

MASTER OF EDUCATION – FOURTH SEMESTER

Fourth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Educational Sustainable Development and Global Peace	4	100
2	Inclusive Education	4	100
3	Educational Management Administration and Leadership	2	100
4	Guidance and Counselling	2	100
5	Communication Skills	2	100
6	Yoga Education	2	100
7	Dissertation and Viva-Voce.	4	100
Total		20	

Subject Name: EDUCATIONAL SUSTAINABLE DEVELOPMENT AND GLOBAL PEACE

Course Objectives:

- To understand concept, nature and scope of sustainable development
- To understand the role for sustainable development
- Know about peace and peace education, their relevance and connection in inner harmony as well as harmony in social relationships across individuals and groups, based on constitutional values.

Unit 1 - Education for Sustainable Development

- Meaning nature and scope of Sustainable Development; concept of global peace.
- Education for Sustainable Development: Approaches & Strategies.
- school curriculum Sustainable development
- Role of teacher in promoting sustainable development.

Unit 2 - Introduction on Peace

- Concept nature and scope Peace,
- Awareness of relevance of peace, Peace as a dynamic reality
- Challenges to peace: by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Awareness of choices in response to crises in personal, social and professional life Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz.,

compassion, cooperation, love, etc., that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences to ensure peace in society

Unit 3: Critical Understanding of Peace

- Aspects of Peace Education through issues of morality, social harmony, gender representation
- Integration of folk materials, oral literature, songs of the respective communities of the regions
- Discipline, self management.
- Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion.

Unit 4 - Competencies in teachers for Education for Sustainable Development

- ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for Sustainable Development
- Individual life style; Carbon foot printing
- Child Rights - Constitutional safeguards, Right to Education.

Suggested Readings:

- Agarwal, A., Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.
- Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
- Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
- Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
- UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.

Subject Name: INCLUSIVE EDUCATION

Course Objectives:

- To understand the need and importance of Inclusive education
- To understand different between inclusive education and special education
- To know strategies for inclusive education in India
- To understand nature of curriculum of inclusive education

Unit 1 - Introduction to Inclusive Education

- Definition, concept and importance of inclusive education.
- Historical perspectives on inclusive education of children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education of children.

Unit 2 - Meeting the needs of diverse learners

- Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- Facts and myths of inclusive education with reference to Indian context.

- Inclusive educational strategies and their implications for universalization of elementary and secondary education.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit 3 - Curriculum adaptations and evaluation for children with diverse needs

- Concept, meaning and need for curriculum adaptations for 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.
- Guidelines for adaptation for teaching/ practicing Science, Mathematics, Social Studies, Languages, Physical Education, Yoga, Heritage, Arts, Theatre, Drama etc in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content, laboratory skills and play material.

Unit 4 - Teacher preparation for Inclusive Education

- Skills and competencies of teacher educators for education in inclusive settings.
- National Curriculum Framework (2005) and curriculum for teacher preparation and transaction modes.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies (Institutions, Universities) in promoting inclusive education.

Suggested Readings:

- Ahuja, A; Jangira, N.K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi National Publishing house
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press: Sage Publications.
- Hollahan and kauffman (1978). Exceptional Children: An Introduction to Special Education. India: Prentice Hall.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
- Rangasayee, R.& Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.

Subject Name: EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Objectives:

- To develop an understanding about the nature and functions of Educational management and Administration.
- To understand scope of Educational Administration.
- To Know different patterns of Educational Administration.

Unit 1 - Basic concepts of Educational Management, Administration and Leadership

- Concept, Needs, Objectives & Scope of Educational Management, Administration and Leadership.
- Concept, Needs, Objectives & Scope of Educational administration
- Concept, Needs, Objectives & Scope of Educational Leadership.
- Educational Administration Approaches and Emerging Trends

Unit 2: Leadership in Educational Administration

- Nature & Meaning of Educational Leadership.
- Theories of Leadership
- Styles of Leadership
- Measurements of Leadership

Unit 3 - Educational Administrative Bodies in India at National Level: Role & Functions

- University Grant Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National Institute of Educational Planning and Administration (NIEPA)
- National Council for Teacher Education (NCTE)

Unit IV: Educational Supervision

- Meaning, Nature and Functions of Supervision
- Role of the Head in supervision
- Teachers of the Institution in Supervision
- Role of School Management Committees(SMCs) and Parent Teacher Associations(PTAs) in School Development

Suggested Readings:

- 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.
- Harigopal, K. (2001). Management of Organizational Change, New Delhi: Response Books.

- Nangia, S.B.(2009). Educational Administration, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
- 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 Universities.

Subject Name: GUIDANCE AND COUNSELLING

Course Objectives:

- Understand the meaning nature scope and need of guidance.
- Develop acquaintance with various techniques of group guidance.
- Understand the meaning, nature and scope of counselling.

Unit 1 – Meaning, Nature and Scope of Guidance

- Meaning, Nature, Aims, Principles, Need and Scope of Guidance
- Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance.
- Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.
- Role of teacher in guidance

Unit 2 - Counselling

- Meaning and nature of counselling
- Types counselling, Directive and non-directive and Eclectic,
- Distinction between counselling and interview,
- Characteristics and objectives of good counselling interview.

Unit 3- Organisation of Guidance Programmes in Schools

- Pre-considerations for the programme, services involved in counselling,
- Placement and follow up characteristics of guidance services.
- Individual inventory service
- Tools and techniques for collecting information, testing and non-testing.

Unit 4 - Guidance of Gifted, Handicapped, Retarded Children and Children with under achievement

- Identification, special needs, Different approaches in meeting their requirements. Testing and
- Non-testing techniques – Tests and their significance in guidance programme. Intelligence.
- Achievement, Aptitude and personality tests, Attitude scale and Interest Inventories,
- Non-testing techniques, Selection and evaluation of tests for guidance and counselling

Suggested Readings:

- Blocher, D.H. et al., (Eds. 1971): Guidance systems, New York: The Ronald Press Co.
- Bhatnagar, A. & Gupta, N. (Eds. 1999): Guidance and Counselling: A Theoretical Perspective, New Delhi: Vikas Publishing House.
- Lakshmi, K.S. (Eds. 2000) : Encyclopaedia of Guidance and Counselling, New Delhi: MittalPublications.
- Shaw, M.C. (1973): School Guidance Systems. Boston: Houghton Mifflin Co.
- Anastasi, A. (1982). Psychological testing. London: Collier Macmillan Publishers.
- Bernard, H.W. & Fullmer, D.W. (1972). Principles of Guidance- a basic text. Bombay: AlliedPublishers.
- Dink Mayer, D.C. & Caldwed, C.I. (1970). Development Counselling and Guidance- A Comprehensive School Approach. New York: Mac Graw Hill.

Subject Name: COMMUNICATION SKILLS**Course Objectives:**

- To understand the meaning, nature and principles of effective communication
- To understand the problems involved in communication process
- To understand effective ways of listening
- To know effective ways of interview

Unit 1- Introduction to Communication Skills

- Communication and its importance, Principles of Effective communication
- Types of communication - verbal, non verbal, written, email, talking on phone, Non verbal communication –characteristics, components-Para-language, Body – language.
- Elements of communication
- Barriers to communication.

Unit 2 - Listening Skills

- Listening-hearing and listening, effective listening,
- Barriers to effective listening guidelines for effective listening.
- Triple- A Listening – Attitude, Attention & Adjustment.
- Active Listening Skills.

Unit 3 - Motivational Training

- Characteristics Essential to Achieving Success
- The Power of Positive Attitude
- Ways to Motivate Oneself
- Self awareness
- Importance of Commitment

Unit 4 - Facing Interviews and Behavioural Skills

- Manners, Etiquettes, Dress code for an interview
- Do's & Don'ts for an interview
- Confidence Building
- Ethics and Values

References:

- A.B. Rami Shani & James B. Lau, (2000). Behaviour in Organization, Baston: Mcgraw-Hill Higher Education, 303.
- Barrett, J.D. (2006). Strong Communication Skills a Must for Today's Leades, Handbookof Business Strategy, Vol. 7(1), pp.385-390.
- Bergin, F. (1981). Practical Communication. 2nd Edition.Pitman Books Ltd. London.
- Mitra, B. (2011). Personality Development and Soft Skills. 1st edition, pp.11-156.
- Stanton, N. (2009). Mastering Communication, 5th edition, Palgrave Macmillan, pp.3
- Thornbury, S. (2005). How to Teach Speaking. Essex: Pearson Education Limited
- Ujvala, R. (2002). Teaching Communication: Where Do Indian Business Schools Stand. Vikalpa. Vol. 27 (2), pp. 49-56.
- Yulk, G.(2010). Leadership in Organizations,7th edition, Prentice Hall.

Subject Name: YOGA EDUCATION

Course Objectives:

- To understand concept, nature and functions of Yoga
- To understand the need and importance of Yoga
- To know origin of Yoga

Unit 1 – Concept of Yoga

- Meaning and Definition of Yoga
- Aims and objectives of Yoga
- Origin and history of development of Yoga
- Yoga and its educational implication

Unit 2 - Theoretical Background of Yoga

- Yoga in Vedic period
- Yoga in modern times.
- Astang Yoga
- Psychological aspects leading to origin of Yoga

Unit 3 - Yogic practices

- Yoga Literatures (Gheranda Sangita & Hathyoga Pradipika)
- Schools of Yoga

- Functions of Yoga
- Satkarma

Unit 4 – Yogaasanas and mind relaxation techniques

- Yoga as a way to healthy living
- Yoga as a integrated living
- Yoga as a way to socio-moral upliftment of man
- Yoga as a way to spiritual enlightenment.

References:

- Buhnemaan, G.(2007). Eighty Four Asanas in Yoga, New Delhi, D.K. Printworld Pvt. Ltd.
- Gore, M.M. (2007). Anatomy and Physiology of Yogic Practices, New Delhi: New Age Books.
- Goel, A. and Goel, S.L.(2005). Stress Management and Education. New Delhi: Deep & Deep Publication.
- Pandey, R.(2008). Bhartiya Yoga Parampara ke vividh aayam, New Delhi: Radha Publication
- Singh, S.P. (2007). Foundations of Yoga. India: Standard Publisher
- Singh, S.P. and Chattopadhyaya, D.P.(2010). History of Yoga. New Delhi, MLBD.
- Talikoti, P., Puri, A. & Gupta, R. (1988). Diet, Nutrition & Health, Jaipur,: Print Hall.

Subject Name: DISSERTATION AND VIVA-VOCE (P)

**** Viva-Voce will be conducted by the Departmental Committee. Students have to attempt viva-Voce with their PPT of Dissertation.**

**** Students have to submit all original paper, materials of data collection which they used during their Dissertation works.**

References:

- Best, J. W. & Khan, J.[V. (2008). Research in Education (10th edition). New Delhi: Prentice Hall of India Pvt. Ltd.
- Garrett,H.E. (2013). Statistics in Psychology and Education (Third Indian Reprint). Delhi: Surajeet Publications.
- Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
- Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
- Mangal, S.K. (2008). Statistics in Psychology and Education (Second Edition). New Delhi: Prentice Hall of India Pvt. Ltd.
- Panneerselvam, R.(2011).: Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
- Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

Note: The Normal Rule and Regulation pertaining to the Examination and other issues will be applicable in Faculty of Faculty of Education, Special Education & Sports as per Arunachal University of Studies Act 2012, Subsequent Statute and Rules & Regulations.