

**C.S.J.M. UNIVERSITY,
KANPUR**

**M.A.
(EDUCATION)**

SYLLABUS

M.A. EDUCATION

(Course of study)



Year	Paper	Marks
	<u>Compulsory Papers</u>	
M.A. I	Paper I – Education thought	100
	Paper II - Advance Educational Psychology	100
	Paper III – Educational Research and Statistics	100
	Paper IV – Optional Papers (Group ‘A’) Any one	100
	(a) Modern Indian Education (b) Educational Guidance and counseling (c) Environmental Education (d) Population Education	
	Paper V – Practical	100
	Total	500
M.A.II	<u>Compulsory Papers</u>	
	Paper I – Education of Exceptional Children	100
	Paper II – Comparative Education	100
	Paper III – Educational Policy and Finance	100
	Paper IV – Student has to choose anyone of the following papers :	100
	(a) Value Education and Human Rights	
	(b) Distance Education	
	(c) Intelligence test and Creativity	
	(d) Dissertation	
	Paper V – Compressive Viva voce examination shall be based on the syllabus of M.A. I and II	100
	Total	500
	Grand Total	1000

Paper-(I) Educational Thought

Objectives: To enable the students to develop an understanding about.

1. Contribution of Philosophy to the field of education.
2. Impact of Western Philosophies or Indian Education.
3. Construction of few of the great Western Thinker.
4. Nature and success of knowledge getting process.

Course Content:

1. Relationship between Education and philosophy
2. Indian schools of philosophy. Samkhya, Vedanta, Buddhism, Idealism, Naturalism with special reference to their educational implications.
3. Western Philosopher, Major Schools
(i) Pragmetism, (ii) Realism (iii) Progrenivism (iv) Existentialism
4. Contribution of Vivekanand, Tagore, Gandhiji, Rousseau, John Dewey Educational thoughts.
5. Value Education National values as enshrined in the Indian constitution of India and the Educational Implication.
6. Freedom, Equality, Democracy and responsibility in Education.

Books & Recommended

1. Bayles, E.E. : pragmatism in Education, Philosophy of Education Series Harper row New York, 1971.
2. Boyed, William and King : The History of Western Education, 1972.
3. Brubacher, J.S. : Modern Philosophies of Education.
4. नेलर, जार्ज एफ (1971), इन्ट्रोडक्शन अू फिलासफी फॉर एजुकेशन, जान विली एण्ड सन्स।
5. पाण्डेय, के०पी० (1988), परस्पेक्टिब्ज इन सोशल फाउण्डेशन ऑफ एजुकेशन, अमिताभ प्रकाश, दिल्ली।
6. पाण्डेय, रामसकल (1983), शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा।
7. बेकर, जान एल मार्टन (1980), फिलासफीज ऑफ एजुकेशन, टाटा मेग्राहिल।

Snashed

8. त्रिपाठी एल० एवं पाण्डेय, एस०डी० (2013), शिक्षा के दार्शनिक आधार, भारतीय पब्लिशर्स, फैजाबाद।
9. Criwin, R.G. (1965) : A Sociology of Education, New Jersey: prentice Hall.
10. पाण्डेय, के०पी० (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।
11. माथुर, एस०एस० (2009), शिक्षा के दार्शनिक तथा सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा।
12. लाल, रमन बिहारी (2009), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ।

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M.A. I

Paper-(II) Advanced Educational Psychology**Objectives:**

1. To contribution of different schools of Psychology to Education.
2. Definition, Nature and factors influencing learning.
3. The meaning measurement and adjustment of personality.
4. Meaning and nature of creativity and its development.

Course of study

- (i) Contribution of the following schools of Psychology to Education:
Behaviorism, Gestalt, Psychoanalytical.
- (ii) Concept, Nature of learning type, factor of affecting learning transfer of learning and its theories.
- (iii) Thorndike's, Pavlors, Skinners, Terman.
- (iv) Learning by Bloom's master learning, Gages, hierarchal.
- (v) Thinking, problem solving and creativity, the meaning and nature of creativity, measurement of creativity. Development of creative thinking abilities.
- (vi) Personality – Type and trait theories – measurement of personality, mental health and personality type and trait theories measurement of personality. Mental, Health and Adjustment conflicts, frustration anxiety and complexes, defence mechanism stress management.

Books and Recommended

1. Mangal, S.K. (2012) : Education Psychology. PHI learning Private Limited, new Delhi.
2. Pandey, K..P.: Advanced Educational Psychology; Vishwavidyalaya Prakashan, Varanasi.
3. गुप्ता, एस०पी० एवं गुप्ता ए० (2004), उच्चतर शिक्षा मनोविज्ञान, शास्त्रदा पुस्तक भवन यूनिवर्सिटी रोड, इलाहाबाद।
4. शर्मा, आर० एवं शर्मा आर० (1962), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर एवं डिस्ट्रीब्यूटर, नई दिल्ली।
5. पाण्डेय एस०डी० शिक्षा मनोविज्ञान एक परिचय : भवदीय प्रकाशन अयोध्या फैजाबाद।
6. पाण्डेय, एस०डी०, शिक्षण अधिगम का मनोविज्ञान: भवदीय प्रकाशन, अयोध्या फैजाबाद।

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M.A. I

Paper-~~III~~ Educational Research and Statistics

Course Objectives:

1. Source from where knowledge could be obtained.
2. Nature, scope and limitation of educational research.
3. Modalities necessary for formulating research problem.
4. Source of obtaining the data, analysing and training for solving an educational problem.

Course of Study

- (1) Methods of acquiring scientific knowledge : Tradition, experience, reasoning, inductive and deductive.
- (2) Nature and scope of educational research:
 - (i) Meaning, nature and imitations.
 - (ii) Needs and purpose
 - (iii) Fundamental applied and Action Research.
 - (iv) Quantitative & Qualitative Research.
- (3) Formulation of Research Problem
 - (i) Critical of identifying the problem
 - (ii) Variables
 - (iii) Hypothesis
- (4) Sampling – population and sample methods, probability representative and random sampling random stratified sampling etc. Collection of data – Types of data, quantitative and qualitative technique and tools.
 - (i) Observation, case study and sample methods, probability
 - (ii) interviews, questionnaire, projective, sociometry.
- (5) Writing research report and evaluation of research report. Tallies & graphical representations, Measure of Central Tendency -
- (6) Statistics – Mean, median, mode, (ungrouped & grouped) measures of dispersion – Range AD, QD, SD (ungrouped & grouped)

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Coefficient of correlation – (i) Product moment method (ii) Rank Difference method

Normal probability curve :- Characteristics and applications, Chi-square, T test & Cr for testing Hypothesis. Significance of errors of M, M2, SD, QD, Correlation of difference between means, median, SD, confidence limits.

Books and Recommended

1. Bhatnagar, R.P. et al.: Shiksha Anusandhan, Meerut: Loyal Book Depot, 1995.
2. Garrett, H.E. : Statistics in Psychology and Education, Bonbay; Vakils, Ferrer and Simrons Ltd., 1981.
3. Gullford, J.P. & B. Fruchter. Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
4. Kerlinger, F.N. : Foundations of Behavioral Research, New York: Halt Rinehart and Winston, Inc. 1973.
5. पाण्डेय, के०पी० (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी।
6. राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा।
7. शर्मा, आर०ए० (2011), शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, आर० लाल बुक डिपो मेरठ।
8. पाण्डेय एस०डी० (2005) शिक्षा में मापन मूल्यांकन एवं प्रारम्भिक सांख्यिकी भवदीय प्रकाशन अयोध्या, फैजाबाद।
9. पाण्डा अनिल कुमार – शैक्षिक अनुसंधान एवं सांख्यिकी साहित्य रत्नालय, कानपुर।

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M.A. I**EDUCATION****Paper-IV (C) Modern Indian Education****Course Objectives**

1. To understand the development of Education in India in historical perspective.
2. To understand the salient features of Indian Education, ancient, medieval and modern periods.
3. To acquaint the students with significant points of selected documents and reports of these periods.
4. To have an adequate knowledge of the recommendations of various commission and committees on Indian Education.

UNIT-I

British Education in India-oriental-occidental controversy, Macaulay's minute, wood's dispatch. Hunter Commission, Gokhale-bill, Sadler commission, wardha scheme, Wood report (1937) Sergent Report (1944)

UNIT-II

Main recommendations of commissions in India University Education Commission (1948-49), Secondary Education Commission (1952-53), Report of the Education Commission (1964-66).

UNIT-III

National Policy on Education (NPE) (1968) , Ram Murti Committee (1990), Revision of National Policy on Education – 1990-92, National Knowledge Commission (2005), NITI.

UNIT-IV

Problems and challenges in Elementary, Secondary Higher and Professional Education.

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Books Recommended

1. Mukherjee R.K. (1960) : Ancient Indian Education, Delhi; Motilal Banarasi Das.
2. Chaube, S.P. : History and Problems of Indian Education Agra; Vinod Pustak Mandir, Agra.
3. उपाध्याय आर०बी० : भारतीय शिक्षा की सामयिक समस्यायें, आगरा, विनोद पुस्तक मंदिर
4. चौबे सरयू प्रसाद एवम् अखिलेश चौबे : भारतीय शिक्षा का इतिहास एवं समस्यायें, अयोध्या, भवदीय प्रकाशन
5. पाठक पी०डी० तथा बी०पी० जौहरी : भारतीय शिक्षा का इतिहास, आगरा: विनोद पुस्तक मंदिर
6. रावत, पी०एल० : भारतीय शिक्षा का इतिहास, आगरा यूनिवर्सल पब्लिशर्स

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IV(b)

Paper-IV Educational Guidance and Counselling**Course Objectives:**

1. to help student understand concept, need and view point of
2. to help student understand principles and problem of guidance different types of guidance.
3. to develop ability to relate counselling to the dynamics of
4. to help students develop an understanding the counselling needs college student.

Course of Study

- (1) Meaning and functions of guidance. Guidance in relation to individual growth.
- (2) Basic principles of Guidance and types of guidance.
- (3) Procedure in guidance. Methods and techniques for collection and assessment of information case history cumulative records, personality inventories tests, intelligence test, achievement tests, aptitude tests and interest inventory. Collecting and recording information of educational and vocational opportunities for counselling.
- (4) Guidance program in schools –
 - Self inventories services
 - Occupational information service
 - Counselling service
 - Placement service
 - Followup service
- (5) Counselling and its purpose levels of counselling and counselling relationship, counselling interners.
- (6) Role of counsellor to assists in problem solution.

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Books Recommended

1. Agarwal J.C.: Educational Vocational Guidance and Counselling, Daoba House, Nai Sarak, Delhi.
2. Anatsi Anne: Psychological Testing, New York, Mac Millan 1982
3. Crow and Crow "Introduction to Guidance", 2 ed, Eunasia Publishing Co., New Delhi.
4. जायसवाल, सीताराम (1987), शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मन्दिर, आगरा।
5. पाण्डेय, के०पी० एवं भारद्वाज, अमिता (2003), शैक्षिक तथा व्यावसायिक निर्देशन, विनोद पुस्तक मन्दिर, आगरा।

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M.A. I Education

IV (c)

Paper- ~~Optional paper~~ Environmental Education

To make the students to

1. Understand the meaning, nature and importance of environmental issues.
2. Know the relationship between man and environment understand the need for a sustainable development.
3. Development competencies of environmental education.
4. Understand environmental hazards or their procreative measures.
5. Know about the progress of various environmental projects that are going on the globe.

Course contents:

- Nature, meaning and importance of environmental education.
- Relationship between man and environment: Ecological and Psychological perspective.
- Programmes of environmental education for primary. Secondary and Higher institutions.
- Education for environmental awareness and attitude change.
- Environmental stresses – Natural and man made disasters; education for coping with environmental stressors.
- Comparative study of environmental projects from various countries (U.K, U.S.A., U.S.S.R. and INDIA).

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Suggested Readings

1. Agarwal S.K. – "Environmental issues and themes", APH Publishing Corporation, New Delhi, 1997.
2. B.P. Chaurasia – "Environmental Pollution Perception and Awareness" - Chugh Publications, 1992.
3. गोयल, एम०के० (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।
4. प्रसाद, गुरु, सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्यायें, नई दिल्ली।
5. सक्सेना, ए०बी० (1986), इनवायरमेण्टल, एजुकेशनल नेशनल साइकोलाजिकल कारपोरेशन, आगरा।
6. पाण्डेय, के०पी०, भारद्वाज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा एवं भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
7. शर्मा, आर०ए० (2004), पर्यावरण शिक्षा, आर० लाल बुक डिपो मेरठ।

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M.A. I Education

Paper (IV)(d)

~~OPTIONAL PAPER III~~ POPULATION EDUCATION**COURSE OBJECTIVE**

To enable the students

1. To understand the nature scope and need of population education.
2. To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
3. To gain knowledge about various techniques of maintenance of status of population.
4. To understand the concept of prosperous family.
5. To learn about the latest policies of population education and agencies working towards their achievement.

Course Contents:

- Nature and Scope of population Education: Meaning Concepts, Need and Importance of population, education, objectives of Population Education.
- Population Situation and Dynamics : Distribution and density; population composition – age, sex, rural/urban, world and Indian factors affecting population growth, mortality, migration and other implications.
- Population and Quality of life: Population in relation to socio-economic development; health status health service; nutrition, environment, resources educational provision.
- Family Life Education : Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.
- Population related policies and programmes : Population policy in relation to health environment education policies; programmes related to employment social movements: vol-untary and international agencies UNFPA, WHO, UNESCO etc.

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M.A. I**EDUCATION**Paper **Practical work and viva-voce**

Each students will have to administer any following tests and prepare a detailed report.

1. Interest : To measure the interesting interest inventory.
2. Adjustment : To know the level of adjustment.
3. Creativity : Measurement of creativity
4. Learning : Learning by substitution method or code basis.
5. Personality test : TAT
6. Attention : Span of attention or apprehension.
7. Intelligence test : General mental ability intelligence test
8. Value test : Alport, Vernon, Lindzey study of values.

Note : It will be mandatory for every student to prepare a test file. Practical examination will be conducted on any two of the above stated tests. External examine would take a viva-voce based on project work and students would be evaluated on the basis of practical work done by her/him as well as performance in viva-voce.

Practical record	:	20
Conduct of practical	:	30
Viva voice exam.	:	<u>50</u>
Total	:	<u>100</u>

Books: Pandey SD and Singh RK (2013). Educational facts and Psychological test in education Bhartiya Prakashan Ayodhya.

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M.A. II**Paper-I) Education for Exceptional Children****Course Objectives:**

5. Know about the meaning and scope of special education in India.
6. Understand the various suggestion given by various commission and education of children with special needs for realizing the concept of "Universalization of Education".
3. Identify the specific characteristics and understand modalities of identification of various types of exceptional children.
4. Identify the specific characteristics and understand modalities of identification of various types of exceptional children.
5. Understand various education intervention programmes for meeting the needs of exceptional learners.

Course Content**Unit-I**

Meaning and scope of special education, a brief history of development of special education. Government Policies and legislation.

Unit-II

Recommendation given in NPE 1986, POA1992 and PWD (Persons with Disabilities) Act 1995' National Institutes of Handicapped and the role of Rehabilitation council of India.

Unit-III

Education of the Mentally retarded, Gifted and creative childrens. Juvenile Delinquents orthopaedically Handicapped.

Unit-IV

- Meaning of an educational intervention – nature and objectives of special schools. Concepts of mainstreaming, Integrated schools and support them viz resource room, resource teacher, counselor etc.
- Techniques of teacher training-core teaching, microteaching and interaction analysis.
- Evaluation of students teaching.

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Books Recommended

1. कैनेडी, ए० एण्ड फ्रेशर (1932), एजुकेशन ऑफ द बैकवर्ड चाइल्ड, डी० एप्लेटन, सेन्यूरी कम्पनी, न्यूयार्क।
2. प्रेम शंकर (2005), विशिष्ट बालक, आलोक प्रकाशन, लखनऊ।
3. शंकर, उदय (1976), एक्सेप्शन चिल्ड्रेन सटर्लिंग पब्लिकेशन, प्रा०लि० न्यू डेलही।
4. शर्मा, आर०ए० (2003), फण्डामेंटल ऑफ स्पेशल एजुकेशन, आर० लाल बुक डिपो, मेरठ।
5. सिंह उत्तम कुमार एवं नायक ए०के० (1997), स्पेशल एजुकेशन, कामन वेल्थ पब्लिशर्स, न्यू डेलही।
6. डॉ० मिश्रा एवं पाण्डेय एस०डी० विशिष्ट मिश्रा, भवदीय प्रकाशन अयोध्या फैजाबाद।

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M.A. II

Paper-(II) Comparative Education

Course Objectives:

1. To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

Unit – I

1. Comparative education – Meaning as a new discipline.
2. Scope and major concepts of comparative education.
3. Methods: Juxtaposition. Area Study. Intra and Inter educational analysis.

Unit – II

Comparative education-factors and approaches: geographical, economic cultural, philosophical, sociological, linguistic, scientific, historical, ecological and functional factors. Cross disciplinary approach used in comparative education.

Unit-III

A comparative study of reference to : the educational systems of countries with special reference to:

Primary Education	-	USA, UK, India
Secondary Education	-	USA, UK, India
Higher Education	-	USA, UK, India
Teacher Education	-	USA, UK, India
Adult Education	-	USA, UK, India

Unit-IV

- Problem prevailing in developing countries with special reference to India, their causes and solution through education.

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M.A. II Education

Paper-III Educational Policy and Finance

Course Objectives:

1. The meaning, importance and scope of economics of Education.
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. The source and resources of finances for education.
4. The financial resource management.

UNIT-(i) Economics of education 'Concept and Definition' (Economics, Education, Scope and Importance of Economics of Education)

UNIT- (ii) Education as Investment concept, significance and strategies.

UNIT-(iii) Human Resource Development Material and Human Capital, formation, Role of F and Function of HRD, Cooperation between HRD and UGC for Human Capitals, Cost Benefit, Taxonomy.

UNIT- (iv) NIIT Policy, Objective, Role and function. Resources for education; Role of the centre, state and Institution for financing education. Problem of financing, Grant-in-aid-scheme.

Books

1. Shatnagar R.P. & Nidya Agarwal, Educational Administration, Planning and Financing R. Lal, Meerut.
2. Blang. M. Economics of Education, Himalaya, publishing House, Bombay, 1972.
3. पाण्डेय, आर.एस., शैक्षिक संयोजन एवं वित्त प्रबन्धन, विनोद पुस्तक भवन, कानपुर।
4. सिंह मधुरिमा – शिक्षा का अर्थशास्त्र आलोक प्रकाशन लखनऊ।
5. सिंह मधुरिमा – शिक्षा का अर्थशास्त्र वित्त और नियोजन भार्गव प्रकाशन आगरा।

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- Poverty
- Unemployment
- Population explosion
- Terrorism
- Casteism and communalism
- Illiteracy.

Books Recommended

1. Chaube, S.P., Features of Comparative Education, Agrawal Publication, Agra.
2. Sharma, R.A., Comparative Education: Educational System & Problems of the World, R. Lall Book Depot, Meerut.
3. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्क मंदिर, आगरा।
4. जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, उ०प्र० लखनऊ।
5. पाण्डेय, के०पी० (1987), तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ।
6. मलैया, के०सी० (1986), तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन।

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M.A. II Education

IV (a) Optional Paper-5 Value Education and Human Rights

Course Objectives:

Unit-I

The socio moral and cultural context.

- a) Need and importance of Value Education and Education for Human rights in the existing social scenario.
- b) Valuation of culture: Indian culture – the Human Values.

Unit-II

Nature and Concept of morality and moral education.

- a) Moral Education vis-a-vis religious education; moral instructions, moral training and moral indoctrination.
- b) Language of moral education –its form and context characteristics of morally educated persons.
- c) Justice and care-the two dimensions perspectives in Morality: Dichotomy between reason and passion.
- d) Moral judgement and moral action.

Unit-III

Moral Development of the field

- a) Concept of development and concept of moral development.
- b) Psychoanalytic approach
- c) Learning theory approach, especially social learning theory approach.
- d) Cognitive development approach –piaget and Kohlberg, stages of moral development and their characteristics features.

Unit-IV

Moral learning to moral education

- a) Moral learning outside the school-child rearing practices and moral learning moral learning via limitation. Nature of society and moral learning. Media and moral learning.
- b) Moral learning inside the school : Providing "Form" and "Content" to form education.

Amish

- c) Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum.

Unit V

Intervention strategies for moral education and assessment of moral maturity.

- a) Model of moral education
- b) Rational building model,
- c) The consideration Model
- d) Value classification model
- e) Social Action Model
- f) Just community intervention model
- g) Assessment of maturity via moral dilemma resolution
- h) Examples of some moral dilemmas.

Snished

M.A. II Education**Optional Paper-II Distance Education****Course Objectives:****Unit-I**

Distance education and its development

- a) Some definitions and teaching learning components.
- b) Need and characteristics features of Distance education.
- c) Growth of Distance Education
- d) Distance Teaching-learning systems in India.

Unit-II

Invention strategies a Distance

- a) Information and communication Technologies and their application in Distance Education.
- b) Designing and Preparing self-instruction material.
- c) Electronic Media (T.V.) for Education.

Unit-III

Learning at a distance

- a) Student-support-services in Distance education and their management.
- b) Technical and vocational programmes through Distance Education.
- c) Programmes for women through Distance Education.
- d) Distance education and Rural Development.

Unit – IV

Quality enhancement and programme Evaluation

- a) Quality assurance of distance education.
- b) Mechanisms for maintenance of standards in Distance education.
- c) Programme evaluation.
- d) Cost analysis in D.E. concept, need and process.
- e) New dimensions in Distance education – Promise for the future.

Unit-V

Quality Enhancement and Programme Evaluation

Sushant

M.A. II Education

IV (C)

Paper- (C) Intelligence, Creativity and Education**Objective :-**

1. The Natural meaning and concept of intelligence.
2. The meaning and concept of creating alongwith the educational procedure for testing creating among individual.
3. Facing and managing and creative children and at the same time nurturing their creative talent.
4. The research studies conducted in the field of creative education in the world and in our country.

Course Contents

Unit I The structure of intelligence : An Examination of Various Theories of intelligence. A review of some intelligence Tests.

Unit II Nature and Theories of Creativity : The major aspects of Creativity; the Creativity process. The creative products; The creative person and the creative situation (press situation). Relationship between Creativity and intelligence.

Unit III Intellectual and Creative Development: The stages of intellectual development, stages of creative development during the pre-school, elementary school years. Creative development after high school, impact of heredity and environment in the development of intelligence and creativity.

Unit IV Fostering Creativity. Adopting techniques for the improvement of memory, adaptability, self discipline, introversion divergent thinking ability, crating supporting climate among the children.

Unit V Research in creativity: In India abroad.

Sushel

- a) Quality Assurance of Distance Education
- b) Mechanisms for Maintenance of Standards in Distance Education.
- c) Evaluation in Distance Education.
- d) New Dimensions in Distance Education – Promises for the future.

Books Recommended

1. Digmarti, Bhasker Rao. International guidelines on open and Distance Education.
2. Holmberg, B (1981), The Foundations of Distance Education, Croom Helm, London.
3. पाण्डेय कल्पलता (1988), दूरवर्ती शिक्षा के नये आयाम।
4. यादव, सियाराम : दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा।
5. शर्मा, आर०ए० (2004), दूरवर्ती शिक्षा, सूर्या पब्लिकेशन, मेरठ।
6. पाण्डेय, श्रीधर एवं सिंह सोमवीर, सतत शिक्षा : एकदृष्टि

Sushod