



NETAJI SUBHAS UNIVERSITY

Jamshedpur , Jharkhand

Regulation of two-year M.A. in Education Syllabus

The details of the Curriculum framework along with the aim of the course is prepared based on the Netaji Subhas University regulation 2018. These regulations shall be called “Regulation for M.A in Education syllabus “with effect from 2020. This will apply to every candidates seeking for admission, registration, conduct and conferment of the M.A. in Education degree.

TWO-YEAR M.A in Education COURSES OF STUDY

CONTEXT

In pursuance of the UGC Regulations, norms and standard, Netaji Subhas University (NSU), a Private University as per Jharkhand State Government Ordinance 2018, decided to continue the existing **M.A in Education** programme with effect from academic session 2020-22.

The following principles have guided the development of this syllabus:

- Reducing the gap between theory and practice,
- Using variety of approaches and methods for transaction of the course contents,
- Incorporating multimodal strategies for effective continuous and comprehensive assessment of the performance of the student.

Modes of Learning Engagement

With a view to move away from theoretical discourses and lectures, the student is required to be engaged in various kinds of learning experiences. This programme intends to provide him/her with the specific engagement of the student will be of the following kinds:

- **Lecture-Discussion Session:** The teacher provides the student a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection:** Student would be led to focused readings of various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis:** Simulated and real school/community experiences would be arranged for the student to observe, document in the form of record/journal/dairy and analyze with an intention to revisit their own understandings or develop new insights.
- **Projects:**
- **Group Presentation:**
- **Seminar:** Students will undertake thematic /topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.
- **Field Work:** An in-depth and comprehensive study of a single or a group work would be taken up as per the guidelines provided for preparation and submission of the report.
- **Reflective Journals:** The student would make it a habit of reflecting on any curricular topic or current issue on education and develop reflective journals on those and share with colleagues and teachers .
- **Workshops:** A series of learning experiences in a given performance area would be provided to student in the form of workshop, engaging them in modeling-practice-feedback sequences with a view to developing specified competencies required for a professional.
- **Interactions with the Community:** The student need to be encouraged to hold interaction with the community in multiple socio-cultural environments during their session in order to internalize the relationship of school and community at large.

- **Excursion & educational tour:** Students need to encourage compulsory participation in departmental educational trip in order to develop their general outlook of educational scenario of the country.
- **Educational Research:** Educational Research is important because of contributing knowledge development , practical improvement and policy information. Therefore, Teacher & Students can use these research findings to improve their competences and teaching and learning process. Research helps students for connect their knowledge with practical situation . Many students don't know how to write a research paper and find it a very difficult. Our dissertation is a little step to enhancing our knowledge.

1. INTRODUCTION

In these regulation unless the context otherwise requires—
“UNIVERSITY” means Netaji Subhas University.

“Master in education course” means Master in Education degree courses in the Department of Education.

“Student” means student admitted to M.A. in Education programme under these regulations.

“Degree’ means M.A. in Education degree.

“Board of studies” means Board of studies of the university in the discipline/subjects concerned.

‘Academic Council” means the fee under self-finance scheme prescribed by the University for the Programme from time to time.

1. ACADEMIC SESSION

i) The Master Degree programme shall be of a minimum duration of 2 academic years consisting of four semesters each of six months duration: odd semester (July – December) and Even semester (Jan – June).

ii) A Co-ordination Committee shall prepare the Academic Calendar at the beginning of each Academic year which shall include schedule of academic activities for a Academic year. The dates of Registration, Mid – Semester & End-semester Examinations, inter semester breaks etc., shall be laid down in the Academic Calendar for a total of about 110 working Days in each semester consisting of approximately six months.

2. ADMISSION CRITERIA

(a) Intake:

There shall be a basic unit of 100 students.

(b) Eligibility:

i.) Candidates with at least 50% marks in the Bachelor’s Degree (10+2+3) from a recognized university in Science, Social science, Humanity, Commerce. Bachelor’s in Engineering or Technology, Agriculture, Environmental science, Management etc. there to, are eligible for admission to the programme.

ii) The reservation for SC/ST/OBC and other categories shall be as per the rules of the state Government.

(c) Admission:

i) Admission shall be made on merit based on marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government.

ii) Admission to M.A in Education Course will be made in the First Semester of each Session.

iii.) All Students admitted to the Course shall be required to pay prescribed tuition & other fee at the time of admission & and at the beginning of each subsequent Semester. Prevalent Tuition & other fees as prescribed by the Institute till they are on Roll.

iv) The Institution reserves the right to cancel the admission of any student & ask him/her to discontinue his/her studies at any stage of his/her career on grounds of unsatisfactory Academic performance, irregular Attendance in classes or Indiscipline.

3. MEDIUM OF INSTRUCTION

The medium of instruction shall be English and Hindi or both.

4. ATTENDANCE

i) The minimum attendance of students shall be 75% of all course work including practicum .

ii) If a student represents his/her institution, University, State or Nation in sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a semester based on the specific recommendations of the Head of the Department and Principal of the College concerned.

iii) A student who does not satisfy the requirements of attendance shall not be permitted to appear in the Semester examination.

5. REGISTRATION

i) Every Student of the M.A in Education Course to be enroll / Register in the beginning of the 1st semester of the 1st year of the corresponding academic session.

ii) Late Registration is allowed within next three working days on payment of a prevalent additional late fine as prescribed by the university.

iii) In order to Pass a candidate shall require to obtain 40% (Forty per cent) of marks in theory and 50% (fifty per cent) of marks in practical examination /projects/records/internal assessment. Provided that he/she had obtained at least 32 marks in each theory paper out of full marks of 80. Minimum pass marks must be obtained separately both in theory as well as internal / practical portion.

6. Rules for Tabulation of Result (One mark deficiency Rules)

The candidate who have failed in one or more subjects with one mark only or missed to obtain First Class in aggregate at the grand total of all semesters with deficiency of one mark, he/she be given one mark grace and be allowed to pass in the particular failed subject or be placed in the forside status. One mark shouldbe added by + **Sign** in the fail subject or in the aggregate in the tabulation sheet only. In the mark sheet totalized marks should be shown.

7. EXAMINATION

- a) The examination section of the university will conduct the odd and even semester examinations in respect of the theory component of the subjects.
- b) A student will be issued an admit card for appearing in the examination, only if he/she has:
 - i) Successfully completed the practical classes, submitted assignments and attended internal tests.
 - ii) Paid all dues of the semester.
 - iii) Attended classes as per the requirement of the courses.
 - iv) Class test, mid-term examinations, assignments etc, are the cotinuous assessment process and all the students must fulfill these entire requirement.

8. Re-examination

If any candidate is failed to obtain required percentage of marks maximum up to two papers in a particular semester, he/she shall have to re-appear in the fail subject(s) in ensuing coming examination. The result of such candidate will be declared as “ **Promoted** ” and he/shewill be allowed to continue in the next semester.

The candidate should have to clear all back papers within three years to declare his/her final result. In such situation the internal semester marks should be carried over.

9. Rules and Procedures for providing the Photocopies of answer book(s)

- i) The facilities of showing photocopies of answered book(s) to the examinee is extended with a view to bring transparency in the examination system and to ensure its credibility.
- ii) This facility shall be applicable for theory papers only.

iii) The prescribed application form for showing photocopy (ies) of answer book shall have to be filled and signed by the applicant examinee only.

iv) Collection and submission of application form along with requisite fees should be within seven working days from the declaration of the result.

10. Grading System

The overall Grading and Division will be computed as follows.

Sl. No	Marks	Grading	Division
1	75 percent and above	Grade A	First Class with Distinction
2	60 percent to 74 percent	Grade B	First Class
3	45 percent to 59 percent	Grade C	Second Class
4	40 percent to 44 percent	Grade D	Pass
5	Less than 40 percent	Grade E	Fail

Netaji Subhas University, Jamshedpur, Jharkhand
M.A in Education (Two Year)

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 Third semester there will be optional paper – I and in the fourth semester Optional paper- II to be chosen any 1 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

Programme Outcomes:

Students would be able to:

- Familiarize with the contribution of various Indian and Western Schools of Philosophy, Understanding Educational Sociology, social organization, social change and social interaction.
- Understand the Educational Psychology, Educational Technology, educational management and planning and organizing supervisory programmes in educational institutions.
- Understand Educational Research, writing of research report, Understand different types of Statistical Measure and normal probability curve.
- Understand comparative education, educational systems of various countries.
- Understand important principles of curriculum construction, researches in the area of curriculum.
- Analysis challenges facing Indian Education and contemporary issues in Indian Education.

M.A. Education 1st Semester (Scheme of Examination)

Paper No.	Nomenclature	Internal	External	Total	Credit
I	Philosophical foundations of Education-I	20	80	100	04
II	Sociological Foundations of Education-I	20	80	100	04
III	Psychological foundations of Education-I	20	80	100	04
IV	Research Methods in Education-I	20	80	100	04
V	Methods of Data Analysis in Education-I	20	80	100	04
	TOTAL	100	400	500	20

M.A. Education 2nd Semester (Scheme of Examination)

Paper No.	Nomenclature	Internal	External	Total	Credit
VI	Philosophical Foundations of Education-II	20	80	100	04
VII	Sociological Foundations of Education-II	20	80	100	04
VIII	Psychological Foundations of Education-II	20	80	100	04
IX	Research Methods in Education- II	20	80	100	04
X	Methods of Data Analysis in Education-II	20	80	100	04
	TOTAL	100	400	500	20

M.A. Education 3rd Semester (Scheme of Examination)

Paper No.	Nomenclature	Internal	External	Total	Credit
XI	Curriculum Development and Comparative Education –I	20	80	100	04
XII	Contemporary Issues in Indian Education –I	20	80	100	04
XIII	Option I: Any one of the following : i. Educational Technology –I ii. Educational Administration and Management –I iii. Educational and Vocational Guidance –I iv. Environment Education –I v. v.) Mental Hygiene and Education –I	20	80	100	04
XIV	Option II: Any one of the following: i. Special Education-1 ii. Teacher Education – I iii. Computer Education–I iv. Educational Measurement and Evaluation –I v. Value Education & Human Rights-I	20	80	100	04
XV	*Field Work and Viva-voce	25	75	100	04
TOTAL		105	395	500	20

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

M.A. Education 4th Semester (Scheme of Examination)

Paper No.	Nomenclature	Internal	External	Total	Credit
XVI	Curriculum Development and Comparative Education-II	20	80	100	04
XVII	Contemporary Issues in Indian Education-II	20	80	100	04
XVIII	Option I : Any one of the following: i. Educational Technology -II ii. Educational Administration and Management - II iii. Educational and Vocational Guidance -II iv. Environment Education -II v. Mental Hygiene and Education -II	20	80	100	04
XIX	Option II: Any one of the following : i. Special Education -II ii. Teacher Education -II iii. Computer Education-II iv. Educational Measurement and Evaluation-II v. Value Education & Human Rights-II	20	80	100	04
XX	*Dissertation and Viva-Voce	25	75	100	04
	TOTAL	105	395	500	20

***Dissertation:** Dissertation/field work (to be submitted at the end of III/ IV Semester respectively) 75 (Dissertation)+25(Viva-Voce) Dissertation and field work will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Principal/ Head of the Department/College. The students will submit three copies of Dissertation/field work file to the Department/ College by 30th June/31st December of the session. The viva-voce will be held on a date to be fixed by the University.(students will select a research problem for investigation. For dissertation, They will present the synopsis of their research work to be undertaken, in the departmental/College committee meeting consisting of teachers participating in M.A in Education Programme. They will also submit one copy of summary to the examiner at the time of viva-voce examination. More over they will bring data collected as a proof of original data collection at the time of viva-voce examination.)



SEMESTER –I

M.A. Education 1st Semester (Scheme of Examination)

Paper No.	Nomenclature	Internal	External	Total	Credit
I	Philosophical foundations of Education-I	20	80	100	04
II	Sociological Foundations of Education-I	20	80	100	04
III	Psychological foundations of Education-I	20	80	100	04
IV	Research Methods in Education-I	20	80	100	04
V	Methods of Data Analysis in Education-I	20	80	100	04
	TOTAL	100	400	500	20

Paper-I : Philosophical Foundations of Education - I

Time: 3Hrs.

Max. Marks:100

(Theory: 80, Internal:20)

Programme Specific Outcomes (Objectives):

Students would be able to

- Understand the concept of Education and Philosophy and Explain the relationship between them.
- Understand to Write a critical note on contribution of Philosophy to the field of Education and Vice-Versa.
- Understand the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
- Illustrate and Explain the concept of Freedom and Equality and their relevance to the field of Education.

Note: Paper Setter will be 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 Contents

Unit-I: Education & Philosophy -

Concept and definition , Nature , Relationship
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: Modern Concept of Philosophy-

Logical Analysis, Logical empiricism, Positive relativism

Unit-III : Western Philosophies:

Major Schools of Naturalism, Idealism, Pragmatism
Their Educational implications, aims, curriculum and methods of teaching with special reference to the concepts of Metaphysics, Epistemology and Axiology .

Unit-IV: Social Philosophy of Education

Freedom , Equality and equity

Suggested Readings:

- Pandey, R.S., *An Introduction to Major Philosophies of Education*, Vinod PustakMandir, Agra, 1982.
- Taneja, V.R. (2005). *Foundation of Education*, Chandigarh: Abhishek Publishers.
- Walia, J.A. (2011): *Philosophical, Sociological and Economic Bases of Education*, Jalandhar: Ahim Paul Publishers.
- Walia, J.A. (2011): *Modern Indian Education and its Problems*, Paul Publishers, Gopal Nagar, Jullundhur City.
- Pandey, R.S. (2013). *Education in Emerging Indian Society*. Agra: Aggarwal Publications.
- Pandey, R.S. (1997) : *East West Thoughts on Education*, Allahabad :Horizon Publishers.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: VinodPustak Mandir
- Sodhi T.S. & Suri A. (1998) : *Philosophical and Sociological Foundation of Education*, Patiala : Bawa Publications.
- Gupta, Rainu (2011): *Philosophical, Sociological and Economic Bases of Education*, Ludhiana: Tondon Publications.
- Govt. of India: *Programme of Action-National policy on Education*, Ministry of Human Resources Development, New Delhi, 1986
- Joshi, K.L. (1977). *Problems of higher Education in India*. Bombay: Popular Prakashan.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.
- Kneller, G.F. (1993). *Foundation of Education*, New York: John Wiley & Sons, Inc.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston: Houghton Mifflin.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications
- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
- Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
- Banerjee A.C. & Sharma S.R. (1999): *Sociological and Philosophical issues in Education*, Jaipur : Book Enclave.
- Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.
- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bross.
- Challenges of Education – A policy perspective, (1985) Ministry of Education, New Delhi. Govt. of India.
- Chaube, S.P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.

Paper-II : Sociological Foundations of Education - I

Time: 3Hrs.

Max. Marks: 100

(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

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

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 Contents

Unit-I : - 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 : - 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 : -Culture: Meaning and nature of culture.

- Role of education in culture context
- Cultural determinants of education.
- Education and cultural change.

Unit-IV : - Social change:

- Its meaning, concept with special reference to India.
- Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.
- Social principles in education: Social and economic relevance to education;
- Socio - economic factors and their impact on education.

Suggested Readings

- Pandey, K.P., *Perspective in Social Foundation of Education*, AmitashPrakashan, Ghaziabad,1983
- Mathur S.S., (2008): *A Sociological approach to Indian Education*, Agra : VinodPustak Mandir.
- Mishra. B.K. & Mohanty R. (2002).*Trends and issues in Indian education*, NewDelhi: Kanishka Publishers.
- Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: SterlingPublishers.
- Ruhela S.P. (1970) *Sociological Foundation of Education in Contemporary India*,Dhanpat Rai, Delhi.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. NewDelhi: Chanakya Publication.
- Dewey John(1940). *Democracy & Education*. New York: Mac Millan.
- D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: KanishkaPublishers.
- J.A. Walia, (2011): *Modern Indian Education and its Problems*, PaulPublishers, Gopal Nagar, Jullundhur City.

Paper-III: Psychological Foundations of Education - I

Time :3 Hrs.

Max. Marks: 100

Theory: 80

Internal: 20

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand concepts and principles of educational Psychology as an applied science.
- Understand outline the scope of educational psychology.
- Describe the process of growth and Development.
- Understand the meaning and concepts of individual differences.
- Explain meaning and concepts of gifted and mentally retarded children.

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 Contents

Unit-1: Educational Psychology

- Meaning of Education and Psychology, Relationship of Education and Psychology, Scope of Educational Psychology.
- Methods of Educational Psychology: Experimental, Clinical, Differential

Unit-II:

- **Growth and Development during childhood and adolescents**
Physical, Social, Emotional, Mental
- **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: Gifted and Mentally Retarded Children

- Meaning and characteristics
- Needs and Problems

Unit-IV: Creativity

Concept, Characteristics, Development of creativity, Importance of Creativity in Education.

Suggested Readings:

- Gates, A.T. et., Al: Educational Psychology, New York: MacMillan,1963
- Kundu, C.L. Educational Psychology, Delhi, StarlingPublishers,1984.
- Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
- Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited,1988.
- Shanker Udey: Development of Personality,1965.
- Dandapani, S. (2004). Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
- Anita Wool folk (2004).*Educational Psychology*. Pearson Education.
- Atkinson, RichardC.,et.al (1983). *Introduction to Psychology*. New York: HarcountBrace Joranovich Inc.
- Anastasi (1990). A.: Psychological Testing, New York: MacMillan Co.
- BarbaraMNewman & PhilipRNewman (2007).Theories of Human Development, Lawrence Erlbaum Associates, Inc.
- Brybaert, M., & Rastle, K. (2013). Historical and conceptual issues in psychology(2nd ed.). Harlow: Pearson.
- Cole, R. (1997).*The Moral Intelligence of the Children*. London: Bloomsbury.
- Corr, P.J. & Gerald Matthews, G. (2009).The Cambridge Hand book of PersonalityPsychology. Cambridge :Cambridge University Press.
- Kellogg, R.T.(2007).*Fundamentals of Cognitive Psychology*. N.D. Sage Publications.

Paper-IV: Research Methods in Education – I

Time: 3Hrs.

Max. Marks: 100

Theory: 80

Internal: 20

Programme Specific Outcomes (Objectives):

Students would be able to:

- Explain the methods of acquiring scientific knowledge through experience and reasoning.
- Define meaning, nature, scope, and purposes of Educational Research.
- Describe the emerging trends in Educational Research.
- Illustrate meaning, criteria and sources for Identifying the research problems.
- Describe the importance and various sources of review of related literature and hypothesis.

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 Contents

Unit-I :- Methods of Acquiring Scientific Knowledge

Tradition, Experience, Reasoning

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 : - Formulation of Research Problem

Criteria and Sources of Identifying the problem Definition of the problem

Review of Related literature.

Hypothesis

Importance, Characteristics, Formulation of Hypothesis, Forms of Hypotheses

Unit-III : - Sampling

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

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 : -Tools and Techniques of Data Collection-II

Observation , Projective , Socio-metric Techniques

Attitude

Types of Attitude Scales , Uses of Attitude Scales , Limitations of Attitude Scale.

Suggested Readings:

Aggarwal, Y.P. (1998), Statistical Methods, Streling, New Delhi.

Ferguson, George A. (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.

Garrett, H.E. (1973), Statistics in Psychology and Education, Vakils, Fefferand Simon, Bombay.

Guilford, J.P. & Benjamin Fruchter(1973), Fundamental Statistics.

Rune, Janet, M(2004), Essential of Research Methods of Social Science Research, Blackwell Publishers Ltd.

Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York

Best J.W. & Kahn, J.V. (2008). Research in Education. New Delhi: Pearson Education.

Buch (Ed):Surveys of Education. Nos. 1,2,3,& \$, New Delhi: NCERT. Encyclopaedias of Educational Research, (1990) New York: McMillan.

Kerlinger, F.N. (2010). Foundation of Behavioural Research. New Delhi: Surjeet Publication.

Koul, Lokesh,(2002). Methodology of Educational Research. New Delhi: Vikas Publication

McMillan, J.H. (2003). Educational Research: Fundamentals for the consumer. Boston: Allyn& Bacon.

Miller, D.C. & Salkind , N.J. (2002) handbook of Research Design and Social Measurement , Sage Publications , London.

Smith, M.L. & Glass, G.V. (1987). Research and Evaluation in Education and the Social Sciences. NJ: Prentice Hall.

Springer,K.(2009) Educational Research:A contextual approach.United Kingdom: John wiley and Sons.

Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research,Blackwell Publications Ltd.

Van Dalan, D.B. (1973). Understanding Educational Research; An Introduction, New York: McGraw Hill.

Paper-V: Methods of Data Analysis in Education – I

Time: 3 Hrs.

Max. Marks: 100

Theory: 80

Internal: 20

Programme Specific Outcomes (Objectives):

Students would be able to:

- Compute different types of Statistical Measures.
- Understand practical Orientation involving selection of appropriatedata Analysis techniques.
- Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions.
- Describe the meaning, assumptions, computation & Uses of Non-Parametric test i.e.
- Chi-square Test & Sign Test.
- Illustrate the meaning & significance of normal probability curve.

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.

Unit-I :- 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 :-

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

Unit-III :- 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 :- Normal Probability Curve:

Meaning, significance, Characteristics and applications Skewness and Kurtosis

Suggested Readings:

Aggarwal Y.P. (1998), Statistical Methods, Sterling, NewDelhi

Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, NewYork.

Ferguson, George A. (1976), Statistical Analysis in Psychology and Education, McGraw Hill, NewYork.

Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils,Feffer and Simon,Bombay.

Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, NewYork.

Koul Lokesh (1988), Methodology of Educational Research, Vikas, NewDelhi.



SEMESTER –II

M.A. Education 2nd Semester (Scheme of Examination)

Paper No.	Nomenclature	Internal	External	Total	Credit
VI	Philosophical Foundations of Education-II	20	80	100	04
VII	Sociological Foundations of Education-II	20	80	100	04
VIII	Psychological Foundations of Education-II	20	80	100	04
IX	Research Methods in Education- II	20	80	100	04
X	Methods of Data Analysis in Education-II	20	80	100	04
	TOTAL	100	400	500	20

PAPER – VI : Philosophical Foundations of Education - II

Time: 3hours
(Theory: 80, Internal:20)

Max.Marks: 100

Programme Specific Outcomes (Objectives):

Students would be able to:

Write a critical note on the contribution of Indian Philosophers to contemporary Indian Education.

Justify the Impact of Value Education in our life.

Explain in detail the constitutional provisions for Education in India.

Write a critical note on the nature of knowledge & knowledge Getting process.

Illustrate meaning, function of democracy & responsibility & their relevance in Education.

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 Contents

Unit-I : - Western Philosophies:

Major Schools of 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 : - Contributions of following Indian Philosophers to Educational Thought:

Vivekananda, Tagore, Gandhi, Aurobindo and J. Krishnamurty

Unit-III :

Education and its role in Developing National Values ,The Constitution of India.

Unit-IV :

Nature of knowledge and the knowledge getting process, Social Philosophy of Education.

Democracy & Responsibility .

Suggested Reading

- Pandey, R.S., *An Introduction to Major Philosophies of Education*, Vinod Pustak Mandir, Agra, 1982.
- Taneja, V.R. (2005). *Foundation of Education*, Chandigarh: Abhishek Publishers.
- Walia, J.A. (2011): *Philosophical, Sociological and Economic Bases of Education*, Jalandhar: Ahim Paul Publishers.
- Walia, J.A. (2011): *Modern Indian Education and its Problems*, Paul Publishers, Gopal Nagar, Jullundhur City.
- Pandey, R.S. (2013). *Education in Emerging Indian Society*. Agra: Aggarwal Publications.
- Pandey, R.S. (1997) : *East West Thoughts on Education*, Allahabad : Horizon Publishers.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: Vinod Pustak Mandir
- Sodhi T.S. & Suri A. (1998): *Philosophical and Sociological Foundation of Education*, Patiala : Bawa Publications.
- Gupta, Rainu (2011): *Philosophical, Sociological and Economic Bases of Education*, Govt. of India: Programme of Action-National policy on Education, Ministry of Human Resources Development, New Delhi, 1986
- Joshi, K.L. (1977). *Problems of higher Education in India*. Bombay: Popular Prakashan.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.
- Kneller, G.F. (1993). *Foundation of Education*, New York: John Wiley & Sons, Inc.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston: Houghton Mifflin.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications
- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
- Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
- Banerjee A.C. & Sharma S.R. (1999): *Sociological and Philosophical issues in Education*, Jaipur : Book Enclave.
- Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.
- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bross.
- Challenges of Education – A policy perspective, (1985) Ministry of Education, New Delhi. Govt. of India.
- Chaube, S.P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.

Paper-VII : Sociological Foundations of Education – II

Time: 3 hours

Max. Marks:100

Theory: 80 Internal:20

Programme Specific Outcomes (Objectives):

Students would be able to:

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

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 Contents

Unit-I: 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: Education in relation to:

Democracy, Freedom, Nationalism- national integration, International Understanding

Unit-III :- Education and Society

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

Unit- IV : -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.

Social theories (with special reference to social change)

Marxism, Integral Humanism (based on 'Swadeshi') and Functional-Emile Durkheim and Talcott Parsons.

Suggested Reading

Pandey, K.P., *Perspective in Social Foundation of Education*, Amitash Prakashan, Ghaziabad, 1983

Mathur S.S., (2008): *A Sociological approach to Indian Education*, Agra : VinodPustak Mandir.

Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian education*, NewDelhi: Kanishka Publishers.

Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.

Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: SterlingPublishers.

Ruhela S.P. (1970) *Sociological Foundation of Education in Contemporary India*, Dhanpat Rai, Delhi.

Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.

Dewey John(1940). *Democracy & Education*. New York: Mac Millan.

D'Souz A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans. Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.

Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.

J.A. Walia, (2011): *Modern Indian Education and its Problems*, PaulPublishers, Gopal Nagar, Jullundhur City.

Paper-VIII: Psychological Foundations of Education – II

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand nature & concept of intelligence.
- Describe the theories of personality.
- Define the meaning and the theories of learning. Illustrate the concept of motivation.
- Explain the concept of mental health and mental hygiene, adjustment process.

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 Contents

Unit-I – 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 – 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, Hull's reinforcement theory.

Lewin's field theory, Gagne's hierarchy of learning, Factors influencing learning.

Unit-IV – 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.

Mental health & Mental hygiene : Adjustment and process of adjustment.

Defence Mechanism: Projection, substitution, sublimation, withdrawal, reaction formation and fixation.

Suggested Readings

- Gtes, A.T. et., Al: Educational Psychology, New York: MacMillan,1963
- Kundu, C.L. Educational Psychology, Delhi, StarlingPublishers,1984.
- Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
- Kundu, C.L. &Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited,1988.
- Shanker Udey: Development of Personality,1965.
- Dandapani, S. (2004). Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et. Al (1983). *Introduction to Psychology*. New York: Harcourt Brace Joranovich Inc.
- Anastasi (1990). A.: Psychological Testing, NewYork: MacMillan Co.
- Barbara M Newman & Philip R Newman (2007). Theories of Human Development, Lawrence Erlbaum Associates, Inc.
- Brysbart, M., & Rastle, K. (2013). Historical and conceptual issues in psychology(2nd ed.). Harlow: Pearson.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Corr, P.J. & Gerald Matthews, G. (2009).The Cambridge Handbook of PersonalityPsychology. Cambridge: Cambridge University Press.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.

Paper-IX: Research Methods in Education – II

Time: 3 hours

Max. Marks: 100

Theory: 80, Internal:20

Programme Specific Outcomes (Objectives):

Students would be able to:

- Write a critical note on major approaches to research.
- Explain the research design.
- Describe ethnographic, Development and documentary Analysis.
- Illustrate the preparation of research synopsis.
- Describe the writing of research report and evaluation of research report.

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 Contents

Unit-I :

Major Approaches of Research-I

Descriptive Research, Ex-post facto Research

Major Approaches to Research-II

Historical Research, Laboratory Experiments.

Unit-II: Major Approaches to Research-III

Experimental Research, Field Studies

Qualitative Research – Ethnographic, Content, Inductive and Logical Analysis

Unit-III : Validation of Qualitative Analysis

Major Strategies for validation

Developing a research proposal (synopsis), Writing Research Report and evaluation of research Report

Unit-IV : Errors in Conducting Research

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

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

Miller, D.C. & Salkind, N.J. (2000). Handbook of Research Design and Social Measurement, Sage Publications, London.

Ruane, Janet, M (2004), Essential of Research Methods to Social Science Research, Blackwell Publishers, Ltd.

Van Dalen, D.B. (1962), Understanding Educational Research McGrawHill, New York.

Aggrawal, Y.P. (1998), Statistical Methods, Streling, New Delhi.

Adward, Allen L (1968), experimental Designs in Psychological Research, Holt, Rinehart and Winnston, NewYork.

Ferguson, Gorge A (1976), statistical Analysis in psychology and Education, McGraw Hill, New York.

Garrett, H.E. (1973), Statistics in psychology and Education Vakils, Feffer and Simon, Bombay.

Guilford, J.P. and Benjamim Fruchter (1973), Fundamental Statistics.

Paper-X: Methods of Data Analysis in Education – II

Time: 3 hours

Max. Marks: 100

Theory: 80 Internal: 20

Programme Specific Outcomes (Objectives):

Students would be able to:

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

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 Content

Unit-I : Correlation:

Meaning, Characteristics, Assumptions, Computation and Uses of: Product Moment Correlation, Rank Difference Correlation.

Unit-II :

Regression and Prediction: Concept, assumptions and computation of Linear regression equations standard error of measurement.

Tests of significance

Difference between means.

Difference between percentage and proportions.

Difference between correlations.

Unit-III :

Null Hypothesis

Standard error, confidence limits

Type I and Type II errors

One tailed and two tailed tests

Unit-IV :

Measuring of Significance Difference

F-test (One way ANOVA):

Meaning of ANOVA, Assumptions, Computation and its Uses.

Suggested Readings:

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



SEMESTER - III

M.A. Education 3rd Semester (Scheme of Examination)

Paper No.	Nomenclature	Internal	External	Total	Credit
XI	Curriculum Development and Comparative Education –I	20	80	100	04
XII	Contemporary Issues in Indian Education –I	20	80	100	04
XIII	Option I: Any one of the following : vi. Educational Technology –I vii. Educational Administration and Management –I viii. Educational and Vocational Guidance –I ix. Environment Education –I x. v.) Mental Hygiene and Education –I	20	80	100	04
XIV	Option II: Any one of the following: vi. Special Education-1 vii. Teacher Education – I viii. Computer Education–I ix. Educational Measurement and Evaluation –I x. Value Education & Human Rights-I	20	80	100	04
XV	*Field Work and Viva-voce	25	75	100	04
	TOTAL	105	395	500	20

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

XI : Curriculum Development and Comparative Education- I

Time: 3Hrs
(Theory: 80, Internal:20)

Max. Marks:100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Acquaint with educational systems in terms of factors and approaches of comparative education. Orient with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
- Create a perspective about the implications of education for solving the prevailing problems of education in India.
- Develop an Understanding about important principles of curriculum construction.
- Acquaint with curricular content, curriculum implementation and process of curriculum evaluation.

Note: Paper Setter will be 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 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.

Suggested Readings:

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

XII: Contemporary Issues in Indian

Time:3hours
(Theory: 80, Internal:20)

Max. Marks:100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Develop a critical Understanding of the challenges facing Indian Education today.
- Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
- Get a historical insight into the Development of Education in India.
- Have a critical Understanding of the Development of Education as a distinct discipline.

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 Content

UNIT-I: Education in India : During Vedic Budhistic , Medieval period

UNIT-II: Development of Education in India

Maculay's minutes, 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)

Suggested Readings:

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

XIII : Option - I: (A) Educational Technology - I

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Develop the Understanding of concept, origin and characteristics of Educational Technology.
- Differentiate between hardware and software.
- Acquaint with skill of framing educational objectives. Develop the skill of designing instructional system.
- Understand Programme Learning.

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 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).

Suggested Readings:

- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Sharma, R. A. (2001), Technological Foundations of Education, Meerut: R. Lal Book Depot.
- Sharma, R. A. (2000), ShaikshikProdyogiki, Meerut: R. Lal Book Depot(Hindi).
- Sampathet. al. (1981): Introduction to Educational Technology, SterlingPublishers Pvt. Ltd.
- Sharma, B.M. (1994): Media and Education, New Delhi: Common wealthPublishers.
- Sharma, B.M. (1994): Distance Education, New Delhi: Common wealth Publishers
- Davies, I.K. (1971), “The Management of Learning” London: McGraw Hill.
- Dececco, J.P. (1988), “The Psychology of Learning and Instruction” New Delhi, Prentice Hall.
- Kulkarni, S.S. (1986), “Introduction to Educational Technology”, New Delhi: Oxford & IBH Publishing Company.
- Kumar, K.L. (1996), “Educational Technology”, New Delhi: New Age International Publishers.
- Locatis, C.N. and Atkinson F.D. (1984), “Media and Technology for Education and Training”, London: Charles E. Publishing Co.
- Mavi, N.S.(1984), “Programmed Learning - An Empirical Approach”, Kurushetra, Vishal Publishers.
- Joyce, B. & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall.
- Mukhopadhyay, (1990) M.(Ed.) “Educational Technology”, New Delhi: Sterling.
- Pandey, K.P.(1980),“A First Course in Instructional Technology:, Delhi: Amitah Parkashan.
- Pandey, S.K. (1997) “Teaching Communication, Common wealth Publishers, New Delhi.

XIII : Option -I- (B) Educational Administration and Management I

Time: 3 Hrs.

Max. Mark: 100

(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Acquaint with changing concepts of educational management along with their significance.
- Understand educational management as a process at various levels.
- Develop an Understanding in students about education and problems of educational trends.
- Know about resources of education and problems of educational finance. Learn about planning and organizing supervisory programmes in educational institutions.

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 CONTENTS

Unit-I : Educational Administration

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 : Educational Planning

Meaning and Nature of Educational Planning , Approaches to Educational Planning

Unit-IV : EDUCATIONAL SUPERVISIONS

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

Suggested Readings:

Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.

Harding, H, (1987), Management Appreciation, London; Pitman Publishing.

Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.

King rough, R.B. and Nunnery, M.Y. (1983), Educational Administration- An Introduction, N.Y.: Macmillan.

Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhruv & Deep.

Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.

Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.

Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
WilesKimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

XIII : Option – I- © Educational And Vocational Guidance - I

Time:3 hours
(Theory: 80, Internal: 20)

Max.Marks: 100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Have better Understanding of Life and the world around.
- Aware of the importance of making right choice in life, education, vocation, etc.
- Realize the importance of working with a group, for a group and in a group.
- 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.
- Apprise them of the worth of Understanding and assessing the individual correctly.

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 CONTENTS

Unit-I: Guidance – Concept, Importance and Bases

Development of Guidance , Principles of Guidance

Areas of Guidance- Educational Guidance , Vocational Guidance ,Personal Guidance

Unit-II: 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

Job Analysis – Meaning, Types and Purposes of Job Analysis

Placement service – Meaning, functions and principles Follow up Service –Meaning, purposes and characteristics

Unit –IV : Data Collection Technique

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.

Suggested Readings:

Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.

Jones, J.A: (1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.

Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGrawHill.

Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.

Pandey, K.P. (2000), Educational and Vocational Guidance in India–Vishwa Vidyalaya Prakashan Chowk, Varanasi.

McGowan, J.P.chmidt: (1962) Counseling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.

Tolbert, E.L (1967): Introduction of Counselling, New York, McGraw Hill.

Strang, Ruth: Counseling Techniques in Colleges and Secondary Schools, New York,Harpar.

Taxler, A.E (1964): Techniques of Guidance, New York, McGraw Hill,

Robinson: Principles and Procedures in Student Counseling, New York, Harper &Roe

XIII -Option-I: (D) Environment Education- I

Time: 3 Hours
(Theory: 80, Internal: 20)

Max. Marks: 100

Programme Specific Outcomes (Objectives):

Students would 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.

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 CONTENTS

UNIT – I

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

UNIT-II

Aims and Objective of Environmental Education. Guiding Principles and Foundations of Environmental Education.

UNIT-III

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

UNIT-IV

Meaning, Importance and Components of Responsible Environmental Behaviour among Teachers and Students. 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.

Suggested Readings:

Dani, H.M. (1986), Environmental Education: Panjab University, Chandigarh, Publication Bureau.

Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi: Regal Publication.

Nagra, V. (2006), Environmental Education, Jalandhar: Sharma Publications.

Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.

Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corp.

Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.

Sharma, R.C. (1981), Environmental Education, New Delhi: Metropolitan Book Co.

Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.

Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi: Common wealth Publishers.

Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi: Charman Enterprises.

Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi: Reliance Publishing House.

Vyas, H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir.

XIII – Option – I: (E) Mental Hygiene and Education- I

Time: 3 Hrs.

Max. Marks: 100

(Theory: 80, Internal:20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand the Concept of mental health and hygiene.
- Develop Awareness of good mental health in both teachers and students.
- Identify principles and conditions conducive to good mental health.
- Suggest measures for fostering good mental health among students.
- Explain the interrelationship among personality adjustment and mental health.

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 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.

Suggested Readings:

- Arkoff, Abe (1968): Adjustment and Mental Health, New York: McGraw Hill Company,.
- Akhilananda Swami (1952). Mental Health and Hindu Psychology, London, Auen and Unwin,
- Akhilananda Swami (1953). Hindu Psychology, London, Routledge,
- Bahadur, Mal (1995) Mental Health in Theory and Practice, Hoshirpur, V.V.R.I.
- Bernard, Harold, W. (1952) Mental Hygiene for Class-room Teachers, New York: McGrawHill Book Co.
- Bonny, Meri E. (1960) Mental Health in Education, Boston: Allyn and Bacon Inc.
- Burbury, W. M., Balient, E. et. al. An Introduction to Child Guidance, London: McMillan & Co.
- Capuzzi David and Gross Douglas R. (1995) Introduction to Counseling, London, Allyn andBacon.
- Carrol, Herbert, A. (1956) Mental Hygiene: The Dynamics of Adjustment (3rded.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.
- Crow, Lester D. & Crow, Aline (1952) Mental Hygiene, New York: McGraw Hill Book Company, Inc.
- Garg, B.R. (2002) An Introduction to Mental Health, Ambala, Associated Publications.
- Hadfield, J. A. (1952) Psychology and Mental Health, London: George Allenand Unwin Ltd.
- Kallam, S. G. al (1975) Mental Health and Going to School, Chicago: University of Chicago Press.
- Sinha, A.K. (1978) The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication.
- Suraj Bhan & N. K. Dutt (1978) Mental Health through Education, New Delhi, Visin Books Publications.
- Suraj Bhan (1952) Towards a Happier Education, Jalandhar City, University Publications.
- Thork, G. L. and Olson, S. L. (1999) Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon.
- Thorpe, L.P. (1950) The Psychology of Mental Health, New York: The Ronald Press Co.
- Watkns Ted. R. and Callicut, James (1990) Women Mental Health: Policy and Practice today, New Delhi. Saga Publications.
- Wolberg, Lewis R. (1995) The Techniques of Psychotherapy, London, Jason AronsonInc.

XIV: Option-II (i): Special Education – I

Time: 3 hours
(Theory: 80, Internal:20)

Max. Marks: 100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand the concept of exceptional children.
- Know about the meaning and scope of special education in India.
- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children. Acquaint with the various types of handicaps and their causes.

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 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: Organization and Management

Unit-III: Education of Orthopedically 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

Suggested Readings:

Berdine W.H. & Black Hurst A.E. (eds.) (1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.

Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.

Hallahar D.P. & Kauffman, J.M. (1991), Exceptional Children: Introduction to special Education, Masschuaeters Allyn & Bacon.

Hewett Frank M. & Foreness Steven R. (1984) Education of Exceptional Learners, Massach Usets Allyn & Bacon.

Jordern, Thomes E. The Exceptional Child, Ohio: Merrill.

Kirk S.A. & Gallagher J.J. (1989), Education of Exceptional Children; Boston Houghton Mifflin Co.

Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.

Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.

Singh, N.N. and Beale, I.L. (eds.) (1992) Learning Disabilities - Nature, Theory and Treatment, New York Springer-Verlag,

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

XIV: Option-II (ii) Teacher Education - I

Time: 3 hours
(Theory: 80, Internal: 20)

Max. Marks: 100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand Concept, aims and scope of teacher education in India with its historical perspectives.
- Understand Teaching profession and types of teacher education programmes. Understand Development of teacher education curriculum in India.
- Understand different competencies essential for a teacher for effective transaction.
- Understand research in various areas of teacher education.

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 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.

Suggested Readings:

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85). National Curriculum Frameworks for Teacher education, (2009)
- Report of the Delors Commission, UNESCO, (1996)
- National Policy of Education (1986/1992).
- National Curriculum Framework on school education, (2005).
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi. NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi
- (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCERT (2006): The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- CABE, (1992). Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
- Delors, J. (1996) Learning: The treasure with in UNESCO Publishing. Dunkin, J. Michael (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- HUsen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
- Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
- Ministry of Education (1964-66), Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
- Oberoi, M.K. (1995) Professional competencies in Higher Education, New Delhi UGC Publication.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

XIV: Option –II (iii) Computer Education – I

Time:3 Hrs

Max. Mark: 100

(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Aware about fundamentals of Computer hardware and software.
- Develop capability to Use Computers for teaching-learning activities.
- Use Computers for collection and dissemination of information throughout the world.
- Understand Multimedia and their Uses.

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 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

Suggested Readings:

Cox, J. and Urban, P. (1999) "Quick courses in Microsoft Office. Galotia Publications, New Delhi.

Jain, Satish (1990) "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi.

Rajaraman, V. (1996) "Fundamentals of Computers". Prentice Hall of India, New Delhi.

Sexena, S. (1998) "A first Course in Computers". Vikash Publishing House Pvt. Ltd. New Delhi.

Sinha, P.K. (1990) "Computer Fundamentals, BPB Publications, New Delhi.

Tanenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi

XIV-Option-I-(Iv): Educational Measurement And Evaluation I

Time:3 hours

Max. Marks: 100

(Theory: 80, Internal:20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Acquaint with the basic concepts and practices adopted in educational measurement and evaluation.
- Orient with tools and techniques of measurement and evaluation. Develop skills and competencies in constructing and standardizing a test.
- Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Develop the ability to Explain and Use appropriate statistical techniques and tests of significance in measurement and evaluation.

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 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.

Suggested Readings:

Adams, G.K. (1965), *Measurement and Evaluation in Psychology, Education and Guidance*, New York Holt, Rinehart & Winston.

Aggarwal, Y.P. (1998), *Statistical Methods: Concepts, Applications and Computation*, New Delhi Sterling.

Aggarwal, R.N. and Asthana, Vipin (1983), *Educational Measurement and Evaluation*, Agra Vinod.

Anastasi, A (1982), *Psychological Testing*, New York MacMillan,

Ebel, R.L. and Frisbel, D.A. (1990), *Essentials of Educational Measurement*, New Delhi Prentice Hall.

Garrett, H.E.(1973), *Statistics in Education and Psychology*, Bombay Vakils, Feffer and Simons.

Gronlund, N.E. (1981), *Measurement and Evaluation in Teaching*, New York MacMillan.

Guilford, J.P.(1980), *Fundamental Statistics in Psychology and Education*, New York McGraw Hill.

Mehrens, W.A. and Lehmann, I.J. (1984), *Measurement and Evaluation in Education and Psychology*, New York Holt, Rinehart and Winston.

Thorndike, R.L. and Hagen, E. (1970), *Measurement and Evaluation in Psychology and Evaluation*, New York Wiley.

XIV - OPTION -II- (v) : VALUE EDUCATION AND HUMAN RIGHTS - I

Time: 3 Hours

Max. Marks: 100

(Theory: 80 Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand the need and importance of value- education and education for human rights.
- 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.
- 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.

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 CONTENTS

UNIT-I: Conceptual Framework of Value Education.

Meaning, Nature and Scope of Value Education, Objectives of Value Education. Types Competent, Instrumental, Terminal, Extrinsic and Intrinsic Values. Importance of Value Education.

UNIT - II : Content of Value Education and Culture

Competency Based Values-Subject wise (Languages, Social Sciences, Science, Math etc.)

Co-curricular Activity Based Values-Social, Moral, Aesthetic and Spiritual Values, Human Values in the Context of Indian Culture and Constitution - Truth, Love, Peace, Righteousness, Non- Violence etc.

UNIT - III : Conceptual Framework of Human Rights

Meaning, Objectives, Nature and Scope of Human Rights, Content of Human Rights Education, Obstacles and Barriers in implementing Human Rights. Education as an Agency to Sensitize Students towards Human Rights

UNIT - IV

Philosophical Foundations of Human Rights: Nature and Sources.

Suggested Readings:

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

Course XV: FIELDWORK

Max.Marks:100(75+25)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand Flander's interaction Analysis system and Problematic child.
- Acquaint with construction and standardization of test Understand administration of different type of test Understand the community in another way

Course Content

1. Observation of Pupil-teachers' four lessons on Flander's Interaction Analysissystem
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 thefollowing:
 - i) Intelligence test
 - ii) Personalitytest
 - iii) CreativityTest
5. A Community survey for determining environmental Awareness, sensitivity among students/teachers.



SEMESTER-IV

M.A. Education 4th Semester (Scheme of Examination)

Paper No.	Nomenclature	Internal	External	Total	Credit
XVI	Curriculum Development and Comparative Education-II	20	80	100	04
XVII	Contemporary Issues in Indian Education-II	20	80	100	04
XVIII	Option I : Any one of the following: vi. Educational Technology -II vii. Educational Administration and Management - II viii. Educational and Vocational Guidance -II ix. Environment Education -II x. Mental Hygiene and Education -II	20	80	100	04
XVIX	Option II: Any one of the following : vi. Special Education -II vii. Teacher Education -II viii. Computer Education-II ix. Educational Measurement and Evaluation-II x. Value Education & Human Rights-II	20	80	100	04
XX	*Dissertation and Viva-Voce	25	75	100	04
	TOTAL	105	395	500	20

***Dissertation:** Dissertation/field work (to be submitted at the end of III/ IV Semester respectively) 75(Dissertation)+25(Viva-Voce) Dissertation and field work will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Principal/ head of the Department/College. The students will submit three copies of Dissertation/field work file to the Department/ College by 30th June

/31st December of the session. The viva-voce will be held on a date to be fixed by the University.(students will select a research problem for investigation. For dissertation ,They will present the synopsis of their research work to be undertaken, in the departmental/College committee meeting consisting of teachers participating in M.A in Education Programme. They will also submit one copy of summary to the examiner at the time of viva-voce examination. More over they will bring data collected as a proof of original data collection at the time of viva-voce examination.

XVI -: Curriculum Development And Comparative Education – II

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Acquaint with educational systems in terms of factors and approaches of comparative education.
- Orient with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
- Create a perspective about the implications of education for solving the prevailing problems of education in India.
- Develop an Understanding about important principles of curriculum construction. Acquaint with curricular content, curriculum implementation and process of curriculum evaluation.

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 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, grass root 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.

Suggested Readings:

Bexday, G.Z.L. (1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.

Cramer, I.F. & Brown. G.S. (1965) Contemporary Education: A Comparative Study of National Systems. New York Harcourt Brace & Company

Denis Lawten. (1986) School Curriculum Planning, London Hodder and Stoughton.

Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.

Harold Albery. (1957) Reorganizing the High School Curriculum.

Harold, B. Albery & Elsie, J. Albery (1963). The Curriculum. New York, the MacMillan Company.

Hugh Sockett. (1976) Designing the Curriculum Design. (London), Mc Graw Hill

Ivor, K. Davies. (1976) Objectives in Curriculum Design, London, Mc Graw Hill.

John, D. McNeil (1977). Curriculum Boston. Little Brown and Company.

XVII --: Contemporary Issues in Indian Education – II

Time:3 hours

Max. Marks:100

(Theory: 80, Internal:20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Develop a critical Understanding of the challenges facing Indian Education today.
- Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
- Get a historical insight into the Development of Education in India.
- Have a critical Understanding of the Development of Education as a distinct discipline.

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 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.

Suggested Readings:

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

XVIII - (i) Educational Technology—II

Time:3 hours

Max. Marks:100

(Theory: 80, Internal:20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Develop the Understanding of concept, origin and characteristics of educational technology.
- Differentiate between hardware and software.
- Acquaint with skill of framing educational objectives.
- Develop the skill of designing instructional system.
- Understand Programme Learning.

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 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.

Suggested Readings:

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

XVIII - (ii): EDUCATIONAL ADMINISTRATION AND MANAGEMENT-II

Time:3 Hrs.

Max. Mark:100

(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Acquaint with changing concepts of educational management along with their significance.
- Understand educational management as a process at various levels.
- Develop an Understanding about education and problems of educational trends.
- Know about resources of education and problems of educational finance.
- Learn about planning and organizing supervisory programmes in educational institutions.

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 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

Suggested Readings:

Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.

Harding, H. (1987), Management Appreciation, London; Pitman Publishing.

Hatch, H.J. (1968), Educational Planning Programming, Bud Geting-
A Systems Approach, New Jersey: Prentice Hall.

Kingrough, R.B. and Nunnery, M. Y. (1983), Educational Administration-An Introduction, N.Y.: MacMillan.

Ravishankar, S. Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhruv & Deep.

Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.

Sinha, P.S.N. (ed) (2002), Management and Administration in Govt. New Delhi: Common wealth Publishers.

Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.

Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

XVIII – (iii): Educational & Vocational Guidance – II

Time:3hours

Max. Marks:100

(Theory: 80, Internal:20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Have better Understanding of Life and the world around.
- Aware of the importance of making right choice in life, education, vocation, etc.
- Realize the importance of working with a group, for a group and in a group.
- 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.
- Appraise the worth of Understanding and assessing the individual correctly

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 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 Counseling

Meaning and definition of counseling, Characteristics of counseling, Field of counseling, Procedure of counseling, Techniques of counselling

Unit-IV: Theories of counseling Directive counselling – Concept, procedure, advantages, limitations.

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

Suggested Readings:

Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.

Jones, J.A: (1970) Principles of Guidance, Bombay, Tata. New York. McGrawHill.

Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGrawHill.

Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.

Pandey, K.P.(2000), Educational and Vocational Guidance in

India – Vishwa Vidyalaya Prakashan Chowk, Varanasi.

McGowan, J.P. chmidt: (1962) Counseling: Readings in Theory andPractice, New York Holt, Rinehard and Winston.

Tolbert, E.L (1967): Introduction of Counseling, New York, Mc GrawHill. Strang,

Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harper.

Taxler, A.E (1964): Techniques of Guidance, New York, McGraw Hill, Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

XVIII- (iv) Environment Education-II

Time:3hours
(Theory: 80, Internal:20)

Max. Marks:100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Exhibit the relationship between man and environment
- Explain the impact of manmade 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

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 CONTENTS

UNIT - I

Relationship between Man and Environment, Effect of Man Made and Natural Disaster on Environment, Role of Educational Institutions in Disaster Management.

UNIT-II

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

UNIT-III

Interdisciplinary and Integration Approaches for Teaching Environment Education. Methods of Teaching Environment Education, Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning. Role of Media: Print, Films and T.V. for Imparting Environment Education.

UNIT-IV

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

PRACTICAL

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

Suggested Readings:

Dani, H.M. (1986), Environmental Education, Chandigarh:Publication Bureau, Panjab University.

Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi: Regal Publication.

Nagra, V. (2006), Environmental Education, Jalandhar: Sharma Publications.

Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.

Nasrin(2007), Education, Environment and Society, NewDelhi: APH Publishing Corp. Saxena, A.B. (1986), Environnemental Education ,Agra: National Psychological Corp.

Sharma, R.C. (1981), Environmental Education, New Delhi :

Metropolitan Book Co. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.

Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi : Commonwealth Publishers.Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi: Chairman Enterprises.

Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, NewDelhi: Reliance Publishing House.

Kumar, V.K. (1982), A Study of Environmental Pollution, Varanasi:Tara Book Agency.

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

Time:3Hrs.
(Theory: 80, Internal:20)

Max. Mark:100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand the Concept of mental health and hygiene.
- Develop Awareness of good mental health in both teachers and students.
- Identify principles and conditions conducive to good mental health. Suggest measures for fostering good mental health among students.
- Explain the interrelationship among personality adjustment and mental health.

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 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.

Suggested Readings:

- Arkoff, Abe (1968) Adjustment and Mental Health, New York: McGraw Hill Company.
- Akhilan & Swami (1952) Mental Health and Hindu Psychology, London, Auen and Unwin,
- Akhilananda Swami, (1953) Hindu Psychology, London, Routledge,
- Bahadur, Mal (1995) Mental Health in Theory and Practice, Hoshirpur, V.V.R.I.,
- Bernard, Harold, W. (1952) Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co.
- Bonny, Meri E. (1960) Mental Health in Education, Boston: Allyn and Bacon Inc.
- Burbury, W. M., Balian, E. et. al: An Introduction to Child Guidance, London: MacMillan & Co.
- Capuzzi David & Gross Douglas R. (1995) Introduction to Counseling, London, Allyn and Bacon.
- Carroll, Herbert, A. (1956) Mental Hygiene: The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey, Prentice Hall, Inc.
- Coleman, J.C. (1937) Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co.
- Crow, Lester D. & Crow, Alince (1952) Mental Hygiene, New York: McGraw Hill Book Company, Inc..
- Garg, B.R. (2002). An Introduction to Mental Health, Ambala, Associated Publications,
- Hadfield, J. A. (1952) Psychology and Mental Health, London: George Allen and Unwin Ltd.
- Kallam, S. G. et al (1975) Mental Health and Going to School, Chicago: University of Chicago Press.
- Sinha, A.K. (1978) The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication.
- Suraj Bhan & N. K. Dutt (1978) Mental Health through Education, New Delhi, Visin Books Publications.
- Suraj Bhan (1952) Towards a Happier Education, Jalandhar City, University Publications.
- Thork, G. L. & Olson, S. L. (1999) Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon,.
- Thorpe, L.P. (1950) The Psychology of Mental Health, New York: The Ronald Press Co.
- Watkins Ted. R. & Callicut, James (1990) Women Mental Health: Policy and Practice today, New Delhi. Saga Publications.
- Wolberg, Lewis R. (1995) The Techniques of Psychotherapy, London, Jason Aronson Inc.

XVIX – (i): Special Education - II

Time: 3 hours Max. Marks:100
(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand the concept of exceptional children.
- Know about the meaning and scope of special education in India.
- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children. Acquaint with the various types of handicaps and their causes.

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 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

Suggested Readings

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

XVIX – (ii): Teacher Education - II

Time:3 hours
(Theory: 80, Internal:20)

Max. Marks:100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand concept aims and scope of teacher education in India with its historical perspectives.
- Understand teaching profession and types of teacher education programmes.
- Understand Development of teacher education curriculum in India.
- Understand Different competencies essential for a teacher for effective transaction. Understand research in various areas of teacher education.

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 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, Brainstorming, 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 behavior, School effectiveness

Unit-IV

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

Suggested Readings

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

XVIX-(III) Computer Education-II

Time:3 Hrs

Max. Mark:100

(Theory: 80, Internal:20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Aware students about fundamentals of Computer hardware and software.
- Develop capability in students to Use Computers for teaching-learning activities.
- Use Computers for collection and dissemination of information throughout the world.
- Understand Multimedia.

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 CONTENTS

Unit-I: Computer Basics

Operating System: Meaning, Needs and types, Single User and Multi-User, Artificialintelligence 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

Suggested Readings:

Cox, J. and Urban, (1999) P. "Quick courses in Microsoft Office. Galotia Publications, NewDelhi.

Jain, Satish: (1990) "Introduction to Computer Science and Basic Programming". BPBPublications, New Delhi.

Rajaraman, V, (1996) "Fundamentals of Computers". Prentice Hall of India, New Delhi.

Sexena, S., (1998) "A first Course in Computers". Vikash Publishing HoUse Pvt. Ltd. New Delhi.

Sinha, P.K. (1990) "Computer Fundamentals, BPB Publications, New Delhi.

Tanenbaum, A.S. (1998) "Computer Networks", Prentice Hall of India, New Delhi.

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

Time: 3 hours

Max. Marks: 100

(Theory: 80, Internal: 20)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Acquaint with the basic concepts and practices adopted in educational measurement and evaluation.
- Orient with tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing a test.
- Make the students Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Develop the ability to Explain and Use appropriate statistical techniques and tests of significance in measurement and evaluation.

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 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, Tetra choric correlation, Phi-coefficient, Partial Correlation, Multiple Correlation

Suggested Readings:

Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.

Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.

Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.

Anastasi, A (1982), Psychological Testing, New York Macmillan,

Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi PrenticeHall.

Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.

Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York MacMillan.

Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York McGrawHill.

Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York. Holt, Rinehart and Winston.

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

Time:3 hours
(Theory: 80, Internal: 20)

Max. Marks:100

Programme Specific Outcomes (Objectives):

Students would be able to:

- Understand the need and importance of value- education and education for human rights
- Understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- Orient with the basis of morality and with the place of reason and emotions in moral Development of the child
- Understand the process of moral Development vis-a-vis their cognitive and social Development
- Orient with various intervention strategies for moral education and conversion of moral learning into moral education.

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 CONTENTS

UNIT – I : Approaches to Value Development Psycho-

Analytic Approach, Learning Theory Approach Especially Social Learning Theory Approach, Cognitive Development Approach

UNIT –II : Models of Value Development

Value Analysis, Inquiry, Social Action, Types and Agencies of Human Rights

UNIT –III : HUMAN RIGHTS

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

UNIT – IV : Child Rights in India and their Protection:

Provisions in Schools, Teacher Preparation for Protecting Human Rights

Suggested Readings:

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

XX -: Dissertation And Viva Voce

Max.Marks:100(75+25)

Programme Specific Outcomes (Objectives):

Students would be able to:

- Get better Understanding of research.
- Orient with Use of psychological tool and test
- Develop the better Understanding the sampling and data Analysis.
- Understand the applicability of research in daily life.

Course Content

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.