

Central University of Punjab

Centre for Education

Course Structure of M.A (Education)

Scheme of Programme: M.A. (Education)

SEMESTER 1

S.No	Paper Code	Course Title	L	T	P	Cr	% Weightage				E
							A	B	C	D	
1	MAE.501	Education as a Discipline	4	-	-	4	25	25	25	25	100
2	MAE.502	Education in Social Context	4	-	-	4	25	25	25	25	100
3	MAE.503	Research Methods in Education	4	-	-	4	25	25	25	25	100
4	MAE.504	Thoughts on Education	4	-	-	4	25	25	25	25	100
5	MAE.505	Understanding the Learner	4	-	-	4	25	25	25	25	100
6	MAE.506	Understanding the Learner- Practical's	-	-	4	2	-	-	-	-	50
7		Inter-Disciplinary Elective -1 (From Other Departments)	2	-	-	2	10	15	15	10	50
			22	-	4	24					600

Interdisciplinary courses offered by Centre for Education Faculty (For students of other Centres)											
01	MAE.507	Thoughts on Education	2	-	-	2	10	15	15	10	50
02	MAE.508	Understanding the Learner	2	-	-	2	10	15	15	10	50
03	MAE.509	Guidance and Counselling	2	-	-	2	10	15	15	10	50

A: Continuous Assessment: Based on Objective Type Tests

B: Pre-Scheduled Test-1: Based on Objective Type & Subjective Type Test (By Enlarged Subjective Type)

C: Pre-Scheduled Test-2: Based on Objective Type & Subjective Type Test (By Enlarged Subjective Type)

D: End-Term Exam (Final): Based on Objective Type Tests

E: Total Marks

L: Lectures T: Tutorial P: Practical Cr: Credits

SEMESTER 2

S.No	Paper	Course Title	L	T	P	Cr	% Weightage				E
	Code						A	B	C	D	
1	MAE.510	Contemporary issues of Education	4	-	-	4	25	25	25	25	100
2	MAE.511	Cognition and Learning	4	-	-	4	25	25	25	25	100
3	MAE.512	Assessment of Learning	4	-	-	4	25	25	25	25	100
4	MAE.513	Statistical Methods in Education	4	-	-	4	25	25	25	25	100
5	MAE.514	Teacher and Teaching Process	4	-	-	4	25	25	25	25	100
6	MAE.515	Cognition and Learning-Practical's	-	-	2	1	-	-	-	-	25
7	MAE.516	Seminar			2	1					25
8		Inter-Disciplinary Elective-2 (From Other Departments)	2	-	-	2	10	15	15	10	50
			22	-	4	24					600

Interdisciplinary courses offered by Education Faculty (For students of other Centres)											
01	MAE.517	Teacher and Teaching Process	2	-	-	2	10	15	15	10	50
02	MAE.518	Assessment of Learning	2	-	-	2	10	15	15	10	50
03	MAE.519	Cognition and Learning	2	-	-	2	10	15	15	10	50

A: Continuous Assessment: Based on Objective Type Tests

B: Pre-Scheduled Test-1: Based on Objective Type & Subjective Type Test (By Enlarged Subjective Type)

C: Pre-Scheduled Test-2: Based on Objective Type & Subjective Type Test (By Enlarged Subjective Type)

D: End-Term Exam (Final): Based on Objective Type Tests

E: Total Marks

L: Lectures T: Tutorial P: Practical Cr: Credits

SEMESTER-3

Course Code	Course title	L	T	P	CR	A	B	C	D	E
MAE.601	ICT in Education	3	1	2	4	25	25	25	25	100
Optional Course (Any Two group of the following)										
MAE.602 & MAE.603	Educational Management and Administration- Paper- I- Educational Management, Administration, Supervision and Leadership Paper- II Educational Planning and Finance	4*2 =8	-	-	8	25	25	25	25	100* 2 =200
MAE.604 & MAE.605	Educational Measurement and Evaluation Paper-1- Fundamentals of Educational Measurement and Administration Paper-2- Educational Testing	4*2 =8	-	-	8	25	25	25	25	100* 2= 200
MAE.606 & MAE.607	Inclusive Education Paper 1 -Inclusion of Children with Diverse Needs Paper II-School Education of the Disadvantaged Groups	4*2 =8	-	-	8	25	25	25	25	100* 2=20 0
MAE.608	Dissertation Part-1 (Preparation and Presentation of Research Proposal)	-	-	8	4					100
	TOTAL	27	1	10	24					600
SEMESTER-4										
MAE.609	Policy Perspectives in Education	4	-	-	4	25	25	25	25	100
Optional Course (Any Two group of the following)										

MAE.610 & MAE.611	Open and Distance Learning Paper-I-Growth and Philosophy of Distance Education Paper-II-Process of Open and Distance Education	4	-	-	4*2 =8	25	25	25	25	100*2= 200
MAE.612 & MAE.613	Teacher Education Paper-1-Teacher and Teaching Paper-II- Preparation of Teachers	4	-	-	4*2 =8	25	25	25	25	100*2= 200
MAE.614 & MAE.615	Guidance and Counselling Paper1.Introduction to Guidance and Counselling Paper-2. Organizing School Guidance Programme	4	-	-	4*2 =8	25	25	25	25	100*2= 200
MAE.616	Dissertation Part-2 (Pre Submission Seminar and Evaluation of Research Report)	-	-	1 6	8					200
	TOTAL				24					600

A: Continuous Assessment: Based on Objective Type Tests

B: Pre-Scheduled Test-1: Based on Objective Type & Subjective Type Test (By Enlarged Subjective Type)

C: Pre-Scheduled Test-2: Based on Objective Type & Subjective Type Test (By Enlarged Subjective Type)

D: End-Term Exam (Final): Based on Objective Type Tests

E: Total Marks

L: Lectures T: Tutorial P: Practical Cr: Credits

Eligibility Conditions

Title of the Programme:	M.A. (Education)
Centre:	Centre for Education
School:	School of Informative and Communicative Sciences
Eligibility:	Bachelor's degree in any stream with 55% marks from a recognized Indian or foreign university.
No. of seats:	20
Duration:	4 semesters

SEMESTER-I

Course Title: Education as a Discipline
Paper Code: MAE.501

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

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

- Understand the nature of education as a discipline/an area of study.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.

Course Content

Unit I— Theoretical Perspectives of Education as a Discipline **16 Hours**

1. Development of concept of education in different periods of time such as Vedic, Medieval, Islamic, Buddhist, British and Modern times
2. Critical analysis of education as a discipline/area of study.

Unit-II- Education as Interdisciplinary Knowledge **14 Hours**

1. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
2. Contribution of science and technology to education and challenges ahead. .

Unit III- Issues and Innovations in Education **14 Hours**

1. Autonomy in Higher Education – Meaning, Purpose and Constraints
2. Quality in Education – Assessment and Enhancement, Role of NAAC and NCTE
3. Experiential Learning Field interactions and reflection.

Unit-IV- Designing Curriculum **12 Hours**

1. Curriculum Frameworks-Principles of curriculum development; Different models- Administrative, Grass Root, Demonstration

2. Evaluation- Formative, Summative and Interpretation of Evaluation Results.
3. Highlights of NCF-2005. NCFTE 2009

Suggested Readings

1. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.
2. Bruubacher, John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
3. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.
4. Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
5. Freire, P. and Shor, I. (1987). *A Pedagogy of liberation*. London, Macmillan Education. .
6. Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.
7. Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
8. Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
9. Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
10. Winch, C. (1986). *Philosophy of human learning*, Routledge, London.

Course Title: Education in Social Context
Paper Code: MAE.502

L	T	P	Credits	Marks
4	0	0	4	100

Objectives.

On completion of this course, the students will be able

- To acquaint the students with education as a social process.
- To inculcate the knowledge of Education from the social perspective.
- To understand education as a determinant of social change and development.
- To develop social habits and attitudes in the students and to make them socially adjustable.

Unit: 1-Social Context of Education

14 Hours

1. Educational sociology-meaning, nature, scope, Need and importance of sociological approach in education, Educational sociology and Sociology of education.
2. Understanding Indian society

Unit: II- Social group and Leadership

14 Hours

1. Social group—definitions characteristics and classifications, Social interactions and their educational implications, Group dynamics,
2. Leadership –role of school education in leadership training.

Unit: III— Education and society

14 Hours

1. Process of socialization
2. Education and social change – its meaning and concept, Agencies of social change, Education as a factor of social change with special reference to India
3. Social Organization-its concept, Factors influencing social organization

Unit: IV-Socio-Culture Context of Education

14 Hours

1. Culture – Meaning, definition, nature and importance. Education and cultural change. Cultural diffusion and integration
2. Modernization – Concept and Characteristics, Education and modernization.
3. Equality in Educational Opportunity
4. Democracy and Education
5. Religion and Education
6. Politics and Education

Suggested Readings

1. Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
2. Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C.
3. Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
4. Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.

5. Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
6. NCERT (2005). *National curriculum framework*, New Delhi.
7. MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
8. MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
9. Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
10. Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.

Course Title: Research Methods in Education

L	T	P	Credits	Marks
4	0	0	4	100

Paper Code: MAE.503

Objectives

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

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative and qualitative research.
- Select and explain the method appropriate for a research study
- Conduct a literature search and develop a research proposal
- Explain a sampling design appropriate for a research study
- Explain tool design and procedure for collection of data

Course Content

Unit I- Research in Education: Conceptual Issues

12 Hours

1. Meaning, purpose and areas of educational research ; Kinds of educational research: basic & applied research, action research, and their characteristics
2. Planning the research study: Sources of research problems, Review of the literature-purpose and resources; Identification and Conceptualisation of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research; Formulation of Hypotheses.
3. Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

Unit II- Quantitative Methods of Research

14 Hours

1. Experimental Research : Nature of experimental research, Variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
Experimental Research designs: Single-Group Pre-test – Post-test Design, Pre-test – Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design
Internal and external validity
2. Steps in Non- Experimental Research; Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation

Techniques of control: matching, holding the extraneous variable constant and statistical control

Unit III- Qualitative Methods of Research

14 Hours

1. Qualitative Research: meaning, steps and characteristics ; Qualitative research approaches-Phenomenology, Ethnography, Case studies -characteristics, types, data collection, analysis and report writing
2. Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

Unit IV- Sampling and Methods of Data Collection

16 Hours

1. Concept of population and its type, sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
2. Random Sampling Techniques and Non- Random Sampling Techniques.
3. Tests, Inventories and scales: types and their construction and uses, Identifying a tool using reliability and validity information
 - a.) Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
 - b.) Interview: types, characteristics and applicability, guidelines for conducting interviews
 - c.) Qualitative and Quantitative observation: use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion

Suggested Readings

1. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
3. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
4. Clive Opie (2004). Doing Educational Research- A Guide for First time Researchers. New Delhi: Vistar Publications.
5. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
6. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
7. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
8. Kirkpatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
9. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.

10. Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
11. Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
12. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
13. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
14. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
15. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
16. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
17. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
18. Travers, Robert M.W. (1978). *An Introduction to Educational research (4th edition)*. London: MacMillan.

Course Title: Thoughts on Education

Paper Code: MAE.504

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

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

- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators

Course Content

Unit I— Philosophy of Education

12 Hours

1. Nature, scope and functions of philosophy of education
2. Structure and modes of philosophical inquiry (Metaphysical, Epistemological and Axiological) in Education
3. Modern Concept of Philosophy: Analysis- Logical Analysis, Logical Empiricism and Positive relativism.

Unit II – Indian Thoughts on Education-I

14 Hours

Critical analysis of thoughts of great Indian educators with reference to Objectives, Curriculum, Discipline, Methods of teaching and role of teacher in the following
a) Swami Vivekanand b) Rabindranath Tagore c) Mahatma Gandhi d) Sri Aurobindo.
e) J.Krishnamurti

Unit-III- Indian Thoughts on Education-II

14 Hours

Vision derived from the synthesis of different ancient Indian philosophies and their Educational Implications with reference to Objectives, Discipline, Curriculum, Methods of teaching and role of teacher in the following
a.Sankhya b. Vedanta c. Buddhism d. Jainism e.Islamic

Unit IV- Western Thoughts on Education-

16 Hours

Vision derived from the synthesis of different western philosophies and their Educational Implications with reference to Objectives, Curriculum, Discipline, Methods of teaching and role of teacher in the following

a.) Idealism b.) Naturalism c.) Pragmatism d.) Existentialism e.) Realism

Critical analysis of thoughts of western educators with reference to Objectives, Curriculum, Discipline, Methods of teaching and role of teacher in the following

a) John Dewey. b) Rousseau. c) Aristotle d) Karl Marx

Suggested Readings

1. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alyn and, Becon.
2. Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
3. Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP.Hillsdale, NJ: Erlbaum.
4. Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
5. Bruubacher, John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
6. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.
7. Dearden R. F. (1984). Theory and practice in Education. Routledge K Kegan & Paul.
8. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
9. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international Commission on education for 21st century, UNESCO.
10. Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.
11. Freire, P. and Shor, I. (1987). A Pedagogy of liberation. London, Macmillan Education.
12. Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
13. International Encyclopaedia of Education. (1994) 2nd edition. Vol.10. Perganon Press.
14. Matheson, David (2004). An Introduction to the study of education (2nd edition). David Fulton Publish.

Course Title: Understanding the Learner

L	T	P	Credits	Marks
4	0	0	4	100

Paper Code: MAE.505

Objectives

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

1. Understand the framework for how children learn
2. Critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
3. Visualise multiple dimensions and stages of learner's development and their implications on learning
4. Understand the learner in terms of various characteristics
5. Learn the factors affecting learner's environment and assessment

Course Content

Unit I- Education and Psychology

8 Hours

1. Meaning Nature and Scope of Educational Psychology
2. Methods of Educational Psychology
3. Role of Psychology to study Individual Differences

Unit II – Understanding the Learners and their Development

15 Hours

1. Concept of Human Development, stages of human development; physical, cognitive, social, emotional and moral.
2. Piaget's concept of cognitive development and its critical analysis.
3. Cognitive Process: Concept formation, logical reasoning, problem solving, creative Thinking and language development.

Unit III- Intelligence

15 Hours

1. Concept of Intelligence, and Measurement of Intelligence Through verbal, non- verbal individual and group tests
2. Influence of Heredity and Environment on intelligence,
3. Concept of multiple intelligence, Social intelligence and emotional intelligence

Unit-IV- Personality Mental health and Adjustment

16 Hours

1. Meaning, Nature, Development of Personality (Role of genetic and environmental variables.
2. Theories and Measurement of personality — Trait Theory and Type Theory with special reference to Freud, Adler, Roger, Cattell.
3. Concept of mental health, mental hygiene, factors influencing mental health of teachers and students & characteristics of a mentally healthy person.
4. Concept & types of adjustments, Mechanism of adjustment.

Suggested Readings

1. Ambron, S.R (1981) *Child development*, Holt, Rinehart and Winston, New York.
2. Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
3. Anderson, J.R. (1983). *Rules of the mind*. Hillsdale, NJ: Erlbaum
4. Barry and Johnson (1964) *Classroom Group Behaviour*, New York: Macmillan.
5. Bower, G.H. and Hilgard, E.R. (1981) *Theories of learning*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
6. Dececo, J.P. (1977). *The Psychology of learning and instruction*, Prentice Hall, Delhi.
7. Eason, M.E. (1972). *Psychological foundation of education*, N.Y. Holt, Rinehart and Winston, Inc.
8. Grammage, P. (1990) *Teacher and pupil: some socio-psychological principles and applications* (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
9. Guilford, J.P. (1967). *Nature of Human Intelligence*, New York: McGraw Hill.
10. Newell, A. & Simon, H.A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice Hall.
11. NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
12. NCERT (2005) *National curriculum framework*, New Delhi.
13. Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.
14. Synder, C.R. & Shane J. Lopez (2007). *Positive psychology*. SAGE Publications. U.K.
15. Lieber, C.M. (2002) *Partners in learning: from conflict to collaboration*. Cambridge, M.A, Educators for Social responsibility.
16. Pintrich, P.R.; and Schunk, D.H. (1996). *Motivation in education: theory, research and applications*. Englewood Cliffs, N.J. Merrill

SEMESTER-I

PRACTICALS

Course Title: Understanding the Learner- Practical's

Paper Code: MAE.506

L	T	P	Credits	Marks
0	0	4	2	50

Administration, Analysis and Reporting of following Psychological Experiments-

1. Intelligence- Administration and reporting of any two from Verbal, Non Verbal and Performance Intelligence Test.—20 Marks
2. Personality- Administration and reporting of any one Personality test- 10 Marks
3. Administration of any one standardised Adjustment Test- 10 Marks
4. Hypothetical Case Study /Observation and reporting of social phenomena -10 Marks

Evaluation Scheme

Record, Conduction and report writing- 7 marks for each Test

Viva Voce- 3 Marks for each Test

SEMESTER-1

Interdisciplinary courses offered by Centre for Education (For students of other Centres)

Course Title: Thoughts on Education

Paper Code: MAE.507

L	T	P	Credits	Marks
2	0	0	2	50

Objectives

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

- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators

Course Content

Unit I— Philosophy of Education

6 Hours

1. Philosophy of Education
2. Structure of philosophical inquiry (Metaphysical, Epistemological and Axiological) in Education

Unit II – Indian Thoughts on Education-I

7 Hours

Critical analysis of thoughts of great Indian educators with reference to Objectives, Curriculum, Discipline, Methods of teaching and role of teacher in the following

- a) Swami Vivekanand b) Rabindranath Tagore c) Mahatma Gandhi d) Sri Aurobindo.

Unit-III- Indian Thoughts on Education-II

7 Hours

Vision derived from the synthesis of different ancient Indian philosophies and their Educational Implications with reference to Objectives, Discipline, Curriculum, Methods of teaching and role of teacher in the following

- a. Vedanta b.. Buddhism c. Jainism

Unit IV- Western Thoughts on Education

8 Hours

Vision derived from the synthesis of different western philosophies and their Educational Implications with reference to Objectives, Curriculum, Discipline, Methods of teaching and role of teacher in the following

- a.) Idealism b.) Naturalism c.) Pragmatism

Critical analysis of thoughts of western educators with reference to Objectives, Curriculum, Discipline, Methods of teaching and role of teacher in the following
a) John Dewey. b) Rousseau. c) Aristotle

Suggested Readings

1. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alyn and, Becon.
2. Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
3. Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP.Hillsdale, NJ: Erlbaum.
4. Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
5. Bruubacher, John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
6. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.
7. Dearden R. F. (1984). Theory and practice in Education. Routledge K Kegan & Paul.
8. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
9. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international Commission on education for 21st century, UNESCO.
10. Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.

Course Title: Understanding the Learner

Paper Code: MAE.508

L	T	P	Credits	Marks
2	0	0	2	50

Objectives

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

1. Understand the framework for how children learn
2. Critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
3. Visualise multiple dimensions and stages of learner's development and their implications on learning
4. Understand the learner in terms of various characteristics
5. Learn the factors affecting learner's environment and assessment

Course Content

Unit I- Education and Psychology

4 Hours

1. Meaning Nature and Scope of Educational Psychology
2. Methods of Educational Psychology

Unit II – Understanding the Learners and their Development

8 Hours

1. Concept of Human Development, Role of Genetic and Environmental Factor
2. Piaget's concept of cognitive development and its critical analysis.

Unit III- Intelligence

4 Hours

1. Meaning Nature and Measurement of Intelligence
2. Concept of multiple intelligence, Social intelligence, Emotional intelligence and Spiritual Intelligence

Unit-IV- Personality Mental health and Adjustment

12 Hours

1. Meaning, Nature of Personality.
2. Theories and Measurement of personality
3. Concept of mental health, mental hygiene, factors influencing mental health of teachers and students & characteristics of a mentally healthy person.
4. Concept & types of adjustments, Mechanism of adjustment.

Suggested Readings

1. Ambron, S.R (1981) *Child development*, Holt, Rinehart and Winston, New York.
2. Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
3. Anderson, J.R. (1983). *Rules of the mind*. Hillsdale, NJ: Erlbaum
4. Barry and Johnson (1964) *Classroom Group Behaviour*, New York: Macmillan.
5. Bower, G.H. and Hilgard, E.R. (1981) *Theories of learning*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
6. Dececo, J.P. (1977). *The Psychology of learning and instruction*, Prentice Hall, Delhi.
7. Eason, M.E. (1972). *Psychological foundation of education*, N.Y. Holt, Rinehart and Winston, Inc.
8. Grammage, P. (1990) *Teacher and pupil: some socio-psychological principles and applications* (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
9. Guilford, J.P. (1967). *Nature of Human Intelligence*, New York: McGraw Hill.
10. Newell, A. & Simon, H.A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice Hall.
11. NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
12. NCERT (2005) *National curriculum framework*, New Delhi.
13. Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.
14. Synder, C.R. & Shane J. Lopez (2007). *Positive psychology*. SAGE Publications. U.K.
15. Lieber, C.M. (2002) *Partners in learning: from conflict to collaboration*. Cambridge, M.A, Educators for Social responsibility.
16. Pintrich, P.R.; and Schunk, D.H. (1996). *Motivation in education: theory, research and applications*. Englewood Cliffs, N.J. Merrill

Course Title: Guidance and Counselling
Paper Code: MAE.509

L	T	P	Credits	Marks
2	0	0	2	50

OBJECTIVES

After completion of the course students will be able to:

- To make them aware of the importance of making right choice in life, education, vocation, etc.
- To help them realize the importance of working with a group, for a group and in a group.
- To make them feel that each individual is capable of making some unique contribution to the all-round growth and development of the society because of his unique potentialities.
- To apprise them of the worth of understanding and assessing the individual correctly.

CONTENTS

Unit-I: Guidance – Concept, Importance and Purpose

6 Hours

1. Meaning Definitions and Need for guidance
2. Purpose of guidance

Unit II- Types of Guidance and Group Guidance

6 Hours

1. Types of Guidance: Educational and Vocational
2. Individual guidance and Group guidance

Unit III: Counseling

6 Hours

- 1 Meaning, Nature, Need and Scope of counseling
2. Goals of counseling
3. Relationship between guidance and counseling

Unit IV: Counseling Process and Counseling Relationship

10 Hours

1. Stages and Types of the counseling process (Directive, Nondirective and Eclectic)
2. Areas of counseling: Vocational counselling, family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups (differently abled, children of prostitutes, addicts, bullied and aggressive.)
3. Educational and Occupational Service -Placement Service -Follow-up Service

Suggested Readings

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A :(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P. (2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.

SEMESTER-II

Course Title: Contemporary Issues in Education

Paper Code: MAE.510

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

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

1. Critically examine educational access and participation in India.
2. Identify and analyse disparities and inequalities in education.
3. Understand the educational concerns and issues as experienced and understood in Contemporary society;
4. Understand the values and guiding principles behind education in India;

Course Content

UNIT-I: Contemporary Issues in Indian Education -Global Perspective: 12 Hours

1. Issues pertaining to Distance Education and open learning system
2. Issues relating to medium of instruction- three language formula
3. Issues in respect of emotional integration and International Understanding in the context of Globalization.

UNIT-II: Issue related to Elementary Education 14 Hours

1. Concept of Universalization of Elementary Education
2. Related Issues of Universalization: Provision, Enrolment and Retention/completion rates in elementary education
3. Programmes for achieving the objectives of Universalization of Elementary Education.
 - a. National Programme of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
 - b. National Programme of Education of Girls at Elementary Stage Scheme (NPEGESS)

UNIT-III: Secondary Education: Status, Issues and Concerns 14 Hours

1. Aims and Universalisation of Secondary Education
2. Programmes for achieving the objectives of Universalization of Elementary Education
 - c. District Primary Education Projection (DPEP)

- d. Sarva Shiksha Abhiyan
 - e. Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)
3. Vocationalisation of secondary education.

UNIT-IV: Diverse Issues in Education

16 Hours

1. Education of the SCs, STs, OBCs and Girls in Various age groups.
2. Educational Programmes for differently ambled and Inclusive Education..
3. Rights of Child- International Covenants and Constitutional Provisions.
4. Rights of Girl Child.
5. Education as a fundamental right of Children- Right to Education 2009 Bill
6. Peace Education- Need of Peace Education coping with conflict and violence

Suggested Readings

1. Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt.of India, New Delhi, 1949.
3. M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
4. M.H.R.D. Report of the Education Commission - Education and National Development (1964-66), Ministry of Education, Govt. Of India, New Delhi 1966.
5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi, 1985.
6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
7. M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
8. M.H.R.D. towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
10. World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

Course Title: Cognition and Learning
Paper Code: MAE.511

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

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

- To understand human learning as an interactive process.
- To understand cognitive abilities and processes.
- To reflect on their own implicit understanding of the nature and kinds of learning.
- To understand the nature and meaning of creativity and to foster creativity among children.
- To gain an understanding of different theoretical perspectives on learning with a focus on motivation.
- To understand, appreciate and create a constructivist learning environment.

Course Content

Unit -I – Cognition

14 Hours

1. Meaning, Structure and Process of Cognition, Sensation, Attention and Perception.
2. Memory: Sensory Memory, Short Term Memory (STM) and Long Term Memory (LTM), Information retrieval and forgetting, Information processing model.
3. Concept formation and problem solving
4. Logical Thinking, Inductive and Deductive

Unit -II – Learning: Psychological Perspective

16 Hours

1. Concept, Meaning Nature and transfer of Learning
2. Behavioristic and Cognitive Perspectives of Learning with special reference to Thorndike, Pavlov, Skinner, Kohlar and Bruner.
3. Social Cognitive View of Learning- Banduras Social Learning Theory
4. Constructive view of Learning: Concept, Principles and Educational Implications.
5. Gagne’s Hierarchy of learning

Unit-III- Creativity and Constructivism

14 Hours

1. Concept, Characteristics, Elements and Development of Creativity, Theories and Measurement of Creativity, Importance of Creativity it Education
2. Concept and Characteristics of Constructivism, Constructivist approach in Teaching and Learning

Unit-IV- Motivation

12 Hours

1. Motivation: Concept and Nature, Intrinsic and Extrinsic Motivation
2. Theory of Self Actualization (Maslow), Theory of achievement motivation (McClelland and Atkinson) and Their Educational Implications
3. Motivating Students: Teachers role and Strategies.

Suggested Readings

1. Bigge, M.L. & Hunt, M.P. (1968): Psychological Foundations of Education (2nd Edition). N.Y.: Harper & Row.
2. Bienter, R.F. Mifflin. (1978): Psychology Applied to Teaching. Boston: Houghton.
3. Bigge, M.C. & Row. (1971): Learning Theories for Teachers (2nd Edition). N.Y.: Harper Collins.
4. Chauhan, S.S. (1978): Advanced Educational Psychology. New Delhi: Vikas Publishing House.
5. Dececco, J.P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
6. Gagne, P.M. (1965): Conditions of Learning. N.Y.: Prentice Hall.
7. Good, T.L. & Brodhy, J.E. (1977): Educational Psychology and Realistic Approach. N.Y.: Holt.
8. Hilgard, E.R. & Bower, S.H. (1975): Theories of Learning. Cliffs: Prentice Hall.
9. Mathur, S.S. (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
10. Vargas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
11. Baron, R.A. (2007): Psychology, India : Porling Kindersley & Pearson Education.
12. Bigge Morris, L. & Hunt Maurice, (1968): Psychological Foundations of Education, 2nd Edition, N.Y. Harper & Row.
13. Chauhan, S.S. (1978) : Advanced Educational Psychology, Vikas Publishing House.
14. Danion, W. (1983) : Social and Personality Development Infancy Through Adolescence, New York: Norton.
15. Singh, Dalip (2000) : Emotional Intelligence at Work, New Delhi : Sage.
16. Dash, M. (1994): Educational Psychology, New Delhi: Deep& Deep Publications.
17. Engler Barbara (1991) Personality Theories: An Introduction, 3rd Ed. Boston : Houghton Mifflin Company.
18. Mathur, S.S. (1986): Educational Psychology, Revised and Enlarged Text Edition, Vinod Pustak Mandir, Agra.
19. Woolfolk, Anita, E. (1987) : Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

Course Title: Assessment of Learning

L	T	P	Credits	Marks
4	0	0	4	100

Paper Code: MAE.512

Course Objectives

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

- To acquaint the student with the basic concepts and practices adopted in Educational Measurement, Evaluation and Assessment.
- To orient the students with tools and techniques of Measurement Evaluation and Assessment.
- To develop skills and competencies in constructing and standardizing a Test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

Course Content

Unit-I- Fundamentals of Measurement, Assessment and Evaluation

14 Hours

1. Concept, Need, functions, types and basic principles of measurement, assessment and evaluation
2. Classification of Assessment–based on purpose (prognostic, formative, diagnostic and summative), Scope(teacher made and standardised), attribute measured (achievement, attitude, aptitude etc.), nature of information gathered (qualitative and quantitative), mode of response (oral and written, selection and supply), nature of interpretation (Norm-referenced and Criterion-referenced) and context (internal and external)
3. Scales of measurement (nominal, ordinal, interval and ratio), Research utility of levels of measurement, use of statistics and research methods.

Unit-II- Construction of a Tool

14 Hours

1. Characteristics of measuring tools: Objectivity, Comprehensiveness, Practicability, Reliability, Validity and Norms.
2. Basic requirement in preparing a test, test specification and table of specifications. Types of test items and general rules for writing better items.
3. Standardization of test-Steps in the development of standardised measuring instrument
Item analysis: difficulty value and discrimination index

Unit III-Techniques and Tools of Measurement & Evaluation

14 Hours

1. Techniques of evaluation- Interview, Observation, self-reporting, projective technique, sociometry.

2. Tools of evaluation Concepts and uses of- Tests, checklist, Questionnaire and Schedule, Inventories and cumulative records.
4. Scales: Meaning, types of scales (Likert, Thurston, Summated rating scale, Q short technique. Steps and procedure of construction and standardisation of Attitude scale.
5. Rubrics and Portfolios - Meaning, Types and Development.

Unit-IV Interpretation of test scores and norms

14 Hours

1. Criterion referenced and norm referenced interpretation, Raw Score. Standard score and Scaling of Scores.
2. Norms- age, grade, percentTILE and percentTILE rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score.
3. Use of computers in Evaluation-Evaluating Software and Web Resources for Effective evaluation of Teaching & Learning Processes, Online Test, E- Assessment, Virtual Assignments.

Suggested Readings

1. Aiken, L.R., Psychological Testing and Assessment, Boston: Allyn and Bacon, (1985)
2. Anastasi.A. Psychological Testing.The McMillan Company, New York, 6th Edition.1988
3. Dr. Meenakshi, Modern Trends in Educational Evaluation and Measurement, Arun Publishing House, Chandigarh.
5. Ebel, R.L., Frisbel, D.A.(1986): Essentials of educational measurement, New Delhi: Prentice Hall
6. Edwards, A.L., (1957): techniques of Attitudes Scale Construction, New York
7. Freeman, F.S., (1965) :Theory and Practice of Psychological Testing, New York: Rineheart and Winston,
8. Fruchtor, B. (1954); Introduction to factor Analysis.D.van Noshavanad Company
9. Garrett, H.E.,(1993) Statistics in Education and Psychology, Bombay.
10. Pophan, W.J. (1988): Educational Evaluation, Prentice Hall, New Delhi
11. Sharma, R.A: (2007.)Essentials of Measurement in Education and Psychology, Surya Publication,Meerut.
12. Singh, A.K., Tests, Measurements and research methods in Behavioural sciences, Bharati Bhawan Publishers and Distributors, Patna.

Course Title: Statistical Methods in Education

Paper Code: MAE.513

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

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

- Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
- Examine relationship between and among different types of variables of a research study
- Explain or predict values of a dependent variable based on the values of one or more independent variables
- Estimate the characteristics of populations based on their sample data
- Test specific hypotheses about populations based on their sample data
- Use appropriate procedures to analyse qualitative data
- Demonstrate competence in the use of statistical packages for analysis of data

Course Content

Unit I- Descriptive Analysis of Quantitative Data – 1

14 Hours

1. Data types: Nominal, Ordinal, Interval and Ratio; Metric and Non Metric, Graphical representation of Data
2. Description and comparison of groups: measures of central tendencies (Mean, Median and Mode) and dispersion-(Standard Deviation and Variance) assumptions, uses and interpretation
3. Normal Distribution: from normality and underlying causes, characteristics of Normal Probability curve and its applications,

Unit II– Descriptive Analysis of Quantitative Data – 2

14 Hours

1. Examining Relationships: Product Moment, Rank, Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations
2. Linear Regression Analysis-concept of regression

Unit III– Inferential Analysis of Quantitative Data

14 Hours

1. Estimation of a Parameter-Concept of parameter and statistics,
2. Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, types of Error, Levels of Significance, testing the Significance of difference
3. Analysis of variance and Co- variance (ANOVA and ANCOVA)-Concept, Assumptions and uses

Unit IV– Inferential Analysis of Qualitative Data

14 Hours

1. Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses
2. Non-Parametric statistics: assumptions and uses of sign test, rank test and median test

Suggested Readings

1. Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
2. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
3. Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
4. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and*
5. *Psychology*, (3rd edition). Boston: Allyn & Bacon.
6. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
7. Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*.
8. Thousand oaks, CA: Sage.
9. Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
10. Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
11. Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
12. Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
13. Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
14. VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*.
15. London: Sage.

Course Title: Teacher and Teaching Process

Paper Code: MAE.514

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

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

- Understand the nature and scope of Teaching Technology and also about the various forms of teaching.
- Know the instructional design and modes of development of self-learning material.
- Develop the ability for critical appraisal of the audio-visual media.
- Develop basic skills in the production of different types of instructional material.
- Know the recent innovations and future perspectives of teaching technology.
- Know the various techniques for teacher's professional development.

Course Content

Unit I- Teaching Technology -Fundamental Concepts

16 Hours

1. Meaning and Nature of teaching technology, Concept, Types and Characteristics of Teaching
2. Phases of teaching- Operation of teaching phases --- preactive, interactive and post active
3. Levels of teaching – Memory, Understanding and Reflective levels and their practical use in class room situation.
4. Pre Service and In-service Teaching Training Techniques-Microteaching, Simulated Teaching and Flanders Interaction Analysis.

Unit II– Teaching Methods and Strategies.

14 Hours

1. Meaning, Nature, Characteristics and uses of Various Teaching Methods, Tactics and Strategies.
2. Innovative Teaching Methods in Education.
3. Programme Instruction Material- Concept, Types-Linear, Branching and Mathematics and Development.

Unit III– Models of Teaching

14 Hours

1. Teaching Models- Meaning, Functions Characteristics, Elements and Types
Models of teaching –Historical, Psychological, Teacher Training and Modern Teaching
-Information Processing Model.
-Inquiry Training Model
-Concept Attainment Model (CAM)

Unit IV – Audio Visual Media in Education and Communication

14 Hours

1. Communication- Concept, Types and Importance
2. Audio-Visual Media – Meaning, Importance and Various Forms.
3. Teleconferencing, Video Conferencing, Countrywide Classroom Project and Satellite based Instructions.

Suggested Readings

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evaut, M. The International Encyclopaedia of Educational Technology.
- Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Kumar, N. and Chandiram, J. (1967): Educational Television in India, New Delhi Arya Book Depot.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.
- Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers.
- Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.

SEMESTER-3

SEMESTER-II PRACTICALS

Course Title: Cognition and Learning-Practical's
Paper Code: MAE.515

L	T	P	Credits	Marks
0	0	2	1	25

Administration, Analysis and Reporting of following Psychological Experiments

1. Memory: Any one test on Short Term Memory (STM) and Long Term Memory (LTM), Information retrieval and forgetting.- 10 Marks
2. Development of a Constructivist lesson plan – 05 Marks
3. Creativity- Administration of any one test of Creativity Measurement- 10 Marks

Evaluation Scheme

Record- 10

Viva Voce -5

Conduction and report writing- 10

Course Title: SEMINAR
Paper Code: MAE.516

L	T	P	Credits	Marks
0	0	2	1	25

Preparation and presentation of Seminar on any topic of Education

Total Marks-25

S.No	Criteria	Marks Allotted
1.	Presentation	05 Marks
2.	Content	10 Marks
3.	Skill of Transaction	05 Marks
4.	Handling of Queries	05 Marks

INTERDISCIPLINARY COURSES OFFERED BY EDUCATION FACULTY (FOR STUDENTS OF OTHER CENTRES)

Course Title: Teacher and Teaching Process

Paper Code: MAE.514

L	T	P	Credits	Marks
2	0	0	2	50

Objectives

On completion of this course, the students will be able to understand the nature and scope of Teaching Technology and also about the various forms of teaching.

Course Content

Unit I- Teaching Technology -Fundamental Concepts 8 Hours

1. Meaning and Nature of teaching technology, Concept, Types and Characteristics of Teaching
2. Phases of teaching- Operation of teaching phases --- preactive, interactive and post active
3. Levels of teaching – Memory, Understanding and Reflective levels and their practical use in class room situation.

Unit II– Teaching Methods and Strategies. 7 Hours

1. Meaning, Nature, Characteristics and uses of Various Teaching Methods, Tactics and Strategies.
2. Innovative Teaching Methods in Education.
3. Programme Instruction Material- Concept and Types

Unit III– Models of Teaching 7 Hours

1. Teaching Models- Meaning, Functions Characteristics, Elements and Types
 - Information Processing Models.
 - Inquiry Training Model
 - Concept Attainment Model (CAM)

Unit IV – Pre Service and In-service Teaching Training Techniques- 7 Hours

1. Microteaching
2. Simulated Teaching
3. Flanders Interaction Analysis.

Suggested Readings

- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.

- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.

Course Title: Assessment of Learning

L	T	P	Credits	Marks
2	0	0	2	50

Paper Code: MAE.515

Course Objectives

On the completion of this course, the students will be able to acquaint with the basic concepts and practices adopted in Educational Measurement, Evaluation and Assessment and to orient the students with tools and techniques of Measurement Evaluation and Assessment.

Course Content

Unit-I- Fundamentals of Measurement, Assessment and Evaluation 7 Hours

1. Concept, Need, functions, types, Differences and basic principles of measurement, assessment and evaluation
2. Scales of measurement (nominal, ordinal, interval and ratio), Research utility of levels of measurement, use of statistics and research methods.

Unit-II- Construction of a test 7 Hours

1. Characteristics of measuring tools: Objectivity, Comprehensiveness, Practicability, Reliability, Validity and Norms.
2. Preparation and Standardization of a test

Unit III-Techniques and Tools of Measurement & Evaluation 7 Hours

1. Techniques of evaluation- Interview, Observation, self-reporting, projective technique,
2. Tools of evaluation Concepts and uses of Tests, Questionnaire and Schedule, Inventories and cumulative records.
3. Rubrics and Portfolios - Meaning, Types and Development.

Unit-IV Interpretation of test scores and norms 7 Hours

1. Criterion referenced and norm referenced interpretation, Raw Score. Standard score and Scaling of Scores.
2. Norms- age, grade, percentile and percentile rank.

Suggested Readings

1. Aiken, L.R., (1985) .Psychological Testing and Assessment, Boston: Allyn and Bacon,
2. Anastasi.A. (1988).Psychological Testing. The McMillan Company, New York, 6th Edition.
3. PuEbel, R.L., Frisbel, D.A (1986): Essentials of educational measurement, New Delhi: Prentice Hall

4. Freeman, F.S., (1965): Theory and Practice of Psychological Testing, New York: Rineheart and Winston,

Course Title: Cognition and Learning

Paper Code: MAE.516

L	T	P	Credits	Marks
2	0	0	2	50

Objectives

On completion of this course, the students will be able to understand human learning as an interactive process, cognitive abilities and processes.

Course Content

Unit -I – Cognition

7 Hours

1. Meaning, Structure and Process of Cognition, Sensation, Attention and Perception.
2. Memory: Sensory Memory, Short Term Memory (STM) and Long Term Memory (LTM),

Unit -II – Learning: Psychological Perspective

8 Hours

1. Concept, Meaning and Nature of Learning
2. Behaviorist and Cognitive Perspectives of Learning with special reference to Thorndike, Pavlov, Skinner, Kohlar and Bruner.
3. Constructive view of Learning: Concept, Principles and Educational Implications.

Unit-III- Creativity and Constructivism

7 Hours

1. Concept, Characteristics, Elements and Development of Creativity
2. Concept and Characteristics of Constructivism.

Unit-IV- Motivation

6 Hours

1. Motivation: Concept and Nature, Intrinsic and Extrinsic Motivation
2. Motivating Students: Teachers role and Strategies.

Suggested Readings

1. Bigge, M.L. & Hunt, M.P. (1968): Psychological Foundations of Education (2nd Edition). N.Y.: Harper & Row.
2. Chauhan, S.S. (1978): Advanced Educational Psychology. New Delhi: Vikas Publishing House.
3. Dececco, J.P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
4. Mathur, S.S. (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.

5. Woolfolk, Anita, E. (1987) : Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

SEMESTER-III

Course Title: ICT in Education
Paper Code: MAE.601

L	T	P	Credits	Marks
3	0	2	4	100

Objectives

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

- Develop awareness about uses of computer technology in Educational Research.
- Develop various skills to use computer technology and Application Software for sharing the information and ideas through computer technology.
- Understand the process of locating the research studies carried in the Internet and using online journals and books.
- Make them understand the use of different application software's for teaching and learning.

Course Content

Unit -I - Computer Fundamentals: Hardware & Software

12 Hours

1. Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop) and its parts and functions.
2. M S-Word, M S-Excel, M S-PowerPoint and Their Uses.

Unit -II - ICT Applications in Education- Word, Data and Image Processing and Power Point presentations

16 Hours

1. Word Processors and Word Processing: Common features of word processors their functions and use in classroom.
2. Spreadsheets: Common features of spreadsheets, their functions and use in the classroom.
3. Use of Word processors in preparing a report.
4. Various formats of a research report; international standards for writing, citing and reporting in research.
5. Preparation of Power Point presentations- Common features of presentations, their functions and use; using Presentations in classroom. Digitizing and using educational applications of digital media, image processing and animation.

Unit-III- ICT Applications in Education: Multimedia and Web content

14 Hours

1. Multimedia Content: Multimedia packages, critical analysis of multimedia content, educational implications of media use and interactivity.
2. Academic and Research content on the web: Online journals and abstraction services. Communication through the web: Audio and video applications on the Internet, Interpersonal communication through e-Mail, Web forums, Chatting Groups, online books, e-journals, dissertations etc.

Unit-IV-Data Analysis by using Database Software and Courseware Design 14 Hours

1. Creating a database file in Database software
2. Editing of database file.
3. Courseware Design
4. Development of E-Content.
5. SPSS

Suggested Readings

1. Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
2. Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
3. Horton, W (2001), designing web-based Training John Wiley & Sons.
4. Lee, William W; Diana L Owens (2001), Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
5. Phillips. R (1997) Interactive Multimedia London: Kogan Page.
6. Morey, D; Maybury M & Bhavani, Th. (2001), Knowledge Management University Press (India) Ltd: Hyd.
7. Rosenberg, M.J. (2001), e-learning New York: McGraw Hill.
8. Schank, R.C. (2001), Virtual Learning McGraw Hill.
9. Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
10. T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).
11. Vaughan, T. (1999), Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

Course Title: Educational Management, Administration, Supervision and Leadership

Paper Code: MAE.602

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

On completion of the course the students will be able:

- To enable the students to understand the importance of concept of management, administration, supervision and leadership.
- To acquaint the learner with the challenges and opportunities emerging in the educational management, administration, supervision and leadership.
- To develop an insight into the perspectives of Management theories and Practices in Education,
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders

Course Content

Unit I- Educational Administration- Concept and Process **14 Hours**

1. Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning.
2. Development of Concept of Educational Management from post-independence to present day. Theories of management. Scientific (Taylor) and Bureaucracy (Weber).

Unit II- Educational Supervision and inspection **14 Hours**

1. Meaning and Nature of Educational Supervision, Supervision as service activity, Supervision as process and functions
2. Modern Supervision-New trends and techniques.
3. Functions of a supervisor, Defects in existing system of supervision and remedies.

Unit III- Resource Management **14 Hours**

1. Nature and characteristics of Resource in Education- Material Resources, Human Resource, Financial Resource
2. Procurement of Resources -Utilization and Maintenance of Resources, Quality Assurance in Material and human Resources

Unit-IV Educational Leadership: Concept and Dynamics

14 Hours

1. Concept and functions of Leadership-Theories of leadership and management in educational organizations
2. Developing Leadership and Management
3. Leadership and Organisational Behaviour

Suggested Readings

1. Bell & Bell (2006): *Education, Policy and Social Class*. Routledge.
2. Bottery Mike (ed.) (1992): *Education, Policy & Ethics*. Continuum, London.
3. Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
4. Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.
5. Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
6. Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
7. Becker, G.S (1993), *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition)*. Chicago, IL National Bureau of Economic Research, 161-227.
8. Blaug, Mark (1972): *An Introduction to Economics of Education, Allen lane*. London, Penguin.
9. Cohn E and T. Gaske (1989), *Economics of Education*, Pergamon Press, London.
10. Coombs, P.H and Hallak.J (1988) *Cost Analysis in Education: A Tool for Policy and Planning*, Baltimore: John Hopkins Press.
11. Chau, Ta-NGOC (2003): *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
12. Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.
13. G. Psacharopoulos (1987): *Economics of Education: Research and Studies*, New York: Pergamon Press.
14. John, R.L. & Morphet, B.L. (Ed.) (1952): *Problems and Issues in public school finance*. New York: Columbia University.
15. Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
16. Hough J.R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.
17. Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomnic*.
18. Institute for Health Sector Development (2005): *Sector-wide Approach in Education*. Comparative Education, 31(1).
19. Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*. Routledge.
20. Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.

21. Levin, Henry M (1983): *Introduction to Cost Analysis in Cost-effectiveness: A Premie*, New Delhi, and Sage.
22. Musgrave, R.A.: *Theory of Public Finance: A study of public Economy*. New York: McGraw Hill.
23. Nail J.P (1975) *Equality, Quality and Quantity*. New Delhi, Allied.
24. Kochhar. S.K. (2011).*School Administration & Management* Sterling Publishers Pvt.Ltd; Revised & Enlarged edition.
25. Sharma S.L. *Educational Management: a Unified Approach of Education*. (2009) Global India Publications; First edition
26. Bush, Tony & Les, Bell (2002): *The principles & Practice of educational management*. London: Paul Chapman Publishing.
27. Mukhopadhyay, M. (2005): *Total quality management in education*. New Delhi: Sage Publications.

Course Title: Educational Planning and Finance
Paper Code: MAE.603

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

On completion of the course the students will be able:

- To acquaint with the meaning, importance and objectives of educational planning.
- To acquaint with types of educational planning.
- To understand the principles and techniques of educational planning.
- To acquaint with the process of planning and five year plans in India.
- To explain the role and contribution of different agencies/ contribution in educational planning,
- To acquaint the students with the relationship between the financial support of education and quality of education.
- To develop familiarities with various sources of financing in India;
- To develop in them the understanding of school accounting and developing skill in school budgeting;
- To enable the students to locate human and material resources and utilize them to the maximum benefit for education.

Course Content

Unit I- Concept, Need and Process of Educational Planning

14 Hours

1. Concept, Nature, Need, Importance and Process of Educational Planning
2. Types of educational planning-National, State and District level
3. Institutional Planning – meaning, nature characteristics, Types, Steps, Importance
4. Educational planning – School Time table and co-curricular activities.

Unit II- Principles and Techniques of Educational Planning **14 Hours**

1. Guiding principles of educational planning
2. Approaches to Educational Planning. Social demand approach Man-power approach

Unit III-Basis of Educational Financing **14 Hours**

1. Meaning, Concept, Goals, Types, Need and Significance of Educational Financing.
2. Budgeting of Education: Types and Procedures.
3. Issues in the finance of education. Financing elementary, secondary and higher education

Unit-IV Theory and Practice of Financing Education **14 Hours**

1. Sources of finance for Education in India: Public funding of education, Fees, Student loans, Education Cess, External aid for education
2. Budgeting: control of funds, grant in –aid policy at National & State levels.
3. Plan and non-plan expenditure on education and the role of planning and finance commission.
4. Cost Benefit Analysis of Education

Suggested Readings

1. Bell & Bell (2006): *Education, Policy and Social Class*. Routledge.
2. Bottery Mike (ed.) (1992): *Education, Policy & Ethics*. Continuum, London.
3. Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
4. Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.
5. Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
6. Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
7. Becker, G.S (1993), *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition)*. Chicago, IL National Bureau of Economic Research, 161-227.
8. Blaug. Mark (1972): *An Introduction to Economics of Education, Allen lane*. London, Penguin.
9. Cohn E and T. Gaske (1989), *Economics of Education*, Pregamon Press, London.
10. Coombs, P.H and Hallak.J (1988) *Cost Analysis in Education: A Tool for Policy and Planning*, Baltimore: John Hopkins Press.
11. Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
12. Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.
13. G. Psacharopoulos (1987): *Economics of Education: Research and Studies*, New York: Pergamon Press.
14. John, R.L. & Morphet, B.L. (Ed.) (1952): *Problems and Issues in public school finance*. New York: Columbia University.

15. Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
16. Hough J.R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.
17. Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomie*.
18. Institute for Health Sector Development (2005): Sector-wide Approach in Education. *Comparative Education*, 31(1).
19. Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*. Routledge.
20. Singh, Anjula. (2014). *Educational Management, Planning and Finance*. Gullybaba Publishing House (P) Ltd.; 1st edition.
21. Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
22. Scheerens, Jaap (2000): *Improving School Effectiveness*. Paris: International Institute for Educational Planning.
23. Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects*. Vikas Publication house Pvt. Ltd. New Delhi.
23. Cranston, N.C (2002). School-based management, leaders and leadership: change and challenges for principals. *International studies in educational Administration*.
24. J.Mohanty.(2005). *Educational Administration, Supervision and School Management*. Deep and Deep publications, New Delhi.

Course Title: Fundamentals of Educational Measurement and Administration

Paper Code: MAE.604

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

On completion of this course the students will be able to

- To acquaint the student with the basic concepts and practices adopted in Educational measurement and evaluation.
- To orient the students with tools and techniques of measurement and Evaluation.
- To develop skills and competencies in constructing and standardizing a Test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

Course Content

Unit-I Concept of Measurement and Evaluation 14 Hours

1. Concept of measurement and evaluation, historical background, needs and uses of measurement, limitations of measurement in behavioural sciences.
- 2 Distinction among measurement, assessment, testing, examination and evaluation.
3. Assessment for Learning, Assessment as Learning, Assessment of Learning

Unit III-Techniques and Tools of Measurement & Evaluation 14 Hours

1. Techniques of evaluation- Interview, Observation, self-reporting, projective technique, sociometry.
2. Tools of evaluation- Concepts and uses of- Tests, Rating scales, checklist, Questionnaire, Schedule, Inventories and cumulative records.

Unit IV- New Trends in Measurement and Evaluation 14 Hours

1. Grading System: Relative merits and demerits of marking and Grading.
2. Semester system
3. Continuous and comprehensive evaluation
4. Question banks
5. Open Book System

UNIT-V- Scales of Measurement 14 Hours

1. Nominal, Ordinal, interval and Ratio scale

2. Research utility of Levels of Measurement with special reference to use of statistics and research methods.

Suggested Readings

1. Aiken, L.R., Psychological Testing and Assessment, Boston: Allyn and Bacon, (1985)
2. Anastasia (1988). Psychological Testing. The McMillan Company, New York, 6th Edition.
3. Edwards, A.L., (1957): techniques of Attitudes Scale Construction, New York
4. Freeman, F.S. (1965). Theory and Practice of Psychological Testing, New York: Rinehart and Winston,
5. Fruchtor, B. (1954); Introduction to factor Analysis.Dvan Noshavanad Company
6. Garrett, H.E. (1973). Statistics in Education and Psychology, Bombay
7. Pophan, W.J. (1988): Educational Evaluation, Prentice Hall, New Delhi
8. Sharma, R.A: Essentials of Measurement in Education and Psychology, Surya Publication, Meerut.
9. Singh, A.K., Tests, Measurements and research methods in Behavioural sciences, Bharati Bhawan Publishers and Distributors, Patna.

Course Title: Educational Testing

Paper Code: MAE.605

L	T	P	Credits	Marks
4	0	0	4	100

OBJECTIVES

On completion of this course the students will be able to

- To acquaint the student with the basic concepts and practices adopted in Educational measurement and evaluation.
- To orient the students with tools and techniques of measurement and Evaluation.
- To develop skills and competencies in constructing and standardizing a Test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

Unit-I- Educational Testing-I

14 Hours

1. Teacher made achievement tests. (Norm reference tests.)-Planning a test- instructional objectives, sources of objectives, criteria of selection of objectives, taxonomy of Educational Objectives (B.S. Bloom), Generating Test items- short answer type, objective and essay type.
2. Guidelines for preparing various types of questions

Unit- II- Educational Testing-II

14 Hours

1. Standardised achievement tests. (Criterion reference tests.), Nature and use of Standardised achievement tests, General procedure of test standardisation
2. Administration of standardised test.

UNIT-III –Scales, Questionnaires and Inventories

14 Hours

1. Scales: Meaning, types of scales -Steps and procedure of construction and standardisation of Attitude scale.
2. Rubrics- Meaning, types, development of various types of rubrics.
3. Steps and procedure of construction and standardisation of questionnaire.

UNIT-IV –Tests

14 Hours

1. Steps and procedure of constructing and standardising psychological tests
2. Measurement of intelligence and Personality.
4. Meaning, types, steps and procedure of construction and standardisation of inventories.

Suggested Readings

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York.
2. Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston.
5. Anastasi, A (1982), Psychological Testing, Mac Millan, New York.
6. Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
7. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.
8. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Holt, Rinehart & Winston, 1965.
9. Gareet, H.E. (1973), Statistics in Education and Psychology, Vakils, Feffer and Simons, Bombay.
10. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, Mac Millan, New York.
11. Guilford, J.P. (1980), Fundamental Statistics in Psychology and Education, Mc

Course TITLE: Inclusion of Children with Diverse Needs

Paper Code: MAE.606

L	T	P	Credits	Marks
4	0	0	4	100

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

- To understand the global and national commitments towards the education of children with diverse needs.
- To appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- To understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive school.
- To analyze special education, integrated education, mainstream and inclusive education practices.
- To identify and utilize existing resources for promoting inclusive practice.

Course Content

Unit I- Introduction to Inclusive Education

14 Hours

1. Definition, concept and importance of inclusive education. Historical development of inclusive education in India.
2. Difference between special education, integrated education and inclusive education.

Unit II- Children with Diverse Needs

14 Hours

1. Definition and characteristics of children-with sensory difficulties (hearing, visual and physically challenged).with intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities).Social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems.
2. Role of teachers working in inclusive settings in developing and enriching academic skills for higher learning.

Unit III-Curriculum adaptations for children with diverse needs

14 Hours

1. Concept, meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

2. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.

Unit IV-Teacher preparation for Inclusive Education

14 Hours

- 1 Review of existing educational programmes offered in secondary school (general, special education), NCF 2005 and curriculum for teacher preparation and transaction modes.
2. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
3. Role of different national and international agencies {institutions, universities} in promoting inclusive education.
4. Recent trends in research in inclusive education

Suggested Readings

1. Ainscow, M. Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
3. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Course Title: School Education of the Disadvantaged Groups

L	T	P	Credits	Marks
4	0	0	4	100

Paper Code: MAE.607

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

- Understand the policy perspectives related to education of socially disadvantaged sections in India,
- Analyze the status of education of the socially disadvantaged children in the country,
- Develop knowledge and skill to address social group inequality in school and, society,
- Understand the schemes and programmes of education of socially disadvantaged group,
- Identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

Course Content

Unit I-Conceptual Framework

14 Hours

1. Meaning of socially disadvantaged children: socially disadvantaged sections in India-the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
2. Provisions in the constitution for social group equity and education of socially disadvantaged sections,

Unit II-Problems in education of disadvantaged section and addressing social group inequality

14 Hours

1. Problems/constraints in education of socially disadvantaged children, structural and systemic constraints.
2. Organization and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum
3. Teaching learning process and support materials, addressing language issues, curriculum and co-curricular activities for meeting diverse needs of children- socio-cultural and linguistic.

Unit III-Schemes, Programmes for education of socially disadvantaged section

14 Hours

1. Centrally sponsored schemes for education of SCs, STs, and Minorities.
2. Special focus group and their education under SSA.
3. Community participation and empowerment of socially disadvantaged section.

Unit IV-Strategies and Programmes on Girls' Education

14 Hours

1. Mhila Samakshya, Kasturba Gandhi Balika Vidyalaya.

2. Role of SSA, DPEP, NGOs for gender equality in education.
3. Community participation for girl child education and in creating awareness.

Suggested Readings

1. Chudhary, B. (1992): *Tribal Transformation in India*. Vol.-V, New Delhi.
2. Jain, S.C. (2005): *Education and socio-economic development*. Concept publishing house, New Delhi.
3. Kagan, T.S. (2000): *Worldwide Diversity and Human Rights*. Orient Longman Pvt Ltd., New Delhi.
4. Ogbu, J.U. (1978): *Minorities, education and caste*. Academic Press, New York.
5. Reissman, F. (1962): *The Culturally deprived child*. Harper and Row Publishers, New Delhi.
6. Sadavinich, A.R. (2007): *Sociology of Education*. Routledge, New York.

**Course TITLE: Dissertation
(Preparation and Presentation of Research Proposal)**

Paper Code: MAE.608

L	T	P	Credits	Marks
0	0	4	4	100

Objective: The objective of dissertation part I would be to ensure that the student learns the nuances of the scientific writing. Herein the student shall have to write his synopsis including an extensive review of literature with simultaneous identification of scientifically sound (and achievable) objectives backed by a comprehensive and detailed methodology.

The Evaluation criteria shall be multifaceted as detailed below:

Total marks 100

S.No.	Criteria	Marks allotted
1.	Review of literature	30
2.	Identification of gaps in knowledge	15
3.	Objective formulation	15
4.	Methodology	25
5.	References	15

The synopsis shall be evaluated by a three membered committee consisting of

- a. COC of the department
- b. Supervisor or Co-supervisor
- c. One External Faculty

SEMESTER-IV

Course Title: Policy Perspectives in Education

Paper Code: MAE.609

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

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

- Develop a critical understanding of the Development of Indian Education System.
- Get a historical insight into the development of Education in India.
- Have a critical understanding of the development of Education as a distinct discipline.
- Understanding of formulation of educational policy.

Course Content

UNIT-I: A brief review of the development of the education **14 Hours**

Vedic, Buddhist and Islamic Education in Ancient and Medieval India with respect to

- a) Aims and Objectives
- b) Subject of study
- c) Methods of teaching including teacher – Pupil relationship.
- d) Evaluation
- e) Centre of Learning.
- f) Education of woman

UNIT-II: The development of education during British period: **14 Hours**

1. Macaulay's Minutes and Bentinck's resolution in 1835
2. Wood's Dispatch 1854
3. Indian Education Commission 1882
4. Calcutta University Commission 1917
5. Wardha Scheme of Education 1937

UNIT-III: The development of education – Post Independence **14 Hours**

1. The University Education Commission (1948-49)
2. The Secondary Education Commission (1952-53)
3. The Indian Education Commission (1964-66)
4. National Education Policy 1986- (Revised 1992)
5. National Knowledge Commission (NKC)

UNIT-IV- Policy Issues in Education **14 Hours**

1. Elementary Education for All-International Initiatives, DPEP, Sarva Shiksha Abhiyan, Right to Education.

2. National Curriculum Framework 2005 and National Curriculum Framework for Teacher Education 2009

Suggested Readings

1. Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt.of India, New Delhi, 1949.
3. M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
4. M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
7. M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
8. M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
10. World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

Course Title: Growth and Philosophy of Distance Education

Paper Code: MAE.610

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

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

- Understand the concept of distance education,
- Distinguish between correspondence education, distance education, and open learning
- Discuss the socio-academic relevance of distance education,
- Develop an insight and examine critically the objectives of distance education,
- Understand the nature of distance learners and distance learning process,
- List the importance of self-learning material and relevant comprehension skills,

Unit I- Distance Education- Fundamental Concept

14 Hours

1. Distance Education: significance, meaning, concept and epistemology.
2. Goals, objectives and Philosophy of distance education.
3. Growth of distance learning system in India.

Unit II-Issues in Distance Education

14 Hours

1. Issues in Distance Education-quantity, quality, relevance and effectiveness.
2. Present status of distance education system.
3. Quality assurance and challenges in distance education.
4. Structure and Management of DE & OL institutions

Unit III- Distance Learner and Learning

14 Hours

1. Distance learners: nature and characteristics and types of learners-successful, non-starter and mid-course dropouts.
2. Distance Education process: nature of adult learning, Andragogy of distance learning: role of self-learning in distance education.
3. Significance of study skills in distance learning.
4. Problems of distance learners.

Unit IV- Learning Process and Self-Learning Materials (SLM) in Distance Education 14 Hours

1. Types of SLM in distance learning-print, audio, video, interactive, online, and web-based.
2. Instructional materials in distance education-SLMs, assignment, audio-visual aids, use of ICT.

3. Self-learning materials: meaning, scope, importance and characteristics.
4. Course design-need assessment, planning of SLM

Suggested Readings

1. IGNOU (1988): *Distance Teaching: Prerequisites and Practices* (Block 1,2 & 3). IGNOU, New Delhi.
2. IGNOU (1988): Reading in *Distance Education* (Block 1,2 & 3). IGNOU, New Delhi.
3. Keegan, D.J. (1986): *The Foundation of Distance Education*. Croom Helm, USA.
4. Kaye, A. & Rumble, G. (1981): *Distance Teaching for Higher and Adult Education*. Croom Helm, USA.
5. Parmaji, S. (Ed.) (1984): *Distance Education*. Sterling Publishers, New Delhi.
6. Pentz, M.J. & Neil M.W. (1981): *Education of Adults at a Distance*. Kogan Page, London.
7. Power et al; (2000): *Quality in Distance Education in performance indicator in Higher Education*. Aravali, New Delhi.
8. Reddy, G.R. (1988): *Open Universities: The Ivory Towers Thrown open*. Sterling Publishers, New Delhi.
9. Rountree, D. (1986): *Teaching through Self-Instruction*. Kagon Page, London.
10. Rumble, G. & Herry, K. (1982): *The Distance Teaching Universities*. Croom Helm, USA.
11. Rumble, G. (1992): *The Management of Distance Learning*. UNESCO and IIEP. Paris.
12. Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): *Distance Education: International Perspectives*. Routledge, Chapman and Hall, London.

Course Title: Process of Open and Distance Education
Paper Code: MAE.611

L	T	P	Credits	Marks
4	0	0	4	100

Objectives

On completion of this course the students will be able to:
Understand the concept Instructional Process in Open and Distance Learning
Distinguish between classroom and distance tutor
Understand the patterns of e-content design and its validation.
Understand evaluation procedure in Open and Distance Learning
List the importance of self-learning material and relevant comprehension skills,
Discuss various evaluation techniques and its relevance to distance learning

Unit I- Instructional Process in Open and Distance Learning **16 Hours**

1. Distance tuition- concept, distance tutor-difference between a classroom and distance tutor.
2. Tutor comments-significance of tutor comments, levels of tutor communication-academic, personal and supplemental.
3. Types of Tutor comments-positive comments, constructive comments, null comments, and hollow comments, harmful comments, misleading comments, negative comments, global comments and personal comments

Unit-II Communication in Open and Distance Learning **10 Hours**

1. Concept and Mode of Communication in Distance Learning, Two way communication in distance education and open learning.

UNIT-III- Evaluation Procedure in Open and Distance Learning **14 Hours**

1. Concept, and need of evaluation in distance education. Difference between evaluation in traditional learning and distance learning.
2. Comprehensive and continuous evaluation in distance learning.

Unit IV-Counselling in Distance Education **16 Hours**

1. Concept, importance and Need of counselling in DE
2. Categories of counselling:-developmental and problem solving, Academic and non-academic counselling
3. Procedure of counselling:-decision points, barriers-study related, and time related, personal and institutional.
4. Theories of counselling, qualities of counsellor.

Suggested Readings

1. IGNOU (1988): *Distance Teaching: Prerequisites and Practices* (Block 1,2 & 3). IGNOU, New Delhi.
2. IGNOU (1988): Reading in *Distance Education* (Block 1,2 & 3). IGNOU, New Delhi.
3. Keegan, D.J. (1986): *The Foundation of Distance Education*. Croom Helm, USA.
4. Kaye, A. & Rumble, G. (1981): *Distance Teaching for Higher and Adult Education*. Croom Helm, USA.
5. Parmaji, S. (Ed.) (1984): *Distance Education*. Sterling Publishers, New Delhi.
6. Pentz, M.J. & Neil M.W. (1981): *Education of Adults at a Distance*. Kogan Page, London.
7. Power et al; (2000): *Quality in Distance Education in performance indicator in Higher Education*. Aravali, New Delhi.
8. Reddy, G.R. (1988): *Open Universities: The Ivory Towers Thrown open*. Sterling Publishers, New Delhi.
9. Rountree, D. (1986): *Teaching through Self-Instruction*. Kagon Page, London.
10. Rumble, G. & Herry, K. (1982): *The Distance Teaching Universities*. Croom Helm, USA.
11. Rumble, G. (1992): *The Management of Distance Learning*. UNESCO and IIEP. Paris.
12. Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): *Distance Education: International Perspectives*. Routledge, Chapman and Hall, London.

Course Title: Teachers and Teaching

L	T	P	Credits	Marks
4	0	0	4	100

Paper Code: MAE.612

Objectives

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

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- understand the roles and responsibilities of teachers and teacher educators,
- use various methods of teaching for transacting the curriculum in schools,
- prepare teachers for reflective teaching,
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher’s education,
- reflect on the issues and problems related to teacher education in the country.

Course Content

Unit I- Teachers and Teaching Profession

16 Hours

1. Teachers in India: The changing profile; changing roles and responsibilities of teachers.
2. Concept of Profession; Teaching as a profession, Service conditions of school teachers, Professional ethics for teachers.
3. Teacher Appraisal and accountability.
4. Approaches to Teaching-learning, Behavioristic approach, Systematic approach; Cognitivist approach, Constructivist approach.

Unit II- Teacher Educators

12 Hours

1. Roles and responsibilities of teacher educators.
2. Preparation of teacher educators.
3. Provisions for the continuing education of teacher educators.

Unit III- Teaching Technology

14 Hours

1. Concept of pedagogy and andragogy
2. Principles and techniques of andragogy.
3. Simulated Teaching and Microteaching
4. Case Analysis; Analysis of teaching of effective teachers.

Unit IV- Teacher Education system in India

14 Hours

1. Types of Teacher Education Institutions.
2. Levels of teacher preparation-Elementary and Secondary
3. Preparation of Teachers for specific areas: work education and Vocational education, Art education.
4. Recognition, assessment and accreditation of Teacher education Institutions: Role of NCTE & NAAC.
5. TQM in Teacher Education: concept.
6. Research and innovations in Teacher education: Present status

Suggested Readings

1. Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
2. Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
3. Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
4. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
5. Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
6. Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
7. Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
8. Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books

Course Title: Preparation of Teachers

L	T	P	Credits	Marks
4	0	0	4	100

Paper Code: MAE.613**Objectives**

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

- Examine the nature and objectives of teacher education
- Critically examine the growth and development of teacher education in the country
- Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- Use various methods and techniques for transaction of curriculum
- Develop understanding regarding organization and supervision School Experience Programme

Unit I- Pre-Service teacher education in India**14 Hours**

1. Pre-Service Teacher Education: concept, nature, aims, objectives and scope.
2. Development of teacher education in India-pre and post-independence period; recommendations of various commissions and committees concerning teacher education system. NPE 1986 and its POA impact on teacher education system.
3. The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASEs, CTE, DIETs’.
4. Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs
5. Issues, concerns and problems of pre-service teacher education

Unit II- Structure and models of Pre-service Teacher Education**14 Hours**

1. Components of pre-service Teacher Education-theory, internship, practical activities.
2. Teacher education curriculum at different stages. National Curriculum Frameworks for Teacher Education
3. Models of Pre-service Teacher Education: consecutive model, integrated model, alternative model.

Unit III- Curriculum transaction in Pre-service Teacher Education**14 Hours**

1. Concept and importance.
2. Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis,
3. Planning for teaching-educational objectives: aims, goals and objectives; Taxonomy; Writing instructional objectives unit planning, lesson planning, and teacher’s diary.

Unit IV- Management of School Experience Programmes/Internship (SEP)**14 Hours**

1. Concept of School Experience Programme (SEP).
2. Planning and organization of SEP.
3. Monitoring and supervision of SEP.
4. Internship: concept; planning and organization.

Suggested Readings

1. Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
2. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
3. Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
4. Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
5. NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
6. NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.
7. Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
8. Linda Darling, Harmmond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
9. Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching*. Routledge: New York.
10. Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE

Course Title: Introduction to Guidance and Counselling
Paper Code: MAE.614

L	T	P	Credits	Marks
4	0	0	4	100

OBJECTIVES

After completion of the course students will be able to:

- To help the students to have better understanding of Life and the world around.
- To make them aware of the importance of making right choice in life, education, vocation, etc.
- To help them realize the importance of working with a group, for a group and in a group.
- To make them feel that each individual is capable of making some unique contribution to the all-round growth and development of the society because of his unique potentialities.
- To apprise them of the worth of understanding and assessing the individual correctly.

CONTENTS

Unit-I: Guidance – Concept, Importance and Purpose

14 Hours

1. Meaning Definitions and Need for guidance

2. Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization, Scope of guidance programme

Unit II- Types of Guidance and Group Guidance

14 Hours

1. Types of Guidance: Educational and Vocational

2. Individual guidance and Group guidance

Unit III: Counseling

14 Hours

1 Meaning, Nature, Need and Scope of counseling

2. Goals of counseling: resolution of problems, modification of behavior, promotion of mental health

3. Relationship between guidance and counseling

Unit IV: Counseling Process and Counseling Relationship

14 Hours

1. Stages and Types of the counseling process (Directive, Nondirective and Eclectic)

2. Skills and qualities of an effective counselor

3. Areas of counseling: Vocational counselling, family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups

. Educational and Occupational Service

-Placement Service

-Follow-up Service

Suggested Readings

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A :(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P. (2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.
6. McGowan, J.P.schmidt :(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
7. Tolbert, E.L (1967): Introduction of Counselling, New York, McGraw Hill.
8. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
9. Taxler, A.E (1964): Techniques of Guidance, New York, Mc Graw Hill,
10. Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

Course Title: Organizing School Guidance Programme
Paper Code: MAE.615

L	T	P	Credits	Marks
4	0	0	4	100

OBJECTIVES

After completion of the course students will be able to:

- Understand need and Principles of organizing guidance functions in schools
- Provide Guidance services to the students with Special abilities and Needs
- Develop an understanding of the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counselling.

CONTENTS

Unit-I: Guidance Services in Schools

14 Hours

- 1 Need and Principles of organizing guidance functions in schools, Mechanism of organizing guidance functions in school
- 2 Guidance services in Higher Education, Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play

Unit II- Essential Services in Guidance Programme Hours

14

1. Types of guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation
2. Resources required for organizing guidance services
3. School guidance committee: constitution, roles and functions
4. Organization of Guidance Services at various levels of Education (Elementary/Secondary/Senior Secondary/College).Problems of Organizing Guidance Services in India.

Unit III- Guidance of Students with Special abilities and Needs-

14 Hours

1. Students with special abilities and needs-concept and identification process.
Guidance for gifted and creative students.
Guidance for socially and economically disadvantaged students
Guidance for physically and intellectually challenged students.
2. Delinquency among students-causes, identification, and guidance for Delinquent students
3. Educational Guidance with Special Emphasis on Under Achievers and Drop-outs.

4. Personal Guidance with Special Emphasis on Problems of Adolescents related with Family and School.

Unit-IV-- Understanding Assessment and Appraisal in Guidance

14 Hours

1. Concept, Meaning, Nature, Importance, Assumptions and Principles of assessment and appraisal in Guidance and Counselling

2. Need and importance of qualitative assessment, Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, and sociometry

Suggested Readings

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A :(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P. (2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.
6. McGowan, J.P.schmidt :(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
7. Tolbert, E.L (1967): Introduction of Counselling, New York, McGraw Hill.
8. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
9. Taxler, A.E (1964): Techniques of Guidance, New York, Mc Graw Hill,
10. Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

Course Title: Dissertation Part-2

Paper Code: MAE.616

L	T	P	Credits	Marks
0	0	16	8	200

Objective: The objective of dissertation part II would be to ensure that the student learns the nuances of the scientific research. Herein the student shall have to carry out the experiments to achieve the objectives as mentioned in the synopsis. The data collected as a result of experiments must be meticulously analysed in light of established scientific knowledge to arrive at cogent conclusions.

The Evaluation criteria shall be multifaceted as detailed below:

S.No	Criteria	Mark Allotted
1.	Report Writing	100
2.	Presentation and defence of research work	50
3	Continuous evaluation of student by Guide	50

The synopsis shall be evaluated by a three membered committee consisting of

- a. COC of the department
- b. External Expert
- c. Supervisor (and Co-supervisor if applicable)