



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

**FACULTY OF EDUCATION**

**SYLLABI**

*FOR*

**MASTER OF EDUCATION (M.Ed. GENERAL)**

**SEMESTER SYSTEM (REGULAR COURSE)**

**1<sup>st</sup> & 2<sup>nd</sup> SEMESTER**

**EXAMINATION, 2014-2015**

**AND**

**MASTER OF EDUCATION (M.Ed.)**

**(Through Correspondence two year course)**

**I to IV SEMESTER**

**EXAMINATION, 2014-2015**

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

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

**OUTLINES OF TEST, SYLLABI AND COURSES OF READING FOR THE DEGREE OF M.Ed.  
(GENERAL) CREDIT BASED SEMESTER SYSTEM FOR THE EXAMINATION OF 2014-15**

**M.ED (GENERAL)**

**ONE YEAR REGULAR COURSE CREDIT BASED**

**SEMESTER SYSTEM GENERAL OBJECTIVE:**

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

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

- To prepare professionals for teaching in colleges of education.
- To prepare professionals for educational administration, educational planning and holding positions of responsibility in educational institutions.
- To train professionals for psychological testing; personal, educational and vocational guidance; statistical analysis with an educational orientation.
- To orient students for participation in programmes of educational evaluation and examination reforms.
- To train professionals for organizing curriculum development and preparation of instructional materials.
- To prepare personnel through systematic study and research who will contribute to the development of educational literature and lead to the growth of education as a discipline.

**RULES & REGULATIONS FOR ADMISSION**

**Eligibility**

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

- (a) A degree in Bachelor of Education/equivalent degree of this University with 55% marks (50% in case of SC/ST/BC candidates) or from any other University/Institution recognized by AIU.

OR

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

**NOTE FOR ADMITTED CANDIDATES**

Admitted candidates are required to complete successful study of 3 compulsory papers, 2 optional papers, one compulsory dissertation and compulsory Field Based Experiences to satisfy the criteria of NCTE for award of degree of M.ED (General). Dissertation and Field Based Experiences will be evaluated at the end of Semester II. The student has to obtain a minimum of 60 credits towards fulfillment of course completion criteria. Further:

1. A student is required to have a minimum of 75% attendance in each paper in each semester to be eligible to appear in semester end exams.
2. A student earns credits in each paper if he/she obtain the minimum 40% pass marks in each course.
3. Each course of 5 credits will have teaching sessions of five hours (including Lectures, Tutorials, Practicals, Sessional work) per week.
4. There will be provision of reappear maximum in two papers. Reappear candidates will be allowed to appear as per Panjab University Norms/ Calendar.
5. Date of submission for Synopsis of dissertation will be 30<sup>th</sup> November for Semester I and for Dissertation, it will be 31<sup>st</sup> May of the second semester.

**FEE STRUCTURE**

The fee structure for this course is as prescribed by university from time to time.

**PROGRAMME OUTLINE:**

**M.Ed. General Semester I**

**Programme Code: MEDGN -I**

**I) FOUNDATION PAPERS (PAPERS I, II, III) & COMPULSORY PAPERS VI & VII**

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION			
				External	Internal	Practical	Total
<b>I</b>	<b>C01-EFS-I</b>	<b>Education as a field of study-I</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>
<b>II</b>	<b>C02-AEP-I</b>	<b>Advanced Educational Psychology-I</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>III</b>	<b>C03-ERS-I</b>	<b>Methodology of Educational Research &amp; Statistics-I</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>
<b>VI</b>	<b>C04-DIS</b>	<b>Dissertation/Research Proposal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>VII</b>	<b>C05-FBE</b>	<b>Field Based Experiences</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**II) OPTIONAL PAPERS (PAPERS IV and V)**

Any two of the following :

OPTION	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION			
				External	Internal	Practical	Total
<b>A</b>	<b>E01-GNC-I</b>	<b>Guidance &amp; Counselling-I</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>B</b>	<b>E02-LLE-I</b>	<b>Lifelong Education-I</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>C</b>	<b>E03-VHR-I</b>	<b>Value Education &amp; Human Rights-I</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>
<b>D</b>	<b>E04-CME- I</b>	<b>Comparative Education-I</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>
<b>E</b>	<b>E05-TED-I</b>	<b>Teacher Education-I</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>
<b>F</b>	<b>E06-ECS-I</b>	<b>Education of Children with Special Needs-I</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>G</b>	<b>E07-EDT-I</b>	<b>Educational Technology-I</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>

<b>H</b>	<b>E08-MEV- I</b>	<b>Measurement &amp; Evaluation-I</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>
<b>I</b>	<b>E09-CRD-I</b>	<b>Curriculum Development-I</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>J</b>	<b>E10-ENE-I</b>	<b>Environmental Education-I</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>K</b>	<b>E11-YED-I</b>	<b>Yoga Education-I</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>L</b>	<b>E12-EAM- I</b>	<b>Educational Administration &amp; Management-I</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>

**Aggregate of Semester-I**

Total marks of I & II = 300 + 200 = 500

Total credits = 25

**PROGRAMME OUTLINE:**

**M.Ed. General Semester II**

**Programme Code: MEDGN –II**

**D) FOUNDATION PAPERS (PAPERS I, II, III) & COMPULSORY PAPERS VI & VII**

<b>PAPER</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>EVALUATION</b>			
				<b>External</b>	<b>Internal</b>	<b>Practical</b>	<b>Total</b>
<b>I</b>	<b>C01-EFS-II</b>	<b>Education as a field of study-II</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>
<b>II</b>	<b>C02-AEP-II</b>	<b>Advanced Educational Psychology-II</b>	<b>5</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>III</b>	<b>C03-ERS-II</b>	<b>Methodology of Educational Research &amp; Statistics-II</b>	<b>5</b>	<b>80</b>	<b>20</b>	<b>-</b>	<b>100</b>
<b>VI</b>	<b>C04-DIS</b>	<b>Dissertation/Research Report</b>	<b>7.5</b>	<b>100</b>	<b>50</b>	<b>0</b>	<b>150</b>
<b>VII</b>	<b>C05-FBE</b>	<b>Field Based Experiences</b>	<b>2.5</b>	<b>25</b>	<b>25</b>	<b>0</b>	<b>50</b>

**II) OPTIONAL PAPERS (PAPERS IV and V)**

Any two of the following :

OPTION	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION			
				External	Internal	Practical	Total
A	E01-GNC-II	Guidance & Counselling-II	5	60	20	20	100
B	E02-LLE-II	Lifelong Education-II	5	60	20	20	100
C	E03-VHR-II	Value Education & Human Rights-II	5	80	20	-	100
D	E04-CME- II	Comparative Education-II	5	80	20	-	100
E	E05-TED-II	Teacher Education-II	5	80	20	-	100
F	E06-ECS-II	Education of Children with Special Needs-II	5	60	20	20	100
G	E07-EDT-II	Educational Technology-II	5	60	20	20	100
H	E08-MEV- II	Measurement & Evaluation-II	5	80	20	-	100
I	E09-CRD-II	Curriculum Development-II	5	60	20	20	100
J	E10-ENE-II	Environmental Education-II	5	60	20	20	100
K	E11-YED-II	Yoga Education-II	5	60	20	20	100
L	E12-EAM- II	Educational Administration & Management-II	5	80	20	-	100

**Aggregate of Semester-II**

\*Total marks of I & II = 500 + 200 = 700

Total credits = 35

Aggregate of semester I &II= 500+700

\*Total marks = 1200

Total Credits = 25+35=60

## INTERNAL EVALUATION SCHEME :

- The following are the guidelines, mode of testing and evaluation for Continuous Internal Assessment of students. It may include written assignment, snap tests, participation in discussion in the class, term papers, attendance etc.
- In order to incorporate an element of Continuous Internal Assessment of students, the Colleges/Departments will conduct one written test and one snap test as quantified below:

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

**Total : 100 (reduced to 20)**

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

<b>Attendance Component</b>	<b>Marks for Theory Papers</b>
a) 75% and above up to 85%	1
b) Above 85%	2

## PRACTICALS

All practicals will be jointly evaluated by external and internal examiners

# UNIVERSITY SCHOOL OF OPEN LEARNING

## PANJAB UNIVERSITY, CHANDIGARH

### OUTLINES OF THE TESTS, SYLLABI AND COURSES OF READING FOR MASTER OF EDUCATION

#### (M.ED.) CORRESPONDENCE CREDIT BASED SEMESTER SYSTEM (FOUR SEMESTER)

##### EXAMINATION, 2014-15

Note: M.Ed. Correspondence course is exactly the same as for M.Ed. regular, without compromising the quality, with the only difference that correspondence course is spread over two years where Foundation papers will be completed in M.Ed. (Semester I & II) and Optional papers will be completed in M.Ed. (Semester III & IV). All practicals should also be conducted as are required in different subjects of M.Ed. regular. These practicals be conducted during personal contact programmes organized by the department to meet the NCTE requirements of ensuring 300 contact hours (in two years). 75% attendance in the personal contact programmes is compulsory separately in Semester-I and Semester-II, Semester –III and Semester IV.

- The division of marks for different papers would also remain exactly the same as for M.Ed. regular.

#### M.ED. Semester-I

Programme Code: MED-I

#### Foundation Papers (Paper I, II, III)

Paper	Course Code	Course Title	Credits	Theory	Internal	Practical/ Project	Total
I	C01-EFS-I	Education as a field of study-I	5	80	20	--	100
II	C02-AEP-I	Advanced Educational Psychology-I	5	60	20	20	100
III	C03-ERS-I	Methodology of Educational Research and Statistics-I	5	80	20	---	100
<b>AGGREGATE OF SEMESTER-I</b>				<b>100 × 3 = 300</b>			
<b>Total Credits of Semester-I</b>				<b>3x5 = 15</b>			



## M.ED. SEMESTER-II

**Programme Code: MED-II**

**Foundation Papers (Paper I, II, III)**

Paper	Course Code	Course Title	Credits	Theory	Internal	Practical/ Project	Total
I	C01-PSE-II	Philosophical and Sociological Foundations of Education-II	5	80	20	--	100
II	C02-AEP-II	Advanced Educational Psychology-II	5	60	20	20	100
III	C03-ERS-II	Methodology of Educational Research and Statistics-II	5	80	20	---	100
<b>AGGREGATE OF SEMESTER – II</b>				<b>100 × 3 = 300</b>			
<b>Total Credits of Semester - II</b>				<b>3x5 = 15</b>			

## M.ED. SEMESTER-III

**Programme Code: MED-III**

**OPTIONAL PAPERS IV & V**

**(Any two of the following)**

Opt.	Course Code	Course Title	Credits	External	Internal	Practical	Total
A	E01-GNC-I	Guidance and Counselling-I	5	60	20	20	100
B	E02-LLE-I	Life Long Education-I	5	60	20	20	100
C	E03-VHR-I	Value Education and Human Rights-I	5	80	20	---	100
D	E04-CME-I	Comparative Education-I	5	80	20	---	100
E	E05-TED-I	Teacher Education –I	5	80	20	---	100
F	E06-ECS-I	Education of Children with Special Needs–I	5	60	20	20	100
G	E07-EDT-I	Educational Technology-I	5	60	20	20	100
H	E08-MEV-I	Measurement and Evaluation-I	5	80	20	--	100
I	E09-CRD-I	Curriculum Development-I	5	60	20	20	100

J	E10-ENE-I	Environmental Education-I	5	60	20	20	100
K	E-11-YED-I	Yoga Education-I	5	60	20	20	100
L	E-12-EAM-I	Educational Administration and Management-I	5	80	20	---	100

### COMPULSORY COMPONENTS

(Dissertation and Field Based Experience are compulsory)

Paper	Course Code	Course Title	Credits	External	Internal	Total
VI	C04-DIS	Dissertation/Research Proposal	0	0	0	0
VII	C05-FBE	Field Based Experiences	0	0	0	0

(To be evaluated in M.Ed. Semester IV)

Aggregate of M.Ed. Semester III

Total Marks= 100x2=200

Credits= 10

### M.ED. SEMESTER-IV

Programme Code: MED-IV

(COMPULSORY PAPERS)

Opt.	Course Code	Course Title	Credits	External	Internal	Practical	Total
A	E01-GNC-II	Guidance and Counselling-II	5	60	20	20	100
B	E02-LLE-II	Life Long Education-II	5	60	20	20	100
C	E03-VHR-II	Value Education and Human Rights-II	5	80	20	---	100
D	E04-CME-II	Comparative Education-II	5	80	20	---	100
E	E05-TED-II	Teacher Education –II	5	80	20	---	100
F	E06-SED-II	Special Education –II	5	60	20	20	100
G	E07-EDT-II	Educational Technology-II	5	60	20	20	100
H	E08-MEV-II	Measurement and Evaluation-II	5	80	20	--	100

10

I	E09-CRD-II	Curriculum Development-II	5	60	20	20	100
J	E10-ENE-II	Environmental Education-II	5	60	20	20	100
K	E-11-YED-II	Yoga Education –II	5	60	20	20	100
L	E-12-EAM-II	Educational Administration and Management-II	5	80	20	---	100

### COMPULSORY COMPONENTS

(Dissertation and Field Based Experience are compulsory)

Paper	Course Code	Course Title	Credits	External	Internal	Total
VI	C04-DIS	Dissertation/Research Proposal	7.5	100	50	150
VII	C05-FBE	Field Based Experiences	2.5	25	25	50

#### Aggregate of M.Ed. Semester IV

**Total Marks= 100x2=200+200=400**

**Credits= 20**

#### GRAND TOTAL OF M.ED. SEMESTER I, II, III & IV

**Grand Total of Marks=300+300+200+400=1200**

**Total Credits=15+15+10+20=60**

#### EVALUATION

The following are the guidelines, mode of testing and evaluation including Continuous Internal Assessment of students:

- i) Terminal Evaluation : 80%
- ii) Continuous Assessment : 20%
- iii) Continuous Assessment may include written assignment, participation in discussion in the class, term papers, seminar, attendance in personal contact programmes etc.

**OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR  
M.ED. GENERAL (SEMESTER SYSTEM)  
FOR THE EXAMINATION OF 2014-2015**

**SEMESTER-I**

**PROGRAM CODE : MEDGN- I**

**FOUNDATION PAPERS PAPER- I**

**COURSE CODE: C01-EFS-I**

**COURSE TITLE: Education as a Field of Study-I**

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

**COURSE OBJECTIVES:** The syllabus has been designed in order to:

1. Sensitize students regarding assumptions, principles and theories of education.
2. Expose students to the epistemological and axiological issues in education.
3. Acquaint students with concepts and theoretical perspectives of sociology of education.
4. Enable students to comprehend meaning of modernization, social change and role of school as a place for social change.
5. Help the students to understand the concept of social equity & equality; social mobility and social stratification.

**NOTE:** Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and Question No. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT-I**

- a) Concepts, Principles and Assumptions of education
- b) Prioritizing the aims of education in the context of national values enshrined in the constitution of India

**UNIT- II**

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

### UNIT- III

- a) Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist).
- b) Social Change: Concept and determinants of Social Change, Modernisation, Education as an agency of Social Change.
- c) School as a site of struggle for social change.

### UNIT-IV

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

### BOOKS RECOMMENDED

1. Aggarwal, J.C. (2005). Theory and principles of education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Banerjee, A.C. & Sharma S. R. (1998). Sociological and philosophical issues in education, Jaipur: Book Enclave.
3. Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
4. Blake, N., Smeyers. P. et.al. (2008). The Blackwell guide to the philosophy of education. U.S.A.: Blackwell Publishing Ltd.
5. Brubacher, J. S. (1969). Modern philosophies of education. New Delhi: Tata McGraw-Hill Publishing Company Pvt. Ltd.
6. Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
7. Bruner, J.S. (1996). The Culture of education. Cambridge, M.A.: Harvard University Press.
8. Bruner, J.S. (2006). In search of pedagogy Vol. I and II (The selected works). London: Routledge.
9. Butchvarov, P. (1970). The concept of knowledge. Evanston, Illinois: North Western University Press.
10. Chaudhary, K. (2008). A handbook of philosophy of Education. New Delhi: Mahamaya Publishing House.
11. Dearden R. F. (1984). Theory and practice in education. Routledge K Kegan & Paul.
12. Debra H., Martin H., Pam C. & Lingard, B. (2007) Teachers and schooling: Making a difference. Australia: Allen and Unwin.
13. Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
14. Eqan, K. (1986). Individual development and the curriculum. Hyperion Books.
15. Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.
16. Gardner, H. (1993). Creating minds. New York: Basic Books.
17. Hirianna, M. (1995). The essentials of Indian philosophy. Motilal Banarasidas Publishers.

18. Jonathon C. M. (1966). Social foundations of education: Current readings from the behavioural sciences. New York: The Macmillian Company.
19. Kenkel, W.F. (1980). Introduction to sociology. New York: Harper and Row.
20. Kneller, G.F. (1963). Foundations of education. London and New York: John Wiley and Sons, Inc.
21. Matheson, D. (2004). An Introduction to the study of education. (2<sup>nd</sup> edition). David Fulton Publish.
22. Mathur S.S., (2008). A Sociological approach to Indian education. Agra: Vinod Pustak Mandir.
23. MHRD, (1992). Programme of action. Government of India, New Delhi.
24. MHRD, Government of India (1992). National policy on education (revised). New Delhi.
25. NCERT, (2005). National curriculum framework. New Delhi.
26. NCTE, (2009). National curriculum framework for teacher education. New Delhi.
27. Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
28. Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.
29. Pandey, R.S. (1997). East West Thoughts on Education. Allahabad: Horizon Publishers.
30. Peters, R.S. (1967). The concept of education. United Kingdom: Routledge.
31. Peters, R.S. (ed.) (1975). The philosophy of education. London: Oxford University Press.
32. Phenix, P.H. (1960). Philosophy of education. New York: Holt, Rinehart and Winston.
33. Rao, D.M. (2004). Education for the 21<sup>st</sup> century. New Delhi : Discovery Publishing House.
34. Seetharamu, A.S. (2004). Philosophies of education. New Delhi: Ashish Publishing House.
35. Sharma, A.P. (1999). An approach to philosophy of education. The Indian Publications.
36. Sodhi T.S. & Suri A. (1998). Philosophical and sociological foundation of education. Bawa Publications, Patiala.
37. Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.
38. Wall, E. (2001). Educational theory: philosophical and political perspectives. Prometheus Books.

**PROGRAM CODE MEDGN-I**

**FOUNDATION PAPERS PAPER-II**

**Course code: C02-AEP-I**

**Course Title: Advanced Educational Psychology-I**

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

**COURSE OBJECTIVES:** After completing the course, the student will

- Acquire knowledge of basic concept of educational psychology.
- Understand individual differences among learners.

- Gain knowledge of methods of Educational Psychology and recent trends.
- Understand adolescent's growth, development and their problems.
- Get acquainted with concept and nature of children with special needs
- Understand learner in psycho-social context

**NOTE:** Examiner will set 9 questions in all i.e. two each from four unit and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

## **COURSE CONTENT:**

### **UNIT-I**

#### **Introduction**

- a) Origin and Developments in Educational Psychology. Relevance of Education Psychology for Theory & Practice of Education
- b) Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and cross sectional.
- c) Recent Trends in Educational Psychology.

### **UNIT-II**

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

- a) Individual differences-Determinants, Role of heredity and Environment, Implications.
- b) Growth and Development: Concept, difference and principles of development. Cognitive Processes: Sensation, Attention, Perception, Cognition; Piagetian model of Cognitive Development.
- c) Development during Adolescence: Physical, Cognitive, Social & Emotional. Stress and strain during adolescence and its educational implications.

### **UNIT-III**

#### **Understanding Children with Special Needs**

- a) Children with Special Needs: Concept, Classification, Historical Perspective.
- b) Concept, Characteristics, Identification of the following: Learning Disability (with types), Slow Learners, Gifted, Creative, ADHD, ADD, Delinquents.
- c) Inclusive Education: Need, Process and Barriers.

### **UNIT-IV**

#### **Psychosocial Dimensions of Learners' contexts**

- a) Social Learning: Concept & Importance, factors affecting social learning, Social Conformity, Social Competence.
- b) Nature and Socio-cultural environment of School and Classroom. Classroom dynamics; concept, need and its relevance, strategies for promoting healthy socio-cultural environment in class.
- c) Violence in School; Types – Bullying, Relational Aggression, Punishment, Defaming, Vandalism and their effects. Role of teacher in curbing Violence.

## **PRACTICAL:**

Conducting & Interpretation of following experiments:

1. Test of Adjustment / Analysis of a case of a maladjusted adolescent learner
2. Draw a man test/ Word Association
3. Intelligence test (w.r.t. normal & special children)
4. Achievement test

## **BOOKS RECOMMENDED**

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



**PROGRAM CODE MEDGN-I**

**FOUNDATION PAPERS PAPER-III**

**Course code: C03-ERS-I**

**Course Title: Methodology of Educational Research & Statistics-I**

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

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

- Define a research problem.
- Formulate hypotheses.
- Select sample and forward reasons in support of his/her decisions.
- Select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

**NOTE:** Examiner will set 9 questions; two from each unit and one question (question no.9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT-I**

- a) Educational Research: Definition, Need and importance, Classification, Fundamental, Applied and Action Research, Scientific Method in Educational Research.
- b) Selection of research problem, Areas of research: Identification and Statement of Research problem, Survey of Related Literature and Research Proposal

**UNIT-II**

- a) Hypothesis: Definition, Types, Importance and formulation of hypothesis. Testing of hypothesis: Type I and Type II errors.
- b) Sampling: Need of sampling, non probability sampling, probability sampling, and sampling error.
- c) Qualitative Research: Concept, Characteristics, Approaches and Differentiation from Quantitative research

**UNIT-III**

- a) Scale of Measurement, parametric and non parametric tests.
- b) Measures of Central Tendency: Mean Median Mode and Graphical representation of data: Histogram, Pie Diagram, Bar Diagram, Frequency Polygon and Ogive.
- c) Measures of Variability: Range, Average Deviation, Quartile Deviation and Standard Deviation.

**UNIT-IV**

- a) Measures of relationship, Rank order correlation, product moment method of correlation and Significance of Correlation.
- b) Normal probability curve: Concept, characteristics and its applications

### BOOKS RECOMMENDED

1. Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston
2. Best, J.W. & Kahan J.V. (1995) : Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Edwards, A.L. (1960) : Experimental Design in Psychological Research, New York, Holts (revised ed.).
4. Ferguson, G.A. and Takane Yoshio (1989) : Statistical Analysis in Psychology and Education.
5. Gakhar, S.C. (2008) : Statistics in Education and Psychology . N.M Publications.
6. Garrett, H.E. (1986) : Statistics in Psychology and Education, Vikils Feffers and Simons Pvt. Ltd.
7. Guilford and Fruchter(1978) : Fundamental Statistics in Psychology and Education.
8. Kaul Lokesh (1984) : Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
9. Lindquist, E.F. (1953) : Design and Analsis of Experiments in Education and Psychology, Houghton Mifflin Co., Boston.
10. Siegel Sidney (1965) : Non-Parametric Statistics, McGraw Hill Books Company, New York.
11. Tuckman, B.W. (1972) : Conducting Educational Research, Harcourt Brace, Javanovich.
12. Verman, M. (1965) : Introduction to Educational and Psychological Research, Lond. Asia.
13. Lindquist, E.F. (1960) : Elementary Statistical Methods in Psychology and Education Oxford Book Company, New Delhi.

### OPTIONAL PAPERS IV & V

#### PROGRAM CODE MEDGN-I

Course code: E01-GNC-I

[

Course Title: (Opt. A) : Guidance and Counselling-I

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- Understand the meaning, nature, scope, need and types of guidance.
- Recognize the role of guidance in attaining the goals of education
- Understand the concept and process of career development and their utility in understanding career behavior of students.
- Develop the acquaintance with various techniques of group guidance.
- Develop detailed knowledge about various guidance services
- Develop the skill of administration and interpretation of Psychological assessment .
- Develop knowledge and understanding of the major psychological concepts such as achievement, intelligence, aptitude, personality, interest and their assessment for providing guidance.

**NOTE:** Examiner will set 9 questions, two from each unit and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

## **COURSE CONTENT:**

### **UNIT-I**

#### **Introduction**

- a) Concept, aims, objectives, assumptions and principles of guidance.
- b) Need and scope of guidance.
- c) Career development: concept, process and factors affecting career development.

### **UNIT-II**

#### **Understanding Guidance**

- a) Types of Guidance: educational guidance, vocational/career guidance, individual guidance and group guidance
- b) Advantages of group guidance
- c) Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

### **UNIT-III**

#### **Essential Services in Educational Guidance Programme**

- a) Guidance services and their types (information, counselling, placement, follow up and research)
- b) Organization of guidance services at various levels of education (elementary/secondary/senior secondary/ college).
- c) Problems of organizing guidance services in India.
- d) Evaluating guidance programme.

### **UNIT-IV**

#### **Student Appraisal**

- a) Importance of educational and psychological testing. Characteristics of a good test. Teacher made and standardized achievement tests.
- b) Concept and assessment of intelligence and aptitude.
- c) Concept and assessment of personality and interest.

## **PRACTICAL**

- I. Administration and interpretation of Psychological tests:
  - a. Intelligence tests- Verbal, Non-verbal and performance.
  - b. Personality
  - c. Interest inventory
  - d. Teaching Aptitude Test
- II. Viva-voce

## BOOKS RECOMMENDED

1. Anastasi, A. & Urbina, S. (1997). Psychological testing, 7th Ed., Upper Saddle River. NJ: Prentice Hall.
2. Bantole, M.D. (1984). Guidance and counselling. Bombay: Sheth and Sheth Publications.
3. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and counseling, Vol. I: a practical approach. New Delhi: Vikas.
4. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and counseling, Vol. II : a theoretical perspective, New Delhi: Vikas.
5. Chaturvedi, R. (2007). Guidance and counseling skills. New Delhi: Crescent Publishing Corporation.
6. Gardner, H. (1999). Multiple intelligence: intelligence, understanding and the mind. National Professional Resources: NY.
7. Ghosh J. (1995). Vocational guidance. New Delhi: U.S.S. Publication.
8. Gibson, R.L. & Mitchell, M. H. (2008). Introduction to counselling and guidance (7<sup>th</sup> Edition). New Delhi: Pearson Education, Inc.
9. Gupta, N. (1991). Career maturity of indian school students. New Delhi: Anupam Publications.
10. Isaacson, L. E. & Broen, D. Career information, career counseling and career development (5th ed.). Boston: Allyn & Bacon.
11. Joneja, G. K. (1997). Occupational information in guidance. New Delhi: NCERT.
12. Mohan, S. & Sibia, A. (1998). Handbook of personality measurement in India. New Delhi: NCERT.
13. Mohan, S. (1998). Career development in India: theory, research and development, New Delhi: Vikas Publishing House.
14. Myers, G.E. (1948). Principles and techniques of vocational guidance. London: Mcgraw Hills Company.
15. Oliver, W. & Randall, W. E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
16. Osipow, S. H. & Fitzgerald, L. F. (1996). Theories of career development. (4th ed.). Boston: Ally and Bacon.
17. Petterson, G.H. (1962). Counseling and guidance in schools. London: Mcgraw Hill Book Company.
18. Pietrofesa, J.J, Bernstein, B. & Stanford, S. (1980). Guidance: an introduction. Chicago: Rand McNally.
19. Saraswat, R. K. & Gaur, J. S. (1994). Manual for guidance counsellors. New Delhi: NCERT.
20. Shertzer, B. & Stone, S.G. (1980). Fundamentals of guidance. Boston: Houghton Mifflin Co.
21. Swanson, J.L. & Fouad, N. A. (1999). Career theory and practice: learning through case studies. Sage Publications.
22. Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company

## OPTIONAL PAPERS IV & V

### PROGRAM CODE MEDGN-I

**Course code: E02-LLE-I**

**Course Title: (Opt. B) : Lifelong Education-I**

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- aware of the concept of lifelong education.
- acquainted with approaches to lifelong education.
- sensitized to the need of adult and continuing education in the contemporary world.
- Aware of the literacy situation and government efforts for improving the literacy status.

**NOTE:** Examiner will set 9 questions two from each unit and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT – I**

- a) Adult and Continuing Education; Evolution of concept, aims and practice.
- b) Need and importance of Adult and Continuing Education in the contemporary world.

**UNIT – II**

- a) Philosophical basis of lifelong education – Humanism and Existentialism.
- b) Sociological basis of lifelong education. Need and importance in the contemporary world.

**UNIT – III**

- a) Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society.
- b) Impact of Life Long Education on formal education – Education for diverse target groups through
  - (i) Open Learning
  - (ii) Web Based Education
  - (iii) Community Colleges.

**Unit – IV**

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

**PRACTICAL**

Poster preparation and exhibition of any /all of the following :

1. Open learning
2. Part time courses
3. Web based Education

**Note:** Assessment of practical work will be made by a board consisting of the subject teacher. One subject expert (external) and the Chairperson/Principal.

## BOOKS RECOMMENDED

1. Alford, Harold J. (1968): Continuing education in action : residential centres for lifelong learning. New York : Wiley.
2. Belanger. P. & Gelpi, E. (1995) : Lifelong Education, London : Kluwer Academic Publishers.
3. Indian Journal of Adult Education, 69,3,2008.
4. Indian Journal of Adult Education, 69,4,.2008.
5. International Journal of Adult and Lifelong Education, Vol. No. 1., (2003), UNESCO & UNDP Documents and Publications.
6. Jarvis, Peter, (1990) : International dictionary of adult and continuing education, London, Routledge.
7. Jethithar, Bhart,(1996) : Adult Education & Extension. New Delhi : APH Publishers.
8. New Frontiers in Education-International Journal of Education, Vol. XXXII, No. 2 April-June.
9. Pareek, Vijay Kumar,(1992) : Adult Education. Delhi. Himansher,
10. Patil, S.P., (1996) : Problems of adult education programme- Ambala Cantt. Associated Pubs.
11. Rahi, A.L, (1996) : Adult Education Policies and Programmes, Ambala Cantt. Associated Pubs.
12. Rao, D.S. (1993) : Continuing Education in India, Ambala : the Associated Publishers.
13. Rao, V. Janardhana,(2000) : Problem of Continuing Education, New Delhi :Discovery Pub.,
14. Reddy, G. Lokanandha,(1997) : Role performance of adult education teachers : problems and prospects- New Delhi : Discovery Pub.
15. Roy, Nikhil Ranjan, (1967) : Adult Education in India and abroad- Delhi : Chand, Publishers.
16. Seetharamu, A.S. & Devi (1994) : Adult Education, New Delhi : Ashish Publications.
17. Sharma, Inder Prabha, (1985) : Adult Education in India : policy perspective-New Delhi : NBO Pub.
18. Singh, U.K. & Sudarshan, K.N. (1996) : Non-Formal and Continuing Education, New Delhi : Discovery Publishing House.
19. Singh, U.K. & Nayak, A.K. (1997) : Lifelong Education, New Delhi :Commonwealth Publishers.
20. Slowey Maria & Watson David (2003) : Higher Education and the Life Course, Berkshire England : Open University Press, Mc Graw-Hill Education.
21. Sodhi, T.S.(1987) : Adult Education : a multidisciplinary approach, Ludhiana : Katson Pub. House.
22. UGC Guidelines of Lifelong Learning and Extension (2007-2012), University Grants Commission : New Delhi.
23. UNDP (2006), Human Development Report 2006, New York, Oxford University Press.
24. Venkataiah, S. (2000) : Lifelong and Continuing Education. New Delhi, Anmol Pub.
25. Ward, Kevin & Taylor, Richard (1986) : Adult Education and the working class : Education for the missing millions. London : Croom Helm.
26. Yadav, Rajender Singh, (1991) : Adult Education Training and Productivity, Ambala Cantt. Indian Publications.
27. www.mhrd.gov.in- for school education and literacy.

## OPTIONAL PAPERS IV & V

### PROGRAM CODE : MEDGN-I

Course code: E03-VHR-I

Course Title: (Opt. C) : Value Education and Human Rights-I

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

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

- The need and importance of Value-Education, the nature of values in Indian context.
- Various approach to value development viz-a-viz their cognitive and social development.
- The human rights in the field of education.
- The philosophical basis of human rights.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENTS:**

#### **UNIT-I**

Value Education and Culture:

- a) Concept and classification of values need and importance of Value Education
- b) Indian Culture and Human Values: Lessons from Ramayana and Bhagwad Gita

#### **UNIT-II**

Approaches to Value Development:

- a) Psycho-analytic approach.
- b) Learning theory approach, especially social learning theory approach.
- c) Cognitive development approach- Piaget. Kohlberg: Stages of moral development – their characteristics and features.

#### **UNIT-III**

- a) Human Rights and Education: Need and importance and Recommendations of various National and International Bodies.
- b) Right to access and Equal opportunity in education

#### **UNIT-IV**

Philosophical Foundations of Human Rights: Nature and Sources.

#### **BOOKS RECOMMENDED**

1. Karan, Reddy, & V. Narakyan (1979): Education and Value, New Delhi : B.R. Publishers Corpn.
2. Symonides, J. (2002) : Human Rights Concept and Standards, Rawat Publications.
3. Mohanty, J. (2005) : Teaching of Human Rights: New Trends and Innovations. New Delhi, Deep and Deep Publications PVT. LTD.
4. Tarrow, N.B. (1987) : Human Rights and Education Vol-3, Programon Press.
5. Pandey, V.C. (2005) : Value Education and Education for Human Rights : Delhi, Isha Books.
6. Bhatt, S.R. (1986) : Knowledge, Value and Education : An Axionoetic Analysis, Delhi : Gian Publisher.
7. Josta, Hari Ram (1991) : Spiritual Values and Education, Ambala Cantt : Associated Publishers.
8. Kar, N.N. (1996) : Value Education : A Philosophical Study, Ambala Cantt: Associated Publishers.

**OPTIONAL PAPERS IV & V**

**PROGRAM CODE : MEDGN-I**

**Course code: E04-CME-I**

**Course Title : (Opt. D) : Comparative Education-I**

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

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

- Explain the concept of Comparative Education.
- Understand the need and importance of Comparative Education.
- Explain the factors influencing the educational system of a country.
- Understand the structure of educational system in different countries.
- Compare the education ladder of U.K., Finland and India.
- Compare the salient features of educational system of U.K., Finland and India with special reference to administration and control.
- Understand & compare the objectives, system of admission and evaluation of above mentioned countries.
- Understand problems, recent trends and innovations in Education in above mentioned countries.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT-I**

- a) Meaning, History, Purpose, Method and Limitation of Comparative Education.
- b) Factors influencing the educational system of a country- political, social, linguistic, geographical and economic.

**UNIT-II**

- a) Education ladder of U.K., Finland and India.
- b) Compare the salient features of educational system of U.K., Finland and India with special reference to administration and control.

**UNIT-III**

- a) Objectives of education at each stage and curriculum in general in UK, Finland and India.
- b) System of admission and examination at different stages of education of U.K., Finland and India.

**UNIT-IV**

- a) Educational problems at each stage in above mentioned countries.
- b) Recent trends and innovations in education in above mentioned countries.



## **BOOKS RECOMMENDED**

1. Beredy, G.Z.F.(1964) : Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.
2. Blavic, Emile (1987) : Primary Education : Development and Reform, Perspectives in Education, Vol. 3, No. 3, 153-60.
3. Carlton, R., Colley and Machinnon (1977) : Educational Change and Society, Toronto, Gage Educational Publishing.
4. Carnoy, M.H. Levin (1985) : Schooling and Work in the Democratic State, Stanford University Press, Stanford, California.
5. Cantor, Leonard (1989) : The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number 2.
6. Dearden. R.F. (1970) : The Philosophy of Primary Education. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House, London.
7. Dent, H.C. (1961) : The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C.V.
8. Epstein, Erwin, H., (1987) : Against the Currents : A critique of Ideology in Comparative Education, Compare, 17, No. 1.
9. Green, J.L. (1981) : Comparative Education and Global Village, Anu Book, Shivaji Road, Meerut.
10. Hans, Nicholas (1965) : Comparative Education, Routledge and Kegan Paul Ltd., London.
11. James, H.R. & Mathew, A. (1988) : Development of Education System in India, D.K. Publisher Distributors (P.) Ltd., Ansari Road, Daryaganj, New Delhi.
12. Jangira, N.K.(1986) : Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Service Book Seller and Publishers, Patel Nagar, P.B. No. 13, Gurgaon.
13. Sharma, Y.K. (2004) : Comparative Education – A Comparative Study of Educational Systems, New Delhi: Kanishka Publishers.
14. Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
15. Choube, S.P. and Choube, A., (1993) : Comparative Education, New Delhi : Commonwealth Publishers.
16. Rao, V.K. and Reddy, R.S. (2004) : Comparative Education, New Delhi : Common wealth Publishers.
17. Sharma, R.N. (2008) : Comparative Education, New Delhi: Surjeet Publications, Kamla Nagar.
18. Choube, S.P., Features of Comparative Education, Agra : Vinod Pustak Mandir.
19. Sharma, R.A. (2007): Comparative Education, Meerut : R. Lall Book Depot.
20. Sharma, R.A. (2005) : Comparative Perspective on Education, Jaipur : ABD Publishers, Imliwala Phatak.
21. Sharma, R.A. (2008) : Tulnatamak Adhyan Shiksha, R. Lall Book Depot, Meerut, (HINDI VERSION).
22. Rawat, Dubey and Upadhyaya (2008) : Comparative Education Agra : Radha Krishan Mandir.

### **OPTIONAL PAPERS IV & V**

**PROGRAM CODE : MEDGN-I**

**Course code: E05-TED-I**

**Course Title: (Opt. E) : Teacher Education-I**

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

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

- Describe the importance and scope of teacher education.
- Understand the roles and responsibilities of teachers and teacher educators.
- Highlight the aims and objectives of teacher education at elementary, secondary and college level.
- Discuss the agencies regulating Teacher education in India with special emphasis on different policy documents.
- Explain the components and models of pre-service teacher education a telementary and secondary level .
- Discuss the concept and importance of professional development of in-service teachers and familiarize with programmes of faculty improvement.
- Acquaint the students with various agencies for in-service education of teachers.
- Describe the modes of education used for teacher education through distance mode.

**NOTE:** Examiner will set 9 questions, two from each unit and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

#### **UNIT-I**

- a) Importance of Teacher Education, Teacher Educators; their roles and responsibilities. Scope of Teacher Education - Preparing teachers for Elementary, Secondary, Higher Education
- b) Agencies regulating Teacher education in India (NCERT, NCTE : roles and responsibilities , Policy documents)
- c) Tracing the changes in Teacher Education in light of National Curriculum Framework 2005 and National Curriculum Framework for Teacher Education, 2009.

#### **UNIT-II**

- a) Pre- Service Training: Objectives and scope.
- b) Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- c) Models of Pre-service teacher education at secondary level: 4 years integrated model, one year model, 2 years model, 2 years distance mode.

Model of pre-service teacher education at elementary level -1 year, 2 years, 4 years B.L.ed. and 2 years distance mode.

#### **UNIT-III**

- a) Continuing Professional Development of In Service Teachers – concept & importance of professional development; Strategies of professional development; Workshops, seminars, symposium, panel discussions, conferences, self-study, extension lectures, refresher courses, research colloquium
- b) Agencies for in-service education (Institutional Programmes, S.I.E., D.I.E.T., N.C.T.E., N.C.E.R.T., Academic Staff College, Extension Department).
- c) Different modes of education used for Distance Education of Teachers.

## UNIT-IV

- a) Issues, concerns and problems of pre-service teacher education:
  - (i) Quality control of Teacher Education.
  - (ii) Teacher education and practicing school.
  - (iii) Isolation of teacher education institutions.
- b) Issues, concerns and problems of pre-service teacher education

### Sessional work (internal evaluation)

- 1) Review of the teacher education syllabus of any university with reference to NCFTE, 2009
- 2) Presentation of a term paper on a theme from the course

### BOOKS RECOMMENDED

1. Aggarwal, J.C. (1984) : Landmark in the History of Modern India Education, Vikas Publishing House, Ansari Road, New Delhi-110002.
2. Chaurasia, G. (1976) : New Era in Teacher Education, New Delhi.
3. Devedi, Prabhakar (1990) : Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
4. Govt. of India (1966) : Education and National Development, Report of Education Commission, N. Delhi.
5. Govt. of India (1992) :Report of C.A.B.E. Committee Department of Education, New Delhi.
6. Khan, Mohd. Sharif (1983) : Teacher Education in India and Abroad, Sheetal Printing Press, Karol Bagh, New Delhi-110005.
7. Kohli, V.K. (1992) : Teacher Education in India, Vivek Publishers, Ambala.
8. Govt. of India ( 1986) : National Policy of Education, Ministry of Human Resource and Development , New Delhi
9. Misra, K.S. (1993) : Teachers and their Education, Associated Publication, New Delhi.
10. Mohanty, J.N. (1993) : Adult and National Education, Deep and Deep Publication, NewDelhi.
11. Mohanty , J.N. (1988) : Modern Trends in India Education, Deep and Deep Publication, N.Delhi.
12. N.I.E.P.A. (1984) : Report on Status of Teachers, New Delhi.
13. Rao, D.B. (1988) : Teacher Education in India, New Delhi, Discovery Publishing House.
14. Singh, L.C. (1983) : Third National Survey of Scholastic Education in India, N.C.E.R.T., New Delhi.
15. Srivastava, R.C. & Bose K. (1973) : Theory & Practice of Teaching Education in India, Chugh Publication 2 Strachey Road, Allahabad.
16. Stones & Morris (1973) :Teaching Practice Problems and Prospective, Mathuen & Co., London.
17. Devedi, Prabhakar (1980) : Teacher Education – A Resource Book, NCERT, New Delhi
18. Khan, Mohd. Sharif (1983) : Teacher Education in India and Abroad, Sheetal Printing Press, New Delhi
19. Sharma., R.A. (2005) : Teacher Education, Loyal Book Depot, Meerut.
20. Sharma, S.P. (2005) : Teacher Education, Kanishka Publisher , New Delhi.
21. Udayveer (2006) : Modern Teacher Training, Anmol Publications, New Delhi.

## OPTIONAL PAPERS IV & V

PROGRAM CODE : MEDGN-I

Course code: E06-ECS-I

Course Title: (Opt. F) : Education of Children with Special Needs-I

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

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

- acquaint the students with the concepts of exceptionality and special education.
- develop awareness about current trends and legislation.
- familiarize themselves with the concept and provision for the mentally challenged.
- familiarize themselves with the concept and intervention strategies for the learning disabled.
- develop skills to identify children with special need.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

### COURSE CONTENT:

#### UNIT-I

Introduction:

- a. Special education: concept, nature, objectives, historical and philosophical perspective.
- b. Inclusive Education: Concept, Barriers and Advantages. Difference from integrated and special education.
- c. Classification of exceptional children, relevance of special education.

#### UNIT-II

Current Trends in Special Education:

- a. Inclusion, Integration, Legislation ( RCI Act 1992), PWD Act. 1995, National Trust Act 1999, National Policy on Disability 2006), Facilities and Concessions.
- b. Community based rehabilitation. (CBR) and Least Restricted Environment. (LRE), Team work family professional partnership.
- c. Bringing attitudinal changes in school and community.

#### UNIT-III

Mental Retardation/ Mentally Challenged:

- a. Definition, characteristics, needs and problems.
- b. Classification, Identification, Educational and Training programmes for children with mental retardation, Vocational options.

## UNIT-IV

Learning Disabilities:

- a. Concept, Nature, Causes and Types.
- b. Identification and Intervention strategies for remediation of Dyslexia, Dyscalculia and dysgraphia.

**PRACTICAL WORK:**

**Marks : 20**

- a. Administration and Interpretation of DTLTD/DTRD
- b. DST-Bharat Raj/BASIC-MR, Peshawariya et al/Vineland Social Maturity Scale (VSMS). A test to identify a child with mental retardation.

### BOOKS RECOMMENDED

1. Advani, L. & Chadha, A. (2003). You and your special Child. New Delhi: UBS Publishers and Distributors.
2. Alur, M. & Timmons, V. (Eds.). (2009). Inclusive education across cultures: Crossing boundaries, sharing ideas. New Delhi: SAGE Publications India Pvt Ltd.
3. Berdine, W.H. & Blackhurst, A.E. (eds.) (1980). An Introduction to Special Education. Boston: Little Brown and Company.
4. Encyclopaedia of Special Education (1987). ed's Cecil R. Reynolds and Lester Mann, New York : John Wiley and Sons. Vol.1,2,3
5. Frank, M.H. & Steven, R.F. (1984). Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
6. Hallahan, D.P. & Kauffman, J.M. (1991). Exceptional Children—Introduction to Special Education, Allyn & Bacon, Massachusetts.
7. Hans, I.J. (2000). Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
8. Hegarty, S & Alur, M. (2002). Education and children with special needs : From segregation to inclusion. New Delhi: SAGE Publications India Pvt. Ltd.
9. Kirk, S.A. & Gallagher, J.J. (1989). Education of Exceptional Children, Houghton Mifflin Co., Boston.
10. National Policy for persons with Disabilities, Government of India, 2006.
11. National Trust (NT) Act, Government of India, 1999.
12. Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas Publication House.
13. Persons with disabilities (PWD) Act, Government of India, 1995.
14. Rehabilitation council of India (RCI) Act, Government of India, 1992.
15. Right of persons with Disabilities Bill, Government of India, 2011.
16. Right to Education, Government of India, 2009/10.
17. Ysseldyke, J.E. & Algozzine, B. (1998). Special Education, New Delhi, Kanishka Publishers, Distributor.

**OPTIONAL PAPERS: IV & V**

**PROGRAM CODE: MEDGN-I**

**Course code: E07-EDT-I**

**Course Title (Opt. G): Educational Technology-I**

**Credits = 5**  
**Total marks= 100**  
**External=60**  
**Internal=20**  
**Practical= 20**

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

- Define Educational Technology.
- Explain types of Educational Technology.
- Discuss the concept, need and advantages of ICT.
- Explain systems approach to education.
- Explain meaning and process of communication.
- Formulate instructional objectives of different domains.
- Explain the concept of teaching.
- Explain the phases of teaching.
- Explain the levels of teaching.
- Describe different Models and develop examples of each one for a topic of their selection.
- Discuss the concept and process of Flanders Interaction Analysis System.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT-I**

- a) Educational Technology: Concept, nature and perspective, scope of educational technology in India.
- b) Types of Educational Technology, Development of Educational Technology in historical perspective, components of Educational Technology: Psycho-technology, Planning technology, Management Technology, Systems technology, hardware and software approaches of educational technology.
- c) Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology(ICT)
- d) Major institutions of educational technology in India: CIET, EMRC, CEC (Consortium for Educational Communication).

**UNIT-II**

- a) Objectives: Differentiation and derivation from aims to goals, general objectives from goals and instructional objectives from general objectives.
- b) Formulating instructional objectives, categorization of objectives in taxonomic categories of Cognitive, Affective and Psychomotor domains.
- c) Mager's and Gagne's models for writing educational objectives.

### UNIT-III

Teaching: Concept, variables, phases and levels of teaching: Memory, Understanding and Reflective level.

- a) Models of teaching, Bruner's concept attainment model, Ausubel's Advance Organizer Model, Taba's Inductive Thinking Model.
- b) System approach to education and its components: Goal setting, task analysis, Content analysis, Context analysis and Evaluation strategies.

### UNIT-IV

- a) Teacher Training Techniques: Microteaching: Concept, characteristics, process, applicability, limitations, concept of teaching skills and constituents of at least five teaching skills and their observations: Stimulus variation, Introducing the Lesson, Skill of using AV aids, Skill of reinforcement, Probing question.
- b) Communication Process; concept of communication, principles, modes and barriers of communication, classroom communication (interaction verbal and non-verbal)
- c) Observation of Classroom interaction: Flanders Interaction analysis: concept, assumptions, coding and decoding procedures.

### SESSIONAL WORK:

- 1) Demonstration of teaching skills through Microteaching. (two skills)
- 2) Coding & decoding classroom interaction through Flanders (two sessions of 20 minutes each).
- 3) Two sample lesson plans on models of teaching

### BOOKS SUGGESTED:

1. Bhushan, A. & Ahuja, M. (1992) : Educational Technology, Meerut, Vikas Publication, B-57, Meenakshi Puram.
2. Bigge, M.L. & Hunt, M. (1968) : Psychological Foundation of Education, London, Harper and Row Publishers.
3. Bloom, B.S. (1972) : Taxonomy of Education Objectives. A Hand Book-I (Cognitive Domain), New York: Devid Mokeyay Campo.
4. Chauhan, S.S. (1978) : A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
5. Das, R.C. (1993) : Educational Technology : A Basic Text, New Delhi, Sterling Publishers.
6. Dececco, J.P. & Cranford, W.R., (1970) : Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
7. Flanders, N. A. (1978): Analysing Teaching Behaviour, London , Addison Wesley Publishing Co.
8. Gage, N.L., (1978) : The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
9. Gakhar, S.C. (2008). Educational Technology, Panipat, N. M. Publication.
10. Joyce, B.Weil, M. & Showers, B., (1985) : Models of Teaching, Prentice Hall of India, Pvt. Ltd.
11. Mehra, V. (2010): A text book of Educational Technology, New Delhi : Sanjay Prakashan.
12. Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distributors.
13. Khirwadkar, A. and Puspanadham, K. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.
14. Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
15. Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributors.
16. Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributors.
17. Briggs, A.R.J. and Sommefeldt, D. (2002) Managing Effective Teaching and learning, London: Paul Chapman Publishing.
18. Hiltz, S.R. and Goldman, R. (2005) Learning Together Online. Research on Asynchronous Learning networks. New Jersey : Lawrence Erlbaum Associates, Publishers.
19. Jolliffe, A. Ritter, J. and Stevens, D. (2001) The Online Learning Handbook. Developing and Using Web based learning: London, Kogan Page.
20. Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt Ltd.

**OPTIONAL PAPERS: IV & V**

**PROGRAM CODE: MEDGN-I**

**Course code: E08-MEV-I**

**Course Title: (Opt. H) : Measurement and Evaluation-I**

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

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

- To acquaint the students with concepts and techniques of measurement and evaluation.
- To develop skills in the construction and standardization of tests.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (9<sup>th</sup>) Covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT-I**

- a) Concept of measurement and evaluation.
- b) Importance of measurement and evaluation, Types of evaluation.
- c) Levels of measurement.

**UNIT-II**

- a) Types of achievement tests – Essay and objective type test.
- b) Standardized tests and teacher made tests.
- c) Steps in standardization of achievement tests.
- d) Norm referenced and criterion referenced tests.
- e) Item analysis: Item difficulty, discrimination index. Effectiveness of distracters.

**UNIT-III**

Characteristics of measuring tools:

- a) Reliability—meaning, methods and factors affecting reliability
- b) Validity—meaning, types and factors affecting validity.
- c) Norms— age, grade percentile, standard scores (T scores, C scores, Z scores).

**UNIT-IV**

- a) Significance of Statistics: (Mean, Percentage and Correlation) and difference between statistics (Mean only).
- b) Analysis of variance (one way and two ways): Assumptions and Computation
- c) Analysis of Co-variance



## BOOKS RECOMMENDED

1. Anastasi, A. (1983): Psychological Testing, 6th Ed. New York, The Macmillan Co.
2. Ebel, L.R. and Frisbie, D.A. (1991) : Essentials of Educational Measurement, New Delhi., Prentice Hall of India Pvt. Ltd.,
3. Freeman, F.S. (1965): Theory & Practice of Psychological Testing, New York : Rinehart & Winston
4. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, Vakils Febber and Simon.
5. Guilford, S.P. and Fruchtor, B. (1973) : Fundamental Statistics in Psychology and Education 5th Ed., McGraw Hill and Co., New York.
6. Popham, W.J. (1988) : Educational Evaluation, New Delhi: Prentice Hall.
7. Thorndike, R.L. and Hagen E. (1977) : Measurement and Evaluation on Psychology and Education. New York, John Wiley and Sons, Inc.
8. Aiken, L.R. ( 1985) : Psychological Testing and Assessment, Boston : Allyn and Bacon.
9. Gronlund, N.E. (1981) : Measurement and Evaluation in Teaching, New York: Macmillan.,
10. Karmel, L.C. & Karmel M.C., (1978): Measurement and Evaluation in Schools, New York: Macmillan.
11. Mehren, W.A. and Lehmann, I.J. (1984) : Measurement and Evaluation in Education and Psychology, New York : Holt., Rinehart, Winston.
12. Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi : Sterling.
13. Guilford, J.P. (1978) : Fundamental Statistics in Psychology and Education, New York: McGraw Hills, 6th Ed.
14. Cronbach, L.G. (1964.) : Essentials of Psychological Testing, New York : Harper.
15. Aggarwal, R.N. & Vipin Asthana (1983): Educational Measurement & Evaluation, Agra : Vinod Pustak Mandir.

### OPTIONAL PAPERS: IV & V

#### PROGRAM CODE : MEDGN-I

Course code: E09-CRD-I

Course Title (Opt. I): Curriculum Development-I

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

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

- Understand the concept of curriculum and curriculum development.
- Explain the foundations of curriculum.
- Explain the principles of curriculum construction.
- Describe factors affecting curriculum change.
- Explain the role of teacher as curriculum maker.
- Explain eclectic model of curriculum design.
- Explain Taba's model of curriculum development.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units; and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

## **COURSE CONTENT:**

### **UNIT – I**

- a) Concept of curriculum, curriculum development and other curricular fields (curriculum design and curriculum engineering, components of curriculum, objectives, content, transaction mode and evaluation)
- b) Epistemological, social and psychological foundations of curriculum development

### **UNIT- II**

- a) Nature, purpose and scope of curriculum development.
- b) Principles of formulating aims, specific content, defining teaching learning experiences and evaluation procedures. Formative and summative evaluation.
- c) Integrating the curriculum.

### **UNIT – III**

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

### **UNIT- IV**

1. Eclectic model of curriculum design
2. Taba's model of curriculum development.

## **SESSIONAL WORK:**

Course construction according to Taba's Model

## **BOOKS RECOMMENDED**

1. Anning, Angela, (1995): "A National Curriculum for the Early Years", Open University Press, Buckingham, Philadelphia.
2. Audrey & Howard Nocholls (1978) : "Developing Curriculum", A Practical Guide-George Allen & Unwin, Boston, Sydney, London.
3. Davies, Iron, K. (1976) : "Objectives in Curriculum Design", McGraw Hill Book Company Limited, England.
4. Denis Lawton (1986) : "School Curriculum Planning " Hodder & Stoughton, London, Sydney.
5. Edward, A. Krug (1960) : "The Secondary School Curriculum", Harper and Row Publishers, New York & Evanston.
6. Erickson, H. Lynn (1998) : "Concept-based Curriculum and Instruction, Corwin Press, Inc.
7. Gakhar, S.C. (2009): Curriculum Development, Panipat, N.M. Publications.
8. Goodson, Iron. F. (1994) : "Studying Curriculum", Open University Press, Buckingham.
9. Hugh (1976) : "Designing the Curriculum," Open Books London.
10. Leece, Joseph & others (1961) : "The Teacher in Curriculum".
11. Lewy, Aneh (1991) : "Studying Curriculum", Open University Press, Buckingham.
12. Ornstein, Allen C.A., "Curriculum Foundations, Principles and Issues", Prentice Hall International Ltd., London.
13. Pratt, David (1980): "Curriculum Design and Development", Harcourt Brace and World Inc., New York.
14. Romiszowski, A.J. (1986) : "Designing Instructional System-Decision Making in Course Planning & Design".

15. Saybr & Alexander, (1960) : Curriculum Planning”, Holt Linchart & Winston, New York.
16. Smith, Stawey & Shores, (1957) :”Curriculum Development”, World Book Co.
17. Solomen, Pearl G. (1998) : “ The Curriculum Bridgo”, Corwin Press Inc.
18. Tyler, R.W.(1974) : “Basic Principles of Curriculum and Instruction”, Open University Pub., London.
19. Vernon, E. Anderson (1962) : “Principles and Procedures of Curriculum Improvement”.
20. Zais, R.S. (1976) : “Curriculum Principles and Foundations”, Harper & Row Pub., London.
21. Fogarty, R. (2009), “How to integrate the curricula. California: Corwin.
22. Ediger, M. & Rao, D. (2008), Issues in school curriculum: Discovery Publishing Co.
23. Gupta, B.L. & Earnest, J. (2008), Competency based curriculum. New Delhi: Mahamaya Publishing House.

**OPTIONAL PAPERS: IV & V**

**PROGRAM CODE: MEDGN-I**

**Course code: E10-ENE-I**

**Course Title: (Opt. J) : Environmental Education-I**

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- explain the principles, foundtions and components of environmental education.
- explain the aims and objectives of environmental education.
- explain the historical perspective of environmental education.
- explain the concept, structure, function, types of ecosystem.
- describe food chain, food webs and ecological pyramids.
- discriminate between different types of environmental pollution.
- explain the importance of environmental conservation and suggest some strategies for environmental conservation.
- describe extinction of flora and fauna, deforestation and soil erosion.
- discuss the importance of responsible environmental behaviour.
- discuss the importance of environmental awareness, attitude, sensitivity and action strategies for teachers and students.
- enable the student teacher to understand the importance of responsible environmental behaviour and their role conservation of environment.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT-I**

- a) Principles, foundations and components of environmental education.
- b) Aims and objectives of environmental education.
- c) Environmental education in historical context.

## UNIT-II

- a) Concept, structures and function of ecosystem.
- b) Types of ecosystem: forest, grassland, desert and aquatic.
- c) Food chains, food webs and ecological pyramids.

## UNIT-III

- a) Environmental pollution : air, water, soil, noise, nuclear, thermal and marine pollution
- b) Importance of environmental conservation and strategies for environmental conservation, role of education in environmental conservation
- c) Extinction of flora and fauna, deforestation and soil erosion

## UNIT- IV

- a) Meaning, importance and components of responsible environmental behaviour among teachers and students.
- b) Importance of environmental awareness, environmental attitude, environmental sensitivity and environmental action strategies for teacher and students.

### PRACTICAL

Any one of the two activities

A Community survey for determining environmental awareness, sensitivity among students/teachers.

A pollution case study

### BOOKS RECOMMENDED

1. Dani, H.M. (1986): Environmental Education, Chandigarh. Publication Bureau, Panjab University.
2. Bhall, S.C. and Khanna, H. (2007): Environmental Education, New Delhi: Regal Publication.
3. Nagra, V. (2006) : Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997) : Environmental Education, New Delhi : APH Publishing Corpn.
5. Nasrin (2007) : Education, Environment and Society, New Delhi: APH Publishing Corpn.
6. Saxena, A.B. (1986) : Environmental Education, Agra : National Psychological Corpn.
7. Sharma, R.C. (1981) : Environmental Education, New Delhi : Metropolitan Book Co.,
8. Shrivastava, K.A. (2007) : Global Warning, New Delhi: APH Publishing Corpn.
9. Shukla, K.S. and Srivastava, R.P. (1992) : Emerging Pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
10. Singh, K.Y. (2005) : Teaching of Environment Science, New Delhi: Chaman Enterprises.
11. Sudhir, A.M. and Masillamani, M. (2003) : Environmental Issues, New Delhi : Reliance Publishing House.

### OPTIONAL PAPERS: IV & V

#### PROGRAM CODE: MEDGN-I

Course code: E11-YED-I

Course Title: (Opt. K) Yoga Education-I

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- Understand the concept and system of yoga.
- Appreciate the role of Yoga in life.
- Appreciate the role of yoga in the development of moral values and social values.
- Understand 'philosophical' and 'physiological' aspects of yoga.
- Understand various technical and health aspects of yoga.
- Practice the prescribed Asana, Pranayama and Shudhi Kriyas.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (9th ) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

**COURSE CONTENT:**

#### **UNIT- I**

- a) Meaning and concept of Yoga, types of Yoga with their special features, aims and objectives.
- b) Introduction to Patanjali's Yoga Darshan with special features of its four chapters. Integral yoga of Sri Aurobindo

#### **UNIT- II**

- a) Srimad Bhagwad Gita: Gyan, Karma and Bhakti Yoga – their meaning and concept with their special features in respect of attainment of Moksha.
- b) Hath Yoga Pradipika: Hath Yoga – Its meaning, aim and objectives, various components of Hath Yoga with their special features and benefits.

#### **UNIT- III**

- a) Meaning of Ashtang Yoga and its components.
- b) Yama (abstinences) and Niyama (observances) meaning and components of Yama and Niyama with emphasis on their significance in modern life.

#### **UNIT- IV**

- a) Shudhi Kriyas: Its meaning, aims and objectives.
- b) i. Meaning, technique and benefits of Neti Dhauti (Vastra) and Vaman  
ii. Technique and benefits of Tratak, Kapalbhathi and Basti Kriya.

## **PRACTICAL**

1. Sudhi Kriyas : Jal Neti, Rubber Neti, Kapalbhathi and Tratak.
2. Asanas
  - Yogic Exercise : Surya Namaskar
  - Meditative Pose : Padam, Vajra, Sidha
  - Relaxative : Shav and Makar
  - Cultural : Sarvang, Hal, Pawanmukut, Matsya, Bhujang, Dhanur, Vakar & Usht
3. Prayanama : Correct Deep Breathing in Respect of 1:2 Ratio for Puraka and Rechka, 15-30 minutes Practice for Nadishodhan, Suryabhedhan, Ujjai, Sitali/Shitkari
4. Meditation/Relaxation : Yoga Nidra
5. Viva-voce and Note Book on Pranayama, two Kiriyas and one Meditation.

## **BOOKS RECOMMENDED**

1. B.K.S. Lyenger (1984) : Light of Yoga, Unwin Paper Back, Sydney, English/Hindi
2. Chandradhar Sharma, 1976) : A Critical Survey of Indian Philosophy; Moti Lal Banarsi Dass, Delhi
3. Dr.H.R. Nagendra, (1993) : Yoga in Education, Banglore ,Vivekanande Kendra,
4. I.R. Taimini, (1973) : Glimpses into Psychology of Yoga, Mudras, The Theosophical Publishing House.
5. P.T. Raju, (1982) : The Philosophical Traditions of India, Moti Lal Banarsi Dass, Delhi.
6. S.N. Das Gupta (1987) : Yoga Philosophy in Relation to other system of Indian Thought, Moti Lal Banarsi Dass, New Delhi.
7. Dictionary of Indian Philosophy and Yoga Edu. Dr.Arun Publications, Chandigarh (1997).
8. Brahmishi Vishvatma Bawara, (1997) Yoga for Life Divine, Radiance Publications, Chandigarh
9. Swami Kuvalyananda (1992) : Pranayama, Bombay, Popular Prakashan,- English/Hindi
10. Swami Kuvalyananda (1983) : Pranayama, Bombay Popular Prakashan,
11. Sri Aurobindo: Basis of Yoga, SABDA, Pondicherry
12. Sri Aurobindo: Life Divine, SABDA, Pondicherry
13. Swami Ranganathanand: Universal Message of the Bhagvad Gita, Advaita Ashram, Kolkata
14. Sri Aurobindo: Essays on Gita, SABDA, Pondicherry

**OPTIONAL PAPERS: IV & V**

**PROGRAM CODE: MEDGN-I**

**Course code: E12-EAM-I**

**Course Title: (Opt. L) : Educational Administration and Management-I**

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

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

- understand the concept and processes of educational administration and management.
- critically analyse the educational policies and its implications for efficiency of the system.
- structure of educational administration at various government levels.
- discuss the linkages of various state, district and local level functionaries.
- identify the need, scope and purpose of educational planning.
- understand the principles and approaches of educational planning.
- to acquaint the students with the relationship between the financial support of education and quality of education.
- develop familiarities with various sources of financing in India.
- develop appreciation of the financial problems of educational administration.
- understand the importance of performance appraisal and supervision in education system.

**NOTE:** Examiner will set 9 questions in all. Two long answer types questions from each of the four units and question no. 9 consisting four short answer types question covering the entire syllabus will be set.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All the long answer type question will carry 15 marks each and each of the short answer type questions will carry 5 marks .

**Educational Administration and Management – I**

**Unit –I: Educational Administration and Policy**

- a) Educational Administration and Management : Meaning and scope, Principles and process of administration, Approaches to administration.
- b) Need, importance and determinants of educational policy, Partnership in policy implementation – Centre-State, Public-Private; Issues involved in implementation.
- c) Constitutional responsibilities for providing education.

**Unit- II: Educational planning**

- a) Guiding principles, methods and techniques of educational planning ; Priorities in planning
- b) Approaches to educational planning
  - Social demand approach
  - Man-power approach
  - Return of Investment approach
- c) Critical analysis of educational planning in India w.r.t. short term & long term plans.

### **Unit –III: Financing of education**

Concept, need and significance and principles of educational finance.

- a) Sources of finance: Governmental grants (Central, State and Local), tuition fees, endorsements, taxes donations and gift, foreign aids and grant-in-aid system; centre-state relationship in financing of education.
- b) Budgeting and preparation of budget.

### **Unit –IV: Monitoring and Performance appraisal**

- a) Educational monitoring : Need, importance and guiding principles
- b) Performance appraisal in educational organization at institutional and personal level: Types, Approaches; Agencies for monitoring maintenance of standard in educational institutions
- c) Issues and problems in monitoring supervision and appraisal

### **Suggested Readings**

- Agarwal , V.Bhatnagar, R.P. ( 1997). *Supervision, Planning and Financing*, Meerut: Surya Publication.
- Bottery Mike (ed.) (1992). *Education, Policy & Ethics*. London: Continuum.
- Chandrasekara, P. ( 1994). *Educational Planning and Management*, New Delhi : Sterling Publishers.
- Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
- Greene, J.F.( 1975). *School Personnel Administration*. Pennsylvania: Chilton Book Company.
- Hough J.R. (1990). *Education, Policy-An International Survey*. London: Croom Helm.
- Khan, N. Sharif & Khan, M. S. ( 1980). *Educational Administration*, New Delhi : Ashish Publishing House.
- Kaur, K. (1986). *Education in India (1981-1985): Policies, Planning and Implementation*, Chandigarh : Arun and Rajive Pvt. Ltd.
- Lulla, B.P. & Murthy, S.K. (1976). *Essential of Educational Administration*, Chandigarh : Mohindra Capital Publishing.
- Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
- Mathur, S.S. (1978). *Educational Administration and Management*, Ambala Cantt. : Indian Publications.
- Mukherji, S.N.(1970). *Administration and Educational Planning and Finance*. Baroda : Acharya Book Depot.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
- Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
- Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.
- Tara Chand and Ravi Prakash (1997). *Advanced Educational Administration*, New Delhi : Kanishka Publishers.
- Thakur D. & Thakur, D.N. (1996). *Educational Planning and Administration*, New Delhi : Deep and Deep Publications.
- Thomas I . S. (1980). *Educational Governance and Administration*, NY : Prentice Hall.



**Compulsory paper VI : Dissertation / Research Proposal**

**OPTION M: DISSERTATION**

**PROGRAM CODE : MEDGN-I**

**Course Code: C04-DIS**

**Course Title: (Opt. M) Dissertation/Research Proposal**

**Student will prepare synopsis for dissertation under the guidance of allotted Research Supervisors in Semester –I and submit completed dissertation in Semester-II. There are no marks or credits for Semester- I of dissertation work.**

**The students will submit synopsis on specified date.**

**Compulsory Paper VII: Field based experiences**

**Course code C05-FBE**

**The activities will be carried out and evaluated in semester II**

**SEMESTER II**  
**OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR**  
**M.ED. GENERAL ONE YEAR CREDIT BASED SEMESTSER SYSTEM**  
**COURSE FOR THE EXAMINATION OF 2014-2015**

**PROGRAM CODE : MEDGN-II**

**FOUNDATION PAPERS : PAPER-I**

**COURSE CODE: C01-EFS-II**

**COURSE TITLE: Education as a Field of Study-II**

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

**COURSE OBJECTIVES:** The syllabus has been designed in order to attain the following objectives:

1. Enable students to understand the educational implications of some schools of philosophy in Western Thought and Indian Philosophy.
2. Examine critically the concerns arising from the vision of great Western and Indian thinkers.
3. Reflect on changing political context of education and support system of education.
4. Discuss the changing socio-cultural dimensions in the context of education.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT-I**

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

**UNIT-II**

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

**UNIT-III**

- a) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- b) Multiple School Contexts - rural/urban; minority/denominational/government

#### UNIT-IV

- a) Culture: meaning and nature, Cultural Lag, Acculturation, Relationship of Culture & Education
- b) Economy and Education- Impact of LPG (Liberalisation, Privatization and Globalisation) on education.

#### BOOKS RECOMMENDED

1. Bonks, J.A. (2001). Cultural diversity and education. Foundations curriculum and teaching (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
2. Brubacher, J. S. (1962): Modern philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
3. Brubacher, J.S. (1962). Eclectic philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
4. Coulby, D. & Zambeta, G. (2005). Globalization & nationalism in education. Routledge.
5. Das, M. (1999). Sri Aurobindo one education. New Delhi: NCTE.
6. Debra H., Martin H., Pam C. & Lingard, B. (2007). Teachers and schooling: Making a difference. Australia: Allen and Unwin.
7. Dewey, J. (1916/1977). Democracy and education: An introduction to the philosophy of education. New York: Macmillan.
8. Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
9. Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.
10. Freire, P. (1970). Pedagogy of the oppressed. New York: Continuum.
11. Freire, P. and Shor, I. (1987). A Pedagogy of liberation. London: Macmillan Education.
12. MHRD, (1992). Programme of action. Government of India, New Delhi.
13. MHRD, Government of India (1992). National policy on education (revised). New Delhi.
14. Naik, J.P. (1975). Equality, quality and quantity: The elusive triangle of Indian education. Bombay: Allied Publications.
15. NCERT, (2005). National curriculum framework. New Delhi.
16. NCTE, (2009). National curriculum framework for teacher education. New Delhi.
17. Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
18. Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.
19. Palmer, J. A. (2001). Fifty Modern thinkers on education: From Piaget to the present Day. London, USA, Canada: Routledge.
20. Pankajam, G. (2005). Educational & Development. New Delhi: Gyan Publishing House.
21. Park, J. (1961). The Philosophy of education. New York: The Macmillan Company.
22. Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.
23. Wall, E. (2001). Educational theory: philosophical and political perspectives. Prometheus Books.
24. Weber, C.O. (1960). Basic philosophies of education. New York: Holt, Rinehart and Winston.
25. Weerasinghe, S.G.M. (1993). The Sankhya Philosophy: A Critical Evaluation of its Origins and Development. Delhi: Sri Satguru Publications, A Division of Indian Books Centre.
26. Winch, C. (1986). Philosophy of human learning. London: Routledge.
27. Winch, C. (1<sup>st</sup> edition). (1996). Key Concepts in the philosophy of education. Routledge.

**PROGRAM CODE : MEDGN-II**

**FOUNDATION PAPERS : PAPER-II**

**Course code: C02-AEP-II**

**Course Title: Advanced Educational Psychology -II**

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- understand and measure the learner's cognitive abilities with special reference to intelligence
- gain knowledge about the concept and theories of personality and its assessment
- differentiate between characteristics of adjusted and maladjusted learners
- get acquainted with concept of learning and motivation
- analyse the learning process based on theoretical approaches of learning

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

#### **Unit I**

##### **Understanding intelligence**

- a) Evolution of concept of intelligence (from unitary to multiple intelligence), nature & measurement of intelligence.
- b) Theories of intelligence by Gardner, Sternberg, Assessment of multiple intelligence
- c) Developing emotional & spiritual intelligence

#### **Unit II**

##### **Personality & its implications**

- a) Concept, Western Theories by Catell, Eysenk, Allport, Freud; Vedantic concept of personality (Panch Kosh)
- b) Assessment & Implications for teacher & learner
- c) Adjustment, Causes & Manifestation of Maladjustment; Defence Mechanism, Conflicts and its Management

### Unit III

#### Learning & Motivation

- a) Learning: Concept, nature, factors affecting learning. Latent learning, Gagne's hierarchy of learning
- b) Transfer of learning : Concept, types, theories and its educational implications
- c) Motivation: Concept, types, its relation with learning, Achievement motivation

### Unit IV

#### Theoretical basis of learning and its implications

- a) Behaviouristic theories: Skinner, Thorndike, Hull
- b) Cognitive & contextual theories : Kohler, Bandura, Vygotsky
- c) Strategies for developing logical reasoning, critical thinking, concept formation and problem solving

#### PRACTICALS

1. Personality test
2. Achievement test
3. Learning curve
4. Transfer of learning with mirror drawing

#### BOOKS RECOMMENDED

1. Baron, R.A. (2007): Psychology, India : Porling Kindersley and Pearson Education
2. Bigge Morris, L. & Hunt Maurice, (1968) P. Psychological Foundations of Education, 2nd Edition, N.Y. Harper & Row.
3. Bienter Roher F. Mifflin, Psychology Applied to Teaching, , Boston, Houghton.
4. Chauhan S.S. (1978): Advanced Educational Psychology, Vikas Publishing House.
5. Danion W.V. (1983): Social and Personality Development Infancy Through Adolescence, New York, Norton.
6. Dulip Singh,(2001): Emotional Intelligence at work, , New Delhi : Sage.
7. Daniel Singh(1995): Emotional Intelligence,London : Bloowsbusy.
8. Engler Barbara (1991): Personality Theories : An Introduction, 3<sup>rd</sup> Ed., Boston : Houghton Mifflin Company.
9. Good, Thomas, L. & Brodhy, Jore E.(1977): Educational Psychology and Realistic Approach, N.Y.Holt.
10. Hurlock, E.B. (2004): Development Psychology : A Life-Span Approach (5<sup>th</sup> Ed.) New Delhi : Tata Mc Graw – Hill Publishing company Ltd.
11. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology, New Delhi : Sterling Publishers Pvt. Ltd.
12. Mangal, S.K. (2006): Advanced Educational Psychology, New Delhi : Prentice-Hall of India.
13. Mathur, S.S., (1986) :Educational Psychology, Revised and Enlarged Text Edition, Vinod Pustak Mandir, Agra.
14. Mazur, J.E. (1994): Learning and Behaviour (3<sup>rd</sup> Ed.), Englewood Cliffs, New Jersey : Prentice Hall.
15. Biggee Morris C. (1971): and Row, Learning Theories for Teachers, 2nd Edition, N.Y. Harper.
16. Dececco John, P. (1968): The Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
17. Gagne Peter (1965): M., Conditions of Learning, N.Y.Hall.
18. Hilgard, E.R. and Bower, S.H.(1975) : Theories of Learning, Cliffs, Prentice Hall.
19. Lazrus Richard S. (1963) : Personality and Adjustment, Cliffs, Prentice Hall.
20. Vargas, J.S. (1977) : Behaviour Psychology for Teachers, , New York, Harper Row.
21. Wang, M.C., Walber, H.J. (eds.)( 1985): Adapting Instruction to Individual Differences, Berkeley Cal Mg. Cutchan.

22. Woolfolk, Anita, E. ( 1987): Educational Psychology, 3rd edition, , Englewood Cliffs, Prentice Hall.
23. Woolfolk, Anita, E. ( 1993): Readings and Cases in Educational Psychology, Boston, Alyn and Bacon.
24. Hall, C.S. and Lindsey (1976): Theories of Personality, John Wiley & Sons.
25. Zeh, Danah, Zohar, Jan Marshall, Spiritual Intelligence the Ultimate Intelligence.

**PROGRAM CODE : MEDGN-II**

**FOUNDATION PAPERS : PAPER-III**

**Course code: C03-ERS-II**

**Course Title: Methodology of Educational Research & Statistics-II**

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

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

- select the tools for studying for studying different variables.
- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- report the research work is accordance with the current trends and procedure of report writing.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks

**COURSE CONTENT:**

#### **UNIT-I**

- a) Tools: Characteristics of a good tool: Reliability, Validity, Meaning and methods
- b) Psychological tests, Questionnaire, Rating Scales, Attitudes Scales (Thurstone and Likert's Scale).
- c) Techniques: Observations and Interviews

#### **UNIT-II**

**Methods of Research:**

- a) Historical Research: Meaning, Steps with emphasis on internal and external criticism.
- b) Descriptive Research : Meaning, Types with special reference to surveys, case study, Longitudinal and Cross sectional studies, trend studies and predictive studies, Ex-post facto research.
- c) Experimental Research: Meaning, Steps and Threats to internal and external validity.

#### **UNIT-III**

- a) Significance of Statistics (mean only), Significance of difference between means: large and small, Independent and correlated
- b) ANOVA (one way only)
- c) Writing of Research Report.

## UNIT-IV

- a) Chi Square test: equality and normality hypotheses
- b) Wilcoxon signed-rank test, Mann-Whitney test

### BOOKS RECOMMENDED

1. Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
2. Best, J.W. & Kahan J.V. (1995): Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Edwards, A.L. (1960): Experimental Design in Psychological Research, New York, Holts (revised ed.).
4. Ferguson, G.A. and Takane Yoshio (1989) : Statistical Analysis in Psychology and Education.
5. Gakhar, S.C. (2008) : Statistics in Education and Psychology, Panipat . N.M Publications.
6. Garrett, H.E. (1986) : Statistics in Psychology and Education, Vikils Feffers and Simons Pvt. Ltd.
7. Kaul Lokesh (1984) :Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
8. Lindquist, E.F. (1953) : Design and Analsis of Experiments in Education and Psychology, Houghton Mifflin Co., Boston.
9. Siegel Sidney (1965) : Non-Parametric Statistics, McGraw Hill Books Company, New York.
10. Tuckman, B.W. (1972) : Conducting Educational Research, Harcourt Brace, Javanovich.
11. Verman, M. (1965) : Introduction to Educational and Psychological Research, Lond. Asia.
12. Lindquist, E.F. (1960) : Elementary Statistical Methods in Psychology and Education Oxford Book Company, New Delhi.
13. Panneerselvam, R. (2011): Research Methodology, PHI Learning Pvt. Ltd., New Delhi.

### OPTIONAL PAPERS : IV & V

#### PROGRAM CODE : MEDGN-II

Course code: E01-GNC-II

Course Title: (Opt. A) : Guidance and Counselling-II

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

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

- Understand the meaning, nature, aims and scope of counselling
- Explain skills and ethics of counselling
- Understand various stages involved in the process of counselling
- Become acquainted with the skills and qualities of an effective counsellor
- Know the relevance of theories and therapies of counseling
- Understand the need of qualitative assessment in counselling
- Develop the skill of administration and interpretation of Psychological tests

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions

will carry equal marks

## **COURSE CONTENT:**

### **Unit I**

#### **Introduction**

- a) Counselling: Meaning, nature, aims & principles
- b) Concept & relevance of parental counselling, adolescents counselling, peer counselling & counselling of special groups (Children with disabilities, disadvantaged, adopted children, gifted) in Indian situations
- c) Recent trends in guidance & counseling

### **Unit II**

#### **Understanding Counseling**

- a) Approaches of counselling: Directive, Non-directive & eclectic counselling
- b) Skills of counselling – building trust, listening, observation & empathy, communication, decision making & anger management
- c) Process of counselling, ethics of counselling

### **Unit III**

#### **Theories/Therapies of counseling**

- a) Behaviouristic
- b) Gestalt
- c) Rational emotive
- d) Reality

### **Unit IV**

#### **Qualitative assessment**

- a) Need & importance of qualitative appraisal
- b) Tools for qualitative assessment: Interview, observation, case study, anecdotal record, cumulative record and sociometry

## **PRACTICAL**

- a. Administration and interpretation of D.A.T/DBDA
- b. Preparation and presentation of career talks
- c. Report of visit to (i) Employment Exchange; (ii) Guidance and Counselling Centres
- d. Viva-voce



## BOOKS RECOMMENDED

1. Arbuckle, D.S. (1965). *Counselling: Philosophy, theory and practice*. Boston: Allyn and Bacon.
2. Bantole, M.D. (1984). *Guidance and counselling*. Bombay: Sheth and Sheth Publications.
3. Bhatnagar, A. & Gupta N. (Eds.) (1999). *Guidance and counselling, Vol. I: a theoretical perspective*, New Delhi: Vikas Publications.
4. Blocher, D.H. (1987). *The professional counselor*, N.Y.: Macmillan.
5. Burnard, P. (2005). *Counselling skills training: a sourcebook of activities for trainers*. London: Viva Books Private Ltd.
6. Corey, G. (1986). *Theory and practice of counselling and psychotherapy*, 3rd Ed. Belmont: Calif-Brooks Cole.
7. Cormier, L. & Hackney, H. (1987). *The professional counsellor*. Englewood Cliffs, New Jersey: Prentice Hall.
8. Denzin, N. K. & Lincoln, Y. (2000). *Handbook of qualitative research*. New Delhi: Sage Publications.
9. Drummond, R. J. (1988). *Appraisal procedures for counsellors and helping professionals*. Columbus, OH: Merrill.
10. Dryden, W. & Filethaman C. (1994). *Developing counsellor training*. London: Sage.
11. Gelso, C.J. & Fretz, B.R. (1995). *Counselling Psychology*. Bangalore: Prisin Book.
12. George, R.L. & Critiani, T.S. (1990). *Counselling theory and practice*. New Jersey: Prentice Hall.
13. Ghosh, J. (1995). *Vocational guidance*. New Delhi: U.S.S. Publication.
14. Gladding, S. T. (2014). *Counselling: a comprehensive profession (7<sup>th</sup> Edition)*. USA: Pearson Education, Inc.
15. Lewis, M.D., Mayer, R.L. & Louis, J.A. (1986). *An introduction to counselling profession*. Illinas: F.E. Peacock Publishers.
16. Mallon, B. (1987). *An introduction to counseling skills for special educational needs-participants manual*. Manchester: Manchester University Press, UK.
17. Petterson, G.H. (1962). *Counselling and guidance in schools*. London.: Mcgraw Hill Book Company.
18. Rao, S. N. (1981). *Counselling psychology*. New Delhi: Tata McGraw Hill.
19. Shertzer, B. & Stone S.C. (1974). *Fundamentals of counselling*. Boston: Houghton Mifflin Co.
20. Tudor, K. (1999). *Group counselling*. London: Sage Publications.

### OPTIONAL PAPERS : IV & V

### PROGRAM CODE : MEDGN-II

Course code: E02-LLE-II

Course Title: (Opt. B) : Lifelong Education-II

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- Aware of the concept of andragogy and its applications.
- Able to analyse implications of andragogy.
- Acquainted with the programmes of adult and continuing education in India.
- Aware of the administration and management of adult education in India.
- Able to understand the role of universities in adult and continuing education.
- Oriented for the research in Adult Education, Continuing Education and Life Long Education.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

#### **UNIT – I**

- a) Andragogy : meaning and concept, implication for lifelong learning.
- b) Principles of adult learning and curriculum development for adults.

#### **UNIT– II**

- a) Psychology of adult learners.
- b) Teaching methods for adult learners.

#### **UNIT– III**

- a) Centre and State Level organisations for Administration and management of adult and continuing education programmes.
- b) Role of UGC and Universities in adult, continuing and lifelong education :
  - (i) Department/Centre for adult and continuing education and extension education.
  - (ii) The field outreach programmes.

#### **UNIT– IV**

- a) Continuing education programmes for community development:
  - (i) Women empowerment
  - (ii) Population education
  - (iii) Legal literacy
  - (iv) Vocational education
- b) Research Areas in Adult Education, Continuing Education and Lifelong Education.

**PRACTICAL:**

Planning a target specific continuing education course and submission of a detailed course draft.

### BOOKS RECOMMENDED

1. Alford, Harold J. (1968), Continuing education in action : residential centres for lifelong learning. New York : Wiley.
2. Belanger, P., Gelpi, E. (1995) Lifelong Education, London, Kluwer Academic Publishers.
3. Indian Journal of Adult Education, 69, 3, 2008.
4. Indian Journal of Adult Education, 69, 4, 2008.
5. International Journal of Adult and Lifelong Education 68, 1-2, 2007.
6. International Journal of Adult and Lifelong Education 68, 3-4, 2007.
7. International Journal of Adult and Lifelong Educationm Vol. No. 1, 2003, UNESCO & UNDP Documents and Publications.
8. Jarvis, Peter (1990)), International dictionary of adult and continuing education, London, Routledge.
9. Jethithar, Bhart, (1996) Adult Education & Extension. New Delhi : APH Publishers.
10. New Frontiers in Education-International Journal of Education, Vol. XXXII, No. 2. April-June, 2002.
11. Pareek, Vijay Kumar, (1992) Adult Education. Delhi. Himansher.
12. Patil, S.P.(1996), Problems of adult education programme – Ambala Cantt. Associated Pubs.
13. Rahi, A.L. (1996) Adult Educational Policies and Programmes, Ambala Cantt. Associated Pubs.
14. Rao, D.S. (1993) Continuing Education in India, Ambala, The Associated Publishers.
15. Rao, V. Janardhana, (2000) Problem of Continuing Education, New Delhi: Discovery Pub.
16. Reddy, G. Lokanadha, (1997) Role performance of adult education teachers : problems and prospects – New Delhi : Discovery Pub.
17. Roy, Nikhil Ranjan, (1967) Adult Education in India and Abroad – Delhi : Chand.
18. Seetharamu, A.S. & Devi, M.D. Usha, (1994) Adult Education, New Delhi : Ashish,
19. Sharma, Inder Prabha, (1985) Adult Education in India : Policy Perspective – New Delhi : NBO Pub.
20. Singh, U.K., Sudarshan, K.N. (1996) Non-formal and Continuing Education, New Delhi, Discovery Publishing House.
21. Singh, U.K., Nayak, A.K. (1997) Lifelong Education, New Delhi, Commonwealth Publishers.
22. Slowey Maria & Watson David (2003), Higher Education and the Life Course, Berkshire England : Open University Press, Mc Graw-Hill Education.
23. Sodhi, T.S., (1987) Adult Education : a multidisciplinary approach, Ludhiana : Katson Pub.House.
24. UGC Guidelines of Lifelong Learning and Extension (2007-2012), University Grants Commission : New Delhi.
25. UNDP (2006) Human Development Report 2006, New York, Oxford University Press.
26. Venkataiah, S. (2000) Lifelong Continuing Education, New Delhi, Anmol Publications Pvt. Ltd.
27. Ward, Kevin & Taylor, Richard eds.( 1986.), Adult Education and the working class : Education for the missing millions. London : Croom Helm.
28. Yadav, Rajender Singh (1991), Adult Education Training and Productivity, Ambala Cantt. Indian Publications.

### OPTIONAL PAPERS : IV & V

### PROGRAM CODE : MEDGN-II

Course code: E03-VHR-II

Course Title: (Opt. C) : Value Education and Human Rights-II

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

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

- Able to understand the nature of values, moral values, moral education and to differentiate such values from religious, moral training or moral indoctrination.
- Oriented to the various intervention strategies for moral education and moral learning.
- Acquainted the students with various types of human rights.
- Able to gain knowledge about various provisions in schools and means for protecting child rights.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

### UNIT-I

Moral Learning and Moral Education:

- a) Moral learning outside the school - child rearing practices and Moral learning via limitation, Nature of society and moral learning, Media and Moral Learning.
- b) Moral Learning inside the school : providing “form” and “content” to education.
- c) Moral education and the curriculum : Various approaches.

### UNIT-II

Intervention Strategies for Moral Education and Assessment of Moral Maturity:

- a) Model of Moral Education:
  - i) Rationale Building Model.
  - ii) The Consideration Model.
  - iii) Value classification Model.
  - iv) Social action Model.
  - v) Just Community Intervention Model.
- b) Assessment of moral maturity via moral dilemma resolution.

### UNIT-III

Various Types of Rights - Civil, Political, Economic, Social and Cultural Rights.

### UNIT-IV

Child Rights in India and their protection :

- i) Provisions in schools.
- ii) Teacher Preparation for Protecting Human Rights.

### BOOKS RECOMMENDED

1. Karan, Reddy & V. Narakyan (1979), Education and Value, New Delhi : B.R. Publishers corpn.
2. Symonides, J. (2002) Human Rights Concept and Standards, Rawat Publications.
3. Mohanty, J. (2005) Teaching of Human Rights: New Trends and Innovations. New Delhi, Deep and Deep Publications Pvt. Ltd.
4. Tarrow, N.B. (1987), Human Rights and Education Vol-3, Programon Press.
5. Pandey, V.C. (2005), Value Education and Education for Human Rights : Delhi, Isha Books.
6. Bhatt, S.R. (1986), Knowledge, Value and Education : An Axionoetic Analysis, Delhi : Gian Publisher.
7. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt : Associated Publishers.
8. Kar., N.N. (1996), Value Education : A Philoshophical Study, Ambala Cantt : Associated Publishers.

**OPTIONAL PAPERS : IV & V**

**PROGRAM CODE : MEDGN-II**

**Course code: E04-CME-II**

**Course Title: (Opt. D) : Comparative Education-II**

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

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

- Explain the role of Comparative Education in globalised world.
- Describe the development stages of Comparative Education.
- Understand the structure of Education in different countries.
- Compare and contrast the educational systems of U.S.A, China and India.
- Compare the objectives, curriculum, administration and control in educational in U.S.A, China and India.
- Understand the recent trends and innovations of above mentioned countries.
- Analyse the type of educational problems faced by different countries.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT-I**

1. Role of Comparative Education-Need and importance of comparative education in globalized world.
2. Development stages of comparative education.

**UNIT-II**

1. Educational ladder to U.S.A. and China with special reference to India.
2. Salient features of educational system of U.S.A. and China.

**UNIT-III**

1. Objectives of education at each stage and curriculum in general in U.S.A. and China.
2. System of admission and evaluation at different stages of education in U.S.A. and China.

**UNIT-IV**

1. Educational problems at each stage in above mentioned countries.
2. Recent trends and innovations in education of above mentioned countries.

## **BOOKS RECOMMENDED**

1. Beredy, G.Z.F.(1964), Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.
2. Blavic, Emile (1987), Primary Education : Development and Reform, Perspectives in Education, Vol. 3, No. 3, 153-60.
3. Carlton, R., Colley and Machinnon (1977), Educational Change and Society, Toronto, Gage Educational Publishing.
4. Carnoy, M.H. Levin (1985), Schooling and Work in the Democratic State, Stanford University Press, Standford, California.
5. Cantor, Leonard (1989), The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number 2.
6. Dearden. R.F. (1970), The Philosophy of Primary Education. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House, London.
7. Dent, H.C. (1961), The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C.V.
8. Epstein, Erwin, H., (1987), Against the Currents : A critique of Ideology in Comparative Education, Compare, 17, No. 1.
9. Green, J.L. (1981), Comparative Education and Global Village, Anu Book, Shivaji Road, Meerut.
10. Georgie, D.M. (1978), Education in Modern Egypt : Ideals and Realities, Routledge and Kegan Paul; London, Hexley and Boston.
11. Hans, Nicholas (1965), Comparative Education, Routledge and Kegan Paul Ltd., London.
12. James, H.R. & Mathew, A. (1988), Development of Education System in India, D.K. Publisher Distributors (P.) Ltd., Ansari Road, Daryaganj, New Delhi.
13. Jangira, N.K. (1986), Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Service Book Seller and Publishers, Patel Nagar, P.B. No.13, Gurgaon.
14. Sharma, Y.K. (2004), Comparative Education – A Comparative Study of Educational systems, New Delhi : Kanishka Publishers.
15. Sodhi, T.S., A Text Book of Comparative Education, New Delhi : Vikas Publishing House Pvt. Ltd.
16. Choube, S.P. and Choube, A. (1993), Comparative Education, New Delhi : Vikas Publishing House Pvt. Ltd.
17. Rao, V.K. and Reddy, R.S. (2004), Comparative Education, New Delhi : Commonwealth Publishers.
18. Sharma, R.N. (2008), Comparative Education, New Delhi : Surjeet Publications, Kamla Nagar.
19. Choube, S.P., Features of Comparative Education, Agra : Vinod Pustak Mandir.
20. Sharma, R.A. (2007), Comparative Education, Meerut: R. Lall Book Depot.
21. Sharma, R.A. (2005), Comparative Perspective on Education, Jaipur : ABD Publishers, Imliwala Phatak.
22. Sharma, R.A. (2008), Tulnatamak Adhyan Shikha, R. Lall Book Depot, Meerut (HINDI VERSION).
23. Rawat, Dubey and Upadhayaya (2008), Compartive Education, Agra : Radha Krishan Mandir.

**OPTIONAL PAPERS : IV & V**

**PROGRAM CODE : MEDGN-II**

**Course code: E05-TED-II**

**Course Title: (Opt. E) : Teacher Education-II**

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

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

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Familiarize themselves with programmes of faculty improvement, performance appraisal and of their methods of recruitment and selection.
- Critically examine various evaluation techniques used in Teacher Education programmes.
- Explain innovations in teachers education programme.
- Highlights the areas of research in Teacher-Education programme and understand the problems faced in the areas of teacher-education.
- To compare the Teacher-Education programme of USA, UK and India.
- Understanding Centre-state partnership in Teacher education, Public-Private partnership in Teacher Education

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

#### **UNIT-I**

- a) Concept of teaching as a profession, professional ethics for teachers.
- b) Selection and recruitment of teachers –selection criteria and modes of selection.
- c) Appointment terms and service conditions ( temporary, contract and permanent teachers)
- d) Induction program –introduction to processes at workplace.

#### **UNIT-II**

- a) Performance appraisal of teachers.
- b) Teacher accountability.
- c) Concept of competency and commitment based teacher education: competencies needed for emerging role of teachers in the 21<sup>st</sup> century.

#### **UNIT-III**

Assessment and Evaluation in teacher education programme -

- a) Formative and summative evaluation; norm referenced and criterion; Evaluation of school experience / internship programs.
- b) Assessment of higher order mental skills, Tools of evaluation – observation, rating scales, testing (knowledge and skills), interview, focus group discussion.

#### **Unit-IV**

- a) International Trends in Teacher Education USA, U.K. and India.
- b) Research and Innovations in Teacher Education.
- c) Centre-state partnership in Teacher education, Public-Private partnership in Teacher Education.

### **Sessional Work (internal evaluation)**

Any one of the following activities

- 1) Development and administration of a questionnaire for feedback from atleast ten teachers of secondary teacher education institutions about their service conditions/roles and responsibilities/ strategies they use for their professional development.
- 2) Supervision of atleast 3 B.Ed practice teaching classes and writing supervision comments.

### **BOOKS RECOMMENDED**

1. Aggarwal, J.C. (1984). Landmark in the History of Modern India Education, Vikas Publishing House, Ansari Road, New Delhi-110002.
2. Chaurasia, G. (1976). New Era in Teacher Education, N.Delhi.
3. Govt. of India (1992). Report of C.A.B.E. Committee, Department of Education, New Delhi.
4. Devedi, Prabhakar (1990). Teacher Education - a Resource Book, N.C.E.R.T., New Delhi.
5. Govt. of India (1966). Education and National Development, Report of Education Commission, N.Delhi.
6. Govt. of India, Department of Education, Ministry of Human Resource and Development (1986). N.P.E. (1986).
7. Khan, Mohd. Sharif (1983). Teacher Education in india and Abroad, Sheetal Printing Press, Karol Bagh, New Delhi-110005.
8. Kohli, V.K. (1992). Teacher Education in India, Vivek Publishers, Ram Nagar, Ambala.
9. Mishra, K.S. (1993). Teachers and their Education, Assosicated Publication, N.Delhi.
10. Mohanty, J.N. (1993). Adult and National Education, Deep and Deep Publication, N.Delhi.
11. Mohanty, J.N. (1988). Modern Trends in India Education, Deep and Deep Publication, N.Delhi.
12. N.I.E.P.A. (1984). Report on Status of Teachers, N.Delhi, National Institute of Educational Planning and Administration.
13. Rao, D.B. (1988), Teacher Education in India, New Delhi : Discovery Publishing House.
14. Sharma, R.A. (2005), Teacher Education, Meerut : Loyal Book Depot.
15. Sharma, S.P. (2005), Teacher Education, New Delhi : Kanishka Publisher.
16. Singh, L.C. (1983). Third National Survey of Scholastic Education in India, N.C.E.R.T., N.Delhi.
17. Srivastava, R.C & Bose K. (1973). Theory & Practice of Teaching Education in India, Chugh Publication 2 Strachey Road, Allahabad.
18. Stones & Morris (1973). Teaching Practice Problems and Prospectives, Mathuen & Co., London.
19. Udayveer (2006), Modern Teacher Training, New Delhi : Anmol Publications.
20. Unesco, School Based in Service Training Bangkok.

### **OPTIONAL PAPERS : IV & V**

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

**Course code: E06-ECS-II**

**Course Title: (Opt. F) : Education of Children with Special Needs--II**

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**



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

- develop awareness about concept and educational provisions for cerebral palsy and muscular dystrophy.
- understand concept, etiology and educational implications of visual and hearing impairment.
- learn about the concept, identifications and intervention strategies for children with autism.
- familiarize themselves with the concept of speech impairment.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

#### **UNIT-I**

- a. Cerebral Palsy: Concept, classification, characteristics, needs and problems, educational implications.
- b. Muscular Dystrophy- Concept, nature and educational implications.

#### **UNIT-II**

**Sensorial Impairment:**

- a. Visual Impairment: Definition, characteristics, problems and educational provisions
- b. Hearing Impairment: Definition, characteristics, classification and educational provisions

#### **UNIT-III**

- a. Autism: Concept, Nature, Identification Educational provisions and intervention.
- b. Speech Impairment: Concept, Classification, causes and available interventions.

#### **UNIT-IV**

- a. Inclusion: Concept, Process of inclusion, models of implementation, role of technology in improving the functioning of the children with disability.
- b. Preparation of teachers for special and inclusive set up.
- c. Role of teacher in educational and vocational preparation of the child, counselling of children, care-takers, teachers and peers.

**PRACTICAL WORK:**

**Marks : 20**

- a. Report on visit to a special school.
- b. Observation of behaviours of any one special child.
- c. Viva-voce

## BOOKS RECOMMENDED

1. Advani, L. & Chadha, A. (2003). *You & Your Special Child*, New Delhi : UBS Publishers & Distributors.
2. Alur, M. & Timmons, V. (Eds.). (2009). *Inclusive education across cultures: Crossing boundaries, sharing ideas*. New Delhi: SAGE Publications India Pvt Ltd.
3. Berdine, W.H. & Blackhurst, A.E. (eds.) (1980). *An Introduction to Special Education*, Little Brown and Company, Boston.
4. *Encyclopedia of Special Education* (1987). Cecil R. Reynolds & Lester Mann (Eds.), New York : John Wiley & Sons. Vol. 1,2,3.
5. Frank, M.H. & Steven, R.F. (1984), *Education of Exceptional Learners*, Allyn & Bacon, Inc., Massachusetts.
6. Hallahan, D.P. & Kauffman, J.M. (1991). *Exceptional Children—Introduction to Special Education*, Allyn & Bacon, Massachusetts.
7. Hans, I.J. (2000). *Children in Need of Special Care*, Human Horizons Series, Souvenir Press (E & A Ltd.).
8. Hegarty, S. & Alur, M. (2002). *Education and children with special needs : From segregation to inclusion*. New Delhi: Sage.
9. Kirk, S.A. & Gallagher, J.J. (1989). *Education of Exceptional Children*, Houghton Mifflin Co., Boston, 1989.
10. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi : Vikas Publishing House.
11. Ysseldyke, J.E. & Algozzine, B. (1998). *Special Education*, New Delhi: Kanishka Publishers, Distributor.

### OPTIONAL PAPERS: IV & V

**PROGRAM CODE : MEDGN II**

**Course code: E07-EDT-II**

**Course Title (Opt. G): Educational Technology-II**

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- Explain the concept, principles and styles of Programming.
- Explain development of programmed Instructional Material.
- Discuss concept of mastery learning and its historical perspective.
- Discriminate between characteristics and limitations of Bloom's and Keller's mastery learning strategies.
- Describe the instructional applications of internet and web resources.
- Explain meaning and method of computer-assisted instruction.
- Enumerate the concept advantages, methodology and limitations of online teaching learning and m-learning.
- Develop awareness about e-learning and e-resources.
- Discuss concepts and methodology of online teaching and learning.
- Discuss the concept and method of m-learning.
- Discuss concept, characteristics and selection of media with special reference to radio, Audio Recordings, Video, Educational Television and CCTV.

- Know the recent innovation and future perspectives of educational technology.  
Explain the meaning, types of distance education and evaluation strategies in distance education.
- Explain the concept, types and tools of evaluation
- Describe the procedure of developing and validating Criterion Referenced Test and Norm Referenced Test.
- Explain the meaning and concept of virtual classroom and EDUSAT.
- Discuss emergence of new technologies and recent trends in educational technology.

**Note:** Examiner will set 9 questions in all i.e. two each from four units; and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and Question No. 9 is **compulsory**. All questions carry equal marks.

## **COURSE CONTENT:**

### **UNIT-I**

- a) Programmed Instructions: Concept, historical development, Theoretical rationale of Programming, Principles and styles of programmed instruction.
- b) Development of a linear programme.
- c) Mastery Learning: Concept, historical perspectives, characteristics, limitations of Bloom and Keller's Mastery learning strategies.

### **UNIT-II**

- a) Computer Fundamentals, Internet and WWW.
- b) Computer Assisted Instructions.
- a) E-learning and concept, features advantages, disadvantages. E-resources.
- b) Online Teaching and Learning: Concept, Advantages, Challenges, Methodology. Future of online teaching.
- c) M-learning: Concept, Features, Methodology, Advantages and disadvantages.

### **UNIT-III**

- a) Audio visual media in Education: Concept, characteristics selection of media: Radio, Audio Recordings, Video, Educational Television and CCTV.
- b) Distance education: Concept different contemporary systems, viz., correspondence, distance and open; students support services; evaluation strategies in distance education; counseling methods in distance education.
- c) Virtual classroom, EDUSAT.

### **UNIT-IV**

- a) Evaluation: Concept and Types of evaluation, characteristics and difference between criterion referenced Tests and norm referenced test. Development of an achievement test.
- b) Emergence of new technologies in education and their application: Hypertext, Video text, Computer conferencing, Tele conferencing, Interactive Video.
- c) Recent trends in Educational Technology, use of ICT for conducting research, Web resources for research.

## **Sessional Work:**

1. Development of a Linear programme with 50 frames.
2. Construct at least 20 test items of different types for an achievement test.
3. Power-point presentation on any topic (at least 20 slides.).

## BOOKS SUGGESTED

1. Bhushan, A. & Ahuja, M. (1992), Educational Technology, Meerut, Vikas Publication, B-57, Meenakshi Puram.
2. Bigge, M.L. & Hunt, M. (1968), Psychological Foundation of Education, London, Harper and Row Publishers.
3. Bloom, B.S. (1972) Taxonomy of Education Objectives; A Hand Book-I (Cognitive Domain), New York: Devid Mokeay Campo.
4. Chauhan, S.S. (1978) A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
5. Das, R.C. (1993), Educational Technology : A Basic Text, New Delhi, Sterling Publishers.
6. Dececco, J.P. & Cramford, W.R. (1970). Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
7. Flanders, Ned A. (1978), Analysing Teaching Behaviour, London, Addison Wesley Publishing Co.
8. Gage, N.L., (1978), The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
9. Gakhar, S.C. (2008), Educational Technology, Panipat, N.M., Publication.
10. Joyce, B. Weil, M. & Showers, B. (1985). Models of Teaching, Prentice Hall of India, Pvt. Ltd.
11. Mehra, V. (2010), A Text book of Educational Technology, New Delhi : Sanjay Prakashan.
12. Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distributors.
13. Khirwadkar, A. and Puspanadham, K. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.
14. Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
15. Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributors.
16. Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol 1, New Delhi: Kanishka Publishers, Distributors.
17. Briggs, A.R.J. and Sommefeldt, D. (2002) Managing Effective Teaching and learning, London: Paul Chapman Publishing.
18. Hiltz, S.R. and Goldman, R. (2005) Learning Together Online. Research on Asynchronous Learning networks. New Jersey: Lawrence Erlbaum Associates, Publishers.
19. Jolliffe, A. Ritter, J. and Stevens, D. (2001) The Online Learning Handbook. Developing and using Web based learning: London, Kogan Page.
20. Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt Ltd.

### OPTIONAL PAPERS: IV & V

**PROGRAM CODE : MEDGN II**

**Course code: E08-MEV-II**

**Course Title: (Opt. H) : Measurement and Evaluation-II**

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

**COURSE OBJECTIVES:** After completing the course, the students will be able to:-

- acquaint themselves with the new trends of evaluation.
- enable them in learning the applications of advanced statistical techniques in education.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (question no. 9) covering the entire syllabus will consist of four short answer type questions.  
Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

## **COURSE CONTENT:**

### **UNIT-I**

New trends in evaluation assessment:

- a) Grading system
- b) Semester system.
- c) Continuous and comprehensive internal assessment.
- d) Choice based credit system

### **UNIT-II**

Correlations: Assumptions and computation of:

- a) Biserial
- b) Point Biserial
- c) Tetrachoric
- d) Phi-Coefficient
- e) Contingency Coefficient

### **UNIT-III**

- a) Assessment of attitude
  - b) Scaling techniques: Likert scale and Thurstone scale
- Partial and multiple correlation- meaning and computation.

### **UNIT-IV**

- a) Regression and prediction: Meaning and Computation of linear regression equation (one and two predictors only).
- b) Elementary factor analysis: Meaning, Centroid method of extracting factors (two factors only), Interpretation of factors.

### **BOOKS RECOMMENDED**

1. Anastasi, A. (1988) : Psychological Testing. The Macmillan Co., New York, 6th Ed.
2. Ebel, L.R. and Frisbie, D.A. (1991) : Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Freeman, F.S. (1965) : Theory & Practice of Psychological Testing, New York : Rinehart & Winston.
4. Gakhar, S.C. Statistics in Education and Psychology, Panipat, N.M. Publishers.
5. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, Vakils Febber and Simons,
6. Guilford, S.P. and Fruchtor, B. (1973) : Fundamental Statistics in Pshychology and Education 5th Ed., McGraw Hill and Co., New York.
7. Popham, W.J. (1988) : Educational Evalution, Prentice Hall, New Delhi.
8. Thorndike, R.L. and Hagen E. (1977) : Measurement and Evaluation on Psychology and Education. John Wiley and Sons, Inc. New York.
9. Aiken, L.R. (1985) : Psychological Testing and Assessment, Boston : Allyn and Bacon.
10. Gronlund, N.E. (1981) : Measurement and Evaluation in Teaching, New York: Macmillan.
11. Karmel, L.C. & Karmel, M.C. (1978) : Measurement and Evaluation in Schools, New York: Macmillan.
12. Mehrens, W.A. & Lehmann, I.J. (1984): Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart, Winstom.
13. Aggarwal, Y.P. (1989) : Statistical Methods Concepts, Application & Computation, New Delhi : Sterling
14. Guilford, J.P. (1978) : Fundamental Statistics in Psychology and Education, New York: McGraw Hills, 6th Ed.
15. Cronbach, L.G. (1964) : Essentials of Psychological Testing, New York : Harper.
16. Aggarwal, R.N. & Vipin Asthana (1983): Educational Measurement & Evaluation, Agra : Vinod Pustak Mandir.

**OPTIONAL PAPERS: IV & V**

**PROGRAM CODE : MEDGN II**

**Course code: E09-CRD-II**

**Course Title (Opt. I): Curriculum Development-II**

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- Understand the concept and need of curriculum design
- Describe characteristic features of different designs of curriculum development
- Understand the various models of curriculum engineering.
- Explain and compare various types of curriculum.
- Explain the models of curriculum engineering.
- Appraise present curriculum of Indian schools
- Discuss curriculum issues and trends of curriculum design.
- Predict future directions of curriculum.

**Note:** Examiner will set 9 questions in all i.e. two each from four units and one question (Question No. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT – I**

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

**UNIT– II**

Features of different curriculum designs:

- a) Subject – Centered curriculum.
- b) Experience and activity centered curriculum.
- c) Humanistic curriculum: characteristics, purpose, role of teacher, psychological basis of Humanistic curriculum.
- d) Core curriculum.
- e) Social problems and reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum.

### UNIT- III

#### Models of curriculum engineering

- a) The administrative model
- b) The grass – roots model
- c) Systems analysis model  
(with special reference to analysis of need, selection of objectives, selection and organization of content, learning experiences and evaluation.

### UNIT- IV

- a) Critical appraisal of present curriculum in elementary and secondary schools in India
- b) Curriculum issues and trends: centralized versus decentralized curriculum, diversity among teachers in their competence, problem of curriculum load.
- c) Future directions for curriculum

#### SESSIONAL WORK:-

Critical appraisal of curriculum of Senior Secondary Stage (Any one subject)

#### BOOKS RECOMMENDED

1. Anning, Angela (1995), "A National Curriculum for the Early Years", Open University Press, Buckingham, Philadelphia.
2. Audrey & Howard N. (1978), "Developing Curriculum", A Practical Guide- George Allen & Unwin, Boston, Sydney, London.
3. Davies, I.K. (1976), "Objectives in Curriculum Design", McGraw Hill Book Company Limited, England.
4. Lawton, D. (1986), "School Curriculum Planning". Hodder & Stoughton, London, Sydney.
5. Krug, E.A. (1960), "The Secondary School Curriculum", Harper and Row Publishers, New York & Evanston.
6. Erickson, H. (1998), "Concept-based Curriculum and Instruction," Corwin Press, Inc.
7. Gakhar, S.C. (2010). Curriculum Development, Panipat, N.M.Publication.
8. Goodson, Iron. F. (1994), "Studying Curriculum", Open University Press, Buckingham.
9. Hugh Sockett (1976), "Designing the Curriculum," Open Books London.
10. Leece, Joseph & others (1961), "The Teacher in Curriculum".
11. Lewy, Aneh (1991), "Studying Curriculum", Open University Press, Buckingham.
12. Ornstein, Allen C.A., "Curriculum Foundations, Principles and Issues", Prentice Hall International Ltd., London.
13. Pratt, D. (1980), "Curriculum Design and Development", Harcourt Brace and World Inc., New York.
14. Romiszowski, A.J (1986), "Designing Instructional System-Decision Making in Course Planning & Design".
15. Saylor & Alexander, (1960). "Curriculum Planning", Holt Linchart & Winston, New York.
16. Smith, Stawey & Shores, (1957), "Curriculum Development", World Book Co.
17. Solomon, Pearl G. (1998), "The Curriculum Bridge", Corwin Press Inc.
18. Tyler, R.W. (1974), "Basic Principles of Curriculum and Instruction," Open University Pub., London.
19. Vernon, E. Anderson (1962), "Principles and Procedures of Curriculum Improvement".
20. Zais, R.S. (1976), "Curriculum Principles and Foundations", Harper & Row Pub, London.
21. Fogarty, R. (2009), "How to integrate the curricula. California: Corwin.
22. Ediger, M. & Rao, D. (2008), Issues in school curriculum: Discovery Publishing Co.
23. Gupta, B.L. & Earnest, J. (2008), Competency based curriculum. New Delhi: Mahamaya Publishing House.

**OPTIONAL PAPERS: IV & V**

**PROGRAM CODE : MEDGN II**

**Course code: E10-ENE-II**

**Course Title: (Opt. J) : Environmental Education-II**

**Credits = 5**  
**Total marks= 100**  
**External= 60**  
**Internal= 20**  
**Practical= 20**

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

- explain the features curriculum for environmental education at school.
- explain the concept and constituents of sustainable development.
- describe of ecological changes and its implication exhibit the relationship between man and environment.
- explain the impact of manmade and natural disasters on environment.
- explain the role of educational institutions in disaster management and types of disaster management.
- explain the natural resources, types of natural resources and approaches to natural resource management.
- describe the inter disciplinary and integration approaches for teaching environmental education.
- describe different methods of teaching environmental education
- explain various global environmental problems.
- explain strategies for waster management.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (Question No. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENT:**

**UNIT- I**

- a) Features of curriculum related to the study of environment at various levels of school education and giving importance to building up of conceptual structures and perspectives related to environment.
- b) Concept of sustainable development and different constituents. Drives of ecological changes and its implication for society.

**UNIT-II**

- a) Relationship between man and environment, Effect of man made and natural disaster on environment.
- b) Disaster managements: Floods, earthquake, cyclones and landslides, Role of educational institutions in disaster management.
- c) Introduction to natural resources, types of natural resources: renewable and non-renewable, approaches to natural resource management.



### UNIT- III

- a) Interdisciplinary and integration approaches for teaching environmental education.
- b) Methods of teaching environmental education, Discussion, seminar, workshop, dialogue, problem solving, field survey, projects, exhibition and experiential learning.
- c) Role of media in creating environmental awareness in contemporary societies.

### UNIT- IV

- a) Global environmental problems : Global warming, ozone depletion, e-waste, acid rain, green house effect, polar melting, rising of sea level and population explosion.
- b) Waste Management : e-waste, medical waste, nuclear waste, solid and liquid waste.

### PRACTICAL

1. Survey of attitude of students and teachers towards global environmental problems
2. Organization of any activity of enhancing environmental awareness.

### BOOKS RECOMMENDED

1. Dani, H.M. (1986): Environmental Education, Chandigarh : Publication Bureau, Panjab University.
2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi: Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corpn.
5. Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corpn.
6. Saxena, A.B. (1986), Environmental Education, Agra : National Psychological Corpn.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.,
8. Shrivastava, K.A. (2007), Global Warning, New Delhi: APH Publishing Corpn.
9. Shukla, K.S. and Srivastava, R.P. (1992), Emerging Pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
10. Singh, K.Y. (2005), Teaching of Environment Science, New Delhi: Chaman Enterprises
11. Sudhir, A.M. and Masillamani, M.(2003), Environmental Issues, New Delhi : Reliance Publishing House.

### OPTIONAL PAPERS: IV & V

#### PROGRAM CODE : MEDGN-II

Course code: E11-YED-II

Course Title: (Opt. K) : Yoga Education-II

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

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

- appreciate the role of yoga for healthy life.
- realize the role of yoga in the development of spiritual values.
- understand the ailments and problems related to health.
- practice the prescribed Asana, Pranayamas and Shudhi Kriyas.
- undertake research work.

**NOTE:** Examiner will set 9 questions in all i.e. two each from four units and one question (Question No. 9) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All questions carry equal marks.

**COURSE CONTENTS:**

#### **UNIT – I**

1. Asanas : Meaning, definitions and benefits of Asanas.
2. Classification of Asanas, preparatory requirements, physiological considerations of meditative, relaxative and cultural poses.

#### **UNIT-II**

1. Pranayama: Its meaning, technique and three phases of pranayama, classification of pranayama (Ujjai, Surya Bhedan, Sitali, Bhastrika and Nadi Shodan) in respect of Hath Yoga Pradipika and Patanjali's Yoga Darshan.
2. Research in Yoga: Present status, biomedical, psychological and educational research, potential areas of research in Yoga.

#### **UNIT-III**

1. Promotion of Yoga: Role of Yoga in the school curriculum, principles of effective implementation of Yoga in school curriculum.
2. Meditation: Meaning and its concept as given in yoga darshan along with elementary knowledge of various techniques of meditation, viz. Yoga nidra, Ajapa jap, Antah tratak, Mantra jap. Benefits of meditation in daily life with brief physiological aspects. Dynamic Meditation.

#### **UNIT- IV**

1. Yoga Therapy: Its meaning and scope, tools and principles of Yoga Therapy. Causes, signs, symptoms and yogic treatment of: Diabetes, Hypertension, Constipation, Cervical Spondylosis, Common Cold, Backache, Obesity, Asthma and Gastric problems.
2. Concept of Mitahara in Yogic diet, various norms of yogic diet according to Hath Yoga Pradipika.

## Practical

1. Shudhi Kriyas : Vaman Dhauti, Kapalbhathi, Jal Neti, Suter Neti.
2. Asanas : Ardh-matseyendra, Janushirish, Supt-vajra, Taad, Yoga Exercise Trihak-Chakra, Katicakra, Kati-Bhujang, Udra-Akrashan Cultural Paschimottan, Trikon.
3. Pranayama : Correct Deep Breathing in Respect of 1:2 ratio for Puraka and Rechka, 15-30 minutes practice for Nadishodhan, Suryabhedhan, Ujjai, Sitali/Shitkari, Bhastrika.
4. Meditation : Prana dharna in shav asna, Ajapa jap, yog nidra, mantra japa Meditation.

### 5.Viva–Voce & Note Book\*

\*The students have to prepare practical notebook in respect of introduction of Asanas, Pranayama, Meditation, Kriyas and meaning, technique and benefit of 5 Asanas, two Pranayama, two kriyas and one Meditation.

## BOOKS RECOMMENDED

1. Swami Kuvalyananda Pranayama, (1983), Popular Prakashan, Bombay.
2. Shri Yogendra Yoga; Personal Hygiene; The Yoga Institute, Bombay.
3. Yogeshwar, (1981), Text Book of Yoga, Free Indian Press, Madras.
4. I.K.Taimini (1979), The Science of Yoga, the Theosophical Publishing House Adyar, Madras, India.
5. N.L.Dosanjh (1979), Psychotherapy including Yoga Therapy, (Science of Mental Healing) Sanjeev Publications, Chandigarh.
6. Ragnath Safaya, (1976), Indian Psychology, Munishram Manohar Lal Publishers Pvt. Ltd., 54, Rani Jhansi Road, New Delhi.
7. B.K.S. Iyengar, (1994), Light on Pranayam, Indus Publications, New Delhi.
8. H.K.Kaul(1991), Pranayamas for Health, Surjeet Publications, Delhi.
9. Swami Satyanand Saraswati (1995), Asana Pranayama Mudra Bandh, Bihar School of Yoga, Munger.
10. Dr. Lajpat Rai, Dr.R.C.Sawhney, Dr.W.Selvamurthy (1998), Meditation Techniques, their Scientific Evaluation, Anubhav Rai Publication, Gurgaon, Haryana.

## OPTIONAL PAPERS: IV & V

### PROGRAM CODE : MEDGN-II

Course code: E12-EAM-II

Course Title: (Opt. L) : Educational Administration and Management-II

Credits = 5

Total marks= 100

External= 80

Internal= 20

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

- analyse Organizational Behaviour
- concepts related to human resource management.
- reflect on the conflict in educational organisation and techniques of managing these.
- to develop an insight into the perspectives of management theories in the light of practices in education.
- understand the application of management processes in the field of education.
- differentiate between various management processes.
- understand leadership and its various concepts

**NOTE:** Examiner will set 9 questions in all. Two long answer types questions from each of the four units and question no. 9 consisting four short answer types question covering the entire syllabus will be set.

Students are required to attempt one question from each unit and question no. 9 is **compulsory**. All the long answer type question will carry 15 marks each and each of the short answer type questions will carry 5 marks.

**COURSE CONTENT:**

**Unit I: Organizational Behaviour**

- a) Psychological need of employees, Strategies for maintaining healthy relationship in work environment
- b) Job satisfaction and Motivation: Meaning, Theories , Factors affecting, strategies for enhancement
- c) Conflict – types, causes, strategies of conflict resolution

**Unit II: Processes in Educational Organization**

- a) Communication
- b) Decision Making
- c) PERT & MIS

**Unit III: Management Processes in Educational Organization**

- a) Organization Development
- b) Organizational Change and Compliance
- c) Management by Objectives

**Unit IV: Educational Leadership**

- a) Meaning, Nature & Measurement of Leadership
- b) Theories of leadership and their relevance in education
- c) Styles of leadership, Traits & skills for effective leadership

**SUGGESTED READINGS**

- Bhatnagar, R.P. & Agarwal, V. (2002). *Educational Administration and Supervision*. Meerut: Surya Publication.
- Bala, M. (1990). *Leadership Behaviour and Educational Administration*. New Delhi : Deep & Deep Publications.
- Bush, Tony (1986). *Theories of educational management*. London: Harper & Row Publishers.
- Hanson (E-Mark ). *Educational Administration and Organisational Behaviour*. New Delhi : Discovery Publishing House.

- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi, the European Commission.
- Luthens, Fred. (1981). *Organizational Behavior*. Tokyo: Mcgraw Hill.
- Milton, Charles R. (1989). *Human Behavior in Organizations*. NY: Prentice Hall, Inc.
- Philip H. Coomba. (1985). *The World Crisis in Education*, Oxford University Press.
- Robert G. Oweus. (1970). *Organizational Behaviour*. Englewood Clifs : Prentice Hall. Inc.
- Tara Chand and Ravi Prakash, (1996). *Advanced Educational Administration*. New Delhi : Kanishka Publishers.
- Trivedi, P.R. & Sudershan, K.N., (1996 ). *Management Education*. New Delhi : Discovery Publishing House.

**PROGRAM CODE : MEDGN-II**

**COMPULSORY PAPERS VI & VII**

**PAPER VI**

**COURSE TITLE: DISSERTATION/RESEARCH REPORT**

**Course Code: C04-DIS**

**Credits = 7.5**  
**Total marks= 150**  
**External= 100**  
**Internal= 50**

1. Dissertation proposal submission on or before 30th Nov.
2. A completed dissertation will be submitted on 31st May of the year of examination. A vivavoce will be held on the date announced by the University.

**PAPER VII**

**COURSE TITLE- FIELD BASED EXPERIENCES**

**Course Code- C05-FBE**

**Credits = 2.5**  
**Total marks= 50**  
**External= 25**  
**Internal= 25**

The compulsory Field Based practicum includes 6 activities out of which candidate have to opt for any 2 (25 marks each) in consultation with dissertation supervisor. Recommended activities are:-

- (i) Mentoring of pre/in-service teachers
- (ii) SWOT analysis
- (iii) Preparation of two lesson plans / preparation of modules for HOTS
- (iv) Preparation of an achievement test along with its blue print / or scale or questionnaire (final product with development stages)
- (v) Identification of the problems that students face in schools and remedial measures
- (vi) Critical analysis of contemporary policies/ issues in education with recommendation for improvement

.....

**Published by : Professor A.K. Bhandari, Registrar, Panjab University, Chandigarh.**