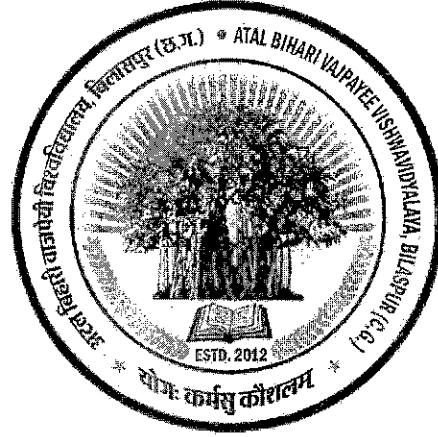


**Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur (C.G.)**



# **Scheme and Syllabus**

of

## **M.Ed.**

**Program Code: MEDR116**

**Semester system for affiliated college  
(As per LOCF and credit system)**

**w.e.f. 2024-2025**

(As approved by AC and EC meetings held on 16.08.2023 and 18.04.2023 respectively)



अटल बिहारी वाजपेयी विश्वविद्यालय, बिलासपुर (छ.ग.)

उज्जैनी पुलिस थाना के सामने, बिलासपुर-राजपुर मार्ग, कोर्ना, बिलासपुर (छ.ग.) 495009

Website: www.bilaspuruniiversity.ac.in

## 405. DISSERTATION

Student will be submitted the final dissertation before one month declaration of examination schedule.

Dissertation will be evaluated 40 marks by internal, 40 marks by external & 20 Marks for viva - voce.

The viva-voce conducted with external, supervisor in chair ship of head /Principal / representative of Principal in college.

*K. J. J. J.*



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कोनी पुलिस थाना के सामने, बिलासपुर-रतनपुर मार्ग, कोनी, बिलासपुर (छ.ग.) 751009

Website : [www.bilaspuruni.ac.in](http://www.bilaspuruni.ac.in)

## Scheme of M.Ed under Semester System

Program Code: MEDR116

Semester	Course Code	Subject Name	Credit			Total Credit	Marks			
			L	T	P		ESE	IA	Total	
									Max	Min
Third	EDUT301	Vision of NEP-2020	3	1		4	75	25	100	36
	EDUT302	Research and issues in Teacher Education	3	1		4	75	25	100	36
	EDUT303	Research and Communication Teacher Education(ICT)	3	1		4	75	25	100	36
	EDUT304	Elective Education for Different ability Introduction of inclusive Education Educational	3	1		4	75	25	100	36
		Guidance and Counseling								
	EDUP305	1-Research Proposed (Dissertation)(Internal)			2	2	-	-	50	17
	EDUP306	2- Research practice with Computer (Internal)			2	2	-	-	50	17
	Subtotal		12	4	4	20	300	-	500	-
Fourth	EDUT401	Curriculum Development	3	1		4	75	25	100	36
	EDUT402	Inclusive Education	3	1		4	75	25	100	36
	EDUT403	Education for the Differently Abled	3	1		4	75	25	100	36
	EDUT404	Educational Planning								
	EDUT403	Guidance Programme Schools-I	3	1		4	75	25	100	36
	EDUT404	Counseling Service -II								
	EDUT405	Dissertation			4	4		20	(40+40+20)	36
	Subtotal		12	4	4	20	300	-	500	-
Total			48	16	16	80			2000	



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Website : [www.bilaspuruniversity.ac.in](http://www.bilaspuruniversity.ac.in)

Part A: Introduction		
Program: M.Ed	Semester: III	w.e.f.: 2024-2025
1	Course Code	EDUT 301
2	Course Title	VISION OF NEP-2020
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b>  Education Policy lays Particular an Emphasis on the development of the creative potential of each individual. The teacher must be at the center of the fundamental reforms in the education system. The new education policy must help re-establish teachers.  The new education policy must provide to all students.  Education is a great leveler and is the best tool for achieving economic and Social mobility, inclusion, and equality.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	<b>SCHOOL EDUCATION</b>  Early childhood Care and Education The Foundation of learning, Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels, Curriculum and Pedagogy in Schools. Learning should be Holistic Integrated, Enjoyable Engaging.	12
II	<b>FOUNDATIONAL LITERAEY</b>  Equitable and Inclusive Educations :- Learning for all, Efficient Resourcing and Effective Governance through School Complexes clusters, Standard setting and Accreditation for school Education	12

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III	<b>HIGHER EDUCATION</b> Quality Universities and colleges. A New and forward Looking, Vision for India's Higher Education system, Towards more Holistic and Multidisciplinary Education, motivated, Energized and Capable Faculty, Equity and Inclusion in Higher Education, Transforming the Regulatory Systems of Higher Education	12
IV	<b>OTHER KEY AREAS OF FOCUS</b> Professional Education, Adult Education and life Long to learning, Promotion of Indian Languages, Art's, And Culture, Technology Use and Integration, Online and Digital Education: Ensuring Equitable use of Technology	12
V	<b>MAKING IT HAPPEN</b> Strengthening the Central Advisory Board of education, Financing - Affordable Education and Quality Education for All, Implementation	12

## Part C – LEARNING RESOURCES

### E Resources

<https://www.education.gov.in>

<https://www.timesofindia.indiatimes.com>

<https://www.ekumbh.aicte.india.org>

<https://www.ijsusit.org/html-article>

<https://www.fibnet.ac.in>

<https://www.slideshare.net>

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Sr No.	EDUCATION, B.O.S. Chairman/Member's Name	Signature
1	SMT. KIRAN BAJPAI	
2	MR. KOHAN LAL SAHU	
3	SMT POONAM VERMA	
4	Dr. SUJEET MISHRA	
5	Dr ULHAS WARE	
6	Dr VIVEK NATH TRIPATHI	



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Part A: Introduction		
Program: M.Ed	Semester: III	w.e.f.: 2024-2025
1	Course Code	EDUT 302
2	Course Title	RESEARCH, AND ISSUES IN TEACHER EDUCATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b>  To develop necessary skills. To understand new trends and techniques in teacher education. Examinee critically the concern arises from vision of school education and teacher education. To understand the concept of teacher education. To develop insight in to the problems of teacher education at different levels.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	<b>CONTENT OF TEACHER EDUCATION</b>  Theory of teacher education and its duration, Practical activities to be conducted during the training course, Relationship and weight age given to theory and practical work, Evaluation, internal and external, Lecture and discussion, Seminars, Workshops, Group discussion, Supervised study, Demonstration, Experimentation, Practice teaching and observations.	12
II	<b>DEVELOPMENT OF TEACHER EDUCATION IN INDIA</b>  Aims and objectives of teacher education at different level, Meaning, nature, scope of teacher education, Concept and structure of teacher education, The need and importance of teacher education, Training of special teacher: - arts, crafts, physical education, home science, vocational technical and work experience.	12

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III	<b>EVVAUATION PROCEDURES IN TEACHER EDUCATION</b> Teaching as a profession, Recommendation of various commissions on teacher education Kothari commission, national policy on education, NCTE policy, Professional organizations for various levels of teacher types and their role and functions, Performance appraised of teacher.	12
IV	<b>RESEARCH IN TEACHER EDUCATION</b> In teacher education concept areas/scope, Problems of research in teacher education, Trends of research earlier trends, emerging trends,	12
V	<b>ORGANISATION AND AGENCIES OF TEACHER EDUCATION</b> In service, Preserves T E. concept meaning needs and nature, Orientation and refresher courses, Agencies of T.E. UGC, NCERT, SCERT, DEIT, IASE, University, academic staff College, University department of education and teacher organization.	12
	<b>COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:</b> 1. Critical analysis of role of a various teachers education agencies/organization. 2. Visiting teacher education institute like DIET, IASE etc. 3. Review the surveys of education at research and prepare trends report.	

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## Part C - LEARNING RESOURCES

Dr G Chaurasia :- New Era in teacher education, streling publishing private limited.  
S.N. Mukherjee :- education of teachers in India, Valum 1 e I & II - S. Chand & co. Dehli.  
K L shrimali - better teacher education ministry of education, Government of India.  
Mimon, J. (Ed) 1981 handbook of teacher evolution London sagee publications.  
Mangala, S. (2002) teacher education trends and strategies New Delhi sage publication.

## E-RESOURCES

<https://www.soe.unipune.ac.in>

<https://www.cite.nic.in>

<https://www.amazon.in>

<https://www.research.gate.net>

*K. B. B. B.*

*20/05/2024*



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Part A: Introduction		
Program: M.Ed	Semester: III	w.e.f.: 2024-2025
1	Course Code	EDUT - 303
2	Course Title	RESEARCH AND COMMUNICATION TEACHER EDUCATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<p>At the end of this course, the students will be able to:</p> <p>Develop awareness about uses of computer technology in Educational Research,</p> <p>Develop understanding about the various aspects of data analysis software,</p> <p>Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups,</p> <p>Understand the process of locating the research studies carried in the Internet And using of online journals and online books,</p> <p>Make them understand the use of professional forums and professional Associations.</p>
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	<b>ICT IN REPORT WRITING AND DOCUMENTATION</b> Use of Word processors in preparing a report, Various formats of a research report, International standards for writing, citing and reporting in research, Editing text-track change mode. Merging documents.	12
II	<b>DATA ANALYSIS BY USING DATABASE SOFTWARE-1</b> Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office), Editing of database file; Formatting, Data filtering, Input range and output Range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics, Creating graphs and charts. Creating a table by using wizard.	12

*K. Jaiswal*

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III	<b>III ICT APPLICATIONS IN EDUCATION 1: WORD, DATA AND IMAGE PROCESSING</b> Databases: Common features of databases, their functions and use; Development, Management and output of a database; Databases in educational contexts, Presentations: Common features of presentations, their functions and use, Using presentations in the classroom.	12
IV	<b>ICT APPLICATIONS IN EDUCATION 2: MULTIMEDIA AND WEB CONTENT</b> Academic and Research content on the web: Online Journals and abstraction services, Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups.	12
V	<b>WEB RESOURCES FOR RESEARCH</b> Online books, journals, dissertations, thesis, online conferences related to Research, web casting, online surveys of educational research.	12
	<b>RSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:-</b> The students may undertake any two of the following activities: Critical analysis of database software including open source, Critical analysis of a computer based research report, Critical analysis of the different research reports based on data analysis and Interpretation, Preparation and presentation of slides for teaching any topic at the school level.	

## Part C - LEARNING RESOURCES

Conrad, Kerri (2001), Instructional Design for web – Based training HRD Press.  
Gange, RM, Leslie J.B. ; And Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.  
Horton, W (2001). Designing web-based Training John Wiley & Sons.  
Lee, William W. Diana L. Owens (2001) Multimedia-Based Instructional Design: Computer-Based Training Jossey-Bass.  
Phillips. R. (1997) Interactive Multimedia London: Kogan Page.  
Morey, D, Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd Hyd.  
Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.  
Schank, RC (2001) Virtual Learning McGraw Hill.  
Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.  
T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).

## E-RESOURCES

<https://www.researchgate.ac.net>

<https://www.hindawi.com>

<https://www.unesdoc.unesco.org>

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Website : [www.bilaspuruniversity.ac.in](http://www.bilaspuruniversity.ac.in)

Part A: Introduction		
Program: M.Ed	Semester: III	w.e.f: 2024-2025
1	Course Code	EDUT – 304 – 3(A)
2	Course Title	EDUCATION FOR THE DIFFERENTLY ABILITY (ELECTIVE)
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b>  Enable the learner to understand the concept of inclusive, integrated and special education, need of special education and its practices. To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of Universalisation of education. To enable the learner with the new trends in education for the differently abled with respect to the curriculum. To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled. To enable the learner with the educational programmes, equipments and aids for the differently abled.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	<b>INCLUSIVE, INTERESTED AND SPECIAL EDUCATION</b>  Concept, meaning and difference, Concept of mainstreaming from segregated, integrated to inclusive, Introduction to education for the disabled, its objectives, assumptions and scope, Key terms handicap, impairment, and disability. Historical perspective of special education, Special education in India Constitutional provinces, government policies and legislation. Recommendation of various Committees and Commissions:- NPE (1986),POA(1992),PWB (person with disabilities)Act (1995), National institute of for the handicapped and the role of rehabitional council of India.	12

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II	<b>CURRENT ISSUES IN EDUCATION FOR THE DIFFERENTLY ABLED</b> Cross disability approach, Meaning of educational intervention:-nature and objectives of schools and support services for differently abled, Role of family, counsellor, peer members the community in educating the child.	12
III	<b>TYPES OF SPECIAL CHILDREN</b> Children with exceptional abilities:-creative and gifted, with definition and handicaps:-mentally retarded, sensory and physically disabled, with learning disability:-slow learner, under achievers, and other types of learning disabled, with social and emotional problems:-Truant, delinquents, drug addicts, Easy identification and educational programmes and their placement.	12
IV	<b>CHILDREN WITH EXCEPTIONAL ABILITIES TYPES</b> Gifted and creative, meaning, characteristics and identification of each type, Measurement of creativity and fostering activities and programmes for creativity, Psychology of teaching and learning in respect to the gifted and the creative, Curriculum, Pedagogy, Evaluation and placement for each type.	12
V	<b>PROBLEM CHILDREN</b> Concept, meaning of truants, delinquents drug addicts and other types of problems children, Etiology and prevention. Prevention measurement and evaluation programmes, placement of delinquents, drug addicts and other types.	12
	<b>COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:</b> Visit to integrated school identification of creative child measurement of creativity.	

Khajpur



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## Part C - LEARNING RESOURCES

- Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London.
- Berdine, W.H. & Blackhurst A.E. (eds). An Introduction to special education, Harper's Collins Publication, Boston 1975.
- Dunn, L. & Bay D.M. (ed.): Exceptional children in the schools, New York: Holt, Rinehart, Winston.
- Hallahar, D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991.
- Strange, Ruth: Exceptional Children & Youth J.J. Prentice Hall.
- Smith, C.R. Learning Disability the interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
- Magnifico, L.X. Education of the Exceptional Child, New York, Longman.
- Shankar, Udey Exceptional Children, Jullundur: Sterling Publications.
- Jorden, Thome E. The Exceptional Child, Ohio: Merrill.
- Singh, N.N. and Beale, I.L. (eds.) Learning Disabilities Nature, Theory and Treatment Spring Verlag, New York, Inc: 1992.

## E-RESOURCES

<https://www.smilefoundastionindia.org>

<https://www.hijp.org>

<https://www.humarous.files.wordpress>

*Kaippan*

*Shankar*





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Part A: Introduction		
Program: M.Ed	Semester: III	w.e.f: 2024-2025
1	Course Code	EDUT - 304 - 3(B)
2	Course Title	INTRODUCTION TO INCLUSIVE EDUCATION (ELECTIVE)
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning- Outcomes(CLO)	At the end of this course, the students will be able to:  Acquire knowledge and understanding of inclusive education To acquired knowledge and understanding about different areas of disability. Acquire knowledge and understanding about different policies and constitutional provinces for children with diverse needs To acquaint done with the government policies, legislature and National into med to the disabled. To acquaint then with educational programs, equipments, and aids for education of the disable.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	<b>INTRODUCTION TO BASIC CONCEPT OF INCLUSIVE EDUCATION</b> Concept of children with diverse/special needs, Impairment, disability and handicap, Concept, need and objective of special/inclusive education, Segregated, integrated and inclusive education, Concept of an inclusive school-infrastructure and accessibility, human resources, Attitude to disability.	12
II	<b>HISTORICAL DEVELOPMENT OF INCLUSIVE EDUCATION</b> National Institute related to disabilities, Landmark contribution in special/inclusive education with his special, Historical and legal development of special/inclusive education.	12

*K. B. Jaiswal*

*Om Prakash*



# अटल बिहारी वाजपेयी विश्वविद्यालय, बिलासपुर (छ.ग.)

कोनी पुलिस थाना के सामने, बिलासपुर-रतनपुर मार्ग, कोनी, बिलासपुर (छ.ग.) 495009

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	<b>LEGAL AND POLICY PERSPECTIVE</b>	
III	Important international declaration/conversions/proclamations-Biwako Millennium Framework (BMF, 1933-2012), recommendations of the salamanca statement and framework of action, 1994; education provinces in the UN convention on the rights of persons with disabilities (UNCRPD), 2006, Constitutional Provisions, the person with disabilities act, 1995 (PWD Act); the rehabilitation council of India act, 1992 (RCI Act); international trust for welfare of person with Autism, Central pasly, mental Retardation, and multiple disabilities act, 1999, RTE Act, 2009.	12
IV	<b>INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL</b> School's readiness for addressing learners difficulties. 2 Technical advancement and its application ICT, adaptive and assistive devices, Equipment's and other technology for different disabilities, Classroom management and organisation, Responding to special needs by developing strategies for content, circular adaptations, lesson planning and TLM, Petrological strategies to respond to individual needs of students-cooperative learning Strategies in the classroom, per torturing, social learning, reflective teaching, multice Sensory teaching etc, Supportive services required for meeting special needs in the classroom special/resource teacher, speech therapist, physiotherapist, occupational therapist and counsellors. Development and application of learners-friendly evolution procedures, Different provisions of examination by CBSE and the board in their state	12
V	<b>PLANNING AND MANAGEMENT OF INCLUSIVE CLASSROOMS</b> Infrastructure, Human Resources and Instructional Practice, Assistive and Adaptive Technology for Diverse Learners Products (Aids and Applicationces )and Process (Individualized Education Plan, Remedial Teaching), Attitude, social and Educational, current status. Ethical issues of inclusive education in India, Research Trends of inclusive Educational India.	12
	<b>RSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:</b> To prepare a report on the facilities present in any one special school and in an inclusive setting school of your city, To develop teaching learning material to teach any one type differently able child, To prepare a report on the implication of different policies related to inclusive, Education in an inclusive school.	

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# अटल बिहारी वाजपेयी विश्वविद्यालय, बिलासपुर (छ.ग.)

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Website : [www.bilaspuruniversity.ac.in](http://www.bilaspuruniversity.ac.in)

## Part C - LEARNING RESOURCES

Bender, W.N. learning disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London.  
Farwal, M. Special education needs Paul Chapman publishing Sage publication 5304.  
Bruer, A.M. & Shea, M Teaching Exceptional students in your Classroom, London, Allyn and Bacon.  
Heck, A.O. The Education of the Exceptional Children, New York, McGraw Hill, 1953.  
Porter L. Educating young children with special needs, New Delhi sage Publication  
Sarsani, M.R. Creativity In Education, New Delhi, Sarup Publication, 5305.  
Smith C.R. Learning Disabilities the interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.  
Torrance & Myers Creative Learning and Teaching, New York, Dodd Mead Publication, 1950.  
Torrance, E.P. Guiding Creative Talent, New Prentice Hall, 1950.  
Venkataiah. Special Education Ekta Book Distributor, Catalogue New Delhi 5305

## E-RESOURCES

<https://www.unicef.org>  
<https://www.inclusiveeducation.co>  
<https://www.futurelearn.com>

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Part A: Introduction		
Program: M.Ed	Semester: III	w.e.f.: 2024-2025
1	Course Code	EDUT 304 – 3(C)
2	Course Title	<b>EDUCATION GUIDANCE AND COUNSELING (ELECTIVE)</b>
3	Course Type	<b>Theory</b>
4	Pre-requisite (if any)	<b>As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur</b>
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b>  Understand the essential services involved in the guidance programme. Understand the resources required and their optimum use in managing a school guidance programme. Aware of the constitution, role and function of the school guidance committee. Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.
6	Credit Value	<b>04</b>
7	Total Marks	<b>Internal Marks: 25 External Marks: 75</b>
		<b>Min Passing Marks:36</b>

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Bases of guidance: Philosophical, Sociological, Pedagogical, Psychological, Concept of guidance : Meaning, Basic assumptions Need of guidance, Influence of family and communication guidance. Functions and purposes of Guidance, Types of guidance : Major guidance areas – Personal, educational, Career, Social, Health, Marital, Moral, Adjustive guidance: Identification of maladjusted children and the principles of dealing with them	12
II	Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children, Group guidance: Concept and techniques of group guidance, Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.	12

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III	Guidance services: Individual Inventory and Information counselling Group Guidance services, Placement services and Follow-up service, Guidance of children with special needs, role of teacher, Organization of a Guidance programme and its principles-at Elementary, secondary, college and university levels, Evaluation of Guidance programmes.	12
IV	Guidance and Appraisal of the Individual: meaning, need, purpose and place of appraisal in Guidance, Techniques of Appraisal: Testing techniques – tests (viz. Intelligence, Aptitude, knowledge and Achievement), Interest tests and Personality measures, Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools.	12
V	Job Analysis: Meaning and objectives of job analysis, Outline for job study, Job profiles, Job satisfaction	12
	<b>COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM (Any One) :-</b> 1. Job analysis of any one occupation 2. Prepare an interview schedule for an effective Counseling 3. Visit a guidance Centre and Write a report about its organization and functions.	

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*50/2/2014*



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## Part C - LEARNING RESOURCES

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) : Encyclopedia of Guidance and Counselling, New Delhi: Mittal Publications.

Dink Mayer, D.C. & Caldwell, C.I. (1970), Development Counselling and Guidance- A comprehensive School Approach. New York : Mac Graw Hill.

Fullmer, D.W. & Bernard, H.W. (1972). Counseling: Content and Process. New Delhi: Thompson Press.

Hackney, H. & Nye, S. (1973). Counseling Strategies and Objectives. New Jersey: Prentice Hall Inc.

Indu Dane (1983). The basic essentials of counselling. New Delhi: Sterling Publishers Pvt. Jones, Staffire & Stewart (1978). Principles of Guidance Sixth Edition. New Delhi: Mac Graw Hill.

Mortensen, D.U. & Schumuller, A.M. (1976). Guidance in today's schools. New York: John Willy & Sons Inc.

Moser & Moser (1963). Counselling and Guidance an Exploration. New York: Prentice Hall Inc. Patterson, C.H. (1975). Theories of Counselling and Psychotherapy. New York, Harper and Row.

Richard, C.N. (1972). Guidance and Counselling in the Elementary School. New York: Holt Rinehart and Winston Inc.

Traxler & North (1966). Techniques of Guidance. New York: Harper & Row Publishers. Super, D.E. & Crites, J.O. (1966). Appraising Vocational Fitness, Harper & Row.

Raj Singh (1994). Educational and Vocational Guidance. New York: Commonwealth Publishers.

## E-RESOURCES

<https://www.leverageedu.com>

<https://www.link.springer.com>

<https://www.foundat.in>

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Part A: Introduction		
Program: M.Ed	Semester: IX	w.e.f.: 2024-2025
1	Course Code	EDUT - 401
2	Course Title	CURRICULUM DEVELOPMENT
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b>  Understand the concept and principles of curriculum development. To understand and appreciate curriculum as a mean of development of the individual. To gain insight in to the development of new curriculum. To understand the need for continuous Curriculum reconstruction. To help the student to develop skills in forming curriculum for subjects of teaching, analyzing curriculum for teaching-learning process and developing course content in the subjects of teaching.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	<b>PRINCIPLES OF CURRICULUM DEVELOPMENT</b> Meaning and concept of curriculum, Types of curriculum development, Stages in the process of curriculum development, Curriculum syllabus and units	12
II	<b>PHILOSOPHICAL, SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATION OF CURRICULUM.</b> Philosophical theories and their implications to curriculum, Sociological needs and their implications for curriculum development, Psychological needs their implications for curriculum development, Curriculum development and teaching - learning process.	12

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III	<b>CURRICULUM DEVELOPMENT</b> Need and scope for curriculum development, criteria for future curriculum development and characteristics of good curriculum, Strategies of curriculum development, Guiding principles for curriculum development, Organization of curriculum	12
IV	<b>PROCEDURE OF ORGANIZING CONTENT</b> Formation of general objectives at school stage and their specification, Formation of instructional objectives and their specification, Terms of expected behavior changes in the students, Suggesting appropriate content to fulfill the objectives. <b>FACTORS RESPONSIBLE FOR INNOVATIONS IN CURRICULUM DEVELOPMENT</b> Problems of curriculum reform, Periodic revision of curriculum, Evaluation as an integral part of curriculum development, Need for permanent curriculum research unit	12
V	<b>EVALUATING THE CURRICULUM</b> A frame work for evaluation, Planning for evaluation, Conducting the Programme evaluation, Evaluating the curriculum materials, Conducting the Curriculum material evaluation	12
	<b>COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:-</b> 1. Seminar on one of the topic assigned. 2. Critical analysis of the existing curriculum at various levels- primary/Secondary/ Higher Secondary. 3. A report on the recent research on curriculum development 4. A Comparative study of two syllabi-state Government/ICSE.	

K. Bajpai

50/2/2014



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## Part C - LEARNING RESOURCES

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SaOxaiNakvyavasqaapnava p Ssana:Da^dunaaKoDa^parsanaIsa.

Curriculum Organisation and Design-Jack Walton, Great Briton

Curriculum and lifelong Education- Studies for UNESCO

School Curriculum Mohmmad Sharif Khan- ASHISH Publishing House, New Delhi.

The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.

Curriculum reform – B.D.Bhatt, Knishka Publisher, New Delhi

Developing the Core Curriculum 3/4 roland C.Faunc, Nelson L. Bossing, Prentice Hall of India, New Delhi

Evaluation and Research in Curriculum Construction- M.I. Khan I B.K. Nigam-Kanishka , Publisher, New York

Curriculum Development & Educational Technology mamidj, S. Ravishankar-Sterling Publishers.

## E-RESOURCES

<https://www.ijtms.co.in>

<https://www.fao.org>

<https://www.wikipedia.org>

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Part A: Introduction		
Program: M.Ed	Semester: <b>IV</b>	w.e.f.: 2024-2025
1	Course Code	<b>EDUT - 402</b>
2	Course Title	<b>INCLUSIVE EDUCATION</b>
3	Course Type	<b>Theory</b>
4	Pre-requisite (if any)	<b>As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur</b>
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b>  Understanding the global and national commitments towards the educational of children with diverse needs, Appreciate the needs for promoting inclusive practice and the roles and responsibilities of all concerned personnel, Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools, Analyze special education, integrated education, mainstream and inclusive education practices, Identify and utilize existing resources for promoting inclusive practice.
6	Credit Value	<b>04</b>
7	Total Marks	<b>Internal Marks: 25</b> <b>External Marks: 75</b> <b>Min Passing Marks:36</b>

Part B: Content of the Course		
Unit	Topics	Total Hours
<b>I</b>	<b>Introduction to Inclusive Education</b> Definition, concept and importance of inclusive education, Difference between special education, integrated education and inclusive education, Advantages of inclusive education for education for all children.	12
<b>II</b>	Concept and meaning of diverse needs, Brief account of existing special, integrated and inclusive education services in India, Building inclusive learning friendly classrooms, overcoming barriers for inclusion. Creating and sustaining inclusive practices. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.	12

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Website : [www.bilaspuruniversity.ac.in](http://www.bilaspuruniversity.ac.in)

III	<p><b>Children with Diverse Needs</b></p> <p>Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted and children mentally challenged children), development disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, environmental/ecological difficulties, Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, Adaption in instructional objectives, curriculum and co-curriculum activities for meeting diverse needs of children from sensory, intellectual, learning disabled groups, Role of technology for meeting diverse needs of learners</p>	12
IV	<p><b>Recommendations of Education Commission and Committees on restructuring policies and practices to respond to diversity</b></p> <p><b>International Initiatives</b></p> <p>The World Declaration on Education for all its Framework for Action to meet Basic- Learning needs, 1990 (Article 3 Clause 5).</p> <p>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).</p> <p><b>National Initiatives</b></p> <p>The Indian Education Commission (1964-66).</p> <p>National Policy on Education (NPE, 1986-92).</p> <p>Establishment of National Institutes and their Regional Centers.</p>	12
V	<p><b>Utilization of Resources</b></p> <p>Concept and importance of human and material resources, Types of services approaches, strategies, personnel involved and their specific roles and responsibilities, Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community, Identifying the required resources for children with varied special needs, Survey the locality for early identification of children with disabilities.</p>	12

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## Part C - LEARNING RESOURCES

Ainsc w, M., Booth. T(2003): The Index for Inclusion: Developing Learning and Participation in Schools, Bristol: Center for Studies in Inclusive Education.

Ahuja. A; Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based approach: National Publishing house 23 Daryaganj, New Delhi 110002.

Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C. E R T Publication.

Sharma P.L. (2003) Planning Inclusive Education in Small Schools, R.I.E. Mysore.

## E-RESOURCES

<https://www.unicet.com>

<https://www.inclusineeducation.com>

<https://www.resilienteducation.com>

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Website :www.bilaspuruniversity.ac.in

Part A: Introduction		
Program: M.Ed	Semester: IV	w.e.f.: 2024-2025
1	Course Code	EDUT - 403
2	Course Title	EDUCATION FOR THE DIFFERENTLY ABLED
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b> Enable the learner to understand the concept of inclusive, integrated and special education, need of special education and its practices. To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of Universalisation of education. To enable the learner with the new trends in education for the differently abled with respect to the curriculum. To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled. To enable the learner with the educational programmes, equipments and aids for the differently abled.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Children with physical disabilities: Basis of classification (Physical, physiological, social, psychological and mental), characteristics, and etiology of each type and difference between them, Education of visually impaired: Concept, Characteristics, Types (degree of impairment). Etiology and prevention, Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the visually impaired.	12
II	Education for the hearing impaired: Concept, Characteristics, Types (degree of impairment). Etiology and prevention, Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of national Institute for the hearing impaired.	12

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Website : [www.bilaspuruniversity.ac.in](http://www.bilaspuruniversity.ac.in)

III	Education for the orthopedically handicapped: Concept, Characteristics, Types (degree of impairment). Etiology and prevention, Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Roll of national Institute for the orthopedically handicapped.	12
IV	Education for the mentally retarded: Mentally retarded, slow learners, backward and learning disabled children. Concept, Characteristics, Etiology and prevention, Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the Mentally retarded.	12
V	Socially deprived and emotionally disturbed children: Concept, characteristics and types (Dyslexic and delicate). Etiology and prevention, Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement.	12
<b>COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:-</b> Visit to integrated identification of creative child measurement of creativity.		

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कोनी पुलिस थाना के सामने, बिलासपुर-रतनपुर मार्ग, कोनी, बिलासपुर (छ.ग.) 495009

Website : [www.bilaspuruniversity.ac.in](http://www.bilaspuruniversity.ac.in)

## Part C - LEARNING RESOURCES

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Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1975.

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Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991

Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.

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Strange, Ruth: Exceptional Children & Youth J.J., Prentice Hall.

## E-RESOURCES

<https://www.smilefoundationindia.org>

<https://www.uijp.org>

<https://www.aictc.india.org>

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Part A: Introduction			
Program: M.Ed		Semester: <b>IV</b>	w.e.f.: 2024-2025
1	Course Code	EDUT - 404	
2	Course Title	EDUCATIONAL PLANNING	
3	Course Type	Theory	
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur	
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to:  Identify the need, scope and purpose of educational planning in terms of national and community needs. Develop the skills in planning and using a variety of administrative strategies.  Explain the role and contribution of different agencies/contribution in educational planning. To help them determine and implement objective of planning on the basis of individual needs of the students.	
6	Credit Value	04	
7	Total Marks	Internal Marks: 25 External Marks: 75	Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	<b>Concept, Need and Process of Educational Planning</b> Concept and nature of Educational Planning, Need and importance of Educational Planning, Types of Educational Planning.	12
II	<b>Principles and Techniques of Educational Planning</b> Guiding principles of educational planning, Methods and techniques of planning, Approaches to Educational Planning, Social demand approach, Man-Power approach	12
III	<b>Planning Mechanisms</b> Perspective planning at central, state and local levels: concepts of macro and micro planning, Priorities of educational planning at central and state level	12
IV	<b>Planning Machineries and institutional structures</b> Central – NCERT, NUEPA, State – SIEMAT, SCERT, IASE, District –DIET, Institutional Planning – School	12

*K. Bajpai*

*(Signature)*



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V	<b>Five year Plan in education</b> Perspective plan for education in the 12 <sup>th</sup> Five plan, Roles and Functions of National Institute for Transforming India (NITI) Aayog.	12
	<b>COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:-</b> The students may undertake any two of the following activities: Prepare a plan for the mobilization of different types of resources form the community. Analysis of School Education Act of Chhattisgarh. Prepare a report of Institutional Functioning and structure of DIETs.	

## Part C - LEARNING RESOURCES

- Bell & Bell (2006): Education, Policy and Social Class. Routledge.
- Bottery Mike (ed.) (1992): Education, Policy & Ethics. Continuum, London.
- Naik, J.P. (1965): Educational Planning in India, New Delhi: Allied.
- Naik, J.P. (1982): The Educational Commission & After, New Delhi: Allied.
- Ayyar, R.V. Vaidyanathan (1993): Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.
- Blaug, Mark (1972): An Introduction to Economics of Education. Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003): Demographic Aspects of Educational Planning. Paris: International Institute for Educational Planning.
- Griffiths, V.L. (1963). Educational Planning, London, O.U.P.
- Hallack, J. (1977): Planning the Location of schools: An Instrument of Educational policy. Paris: International Institute for Educational Planning.
- Hough J.R. (1990): Education, Policy-An International Survey. Croom Helm, London.
- Kaufman, Herman, Watters (eds.) (1996): Educational Planning: Strategic Tactical Operational, Tectonic. Institute for Health Sector Development (2005): Sector-wide Approach in Education. Comparative Education, 31(1).
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- Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): Rethinking Decentralization in Developing Countries. Washington, D.C. World Bank.
- Nanjundappa, D.M. (1995): Concept, Approaches and Techniques of Decentralized Planning in Reading in Decentralized Planning. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: concept.
- Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. Economic and Political Weekly, June 25, pp. 2822-32.

*K. B. J. P.*

*20/01/09*



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Psacharopalous, G. (ed.) (1985): Planning of Education: Where Do We Stand? Washington, World Bank.

Psacharopolous, G. (ed.) (1987): Economics of Education: Research of Studies. Oxford, Pergamon.

Scheerens, Jaap (2000): Improving School Effectiveness. Paris: International Institute for Educational Planning.

Tilak, J.B.G. (1988). Cost of Educational In India: International Journal of Educational Development.

### E-RESOURCES

<https://www.slideshare.net>

<https://www.youratilelibrary.com>

<https://www.schooleows.com>

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Part A: Introduction		
Program: M.Ed	Semester: <b>IV</b>	w.e.f.: 2024-2025
1	Course Code	<b>EDUT 403</b>
2	Course Title	<b>GUIDANCE PROGRAMME SCHOOL - I</b>
3	Course Type	<b>Theory</b>
4	Pre-requisite (if any)	<b>As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur</b>
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b>  Understand the essential services involved in the guidance programme. Understand the resources required and their optimum use in managing a school guidance programme. Aware of the constitution, role and function of the school guidance committee. Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.
6	Credit Value	<b>04</b>
7	Total Marks	<b>Internal Marks: 25</b> <b>External Marks: 75</b> <b>Min Passing Marks:36</b>

Part B: Content of the Course		
Unit	Topics	Total Hours
<b>I</b>	<b>GUIDANCE AND EDUCATION</b> Relation of Guidance with Education, Needs for Guidance at various levels of education/schooling, School Guidance: a collaborative effort of school and community, Organization of Guidance programmes in schools, planning of Guidance programme.	12
<b>II</b>	<b>ESSENTIAL SERVICES IN GUIDANCE PROGRAMME</b> Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, School guidance committee: constitution, roles and functions	12

*K. B. J. Pan*

*2024/04*



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III	<b>GUIDANCE AND CURRICULUM</b> Integration of guidance and curriculum-need and importance, Guidance based curriculum, Role of researchers and other personnel's in the construction of guidance based curriculum, Role of principal and teachers in guidance programmes.	12
IV	<b>GUIDANCE OF STUDENTS WITH SPECIAL PROBLEMS</b> Nature and causes of behavioral problems, School discipline problems of violence, bullying, drug abuse, truancy, and dropout etc., Guidance of students with behavioral problems, Promoting psychological well-being and peace through school based programmes.	12
V	<b>GUIDANCE OF STUDENTS WITH SPECIAL ABILITIES AND NEEDS</b> Students with special abilities and needs-concept and identification process, Guidance for gifted and creative students, Guidance for socially and economically disadvantaged students, Guidance for physically and intellectually challenged students, Delinquency among students-causes, identifications, and guidance for Delinquent students, Follow-up guidance.	12
	<b>COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:-</b> The students may undertake any one of the following activities: Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report. Prepare a detailed outline of a class talk on 'Need for guidance services in schools.' Prepare a Cumulative RECORD Card plan and enlist the important areas on which the information may be recorded and why ? Prepare a list of resources required for setting up a guidance-oriented curriculum. Administer and score a 'Students Problem Checklist' and prepare a report.	

*K. B. Jaiswal*

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## Part C - LEARNING RESOURCES

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999), Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.  
Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach, New Delhi: Vikas, Glickman, C & Wolfgang, C. (1981).  
Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.  
Mathewson, R.H. (1962), Guidance Policy and Practics, 3<sup>rd</sup> Ed. New York: Harper and now,  
Various on Self Development.

## E-RESOURCES

<https://www.slideshare.net>

<https://www.study.com>

<https://www.files.eric.ed.gov>

*K. J. Jaiswal*

*Dr. J. J. Jaiswal*



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Part A: Introduction		
Program: M.Ed	Semester: IV	w.e.f: 202 <sup>1</sup> -202 <sup>2</sup>
1	Course Code	EDUT – 404
2	Course Title	COUNSELING SERVICE – II
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<b>At the end of this course, the students will be able to:</b>  Understand the essential services involved in the counseling programme. Understand the resources required and their optimum use in managing a school counseling programme. Aware of the constitution, role and function of the school guidance committee. Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	<b>UNDERSTANDING COUNSELING</b> Meaning, nature and Principles of Counseling, Concept and scope of counseling, Stages of counseling process, Characteristics of good counseling.	12
II	<b>TYPES AND AREAS OF COUNSELING</b> Areas of counseling – family counseling, parental counseling, adolescent counseling, counseling of children belonging to special groups, Peer counseling – Its concept Uses of Group counseling	12
III	<b>COUNSELING PROCESS AND COUNSELING RELATIONSHIP</b> Stages of the counseling process, Group counseling vs. Individual counseling, Counseling for adjustment, Characteristics of good counseling.	12

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IV	<b>COUNSELING TECHNIQUES</b> Person centered and group centered, cognitive interventions, behavioral interventions, and systematic interventions strategies, Qualities and skills of an effective counselor, Professional ethics, Procedure and techniques of group counseling.	12
V	<b>ORGANIZATION OF COUNSELING PROGRAMME</b> Principles of organizing counseling programme, Implications of organizing counseling programme, Various types of services – individual inventory, information, orientation, placement and follow up services, Evaluation of counseling programme.	12
	<b>COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:-</b> The students may undertake any one of the following activities: Identification of the cases for counseling. Exploring the possibilities for peer counseling in the institutions. Conduct career conference and prepare a report. Having with the counselor related to the process of counseling, clients and writing a report of this.	

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## Part C - LEARNING RESOURCES

Pietrofesa, J.J., Bernstein, B., & Stanford, S. (1975), Guidance: An Introduction. Chicago: Rand McNally.

Cornier, L. & Hackney, H. (1987), The Professional Counsellor, Englewood Cliffs, New Jersey: Prentice Hall.

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999), Guidance and Counseling, Vol. 1: A Theoretical Perspective, New Delhi: Vikas.

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999), Guidance and Counseling, Vol. 2: A Practical Approach, New Delhi: Vikas.

Gibson, R.L. & Mitchell, M.H. (1986), Introduction to Guidance, New York : McMillan.

Rao, S.N. (1981), Counselling Psychology, New Delhi: Tata McGraw Hill.

Dave Indu (1984), The Basic Essentials of Counselling, New Delhi: Sterling Pvt.Ltd.

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Nugent, Frank A. (1990), An Introduction to the Profession of Counselling, Columbus: Merrill Publishing Co.

Gladding, Samuel, T. (1996), Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.

## E-RESOURCES

<https://www.jitke.ac.in>

<https://www.ecounselling.nic.in>

<https://www.indiacounselling services.com>

*Khajpan* - *5/26/14*





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## Programme Specific Outcomes (PSO) of Master of Education

### (M.Ed) Programme

**PSO 1. Professional Capacity Building:** Construct capacities required for curriculum developers, policy analyst, planners, administrators, supervisors, school principals, researchers and in extension activities by critically analyzing the concepts of Philosophy, Sociology, Psychology, and Technology in the context of teacher education.

**PSO 2. Research and Extension:** Engage in research, extension, and innovative educational practices; develop competencies to solve problems and contextualize research to apply ones learning in real life situation; disseminate knowledge through public speech and academic and popular writing involving different stakeholders of education.

**PSO 3. Continuous Academic Development and upskilling Pedagogy:** Engage in academic development and learning independently in the context of change in pedagogy. Identify own educational needs and requirements; keep abreast with contemporary advancement in teaching and research.

**PSO 4. Academic, Administration and Management Capacities:** Extrapolate the competencies gained from learning and experiences; relate the principles of educational management and administration in academic planning, organization, evaluation, decision making, and resource management in accordance with the prevailing goals, norms and standards.

**PSO 5. Professional Communication and 21st Century Skills:** Perform higher levels of communication using diversified tools and technologies for teaching and engage as a better professional, keeping standards expected of 21st century skills required for modern classrooms and pedagogy, so as to broaden the zone of educational activities and keep abreast with the latest developments.

**PSO 6. Sensitivity towards Emerging issues:** Visualize ethical issues from multiple perspectives and deal with issues related to population, gender equality, literacy, environment, yoga and health education and respond to emerging issues by applying critical, constructive and creative thought process.

**PSO 7. Independent and Teamwork Capacities:** Perform the role of a responsible mentor / leader effectively and efficiently in educational institutions. Collaborate and network with scholars in educational institutions, professional organizations, research organizations and individuals across the globe.

**PSO 8. Boosting Resilience to solve complex issues:** Interpret rules and apply ethical and moral reasoning and values of unity, secularism and national integration to solve complex issues in educational situations. Exhibit a spirit of team work in conflicting situations and apply problem solving skills in analyzing the rules, norms and the social, cultural, and environmental context.

**PSO 9. Academic Integrity and Professional Ethics:** Demonstrate academic integrity and professional ethics in action and abiding by rules, regulations, values and standards in teaching, research and administration in diversified educational settings.

**PSO 10. Commitment towards Society, National Goals and International Understanding:** Recognize areas of commitment, universal brotherhood, accountability, constitutional values, and national goals and perform as a social engineer.

*Signature*

*Signature*



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## Programme Specific Outcomes (PSO) of Master of Education

### (M.A. EDUCATION) Programme

**PSO 1. Professional Capacity Building:** Construct capacities required for curriculum developers, policy analyst, planners, administrators, supervisors, school principals, researchers and in extension activities by critically analysing the concepts of Philosophy, Sociology, Psychology, and Technology in the context of teacher education.

**PSO 2. Research and Extension:** Engage in research, extension, and innovative educational practices; develop competencies to solve problems and contextualize research to apply ones learning in real life situation; disseminate knowledge through public speech and academic and popular writing involving different stakeholders of education.

**PSO 3. Continuous Academic Development and upskilling Pedagogy:** Engage in academic development and learning independently in the context of change in pedagogy. Identify own educational needs and requirements; keep abreast with contemporary advancement in teaching and research.

**PSO 4. Academic, Administration and Management Capacities:** Extrapolate the competencies gained from learning and experiences; relate the principles of educational management and administration in academic planning, organization, evaluation, decision making, and resource management in accordance with the prevailing goals, norms and standards.

**PSO 5. Professional Communication and 21st Century Skills:** Perform higher levels of communication using diversified tools and technologies for teaching and engage as a better professional, keeping standards expected of 21st century skills required for modern classrooms and pedagogy, so as to broaden the zone of educational activities and keep abreast with the latest developments.

**PSO 6. Sensitivity towards Emerging issues:** Visualize ethical issues from multiple perspectives and deal with issues related to population, gender equality, literacy, environment, yoga and health education and respond to emerging issues by applying critical, constructive and creative thought process.

**PSO 7. Independent and Teamwork Capacities:** Perform the role of a responsible mentor / leader effectively and efficiently in educational institutions. Collaborate and network with scholars in educational institutions, professional organizations, research organizations and individuals across the globe.

**PSO 8. Boosting Resilience to solve complex issues:** Interpret rules and apply ethical and moral reasoning and values of unity, secularism and national integration to solve complex issues in educational situations. Exhibit a spirit of team work in conflicting situations and apply problem solving skills in analysing the rules, norms and the social, cultural, and environmental context.

**PSO 9. Academic Integrity and Professional Ethics:** Demonstrate academic integrity and professional ethics in action and abiding by rules, regulations, values and standards in teaching, research and administration in diversified educational settings.

**PSO 10. Commitment towards Society, National Goals and International Understanding:** Recognise areas of commitment, universal brotherhood, accountability, constitutional values, and national goals and perform as a social engineer.