

SEMESTER-IV



COURSE-I (Elective First)

Specialisation Course-I (i)- Guidance & Counselling

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- make aware of the importance of making right choices in life, education, vocation etc.
- develop and promote understanding of basic principles, areas, importance of guidance and counseling.
- explain problem face by students in the contemporary world.
- make students conversant with the practices of guidance and vocational choices.
- explain the use of various standardized & non-standardized data collection tools.
- develop an understanding of the role of guidance for the population with special needs.
- develop an understanding and need of mental health

UNIT-I

- **Introduction to Guidance**
 - Concept, Principles & Functions of Guidance
 - Types of Guidance: Educational, Vocational, Social & Personal Guidance.
 - Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.
 - Contemporary Models of Guidance; Mathewson Model, Sholen's Model, Chapman Model & Hoyt's Model.
- **Guidance Services and their Organization in Schools**
 - Organization & Evaluation of Guidance Programmes at Various Levels of Education (Elementary/ Secondary/ Senior Secondary /College)
 - Problems of Organizational Guidance Services in India.
 - Role of Various Community Agencies in School Guidance Programmes

UNIT-II

- **Introduction to Counseling**
 - Concept, Principles, Techniques & Procedure of Counseling
 - Approaches of Counseling: Directive, Non-Directive, Eclectic Counseling
 - Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Gestalt
 - Skills of Counseling: Building Trust, Listening, Observation & Empathy

- Counselor: Characteristics, Functions & Ethics
- **Career Guidance**
 - Concept & Needs of Career Guidance
 - Factors Affecting Career Guidance
 - Approaches of Career Guidance

UNIT-III

Job Analysis and Occupational Information

- Concept and Needs of Job Analysis
- Meaning, Nature and Factors Affecting Job Satisfaction
- Relation between Job Analysis and Job Satisfaction
- Concept of Occupational Information & Sources of Collection Measuring Devices
- Tools: Intelligence, Aptitude, Interest, Personality, Attitude, and Achievement
- Techniques used in Guidance: Questionnaire, Anecdotal Records, Interview, Schedule, case Study, Diary and Autobiography, Cumulative Record Cards

UNIT-IV

Guidance for Children with Special Needs

- Exceptional Learners: Slow- learners, Gifted & Creative Children.
- Delinquent, Backward and Under-Achievers Children.
- Mentally and Physically Handicapped Children
- Guidance for the Well Being of Senior Citizens

Mental Health

- Concept of Mental Health
- Factor Affecting Mental Health
- Role of Guidance Personnel in Promoting Positive Mental Health at Work Place

Tasks and Assignments : The student-teacher may undertake any one of the following activities (10 marks)

- Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests.
- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.
- Any other task assigned by the institution.

SUGGESTED READINGS

- Aggarwal, R. (2010). Elementary Guidance and Counselling, New Delhi: Shipra publication.
- Aggarwal, J.C. (2005). Career Information in Career Guidance Theory & Practice, Delhi: Doaba House.
- Bala, Rajni. (2007). Guidance and Counselling: Modern Review, New Delhi : Afa Publication.
- Burnard, P. (2005). Counselling Skills Training, New Delhi: Viva Book Private Limited.
- Chandra, R. (2009). Career information and Guidance and Counselling, Delhi: Isha Books.

- Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vikas Publishing House.
- Dev, K.(2005). Educational Guidance, New Delhi:Pragun Publication.
- Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt.Ltd.
- Gibson, Robert L. & Mitchell, Marianne, H. (2008). Introduction to Counselling and Guidance, New Delhi: Pearson Prentice Hall in India.
- Gupta, M. (2005). Effective Guidance & Counselling, Jaipur: Mangaldeep publications.
- Kochhar, S.K. (2009). Guidance & Counselling in Colleges & Universities, New Delhi: Sterling Publishers Pvt Ltd.
- Kochhar, S. K. (2006). Educational and Vocational Guidance in Secondary Education, Delhi':Sterling Publications.
- Koshy, J. (2007). Guidance and Counselling (Vol. IV),New Delhi: Dominant Pub. & Distributors.
- Kottler, J. A. & Shepard, D. S.(2008).Counselling Theories & Practices, Cenage Learning:1st Edition.
- Madhukumar, I. (2007). Guidance and Counselling,NewDelhi: Authors Press.
- Mathur, S. S.(2008).Fundamentals of Guidance & Counselling, Agra:2nd Edition Aggarwal Publication.
- Mishra, R.C. (2004). Guidance & Counselling, New Delhi: APH Publishing Corporation.
- Naik, D. (2007). Fundamentals of Guidance and Counselling,New Delhi: Adhyayan publishers.
- Pandey, V.C. (2006). Educational Guidance & Counselling, Delhi:Isha Books.
- Rao, S N.(2006). Counselling and Guidance,Delhi :McGraw hill Publication.
- Rao, S. N.& Hari, H. S.(2004).Guidance and Counselling,New Delhi:Discovery Pub. House.
- Saxena, A. (2006). Organization of Guidance Service,Delhi: Rajat Publications.
- Safaya, B.N. (2002). Guidance & Counselling, Chandigarh: Abhishek Publications.
- Sexena, A. (2007).Modern Techniques of Counselling, New Delhi: Rajat Publications.
- Saxena, A. (2007). Introduction to Educational & Vocational Guidance, Delhi :Rajat Publications.
- Sharma, R. A.(2011).Fundamentals of Guidance and Counselling.Meerut: R Lal Book Depot.
- Sharma, S.P. (2008). Career Guidance & Counselling, New Delhi: Kanishka Publishers& Distributors.
- Sharma, T.C. (2002). Modern Methods of Guidance & Counselling, New Delhi : Sarup & Sons.
- Sharma, Y.K. (2005). Principles of Educational & Vocational Guidance, New Delhi: Kanishka Publishers.
- Shrivastava, K.K. (2003). Principles of Guidance & Counselling, New Delhi : Kanishka Publishers.
- Singh, R. (2002). Educational & Vocational Guidance, New Delhi : Commonwealth Publishers
- Vashist, S.R. (2004). Evaluation of Guidance, New Delhi: Anmol Publications Pvt. Ltd.
- Varky, B. G.& Mukhopadhyay, M.(2006). Guidance and Counselling, New Delhi :SterlingPublications.
- Yadav, R.H. (2012). Guidance & Counselling, New Delhi: APH Publishing Corporation.

COURSE-I (Elective First)

Specialisation Course-I (ii)- Education Policy, Economics & Planning

(Elementary Level)

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

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

- to acquaint the students with the basic concepts of economics of education
- aware of the productivity of education in economic development
- explain concept ,nature, principles and procedure of educational planning
- to acquaint the students with the concept of educational planning of education at elementary level
- explain types of educational policy, link between educational policy and national development policy.

UNIT-I

Educational Policy:

- Types of educational policy- State level Institutional, Short –term, Long- term at Elementary Level
- Need and Importance of Educational Policy at Elementary Level
- Linkage between national Educational Policy and State Development Policy at Elementary Level

UNIT-II

Economics of Education: Meaning, aims, scope and significance

- Education as Consumption
- Education as investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- State relationship, mobilization of resources
- Financial Contribution of community to school.
- Central and State Level Expansion on Elementary Education & Girl Education
- Govt Programs & Projects (like Lok Jumbish Projects,Shiksha Karni Projects, Kasturba Gandhi Shiksha Yojana, Sharde Hostels)
- Models of development based on free market economies

UNIT-III

Educational Planning at Elementary Level:

- Concept, needs and goals of Educational Planning
- Principles of Educational Planning.
- Approaches of Educational Planning
- Educational Planning in India since independence

Education and Man Power Planning:

- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

UNIT-IV

Educational Planning and Policies at Elementary Level

- District Elementary Education Programme: Goals and Strategies.
- Sarva Shiksha Abhiyan & RTE Act 2009- Goals and Specific Programme Interventions at National Level and in respective States to improve access, enrolment, retention/participation and achievement.

Inspection, Supervision and Monitoring:

- Monitoring and Supervision at Elementary Level
- Research and Evaluation of specific schemes like Mid-Day Meals, establishments of VEC and different incentive schemes and achievement levels.

Tasks and Assignment: Any one of the following: (10 marks)

- Preparation of research design on a theme, discipline and RTE act. 2009
- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education (Survey a Govt school nearby and Prepare of report on critically analyze the SSA and Mid May Meal programme)
- Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO.
- Any other assignment/ project given by the Institute.

Suggested Readings:

- Blaug.M (1972). Economics of Education published by Penguin Books.
- Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992).
- Nordhaus,W.D.(1998):Economics and Policy issues in climate change.
- Parkash Shree(1999):Educational Planning published by Gyan Publishing House.
- Padmanabhan,C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot.

COURSE-I (Elective First)

Specialisation Course-I (ii)- Education Policy, Economics & Planning (Secondary Level)

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

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2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

After completion of this course the students would be able to:

- acquaint the students with the basic concepts of economics of education
- aware of the productivity of education in economic development
- explain concept ,nature, principles and procedure of educational planning
- acquaint the students with the concept of educational planning of education at secondary level
- explain types of educational policy, link between educational policy and national development policy.

UNIT-I

Educational Policy at Secondary Level:

- Types of educational policy- National State Level Institutional ,Short–Term and Long- Term at Secondary Level
- Need and Importance of Educational Policy at Secondary Level
- Linkage between Educational Policy and National Development Policy at Secondary level

UNIT-II

Economics of Education: Meaning, aims, scope and significance

- Education as Consumption
- Education as Investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- National Relationship, Mobilization of Resources.

UNIT-III

Educational Planning at Secondary Level

- Concept, needs and goals of Educational Planning Secondary Level
- Principles of Educational Planning Secondary Level
- Approaches of Educational Planning Secondary Level
- Educational planning in India since Independence at Secondary Level

Education and Man Power Planning:

- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

UNIT-IV

Planning Mechanisms and Five-Year Plan in Education

- Main features of five year plans with special reference to education, impact of five year plan on education.
- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- District level planning: recent initiatives.
- Availability of educational statistics at central, state and district levels.

Educational Expenditure:

- Educational Expenditure and its Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.
- Financial estimates by Tapas Mazumdar Committee (GoI, 1998)

Tasks and Assignment: Any one of the Following:(10 marks)

- Estimation of opportunity cost on a sample of working school age children.
- Preparation of a blue print for expenditure control in a school
- Preparation of a school budget
- Any other work assigned by the institution

Suggested Readings:

- Blaug.M (1972). Economics of Education published by Penguin Books.
- Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992).
- Nordhaus, W.D.(1998):Economics and Policy issues in climate change.
- Parkash Shree(1999):Educational Planning published by Gyan Publishing House.
- Padmanabhan,C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot.

COURSE-I (Elective First)

Specialisation Course-I (iii)- Education Management, Administration & Leadership (Elementary Level)

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
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4. All questions carry equal marks.

COURSE OBJECTIVES

After completion of the course, student teachers will be able to:

- develop an understanding of specific trends of the educational administration
- develop an understanding of concept, needs and to equip students with specialist techniques and methods for educational management
- develop a scientific outlook to deal effectively with the problems of educational administration and management
- develop an understanding of leadership in the context of education
- develop the knowledge of planning and organizing supervisory programmes in educational institutions
- explain the role of National, State and Local level bodies responsible for educational administration.

UNIT-I

Educational Management

- Concept, Needs, Objectives and Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills & Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management & Administration

Educational Planning and Supervision

- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at Elementary Level
- Meaning, Nature and Scope of Educational Supervision
- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at Elementary Level

UNIT-II

Introduction to Educational Administration

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.

Communication in Educational Management & Administration

- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

UNIT-III

Leadership in Education

- Concept of Leadership, Leader and Manager,
- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.

Theories of Leadership

- Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
- Hersey and Blanchard's Situational Theory,

UNIT-IV

Educational Administrative Bodies in India at State & Local Level : Role & Functions

- State Bodies: State Council of Educational Research & Training (SCERT),
- State Institute of Education Technology (SIET),
- District Institute of Education & Training (DIET),
- Institute of Advance Studies in Education (IASE)
- Local Bodies: Municipal Councils/Corporation, Zilla Parishads, Panchayats.

Tasks and Assignment: Any one of the following (10 marks)

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio at elementary level. Is it according to provision of RTE act? Prepare a report on it.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyze quality & quantity of Mid-day meal in any rural school.
- Any other work assigned by the institution.

Suggested Readings:

- Altrichter, H. and Elliot, J. (2000). Images of Educational Change. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). Managing People, New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management, (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T. (2013). Educational Management, Administration & leadership. New Delhi: Sage Publications.
- Chauhan,S.(2012). Educational Management, New Delhi: Pearson Publication.
- Dawra, S. (2003). Management Thought, New Delhi: Mohit Publication.
- Harigopal, K. (2001). Management of Organizational Change, New Delhi: Response Books.
- Luthans, F. (2005). Organisational Behaviour, New York: McGraw – Hills Inc.
- Lunenburg,F.C. & Orenstein, A.C.(2012).Educational Administration- Concept & Practices, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). The Higher Education Manager's Handbook, New York and Canada: Routledge.
- Nair, S.R. (2004).Organizational Behaviour- Texts and Cases, Mumbai: Himalaya Publication.
- Nangia, S.B.(2009). Educational Administration, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
- Owens, R.C. (2001). Organizational Behaviour in Education, Boston: Allyn and Bacon.
- Prasad, A. (2007). University Education Administration and the Law, New Delhi: Deep& Deep Publications.
- Punia,V. (2004).Managerial Skills in Educational Administration, New Delhi: Deep& Deep Publications Pvt. Ltd.
- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi: Association of Indian Univesities.
- Sayeed, O. B. and Pareek, U. (2000). Actualizing Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). Educational Administration Policy, Planning and Survey. New Delhi: Kunalm Books.
- Sharma, R. A. (2009). Educational Administration &Management. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012).Educational Administration & Management. New Delhi: Pearson Publications.

COURSE-I (Elective First)

Specialisation Course-I (iii)- Education Management, Administration & Leadership (Secondary Level)

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4. All questions carry equal marks.

COURSE OBJECTIVES:

After completion of the course, student teachers will be able to:

- develop an understanding of specific trends of the educational administration
- develop an understanding of concept, needs & to equip students with specialist techniques and
- methods for educational management
- develop a scientific outlook to deal effectively with the problems of educational administration & management
- develop an understanding of leadership in the context of education
- learn about planning & organizing supervisory programmes in educational institutions
- explain the role of national, state & local level bodies responsible for educational administration.

UNIT-I

➤ Educational Management

- Concept, Needs, Objectives & Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills & Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management and Administration

➤ Educational Planning & Supervision

- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at secondary level
- Meaning, Nature and Scope of Educational Supervision
- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and
- Implementing Supervisory Programmes at secondary level

UNIT-II

➤ Introduction to Educational Administration

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.

➤ Communication in Educational Management and Administration

- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

UNIT-III

➤ Leadership in Education

- Concept of Leadership, Leader and Manager,
- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.

➤ Theories of Leadership

- Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
- Hersey and Blanchard's Situational Theory,

UNIT-IV

Educational Administrative Bodies in India at National Level: Role & Functions

- University Grant Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National University of Educational Planning and Administration (NUEPA)
- Ministry of Human Resource Development (MHRD)
- National Council for Teacher Education (NCTE)
- Central Advisory Board For Education (CABE)

Tasks and Assignments: Any one of the following (10 marks)

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity.
- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.
- Any other activity assigned by the institution.

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- Punia,V. (2004).Managerial Skills in Educational Administration, New Delhi: Deep& Deep Publications Pvt. Ltd.
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COURSE-II (Elective Second)

Specialisation Course-II (i)- Inclusive Education

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

On completion of this course the students would be able to

- develop in students an understanding of the concept and philosophy of inclusive education in different contexts
- develop in students an understanding of the nature and types of diverse learners
- enable students to analyse the trends and issues in inclusive education
- acquaint students about various legislative frameworks and programmes facilitating inclusive education
- enable students to understand various approaches to evaluation and identification of need of diverse learners
- enable students to understand planning and management of inclusive classroom
- enable students to use assistive /adaptive technology in inclusive classrooms
- enable students to understand the need of support system for inclusive practices
- understand the global and national commitments towards the education of children with diverse needs
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- identify and utilize existing resources for promoting inclusive practice.

UNIT-I

➤ Introduction to Inclusive Education

- Marginalization vs Inclusive education – Meaning and Concept.
- Historical perspectives on education of children with diverse needs.
- Evolution of the Philosophy of Inclusive Education – Special, Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education
- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.

UNIT-II

- **Policies, programmes and legislative provisions with reference to children with special needs (CWSN)**
- **International initiatives**
 - The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6, 10 &12).
 - The World Declaration on Education for all and its Framework for Action to meet Basic –Learning needs, 1990
 - The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
 - The Asian and Pacific decade of Disabled Persons, 1993-2002.
 - The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.
 - UNCRPD – 2007
- **National Policy Framework & Programmes:**
 - NPE 1986, POA 1992; SSA and RMSA
 - Persons With Disabilities Act (EO,PR, & FP), 1995 and the Draft Rights of Persons with Disabilities Bill – 2012 and subsequent amendments.
 - RCI Act, 1992 and National Trust for Welfare of Persons with
 - Autism, Cerebral Palsy, Mental Retardation and Multiple Disability
 - Act, 1999 & Rules, 2014
 - National Policy for Persons with Disabilities - 2006

UNIT-III

- **Children with Diverse Needs**
- Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups.
- Importance of early detection for development of compensatory skills.
- **Curricular Adaptations and Accommodations-Meaning, Difference, and Need**
- Specifics for children with Sensory disabilities (VI and HI)
- Specifics for children with Neuro-developmental disabilities
- Specifics for children with Locomotor disabilities and Multiple disabilities.
- Engaging gifted children.
- **Planning and Management of Inclusive Classrooms: material resources, Human Resource and Instructional Practices**

UNIT-IV

Resources and Facilitators of Inclusion

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom

- Facilitators for Inclusive Education: Parent-Professional Partnership: Role of Parents, Peers, Professionals, School Management & Community.
- Role Responsibilities of General, Special and Resource Teachers.
- Skills & Competencies among Inclusive school teachers.

Tasks and Assignments: Any one of the following activities: (10 marks)

- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms .Reflective journal writing.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

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COURSE-II (Elective Second)

Specialisation Course-II (ii)- Educational Measurement & Evaluation

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

Course Objectives: After completing the course the students would be able to

- Understand the concept of measurement & evaluation
- be familiar with the different types of evaluation, norm referenced & criterion referenced tests
- comprehend the steps in standardisation of achievement test
- understand the application of various statistical tests like correlation, ANOVA, Regression etc.

COURSE CONTENT

Unit-I

- (a) Concept and importance of measurement and evaluation.
- (b) Types of evaluation: Formative and summative.
- (c) Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II

- a) Types of achievement tests- Essay and Objective type.
 - b) Norm referenced and criterion reference tests.
 - c) Steps in standardization of achievement tests.
- Item analysis: Item difficulty, discrimination index. Estimating reliability and validity. Effectiveness of distracters.

Unit-III

- a) Analysis of variance (one way and two way): Assumptions and Computation.
- b) Regression and prediction: Meaning and Concept of linear regression equation.

Unit-IV

Correlations: Assumptions and computation of:

- a) Biserial, Point Biserial
- b) Tetrachoric and phi- coefficient.
- c) Partial and multiple correlation.

Task/Assignment- Any one of the following: (10 marks)

- Development of a standardized test
- Any other task given by the institution.

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COURSE-II (Elective Second)

Specialisation Course-II (iii) - Educational Measurement & Evaluation

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

After completing the course, the students will be able to:

- recognize their own worth as individual and develop a personal belief and value system.
- understand the concept, need and importance of value education
- understand the nature of values, inculcation of values, value classification and to differentiate such values from religious education, value teaching orient themselves with the basic values, their inculcation and with the place of reason and emotions in moral development of the child.
- understand the process of value development vis-à-vis their cognitive and social development.
- understand the concept of morality and moral judgment.
- orient themselves about the morality and conversion of moral learning into moral education.
- promote self discipline built self confidence and reliance.
- know about various approaches of value inculcation.
- grow up into a responsible citizen.

UNIT-I

- Concept of Values and Value Education; Historical Background of Value Education
- Aims and Objectives of Value Education
- Need, Importance and Role of Value Education in the present emerging Indian society
- Classification of Values

UNIT-II

- Theories of Value Development: Psycho-analytic, Learning theory – social leaning Cognitive development, Piaget and Kohlberg

- Models of Value Development : Value Analysis, Rationale Building, Social Action , The Consideration Model

UNIT-III

- Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
- Professional Values-Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious Values - Tolerance, wisdom, character.
- Modernity vs. Value crisis, Issues and challenges
- Value orientation of Teacher education curricula in India

UNIT-IV

- Concept of Morality and Moral Judgment
- Aspects of Moral Education – Liberal, Social, Religious, Psychological
- Development of Moral Character And Attitude
- Role of Media in developing values and morality

Tasks and Activities: Any one of the following (10 marks)

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) for school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values among children
- Any other task assigned by the institution.

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COURSE-III (Elective Third)

Specialisation Course-III (i)- Educational Technology

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher’s behaviour.

COURSE CONTENTS

UNIT –I

- Meaning and Scope of Educational Technology: System approach to Education and its characteristic, Components of educational Technology –Software and Hardware.
- Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.
- Multimedia approach in Educational Technology.

UNIT –II

- Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
- Stages of Teaching – Pre-active, Interactive and Post active.

- Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
- Programmed Instruction : Origin, Principles and characteristics
- Types: Linear, Branching and Mathetics.
- Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

- Teacher Training Techniques- Micro-teaching, Flanders Interaction Analyses, Simulation.
- Computer assisted instruction, e-learning, online learning, blended learning and m-learning.
- Models of Teaching: Concept, Different families of Teaching Models and following models in detail - Inquiry Training Model, Mastery Learning Model, Basic Teaching Model, Concept Attainment Model, Advanced Organizer Model.

UNIT –IV

- Objectives: Differentiation and Derivation from Aims to Goals, General Objectives from Goals and Instructional Objectives from General Objectives. Formulating Instructional Objectives, Categorization of Objectives in Taxonomic Categories of Cognitive, Affective and Psychomotor Domains.
- Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions, Co-Operative Learning.
- Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.
- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
- Use of Educational Technology in Distance Education

Tasks and Assignments: For Internal Assessment (10 Marks)

- Development of Linear Programme
- Power –Point Presentation on any topic
- Development of Lessons using Model teaching.
- Any other task assigned by the institution.

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- Kulkarni, S.S., “Introduction to Educational Technology”, Mew Delhi: Oxford & IBH Publishing Company, 1986.
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COURSE-III (Elective Third)

Specialisation Course-III (ii)- Comparative Education

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the Factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to Study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as Other Countries like UK, USA, and Australia.

- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of
- Other Countries.

COURSE CONTENTS

UNIT-I

- Concept, History, Aims and Scope of Comparative Education.
- Factors influencing education system of a country.
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

- Educational ladder of U.K., U.S.A., Finland and India Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., U.K, Finland and India.
- Primary Education in U.S.A., U.K, Finland.
- Primary/Elementary Education in India: Concept of Universalization of Elementary
- Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE Act-2009.

UNIT-III

- Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.
- Higher Education in India, UK and USA.

UNIT-IV

- Distance Education: its Needs and Various Concepts with Reference to India, UK and Australia.
- Educational Administration in India, U.K. and U.S.A.
- Teacher Education program in U.K., Finland, U.S.A. and India.
- Recent trends and innovations in education of India, U.K. and U.S.A

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COURSE-III (Elective Third)

Specialisation Course-III (iii)- Life Long Education

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the student will be able to explain:

- Concept of lifelong education
- Approaches to lifelong education
- Concept, aims, Need and importance of adult and continuing education
- Literacy situation in the country and government initiatives to improve literacy status
- Administration and management of adult and continuing education programmes
- Role of universities in adult and continuing education
- Concept of andragogy and its applications
- Impact of lifelong education on formal education
- Types of continuing education programmes
- Areas of research in adult, continuing and lifelong education

COURSE CONTENTS

UNIT-I

- Philosophical and sociological basis of lifelong education – Need and importance in contemporary world
- Concept and Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society.
- Adult and Continuing Education; Evolution of concept, aims, need and importance in the contemporary world and practice.

UNIT-II

- Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies; New Initiatives in Adult and Continuing education; Sakshar Bharat.
- Centre and State Level organisations for Administration and management of adult and continuing education programmes.
- Role of UGC and Universities in adult, continuing and lifelong education :
- Departments/Centres for adult and continuing education and extension education.
- The field outreach programmes.

UNIT-III

- Andragogy : meaning and concept, implication for lifelong learning.
- Psychology of adult learners; Principles of adult learning and curriculum development for adults.
- Teaching methods for adult learners.

UNIT – IV

- Impact of Life Long Education on formal education – Education for diverse target groups through
 - Open Learning
 - Web Based Education
 - Community Colleges.
- Continuing education programmes for community development:
 - Women empowerment
 - Population education
 - Legal literacy
 - Vocational education
- Research Areas in Adult Education, Continuing Education and Lifelong Education.

Task & Assignment- Any one of the following(10 marks)

a) Poster preparation and exhibition of any of the following :

- (i) Legal Literacy
- (ii) Open learning
- (iii) Part time courses
- (iv) Web based Education

b) Planning a target specific continuing education course and submission of a detailed course draft.

c) Any other task assigned by institution.

SUGGESTED READINGS

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- Yadav, Rajender Singh, (1991): Adult Education Training and Productivity, Ambala Cantt. Indian Publications.
- www.mhrd.gov.in- for school education and literacy.

COURSE-IV

DISSERTATION

(Evaluation by External examiner at the end of the semester)

Credits-4

M.Marks-100

- Submission of dissertation & viva-voce.

COURSE-V

Self-Development Skills- IV (Yoga)

(Evaluation by External examiner at the end of the semester)

Credit-1

M.Marks-25

COURSE OBJECTIVES

- To make learners aware of the benefits and relevance of Yoga and Yogic practices
- To make them practice and incorporate basic yoga exercises in their daily routine

COURSE CONTENT

- Brief historical account and significance of Yoga
- Yoga as a stress buster; body and mind healing device
- Basic yoga exercises and *asanas* (*pranayam*, *surya-namaskar*, *taad-asana*, *kapaalbhaati*, *shav-asana*, etc.)

Transactional mode

Through theoretical as well as practical mode

Practical

Mastering any five yoga exercises/*asanas*

