SYLLABUS

For

2 YEARS MA EDUCATION PROGRAMME

(Programme Structure & Syllabus)

(As per CBCS guidelines)

Academic Session: 2024-25
w.e.f. 2023-24

GLOCAL UNIVERSITY
SHAPING GLOBAL MINDS

Glocal School of Arts and Social Science

GLOCAL UNIVERSITY

Delhi-Yamunotri Marg (State Highway 57), Mirzapur
Pole,Dist - Saharanpur, U.P. - 247121, India

Programme Structure and Evaluation Scheme

M.A. (EDUCATION) - 2 Years PG Programme

S. N.	Paper Code	Title of the Course	Hours per Week			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
SEMESTER -I									
1.	EDMM101	Sociological Foundations of Education	4	0	--	04	30	70	100
2.	EDMM102	Methods and Techniques of Teaching	4	0	--	04	30	70	100
3.	EDMM103	Assessment and Evaluation in Education	4	0	--	04	30	70	100
4.	EDMM104	Advanced Educational Psychology	4	0	--	04	30	70	100
5.	EDMM105	Psychological Practical	0	0	4	04	30	70	100
	Total Number of Credits for Semester –I					**20**			
SEMESTER –II									
1.	EDMM201	Philosophical Foundations of Education	4	0	--	04	30	70	100
2.	EDMM202	Research Methodology and Statistics in Education	4	0	--	04	30	70	100
3.	EDMM203	Current Issues in Indian Education	4	0	--	04	30	70	100
4.	EDMM204	Social Psychology	4	0	--	04	30	70	100
5.	EDMM205	Teaching Practical	0	0	4	04	30	70	100
	Total Number of Credits for Semester –II					**20**			
Total Number of Credits for First Year						**40**			
SEMESTER -III									
1.	EDMM301	Educational Leadership, Administration and Management	4	0	--	04	30	70	100
2.	EDMM302	Comparative Education	4	0	--	04	30	70	100
3.	EDMM303	Special Education	4	0	--	04	30	70	100
	Select any one (Open Elective) of the following-								
4	EDMO304	A. Guidance and Counseling - I B. Abnormal Psychology and Mental hygiene - I C. Developmental Psychology –I	4	0	--	30	70	100	30
55	EDMM305	Life Skill Education	0	0	4	30	70	100	30
6	EDMM306	Educational Technology	4	0	--	04	30	70	100
	Total Number of Credits for Semester –III					**24**			
SEMESTER -IV									
1.	EDMM401	Curriculum Development	4	0	--	04	30	70	100
2.	EDMM402	Distance and Continuing Education	4	0	--	04	30	70	100
3.	EDMM403	Tracing perspectives of Teacher Education in India	4	0	--	04	30	70	100
	Select any one (Open Elective) of the following-								
4	EDMO404	B. Guidance and Counseling – II C. Abnormal Psychology and Mental hygiene – II D. Developmental Psychology –II	4	0	--	30	70	100	30

55	EDMM405	Early Childhood Care and Education	0	0	4	30	70	100	30
6	EDMM406	Project Work/Dissertation (Viva-Voce)	4	0	--	04	30	70	100
	Total Number of Credits for Semester –IV					**24**			

Total Number of Credits for Semester –I **20**

Total Number of Credits for Semester –II **20**

Total Number of Credits for Semester –III **24**

Total Number of Credits for Semester –IV **24**

TOTAL CREDIT= **88**

GRAND TOTAL OF MARKS= **22,00**

Syllabus for Masters of Education
Semester- I

EDMM 101: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives:

1. To enable the students to understand the sociological context of Education.
2. To enable the students to understand the perspectives and role of Education.
3. To enable the students to understand the social problems in context to Education.

Unit 1: Sociology of Education

- Concept of sociology of education
- Nature of sociology of education
- Definition and Scope of sociology of education
- Theories of sociology of education

Unit 2: Culture

- Concept and characteristics of culture, Multiculturism and spiritual culture
- Material and non-material culture, Culture and personality
- Social control, education and population control
- Social changes, urbanization and problems associated
- Education as a medium of socio-cultural change

Unit 3: Agents of socialization

- Family as an agency of socialization
- Role of State in socialization of the child
- Religion as a social agency
- School as a learning society

Unit 4: Social stratification, mobility and disorganization

- Social stratification: concept and types
- Social mobility: concept, role of education in mobility
- Social disorganization: concept, causes responsible for disorganization, role of education in prevention of social disorganization

Suggested Readings:

- Bhatia, K & Bhatia, B (2007). Philosophical and Sociological Foundation of Education. Doaba House, New Delhi.
- Bhatia, K.K (2007). Philosophical and Social Foundations of Education. Kalyani Publishers.
- Das, B.N. (2010). A new approach to Teacher education in emerging Indian society. Neelkamal Pvt. Ltd, New Delhi.
- Mathur, S.S. (2010). A Sociological Approach to Indian Education. Agarwal Publications.
- Sharma, R.N. (2004). Philosophy and Sociology of Education. Surjeet Publications.

EDMM 102: METHODS AND TECHNIQUES OF TEACHING

Objectives:

1. To enable the students to understand various teaching methods and maxims.
2. To develop teaching skills.
3. To prepare lesson plans for Social Studies, General Science, Mathematics and English.

Unit 1: Teaching-learning process:

- Concept and definitions of teaching-learning process.
- Objectives of teaching, making teaching effective.
- Taxonomy of educational objectives.
- Classifying Educational objectives.

Unit 2: Styles of teaching:

- Autocratic style: concept and types.
- Permissive style: concept and types.
- Methods of teaching different subjects.

Unit 3: Teaching techniques and skills:

- Maxims of teaching.
- Introduction, Explanation & Illustration.
- Questioning, Reinforcement, Closure & Simulation.

Unit 4: Lesson plan:

- Developing lesson plan.
- Developing teaching aids.
- Concept of participatory classroom.
- Effectiveness of participatory classroom in classroom transaction.

Suggested readings:

- Aggarwal, J.C. (2005). Principles, Methods and Techniques of teaching. Vikas publishers.
- Borbora, R.D & Goswami, D. (2013) Educational Technology. Arun Prakashan.
- Kochar, S.K (1985). Methods and techniques of teaching. Sterling publishers.
- Mangal, S.K & Mangal, U. (2012) Essentials of Educational Technology, PHI Learning Pvt. Ltd.

EDMM 103: ASSESSMENT AND EVALUATION IN EDUCATION

Objectives:

1. To enable the students to understand the concept of Assessment & Evaluation.
2. To enable the students to know about measuring instruments and their applications.
3. To enable the students to understand the use of Educational and Psychological tests.

Unit 1: Introduction to measurement and test construction:

- Measurement in physical and social science.
- Concept and nature of educational measurement and evaluation.
- Concept and methods of test construction and standardization.
- Item writing and selection of test items.
- Test reliability, objectivity and validity.
- Test scores and scales, Norms and their uses.

Unit 2: Intelligence testing:

- Concept and nature of General Intelligence.
- Measurement of General Intelligence and their uses in Education.
- Binet-Simon tests of Intelligence, Weschler scales of Intelligence.
- Age scale and point scale.

Unit 3: Projective techniques and other psychological tests:

- Concept of Projective and objective techniques of personality.
- Kinds of projective techniques of personality.
- Kinds of objective techniques of personality.
- Aptitude tests, Attitude tests, Tests of creativity.

Unit 4: Achievement Tests:

- Educational achievement and its measurement.
- Objectives of Achievement tests, Construction of Achievement tests.
- Performance tests, Diagnostic tests.
- Essay and objective type tests.

Suggested readings:

- Asthana, B. (2011). Measurement and Evaluation in Psychology and Education. Vinod Pustak Mandir, Agra.
- Goswami, M. (2012). Measurement and Evaluation in Psychology and Education. Neelkamal Publications.
- Reynolds, C.R; Livingstone, R.B & Willson, V. (2011). Measurement and Assessment in Education. PHI learning Pvt. Ltd.
- Thorndike, R.M. & Thorndike, T. (2011). Measurement and Evaluation in Psychology and Education. PHI learning Pvt. Ltd.

EDMM 104: ADVANCED EDUCATIONAL PSYCHOLOGY

Objectives:

1. To enable the students to understand the nature and scope of Educational psychology.
2. To understand the process of Human learning.
3. To enable the students to understand the process of Reasoning, Problem solving and Creativity.

Unit 1: Human Learning:

- Concept and nature of learning.
- New theories of learning – Gagne theory and Constructivist theory.
- Variables of human learning, Maturation in human learning.
- Motivation in learning – concept and theories of motivation.
- Transfer of learning and its theories.

Unit 2: Intelligence:

- Concept and nature of Intelligence.
- Influence of Heredity and Environment in Intelligence.
- Theories – Piaget's theory of Intelligence
- Theory of social Intelligence.
- Theory of Emotional Intelligence.
- Theory of Multiple Intelligence.

Unit 3: Reasoning, Problem solving and Creativity:

- Concept and nature of Reasoning.
- Concept and nature of Problem solving.
- Concept and nature of creativity, types.
- Identification of Creativity and fostering creativity.

Unit 4: Personality:

- Concept and nature of Personality.
- Determinants of Personality – Genetic and Cultural.
- Trait and types of Personality.
- Adler's theory of Personality, Roger's theory of Personality, Freud's theory of Personality.
- Adjustment mechanisms and Mental hygiene.

Suggested readings:

- Chaube, S.P. Educational Psychology. Lakshmi Narain Agarwal Publishers.
- Chauhan, S.S (2013). Advanced Educational Psychology. Vikas Publishing house.
- Mangal, S.K. (2012). Advanced Educational Psychology. PHI learning Pvt. Ltd.
- Mohan, G.A. (2012). Educational Psychology. Neelkamal Publishers Ltd. New Delhi.
- Rai, B.C. Educational Psychology. Prakashan Kendra.
- Skinner, B.F. (1959). Educational Psychology. PHI Pvt. Ltd, New York.

EDMM 105: PSYCHOLOGICAL PRACTICALS

Objectives:

1. To enable the students to understand Experimental Psychology.
2. To enable the students to conduct Psychological Experiments & Tests.

Contents:

1. Learning – Learning by Trial & Error process, Distributed & Massed Learning, Whole VS Part method of learning, Maze Learning, Proactive and Retroactive Inhibition, Effect of Mental fatigue in Learning.
2. Transfer of Learning – Bilateral Transfer – Mirror Drawing.
3. Memory – Comparison of memorization between meaningful materials and non-sense materials.
4. Attention – Span of Attention, Division of Attention and Distraction of Attention.
5. Personality – Introversion & Extroversion personality tests, Personality adjustment test, Rorschach Ink blot Test, Thematic Apperception Test.
6. Interest and Intelligence – Measurement of Interest, Measurement of verbal and non-verbal Intelligence.
7. Imagination – Creative imagination and Invention, Ink-blot test.
8. Thinking – Concept formation.
9. Motivation – knowledge of result, effect of frustration on performance, Achievement Motivation.

Distribution of marks:

Psychological experiments with apparatus	25
Psychological experiments without apparatus	15
Note-book	20
Viva-Voce	10
Total	70

Syllabus for Masters of Education
Semester- II

EDMM 201: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Objectives:

1. To enable the students to define the concept of Education and Philosophy and explain the relationship between them.
2. To enable the students to write a critical note on contribution of Philosophy to the field of Education and vice versa.
3. To make the students able to describe the contribution of various Indian and Western schools of Philosophy to the field of Education.

Unit 1: Education and Philosophy:

- Concept, Need, Elements and Definition of Education.
- Concept, Need, Elements and Definition of Philosophy.
- Relationship between Education and Philosophy.
- Need and importance of Philosophy in Education.

Unit 2: Indian Schools of Philosophy:

- Vedanta
- Buddhist
- Islamic Philosophy
- Christian Philosophy

Unit 3: Western Schools of Philosophy:

- Naturalism
- Pragmatism
- Existentialism
- Democracy

Unit 4: Contribution of Indian Philosophers to Educational thought:

- Vivekananda
- Tagore
- Gandhi
- Aurobindo

Suggested Readings:

- Broudy, H.S. (1977). Building a Philosophy of Education, New York: Kringer.
- Brubacher, John S. (1969). Modern Philosophies of Education, New Delhi: Tata McGraw Hill.
- Chandra, S.S; Sharma, R.K. (2004). Principles of Education, New Delhi: Atlantic Publishers and Distributers.
- Dewey, John. (1966). Democracy and Education, New York: McMillan.
- Durpis, A.M. (1972). Philosophy of Education in Historical perspective, New Delhi: Thomson Press.
- Gupta, M. (2014). Sri Aurobindo's vision of Integral Human development: Designing a future discipline

of study. Springer publications.

- Joshi, S. (2009). Educational thoughts of Mahatma Gandhi. Crescent publishing corporation.
- Joshi, S. (2009). Educational thoughts of Swami Vivekananda. Crescent publishing corporation.
- Pandey, R.S. (1996). An Introduction to Major Philosophies of Education, Agra: Vinod Pustak Mandir.
- Roy, Prohlad. (2013). Educational thoughts and philosophy of Rabindranath Tagore. Lambert academic publishing.
- Rusk, Robert R. (1962). Philosophical Bases of Education, Warwick Square: University of London.
- Saxena, Swaroop, N.R. (2001). Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
- Taneja, V.R. (2002). Foundation of Education, Chandigarh: Mohindra Capital Publishers.

EDMM 202: RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION

Objectives:

1. To enable the students to define the meaning, nature, scope and purpose of Educational Research.
2. To acquaint the students with the tools and techniques and sampling procedures of Educational Research.
3. To help the students to understand the application of Statistics to Research.

Unit 1: Introduction to Educational research:

- Concept and need of Research studies.
- Meaning, Scope and types of Educational Research.
- Formulation of Research problem, Preparation of Research proposal.
- Qualitative and Quantitative Research.

Unit 2: Sampling and Data collection:

- Data collection and sources of data.
- Objectives and hypothesis of Research.
- Tools and Techniques of data collection.
- Sample selection and procedures in sampling.

Unit 3: Normal Probability Curve:

- Concept of Probability.
- Concept and characteristics of Normal Probability Curve.
- Kurtosis and Skewness.
- Application of Normal Probability Curve.

Unit 4: Parametric and Non-Parametric Tests:

- Chi-square of Equation, Normality and Independence.
- Regression and Correlation.
- Significance of the mean.
- T-test and Z-test, ANOVA

Suggested Readings:

- Aggarwal, Y.P. (1998). Statistical Methods, New Delhi: Sterling.
- Best, J.W. & Kahn, J.V. (1989). Research in Education (6^{th} edition), New Delhi: Prentice Hall.
- Burns, R.B. (1991). Introduction to research in education, Prentice Hall: New Delhi.
- Ferguson, George.A. (1976). Statistical Analysis in Psychology and Education. McGraw Hill, New York.
- Garrett, H.E. (1988). Statistics in Psychology and Education, Bombay: Vikils, Feiffer & Semen's ltd.
- Healey, J.F. (2011). Statistics: A Tool for Social Research. Wadsworth publishing co.
- Koul, L. (1998). Methodology of Educational Research, New Delhi: Vikas Publications.

- Kurtz, A.K. and Mayo, S.T. (1980). Statistical Methods in Education and Psychology, Narola, New Delhi.
- Mangal, S.K. (2002). Statistics in Psychology and Education. Prentice Hall India Learning Pvt. Ltd.
- Neuman, W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
- Siegel, S. (1986). Non- Parametric Statistics. McGraw Hill, New York.
- Singh, A.K. (1986). Test, Measurement and Research Methods in Behavioural Sciences, New Delhi: McGraw Hill.
- Van Dalen, D.B. (1962). Understanding Educational Research. McGraw Hill: New York.

EDMM 203: CURRENT ISSUES IN INDIAN EDUCATION

Objectives:

1. To enable the students to understand the current issues, trends and problems in Indian Education.
2. To acquaint the students with various problem solving strategies in Education.
3. To help the students to know about various organisations working for implementing the legal acts related to Education.

Unit 1:

- Gokhale's Bill 1910.
- The Educational provisions in the Indian Constitution and their implementation.
- Sarva Siksha Abhiyan.
- Rashtriya Madhyamik Siksha Abhiyan.

Unit 2:

- Right to Education Act - 2009.
- UNCRC - 1989.
- PWD Act - 1995.
- NCTE Regulation – 2014.

Unit 3:

- National Assessment and Accreditation Council (NAAC) and its role in Higher Education in India.
- Privatization and Globalisation in Higher Education.
- The role of RUSA in Higher Education.
- Autonomy in Higher Education.

Unit 4:

- Distance Education.
- Gender Equality and Inclusive education.
- H
- Human Rights & Peace Education.
- Environmental Education.

Suggested Readings:

- Bhatnagar, S. Education in India Today and Tomorrow.
- Dash, B.N. (2002). Trends and Issues in Indian Education. Dominant Publishers and distributers.
- eoc.du.ac.in/rte%20-%20notified.pdf (link for RTE).
- https://www.unicef.org/crc/files/Rights_overview.pdf (link for UNCRC)
- Kochhar, S. Pivotal Issues in Education.
- Kohli, V.K. Current Problems in Indian Education.
- Kumar, A. (1991).Current Trends in Indian Education. Ashish Publishing house.

- Kundu, C.L. Adult Education.
- Rao, D.B.(2003). Current Trends in Indian Education. Discovery Publishing Group.
- Sahoo, A.K. (2008). Indian Diaspora: Trends and Issues. Serials Publications.
- Singh, S.P. (2009). Peace and Human rights education. APH Publishing Corporation.
- Srivastava, B.D. Development of Modern Indian Education.
- Swain, S.K. (2014). Trends and Issues in Indian Education. Kalyani Publishers.
- www.disabilityaffairs.gov.in/upload/uploadfiles/files/PWD_Act.pdf (link for PWD Act)

EDMM 204: SOCIAL PSYCHOLOGY

Objectives:

1. To enable the students to understand the process of social dynamics.
2. To acquaint the students with various processes of social interaction for development of interpersonal relationship.
3. To help the students understand about group structure and group leadership.

Unit 1: Beliefs and Attitudes:

- The nature and development of beliefs and attitudes.
- Fashion and fads; Folkways and Mores; Prejudices and Superstitions.
- Concept of attitude change; Resistance of attitude to change.
- Attitude change through Persuasion and Propaganda.

Unit 2: Social Interaction – I

- Interpersonal Perception.
- Interpersonal Response.
- Interpersonal attraction and its theories.
- Person Perception.

Unit 3: Social Interaction – II

- The school as a social system.
- Social interaction in the classroom.
- Teacher-student relationship.
- Peer group and student sub-culture.

Unit 4: Group structure

- Group organisation and structure, Group size & Cohesiveness.
- Group dynamics and morale.
- Intergroup conflict and its reduction.
- Leadership characteristics and training.

Suggested Readings:

- Baron, R.A & Bronscombe, N.R. (2009). Social Psychology: Pearson Education.
- Baron, R.A & Byrne, D. (2006). Social Psychology, New Delhi: Prentice Hall.
- Havighurst, R. Et al. (1995). Society and Education. Allyen and Bacon, Baston.
- Kamat, A.R. (1985). Education and Social change in India, Bombay: Samaiya Publishing Co.
- Kretch, D. & Crutchfield, R.S. (1975). Theory and problems of Social Psychology, New Delhi: McGraw Hill.
- Kuppuswamy, B. (1975). Social change in India. New Delhi: Vikas Publications.
- Lindgren, H.C. (1985). An Introduction to Social Psychology ND: Wiley Eastern Ltd.
- Myers, David, G. (1994). Exploring Social Psychology, New York: McGraw Hill.
- Newcomb, T.M. (1950). Social Psychology. New York: Drydon Press.

EDMM 205: TEACHING PRACTICAL

- Students are required to prepare 20 lesson plans, taking two method subjects (10 in each of the two subjects).
- Practice teaching will have to be done by the students for 2 weeks in the neighbouring schools.
- The lesson plans are to be countersigned by the Supervisor and Headmaster/ Headmistress of the respective schools.

Allotment of Marks:

Component	**Marks**	**Assessment**
Teaching Practical	40	Internal & External
Note book	15	External & Written
Viva-Voce	15	External & Oral
Total	70	

Internal = 30

External = 70

Total Marks = 100

Syllabus for Masters of Education

Semester- III

EDMM 301: EDUCATIONAL LEADERSHIP, ADMINISTRATION AND MANAGEMENT

Objectives:

1. To enable the students to understand the basic concepts of management, organization and Administration.
2. To provide knowledge on Types, Principles and Functions of Educational Management
3. To infuse knowledge on educational supervision, institutional planning and educational administrative structure of India in general and Assam in particular.

UNIT 1: Leadership in educational management and administration:

- Meaning, Nature and scope of Educational Management, Basic Principles of Educational Management.
- Educational management, Administration & Organization their difference & relationship
- Leadership in educational administration – meaning and nature of leadership
- Theories of leadership, styles of leadership and measurement of leadership.

UNIT 2: Management Process in Education:

- Planning, Organizing, Directing and controlling.
- The Centre-state relationship in Educational Planning and Administration
- Approaches to Educational Planning – Social demand approach, rate of return approach, Manpower requirement approach – their limitation
- Factors affecting educational planning & Administration.

UNIT 3: Institutional Planning and Personnel Management:

- Need and importance of Institutional planning for infrastructure and personnel.
- Recruitment and selection of teaching and administrative staff
- Staff development in Education.
- Classroom management with reference to Teacher as a manager and managerial skills.

UNIT 4: Educational supervision:

- Meaning, nature and characteristics of supervision.
- Supervision as a process, a service activity and a function.
- Modern supervision, Planning, organizing and implementing the supervisory programme

Suggested Readings:

- J.C Agarwal: School organization, administration and management; doaba house, 2011
- Prof Jagannath Mohanty: Educational management, supervision and school organization; neelkamal publication. 2012
- Krishnamacharyulu, V. - School Management and System of Education, Neelkamal
- Sharma, R.A. — Educational Administration and Management Meerut, Surya Publication.
- Aggarwal, J.C. — Educational Technology and Management, Agra, Vinod Pustak Mandir

- Shantanu Bhattacharya: Educational management: EBH publishers, 2012
- Harold, J & Elsabree Willard, S — Elementary School Administration and Supervision,
- Kulbir Singh Sidhu: School Organisation and Administration, Sterling Publishers Pvt. Ltd 201
- Mukherji, S.N. — Administration, Planning and Finance (Theory & Practices) Acharya Book Depot, Baroda.

EDMM 302: COMPARATIVE EDUCATION

Objectives:

1. To help the students to make a study of two or more education systems.
2. To enable the students to study how the development of education in the past across the ages and continents, has influenced the development of education in a particular country.
3. To enable the students to analyse the education system of a country by using data and systems from the other countries, and designs policies to improve education.

UNIT 1: Principles of comparative education:

- Meaning, nature and scope of comparative education,
- Factors of comparative education.
- Methods of study of comparative education.
- Development and aims of comparative education.
- Factors of National system of education.

UNIT 2: China:

- The National system of China
- Aims of Education, Nature of Educational Administration
- Organisation of Education: Pre-primary education, Primary education, Secondary and Higher education, Teacher education, University education
- Vocational & Technical education

UNIT 3: England:

- The National system of England
- Aims of Education, Nature of Educational Administration
- Organisation of Education: Pre-primary education, Primary education, Secondary and Higher education, Teacher education, University education
- Vocational & Technical education

UNIT 4: USA:

- The National system of USA
- Aims of Education, Nature of Educational Administration
- Organisation of Education: Pre-primary education, Primary education, Secondary and Higher education, Teacher education, University education
- Vocational & Technical education

Suggested Readings:

- Chaube, S.P & Chaube, A. (1998). Comparative education. 2nd edition. Vikas publishing house pvt. Ltd. Noida
- Devi, S.F. (2002). Systems of education. Mittal publications, new delhi.
- Dutta, B.S.V. (2004). Comparative education – A comparative study of educational systems. DVS publishers and distributors, ghy.

- Kaushik, V.K. (2006). Comparative education. Anmol publications, New Delhi.
- Naik, S.P. (2003). Perspective on comparative education, anmol publicatios, New Delhi.
- Nicholas Hans: Comparative education: universal book stall, new delhi, 2003
- Pandey, R.S. (2005). Indian Educational system. Eastern book house, ghy
- Rao, V.K. (2004). Comparative education – the methods of analysis and enquiry. DVS, publishers and distributors, ghy.
- Sharma, R.S.(2005). Comparative perspective on education. Eastern Book House, Ghy.
- Sharma, Y.K. (2004). Comparative education – a comparative study of educational systems. Eastern book house, ghy, 2004
- Sodhi, T.S. (1998). Textbook of comparative education. 6th revised edition, vikas publishing house pvt. Ltd noida
- Srivastava, S.K. (2006). Comparative education. Anmol publications, New Delhi.

EDMM 303: SPECIAL EDUCATION

Objectives:

1. To help the students to understand the meaning and importance of special education.
2. To acquaint the students with the different government policies and legislations regarding persons with disabilities
3. To familiarise the students with the different types of special children with their behavioural characteristics.

UNIT 1: Meaning and scope of Special Education:

- Introduction and meaning of Exceptionality and special education
- Concepts and procedures of special education
- Objectives of special education
- Special Education with reference to Family and Community

UNIT 2: Visual impairment and hearing impairment:

- Effects of visual impairment and visual errors
- Educational adaptation of the visually impaired
- Classification of hearing impaired, causes of hearing impairment
- Concept of deaf blindness
- Educational adaptation of the hearing impaired

UNIT 3: Instruction and assessment procedures:

- Planning, organising, delivering and evaluating instruction
- Individualized education Programmes (IEP)
- Special teaching methods, special instructional adaptation
- Assessment procedure in Special Education

UNIT 4: Disabilities and disorders; their educational adaptation:

- Physical disability and educational adaptation
- Multiple disability and educational adaptation
- Communication disorders and educational adaptation
- Delinquency and educational adaptation

Suggested Readings:

- Bhargava, M — Exceptional Children, Agra H.P. Bhargava Book House
- Chapman, E.K. — Visually Handicapped Children and Young People, London, Routhedga
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
- Kar, Chintamani — Exceptional Children – Their Psychology and Education, New Delhi,
- Kotwal, P. — Special Education, Delhi – Authors Press.
- Mangal, S.K. — Educating Exceptional Children – An Introduction to Special Education,
- Narayan J. (2003) Educating children with learning problems in regular schools. NIMH, Secunderabad. New Delhi, PHI Pvt. Ltd.

- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications. Sterling Publishing Pvt. Ltd.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston : Allyn & Bacon

EDMM304: OPTIONAL
(Students have to choose one paper out of the following three papers)

A. GUIDANCE AND COUNSELLING - I

Objectives:

1. To develop an understanding of the meaning and need of guidance.
2. To acquaint the pupils with types of guidance and the techniques of collecting information for guidance.
3. To acquaint pupils with meaning and approaches of counselling.

Unit-1: Introduction to Guidance:

- Meaning, Nature and Scope of Guidance,
- Need of Guidance
- Principles of Guidance
- Concepts related to Guidance

Unit-2: Types of Guidance:

- Educational Guidance
- Vocational Guidance
- Personal Guidance

Unit -3: Counselling:

- Nature and Principles of Counselling
- Approaches to Counselling – directive, non-directive, eclectic
- role and functions of Counsellor
- Qualities of a counsellor

Unit 4: Techniques of collecting information for guidance:

- Testing Techniques-types of tests used in Guidance
- Tests of Intelligence: Aptitude, Interest, Achievement and Personality
- Uses and limitations of testing techniques in Guidance
- Non-testing techniques: observation, questionnaire, rating scale, interview anecdotal
- cumulative record, case study

Suggested Readings:

- Aggarwal, J.C Education, Vocational Guidance and Counselling, Doaba House, Delhi. (2002)
- Asch, M. Principles f Guidance and Counselling, Sarup & Sons, Publishers, New Delhi. (2000)
- Barki, B.G. & Mukhopadhya Guidance and Counselling, Sterling Publishers, Pvt Ltd, New Delhi. (2000)
- Gibson, R.L. Organisation and Administration of Guidance Services, Mc Graw-Hill Book Company, INC, London. (1947) Introduction to Guidance & Counseling, Prentice hall, New Delhi (2008)
- Jayaswal, S. Guidance and Counselling, Prakashan Kendra, Lucknow.(2000)
- Kochhar, S.K. Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, Pvt. Ltd. New Delhi. (2001)

- Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers, Pvt. Ltd. New Delhi. (1996)
- Madhukar, I Guidance and Counselling, Balaji Books Distributors, 104, Sector-28, Faridabad, Haryana. (2001)
- Nanda, & Walia Educational and Vocational Guidance And Counselling, Vinod Publications, Ludhiana, (2002)
- Nanda, S.K. Educational and Vocational Guidance, Tandon Publications, Ludhiana. (2001
- Nayak, A.K. Guidance and Counselling, Doaba House, New Delhi.(2000) Guidance & Counseling, A.P.H. Publishing Cooperation, New Delhi (2009)
- Sharma, N.R. Fundamentals of Guidance and Counselling, R.Lall Book Depot, Meerut. (2001) Educational & Vocational Guidance, R.S.A. International, Agra (2008)

EDMM304:

B. ABNORMAL PSYCHOLOGY – II

Objectives:

1. To enable the students to understand the concept, aim, principles and scope of Abnormal Psychology within its historical frame-work and know the value.
2. To trace and identify the main problems and diseases of the human being and the development of the abnormal psychology.
3. To develop the essential competencies required in a teacher for effective transaction of the teaching – learning process and develop or create a good mental health.

Unit 1:

- Concept of Abnormal behaviour
- popular beliefs and misconception
- modern concept of Abnormality
- classification of the abnormal behaviours
- General causes of abnormal behaviour

Unit 2:

- The Adjustment process
- Frustration and conflict and Reaction to frustration
- Problems of Personal Adjustment
- Adjustment with self and situations prevailing at home, school and environment.

Unit 3:

- Concept of Mental Health and Hygiene
- Scope of Mental Hygiene, Mental Hygiene movement, Mental Hygiene and Education,
- Mental Deficiency, Alcoholism and Drug Addiction
- Anti Social Activity.

Unit 4:

- Motivation – Basic needs, drives and motives.
- Maslow's theory of motivation.
- Adjustment- Aspects of adjustment.
- Characteristics of a well-adjusted person

Suggested Readings:

- .Barlow, D.H. Anxiety and its disorders: The nature and treatment of anxiety and panic. N.Y.: The Guilford Press.
- Ader, R., & Cohen, N. (1984). Behavior and the immune system. In W.D. Gentry (Ed.), Handbook of behavioral medicine. NewYork: Guilford Press.
- Agras, W.S. Panic: Facing fears, phobias, and anxiety. N.Y.

- Agras, W.S. The behavioral treatment of somatic disorders.
- Andreasen, N.C. Schizophrenia and schizophrenic form disorders.
- Beck, A.T. Depression: Clinical, experimental and theoretical.
- Clinical handbook of psychological disorders: A step- Bateson, G., Jackson, D.D., Haley, J. & Weakland.
- W.H. Freeman & Co.A phenomenological analysis of symptoms in obsessive-compulsive neurosis.British Journal of Psychiatry.

EDMM304:
C. DEVELOPMENTAL PSYCHOLOGY – I

Objectives :

1. To enable the students to understand the basic concepts relating to development.
2. To acquaint the students about heredity and environmental factors affecting pre-natal Development
3. To enable the students to understand the development aspects during infancy and childhood.

Unit 1: Growth and Development:

- Meaning, nature and characteristics
- Maturation, development and growth, development and maturation
- Factors influencing attitude towards developmental change, factors influencing mastery of developmental tasks
- Basic methods of studying human development – longitudinal and cross sectional research

Unit 2: Conception and Birth:

- Sex determination and genetic transmission
- Importance of conception, types of birth
- Role of heredity and environment
- Characteristics of pre-natal and neo-natal period – developmental tasks and hazards

Unit 3: Infancy and Babyhood:

- Characteristics of infancy as a stage and infant
- Developmental tasks and hazards
- Babyhood – characteristics, developmental tasks and hazards
- Role of family relationships in infancy and babyhood

Unit 4: Childhood:

- Early childhood – characteristics and developmental tasks and hazards
- Socialization and play patterns in early childhood
- Late childhood – characteristics, developmental tasks and hazards
- Role of family relationships and child guidance clinic

Suggested Readings:

- Dr. Kumar: Child Psychology; LNA Educational Publishers; Agra. 2011
- E. Mavis Hetherington, Ross Parke, Mary Gauvain, Virginia Locke; Mc graw Hill International 6th Edition.
- F. Philip Rice(1998). Human development. PHI Pvt. Ltd.
- Hurlock, E.B. (1980). Developmental psychology: A life span approach. New Delhi; Tata McGraw Hill.
- John H. Flavell: The Developmental Psychology of Jean Piaget; D.Van Nostrand Company 1963
- KS Berger: The Developing person through childhood and adolescence; Worth publishers, New York 2003
- Mussen, et al. (1974). Child Development and Personality. New York; harper & Row.
- Nelson, N.W. (1975). Developmental Psychology. New York: Holt, Rinehart & Winston.
- R. Siegler & Judy Deloache (2003). How children develop? Worth publisher
- R.K. Tandon. (2007). Child Psychology. APH Publication company.

EDMM: 305: LIFE SKILL EDUCATION (MDC I) – Within the school

Objectives:

1. To enable the students to understand and enhance life skills.
2. To enable the students to manage issues related to personal growth and development.
3. To enable the students to develop skills, responsible values and attitudes to enhance quality of interpersonal relationships.

Unit 1: Life skill education:

- Meaning of Life skills.
- Life skill education.
- Definition and importance of life skill education.
- WHO life skills.
- Goals of Life skill education.

Unit 2: Categories of life skills:

- Social or Interpersonal skills.
- Cognitive or thinking skills.
- Emotional skills.

Unit 3: Conflict Management:

- Understanding conflict in relationship.
- Causes of conflict.
- Steps for managing conflict.
- Ways of avoiding conflict.

Unit 4: Career Guidance:

- Need and importance of career guidance.
- Exploring and deciding career.
- Career guidance centre.
- Resume writing and job facing skills.

Suggested readings:

- Cottrell, S. (2005). Critical thinking skills: Developing effective analysis and argument. Palgrave Macmillan Ltd. New York.
- Hurlock, E. (2007). Personality development. Tata McGraw Hill Publishing company Ltd. New Delhi.
- Keval, K.J. (2008). Mass communication in India. JAICO Publications India Pvt. Ltd.
- McGregor, D. (2007). Developing thinking; developing learning – A guide to thinking skills in education. Open University Press. New York.
- Radhakrishnan, N.A. (2010). Life skills training for Positive behaviour. RGNIYD, Tamil Nadu.

EDMM 306: EDUCATIONAL TECHNOLOGY

Objectives:

1. To enable the students to understand the concept and scope and objectives of Educational Technology.
2. To acquaint the students about teaching technology, behavioural technology and instructional technology.
3. To make the students understand about communication process, teaching aids, system approach and use of computer and internet in educational technology.

UNIT 1: Introduction to Educational Technology:

- Meaning, Nature, Scope and Definitions of Educational Technology
- Objectives and Functions, Sources of Educational Technology.
- Concept of Instructional technology, Difference between Instructional and Educational Technology.
- Use of Educational Technology for teachers, Role of educational technology in distance education.

UNIT 2: Multi-media Approaches in education:

- Hardware approach and Software approach.
- System approach: Instructional design.
- Classification of audio-visuals.
- Projected and Non- projected aids.

UNIT 3: Programme Instruction and communication process:

- Meaning, Scope and Importance of Programmed Instruction.
- Basic Principles and types of Programmed Instruction.
- Meaning and principles of effective communication in the classroom.
- Barriers in classroom communication.

UNIT 4: Modification in teaching behaviour and task analysis:

- Flander's Interaction Analysis and Simulated teaching.
- Activities involved in planning of instruction.
- Task analysis and determination of objectives.
- Writing objectives in behavioural terms.

Suggested Readings:

- Barbora, R.D. & Goswami, Deepali — Educational Technology.
- BC Das: Educational Technology; Kalyani publishers 2006
- Das, R.C – Educational Technology, New Delhi Sterling Publishers.
- Dr.NK Dutt and Dr. SK Nanda :Educational technology; DOABA book House 2008
- Goswami Meena, Kumari — Educational Technology
- IC Aggarwal :Essentials of Educational Technology; Vikas Publishing, 2012

- K.L Kumar: Educational Technology; New Age International, 1996
- Kulkorni, S.S. – Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
- RA Sharma: Educational Technology; R Lall Book Depot
- S.K Mangal and Uma Mangal; Essentials of Educational Technology; PHI Learning pvt ltd, 2009
- Sharma, R.A. – Technology of Teaching, Meerut – International Publishing House.
- Skinner, B.F. – The Technology of Teaching, New York – Appleton.

Syllabus for Masters of Education

Semester- IV

EDMM-401: CURRICULUM DEVELOPMENT

OBJECTIVES:

1. To enable the students to understand the concepts and approaches of curriculum development.
2. To enable the students to understand the bases of curriculum development.
3. To acquaint the students with the instructional materials, curriculum transaction and curriculum evaluation.

Unit -1: Meaning and Nature of Curriculum Development:

- Concept and meaning of Curriculum
- Components of Curriculum-Objectives, contents, learning experiences, evaluation.
- Foundation of Curriculum: Philosophical, Psychological and Sociological.
- History of Curriculum Development in India: National Curriculum Framework 1975,198,2000,2005,2009

Unit-2: Curriculum Development and Design:

- Principles of Curriculum Development
- Models of Curriculum Development
- Stages in the process of Curriculum Development
- Innovations in Curriculum Development

Unit 3: Instructional Materials and Curriculum Transaction:

- Text book and Allied Instructional Materials
- Preparation and Evaluation of Text Book
- Analysis of Curricular Content-Designing units, Suitable Presentation Modes
- Teacher as Curriculum Practitioner
- Instructional Planning for Effective Teaching

Unit-4: Curriculum transaction and evaluation:

- Strategies for curriculum transaction, Approaches to curriculum evaluation
- Focus of curriculum evaluation, Outcome of curriculum evaluation
- Agencies of evaluation of curriculum at national/ state level-National Ministry of Education, regional education authorities – Functions of NCERT, SCERT.

Suggested Readings:

- Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher.
- Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.

- Candra, A. (1977). *Curriculum Development and Evaluation in education.* New Delhi: Sterling Publishers.
- Darji, D. R., &Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda.* Baroda: Sadhana Press.
- Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press
- Hassrin, M. (2004). *Curriculum Planning for elementary education.* New Delhi: Anmol Publishers.
- Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.
- Jenkins, D., &Shifrnan, D. M. (1976). *Curriculum an introduction.* London: Pitman Publishing House.
- Jhompson, K., and White, J. C. (1975). *Curriculum development.* London: Pitman Publishing
- Khan.M.I. andNigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication
- Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
- Macdonald, B., & Walker, R. (1976). Changing the Curriculum. Britain: Pitman Press.
- Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum*
- Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Sockett, H. (1976). *Designing the Curriculum.* Britain: Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New

EDMM 402: DISTANCE AND CONTINUING EDUCATION

Objectives :

1. To enable the students to understand the concept of continuing education and its relevance to the changing society.
2. To acquaint the students with methods and techniques of continuing education.
3. To enable the students to understand the meaning, characteristics, merits and demerits of distance education and its growth in India.

Unit: 1 -- Continuing Education

- Continuing Education- its meaning and scope
- Different aspects of continuing Education – Fundamental Education, Adult Education, Social Education and Extension Education – their meaning and nature.
- Agencies of Continuing Education.
- Role of University in adult/continuing education.
- Significance/importance of Continuing Education

Unit: 2 – Continuing Education – Methodologies

- Different methods of Continuing Education
- Role of Mass Media in Continuing Education
- Strategies and devices of Continuing Education.
- Methods of Teaching Adults.
- Functional Literacy programme—Role of National Literacy Mission (NLM) Total Literacy Programme / Campaign

Unit: 3- Distance Education and its Development

- Distance Education-meaning, Characteristics and teaching –learning components
- Need and importance of distance education
- Structures of IGNOU's distance learning programmes
- Growth of distance education Distance teaching- learning system in India
- Distance Education and rural development
- Role of distance education in teacher training programme
- Role of distance Education in the promotion of women education.

Unit: 5- Instructional Strategies in Distance Education

- Different forms of instructional materials in Distance Education
- Non print media- Radio and Television
- Information and Communication Technology (ICT) and their application in Distance Education
- The content, methodology of design of student support services in distance education and their management.

Suggested Readings:

- Ansari, N.A — Adult Education in India, New Delhi, S. Chand and Company Ltd.
- Goswami, D — Literacy and Development, Guwahati, DVS Publishers.
- Mohanty, S.B. — Life Long and Adult Education, New Delhi, Ashish Publishing House.
- Pramji, S — Distance Education, New Delhi, Sterling Publishers Pvt. Ltd.
  Publishers.
- Rogers, Alam — Teaching Adults, Sterling Publishers Pvt. Ltd.
- Saiyadin, M.S. – Challenges in Adult Educations, New Delhi, Macmillian India Ltd.
- Sharma, Madhulika — Distance Education, Concepts and Principles, New Delhi, Kanishka
- Styler, W.E. — Adult Education in India, London Oxford University Press.
- Thakur, Devendra — Adult Education and Mass Literacy, New Delhi, Deep and Deep Publications.

EDMM 403: TRACING PERSPECTIVES OF TEACHER EDUCATION IN INDIA

Objectives:

1. To make the students understand the concept, aim, principles and scope of Teacher education in India within its historical frame-work, and know and value the recommendations of various committees and commissions on Teacher Education.
2. To help the students to trace and identify the focal points in the path of development of the concept of Teacher Education and know about the existing practices in respect to structure, curriculum and evaluation of Teacher Education in India.
3. To develop the concepts of teaching competency, teacher competence, teaching skills, teacher performance and teacher effectiveness and distinctions between them in a student.

UNIT I:

- Teacher Education: concept, aim, need and scope.
- Teacher Education in a changing society: Development of teacher education in India from ancient, medieval, British to Post Independence period. Needs of the learners, educational system and the teacher education Programme.
- The current Teacher Education system in India: analytical study and critical appraisal of the recommendations of various commissions and committees of the post independence era for teacher education.
- National Policy on Education -- Review of national level recommendations and N.P.E.

UNIT II:

- Structure of Teacher Education: Salient features – relevance flexibility integration and interdisciplinary. Aims, objectives and Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level. Norms and guidelines for teacher education at different stages. Appraisal of current curricula and reforms proposed by N.C.T.E. and N.C.E.R.T. for different levels.Levels and types of teacher education courses – (two year, under graduate, one year, post-graduate, four year integrated).
- Teacher Education Programmes : In-Service, Pre-Service Distance Education programmes and orientation and Refresher courses – their problems and limitations.
- Agencies of teacher Education : their roles and scope in International level – UNESCO.National level-UGC, NCERT.State level- SCERT, DIET.
- Current problems of Teacher Education Institutions: Teacher Education and problems of practicing schools. Community and other institutions Preparation of teachers for special schools.Teacher's curriculam and its implementation.

UNIT III:

- Teaching and Teaching Models : Nature, definition and principles of teaching. Model of Teaching -- concept, Attainment, Inquiry – Training, problem -solving and instructive thinking models.

- Teaching as a Profession: characteristic features of profession features of teaching for being recognized as a profession hurdles and drawbacks in the way. Roles, responsibilities and accountability of teachers. Professional organization of teachers at various levels of education and their roles. Preparation of professional personnel.Teaching profession in future.

- Teacher Effectiveness: Concept, issues, evaluation – procedures, tools and related problems in the context of each.Qualities of a good teacher – cognitive, affective and Psychomotor

UNIT IV:

- Research in the area of Teacher Education: Need, areas, problems and trends. Researches in the area of Teacher-Effectiveness in India and abroad .Researches in the area of admission criteria for pupil & teachers.

- Innovations in Teacher Education: meaning of innovation factors and constraints in their acceptance and implementation.Some innovations - Micro teaching, observational systems and interaction analysis of teaching (verbal and non-verbal)

- Organization of Practice-teaching and supervision. Of practice lessons: Block Teaching Group-teaching, intermittent –teaching, Internship related problems, observation and assessment of practice-lessons.

- Teacher Education for special children: need, problem, scope and constraints.

- **Suggested Readings:**

- Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.
- Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad
- New Era in Teaching, Sterling Publishers New Delhi.
- Gupta Y.K.- Contemporary Research in Teacher Effectiveness, Shree Publishing House, New Delhi.
- King, Edmund-The Teacher Education, Holt Rinehart Loinston, London
- Mehta C.S. and Joshi D.C. - Principles and problems of Teacher Education, Rajasthan Hindi Granth Academy, Jaipur.
- Reddy, R.S.-Principles and Practice of Teacher Education, Rajat Publications, New Delhi.
- Shukla, R.S.-Emerging Trends in Teacher Education Chug Publications, Allahabad.
- Singh L.C. (Ed.)-Teacher Education in India
- A Resource Book, NCERT, New Delhi.
- Singh, L.C. and Sharma P.C.-Teacher Education and the Teacher, Vikas Publishing House, New Delhi.
- Srivastava R.O. and Bose, K.-Theory and practise of Teacher Education in India, Chug Publications, Allahabad.

EDMM-404: OPTIONAL (students have to choose one paper out of the following four papers)

A. GUIDANCE AND COUNSELLING - II

OBJECTIVES:

1. To acquaint the pupil with the ways of organisation of guidance services in schools
2. To acquaint the pupils with group guidance.
3. To acquaint pupils with the ways related to counselling for career planning and decision making.

UNIT-1: Organisation of guidance services in schools

- Need of guidance services in schools
- Objectives of guidance services in schools
- Principles of guidance services in schools
- Types of guidance services in schools
- Steps and strategies for effective organisation of guidance services in school

UNIT-2: Group Guidance

- Meaning, advantages, principles and kinds of group guidance.
- Guidance of exceptional children – Physically Handicapped, Gifted and children with Behavioral Problems

UNIT-3: Counselling for career planning and decision making

- Definition and Classification
- Current interest in career planning
- Theories of career development and decision making
- Career counselling in school and non-school setting

UNIT-4: Counseling and Technology

- Technology and its impact
- Counselling and the Internet
- Legal and ethical issues

Suggested Readings:

- Aggarwal, J.C Education, Vocational Guidance and Counselling, Doaba House, Delhi. (2002)
- Asch, M. Principles f Guidance and Counselling, Sarup & Sons, Publishers, New Delhi. (2000)
- Barki, B.G. & Mukhopadhya Guidance and Counselling, Sterling Publishers, Pvt Ltd, New Delhi. (2000)
- Ericson, C.E.& Smith G.E. Introduction to Guidance & Counseling, Prentice hall, New Delhi (2008)
- Jayaswal, S. Guidance and Counselling, Prakashan Kendra, Lucknow.(2000)
- Kochhar, S.K. Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, Pvt. Ltd. New Delhi. (2001)
- Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers, Pvt. Ltd. New Delhi. (1996)

- Madhukar, I Guidance and Counselling, Balaji Books Distributors, 104, Sector-28, Faridabad, Haryana. (2001)
- Nanda, & Walia Educational and Vocational Guidance And Counselling, Vinod Publications, Ludhiana, (2002)
- Nanda, S.K. Educational and Vocational Guidance, Tandon Publications, Ludhiana. (2001)
- Nayak, A.K. Guidance and Counselling, Doaba House, New Delhi.(2000) Guidance & Counseling, A.P.H. Publishing Cooperation, New Delhi (2009)
- Sharma, N.R. Fundamentals of Guidance and Counselling, R.Lall Book Depot, Meerut. (2001) Educational & Vocational Guidance, R.S.A. International, Agra (2008)

EDMM-404

B. ABNORMAL PSYCHOLOGY - II

Objectives:

1. To enable the students to understand the concept, aim, principles and scope of Abnormal Psychology within its historical frame-work and know the value.
2. To trace and identify the main problems and diseases of the human being and the development of the abnormal psychology.
3. To develop the essential competencies required in a teacher for effective transaction of the teaching – learning process and develop or create a good mental health.

UNIT-I

- Mental Mechanism.
- Important defence mechanism-Repression, Regression, Withdrawl, Day-dreaming, Rationalisation,Projection.
- Symptoms of abnormal behaviour
- Syndromes

UNIT-II

- Psychoneurosis and Psychoses : Hysteria, Anxiety, Neuroses
- Obsessive Compulsive neuroses, phobias, schizophrenia, Melancholia, Paranoia.
- Incidence and care of mental patient, Hospitalisation and Treatment
- Psychotherapy, Hypnosis and Psycho analysis.

UNIT-III

- Mental deficiency-Classification
- Causes of mental retardation
- Detection and identification of mental retardation
- Prevention and treatment of mental retardation

UNIT-IV

- Criminal Behaviour-Delinquency and Crime
    - Causes of delinquency
    - Prevention and treatment of delinquency
    - Causes and prevention of crimes

Suggested Readings:

- Abnormal Psychology by S.K. Mangal, Sterlinng Publishers,New Delhi,2012
- Ader, R., & Cohen, N. (1984). Behavior and the immune system. In W.D. Gentry (Ed.), Handbook of behavioral medicine. NewYork: Guilford Press.
- Agras, W.S. Panic: Facing fears, phobias, and anxiety. N.Y.
- Agras, W.S. The behavioral treatment of somatic disorders.
- Andreasen, N.C. Schizophrenia and schizophreniform disorders.

- Beck, A.T. Depression: Clinical, experimental and theoretical.
- Clinical handbook of psychological disorders: A step- Bateson, G., Jackson, D.D., Haley, J. & Weakland.
- W.H. Freeman & Co.A phenomenological analysis of symptoms in obsessive-compulsive neurosis.British Journal of Psychiatry.

EDMM-404

C. DEVELOPMENTAL PSYCHOLOGY - II

Objectives:

1. To enable the students to understand the basic concepts relating to development.
2. To acquaint the students about heredity and environmental factors affecting pre-natal Development.
3. To develop and understanding about the various hazards related to developmental stages.

Unit 1: Puberty and Adolescence:

- Puberty – characteristics and causes
- Adolescence – characteristics, developmental tasks and hazards
- Changes in various aspects – physical, emotional, social, moral, sexual etc
- Role of family and school in personality development

Unit 2: Early childhood:

- Adulthood – characteristics, developmental tasks
- Changes in interest, social mobility
- Sex role adjustment and hazards
- Personal, social and vocational adjustment

Unit 3: Middle age:

- Characteristics and developmental tasks of middle age
- Adjustment to physical and mental changes, changed family pattern
- Personal and social hazards
- Vocational and marital hazards

Unit 4: Geriatrics:

- Characteristics and developmental tasks of old age
- Changes in physical, motor and personality factors
- Adjustments – retirement, vocation and family changes
- Remarriage and hazards

Suggested Readings:

- Dr. Kumar: Child Psychology; LNA Educational Publishers; Agra. 2011
- E. Mavis Hetherington, Ross Parke, Mary Gauvain, Virginia Locke; Mc graw Hill International 6th Edition.
- F. Philip Rice(1998). Human development. PHI Pvt. Ltd.
- Hurlock, E.B. (1980). Developmental psychology: A life span approach. New Delhi; Tata McGraw Hill.
- John H. Flavell: The Developmental Psychology of Jean Piaget; D.Van Nostrand Company 1963
- KS Berger: The Developing person through childhood and adolescence; Worth publishers, New York 2003
- Mussen, et al. (1974). Child Development and Personality. New York; harper & Row.

- Nelson, N.W. (1975). Developmental Psychology. New York: Holt, Rinehart & Winston.
- R. Siegler & Judy Deloache (2003). How children develop? Worth publisher
- R.K. Tandon. (2007). Child Psychology. APH Publication company.

EDMM 405: EARLY CHILDHOOD CARE AND EDUCATION

MDC – II (within the university)

Objectives:

1. To enable the students to understand the need and significance of ECCE.
2. To enable the students to understand the policy perspectives on ECCE.
3. To enable the students to develop pedagogical skills for ECCE.

Unit 1: Introduction:

- Concept and definitions of ECCE.
- Objectives and scope of ECCE.
- Need and significance of ECCE based on socio-cultural contexts.
- Family and home influence over the child.

Unit 2: Developmental Contexts:

- Developmental need of the child from 0-8years.
- Physical domain.
- Cognitive domain.
- Language development.
- Socio-emotional domains.

Unit 3: Policies and changing perspectives:

- Legislations and programmes related to ECCE in
- NPE (1986).
- RTE (2009).
- ECCE (2013).
- UNCRC (1989).

Unit 4: Approaches and Pedagogy:

- Understanding different approaches to learning-
- Activity based
- Play-way
- Child-centred
- Theme-based.

Suggested readings:

- Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education. 1st edition. Shipra Publications, New Delhi.
- Berk, L.E. (2007). Development through the Life Span. Pearson Education, New Delhi.

- Hurlock, E.B. (2004). Child growth and development. Tata McGraw Hill Company.
- Mishra, R.C. (2005). Early childhood education today. Prentice Hall Publishers.
- Swaminathan, M. & Daniel, P. (2000). Activity based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school education, Chennai.

EDMD 406: PROJECT WORK/DISSERTATION & Viva-Voce

Each candidate is required to complete any one project related to any area of the Syllabus to be evaluated by internal and external examiners jointly through Viva-Voce.

The project work will have to be completed according to following —

1) Identification of the problem/topic
2) Formulating the objectives
3) Review the relevant/related literature
4) Writing the hypotheses
5) Field identification-scope and delimitations
6) Nature of information/data required — their sources
7) Collection and organization of data, analysis and drawing conclusion
8) Reporting

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