- Teacher as a Manager

UNIT-II *Conceptual Basis of School Management*

(15 Lectures)

- Basic management function: Planning, organizing, leading, motivating and controlling and their implications for effective school management.
- Using management functions for an effective classroom and school management.
- School Management verses Educational Management

UNIT-III *Educational Administration and Management at Different Levels*

(15 Lectures)

- Educational administration and management at central, state and local levels
- Role and functions of CAGE, NCERT, CBSE, KVS, NVS, NIOS
- Role and functions of SCERT, DIET etc.

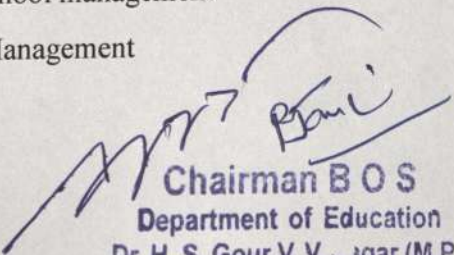
UNIT-IV *Quality Management Approach for Schools*

(15 Lectures)

- Quality management: meaning, scope and role
- Approaches and functions of total quality management
- TQM and its application in school management
- Assessment tool for quality Management

UNIT-V *Resource Management*

(15 Lectures)


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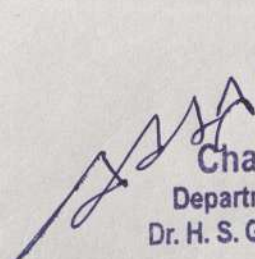
- Resource: meaning, nature and classification
- Human and non-human resources: creation,
- Sharing and management
- Leadership and decision-making Funding arrangements and its utilization

Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion,
- ✓ Case Study,
- ✓ Experiments,
- ✓ Problem-solving

Selected Readings:

- Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai
- Thakur D and Thakur, D.N. (1997): Educational Planning and Administration, Deep and Deep Publication, New Delhi.
- Bhatia, K.K & Singh, Jaswant: Principles and practice of school management, Tandan publications books Market, Ludhiana
- Bhatnagar, R.P & Agarwal, Vidya: Education administration, Supervision, Planning and financing, Surya Publication, Meerut
- Kurtz, Harold & Weihrich, Heinz: Essential of management an international perspective, Tata Mc Graw – Hill publishing Company Limited New Delhi.
- Sindhu, Kulbir Singh: School organization and administration, Sterling, Publishing, Private Limited, New Delhi
- Varshney, G.K: Organization and Management, S Chand and Company LTD, New Delhi.


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M.A. (EDUCATION) SEMESTER III

COURSE-II

[EDP-CC-322] HISTORY AND CONTEMPORARY ISSUES IN EDUCATION

L	T	P	C
4	0	0	4

Course Objectives:

- analyze the historical perspectives of education at different levels
- understand the nature of education as an area of study with multidisciplinary knowledge base
- reflect on the contemporary issues in education
- appreciate that relevant research work would help to achieve efficiency and excellence in the educational practices

COURSE CONTENT

UNIT-I Assured *Quality Education*

(15 Lectures)

- Concept and scope of quality education
- Need and significance of quality education
- Approaches and strategies of quality education
- Concept and implications of liberalization in education
- Concept and implications of privatization
- Concept and implications of globalization

UNIT II *History of Indian Education*

(15 Lectures)

- Indian Education System; Ancient, Medieval and Modern age
- Macaulay's Minutes and Wood Dispatch
- Secondary Education Commission,
- National Education Commission-1966
- National Policies on Education: 1968 and 1986

UNIT III *Education and Philosophy*

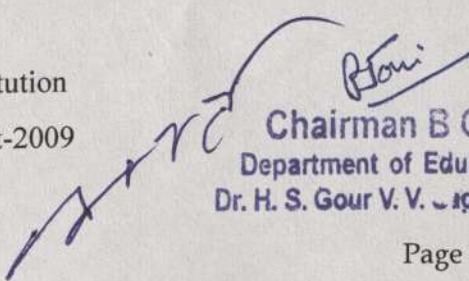
(15 Lectures)

- Foundations of Education: Philosophical, Sociological and Psychological
- Philosophy and *Darshana*
- Relationship between Philosophy and Education.
- Educational thought of; Mahatma Gandhi, Giju Bhai Badheka, Froebel and Rousseau

UNIT IV *Indian constitution and Education*

(15 Lectures)

- Preamble of Indian Constitution
- Democratic Values in Indian Constitution
- Educational provisions enshrined in Indian constitution
- A brief Introduction about Right to Education Act-2009


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Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion,
- ✓ Case Study,
- ✓ Experiments,
- ✓ Problem-solving

Selected Readings:

- Agrawal, J.C. (2004). Theory and Principles of Education. Vikas Publishing House, New Delhi
- Anand, C.L. et.al (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Bais, H. S. (1991). *Shiksha Kee Rooprekha* (Outlines of Education). New Delhi: Ashish Publishing House, Punjabi Baug
- Chauhan C.P.S. (2004). Modern Indian Education: Policies, Progress and Problems. Kanishka Publishers, New Delhi
- Gupt, B. R. (1963). *Bhartiya Shiksha Ka Itihaas*. Meerut: Rastogi and Company
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Johari, B. P. and P.D. Pathak (1991). *Bhartiya Shiksha Ka Itihaas*. Agra: Vinod Pustak Mandir
- M. H. R. D. (1990). Towards an Enlightened and Human Society, New Delhi: Department of Education
- Mohanti, J., (1986). School Education in Emerging Society, Sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
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- Pandey, R. S. (1982). An Introduction to Major Philosophies of Education, Agra: Agrawal Publication
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- Peters, R.S. (1967), The Concept of education, Routledge, United Kingdom.
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- Thakur, A. S. & Berwal, S. (2007). Education in Emerging Indian Society, New Delhi: Mayur Paperbacks: National Publishing House.
- Walia, J. S. (2014). Philosophical, Sociological and Economical Bases of Education. Jalandhar: Paul Publisher

M.A. (EDUCATION) SEMESTER III

COURSE- III

[EDP-CC-323] CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION

L	T	P	C
5	0	0	5

Course Objectives:

- To develop an understanding of fundamentals of Curriculum Development
- To understand the role of Philosophy, Psychology, Sociology in shaping Curriculum
- To gain Knowledge and Understanding of various Models of curriculum Design
- To understand the concept, significance and scope of Comparative Education.
- To acquaint with the various approaches to study of comparative education; and also, factors affecting development of education.
- To comprehend and compare the concept, practice teaching and evaluation system of teacher education on focused countries.
- To know the recent trends and best practices in education such as distance and open learning, vocational education and educational administration.
- To understand and reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education and Higher Education.
- To understand the prevailing problems and issues in education and also know the role of various agencies which acts for the progress of education system.

COURSE CONTENT

UNIT-I *Conceptual Framework of Curriculum*

(15 Lectures)

- Meaning and concept of Curriculum
- Aims and objectives curriculum Development
- Basic elements curriculum Development
- Types of Curriculum- Activity Centered, Experience Centered, Work Experience, Subject Centered and Core Curriculum

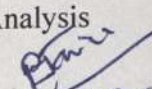
UNIT-II *Foundations of Curriculum Development and System analysis*

(15 Lectures)

- Philosophical, Sociological and Psychological bases of Curriculum
- Conceptual framework for Curriculum design
- Difficulties in Curriculum design
- Elements of the Curriculum, Relation among the elements
- Procedural Criteria, Referring to The Comprehensive Plan for Curriculum Development
- Factors of curriculum development Content Analysis

UNIT-III *Models for Curriculum Design*

(15 Lectures)


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- Technical models: Tyler Model, Tuba Model. Alexander model
- Good lard Model, Berman Model, Hankins Model,
- Miller and Seller model Eisner model,
- Schubert a Model
- Non-technical Models: open Classroom Model, W R Model and Interpersonal model.

UNIT-IV *Structure of Educational System: A Comparative Study* (15 Lectures)

- A comparative study of education systems of the following countries with special reference to Primary Education,
- Secondary Education and Higher Education:
- United States of America
- United Kingdom and India

UNIT-V *Recent Trends and Best Practices in Education* (15 Lectures)

- Distance and Open Learning in U.K., Australia and India: Aims, Methods of instruction and Evaluation system.
- Vocational Education: USA & India
- Educational Administration in USA, UK & India

Mode of Transaction:

- ✓ Lecture,
- ✓ Discussion, Case Study,
- ✓ Problem-solving

Selected Readings:

- Bready, G.Z.F. (1964). *Comparative Methods in Education*. New Delhi: Oxford & East Publishing Co.
- Blavic, Emile. (1987). *Primary Education: Development and Reform, Perspectives in Education*. In *Education*, Vol. 3, 153-60.
- Carlton, R., Colley. And Mackinnon. (1977). *Educational change and Society*. Toronto: Gage Educational Publishing.
- Carney, M.H. Levin. (1985). *Schooling and Work in the Democratic State*. California: Stanford University Press.
- Cantor, Leonard. (1989). *The Re-visioning of Vocational Education in American High School*. In *Journal of Comparative Education*, Vol. 25, Number 2.
- Dearden, R.F. (1970). *The Philosophy of Primary Education*. London: Routledge and Kegan Paul Ltd.

M. A. (EDUCATION) SEMESTER-III
COURSE-IV
[EDP-CC-324] INCLUSIVE EDUCATION

L	T	P	C
4	0	0	4

Course Objectives: After studying the course, the students are expected to:

- Examine critically the concept, nature and aims of Inclusive Education
- Develop critical understanding of the policies and legislations related to inclusive education.
- Understanding critically the concept, nature and characteristics of students with diverse needs
- Understand the national and international initiatives towards the education of students with diverse needs
- Develop an understanding of the challenges faced by students with diverse needs.
- Develop knowledge and skill to address the diverse needs of the students in inclusive Education.
- Identify the various aspects of teacher preparation and research priorities in Inclusive Education.

Course Content:

UNIT I *Introduction to Inclusive Education*

(15 Lectures)

- Inclusive education: concept, need and importance of inclusive education.
- Aims of inclusive education
- Psychological and sociological perspectives of inclusive education.
- Historical perspectives on education of children with diverse needs.
- Inclusive schools as effective schools.

UNIT II *National & International Initiatives to Respond to Diversity*

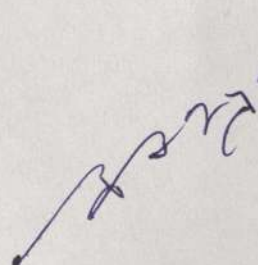
(15 Lectures)

International initiatives:

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 & 12).
- The World Declaration on the Survival, Protection and Development of Children
- International perspectives Dakar framework of action (2000).
- Millennium development goals (2000).

National Initiatives:

- National institutes for various disabilities.
- District primary education programme (DPEP).
- Initiatives for the Gifted and Talented children.


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- National Curriculum Framework, 2005 NCERT
- Girls Education initiatives; Mahila Samakshya, Kasturba Gandhi Balika Vidyalaya.

UNIT III *Current Laws and Policy Perspectives Supporting Inclusive Education*

(15 Lectures)

- The Mental Health Act 1987.
- Rehabilitation Council of India Act, 1992.
- National Policy on Education (NPE)-1986
- The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
- Right to education act 2009 and afterwards.
- New Education Policy, 2016 (Draft)

UNIT IV *Children with Special Needs*

(15 Lectures)

- Concept and meaning of diverse needs: concept and & Classification
- Children with sensory impairments (hearing, visual and locomotors).
- Intellectually challenged (gifted and mentally challenged).
- Social and emotional problems, (Backward Children, Under achievers, Children with health problems, Socially disadvantaged children and Gender Equality)

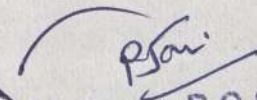
Transaction Mode:

- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions
- ✓ Projects
- ✓ Field visits etc.

Selected Readings:

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house. Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Centre for Studies in Inclusive Education.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M. (2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Panda, K.C. (1997) - *Education of Exceptional Children*, New Delhi; Vikas Publishing House

- Pandey, R.S. and Advani I. (1995) – Perspectives in Disability and Rehabilitation, New Delhi; Vikas Publishing House
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R. I E. Mysore
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.


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M. A. (EDUCATION) SEMESTER-III
COURSE-V
[EDP-CC-321] EARLY CHILDHOOD DEVELOPMENT

L	T	P	C
3	0	0	3

Course Objectives:

- Understand the concept and importance of ECD for-school readiness.
- Understand the rights and developmental needs of children from conception to the age of 6 years and develop critical insight into the interdependence of child development and learning.
- Understand, analyze and reflect on the significance of early childhood care and education from an integrated perspective as an instrument for narrowing social equity gaps and be able to perceive its close linkage with early primary education.
- Be able to implement age and developmentally appropriate methods of transaction of preschool education at the preprimary stage of education, including through effective use of ICT, and assess children's progress.
- Be sensitive to the learning and development needs of all children, including those from diverse and marginalized communities on the basis of gender, socioeconomic status, caste/class, religion and those with special needs, and ensure an inclusive and contextualized learning environment for all.
- Network with parents, community and government organizations, non-government organizations and other organizations to generate awareness and seek their involvement in ECD programmes.

Course Content

Unit I Concept and Significance of ECCE

(15 Lectures)

- Understanding terminologies: "Child", "Childhood", and "Early Childhood Care and Education" in consonance with theory as well as National and International policies.
- Importance and significance of ECCE as foundation for learning and development.
- Historical Development of ECCE in India: Importance of early years and development as indicated in traditional practices of the Indian culture.
- Influence of work by Early missionaries, Central Social Welfare Board and ICDS programme

Unit II Contributions of Thinkers and Educationists in ECCE

(15 Lectures)

- Growth, development & principles of child development.
- Theories of Child Development: Jean Piaget, Vygotsky and Ericson

- Philosophical and educational thoughts of Rousseau, Frobel and Montessori and Gijubhai Badheka.
- Impact on early years from the perspective of: family, community, caste, gender, religion, and geographic location.
- Economic diversity and its influences on early child development and access to programmes.

Unit III Policies and Programmes in ECCE in India and Related Issues (15 Lectures)

- Recommendations of Different Commission on ECCE (After Independence)
- National Policy on Education-1986, 1992 and 2020
- Commitment to International Convention, such as; Education for All (EFA), Sustainable Development Goals (SDG); National Policy on ECCE (2013).
- Programmes and provisions in ECCE in Indian: Public Sector: ICDS; Rajiv Gandhi Crèche Scheme.
- Issues and Challenges of ECCE in India

Selected Readings:

- Kacker, S. (1982). *Inner World: Psychoanalytical Study of Childhood in India*, Oxford University Press, New Delhi.
- Katz, I. (1977). *Talks with Teachers*. NAEYC, Washington.
- Khalakdina, M. (2008). *Human Development in Indian Context*; Vol. 1.
- Khalakdina, M. (2011). *Human Development in Indian Context*; Vol. 1.
- Krishnamurthy, J. (1974). *Krishnamurthy on Education*. Krishnamurthy Foundation, India, Chennai.
- Kaul, V. et al (2004) *Reaching out to the Child*; Oxford University Press.
- Kaul, V. and Sankar, D. (2009) *Early Childhood Care and Education in India: Mid Decade Assessment*; NUEPA.
- Swaminathan, M. (1988). *The First Five Years: A Critical Perspective on ECCE in India*, Sage.
- Clarke, P. (2001). *Teaching and Learning: The Culture of Pedagogy*, Sage.
- Policy Documents related to RTE (2009); NCF (2005); NPECCE (2013); NCF (2013);
- NPE (1986); NP on Children (updated).
- UNESCO (2006). *Select Issues concerning ECCE in India*. Background paper prepared for the Education for All Global Monitoring Report (2007): Strong Foundations:
- Early Childhood Care and Education, (2007)/ED/EFA/MRT/PI/23. New Delhi:

M. A. (EDUCATION) SEMESTER-III

COURSE-VI

[EDP-EC-322] ELEMENTARY EDUCATION

L	T	P	C
3	0	0	3

Course Objectives:

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

- Understand the context of elementary education.
- Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE).
- Discuss the development of elementary education in India since independence.
- Reflect on the relevance of strategies and programmes of UEE.
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- Understand the importance of teaching of language and mathematics at elementary level.
- Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level.
- Develop research insight for curriculum development in elementary education.
- Understand the development of elementary teacher education in post-independent India.

Course Content:

UNIT I *Elementary Education in India after Independence*

(15 Lectures)

- Meaning, need and significance of elementary education in India.
- Nature and focus of Elementary Education after independence.
- Relevance of educational thoughts of Mahatama Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications.
- Right to Education as fundamental right; provision in RTE Act and related issues.
- Elements of Quality Primary Education.

UNIT II *Universalisation of Elementary Education (UEE)*

(15 Lectures)

- UEE (Concept, objectives and justification, role of UEE in Universalising elementary education in India)
- Measures towards realization of UEE
 - Adoption of "No Detention Policy."
 - Free supply of uniform dress to girls and other students of backward community.

- Attendance scholarship for girls and SC/ST children.
- Provision of Mid-Day Meal, Operation Blackboard (OB), Early childhood Care and Education (ECCE), Sarva Siksha Abhyan (SSA), District Primary Education Programme (DPEP).

UNIT III *Current Status of Elementary Education in India*

(15 Lectures)

- Hurdles Faced in Popularizing Elementary Education.
- Panchayati raj and community involvement in educational planning and management related issues.
- Participation of NGOs in achieving goals of UEE.
- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

Transaction Mode:

- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions
- ✓ Projects

Selected Readings:

- Chopra, R.K. (1993). Status of Teachers in India, New Delhi: NCERT.
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications.
- Khan, R.S & Ahamed. I. (1997). Elementary Education & the Teacher, Delhi: IASC, Jamia Millia Islamiya.
- Mohanty. J. N, (2002) Primary Elementary Education, Deep & Deep Publications: New Delhi.
- NCERT (1991). Elementary Teacher Education Curriculum. Guidance and syllabi, New Delhi, NCERT.
- Rajput, J.S. (1994). Universalisation of Elementary Education, Role of the Teacher, New Delhi: Vikas Publishing House.
- Rao. V.K (2007) Universalisation of Elementary Education, Indian Publishing House: New Delhi.
- Singh, L.C. (1990). Teacher Education in India, A Resource Book, New Delhi, NCERT.
- Shukla Subir (1999) A brief note of efforts to Address Multi grade teaching in India June, New Delhi.

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M. A. (EDUCATION) SEMESTER-III
COURSE-VII
[EDP-EC-323] SECONDARY EDUCATION

L	T	P	C
3	0	0	3

Course Objectives: On completion of the course the student-teachers will be able to:

- Explain the concept of secondary education in India.
- Understand the nature-scope and systems of secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Understand the problem and challenges related to secondary and senior secondary Education in India.
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- Identify the problems and issues in preparation of secondary school teachers
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.
- Identify critical issues related to universalization of secondary education.

Course Content:

UNIT I *Secondary Education in India*

(15 Lectures)

- Meaning and Definition of Secondary Education in India
- General Aims and Objectives of Secondary Education in India
- Recommendations of different commissions and policies on secondary education
 1. Secondary Education Commission (Detail)
 2. Education Commission (1964-66)
 3. National Policy on Education 1986 and PoA 1992
 4. Rashtriya Madhyamik Shiksha Abhiyan (RMASA).
 5. National Education Policy-2020

UNIT II *Quality in Secondary Education*

(15 Lectures)

- Quality Secondary Education: Concept, Indicators for quality checking
- Setting standards for performance
- The present status of quality secondary education in India
- Professional enrichment of secondary teachers through different agencies (NCERT, CIET, NUEPA, IASE etc).

UNIT III *Structure and Issues of Secondary Education in India*

(15 Lectures)

- Structure of secondary education in India (10+2+3 pattern of education).

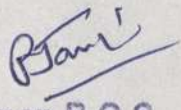
- Problems and issues of secondary education in India
- Nature and forms of inequality including dominant and minor groups.
- Gender inequality in schooling (public - private schools, rural - urban - tribal schools)
- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education

Transaction Mode:

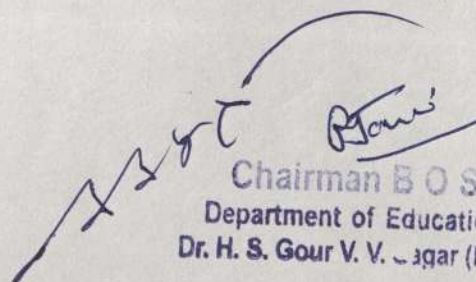
- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions
- ✓ Projects

Selected Reading:

- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- MHRD (1966): Report of the Education Commission, New Delhi. retrieved from www.krishikosh.egranth.ac.in/bitstream/1/2041424/1/CCS270.pdf
- NCERT (2005): National Curriculum Framework, New Delhi
- Walia, J.S. (2016). Contemporary issues in Secondary Education. Jalandhar: Paul Publishers
- Mudaliar Commission Report (1952-53) retrieved from www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf


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M.A (Education) Semester-IV


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M. A. (EDUCATION) SEMESTER-III

COURSE-I

[EDP-CC-421] EDUCATIONAL TECHNOLOGY

L	T	P	C
4	0	0	4

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

- understand the nature and scope of educational technology and also about the various forms of technology
- establish relationship between learning theories and educational technology
- know the instructional design and modes of development of self - learning material.
- know the different models of teaching.
- develop basic skills in the production of different types of instructional material.
- know the recent innovation and future perspectives of educational technology.

COURSE CONTENT

UNIT-I *Meaning and Scope of Educational Technology* (15 Lectures)

- Meaning and Concept of Educational Technology;
- Nature, Scope and Significance of Educational Technology;
- Components of Educational Technology Hardware and Software; Multi-media approach in Educational Technology.
- Educational Technology and Instructional Technology.

UNIT-II *Communication and Modalities of teaching* (15 Lectures)

- Communication Process: Concept, nature, process, type, theory of communication, Principles. Modes and Barriers of communication, Classroom communication (interaction verbal and non-verbal) and Mass media approach;
- Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory), Systems approach in educational technology and its characteristics.

UNIT-III *Models of Teaching and instructional Technology* (15 Lectures)

- Models of Teaching: Concept, different families of teaching models Designing Instructional System. Formulation of instructional. Objectives Task. Analysis Designing of Instructional Strategies, such as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials
- Modalities of Teaching-difference between teaching and instruction, conditioning and training. Stages of teaching-pre- active. Interactive and post-active.

UNIT-IV *Programmed Learning and Resource Centres*

(15 Lectures)

- Computer assisted instruction.
- Uses of Communication Technology in Teaching – Videotape, Radio-Vision, Tele conferencing, Video Conferencing, CCTV, INSAT, and problems of introducing new technologies in the Indian context;
- Resources centers for Educational Technology
- CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST–their activity for the improvement of learning processes.

Transaction Mode:

- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions
- ✓ Projects

Selected Readings

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc. New York.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evault, M. The International Encyclopedia of Educational Technology.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio-Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India


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M. A. (EDUCATION) SEMESTER-III

COURSE-II

[EDP-CC-422] LIFE LONG AND CONTINUING EDUCATION

L	T	P	C
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Course Objectives:

- Understand the Conceptual framework of Adult and Lifelong Learning.
- Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- Understand the Role of Lifelong Learning in the context of Globalization.
- Understand International practices across the world

COURSE CONTENT

UNIT-I *Basics of lifelong learning*

(15 Lectures)

- Concepts and terms of Lifelong Learning and Extension
- Adult and Lifelong Learning – Pre-Independence period - Post independence period

UNIT-II *Great thinkers of life long education*

(15 Lectures)

- Imminent Indian thinkers of Adult Education –Vivekananda, M.K. Gandhi, Tagore, Zakir Hussein
- Imminent International Thinkers Frank Charles Laubach, Ivan Illich, Paulo Friere.
- Indian Values for adult education and its practices

UNIT-III *Creation of constructive social Awareness through learning*

(15 Lectures)

- Creation of Right Life orientation by constructive learning
- Environment movements in India and in abroad for healthy life
- Learning Social Exclusion and Social Justice; Dalit Movement and its developments
- Modern values of Agrarian Relations for sustaining rural lives.
- Women's movement for sustainable growth

UNIT-IV *Current Trends in Lifelong Learning in India*

(15 Lectures)

- Learning for establishing State intervention in Social & Economic development by Legislation linked Social development – Vulnerable groups - Street Children, Bonded Labor; Gender Sensitization; Tribal wellbeing.
- Non-State engagement in Social development -Use of Technology and Innovations in Lifelong Learning
- Evolving institutions for sustainable livelihoods - International and national Missions on learning - Consumer Awareness, Capacity building programs – National Rural Livelihood Mission (NRLM),

- Jan Dhan Yojana (JDY). Tribal welfare programs.
- Skill India Program: Introduction, Objectives, Features and Advantages

Transaction Mode:

- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions
- ✓ Projects

Selected Readings

- Alexgender, K.C. (1994), The Process of Development of Society. New Delhi: Sage Publication.
- Anand, S. & Sen, A.K (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UNDP
- Arunachalam. J (2005), Women's Equality – A Struggle for Survival: Gyan Publishing House, New Delhi
- Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, New Delhi: UNESCO.
- Inove, Y (2009) Adult Education and Adult Learning Processes with ICT. Guam: University of Guam.
- John, Mary E (1996) Gender and Development in India, 1970s-1990s Some Reflections on the Constitutive Role of Contexts, EPW, Vol. 31, Issue No. 47,23 Nov. Learning.
- Macionis, J. J & Plummer, K (2005), Sociology. A Global Introduction (3rded.). Harlow: Pearson Education.
- Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.
- Ranode. Eknath (2001), Sustainable Development. India: Vivekanand Kendra Prakashan.
- Redeliff, Michelle (1995) Sustainable Development. Canada: Routledge Publication.
- Roger, Harrison (Ed.2002) Supporting Lifelong Education, London: Rutledge.
- Shah, S. Y. (1993) Indian Adult Education: A Historical Perspective, New Delhi: Indian adult education association.
- Sharma, S.C. (1987), Media Communication and Development, Jaipur: Rawat Publication.
- Singh, Madhu. (Ed.2002) Lifelong Learning, Homberg: UNESCO Institute of Lifelong
- UNDP (1997), Governance for Sustainable human development, New York, A UNDP policy document.

M. A. (EDUCATION) SEMESTER-III

COURSE-III

[EDP-CC-423] GUIDANCE AND COUNSELING IN EDUCATION

L	T	P	C
4	0	0	4

Course Objectives:

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with the importance of placement and follow up services.
- To develop understanding about Counseling- research, issues and trends.

COURSE CONTENT

UNIT-I *Meaning and Concept of Guidance*

(15 Lectures)

- Meaning, nature and scope of Guidance
- Needs and importance of Guidance service
- Bases of guidance: Philosophical, Sociological, Pedagogical, Psychological
- Influence of family and Community on guidance.
- Functions, purposes and types of Guidance
- Major guidance areas- Educational, Vocational, Personal, Career, Social, Health, Marital, Moral etc.
- Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.
- Group Guidance-meaning, importance and Techniques.

UNIT-II *Counselling; Meaning, Type and Other Aspects*

(15 Lectures)

- Meaning, Characteristics and importance of counseling
- Difference between Guidance and Counseling
- Types of counseling
- Basic assumptions, process and steps of Counseling
- Different school of thoughts in counseling
- Process, stages of counseling, ethics of counseling
- Counseling techniques and practices: Structure the counseling relationships,
- Degree of lead by counselor, Non- verbal behavior, transference and counter-transference, process of referral.
- Skills of counseling – building trust, listening, observation & empathy, communication.

decision making & anger management

UNIT-III Theories of Counselling

(15 Lectures)

- Client Centered Therapy (Carl Rogers)
- Rational Emotive Therapy (Albert Ellis)
- Behavior Therapy (B.F. Skinner)
- Gestalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)

UNIT-IV Tools for collecting information, Career resource Centre

(15 Lectures)

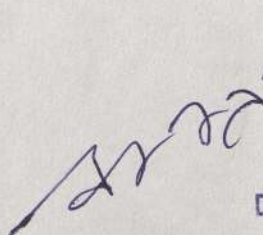
- Techniques of Counseling – formal- informal discussions Committee reports, lectures, dramatics question banks, Case Conference Methods.
- Questionnaire, Anecdotal Record, Autobiography,
- Rating scale, Observation, cumulative record card and interview
- Career Resource Centre: Central and State Planning
- Problems of Guidance services in India

Transaction Mode:

- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions
- ✓ Projects

Selected Readings

- Bantole, M.D. (1984). Guidance and counselling. Bombay: Sheth and Sheth Publications
- Bhatnagar, A. & Gupta, N (Eds) (1999). Guidance and counseling, A practical approach, Vol. I. New Delhi: Vikas.
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and counseling, A theoretical perspective, Vol. II. New Delhi: Vikas.
- Chaturvedi, R. (2007). Guidance and counselling skills. New Delhi: Crescent Publishing Corporation
- Gardner, H. (1999). Multiple intelligence: Understanding the mind. National Professional


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M. A. (EDUCATION) SEMESTER-III

COURSE-IV

[EDP-CC-424] OPEN AND DISTANCE EDUCATION

L	T	P	C
4	0	0	4

Course Objectives

- To develop understanding about open and distance education.
- To get acquainted with the self-learning material and its development.
- To develop understanding about the management of Open University System.
- To get acquainted with process and techniques of Counseling of students enrolled in distance education.
- To get acquainted with the different technology in the ODL.

Course Content

UNIT I *Development of Open and Distance Education*

(15 Lectures)

- Growth, Philosophy and history of the Distance and Open Education
- Socio-Academic Issues of distance and open Education,
- Philosophical Foundations of distance and open Education,
- Growth and History of Distance Education,
- Growth and Innovations of Distance and Open Education

UNIT II *Self Learning Material*

(15 Lectures)

- Self-Learning Materials for distance and open learning: Factors in the Design of Learning Materials,
- Principles of SLM Design,
- Design of Self Learning Materials: A Review, Preparation of Learning Materials Operational Aspects

UNIT III *Planning and Management of Distance and Open learning*

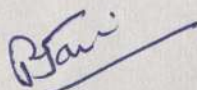
(15 Lectures)

- Students Support Services Support Services Need and Mechanisms,
- Counselling and Tutoring Services, Interaction through Assignments,
- Micro Teaching and Skill Development and Stimulation
- Planning and Management of Distance and Open learning,
- Planning and Management at Open University system

UNIT IV *ODL and Technology*

(15 Lectures)

- Information and Communication Technology for Distance Education
- Communication Technology Basics
- Media in Distance Education,


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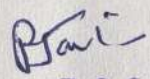
- Audio and Video Production,
- Computer and Communication Networks

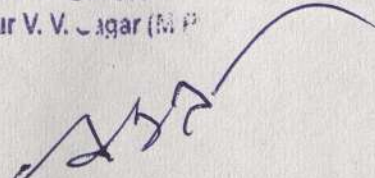
Transaction Mode:

- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions
- ✓ Projects

Selected Readings:

- Anand S.P.: University Without Walls, Vikas Publications, New Delhi.
- Borah S. (Ed): Distance Education, Amar Publications, Delhi.
- Chib S.S.: Teaching by Correspondence in India, Light and Life, New Delhi.
- Keegan D.: Foundations of Distance Education, second edition, Routledge.London.
- Khan, I.: Distance Education – Some Readings, Amar Publications, Delhi.
- Mukhopadhyay M (Ed): Yearbook of Education Technology, 1988.
- Mohanty J. Education al Broadcasting: Radio and Television in Education, Sterling Publishers, New Delhi.
- Mukhpadyay M. (Ed): Educational Technology- Challenging Issues, Sterling Publshers- New Delhi.
- Sahoo, P.K.: Higher Education at Distance, Sanchar Publications, Delhi.


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M. A. (EDUCATION) SEMESTER-III

COURSE-IV

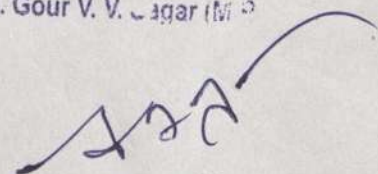
[EDP-EC-421] DISSERTATION & COMPREHENSIVE VIVA-VOCE

L	T	P	C
1	2	2	4

Introduction:

The dissertation shall be a elective paper carrying 4 credits and each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of the Education Department of Doctor Harisingh Gour Vishavidyalaya, Sagar (Madhya Pradesh). Candidate shall be required to submit the dissertation at fourth semester examination. The students will work under the guidance of a supervisor to be allotted by the head of the department of the department. Preparation of report is as per the guidelines Three copies of the dissertation typed on one side only and duly certified by the supervisor will submit in the office of the department. The viva-voce will be held on a date to be fixed by the university/department. Dissertation and viva-voce will be evaluated jointly both by external and internal examiners. The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an educational problem.

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M. A. (EDUCATION) SEMESTER-III

COURSE-IV

[EDP-EC-422] EDUCATIONAL MEASUREMENT AND EVALUATION

L	T	P	C
3	1	0	4

Course Objectives:

- To develop an understanding of the concepts of measurement, assessment and evaluation
- Understand the basic concepts and techniques of measurement and evaluation in education.
- Understand the new trends in evaluation
- Understand and develop Skills in the construction and standardization of tests.
- Understand and develop Skills in the construction of Diagnostic test and organize remedial teaching
- Prepare an objective based Question bank
- Understand and use the various Models in Evaluation

Course Content:

UNIT I *Concept of Educational Measurement and Evaluation* (15 Lectures)

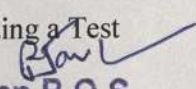
- Meaning, nature, purpose of educational measurement, assessment and evaluation.
- Relation between measurement and evaluation
- Types of evaluation – formative and summative – meaning, characteristics, areas, differences.

UNIT-II *Tools and Techniques of Evaluation* (15 Lectures)

- Administration of Test and Interpreting test result
- Meaning of Norms, Types of Norms, Age, Grade, Percentile and Standard Score
- Checklist, Questionnaire, Rating Scale, Interview, Observation
- Uses of Computer in Evaluation: Marking and reporting Letter grades, Written description of performance, Number grades, percentage grades, reports, student Profiles and PTA meetings.

UNIT-III *Tests of Scholastic Achievement* (15 Lectures)

- Test: Meaning and importance; Test Items: types, characteristics & construction
- Types of Tests: Teacher made, Standardized, Norm referenced and criterion referenced
- Achievement Test – Concept, Construction and uses
- Standardized Test – Construction, Merits & demerits
- Characteristics of a good test: Validity, Reliability, Practicability, Usability
- Test Standardization: Steps involved in standardizing a Test


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UNIT-IV Assessment and Examinations

(15 Lectures)

- Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges
- New trends in evaluation grading and semester system
- External examinations in higher education: meaning, need, significance.
- Challenges related to planning and conduct of external examinations

UNIT-V Educational Objectives

(15 Lectures)

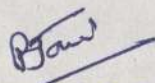
- Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives
- Revised Bloom's Taxonomy of the Cognitive Domain,
- Krathwohl and Masia's Taxonomy of the Affective Domain
- Dave's Taxonomy of the Psychomotor Domain
- Writing objective in behavioral terms

Transaction Mode:

- ✓ Lecture
- ✓ Seminar
- ✓ Panel discussions
- ✓ Group discussions

Selected Readings

- Aggarwal, J.C. (1995). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. (2003). Essentials of Examination System Evaluation, Tests and Measurement. New Delhi: Vikas Publication House.
- Best, John.W and James V. Khan (2006). Research in Education. New Delhi:Prentice


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M. A. (EDUCATION) SEMESTER-III

COURSE-IV

[EDP-OE-421] PEDAGOGY OF TEACHING AND LEARNING

L	T	P	C
4	0	0	4

Course Objectives: The student will be able to:

- Know the concept of teaching and learning.
- Understand the different type of teaching.
- Understand the psychological aspects of teaching and learning
- Understand the different learning theories
- Know the new trends in education

COURSE CONTENTS

UNIT-I *Teaching and Learning*

(15 Lectures)

- Concept of Teaching and Learning. Functions and principles of teaching and Learning, Maxims of teaching, variables of teaching, levels of teaching, phases of teaching
- Teaching: Team teaching, Cooperative learning. Peer teaching, panel discussions, role playing, brain storming.

UNIT-II *Professional skill development of teaching*

(15 Lectures)

- Concept and importance of Micro Teaching
- Simulated Teaching
- Flanders's Infraction analysis
- Effective classroom communication
- Development of Programme learning maternal

UNIT-III *Psychological aspects of Teaching and learning*

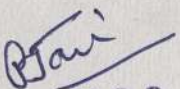
(15 Lectures)

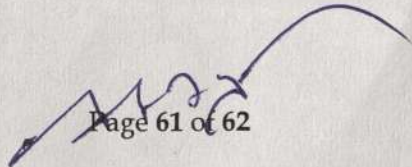
- Learning- meaning, Factors affecting learning
- Theories of learning, Thorndike's Trial and Error, Skinner's operant Conditioning Theory and Gestalt insight theory of Learning
- Cognitive development: Meaning, factors affecting cognitive development
- Piaget, Kohlberg and Vygotsky: Constructs and critical perspectives

Unit-IV *New trends and issues in education*

(15 Lectures)

- Challenges of school education
- Right to Education Act-2009

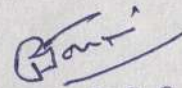

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- Inclusive Education, SSA (2000), RMSA
- NCF (2005), NCFTE (2009)

Selected Readings

- Jenkins. J.(1998). Distance Education, The Internet and the Learning Culture, A paper presented in International Conference on Collaborative Networked Learning, New Delhi: IGNOU
- Kasturi Ranjan, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.
- Kulkarni.S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar. K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- Mehra, Vandana (2004) Educational Technology, New Delhi: S S Publishers.
- Mohanty. J. (1992) Educational Technology, New Delhi: Deep and Publication.
- Piaget. J. (1997). Development and Learning. In M. Gauvain & M. Cole (Eds.), Readings on the development of the children. New York: W.H Freeman & Company.
- Saraswathi. T.S. (1999) Adult Child continuity in India: Is adolescence and Human Development: Theory, Research and Applications in India. New Delhi: sage.
- Sharma. N. (2003) Understanding adolescence. NBT India.
- Aggarwal. J.C. Essential of Educational Psychology, Delhi: Doaba Book House.
- Chauhan, S.S Advanced Educational Psychology.
- See more at: <http://uou.ac.in/node/5065#sthash.xGbtvloQ.dpuf>
- Speeches of Gandhi ji: Speech on the Eve of the Last Fast January 12, 1948. Government of India (Gol)
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- Jain. L.C. (2010) Civil Disobedience. Book Review Literary Trust: New Delhi. Select Chapters.
- Jangira. N.K 2012. NCERT mother of Inclusive education address on golden Jubilee of NCERT at RIE. Ajmer on 01 Sept.2012.
- <http://unesco.org/images/0023/002322/232205e.pdf>


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