

**Course Structure for M. A (Education)****Semester-III**

| <b>Course Code</b>                                | <b>Course Title</b>                             | <b>Credit Value</b> | <b>Internal Marks</b> | <b>External Marks</b> | <b>Total Marks</b> |
|---|---|---------------------|-----------------------|-----------------------|--------------------|
|   | <b>Core Courses</b>                             |                     |                       |                       |                    |
| <b>M.A-Ed-301</b>                                 | <b>Methodology of Educational Research-II</b>   | <b>4</b>            | <b>40</b>             | <b>60</b>             | <b>100</b>         |
| <b>M.A-Ed-302</b>                                 | <b>Educational Measurement and Evaluation</b>   | <b>4</b>            | <b>40</b>             | <b>60</b>             | <b>100</b>         |
| <b>M.A-Ed-303</b>                                 | <b>Guidance and Counselling</b>                 | <b>4</b>            | <b>40</b>             | <b>60</b>             | <b>100</b>         |
| <b>M.A-Ed-304</b>                                 | <b>Sociological Foundations of Education-II</b> | <b>4</b>            | <b>40</b>             | <b>60</b>             | <b>100</b>         |
| <b>Optional Papers (Any one of the following)</b> |   |                     |                       |                       |                    |
| <b>M.A-Ed-305</b>                                 | <b>Environmental Education</b>                  | <b>4</b>            | <b>40</b>             | <b>60</b>             | <b>100</b>         |
| <b>M.A-Ed-306</b>                                 | <b>Gender Studies</b>                           | <b>4</b>            | <b>40</b>             | <b>60</b>             | <b>100</b>         |
| <b>M.A-Ed-307</b>                                 | <b>E-Learning</b>                               | <b>4</b>            | <b>40</b>             | <b>60</b>             | <b>100</b>         |
| <b>M.A-Ed-308</b>                                 | <b>Special Education</b>                        | <b>4</b>            | <b>40</b>             | <b>40</b>             | <b>100</b>         |
|   | <b>Total</b>                                    | <b>20</b>           | <b>200</b>            | <b>300</b>            | <b>500</b>         |

**Aggregate marks of semester-III = 500**

**Total credits = 20**

**THIRD SEMISTER****Course Code: M.A-Ed-301****Max. Marks: 100****Course Title: METHODOLOGY OF EDUCATIONAL RESEARCH-II Internal:40****Duration of Exam. 3 hr****External:60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.** To understand the uses and limitations of different techniques of data collection.

**CO2.** To identify the methods of data collection for qualitative researches.

**CO3.** To understand the historical and philosophical methods of conducting the research.

**CO4.** To understand the concept of descriptive and Ex post Facto research methods and to describe the basic principles of experimental research along with different experimental designs.

**CO5.** To help students develop a thorough understanding of the steps involved in reporting research and to cite references in APA style.

**COURSE OUTLINE****Unit I: Methods of data collection-I****10 hrs**

- Psychological Tests: Personality, Intelligence and Adjustment
- Questionnaire
- Rating Scale

-Their Characteristics, Merits & Limitations

**Unit II: Methods of data collection-II****10 hrs**

- Focus group
- Observation
- Interview

-Their Characteristics, Merits & Limitations

**Unit III: Methods of Educational Research – I****10 hrs**

- **Historical**
  - i. Nature
  - ii. Identification of Sources
  - iii. Historical Criticism
- **Philosophical**
  - i. Nature
  - ii. Procedure

**Unit IV: Methods of Educational Research-II****10 hrs**

- **Descriptive, Ex-Post facto**
  - i) Nature
  - ii) Various Technique
- **Experimental**
  - i) Nature

- ii) Variable & its types
- iii) Procedure
- iv) Experimental Designs (three only)

**Unit V: Research Report writing****10 hrs**

- Concept, Significance, Format & Chapterization
- Bibliography & Reference Format with special reference to APA Style
- Dissemination of Research Findings

**Books Recommended**

1. Barbour, R. (2013). *Introducing qualitative research: A student's guide* (2nd edition). Sage.
2. Best, J.W. and Kahn, James V. (2006). *Research in Education (10th Edition)*. New Delhi: PHI Publishers.
3. Elhance, D.N (1975). *Practical Problems in Statistics*. Allahabad: Kitab Mahal.
4. Ellis, L (1994). *Research Methods in Social Sciences*. Madison: Brown and Benchmark.
5. Hamburg, M (1979). *Basic Statistics: A Modern Approach*, (2nd ed.). New York: Harcourt Brace.
6. Kendall, G.M (1982). *Dictionary of Statistical Terms*, London: Longman.
7. Kerlinger, Fred N (1973). *Foundation of Behavioural Research*, New York: Rinehart Winston.
8. Kish, L (1967). *Survey Sampling*, New York: John Wiley.
9. Korin, B.P (1977). *Introduction to Statistical Methods*, Cambridge: Intercrop Pub.
10. Kothari, C.R (1990). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: Vishwa Prakashan.
11. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
12. Koul, Lokesh (2009). *Methodology of Educational Research* (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
13. Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publication.
14. Lindvall, C.M. (1976). *Testing and Evaluation-An Introduction*. New York: Harcourt, Brace Javanavich.
15. Mangal, S.K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
16. Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
17. Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education* (2nd edition). Sage.

18. Rao, AdithamBhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
19. Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
20. Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.
21. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
22. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8th Ed.). New Delhi: Pearson

**Course Code: M.A-Ed-302****Max. Marks: 100****Course Title: EDUCATIONAL MEASUREMENT AND EVALUATION****Internal: 40****Duration of Exam. 3 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.** To develop an understanding about the fundamentals of Educational Measurement and evaluation and to be able to distinguish between evaluation and measurement.

**CO2.** To be able to identify different tools and techniques of evaluation and to differentiate between norm referenced and criterion referenced tests.

**CO3.** To be able to identify different characteristics of a measuring tool.

**CO4.** To develop an understanding about the steps involved to construct a standardized test.

**CO5.** To understand the nature and uses of choice based credit system and grading system and to realise the importance and usability of open book examination and online examination.

**COURSE OUTLINE****Unit I: Measurement and Evaluation 10 hrs**

- Measurement: Concept, Scope, significance and scales of measurement
- Evaluation: Concept, scope, functions, types and basic principles of evaluation
- Difference between measurement and evaluation as applied to educational data.

**Unit II: Tools and Techniques of Evaluation 10 hrs**

- Norm referenced and criterion referenced tests (concept and uses)
- Essay type and objective type tests
- Rating scale, interview, observation

**Unit III: Characteristics of a Measuring Tool 10 hrs**

- Reliability: its types and estimation;
- Validity: its forms and estimation
- Objectivity;
- Usability

**Unit IV: Test Construction 10 hrs**

- Concept of standardized achievement test and teacher made test.
- Steps of constructing an achievement test
- Standardisation of an achievement test

**Unit V: New Trends in Examination 10 hrs**

- Open Book Examination
- New trends in evaluation: Grading system, continuous comprehensive evaluation scheme, online examination
- Choice based credit system

**Books Recommended**

1. Aggarwal, R.N. and Vipan, A. (1983). Educational Measurement and Evaluation, Vinod Pustak Mandir. Agra.
2. Aiken, L.R. (1985), *Psychological Testing and Assessment*, Boston: Allyn and Bacon.
3. Anastasi, A. (1988). *Psychological Testing*. Macmillan Co., New York.
4. Cronbach, L.G. (1964), *Essentials of Psychological Testing*, New York: Harper.
5. Ebel, L.R. and Frisbie, D.A. (1991). *Essentials of Educational Measurement*, Prentice Hall of India Pvt. Ltd. New Delhi.
6. Freeman, F.S. (1965), *Theory and Practice of Psychological Testing*, New York: Rinehart & Winston.
7. Garrett, H.E. (1973). *Statistics in Educational and Psychology*, Bombay, Vakils Feffer and Semans
8. G.N. Masters (editor), J.P. Keeves (editor), *Advances in Measurement in Educational Research and Assessment* (1999), Pergamum Press
9. Grownlund, N.E.(1981), *Measurement and Evaluation in Teaching* , New York: MacMillan.
10. Guilford, J.P. and Fruchter, B. (1973). *Fundamental of Statistics in Psychology and Education*, McGraw Hill and Co., New York.
11. J. Swarupa Rani, *Educational Measurement and Evaluation*, Discovery Publishing House, 2004
12. Jum C. Nunnally, Nancy Almand Ator, *Educational Measurement and Evaluation*; McGraw-Hill, 01-Jan-1972
13. Karmel, L.C. and Karmel M.C. (1978), *Measurement and Evaluation in Schools*, New York: MacMillan.
14. Kubiszyn, T. & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice* (7th edition). New York: John Wiley and Sons.
15. Mehrens, W.A and Lehmann, I.J. (1984). *Measurement and Evaluation in Psychology and Education*. New York Hall, Rinehart, Winstan.
16. Panja, D.H. & Horris P.F.: *Educational and Psychological Measurement*; New Delhi: Oxford Press 1972.
17. Popham, W.J. (1988), *Educational Evaluation*, New Delhi: Prentice Hall.
18. Sharma, R.A. (2002). *Essentials of Measurement*, R. Lal Book Dept. Meerut.
19. Sidhu, K. S. (2005). *New Approaches to Measurement and Evaluation*. New Delhi: Sterling Publishers Pvt. Ltd.
20. Stanley Hopkins: *Measurement & Evaluation in Education and Psychology*. Prentice Hall of India Pvt. Ltd
21. Thorndike, R.L. and Hagen E. (1977). *Measurement and Evaluation in Psychology and Education*. John Wiley and Sons, INC. New York.

**Course Code: M.A-Ed-303****Course Title: Guidance and Counselling****Duration of Exam 03:00 hrs****Credit: 04****Max. Marks:100****Internal: 40****External: 60****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1:** To enable the students to understand the meaning, nature and scope of guidance and counseling.

**CO2:** It will acquaint them to recognize the role of guidance in attaining the goals of education.

**CO3:** The course will further orient the students to analyze the relationship between guidance and counseling.

**CO4:** It will also help them to understand various theories of guidance and counseling advocated by different psychologists

**CO5:** It will also prepare the students for interviews and other face to face interactions.

**COURSE OUTLINE****Unit I: Guidance and its Types****10hrs**

- i) Meaning, need and importance of guidance
- ii) Aims and principles of guidance
- iii) Types of guidance; personal, educational, vocational
- iv) Guidance and curriculum; guidance and classroom learning and role of teacher in guidance and counseling

**Unit II: Organization of Guidance Services**

- i) Vocational choice, factors affecting vocational choice. Vocational development; Vocationalization of secondary education. **10 hrs**
- ii) Tools and techniques of guidance-Cumulative records, rating scales, interview and psychological tests. Use of tests in Guidance.
- iii) Organization of guidance services, essentials of a guidance programme, guidance set up in a school system

**Unit III: Counselling****10 hrs**

- i) Counselling; concept, scope and types (individual and group)
- ii) Objectives of counseling (solution of problems, modification of behavior, promotion of mental health), counseling approaches-directive, non-directive and elective.
- iii) Relationship and difference between guidance and counseling
- iv) Characteristics of good counselling and counselling for adjustment

**Unit IV: Techniques, Theories and Areas of Counseling 10 hrs**

- i) Techniques in counseling; testing and non testing techniques, steps of counseling, qualities of an effective counsellor.
- ii) Theories of counseling –psychoanalytical theory (Freud) Self concept theory (Rogers) and Behaviouristic (Skinners)
- iii) Areas of counseling; family counseling, parental counseling, counseling for adolescent girls

**Unit V: Theories of Career Development 10 hrs**

- i) Meaning and importance of career development
- ii) Strategies of Planning and Decision making
- iii) Theories of Career Development: Holland, Krumboltz and Super

**Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs****Note for paper setters**

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 markss. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

**Books Recommended**

- Aggarwal, J.C. (1995). Educational and Vocational Guidance and Counselling, Doaba House, New Delhi
- Bhatnagar, A. and Gupta, N. (1999). Guidance and Counselling Vikas Publishing House Pvt. Ltd. New Delhi.
- Chauhan, S.S. (1982). Principles and Techniques of Guidance. Vikas Publishing House Pvt. Ltd. New Delhi.
- Gladding, S.T. (1996). Counselling: A comprehensive Profession, New Delhi, PHI Pvt. Ltd.
- Gibson, R.L. & Mitchell, M.H. (2005). Introduction to Counselling and Guidance. PHI Ltd., New Delhi.
- Joneja, G.K. (1997). Occupational information in Guidance. New Delhi: NCERT.
- Kochhar, S.K. (2005). Guidance and Counselling in colleges and Universities, Sterling Publishers Private Ltd. New Delhi.
- Rao, S.N. (1981). Counselling in Psychology. New Delhi: Tata Mc. Graw Hill.
- Saraswat, R.K. and Gaur, J.S. (1994). Manual for Guidance Counsellors. New Delhi, NCERT.



**Course Code: M.A-Ed-304****Max. Marks:100****Course Title: SOCIOLOGICAL FOUNDATIONS OF EDUCATION- II Internal:40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1.**To enable the students to understand education and social change. Constraints of Social Change in India

**CO2.**To illustrate an understanding of the processes and implications of globalization, modernization and urbanization.

**CO3.** To enable the students to understand concept of group dynamics and Educational implications of group dynamics

**CO4.**To understand how patterns of thought and knowledge are influenced by Communism, Fascism, Socialism, Democracy, Secularism structures.

**CO5.**To enable the students to understand the contemporary social perspectives and their educational implications to modern social world.

**COURSE OUTLINE****Unit I: Education and Social Change****10 hrs**

- Social Change: Concept & Theories
- Relationship between education and social change
- Constraints of Social Change in India (Caste, Religion, Class, Language, Region and Ethnicity)

**Unit II: Education and Social Processes****10 hrs**

- Education and Modernization
- Education and Urbanization
- Education and Globalization (The implications for education)

**Unit III: Group Dynamics and Education****10 hrs**

- Concept of group dynamics; group cohesiveness,
- Group division and factors
- Educational implications of group dynamics

**Unit IV: Education and Politics, with special reference to****10 hrs**

- Communism
- Fascism
- Socialism
- Democracy
- Secularism

**Unit V:Contemporary Perspectives****10 hrs**

- Michal Apple- Critical Theory
- Henry Gierox- Critical Pedagogy
- Everett Reimer School is Dead

**Books Recommended**

1. Abraham Francis & Margan John : Sociological Thought, MC Millian India Ltd.
2. Ahmed, Imitiaz and Gosh, P: Pluralism and equality- Values in Indian Society and Politics, sage Publications.
3. Ball, Stephen, J (1990). Politics and Policy-making in Education: Explorations in Political Sociology. London: Routledge.
4. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
5. Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
6. Beteille, Andra : Sociology: Essays on Approach and Methods, OUP 2000.
7. Friere, Paulo (1972). *Pedagogy of the Oppressed*, Harmond worth: Penguin
8. Hasley, A.H.; FloudJeen and Anderson C., Arnold (1969). *Education, Economy and Society*, New York: The Freeman's Press.
9. Henry A. Giroux, (1997), Pedagogy and the Politics of Hope- Theory, Culture and Schooling, Westview press.
10. Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage
11. Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.
12. Kumar, Rajni, Anil Sethi and ShaliniSikka (Eds.): *School, Society, Nation: Popular Essays in Education*, New Delhi: Orient Longman.
13. Michal Apple, Cultural politics and education. New York: Teachers College Press, 1996
14. Rao, Shanker, C.N.: Sociology, Primary Principles : S. Chand & Co. 2002.
15. Sen Amritya&Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000.
16. Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd
17. Taneja V.R N.D. Socio-philosophical Approach to Education, Atlantic
18. Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.
19. Ottoway, A.K.C. (1962). *Education and Society*, London: Routledge Kegan Paul.
20. Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.

**Course Code: M.A-Ed-305****Max. Marks: 100****Course Title: Environmental Education****Internal: 40****Duration of Exam 03:00 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

**CO1:** To acquaint the students with the concept and scope of environmental education.

**CO2:** It will help them to understand the recommendations of various committees and commission for environmental education.

**CO3:** It will also enable the learners to acquire awareness and sensitivity to the total environment and its allied problems.

**CO4:** The course will acquaint the students with the various environmental hazards like environmental pollution, green house effect and ozone layer depletion.

**CO5:** It will further help them to understand the role of various national and international agencies for promoting the environmental awareness across the globe.

**COURSE OUTLINE****Unit I: Environmental Education****10 hrs**

- i) Meaning, need and importance of Environmental Education; historical background of Environmental Education
- ii) Principles of Environmental Education.
- iii) Objectives of Environmental Education  
**10 hrs**
- iv) Role of educational awareness, attitude, motivation, and commitment to improve environmental quality

**Unit II: Environmental Education and Curriculum**

- i) Environmental Education curriculum: Objectives and need. **10 hrs**
- ii) Development of Environmental Education curriculum and syllabus for different levels (Role of NCERT and UGC)
- iii) Problems and remedial measures of Environmental Education in India

**Unit III: Methods for Environmental Education****10 hrs**

- i) Concept of teaching methods, strategies and techniques for environmental education.
- ii) Formal agencies of education and evaluation of teaching methods; traditional method and progressive methods of teaching environmental education
- iii) Role of formal and non formal agencies of education in providing environmental awareness.

**Unit IV: Environmental Hazards****10****hrs**

- i) Causes and effects of environmental hazards
- ii) Environmental pollution (soil pollution, water pollution, air pollution, noise pollution) and its remedial measures.
- iv) Green House effect-an impending catastrophe
- v) Environmental threats:Ozone layer depletion, acid rain, global warming, polar melting, rising of sea level(implications and remedial measures).

**Unit V: Environmental Awareness and Role of Agencies****10 hrs**

- i) Salient features of environmental awareness through education
- ii) Environmental ethics: concept and need
- iii) Environmental awareness- strategies for teachers and students.
- iv) Role of UNO Agencies for Climatic Changes: UNEP, IPCC AND UNFCCC.

**Seminars, Special lectures, Tutorials, Term Papers and Practicum****10hr****Note for paper setters**

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

**Books Recommended**

- Bhal, S.C. & Khanna, H. (2007). Environmental Education, New Delhi: Regal Publication.
- Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental Studies, New Age International Pvt. Ltd. Publishers, New Delhi.
- Nagra, V. (2006). Environmental Education, New Delhi: APH Publishing Corporation.
- Nasrin, R. (2007). Education, Environment and Society, New Delhi: APH Publishing Corporation.
- Shrivastava, K.A. (2004). Global Warning, New Delhi, New Delhi: APH Publishing Corporation.
- Singh, K.Y. (2005). Teaching of Environment Sciences, New Delhi: Chaman Enterprises.
- Ramakrishnan, P.S. (2001). Ecology and Sustainable Development, N.B.T., New Delhi.
- Rather, C.S., & Gardia, A. (2008). Society and Environment Ethics, Seema Press, Varanasi.
- Sudhir, A.M. and Masillamani, M. (2003). Environment Issues, New Delhi, Reliance Publishing House.

**Course Code: M.A-Ed-306**  
**Course Title: Gender Studies**  
**Duration of Exam 03:00 hrs**  
**Credit: 04**

**Max. Marks: 100**  
**Internal: 40**  
**External: 60**

### **COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

- CO1:** To familiarize the students with the meaning and scope of gender studies and develop a critical perspective on the gendered structure of the society.
- CO2:** It will also help them to analyze the status of education of girls in schools with special reference to access, enrolment and achievement.
- CO3:** The course will help the learners to understand the policy perspectives related to education of girls in India.
- CO4:** It will orient them with the schemes and programmes meant for education of girls in the country.
- CO5:** The course will develop an understanding among the learners about the concept and importance of gender justice and equality.

### **COURSE OUTLINE**

- Unit I: Gender Studies 10 hrs**
- i) Concept, need and scope of gender studies
  - ii) Gender studies as an academic discipline
  - iii) Gender, economy and work participation
  - iv) Gender, globalization and education
- Unit II: Issues of Indian women 10 hrs**
- i) Family, caste, class, culture, religion related issues
  - ii) Co-education-its educational implications
  - v) Literacy and non-formal education for women's development
  - vi) Education of Girl child in India: present status and challenges ahead
- Unit III: Women's Movements in India 10 hrs**
- i) Pre-independent, post independent and current women movements
  - ii) National committees and Commissions for Women
  - iii) Governmental and non-governmental organizations for women and child
  - iv) Constitutional provisions, policies, programmes for women in India
- Unit IV: Women Education in India 10 hrs**
- v) Meaning, need and importance of women education

- vi) Objectives of women education
- vii) Problems and remedial measures of women education
- viii) Concept of women empowerment
- ix) Role of education for women empowerment

**Unit V: Programmes and Strategies for promoting Girls Education in India**

- i) Access, enrolment, retention of girls at school stages
- ii) Mahila Samakshya  
**hrs**
- iii) Kasturba Gandhi Balika Vidyalaya.
- iv) Provisions of Girl's education in SSA, RMSA

**10**

**Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs**

**Note for paper setters**

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

**Books Recommended**

- Narasaiah. M.L. (2010). Women, Children and Poverty. New Delhi: Discover Publishing House
- Parvin, M.R. (2001). Empowerment of Women: Strategies and Systems for Gender Justice. New Delhi: Dominant Publishers
- Rao. D.B. (2011). Education for Women. New Delhi: Discover Publishing House
- Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House
- Skelton, C. (2009). The SAGE Handbook of Gender and Education. New Delhi: Sage
- Weiner, G. (1994). Feminisms in Education: an Introduction. Buckingham: Open University Press

**Course Code: M.A-Ed-307**  
**Course Title: E-Learning**  
**Duration of Exam 03:00 hrs**  
**Credit: 04**

**Max. Marks: 100**  
**Internal: 40**  
**External: 60**

### **COURSE OUTCOMES**

On completion of this course, the students will be able to;

**CO1.** Understand the elements standards. Concept of e-learning, design and its validation.

**CO2.** Understand the patterns of e-content

**CO3.** Understand the technical aspects of e-content in intranet and Internet environments

**CO4.** Understand the content management

**CO5.** Understand the evaluation of on-line learning materials and process of on-line testing and e-learning

### **COURSE OUTLINE**

#### **Unit I- Introduction to e-Learning**

- Elements of e-Learning, e-Content and e-Books.
- Virtual Classroom and Virtual University —merits and limitations.
- Characteristics , of the e-Learner
- Knowledge, skill and attitude requirements of the e-educator, E-tutor e-Moderator

#### **Unit II- e-Learning Content Design**

- Content — design patterns- script writing- graphics-animation, audio-video;
- Inserting and interactivity; possibilities and design procedure.
- Roles of the Multimedia development team

#### **Unit III- Technical Aspects of e-Content**

- Story-board and instructional design.
- Multimedia authoring and authoring tools Design content for Role based learning, situated based learning, scenario based learning.

#### **Unit IV- Course Management in e-Learning**

- Introduction to Learning Management Systems;
- Introduction to LMS and LCMS; Course Management using LMS and LCMS.
- Standards for e-learning and future possibilities.
- Use of Wikipedia, WikiEducator and other web-based technologies for learning and training.
- E-learners and e-educator interaction mail, chat, conferencing, discussion forum.

#### **Unit V- Online Evaluation**

- Online testing — different methods;
- Designing - online evaluation in different subjects, courseware evaluation, designing of evaluation criteria for assessment of e-content and other courseware.

- E-portfolio , evaluation rubrics, assignments, projects.
- Technical standards to train the trainers.

**Transaction Mode**

- Lecture cum demonstration and hands-on-experiences on the preparation of e-Content.
- Demonstration and practical experience in the use of LMS software and online testing.
- Visit to local institute where the e-Learning is in practice.
- Creating web resources by using Wikipedia and WikiEducator.
- Participation in online learning programmes.
- Analysis of the different online courses and offline courses.
- Analysis of e-Content developed by various organizations.
- Critical analysis of e-learning projects with reference to teaching-learning process, in teacher training institutions.

**Sessional Work:** The student-teacher may undertake any one of the following activities:

- Critical analysis of teaching aids and their applications in instruction and learning
- Critical analysis of a computer based media packages with reference to its use in learning process.
- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Preparation and presentation of slides for teaching any topic at the school level.

**Core Readings**

- Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
- P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
- Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002 • Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
- H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web — How to program 3rd Ed., Prentice Hall.

**Suggested Readings**

- Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
- Khan, BoH (1977): Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
- Harasim, L. (1990): Online Education: Perspectives on a New Environment. New York: Prasser.
- Harasim, L. (1993): Global Networks Computers and International Communication. Cambridge; NIT Press.



**COURSE CODE:- M.A-Ed-308****Title: Special Education****Duration of Exam 03:00 hrs****Credit: 04****Marks:100 Course****Internal: 40****External: 60****COURSE OUTCOMES**

After studying this paper, the student are expected to

**CO1.** Explain the different concepts, characteristics, trends and issues in special education

**CO2.** Discuss the nature, types, characteristics and educational implications of sensory impairment

**CO3.** Discuss the nature, types, characteristics and educational implications of orthopedic conditions, and neurological impairments.

**CO3.** Explain the nature, types, characteristics and educational implications of Intellectual Disabilities.

**CO4 .**Explain the nature, types, characteristics and educational implications of Multiple Disabilities

**CO5.** Examine the nature, scope and issues in career education and rehabilitation of persons with disabilities.

**COURSE OUTLINE****Unit 1: Introduction to Disabilities****10hr**

- Concept, Definitions and Characteristics of disability (ICIDHICF)
- Exceptionality: Concept and Types
- Special Education: Definition and History
- Service Delivery Systems
- Changing Trends and Issues in Special Education

**Unit II: Sensory Impairment (Hearing Impairment and Visual Impairment)****10hr**

- Hearing and Visual Impairment: Concept, Definitions and Characteristics
- Classification and Types of Hearing Impairment and Visual Impairment.
- Multi-sensory impairments (Deafblindness) and Associated Conditions
- Etiological factors and Prevention
- Emerging trends, Issues and Educational Implications.

**Unit III: Locomotor Disabilities & Neurological Dysfunctions****10hr**

- Concept, Definitions and Characteristics of Orthopedic Conditions: Muscular Dystrophy, Spine Bifida, Osteogenesis Imperfecta, Poliomyelitis and Leprosy-cured
- Concept, Definitions and Characteristics of Neurological Dysfunctions: Cerebral Palsy, LD, ADD and ADHD
- Classification and Types
- Etiological factors and Prevention
- Emerging trends, Issues and Educational Implications

**Unit IV: Developmental Disabilities (MR, Slow Learners, ASD)****10hr**

- Concept, Definitions and Characteristics of MR and Slow Learners
- Concept, Definitions and Characteristics of ASD
- Classification and Types
- Etiological factors and Prevention
- Emerging trends, Issues and Educational Implications

**Unit V: Multiple Disabilities****10hr**

- Concepts, Definition and Characteristics
- Types / combinations
- Etiological Factors and Prevention
- Emerging trends and Issues
- Educational Implications

**Reference books**

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
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5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
9. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.

13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.