

Programme Project Report (PPR) of Master of Arts (Education)



ICDEOL, H.P. University, Shimla-5

Master of Arts (Education)

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i) Programme's Mission and Objectives

Mission: The Master of Arts in Education Programme (MA in Education) through ICDEOL is an academic programme with duration of two years spread across four semesters. The mission of M.A. (Education) course is to develop abilities, capabilities of thinking and acting in defining social, political and policy contexts.

Objectives: The curriculum is designed to achieve the following objectives of M.A. (Education) Programme:

- To impart specialized knowledge and understanding about the philosophical and sociological bases of education.
- To understand the central concepts, tools of inquiry and structures of the disciplines so as to create learning experiences that make the aspects of subject matter meaningful.
- To generate awareness and understanding of few specialized areas of education and human development.
- To develop critical thinking among students pertaining to issues related to education.
- To develop national and international perspectives about educational theory and practice.
- To enable the learners to visualize the inter-linkages and dependency among different educational systems.
- To develop ability to understand human behaviour, personality and capabilities to apply the knowledge and understanding to guide the learners to learn efficiently and effectively.
- To understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- To plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.
- To apply knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom transaction process.
- To develop knowledge and understanding of management, planning and financing of education at various administrative and policy planning levels.
- To develop managerial and administrative capabilities and skills to manage educational institutions effectively.
- To understand and use formal and informal assessment strategies to evaluate and ensure the continuous physical, intellectual and social development of the students.
- To impart a working knowledge of ICTs and their applications in formal and non-formal systems of education.
- To impart knowledge and understanding of the process of educational research and skill in conducting research in specialized areas of education.
- To undertake research work in the area of education independently.

ii) Relevance of the Program with HEI's Mission and Goals

To provide educational opportunities to those who wish to continue their further higher education. This is a job oriented course and designed as per the requirements of present scenario. It helps those candidates who are not able to join the regular courses as they are in service and wish to improve their carrier and to meet potential opportunities.

iii) Nature of Prospective Target group of Learners

The admissions to this programme are open and made on the basis of merit (marks obtained by the applicants) in the following qualifying examination to any individual who had passed Bachelor's Degree/Master's degree in any discipline/stream from a recognized Indian/Foreign University (Recognized as Equivalent by H. P. University, Shimla) with at least 50% marks.

iv) Appropriateness of Programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence

After the completion of this programme learners will be able to acquire necessary knowledge and develop positive attitude towards life and other members of society.

**v) Instructional Design
Curriculum Design**

<i>1st Semester</i>	
Core Courses	Elective Courses
EDUC301 : Philosophical Bases of Education (Indian)	EDUC401 : Special Education
EDUC302 : Sociological Foundations of Education	EDUC402 : Teacher Education
EDUC303 : Fundamentals of Educational Psychology	EDUC403 : Education for Human Values
	EDUC404 : Comparative Education
	EDUC405 : Principles and Procedures of Guidance and Counselling
<i>2nd Semester</i>	
Core Courses	Elective Courses
EDUC304 : Philosophical Bases of Education (Western)	EDUC406 : Education for Human Rights
EDUC305 : Psychology of Learning	EDUC407 : Distance Education
EDUC306 : Trends in Indian Education (Since 1904 onwards)	EDUC408 : Early Childhood Education
	EDUC409: History of Indian Education (upto 19 th Century)
	EDUC410 : Work Experience in Education
<i>3rd Semester</i>	
Core Courses	Elective Courses
EDUC307 : Essentials of Educational Technology	EDUC411 : Environmental Education
EDUC308 : Foundations of Educational Research	EDUC412: Statistics in Educational Research
EDUC309 : Educational Measurement and Evaluation	EDUC413: Curriculum Development
	EDUC414 : Pedagogy of Languages
	EDUC415 : Pedagogy of Sciences
<i>4th Semester</i>	
Core Courses	Elective Courses
EDUC310 : Information and Communication Technologies (ICT) in Education	EDUC416 : Yoga and Life Skills Education
EDUC311 : Methods and Techniques of Educational Research	EDUC417 : Adult and Continuing Education
EDUC312 : Educational Management and Leadership	EDUC418 : Advanced Statistics in Educational Research
Research Course EDUC601(i): Dissertation or EDUC601(ii) Women Education	EDUC419 : Pedagogy of Mathematics
	EDUC420 : Pedagogy of Social Sciences

Detailed Syllabus of M. A. (Education)

“FIRST SEMESTER”

Course Type / Nature: Core

Course Code: EDUC301

Course Title: PHILOSOPHICAL BASES OF EDUCATION (INDIAN)

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

1. Understand and explain the nature and functions of educational philosophy.
2. Understand the concept and meaning of philosophy and branches of philosophy.
3. Understand and explain six schools of Indian Philosophy.
4. Understand and explain philosophical thoughts of some Indian prominent educational thinkers.

Unit – 1 Philosophy and Education

Meaning of Philosophy and Education; Relationship between Education & Philosophy.

Nature, Scope and Functions of Philosophy of Education.

Significance of Philosophy in Understanding Educational Practices and Problems.

Unit – 2 Branches of Philosophy

Metaphysics; Epistemology, Axiology, Logic, Aesthetics and their Implications in Education

Unit – 3 Indian Schools of Philosophy

Yoga Philosophy, Sankhya Philosophy, Vedanta Philosophy, Vaisheshika Philosophy, Nyaya and Mimamsa Philosophy with special reference to the Concepts of Knowledge, Reality and Values and their Educational Implications.

Unit – 4 Indian Educational Thinkers

M.K. Gandhi: Aims of Education, Curriculum, Methods and Basic Education

Swami Vivekananda: Aims of Education, Curriculum, Methods, Man making Education.

Sri Aurobindo Ghosh: Aims of Education, Curriculum, Functions and Integral Education.

Jiddu Krishnamurthi: The Concept of Self, Aims of Education, Characteristics of Integral Learning, Methods of Teaching and Concept of an Ideal School.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Prepare a 'scrap book' on Indian Philosophers/ Educational Thinkers along with their Teachings.
2. Prepare a comparative report on educational ideas of Swami Vivekananda and Sri Aurobindo Ghosh.
3. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Awasthi, J.P. and Sharma, Mani. (1988): Classical Indian Philosophies and their Practice in Education (First Edition), National Psychological Corporation, 4/230 Kacheri Ghat, Agra - 282 004, India.

Chakrabarti, Mohit, (2002). Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi.

Connor, DJO (1975): An Introduction to the Philosophy of Education, London, Routledge & Kegan Paul.

Durpis, A.M. (1972) Philosophy of Education in Historical Perspective, New Delhi: Thomason Press.

Gupta, S. (2007): Education in Emerging India (Second Edition), Shipra Publications, 115 Vikas Marg, Shakarpur, Delhi - 110092.

Hiriyanna, M. (1995): The Essentials of Indian Philosophy. Delhi: Motilal Banarasi Das Publishers.

Course Type / Nature: Core

Course Code: EDUC302

Course Title: **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand the meaning and nature of educational sociology, sociology of education and social organizations.
- Understand the social aspects of education.
- Understand the meaning and concept of social change with special reference to India.
- Understand the critical note on meaning, nature & determinants of culture and role of education in cultural context.
- Understand the social interactions and culture.
- Describe social interaction and their Educational implications.
- Understand the inequalities, inequities and excellence in education.

Unit – 1 Sociological Bases of Education

Concept of Educational Sociology, Relationship of Sociology and Education.

Meaning and Nature of Educational Sociology and Sociology of Education; Education as a Process in Social System.

Concept and Dynamic Characteristics of Social Organization and its Educational Implications.

Education as an Agent of Socialization.

Unit – 2 Social Aspects of Education

Education and the Home; Education and Secularism, Social Mobility: Meaning, Kinds, Importance and Factors Affecting Social Mobility.

Social Change: Concept and Factors affecting Social Change.

Concept of Urbanization, Modernization and Westernization with Special Reference to Indian Society and its Educational Implications.

Unit – 3 Social Interactions and Culture

Group Dynamics, Socialization of the Child.

Concept of Social Stratification and its Educational Implications.

Meaning and Nature of Culture; Cultural Processes and its Educational Implications. Role of Education in Cultural Change.

Unit – 4 Equality and Excellence in Education

Education as related to Social Equity and Equality of Educational Opportunities. Problems of Education in Current Socio-Economic Scenario.

Education of the Socially and Economically Disadvantaged Sections of the Society with special reference to Scheduled Castes and Scheduled Tribes, Women and Rural Population.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Socio-Economic Survey of a nearby habitation (five families only).
2. Preparation of the report on activities/ events in the local community relating to improvement of quality of life (taking any one aspect).
3. Analysis of the impact of modernization in the transformation of the local community.
4. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
5. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Adisesiah, W.T.V. & Pavanam, S. (1974). R. Sociology in Theory and Practice, New Delhi, Santhi Publishers.

Brown, Francis J. (1954), Educational Sociology, New York: Prentice Hall of India.

Chandra, S.S. (1996). Sociology of Education, Guwahati, Eastern Book House.

Chanda S. S. & Sharma R.K. (2002). Sociology of Education, New Delhi, Atlantic Publishers.

Cook L, A. & Cook, E. (1980), Sociological Approach to Education, London: McGraw Hill.

Dewey, John (1966), Democracy and Education, New York: The Freeman's Press

Durkheim, E. (1966). Education and Sociology, New York, The Free Press

Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers, Jaipur

Hasley, A.H.; Floud Jeen and Anderson C., Arnold (1969), Education, Economy and Society, New York: The Freeman's Press.

Havighurst and Newgarten (1960), Society and Education, Boston: Allyn and Bacon.

Course Title: FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- develop understanding of the psychological and development basis of education.
- understand the concept and different principles of growth and development
- understand the different aspects of development of learner's personality.
- understand different theories of development and their educational implications
- understand different dimensions of individual differences
- understand the changing concept of intelligence, creativity and its application.
- understand different theories of personality
- understand different techniques of assessment of personality
- understand the concept of mental hygiene and health and its importance in their life.

Unit – 1 Psychological Bases of Education and Development

Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology for Teaching-Learning Process.

Growth and Development – Concept, Stages, Principles of Growth and Development

Factors Influencing Development – Genetic and Environmental.

Theories of Development and their Educational Implications with special reference to:

- Piaget's Cognitive Development
- Freud's Psycho-sexual Development

Unit - 2 Managing Individual Differences

Childhood and Adolescence: Meaning, Characteristics, Stages and Aspects of Development with special reference to Needs and Problems of Adolescents in the Indian context.

Stage Specific Characteristics during Infancy to Adolescence Period.

Individual Differences: Meaning, Dimensions and Causes of Individual Differences

- Role of Teacher to minimize Individual Differences

Unit – 3 Intelligence and Creativity

Nature of Intelligence – Concept and Types, Abstract, Concrete, Emotional and Spiritual

Theories of Intelligence and their Educational Implications with Special Reference to;

- Two Factor Theory by Spearman
- Guilford's SOI Model
- Gardener's Theory of Multiple Intelligences

Measurement of Intelligence

- Verbal (Individual and Group) Tests
- Non-Verbal (Individual and Group) Tests
- Performance (Individual) Tests

Creativity: Concept, Factors and Process, Techniques for Enhancing Creativity.

- Brain-Storming (Osborn)
- Synectics (Gorden)

Unit – 4 Personality and Mental Hygiene

Theories of Personality and their Educational Implications

(i) Trait Theories by Allport and Cattell

(ii) Type Theory by Eysenck

(iii) Humanistic Theories by Carl Rogers and Maslow

Assessment of Personality: Inventories, Rating Scales and Projective Techniques.

Mental Hygiene and Health - Nature, Concept, Scope and Principles; Factors Affecting Mental Health.

Measures for Promoting Mental Health (Preventive and Curative).

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator.

The activity will carry 5 marks:

1. Administer and interpret and prepare a report on any one of the following tests:
 - Individual test of intelligence
 - Group test of intelligence
 - Personality inventory
2. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings

- A.H. Maslow (1970). Motivation and Personality (2nd Edition). New York: Harper & Row.
Ambros, S.R (1981) Child development, Holt, Rinehart and Winston, New York.
Anderman, E., & Corno, L. (Eds.). (2013). Handbook of educational psychology. Routledge.
B.K. Passi. (1982). Creativity in Education, NPC Agra.
C.L. Kundu (1989). Personality Development, Sterling Publishers Pvt. Ltd., New Delhi, 1989
Chauhan, S.S (2006). Advanced Educational Psychology New Delhi :Vikas Publishing House.
Crow L.D. & Crow Alice (2008). Human Development and Learning, New Delhi, Surjeet Publications.

Dandapani, S. (2002). Advanced Educational Psychology, Second Edition, Anmol Publication, Pvt. Ltd, New Delhi
 Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
 Hurlock E.B (1995) Development Psychology A Life Span Approach. New Delhi : Tata Mcgraw hill
 Hurlock E.B., (1974). Personality Development, Tata McGraw Hill Publishing Company Ltd. New Delhi.

Course Type / Nature: Elective **Course Code:** EDUC401
Course Title: **SPECIAL EDUCATION** Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- acquire knowledge and understanding of special education.
- acquire knowledge and understanding about different areas of disability (Visual, Hearing and Orthopedically Impaired, Mentally Retarded).
- understand the Government Policies and National Institutes for disabled.
- acquaint them with educational programmes, for the education of the disabled.
- understand the role of resource teacher, parents, peers and society in rehabilitation of the disabled.

UNIT 1 Special Education

Concept, Objectives and Basic Principles of Special Education; Status of Special Education in India

Concept of Impairment, Disability, Handicap.

Concept of Integration and Inclusive Education.

Attitudinal, Social and Educational Barriers in Inclusive Education.

UNIT 2 National Perspective of Special Education

Recommendation of NPE (1986), PoA (1992) and Persons with Disability Act (1995) for Education of CWSN.

National Trust Act, 1999.

Rehabilitation Council of India (RCI) Act, 1992.

Role of Rehabilitation Council of India in Education of CWSN.

UNIT 3 Special Education for Children

Needs and Characteristics of Gifted, Learning Disabled, Visually Impaired, Hearing Impaired, Orthopedically Impaired and Mentally Retarded Children.

UNIT 4 Educational Provisions for CWSN

Educational Provisions and Strategies for Visually, Hearing, Orthopedically Impaired and Mentally Retarded children and Learning Disabled Children.

Enrichment Programme for Gifted Children.

Role of Resource Teachers, Parents, Peers and Society in Education of Visually, Hearing, Orthopedically Impaired, Mentally Retarded and Learning Disabled Children.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Preparation of one teaching aid (model) to teach special need children
2. Visit any Special School and report about school settings.
3. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Kundu, C.L. (Editor in Chief): Status of Disability in India 2000, New Delhi: Rehabilitation Council of India.

Panda, K.C.: Education of Exceptional Children, New Delhi: Vikas Publishing House Pvt. Ltd., 1997.

Dash, M.: Education of Exceptional Children, New Delhi: Atlantic Publishers and Distributors, 2000.

Bist, Abha Rani: VishisthaBalak, Agra: VinodPustakMandir.

Bhargava, Mahesh: VishisthaBalak – UnkiShikshaEvamPunarvas, Lucknow: Vedanta Publications, 2003.

Course Type / Nature: Elective **Course Code:** EDUC402
Course Title : **TEACHER EDUCATION** Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Gain insight and reflect on the concept of teaching and the status of teaching as a Profession.
- Understand the roles and responsibilities of teacher and teacher educators.
- Critically examine the role and contribution of various regulating bodies and support Institutions for improving quality of teacher's education.
- Develop understanding of various strategies of teacher's professional development.
- Gain insight into the status of teacher in-service education in the country.

Unit – 1 Meaning and Concept of Teacher Education

a. Historical Perspective of Teacher Education in India.

b. Aims and Objectives of Teacher Education with special reference to Kothari Commission, NPE; PoA 1992 at ;

(i) Elementary Level

(ii) Secondary Level

(iii) College Level

Unit – 2 Teachers and Teaching Profession

a. Teachers' Changing Role and Responsibilities.

b. Concept of Profession; Teaching as a Profession, Professional Ethics and Code of Conduct for Teachers.

c. Role and Responsibilities of Teachers and Teacher Educators.

d. Teacher Appraisal and Accountability.

Unit – 3 Pre-Service Teacher Education

- Concept, Nature, Objectives and Scope of Pre-Service Teacher Education.
- Components of Pre-Service Teacher Education - Basic Components, Specialization Areas, Practicum Internship, Co-Curricular Activities, Working with the Community and Work Experience, Role of DIET's and CTE's in Pre-Service Teacher Education.
- Issues, Concerns and Problems of Pre-Service Teacher Education.

Unit – 4 Continuing Professional Development of In-Service Teachers

- Concept, Scope, Objectives and Importance of Continuing Professional Development of In-Service Teachers.
- Organization of Training, Appraisal of Training Material and Modules.
- Cascade and Split Model followed in In-Service Training of Teachers under SSA and RMSA.
- Role of DIETs, BRCs and CRCs in In-Service Teacher Training.
- Role of UGC – HRD Centers in Professional Development of Teachers at Higher Education Level.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Prepare a Report on the Training Provided to elementary teachers under SSA in Your Block.
- Prepare a report on the Advantages/Difficulties of RUSA.
- Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Chaurasia, G. (1976): New Era in Teacher Education, New Delhi.
Divedi, Prabhakar (1980): Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
Govt. of India (1968): Education and National Development, Report of Education Commission, New Delhi.
Govt. of India (1986): National Policy of Education, Ministry of Human Resource and Development, New Delhi.
Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
Kohli, V.K. (1992): Teacher Education in India, Vivek Publishers, Ambala.
Misra, K.S. (1993): Teachers and their Education Associated Publication, New Delhi.
Mohanty, J.N. (1988): Modern Trends in India Education, Deep and Deep Publication, New Delhi.
N.I.E.P.A. (1984): Report on Status of Teachers, New Delhi.
Rao, D.B. (1988): Teacher Education in India, New Delhi, Discovery publishing house.
Singh, L.C (1983): Third National Survey of Scholastic Education in India, N.C.E.R.T., New Delhi.
Sharma., R.A. (2005) : Teacher Education, Loyal Book Depot, Meerut.
Vision Document of Rashtriya UchchatarShikshaAbhiyan, MHRD, 2013.

Course Type / Nature: Elective **Course Code:** EDUC403

Course Title: EDUCATION FOR HUMAN VALUES

Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- Understand the need and importance of value education.
- Understand the nature of values, moral values, and moral education and to differentiate such form religious education, moral training or moral indoctrination.
- Orient with the basis of morality and with the place of reason and emotions in moral development of the child.
- Understand the process of moral development vis-s-vis their cognitive and social development.
- Orient with various intervention strategies for moral education and conversion of moral learning into moral education.

UNIT 1: Human Values

Concept, Characteristics, Objectives and Principles of Value Education

Value Oriented Thoughts from Different Religions

Need and Importance of Value Education in the existing Social Scenario

UNIT 2: Classification of Human Values

General Classification of Human Values.

Classification of Values based on Indian Philosophy

Classification of Values according to Gandhi and Tagore.

Classification of Values according to NCERT.

UNIT 3: Role of Different Agencies in Promotion of Human Values

Role of Family, Educational Institutions, Community and NGO's in Promotion of Human Values.

Constitution and Culture as Source of Values.

Recommendations of UNESCO Summit on "Value in Education" (1998)

UNIT 4: Universal Values and Methods of Inculcating Values

Five Universal Values (Truth, Peace, Love, Righteous Conduct and Non-violence)

Direct and In-Direct Methods / Ways of Inculcating Human Values

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Select a story / an episode / an incident from an epic or any situation and analyse the human values integrated in it.
- Preparation of scrap book on any five human Values.
- Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Banga, C.L. (2012). Mulya, Paryavarn Aur Manavadhikar Ki Shiksha", published by Pasricha Publication, Mai Heera Gate, Jalandhar, Punjab.
Goel, A. and Goel, S.L. (2005), Human Values and Education. Deep and Deep Publications Pvt. Ltd., New Delhi.
Gokak, V.K. (1973), A Value Orientation to our System of Education. M.M. Gulb and Sons, Gulab Bhawan, New Delhi.

Katoch, S.K. (2013) ManveeyaMulya, ParyavarnAurManavadhikarShiksha”, published by MohindraCapital Publishers (P) Ltd., Chandigarh.
 Goyal, B.R.(1979), Document on Social, Moral and Spiritual Values in Education. NCERT, New Delhi
 Joshi, Kireet, (1976), Education for Personality Development, New Delhi, NCERT, (NIE Lecture Series).
 Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, Pvt. Ltd, New Delhi
 NCERT, (2000), Educations for Values Development, Chapter 5, In National Curriculum Framework for School Education, New Delhi, PP. 117-119.
 Report of the Religious and Moral Instruction (1959).Ministry of Education, Govt. of India, New Delhi.

Course Type / Nature: Elective **Course Code:** EDUC404

Course Title: **COMPARATIVE EDUCATION** **Marks = 100 (70 + 30)**

Course Objectives:

To enable the learners to;

- Understand the meaning and scope of Comparative Education.
- Understand and explain the modern trends in world education and UNO.
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficiency of educational system of various countries in terms of prevailing trend in those countries.
- To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

Unit – 1 Comparative Education

Concept, Scope, Purpose, and Need of Comparative Education.

History and Development of Comparative Education.

Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

Unit – 2 Modern Trends and U.N.O.

Modern Trends in World Education – National and Global,

Role of U.N.O. in Improving Educational Opportunities among the Member Countries. Various Official Organs of the U.N.O. and their Educational Activities.

Unit – 3 Comparative Study

Comparative Study of the Education Systems with special reference to:

Primary Education: USA, UK and India

Secondary Education: USA, UK and India

Higher Education: USA, UK and India

Unit – 4 Problems of Education

Poverty, Unemployment, Population Explosion, Casteism, Communalism, Illiteracy, Gender Sensitization, Economic Under-Development: Their Causes, Effect on Development and Solution through Education.

Sessional Work / Activities Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. A Case study of Comparative study on Educational system of two countries
2. A Case study of Problem prevailing in development countries with special reference to India : Causes & their solutions.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Beredy, G.Z.F. (1964), Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.

Blavic, Emile (1987), Primary Education: Development and Reform, Perspectives in Education, Vol. 3, 15 3-60.

Carlton, R., Colley and Machinnon (1977), Educational change and Society, Toronto, Gage Educational Publishing.

Carnoy, M.H. Levin (1985), Schooling and Work in the Democratic State, Stanford University Press, Standford, California.

Cantor, Leonard (1989), The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number 2.

Choube, S.P.,(2000). Features of Comparative Education, Agra :VinodPustakMandir.

Choube, S.P. and Choube, A., (1993) : Comparative Education, New Delhi : Commonwealth Publishers.

Cramer, I.F & Brown. G.S. Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.

Dearden, R.F. (1970), The Philosophy of Primary Education. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House, London.

Dent, H.C. (1961) : The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C. V.

Epstein, Erwin, H., (1987) : Against the Currents :A critique of Ideology in Comparative Education, Compare, 17, No. 1.

Green, J.L. (1981) : Comparative Education and Global Village, Anu Book, Shivaji Road, Meerut.

Hans, Nicholas (1965) : Comparative Education, Routledge and Kegan Paul Ltd., London.

Course Type / Nature: Elective **Course Code:** EDUC 405

Course Title: **Principles And Procedures Of Guidance And Counselling** **Marks=100(70+30)**

Course Objectives

To enable the learners to;

- understand concept, need and view point of guidance
- understand principles, and problems of different types of guidance.
- understand concept and needs and guidance for the children with special needs.
- understand the concept and process of counselling
- acquaint with the aim and principles of guidance programme
- understand the various procedures of organizing various guidance services.

Unit 1: Guidance

- Concept, Needs, Assumptions, Scope and Significance of Guidance
- Testing and Non-testing Techniques of Guidance
- Steps in Guidance
- Issues and Problems in Guidance

Unit 2: Types of Guidance

- Types of Guidance – Educational, Vocational and Personal.
- Organization of Guidance Services at Elementary and Secondary School Level.
- Role of the Head and Teacher in Guidance Programme.

Unit 3: Guidance of Children with Special Needs (CWSN)

- Problems and Needs of CWSN.
- Guidance of the Gifted and Creative Students.
- Guidance of Under-Achievers and First Generation Learners.
- Role of the Teachers in Helping Children with Special Needs.

Unit 4: Counselling Approaches

- Concept, Characteristics and Principles of Counselling
- Counselling Approaches – Directive, Non-Directive and Eclectic
- Individual & Group Counselling and Ethical Issues in Counselling.
- Counselling Skills.

Sessional Work / Activities Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Visit to a Guidance center and write a report.
2. Organize any one of the activity: Career talk, Career Exhibition, Class talk and Report or Visit and Prepare a report of the guidance services available in any one school.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counselling. Delhi: Doaba House.
 Arther J. J., (1971). Principles of Guidance Delhi : Tata McGraw Hill.
 Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.
 Chauhan, V., & Jain., (2004). NireshanEvamPramarsh. Udaipur: AnkurPrakashan. - Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.
 Gupta, S.K. (1985). Guidance and Counselling. Delhi: Mittal.
 Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling. Norton, K and Mogauley, G (1998). Counselling Difficult clients. Sage Publications, New Delhi.
 O'Leary, C.J (1999). Counselling Couples and Families. Sage Publications, New Delhi 8. Ponte Otto, D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. (eds) .(2001). Handbook of Multicultural Counselling. Sage Publications, New Delhi 9.
 Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. New Jersey: Prentice Hall.
 Sen, A.K. (1982). Mental Retardation. , Bhelpur: Kripa Psychology Center.
 Sherry, J. (2004). Counselling Children, Adolescents and Families. Sage Publications, New Delhi 11. Velleman, R. (2001). Counselling for Alcoholic Problems. New Delhi: Sage Publications.

“SECOND SEMESTER”

Course Type / Nature: Core

Course Code: EDUC304

Course Title: Philosophical Bases Of Education (Western) Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand the concept, bases, objective and types of education.
- Understand and explain western schools of philosophy.
- Understand and explain philosophical thoughts of some Western prominent Educational thinkers.
- Understand the modern philosophies of education.

Unit – 1 Bases of Education

Concept of Education, Aims & Objectives of Education.

Functions of Education,

Types of Education - Formal, Informal and Non-formal.

Bases of Education: Philosophical, Sociological and Psychological.

Unit – 2 Western Schools of Philosophy

Idealism, Realism, Naturalism, Pragmatism, Existentialism with special reference to the Concepts of Knowledge, Reality, Values and their Educational Implications.

Unit – 3 Western Educational Thinkers

Plato: Education System, Organization and Curriculum, Teaching Methods, Objectives and Functions of Education and Education as a Function of the State.

Jean Jacques Rousseau: Aims of Education, Curriculum, Methods and Child-centric Education.

John Dewey: Aims of Education, Curriculum, Methods and Activity-Centred Education.

Friedrich Froebel : Aims of Education, Curriculum, Methods of Teaching.

Unit – 4 Modern Philosophies of Education Behaviourism, Marxism, Logical Analysis, Logical Positivism / Empiricism and Constructivism and their Implications for Education.

Sessional Work / Activities**Marks = 5 (under CCA Component)**

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Appraisal of Educational aims and methods proposed by any one western educational thinker in the present socio-cultural context.
2. Prepare a 'scrap book' on western philosophers/ Education thinkers along with their teaching.
3. Prepare a comparative report on educational ideas of Plato and Jean Jacques Rousseau.
4. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical Issues in Education. Jaipur: Book Enclave.
 Bhatia, Kamala and Baldev Bhatia, (1994). The Philosophical and Sociological Foundations of Education, Doaba House: Delhi
 Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
 Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.
 Chaube, S. P. and Akhilesh Choube, (2000). Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir: Agra
 Chaube, S. P. and Chaube, Akhilesh. (2013): Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir, Agra - 2.
 Dash, B. N. (2004). Principles of Education and Education in the Emerging Indian Society, Ajanta Prakashan: Delhi.
 Gupta, S. (2007): Education in Emerging India (Second Edition), Shipra Publications, 115 Vikas Marg, Shakarpur, Delhi - 110092.
 Kneller, G.F. (1963): Foundations of Education. London and New York: John Wiley and Sons, Inc.
 Pandey, K.P. (1983) Perspective in Social Foundations of Education, Ghaziabad: Amitash Prakashan.
 Pandey, R.S. (1997): East West Thoughts on Education. Allahabad: Horizon Publishers.
 Park, J. (1961): The Philosophy of Education. New York: Macmillan Company.

Course Type / Nature: Core**Course Code: EDUC305****Course Title: PSYCHOLOGY OF LEARNING****Marks = 100 (70 + 30)****Course Objectives**

To enable the learners to;

- understand the concept and process of learning
- understand the factors affecting learner's environment and learning
- understand learning theories and their educational implications
- understand the concept of transfer of learning and importance of its theories in teaching and learning process
- understand the concept of memory its role in learning process.
- understand the concept of forgetting and different techniques to overcome forgetting
- understand the concept of motivation and techniques how to enhance motivation.

Unit 1 Learning

Learning: Concept, Characteristics and Nature of Learning as a Process, Factors Affecting Learning

Theories of Learning and their Educational Implications

- Classical Conditioning (Pavlov), Operant Conditioning (Skinner), Trial and Error (Thorndike)
- Tolman's Sign Learning, Information Processing Theory (Donald Norman)
- Kurt Lewin's Field Theory

Unit 2 Transfer of Learning

Transfer of Learning: Concept, Types of Transfer of Learning and Strategies to Maximize Transfer of Learning.

Theories of Transfer of Learning and their Educational Implications.

Transfer of Learning and Role of Teacher in Transfer of Learning.

Unit 3 Memory and Forgetting

Memory: Concept, Nature and , Strategies to Enhance Memory.

Forgetting - Nature, Theories (Interference Theory, Trace Change Theory, Forgetting as Retrieval Failure).

Factors and Strategies to Minimize Forgetting

Unit 4 Motivation

Motivation: Concept, Nature, Functions and Relationship with Learning. Types of Motives; Strategies for Enhancing Motivation.

Maslow's Theory and Psycho-Analytic Theory of Motivation.

Sessional Work / Activities**Marks = 5 (under CCA Component)**

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Conducting case study on one student who has difficulties in learning in primary years.
2. Analysis of a case of maladjusted adolescent learner.
3. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
4. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings

Bower G.H. and Hilgard E.R. : Theories of Learning Prentice Hall of India, New Delhi. 1980
 Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
 C.L. Kundu (1989). Personality Development, Sterling Publishers Pvt. Ltd., New Delhi, 1989
 Chauhan, S.S (2006). Advanced Educational Psychology New Delhi :Vikas Publishing House.
 Crow L.D. & Crow Alice (2008) Human Development and Learning, New Delhi, Surjeet Publications.
 Dandapani (2002). Advanced Educational Psychology, Second Edition, Anmol Publication, Pvt. Ltd, New Delhi
 Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
 Grow Hill Publishing Co.
 Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
 J.C. Aggarwal (2004). Psychology of Learning and Development, Shipra Publication, New Delhi.

John P. De Cecco and William Crawford (1998). The Psychology of Learning and Instruction: Educational Psychology, 2nd Edition, Prentice Hall of India Pvt. Ltd. New Delhi.
 Narayan S. Rao (1990). Educational Psychology, Wiley Eastern Limited, New Delhi.
 S.K. Mangal (2002). Advanced Educational Psychology, Prentice Hall of India, Pvt. Ltd. New Delhi.
 Skinner, C.E. (Ed) (1974). Educational Psychology. New Delhi: Prentice-Hall of India Private Limited.

Course type/ Nature: Core **Course code:** EDUC306
Course Title: TRENDS IN INDIAN EDUCATION (SINCE 1904 ONWARDS) Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to:

- Analyse policies on education in early part of 20th Century.
- Understand the developments in Indian education system after independence.
- Explain the contemporary issues of Indian education system.
- Analyse modern trends of education in India.

UNIT – 1 Trends in Education in Pre-Independence Period in India – I

- a. Lord Curzon's Education Policy
- Indian University Commission 1902.
- Indian University Act 1904.
- Growth of National Consciousness and National Education Movement.
- Critical Analysis of Calcutta University Commission (Sadler Commission)

UNIT – 2 Trends in Education in Pre-Independence Period in India – II

- Hartog Committee Report, 1929 and Abbot-Wood Committee Report 1937.
- Wardha Scheme of Basic Education, 1937: Need, Characteristics and its Critical Evaluation.
- Sargent Report, 1944: Recommendations and its Critical Evaluation.

UNIT – 3 Trends in Education in Free India – I

- Objectives and Recommendations of University Education Commission (Radhakrishnan Commission) 1948-49
- Objectives and Recommendations of Secondary Education Commission (Mudaliar Commission) 1952-53
- Objectives and Recommendations of National Education Commission (Kothari Commission) 1964-66.

UNIT – 4 Trends in Education in Free India – II

- Recommendations of National Policy on Education NPE-1986 and revised POA, 1992.
- Universalization of Elementary and Secondary Education in terms of Norms, Standards and Implementation Mechanism of;
- SarvaShikshaAbhiyan (SSA) and RTE Act, 2009.
- RashtriyaMadhyamikShikshaAbhiyan (RMSA):
- Mid-Day Meals Programme.
- Expansion, Equity, Excellence and Privatization of Higher Education in context of RUSA.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator.

The activity will carry 5 marks:

1. Report on SSA / RMSA / RUSA
2. Report on Problems of Higher Education.
3. Awareness in Rural/Urban/Slum Area Regarding RTE and Report writing.
4. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates

Suggested Readings:

Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
 Chaube, S.P. (2014) History of Indian Education. Agra: Shri Vinod Pustak Mandir.
 Kohli, V.K. (1996) Indian Education and its Problems. Vivek Publishers, Ambala.
 Mukherjee, S.N. (1966) History of Education in India; Modern Period. Acharya Book Depot, Baroda.
 Narullah, S. & Naik, J.P. (1951) A History of Education in India. McMillan India Ltd.
 Pandey, R.S. (2005) Indian Education System. New Delhi: Adhyayan Publishers and Distributors.
 Pathak, R.P. (2010) Education in Modern India: Global Trends and Development. Atlantic Publishers and Distributors, New Delhi.
 Rai, B.C. (1997) History of Indian Education & Its Problems. Prakashan Kendra, Lucknow.
 Rawat, P.L. (1981) History of Indian Education. Ram Prasad & Sons, Agra.

Course Type / Nature: Elective **Course Code:** EDUC406
Course Title: EDUCATION FOR HUMAN RIGHTS Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- understand concept of citizenship & Human Rights Education.
- perceive need and importance of citizenship & Human Rights Education.
- understand correlative nature of citizenship Education and its role in various contemporary issues.
- identify importance of Human Rights awareness in existing social scenario.
- learn methodology for developing Human Rights awareness and qualities of good citizenship.
- comprehend role of Government & non-government organizations, press and media in citizenship and Human Rights Education.

Unit 1: Human Rights – An Introduction

- Concept, Characteristics and Significance of Human Rights.

- History and Classification of Human Rights
- Causes of Human Rights Violation; Forms of Human Rights Violation: Violence (Domestic and Workplace) against Women, Child Labour and Child Abuse; National and International Scenario of Human Rights Violation with reference to Children and Women.

Unit 2: Human Rights Education

- History of Human Rights Education
- Human Rights Education at Different Levels of Education: Concept, Significance, Objectives, Principles, Teaching Strategies and Place of Human Rights in Curriculum.
- Famous Indian and International Activists for Protection of Human Rights.
- Activities in Schools for Promoting Human Rights Awareness among Children.

Unit 3: Enforcement of Human Rights

- Formal Mechanism for the Enforcement of Human Rights (Role of Different UN Organs, International Agencies, National and State Level Agencies, NGOs in Enforcement of Human Rights).
- Universal Declaration of Human Rights, 1948.
- Constitutional Provisions for Human Rights Protection of Women, SCs, STs and Minorities.
- Role of Press and Media for Promotion of Human Rights Education among Masses.

Unit 4: Acts and Agencies for Human Rights Enforcement

- Government Programmes related to Child Welfare and Development - ICDS and ICPS; Juvenile Justice (Care and Protection) Act, 2006
- Life-Saving Technologies: Organ Transplant and Sale, Right to Clean Environment and Public Safety, Right to Die with Dignity, Transparency in Governance and Right to Information.
- Composition, Functions and Powers of National and State Level Human Rights Commission
- International and National Acts and Conventions for Protection of Human Rights of Children and Women.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Case Study of a School - Identifying activities and curricular content helpful in Citizenship development or Preparation of scrap book on any six major human rights violation issues.
2. Case Study of any organization working in the area of human Rights Education or Conduct a survey in village/slum area regarding awareness among women on human rights and legal literacy.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, New Delhi
 Begum, S.M., Human Rights in India, New Delhi: A.P.H. Publishing Corporation.
 Banga, C.L.(2012).Mulya, ParyavarnAurManavadhikar Ki Shiksha”, published by PasrichaPublication, Mai Heera Gate, Jalandhar, Punjab.
 Dev, Arjun and Indira ArjunDev and Supta Das, (Ed.). (1996), Human Rights: A Source Book. NCERT, New Delhi.
 Katoch S.K. (2013) ManveeyaMulya, ParyavarnAurManavadhikarShiksha”, published by MohindraCapital Publishers (P) Ltd., Chandigarh.
 Khan, S. (2004), Human Rights in India (Protection and Violence), Devika Publication, New Delhi.
 Dewey, J. (1948), Democracy and Education, McMillan Co., New York.

Course Type / Nature: Elective

Course Code: EDUC407

Course Title: **DISTANCE EDUCATION**

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand the Concept, Features, Objectives and Scope of Distance Education.
- Familiarize with issues related to Planning, Management, Promotion and Coordination of Distance Education.
- Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
- Understand the process of Designing and Development of Self-Learning Print Material.
- Apply New Technologies in the Preparation of Print Material for Distance Learners.
- Understand the mechanism for Learner Support Services in Distance Education.
- Understand the Role of Different forms of Communication Media in Distance Education.

UNIT 1: Growth & Development of Distance Education

Distance Education: Concept, Features, Objectives and Scope.

Issues in Planning and Management of Distance Education Institutions.

Promotion and Coordination of Distance Education at National and International Level

UNIT 2: Designing and Development of Self-Learning Print Materials

Factors affecting Design of Print Materials, Implications of Theories of Learning and Communication for Course Designing in Distance Education.

The Process of Designing and Development of Self-Learning Print Material.

Applications of New Technologies in the Preparation of Print Material.

UNIT 3: Mechanism for Learner Support Services

Learner Support Services: What, Why and How?

Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face Sessions, Interaction through Assignments, Tutoring through Correspondence.

UNIT 4: Communication Media for Distance Education

Issues in Communication in Distance Education, Applications of Communication Technology in Distance Education.

Media in Distance Education: Radio, Television and Computer as an Educational Media. Uses of Satellite Technology and Internet for Distance Education.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Critically analyze the self-instructional material of this course in the light of unit 2 and suggest some points for its further improvement.
2. Suggest some means by which we can make our distance education programmes more interactive.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
Criscito Pat; (2004): Barron's Guide To Distance Learning. Barron's E Publisher.
Daniel, J. S. et al; (1982): Learning at a Distance: A world Perspectives. Athabasca University, Edmonton.
Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.
Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi.
Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
Race, Phil (1944): The Open Learning Handbook, Second Edition, London: Kogan Page.
Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.

Course Type / Nature: Elective

Course Code: EDUC408

Course Title: EARLY CHILDHOOD EDUCATION

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand the concept of Early Childhood Education
- Understand the Contributions of different Philosophers and Educationists to Pre-School Education.
- Understand the various types of programmes, scheme, services and organizations to meet the welfare needs of children.
- Understand laws and policies for children and discuss implementation, issue and strategies.

Unit 1. Introduction to Early Childhood Education

Need, Importance and Objectives of Early Childhood Education,

Significance of Child Rearing Practices & Learning.

Development of Pre-School Education in India

Unit 2. Policies and Programmes for Children

Needs and Rights of Children in the context of Social Issues and Problems.

Legislations for Children: UN Convention on the Rights of the Child (1989); National Policy on Children (1974); The Juvenile Act (1986) and The Child Labour (Prohibition and Regulation) Act (1986).

Unit 3. Contributions of Philosophers and Educationists to Pre-School Education

Jean Jacques Rousseau (Pioneer), Frederich Wilhelm August Froebel (KG), McMillan Sisters (Nursery), Maria Montessori (Montessori), Mahatma Gandhi (Basic Education)

Unit 4. Pre-School Education and its Agencies

Activities and Programmes for Pre-School Education, Anganwadi and Day Care Programmes.

Characteristics of a Balanced Pre-School Curriculum, Evaluation of Pre-School Curriculum and its Activities,

Role of Agencies involved in Management of Pre-School Education in India (Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare)

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Prepare a report on the nutritional status of children under age five and their mothers of your village.
2. Collect reliable data on child health indicators; immunization, prevalence, and treatment of diseases among children under age five of your village.
3. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings

Aggarwal, J.C. (1990). Methods and materials of Nursery Education, Delhi, Doaba House.
Cath Arnold (1999). Child Development and Hearing 2-5 years- Georgia's story, New Delhi, Sage Publication.
Day Barbara (1983). Early Childhood Education: Organising Learning Activities, New York, McMillan.
Mollics Davies () Movement and Dance in Early Childhood, New Delhi, Paul Chapman Publishing, Sage Publication.
Riley J. (2003). Learning in the Early Years, A guide for teachers. New Delhi, Sage Publication.
Sue. C. Wort (2002) Early Childhood Curriculum, Guwahati, Nivedita Book Distributors.
Travers, J.E. (1971). The Growing Child. Introduction to Child Development, New York, John Kluey.

Course Type / Nature: Elective

Course Code: EDUC409

Course Title: HISTORY OF INDIAN EDUCATION (UPTO 19TH CENTURY)

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand the development of education in India during pre-independence period.
- Understand the historical factors that contributed to present education system.
- Explain the important features of various Commissions and Policies of education during pre-independence period.

UNIT-1 Historical Perspective before 19th Century

- Vedic Education: Objectives and Characteristics.
- Brahmanic Education: Objectives and Characteristics.
- Buddhist Education: Objectives and Characteristics.
- Muslim Education: Objectives and Characteristics.

UNIT-2 Historical Perspective in First Quarter of 19th Century

- Development of Education during East India Company Period.
- The Charter Act of 1813
- The East-West Controversy.

UNIT-3 Historical Perspective in Second Quarter of 19th Century

- Macaulay's Minutes 1835: Recommendations and Criticism.
- Bentick's Resolution and Acceptance of Macaulay's Minutes.
- William Adam's three Reports on Education (1835-38)

UNIT-4 Historical Perspective in Third Quarter of 19th Century

- Wood's Despatch (1854): Recommendations and Evaluation of Despatch.
- Hunter Commission (1882): Objectives and Recommendations.
- Influence of Hunter Commission on Subsequent Development of Education in India.

Sessional Work / Activities

Marks = 5 (under CCA Component)

- A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:
- Compare and Prepare a report on Vedic and Buddhist Education.
- Justify Wood's Despatch as "The Magna Charta of Indian Education"
- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
 Chaube, S.P. (2014) History of Indian Education. Agra: Shri Vinod Pustak Mandir.
 Kohli, V.K. (1996) Indian Education and its Problems. Vivek Publishers, Ambala.
 M.H.R.D, Report of the University Education Commission (1948), Ministry Of Education, New Delhi, Govt. of India.
 M.H.R.D, Challenges of Education (1985). A Policy Perspective, Ministry of Education, New Delhi, Govt. of India.
 Mukherjee, S.N. (1966) History of Education in India; Modern Period. Acharya Book Depot, Baroda.
 Narullah, S. & Naik, J.P. (1951) A History of Education in India. McMillan India Ltd.
 Narullah, S., Naik J.P. And Oad L.K. (1970) A Student History of Education In India, Mumbai: McMillan and Co.
 Pandey, R.S. (2005) Indian Education System. New Delhi: Adhyayan Publishers and Distributors.
 Pathak, R.P. (2010) Education in Modern India: Global Trends and Development. Atlantic Publishers and Distributors, New Delhi.
 Rai, B.C. (1997) History of Indian Education & Its Problems. Prakashan Kendra, Lucknow.
 Rawat, P.L. (1981) History of Indian Education. Ram Prasad & Sons, Agra.
 Shukla, P.D. (1969) Towards the Pattern of Education in India, New Delhi Sterling Publishers.

Course Type / Nature: Elective

Course Code: EDUC410

Course Title: **WORK EXPERIENCE IN EDUCATION**

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Provide practice in various fields of works in order to help the distance learners discover their aptitude and capabilities.
- Gain experience in useful and productive work.
- Foster their creativity.
- Train distance learner in some common Gardening skills.

Unit – 1 Work Education and Preparing Teaching Learning Material (TLM)

Work Education – Historical Perspective and Objectives;

Meaning, Purpose and Importance of Learning Materials in Teaching, Characteristics of Effective and Useful Teaching-Learning Material (TLM),

Different types of Materials and Resources, Constructing TLM.

Strategies for Effective Use of Teaching-Learning Materials.

Unit – 2 Art and Craft Centered Education

Meaning of Art and Craft Centered Education, Methods for Art and Craft Teaching; Influence of Arts on Children's Development,

Various Kinds of Craftwork: Paper & Cardboard Work and Making of Household Articles.

Unit – 3 Medical First Aid

Meaning of First Aid; Injuries and Common Physical Hazards in School and Home.

Ways of First Aid for Fractures, Burning, Poisoning, Wounds, Sun Stroke, Vomiting, Diarrhea, Bites, Drowning, High Blood Pressure and Low Blood Pressure.

First Aid in the Science Laboratory; Constituents of First Aid Box in School and at Home.

Unit – 4 Campus Beautification in Schools

Garden and Gardening: Purpose of Establishing Garden in Schools and Home.

Steps for Establishing Garden in School and Home.

Role of Gardening in Environmental Protection; Creating Environmental Awareness through Gardening.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Participation in any one activity related to Gardening and Environmental Protection, like, plant exhibition, making plants nursery, preparation of cartoons, participation in quizzes etc.
- Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates

Suggested Readings:

Banga, C.L. (2009). Work Education and Work Experience, Pasricha Publication, Mai Heeran Gate, Jalandhar, India.
Barnes, R. (1996). Teaching Art to Young Children 4-9. London and New York: Routledge, (1996).
Bhargava, Prabha (2005). Udhyan Kala. Delhi: Pustak Mahal.
The State of South Australia, Department of Education and Children's Services (2004) Choosing and using teaching learning material, Produced by DECS Publishing 266 Port Road, Hindmarsh, SA 5007
Eisner, E. (2002). The Arts and the Creation of Mind, Chapter 4, What the Arts Teach and How It Shows. s.l.: Yale University Press, NAEA Publications, (2002).
George, A. (2002). Horticulture Principles and Practices. Delhi: Pearson Education Publishing.
J., Lancaster. (1990). Art in the Primary School. Bungay, Suffolk: Richard Clay Ltd, (1990).
Jenkins, P.D. 1986. Art for the fun of it. A guide for teaching young children. USA: Joshi, A. (2003). Shikshan Daksta Avem Shikshan Pratiman. Agra: H.P. Bhargava Book House
Shekhar, Serene (Gote) and Ahlawat, Santosh (2013). Textbook of Home Science Extension Education, Daya Publishing House.
Simon & Schuster, 1986. K., Gentle. 1993. Teaching Painting in the Primary School.
UK: Redwood Books.

“THIRD SEMESTER”

Course Type/Nature: Core

Course Code: EDUC307

Course Title: ESSENTIALS OF EDUCATIONAL TECHNOLOGY

Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- Understand the concept, scope and importance of educational technology.
- Understand the role of technology in various educational practices.
- Understand the roles of modern trends in Educational Communication.
- Understand the stages of teaching along with operations involved in them.
- Understand the various models of teaching.
- Understand various Instructional Strategies.
- Understand the behaviour modification techniques in teaching – Learning Process.

UNIT 1: introduction to Educational Technology and Communication

- Concept, Scope and Importance of Educational Technology
- Components of Educational Technology: Hardware and Software
- Role of Technology in Various Educational Practices
- Modern Trends in Educational Communication such as e-mail, Teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking

UNIT 2: Levels, Stages and Models of Teaching

- Memory, Understanding and Reflective Levels of Teaching and their Implications.
- Stages of Teaching along with Operations involved in them
- Models of Teaching: Concept and Elements of Teaching Models
- Glaser's Basic Model and Bruner's Concept Attainment Model

UNIT-3: Instructional Strategies

- Instructional Strategies: Student-Centered & Teacher-Centered Strategies.
- Procedure, Advantages and Limitations of Lecture; Lecture-cum-Demonstration; Group Discussion and Brain Storming Strategies.
- Self-Instructional Strategies: Programmed Instruction and Computer Assisted Instruction.
- Language Laboratory and its use in Development of Linguistic Skills.

UNIT-4: Modification of Teaching Behaviour

- Micro-Teaching: Meaning, Procedure, Merits and Limitations.
- Components of Skills of Teaching: Probing Questions, Reinforcement and Stimulus Variation.
- Flander's Interaction Analysis Technique for Modification of Teacher Behaviour.
- Simulation or Simulated Teaching.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Each student shall prepare two micro-lesson based on any four Micro-Teaching skills (Explaining, Probing Questioning, Reinforcement, stimulus Variation) concerned with the secondary school subjects.
- Each student shall develop self-instruction / Program instruction / computer assisted instruction material for any unit of any school subject of his choice.
- Any other activity/activities that the concerned course teacher may think appropriate can be allotted during PCP to the Candidates.

Suggested Readings

Agarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.

Berge, Z. (1998). Guiding principles in Web-based instructional design. Education Media International, 35(2), 72-76..

Chauhan, S.S.: A Text-Book of Programmed Instruction, New Delhi: Sterling Publ. Co. 1978.

Collis, B. (2002). Information technologies for education and training. In Adelsberger, H., Collis, B. & Pawlowski, J. (Eds.) Handbook on Technologies for Information and Training. Berlin: Springer Verlag

Kulkarni, S.S. (1986) Introduction to Educational Technology, New Delhi: Oxford & IBH.

Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

Kumar, N. and Chandiram, J. (1967): Educational Television in India, New Delhi: Arya Book Depot.

Mehra, V. (2010): A Text Book of Educational Technology, New Delhi, Sanjay Prakashan.

Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.

Sampathet. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd. Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.

Venkataiah, N. (1996): Educational technology, New Delhi: APH Publishing Corporation.

Course Type / Nature: Core **Course Code:** EDUC308

Course Title :FOUNDATIONS OF EDUCATIONAL RESEARCH Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand the Concept, Types and Importance of Educational Research.
- Identify the Problems relating to different Stages of Education
- Identify the Priority Areas in Educational Research.
- Understand the importance of Literature Review in Research.
- Formulate Research Objectives and Hypotheses.
- Understand Concept of Population and Sample
- Understand the Different Methods of Sampling.
- Understand different Tools and Techniques of Collection of Data.
- Understand the Ethical Issues in conducting Educational Research.
- Prepare Research Proposal and Research Report.

UNIT 1 Introduction to Educational Research

Meaning, Characteristics and Nature of Research.

Nature of Educational Research, Significance of Research in Education,

Types of Educational Research (Fundamental, Applied and Action Research),

Problems relating to Different Stages of Education, Priority Areas in Educational Research.

UNIT 2 Steps of Educational Research

Review of Literature: Purpose & Sources,

Selection and Characteristics of Good Research Problem,

Variables: Meaning and Types; Objectives: Primary, Secondary and Concomitant

Hypotheses: Meaning, Significance, Types and Formulation.

UNIT 3 Sampling and Tools of Data Collection

Concepts of Population and Sample, Sampling, Sampling Unit, Sampling Frame; Methods of Sampling (Non-Probability and Probability).

Characteristics of Good Sample; Errors in Sampling and How to Reduce them.

Characteristics of Good Research Tools.

Types and Uses of Tools (Questionnaire, Rating Scales, Interview, Attitude Scales).

UNIT 4 Preparation of Research Proposal and Research Report

Ethical Issues in Conducting Educational Research,

Skills needed to Design and Conduct Educational Research.

Preparation of Research Proposal or Synopsis.

Style, Format and Steps of Writing the Research Report; APA Style of Referencing.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator.

The activity will carry 5 marks:

- Identification of variables of a research study and their classification in terms of levels of measurement.
- Reporting of the scoring procedure of the available research tool as per its Manual.
- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Agarwal, L. P. (2007). Modern Educational Research, Dominant Publishers and Distributors. New Delhi.

Best, John, W., & Kahn James V. (2005). Research in Education", Prentice Hall of India Pvt.Limited, 9th Edition, New Delhi.

Bhandarkar, P. L., Wilkinson, T.S, & Laldas, D.K. (2004), "Methodology and Techniques of Social Research", Himalaya Publishing House, Mumbai.

Cohen, Louis; Manion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. Cambridge University Press, India Private Limited.

Creswell, John W. (2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. PHI Learning Private Limited, Delhi.

Kaul, Lokesh (1984): Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.

Keeves, John.P.(1998). Educational Research Methodology and Measurement, An International Hand Book, Pergamon Press, Oxford.

Kerlinger, F.N. (1986), Foundations of Behavioural Research 3rd Edition, New York, Holt, Rinehart and Winston.

Kothari.C.R.(1998). Quantitative techniques. Vikas Publishing House, New Delhi.

Radha Mohan (2006). Research Methods in Education. Neelkamal Publications Pvt. Ltd., Hyderabad.
Siddhu, Kulbir Singh (2002). Methodology of Research in Education. Sterling Publications, New Delhi.

Course Type / Nature: Core

Course Code: EDUC309

Course Title : EDUCATIONAL MEASUREMENT AND EVALUATION Marks = 100 (70 + 30)

Course Objectives:

- Acquaint the students with the basic concepts of educational measurement, assessment and evaluation.
- Orient the students with the tools and techniques of educational measurement and evaluation.
- Develop skills among students for constructing and standardizing a test.
- Sensitize the students about latest trends in the field of educational measurement and evaluation.

Unit – 1: Measurement in Education

Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor Domains.

Educational Measurement: Concept, Need and Scope.

Difference between Criterion and Norm-Referenced Measurement.

Measurement of Achievement, Attitude and Skills.

Unit – 2 Evaluation in Education

Meaning, Functions and Basic Principles of Educational Evaluation.

Difference between Measurement and Evaluation in Education.

Current Trends in Evaluation: Grading System, Open Book Examination, Self-Evaluation, Online Examination.

Continuous and Comprehensive Evaluation: Concept, Objectives and Procedure.

Unit – 3: Tools of Measurement and Evaluation

Basic Characteristics of Measurement and Evaluation Tools: Reliability, Validity, Objectivity and Usability; Norms of Interpretation of Test Scores: z-scores and Percentile Norms..

Types of Tests and their Characteristics: Objective and Subjective-Type Achievement Tests, Questionnaires, Schedules, Rating Scales and Performance Tests.

Unit – 4: Test Construction

Basic Principles of Test Construction; Ways of Writing Different Types of Test Items.

Steps of Constructing and Standardizing Criterion-Referenced and Norm-Referenced Achievement Tests.

Development of Classroom Tests (Teacher-Made Tests) for Measuring Achievement.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Prepare a classroom test in the subject of your choice covering a maximum of two units and comprising of both subjective and objectives type test items.
- Visit a primary school and study how CCE records are maintained by the school authorities. Prepare a detailed report on it.
- Prepare a rating scale comprising of 15 statements to measure attitude of college and university students towards open and distance education / or any other object/idea.
- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Aggarwal, J. C. Essentials of Examination System, Vikas Publishing House Pvt. Ltd. 2005.

Aggarwal, R. N. and Asthana, Vipin. Educational Measurement and Evaluation, VinodPustakMandir, Agra, 1983.

Brown, Frederick Gramm. Educational Tests and Measurement, F. E. Peacock Publishers, 1971.

Brown, Frederick Gramm. Measuring Classroom Achievement, Holt, Rinehart and Winston, 1980.

Gronlund, N. E. Measurement and Evaluation in Teaching, MacMillan, New York, 1981.

Mehrens, W. A. and Lehmann, I. J. Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, New York, 1984.

Rani, Swarupa J; Priyadarsaini, J. R; Rao, D. Bhaskara. Educational Measurement and Evaluation, Discovery Publishing House Pvt. Ltd. 2004.

Sidhu, K. S. New Approaches to Measurement and Evaluation, Sterling Publishers, New Delhi, 2005.

Taiwo, Adedrian. Fundamentals of Classroom Testing, Vikas Publishing House Pvt. Ltd. 2006.

Course Type / Nature: Elective **Course Code:** EDUC411

Course Title: ENVIRONMENTAL EDUCATION

Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- understand the concept, characteristics and components of environmental education
- understand the importance and scope of environmental education.
- acquaint with possible environmental hazard enabling them to combat with the them negative effects of the programmes of environmental erosion and pollution at various stages of education.
- orient with various components of environments for preparing a curriculum for environmental education.
- develop various methods and strategies for realizing the objective of environmental education.
- understand various projects in the area of environmental studies in different countries.

UNIT 1: Environment and Environmental Education

- Concept, Characteristics and Components of Environment
- Historical Background of Environmental Education
- Concept, Characteristics, Components and Scope of Environmental Education
- Objectives and Guiding Principles of Environmental Education

UNIT 2: Environmental Conservation and Sustainable Development

- Concept, Characteristics, Objectives and Need of Environmental Conservation
- Concept, Characteristics, Objectives and Need of Sustainable Development
- Concept and Ways of Disaster Management.
- Role of Education in Environmental Conservation and Sustainable Development

UNIT 3: Environmental Pollution

- Concept and Types of Environmental Pollution
- Air Pollution: Causes, Sources, Effects and Preventive Measures.
- Water Pollution: Causes, Sources, Effects and Preventive Measures.
- Soil Pollution: Causes, Sources, Effects and Preventive Measures.
- Noise Pollution: Causes, Sources, Effects and Preventive Measures.
- Laws of Conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

UNIT 4: Environmental Hazards

- Concept of Environmental Hazards
- Environmental Hazards: Causes, Sources, Effects and Measures (Global Warming, Acid Rain, Polar Melting, Raising of Sea Level and Ozone Layer Depletion).
- Movements and Projects for Environmental Protection / Conservation: Chipko, Tiger Project and Ganga Action Plan.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Preparation of Slogans, Charts/Pie-charts and Plantation Activities for Awareness
- Eco-friendly activities (Direct experiences) or Preparation of Scrap Book on any six major environmental issues.
- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

ArjunDev (Ed.) (2003), A Handbook of Human Rights, Creative Learning Series, NBI, New Delhi.
 NCERT (1980), Environmental Studies: Teachers Guide, New Delhi.
 NCERT (1981), Environmental Education at the School Level, NCERT, New Delhi.
 NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework (Revised Version), NCERT, New Delhi.
 NCERT (2000), National Curriculum Framework for School Education, NCERT, New Delhi.
 NCERT (2001), Guidelines and Syllabi for Primary Stage Upper Primary Stage, Secondary Stage and Higher Secondary Stage, NCERT, New Delhi.
 Katoch S.K. (2013) ManveeyaMulya, ParyavarnAurManavadhikarShiksha”, published by MohindraCapital Publishers (P) Ltd., Chandigarh.
 Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi, PP. 112.
 Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, New Delhi
 Sharma, B.R. (1997), Environmental and Pollution Awareness, SathyaPrakashan.

Course Type / Nature: Elective **Course Code:** EDUC412

Course Title :STATISTICS IN EDUCATIONAL RESEARCH

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand and apply various statistical techniques to field-based educational data.
- Appreciate the role of statistical tools / techniques in analysis of data for educational research.
- Make interpretations of findings revealed through statistical data analysis.

Unit – 1 The Cumulative Distributions and Percentiles

Meaning of Cumulative Frequency; Graphical Representation of Cumulative Frequency. Cumulative Percentage Curve (Ogive) and its Construction.; Uses of Ogive.

Percentile and Percentile Ranks; Uses of Percentile Ranks.

Unit – 2 The Normal Probability Distribution

Meaning and Importance of Normal Probability Curve (NPC), Properties and Applications of NPC.

Measuring Divergence of Data from Normality (Skewness and Kurtosis).

Unit – 3: Correlation Methods

Concept of Correlation, Uses of Correlation and Significance of Correlation Coefficient.

Correlation Methods: Product Moment, Rank Difference Method, Contingency Coefficient (C).

Unit – 4: Inferential Statistics

Concept of Inferential Statistics, Parametric and Non-Parametric Statistical Tests.

Type-I and Type-II Errors, Meaning of Statistical Significance, Degrees of Freedom.

Standard Error of Mean, Standard Error of Difference between Means.

Levels of Confidence and Confidence Intervals.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Visit a middle / high school and collect achievement-based data of students of any class from the school records. Compute the values of mean and standard deviation (SD) for the data and draw a histogram.
- During your PCP, collect data from the participants with regard to their age, height, and % marks at undergraduate level. Compute correlation among the variables by applying rank difference method.
- Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

Best, John W. Research in Education. New Delhi: Prentice Hall.
 Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.
 Cornell. The Essentials of Educational Statistics.
 Garrette, Henry E., Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
 George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi: Pearson.
 Guilford, J. P. Fundamental Statistics in Education and Psychology. McGraw Hill, 1980.
 Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand and Sons.
 Kerlinger, Fred N., Foundations of Behavioural Research. New Delhi: Surjeet Publications.
 Koul, Lokesh, Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.

Course Type / Nature: Elective**Course Code:** EDUC413**Course Title :** **CURRICULUM DEVELOPMENT**

Marks = 100 (70 + 30)

Course Objectives:

- To enable the learners to;
- Understand the need and significance of curriculum in education.
 - Understand the bases and determinants of curriculum.
 - Understand various models and approaches of curriculum development.
 - Understand latest trends and research issues in the area of curriculum development.
 - Acquire different skills and competencies related to the process of curriculum development and its evaluation.

Unit – 1 Curriculum: An Overview

Concept, Need, Significance and Types of Curriculum.
 Philosophical, Social and Psychological Bases of Curriculum.
 Functions and Goals of Curriculum, Characteristics of Effective Curriculum.

Unit – 2 Curriculum Development

Basic Principles of Curriculum Development. Determinants of Content Selection for Curriculum (Culture-based, Knowledge-based and Need-based).
 Teachers' Role in Curriculum Development.
 Curriculum Evaluation: Concept and Strategies.
 Relationship between Curriculum Development, Transaction and Evaluation.

Unit – 3 Models and Approaches of Curriculum Development

Concept of Curriculum Design, Models of Curriculum Planning and Development: Administrative Line Staff (Taxler) and Grassroot Level Planning (Hilda Taba).
 Systems Approach to Curriculum Planning and Development.

Unit – 4 Recommendations and Research Issues in Curriculum Development

Recommendations of National Curriculum Framework (NCF), 2000 and 2005 for School Education.
 Recommendations of National Curriculum Framework for Teacher Education (NCFTE), 2009 for Teacher Education.
 Major Research Issues in Curriculum Development and its Evaluation.

Sessional Work / Activities**Marks = 5 (under CCA Component)**

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator.
 The activity will carry 5 marks:

- Visit a school and observe how the curriculum is being implemented or transacted. Prepare a detailed report.
- Study the curriculum of any one subject of your choice at high school level. Prepare a detailed report mentioning the structure of curriculum and its strengths and weaknesses as perceived by the school teachers.
- Prepare a report highlighting the major recommendations of different commissions and committees (after independence) with regard to curriculum reforms at school level.
- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Aggarwal, J. C. Development and Planning of Modern Education, Vikas Publishing House Pvt. Ltd., 2009.
 Andrey and Nicholas, Howard. Developing Curriculum: A Practical Guide. George, Allen and Unwin, London, 1978.
 Beane, James A.; Toepfer, Conrad F. and Alessi, Samuel J. Curriculum Planning and Development, Allyn and Bacon, 1986.
 Cohen, Louis; Manion, Lawrence and Morrison, Keith. A Guide to Teaching Practice.
 Apple, Michael W. Ideology and Curriculum.
 Parkay, Forrest W.; Ancil, Eric J. and Hass, Glen. Curriculum Planning – A Contemporary Approach. Pearson, 2006.
 Talla, Mrunalini. Curriculum Development: Perspectives, Principles and Issues, Pearson Education, 2009.

Course Type / Nature: Elective **Course Code:** EDUC414**Course Title :** **PEDAGOGY OF LANGUAGES**

Marks = 100 (70 + 30)

Course Objectives

To enable the learners to:

- Understand meaning, function and principles of Language Learning.
- Understand the relationship of Languages with other subjects of school Curriculum.
- Understand objectives of teaching Languages at school stage.
- Apply various approaches of teaching of Languages.

- Understand listening, speaking, reading and writing skills.
 - Understand the importance of curriculum and different principles of curriculum construction.
 - Explain the importance and uses of learning resources in Language learning.
 - Appreciate the importance of Languages laboratory in learning Languages.
 - Prepare unit and lesson plans for teaching Prose, Poetry and Grammar.
- Unit 1: Nature, Structure and Objectives of Teaching Languages**
- Meaning, Functions, Principles and Objectives of Language Learning.
 - Distinction between First Language (L1) and Second Language (L2).
 - Role of Languages in Child Development and their Place in the School Curriculum.
 - Policies and Recommendations of NPE (1986) and NCF (2005) about the Position of English and Hindi Languages in India.
- Unit 2 Curriculum and Learning Resources in Languages**
- Curriculum: Concept, Principles of Curriculum Construction in Languages, Selection and Organization of Content, Factors affecting Change in Language Curriculum.
 - Language Learning Resources: Need and Importance, Organization of Field Visits and Exhibitions.
 - Importance of Various Teaching Aids in Language Learning and Uses of Language Laboratory in Developing Linguistic Skills.
 - Qualities of a Good Language Textbook.
- Unit 3: Approaches and Techniques for Teaching Languages**
- Teaching of Prose - Objectives of Teaching Prose, ways and Approaches of Teaching Prose.
 - Teaching of Poetry - Objectives, Ways and Approaches of Teaching Poetry.
 - Teaching of Grammar: Objectives, Types and Approaches of Teaching Grammar.
 - Ways of Developing Language Skills (Listening; Speaking; Reading and Writing)
- Unit 4: Planning for Teaching and Evaluation in Languages**
- Unit and Lesson Planning in Languages: Meaning, Need, Importance and Principles.
 - Steps in Unit and Lesson Planning in Teaching Prose, Poetry and Grammar.
 - Evaluation in Languages: Meaning and Types; Formative, Summative and Diagnostic Evaluation; Identifying Common Errors in Languages and Methods of Remedial Instruction.
 - Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Languages.
- Sessional Work / Activities** **Marks = 5 (under CCA Component)**
- A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:
- Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of Languages at senior secondary stage.
 - Power point presentation on any one topic of Language subject of standard VI to X.
 - Any other activity/activities that the concerned course teacher may think appropriate, can be allotted during PCP to the Candidates.
- Suggested Readings:**
- Baruah, T.C (1984). The English teachers Handbook, Sterling publishers Pvt.Ltd. 1984
- Bose, K. (1979). Teaching of English Language A Modern Approach Doaba House Book Sellers & publishers, New Delhi.
- Choudhary, N.R. (2002): English Language Teaching, Himalaya Publish House. Mumbai
- David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language, New York, Harcourt Brace.
- Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as a Second Language, Himalaya Publish House, Mumbai
- Grillett, M (1983): Developing Reading Comprehension, London, CUP.
- HalbeMalati, (2005): Methodology of English Teaching, Himalaya Publish House, Mumbai
- Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford, Pergamon Press Widdowson, HG (1979): Teaching language as Communication, London, OUP.
- Kohli, A .L (1984).Techniques of Teaching English Language IX edition DhanpatRai& Sons, Delhi
- Morgan &Rinvoluri (1991): New Ways of Dictation, London, Longman.
- Mukalel, J. C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.
- Valdmen., (1987) “Trends in Language Teaching, New York, London Mac Graw Hill.

Course Type / Nature: Elective **Course Code:** EDUC415

Course Title: PEDAGOGY OF SCIENCES

Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- Understand the nature and characteristics of sciences.
- Understand the relationship of sciences with other subjects of school curriculum.
- Understand aims and objectives of teaching sciences at school stage.
- State objectives in behavioural terms with reference to concepts and generalizations.
- Apply various methods of teaching of sciences.
- understand the importance of curriculum and different principles of curriculum construction.
- Explain the importance and uses of learning resources in sciences.
- Appreciate the importance of science laboratory in learning sciences.
- Understand the role of text book, exhibitions and fairs in sciences.
- Differentiate between methods and techniques of teaching sciences.
- Prepare unit and lesson plans for teaching of sciences.

Unit 1: Foundations of Science Education

- Science: Meaning, Nature and Importance of Sciences in Life.
- Place of Science in School Curriculum and Relationship of Science with other School Subjects.
- Aims and Objectives of Teaching Sciences
- Formulation and Classification of Objectives in Behavioural Terms with reference to Cognitive, Psycho-motor and Affective Domains.

Unit 2 Curriculum and Learning Resources in Sciences

- Curriculum In Sciences: Concept, Principles of Curriculum Construction in Sciences, Selection and Organization of Content, Factors affecting Change in Science Curriculum.
- Learning Resources in Science: Need and Importance of Science Laboratory, Organization of Science Club, Science Exhibitions and Science Fairs,
- Importance of Various Teaching Aids in Science and Uses of Smart Classroom in Teaching of Sciences.
- Qualities of a Good Textbook in Sciences.

Unit 3: Teaching Methods and Techniques

- Methods and Techniques of Teaching Science: Meaning, Types of Methods/Approaches: Lecture, Demonstration, Problem Solving, Project Method, Laboratory Method and Heuristic Method.
- Techniques and Strategies of Teaching Sciences: Drill and Practice, Brain Storming, Quiz, Play Way Technique and Activity-Based Technique.
- Ways of Developing Scientific Attitude and Aptitude among Children.

Unit 4: Planning for Teaching and Evaluation in Sciences

- Unit and Lesson Planning in Sciences: Meaning, Need, Importance and Principles.
- Steps in Unit and Lesson Planning in Sciences
- Evaluation in Sciences: Meaning and Types; Formative, Summative and Diagnostic Evaluation.
- Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Sciences.

Sessional Work / Activities**Marks = 5 (under CCA Component)**

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of science at senior secondary stage.
- Power point presentation on any one topic of science of standard VI to X .
- Critically Evaluate the existing Science Curriculum prescribed by Himachal Pradesh Board of School Education/CBSE at Elementary and Secondary Level and prepare a report of it.
- Any other activity/activities that the concerned course teacher may think appropriate can be allotted during PCP to the Candidates.

Suggested Readings:

Carin & Robert Sund, (1989). Teaching Modern Science (5th Ed.). U.S.A: Merrill Publishing Co.
 Dhananjay Joshi, (2012), Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Optional - I (Page 138)
 Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
 Heiss, Obourm & Hoffman (1985). Modern Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
 Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited. 22
 Natrajan, C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and Society. Mumbai: Homi Bhabha Centre for Science Education.
 Pandey, (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
 Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
 Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
 Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
 Sonika Rajan (2012), Methodology of Teaching Science, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Optional 1 (Page 204)
 Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
 Thurber, Walter, A., and Collette, Alfred, T. (1964). Teaching Science in Today's Secondary School, Prentice Hall of India Pvt. Ltd.
 UNESCO. (1979). The UNESCO Source Book for Science Teaching. Paris: UNESCO.

“FOURTH SEMESTER”**Course Type / Nature: Core****Course Code: EDUC310****Course Title: Information And Communication Technologies (Ict) In Education Marks=100(70 + 30)****Course Objectives:**

To enable the learners to;

- Understand the concept and role of ICT in construction of Knowledge.
- Acquire knowledge and understanding about National Policy on ICT in School Education.
- Identify the challenges in integration of ICT in school education.
- Understand computer fundamentals.
- Apply different Hardware Technologies in Modern Educational Practices.
- Familiarize with the new trends in ICT.
- Apply different e-resources for educational purposes.

UNIT – I Introduction to ICT

- Concept of ICT: Meaning & Characteristics;

- Role of Information Technology in Construction of Knowledge;
- National Policy on ICT in School Education;
- Challenges in Integrating ICT in School Education;

UNIT-2 Communication

- Concepts and Process of Communication, Principles of Communication,
- Modes and Barriers of Communication.
- Models of Communication.
- Classroom Communication (Verbal and Non-Verbal).

UNIT 3: Technology for Classroom Instruction

- Components, Working and Uses of Over Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector, Digital Liquid Display (DLP) Projector.
- Components, Working and Uses of Computers in Teaching-Learning Process.
- Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television (CCTV)

UNIT- 4: New Trends in ICT

- Virtual Classroom - Concept, Elements, Advantages and Limitations
- Smart Classroom – Concept, Elements, Advantages and Limitations
- EDUSAT - Concept, Elements, Advantages and Limitations
- Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Visit an institution having interactive white board, learn its features and functioning and prepare a report.
- Prepare a PowerPoint presentation for secondary school students on any topic of your choice.
- Plan and Prepare an ICT integrated presentation for secondary level.
- Preparation of two transparencies for teaching the secondary school subject with the help of OHP.
- Any other activity/activities that the concerned course teacher may think appropriate can be allotted during PCP to the Candidates.

Suggested Readings

Barton, R.(2004).Teaching Secondary Science with ICT. McGraw-Hill International
 BhaskaraRao, Digumarti (2013): Vidya – SamacharaSankethikaSastram (ICT in Education). Guntur: master minds, Sri Nagarjuna Publishers.
 Denis, Kim, Sen and Morin (2000).Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
 Department of School Education and Literacy , MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi
 Imison, T. & Taylor, P.H. (2001).Managing ICT in the Secondary Schools. Heinemann: Oxford.
 Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.
 Mangal, S.K. & Uma Mangal (2009).Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
 Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.
 Shukla, Satish S. (2005).Basics of Information Technology for Teacher Trainees. Ahmedabad: VarishanPrakashan.
 Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge

Course Type / Nature: Core

Course Code: EDUC311

Course Title: Methods And Techniques Of Educational Research Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand the Meaning, Importance, Steps and Types Of Descriptive Research
- Understand the Meaning, Nature, Importance and Steps involved in Historical Research
- Understand the Meaning, Importance, Steps and Components of Experimental Research
- Understand the Different Approaches of Qualitative Research.
- Analyze the Qualitative Data.
- Understand the concepts and nature of educational data and data analysis / basic descriptive statistical analysis techniques.

UNIT 1 Descriptive Research and Historical Research

Descriptive Research: Meaning, Importance, Steps and Types of Descriptive Research (Survey Study Method, Co-relational Study Method and Case Study),

Historical Research: Meaning, Nature, Importance and Steps involved; primary and Secondary Sources of Information.

External and Internal Criticism of the Historical Data Sources

Unit 2 Experimental Research and Research Designs

Experimental Research: Meaning, Importance, Steps and Elements of Experimental Research, Methods of Controlling Extraneous Variables

Research Designs: One Group Pre-Test-Post-Test Design, Two Groups Randomized Subjects (Post Test only) Design and Simple Factorial Design (2X2).

UNIT 3 Approaches and Analysis of Qualitative Data

Difference between Qualitative and Quantitative Data.

Qualitative Research: Grounded Theory Research, Mixed Methods Research, Logical Positivism, Phenomenological Inquiry, Interpretive& Ethnography

Analysis of Qualitative Data with Emphasis on Content Analysis including Logical & Inductive Analysis, Discourse Analysis, Analyses of Interview-based and Observation-based Data.

Unit – 4 Analysis of Quantitative Data: Basics about Descriptive Statistics

Types of Data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Pie Chart).

Measures of Central Tendency (Mean, Median and Mode).

Measures of Variability (Range, Quartile Deviation, SD, Variance).

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Preparation of a research proposal on an identified research problem.
- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Agarwal, L. P. (2007). Modern Educational Research, Dominant Publishers and Distributors. New Delhi.

Best, J.W. & Kahn J.V. (1995): Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.

Best, John, W., & Kahn James V. (2005). Research in Education", Prentice Hall of India Pvt.Limited, 9th Edition, New Delhi.

Bhandarkar,P.L., Wilkinson,T.S, &Laldas,D.K. (2004), "Methodology and Techniques of Social Research",Himalaya Publishing House, Mumbai.

Cohen,Louis; Manion, Lawrence & Morrison, Keith (2011).Research Methods in Education, 7th Edition. Cambridge University Press, India Private Limited.

Creswell, John W. (2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. PHI Learning Private Limited, Delhi.

Kaul, Lokesh (1984): Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.

Keeves, John. P.(1998). Educational Research Methodology and Measurement, An International Hand Book, Pergamon Press, Oxford.

Kerlinger, F.N. (1986), Foundations of Behavioural Research 3rd Edition, New York, Holt, Rinehart and Winston.

Kothari.C.R.(1998).Quantitative techniques. Vikas Publishing House, New Delhi.

Radha Mohan (2006). Research Methods in Education.Neelkamal Publications Pvt. Ltd., Hydrabad.

Siddhu, Kulbir Singh (2002). Methodology of Research in Education.Sterling publications, New Delhi.

Borg. B.L. (2004) Qualitative Research Methods. Boston: Pearson.

Course Type / Nature: Core

Course Code: EDUC312

Course Title :EDUCATIONAL MANAGEMENT AND LEADERSHIP

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Develop an understanding of the concepts, techniques and practice of educational administration and management.
- Recognize the importance of management of resources and effective use of ICT in the context of educational management.
- Critically examine the core and contemporary management and leadership theories relevant to educational practice and settings.
- Understand new changes and challenges in administration and leadership of institutions.
- Develop capacities for being effective educational administrators and leaders.
- Understand different emerging trends in educational administration, management and leadership.
- Understand the dynamics of total quality management in education.

Unit – 1: Basics of Educational Management

Educational Management: Concept, Purpose and Principles.

Relationship between Educational Management and Administration.

Role of Teachers in Educational Management.

Role of School Management Committees (SMCs) in Educational Management.

Unit – 2 Theories of Educational Management

Theories of Management (Classical, Neo-Classical and Modern Theories) and their Implications for Education.

Total Quality Management (TQM) in Education: Concept and Principles.

Concept and Importance of Management Information System (MIS) in Education.

Unit – 3: Resource Management in Education

Management of Physical Resources (School Plant, Playground, Laboratory and Library).Management of Financial Resources (Preparation of School Budget and School Development Plan).

Office Management in Education (Ways of Maintaining Different School Records),

Time Management in Educational Institutions (Meaning, Importance and Preparation of Academic Calendar and Time Table).

Unit – 4: Educational Leadership and Management of Human Resources

Concept of Educational Leadership, Types of Leadership (Academic, Administrative, Community and Student-Centered Leadership).

Leadership Skills, Concept of Human Resource Management in Education.

Role of School Head in Managing Educational Institutions and Human Resources in them.

Current Trends in Educational Leadership in the Context of Privatization, Public-Private Partnership in Education.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Visit a primary school and study how admission and attendance records of students are maintained by the school authorities. Prepare a detailed report on it.
- Visit a private educational institution at higher level and study its organizational and management structure. Prepare a detailed report on it.
- Interact with the community members in your neighbourhood whose children are studying in government schools. On the basis of this interaction, prepare a detailed report on how community participation can be ensured and enhanced in educational affairs.

- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Bush, Tony; Bell, Les and David Middlewood. The Principles of Educational Leadership and Management, Sage Publications, New Delhi, 2010.
 Bush, Tony. Theories of Educational Leadership and Management, 4th ed., Sage Publications, New Delhi, 2010.
 Davies, Brent and Burnham, J. W. Handbook of Educational Leadership and Management, Pearson Education, 2003.
 Gamage, David Thenuwara. And Pang, Nicholas Sun-Keung. Leadership and Management in Education, Chinese University Press, 2003.
 Mohanty, J. Educational Administration, Supervision and School Management, Deep and Deep Publications, New Delhi, 2007.
 Sharma, S. L. Educational Management: A Unified Approach of Education, Global India Publications Pvt. Ltd. New Delhi, 2009.
 Sindhu, I. S. Educational Administration and Management, Pearson Education, 2010.
 Tomlinson, Marry. Educational Management (Major Themes in Education) Vol. 1, Taylor and Francis, 2004.

Course Type / Nature: Elective **Course Code:** EDUC416
Course Title: **YOGA AND LIFE SKILLS EDUCATION** Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- define philosophy of yoga.
 - describe the socio-moral base of yoga.
 - understand the scientific basis and therapeutic values of Yoga.
 - classify yoga and list its instruments.
 - explain medical aspects of yoga in terms of improving mental health and reducing stress
 - understand the concept of self-development.
1. develop different life skills (social, emotional and cognitive).

UNIT 1: Concept and Significance of Yoga

- Concept, Goals and Philosophy of Yoga.
- Socio-Moral Bases of Yoga - the universal code of Socio-Moral restraints and Personal Observances leading to ideal adjustments in life and the final Goal
- Ashtanga Yoga of Patanjali; Yamas and Niyamas, Asanas, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- Therapeutic and Psychological Value of Yoga

UNIT 2: Yoga Education

- Concept, Need and Significance of Yoga Education
- Objectives of Yoga Education
- Holistic Approach of Yoga Education
- Place of Yoga in School Curriculum in India in Current Scenario.

UNIT 3: Pillars of Education and Life Skills

- Concept of Four Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together, Learning to Be.
- Life Skills: Concept, Components and Types of Life Skills; Importance of Emotional, Social and Thinking Skills.
- Importance of Life Skills for Growing Minds.
- Need for Life Skills Education.

UNIT 4: Methods of Developing Various Life Skills

- Methods and Techniques of Developing Emotional and Social Skills among Children: Story Telling, Role Playing, Group Discussion, Community Service, Educational Trips, Incidental Teaching, Problem Solving Technique, Project Work.
- Methods and Techniques of Developing Thinking Skills among Children: Socratic Method, Problem Solving, Debates, Riddles and Puzzles, Seminars, Quizzes, Brain Storming, Inductive-Deductive Method and Extempore Activities.
- Significance of Yogic Exercises in Developing Life Skills among Children.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Preparation of Scrap Book on any six major Yoga Asanas with their benefits.
- Information Search and Analysis Skill(ISAS) Project on Self Development
- Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

Suggested Readings:

S. Radhakrishnan: Indian Philosophy, Vols. I and II, Allen & Unwin, London.
 Gore. M. V. (2005) Anatomy and Physiology of Yogic Practices, Kaivalyadhama, Lonavla
 SatyanandaSaraswati, Swami (2002), Asana, Pranayama, Mudra, Bandha, Munger, Yoga Publications Trust Iyengar,
 Katoch S.K. (2013) ManveeyaMulya, ParyavarnAurManavadhikarShiksha", published by MohindraCapital Publishers (P) Ltd., Chandigarh.
 B.K.S. (1976) : Light on Yoga London, UNWIN Paperbacks
 Ramesh Babu. K. (2011): Aasana Sutras (techniques of Yoga asanas based on traditional Hatha Yoga literature), Vizianagaram, Home of Yoga Publications.
 Raparathi Rama Rao, Yogacharya, (2006): Journey to the Real Self (a book on Yoga Consciousness), Vijinigiri, Yoga Consciousness Trust.
 Taimini, A.K. (1999): The Science of Yoga, (Com. On Yoga Sutras), Chennai, The Theosophical Publishing House.
 Dasgupta, Surendranath (1989): A Study of Pantanjali, Delhi, MotilalBanarisdass.

Course Type / Nature: Elective **Course Code:** EDUC417
Course Title: **ADULT AND CONTINUING EDUCATION** Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- acquire knowledge of various concepts, programmes, new initiatives and emerging challenges in adult education .
- understand the concept of curriculum development in adult education.
- identify the role of information and communication technologies in curriculum transaction .
- acquire knowledge of different teaching and training methods in adult education.
- familiarize with the concepts of lifelong learning and continuing education.
- acquire skills to create a literate and educative environment .
- develop the skill of creating reading materials for neo-literates and semi-literates.
- familiarize with the role of various agencies involved in implementation of adult education programmes .

UNIT -1: Adult Education

Adult Education: Basic Concepts, Terms, Features and Objectives.

Current Adult Education Policy and Programmes: An Overview.

Initiatives and Programmes of Adult Education.

UNIT -2: Curriculum Development and Transaction in Adult Education

Curriculum Development in Adult Education.

Community Participation in Curriculum Development and Transaction.

Teaching and Training Methods in Adult Education.

Role of Information and Communication Technologies in Curriculum Transaction in Adult Education.

UNIT- 3: Lifelong Learning, Continuing Education and Extension

Lifelong Learning: Concept, Objectives, Scope and Ways of Creating a Literate Environment.

Reading Materials for Neo-Literates and Semi-Literates.

Continuing and Extension Education – Concept, Need, Objectives and Scope.

Systems Approach to Extension Education.

UNIT -4: Implementing Agencies in Adult Education

Role of Government Department, University, Community and NGOs in Implementation of Adult Education Programmes.

Problems in Implementation of Adult Education Programmes in India.

Ways and Measures to Improve Adult Literacy in India.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator.

The activity will carry 5 marks:

- Interact with the youths of your village and prepare a report on the techniques of social networking they are using along with their utilities.
- During your PCP perform a folk dance of your distinct and later prepare a report on the Folk literature of the district you belong to.
- Visit to any NGO working for the implementation of any Adult Education Programme and prepare a report on its objectives and functioning.
- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Alford, H.J. (1968): Continuing Education - In Action : Residential Centres for Lifelong Learning. New York: Wiley.

Chopra, Rita &Kundu, C.L.(1986). Adult Education, Principles, Practice and Prospects, Continental Book Co., New Delhi.

Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York :Pergamon Press.

Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.

Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.

Kaur, AmbicaSharanjit, (1995). Managing Distance Education. New Delhi : Deep and Deep Publications.

Parmaji, S., (1984). Distance Education. New Delhi : Sterling Publishers, Pvt. Ltd.

Puri, R. P., (1996).Handbook of Distance Education.Delhi : N. k. Centre for Education studies.

Rathore, H.C. S., (1930). Management of Distance Education India. New Delhi :Ashish Publishing House.

Sharma, B. M., Distance Education. New Delhi : Commonwealth Publishers.

Course Type / Nature: Elective **Course Code:** EDUC418

Course Title :ADVANCEDSTATISTICS IN EDUCATIONAL RESEARCH

Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to;

- Understand the concepts and nature of educational data and data analysis / statistical analysis techniques.
- Understand and apply various statistical techniques to field-based educational data.
- Appreciate the role of statistical tools / techniques in analysis of data for educational research.
- Employ computer software for analyzing educational data.
- Make interpretations of findings revealed through statistical data analysis.

Unit – 1 Advanced Methods of Correlation and Regression

Partial and Multiple Correlation, Bi-serial, Point-Bi-

serial, Tetrachoric and Phi-Coefficient of Correlation, Simple Linear Regression and Making Predictions; Errors in Prediction.

Unit – 2: Parametric Statistical Tests

Assumptions of t-test

and Analysis of Variance (ANOVA), t-test and Significance of Difference between Means (for Small and Large Samples), ANOVA for Equal and Unequal Groups (up to Two Way only).

Unit – 3: Non-Parametric Statistical Tests

Chi-Square Test (Assumptions and Uses), Sign Test,

Median Test, Significance of Difference between Percentage and Percentage Change, Margin of Error in Percentage Analysis,

Unit – 4: Use of Computers in Statistical Data Analysis

Use of Computers in Data Analysis, Data Analysis

Software (MS-Excel, SPSS), Using MS-Excel and SPSS for Data Analysis.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Visit a school and collect achievement-based data for any three classes (in all subjects). Feed this data in a computer in MS-Excel software and draw bar diagram and a line graph based on this data.
- Visit a college and collect achievement-based data from girls and boys of final year students in any one stream (commerce / arts / science / BCA / BBA etc.). On the basis of this data, test whether there exists a significant difference in achievement of boys and girls.
- Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Suggested Readings:

Best, John W. Research in Education. New Delhi: Prentice Hall.
 Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.
 Cornell. The Essentials of Educational Statistics.
 Garrette, Henry E., Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
 George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi: Pearson.
 Guilford, J. P. Fundamental Statistics in Education and Psychology.
 Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand and Sons.
 Kerlinger, Fred N., Foundations of Behavioural Research. New Delhi: Surjeet Publications.
 Koul, Lokesh. Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.

Course Type / Nature: Elective **Course Code:** EDUC419

Course Title: **PEDAGOGY OF MATHEMATICS**

Marks = 100 (70 + 30)

Course Objectives

To enable the learners to;

- Understand the nature and characteristics of Mathematics.
- Understand the relationship of Mathematics with other subjects of school curriculum.
- Understand aims and objectives of teaching Mathematics at school stage.
- State objectives in behavioural terms with reference to concepts and generalizations.
- Apply various methods of teaching of mathematics.
- Understand the importance of curriculum and different principles of curriculum construction
- Explain the importance and uses of learning resources in Mathematics.
- Appreciate the importance of mathematics laboratory in learning Mathematics.
- Understand the role of text book, exhibitions and fairs in Mathematics.
- Differentiate between methods and techniques of teaching Mathematics.
- Prepare unit and lesson plans for teaching of Mathematics.

Unit 1: Foundations of Mathematics Education

- Mathematics: Meaning, Nature and Importance of Mathematics in Life.
- Place of Mathematics in School Curriculum and Relationship of Mathematics with other School Subjects.
- Aims and Objectives of Teaching Mathematics
- Formulation and Classification of Objectives in Behavioural terms with reference to Cognitive, Psychomotor and Affective Domains.

Unit 2 Curriculum and Learning Resources in Mathematics

- Mathematics Curriculum: Concept, Principles of Curriculum Construction in Mathematics, Selection and Organization of Content, Factors affecting Change in Mathematics Curriculum.
- Mathematics Learning Resources: Need and Importance of Mathematics Laboratory, Organization of Mathematics Club and Mathematics Exhibitions.
- Importance of Various Teaching Aids in Mathematics and Uses of Smart Classroom in Teaching of Mathematics,
- Qualities of a Good Textbook in Mathematics.

Unit 3: Teaching Methods/Approaches and Techniques

- Methods/Approaches and Techniques of Teaching Mathematics (Algebra, Arithmetic and Geometry Separately): Meaning, Types of Methods/Approaches: Inductive-Deductive, Analytic-Synthetic, Project and Problem Solving Method.
- Techniques and Strategies of Teaching Mathematics: Drill and Practice, Assignments, Homework, Supervised Study, Play Way Technique and Activity-Based Technique.

Unit 4: Planning for Teaching and Evaluation in Mathematics

- Unit and Lesson Planning in Mathematics: Meaning, Need, Importance and Principles.
- Steps in Unit and Lesson Planning in Mathematics
- Evaluation in Mathematics: Meaning and Types; Formative, Summative and Diagnostic Evaluation; Major Issues and Concerns in Teaching and Learning of Mathematics in Current Scenario; Methods of Providing Remedial Instruction.
- Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Mathematics.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of mathematics at senior secondary stage.
- Power point presentation on any one topic of mathematics of standard VI to X .
- Preparation of Enrichment program for gifted children in mathematics.
- Any other activity/activities that the concerned course teacher may think appropriate can be allotted during PCP to the Candidates.

Suggested Readings

Aggarwal, S.M. (2005). Teaching of Modern Mathematics, Dhanpat Rai and Sons, Delhi.
 Butler and Wren (2000). The Teaching of Secondary Mathematics, MC Graw Hill Book Company.

Nanda, N. N. (1972). Teaching Mathematics, Ludhiana; Sharda Brothers.
 NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi
 Rai, B. C. (1978). Teaching of Mathematics, Lucknow: Prakashan Kendra.
 Rawat, M. S. (1982). GanitShikshan, Agra; VinodPustakMandir
 Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks
 Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
 Siddiqui, M. H. (2005). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
 Sidhu, K. S. (2006). The Teaching of Mathematics. New Delhi: Sterling Publishers private Ltd.
 Singh, M. (2006). Modern Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
 Suxen, R. C. (1970). Curriculum and Teaching of Mathematics in Secondary School; New Delhi; NCERT

Course Type / Nature: Elective **Course Code:** EDUC420

Course Title: **PEDAGOGY OF SOCIAL SCIENCES**

Marks = 100 (70 + 30)

Course Objectives

To enable the learners to:

- understand the nature and characteristics of social science.
- understand the relationship of social science with other subjects of school curriculum.
- understand aims and objectives of teaching social science at school stage.
- state objectives in behavioural terms with reference to concepts and generalizations.
- apply various methods of teaching of social science.
- understand the importance of curriculum and different principles of curriculum construction
- explain the importance and uses of learning resources in social science.
- appreciate the importance of social science laboratory in learning social science.
- understand the role of text book, exhibitions and fairs in social science.
- differentiate between methods and techniques of teaching social science.
- prepare unit and lesson plans for teaching of social science.

Unit 1 Foundations of Social Sciences Education

- Social Sciences: Meaning, Nature and Importance of Social Sciences in Life.
- Place of Social Sciences in School Curriculum and Relationship of Social Sciences with other School Subjects.
- Aims and Objectives of Teaching Social Sciences
- Formulation and Classification of Objectives in Behavioural terms with reference to Cognitive, Psychomotor and Affective Domains.

Unit 2 Curriculum and Learning Resources in Social sciences

- Curriculum: Concept, Principles of Curriculum Construction in Social Sciences, Selection and Organization of Content, Factors affecting Change in Social Sciences Curriculum.
- Social Sciences Learning Resources: Need and Importance of Social Sciences Laboratory, Importance of Organizing Field Visits, Visits to Monuments, National Geographical Parks, Excavation Sites etc..
- Importance of various Teaching Aids in Social sciences and Use of Smart Classroom in Teaching of Social Sciences.
- Qualities of a good text book in Social Sciences.

Unit 3 Teaching Methods / Approaches and Techniques

- Methods / Approaches and Techniques of Teaching Social Sciences: Meaning, Types of Methods / Approaches: Lecture method, Text Book Method, Discussion, Project Work and Problem Solving Method.
- Techniques and Strategies of Teaching Social Sciences: Self-Study, Role Play, Brain Storming, Dramatization and Socialized Recitation.

Unit 4 Planning for Teaching and Evaluation in Social Sciences

- Unit and Lesson Planning in Social Sciences: Meaning, Importance & Principles.
- Steps in Unit and Lesson Planning in Social Sciences.
- Evaluation in Social Sciences: Meaning and Types; Formative, Summative and Diagnostic Evaluation; Methods of remedial Instruction in Social Sciences.
- Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Social Sciences.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Prepare no-cost and low cost teaching-learning materials on any two topics for teaching of social science at senior secondary stage.
2. Power point presentation on any one topic of social science of standard VI to X
3. Organizing a Field trip to a place of Historical/political interest.
4. Any other activity/activities that the concerned course teacher may think appropriate, can be allotted during PCP to the Candidates.

Suggested Readings:

Blaug, Mark (1992), The Methodology of Economics or How Economists Explain, Cambridge University Press, Cambridge
 DigumartiBhaskaraRao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
 DigumartiBhaskaraRao and RangaRao (2007) Techniques of Teaching Economics, Sonali Publications, New Delhi
 Dasgupta, Partha (2007), Economics: A very short introduction, Oxford University Press.
 George, Alex M. and Amman Madan (2009), Teaching Social Science in Schools: NCERT's New Text Book Initiative, Sage, New Delhi
 Mehlinger, Howard D. (Ed) (1981), UNESCO Handbook for the Teaching of Social Studies, UNESCO
 NCERT (2006), National Focus Group Position Paper on Teaching Social Sciences, New Delhi.

Course Type / Nature: Core

Course Code: EDUC601(i)

Course Title: RESEARCH DISSERTATION

(Marks = 100 (viva-voce - 25 marks + dissertation - 75 marks)

The dissertation work in MA (Education) Programme shall not be compulsory and carry 100 marks. This shall be a special course involving application of knowledge in solving, analyzing, and / or exploring real-life situations. The student who wish to undertake this dissertation work under the guidance of a teacher of education from ICDEOL or a panel of qualified and eligible research supervisors / teachers (to be appointed by Director, ICDEOL and approved by Vice-Chancellor of H. P. University). The dissertation will be submitted to the education branch/section of ICDEOL immediately at the end of fourth semester. The dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice-Chancellor of the University) and the internal supervisor jointly. The dissertation will carry a total of 100 marks. The marks will be awarded on the basis of viva-voce examination (25 marks) and evaluation of dissertation including its structure, nature and quality (75 marks).

Course Type / Nature: Core, **Course Code:** EDUC601 (ii), **Course Title: Women Education** , Marks = 100 (70 + 30)

Course Objectives:

To enable the learners to:

1. Create awareness among students regarding the present status of women.
2. Sensitize the students towards the problems faced by women.
3. Orient students to understand the women's resources and national development.
4. Identify the role of women in developing countries including India

Unit – 1 Women's Education and Empowerment

Concept, Need, Importance and scope of Women Education; Equality and Discrimination, The changing Status of Women in Modern India. Women Empowerment: Concept and Meaning, Different Aspects of Empowerment, Importance of Empowerment.

Unit – 2 Women and Society

Women in Indian Society – A Historical Perspective, Early, Colonial and Modern Periods ; Institution - Family and Marriage, Barriers to Women Advancement ; Women and Socialization, Stages of Socialization- Childhood, Adolescent, Adult and Old Age.

Unit – 3 Women Issues, Problems and Provisions in India

Issues Related to Female children: Female foeticide, Female Infanticide, child marriage, Issues Related to Women: Dowry, Divorce, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women, Issues Related to marginalized Women: Problems of Dalit and Tribal Women; Problems of Women prisoners, Women living with HIV/AIDS and women who are physically and mentally challenged, Constitutional Provisions with special reference to women.

Unit – 4 Policies and Programmes for Women's Development

Meaning, Concept and Universal Declaration of Human Rights; Enforcement of Human Rights for women and children; Understanding Human Rights in Indian context; UN Conventions Universal debate on Human Rights for women, National Policy for Empowerment of Women ; Women Organizations in India, National and International, Funding Agencies: UNESCO, UNDP ; Role of N.G.O's for Economic Empowerment of Women.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

- Case Study of a School - Identifying activities and curricular content helpful in women development or Preparation of scrap book on any six major human rights violation of issues related to women.
- Conduct a survey in village/slum area regarding awareness among women on human rights and legal literacy.
- Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

SUGGESTED READINGS

MaithreyiKrishnaraj (1991), Contributions to Women's Studies (Bombay SNDT).

Maria Mies (1980), Indian Women and Patriarchy Concept Publishing Company, New Delhi.

Neera Desai and Vibhuti Patel (1985), Indian Women Change & Challenge in the International decade 1975-85, Popular Prakashan Pvt. Ltd., Bombay.

Agarwal, Bina (1988), Patriarchy and the Modernizing State: An Introduction in AgarwalBina (ed), Structures of Patriarchy, Kali for Women, New Delhi.

Banks (1981), Olive Faces of Feminism: A Study of Feminism as a Social Movement, St. Martin's Press, New York.

Bhasin and Khan (1986) Some Questions on Feminism, Kali for Women, New Delhi.

Ruth, Sheila (1990) Issues in Feminism: An Introduction to Women's Studies, Mayfield Publishing Company, California.

MaithreyiKrishnaraj (1986) Women's Studies in India, Popular Prakashan, Bombay.

Cahanana, Karuna (Ed.) Socialization Education and Women: Explorations in Gender Identity, Orient Longman Ltd., New Delhi.

Duration of Programme (Time Frame): The Master of Arts in Education Programme (MA in Education) through ICDEOL is an academic programme with duration of two years spread across four semesters. A candidate can avail a maximum of 10 semesters - 5 years (in one stretch) – to complete this programme (including blank semesters, if any, in which candidate does not appear in ESE). Provided that maximum of three attempts are allowed to the candidate to pass any course. Permission for blank semester will have to be obtained by the student from Director, ICDEOL before the start of concerned semester. However such candidate shall have to submit his/her admission renewal form and semester fees at the beginning of concerned semester failing which his /her admission shall stand cancelled.

Faculty and Support Requirement: Seven (7) full time teachers have been appointed by the university to run this course. The Programme will be headed by a full time Course Coordinator from ODL. For the convenience of learners to attend compulsory PCPs for 20 days in each year (10 days in each semester), ICDEOL, H.P. University has within the state created four study centres to cater the needs of distance learners. These study centre are at ICDEOL (Building) H. P. University Campus, H.P. University Regional Centre Dharamshala, MLSM College, Sundernagar, Mandi, Government College, Rampur. To conduct PCP's at above said study centres, one Programme Co-ordinator is appointed from Department of Education (ICDEOL)& to facilitate learners academic counsellors from affiliated teacher education colleges are engaged as per need of the course.

Instructional Delivery Mechanism: ICDEOL will follow ICT enabled approach for transaction of curriculum during PCP. The following will be the delivery mechanism of curriculum transaction during the enrolment of the course:

- **Self-Learning Material (SLM):** The printed material of the course in the form of SLM mode will be supplied to the learners during their enrolment to the course.
- **Counselling Sessions (PCPs):** A semester shall comprise of 20 weeks duration which includes 16 weeks of Self-Study (Home-Based), Personal Contact Programme (PCP – 10 days), End PCP Test (Minor Test), Home Assignments and Sessional Work / Activities. Remaining 4 weeks shall be for End Semester Examination (ESE). The PCPs for M.A. Education course will be conducted at four study centres i.e. at ICDEOL (Building) H. P. University Campus, H.P. University Regional Centre Dharamshala, MLSM College, Sundernagar, Mandi, Government College, Rampur.

vi) Procedure for Admissions, curriculum transaction and Evaluation

Admission Criteria: The admissions to MA Education course will be made through Online Admission Process. For this process Advertisement will be issued in national and local dailies. The admissions to this course will be made solely on the basis of academic merit in qualifying examination in concerned stream of study of the candidate.

Intake: Total intake capacity is 200 seats.

Minimum Eligibility: Any candidate with Bachelor's degree/Master's degree in any discipline/stream from a recognized Indian / Foreign University (Recognized as Equivalent by H. P. University, Shimla) with at least 50% marks. In addition, 10% weight age (on the marks obtained in B. Ed. examination) will be given to the candidates possessing B. Ed. degree from a recognized Indian /Foreign University.

Fee Structure

Course/Class	Fee for students already registered with H. P. University	Fee for the students coming other University/Board & not registered with H. P. University
M. A Education (Four Semester)	18,000/- (Rs. 4500/- Per Semester)	18,400/- (Rs. 4500/- Per Semester)

The Information Related To Financial Assistance To Distance Learners: Tuition fee waiver for girl's students and handicapped students is in existence. The student with special needs with more than 40% disability, admitted in any course of study running in the Himachal Pradesh University, Shimla-5 will not be charged any fees with effect from the current academic session 2015-16 vide notification No. 4-51/2015 HPU(Acad) dated 25 July, 2015.

Policy of Programme Delivery along with the Details of Methods: The curriculum is transacted in blended mode i.e. in the form of self-instructional material & through contact sessions (PCP's). During PCP's, web based lectures, tutorials, seminars, workshops, academic counselling, school based activities, practice teaching activities will be performed. The curriculum will be transacted in blended mode i.e. in the form of self-instructional material & through contact sessions (PCP's). During PCP's, web based lectures, tutorials, seminars, workshops and academic counselling will be performed.

Activity Planner including all the academic activities during the Academic Session - Academic Calendar (Tentative)

Month	Activities
January/Feb and July/August	Preparation and publishing of Prospectus.
January/Feb and July/August	Scrutiny of the admission forms.
January/Feb and July/August	Admission Process/ Counselling.
October/November	1 st Phase of PCPs (1 st Semester and 3 rd Semester) (10Days for each semester) (Various activities are undertaken during PCP viz. Academic Counselling Sessions, Quiz Competitions, Seminars, Workshops, class tests, presentations etc).
June/December	Examinations of 1 st and 3 rd Semester as per H. P. University Schedule.
January/Feb	Vacations as per H.P. University schedule.
March/April	2 nd Phase of PCPs (2 nd Semester and 4 th Semester) (10Days for each semester) (Various activities are undertaken during PCP viz. Academic Counselling Sessions, Quiz Competitions, Seminars, Workshops, class tests, Presentations, valedictory etc).
June	Examinations of 2 nd and 4 th Semester as per H. P. University Schedule.

Policy for Evaluation of Learner Progress along with Methods and Tools

Medium of Instruction and Examination: The medium of instruction and examination for the programme will be in English or Hindi.

Evaluation: Evaluation for each course shall be done by continuous comprehensive assessment by the concerned course teacher and ESE and will be consolidated at the end of the course.

The evaluation system of the students has the following two components:-

i) Continuous Comprehensive Assessment (CCA) accounting for 30% of the total marks assigned to a particular course; and CCA awards assigned by the concerned Programme Co-ordinator & assisting teachers.

ii) End-Semester Examination (ESE) accounting for the remaining 70% of the total marks assigned to a particular course. As per H. P. University ordinance, ESE is evaluated by external subject experts from different universities of the country. *In case of ICDEOL, ESE refers to End Session Examinations which will be held in the month of June/November each year.* A candidate has to acquire 45% marks for the successful completion of this Degree.

vii) Requirement of the Laboratory Support and Library Resources

To assist learners fully dedicated library facility is also available at H. P. University (ICDEOL) Campus & also at H.P. University Regional Centre Dharamshala.

viii) Cost Estimate of the Programme and the Provisions

The cost estimates of this course are restricted under the following heads of expenditure:

Sr.	Type of Head	Expenditure (Session 2018-2019)	Expenditure (Session 2019-2020)	Proposed Estimation @10%	Cost (Hike)
1.	Programme Development				
i.	Development and Printing Cost of	84, 826/- (Only for	Nil	1,10,520/- (Only for	

	Self Learning Material	MA Education.)		MA Education
ii.	Purchase of Books for Library	1,43,77/- (For all Courses)	1,81,959/- (For all Courses)	2,00,155/- (For all Courses)
iii.	Stationary	47,497/- (For all Courses)	1,91,479/- (For all Courses)	2,10,627/- (For all Courses)
2.	Delivery			
i.	Advertisement	5,55,479/- (For all Courses)	30,38,012/- (For all Courses)	33,41,813/- (For all Courses)
ii.	Telegram & Postage Charges of Self Learning Material	14,72,121/- (For all Courses)	13,78,641/- (For all Courses)	15,16,505/- (For all Courses)
iii.	Expenditure on the Conduct of PCP	26,182/- (Only for M.A. Edu. Course)	2, 08,190/- (Only for M.A. Edu. Course)	2, 29,009/- (Only for M.A. Edu. Course)
3.	Maintenance			
i.	Maintenance and Repairs of Laboratory Computers & Smart Classrooms	6254/- (For all Courses)	Nil	6879/- (For all Courses)

ix) Quality Assurance Mechanism and expected Programme outcomes

The Himachal Pradesh University has an IQAC with the following objectives:

- The primary aim of the IQAC is to develop system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- IQAC is to keep the institution abreast of and abuzz with quality sustenance activities on a wide gamut of pertinent issues.
- IQAC is to generate good practices, ideas, planning, implementing and measuring the outcome of academic and administrative performance of the institution.

The IQAC submits the Annual Quality Assurance Report of the University duly approved by statutory bodies of the University to NAAC regularly. In the ODL mode, Director, ICDEOL have already established a Centre for Internal Quality Assurance (CIQA) in accordance with the ODL Regulation, 2020 with the following expected outcomes:

- It tries to ensure quality service to the learners of the subject through development of quality Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- It also tries to identify the key areas in which the ICDEOL should maintain quality.
- Another important function of the CIQA is to prepare Program Project Report (PPR) of the programs/courses being offered by the concerned School/Department or proposed to be launched in the near future with due approval of competent authority.
- As and when the UGC/NCTE asked to revise the curriculum, the ODL curriculum will be changed accordingly.
- Steps will be initiated to install audio-video instructional delivery mechanism.
- Support services will be improved from time to time according to the needs of the learners.
- Self-Instructional Material will be developed in SLM mode by using internal and external faculty and the same is edited by senior Professors.
- Development of quality culture in the campus and encourage creativity and innovation among the faculty and staff.
- Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

Expected programme outcomes: Through this programme the quality effective teachers will be produced who will contribute towards social and national welfare. The programme produces the quality resources such as evaluators, counsellors, facilitators, trainers and educators to perform their functions efficiently at their work place through new knowledge, with the use of ICT and to maintain continuous improvement in their day to day work. This PPR is prepared by the following faculty members of the Department of Education (ICDEOL), Himachal Pradesh University, Shimla.


(Dr. Monika Sood)



(Prof. Kuldeep Singh Katoch)



(Prof. Ajay Kumar Attri)

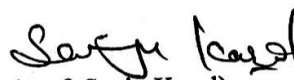
Centre for Internal Quality Assurance (CIQA)

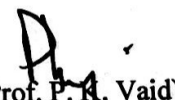

(Dr. Joginder Singh Saklani)
(Member)


(Dr. Chaman Lal)
(Member)



(Dr. Ashwani Rana)
(Member)


(Prof. Hari Mohan)
(Member)


(Prof. Sanju Karol)
(Member)


(Prof. P. K. Vaid)
(Member)


(Sh. Amar Singh)
(Convener)


(Prof. Kulwant Singh Pathania)
(Director)