



MAHARSHI DAYANAND UNIVERSITY ROHTAK

Scheme of Examination for M.A. Education (Two Year) under Choice Based Credit System (CBCS) from the Session 2016-18

The duration of the course leading to the Degree of Master of Arts (M.A.) in Education shall be of Two Years consisting of Four Semesters. In the second semester there will be Foundation Elective and Open elective –I and in the third semester Open elective-II to be chosen from the basket of the papers provided by the university. The Dissertation and Field Work will be evaluated by External & Internal examiners (Supervisor).

Internal assessment of 20 marks will be based on class test of 10 marks, Assignments and presentation of 5 marks and 5 marks for attendance as per University rules.

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question of short notes, in three hours.

M.A. Education 1st Semester

Paper No.	Code	Nomenclature	Credit	Max. Marks
I	16EDU21C1	Philosophical Foundations of Education-I	04	80+20
II	16EDU21C2	Sociological Foundations of Education-I	04	80+20
III	16EDU21C3	Psychological Foundations of Education-I	04	80+20
IV	16EDU21C4	Research Methods in Education-I	04	80+20
V	16EDU21C5	Methods of Data Analysis in Education-I	04	80+20
Total			20	

M.A. Education 2nd Semester

Paper No.	Code	Nomenclature	Credit	Max. Marks
VI	16EDU22C1	Philosophical Foundations of Education-II	04	80+20
VII	16EDU22C2	Sociological Foundations of Education-II	04	80+20
VIII	16EDU22C3	Psychological Foundations of Education-II	04	80+20
IX	16EDU22C4	Research Methods in Education-II	04	80+20
X	16EDU22C5	Methods of Data Analysis in Education-II	04	80+20
		Foundation Elective (To be chosen from the basket of Foundation Elective provided by the University)	02	
		Open Elective-I (To be chosen from the basket of Open Elective provided by the University)	03	
Total			25	

M.A. Education 3rd Semester

Paper No.	Code	Nomenclature	Credit	Max. Marks
XI	17EDU23C1	Curriculum Development and Comparative Education –I	04	80+20
XII	17EDU23C2	Contemporary Issues in Indian Education –I	04	80+20
XIII	17EDU23DA1 17EDU23DA2 17EDU23DA3 17EDU23DA4 17EDU23DA5	Option I : Any one of the following : Educational Technology –I Educational Administration and Management –I Educational and Vocational Guidance –I Environment Education –I Mental Hygiene and Education –I	04	80+20
XIV	17EDU23DB1 17EDU23DB2 17EDU23DB3 17EDU23DB4 17EDU23DB5	Option II: Any one of the following : Special Education – I Teacher Education – I Computer Education –I Educational Measurement and Evaluation –I Value Education & Human Rights-I	04	80+20
		Open Elective-II (To be chosen from the basket of Open Elective provided by the University)	03	
XV	17EDU23C3	*Field Work and Viva-voce	04	100(75+25)
Total			23	

*Field work will be jointly evaluated by the external and internal examiners at the end of the Third semester.

M.A. Education 4thSemester

Paper No.	Code	Nomenclature	Credit	Max. Marks
XVI	17EDU24C1	Curriculum Development and Comparative Education –II	04	80+20
XVII	17EDU24C2	Contemporary Issues in Indian Education –II	04	80+20
XVIII	17EDU24DA1 17EDU24DA2 17EDU24DA3 17EDU24DA4 17EDU24DA5	Option I : Any one of the following : Educational Technology –II Educational Administration and Management – II Educational and Vocational Guidance –II Environment Education –II Mental Hygiene and Education –II	04	80+20
XIX	17EDU24DB1 17EDU24DB2 17EDU24DB3 17EDU24DB4 17EDU24DB5	Option II: Any one of the following : Special Education – II Teacher Education – II Computer Education – II Educational Measurement and Evaluation –II Value Education & Human Rights – II	04	80+20
XX	17EDU24C3	*Dissertation and Viva-Voce	04	100 (75+25)
Total			20	

*Dissertation will be jointly evaluated by the external and internal examiners at the end of the Fourth semester

Note:

- i) EDC represents Core Papers (Compulsory) and EDD represents Discipline Specific Elective Papers in Education.
- ii) Core papers are mandatory for M.A. (Education) students.
- iii) Discipline Specific papers are elective papers for M.A. (Education) students which students can opt as per their choice.



MAHARSHI DAYANAND UNIVERSITY ROHTAK

Syllabus of M.A. (Education) under Choice Based Credit System (CBCS)

from the Session 2016-18

Syllabus M.A. (P) Education (1st Semester)

Paper-I- : Philosophical Foundations of Education - I Code (16EDU21C1)

Time: 3 Hrs.
Credit: 04
20)

Max. Marks: 100
(Theory: 80, Internal:

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:

The students will be able to-

1. Define the concept of Education and Philosophy and explain the relationship between them.
2. Write a critical note on contribution of Philosophy to the field of Education and Vice-Versa.
3. Describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
4. Illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.

Course Contents

Unit-I

1. Education & Philosophy - Concept and definition -Nature -Relationship
2. Indian Schools of Philosophy
 - Samkhya
 - Vedanta
 - Nyaya
 - Buddhism
 - Jainism
 - Islamic Traditions

Educational implications of above with special reference to Concept, Reality and Values.

Unit –II

3. Modern Concept of Philosophy -
Logical analysis
-Logical
empiricism -
Positive
relativism

Unit –III

4. Western Philosophies: Major Schools
- Naturalism
 - Idealism
 - Pragmatism
 - Their Education implications with special reference to the concepts of Metaphysics, Epistemology and Axiology, their Educational implications for aims, contents and methods of education

Unit-IV

5. Social Philosophy of Education -
Freedom
-Equality
& -Equity

Suggested Readings

1. Baskil, Wade, Classic in Education, Vision Press, London, 1.966
2. Brubacher, John S., Modern Philosophies of Education, Tata Mc Graw Hill, New Delhi, 1969
3. Broudy, H.S., Building a Philosophy of Education, Kriager, New York, 1977.
4. Butler, J.D., Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John, Democracy and Education, MacMillan, New York,
6. Dupuios, A.M., Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972
7. Kneller, George F., Foundations of Education, John Willey and Sons, 1978
8. Morris, Van C., Existentialisms in Education : What it means, Harper & Row, New York, 1966.
9. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New Yorkm, 1978.
11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969.

**Paper-II : Sociological Foundations of Education – I,
Code (16EDU21C2)**

Time: 3 Hrs.
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:

The students will be able to-

1. Define meaning and concept of Educational Sociology.
2. Explain the concept of social organization and factors effecting it.
3. Describe social interaction and their Educational implications.
4. Write a critical note on meaning, nature & determinants of culture and role of Education in cultural context.
5. Illustrate the meaning and concept of social change with special reference to India.
6. Justify social and economic relevance of Education.

Course Contents

Unit-I

1. Concept of Educational Sociology and Sociology of Education
 - Social organization and its concepts
 - Factor influencing social organization – folkways, mores, institutions; values.
 - Dynamic characteristics of social organization and its educational implications

Unit-II

2. Social interactions and their educational Implications;
 - Social group-Inter group relationship, group dynamics.
 - Social stratification–concepts of social stratification and its educational implications.

Unit-III

3. Culture: Meaning and nature of culture.
 - Role of education in culture context
 - Cultural determinants of education.
 - Education and cultural change.

Unit-IV

4. Social change: its meaning and concept with special reference to India.
Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.

5. Social principles in education: Social and economic relevance to education; • Socio- economic factors and their impact on education.

Suggested Readings

1. Pandey, K.P., Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad, 1983
2. Havighurst, Robert et al., Society and Education, Allyn and Bacon, Boston, 1955.
3. Gore, M.S., Education and Modernization in India, Rawat Publishers, Jaipur, 1984.
4. Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K. et al., An Introduction to Sociology of Education. Routledge and Kegan Paul, London, 1962.
6. M.I.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loor., Sociology of Education : An Introduction, George Allen and Unwin, London, 1972.

Paper-III : Psychological Foundations of Education – I
Code (16EDU21C3)

Time: 3 Hrs.
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objective:

The students will be able to-

1. Understand concepts and principles of educational Psychology as an applied science.
2. Outline the scope of educational psychology.
3. Describe the process of growth and development.
4. Understand the meaning and concepts of individual differences.
5. Explain meaning and concepts of gifted and mentally retarded children.
6. Understand the concept and characteristics of creativity & importance of creativity in education.

Course Contents

Unit-I

2. a) Meaning of Education and Psychology
Relationship of Education and Psychology
Scope of Educational Psychology.
- b) Methods of Educational Psychology.
 - Experimental
 - Clinical
 - Differential

Unit-II

2. Growth and Development during childhood and adolescents
 - Physical
 - Social
 - Emotional
 - Mental
3. Individual differences :
 - Concept and areas;
 - Determinants : Role of heredity and environment in developing individual differences;
 - Implications of individual difference for organizing educational programmes.

Unit-III

4. Gifted and Mentally Retarded Children

- Meaning and characteristics
- Needs and Problems

Unit-IV

5. Creativity:
- Concept
 - Characteristics
 - Development of creativity.
 - Importance of Creativity in Education.

Suggested Readings:

1. Abramson, Paul, R: Personaity, New York: Holt Renehart and Winston, 1980.
2. Allport, G.V,: Personality, New York: Holt, 1954.
3. Allport G.W: Pattern and Growth in Personality, New York: John Wiley and Sons, Inc. 1961.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R.Charies, Don C. The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston Inct., 1962.
6. Baum, A, Newman, S., West R. & McManus, C. Cambridge University Press 1997.
7. Coleman, J.C.: Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons & Co., 1976.
8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
9. Dougals, O.B. Holl and B.P. Foundations of Educational Psychology, New York: The MacMillan Co., 1948.
10. Gagne, R.M: The Conditions of Learning, New York: Chicago: Holt, Rinehart and Winston, 1977.
11. Gtes, A.T. et., Al: Educational Psychology, New York: MacMillan, 1963.
12. Hilgard, E.R.: Teories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Starling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, r.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publihers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. Behaviour therapy, Concepts, Procedure and Applications, London: Allyn Bacon, 1999.

Paper-IV: Research Methods in Education – I
Code (16EDU21C4)

Time: 3 Hrs.
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives:

The students will be able to-

1. Explain the methods of acquiring scientific knowledge through experience and reasoning.
2. Define meaning, nature, scope, and purposes of Educational Research.
3. Describe the emerging trends in Educational Research.
4. Illustrate meaning, criteria and sources for identifying the research problems.
5. Describe the importance and various sources of review of related literature and hypothesis.
6. Explain the types, tools and techniques of collection of data.
7. Define concept of samples and population and steps and types of sampling.

Course Contents

Unit-I

1. Methods of Acquiring Scientific Knowledge

- Tradition
- Experience
- Reasoning

2. Nature and Scope of Educational Research

- Meaning, Nature, Need and scope of Educational Research
- Fundamental, Applied and Action Research
- Some emerging trends in Educational Research

Unit-II

3. Formulation of Research Problem

- Criteria and Sources of Identifying the problem
- Definition of the problem
- Review of Related literature.

4. Hypothesis

- Importance
- Characteristics
- Formulation of Hypothesis
- Forms of Hypotheses

Unit-III

5. Sampling

- Concept of population and sample
- Steps and characteristics of a good sample
- Sampling Errors and how to reduce them
- Various methods of Sampling

6. Tools and Techniques of Data Collection -I

- Characteristics of a good research tool
- Types of Tools and Techniques and their use
- Questionnaire
- Interview

Unit-IV

7. Tools and Techniques of Data Collection -II

- Observation
- Projective
- Socio-metric Techniques

8. Attitude

- Types of Attitude Scales
- Uses of Attitude Scales
- Limitations of Attitude Scale

Suggested Readings:

1. Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London.
2. Rune, Janet, M(2004), Essential of Research Methods of Social Science Research, Blackwell Publishers Ltd.
3. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4. Aggarwal, Y.P.(1998), Statistical Methods, Streling, New Delhi.
5. Adward, Allen L.(1968), Experimental Designs in Psychological Research, Holt, Rinchart and Winston, New York.
6. Ferguson, George A.(1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
7. Garrett, H.E.(1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bomboy.
8. Guilford, J.P. & Benjamin Fruchter(1973), Fundamental Statistics.

Paper-V: Methods of Data Analysis in Education – I
Code (16EDU21C5)

Time: 3 Hrs.
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives:

The students will be able to-

1. Compute different types of Statistical Measures.
2. Practical orientation involving selection of appropriate data analysis techniques.
3. Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions.
4. Describe the meaning, assumptions, computation & uses of Non-Parametric test i.e. Chi-square Test & Sign Test.
5. Illustrate the meaning & significance of normal probability curve.

Unit-I

1. Nature of Educational Data

- Quantitative and qualitative, Scales of measurement, Descriptive and inferential statistics.
- Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive and smoothed frequency polygon
- Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode,

Unit-II

2. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
3. Measure of Relative Position: Percentiles and Percentile Ranks.

Unit-III

4. Non Parametric Tests: Meaning, assumptions, computation and uses of:

- Chi-square tests of equality and independence, setting up cross breaks for contingency table.
- Sign test

Unit-IV

5. Normal Probability Curve: Meaning, significance,

- Characteristics and applications
- Skewness and Kurtosis

Suggested Readings:

1. Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
3. Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
4. Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
7. Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Naroda, New Delhi.
8. Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.
10. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.

Syllabus M.A. (P) Education (2nd Semester)
Paper-VI : Philosophical Foundations of Education – II
Code (16EDU22C1)

Time: 3 hours

Max. Marks: 100

Credit: 04

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 sort answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Write a critical note on the contribution of Indian Philosophers to contemporary Indian Education.
2. Justify the Impact of Value Education in our life.
3. Explain in detail the constitutional provisions for Education in India.
4. Write a critical note on the nature of knowledge & knowledge getting process.
5. Illustrate meaning, function of democracy & responsibility & their relevance in Education.

Course Contents

Unit-I

1. Western Philosophies: Major Schools
 - Realism
 - Logical positivism
 - Existentialism
 - Marxism
 - Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods of education.

Unit-II

2. Contributions of following Indian Philosophers to Educational Thought:
 - Vivekananda,
 - Tagore,
 - Gandhi,
 - Aurobindo and
 - J.Krishnamurty

Unit-III

3. Education and its role in developing National Values.

4. The Constitution of India.

Unit-IV

5. Nature of knowledge and the knowledge getting process.
6. Social Philosophy of Education.
 - Democracy.
 - Responsibility

Suggested Reading

1. Baskin,Wade, Classics in Education, Vision Press, London 1966.
2. Brubacher, John S, Modern Philosophies of Education, Tata McGraw Hill, New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.
4. Butler, J.D., Idealism in education, Harper and Row, New York, 1966.
5. Dewey, John, Idealism in Education, MacMillan, New York, 1966.
6. Dupuis,A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F., Foundation of Education, John Wiley and Sons, 1978.
8. Morris, Van C., Existentialisms in Education: What it means, Harper & Row, New York, 1966.
9. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New Yorkm, 1978.
11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969

Paper-VII : Sociological Foundations of Education – II
Code (16EDU22C2)

Time: 3 hours

Credit: 04

Max. Marks: 100

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 sort answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Justify the stance of socially & economical disadvantaged sections of the society with a special reference to scheduled castes, scheduled tribes, women & rural population.
2. Understand the relationship of Education with democracy, freedom, National integration and international understanding.
3. Illustrate Education as a process of social system, socialization & social progress.
4. Explain Education as related to social equity and equality of Educational opportunity.
5. Describe social theories i.e. Marxism, integral humanism & functionalist with special reference to social change.

Course Contents

Unit-I

1. Social principles in education-social and economic relevance to education;
 - Socio-economic factors and their impact on education.
 - Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, Women and Rural population.

Unit-II

2. Education in relation to:
 - Democracy
 - Freedom,
 - Nationalism-national integration.
 - International understanding

Unit-III

3. Education and Society
 - Education:-
 - As a process in social system
 - As a process of socialization, and
 - As a process of social progress
 - Education and politics

- Education and religion

Unit- IV

4. Educational Opportunity and Equality and Equity-
 - Education as related to social equity, and equality of educational opportunities
 - Inequality of educational opportunities and their impact on social growth and development.
5. Social theories (with special reference to social change)
 - Marxism,
 - Integral Humanism (based on 'Swadeshi') and
 - Functional-Emile Durkheim and Talcott Parsons.

Suggested Reading

1. Pandey, K.P. Perspective in Social Foundations of Education, Amitash Prakashan, Gazibad, 1983.
2. Havighurst, Robert et al., Society and Education, Allyn and Bacon Boston, 1995.
3. Gore, M.S., Education and Modernization in India, Rawat Publishing Co., Bombay, 1985.
4. Kamat, A.R. Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K. et al., an introduction to Sociology of Education Routledge and Kegam Paul, London, 1962.
6. M.I.R.D., Towards an Enlightened and Human Society. Department of Education New Delhi. 1987.
7. Inkeles, alex, What is sociology? Prentice Hall of India, New Delhi. 1987.
8. Maslow, A.H. (Ed.), New knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972

Paper-VIII : Psychological Foundations of Education – II
Code (16EDU22C3)

Time: 3 hours

Credit: 04

Max. Marks: 100

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 sort answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Understand nature & concept of intelligence.
2. Write a critical note of theories of intelligence.
3. Explain the measurement of intelligence.
4. Define the meaning and determinants of personality.
5. Describe the theories of personality.
6. Define the meaning and the theories of learning.
7. Illustrate the concept of motivation.
8. Explain the concept of mental health and mental hygiene, adjustment process.

Course Contents

Unit-I

1. Intelligence:

- Definition and nature of intelligence;
- Theories:
 - Two factor theory (Spearman)
 - Multifactor theory.
 - Guilford model of intellect.
 - Hierarchical
 - Measurement of intelligence (two verbal and two non-verbal tests)

Unit-II

2. Personality:

- Meaning and determinants.
- Type and Trait theories
- Assessment of personality by subjective and projective methods

Unit-III

Learning:

- Meaning
- Theories and their educational implications.
 - Pavlov's classical conditioning

- Skinner's operant conditioning.
 - Learning by insight
4. Hull's reinforcement theory.
- Lewin's field theory
 - Gagne's hierarchy of learning.
 - Factors influencing learning.

Unit-IV

5. Motivation
- Concept of motivation
 - Theories of motivation.
 - Physiological Theory.
 - Murray's Need Theory.
 - Psycho-analytical Theory.
 - Maslow's theory of hierarchy of needs.
 - Factors affecting motivation.
6. Mental health & mental hygiene
- Adjustment and process of adjustment.
 - Defence mechanism: Projection, substitution, sublimation, withdrawal, reaction formation and fixation.

Suggested Readings

1. Abramson, Paul, R: Personality, New York: Holt Rinehart and Winston, 1980
2. Allport, G.V.: Personality, New York: Holt, 1954
3. Allport G.W.: Pattern and Growth in Personality New York: John Wiley and Sons, Inc., 196.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York, John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R. Charies, Don C. The psychology of Human Growth and Development. New York; Holt, Rinehart and Winston, Inc., 1962.
6. Baum, a., Newman, S., West R., & McManus, C., Cambridge University Press, 1997.
7. Coleman, J.C. Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons & Co., 1976.
8. Dicaprio, N.S.: Personality theories, New York: Hasrper, 1974.
9. Douglals, O.B. Holl, and B.P. Foundations of Educational Psychology, New York: The Mac Millan co. 1948
10. Gange, R.M.: The conditions of Learning, New York : Chicago Holt, Rinehart and Winston, 1977.
11. Gtes, A.T.et., Al: Educational Psychology, New York : Mac Millan, 1963.
12. Hilgard, E.R.: Theories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Sterling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, R.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
18. Thorope, G.L.& Olson, S.L. Behaviour Therapy, Concepts, procedures and applications, London: Allyn Bacon, 1999

Paper-IX : Research Methods in Education – II
Code (16EDU22C4)

Time: 3 hours

Credit: 04

Max. Marks: 100

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 sort answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Write a critical note on major approaches to research.
2. Explain the research design.
3. Describe ethnographic, development and documentary analysis.
4. Illustrate the preparation of research synopsis.
5. Describe the writing of research report and evaluation of research report.

Course Contents

Unit-I

1. Major Approaches of Research-I
 - Descriptive Research
 - Expost facto Research
2. Major Approaches to Research-II
 - Historical Research
 - Laboratory Experiments.

Unit-II

3. Major Approaches to Research -III
 - Experimental Research
 - Field Studies
4. Qualitative Research
 - Ethnographic
 - Content, Inductive and Logical analysis

Unit-III

5. Validation of Qualitative Analysis.
 - Major Strategies for validation
6. Developing a research proposal (synopsis)
 - Writing Research Report and evaluation of research Report

Unit-IV

7. Errors in Conducting Research

- Theoretical Errors.
- Methodological Errors.
- Sampling Errors.
- Measurement Errors.
- Statistical Errors
- Interpretive Errors.
- Inferential Errors.
- Reporting Errors.

8. Development of Educational Research

- Need of research in Education
- Determining priorities in the fields of Educational Research in India
- Fixing-up the priorities of Areas
- Quality control of Educational Research
- Planning of Research
- Methodology
- Evaluation
- Suggestions for Improving Educational research

Suggested Readings

1. Miller, D.C. & Salkind, N.J. (200). Handbook of Research Design and Social Measurement, Sage Publications, London.
2. Ruane, Janet, M (2004), Essential of Research Methods to Social Science Research, Blackwell Publishers, Ltd.
3. Van Dalen, D.B. (1962), Understanding Educational Research McGraw Hill, New York.
4. Aggrawal, Y.P. (1998), Statistical Methods, Streling, New Delhi.
5. Adward, Allen L (1968), experimental Desgins in Psychological Research, Holt, Rinehart and Winnston, New York.
6. Ferguson, Gorge A (1976), statistical Analysis in psychology and Education, McGraw Hill, New York.
7. Garrett, H.E. (1973), Statistics in psychology and Education Vakils, Feffer and Simon, Bombay.
8. Guilford, J.P. and Benjamim Fruchter (1973), Fundamental Statistics.

Paper-X : Methods of Data Analysis in Education – II
Code (16EDU22C5)

Time: 3 hours

Max. Marks: 100

Credit: 04

(Theory: 80, Internal: 20)

Note:-

Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 sort answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Objectives

The students will be able to-

1. Explain the meaning, characteristics, assumptions, computation & uses of Product moment and Rank difference correlation.
2. Differentiate between Rank difference & product moment & partial & multiple correlations.
3. Illustrate the concept, assumptions & computation of regression & prediction.
4. Explain & illustrate the concept & application of some tests of significance.
5. Differentiate between the T-Test and ANOVA.

Course Content

Unit-I

1. Correlation: Meaning, Characteristics, Assumptions, Computation and Uses of:
 - Product Moment Correlation
 - Rank Difference Correlation.
 - Partial and Multiple Correlation: Meaning, assumptions, computation and uses.

Unit-II

2. Regression and Prediction: Concept, assumptions and computation of Linear regression equations standard error of measurement.
3. Tests of significance.
 - Difference between means.
 - Difference between percentage and proportions.
 - Difference between correlations.

Unit-III

4.
 - Null Hypothesis
 - Standard error, confidence limits
 - Type I and Type II errors
 - One tailed and two tailed tests

Unit-IV

5.

- The F-test:
- One way ANOVA:
 - Meaning
 - Assumptions,
 - Computation and uses.

Suggested Readings:

1. Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
3. Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
4. Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
7. Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Narola, New Delhi.
8. Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.
10. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.

M.A. (EDUCATION)
OPEN ELECTIVE - I: FUNDAMENTAL ASPECTS OF EDUCATION

Time: 3 Hours
Credits: 03

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- understand nature and functions of education and philosophy and their relationship
- explain the meaning, types and scope of educational technology
- acquaint the learner with the process of development and assessment and its implication in teaching learning process
- develop an understanding of different stages of growth and development.
- understand the concept of educational sociology and sociology of education.
- acquaint students with the basics of social organization and its concept.
- develop an understanding of different factors influencing social organization-folkways, mores, institutions; values.

COURSE CONTENTS

UNIT – I

Education and Philosophy

- Concept of Education and Philosophy.
- Nature of Education and Philosophy.
- Relationship of Education and Philosophy.
- Need of Philosophical Foundations of Education.
- Branches of Philosophy; Metaphysics, Epistemology and Axiology, their implications for Education; Philosophical redirection of educational research in recent times.

UNIT-II

- **Educational Technology.** Meaning, Nature, Approaches, Types, Scope And Significance Of Educational Technology
- Programmed Instruction: Concept, Principles and Styles of Programmed Instruction Development of Programmed Instructional Material.
- ICT In Education; Computer Assisted Instruction, Computer Managed Learning And Process of development of Computer based instructional material, Web Integrated Learning.
- E-Learning and Virtual classrooms.

UNIT-III

Developmental Aspects of the Learner

- Educational Psychology: Concept and scope
- Concept of Teaching and learning
- Role of Educational Psychology in the Teaching –learning process
- Concept of Growth and development and principles’ of development and its implications to teaching and learning process.
- Genetic epistemology of Jean Piaget.
- Motivation: Need, types and how can a teacher motivate students for learning.
- Factors affecting Learning.

UNIT – IV

Concept of Educational Sociology and Sociology of Education

- Social organization and its concepts.
- Factor influencing social organization-folkways, mores, institutions; values.
- Dynamic characteristics of social organization and its educational implications.
- Education as an investment.
- Brain drain: Concept, factors responsible for Brain drain, how to check brain drain from our country.
-

Suggested Readings:

- Andrews, T.W. (1961).Methods in Psychology, New York: John Wiley and Sons, Inc.
- Baller, Warren R., Don, C.(1962). The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston.
- Banerjee A.C. & Sharma S.R. (1999) : Sociological and Philosophical issues in Education, Jaipur : Book Enclave.
- Bhushan, A & Ahuja, M. (1992), Educational Technology, Meerut : Vikas Publication.
- Bloom, B.S. (1972), Taxonomy of Educational Objectives. A Hand Book- I (Cognitive Domain), New York: Devid Mokeyay Campo.
- Chauhan S.S.(1978), A Textbook of Programmed Instruction, New Delhi : Sterling Publishers.

- Das, R.C.(1993), Educational Technology: A Basic Text, New Delhi: Sterling Publishers.
- Dave, R.H (1969). Taxonomy of educational objectives and achievement testing; development of educational testing vol. 1. London: University of London Press.
- Mangal. S.K. (2009). Essentials of Educational Technology. New Delhi: Prentice Hall of India pvt. Ltd.
- Sharma, Hemant Lata (2014). Innovative inputs in ICT. Jalandhar: Amit Prakashan.
- Sharma, Hemant Lata & Sharma, Savita (2010). Learning to Learn With Love : Theory and Practices of Co-operative Learning, New Delhi : Gagandeep Publication.
- Pnadey, K.P.(1983). Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad.
- Kamat, A.R.,(1985).Education and Social Change in India, Samaiya Publishing Co., Bombay.
- Maunheim, K.et al.,(1962). An Introduction to Sociology of Education. Routledge and Kegam Paul,London.
- Mossish , Loor., (1972). Sociology of Education: An introduction, George Allen and Unwin, London.
- Walia J.A., (2011): Philosophical, Sociological and Economic Bases of Education, Jalandhar: Ahim Paul Publishers.

M.A. (Final) EDUCATION 3rd Semester (2017-18)

**XI : CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION– I
Code (17EDU23C1)**

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to:

1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS

UNIT-I

- Concept, aims and scope of Comparative Education
- History and Developmental Stages of Comparative Education
- Factors influencing of Education System and Comparative Education.

UNIT-II

- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
- Concept of Universalization, its implications for Indian Education.

UNIT-III

- Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System)
- Secondary Education and its Vocationalization in U.K, U.S.A., Russia and India.

UNIT-IV

- Higher Education in U.K., U.S.A. & India
- Distance Education: its needs and various concepts with reference to U.K., Australia & India.

Selected Readings:

1. Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
3. Denis Lawten.(1986) School Curriculum Planing, London Hodder and Stoughton.
4. Hans, Nicholas (1961). Comparative Education, London Routledge and Kegan Paul.
5. Harold Albery.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
6. Harold, B.Albery& Elsic, J. Albery (1963). The Curriculum. New York, The MacMillan Company.
7. Hugh Sockelt.(1976) Designing the Curriculum Design.(London), McGraw Hill
8. Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
9. John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.

XII : CONTEMPORARY ISSUES IN INDIAN EDUCATION – I

Code (17EDU23C2)

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to:

1. Develop a critical understanding of the challenges facing Indian Education today.
2. Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
3. Get a historical insight into the development of Education in India.
4. Have a critical understanding of the development of Education as a distinct discipline.

UNIT-I: Education in India during:

- Vedic
- Budhistic
- Medieval period

UNIT-II: Development of Education in India

- Maculay's minutes and Bentick resolution and Adam's Reports
- Wood's Despatch of 1854
- Lord Curzen's education policy & National Consciousness
- National Education Movement

UNIT-III: History of Education in India: Pre Independence era

- Indian Education Commission, 1882
- Calcutta University Commission, 1917-1919
- Wardha Scheme of Education, 1937

UNIT-IV: Contemporary Issues in Indian Education in a Global Perspective highlighting the UNESCO's Current Concerns in respect of the following:

- Concept of Universalization of Elementary Education
- Related Issues of Universalization: Provision, Enrolment and Retention/completion rates in elementary education
- Programmes for achieving the objectives of Universalisation of Elementary Education.
- Vocationalisation of secondary education.
 - District Primary Education Projection (DPEP)

- Sarva Shiksha Abhiyan
- National Programme of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
- National Programme of Education of Girls at Elementary Stage Scheme (NPEGESS)
- Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)

Selected Readings:

1. Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt.of India, New Delhi, 1949.
3. M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
4. M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
7. M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
8. M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
10. World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

XIII (i): Educational Technology – I **Code (17EDU23DA1)**

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of Educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use Educational Technology for improving teacher's behaviour.

COURSE CONTENTS

Unit –I

- Meaning and Scope of Educational Technology: Systems approach to Education and its characteristics, components of Educational Technology software and hardware
- Multimedia approach in Educational Technology

Unit-II

- Modalities of Teaching –Teaching as different from indoctrination, instruction, conditioning and training
- Stages of Teaching – Pre-active, Interactive and Post active
- Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning

Unit-III

- Programmed instruction: Origin, principles, and characteristics
- Types: Linear, Branching and Mathematics
- Development of a programme: Preparation, Writing, Try Out and Evaluation

Unit-IV

- Modification of Teaching Behaviour – Micro Teaching, Flanders Interaction Analysis, Simulation

- Communication Process: Concept of Communication, Principles, Mode and Barriers to communication, Classroom communication ((Interaction, verbal and Non-verbal).

Selected Readings

1. Davies, I.K.(1971), “The Management of Learning” London: Mc Graw Hill.
2. Dececco, J.P.(1988), “The Psychology of Learning and Instruction” New Delhi, Prentice Hall.
3. Kulkarni, S.S.(1986), “Introduction to Educational Technology”, New Delhi: Oxford & IBH Publishing Company.
4. Kumar, K.L.(1996), “Educational Technology”, New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson F.D.(1984), “Media and Technology for Education and Training”, London: Charles E. Publishing Co.
6. Mavi, N.S.(1984), “Programmed Learning - An Empirical Approach”, Kurushetra, Vishal Publishers.
7. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay,(1990) M.(Ed.) “Educational Technology”, New Delhi: Sterling.
9. Pandey, K.P.(1980), “A First Course in Instructional Technology:”, Delhi: Amitash Parkashan.
10. Pandey, S.K.(1997)“Teaching Communication, Commonwealth Publishers, New Delhi.

XIII – (ii): Educational Administration and Management-I **Code (17EDU23DA2)**

Time: 3 Hrs.
Credit: 04

Max. Mark: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at various levels.
3. To develop an understanding in students about education and problems of educational trends.
4. To help the students to know about resources of education and problems of educational finance.
5. To assist the students to learn about planning and organizing supervisory programmes in educational institutions.
- 6.

COURSE CONTENTS

Unit-I:

- Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning.

Unit-II:

- Specific Trends in Educational Administration:
- Decision Making
- Organizational Compliance
- Organizational Development
- PERT

Unit-III:

- Meaning and Nature of Educational Planning
- Approaches to Educational Planning

Unit-IV:

- Meaning and Nature of Educational Supervision, Supervision as:
- Service Activity
- Process
- Function

Selected Readings:

1. Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
2. Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
3. Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jesery: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: Macmillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhrun & Deep.
6. Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
7. Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

XIII – (iii): Educational & Vocational Guidance - I **Code (17EDU23DA3)**

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To help the students to have better understanding of Life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.
3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

Unit-I: Guidance – Concept, Importance and Bases

- Development of Guidance
- Principles of Guidance

Areas of Guidance

- Educational Guidance
- Vocational Guidance
- Personal Guidance

Unit-III: Guidance Services in Schools

- Need and Principles of organizing guidance functions in schools
- Mechanism of organizing guidance functions in school
- Guidance services in Higher Education

Unit-III

- Job Analysis – Meaning, Types and Purposes of Job Analysis
- Placement service – Meaning, functions and principles

- Follow up Service – Meaning, purposes and characteristics

Unit –IV

- Study of the individual, data collection Techniques of Information. Standardized and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Cumulative Records.

Selected Readings:

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
3. Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.
4. Pandey, K.P.(2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.
5. McGowan, J.P.chmidt:(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
6. Tolbert, E.L(1967): Introduction of Counselling, New York, McGraw Hill.
7. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
8. Taxler, A.E(1964): Techniques of Guidance, New York, Mc Graw Hill,
10. Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

XIII - (iv) ENVIRONMENT EDUCATION– I

Code (17EDU23DA4)

Time: 3 Hours

Max. Marks: 100

Credit: 04

(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course objectives: After completing the course, the students will be able to:

- explain the concept and component of environment.
- explain the concept and types of ecosystems
- describe food chain and food web.
- explain the concept, importance, scope and aims of Environmental education.
- enlist the principles and foundations of Environmental Education.
- discriminate between different types of Environmental Pollution.
- suggest some strategies for Environmental Conservation.
- discuss the importance of responsible Environmental behaviour.
- discuss the importance of Environmental awareness, attitude, sensitivity and action strategies for teachers and students.

COURSE CONTENTS

UNIT – I

- a. Introduction to Environmental Education: Concept, Importance and Scope.
- b. Concept and Types of Ecosystem
- c. Food Chain and Food Web.

UNIT-II

- a. Aims and Objective of Environmental Education.
- b. Guiding Principles and Foundations of Environmental Education.

UNIT-III

- a. Environmental Pollution: Air, Water, Soil and Noise and Radioactive Pollution.
- b. Extinction of Flora and Fauna, Deforestation and Soil Erosion.
- c. Importance of Environmental Conservation and Strategies for Environmental Conservation.

UNIT-IV

- a. Meaning, Importance and Components of Responsible Environmental Behaviour among Teachers and Students.
- b. Importance of Environmental Awareness, Environmental Attitude, Environmental Sensitivity and Environmental Action Strategies for Teachers and Students.

PRACTICAL

A Community Survey for Determining Environmental Awareness, Sensitivity among Students/Teachers.

SELECTED READINGS

1. Dani, H.M. (1986), Environmental Education : Panjab University , Chandigarh, Publication Bureau.
2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi : Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.
5. Nasrin (2007), Education, Environment and Society, New Delhi : APH Publishing Corp.
6. Saxena, A.B. (1986), Environmental Education, Agra : National Psychological Corp.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.
8. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.
9. Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
10. Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi : Charman Enterprises.
11. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishign House. Vyas,H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir.

XIII – (v) Mental Hygiene and Education- I Code (17EDU23DA5)

Time: 3 Hrs.
Credit: 04

Max. Mark: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To enable the understanding of Concept of mental health and hygiene.
2. To develop awareness of good mental health in both teachers and students.
3. To identify principles and conditions conducive to good mental health.
4. To suggest measures for fostering good mental health among students.
5. To explain the interrelationship among personality adjustment and mental health.
6. To develop the understanding of the role of home, school and society in mental health.

COURSE CONTENTS

Unit-I: Mental Health and Mental Hygiene

- Concepts of Mental Health and Mental Hygiene
- Criteria of Mental Health
- Concept of Wholesome and Abnormal Personality
- Aspects, Goals and Principles of Mental Hygiene

Unit-II: Adjustment

- Concept and Process of Adjustment
- Concept and Causes of Maladjustment
- Adjustment Mechanism: Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation.
- Conflict: - Concept and Types of Conflict.

Unit-III: School and Mental Health

- Teacher and Mental Health
- Some Questionable School Practices
- Personality Problems in Classrooms
- Classroom approaches to mental health
- Place of mental hygiene in school curriculum

- Principles of curriculum construction from mental hygiene point of view.

Unit-IV: Religion and Mental Health

- Relationship between Religion and Mental Health
- Positive and negative role of religion in Mental Health
- Concept of Mental Health from Ancient Indian Point of View

Selected Readings

1. Arkoff, Abe: Adjustment and Mental Health, New York :Mc Graw Hill Company, 1968.
2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952
3. Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
4. Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
5. Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.
6. Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: McMillan & Co.
8. Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
9. Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
10. Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co., 1976.
11. Crow, Lester D. & Crow, Alince: Mental Hygiene, New York: McGraw HillBook Company, Inc. 1952.
12. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.
13. Hadfield, J. A.: Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
14. Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
15. Sinha, A.K.: The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication, 1978.
16. Suraj Bhan & N. K. Dutt, Mental Health through Education, New Delhi, Visin Books Publications, 1978.
17. Suraj Bhan, Towards a Happier Education, Jalandhar City, University Publications, 1952.
18. Thork, G. L. and Olson, S. L.: Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon, 1999.
19. Thorpe, L.P. : The Psychology of Mental Health, New York: The Ronald Press Co., 1950.
20. Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
21. Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.

XIV – (i) : Special Education – I **Code (17EDU23DB1)**

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To make the students:

1. Understand the concept of exceptional children.
2. Know about the meaning and scope of special education in India.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
4. Identify with the various types of exceptional children.
5. Acquaint with the various types of handicaps and their causes.
6. Provide guidance in handling of exceptional children.
7. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

Unit-I: Concept of Exceptionality

- Positive, Negative and Multiple Deviations
- Needs & Problems of Exceptional Children

Unit-II: Nature of Special Education

- Objectives
- Historical perspectives
- Continuum of Special Education alternative programmes.
- School of Integrated/Inclusive Education : Organisation and Management

Unit-III: Education of Orthopaedically Handicapped

- Concept
- Types of Handicap
- Characteristics
- Educational Programmes

Unit-IV: Education of Mentally Retarded

- Concept
- Classification
- Etiology
- Educational Programmes for Trainable Mentally Retarded
- Educational Programmes for Educable Mentally Retarded
- Management of Behaviour Problems prominent in Severe & Profound Retardation

Selected Readings:

1. Berdine W.H. & Black Hurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners,Massachusets Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Mifflin Co.
7. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities -Nature, Theory and Treatment, New York Springer -Verlag,
10. Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.

XIV – (ii) Teacher Education – I **Code (17EDU23DB2)**

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to understand about the:

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education.

COURSE CONTENTS

Unit-I

- Teacher Education: Concept and historical perspectives
- Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 and 1992

Unit-II: Aims and Objectives of Teacher Education

- Elementary Level
- Secondary Level
- College Level

Unit-III

- Teaching as a profession
- Professional Organization for various levels of Teachers and their role
- Faculty Improvement
- Performance appraisal of teachers

Unit-IV

- Internship in Teacher Education
- Pre-service Teacher Education
- In-service Teacher Education
- Distance Education and Teacher Education
- Orientation and Refresher Courses

Selected Readings:

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
2. Delors, J.(1996) Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Michael (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

XIV – (iii) Computer Education – I

Code (17EDU23DB3)

Time: 3 Hrs.
Credit: 04

Max. Mark: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To make students aware about fundamentals of computer hardware and software.
2. To develop capability in students to use computers for teaching-learning activities.
3. To use computers for collection and dissemination of information throughout the world.

COURSE CONTENTS

Unit-I: History of Computers

- Types of Computers
- Flow diagram of computer
- Number System

Unit-II: Networking and Internet

- Computer networking and education, internet, Internet tools, e-mail.

Unit-III: Application Oriented Information

- Word Processing and its creation:
- MS Word Data Bases and its uses: Excel

Unit-IV: Educational Multimedia

- Multimedia-meaning and its scope
- Multimedia tools

Selected Readings:

1. Cox, J. and Urban, P. "Quick courses in Microsoft Office. Galotia Publications, New Delhi, 1999.
2. Jain, Satish: "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi, 1990.
3. Rajaraman, V, "Fundamentals of Computers". Prentice Hall of India, New Delhi, 1996.
4. Sexena, S., "A first Course in Computers". Vikash Publishing House Pvt. Ltd. New

- Delhi, 1998.
5. Sinha, P.K. "Computer Fundamentals, BPB Publications, New Delhi, 1990.
 6. Tanenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi, 1998.

XIV – (iv) : Educational Measurement and Evaluation – I

Code (17EDU23DB4)

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
2. To orient the students with tools and techniques of measurement and evaluation.
3. To develop skills and competencies in constructing and standardizing a test.
4. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
5. To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

COURSE CONTENTS

Unit-I: Educational Measurement and Evaluation

- Concept, Scope and Need
- Levels of Measurement
- Evaluation: Functions and basic principles of evaluation
- Inter relationship between Measurement and evaluation: Use of Economic Categories of Educational objectives

Unit-II: New Trends in Measurement and Evaluation

- Grading system: Relative merits and demerits of marking and grading
- Semester system
- Continuous and Comprehensive evaluation
- Question banks
- Use of computer in evaluation

Unit-III: Tools of Measurement and Evaluation

- Essay type tests, objective tests
- Questionnaire and Schedule
- Inventories
- Performance tests

Unit IV: Characteristics of a good measuring instrument

- Concepts of True and Error Scores
- Reliability
- Validity
- Norms
- Usability

Selected Readings:

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York MacMillan,
5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

XIV – (v) : VALUE EDUCATION AND HUMAN RIGHTS – I
Code (17EDU23DB5)

Time: 3 Hours
Credit: 04

Max. Marks: 100
(Theory:80, Internal:20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course objectives: After completing the course, the students will be able to:

- enable students to understand the need and importance of value- education and education for human rights.
- enable students to understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.
- orient themselves with the basis of morality and with the place of reason and emotions in moral development of the child.
- enable them to understand the process of moral development vis-a-vis their cognitive and social development.
- orient themselves with various intervention strategies for moral education and conversion of moral learning into moral education.
- orient themselves about the philosophical foundations of human rights

COURSE CONTENTS

UNIT – I

Conceptual Framework of Value Education.

- (i) Meaning, Nature and Scope of Value Education.
- (ii) Objectives of Value Education.
- (iii) Types-Competent, Instrumental, Terminal, Extrinsic and Intrinsic Values. Importance of Value Education

UNIT – II

Content of Value Education and Culture

- (i) Competency Based Values- Subject wise (Languages, Social Sciences, Science, Maths etc.)
- (ii) Co curricular Activity Based Values- Social, Moral, Aesthetic and Spiritual Values
- (iii) Human Values in the Context of Indian Culture and Constitution - Truth, Love, Peace, Righteousness, Non- Violence etc.

UNIT – III

Conceptual Framework of Human Rights

- (i) Meaning, Objectives, Nature and Scope of Human Rights
- (ii) Content of Human Rights Education
- (iii) Obstacles and Barriers in Implementing Human Rights.
- (iv) Education as an Agency to Sensitize Students towards Human Rights

UNIT – IV

Philosophical Foundations of Human Rights: Nature and Sources.

SELECTED READINGS

1. Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
2. Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, North Dame: University of North Dame Press.
3. Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T.
4. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
5. Mujeeb, M.(1965), Education and Traditional Values, Meerut: Meenakashi Prakashan.
6. Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
7. Rokeach, M. (1978), The Nature of Human Values, New York : Jessy Brassm.
8. Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corpn.
9. Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
10. Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi : Isha Books.
11. Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionoeitic Analysis, New Delhi: Gian Publishers.
12. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
13. Kar, N.N. (1996): A Philosophical Study, Ambala Cantt: Associated Publisher

M.A. (EDUCATION)
OPEN ELECTIVE - II: TRENDS AND CONCERN IN TEACHER EDUCATION

Time: 3 Hours

Credits: 3

Max. Marks: 100

(Theory:80, Internal:20)

• **NOTE FOR PAPER SETTER**

- Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- All questions carry equal marks

COURSE OBJECTIVES:

- After completing the course, the students will be able to:
- Develop an idea about the structure of secondary education in India.
- Understand the recommendations of different education commissions regarding secondary & Senior Secondary education commissions.
- Acquaint the students with the need, scope and purpose of educational management in terms of national needs.
- make aware of the importance of making right choices in life, education, vocation etc.
- develop and promote understanding of basic principles, areas, importance of guidance and counseling.
- make students conversant with the practices of guidance and vocational choices.
- understand the concept of teacher education along with its need and scope
- understand the objectives of teacher education at elementary, secondary and higher education
- develop understanding about the structure, curriculum and modes of pre- service teacher education and needs of innovation in pre-service teacher education programmes describe the need, concept and scope of teacher education and historical development with special emphasis on different documents.
- develop in students an understanding of the concept and philosophy of inclusive education in different contexts
- develop in students an understanding of the nature and types of diverse learners
- enable students to analyze the trends and issues in inclusive education

COURSE CONTENTS

UNIT- I

Introduction to Secondary & Senior Secondary Education

- Meaning, Aims & Objectives of Secondary & Senior Secondary Education
- Secondary Education in India- Historical perspectives, pre & post Independence
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari Commission, Programme of Action 1992, NPE 1986, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal Committee, RMSA & NCF-2005

Educational Management

- Meaning, Concept & need for Educational Management at Secondary to Senior Secondary School Level
- Management at Nation: MHRD, CABE, NCERT

UNIT – II

Introduction to Guidance

- Guidance Movement in India: Pre & Post Independence.
- Concept, Principles & Functions of Guidance.
- Types of Guidance: Educational, Vocational, Social & Personal Guidance.
- Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.
- Contemporary Models of Guidance; Mathewson Model, Sholen's Model, Chapman Model & Hoyt's Model.

Introduction to Counseling

- Concept, Principles, Techniques & Procedure of Counselling.
- Approaches of Counseling: Directive, Non-Directive, Eclectic Counselling.
- Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Gestalt
- Skills of Counseling: Building Trust, Listening, Observation & Empathy
- Counselor: Characteristics, Functions & Ethics

UNIT-III

Teacher Education

Introduction to Teacher Education

- Concept, Need and Scope of Teacher Education.
- Historical Development of Teacher Education
- Aims and Objectives of Teacher Education at:
 - i) Elementary Level.
 - ii) Secondary Level.
 - iii) Higher Level.
- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.
- In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- Quality Assurance in Teacher Education

UNIT – IV

Inclusive Education for Children with Diverse needs

- a) Introduction to Inclusive Education:** Definition, concept and importance of Inclusive Education.

Concept of Access, Equity, Diversity, Human Rights & Social Justice.

Readiness of School, Principles and Models of Inclusion

b) Children with Diverse Needs

Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups.

Suggested Readings:

- Aggarwal, J.C. (2008). Education in the Emerging Indian Society. Delhi: Shipra Publication.
- Chauhan, S. (2012). Educational Management. New Delhi: Pearson Publication.
- Sharma, R.A.(2009). Educational Administration & Management. Meerut:R Lal Book Depot.
- Vashist, S.R. (2008). Educational Administration in India. New Delhi:Anmol Publication Pvt. Ltd.
- Aggarwal, R. (2010). Elementary Guidance and Counselling , New Delhi: Shipra Publication.
- Bala, Rajni.(2007). Guidance and Counselling: Modern Review, New Delhi: Afa Publication.
- Chandra, R.(2009). Career information and Guidance and Counselling, Delhi:Isha Books.
- Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt. Ltd.
- Kottler, J. A. & Shepard, D. S.(2008). Counselling Theories & Practices , Cenage Learning: 1st Edition.
- Rao, S N.(2006). Counselling and Guidance ,Delhi :McGraw hill Publication.
- Rao, S. N.& Hari, H. S.(2004). Guidance and Counselling ,New Delhi:Discovery Pub. House.
- Saxena, A. (2006). Organization of Guidance Service ,Delhi: Rajat Publications.
- Shrivastava, K.K. (2003). Principles of Guidance & Counselling , New Delhi : Kanishka Publishers.
- Singh, R. (2002). Educational & Vocational Guidance , New Delhi : Commonwealth Publishers
- Yadav, R.H. (2012). Guidance & Counselling , New Delhi: APH Publishing Corporation
- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD (1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Govt. of India (1992). Report of C.A.B.E... New Delhi: Committee Department of Education.
- Kohli, V.K. (1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A. (1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications

- Ahuja, A; Jangira, N.K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi National Publishing house.
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion on for Educational Leaders . New Jersey: Prentice Hall.
- Daniels, H. (1999). Inclusive Education. London: Koegan.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press: Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs : from Segregation to Inclusion, Corwin Press: Sage Publishers.
- Jha, M. M. (2002). School without Walls: Inclusive Education for All. Oxford: Heinemann Education.
- Karten, T. J. (2007). More Inclusion Strategies that Work . Corwin Press, Sage Publications.
- Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
 - Rayner, S. (2007). Managing Special and Inclusive Education , Sage Publications.
 - Sharma P.L (2003). Planning Inclusive Education in Small Schools, R.I E. Mysore

Course XV: FIELD WORK
Code (17EDU23C3)

Max.Marks:100

1. Observation of Pupil-teachers' four lessons on Flander's Interaction analysis system
2. A case study of a Problematic Child
3. Construction and Standardization of an Achievement test in one of the teaching subjects opted at B.Ed. level.
4. Administration, Scoring and interpretation of any two of the following:
 - i)Intelligence test
 - ii)Personality test
 - iii)Creativity test
5. A Community survey for determining environmental awareness, sensitivity among students/teachers.

M.A. (Final) Education^{4th} Semester
XVI –: CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION – II
Code (17EDU24C1)

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to:

1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS

UNIT-I

- Educational Administration in U.K., U.S.A. and India
- Teacher Education Programmes in U.K., U.S.A., Russia & India.

UNIT-II

- Concept of Curriculum, difference between syllabus and curriculum concept of Emerging, Hidden and Irrelevant Curriculum
- Considerations for Curriculum Planning: Philosophical, Psychological, Sociological & Discipline Oriented.

UNIT-III

- Different Models of Curriculum Development: Administrative Model, Grassroot Model, Demonstration Model and system Analysis Model.
- Concept of Curriculum Development, Different categories & Types of Curriculum.

UNIT-IV

- Concept, Need and importance of Curriculum Evaluation.
- Concept of Formative & Summative Evaluation, Interpretation of evaluation results According to marks, rating and Grades.

Selected Readings:

1. Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
- 3. Denis Lawten.(1986) School Curriculum Planning, London Hodder
• and Stoughton.
4. Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.
5. Harold Albery.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
6. Harold, B.Albery& Elsic, J. Albery (1963). The Curriculum. New York, The MacMillan Company.
7. Hugh Sockett.(1976) Designing the Curriculum Design.(London), McGraw Hill
8. Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
9. John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.

XVII –: CONTEMPORARY ISSUES IN INDIAN EDUCATION – II
Code (17EDU24C2)

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to:

1. Develop a critical understanding of the challenges facing Indian Education today.
2. Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
3. Get a historical insight into the development of Education in India.
4. Have a critical understanding of the development of Education as a distinct discipline.

COURSE CONTENTS

UNIT-I: History of Education in India: Post Independence era:

- University Education Commission (1948-49)
- Secondary Education Commission, (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education, 1986
- Ramamurti Committee
- Revised National Policy, 1992

UNIT-II: Diverse Issues in Education:

- Education and Employment
- Computer Education in Schools
- Education of the SCs, STs, OBCs and Girls in Various age groups.
- Issues relating to quality in education and excellence
- Educational Programmes for disabled children.

UNIT-III: Contemporary Issues in Indian Education in Global Perspective:

- Issues pertaining to Distance Education and open learning system
- Issues relating to medium of instruction three language formula
- Issues in respect of emotional integration and International Understanding in the context of Globalization.

UNIT-IV:

- Education and Democracy

- Constitutional Provisions for Education
- Learning Without burden –Yashpal Committee 1993
- National Curriculum Framework for School Education 2000 & National Curriculum Framework 2005
- Educational Reforms in India in 21st Century.

Selected Readings:

1. Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the University Education Commission(1948) , Ministry of Education, Govt. Of India, New Delhi,1949.
3. M.H.R.D. Report of the Secondary Education Commission(1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
4. M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
7. M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
8. M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
10. World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

XVIII – (i): Educational Technology – II **Code (17EDU24DA1)**

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

COURSE CONTENTS

Unit-I

- Models of Teaching: Concept, Different Families of Teaching Models, Teaching Models as Inquiry Training Model, Mastery Learning Model, Basic Teaching Model and Concept Attainment Model, Characteristics of Models of Teaching.

Unit-II

- Designing Instructional System: Formulation of instructional objectives. Designing of instructional strategies: Lecture, team Teaching, Discussion, Seminars. Tutorials and Brain Storming Sessions

Unit-III

- Concept of Distance Education; Distance and Open Learning Systems, Learning Materials for Distance Education, Methodology of Distance Education, Evaluation Strategies in Distance Education. Counselling in Distance Education Application of Educational Technology in Distance Education.

Unit-IV

- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests, Formative and Summative Evaluation.

Selected Readings

1. Davies, I.K.(1971), “The Management of Learning” London: McGraw Hill.
2. Dececco, J.P.(1988), “The Psychology of Learning and Instruction” New Delhi, Prentice Hall.
3. Kulkarni, S.S.(1986), “Introduction to Educational Technology”, New Delhi: Oxford & IBH Publishing Company.
4. Kumar, K.L.(1996), “Educational Technology”, New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson F.D.(1984), “Media and Technology for Education Training”, London: Charles E. Publishing Co.
6. Mavi, N.S.(1984), “Programmed Learning - An Empirical Approach”, Kurushetra, Vishal Publishers.
7. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay,(1990) M.(Ed.) “Educational Technology”, New Delhi: Sterling.
9. Pandey, K.P.(1980), “A First Course in Instructional Technology”, Delhi:Amitash Parkashan.
10. Pandey, S.K.(1997)“Teaching Communication, Commonwealth Publishers, New Delhi,

**XVIII – (ii): EDUCATIONAL ADMINISTRATION AND
MANAGEMENT-II
Code (17EDU24DA2)**

Time: 3 Hrs.

Max. Mark: 100

Credit: 04

(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at various levels.
3. To develop an understanding in students about education and problems of educational trends.
4. To help the students to know about resources of education and problems of educational finance.
5. To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

COURSE CONTENTS

Unit-I:

- Development of Modern concept of Educational Administration from 1990 to present day.
- Taylorism
- Administration as a process
- Human relations approach to Administration
- Meeting the psychological needs of Employees

Unit-II:

- Meaning and Nature of Leadership
- Theories of Leadership
- Styles of Leadership
- Measurements of Leadership

Unit-III:

- Perspective Planning
- Institutional Planning

Unit-IV:

- Modern Supervision and Functions of Supervision

- Planning, Organizing and Implementing Supervisory Programmes

Selected Readings:

1. Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
2. Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
3. Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: MacMilan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhrun & Deep.
6. Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
7. Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

XVIII – (iii) : Educational & Vocational Guidance – II
Code (17EDU24DA3)

Time: 3 hours

Max. Marks: 100

Credit: 04

(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To help the students to have better understanding of Life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.
3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

Unit-I: Group Guidance

- Meaning and need of Group guidance
- Objectives and principles of Group guidance.
- Kinds of group guidance
- Scope and problems of group guidance
- Tools and Techniques of group guidance

Unit-II: Social Guidance

- Meaning, Objectives and need of social guidance
- Functions of social guidance
- Guidance of Exceptional children (Physically Handicapped, Gifted Children with behavioural problems)

Unit-III: Concept of Counselling

- Meaning and definition of counselling
- Characteristics of counselling
- Field of counselling
- Procedure of counselling
- Techniques of counselling

Unit-IV: Theories of counselling

- Directive counselling – Concept, procedure, advantages, limitations.
- Non-directive counselling – Concept, procedure, advantages, limitations
- Eclectic counselling – Concept, procedure, advantages, limitations.

Selected Readings:

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P.(2000), Educational and Vocational Guidance in India - Vishwa Vidyalaya Prakashan Chowk, Varanasi.
6. McGowan, J.P.chmidt:(1962) Counselling:Readings in Theory and Practice, New York Holt, Rinehard and Winston.
7. Tolbert, E.L(1967): Introduction of Counselling, New York, McGraw Hill.
8. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harper.
9. Taxler, A.E(1964): Techniques of Guidance, New York, Mc Graw Hill,
10. Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

XVIII – (iv) ENVIRONMENT EDUCATION-II
Code (17EDU24DA4)

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course objectives: After completing the course, the students will be able to:

- exhibit the relationship between man and environment
- explain the impact of man made and Natural disasters on Environment
- explain the role of educational institutions in disaster management
- discuss the importance of sustainable development
- explain the features of curriculum for environment education at school
- describe different methods of teaching environmental education
- explain various global environmental problems
- explain strategies for waste management

COURSE CONTENTS

UNIT – I

- a. Relationship between Man and Environment.
- b. Effect of Man Made and Natural Disaster on Environment.
- c. Role of Educational Institutions in Disaster Management.

UNIT-II

- a. Features of Curriculum for Environment Education.
- b. Special Nature of Curriculum on Environment Education.
- c. Programmes of Environment Education for Primary, Secondary and Higher Education Institutions.

UNIT-III

- a. Interdisciplinary and Integration Approaches for Teaching Environment Education.
- b. Methods of Teaching Environment Education, Discussion, Seminar, Workshop, Dialogue,

- Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.
- c. Role of Media: Print, Films and T.V. for Imparting Environment Education.

UNIT-IV

- a. Global Environment Problems: Global warming, Ozone Depletion, e-waste and Population Explosion.
- b. Waste Management: e-waste, Medical Waste, Nuclear Waste, Solid and Liquid Waste.
- c. Comparative Study of Environmental Projects from Various countries.

PRACTICAL

1. Survey of Attitude of Students and Teachers towards Global Environmental Problems.
2. Organization of any activity of enhancing Environmental Awareness.

SELECTED READINGS

1. Dani, H.M. (1986), Environmental Education, Chandigarh : Publication Bureau, Panjab University.
2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi : Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi : APH Publishing Corp.
5. Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corp.
6. Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.
8. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.
9. Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi : Commonwealth Publishers.
10. Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi : Charman Enterprises.
11. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishing House.
12. Kumar, V.K. (1982), A Study of Environmental Pollution, Varanasi : Tara Book Agency.

XVIII – (v) : Mental Hygiene and Education – II

Code (17EDU24DA5)

Time: 3 Hrs.

Max. Mark: 100

Credit: 04

(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To enable the understanding of Concept of mental health and hygiene.
2. To develop awareness of good mental health in both teachers and students.
3. To identify principles and conditions conducive to good mental health.
4. To suggest measures for fostering good mental health among students.
5. To explain the interrelationship among personality adjustment and mental health.
6. To develop the understanding of the role of home, school and society in mental health.

COURSE CONTENTS

Unit-I

- Relationship between Human Needs and Mental Health
- Nature of Needs
- Organic Socio- Psychological and Educational Needs
- Meeting the Needs of Children
- Special Needs of Indian Adolescents

Unit-II

- Diagnostic and Remedial techniques
- Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their Usefulness
- Psycho Therapies: Counseling Therapy and its Types
- Play Therapy, Rational Emotive Psychotherapy, Behaviour Therapy

Unit-III

- Home, Community and Mental Health
- Home and Mental Health
- Qualities of Healthy Home Environment
- Child Rearing Practices and Personality Development
- Community and Mental Health

Unit-IV

- Yoga for Mental Health
- Concept of Yoga in Ancient India

- Yoga as the Scientific Method for the Development of Personality
- Yoga as the System for Preserving the Mental Health
- Accepting Yoga in Modern Life.

Selected Readings

1. Arkoff, Abe: Adjustment and Mental Health, New York: McGraw Hill Company, 1968.
2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952
3. Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
4. Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
5. Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.
6. Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: MacMillan & Co.
8. Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
9. Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
10. Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co., 1976.
11. Crow, Lester D. & Crow, Aline : Mental Hygiene, New York: McGraw HillBook Company, Inc. 1952.
12. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.
13. Hadfield, J. A. :Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
14. Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
15. Sinha, A.K.: The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication, 1978.
16. Suraj Bhan & N. K. Dutt, Mental Health through Education, New Delhi, Visin Books Publications, 1978.
17. Suraj Bhan, Towards a Happier Education, Jalandhar City, UniversityPublications, 1952.
18. Thork, G. L. and Olson, S. L.: Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon, 1999.
19. Thorpe, L.P. : The Psychology of Mental Health, New York: The Ronald Press Co., 1950.
20. Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
21. Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.

XVIX – (i): Special Education - II **Code (17EDU24DB1)**

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To make the students:

1. Understand the concept of exceptional children.
2. Know about the meaning and scope of special education in India.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
4. Identify with the various types of exceptional children.
5. Acquaint with the various types of handicaps and their causes.
6. Provide guidance in handling of exceptional children.
7. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

Unit-I: Education of Visually Impaired

- Characteristics
- Degree of Impairment
- Etiology and Intervention
- Educational Programmes

Unit-II: Education of Hearing Impaired

- Characteristics
- Degree of Impairment
- Etiology
- Educational & Intervention Programmes

Unit-III: Education of Learning Disabled

- Characteristics
- Types
- Identification
- Educational and Intervention Programmes

Unit –IV: Education of Gifted, Creative and Juvenile Delinquents

- Juvenile Delinquents
- Characteristics
- Identification
- Problems
- Educational Programmes

Guidance and Counselling of Exceptional Children

- Meaning & Need
- Role of Teachers & Other specialists

Selected Readings:

1. Berdine W.H. & Blackhurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners, Massachusetts Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Mifflin Co.
7. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities -Nature, Theory and Treatment, New York Springer -Verlag,
10. Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.

XVIX – (ii): Teacher Education - II **Code (17EDU24DB2)**

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to understand about the:

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education.

COURSE CONTENTS

Unit –I

- Preparing teachers for special schools
- Implementation of curricula of teacher education at various levels
- Various agencies of teacher education
- Teacher education and other institutions.

Unit-II Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain storming
- Supervised study
- Individualized study
- Simulation
- Action Research

Unit-III Areas of research in Teacher Education with special emphasis on

- Teacher effectiveness

- Criteria of admission
- Modification of teacher behaviour
- School effectiveness

Unit-IV

- Future of teaching as a profession
- Current problems of teacher education and practicing schools

Selected Readings:

1. C A B E, 1992. Report of the C A B E Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
2. Delors, J.(1996) Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Micheal(1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

XVIX – (iii): Computer Education-II

Code (17EDU24DB3)

Time: 3 Hrs.
Credit: 04

Max. Mark: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To make students aware about fundamentals of computer hardware and software.
2. To develop capability in students to use computers for teaching-learning activities.
3. To use computers for collection and dissemination of information throughout the world.

COURSE CONTENTS

Unit-I: Computer Basics

- Operating System: Meaning, Needs and types, Single user and Multi-user
- Artificial intelligence and education

Unit-II: Networking and Internet

- Browser
- Visiting Web Sites

Unit-III: Application Oriented Information

- Using power point for creating and manipulation of presentation in classroom.

Unit-IV: Educational Multimedia

- Use of Multimedia in Education

Selected Readings

1. Cox, J. and Urban, P. "Quick courses in Microsoft Office. Galotia Publications, New Delhi, 1999.
2. Jain, Satish: "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi, 1990.
3. Rajaraman, V, "Fundamentals of Computers". Prentice Hall of India, New Delhi, 1996.
4. Sexena, S., "A first Course in Computers". Vikash Publishing House Pvt. Ltd. New Delhi, 1998.
5. Sinha, P.K. "Computer Fundamentals, BPB Publications, New Delhi, 1990.
6. Tanenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi, 1998.

XVIX –(iv) : Educational Measurement and Evaluation – II

Code (17EDU24DB4)

Time: 3 hours

Max. Marks: 100

Credit : 04

(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
2. To orient the students with tools and techniques of measurement and evaluation.
3. To develop skills and competencies in constructing and standardizing a test.
4. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
5. To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

COURSE CONTENTS

Unit-I: Test Standardization

- Norm referenced and criterion referenced tests.
- Standard scores, T-scores and C-scores
- Construction and Standardization of an achievement test
- Interpretation of test scores and methods of feedback to students

Unit-II: Concept and Measurement of the following

- Achievement test
- Aptitude tests, Intelligence tests
- Attitude and Value scales
- Interest Inventories

Unit-III: Analysis of Variance

- Analysis of Variance (up to two ways)
- Concept, assumption, computation & Uses

Unit-IV: Correlation: Concept, Computation and significance of the following:

- Biserial correlation
- Point-Biserial Correlation
- Tetrachoric correlation
- Phi-coefficient
- Partial Correlation
- Multiple Correlation

Selected Readings:

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York Macmillan,
5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

XVIX – (v): VALUE EDUCATION AND HUMAN RIGHTS – II
Code (17EDU24DB5)

Time: 3 hours
Credit: 04

Max. Marks: 100
(Theory: 80, Internal: 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course objectives: After completing the course, the students will be able to:

- enable students to understand the need and importance of value- education and education for human rights
- enable them to understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination
- orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- enable them to understand the process of moral development vis-a-vis their cognitive and social development
- orient the students with various intervention strategies for moral education and conversion of moral learning into moral education
- enable the students about the knowledge of theories, models and approaches of value development
- enable the students to know about the child rights in India and their protection

COURSE CONTENTS

UNIT – I

Approaches to Value Development

1. Psycho- Analytic Approach.
2. Learning Theory Approach Especially Social Learning Theory Approach.
3. Cognitive Development Approach

UNIT – II

Models of Value Development

- (i) Value Analysis
- (ii) Inquiry
- (iii) Social Action

UNIT – III

Types and Agencies of Human Rights

- (i) National and International Agencies of Human Rights
- (ii) Role of NGO's in Human Rights Education
- (iii) Various types of Rights- Civil, Political, Economic, Social and Cultural Rights.

UNIT – IV

Child Rights in India and their Protection:

- (i) Provisions in Schools
- (ii) Teacher Preparation for Protecting Human Rights

SELECTED READINGS

1. Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
2. Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, North Dame: University of North Dame Press.
3. Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T.
4. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
5. Mujeeb, M.(1965), Education and Traditional Values, Meerut: Meenakashi Prakashan.
6. Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
7. Rokeach, M. (1978), The Nature of Human Values, New York : Jessy Brassm.
8. Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corpn.
9. Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
10. Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi : Isha Books.
11. Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionetic Analysis, New Delhi: Gian Publishers.
12. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
13. Kar, N.N. (1996), A Philosophical Study, Ambala Cantt: Associated Publishers.

XX –: DISSERTATION AND VIVA VOCE
Code (17EDU24C3)

Max.Marks:100

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Chairman/Principal of the Department/College. The students will submit three typed copies of Dissertation to the Department/College. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly by external and internal examiners.

