

**DEPARTMENT OF EDUCATION
KARGIL CAMPUS
UNIVERSITY OF LADAKH**

**SYLLABUS PG EDUCATION
PROGRAMME CODE: PGEDU**

COURSE STRUCTURE: A student pursuing Master's programme in Education has to necessarily earn a minimum of 80 credits in the entire program. In 1st and 2nd Semester, a student has to earn a minimum of 20 credits per semester; 12 from Core papers (CR); 04 credits from Optional papers (OP), 02 credits in Multidisciplinary paper (MD) and 02 credits in Research based activity (RES). In Semester 3rd, a student has to earn a minimum of 20 credits; 12 from Core papers; 02 credits from Optional papers, 04 credits from Sister Discipline/s (GE) and 02 credits in Research based activity/Synopsis/Dissertation. In 4th Semester, 12 credits from core papers and 08 credits in Dissertation (DR) are mandatory.

MARKS DISTRIBUTION: A course of 4 credits carries a total of 100 marks (70 for external and 30 for internal assessment), while a course of 02 credits carries 50 marks (35 external and 15 internal assessment).

Research based Activity (RES) carries 50 marks and shall be assessed internally.

Dissertation carries 200 marks; 120 External and 80 internal.

W-e-f: March, 2022

SEMESTER I

Serial	Course Title	Course Code	Credits	Marks
CORE PAPERS (1, 2, 3 ALL COMPULSORY)				
01.	Philosophical Foundations of Education	PGEDU-CR-01	04	100
02.	Educational Psychology-I	PGEDU-CR-02	04	100
03.	Educational Research and Statistics-I	PGEDU-CR-03	04	100
OPPTIONAL PAPERS (4 OR 5)				
04.	Guidance and Counseling-I	PGEDU-OP-01	04	100
05.	Special Education-I	PGEDU-OP-02	04	100
MULTIDISCIPLINARY PAPER (COMPULSORY)				
06.	Environmental Education (MD)	PGEDU-MD-01	02	50
RESEARCH BASED ACTIVITY (COMPULSORY)				
07.	Mini Project/ Survey/ Case Study/ Field Visits	PGEDU-RES-01	02	50
Total			20	500

SEMESTER II

Serial	Course Title	Course Code	Credits	Marks
CORE PAPERS (1, 2, 3 ALL COMPULSORY)				
01.	Sociological Foundations of Education	PGEDU-CR-04	04	100
02.	Educational Psychology-II	PGEDU-CR-05	04	100
03.	Educational Research and Statistics-II	PGEDU-CR-06	04	100
OPPTIONAL PAPERS (4 OR 5)				
04.	Guidance and Counseling-II	PGEDU-OP-03	04	100
05.	Special Education-II	PGEDU-OP-04	04	100
MULTIDISCIPLINARY PAPER (COMPULSORY)				
06.	Value Education (MD)	PGEDU-MD-02	02	50
RESEARCH BASED ACTIVITY (COMPULSORY)				
07.	Mini Project/ Survey/ Case Study/ Field Visits/Research Paper	PGEDU-RES-02	02	50
Total			20	500

SEMESTER-III

Serial	Course Title	Course Code	Credits	Marks
CORE PAPERS (1, 2, 3 ALL COMPULSORY)				
01.	Educational Measurement and Evaluation-I	PGEDU-CR-07	04	100
02.	History and Contemporary issues of Indian Education	PGEDU-CR-08	04	100
03.	Curriculum Development-1	PGEDU-CR-09	04	100
OPPTIONAL PAPERS (4 OR 5)				
04.	Life Long Education	PGEDU-OP-05	02	50
05.	Adult Education	PGEDU-OP-06	02	50
GENERIC ELECTIVES (6 OR 7)				
06.	Science, Technology and Society	PGEDU-GE-01	04	100
07.	Population Education	PGEDU-GE-02	04	100
RESEARCH BASED ACTIVITY (COMPULSORY)				
08.	Dissertation (Synopsis/ Data Collection / Pre-submission Presentation)	PGEDU-DR	02	50
Total			20	500

SEMESTER-IV

Serial	Course Title	Course Code	Credits	Marks
CORE PAPERS (1, 2, 3 ALL COMPULSORY)				
01.	Educational Measurement and Evaluation-II	PGEDU-CR-10	04	100
02.	Curriculum Development-II	PGEDU-CR-11	04	100
03.	Educational Technology	PGEDU-CR-12	04	100
RESEARCH BASED ACTIVITY (COMPULSORY)				
04.	Dissertation (Final Submission and Viva-Voce)	PGEDU-DR	08	200
Total			20	500

Exit Point:

Post Graduate Diploma at successful Completion of two Semesters after 01 year with a requirement of a minimum of 40 Credits.

DETAILED SYLLABUS FOR PG EDUCATION (TWO YEARS = 4 SEMESTERS)

SEMESTER – I

CORE PAPERS

CORE PAPER-01

COURSE CODE: PGEDU –CR-01

COURSE TITLE: PHILOSOPHICAL FOUNDATIONS OF EDUCATION-I

CREDITS= 04

TOTAL MARKS = 100/ EXTERNAL= 70/ INTERNAL= 30

COURSE OBJECTIVES

The students will be able to

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

COURSE CONTENT

Unit I

Philosophy of Education

- A) Meaning and Scope of Philosophy
- B) Educational and scope of Education
- C) Relationship of philosophy with education.

Unit II

Western Schools of Philosophy

- A) Idealism
- B) Pragmatism
- C) Existentialism

Special preference to concept of knowledge reality and values, their educational implications for aims contents and methods of education

Unit III

Philosophy of Education as reflected in

- A) Aristotle's Politics
- B) Dewey's democracy and Education
- C) Plato's republic

Unit IV

Educational thoughts in India

- a) Educational visions of Aurobindo Ghosh,
- b) Maulana Abul Kalam Azad

c) Swami Vivekananda

BOOKS RECOMMENDED

- Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical Issues in Education. Jaipur: Book Enclave.
- Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: PrenticeHall Inc., Englewood Cliffs.
- Hiriyanna, M. (1995): The Essentials of Indian Philosophy. Delhi: Motilal Banarasidas Publishers.
- Kneller, G.F. (1963): Foundations of Education. London and New York: John Wiley and Sons, Inc.
- Pandey, R.S. (1997): East West Thoughts on Education. Allahabad: Horizon Publishers.
- Park, J. (1961): The Philosophy of Education. New York: Macmillan Company.
- Phenix, P.H. (1960): Philosophy of Education. New York: Holt, Rinehart and Winston.
- Sharma, A.P. (1997): An Approach to Philosophy of Education. Delhi: Indian Publications.
- Sodhi, T.S. & Suri, A. (2003): Philosophical and Sociological Foundation of Education. Patiala: Bawa Publications.
- Weber, C.O. (1960): Basic Philosophies of Education. New York: Holt, Rinehart and Winston.
- Weerasinghe S.G.M. (1993): The Sankhya Philosophy: A Critical Evaluation of its Origins and Development. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.

CORE PAPER-02

COURSE CODE: PGEDU-CR-02

COURSE TITLE: EDUCATIONAL PSYCHOLOGY-I

CREDITS= 4

TOTAL MARKS= 100/EXTERNAL= 70/INTERNAL= 30 MARKS

COURSE OBJECTIVES

The students will be able to:

- Acquire knowledge of basic concept of educational psychology.
- Understand individual differences among learners.
- Gain knowledge of methods of Educational Psychology and recent trends.
- Understand adolescent's growth, development and their problems.
- Get acquainted with concept of learning and motivation
- Analyze the learning process based on theoretical approaches of learning

Unit-I
Education and Psychology

- a) Meaning and concept of Psychology, Education and Educational Psychology.
Relationship between Education and Psychology.
- b) Methods of Educational Psychology
 - Observation
 - Experimental
 - Developmental
 - Longitudinal and Cross sectional.

Unit-II
Dynamics of Individual Development

- a) Individual differences: Concept and its Determinant.
Role of heredity and environment.
- (b) Growth and Development: Concept, Difference, Principles of Development.
- (c) Development during Adolescence: Physical, Cognitive, Social and Emotional
- (d) Problems of Adolescents, Educational support required for adolescents

Unit-III
Learning and Motivation

- (a) Learning:
 - a. Concept and nature
 - b. Factors affecting Learning
 - c. Gagne's Hierarchy of Learning
- (b) Transfer of Learning:
 - a. Concept and Types
 - b. Theories
 - c. Educational Implications
- (c) Motivation
 - a. Concept and types of motivation
 - b. Relationship of motivation with learning
 - c. Achievement Motivation

Unit-IV
Theoretical Bases of Learning and its Implications

- (a) Behavioristic Theory of Skinner.
- (b) Cognitive and Contextual Theory of Vygotsky
- (c) Strategies for developing logical thinking and critical thinking.

BOOKS RECOMMENDED

- Baron, R.A. (2007): Psychology. India : Porling Kindersley & Pearson Education.
- Bigge, M., L. & Hunt M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
- Bigge, Morris. L (1971) : Learning theories for teachers(2nd Edition). New York : Harper & Row.
- Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
- Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York : Norton.
- Dash. M. (1994): Educational Psychology. New Delhi : Deep & Deep Publications.
- Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach, New York: Longman.
- Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
- Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
- Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. (2006) : Advanced Education Psychology. New Delhi: Prentice Hall of India.
- Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
- Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall.
- Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
- Wang. M.C. & Walberg, H.J.(eds) (1985) : Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.
- Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

CORE PAPER- 3

COURSE CODE: PGEDU – CR-03

COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-I

CREDITS=4

TOTAL MARKS=100/EXTERNAL=70/ INTERNAL=30

COURSE OBJECTIVES

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

- define research problem.
- formulate a hypothesis.

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

COURSE CONTENT:

Unit-I

- (a) Educational Research: Meaning, Need, nature and characteristics of research as a scientific method.
- (b) Significance of research in Education and priority areas in educational research
- (c) Classification of research: Fundamental, Applied and Action Research; quantitative and qualitative research
- d) Qualitative Research: Meaning, Characteristics, Merits and limitations.

Unit-II

- a) Selection of research problem, areas of research, identification and statement of research problem, survey of related literature
- (b) Hypothesis: definition, importance, types and formulation of hypothesis. Testing of hypothesis, Type-I and Type –II Errors.

Unit-III

- (a) Statistics: Meaning and importance; descriptive and inferential statistics; organization and tabulation of data
- b) Measures of Central tendency: Mean, Median, Mode
- (c) Graphical representation of data: Histogram, Frequency, Polygon, Pie Diagram, Simple and Multiple Bar Diagram and Ogive.

Unit-IV

- a) Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation.
- (b) Normal Probability Curve: Concept, Characteristics and Application.

BOOKS RECOMMENDED

- Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
- Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
- Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.
- Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
- Crano, W.D., Brewer, M.B. & Lac, A. (2014) : Principles and methods of social research. London: Routledge.

- Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holt's. (Revised Ed.)
- Ferguson, G.A. & Takane Yoshio (1989) : Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.
- Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
- Hinton, P.R. (2014) : Statistics Explained. London: Routledge.
- Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
- Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
- Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
- Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
- Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.
- Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications,.
- Panneerselvam, R. (2011).: Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
- Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
- Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
- Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
- Wayne, K.H. & Curt, M.A (2015) Quantitative Research in Education. New Delhi: Sage Publications.

OPTIONAL PAPERS

OPTIONAL PAPER-01

COURSE CODE: PGEDU- OP-01

COURSE TITLE: GUIDANCE AND COUNSELLING-I

CREDITS-4

TOTAL MARKS=100/EXTERNAL- 70/INTERNAL-30

COURSE OBJECTIVES:

The students will be able to:

- Explain the concept, aims, principles and types of guidance and counselling.
- Describe the nature of guidance programme and counselling Processes.
- Understand the purpose of services of guidance.
- Understand the roles of various guidance personnel

UNIT I:

Guidance

- a) Meaning, aims, principles, and needs of Guidance
- b) Types of guidance: Personal, Social, Educational, Career, Leisure time and Health
- c) Status of guidance in India- Present scenario

UNIT II:

Guidance Services: Concept and Purpose

- a) Individual Inventory service, Information and Assessment service.
- b) Guidance programme at elementary level and at secondary level.
- c) Role of Head, Teachers and Guidance personnel in school guidance programme.

UNIT III:

Counselling

- a) Meaning, Nature, Aims, Principles, its Need and Scope.
- b) Types of Counselling: Individual and Group Counselling.
- c) Qualities of effective counsellor
- d) Approaches of counselling: Directive, Non directive, Eclectic counselling.

UNIT II:

Counselling Processes

- a) Counselling Process and ethics of counselling.
- b) Skills of Counselling: building trust, listening, observation & empathy, communication, decision making.
- c) Counselling interviews: Its concept and steps involved.

Books Recommended

- Bantole, M.D. (1984). Guidance and counselling. Bombay: Sheth and Sheth Publications.
- Bhatnagar, A. & Gupta, N (Eds) (1999). Guidance and counseling: A practical approach, vol.I. New Delhi: Vikas.
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and counseling: A theoretical perspective, vol.II. New Delhi: Vikas. Burnard, P. (2005): Counselling Skills Training. New Delhi: Viva Book Private Limited.

- Chaturvedi, R. (2007). Guidance and counselling skills. New Delhi: Crescent Publishing Corporation.
- George, R.L. & Critiani T.S. (1990). Counselling theory and practice. New Jersey: Prentice Hall.
- Gibson, R.L. & Mitchell, M. H. (2008). Introduction to counselling and guidance (7th Edition). New Delhi: Pearson Education, Inc. Jones-Nelson: Theory and Practice of Counselling and Therapy, 11^{ed}, Sage: New Delhi.
- Lewis, M.D., Mayer, R.L. & Louis, J.A. (1986): An introduction to Counselling, Profession. Illinois: F.E. Peacock Publishers.
- Petterson, G.H. (1962). Counselling and guidance in schools. London: Mcgraw Hill Book Company.
- Rao, S.N. & Sahajpal, P. (2013). Counselling and guidance (3rd Ed). New Delhi. Tata Mc. Graw Hill Publishing Company Limited.
- Saraswat, R. K. & Gaur, J. S. (1994). Manual for guidance counsellors. New Delhi: NCERT.
- Saxena, A. (2007). Modern Techniques of counseling. New Delhi: Rajat Publication.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Counselling. Boston: Houghton Mifflin Co.

OPTIONAL PAPER-02

COURSE CODE: PGEDU- OP-02

COURSE TITLE: SPECIAL EDUCATION-I

CREDITS= 4

TOTAL MARKS= 100/EXTERNAL = 70/INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

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

COURSE CONTENT:

Unit I

Special education:

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

Unit II

Learning disability:

- a) Concept and Meaning, Types, Characteristics
- b) Identification and Remedial Measures

Unit III

Gifted and Creative:

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

Unit IV

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

BOOKS RECOMMENDED

- Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Books Stall.
- Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
- Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
- Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
- Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
- De Brisson, A(Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.
- Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol. IX.No.6.
- Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
- Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
- Mehra, V. (2004): Educational Technology. New Delhi: SSP.
- Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications
- Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.
- Spaulding, S.C. (1972): Technological Devices in Education. AECT International.
- Unwin, D. & Mc Alease, R. (1978): Encyclopaedia of Educational Media Communication and Technology. West Port: Greenwood Press. Thambirajab,
- M.S. & Ramaniyan, L.L. (2016): Essentials of Learning Disabilities & other Development Disorders. Sage: New Delhi

MULTIDISCIPLINARY (MD) PAPER

COURSE CODE: PGEDU- MD-01 (COMPULSORY)

COURSE TITLE: ENVIRONMENTAL EDUCATION

CREDIT= 02

TOTAL MARKS= 50 EXTERNAL = 35; INTERNAL =15

COURSE OBJECTIVES

The students will be able to:

- Describe concept, importance, scope and aim of environmental education.
- Explain principles and foundations of environmental education.
- Explain the concept and components of environment and ecosystem
- Discriminate between different types of environmental pollution.
- Explain the importance of responsible environmental behaviour and its role in conservation of environment.

COURSE CONTENT

Unit-I

Environment and Education

- a) Concept, importance and scope of environmental education.
- b) Aims and objectives of environmental education.

Unit-I

Environment and Ecosystem

- a) Concept of environment and ecosystem
- b) Biotic and abiotic components of the environment and natural resources.

Unit-III

Environmental Pollution

- a) Environmental pollution: air, water, soil and noise pollution.
- b) Extinction of flora and fauna, deforestation and soil erosion.
- c) Strategies for environmental conservation.

Unit-IV

Environmental Behaviour

- a) Importance of responsible environment behaviour among teachers and students.
- b) Importance of environmental awareness, environmental attitudes and environment action strategies for teachers and students.

BOOKS RECOMMENDED

- Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.
- Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
- Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University. 4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.

- Panneerselvam, A. and Ramakrishanan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.
- Sharma, R.A. (1998): Environmental Education, Meerut: R. Lall Book Department.
- Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988): An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab Universit.

Research Based Activity: (Every Saturday)

PGEDU-RES-01 (Compulsory)

CREDITS-2

Mini Projects, Survey, Case Studies, Field Visit etc.

A: After choosing a Mentor, students have to go through various research based activities like mini projects, survey, case study or field visit and have to submit the report. On the basis of report internal evaluation will be done for 50 marks and marks will be added in award list of the students. This will comprise 2 credits in the semester.

B. For the authenticity of the work students have to submit evidences of the work in forms of video recordings, photographs or field notes.

C. Evaluation will be done internally through “Cross-Mentor-Evaluator” scheme.

SEMESTER – II

CORE PAPERS

CORE PAPER- 04

COURSE CODE: PGEDU - CR-04

COURSE TITLE: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

CREDITS= 4

TOTAL MARKS= 100/ EXTERNAL = 70/ INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

- Discuss the impact of Indian Schools of Philosophy on the educational processes.
- Understand and analyse the contributions of western schools of philosophy.

- Understand and explain the meaning of social change in the context of Indian order.
- Analyse documents and programmes of National importance facilitating equality of educational opportunities.
- Analyse and describe the impact of LPG on economics of education.

COURSE CONTENT

Unit I:

Education and Sociology

- a) Meaning and Concept of Education and Sociology
- b) Nature and scope of sociology
- c) Educational Sociology and sociology of Education: Reciprocal Influence

Unit II:

Sociological Perspective of Education

- a) Foundational perspective; with special reference to theories of E. Durkheim;
 - a. Division of Labour
 - b. Suicide
- b) Conflict perspective- with special reference to theories of Karl Marx;
 - a. Class conflict
 - b. Alienation
- c) Integrationist with special reference to theories of
 - a. BlumersSymbolicInteractionism
 - b. Looking glass self C.H. Cooley
- d) Implications for Education
- e)

Unit III:

Education and Social System

- a) Concept and characteristics
- b) Education as a social sub system
- c) Education and Kinship
- d) Education and Policy
- e) Education and Revision

Unit IV:

Education and Culture

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

BOOKS RECOMMENDED

1. Mathur, S.S. (1998): A Sociological Approach to Indian Education. Agra: Vinod PustakMandir., Agra

2. Kneller, G.F. (1963): Foundation of Education: New York and London: John Wiley and Sons, Inc.
3. Taneja, V.R. (2002). Foundation of Education: Philosophical and Sociological. Chandigarh: Mohindra Capital Publisher.
4. Bhattacharya,S. (1996): Sociological Foundation of Education. New Delhi: Atlantic Publishers and Distribution.
5. Brucacher, J.S. (1962): Eclectic Philosophy of Education, New Jersey, Prentice- Hall Inc, Englewood Cliffs.
6. Seetharamu, A.S. (2004): Philosophies of Education, New Delhi, Ashish Publishing House
7. Chaudhary, K. (2008): A Handbook of Philosophy of Education, New Delhi
8. Teneja, V.R.(2005): Foundation of Education, Chandigarh, Abnishek Publishers.
9. Aggarwal, J.C. (2005): Theory and Principles of Education Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd.
10. Blake, N. Smeyers, P.et.al., (eds)(2008): The Blackwell guide to the Philosophy of Education, 350 Main Street, Maiden, U.S.A. Blackwell Publishing ltd.

CORE PAPER-05

COURSE CODE: PGEDU – CR-05

COURSE TITLE: EDUCATIONAL PSYCHOLOGY – II

CREDITS= 4

TOTAL MARKS= 100/EXTERNAL = 70/INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

- Gain knowledge about the concept and theories of personality and its Assessment
- Understand and measure the learner's cognitive abilities with special reference to intelligence
- Differentiate between characteristics of adjusted and maladjusted learners
- Understand learner in Psycho-social context assessment
- Get acquainted with concept and nature of children with special needs

Unit-I

Personality, Its Assessment, Adjustment

- a) Concept of Personality, Western theories by Cattell, Eysenck, Allport, Freud; Vedantic concept of Personality (Panchkosh)
- b) Assessment and implications for teacher and learner

c) Adjustment, causes and manifestations of maladjustment, Defence Mechanisms, Conflicts: its types and their management

Unit-II

Understanding Intelligence

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

Unit-III

Psychosocial Dimensions of Learners' Contexts

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

Unit-IV

Understanding Children with Diverse Needs

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

BOOKS RECOMMENDED

1. Baron, R.A. (2007): Psychology. India : Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hunt, M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
3. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
4. Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York : Norton.
5. Dash. M. (1994): Educational Psychology. New Delhi : Deep & Deep Publications.
6. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
7. Engler, B. (1991): Personality Theories : An Introduction (3rd Ed.). Boston : Houghton Mifflin Company.
8. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
9. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
10. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.

11. Hall, C. S. & Lindzey, G. (1970). Theories of personality(2nd edition). New York: John Wiley & Sons, Inc.
12. Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
13. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
14. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
15. Mangal, S.K. (2006) : Advanced Education Psychology. New Delhi: Prentice Hall of India
16. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
17. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall
18. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
19. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
19. Wang. M.C. & Walberg, H.J.(eds) (1985) : Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.
20. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

CORE PAPER-6

COURSE CODE: PGEDU-CR-06

COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-II

CREDITS= 4

TOTAL MARKS=100/ EXTERNAL = 70 /INTERNAL = 30

COURSE OBJECTIVES

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

- select the tools for studying different variables.
- understand historical, descriptive and experimental method of research.
- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- understand the meaning and compute ANOVA, Chi square
- report the research work in accordance with the current trends and procedures of report writing.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

COURSE CONTENT

Unit-I

- (a) Population and Sample, Sampling: meaning and steps. Methods of sampling: Non-Probability and Probability, Sampling Error
- (b) Tools: Characteristics of a good tool, Meaning and methods of reliability and validity. Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale).
- (c) Technique: observation and interview.
- (d) Historical Method: Meaning, Value, Difficulties, Types and steps.

Unit-II

- (a) Descriptive Method: Meaning, Value and types.
- (b) Experimental Method: Meaning and purpose, Variables. Essential characteristics of experimental method, Steps.
- (c) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre-Experimental, True Experimental,
- (d) Writing Research proposal and Research Report

Unit-III

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

Unit-IV

- (a) Measures of relationship: Meaning, uses, types and computation of Rank Order Correlation and Product Moment method of Correlation and significance of correlation.
- (b) Chi –Square test of independence: Meaning, assumptions and computation

BOOKS RECOMMENDED

1. Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
2. Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
4. Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.
5. Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
6. Crano, W.D., Brewer, M.B. & Lac, A. (2014) : Principles and methods of social research. London: Routledge.
7. Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holt. (Revised Ed.)
8. Ferguson, G.A. & Takane Yoshio (1989) : Statistical Analysis in Psychology and Education. New York: McGraw Hill.
9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.
10. Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.

11. Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
 12. Hinton, P.R. (2014): Statistics Explained. London: Routledge.
 13. Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
 14. Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
 15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
 16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
 17. Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
 18. Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.
 19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications.
 20. Panneerselvam, R. (2011): Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
 21. Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
 22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
 23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
 24. Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.
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OPTIONAL PAPERS

OPTIONAL PAPER- 03

COURSE CODE: PGEDU- OP-03

COURSE TITLE: GUIDANCE AND COUNSELLING-II

CREDITS = 4

TOTAL MARKS= 100 /EXTERNAL= 70/ INTERNAL= 30

COURSE OBJECTIVES:

The students will:

- Understand relation between guidance and counselling
- Understand concept and process of adjustment and mental health
- Understand and concept and problems of Persons with disability (PWDs)
- Know importance of counselling of PWDs and their care takers

Unit-I

Relationship between Guidance and Counselling

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

Unit-II

Adjustment and Mental Health

- a) Meaning of adjustment, adjustment problems of children and adolescents.
- b) Causes of maladjustment: physical, emotional, mental and social Mental health and
- c) Mental hygiene: Concept and Role of counsellor in developing good mental health and mental hygiene
- d) Yoga and Mental health

Unit-III

Different Abilities

- a) Concept of different abilities
- b) Needs and problems of people with disabilities (PWDs)
- c) Importance of counselling students with different abilities, their families (especially parents), peers

Unit-IV

Assessment of Persons with Disabilities

- a) Assessment of persons with disabilities: intellectually challenged, ADHD, Dyslexia
- b) Government initiative: RCI Act, RPWD Act, 2016.
- c) Meaning and role of parent association, parents-professional partnership

BOOKS RECOMMENDED

1. Advani, L. & Chaddha, A. (2003): You and Your Special Child, UBS Publishers Distributors Pvt.
2. Bowers (ed.) (1987): Special Education Needs and Human Resource Management, Grom Helm, London.
3. Burnard, P.(2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
4. Callier, C. (2011): Seven steps to separating difference from disability. Corwin Press.
5. Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.
6. Cohen & Cohen C. (1986): Exceptional Children, London: Harper and Row.
7. Corey, G. (1986). Theory and practice of counselling and psychotherapy, 3rd Ed. Belmont: Calif- Brooks Cole.
8. Cormier, L.& Hackney, H. (1987). The professional counsellor. Englewood Clifffes, New Jersey: Prentice Hall.
9. Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.
10. Dryden, W. & Filethaman C.(1994). Developing Counsellor Training. London: Sage

11. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
12. Gibson, R. L. & Mitchell, M. H. (2005): Introduction to Counselling and Guidance (6th Edition) New Delhi, Pearson Education Pvt. Ltd.
13. Gibson, R.L.& Mitchell, M.H. (2008). Introduction to counselling and Guidance (7th edition). New Delhi: Pearson education. Inc.
14. Gelsco, C.J. &Fretz, B.R. (1995). Counselling Psychology. Banglore: Prisin Book.
15. George, R.L. &Critiani, T.S.(1990) Counselling theory and Practise. New Jersey: Prentice Hall.
16. Gladding, S.T.(2014). Counselling: a comprehensive Profession (7th ed.).USA: Pearson Education.
17. Hallahan, D. & Kauffman, J. (1978): Exceptional Children: Introduction to Special Education, Englewood Cliffs, N.J.: Prentice Hall.
18. Knowles & Lander (2011): Diversity, Equality and achievement in Education. New Delhi, Sage Publications.
19. Johnson, S.W. &Morasky, R.L. (1980): Learning Disabilities, Boston, Allyn and Bacon.
20. Jones-Nelson: Theory and Practice of Counselling and Therapy, IIIed, Sage: New Delhi
21. Jones, A.J. (1970): Principles of Guidance. New Y ork: McGraw Hill Book Company.
22. Kirk, S. &Gllagher, J.J. (1989): Educating Exceptional Children, Boston: Houghton, Mifflin.
23. Lazrus,R.S. (1963): Personality and Adjustment. Englewood Cliffs, NJ : Prentice Hall
24. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt. Ltd.
25. Myers, G.E. (1941): Principles and Techniques of Vocational Guidance. New York: McGraw Hill.
26. Neisworth, John T. and Baganto. (1987): The Young Exceptional Child, New York, Macmillan & Co.
27. Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
28. Panda, K.C. (2001): The Education of the Exceptional Child, New Delhi, Vikas Publishing House.
29. Petterson, G.H. (1962). Counselling and Guidance in Schools. London: Mcgraw Hill Book Company.
30. Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill
31. Reynolds, R. & Mann. (1987): Encyclopedia of Special Education, vol. I, II, III, John Wiley and Sons.
32. Singh, A.J. (2007): Special Education for Exceptional Children, Patiala: Twenty First Century Publications.
33. Swan, W. (1986): The Practice of Special Education, N.Y.: Basil Breakwell.
34. Saraswat, R.K. &Gaur.J.S.(1994). Manual for Guidance counsellors. New Delhi: NCERT.
35. Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston: Houghton

- Mifflin Co.USA.
36. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.: Houghton, Mifflin Co.
 37. Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston: Houghton Mifflin Co.USA
 38. Sisk, D. (1987): Creative Teaching of the Gifted. N.Y.: McGraw.
 39. Taxler, A.E. (1964): Techniques of Guidance. New York: McGraw Hill.
 40. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto: Little Brown and Company.

OPTIONAL PAPER-04

COURSE CODE: PGEDU- OP-04

COURSE TITLE: SPECIAL EDUCATION-II

CREDITS= 4

TOTAL MARKS= 100 EXTERNAL = 70 INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

- Describe nature and causes of exceptionality.
- Discuss problems of exceptional children in regular school.
- Suggest alternative or remedial educational provisions for special children.
- List the identifying characteristics of exceptional children.

COURSE CONTENT

Unit I

Visual Impairment:

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

Unit II

Hearing impairment:

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

Unit III

Autism:

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

Unit IV

Cerebral Palsy and Other Loco motional Impairments:

- a) Concept, Types, and Characteristics and Causes
- b) Educational Provision and other needs Polio, Brittle Bone problem and Muscular

dystrophy: concept, characteristics, educational implications

BOOKS RECOMMENDED

1. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Books Stall.
2. Block, J.N. (1971) : Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
3. Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
4. Clark, C.M. (1987) : The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
5. Das, R.C. (1993) : Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
6. De Brisson, A(Ed). (1969) : Programmed Learning Research. Paris: Major Trends, Dumod.
7. Erikson, B. (1969) : A Systems Approach to Education. Educational Technology, Vol. IX. No.6.
8. Hill, W.F. (1967) :Learning. London: Methuen & Co. Ltd.
9. Joyce &Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
10. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
11. Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.
12. Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.
13. Spaulding, S.C. (1972): Technological Devices in Education. AECT International.
14. Unwin, D. & Mc Alease, R. (1978): Encyclopaedia of Educational Media Communication and Technology. West Port: Greenwood Press

MULTIDISCIPLINARY PAPER

MULTIDISCIPLINARY (MD) PAPER-02

COURSE CODE: PGEDU- MD – 02

COURSE TITLE: VALUE EDUCATION (MD)

CREDITS= 02

TOTAL MARKS= 50 EXTERNAL= 35; INTERNAL = 15

COURSE OBJECTIVES

The students will be able to:

- Explain the various ways in which values can be classified.
- Elaborate various transactional strategies for Value Education.

- Discuss the role of international and national bodies in promotion of human rights education.
- Discuss the role of Education - Institutions and non -governmental organization in promotion of human rights.

COURSE CONTENT

Unit I

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

Unit II

Transactional strategies for value education:

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

Unit III

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

Unit IV

- a) Role of educational institutions (at school, college and higher education level) in dissemination of human rights.
- b) Role of non-governmental organization in promotion of human rights (International, National and State Level).

BOOKS RECOMMENDED

1. Borgohain, B. (1999): Human Rights: Social Justice & Political Challenge. New Delhi: Kanishka Publishers.
2. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
3. Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.
4. Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.
5. Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.
6. Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.
7. Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.
8. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
9. Rokeach, M. (1973): The Nature of Human Values. New York : The Free Press.
10. Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.
11. Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.
12. Tarrow, N.B. (1987) : Human Rights and Education Vol-3, Pergamon Press.

Research Based Activity: (Every Saturday)

PGEDU-RES-01 (Compulsory)

CREDITS-02

SAME AS IN SEMESTER-I

SEMESTER-III

CORE PAPERS

CORE PAPERS-07

COURSE CODE: PGEDU- CR-07

COURSE TITLE: EDUCATIONAL MEASUREMENT AND EVALUATION-I

CREDITS= 4

TOTAL MARKS= 100/ EXTERNAL = 70/ INTERNAL = 30

COURSE OBJECTIVES: The students will be able to:

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

COURSE CONTENT

Unit I

- a) Measurement and Evaluation- Meaning, importance and functions
- b) Tools of measurement- Questionnaires, Schedules, Inventories, and Performance Tests
- c) Norm-referenced and Criterion referenced Tests

Unit II

- a) Reliability of a tool: Types and factors affecting reliability
- b) Validity of a tool: Types and factors effecting validity.

Unit III

- a) Characteristics of a good measuring tool
- b) Grading system and continuous internal assessment: meaning and critical analysis
- c) Standardized and teacher made tests

Unit IV

- a) Construction and standardization of Achievement test
- b) Question Banks
- c) Data spreadsheet: Meaning, purpose, uses for teachers and researchers
- d) Data mining: meaning, significance, techniques (clustering, decision tree, association)

BOOKS RECOMMENDED

1. Anastasi, A. (1988): Psychological Testing (6thEd.). New York: The Macmillan Co.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
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. Gakhar, S.C.(2009): Statistics - in Education and Psychology
6. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
7. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5thEdition). New York: McGraw Hill and Co.
8. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

CORE PAPERS- 08

COURSE CODE: PGEDU – CR-08

COURSE TITLE: HISTORY AND CONTEMPORARY ISSUES OF INDIAN EDUCATION

CREDITS= 4

TOTAL MARKS= 100; EXTERNAL = 70 INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

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

COURSE CONTENT

Unit I

- a) Education in the Ancient period with special reference to Vedic, Buddhist and Islamic Period
- b) Education during British period- Review of:
 - i. Macaulay's minutes
 - ii. Wood's dispatch.
 - iii. Hunter's Commission.

Unit II

- a) Educational efforts by Indian reformers during British period: Gopal Krishan Gokhale, Raja Ram Mohan Roy, Maulana Azad
- b) Study and Review the impact on Indian Education of the following:
 - i. University Education Commission (1948)
 - ii. Sargent Report.

Unit III

Education during Independent India - Study the recommendations and analyse the impact of the following:

- a) University Education Commission Report (Radhakrishnan) (1948)
- b) Secondary Education Commission Report (Mudaliar) (1952-53)
- c) Indian Education Commission Report (Kothari) (1964-66)
- d) Constitutional Provision for Education

Unit IV

Study of Aims and objectives, implementations and hurdles issues in Indian Education:

- a) Challenges of Education - POA
- b) National Policy on Education, (1986) and NPE, 1992
- c) NCF (2005)
- d) New Education Policy-2020

BOOKS RECOMMENDED

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.

2. Altekar, A.S. (1965): Education - In Ancient India. Nand Kishore.
3. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
4. Dave, R.J. & Stic M. (1973): Life Long Education and The School.
5. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
6. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
7. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
8. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
9. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
10. Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.
11. Mohanty, J. (1987): Education - In India. New Delhi: Deep & Deep Publications.
12. Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
13. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.
14. NCF 2005, NCERT, New Delhi.
15. Draft of national education policy 2019.

CORE PAPERS-09

COURSE CODE: PGEDU – CR-09

COURSE TITLE: CURRICULUM DEVELOPMENT-I

CREDITS= 4

TOTAL MARKS= 100 EXTERNAL = 70 INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

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

COURSE CONTENT

Unit I

- a) Concept of Curriculum Components of curriculum: objectives, content, transaction mode and evaluation.
- b) Philosophical, Sociological and Psychological foundations of curriculum.

c) Bloom Educational Taxonomy and Revised Bloom Taxonomy

Unit II

- a) Principles of Curriculum Construction
- b) Principles of formulating- aims, specifying content, defining teaching learning experiences and evaluation procedure. Formative and Summative Evaluation.

Unit III

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

Unit IV

- a) Types of Curricula: Subject-centered Curriculum, Learnercentered Curriculum, Problem-centered Curriculum and Curriculum Alignment.
- b) Models of Curriculum Development: Democratic, Tyler's curriculum Inquiry Model, Taba's Grassroots Rationale Model and Eclectic Model of Curriculum Design.

BOOKS RECOMMENDED

1. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.
2. Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.
3. Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.
4. Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.
5. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
6. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
7. Gagne, R.M. & Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.
8. National Curriculum Framework (2005): New Delhi: NCERT.
9. Ornstein, A.C. and Hunkins, F.P. (1988): Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd.
10. Popham, J.M. & Baker, E.L. (1970): Systematic Instruction. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
11. Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt.
12. Romiszowski, A.J. (1986): Designing Instructional Systems. London: Kogan Page.
13. Taba, H. (1962): Curriculum Development: Theory and Practice. N.Y.: Harcourt Brace and World Inc.

14. Taylor, P. (2003): How to Design a Training Course. A Guide to Participatory Curriculum Development. London: Continuum.
15. Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers.

OPTIONAL PAPERS

OPTIONAL PAPER – 05

COURSE CODE: PGEDU- OP-05

COURSE TITLE: LIFE LONG EDUCATION

CREDITS= 02

TOTAL MARKS= 50; EXTERNAL = 35 INTERNAL = 15

COURSE OBJECTIVE

The students will be able to:

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

COURSE CONTENT

Unit I

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

Unit II

Recent Impact of Life Long Education approach on global policies:

- a) World Conference for Higher Education
- b) Millennium Development Goals
- c) Education for all.

Unit III

- a) Development of Open and Distance education with reference to National Policy of Education (1968, 1986, 1992 revised).
- b) Problems of Distance Education.

Unit IV

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

BOOKS RECOMMENDED

- A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
- Alford, H.J. (1968): Continuing Education - In action : Residential Centres For Lifelong Learning. New York: Wiley.
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- Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
- Jarvis, P. (1990): International Dictionary Of Adult And Continuing Education. London: Routledge.
- Jethithar, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
- John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
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- Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.

- Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.
- Learning to be : A Report of International Commission on Education Development:UNESCO,1972, New Delhi: Sterling Publisher, 1975.
- Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
- Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan
- Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
- Manjulika& Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
- Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications. 30.

OPTIONAL PAPER-06

COURSE CODE: PGEDU-OP-06

COURSE TITLE: ADULT EDUCATION

CREDITS= 02

TOTAL MARKS= 50 /EXTERNAL = 35/INTERNAL = 15

COURSE OBJECTIVES:

To Acquire the knowledge about concept, Principles and fundamentals of Education

To Understand the knowledge of the management and agency of adult education

To acquaint the knowledge of evaluation of adult education programmes

To understand the approaches of adult education in India.

COURSE CONTENTS:

Unit 1:

Understanding Adult Education, Concept and Principles of Adult Education; Fundamentals of Adult Education; Policy Planning and implementation of Adult Education in India; Adult Education in Tribal communities

Knowledge management, information dissemination and networking in Adult Education; Agency of Adult Education; Developmental perspectives of Adult Education; Evaluation of Adult Education programmes

Unit II:

Adult Education in India - Approaches to Adult Education, with reference to NPE (1986) Review of NPE (1992) (NLM, TLC, JSN, UNESCO) NEP 2020, Education for all with special reference to Adult Education.

Evaluation of Adult Education Programmes - Basic principles, informal built-in evaluation and formal evaluation - Formative and Summative evaluation - Techniques of assessment with special reference to interview, observation & questionnaire.

SUGGESTED READINGS:

1. Bhatia, Suman (2014) Literacy & Adult Education in Independent India, Sonali Publication, Delhi
2. Aggarwal, J.C. and Gupta (2010) Great Philosophers and Thinkers on Education, ISBN: 978-81-7541-2903, Shipra publications, Delhi.
3. Aggarwal, S.P., Gupta, Mithilesh, Sherwani, M.W.K. and Meena Usmani (2002). Development of Adult, Continuing and Non-Formal Education in India. Published by Concept publishing, New Delhi, ISBN: 81-7022-936-7.
4. Thakur, A.S. (2016). Doctrines of Great Educations, Published by Shipra Publications, Delhi, ISBN: 978-81-7541-866-4.
5. Palmer, J. A (2001) Fifty Modern thinkers on Education: Piaget to the present day. London, Routledge flamer.
6. Shah, S. Y. (1993) Indian Adult Education: A Historical Perspective, New Delhi: Indian adult education association.
7. Noddings, N (2007), Philosophy of Education, Colorado: Westview Press.

8. Patzold, Henning (2011), Learning and Teaching in Adult Education Contemporary Theories, Barbara Budrich Publishers Opladen & Farmington Hills, ISBN 978-3-86649-443-5.
9. Hardtmann, Maria (2011), The Dalit Movement in India: Local Practices, Global Connections, Publication Oxford, ISBN: 9780198065487, 019865485
10. Padam Nepal (2009) Environmental Movements in India, Publications Authors Press, ISBN: 8172734905.
11. Ramaswamy, B. (2013) Women movement in India, Publisher: Isha Books, ISBN: 9788182055339, 8182055334.
12. www.india.gov.in/socialsecurityschemes
13. Central Government schemes in India, www.india.gov.in/topics/social-development
14. Ministry of Social Justice and empowerment, GOI, www.socialjustic.nic.in
15. Narayan, Badari (2011). The Making of the Dalit Public in North India: Uttar Pradesh, 1950-Present, Published July 10th 2011 by Oxford University Press, USA.
16. Gail Omvedt (1995), Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity, Rev. Edition, Pa, Published by Orient Blackswan, ISBN: 8125028951.
17. Urmila Pawar, meenakshi Moon, Wandana Sonalkar (2006), We also made history: Women in the Ambedkarite Movement, Published by Zubaan, ISBN: 8189013122.

**For
SISTERN DISCIPLINES
GENERIC ELECTIVES
(Choose only one)**

GENERIC ELECTIVES- GE-01

COURSE CODE: PGEDU-GE-01

COURSE TITLE: SCIENCE, TECHNOLOGY AND SOCIETY

CREDITS= 4

TOTAL MARKS= 100

EXTERNAL = 70

INTERNAL = 30

COURSE OBJECTIVES

- To acquire the interdisciplinary field of research, Science, Technology and Society
- To understand the interface between science, technology and society will be looked into from a range of theoretical perspectives
- To understand of multiple dimensions of science and technology in modern India with an emphasis on the debates in social history of science and technology in India.
- To analysis the historical evolution of science and technology in the Indian context(s), as well as the historical processes behind the emergence of the national S&T system with unique characteristics and cultural dynamics.

COURSE CONTENTS:

Unit I:

General concepts and Historical Events: Science, Technology and Nation Building;
Science Education in India; Indigenous Science and Technology in India

Unit II:

Science, Technology and Environment, Ethics and Values in Science and Technology;
Science, Technology and political Economy;

Unit III:

Specific issues in Science, Technology and Society: The Information Age; Biodiversity and Health Society; Climate Change; Policies on Science Technology, Innovation and Society

Unit IV:

Science Communication: Approaches and Methods; Gender and Technology; Public Engagement with Technology; Knowledge, Innovation and Intellectual Property Rights in India.

SUGGESTED READINGS:

1. B. Barnes and D. Edge (eds.), Science in Context: Readings in the Sociology of Science, The Open University Press, 1983.
2. G. Basalla, The Evolution of Technology, Cambridge University Press, 1988.

3. C.A. Alvares, Homo Faber: Technology and Culture in India, China and the West, 1500 to the Present Day, Allied Publishers, 1979.
4. A.F. Chalmers, What is this Thing called Science?, The Open University Press, 1980.
5. R. MacLeod and D. Kumar (eds.), Technology and the Raj: Western Technology and Technical Transfers to India, Oxford University Press, 1995.
6. I. Hacking, The Social Construction of What?, Harvard University Press, 2001.
7. E.J. Hackett, O. Amsterdamska, M. Lynch and J. Wajcman (eds.), The Handbook of Science and Technology Studies, The MIT Press, 2008.
8. J.R. Kloppenberg Jr., First the Seed: The Political Economy of Plant Biotechnology, 1492-2000, The Macmillan Press, 1988.
9. D. Lyon, Information Society: Issues and Illusions, Polity Press, 1988.
10. D. MacKenzie and J. Wajcman (eds.), The Social Shaping of Technology, The Open University Press, 1999.
11. H. Rose and S. Rose, The Political Economy of Science: Ideology of/in the Natural Sciences, The Macmillan Press Ltd., 1976.
12. W. Bijker, T.P. Hughes and T. Pinch (eds.), The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology, The MIT Press, 1989.

GENERIC ELECTIVE-GE-02

COURSE CODE: PGEDU-GE-02

COURSE TITLE: POPULATION EDUCATION

CREDITS=0 4

TOTAL MARKS= 100 /EXTERNAL = 70/INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

- Explain the concept and scope of population education.
- Understand the role of various agencies in population education.
- Discriminate between population education through formal and non-formal modes in India
- Explain the Population situation in the world and in India
- Explain the concept of Population dynamics
- Explain the impact of population growth on health of population

COURSE CONTENTS:

Unit I

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

Unit II

- a) Organizations and agencies for Population Education in India: UGC, NCERT, UNFPA, GOI, NGOs.
- b) Status of Population Education in India through Formal and Non-formal education

sectors:

- Population Education in Vocational Education(NCERT)
- UGC guidelines for Population Education - In Xth and XI th plan
- Population Education in Adult literacy programmes
- Population Education at various levels of educations
- Population Education through voluntary efforts.

Unit III

- a) Determinants of Population distribution patterns.
- b) Population dynamics

Unit IV

Population growth and impact on health of population

- a) Implications of mortality and fertility: Health services and population profiles
- b) Adolescence Education: Responsible Parenthood
- c) Primary Health Care: Safe motherhood and integrated child development
- d) Women empowerment and legal provisions
- e) Building Life skills

BOOKS RECOMMENDED

1. NCERT (2000): Population Education - In Vocational Training Programme Part 3 : Handbook for Trainees, New Delhi, Directorate General of Employment and Training, Ministry of Labour, Govt. of India.
2. Raina, B.L.(1988): Population Policy. Delhi: B.R. Publishing Corporation.
3. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.
4. Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science
5. UGC (2004): UGC scheme on Population Education Xth Plan Guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb; 2004.
6. United Nations Report (2003): Population Education and Development. New York: The Concise Report.
7. Raina, B.L.(1988): Population Policy. Delhi: B.R. Publishing Corporation.
8. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.
9. Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.

Dissertation

PGEDU-RES-03 (Compulsory)

Credits-2

In the 3rd Semester all students will be required to submit a synopsis and work on their Dissertation. At the end of the semester, the students will make a Pre-submission presentation of their work.

The evaluation of Synopsis/data collection and Methodology etc will be done internally through the 'Cross-Mentor-Evaluator' scheme.

SEMESTER-IV

CORE PAPERS

CORE PAPERS- 10

COURSE CODE: PGEDU-CR-10

COURSE TITLE: EDUCATIONAL MEASUREMENT AND EVALUATION-II

Credits= 4 Total marks= 100 External = 70 Internal = 30

COURSE OBJECTIVES

The students will be able to:

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

COURSE CONTENT

Unit I

- a) Formative and Summative Evaluation: concept; advantages and limitations at elementary and secondary school levels
- b) Diagnostic Testing: meaning, purposes, constraints
- c) Remedial teaching: meaning, purposes, challenges

Unit II

- a) Marking system and Grading system: meaning and comparison
- b) Educational Norms: meaning, significance, types (age, grade, gender)
- c) Percentile rank: concept and computation

Unit III

- a) Educational objectives: Definition; significance; Taxonomy
- b) Content Analysis: meaning, purposes, advantages, limitations, procedure

Unit IV

- a) Research article: meaning, purpose, types, format/steps
- b) Ethics of publishing: researcher/author and publisher
- c) Some important concepts related to publishing: citation; footnotes; bibliography and references; impact factor; peer-reviewing of articles

BOOKS RECOMMENDED

1. Anastasi, A. (1988) : Psychological Testing (6thEd.). New York: The Macmillan Co.
2. Ebel, L.R. and Fristris, D.A. (1991) : Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1957) :Techniques of Attitudes Scale Construction. New York.
4. Gakhar, S.C. Statistics - In Education and Psychology
5. Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehart and Winston.
6. Fruchter, B. (1954):Introduction to Factor Analysis.
7. Garret, H.E. (1973):Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
8. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5thEdition). New York: McGraw Hill and Co.
9. Thorndike, R.L. and Hagen, E. (1977) : Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

CORE PAPER – 11

COURSE CODE: PGEDU – CR-11

COURSE TITLE: CURRICULUM DEVELOPMENT-II

CREDITS= 04

TOTAL MARKS= 100 EXTERNAL = 70 INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

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

COURSE CONTENT

Unit I

Curriculum Designing

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

Unit II

Features of different curriculum designs:

- a) Subject- Centred curriculum
- b) Experience and activity cantered curriculum
- c) Core curriculum

d) Social problems and reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum

Unit III

Models of Curriculum Engineering:

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

Unit IV

Present Curriculum in Elementary and Secondary Schools of India

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

BOOKS RECOMMENDED

1. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971).
 2. Handbook of Formative and summative Evaluation Student Learning. New York: McGraw Hill.
 3. Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.
 4. Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.
 5. Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.
 6. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
 7. Gagne, R.M. & Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.
 8. National Curriculum Framework (2005): New Delhi: NCERT.
 9. Ornstein, A.C. and Hunkins, F.P. (1988): Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd.
 10. Popham, J.M. & Baker, E.L. (1970): Systematic Instruction. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
 11. Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt.
 12. Romiszowski, A.J. (1986): Designing Instructional Systems. London: Kogan Page.
 13. Taba, H. (1962): Curriculum Development: Theory and Practice. N.Y.: Harcourt Brace and World Inc.
 14. Taylor, P. (2003): How to Design a Training Course. A Guide to Participatory Curriculum Development. London: Continuum.
 15. Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers.
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CORE PAPER – 12

COURSE CODE: PGEDU- CR-12

COURSE CODE: EDUCATIONAL TECHNOLOGY

CREDITS= 4

TOTAL MARKS= 100 EXTERNAL = 70 INTERNAL = 30

COURSE OBJECTIVES

The students will be able to:

- Define Educational Technology.
- Explain the types of Educational Technology.
- Explain the meaning and process of communication.
- Discuss the concept of audio-visual media in education.
- Enumerate characteristics of audio-visual media.

Unit I

- a) Educational Technology: Concept, nature and perspective, Scope of Educational Technology in India.
- b) Types of Educational Technology: Psycho-technology, Planning Technology and Management Technology, System Technology. Hardware and Software approaches of Educational Technology.
- c) Development of Educational Technology in historical perspective.

Unit II

- a) Teaching: Concept and Variables of teaching. Characteristics of effective teaching.
- b) Phases of teaching.
- c) Teaching at memory, understanding and reflective levels.

Unit III

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

Unit IV

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

BOOKS RECOMMENDED

1. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.
2. Ahuja, M. (2007):Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.
3. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd& Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.
4. Bhushan, A. & Ahuja, M. (2003): Educational Technology: Theory & Practice (2nd Edition). Patiala: Bawa Publications.

5. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Book Stall.
6. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
7. Bloom, (1956): Ed. Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
8. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopedia of Teaching & Teacher Education, Oxford: Pergamon Press.
9. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
10. Erikson, B. (1969): A Systems Approach to Education, Educational Technology, Vol. IX. No.6.
11. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
12. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
13. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
14. Mohanty, (1992): Educational Technology. New Delhi: Deep and Deep Publications.
15. Russell, M. (1993): Instructional Media (4thEd.). Canada: Macmillan Publishing Company.

Dissertation:

PGEDU-DR / Viva-voce

Credits -08

Marks -200: External =120; Internal=80

Students will submit their dissertation as per synopsis submitted in 3rd semester. Evaluation and Viva-voce shall be conducted during the course of the semester. After Internal Assessment, an external Observer/ Examiner/ Evaluator will evaluate the dissertation.
