Course Title: Educational Thought: Indian Philosophical Tradition (MAE-101)

Course Credits   : 3

Objectives   :

After going through this paper student will be able to –

- Give a comprehensive and critical account of the various systems of Indian philosophical tradition

- Explain the main philosophical ideas of Indian philosophical tradition with reference to reality, theory of knowledge and values and their reflection in educational system

- Identify significant features of the Indian philosophical tradition that have relevance for modern educational system and society

Core Paper-1

Course Contents

Unit I   16 Hours

- Fundamentals of philosophy, Philosophy of Education, Philosophical Inquiry; Functions of Philosophy, Branches of Philosophy and their Educational Import; Speculative, Analytical and Prescriptive Role of Philosophy

- Indian Philosophical Tradition and concept of Philosophy: its nature and function

- Salient features of Indian Philosophical Tradition and its Classification– Theist and Atheist, Orthodox and Heterodox, comparison with Western Philosophical Tradition

- Education in Indian Philosophical Tradition : its aims, objectives, nature and function and relation between philosophy and education

- Vedic, Upanishadic thought and Bhagavad-Gita

- Charvaka, Jainism and Buddhism

Unit II   **12 Hours**

- Sankhya and Yoga schools of Indian Philosophical Tradition and their educational significance
- Vaishesika and Nyaya of Indian Philosophical Tradition and their educational significance
- Mimamsa and Vedanta of Indian Philosophical Tradition and their educational significance
- Notion of Religion, God, Morality and Truth in Indian Philosophical Tradition
- Islamic school of thought

Unit III   **12 Hours**

- Thinkers of Education : Indian
- Rabindranath Tagore, Swami Vivekananda
- Sri Aurobindo, Sir Syed Ahmad Khan,
- Madan Mohan Malviya, Dr.Radhakrishnan,
- Mahatma Mohan Das Karamchanda Gandhi,
- Baba SahebBhimRaoAmbedakar

Unit IV   **8 Hours**

- Indian Constitution with focus on the concept of Equality, Justice and Liberty
- Nationalism and Internationalism

Field Study : (Any one)   **8 Hours**

- Visit to educational institutions governed by Indian Philosophical Thought.
- Presentation based on some selected classical Indian Philosophical Source books.
- Presentation on any Indian philosophical school or on any Indian Philosopher.
- Poster presentation / poetry/ song/solo skit/ role playing on issues related to gender/ cast discrimination or any other social and cultural aspect.
- Library visit with reference to collection of source/ reference material related to philosophical aspect of education.
- Content analysis of newspapers with reference to philosophical aspect.
- Biography

Suggested Readings:

- Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.

- Hiriyanna, M.(1995): The Essentials of Indian Philosophy. Delhi: MotilalBanarasidas Publishers.

- Kneller, G.F. (1963): Foundations of Education. London and New York: John Wiley and Sons, Inc.

- Pandey, R.S. (1997): East West Thoughts on Education. Allahabad: Horizon Publishers.

- Park, J. (1961): The Philosophy of Education. New York: Macmillan Company.

- Phenix, P.H. (1960): Philosophy of Education. New York: Holt, Rinehart and Winston.

- Sharma, A.P. (1997) : An Approach to Philosophy of Education. Delhi: Indian Publications.

- Weber, C.O. (1960) Basic Philosophies of Education. New York: Holt, Rinehart and Winston.

- Weerasinghe S.G.M. (1993): The Sankhya Philosophy: A Critical Evaluation of its origins and Development. Delhi: Sri Satguru Publications - A Division of Indian Books Cent

M.A (Education)
Semester-I
Course Title : Education, Culture and Society (MAE-102)

Course Credits   :   3

Objectives   :

After going through this paper student will be able to –

- Think sociologically about educational problems and issues;
- Understand education as a social institution and its complex linkages with other major social institutions
- Understand the Role of education in Social Change

Core Paper-2

Course Contents

Unit I: Key Concepts   12 Hours

- Conceptualizing Education: Culture, Socialization and Education
- Childhood: Sociological perspectives; Family, Culture and education
- Societal Context of Education: School as social organization; Teacher and teaching profession and society, community participation in school organization management, social organisation of knowledge, ideology and curriculum, language diversity and school education in India

Unit II: Education and Social Stratification   12 Hour

- Conceptualizing Social Stratification: Forms and Bases of Social Stratification: caste, class, gender, race and ethnicity; The position of the disabled in society
- Education as a mechanism of selection, exclusion and control in the context of inequality;   educational Situation of Dalits, Tribals, Religious minorities and differently abled people in India; Explaining Inequality

Unit III: Social Mobility, Gender and Education   12 Hours

- Concept and social Mobility, factors affecting social mobility, Social construction of gender; reproduction of gender; gender sensitization, class room and school processes in the context of prevailing social ideology and gender, gender studies in education

Unit IV: Education, Social Change and Social Transformation   12 Hours

- The concepts of social change, social transformation and development

- Theories on social change: Functionalist theory and Conflict theory

- Assessingthe role of education in social change

Field Study: (Any one)   8 Hours

- Visit to educational institutions governed by Indian ideology.

- Poster presentation / poetry/ song/solo skit/ role playing on issues related to gender/ cast discrimination or any other social and cultural aspect.

- Library visit with reference to collection of source/ reference material related to Sociological aspect of education.

- Content analysis of newspapers with reference to Sociological aspect.

- Community Visit- Rural /slums/ Orphanage/ Old age homes / Juvenile Jail/ leprosy

Suggested Readings:

- Aikara, J., 1994, *Sociology of Education,* New Delhi: Indian Council of Social Sciences Research**.**

- Althusser, 1971, Ideology and Ideological State Apparatuses Notes towards an Investigation', *Lenin and Philosophy and Other Essays*, New Left Books, pp. 242-273.

- Archer, M.S., 1984, *Social Origins of Educational Systems*, New Delhi: Sage

- Bhattacharya, S., 2002, *Education and the Disprivilaged: Nineteenth ad Twentieth Century India*, Hyderabad: Orient Longman, pp. 1-34

- Bernstein, Basil 1971-3, *Class, Codes and Control*, 3 *Vols*. London and Boston: RoutledgeKegan Paul.

- Bourdieu Pierre, 1973, Cultural Reproduction and Social Reproduction, in Richard Brown (ed) *Knowledge, Education and Cultural Change*, London: Tanstoch.

- Bourdieu Pierre & J.C. Passeron, 1997, *Reproduction in Education, Society and Culture*, Beverly Hills, CA: Sage.

- Bowles, S., and Gintis, H., 1976, *Schooling in Capitalist America*, London: Routledge&Kegan Paul.

- Carnoy, Martin, 1974, *Education as Cultural Imperialism* . New York: Longman.

- Chitnis, Suma., 1981, *A Long Way to Go*, Bombay: Allied.

- Dale, R., 1976, *Schooling and Capitalism : A Sociological Reader*, London: Routledge&Kegan Paul.

- Demaine, Jack. 1981, *Contemporary Theories in the Sociology of Education,* London: The Macmillan Press Ltd.

- Durkheim, Emile, 1956, *Education and Sociology,* New York: The Free Press

- Farrell, J., 1982, 'Educational Expansion and the Drive for Social Equality' in P. Albachet. al. (eds.), *Comparative Education* New York: Macmillan, pp. 39-53

- Foster, P., 1997, Education and Social Differentiation in Less Developed Countries, *Comparative Education Review,* Vol. 21, No.2 and 3, pp. 211-229.

- Gore, M.S., 1995, *Indian Education: Structure and Process*. Jaipur, Rawat Publications

- Kumar, Krishna, 1983, *Educational Experience of Scheduled Castes and tribes,* Economic and Political Weekly, Vol. 17, Nos. 36-37, Sept. 3-10, pp. 1566-1572.

- Kumar, Krishna 1991, *The Political Agenda of Education: A Study of Colonialist and nationalist Ideas.* New Delhi: Sage Publications.

- Ramachandran, Vimala (2004) Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage

- Shukla, Suresh Chandra and RekhaKaul (eds.) 1998, *Education, Development and Underdevelopment*, New Delhi: Sage.

- Shukla, S. and Krishna Kumar 1985, *Sociological Perspective in Education*, New Delhi: Chanakya Publications.

- Talib, Mohammad, 1998, *Educating the Oppressed: Observations from a School in a Working Class Settlement in Delhi,* in Shukla, Sureshchandra, &Kaul, Rekha (eds.),Education, Development and Underdevelopment, New Delhi: Sage Publications, pp. 199-209.

- Thapan, Meenakshi, 1991, *Life at School: An Ethnographic Study*, Delhi: Oxford University Press.(Valley School).

M.A (Education)

Semester-I

Course Title: Learner Development(MAE-103)

Course Credits   :   3

Objectives:

After studying this course, the learner will be able to:

- Define and explain basic concepts and principles related to human development such as growth, maturation and learning.

- Understand the sequence and characteristics of various types and stages of development from infancy to adulthood.

- Describe and analyze various theories related to the development of physical, mental, emotional and social aspects of a human being.

- Explain the meaning, characteristics and process of human learning and elaborate the conditions favorable to it.

Core Paper-3

Course Contents: **12 Hours**

Unit I

Meaning, nature, Scope and Objectives of Educational Psychology. Relationship between education and Psychology.Recent trends in educational Psychology.

Human Growth & Development: concepts of growth, maturation and development; general principles & characteristics of development; physical and motor development; emotional and social development; stages of development – infancy, childhood, adolescence & adulthood, their characteristics; development of speech and language; process of socialization – role of home, play-groups, school & other social institutions;

Unit II   **12 Hours**

Cognitive Development: development of intelligence – role of nature and nurture; nature of intelligence - theories of Spearman, Thurstone and Guilford, their educational implications; Concept of multiple intelligence, IQ, EQ and SQ; development of creativity; concept formation and development of understanding, Piaget's theory of cognitive development; thinking and problem solving; factors affecting cognitive development, Memory and forgetting, ; Creativity: concept and Identification.

Unit III

Theories of Learning: meaning and definition of learning; growth, maturation & learning; Pavlov's classical conditioning; Thorndike's trial & error learning; Skinner's operant conditioning; Hull's need reduction theory; Guthrie's contiguity theory; Ausubel's meaningful reception theory; Tolman's sign learning; Gestalt & Field theories of learning; constructivist approaches to learning and their implications for learning and education; socioeconomic factors affecting learning;

Unit IV   **12 Hours**

Teaching-Learning Process: Concept & definition of teaching; teaching, instruction, indoctrination & training; theories of instruction – Gagne's learning hierarchy and condition, Bruner's discovery learning; their educational implications; nature of learner – ability, opportunity and motivation; levels of teaching, learning& testing – Bloom's Taxonomy, its educational implications; Learning styles and their implications for designs of instruction.

Psycho-Practical- (Any three)   **8 Hours**

   Intelligence Test -Raven's Progressive Matrices or Draw a Man Test

   Creativity Test –BaqerMehdi Test of Creativity or Passi Test of Creativity

   Learning- Experiment on Code Learning or Learning by Substitution or Maze

 Learning

  Any recently developed Emotional Intelligence Test

Suggested Readings:

- Bandura A. (1969):Principles of behavior modification, New York, Holt, Rinehart and Winston.
- Bruner J S (1960): The Process of Education, Cambridge Mass Harvard University Press.
- Bruner J S (1966): Towards a Theory of Instruction, New York, Norton,
- Bruner J S (1971): The Relevance of Education, New York, Norton.
- Cattell R B, (1963): Theory of Fluid and Crystallized Intelligence, Journal of Educational Psychology, 54, 1-22.
- Gagne R M (1965): The Conditions of Learning, New York, Holt, Rinehart and Winston.
- Harris M & Butterworth G, (2002): Developmental Psychology, Psychological Press Ltd, Sussex USA.
- Hurlock Elizabeth B, (2009): Child Development (Sixth Edition), Tata McGraw Hill, New Delhi.
- Mouley J, (1973): Psychology for Effective Teaching, 3rd Ed, New York, Holt.
- Piaget J (1952): The Origin of Intelligence in Children, New York, Harcourt Brace.

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M.A (Education)

Semester-I

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Course Title : Methodology of Educational Research(MAE-104)

Course Credits : 3

Objectives :

After studying this course, the learner will be able to:

- Enable students to explore various theoretical backgrounds of generation of knowledge with special reference to research in education

- Facilitate students critical thinking on nature of educational research in the context of methodological perspectives related to educational phenomena.

- Aquaint students with the skills involved in identification and formulation of research problem in education.

- Develop understanding the process of conducting study of quantitative and qualitative studies in education.

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Core Paper-4

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Course Contents:

Unit I: 12 Hours

- Concept of knowledge: Positivistic, Interpretive and critical science approaches of knowledge generation, Educational Research: meaning, nature and purpose of educational research, Types of educational research: Fundamental, Applied and Action research in education. Scope of educational research, formulation of research problem, sources of problem , significance of review of related literature

Unit II: 12 Hours

- Nature of Variables, Nature of Research Hypothesis, Nature of research questions Sources of research Hypotheses, Purpose of research hypotheses and testing hypotheses, Criterian of good hypotheses, Scope of research Hypotheses in quantitative and qualitative research

Unit III 12 Hours

- Research design, Nature of Data, Sources of Data, Concept of Population, Nomothetic and ideographic Study, Concept of sampling, Sampling Techniques: Probabilistic and

non probabilistic, sampling in quantitative and qualitative approaches of studies In education, Theoretical sampling.

- Tools and techniques of data collection: Types ,uses and limitations; Interview, Ovservation, Questionnaire, Field Study notes, Accounts, Role playing, visual media, Scales and Tests, Issues concerned with validity, reliability and usability of tools and techniques of gathering quantitative and qualitative data.

Unit IV   12 Hours

- Methods of Research in Education including steps involved in them: Experimental Research;True Experimental Design and Quasi Experimental Designs; Ex-Post Facto Research in Education; Different Ex-post Facto research designs;
- Survey Research; Different Types: Longitudinal and Cross Sectional. Documentary survey and Correlation survey, Evaluation Survey, Comparative Studies Follow up Trend studies, Policy Research, Action Research: Individual and Participtory Studies, Steps of Action Research
- Qualitative Methods: Case Study, Bibliographical study, Ethnographic study
- Philosophical Research and Historical Research
- Writing Research Proposal.

Field Study: (Any one)   8 Hours

- Use different techniques analyse qualitative observation based data.

- Conducting group discussion on how toanalyse and interpret real school, classroom situation based data.

- Review of related literature on any relevant/current issues

- Visit to any National Library in Lucknow& Study of one of the institute: DIET, NCTE, NCERT, SCERT

- Project Report based on school survey

- Participation and Report writing of urban school system

- Formulation of Research proposal

- **Suggested Reading:**

- Cohen, Methods of educational research.
- Lowarance,W. Neuman: Social Research methodology Qualitative and Quantitative Approach.
- Gultung John; Theory and methods of social research.
- Borg, W.R.. and Gall,M.D.; Educational research: An Introduction
- Creswell, J.W.: Qualitative Inquiry and Research design.
- Best J.W& and Kahn, Research in Education.
- Merlin. C. Witkock(ed.) Hand book of research on Teaching, 3rd edition.
- Kerlinger I.N. , research in Behavioural Sciences.
- Fox, D.J.; The Research Process in Education.

- Kaul, L.; Methodology of Educational research.

M.A (Education)
Semester-I

Course Title :Education for Human Values (MAE-105)

Course Credits   : 2

Objectives   :

After studying this course, the learner will be able to:

- Understand the need and importance of Value Education.
- Acquaint the students with the basis of values in the Context of emotion, reason and action.
- Acquaint the students with the application of various strategies of value Development.

<u>Optional Paper-1</u>

Course Content

Unit –I 12 Hours

(a) The Socio-cultural-moral and spiritual context.

1. Need and importance of Value Education

2. Indian culture and human values.

 (b) Conceptual framework of Value Education.

1. Meaning, nature and scope of education.

2. Objectives of value education.

3. Types – competent, instrumental, terminal, extrinsic & intrinsic values;

hierarchy of values; dysfunctionality of values.

4. Basis of values: Philosophical, Psychological and socio-cultural.

Unit-II 12 Hours

Theories, Models and Approaches of Value Development

1. Theories of Value Development

- Psycho- analytic

- Learning theory – social leaning

- Cognitive development – Piaget and Kohlburg

2. Models of Value Development

- Value Analysis

- Inquiry

- Social Action

3. Approaches

- Direct and Indirect Approach

- Integrated Concurrent Approach (ICA)

    a) Concept of Human Values, Value Education Towards Personal Development

    b) Aim of education and value education; Evolution of value oriented education; Concept of Human values; types of values; Components of value education.

    c) Personal Development : Self analysis and introspection; sensitization towards gender equality, physically challenged, intellectually challenged. Respect to - age, experience, maturity, family members, neighbours, co-workers.

    d) Character Formation Towards Positive Personality: Truthfulness, Constructivity, Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific Vision.

Unit-III   **8Hours**

Theraupatic Measures: Control of the mind through

a. Simplified physical exercise

b. Meditation – Objectives, types, effect on body, mind and soul

c. Yoga – Objectives, Types, Asanas

d. Activities:

(i) Moralisation of Desires

(ii) Neutralisation of Anger

(iii)Eradication of Worries

(iv)Benefits of Blessings

Suggested Readings:

- Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No.3, 1962.

- Guber, F.C. Aspects of Value. University of Pennsylvania Press,Phildelphia, 1963.

- Kluckhokhn, C. " The Study of Values". In D.N. Barett (ed), value inAmerica, Norte Dame, University of Norte Dame Press, 1961.

- Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.

- Malhotra P.L. Education, Social Values and Social Work – the Task for theNew Generation, N.C.E.R.T., New Delhi.

- Morris, Charles, Varieties of Human Values, Chicago, University of Chicago Press, 1956.

- Mujeeb, M. Education and Traditional Values. MeenakshiPrakashan,Meerut, 1965.

- Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi,1969.

M.A (Education)
Semester-I

Course Title :Guidance and Counseling(MAE-106)
Course Credits:2

Objectives :

After studying this course, the learner will be able to:

- To understand the concept, need importance and types guidance and counselling.

- To understand the application of different techniques of guidance and counselling

Optional Paper-2

Course Content:

Unit I 16 Hours

- Meaning , nature and scope of Guidance &Counseling

- Need and Purpose : self-understanding, self-discovery, self-reliance, self direction, self-actualization

- Types of Guidance&Counselling: Educational, Vocational,Career and Personal; Directive, Non-directive and Eclectic Counselling

- Goals of Counseling: resolution of problems, modification of behaviour, promotion of mental health

- Relationship between Guidance and Counseling: place of counseling in the total guidance programme

Unit II 16 Hours

- Job Analysis – Meaning, types and purpose of Job Analysis.

- Placement Service – Meaning, functions and principles.

- Follow-up Service – Meaning, Purpose and characteristics.

- Occupational information – meaning and need, methods of imparting occupational informationand sources of occupational material in India.Study of the individual, data collection

- Techniques of Information-Standardized and Non standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire,Observation and Interview and Cumulative Records

Suggested Readings:

- Bernard, H.W.: Towards Better Personal Adjustment. New York: McGraw Hill Book Co., 1957.
- Cormier, L. & Hackney, H. The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall, 1987.
- Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3rd Ed. Belment: Calif-Brooks Cole.
- Crow, L. and Crow, A.: Introduction to Guidance. Eurasia, New Delhi, 1962.
- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
- Egan, Gerard (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
- Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Kochhar, S.K.: Educational and Vocational Guidance in Secondary schools. New Delhi: Sterling Publishers, 1977.
- Myers, G.E.: Principals and techniques of Vocational Guidance. New York: McGraw Hill Book Co. Inc., 1941.
- Nayak, A.K.: Guidance and Counselling. APH publishing corporatin, New Delhi, 1997.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors. New Delhi" NCERT.
- Sharma, R.A.: Fundamentals of Guidance and Counselling. R. Lall Book Depot, Meerut, 2001.

M.A. (Education)

Semester-I

Course Title: Elementary Education(MAE-107)

Course Credits: 2

Objectives   :

After studying this course, the learner will be able to:

- Analyse critically the development of elementary education in India since independence;
- Understand the context and concept of elementary education;
- Identify challenges of Elementary Education in the context of Universal Elementary Education (UEE);

Course Contents   Optional Paper-3

Unit I   16 Hours

Development of Elementary Education in India
- Nature and focus of Elementary Education after independence.
- Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
- Elementary education as referred to in NPE-1986, POA-1992, EFA, National Curriculum Framework (NCF)-2005.

Unit II   16 Hours

Universalization of Elementary Education
- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.Panchayatraj and community involvement in educational planning and management related issues, participation of NGOs, ECCE Programmes, women empowerment& teacher empowerment.

Suggested Readings

- MHRD (2001): Convention on the Right of the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.

- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. • Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

M.A. (Education)

Semester-I

Course Title: ICT Enabled Education(MAE108)

Course Credits: 2

Objectives   :

After studying this course, the learner will be able to:

- Understand basic elements of computers Hardware

- Understand Computers as Research and communication tool

- Prepare students for using the Computer as medium of instruction (CAI)

- Acquaint with the application of computer

Optional Paper-4

Unit- I   **12 Hours**
Computers in Education
CAI :- Meaning , Modes,
 Advantages and disadvantage Computer Assisted Instruction
CMI, CBL – Concept and advantages
Multimedia : Meaning , use of multimedia CD-ROM's for educational Purposes

Unit-II
Computer as   Communication &ResearchTool   **20 Hours**
Internet : Meaning, History, working, Educational uses of the Internet including:
educational web sites & resources; downloading information; understanding the basics of
Hypertext Mark Up Language (HTML); Internet Service Providers (ISPs) Surfing the
Internet: Connecting, communicating, downloading,
Electronic Mail:- Opening of E-Mail account, sending & receiving mails and attachment,
E-mail Emotions, Conferencing through messengers
Use in research: making of synopsis, cover page, Report writing by using Word
Processing (Ms- Word and PageMaker)
Use of Spreadsheet (Excel, SPSS) in Research :- Data Entry, Data Analysis, Charts,
graphs, computers in data analysis, statistical packages
Presentation Software:- Steps in the development of electronic slides, presentation of
research report.

<u>**Suggested Readings:**</u>

- Agrawal, Vinod C.(1996) Pedagogy of computer literacy: An Indian experience,
  Concept;New Delhi
- Alexis leon& Mathews Leon (2001) Thebiggner's guide to computer: Leon Press,
  Chennai and VikasPublising House pvt. Ltd, New delhi.
- Bansal, S.K. (2002):Fundamentals of Information Technology: Aph Publishing
  Cooperation:NewDelh
- Jain V.K.(1990) Computer for Beginners :PustakMahal, KhariBoali, New Delhi
- Janssen Reinen, I.A.M. (1999*). Beroepsonderwijs en volwasseneneducatie; ICT-
  monitor1998.* Enschede: University of Twente, OCTO, Onderzoek Centrum Toegepast
- Onderwijskunde. Johnes, Ann (1984) Computer Assisted Learning in Distance
  Education, Croom-Helm,London.
- Kirkire P.L.,Bhargava v., Bhargava R.(2002) Educating and Learning through
  Computer, H.P.Bhargava Book House, Agra
- Kirkire, P.L., Bhargava,V. and Bhargava, R (2002) : Educating and Learning through
  Computer: H.P. Bhargava Book house : Agra.
- Microsoft® Encarta® Reference Library 2003. © 1993-2002 Microsoft Corporation.
- Moore, P.(1986)Using computers in English Language Teaching, Methuen, London
- Rajaraman (1991) Fundamentals of Computers: Prentices – Hall of India Private
  Limited, New Delhi.
- Rao V.K. (2003) Educational technology : A.P.H. Publishing Corporation : New Delhi
- Rogers, Everett M.(1986) Communication Technology : The new media in society, The
  Free Press, New york