

Curriculum

FACULTY OF EDUCATION

MA Education

Two Years Programme
Semester System
(From the Session – 2018-20)


**Sri Dev Suman Uttarakhand
University Badshahithaul
Tehri Garhwal**

Dissertation

Total Marks:- 100

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor allotted by the Principal of the Department/College. The candidate shall conduct research work on the synopsis prepared for the study in consultation with the supervisor. He/she will be required to submit his/her report of the research in the form and manner decided by the department of Education. The candidate shall be required to submit a declaration to the effect that the conducted work is candidates' own research work. The supervisor shall also require to issue a certificate to the effect that the work had been conducted under his/her supervision.

The students will submit three typed copies of Dissertation to the Department/College. The viva-voce will be held on a date fixed by the University. Dissertation and viva-voce will be evaluated jointly by external and internal examiners.


Dr. Seema Dhawan

Duration of the Programme: Two years

Medium of Instruction: The medium of instruction and examination will be English and Hindi.

Course Design: The programme is comprised of four semesters with four papers, one practical in I & III semester and Synopsis presentation in II and Dissertation work in IV Semester.

Semester-I

- Paper-I Philosophical Foundation of Education
- Paper-II: Sociological Foundation of Education
- Paper-III: Psychological Foundation of Education
- Paper-IV: Education and Technology
- Experiments and Tests - I

Semester-II

- Paper-V. Policy Perspectives & Issues in Indian Education
- Paper- VI. Educational Administration & Management
- Paper- VII. Methodology of Education Research.
- Paper- VIII. Statistics in Education
- Preparation and presentation of Dissertation Proposal

Semester-III

- Paper- IX. Curriculum Development ✓
- Paper- X. Comparative Education. ✓
- Paper- XI & Paper- XII (Any Two)
 - 1. Value Education & Human Rights Education
 - 2. Early Childhood Care and Education (ECCE)
 - 3. Elementary Education. ✓ VV 12/4 Paper
 - 4. Secondary Education
 - 5. Gender Education
 - 6. Environmental Education. ✓ 4PR VV 3rd Paper
 - 7. Teacher Education 4PR 12/4 Paper
- Experiments and Tests - II

3rd Paper

Semester-IV

- Paper- XIII. Special Education
- Paper- XIV. Psychological Testing
- Paper- XV & Paper- XVI
 - 1. Yoga Education
 - 2. Educational Measurement & Evaluation
 - 3. ICT in Education
 - 4. Guidance & Counselling
 - 5. Clinical and Social Psychology
 - 6. Educational Planning and Finance
 - 7. Education & Mental Health
- Dissertation

Examination pattern:

Assessment will include both internal and external. Internal assessment will be conducted on the basis of assignments, internal exam and attendance/presentations. The summative assessment will be conducted in the following manner.

- There shall be a university examination at the end of each semester as per the details of the scheme of examination.
- The minimum pass marks in each year examination shall be 40% for each theory paper and 50% for practical separately. Candidates will have to pass each theory paper and practical separately.
- A candidate who fails in any paper or practical in any semester of the course will be eligible to give the examination in that part (theory paper/practical) as the case may be, along with the next same semester.
- A candidate who fails in two papers in a semester will be allowed to appear as an ex-student in that part at the subsequent examination.
- A candidate will be given a maximum of two chances to pass the examination in any semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for the degree.
- Candidates can apply for re-evaluation in any of the theory papers as per the rules stipulated by the University.

The examination duration will be three hours. The evaluation of the practical and research works will be performed by a board of examiners including one External Examiners and one internal Examiner (Head/Representative of the institution). Instead of declaring results of theory and practical separately, there will be only one result combining the two.

Courses	Course code	Total Marks	Internal (Formative)	External (Summative)
Semester – I (July to Dec. including exam)				
Paper-I: Philosophical Foundation of Education	MEDU101	100	20	80
Paper-II: Sociological Foundation of Education	MEDU 102	100	20	80
Paper-III: Psychological Foundation of Education	MEDU 103	100	20	80
Paper-IV: Education and Technology	MEDU 104	100	20	80
Experiments and Tests - I and Viva-Voce	MEDU 105	100	20	80
Semester – II (Jan to June including exam)				
Paper- V: Policy Perspectives & Issues in Indian Education	MEDU 206	100	20	80
Paper-VI: Educational Administration & Management	MEDU 207	100	20	80
Paper-VII: Methodology of Education Research.	MEDU 208	100	20	80
Paper-VIII: Statistics in Education	MEDU 209	100	20	80
Preparation of Dissertation Proposal and Viva-Voce	MEDU 210	100	20	80
Semester – III (July to Dec. including exam)				
Paper- IX. Curriculum Development ✓	MEDU 311	100	20	80
Paper- X. Comparative Education ✓	MEDU 312	100	20	80
Paper- XI & Paper- XII (Any Two)		100	20	80
1. Value Education & Human Rights Education ✓	MEDU 313	100	20	80
2. Early Childhood Care and Education (ECGE) ✓	MEDU 314	100	20	80
3. Elementary Education	MEDU 315	100	20	80
4. Secondary Education	MEDU 316	100	20	80
5. Gender Education	MEDU 317	100	20	80
6. Environmental Education	MEDU 318	100	20	80
7. Teacher Education ✓	MEDU 319	100	20	80
Experiments and Tests - II and Viva-Voce ✓	MEDU 320	100	20	80
Semester – IV (Jan to June including exam)				
Paper- XIII. Special Education	MEDU 421	100	20	80
Paper- XIV. Psychological Testing	MEDU 422	100	20	80
Paper- XV & Paper- XVI (Any Two)		100	20	80
1. Yoga Education	MEDU 423	100	20	80
✓ 2. Educational Measurement & Evaluation ✓	MEDU 424	100	20	80
✓ 3. ICT in Education	MEDU 425	100	20	80
4. Guidance & Counselling	MEDU 426	100	20	80
5. Clinical and Social Psychology	MEDU 427	100	20	80
6. Educational Planning and Finance	MEDU 428	100	20	80
7. Education & Mental Health	MEDU 429	100	20	80
Dissertation : Writing Research Report and Viva-Voce	MEDU 430	100	20	80
Total		3000	600	2400

Distribution of Internal and External Marks

Course	Total Marks	Internal marks Distribution			External marks Distribution		
		Assignment	Internal Exam	attendance/ presentations	Type of Question	To attempt	Marks
All theory papers	100	5	10	5	Section - A Short Questions	Five out of eight	4 x 5 = 20
					Section - B Long Questions	Four out of eight	15 x 4 = 60
All Practical	100	File work			Practical work (one)	File work	Viva
		20			25	15	40
Research works	100	Research work			Research work		Viva
		20			30		50

Semester-I

Paper-I: Philosophical Foundation of Education

Total Marks:- 100

COURSE OBJECTIVES

1. To enable the student to understand the philosophical origins of educational theories and practices.
2. To enable the student to develop a philosophical outlook towards educational problems.
3. To help the student to understand the contribution of the important philosophical school to the theory and practice of education.
4. To help the student to understand the contribution of the great thinkers to the theory and practice of education.
5. To enable the students to analyze and evaluate the fundamental postulates of the Indian Schools of philosophy and their implications for Education.

Unit-I: Philosophy and Education

- Meaning and Scope of Philosophy and Education
- Functions of Philosophy
- Branches of Philosophy- Metaphysics, Epistemology and Axiology.
- Relationship of Education & Philosophy

Unit – II: Indian Schools of Philosophy

- Nyaya
- Samkhya
- Vedanta with special reference to Concept, Reality and Values and their educational implications

- Buddhism, Jainism. The thematic contents of Upanishads and Bhagwad Gita and their Educational implications.

Unit –III: Western Schools of Philosophy

- Naturalism
- Idealism
- Pragmatism
- With special reference to Concepts of Knowledge, Reality and Values

Unit – IV: Indian Educational Thinkers

- Contribution and educational thought of Swami Vivekananda
- M.K Gandhi
- Aurobindo Ghosh and
- Ravindranath Tagore

Suggested Books:

1. Brubacher, John S. (1969) Modern Philosophies of Education, New Delhi: Tata McGraw Hill.
2. Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.
3. Dewey, J. Democracy and Education and Introduction into Philosophy of Education, New York, The Free Press, 1966
4. Durpis, A.M. (1972) Philosophy of Education in Historical Perspective, New Delhi: Thomason Press.
5. Hiriyana, M (1995) the Essentials of Indian Philosophy, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
6. Pandey, R.S. (1982) An Introduction to Major Philosophies of Education, Agra: Vinod Pustak Mandir
7. Pandey, K.P. (1983) Perspective in Social Foundations of Education, Ghaziabad: Amitash Prakashan.
8. Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
9. Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
10. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

Paper-II: Sociological Foundation of Education

COURSE OBJECTIVES

Total Marks:- 100

1. To enable the students understand the role of theory in building sociological knowledge.
2. To understand the major concepts, and theories, in sociology and education.

3. To develop an understanding how sociology uniquely contributes to an understanding of the social world and human experience.
4. To understand social system with special reference to its major sub systems and their interplay
5. To understand structural inequalities based on caste, class, race, and Rural-urban and gender and the role of education for their eradication.
6. To enable the student understand the educational implications of variations by race, class, gender, religion and age. To explain patterns and variations using sociological theory.
7. To understand the sociological basis of reservation policy to address social inequalities.
8. To understand the major social processes and the role of education for strengthening these processes.
9. To understand the educational value of culture.

Unit-I: Education and Sociology

- Concept of Education and Sociology
- Relationship of Sociology and Education
- Educational Sociology and Sociology of Education
- Social organization and its concepts

Unit – II: Education, Culture and the Process of Socialization

- Education and Culture
- Education and Socialization, factors affecting socialization of child.
- Education and Democracy
- Education and Secularism

Unit –III: Social Stratification and Social Mobility

- Concept of Social Stratification, Education in relation to Social Stratification
- Concept of Social Mobility, Education in relation to Social Mobility
- Education and social change, Major factors in the process of Social change.
- Concept of urbanization, modernization and westernization

Unit – IV Social groups

- Social interactions and their educational Implications
- Inter group relationship, group dynamics
- Socio- economic factors and their impact on education
- Social Equity and Equality of Educational Opportunity

Suggested Books:

1. Harlambos, M.: Sociolog: Themes and Perspectives OUP, New Delhi.
2. Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.
3. Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
4. Rao, Shanker, C.N. Sociology, Primary Principles: S. Chand & Co. 2002.

5. Sen Amritya & Dreze, Jean: India: Economic Development Social Opportunity. OUP, 2000.
6. Srinivas, M.N.: Social Change in Modern India, McMillan, India Ltd.
7. Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.
8. Prem Late Sharma, A Handbook of Sociology of Education: New Delhi: Sarup & Sons, 2008
9. S. S. Mathur; A Sociological Approach to Indian Education,
10. Ramesh Chopra, 2005, Academic Dictionary of Sociology;
11. Vidya Bhushan, An Introduction to Sociology, Kitab Mahal Allahabad;
12. R.D. Bhat Sociology of Education; N. D. Kanishka.
13. Bhat M.S. Educational Sociology, APH Publications, New Delhi.
14. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education , New Delhi
15. Pandey, K.P.(1983) Perspective in Social Foundations of Education, Amita Prakashan, Gaziabad
16. Saxena, S. (2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.
17. Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
18. Sodhi, T.S.& Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

Paper-III: Psychological Foundation of Education

Total Marks:- 100

COURSE OBJECTIVES

1. To develop appreciation and understanding about the Concepts of Psychology and Educational Psychology and implications of human diversity for organizing educational programmes.
2. To develop understanding about different aspects of human development from infancy to adolescence.
3. To develop understanding about Behaviouristic and Neo-behaviouristic Approaches to learning.
4. To develop an appropriate understanding and understanding about Intelligence in terms of its concept, measurement, evolution and theories.

Unit-I: Education and Psychology

- Concept of Education and Psychology
- Relationship of Education and Psychology
- Concept and functions of Educational Psychology
- Individual Diversities, Implications of Human Diversity for organizing Educational Programmes

Unit – II: Growth & Development

- Physical, Social, Emotional and Mental aspects of Infancy,

- Childhood
- Adolescence, Problems of Adolescence and their management
- Mental health and adjustment.

Unit –III: Approaches to Learning

- Concept of Learning, factor influencing Learning
- Behaviouristic Approach; Thorndike, Pavlov and Skinner
- Theories of transfer of learning and their educational implications.
- In Sight theory, Gagne’s hierarchy of learning

Unit – IV: Intelligence and Personality

- Intelligence: Concept, testing and measuring intelligence.
- Theories of intelligence, Spearman’s, Thurston and Guilford
- Personality: Nature, Determinants, Trait and approaches of Personality.
- Techniques of Personality. Assessment- subjective, objective and projective.

Suggested Books:

1. Aggarwal, J.C. Essentials of Educational Psychology, Vikas Publishing House, Pvt. Ltd.
2. Benjamin B. Wolman Contemporary Theories and Systems in Psychology. Freeman Book Company, 1979.
3. Bhatnagar, Suresh & Saxena, A. Advanced Educational Psychology, Surya Publications, Meerut, 2001.
4. Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.
5. Dandapani, S. A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi, 2001.
6. Dutt, N.K. Psychological Foundations of Education. Doaba House, Delhi, 1974.
7. Gates, et al. Educational Psychology. The MacMillan Company, New York, 1942.
8. Hurlock, Elizabeth B. Personality Development. Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1974.
9. Mayer, R.E, Educational Psychology; A cognitive Approach, Little Brownan and Co., Boston
10. Kakkar, S.B. Educational Psychology, Prentice-Hall of India, 1993.
11. Kulshreshtha, S.P. Educational Psychology, R. Lal Book Depot, Meerut, 1997.
12. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
13. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
14. Shanker Udey, (1965)Development of personality
15. Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) Textbook of Psychiatry, New Delhi: jaypee Broterhs Medical Publishers (P) Ltd.
16. Talbott; J.A. Hales, R.E. & Yodofsy, S.G. (1994) Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.

Paper-IV: Education and Technology

Total Marks:- 100

COURSE OBJECTIVES

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

Unit-I: Approaches to Educational Technology

- Concept, scope and significance of Educational Technology
- Major approaches to Educational Technology-Hardware, Software
- Various forms of Educational Technology
- Instructional Technology and teaching Cybernetic

Unit – II: Communication and Instruction:

- Communication and Instruction: Concept, types, nature,
- Components (sender, media, message, receiver noise and feedback) and Process of communication.
- Classroom communication (Interaction, verbal and Non-verbal). Barriers to communication.
- Mass media, Multimedia approach in Educational Technology,

Unit –III: Programmed instruction

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

Unit – IV: Modalities of Teaching

- Teaching as different from indoctrination, instruction, conditioning and training
- Formulation of instructional objectives. Task analysis.
- Stages of Teaching– Pre-active, Interactive and Post active
- Teaching levels: Memory, Understanding and Reflective level.

Suggested Books:

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

Experiments and Tests – I

Total Marks:- 100

1. Reaction Time – Simple Reaction Time
2. Division of Attention.
3. Habit interference (Card sorting method)
4. Maze – Learning.
5. Part and Whole Method of Memorization.
6. Creative ability Test.
7. Problem Solving.
8. Verbal Intelligence.
9. Bilateral Transfer of Training (Mirror drawing).
10. Measurement of Anxiety.

1. *foosd HkxZo & euksoKku ,o af'k{kk esa i;zkx ,o aijh{k.k*
2. *xksiky d''k e[khth & euksoKku esa i;zkx*

Semester-II

Paper-V: Policy Perspectives & Issues in Indian Education

Total Marks:- 100

COURSE OBJECTIVES

1. To know the details regarding centrally sponsored educational schemes (SSA & RMSA).
2. To realize the importance of Right to Education and the provisions made for realizing it.

3. To understand the importance of indicators, standards and strategies for enhancement of quality in education.
4. To understand the measures taken for minority education.
5. To understand the policy perspectives of school education and higher education and their implication

Unit-I: Policy Perspectives in School Education

- Sarva Siksha Abhiyan (SSA)
- Rashtriya Madhyamik Siksha Abhiyan (RMSA)
- Right of Children for Free and Compulsory Education, RTE Act 2009,
- Learning without Burden (Yaspal Committee Report)

Unit – II: Policy Perspectives in Higher Education

- University Education Commission Report (1948-49),
- Indian Education Commission Report (1964-66),
- National Policy on Education (1986), and its review (1990)
- Delor's Report, National Knowledge Commission (2009).

Unit –III: Challenges and Issues in Indian Education

- Drop out, Wastage and stagnation,
- Gender issues in Education, Linguistic issues and Child Rights.
- Education of Disadvantaged Groups and Constitutional Provisions for their Education
- Education of Minorities and OBC's

Unit – IV: Quality concern in education

- Access and Quality in education
- Employability in Higher Education and Skill Development
- Autonomy in Higher Education, Human Rights
- RUSA

Suggested Books:

6. Krishna, D.K & Ismail Thamarasseri (2013) Contemporary issues in Indian Education. New Delhi: Kanishka Publishers
7. Ismail Thamarasseri (2007) Education in the Emerging Indian Society. New Delhi: Kanishka Publishers
8. Mohanty, J. (1987): Education in India. New Delhi: Deep & Deep Publications.
9. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
10. Dash, M. (2004). Education in India: Problems and Perspectives. New Delhi: Atlantic Publishers
11. Nanda, S.K. (2000). Indian Education and its Problems Today. New Delhi: Kalyani Publishers.
12. Agarwal (1983). Implementation of Human Rights Covenants with Special Reference to India. Allahabad: Kitab Mahal.
13. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.

14. Ghosh, Suresh Chandra (2009). The history of education in modern India 1757-2007. New Delhi: Blackswan Publication
15. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
16. Graves, N. (1990). Teaching for International Understanding, Peace and Human
17. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay; Popular Prakashan.
18. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
19. Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.
20. Mukerji, S.N. (1965): Education - in India – Today and Tomorrow. Baroda: Acharya Book Depot
21. Pathania, A (2009). Primary education in India: Programmes and schemes. Shimla: J.M.D. Publications.

Paper- VI: Educational Administration & Management

Total Marks:- 100

COURSE OBJECTIVES

1. To develop an understanding about the nature and functions of Educational Administration.
2. To understand scope of Educational Administration.
3. To Know different patterns of Educational Administration.
4. To develop an understanding about the process of human relationship approach on Educational Administration.
5. To understand the basic concepts of educational planning and leadership.
6. To enable the students to understand Management and its factors in School management.

Unit-I: Educational Administration and management

- Objectives, Scope and Functions of Educational Administration.
- Administration as a Process; factors associated with administration
- Management in education - meaning and Functions
- Human Relation Approach to Administration, Decision taking need and importance.

Unit – II: Leadership in Educational Administration

- Nature & Meaning of Educational Leadership.
- Styles of Leadership: Autocratic, Democratic, Charismatic and Laissez-faire
- Theories of Leadership
- Characteristics of a good leader

Unit –III: School management

- School plant, time table, School and society.

- Management of human resources in school, human relations.
- Management of material and physical resources.
- Organization of the internal functions and Programmes of the school.

Unit – IV: Educational Planning

- Meaning & Nature
- Approaches to Educational planning- Rate of Return approach, Social Demand Approach, Man Power Approach.
- Perspective Planning, Institutional planning
- Strategic planning.

Suggested Books:

1. Edward L. D. (1983). Educational Administration Glossary. Greenwood Press,
2. Fenwick W. E, (2006). Encyclopaedia of Educational Leadership and Administration. ed., Sage Publications, 2 Vols,
3. Richard A. Gorton; (1988). Encyclopaedia of School Administration & Supervision. Oryx Press,
4. J. Mohanty, (2005). Educational Administration, Supervision And School Management; Deep and Deep Publications,
5. Nadeem N. A. & Basu Mudasir (2014) Profile of Effective Educational Administrator, Delpreet Publishing House, New delhi-110002
6. Marzano, R.J, (2005) School Leadership That Works: From Research to Results: Association for Supervision and Curriculum Development.
7. Hoerr, T.R., (2005) The Art of School Leadership: Association for Supervision and Curriculum Development.
8. Jones, S.O. (1998) Cases on Issues and Problems in Educational Management: Canoe Press; University of the West Indies
9. *tsO lhO vxzoky] fot; vxzoky & 'kSffkd rduhdh ,o iczU/k ¼vxzoky ifCyO vkxjk½*
10. *,IOihO lqf[k;k] xq:lju nkl R;kxh & fo/ky; iz"kklu] laxBu ,oa LokLF; f"kkkk ¼vxzoky ifCyO vkxjk½*

Paper- VII: Methodology of Education Research

Total Marks:- 100

COURSE OBJECTIVES

1. To develop a research orientation among students and to acquaint them with fundamentals of research methodology.
2. To develop an understanding of the basic framework of research process.
3. To identify various sources of information for literature review and data collection.
4. To develop an understanding of various research designs and techniques.
5. To develop an understanding of various methods used in educational research.

Unit-I: Introduction to educational research

- Research: Meaning, Educational Research: Nature and Scope.
- Need and Significance of Educational Research, Some emerging trends in research.
- Fundamental and Applied Research
- Qualitative and Quantitative Research; Longitudinal and Cross Sectional; Action and Evaluation Research

Unit – II: Research Problem and Hypothesis

- Criteria and Sources for Identifying the Research Problem;
- Delineating and Operationalising Variables;
- Statement of the Problem, Developing Research Questions.
- Assumptions and Hypotheses in various types of Research; Characteristics of a good Hypothesis

Unit –III: Major Approaches to Educational Research

- Descriptive Research: Nature and Scope;
- Major Techniques of Descriptive Research- Surveys; Content Analysis; Causal-Comparative; Correlation and Prediction Studies.
- Ex-post facto Research: Nature and Scope; Major Steps.
- Experimental Research: Nature and Scope; Concept of Variables, Groups; Major Steps; Experimental Designs.

Unit – IV: Sampling for Data Collection

- Concept of Population and Sample, Characteristics of a good Sample
- Methods/ Strategies of Sampling: probability and Non-probability
- Various techniques of Probability and Non-Probability Sampling
- Sampling Distribution and Sampling Error

Suggested Books:

1. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal ,Kurukshehra
2. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
3. Burns, R.B. (1991), Introduction to research in education , Prentice Hall, New Delhi
4. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
5. Mouly, A.J. (1963), The Science of Educational Research, Eurasia, New Delhi
6. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
7. Young, P.V. (1960), Scientific Social Surveys and research, Prentice Hall, New Delhi

Paper- VIII: Educational Statistics

Total Marks:- 100

COURSE OBJECTIVES

1. To understand the meaning and significance of statistics as a subject of study.

2. To acquaint the students and make them understand the different statistical methods with their uses and interpretations,
3. To develop computational skills among students,
4. To develop rationale for parametric and non-parametric tests
5. To compute parametric and non-parametric tests and apply the techniques to educational research,
6. To enable students analyze, interpret and generalise the Statistical data for drawing inferences.

Unit-I: Descriptive Statistics

- Meaning, nature and scope of statistics;
- Measures of Central Tendency: Mean, Median and Mode;
- Measures of Dispersion: Range, Quartile Deviation, Average Deviation, Standard Deviation;
- Measures of Relative Position: Percentiles and Percentile Ranks;

Unit – II: Normal Probability Curve

- Meaning and importance of the Normal Distribution;
- Properties of the Normal Probability Curve; Applications of the Normal Probability Curve
- Measuring divergence from normality- Skewness and Kurtosis;
- Conversion of Standard Scores into Z Scores

Unit –III: Correlation & Graphic methods

- Meaning and Uses of Correlation;
- Calculation of Co-efficient of Correlation- Rank Order & Product Moment;
- Partial & Multiple Correlation: Meaning, assumptions, computation and uses;
- Graphic methods- Line graph, Bar diagram, Histogram, Pie chart and Ogive through Microsoft Spread Sheets.

Unit – IV: Inferential Statistics

- Null hypothesis; one and two tailed tests; Type I and Type II errors; Standard error, Confidence limits;
- t-test: Significance of difference between Means, computation and uses
- F-test: One way ANOVA – Concept, Assumption, Computation and uses;
- Chi-square tests and 2×2 contingency tables

Suggested Books:

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
2. Garrett, H.E. (1973), Statistics in Psychology and Education, Vakils, Feiffer and Simon, Bombay.
3. Glass, G. & Hopkins, K.D. (1996) Statistical Methods in Education and Psychology, Needham Heights, A Simon & Schuster Company
4. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.

5. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
6. Mangal, S.K. (2010) Statistics in Psychology and Education,
7. Minimum, E.W., King B.M., & Bear, G. (1995) Statistical Reasoning in Psychology & Education, Canada: John Willy & Sons.
8. Nadeem N. A. & Faizan F.A. Statistics in Education and Psychology, New Delhi: Dilpreet Publishing House.

Preparation and presentation of Dissertation Proposal

Total Marks:- 100

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor allotted by the Principal of the Department/College. Topic of dissertation will be assigned by the supervisor of the deptt. HOD will ensure no repetition of topic and area. Dissertation topic will be selected from any core/elective paper offered by the student in semesters only. The candidate will be required to select a problem for the study in consultation with the supervisor and prepare the research proposal. Students have to present the proposal in front of examiners.

Semester-III

Paper- IX: Curriculum Development

Total Marks:- 100

COURSE OBJECTIVES

1. To develop an understanding of fundamentals of curriculum Development.
2. To develop critical understanding about the principles and processes of curriculum construction.
3. To gain understanding and knowledge about various approaches and the models of curriculum development.
4. To understand the Roles of Philosophy, Sociology and Psychology in shaping curriculum.

Unit-I: Introduction

- Meaning and Concept of Curriculum
- Aims and Objectives of Curriculum Development
- Basic Elements and Factors Influencing Curriculum Development
- Types of Curriculum with special reference to Activity centered and experiential curriculum; structured and hidden

Unit – II: Foundations of Curriculum Development

- Philosophical Basis of Curriculum Development in terms of Aims and Objectives of Education
- Psychological Basis of Curriculum Development
- Sociological Basis of Curriculum Development
- NCF 2005

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Unit –III: Approaches and Models to Curriculum Development

- Herbert Approach and Evaluation Approach,
- Management Approach and Integrated Approach
- Models of Curriculum, : Hilda Taba Model, Mukhopadhaya Model
- Criteria for Curriculum Evaluation.

Unit – IV: Principles of Curriculum Construction

- Axioms for Curriculum Planning
- Principles of Curriculum Construction
- Processes of Curriculum Construction: Analysis of social situations, Identifying and Formulating Objectives, Selection and Organization of Contents,
- Selection of Teaching Methods, and Assessment and Evaluation.

Suggested Books:

1. Aggarwal. J. C1 Curriculum Reform in India: Delhi, Doaba, 1990.
2. Brent, Allen Philosophical foundations for the Curriculum, Boston, Allen and Unwin, 1978.
3. Das, R.C. Curriculum and Evaluation, New Delhi. NCERT, 1987.
4. Flinders D. J (Ed) the Curriculum Studies, New Delhi, Atlantic Publishers, 1977.
5. Mamidi, Malla Reddey & Ravishankar (eds) Curriculum Development & Educational Technology, New Delhi, Sterling Publishers, 1984.
6. NCERT Curriculum & Evaluation, New Delhi, NCERT, 1984.
7. NCERT National Curriculum for Elementary & Secondary Education, A Frame Work, New Delhi, NCERT, 1988 and 2005.

Paper- X: Comparative Education

Total Marks:- 100

COURSE OBJECTIVES

1. To understand what Indian educational institutions and processes are and what they are not as compared to other countries' educational institutions and processes.
2. To develop an understanding about different educational systems, processes and outcomes.
3. To assess the development of educational institutions and practices.
4. To give insight to understand the forces and procedures through which changes in education are brought about and this is with the aim of improving education in our country.
5. To reinforce student understanding about the social and cultural forces which underlie an educational system
6. To strengthen the knowledge of students regarding their role in constitutional matters in our democratic society.

Unit-I: Conceptual framework

- Concept and Scope of Comparative Education.
- Need and Significance of Comparative Education

- Difference between Comparative and International Education
- Historical Perspective of Comparative Education.

Unit – II: Approaches & Methods

- Conceptual framework and features of Area Study
- Conceptual framework and features of Survey
- Scientific Approach of Comparative Analysis: a) Description b) Interpretation c) Juxtaposition d) Comparison
- Qualitative Approaches

Unit –III: Factors & Influences

- Impact of following factors on development of education system- A comparative perspective: Philosophical & Religious
- Socio-cultural & Economic
- Geographical & Political
- Lingual & Technological

Unit –IV: A Critical study of the educational programmes

- Universalization of elementary education in Sri Lanka, Bangladesh and India
- Skill Development Programmes in USA and India
- Educational Administration in USA, UK and India
- Distance Education and Continuing Education in Australia UK and India

Suggested Books:

1. Aggarwal and Biswas: Comparative Education Aryan Book Depot, Delhi.
2. Chaube and Chaube., Comparative Education
3. Comparative Education Research –Approaches and Methods ed. Mark Bray et.al
4. Govinda, R. India Education Report- NIEPA, 2002.
5. Hans, Nicholas: Comparative Education Rutledge and Kagan Paul, London, 1990.
6. Public Report on Basic Education in India – Probe Team OUP, 1999.
7. Sodi T.S., Comparative Education.
8. Census Report 2011, GOI.
9. Comparative Education: The Construction of a Field (CERC Studies in Comparative Education) by Maria Manzon (7 July 2011)
10. International Handbook of Comparative Education (Springer International Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26 August 2009)

Paper- XI & Paper- XII (Any Two)

1. Value Education & Human Rights Education

Total Marks:- 100

COURSE OBJECTIVES

1. To develop the understanding of Concept, Need and Importance of Value Education and education for human rights.

2. To Know the Recommendations of various committees/commissions regarding value education.
3. To Understand various parameters of religious and moral education
4. To understand the process of moral development with reference to thinkers
5. To understand the process of moral development
6. To enable the students to know about the child rights in India and their protection

Unit-I: Value Education

- Concept and Importance of Value Education;
- Classification of values. Need for Education of Human Values
- Education for Human Rights;
- Recommendations of the following committees/commissions: Indian Education Commission (1964-66); NPE (1986- 1992); NCF (2005);

Unit – II: Nature and Concept of Morality and Moral Education

- Concept of Moral Education and Religious Education;
- Moral Instructions, Moral Training and Moral Indoctrination.
- Language of Moral Education: its form and context, characteristics of a morally educated person.
- Moral Judgment and Moral Action;

Unit –III: Types and Agencies of 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.
- Child Rights in India and their Protection Provisions in Schools, Teacher Preparation for Protecting Human Rights

Unit – IV: Approaches to Value Development

- Psycho- Analytic Approach.
- Learning Theory Approach Especially Social Learning Theory Approach.
- Cognitive Development Approach
- Models of Value Development, Value Analysis, Inquiry, Social Action

Suggested Books:

1. ,u0 vkj Lo#i IDIsuk & f'k{k ds nk'kZfud ,o alekt 'kkL=h; vk/kkj
2. jsuw pkS/kjh & ewY; ,oa uSfrd f'k{k.k
3. N.L. Gupta – Value Education- Theory and Practice
4. Chitkara, M.G. (2003), Education and Human Values. APH Publishing House New Delhi.
5. Gawadne, E.N. (2002), Value Oriented Education: Vision for Better Living, Sarup & Sons, New Delhi.
6. Mukherji, R.K. (1964), the Dimensions of Values, Allen and Unwin.
7. Chilana M.R. (1998), Value Orientation of Education.

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8. Malhotra P.L. (1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T. 5.
 9. Mujeeb, M. (1965), Education and Traditional Values, Meerut: Meenakashi Prakashan.
 10. Mukerjee, R.K. (1969), Social Structure of Values, New Delhi:
 11. Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
 12. Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi : Isha Books.
 13. Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionoetic Analysis, New Delhi: Gian Publishers.
 14. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
 15. Kar, N.N. (1996), A Philosophical Study, Ambala Cantt: Associated Publishers.

2. Early Childhood Care and Education (ECCE)

Total Marks:- 100

COURSE OBJECTIVES

1. To understand the context of elementary education
2. To understand the rationale of Universal Elementary Education (UEE)
3. To develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
4. To gain insight into the need and objectives of elementary education,
5. To gain insight into the existing teacher education programmes and their organisational

Unit-I: Elementary Education in India

- Objectives of Elementary Education, Universalisation of Elementary Education (UEE)
- District Primary Education Programme (DPEP)
- Sarva Shiksha Abhiyan (SSA)
- Right to Education Act (RTE) 2009

Unit – II: Pedagogy and the Process of Learning at Elementary level

- Child-Centered learning, Play way method
- Activity-based learning
- Project based learning
- ICT-based teaching-learning approach

Unit –III: Problems and issues in Elementary Education

- Access, Equity, Dropout, Wastage and Stagnation
- Child Labour, Mid-Day Meal scheme,
- Special Training programme of out of school children

- Medium of Instruction issue, Curriculum issue/text books, Elementary Curriculum with reference to NCF 2005

Unit – IV: Administration of Elementary Education

- Scope and Characteristics of successful Elementary School Administration
- Principles of Democratic School Administration
- NCERT, SCERT/SIE, DIET
- Funding and financing of Elementary Education

Suggested Books:

1. MHRD (2001): Convention on the Right o the child. New Delhi.
2. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
3. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
4. NCERT., (1998) National Curriculum for Elementary and Secondary Education - A Framework, NCERT, New Delhi.
5. Naik, J (1975) Quality, Quantity and Equality An Illusive drainage in Elementary Education. New Delhi: Allied Publishers.
6. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
7. Thamarasseri, Ismail (2008) Early childhood and Elementary Education, New Delhi: Kanishka Publishers
8. Thamarasseri, Ismail (2012) Trends and Developments in Social science Education, New Delhi: Kanishka Publishers
9. Government of India (1986) National Policy on Education, New Delhi, MHRD.
10. Government of India (1987) Programme of Action, New Delhi: MHRD.
11. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
12. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
13. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
14. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
15. Rao, V.K. (2007): Universalisation of Elementary Education. Indian Publishers, New Delhi.
16. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
17. The Study of Primary Education – A Source Book, Volume I & II, 1984

3. Secondary Education

Total Marks:- 100

COURSE OBJECTIVES

1. To develop an understanding of the nature, and scope of secondary education
2. To examine the status of development of secondary education in India after Independence

3. To understand the problem and challenges related to secondary education
4. To understand the programmes and policies for expansion of secondary education
5. To identify critical issues related to universalization of secondary education
6. To develop ability to critically examine the role and contribution of various Bodies and support institutions for improving quality of secondary Education.

Unit-I: Introduction

- Objectives, Equality and Social Justice,
- Vocationalization of Education at Secondary level
- Introduction of CCE at secondary level
- Current status of Secondary Education at National and State level

Unit – II: Programmes and policies

- Secondary Education Commission Report 1952
- National Policy of Education (NPE) 1986, Programme of Action (POA) 1992
- Rashtriya Madhyamic Shiksha Abhiyan (RMSA)
- Minimum Levels of Learning (MLL), Role of NCERT and SCERT/SIE in secondary education

Unit –III: Issues and trends in Secondary Education

- Citizenship education at Secondary level
- Human rights and Peace education, Legal Literacy at Secondary level
- Values and Character development
- Promotion of the concept of Sustainable Development, Environmental awareness.

Unit – IV: Problems and Concerns of Secondary Education in India

- Drop out, Wastage and Stagnation at secondary level
- Enrolment and retention, Education of Minorities & OBC's
- Education of Girls, Medium of Instruction
- Adolescence issues and concerns, Career guidance

Suggested Books:

1. Aggarwal, J.C. (1993) Landmarks in the History of Modern Indian Education. Vikas Publishing House Pvt. Ltd. New Delhi. Revised Edition.
2. Govt. of India. (2003) Education for All: National Plan of Action INDIA, New Delhi: Government of India.
3. Govt. of India. (1992), National Policy on Education: Programme of Action, 1992 New Delhi.
4. MHRD. (2004). Selected Educational Statistics: 2002-03. New Delhi: Govt. of India.
5. Mukhopadhyay, Marmar (Ed.). (2002). Secondary Education: The Challenges Ahead, New Delhi: NUEPA.
6. Safaya, R.N. (9th Ed., 1983) Current Problems in Indian Education. Delhi: Dhanpat Rai & Sons.
7. • Govinda, R (Ed.) (2002), India Education Report: A Profile of Basic Education New Delhi: Oxford University Press. • <http://www.archive.india.gov.in> • Krishnan, D.K & Thamarasseri, Ismail (2012) Contemporary Issues in Indian Education. New Delhi:

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- Kanishka Publishers • Mahanta, N.N. (2nd Ed., 1999) Secondary Education Issue and Problems, Guwahati: Kashyap Publishing House.
8. Mehta, Arun C. (1998). Education for All in India- Enrolment Projections. New Delhi: NIEPA and Vikas Publishing House.
 9. MHRD (1886), National Policy on Education – 1986, New Delhi: Government of India.
 10. MHRD. (2001). Selected Educational Statistics: 1999-2000. New Delhi: Government of India.
 11. MHRD. (2003). Education in India (Vol. I and Vol. II), 1995-96. New Delhi, Government of India.
 12. MHRD-NIEPA, (2000) Assessment – Educational for All: INDIA, New Delhi: Government of India.
 13. MHRD, (1949) Report of the Education Commission 1964-66, New Delhi: Government of India
 14. NCERT, (1971). Education and National Development: Report of the Education Commission 1964-66, New Delhi: NCERT.
 15. NIEPA-UNESCO, (2003) Different Approaches for Achieving EFA: Indian Experiences (UNESCO, New Delhi),.
 16. CABE (2005) Universalization of Secondary Education In India – Vision, Report of the Sub-Committee constituted for Universalization of Secondary Education by CABE, MHRD, Govt. of India

4. Gender Education

Total Marks:- 100

COURSE OBJECTIVES

1. To sensitize students about the gender issues in general and education in particular
2. To provide a critical perspective on the gendered structure of society
3. To understand the policy perspectives related to education of girls in India
4. To understand the concept and importance of gender justice and equality.
5. To analyze the status of education of girls in schools: develop an insight into policy, perspectives, issues and concerns of girl's education in India
6. To understand the scope and changes within gender education with an ability to assess strengths and weaknesses of various positions, methods, and beliefs.

Unit-I: Gender Studies

- Concept, Need, Scope
- Gender studies as an academic discipline
- Gender, Economy and Work Participation
- Gender, globalization and education

Unit – II: Issues of Indian women

- Family, Caste, Class, Culture religion related issues
- Women's education - gender bias in enrolment and Curriculum content
- Co-education-its educational implications

- Education of Girl child in India: present status and challenges ahead

Unit –III: Women’s Movements in India

- Pre-independent, Post Independent and Current women movements
- National committees and Commissions for Women
- Governmental and Non-Governmental Organizations for women and Child Development, Community participation for education of the girl child.
- Constitutional Provisions, Policies, Programmes for Women

Unit – IV: Programmes and Strategies for promoting Girls’/women Education in India

- Access, enrolment, retention of girls’ at school stages
- Mahila samakshya,
- Kasturba Gandhi Balika Vidyalaya.
- Girl’s education in SSA, RMSA

Suggested Books:

1. Narasaiah. M.L. (2010). Women, Children and Poverty. New Delhi: Discover Publishing House
2. Parvin, M.R. (2001). Empowerment of Women: Strategies and Systems for Gender Justice. New Delhi: Dominant Publishers
3. Rao. D.B. (2011). Education for Women. New Delhi: Discover Publishing House
4. Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House
5. Sindhuja, P. (2011) Economic Empowerment of Women Through Self-Help Groups. New Delhi: Discover Publishing House
6. Skelton, C. (2009) The SAGE Handbook of Gender and Education. New Delhi: Sage
7. Lather, P. (1992) Critical Frames in Educational Research: Feminist and Poststructural perspectives, Theory into Practice, 31, 2, pp87-106.
8. Unterhalter, E., Morley, L., and Gold, A., 2004. Special Edition on Gender Equity in Commonwealth Universities. McGill Journal of Education (38(3)).

5. Environmental Education

Total Marks:- 100

COURSE OBJECTIVES

1. To acquire a basic understanding of the environment and its associated problems.
2. To help students acquire a set of values and feelings of concern for the environmental Protection
3. To motivate students for active participation in environmental improvement Programmes.
4. To acquire skills for identifying and solving environmental problems.
5. To help students to evaluate environmental protection measures and education programmes.
6. To provide opportunities to actively involve in working towards the resolution of environmental problems.

Unit-I: Environmental Education

- Meaning and Scope of Environmental Education
- Need and Importance of Environmental Education
- Objectives of Environmental Education
- Approaches of Environmental Education

Unit – II: Environmental Hazards and Awareness

- Causes and Effects of Environmental Hazards; Global and Local;
- Environmental Pollution and its remedies
- Green House effect; Ozone Layer Depletion; Acid Rain, Pillar Melting, Rise of Sea Level and their implications
- Environmental Awareness through Education; programmes of Environmental Education for attitudinal changes.

Unit –III: Man and Environment

- Man as a CREATOR and destroyer, Effect of human Activities on Environment,
- Values and ethics related to Environment
- Biodiversity, Conservation of Genetic Diversity.
- Learning to live in Harmony with Nature

Unit – IV: Environmental Conservation

- Sustainable development- Role of environmental and natural resources
- Environmental Education for Development and Conservation of Soil, Water, Forests, Wild Life,
- Eco-friendly Technology; National Parks, Sanctuaries and Zoos
- Movement to save environment: Chipko movement, Project Tiger, Save Dal, Save Hangul.

Suggested Books:

1. NCERT (1981), Environmental Education at school level.
2. Saxena, A. B; Environmental Education, National Psychological Corporation (1986)
3. Sharma, R. C.; Environmental Education, Metropolitan Publishers, New Delhi Justin Dillon, Michael Brody, Robert Stevenson, Edt. International Handbook of Research on Environmental Education
4. V.C. Pandey , Environmental Education
5. James M Major, Environmental Education Objectives and Field Activities
6. Harendra Chakhaiya, Periwinkle Environmental Education Part IX
7. Sharma, R. A. (2008). Environmental Education. Meerut: R. Lall Books Depot.
8. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human Value. Meerut: R. Lall Books Depot.
9. Kumar, A. (2009). A text book of Environmental Science. New Delhi: APH Publishing Corporation.
10. Singh, Y. K. (2009). Teaching of Environmental Science. New Delhi: APH Publishing Corporation.
11. Sharma, V. S. (2005). Environmental Education. New Delhi: Anmol publication.

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12. Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications.
 13. Kulu, P. (2000). Environmental Education: A conceptual analysis. Calicut: Calicut University.
 14. Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
 15. Sharma, R. G. (1986). Environmental Education. New Delhi : Metropolitan Book Co., Pvt.

6. Teacher Education

Total Marks:- 100

COURSE OBJECTIVES

1. To develop an understanding of Objectives and Structure of teacher education at different levels in India.
2. To develop an understanding of Teacher Education programmes at Different Levels
3. To understand Need and significance for Teacher Education at higher education Level
4. To understand Issues, Problems and Innovative Practices in Teacher Education in India
5. To develop an understanding of Agencies/institutions imparting Teacher Education in India

Unit-I: Teacher Education – A Retrospect

- Historical background of teacher education in India
- Recommendations made by various committees and commissions – Kothari Commission (1964-66), Chattopadhyay Commission (1983-85),
- National Policy on Education (1986; 1992)
- NCFTE (2009).

Unit – II: Present Position and Types of Teacher Education

- Objectives of teacher education at different levels. (Elementary, Secondary and higher education)
- Integrated teacher education courses (Regional Institute of Education)
- Teacher education programmes: D.Ed, B.Ed and M.Ed
- Teacher Education programmes through Distance Mode- A critical appraisal

Unit –III: Models of Teaching

- Concept Attainment Model : J. Bruner
- Inductive Thinking Model: Hilda Taba
- Mastery Learning Model: B. Bloom & J. Block
- Advance Organizer Model: D. Ausubel

Unit – IV: Role of Agencies in teacher education

- State Institute of Education (SIE), District Institute of education (DIET), National Council for Educational Research and Training (NCERT),

- National University of Educational Planning and Administration (NUEPA), National Council for Teacher education (NCTE),
- University Grants Commission/ Academic Staff College (UGC-ASC),
- National Accreditation and Assessment Council (NACC), With special reference to composition & functions.

Suggested Books:

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
3. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
4. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
5. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
7. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
8. National Policy of Education 1986/1992.
9. Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.
10. NCERT (1987) In service Training Package for Secondary Teachers MHRD, New Delhi.
11. NCERT (2005): National Curriculum Framework.
12. NCERT (2006): Teacher Education for Curriculum renewal.
13. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
14. NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
15. NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
16. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
17. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.
18. Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
19. Rao, Digumurti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
20. Report of the Education Commission (1964-66).
21. Report of the National Commission on Teachers (1983-85).
22. Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
23. Singh, L.C. et al. (1990) Teacher Education in India, New Delhi, NCERT.

24. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
25. Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

Experiments and Tests – II

Total Marks:- 100

1. Personality Dimensional Test (P.D.T.) Dr. S.P. Kulkreshtha
2. P.V.Q (Personal Value Questionnaire) Dr. G.P. Shery & Dr. R.P. Verma
3. Method of constant stimulus Differences (Weight Box)
4. Thurston Interest Schedule
5. C.P.R. Viveh Bhauguna & Rajshree Bhauguna (Career Preference Record)
6. PSAT - L.N. Dubey Problem solving ability Test
7. Colour mixes
8. Values Tests
9. Achievement Tests- one group tests.
10. HkkfV;k cfq) ijh{k·k cVSh & 'kkfCnd rFkk v'kkfCnd

Semester-IV

Paper- XIII: Special Education

Total Marks:- 100

COURSE OBJECTIVES

1. To understand the basic concepts involved in special education with reference to segregation and integration.
2. To understand the principles, programmes and practices in special education.
3. To understand the etiology of various disabilities.
4. To know about designing of education programmes for various categories of special children.

Unit-I: Introduction to Special Education

- Special Education: Concept, Scope and Objectives
- Approaches to Special Education: segregation, mainstreaming, integration, and inclusiveness
- Concept of positive and negative deviations
- Problems of Children with Special needs

Unit – II: Education of Mentally Challenged and Learning Disabled

- Mentally Challenged: Characteristic, Classification and Identification, Etiology and prevention of Mental Retardation.
- Educational programmes for Mentally Challenged
- Learning Disabled: Characteristics and Classification,
- Educational programmes for Learning Disabled

Unit –III: Education of Visually impaired and Hearing impaired

- Visually impaired: Nature, Classifications of visual impairment,
- Educational strategies for visually impaired.
- Hearing impaired: Levels and Classification of hearing impairments,
- Educational strategies for Hearing Impaired

Unit – IV: Education of Gifted, Talented and Creative children

- Gifted and Talented Children: Characteristics and Identification,
- Educational programmes
- Creative Children: Characteristics and Identification and their Educational programmes
- Needs and Problems of Gifted, and Creative Children

Suggested Books:

1. Giuliani, G. A. & A. M. (2002), Education of Children with Special Needs: From Segregation to Inclusion, New Delhi: Sage Publications.
2. Advani, L. & Chadha (2003), You and Your Special Child, New Delhi : UBS Publishers and Distributors.
3. Panda, K.C. (1997), Education of Exceptional Children, New Delhi : Vikas Publication House.
4. Adrian A., John E. (1998), Educating Children with Special needs, New Delhi: Prentice Hall
5. Gathoo, V. (2004), Curriculum Strategies and Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishing.
6. Karant, P. & R. , J. (2003), Learning Disabilities in India, New Delhi: Sage Publication.
7. Mangal, S. K. Educating Exceptional Children: An Introduction to Special Education. PHI Learning Private Limited, New Delhi 2011.
8. Mohapatra, C. S. (ed.) (2004), Disability Management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration.
9. Mani, M. N. G. (2004), Successful Inclusion Strategies for Secondary and Middle School Teachers, New Delhi: Sage Publishing House.
10. Mathew, S. (2004), Education of Children with Hearing Impairment, RCI, New Delhi: Kanishka Publications.
11. Yesseldyke, J. S. & Algozzine, B. (1998), Special Education: A Practical Approach to Teachers. New Delhi: Kanishka Publishers, Distributors.

Paper- XIV: Psychological Testing

Total Marks:- 100

COURSE OBJECTIVES

1. To understand Psychology testing and administration
2. To enable test construction
3. To elaborate Norms scores and quotients
4. To understand Projective technique

Unit-I: Psychological test

- Meaning, scope and need of Psychological tests
- Characteristics of a good psychological test, Limitations of Psychological tests,
- Purpose of Psychological Tests,
- Control in psychological testing.

Unit – II: Test Administration

- Functions and origins of psychological test.
- Effects of examiner and situational variables,
- Effects of training on test performance.
- Projective Techniques, test of creativity, attitude test.

Unit – III: Standardized tests

- Meaning, importance and types
- Standardised and teacher made tests
- Reliability of a test
- Validity of a test

Unit –IV: Test construction

- Planning of test, Arrangement of Items,
- Preliminary administration
- Reliability of the final test, Validity of the final test.
- Norms, Preparation of test manual.

Suggested Books:

1. *MkWO fofiu vLFkkuk] 'osrk vLFkkuk & euksfoKku vkSj f'k{kk esa ekiu ,oa ewY;kadu ¼vvoxky ifCyO vkxjk½*
2. Dr. Raghu Raj Singh - Measurmant Evaluatin in Education (Shree Publisher, Delhi)
3. Kline, P. (1993) - The Handbook of Psychological testing London, Routledge.
4. Singh A.K., Bharati Bhawan - Tests Measurements and Research Methods in Behavioural Sciences. New Delhi.

Paper- XV & Paper- XVI (Any two)

1. Yoga Education

Total Marks:- 100

COURSE OBJECTIVES

1. To understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
2. To understand the different yogic paths – Hath-yoga, Gyan-yoga, Raj-yoga and Karm-yoga
3. To understand the educational techniques of yoga as mentioned in yoga books.

4. To understand the scientific bases and therapeutic values of yoga.

Unit-I: Introduction

- Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
- Concept of Budhi (Mahat) and Ahamkar (the ego) as basic components of Prakriti of the individual.
- Further sub – divisions of Ahamkar – Mana (the mind), karmendris,
- Jyanendries and Tanmatras (the Suksham sharir)

Unit – II: The Philosophy of yoga

- The Philosophy of yoga and its relationship to individual and social upliftment
- Yoga as a way to healthy and integrated living.
- Yoga as a way to socio – moral upliftment of man.
- Yoga as a way to spiritual enlightenment – Aumanubhuti (Pratykshanubhuti).

Unit –III: Different type of yogic systems

- Ashtanga yoga of Patanjali.
- Jyana yoga, Bhakti yoga and Karma yoga of the Bhagwad Gita.
- Integral yoga of Aurobindo
- Modern off shoots of yoga

Unit – IV: The instruments of yoga (sadhana pad)

- The Five Yamas (observances).
- The Five Niyamas (abstinences) Asans – the right postures. Pranayam – controlling the breath. Praatyahara – controlling the senses. Dharana (concentration) and its methods.
- Dhyana (meditation), its kinds and its therapeutic value.
- Samadhi – its various types.

Suggested Books:

1. *vkse idzk" k xxZ & ksx f" k{kk vxzoky ifCyds" ku} vkxjKA*
2. Gyatri Teerth Shantikunj - Health tips from the vedas, Haridwar
3. Pryag yoga vyayam - Yoga therapy

2. Educational Measurement & Evaluation

Total Marks:- 100

COURSE OBJECTIVES

1. To understand the fundamentals of Educational Measurement and evaluation.
2. To understand the uses and purposes of testing,
3. To be able to differentiate between various types of evaluation.
4. To Understand the importance of the four essential criteria in the teaching learning situation,

5. To understand the steps involved to construct a standardized test.
6. To understand the nature and uses of credit system and grading system.
7. To understand the Usability of e-learning and online examinations;

Unit-I: Introduction

- Meaning and Concept, need and uses of Testing,
- Concept of Measurement and Evaluation with reference to Educational Process;
- Functions of Measurement and Evaluation in Education;
- Scales of Measurement-Ordinal, Nominal, Interval and Ratio.

Unit – II: Types of Evaluation

- Formative & Summative; External and Internal Evaluation;
- Continuous and Comprehensive Evaluation (CCE)
- Essay Type, Objective Type; Rating Scale & Interview- their relative merits and demerits.
- Reference Tests- Criterion reference tests/Norm reference tests.

Unit –III: Tools

- An overview of Achievement Tests- Teacher made and Standardized and Learner Portfolio
- Psychological Tests- Personality, Adjustment and Intelligence.
- Characteristics of a Measuring Tool, Reliability: its types and estimation;
- Validity: its forms and estimation, Objectivity; Usability

Unit – IV: Test Construction

- Steps of Test Construction; Item Pool, Initial Format,
- Try Out, Difficulty Value and Discrimination Index, Final Format & Standardization.
- Over view of Credit System, Grading; Open Book Examination
- e –learning, e- content and online examination

Suggested Books:

1. J. Swarupa Rani, Educational Measurement and Evaluation, Discovery Publishing House,
2. Ebel, L.R. and Frisbie, D.A.(1991), Essentials of Educational Measurement, New Delhi: Prentice Hall of India Pvt. Ltd.,
3. Popham, W.J. (1988), Educational Evaluation, New Delhi: Prentice Hall.
4. Aggarwal Y.P. (1989), Statistical Methods. Concepts Applications and Computation, New Delhi:.
5. Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir.
6. Guilford, J.P.: Psychometric Testing. New York: McGraw Hill Book Company.
7. Ebel, R. L.: Measuring Educational Achievement, New Delhi: Prentice Hall Pvt. Ltd.

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8. Stanley Hopkins: Measurement & Evaluation in Education and Psychology. Prentice Hall of India Pvt. Ltd.
 9. Nadeem N.A. & Faizan F.A.: Statistics in Education and Psychology, New Delhi: Dilpreet Publishing House.
 10. Sidhu, K. S. (2005). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.
 11. Linn, R. L. & Gronlund, N. E. (2003), Measurement and Assessment in Teaching (8th ed.). New Delhi : Pearson Education.
 12. Sharma, R. A. (2004). Essentials of Measurement in Education and Psychology. Meerut, R. Lall Book Depot.
 13. Singh, A. K. (1997). Tests, Measurements, and Research methods in behavioural sciences (2nd ed). Patna: Bharati Bhawan Publishers and Distributors.
 14. Garrett, H.E.(1973), Statistics in Education and psychology, Bombay : Vakils Febber and Simon.
 15. NCERT: Handbook of Personality Measurement in India.
 16. NCERT, Concept of Evaluation.

3. ICT in Education

Total Marks:- 100

COURSE OBJECTIVES

1. To Understand basic elements of computers Hardware
2. To Understand Computers as Research and communication tool
3. To Prepare students for using the Computer as medium of instruction (CAI)
4. To Acquaint with the application of computer.

Unit-I: Computers in Education

- CAI :- Meaning , Modes, Advantages and disadvantage
- CMI, CBL – Concept and advantages
- Multimedia : Meaning , use of multimedia
- CD-ROM's for educational Purposes

Unit – II: Internet Service

- Meaning, working, Educational uses of the Internet including: educational web sites & resources;
- Downloading information; understanding the basics of Hypertext Mark Up Language (HTML);
- Internet Service Providers (ISPs) Surfing the Internet: Connecting, communicating, downloading,

Unit –III: Computer as Communication Tool

- Electronic Mail:- Opening of E-Mail account, sending & receiving mails and attachment,
- E-mail Emotions, Conferencing through messengers
- Use in research: making of synopsis, cover page,
- Report writing by using Word Processing (Ms- Word and PageMaker)

Unit – IV: Computer as Research Tool

- Use of Spreadsheet (Excel, SPSS) in Research :- Data Entry, Data Analysis,
- Charts and graphs,
- Statistical packages Presentation Software:- Steps in the development of electronic slides,
- Presentation of research report.

Suggested Books:

1. Agrawal, Vinod C.(1996) Pedagogy of computer literacy: An Indian experience, Concept;New Delhi
2. Alexis leon& Mathews Leon (2001) Thebiggnr’s guide to computer: Leon Press, Chennai and Vikas Publising House pvt. Ltd, New Delhi.
3. Bansal, S.K. (2002):Fundamentals of Information Technology: Aph Publishing Cooperation:NewDelh
4. Jain V.K.(1990) Computer for Beginners :Pustak Mahal, Khari Boali, New Delhi
5. Kirkire P.L.,Bhargava v., Bhargava R.(2002) Educating and Learning through Computer, H.P.Bhargava Book House, Agra
6. Microsoft® Encarta® Reference Library 2003. © 1993-2002 Microsoft Corporation.
7. Moore, P. (1986) Using computers in English Language Teaching, Methuen, London
8. Rajaraman (1991) Fundamentals of Computers: Prentices – Hall of India Private Limited, New Delhi.
9. Rao V.K. (2003) Educational technology : A.P.H. Publishing Corporation : New Delhi

4. Guidance & Counselling

Total Marks:- 100

COURSE OBJECTIVES

1. To develop an understanding about the fundamentals of Guidance and Counselling.
2. To understand life and the world around.
3. To understand the importance of making right choice in life, education and vocation.
4. To be able to describe the importance of working with a group, for a group and in a group.
5. To be able to understand the needs of the individual correctly.
6. To be able to understand various guidance services.
7. To understand the process of counselling.

Unit-I: Introduction to Guidance

- Concept and principles
- Types of Guidance: Individual and Group
- Mental Health, Guidance and Counseling
- Relationship between guidance counselling and mental health

Unit – II: Guidance services

- Organization of Guidance services in Schools, Colleges/Universities
- Appraisal services, Informative services
- Placement services, Follow-up Service
- Organizing guidance services at various levels in schools, colleges/universities

Unit –III: Counselling

- Concept, Principles and Counseling Interview
- Counseling approaches: Directive, Non-directive and Eclectic.
- Theories of counseling: Psychoanalytic, Behavioural, Cognitive and Humanistic
- Counseling for management of Stress, Anxiety and Depression

Unit – IV: Theories of Career Development

- Meaning and importance of career development
- Strategies of Planning and Decision making
- Theories of Career Development: Holland,
- Krumboltz and Super

Suggested Books:

1. Hasnain Quraishi. Educational Counseling. Anmol Publications
2. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
3. Kochhar, S.K. Guidance and Counseling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
4. Mehdi B. & Stone. Guidance In School, New Delhi NCERT, 1978.
5. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
6. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
7. Sharma. RN., Fundamentals of Guidance

5. Clinical and Social Psychology

Total Marks:- 100

COURSE OBJECTIVES

1. To know the brief history of clinical Psychology.
2. To understand the Clinical Problems as anxiety disorder and criminal behavior.
3. To enable the different remedies and therapies.
4. To understand the different methods of the social Psychology.
5. To know the Group conflict and Group dynamics.

Unit-I: Clinical Psychology

- Meaning and Nature of clinical Psychology, characteristics, scope and functions,
- Brief history of clinical Psychology, Development of clinical Psychology in India,

- Clinical Problems- Meaning and Types of Clinical Problems Anxiety Disorder, Psycho physiologic Problem, Problem of Psychopathic Personality, Criminal behavior.
- Role of clinical Psychologists in different fields.

Unit – II: Psycho Therapies

- Psycho Therapies- Meaning Goals, Types.
- Psychodynamic therapy, Behavior and cognitive therapy.
- Humanistic- Experiential therapy.
- Group and family therapy.

Unit –III: Social Psychology

- Brief History of social Psychology, subject matter and definition of social Psychology,
- Social behavior- Nature and Levels, Scope, Relationship with other Sciences utility.
- Methods of Social Psychology- Experimental, Observation, Case History, Field Study
- Socio metric Theoretical Foundations- Genetic theory, Motivational theory, Learning and cognitive theory, Socio- cultural theory.

Unit – IV: Group dynamics

- Socialization, social motivation, stereotypes,
- Group dynamics and Group cohesiveness,
- Crowd and Audience, Leadership.
- Group and social conflict, communication and Language.

Suggested Books:

1. v#.k dqekj flag & mPprj uSnkfud euksfoKku -
2. v#.k dqekj flag & lekt euksfoKku dh #ijs[kkA

6. Educational Planning and Finance

Total Marks:- 100

COURSE OBJECTIVES

1. To enable the students to understand basic concepts of educational planning and financing.
2. To enable the students to acquire necessary knowledge of the principles and procedures of educational planning and financing.
3. To enable students to understand contemporary developments in educational planning and financing.

4. To develop an understanding among students regarding the problems and issues related to educational planning and financing.

Unit-I: Educational Planning

- Concept of Educational Planning,
- Types- Micro & Macro; Short Term & Long Term;
- Need & Objectives for Educational Planning;
- Historical background of Education Planning in India

Unit – II: Approaches to Educational Planning

- Approaches to Educational Planning
- Manpower Requirement Approach;
- Social Demand Approach;
- Rate of Return Approach.

Unit –III: Trends in Educational Planning

- Constraints/Trends in Educational Planning
- Economic & Cultural Constraints;
- Political Constraints;
- Modern trends in Educational Planning in India with special reference to 5-year plans.

Unit – IV: Educational Financing

- Sources of Educational Financing;
- Principles of Educational Financing;
- Problems of Educational Financing: Internal & External;
- Education (as Investment & as Consumption), GATS & Education

Suggested Books:

1. Rao, V.K.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
2. Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
3. Naik, J.P., Education Planning in India.
4. Aggarwal Y.P. & Thakur, R.S. 2003, Concepts and Terms in Educational Planning: A Guidebook; NUEPA
5. Naik, J.P., the Role of Government of India in Education, Delhi Ministry of Education, 1963.
6. Mishra, A, N. Financing of Indian Education, Delhi, Asian Publishing House, 1967.
7. Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
8. Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
9. Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1992.
10. Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.

7. Education & Mental Health ✓

Total Marks:- 100

COURSE OBJECTIVES

1. To enable the students to understand the fundamentals of mental health.
2. To develop material for good mental health.
3. To make students able to explain principles and conditions conducive to good mental health.
4. To develop thorough understanding about the measures for fostering good mental health among students.
5. To develop the understanding of the role of home, school and society in mental health.

Unit-I: Introduction to Mental Health

- Concepts, Criteria and Principles of Mental Health
- Historical Perspective of Mental Health Movement
- Theoretical Perspectives :Psychodynamic, Behavioral, Cognitive, Humanistic,
- Concept of Normal and Abnormal Personality

Unit – II: Adjustment and Maladjustment

- Concept and Process of Adjustment and Maladjustment
- Causes and Indicators of Maladjustment
- Adjustment Mechanism: Defense mechanisms, Coping and Life style
- Stress and Conflict Management

Unit –III: Mental Illnesses and School Mental health

- Common Psychological disorders related to Anxiety, Mood and Cognition
- Psychological disorders in Childhood and Adolescence
- Relationship between Teacher, Classroom Process and Mental Health
- Place of Mental Health in school curriculum

Unit – IV: Interventions for Mental Health Promotion

- Important Psychotherapies: Behavior Therapy, CBT, REBT, Humanistic
- Religion and Mental Health
- Positive mental health and wellbeing
- Strategies for Promoting Mental Health

Suggested Books:

1. Bahadur Mal (1955) Mental in Theory and Practice, Hoshiarpur: V.V. R.I.
2. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies, Kurukshetra: Vishal Publications
3. Suraj B & Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision Books Publications
4. Suraj Bhan, (1952). Towards a Happier Education, Jallendhar City, University Publications