(CBCS BASED)

ORDINANCE, REGULATION & SYLLABUS

For

M.A. [EDUCATION]

Offered by

NEHRU GRAM BHARATI

(DEEMED TO BE UNIVERSITY),

KOTWA-JAMUNIPUR-DUBAWAL

PRAYAGRAJ-221505
UTTAR PRADESH

Session:

From 2019 – 2020

Semester Course in Education at Post Graduate Level CBCS

Each of four semesters will consist of six papers. All semesters will have four theory papers and one practical paper. Each of the theory paper will consist of three units of total value of 100 marks. The fifth paper of each semester will be 100 marks also. University will organize for fifth paper of each semester by external and internal examinees. Who give the marks to each students according to university norms.

Semester Course in Education at Post Graduate level (CBCS)

Semester-I

PAPER-Ist Philosophical Bases of Education (Western Philosophy) Credit-4

PAPER IInd Sociological Bases of Education-Credit-4

PAPER IIIrd Methodology of Educational Research -Credit-4

PAPER IVth History of Indian Education OR Population Education -Credit-3

PAPER Vth Viva Voce -Credit-2

PAPER VI Personality Development and yoga (I) -Credit-3 (Not for Departmental Students)

Semester-II

PAPER-Ist Comparative Education- Credit-4

PAPER IInd Psychological Bases of Education-Credit-4

PAPER IIIrd Educational Administration and Management -Credit-4

PAPER IVth Essay OR Computer Education -Credit-3

PAPER Vth Practical Work and Viva – Credit-2

PAPER VI Personality Development and yoga (II) -Credit-3 Not for departmental students

Semester-III

PAPER-Ist Special Education- udCredit-4

PAPER IInd Educational Guidance and Counseling -Credit-4

PAPER IIIrd Foundation of Technology -Credit-4

PAPER IVth Indian philosophy of Education

OR Educational Measurement and Evaluation   -Credit-3

PAPER Vth Writing Research Proposal – Credit-2

PAPER VI Personality Development and yoga (III) -Credit-3 Not for departmental Candidates

Semester-IV

PAPER-Ist Environmental Education- Credit-4

PAPER IInd Economics of Education-Credit-4

PAPER IIIrd Distance Education-Credit-4

PAPER IVth Teacher Education OR Curriculum Development-Credit-3

PAPER Vth Viva –Voce Credit-2

PAPER VI Personality Development and yoga (IV) -Credit-3 Not for departmental Candidates

Paper-I

Philosophical Bases of Education: Western Philosophies

Course Objectives-

To enable the students to develop an understanding about the:

1. Contribution of Philosophy to the field of education.
2. Impact of Western Philosophies on Indian Education.
3. Contribution of a few of the Great Western Thinkers.
4. Nature and success of knowledge getting process.

Course Content

Unit-I

Meaning, Nature and Scope of Education and Philosophy,

Relationship between Education & Philosophy;

Unit-II

Western Philosophies: Major schools.

(I) i. Naturalism
  ii Idealism
  iii Pragmatism
  iv Realism

(II) Modern Concepts of Philosophy
  i. Logical positivism
  ii. Existentialism
  iii. Marxism

Their educational implications with special reference to epistemology, axiology and the process of education

Unit-III

    Great Western Educators

       i.   Plato
      ii.   Rousseau
    iii.   John Dewey

Unit-IV

    Democracy and Education

    Education and Freedom

Books Recommended

1. Bayle's, E.E. : Pragmatism In Education, Philosophy of Education Series Harper row New York, 1971
2. Buoyed, William and King: The History of Western Education, 1972.
3. Broachers, J.S.: Modern Philosophies of Education
4. नेलर, जार्ज एफ (1971), इन्ट्रोडक्शन टू फिलासफी एजुकेशन, जान विली एण्ड सन्स।
5. पाण्डेय, के. पी. (1988) परस्पेक्टिब्ज इन सोशल फाउन्डेशन ऑफ एजुकेशन, अमिताभ प्रकाश, दिल्ली।
6. पाण्डेय, रामसकल (1983) शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा।
7. बेकर, जान एल मार्डेन (1980), फिलासफीज ऑफ एजुकेशन, टाटा मेग्राहिल।
8. त्रिपाठी एल. एवं पाण्डेय, एस.डी. (2013), शिक्षा के दार्शनिक आधार, भारतीय पब्लिशर्स, फैजाबाद।

Paper-II

Sociological Bases of Education

Course Objectives-

To enable the students to develop an understanding about the

1. Meaning and nature of Sociology of Education
2. Social role of Education.
3. Meaning of culture and concept of Modernization, Socialization.
4. Various Socio-economic factors and their impact on education.
5. Use of social theories in understanding the process of education.

Course Content

Unit-I

  Meaning and scope of Sociology of Education. Need of Sociological perspective in Education.

Unit-II

  Culture: Meaning and nature of culture; role of education in culture context and cultural determination of education.

Unit-III

  Social Change: Meaning and concept; role of education in culture context and constraints on social change (Caste, class, language and regionalism). Social mobility

Unit-IV

  Education as related to social stratification with special reference to the education of S.C. / S.T. Women and Rural population

Book s Recommended

1. Brookover, W (1957)   : The Sociology of Education, New York, American

Book Co.

2. Criwin, R.G. (1965) : A Sociology of Education, New Jersey prentice Hall.
3. Gore, M.S. I.P. Desal (1975) : The Sociology of Education in India, New Delhi,
   N.C.E.R.T.

4. Halsey, A. (1975) : Social and the Equality Debate. Oxford Review

   of Education Vol. 1, No. 1

5 Kumar Krishna (1989) : Social Character of Learning, New Delhi, Sage.

6. पाण्डेय के0 पी0 (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।

7. पाण्डेय, रामसकल (2009), उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तक मंदिर, आगरा।

8. माथुर, एस0 एस0 (2009), शिक्षा के दार्शनिक तथा सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा।

9. लाल , रमन बिहारी (2009), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ।

10. सक्सेना, एन0 आर0 स्वरूप (1978), शिक्षा का समाजशास्त्रीय आधार, एम0एल0 प्रिन्टर्स, सुभाषनगर मेरठ।

11. शर्मा सरोज (2003), उदीयमान भारतीय समाज में शिक्षा, शीतल, प्रिन्टर्स, सिंह कालोनी जयपुर।

Paper-III

Methodology of Educational Research

Objectives-

The study of this paper will enable the students to:

1. Know the meaning and purpose of research:
2. Understand the research problem and its various phases.
3. Know different methods used in educational research.

Course Content

Unit-I

Nature and need of educational research. Qualitative and Quantitative research.

Unit-II

Selection and formulation of research problem, guiding principles of problem selection. Review of related literature and formulation of hypothesis.

Unit-III

Population and sampling. Types of sampling-simple random sampling. Stratified random sampling,, cluster sampling, systematic sampling. Purposive sampling, snowball sampling.

Unit-IV

Method of educational research, Historical, Descriptive and Experimental research.

Book s Recommended

1. Asher, William: Educational Research and Evaluation Methods. Waltham: M.A. Little Brown, 1976.
2. Best, John W. Research In Education, New Delhi Prentice Hall of India, 1982.
3. Bhatanagor, R.P. et al. : Shiksha Anusandhan, Meerut: Loyat Book Depot. 1995.

4. Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd. 1981.

5. Guilford, J.P. & B. Fruchter: Fundamental statistics in Psychology and Education, London: McGraw Hill Kogakusha Ltd. 1978.

6. Kerlinger, F.N. : Foundations of Behavioural Research, New York: Halt Rinehart and Winston, Inc, 1973

7. पाण्डेय, के0पी0 (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी।

8. राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा।

9. शर्मा, आर0ए0 (2011), शिक्षा अनुसंधान के मूल तत्व एवं शोघ प्रक्रिया, आर0 लाल, बुक डिपो मेरठ।

10. पाण्डेय एस0डी0 (2005) शिक्षा में मापन मूल्यांकन एवं प्रारम्भिक सांख्यिकी भवदीय प्रकाशन अयोध्या, फैजाबाद।

Semester-I

Paper-IV (A)

History of Indian Education

Objectives-

After going through this paper the students will be able to

- Appreciate the glorious past of education during the ancient period.
- Comprehend the assimilating role of education in medieval India.
- Analyses the impact of Western education on indigenous system.
- Understand the contribution of colonial rule to the spread of modern education.
- Know the development of education in the post independence period

Course Content

Unit-I

- Education during the ancient period
- (a) Vedic Education
- (b) Buddhist Education

With special reference to aims, curriculum, methods of instruction, teacher-taught relations and educational institutions.

- Education during the medieval period
- (a) Muslim education with special reference to aims. Curriculum. Methods of instruction, teacher-taught relations and the centers of learning.

Unit-II

Education during the British period.

- (a) Charter Act of 1813 and oriental occidental controversy.
- (b) Macaulay's Minute-1935
- (c) Wood's dispatch of 1854.
- (d) Hunter Commission, 1882-83
- (e) Calcutta University Commission (1917-19).

Unit-III

Indian response to western education.

(a) Hartong Committee-1929

(b) Basic education- 1937

(c) National educational institution with special reference to Vishwa Bharati, Jamla Millia, Gujarat Vidyapeeth and Kashi-Vidyapeth.

Unit-IV

Education in the post Independence Period

(a) University Education Commission (1948-49)

(b) Secondary Education Commission (1952-53)

(c) Education Commission (1964-66)

(d) National Policy on Education 1988 and 1992.

Books Recommended:

1. Altekar, A.S. (1934), Education in Ancient India, Varanasi: The Indian Book shop.
2. Ghosh, S.C. (1989), Education Policy In India Since Warren Hasting Calcutta.
3. Jaffar, S.M. (1936), Education in Muslim India. Lahore.
4. Kumar, Krishna (1991), Political Agenda of Education Delhi : Sage
5. Mukhaerjee, R.K. (1960), Ancient Indian Education, Delhi : Motilal Banarasi Das.
6. Nurullha S. and J.P. Naik, (1974) A Student's History of Education in India, New Delhi : The Macmillan.
7. अग्रवाल, जे0सी0 (2007) भारत में शिक्षा व्यवस्था का विकास, शिप्रा पब्लिकेशन, दिल्ली।
8. गुप्ता, एस0पी0 (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद।
9. पाठक, पी0डी0 (1974), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
10. मुकर्जी, आर0के0 (1960), एंसियंट इण्डियन एजूकेशन, मोती लाल बनारसी दास, दिल्ली।
11. शर्मा, आर0ए0 (2007), भारतीय शिक्षा प्रणाली का विकास, आर0 लाल बुक डिपो, मेरठ।

Semester-I
Paper-IV(B)
Population Education

Course Objectives-
1. To develop in the student teacher an understanding of the concept need and importance of population education.
2. To enable the students to understand various terminology connected with population, studies and factors responsible for population growth.
3. To enable an awareness in the student teaching of the implication of population growth an various aspects of social functioning.
4. To develop an awareness in the growth on various aspects of social functioning.
5. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
6. To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.

Course Contents

Unit-I

Introduction: Nature and scope of population education: Meaning, Concept need, scope, importance and objectives.

Role of teachers: Teacher role in creating awareness of the consequences of population problems, inculcating new values and attitudes leading to modification of student behavior.

Unit-II

Population dynamics: distribution and density, population composition: Age, sex, rural, urban, literacy-all India.

Factors affecting population growth: fertility, mortality and migration (mobility).

Unit-III

Population and quality of Life: Population in relation to I socio-economic development, health status, nutrition health services and education.

Effect of unchecked growth of population on natural resources and environment

Population and literacy campaigns in India

Unit-IV

Population education in Schools: Scope of population education in schools.

Integration of population education with the general school curriculum. Role of the teacher.

There shall be four papers including viva all paper and also objective type test & Assignment.

PAPER-Ist Philosophical Bases of Education.

PAPER-IInd Sociological Bases of Education.

PAPER-IIIrd Methodology of Educational Research

PAPER-IVth History of Indian Education

M.A. (Education) Paper-VI
(Credit-03)
Not for M.A. (Edu) Students)
Semester-I
(1) Personality Development and Yoga (I)

(A) Visual Art-
- Painting,
- Poster,
- Model]
- Rangoli
- Clay Modelling
- Wall Magazines

Semester-II

Paper-I

Comparative Education

Course Objectives-

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

Unit-I

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

Unit-II0...

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

Unit-III

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

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

Unit-IV

- Problem prevailing in developing countries with special reference to India, their causes and solution through education.
- Poverty
- Unemployment
- Population explosion
- Terrorism
- Casteism and communalism
- Illiteracy

Books Recommended

1. Agarwal, J.C. Comparative Education in India: UK, USA, USSR, Arya Book Depot.
2. Chaube, S.P. Features of Comparative Education, Agrawal Publication, Agra
3. Chaube, S.P. & Chaube, A, Comparative Education, Vikash Publishing House P Ltd, New Delhi, 1998
4. Dutta, B.S.V. Cooperative Education-A Comparative Study of Educational Systems DVS Publishers & Distributors, Guwahati, 2004.
5. Naik, S.P. Perspective on Comparative Education. Anmol Publication, New Delhi, 2003.
6. Sharma, R.A. Comparative Educaion: Educational System & Problems of the World, R. Lall Book Depot. Meerut.
7. Sharma, Y.K. Comparative Education: Comparative Study of Educational System, Eastem Book House. Guwahati, 2004.
8. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्तक मन्दिर आगरा।
9. जायसवाल, सीताराम (1970) तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, उ0 प्र0 लखनऊ।
10. पाण्डेय, के0 पी0 (1988), कम्परेटिव एजूकेशन, अमिताश प्रकाशन, गाजियाबाद, दिल्ली।
11. पाण्डेय, के0 पी0 (1987), तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ।
12. मलैया, के0 सी0 (1966), तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन।

Semester-II

Paper-II

Psychological bases of Education

Course Objectives-

- To enable the students to understand concepts and principles of Educational Paychology as an Applied Science.
- To enable them to understand the process of Human Development, Related psychological theories and their Implication for education.
- To acquaint them with the concept and Process of Learning. Related theories and Educational Implications.
- To orient them with the Nature and Concepts of Individual Differences. Intelligence, Creativity etc and their Implications for education.
- To enable them to understand the concepts and Theories of Personality and Its assessment Techniques.
- To enable them to examine critically the concepts of Mental Health, Mental Hygiene and the Nature of Group Behavior with their Educational Implications.

Course Contents

Unit-I Educational Psychology & Human Development

- Concept, Concerns and Scope of Education Psychology, Contribution of Psychology to Education.
- Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems. Factors influencing development and their relative role.
- Major concepts and stages of the theories of Piaget and Bruner and their implications for education.

Unit-II Learning & Individual Difference

- Concept, kinds and levels of Learning-Ganne's hierarchy.
- Theories of Learning with their Educaiton implication: Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Hull"s
- Reinforcement Theory, Factors influencing learning.

- Transfer of Learning.
- Motivation, Concept, Theories, Theories of Motivation.
- Individual Differences and its Implications for Education.

Unit-III Intelligence and Creativity

- Intelligence: Nature and Theories of Intelligence, Measurement of Intelligence
- Creativity: Concept and Nature, Main Aspects of Creativity and Intelligence.

Unit-IV Personality & Assessment

- Meaning. Types, Factors affecting Personality, Methods of personality, measurement. Adjustment and mental health: Meaning and factors affecting mental, health.

Books Recommended:

1. Bhatia, H.R. (1968) Elements of Educational Psychology, Calcutta Orient Long Man.
2. Chauhan, S.S. Advanced Educational Psychology: Vinod Pustak Mandir. Agra.
3. Mangal, S.K. (2012): Education Psychology, PHI learning private limited. New Delhi.
4. Pandey, K.P. Advanced Educational Psychology, Vishwavidyalaya Prakashan, Varanasi.
5. Pandey, Kalplata: Mother's Care and Girls Achievement; Mishra Trading
6. Prakash, Prem: Psychological Foundations of Education; Kanishka Publication, New Delhi.
7. गुप्ता, एस0 पी0 एवं गुप्ता ए0 (2004), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
8. पाण्डेय, के0 पी0 (2009) नवीन शिक्षा मनोविज्ञान, विश्वविद्यालय प्रकाशन वाराणसी।
9. शर्मा, आर0 एवं शर्मा आर0 (1962), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर एवं डिस्ट्रीब्यूटर, नई दिल्ली।
10. पाण्डेय एस0 डी0 शिक्षा मनोविज्ञान एक परिचयः भवदीय प्रकाशन अयोध्या फैजाबाद।
11. पाण्डेय एस0 डी0 शिक्षण अधिगम का मनोविज्ञान भवदीय प्रकाशन अयोध्या फैजाबाद।
12. मिश्र आर0 के0 एवं मिश्र सुभाष शिक्षण अधिगम का मनोविज्ञान अग्रवाल पब्लिकेशन आगरा।

Paper-III

EDUCATIONAL ADMINISTRATION AND MANAGENET

Course Objectives-

- To help student understand concept Need and vient point of educational administration and management.
- To help student understand the concept and process of management.
- To develop in student an understanding of various procedures of organizing educational administration.
- To help student understand the new trends and process of educational administration and management.

Course Contents

Unit-I meaning and Nature of Educational Administration and Management objectives and scope of educational administration.

Unit- II Functions of Educational Administration, Principals of Educational Administration. Types and Theories of Educational Administration

Unit-III Role of Central, state and local bodies in education:-Central Administrative Machinery of Education. Role of the Central Government in Education. Advisory bodies of the Union Govt. in the field of Education.

State Administrative Machinery of Education in Uttar Pradesh. The Functions of the State Department of Uttar Pradesh, Role of Local bodies in Education

Unit- IV Development of modern concept of educational administration:-

Taylorism, Administration as a process-Special Trends in Educational administration such as decision making, organizational compliance Leadership in Educational Administration. Theories of Leadership. Styles of Leadership. Educational supervision-Meaning, Nature and Functions. Planning and organizing supervisory program me, Traditional Vs. Modern Supervision.

Books Recommended:

1. Appleby, Paul H. –Public administration in India-Report of a survey Govt. of India New Delhi.
2. Ghosh, O.K. The Indian Financial System Allahabad 1958.
3. एस0 एस0 भटनागर, एवं गुप्ता पी0 के0 Educational Management- R.L. Book Depo. Meerut.
4. वर्मा जे0 पी0 विद्यालय प्रबन्ध–आर0 लाल बुक डिपो मेरठ।
5. शर्मा. आर0 एन0 विद्यालय संगठन एवं शैक्षिक प्रशासन–आर0 बुक डिपो मेरठ।
6. ओड, एल0 के0, (1992), शैक्षिक प्रशासन, जयपुर, राजस्थान ग्रंथ अकादमी।
7. चतुर्वेदी आर0 एन0, (1989), दि एडमिनिस्ट्रेशन : ऑफ हायर एजुकेशन इन इंडिया जयपुर, प्रिंटवेल प0 ।
8. गोयल, एस0 एल0 (2005), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0 पी0 एच0 प0 कारपोरेशन।
9. भटनागर, आर0 पी0 एवं अग्रवाल, विद्या (1986), एजुकेशनल एडमिनिस्ट्रेशन : नई दिल्ली, इंटरनेशनल प0 हाउस।
10. भट्ट वी0डी0 एवं शर्मा एस0डी0 (1992), एजुकेशनल एडमिनिस्ट्रेशन : हैदराबाद, कनिष्क प0 हाउस बुक लिंक कारपोरेशन।
11. राय चौधरी नमित (1992), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0 पी0 एच0पी0।

Paper-IV

ESSAY

The Candidates are required to write a critical essay on any topic prescribed in:

M.A, (Semester-I) and M.A. (Semester-II) syllabus

COMPUTER EDUCATION

COURSE OBJECTIVES

To enable the teacher-trainees:

1. To be appreciate the role computer education in the context of modern technological society.
2. To develop and understanding of computers and their application in education.
3. To acquire and sufficient knowledge of handling computer system with a view to impar computers study courses independently at school level.
4. To use computer based learning packages and organize effective class room instructions.
5. To acquire necessary skills in using of modern word-processing software.
6. To develop skills of creating and managing simple databases and handling of computers.

SYLLABUSE

1. **Introduction:**
   - Importance of Information Technology:
   - Classification of Computers by Technology, Type and Size.
   - Uses and Scope of Computers.

   Fundamentals of Computers

   - Input /Output Devices
   - Central Processing Unit
   - Storage Devices
   - Operating Software
   - Application Software

2. **Overview of Modern Operating Systems:**
   - Files and Folders
   - Use of Pointing Devices
   - Cut and paste
   - Shortcuts to Application
   - Use of and Exploring the Contents of Storage Devices-Floppy Drives. Hard Disks, CD ROM etc.
   - Running Application and Exiting Applications.

3. **Modern Word Processing Applications:**
   - Importance of Word Processing in Education.
   - Characteristics of Modern Word Processing Applications.
   - Toolbars and Menu.
   - Text and Objects.

- Text Entry-Running Text and Paragraphs.
- Formatting Text- Bold, Italics, Underlined, Left, Centre and Right, Justification, Changing Font and Font Size, Bullets and Numbering.
- Editing Text- Select Text, Find and Replace Cut, Copy and Paste.
- Editing Document-Applying Styles. Spell Check, Headers and Footers, Footnotes, Pagination Subscript and Superscript.
- Insertion of Objects, Pictures, Symbols, Fields, Page Break and Section.
- Page Setup- Margins, Paper size and layout Printing and Saving Documents.

4. **Modern Data Base Management Application:**
   - Importance of Data Base Management in Education.
   - Characteristics of Modern Data Base Management Applications.
   - Concept of Relational Data Base Management System.
   - Fields name. Type, Width.
   - Data Base.
   - Forms.
   - Reports.

5. **Computers for Joyful learning:**
   - Need for Joyful learning
   - Computers as an Aid for Joyful Learning.
   - Computers Games.
   - Multimedia Capabilities of Modern Desktop Computers.
   - Internet –Importance and Need.
   - Use of Interactive and Educational Software.

6. **Assignments.**
   Write an essay on any topic using word-processing software. The document must include at least three of the following characteristics:
   - Pagination
   - Header
   - Two different paragraph styles
   - Two different Fonts
   - A Picture Object.
   - Bullets or numbering.
   - Subscript or Superscript.
   - Symbols of special characters.

   Use Relational Database Management Software for any one of the following activities.

   Developing Question Bank.

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Semester-II

Paper-V

Credit-(02)

Practical Work and Viva Voice

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Each student will have to administer any four of following tests and prepare a detailed report:

1. Interest : To measure the interest by interest inventory
2. Adjustment : To know the level of adjustment.
3. Creativity : Measurement of creativity
4. Learning : Learning by substitution method or code basis.
5. Personality test : TAT
6. Objective type test span of attention or apprehension
7. Intelligence test: general mental ability intelligence test.

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

Marks distribution

Written exam   25+25=50

File/record   25

Viva   25

          Total   100

Books Recommended:

- Pandey S.D. and Singh R.K. (2013), Educational Facts and Psychological Test in Education, Bhavdilya Prakashan Ayodhya.

(Credit-03)

Semester-I

(1) Personality Development and Yoga (I)

(B) Performing Art- Play, Music, Dance, Test Culture Activities

.

Semester-III

Paper-I

SPECIAL EDUCATION

Course Objectives-

To enable the students to:

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

Course content

Unit-I

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

Unit-II

Recommendation given in NPE 1986, P0A1992 and PWD (Persons with Disabilities) Act 1995' National Institutes of Handicapped and the role of Rehabilitation council of India

Unit-III

Education of the mentally retarded, Gifted and creative children. Juvenile Delinquents orthopedically Handicapped.

Unit-IV

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

Books Recommended-

1. कैनेडी, ए0 एण्ड फ़ेशर (1932), एजुकेशन आफ द बैकवड चाइल्ड डी0 एप्लेटन सेन्यूरी कम्परी, न्यूयार्क।
2. प्रेम शंकर (2005), विशिष्ट बालक, आलोक प्रकाशन, लखनऊ।

3. शंकर उदय (1976), एक्सेप्शन चिन्ड्रेन स्टर्लिंग पब्लिकेशन, प्रा0 लि0 न्यू डेलही।

4. शर्मा, आर0 ए0 (2003), फण्डामेन्टल ऑफ स्पेशल एजूकेशन, आर0 लाल बुक डिपो, मेरठ।

5. सिंह उत्तम कुमार एवं नायक ए0 के0 (1997), स्पेशल एजूकेशन, कामन वेल्थ पब्लिशर्स, न्यू डेलही।

6. डॉ मिश्रा एवं पाण्डेय एस0 डी0 विशिष्ट भवदीय प्रकाशन अयोध्या फैजाबाद।

Paper-II

EDUCATIONAL GUIDANCE AND COUNSELLING

Course Objectives-

To enable the students to:

- To help student understand concept Need and view point of guidance.
- To help student understand principles and problem of different types of guidance.
- To help student understand concept, need and guidance for the children with special needs.
- To help student understand concept, and process of counseling.
- To acquaint the student about the aims and principles of guidance programme.
- To develop in students an understanding of various procedures of organizing various Guidance services.

Unit-I

- Concept, Principles and Nature of Guidance Programme.
- Needs scope and significance of guidance.
- Types of guidance (Educational, vocational, personal and social)
- Role of the teacher in guidance.
- Agencies of guidance-National & State level

Unit-II

- Vocational Guidance: concept and Nature of Vocational Guidance.
- Nature of work.
- Career development-Super's Theory about guidance.
- Approaches to career guidance, Vacationalisation of secondary education and career development.

Unit-III

- Organization of a Guidance Programme
  (a) Principles of organization
  (b) Various types of services-Counselling.
- Counseling Process.
- Concept, nature, principles of counseling.
- Counseling approaches-directive, non-directive.
- Group counseling vs. individual counseling, for adjustment.
- Characteristics of good counseling.
  (c) Group guidance, individual Inventory service and information orientation service, placement service and follow up service.

(d) Evaluation of guidance programme.

Unit-IV

Guidance of Children with special needs

(a) Problems and needs,
(b) Guidance of the gifted and creative students.
(c) Guidance of under-achiever and first generation learners.
(d) Role of the teacher in helping children with special needs.

Books Recommended:

1. Agarwal J.C. Educational Vocational Guidance and Counseling. Daoba House, Nai Sarak, Delhi.
2. Anatasi Anne: Psychological Testing. New York, Mac Millan 1982
3. Bengalee, M. (1984): "Guidance and Counseling", Seth Publishers, Mumbai.
4. Bhatia, K.K.-Principles of Guidance and Counseling, Kalyani Publishers.
5. Crow and Crow "Introduction to Guidance", 2 ed. Eunasia Publishing Co. New Delhi,
6. David, A.-Guidance and Counseling. Corn. W
7. Gupta Sk: Guidance and Counseling In Indian Education, Mittal Publication Pvt, Ltd.
8. जायसवाल, सीताराम (1987), शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मन्दिर आगरा।
9. पाण्डेय, के0पी0 एवं भारद्वाज, अमिता (2003), शैक्षिक तथा व्यावसायिक निर्देशन, विनोद पुस्तक मन्दिर, आगरा।
10. दूबे, रमाकान्त (1982), शैक्षिक एवं व्यावसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस, मेरठ।
11. शर्मा, आर0 ए0 एवं चतुर्वेदी शिक्षा (2010), निर्देशन एवं परामर्श के मूल तत्व, आर0 लाल बुक डिपो, मेरठ।

Paper-III

FOUNDATION OF TECHNOLOGY

Course Objectives-

To enable the students to:

- To enable the student to understand about the meaning, nature and scope and significance of ET, and its important components in terms of Harware and Software.
- To help the student to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint students with levels, strategies and models of teaching for future improvement.
- To enable the students to understand about the importance of programmed instructions and researches in E.T.
- To acquaint students with emerging trends in ET along with the resource centers of ET.

Unit-I

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET.
- Components of ET: System Approach, Software, hardware.
- Educational Technology, Instructional Technology, Teaching Technology, Behavior Technology.

Unit-II

- Concept, Nature, Process, Components, Types & Theories of Classroom Communication.
- Mass media approach in Educational Technology.

Unit-III

- Modification of Teaching Behavior.
- Micro teaching, Flanders's Interaction Analysis, Simulation.
- Models of Teaching.

Unit-IV

- Programmed instruction (linear/branching model)-Origin and types linear and branching.
- Teaching machines
- Computer Assisted Instruction.
- Emerging trends in Education Technology, Problems of New Technologies.

- Resource Centers for Educational Technology, CIET, UGC, IGNOU, NOS, state ET Cells, etc-their activity for the improvement of teaching learning.

Suggested Readings

1. Aggarwal, J.C. Essentials of Educational Technology: Teaching Learning Innovations in Education, Vikash Publishing House, New Delhi.
2. Apter, M.J. The technology of Education, Mac Millan, London.
3. Decesco, J.P. Educational Technology, Reading in Programmed instruction. Rinehard & Winston, New York
4. Kumar, K.L. Educational Technology, New Age International, New Delhi
5. Mukhopadhyay, M. Educational Technology: Knowledge Assessment. NUEPA, New Delhi.
6. कुलश्रेष्ठ, एस0पी0 (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मन्दिर आगरा।
7. पाण्डेय, के0 पी0 (2001) मार्डन कान्सेप्ट ऑफ टीचिंग विहेवियर, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स दिल्ली।
8. पासी, वी0 के0 (1975), विकमिंग वेटर टीचर, ए माइक्रो टीचिंग साहित्य, मुद्रण अहमदाबाद।
9. शर्मा, आर0 ए0 (2004), शिक्षण तकनीकी, आर लाल बुक डिपो, मेरठ।

Semester-III

Paper-IV (A)

INDIAN PHOLOSOPHIES OF EDUCATION

Course Objectives-

The Philosophical Components of this core paper for a post graduate course in education aims at developing the following Competencies amongst the scholars.

(1) Understanding the nature and synthesis of various philosophical of education
(2) Analysis, Interpretation and synthesis of various philosophical concepts. Repositions and assumptions such as the metaphysical problem, epistemology and axiology and their impact on Indian education.
(3) Critical appraisal of the contributions of prominent Indian educational thinkers to education.

Course content

Unit-I

Some basic concepts of Indian Philosophy and Education

(1) Darshan
(2) Dharma
(3) Shiksha
(4) Vidya
(5) Pragya

Relationship between Darshan, Dharma and Vidya

Unit-II

The following Indian schools of thought will be studied with reference to their contribution to Indian Education

(1) Vedic Darshan
(2) Buddhism
(3) Jainism
(4) Islamic Traditions

Unit-III

Darshan (Six Schools of Thought) and their Educational Implications with special reference to

(1) Sankhya
(2) Vedenta
(3) Nyaya
(4) Yoga

Unit-IV

Critical appraisal of the contribution toward education. Of Vivekanand. Aurbindo. Gandhi and Tagore.

Books Recommended:

1. Dinkar, Ramdhari Singh : Sanskriti Ke Char Adhyay. Udayacha, Prakashan. Patna.
2. Hirriyana, M The Essential of Indian Philosophy.
3. Mad Wingo (1974) : Philosophy of Education. An Introducation.
4. Pandey, RS. (1995) : SHIKSHA DARSHAN, Vinod Pustek Mandir, Agra
5. Jaffar, S.M. (1936) : Education in Muslim India, Lahore.
6. Oad. L.K. (1997) : Shiksha ke Darshanik Avam Samaj Shastri. Ya Adhar. Jaipur Rajasthan Grantha Academy.
7. Das. Gupta SN. : Outlines of Indian Philosophy, Vols. 6.
8. Garulla, Vachaspati: Bhartiya Darshan.
9. Radha Krishanan, S. (2000) : Indian Philosophy, Vot-I & II, (Oxford University Press. New Delhi.
10. त्रिपाठी, एल0 एण्ड पाण्डेय,, एस0डी0, शिक्षा के दार्शनिक आधार, भारतीय पब्लिसर्श फैजाबाद।

Suggested Readings

Plato	:	The Dialogues, Translated by B. Jewett
Peter, W.H.	:	Plato and Platonism
Loggee, Rupert C.	:	Plato's Theory of Education in Republic of Plato
Winspears, Albinda	:	The Genesis of Plato's Thought
Dewey, John	:	Democracy and Education

Paper-IV (B)

Credit-3

Educational Measurement and Evaluation

Unit-I

- Need and Importance of Educational Measurement and Evaluation. Taxonomies of Educational Objectives in Cognitive, Affective and Psychomotor Domains. Scales of measurement Norms Referenced and Criterion Referenced Tests; Formative and Summative Evaluation, Rote of Evaluation, Models in Educational evaluation; Evaluation and curriculum.

Unit-II

- Test Reliability-Various types; Factors affecting it; improving reliability. Test Validity-Various types and their uses.

Unit-III

- Test Norms-Various types and their uses. Development and standardization of a test; Steps of test development: Item analysis, Improving test quality through item analysis.

Unit-IV

- Construction of Likert and Turnstone type. Attitude scales. A study of at least two tools for measuring intelligence personality, Aptitude, Interest, Creativity,

Unit-V

- Evaluation Programme, Institutional Progamme Evaluation; Methods of feedback to students. New Trends-Examination reform, Grading system, Continuous internal Assessment, Semester System, Question Bank, Use of Computer in Examination and Evaluation. T-Score, C-Score, Z-Score and Normalized score, Scaling, On line Examination on Demand.

Suggested Readings

Anastasi, A.   :   Psychological Testing

Bloom, B.S.   :   Taxonomy of Educational Objectives-   Cognitive Domain

Bloom, et. Al.   :   Handbook on Formative and Summative Evaluation

Chiselli	:	Theory of Psychological Measurement
Cronbach	:	Essentials of Psychological Measurement
Ebel	:	Essential of Educational Measurement
Lehman	:	Measurement and Evaluation in Psychology and Education
Payne	:	Educational and Psychological Measurement
Srivastava	:	Reforming Examination
Thorndike and Hagen	:	Measurement and Evaluation in Psychology
Gupta, S.P.	:	Adhunik Mapan evam Mulyankan

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Semester-III

Paper-V

Credit-2

Writing Research Proposal

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(1) Writing and Presentation of Research Proposal.

PRACTIM/INTERNAL WORK

(i)   Theoretical Aspects of Research Process and Presentation
(ii)   Review of Related Researchers and Presentation.
(iii)   Selection and Preparation of measuring foots & preparation
(iv)   Selection of topic of educational research and Presentation
(v)   Writing of research Proposal formal and Preselect

Paper-I

ENVIRONMENTAL EDUCATION

Course Objectives-

- To make student teachers understand about the concept. Importance scope and aime of environmental education.
- To acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the Programmers of environmental erosion and pollution at various stages of education.
- To orient student teachers with various components of environment for preparing a curriculum for environmental education.
- To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
- To enable the student teachers to understand about various projects in the area of Environmental studies in different countries.

Unit-I

- Introduction.
- Concept, Importance and Scope.
- Aims and Objectives.
- Guiding Principles and foundations.
- Relationship between man and Environment.
- Ecological and Psychological Perspective.

Unit-II

- Concept of environment and ecosystem.
- Natural System earth and biosphere, a biotic and biotic components.
- Natural resources, a biotic resource.
- Human system-Human being as part of environment. Human adaptations to environments, population
- Technological system-industrial growth, scientific and technological inventions and their impact on the environmental system.
- Environment and Sustainable Development.
- Environment Hazards.
- Environmental pollution, physical, air, water, noise, chemical,
- Extinction of flora and fauna, deforestation, soil erosion, global warming.
- Need and efforts for conservation, preservation and protection of rich environmental heritagd.

Unit-II

- Features of curriculum for environmental education.
- Special nature of curriculum on environmental education.

- Methods and approaches of environmental.
- Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- Method-Discussion, Seminar, Workshop, Dialogue. Problem Solving. Field Surveys, Projects and Exhibition.
- Role of Media, Print, Films and T.V.
- Programme of environmental education for primary, secondary and higher education institutions.

Suggested Redings

1. Agarwal S.K.- "Environmental Issues and themes", APH Publishing Corporation, New Delhi, 1997
2. B.P. Chaurasia- "Environmental Pollution Perception and Awareness"
3. गोयल एम0के0 (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।
4. प्रसाद, गुरु, सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्याएँ, नई दिल्ली।
5. सक्सेना, ए0बी0 (1986), इनवायरमेण्टल एजुकेशनल साइकोलाजिकल कारपोरेशन, आगरा।
6. पाण्डेय, के0पी0, भारद्वाज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा एवं भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
7. शर्मा, आर0ए0 (2004), पर्यावरण शिक्षा, आर0 लाल बुक डिपो मेरठ।

Paper-II

ECONOMICS OF EDUCATION

Course Objectives-

 To make the student aware about:

- The meaning, importance and scope of economics of education.
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input and output of education.
- The source and resources of finances for education.
- The financial resource management.

Unit-I

- Economics of Education: Concept and Definition (Economics, Education, Economics of Education) Scope and Importance of Economics of Education.

Unit-II

- Education as an Industry: important characteristics of an Industry inherent in an educational System.

Unit-III

- Education as Investment: Concept, Significance and Strategies.

Unit-IV

- Education and Economic Development: Human Capital Formation. Modernization and educational development.
- Resources for Education: Role of Center, State and Institutions for financing education, problems of financing. Grant-in-aid system.

Suggested Readings

1. Shatnager R.P. & Vidya Agrawal, Educational Administration, Planning & Financing, R. Lal book Depot. Meerut,
2. Blaug. M. Economics of Education, Himalaya Publishing House, Bomby, 1972.
3. Mishra, Atmanand, Finance in education-Prakashan Kendra Kanpur.
4. पाण्डेय, आर0एस0, शैक्षिक नियोजन एवं वित प्रबन्धन, विनोद पुस्तक भवन कानपुर।

Semester-IV

Paper-III

DISTANCE EDUCATION

Course Objectives-

- To orient the students with the need and nature of Distance Education in the present day Indian Society.
- To expose them to the different kinds of Information and Communication Technologies (ICT) and enable them to be familiar with their use in Distance Education System.
- To enable them to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of Programmes through Distance Education.
- T0 enable them to evaluate Programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education Programmes.
- To acquaint them with the Trends of Research in field of Distance Education.

COURSE CONTENTS

Unit- I. Distance Education and Its Development

- Understanding Distance Education System
- Some Definitions and Teaching Learning Components
- Need and Characteristic Features of Distance Education
- Growth and Philosophy of Distance Education
- Distance Teaching Learning Systems in India
- Development pattern of some selected open universities of U.K. Australia & China.

Unit- II. Intervention Strategies at a Distance

- Information and Communication Technologies and their Applications in Distance Education
- Designing and Preparing Self-Instructional Material
- Media: Print & Electronic, Media Integration.
- Distance Educator: Nature and Characteristics

Unit- III. Learning at a distance

- Student Support Services in Distance Education and their Management
- Technical and Vocational Programmes through Distance Education
- Distance Education and Rural Development
- Problems of Distance Learners

Unit- IV. Quality Enhancement and Program Evatuation

- Quality Assurance of Distance Education
- Mechanisms for Maintenance of Standards in Distance Education
- Evaluation in Distance Education
- New Dimensions in Distance Education-Promises for the Future

Books Recommended

1. Digmarti, Bhaskar Rao. International guidelines on open and Distance Education.
2. Holmberg, B (1981), Status and Trends of Distance Education, Keegan Pane, London.
3. Keegan, D. (1986), The Foundations of Distance Education, Croom Helm, Helm, London
4. Koul, BN, et. Al (1998), Studies in Distance Education, AIU. IGNOU. New Delhi.
5. Lavis. Roger (1984), How to Tutor in open Learning System, C.E.T.
6. Pandey, K (1991), IGNOU Student Support Services and Personal Contact Programmes: Present Status and Suggestion. New Delhi: IGNOU
7. Sahoo, P.K. (1993), Higher Education at a Distance, Sanchar, New Delhi
8. पाण्डेय कल्पलता (1988) दूरवर्ती शिक्षा के नये आयाम।
9. शालिनी, राज रू डिस्टेंस एजुकेशन, आई0वी0आई0, पब्लिशिंग हाउस, नई दिल्ली।
10. यादव, सियाराम : दूरवर्ती शिक्षा, विनोद पुस्तक मन्दिर, आगरा।
11. गुप्ता, एस0पी0 एवं गुप्ता, अल्का : दूरस्थ शिक्षा, शारदा पुस्तक भवन, आगरा।
12. तिवारी, राघवेन्द्र : शिक्षा का नया विकल्प–दूर शिक्षा, हिन्दी ग्रन्थ अकादमी, भोपाल, मध्य प्रदेश।
13. शर्मा, आर0ए0 (2004), दूरवर्ती शिक्षा, सूर्या पब्लिकेशन, मेरठ।
14. पाण्डेय, श्री धर एवं सिंह सोमवीर सतत शिक्षा : एक दृष्टि।

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Semester-IV

Paper-IV

TEACHER EDUCATION

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Course Objectives-

- To orient the students to understand the concept of teacher education and its development in India.
- To develop an understanding in the students about various modalities used for teachers, teacher educators, and educational administrators for different levels of education.
- To acquaint the students with the various aspects of student teaching programmers prevailing in the country.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies.
- To enable the student to develop insight in the major problems of teacher education.
- To develop in the students an understanding about the important research findings in teacher education.

COURSE CONTENTS

Unit- I

- Meaning & Scope of teacher education.
- Objectives of teacher education at different leveis.
- Development of teacher education in India.
- Recommendations of various commissions especially Kothari. Commission. NPE 1986 and POA 1992

Unit- II

- Preparation of Teachers for pre-primary, primary & secondary stages of education.
- Professional preparation of teacher educator & educational administrators
- Preparation of teachers for the teaching of Particular subjects (Languages, social sciences and physical sciences)
- Pre-service & In-service Training Programmers

Unit- III

- Student-teaching programme.
- Pattern of student- teaching (internship, block teaching, teaching practice, off-campus teaching programme).

- Techniques of training. Core teaching. Microteaching and Interaction analysis.

Unit- IV

Current Problems, Practicing Schools in Teacher Education.Preparing Teachers for special schools. Implementation of Curriculum of Teacher Education.

Books recommended

1. Barr. A.S. (1958) Characteristics of Successful teacher's Phil Delta Kappa
2. Gurry P (1953) Education and Training ot Teachers London Longmans Green and Co Ltd.
3. Leedhan Johu (1973) Educational Technology First Book Pitman London.
4. शर्मा आर0ए0 चतुर्वेदी शिखाः अध्यापक प्रशिक्षण तकनीति आर0 लाल बुक डिपो मेरठ।

Paper-IV (B)

Curriculum Development

Course Objectives-

1. To help student teachers understand the bases and determinants of curriculum.
2. To orient the student teachers with curriculum design. Process and construction of curriculum development.
3. To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
4. To help student teachers understand issues, trends and researcher in the area of curriculum. In India.

Unit-I

- Introduction:
- Concept and meaning of curriculum.
- Curriculum development. theories and procedures.
- History of curriculum development.

Unit-II

- Bases of Determinants of Curriculum.
- Philosophical considerations
- Psychological considerations
- Sociological considerations
- Discipline-oriented considerations

Unit-III

- Curriculum Design and organization
- Components and source of design
- Principles,
- Approaches,
- Categories and types

Unit-IV

- Curriculum Construction
- Different models and principles
- Deduction of curriculum from aims and objectives of education
- Administrative consideration
- Grass-root level planning
- System-analysis,
- Curriculum Implementation Strategies
- Role of Curriculum support materials

- Types of materials and aids.
- Models of implementation.

Unit-V

- Curriculum Evaluation
- Importance of evaluation of curriculum
- Models of curriculum evaluation
- Interpretation of evaluation results and method.
- Issues and trends in curriculum development, curriculum research in India.
- Suggestions and recommendation in curriculum development as per the following commissions

M.A. Final

Semester-IV

Credit-02

Paper-V

There shall be five papers including Viva-all papers carry 100 marka.

Paper- I   Environmental Education

Paper- II   Economics of Education

Paper- III   Distance Education

Paper- IV   Teacher Education

 V – Viva-Voice

Paper – VI   Personality Development & yoga (Credit-3)

Semester-II- (Credit-03)

(2) Personality Development and Yoga (II)

Yoga, Games (Chess, Carrem, etc.) sports.

Oral Presentation & Group Discussion on social issues.