

FACULTY OF EDUCATION

Himachal Pradesh University



Scheme of Studies & Syllabus for M.A. (EDUCATION)

(Through Department. of Education, PG Centre & ICDEOL)

(Under Semester System)

**Choice-Based Credit System with effect from -
*Academic Session 2022-24 onwards.**

(Subject to change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme and Courses of Study, Scheme of Examinations, Pass Criteria etc. as and when it deems necessary.

The syllabus for M.A. (Education) in ICDEOL shall be same as for Department of Education, PG Center HPU. However, dissertation work for students of Department of Education, PG Center HPU shall be compulsory.

General Objectives

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

1. To impart specialized knowledge and understanding about the philosophical and sociological bases of education.
2. 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.
3. To generate awareness and understanding of some specialized areas of education and human development.
4. To develop critical thinking among students pertaining to issues related to education.
5. To develop national and international perspectives about educational theory and practice.
6. To enable the learners to visualize the inter-linkages and dependency among different educational systems.
7. 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.
8. 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.
9. 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.
10. 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.
11. To develop knowledge and understanding of management, planning and financing of education at various administrative and policy planning levels.
12. To develop managerial and administrative capabilities and skills to manage educational institutions effectively.
13. To understand and use formal and informal assessment strategies to evaluate and ensure the continuous physical, intellectual and social development of the students.
14. To impart a working knowledge of ICTs and their applications in formal and non-formal systems of education.
15. To impart knowledge and understanding of the process of educational research and skill in conducting research in specialized areas of education.
16. To undertake research work in the area of education independently.

Time Frame of MA (Education) Programme

The Master of Arts in Education Programme (MA in Education) through Department of Education, PG Centre and ICDEOL shall be an academic programme with duration of two years spread across four semesters. A candidate can avail maximum of chances as per H.P. University norms to complete this programme.

Eligibility Criteria for Admission

The admissions to this programme will be open and made on the basis of merit (marks obtained by the applicants) in the following qualifying examination:

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 atleast 50% marks.

In addition, 10% weightage (on the marks obtained in B. Ed. examination) will be given to the candidates possessing B. Ed. degree from a recognized Indian / Foreign University.

Total Seats and Reservation

Total Number of Seats (Deptt. Of Education) - 30 seats (15 subsidized and 15 non-subsidized)

Total Number of Seats (ICDEOL) - 200

Courses of Study: There shall be following four types of courses:

(i) **Core Courses:** There shall be thirteen core courses with four core courses each in First and second semester and three core courses in third semester and two core courses in fourth semester. Each core course shall be compulsory involving 6 credits. A student has to acquire a total of 78 credits from thirteen core courses throughout the programme. The core courses will be coded as; EDUCC101- EDUCC113.

(ii) **Discipline Elective Courses:** Discipline elective courses shall be optional in nature in semester III & IV. A student will have the choice to opt any one discipline elective course from the given three elective courses in III semester and two elective courses* from the given five elective courses in IV semester (*for regular students research course i.e. Dissertation work is compulsory and one elective course can be opted from the rest four elective courses). Each discipline elective course shall also be of 6 credits in III semester and 12 credits in semester IV (total 18 credits during four

semesters) from prescribed elective courses. These courses will be coded as:
EDUCE201 - EDUCE208.

(iii) **Generic Elective Courses:** There will be one Generic Elective course in II & IV semester carrying 4 credits each. Generic Elective courses will be coded as:
EDUGE301 - EDUGE302.

(iv) **Ability Enhancement Course:** There will be one ability enhancement course in III Semester which is compulsory in nature. A student has to earn 4 credits. The Ability Enhancement Course will be coded as EDUAE401.

(v) **Research Course (Dissertation Work):** The research course shall comprise of a research dissertation carrying 100 marks (6 credits) and be compulsory for regular students. This course shall be the part of discipline elective courses therefore regular students has option to select second elective course from the four options available other than the dissertation work. The dissertation will be submitted to the office, department of education immediately at the end of fourth semester. This 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 credits / marks will be awarded on the basis of evaluation of dissertation including its structure, nature and quality. The dissertation will be evaluated out of a total of six Credits/100 marks (70 dissertation and 30 viva-voce examination). The viva-voce examination will be conducted in due course of time. The code for this course shall be EDUCE204.

The total marks obtained by a student shall be converted into appropriate grade as per the procedure prescribed by the University.

Total Credits in M.A. Education

A candidate has to earn a total of 104 credits with passing grades for the successful completion of this Degree. The distribution of credits for different categories of courses is given in the following Table:

Year / Semester	Courses	Credits	Marks	
			CCA	ESE
First Year				
1st Sem.	4 Courses of 6 Credits Each	4 X 6 = 24	120	280
2nd Sem.	4 Courses of 6 Credits Each 1 course of four Credit (generic elective)	4X 6 = 24 1X 4= 04 Total=28	120 30	280 70

Second Year				
3rd Sem.	3 Courses of 6 Credits Each	3 X 6 = 18	90	210
	1 Discipline elective course	1X6=6	30	70
	1 Ability Enhancement Course	1x4= 4 Total=28		
4th Sem.	2 core Courses of 6 Credits Each	2 X 6 = 12	60	140
	1 course of four Credit (Generic Elective)	1X 4= 04	30	70
	Discipline Elective Dissertation work (compulsory for regular students)	2X6=12 Total=28	60	140
Total	13 Courses of 6 Credits Each	(13X 6)=78	540	1260
	3 discipline specific Courses of 6 credits each	3X6=18		
	1 Ability Enhancement Course of 4 credits	1x4=4		
	Dissertation work (compulsory for regular students)			
	2 Generic Courses of 4 Credits each	2x4=8		
		Total=108		
Grand Total Marks			1800	

A semester shall comprise of 20 weeks duration which includes 16 weeks of regular classes including Minor Tests, Home Assignments and Seasonal Work / Activities, Whereas for ICDEOL 16 weeks of Self-Study (Home-Based), Personal Contact Programme (PCP), End PCP Test (Minor Test), Home Assignments and Sessional Work / Activities. Remaining 4 weeks shall be for End Semester Examination (ESE) both for students of department of education and ICDEOL.

Personal Contact Programme (PCP) for ICDEOL

The personal contact programme shall be compulsory for all the candidates of ICDEOL. The PCP shall include counseling sessions for removing the learning difficulties of the students. The duration of personal contact programme shall be 10 days per semester or 60 contact hours per semester. The 60 contact hours during PCP will

be 10 contact hours per course (core or elective course). Out of 10 contact hours per course, “there shall be 7 Counseling Sessions of one hour duration each, one Tutorial(T) of two hours duration and one end PCP Test (Minor Test) of one hour duration.”

Teacher’s Course File

A course teacher will maintain a Course File in which all the details of the course he / she is teaching will be entered. To bring transparency in the whole system a teacher will maintain a complete course file containing following documents:

- (a) Course Time-Table
- (b) Learning objectives of the course
- (c) Attendance record of students
- (d) Tutorial sheets/Assignment sheets
- (e) Previous Question papers of minor test/s
- (f) Question paper of previous end-semester examinations
- (g) Complete record of Comprehensive Continuous Assessment: Raw scores of CCA of students with authenticated copy are to be submitted to the CoE, H. P. University, Shimla. This file will be retained by the concerned teacher for at least 5 years.

Evaluation: The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation in each course shall be done through continuous comprehensive assessment (CCA) and end semester examination (ESE) which will be consolidated at the end of each semester. The evaluation system of the students shall have following two components:-

Continuous Comprehensive Assessment (CCA) shall account for 30% of the final grade that a student will get in a particular course. The evaluation of students under CCA will be done on the basis of following parameters:

Minor Test (End PCP Test): There will be Minor Test for regular students and End PCP test for ICDEOL students in each course and carry 10 marks. Question paper for this test will be set by the concerned teacher and be evaluated by him/them.

Theory Assignments: A total of 15 marks shall be earmarked for five theory assignments per course. The assignments are to be submitted to the concerned course teacher/PCP coordinator and be evaluated by the concerned course teacher.

Sessional Work / Activity: It will carry 5 marks in each course. Marks will be awarded on the basis of one activity (sessional work / activities) given in each course to be

performed by the students after attending the regular classes/PCP. The students will prepare a report on the activity performed in each course and submit the same to the concerned teachers/PCP coordinator.

The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component of CCA	Description	Marks
1	Minor Test / End PCP Test	During the regular classes/On the last day of PCP	10
2	Theory Assignments	Five theory assignments	15
3	Sessional Work / Activity	One activity in each course	05
Total Marks under CCA			30 Marks

Attendance: Attendance in MA (Edu) in case of regular students /PCP for ICDEOL students is compulsory. A minimum of 80% attendance shall be compulsory and a pre-condition for being allowed to appear in the ESE, the second component of evaluation in MA (Edu) programme.

i. **End- Semester Examination (ESE)** shall account for remaining 70% of the final grade. The end-semester examination (ESE) will be of three hours duration carrying 70 marks and cover the whole syllabus of the particular course. The ESE will be held in accordance with the examination schedule issued by the University from time to time.

Medium of Examination: The question papers in ESE will be set in both English and Hindi language consisting five sections A, B, C, D, and E. A candidate can opt for either language as medium of examination. The structure of question papers in ESE will be as follows:

Part - 1

This part shall be compulsory and will carry 14 marks. There shall be 6 objective type questions i.e. MCQ, True/False, Completion type etc. carrying one mark each. In addition, there shall be 4 short answer type questions (80 to 100 words each) of 2 marks each. These questions will cover the entire syllabus of the particular course.

Part - 2

The second part of the question paper will have four sections I, II, III and IV based on syllabi of respective four units of each course. There will be two questions in each section from the concerned unit. One question carrying 14 marks is to be answered by the student in atleast 800 words. The questions may contain sub-parts of different marks. The marks for each part and the required word limit will be shown against it.

Setting of Question Papers for the ESE

- (a) Questions in all parts will be set in a manner so as to cover the whole syllabus.
- (b) The question paper for the ESE will be got set by the office of the CoE, H. P. University, Shimla.
- (c) Candidates reappearing in a subsequent examination shall be examined in accordance with the scheme and syllabus in force.

Grievances and Redressal Mechanism

The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Chairperson, Department of Education /Director, ICDEOL on a prescribed format and should clearly state in writing the reason(s) for the complaint / appeal. The appeal will be placed before the Grievance Redressal Committee (GRC), chaired by the Chairperson, Department of Education /Director comprising of the teachers of Education from Department of Education /ICDEOL. The Committee may give a personal hearing to the appellant before deciding the case and the decision of the Committee shall be final in this regard.

Grading

The grade of a student in a course will be decided by combining the marks obtained by him/her in CCA and ESE. For each student, the Grade Point Average (GPA) and the Cumulated Grade Point Average (CGPA) will be determined by the CoE wing of the University.

Conferment of the Degree

The result would be declared by the CoE of the University and the degree will be conferred. A candidate shall be eligible for the conferment of the degree only if he / she has earned the minimum required credits with passing grades for this programme.

Curriculum and Courses of Study in MA (Education) Programme

The curriculum for the programme is designed for semester system. The semester-wise titles of different core, discipline elective and generic elective courses along with research course i.e. dissertation work (spread over the entire span of four semesters) of MA (Education) programme is as under:

**Course Structure for M.A. Education,
2022-23 onward**

Course Code	Course type	Course Title	Credit Hours/Week			Cr	Marks Scheme	
			L	P*	T**		Theory ESE	Internal Assessment CCA
Semester-I								
EDUCC101	<i>Core</i>	Philosophical Bases of Education (Indian)	5	0	1	6	70	30
EDUCC102	<i>Core</i>	Sociological Foundations of Education	5	0	1	6	70	30
EDUCC103	<i>Core</i>	Fundamentals of Educational Psychology	4	1	1	6	70	30
EDUCC104	<i>Core</i>	Education for Human Values	4	1	1	6	70	30
Total Credits						24	Total Marks = 400	
Semester-II								
EDUCC105	<i>Core</i>	Philosophical Bases of Education (Western)	5	0	1	6	70	30
EDUCC106	<i>Core</i>	Psychology of Learning	4	1	1	6	70	30
EDUCC107	<i>Core</i>	Trends in Indian Education	5	0	1	6	70	30
EDUCC108	<i>Core</i>	Special Education	5	0	1	6	70	30
EDUGE301	<i>Generic Elective</i>	Pedagogy of Social Sciences	2	1	1	4	70	30
Total Credits						28	Total Marks = 500	
Semester-III								
EDUCC109	<i>Core</i>	Essentials of Educational Technology	4	1	1	6	70	30
EDUCC110	<i>Core</i>	Foundations of Educational Research	4	1	1	6	70	30
EDUCC111	<i>Core</i>	Educational Measurement and Evaluation	4	1	1	6	70	30
Discipline Elective : Students can opt any one of the following three elective courses								
EDUCE201	<i>Discipline Elective</i>	Teacher Education	5	0	1	6	70	30
EDUCE202	<i>Discipline Elective</i>	Distance Education	5	0	1	6	70	30
EDUCE203	<i>Discipline Elective</i>	Education for Human Rights	5	0	1	6	70	30
EDUAE401	<i>Ability Enhancement</i>	Work Experience in Education	1	1	0	2	Non-CGPA	
Total Credits						26	Total Marks = 400	

Semester-IV								
EDUCC112	<i>Core</i>	Information and Communication Technologies (ICT) in Education	4	1	1	6	70	30
EDUCC113	<i>Core</i>	Methods and Techniques of Educational Research	4	1	1	6	70	30
EDUGE302	<i>Generic Elective</i>	Pedagogy of Sciences	2	1	1	4	70	30
Discipline Elective : Students can opt any two of the following five elective courses								
EDUCE204	<i>Discipline Elective Research Course (compulsory for regular students)</i>	Dissertation Work	-	FW/SW* 12	-	6	100	
EDUCE205	<i>Discipline Elective</i>	Pedagogy of Mathematics	4	1	1	6	70	30
EDUCE206	<i>Discipline Elective</i>	Pedagogy of Languages	4	1	1	6	70	30
EDUCE207	<i>Discipline Elective</i>	Yoga and Life Skills Education	4	1	1	6	70	30
EDUCE208	<i>Discipline Elective</i>	Principles and Procedures of Guidance and Counselling	4	1	1	6	70	30
Total Credits						28	Total Marks = 500	
Grand Total						Credits	Marks	
						106	1800	

SEMESTER-WISE SYLLABUS FOR VARIOUS COURSES OF STUDY OF M. A. (Education) PROGRAMME

“FIRST SEMESTER”

Course Type / Nature: Core

Course Code: EDUCC101

Course Title: PHILOSOPHICAL BASES OF EDUCATION (INDIAN)

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

1. Critically analyze the relation between education and philosophy.
2. Gain an in-depth knowledge of different branches of philosophy.
3. Develop the attitude and capacity of raising fundamental questions, concerning theory and practice of education.
4. Analyze the discourse in education in order to discuss the assertions, assumptions and kinds of meaning they might contain.
5. Get familiarize with some significant philosophical perspectives on education and their implications.
6. Acquaint with the philosophical thoughts of some prominent educational thinkers of the India and Western countries.
7. Appreciate the extent to which educational thought and practice are influenced by values cherished by the Nation.
8. Become conscious about the ramifications of the constitutional provisions and protective discrimination and importance of social justice and development of Indian Nation.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

Andrea R. English and Mordechai (2020). John Dewey's Democracy and Education in an Era of Globalization. Published by Routledge, Taylor and Francis Group.

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: Thomson 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 Banarasidas Publishers.

Jha Arvind Kumar, (2005): *Nyaya Philosophy (Epistemology and Education)*, New Delhi, Standard Publishers.

Muchkund Dubey and Susmita (2021). *Vision of Education in India* (Edited). Published by Routledge, Taylor and Francis Group.

Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir.

Pandey, R.S. (1997): *East West Thoughts on Education*. Allahabad: Horizon Publishers.

Phillips, R.C. and Stalcup, R. J. (1968): *Philosophic Systems and Education*, Charles E. Merrill Publishing Company, Columbus, Ohio, A Bell and Howell Company, USA.

Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square: University of London.

Samual S. Ravi (2021). *Philosophical and Sociological bases of Education* (2nd Edition). PHI Learning Private Limited, Delhi.

Sharma, R. N. (2004). *History of Indian Philosophy*, Surjeet Publications: Delhi.

Shukla, Ramakant. (2002). *Gandhian Philosophy of Education*, Sublime Publications: Jaipur.

Sinha, J.N. (2002): *Introduction to Philosophy*, New Central Book Agency(P) Ltd. 8/1 Chintamoni Das Lane, Calcutta - 700009.

Weerasinghe S.G.M. (1993): *The Sankhya Philosophy: A Critical Evaluation of its Origins and Development*. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.

Course Type / Nature: Core

Course Code: EDUCC102

Course Title: **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

1. Understand the meaning and nature of educational sociology, sociology of education and social organizations.
2. Discuss the concept and process of Social Change
3. Describe determinants of culture and role of education in cultural context.
4. Analyse the relationship between the social interactions and culture.
5. Determine the dimensions of Social Equity and Equality of Educational Opportunities
6. Compare the educational provisions of different policies related to socially and economically disadvantaged group.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each subpart and required word limit will be shown against it. Section A of the question paper will be

compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

- Adishesiah, W.T.V. & Pavanasam.(1974). R. *Sociology in Theory and Practice*, New Delhi, Santhi Publishers.
- Andrea R. English and Mordechai (2020). John Dewey's Democracy and Education in an Era of Globalization. Published by Routledge, Taylor and Francis Group.
- Brown, Francis J. (1954), *Educational Sociology*, New York: Prentice Hall of India.
- Chanda S. S. & Sharma R.K.(2002). *Sociology of Education*,New Delhi, Atlantic Publishers.
- Chandra, S.S.(1996). *Sociology of Education*,Guwahati, Eastern Book House.
- 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.; FloudJeen 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.
- Hemlata, T.(2002). *Sociological Foundations of Education*,New Delhi, Kanishka
- Kamat, A.R. (1985) *Education and Social Change in India*, Bombay Samaiya Publishing Co.
- Maclver, R.M. and Page, Thomas (1948), *Society*, New York: Rinehart & Co. Inc.
- MaubnheinK.(1962) *An Introduction to sociology of Education*, Routledge and Kegan Paul, London
- Mossish, Loor (1972), *Sociology of Education: An introduction*. George Lalen and Unwin, London
- Muchkund Dubey and Susmita (2021). Vision of Education in India (Edited). Published by Routledge, Taylor and Francis Group.
- Ottoway, A.K.C. (1962), *Education and Society*, London: Routledge Kegan Paul.
- Pandey, K.P.(1983) *Perspective in Social Foundations of Education*, AmitaPrakashan, Gaziabad, India. Publishers.
- Russel, Bertrand (1969), *Education and Social Order*, London: Unwin.
- Samual S. Ravi (2021). Philosophical and Sociological bases of Education (2nd Edition). PHI Learning Private Limited, Delhi.
- Saxena, S. (2001) *Philosophical and Sociological Foundations of Education*, Meerut: Surya publications.
- Shukla, S. & K. Kumar. (1985). *Sociological Perspective in Education*, New Delhi, Chanakya Publication,
- Singh, B.N. (2005) *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.

Sodhi, T.S.& Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.

Thritha, N.V. (1964), *National Integration*, Delhi: Delhi University.

Course Type / Nature: Core

Course Code: EDUCC103

Course Title: **FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY**

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Define educational psychology, describe its nature, scope and importance in teaching – learning situation.
2. Distinguish among different methods of inquiry of educational psychology.
3. Conceptualize the concept, stages, principles and factors influencing growth and development.
4. Apply the knowledge of theories of development in practical situation.
5. Differentiate and comprehend different types of intelligence based on knowledge gained through theories of intelligence and recognize the importance of intelligence in learning.
6. Measure intelligence of individual as well as of group by using intelligence tests.
7. Analyze the factors, process and techniques for enhancing creativity among learners.
8. Explain traits, types and methods of assessing personalities.
9. Promote mental hygiene and mental health among students.
10. Recognize the type of defense mechanism used by learners in various situations

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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 Sol 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.
- Ambron, 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.
- Hilgard and Atkinson: *Introduction to Psychology*, Oxford and IBH Publisher, Bombay.
- 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.
- Hurlock E.B., (1999).*Developmental Psychology*, Tata McGraw Hill Publishing Company Ltd, New Delhi.
- 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.
- Kimberly Nix Berens (2020). *Blind Spots: Why Students Fail and the Science That Can Save*. Independent Publishers Group, Franklin St. Chicago.
- Narayan S. Rao (1990). *Educational Psychology*, Wiley Easter Limited, New Delhi.
- PassiB.K.: *Creativity in education* NPC Agra 1982.
- 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: EDUCC104
Course Title: **EDUCATION FOR HUMAN VALUES**
Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Understand the need and importance of value education.
2. Classify the human values on the basis of Indian Philosophy.
3. Recommendations of UNESCO Summit on “Value in Education”
4. Determine the role of different agencies for promotion of human values.
5. Justify role of universal values for establishing the ways of inculcating human values.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

1. Select a story / an episode / an incident from an epic or any situation and analyse the human values integrated in it.
2. Preparation of scrap book on any five human Values.
3. 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.

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).

Katoch, S.K. (2013) ManveeyaMulya, Paryavarn Aur Manavadhikar Shiksha”, published by MohindraCapital Publishers (P) Ltd., Chandigarh.

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.Vedula V.L.N. Murthy (2019). Education and Human Values. Rigi Publication.

Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, Pvt. Ltd, New Delhi

“SECOND SEMESTER”

Course Type / Nature: Core

Course Code: EDUCC105

Course Title: PHILOSOPHICAL BASES OF EDUCATION (WESTERN)

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

1. Understand the concept, bases, objective and types of education.
2. Critically analyse the thoughts of western schools of philosophy in context to knowledge, reality and value.
3. Recognize the prominent contribution of western Educational thinkers.
4. Describe the essence of modern philosophies of education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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 PustakMandir, 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.

Howard, O.A. (2011). Philosophical Foundations of Education, Pearson Publication.

Ismail T. (2019). Western Educational Philosophy, GenNext Publication.

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.
- Phenix, P.H. (1960): *Philosophy of Education*. New York: Holt, Rinehart and Winston.
- Phillips, R.C. and Stalcup, R. J. (1968): *Philosophic Systems and Education*, Charles E. Merrill Publishing Company, Columbus, Ohio, A Bell and Howell Company, USA.
- Richardson, V. (1997): *Constructivist Teacher Education: Building New Understandings*, The Falmer Press, Taylor and Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA, 19007, USA.
- Sahu, Bhagirathi. (2002). *The new Educational Philosophy*, Sarup and Sons: New Delhi.
- Sarmah, Mukul Kumar,(2006). *Principles of Education*, Banalata Dibrugarh.
- Saxena Swaroop, N.R. (2001) *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publication.
- Seetharamu, A.S.(2004). *Philosophy of Education*, Ashish Publishing House: New Delhi.
- Sharma, A.P. (1997) : *An Approach to Philosophy of Education*. Delhi: Indian Publications.
- Sharma, Santosh,(2006): *Constructivist Approaches to Teaching and Learning (Hand Book for Teachers of Secondary Stage)*, National Council of Educational Research and Training, New Delhi.
- Sodhi, T.S. & Suri, A. (2003) : *Philosophical and Sociological Foundation of Education*. Patiala: Bawa Publications.
- Taneja, V.R. (2002) *Foundation of Education*, Chandigarh: Mohindra Capital Publishers.
- Weber, C.O. (1960): *Basic Philosophies of Education*. New York: Holt, Rinehart and Winston.
- Wingo, G. Max, (1975). *Philosophies of Education*, Sterling Publishers Pvt. Ltd.: New Delhi.

Course Type / Nature: Core
Course Code: EDUCC106
Course Title: **PSYCHOLOGY OF LEARNING**
Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Justify the behavior of learners on the basis of learning theories and concept of transfer of learning.
2. Capable of recognizing and appreciating the role of memory, forgetting and motivation in teaching –learning process.
3. Use the different strategies to motivate the students in the class.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be

compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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.
- Houwer, J.D. & Hughes, S. (2020). *The Psychology of Learning*, The MIT Press.
- 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 Easter 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.
- Vamadevappa, H.V. (2019) *Psychology of Learning and Instruction*, Shreyas Publication.
- Woolfolk, A. et.al.(2012). *Fundamentals of Educational Psychology*, Pearson Publication.

Course type/ Nature: Core
Course code: EDUCC107
Course Title: **TRENDS IN INDIAN EDUCATION**
Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to:

1. Analyze policies on education in early part of 20th Century.
2. Understand the developments in Indian education system during pre-independence and after independence period.
3. Critically analyse the contemporary issues of Indian education system.
4. Analyze modern trends of education in India.
5. Enlist the important features of various Commissions and Policies of education during Pre-independence period.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub- part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

UNIT-1 Historical Perspective during 19th Century

- Objectives and main features of Vedic Education, Brahmanic Education, Buddhist Education, Muslim Education.
- Macaulay's Minutes 1835: Recommendations and Criticism.
- Wood's Despatch (1854): Recommendations and Evaluation of Despatch.
- Hunter Commission (1882) and its Influence on Subsequent Development of Education in India.

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

- Lord Curzon's Education Policy, Growth of National Consciousness and National Education Movement
- Critical Analysis of (Sadler Commission, 1917)
- 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 Post-Independence Period in India

- Objectives and Recommendations of University Education Commission (Radhakrishnan Commission) 1948-49,
- Secondary Education Commission (Mudaliar Commission) 1952-53,
- National Education Commission (Kothari Commission) 1964-66,
- National Policy on Education NPE-1986 and revised PoA, 1992.

UNIT-4 Universalization of Education

- Universalization of Elementary and Secondary Education in terms of Norms, Standards and Implementation Mechanism of;
 - Sarva Shiksha Abhiyan (SSA) and RTE Act, 2009.
 - Rashtriya Madhyamik Shiksha Abhiyan (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. Compare and Prepare a report on Vedic and Buddhist Education.
2. Justify Wood's Despatch as "The Magna Charta of Indian Education"
3. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates
4. Report on SSA / RMSA / RUSA
5. Report on Problems of Higher Education.
6. Awareness in Rural/Urban/Slum Area Regarding RTE and Report writing.
7. 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.

Azad, Z.L. (2014). Evolution of Indian Education, Gyan Publishing House.

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, Challenges of Education (1985). A Policy Perspective, Ministry of Education, New Delhi, Govt. of India.

M.H.R.D, Report of the University Education Commission (1948), 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.

Rahman, M A. & Sarkar, S. (2014). Indian Education Progress and Challenges, Kalpaz Publications.

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.

Singh, S. (2017). The Educational Heritage of Ancient India, Notion Press.

Tilak, B.G.J. (2021). Education in India: Policy and Practice, Sage Publication.

Course Type / Nature: Core
Course Code: EDUCC108
Course Title: SPECIAL EDUCATION

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Conceptualize the knowledge and importance of special education.
2. Comprehend the different areas of disability (Visual, Hearing and Orthopedically Impaired, Mentally Retarded) in context to their educational needs.
3. Critically analyse the Policies / provisions in context to welfare of Children with Special Needs.
4. Determine the educational provisions / educational programmes for Children with Special Needs.
5. Justify the role of resource teachers, parents, peers and society in rehabilitation of the disabled.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

Bhargava, Mahesh: VishisthaBalak – Unki Shiksha Evam Punarvas, Lucknow: Vedanta Publications, 2003.

Bist, Abha Rani: VishisthaBalak, Agra: Vinod Pustak Mandir.

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

James M. Kauffman, Daniel P. Hallahan, Paige Cullen Pullen (2017). Handbook of Special Education (2nd Edition). Publisher - Taylor and Francis.

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.

Course Type / Nature: Generic Elective
Course Code: EDUGE301
Course Title: **PEDAGOGY OF SOCIAL SCIENCES**
Credits = 4 {Marks = 100 (70 + 30)}

Course objectives

To enable the learners to:

1. Describe the nature and characteristics of social science.
2. Establish the relationship of social science with other subjects of school curriculum.
3. Explain aims and objectives of teaching social science at school stage.
4. State objectives in behavioural terms with reference to concepts and generalizations.
5. Apply various methods of teaching of social science in classroom.
6. Describe the importance of curriculum and different principles of curriculum construction
7. Appreciate the importance of social science laboratory and learning resources in social science.
8. Discuss the role of text book, exhibitions and fairs in social science.
9. Differentiate between methods and techniques of teaching social science.
10. Prepare unit and lesson plans for teaching of social science.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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.

“THIRD SEMESTER”

Course Type/Nature: Core

Course Code: EDUCC109

Course Title: **ESSENTIALS OF EDUCATIONAL TECHNOLOGY**

Credits=6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Comprehend the concept, meaning, nature, scope and importance of educational technology and its important components in term of hardware and software.
2. Acquaint with levels, strategies, models of teaching and recent trends in educational technology for future improvement.
3. Distinguish between communication and instruction so that they can develop and design sound instructional system.
4. Apply the teaching behaviour modification techniques and different classroom instructional technologies for betterment of teaching -learning process.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

1. 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.
2. Each student shall develop self-instruction / Program instruction / computer assisted instruction material for any unit of any school subject of his choice.
3. 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.

Sampath et. 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: EDUCC110

Course Title: **FOUNDATIONS OF EDUCATIONAL RESEARCH**

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

1. Describe the Concept, Types and Importance of Educational Research.
2. Identify the Problems relating to different Stages of Education
3. Recognize the Priority Areas in Educational Research.
4. Understand the importance of Literature Review in Research.
5. Formulate Research Objectives and Hypotheses.
6. Explain the Concept of Population and Sample
7. Apply the Different Methods of Sampling in research.
8. Enlist different Tools and Techniques of Collection of Data.
9. Use the Ethical Issues in conducting Educational Research.
10. Prepare Research Proposal and Research Report.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each subpart and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

1. Identification of variables of a research study and their classification in terms of levels of measurement.
2. Reporting of the scoring procedure of the available research tool as per its Manual.
3. 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 Distributers. 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.

Course Type / Nature: Core

Course Code: EDUCC111

Course Title: EDUCATIONAL MEASUREMENT AND EVALUATION

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

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

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type

questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

1. 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.
2. Visit a primary school and study how CCE records are maintained by the school authorities. Prepare a detailed report on it.

3. 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.
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. Essentials of Examination System, Vikas Publishing House Pvt. Ltd. 2005.
- Aggarwal, R. N. and Asthana, Vipin. Educational Measurement and Evaluation, Vinod Pustak Mandir, 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, Newyork, 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, NewDelhi, 2005.
- Taiwo,Adedrian. Fundamentals of Classroom Testing, Vikas Publishing House Pvt. Ltd. 2006.

Course Type / Nature: Discipline Elective

Course Code: EDUCE201

Course Title : **TEACHER EDUCATION**

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

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

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long

answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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 Teacher 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

- a. Concept, Nature, Objectives and Scope of Pre-Service Teacher Education.
- b. 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.
- c. Issues, Concerns and Problems of Pre-Service Teacher Education.

Unit – 4 Continuing Professional Development of In-Service Teachers

- a. Concept, Scope, Objectives and Importance of Continuing Professional Development of In-Service Teachers.
- b. Organization of Training, Appraisal of Training Material and Modules.
- c. Cascade and Split Model followed in In-Service Training of Teachers under SSA and RMSA.
- d. Role of DIETs, BRCs and CRCs in In-Service Teacher Training.
- e. 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:

1. Prepare a Report on the Training Provided to elementary teachers under SSA in Your Block.
2. Prepare a report on the Advantages/Difficulties of RUSA.

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

Suggested Readings:

Antonio L. Ellis · Nicholas D. Hartlep · Gloria Ladson-Billings · David O. Stovall (2021).Teacher Educators as Critical Storytellers: Effective Teachers as Windows and Mirrors. Tantor Media Inc.

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.

Radha Mohan (2019). Teacher Education. PHI Learning Private Limited, Delhi.

Rao, D.B. (1988): Teacher Education in India, New Delhi, Discovery publishing house.

SambitK.Padhiand Anjali Kumari (2019). Teacher Education in India: Modes and Researches.Pacific Books International.

Sharma., R.A. (2005) : Teacher Education, Loyal Book Depot, Meerut.

Singh, L.C (1983): Third National Survey of Scholastic Education in India, N.C.E.R.T., New Delhi.

Vision Document of Rashtriyauchchitar Shiksha Abhiyan, MHRD, 2013.

Course Type / Nature: Discipline Elective

Course Code: EDUCE202

Course Title: **DISTANCE EDUCATION**

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

1. Comprehend the Concept, Features, Objectives and Scope of Distance Education.
2. Acquaint with issues related to Planning, Management, Promotion and Coordination of Distance Education.
3. Apply the implications of Theories of Learning and Communication for Course designing to Distance Learners.
4. Design and Develop Self-Learning Print Material.
5. Apply new technologies in the Preparation of Print Material for Distance Learners.
6. Use the mechanism for Learner Support Services in Distance Education.

7. Describe the Role of different forms of Communication Media in Distance Education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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 Perspective. Athabasca University, Edmonton.

Dhillon, S.S. & Kaur, R. (2018). Information Technology Communication and Distance, Gyan Geeta Prakashan.

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.

Satyanarayana, P. & Sesharatnam C. (2018). Open Distance Education in India, Shipra Publications.

Sharma, M. (2013). Distance Education & Open Learning Planning and Management, Kaniska Publication.

Course Type / Nature: Discipline Elective

Course Code: EDUCE203

Course Title: **EDUCATION FOR HUMAN RIGHTS**

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Describe the concept of citizenship & Human Rights Education.
2. Perceive need and importance of citizenship & Human Rights Education.
3. Understand correlative nature of citizenship Education and its role in various contemporary issues.
4. Identify importance of Human Rights awareness in existing social scenario.
5. Apply methodology for developing Human Rights awareness and qualities of good citizenship.
6. Comprehend the role of Government & non-government organizations, press and media in citizenship and Human Rights Education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each subpart and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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 in 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:

Banga, C.L.(2012).Mulya, Paryavarn Aur Manavadhikar Ki Shiksha”, published by Pasricha Publication, Mai Heera Gate, Jalandhar, Punjab.

Begum, S.M., Human Rights in India, New Delhi: A.P.H. Publishing Corporation.

Dev, Arjun and Indira Arjun Dev and Supta Das, (Ed.). (1996), Human Rights: A Source Book. NCERT, New Delhi.

Dewey, J. (1948), Democracy and Education, McMillan Co., New York.

Human Rights Education for beginners prepared by Karnataka Women's Information and Resource Centre for National Human Right Commission. Link for retrieval:

<https://nhrc.nic.in/sites/default/files/HREdu.pdf>

Katoch S.K. (2013) ManveeyaMulya, Paryavarn Aur Manavadhikar Shiksha", published by MohindraCapital Publishers (P) Ltd., Chandigarh.

Khan, S. (2004), Human Rights in India (Protection and Violence), Devika Publication, New Delhi.

Selvan, A. (2010). Human Rights Education, Concept Publishing Company Pvt. Ltd.

Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, New Delhi

Course Type/ Nature: Ability Enhancement
Course Code: EDUAE401
Course Title: WORK EXPERIENCE IN EDUCATION

Credits=2 Non-CGPA

Course Objectives:

To enable the learners to;

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

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The Course is Non- CGPA, thus, the evaluation shall be completely internal. The question paper for ESE which is to be conducted internal will carry a total of 35 marks and consist of three sections: A, B & C. Section A will consist of 5 short answer type questions carrying 3 marks each which will cover the entire syllabus uniformly. Sections B & C will have two long answer type questions from the respective Units 1&2 of the syllabus & carry 10 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B & C of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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 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.

Sessional Work / Activities

Marks = 15 (under CCA Component)

A candidate is required to undertake following three activities and submit a detailed report to the concerned teacher. Each activity will carry 5 marks:

1. Two charts related to any school subject at secondary level.

2. Participate in Activities related to Medical First Aid like different ways of First Aid.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during classes of the candidates

Suggested Readings:

Banga,C.L.(2009). Work Education and Work Experience, Pasricha Publication, Mai Heeran Gate, Jalandhar, India.

Bhargav, 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 Publishing266 Port Road, Hindmarsh, SA 5007

George, A.(2002). Horticulture Principles and Practices. Delhi: Pearson Education Publishing.

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. 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)andAhlawat,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.

“FOURTH SEMESTER”

Course Type / Nature: Core

Course Code: EDUCC112

**Course Title: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN
EDUCATION**

Credits=6 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

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

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

UNIT – 1 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:

1. Visit an institution having interactive white board, learn its features and functioning and prepare a report.
2. Prepare a PowerPoint presentation for secondary school students on any topic of your choice.
3. Plan and Prepare an ICT integrated presentation for secondary level.
4. Preparation of two transparencies for teaching the secondary school subject with the help of OHP.
5. 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

Bhaskara Rao, 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: EDUCC113
Course Title: METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

1. Understand the Meaning, Importance, Steps and Types Of Descriptive Research
2. Describe the Meaning, Nature, Importance and Steps involved in Historical Research
3. Explain the Meaning, Importance, Steps and Components of Experimental Research
4. Apply Different Approaches of Qualitative Research.
5. Analyze the Qualitative Data.
6. Gain in depth knowledge of concepts and nature of educational data and data analysis / basic descriptive statistical analysis techniques.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

UNIT 1 Descriptive Research and Historical Research

Descriptive Research: Meaning, Importance, Steps and Types of Descriptive Research (Survey Study Method, Correlational 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, Interpretivism & 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:

1. Preparation of a research proposal on an identified research problem.
2. 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 Distributers. 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: Generic Elective
Course Code: EDUGE302
Course Title: **PEDAGOGY OF SCIENCES**
Credits = 4 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Describe the nature and characteristics of sciences.
2. Establish the relationship of sciences with other subjects of school curriculum.
3. State aims and objectives of teaching sciences at school stage.
4. Frame objectives in behavioural terms with reference to concepts and generalizations.
5. Apply various methods of teaching of sciences.
6. Discuss the importance of curriculum and different principles of curriculum construction.
7. Explain the importance and uses of learning resources in sciences.
8. Appreciate the importance of science laboratory in learning sciences.
9. Evaluate the role of text book, exhibitions and fairs in sciences.
10. Differentiate between methods and techniques of teaching sciences.
11. Prepare unit and lesson plans for teaching of sciences.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

1. Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of science at senior secondary stage.
2. Power point presentation on any one topic of science of standard VI to X .
3. 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.
4. 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, Obourn & 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: HomiBhaba 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.

Course Type / Nature: Discipline Elective Research Course (Compulsory for regular students)

Course Code: EDUCE204

Course Title: DISSERTATION WORK

Credits = 6 (Marks = 100)

The dissertation work in MA (Education) Programme shall be compulsory for regular students and carry 100 marks (4 credits). This shall be a special course involving application of knowledge in solving, analyzing, and / or exploring real-life situations. Each student is required 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: Discipline Elective

Course Code: EDUCE205

Course Title: PEDAGOGY OF MATHEMATICS

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Describe the nature and characteristics of Mathematics.
2. Establish the relationship of Mathematics with other subjects of school curriculum.
3. Write aims and objectives of teaching Mathematics at school stage.
4. State objectives in behavioural terms with reference to concepts and generalizations.
5. Apply various methods of teaching of mathematics.
6. Discuss the importance of curriculum and different principles of curriculum construction
7. Explain the importance and uses of learning resources in Mathematics.
8. Appreciate the importance of mathematics laboratory in learning Mathematics.
9. Understand the role of text book, exhibitions and fairs in Mathematics.
10. Differentiate between methods and techniques of teaching Mathematics.
11. Prepare unit and lesson plans for teaching of Mathematics.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long

answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

1. Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of mathematics at senior secondary stage.
2. Power point presentation on any one topic of mathematics of standard VI to X .
3. Preparation of Enrichment program for gifted children in mathematics.

4. 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; Vinod Pustak Mandir
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: Discipline Elective

Course Code: EDUCE206

Course Title: **PEDAGOGY OF LANGUAGES**

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to:

1. Describe the meaning, function and principles of Language Learning.
2. Establish the relationship of Languages with other subjects of school Curriculum.
3. Frame objectives of teaching Languages at school stage.
4. Apply various approaches of teaching of Languages.
5. Utilize listening, speaking, reading and writing skills.
6. Discuss the importance of curriculum and different principles of curriculum construction.
7. Explain the importance and uses of learning resources in Language learning.
8. Appreciate the importance of Languages laboratory in learning Languages.
9. Prepare unit and lesson plans for teaching Prose, Poetry and Grammar.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each subpart and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be

completed in around 800 words.

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:

1. Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of Languages at senior secondary stage.
2. Power point presentation on any one topic of Language subject of standard VI to X .
3. 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 Dhanpat Rai & Sons, Delhi
- Morgan &Rinvolori (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: Discipline Elective

Course Code: EDUCE207

Course Title: YOGA AND LIFE SKILLS EDUCATION

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Define philosophy of yoga.
2. Describe the socio-moral base of yoga.
3. Explain the scientific basis and therapeutic values of Yoga.
4. Classify yoga and list its instruments.
5. Apply medical aspects of yoga in terms of improving mental health and reducing stress
6. Understand the concept of self-development.
7. Develop different life skills (social, emotional and cognitive).

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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:

1. Preparation of Scrap Book on any six major Yoga Asanas with their benefits.
2. Information Search and Analysis Skill(ISAS) Project on Self Development
3. 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

Satyananda Saraswati, Swami (2002), Asana, Pranayama, Mudra, Bandha, Munger, Yoga Publications Trust Iyengar,

Katoch S.K. (2013) Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha”, 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, Motilal Banaraisidass.

Course Type / Nature: Discipline Elective

Course Code: EDUCE208

Course Title: **PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELING**

Credits = 6 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. Define guidance and counselling.
2. Explain concept, need, principles and significance of guidance and counselling.
3. Apply principles of guidance and counselling to make CWSN get adjusted in classroom.
4. Gain an understanding of process of counselling.
5. Acquaint with the aim and principles of guidance programme.
6. Use the various procedures of organizing various guidance services in practical field.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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: Counseling Approaches

- Concept, Characteristics and Principles of Counseling
- Counseling Approaches – Directive, Non-Directive and Eclectic
- Individual & Group Counseling and Ethical Issues in Counseling.
- Counseling 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 Counseling. Delhi: Doaba House.
- Arther J. J., (1971). Principles of Guidance Delhi: Tata Mc Graw Hill.
- Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling: Practical (Vol I & II) New Delhi: Vikas Publishing House.
- Chauhan, V., & Jain. (2004). Nireshan Evam Prammarsh. Udaipur: Ankur Prakashan. - 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 Mcgauley, 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.
- Omprakash B. Pal (2016). The Basic Principles of Guidance and Counselling. Neelkamal Publications Pvt Ltd., New Delhi.
- 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.