

M.Ed

Semester: - Annual

S.No.	Course code	Title of the Course	Credit Hr.	Regular/ Deficiency	Name
1	DTE801	Philosophical and Sociological Foundations of Education	5-1-0	Regular	Mr. P. C. Bag
2	DTE802	Advance Educational Psychology	5-1-0	Regular	Prof. (Dr.) Sr. Srivastava
3	DTE803	Methods of Educational Research & use of Statistics in education	5-1-0	Regular	Dr. W.N. Joh
		Elective Paper			
4	DTE804	Educational Measurement, Evaluation & Statistics Advance	5-1-0	Regular	Mr. Ajay Kr.
5	DTE805	Educational Technology	5-1-0	Regular	Mr. S.H. Qas
6	DTE806	Educational Vocational Guidance & Counsel lour	5-1-0	Regular	Ms. Nidhi Sr
7	DTE807	Special Education	5-1-0	Regular	Dr. G.S. Zam
8	DTE808	Teacher Education	5-1-0	Regular	Prof.(Dr.)Sr. A.Chintaman
9	DTE809	Comparative Education	5-1-0	Regular	Dr. W.N.Joh
10	DTE810	Management planning & Financing of Education			Dr. P.P.Singh
11	DTE897	Viva Voce	1	Regular	
12	DTE899	Disseration	15	Regular	

M.Ed. Syllabus

Ordinances for admission of students to the examination of Master of Education.

Nomenclature

The purpose of M.Ed. Course is to prepare professionals of Teacher Education Institutions, for discharging various administrative and supervisory responsibilities in the Education Sector. In view of the establishment of District Institutes of Education and Training (DIETS) the need for having a specialized cadre of Teacher educators for these institutions is felt more strongly besides preparation of another cadre of professionals who can function as teacher Trainers, Supervisors, Curriculum designers and evaluation experts in State Councils of Educational Research and Training (SCERTS) or in any other organization developing with pre-primary, elementary and secondary levels of education.

Objectives

The Proposed M.Ed. Course shall enable the trainees to -

1. gain insight in Philosophical and Sociological base of education.
2. gain insight into process of learning and development.
3. develop competencies in the techniques of educational research and statistics.
4. reflect on the problems and issues of pre-primary , elementary and secondary education and device appropriate strategies.
5. Practice the process involved in the development of education,curriculum and materials.
6. enable the trainees to make use of Educational Technology to improve the quality of curriculum transactions.
7. Prepare professional personnel required for College of Education.
8. to prepare professionals administrators and supervisors for responsible position in educational planning and in supervision of educational services.
9. to train personnels for various Psychological services such as Psychological Testing, Personal, Educational and Vocational guidance, Statistical service with an educational observation.

10. to train personnels for participation in programmes of examination reform and educational evaluation.

The objectives are expected to be achieved through: -

- (a) Study of fundamental basic subjects.
- (b) Specialization in subjects allied to the selected field and
- (c) Research and investigation.

Duration

One academic year.

Eligibility

The examination for Degree of Master of Education shall be open to candidates who have after Graduation passed the B.Ed. Examination or any other Examination recognised as equivalent there to pursued as regular course of study as herein after prescribed for not less than one academic year.

Scheme of Examination

(A) Core Papers Courses.

Paper I	– Philosophical and Sociological Foundations of Education.	MM:100
Paper II	- Psychological Foundation of Education.	MM:100
Paper III	- Methodology of Educational Research.	MM:100

(B) Elective Paper

a.	Educational, Vocational Guidance & Counselling.	MM:100
b.	Comparative Education.	MM:100
c.	Teacher Education.	MM:100
d.	Special Education.	MM:100
e.	Educational Technology.	MM:100
f.	Educational Measurement Evaluation & advance Statistics.	MM:100
g.	Curriculum Development.	MM:100
h.	Management Planning & financing of Education.	MM:100

Note- All the Core paper & any two elective paper should compulsory for every students.

C) Dissertation -

The dissertation is to be completed by end of the session and will carry 100 marks.

Internal

50 Marks

External

50 Marks

Dissertation work shall be evaluated by the Internal and External Examiners.

Dissertation

1. A Candidate shall under the supervision of a teacher in the department as selected by the HoD.
shall prepare dissertation on the basis of Research/Project work/done by his/her which must be characterized either by the discovery of facts or by fresh approach towards the

interpretation of established facts, capable in the either case, to advance knowledge in the subject.

2. The candidate shall submit four typed or printed copies of his/her dissertation through the Dean of College as to reach the office of the Pro – Vice –Chancellor by a date preceding by at least three weeks before the date of commencement of written Examination together with declaration by his/her that the dissertation embodies result of his/her own work.
3. A certificate from the supervisor to the effect that the dissertation is candidate's own work.
4. The HoD shall as soon as possible forward the copies of dissertation to the Internal and External Examiners and the Dean.

Viva Voce (Comprehensive)

A panel composed of external examiner and internal examiner will award 100 marks on Viva Voce (Comprehensive).

The Dean shall forward the statement of marks so awarded duly signed by his/her in sealed cover to the Registrar.

Award of Degree

1. The successful candidate will be awarded the following division based on the aggregate marks.
 1. First Division - 60% and above
 2. Second Division - 48% - 59%Minimum pass marks in each theory paper will be 36%, in dissertation and viva voce minimum pass marks will be 48%.
2. An examinee who has failed in the Examination or a candidate who was duly admitted, but on completion of regular course of study could not appear in it on account of illness or a similar bonafide reason, may reappear at a subsequent examination as an Ex – student without undergoing regular courses of study again in the college.
3. In the case of a candidate who has been declared failed in the dissertation shall be required to prepare and submit a revised dissertation on the earlier subject or a new dissertation on a fresh problem as assigned by the HoD of Education in the college.
4. A candidate who has failed in examination in one paper only would have option for admission to course and to reappear in that paper only in the examination to be held in the next subsequent year if he/she fails further the candidate will be treated as Ex – student.
5. A candidate who has failed in examination may reappear in that examination to be held in the next subsequent year, the candidate shall be allowed to exercise an option for retaining the marks obtained by his/her in the dissertation and viva voce.

Provided that the advantages under the provision of this paragraph shall be admissible to a candidate for a period of three years subsequent to the year when she/he appeared at the examination for the first time as a regular candidate.

A candidate seeking the provision under para 5 shall submit his/her application in prescribed form through the Dean of the college indicating clearly the part or full examination in which he/she has to reappear together with fees and copy of statement of marks obtained earlier, attested by the Dean, so as to reach the Registrar by such date pre-seeding the examination fixed by him for the purpose.

M. Ed. SYLLABUS
COURSE CONTENT-

M. Ed. PAPER-1

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

Part-1

Philosophical Foundation.

COURSE OBJECTIVES

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

1. Understanding the nature and functions of philosophy education.
2. Analysis, interpretation and synthesis of various philosophical concepts, propositions and assumptions such as the metaphysical problem, epistemology and axiology and their impact on education.
3. The understanding of modern philosophical concepts and their role in education
4. Critical appraisal of the contributions of prominent educational thinkers to education.

COURSE CONTENT

UNIT-1

- Philosophy of Education: Its nature, Functions: Speculative, Normative and Analytical. Philosophy as an activity.
- Relationship of Education and Philosophy.
- Modern Concept of Philosophy: analyses—logical analysis, Logical empiricism & Positivism, Relativism
- National Value as enshrined in Indian Constitution, their educational implication

Schools of thought with reference to:

- a) . Metaphysical problem- The reality of nature, man and society,-and education.
- b). The axiological propositions and education.
- c). Epistemology and education.

1) UNIT-II

Western Schools of Philosophy:- Idealism, Naturalism. Pragmatism. Realism. Marxism. With Special reference to the concept of Knowledge,

Reality and values, aims, Contents and Methods of Education and their Educational Implication.

- 2) **Indian Schools of Philosophy:-** Buddhism. Sankhya – Yoga, Nyaya, Vedanta, Jainism, & Islamic Traditions with special reference to concepts, knowledge, realty value & their educational implication.
- 3) Critical appraisal of the contribution towards education of Vivekanand and Aurbindo, Gandhi and Tagore, Whitehead, Russell and Dewey.

PART-II

SOCIOLOGICAL, FOUNDATION

COURSE OBJECTIVES

- 1). To enable the student to understand the concept process of social organization, social stratification and social institutions.
- 2). To enable students to understand relationship between, concept and society and education.
- 3). To enable students to understand the issues of equality, equality and excellence in education.

COURSE CONTENT

UNIT-III

- Concept and nature of educational sociology.
- Difference between educational sociology and sociology of education.
- Process of social organization, social stratification and education – its role in social change and social mobility.
- Role of social institutions and education.

UNIT-IV

- Culture- concept and nature.
- Education and cultural change
- Education and democracy.
- Constitutional provisions for education
- Education for national integration
- Education for international understanding.

BOOKS RECOMMENDED

1. Bayles, E.E. (1971) : Pragmatism in Education, Philosophy of Education Series Harper Row New York.
2. Higge, Morris (1971) : Positive Relativism An, Emerging Educational Education Philosophy of Education Series Harper Row, New York.
3. Boyd. William and King (1972) : The History of Education.
4. Brubacher, J.S. : Modern Philosophies in Education.
5. Butler, J. Donald : Idealism in Education. Philosophy of Education Harper Row, New York.
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6. Dinkar. Ramdhari Sing : Sanskrit Ke Char Adhyay, Udhachal Prakashan, Patna.
7. Durkhim, Emile (1956) : Education and Society New York, the Free Press
8. Dwey, John (1974) : Democracy and Education, an Introduction.
9. Hirriyana, M. : The Essentials of Indian Philosophy.
10. Kamat, A.R. (1982) : "Education and Social Change, Economic And Political Weekly, Vol. 17 No. 31, 31 July.
11. Kilpatrick, W.H. (1971) : Education for a Changing Civilization.
12. Magee John (1971) : Philosophical Analysis in Education, Philosophy of Education.
13. Martin, Owlin, (1971) : Realism In Education Philosophy Education Series Harper Row, New York.
14. Max Wingo (1974) : Philosophy Of Education. An Introduction.
15. Morris, Van Cleve (1969) : Modern Movements in Education. Philosophy.
16. Morris Van Cleve (1971) : Existentialism in Education. Philosophy of Education Series Harper Row, New York.
17. Naik, J.P. (1975) : Equality, Quality And Quantity New Delhi, Allied Pub.

18. Pandey R.S, (1975) : SHIKSHA DARSHAN. Vinod Pustak Mandir, Arga.
19. Parions, Talcott : “The School Class as a Social System”, Harvard Educational Review Vol. 23, No. 4, Fall.
20. Rao, M.S.A. (1967) : Papers in the Sociology of Education, New Delhi, NCERT.
21. Shotton. J. R. (1998) : Learning and Freedom, Sage India, N. Delhi.
22. Shukla S. (1983) : “Education, Colonialism and the New International Order”
23. Shukla S. & Krishna Kumar (1985) : Sociological Perspective in Education, Delhi Chankya Pub.
24. Butler, D.J. : Four Philosophies.
25. Das, Gupta S.N. : Outline of Indian Philosophy. Vols. 6.
26. Garulla, Vachaspati : Bhartiya Darshan.
27. Radha Krishanan, S.S. (2000) : Indian Philosophy, Vol.-I&II, Oxford University Press New Delhi,
28. Durrant, Will : The Story of Philosophy.
29. Tripathi : Being and Becoming; Vashundhra Prakashan, Gorakhpur.
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Paper-II

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVE

1. To enable the student to understand concept and principles of Education psychology as an applied science.
2. To enable the learner to understand implications of psychological theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits.

COURSE CONTENT

UNIT-I

Educational psychology: Concept, scope

Relationship of psychology and education.

- Contribution of psychology to education.
- Significance of knowledge of educational psychology for teachers.

Human growth and development:

- Concept and principles and process.
- Factors influencing growth and development and their relative roles.
- Physical, Social, Emotional and intellectual development.
- Development of concept formation, logical reasoning, problem solving, creativity thinking and language development.
- Theories of Piaget and Bruner-Concept, stages, and implications for education.

UNIT-II

Learning: Concept, Kinds, levels of learning:

- Various theories of learning-Thomdike, Pavlov, Skinner, learning by insight, Hull's reinforcement, Tolman's theory and Lewin's field theory:

- Gagne's hierarchy of learning.
- Issues/factors influencing learning.
- Educational implications of the theories of learning,
- Learning and motivation.
- Transfer of learning and its theories.

Group Dynamics;

- Group process, interpersonal relations, sociometric grouping
- Social-emotional climate of the classroom and influence of teacher characteristics.

UNIT- III

- Individual differences.
- Concept of intra and inter individual differences.
- Determinants of individual difference- heredity and environment
- Implication of Individual differences for organizing Educational programme.
- Intelligence and cognitive abilities, identification fostering
- Social and emotional intelligence.
- Theories and measurement of intelligence.
- Creativity-nature, process, identification, fostering and guiding creative children
- Interests and attitudes.
- Learning style and teaching strategies.
- Implication of individual difference for education.

UNIT- IV

- Personality: Concept, development and dynamics of personality
- Theories of personality: Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behavioural approach-Miller, Dollard and Bandura; Humanistic approach – Roger, Maslow.
- Measurement of Personality-
- Personality inventories- rating scales
- Projective teaching- TAT

Adjustment of Mental Health and Hygene.

- Concept Process of ADT / Mechanism of adjustment- defense, escape, withdrawal, compensatory and conflicts
- Principles of Mental Hygene- preventive Constructive and curative measures.
- Implications for education.
- Sex education.

BOOKS RECOMMENDED:

1. Atkinson, R.L : Introduction to Psychology (8th Ed.) HBT, NewYork, 1983.
2. Dececco, J. P. : The Psychology of Learning of Instruction
Prentice Hall of India, Pvt. Ltd. New Delhi.
3. GAGE, N.L.& D.C. Berliner : Educational Psychology McNally College
Publishing Co., Chicago.
4. Lefrancois, P.R. : Psychological and Human Learning Kangors
Report. Book/Cole Publishing Co. Monterey,
California.
5. Lovel, k : An Introduction to Human Development Scott,
Foreman and Co. London.
6. Lortan, J.W. & B.L. Walley : Introduction to Early Childhood Education D.
Van Nor Stand Co New York.
7. Skinner, C.E. (ed) : Elementary Educational Psychology, Revised Ed.
New York Prentice Hall Inc.1950.
8. Morse, W.C. & G.M. Wingo : Psychological & Teaching (3rd Ed) P.B.
Taraporewala Sons & Co Pvt. Ltd. Bombay.
9. Oven, Steven Etal : Educational Psychology: An introduction little,

	Brown & Co Boston.
10. Patel, R.N.	: Educational Psychology: Himalayan Publishing House Mumbai.
11. Yelon, Stephen, L. Etal	: A Teachers World – Psychological in the Classroom McGraw- Hill Kogakusha Ltd, Tokyo.
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M. Ed Paper-III

METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE OBJECTIVES

To enable the students to understand;

1. Nature, need and to understand:
2. Modalities necessary for formulating research problems
3. General and specific purpose of the review of the literature
4. Different methods of educational research
5. Various kinds of tools and tests for collection of the data
6. Statistical techniques for the analysis and interpretation of data

COURSE CONTENT

Section –A

UNIT-I

- Nature of educational research, need and significance, scientific enquiry and theory development fundamental, applied and action research .cross-sectional and longitudinal research. Quantitative and qualitative research- case study and ethnographical research.
- Formulation research problem. Criteria and sources for identifying the problems statement of the problem, delimitations, variables and their operational definitions.
- Hypothesis: meaning, nature and types, importance, source and formulation.
- Characteristics of a good hypothesis and testing of hypothesis.
- Reviewing the literature: purpose of review, kinds of information, sources and collecting information from references.

UNIT-II

- Concept of population sample, sampling methods, characteristics of a good sample, sampling errors and how to reduce them.
- Methods of educational research-philosophical and historical experimental and descriptive.
- Tools of data collection: observation, Checklist, rating scale, interview, questionnaire, schedule and psychological test, characteristics of a good tool.
- Writing of research reports/ Synopsis.

Section-B

UNIT-III

- Nature of data: quantitative and qualitative, analysis of qualitative data scales of measurement.
- Graphical representation of data, measures of central tendency and measures of relative position.
- Measures of variability, coefficient of correlation (rank order and Pearson's product moment method) their calculation, assumptions and uses.

UNIT-IV

- Normal probability curve and its application, calculation of Skew ness and Kurtosis.

- Sign test, Median test, testing the significance of difference between two means, Chi-Square test, and Analysis of variance variance- simple on –way analysis.

BOOKS RECOMMENDED:

1. Agrawal, Y.P. : Sampling Method for Social Investigation, Investigation, Ambala: Bharat Vidya Vihar, 1976.
2. Best john W.& &khan : Research in Education, New Delhi: Prentice Hall of India, 2002.
3. Bhatnager, R.P. et.al. : Shiksha Anusandhan, Meerut; loyal book depot, 1995
4. Bhatnager, R.P.(ed) . : Readings in methodology of research in education, Meerut: Surya Pub.2002.
5. Garrett, H.E. : Statistics in psychology and education, Bombay: vakils , feffer and Simons ltd.1981.
6. Guilford J. P. & Fruchter : Fundamental Statistics in Psychology and Education, London McGraw Hill Kogakusha Ltd., 1978.
7. Kerlinger, F. N : Foundations of behavioural research, New York: holt Rinehart and Winston, inc.1973.
8. Mouley, George J. : The Science of Educational Research, New York : Van Nostrand Reinhold co.1970.
9. Shukla, P.C. : Experimental Research: Statistical Analysis of Data in R. P. Bhatnager (ed) Reading in Methodology of Education, Meerut: Surya Pub. 2002.
10. Travers, Robert M.W. : An Introduction to Educational Research, New York: Macmillan Co., 1978
11. Verma, M. : An Introduction to Educational and Psychological Research, Bombay Asia Pub.House, 1965.

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Elective Papers IV

A. EDUCATIONAL, VOCATIONAL GUIDANCE AND COUNSELING

COURSE OBJECTIVES

1. To help students understand concept, need and view point of guidance.
2. To help students understand principles, and problems of different types of guidance.
3. To help students understand concept and needs and guidance for the children with special needs.
4. To help students understand the concept and process of counseling
5. To acquaint the students with the aim and principles of guidance programme.

COURSE CONTENT

UNIT-I

- Concept, Assumptions, Issues and Problems of Guidance.
- Need Scope and Significance of Guidance.
- Types of Guidance-Educational, Vocational, Personal and Group Guidance.
- Role of the Teacher in Guidance.
- Agencies of Guidance-National, State Level.
- Educational Guidance
- Principles of Educational Guidance.
- Guidance and Curriculum, Guidance and Classroom Learning.

UNIT-II

- Vocational Guidance
- Nature of Work
- Career Development-Super's Theory of Vocational Development.
- Approaches to Career Guidance, Vocationalisation of Secondary Education and Career Development.
- Personal Guidance
 - a). Meaning and Needs.
 - b). Aims and Needs.
 - c). Evaluation of Problems relating to Adjustment.
 - d). Counseling for development of well-adjusted personality.

UNIT-III

- 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.

- Concept, nature, principles of counseling
- Counseling approaches-directive, non-directive and Eclectic.
- Group counseling vs. individual counseling for adjustment
- Characteristics of good counseling.
- Group guidance.
- Concept, Nature and Principles.
- Procedure and techniques of group guidance

UNIT-IV

- Organization of a Guidance Programme
 - a). Principles of organization.
 - b). Various types of services
 - c). Guidance services-self inventory service, information, counseling, orientation
Service placement service, follow up and research services.
 - d). Evaluation of guidance programme.

- Testing Guidance
 - a). Use of test in guidance and counseling.
 - b). Tests of Intelligence, Aptitude, Interest and Personality.
 - c). Administering, scoring and interpretation of test scores
 - d). Communication of test results as relevant in the context of guidance programme.

BOOKS RECOMMENDED

1. A. J. Jones : Principles of Guidance, McGraw Hill Book Co. Inc
2. Agarwal, J. C. : Educational and Vocational Guidance and Counseling,
House N.D.

3. Bakari, B.G.and B. : Guidance and Counseling: A Manual Sterling
Makhopadhaya : Pub. Pvt. Ltd. N. D
4. Bhatnagar, R.P. & : Guidance and Counseling in Education and Psychology,
Seem Rani R. Lal Book Depot, Meerut, 1997.
5. Chauhan, S. S : Vocational Guidance
6. Crew, L. D. and : An Introduction to Guidance (Iled.) Eurasia Pub. House
Crew, Alice Delhi
7. Crow & Crow : An Introduction to Guidance; Eurasia Pub. House, Delhi
8. Dave, Indu : Basic Essentials of Counseling, Sterling Pub. Pvt.
9. Dubey, R. K. : Shaishik Avan Vyavsaik Nirdeshan Ke Adhar,
Gorakhpur, Vasundhara Prakashan, 2002.
10. Goswamy, Indian : Guidance and Counseling Theoretical Perspectives and
Practical Perspective (I, II) NCERT
11. Indu and A.B. Pathak : Nirdeshan Ke Mool Tatva, Jaipur, Rajsthan, Hindi
Granth Academy
12. Koochar, S. K. : Guidance and Counseling in College and Universities
Sterling Pub, Pvt, Ltd, N. D
13. Marayam Rao, S : Counseling Psychology, Tata McGraw Hill Com. N. N.D.
1981.
14. Pandey, K.P. : Educational and Vocational Guidance in India, Varanasi
Vishwavidyalay Prokashan, 2000.
15. Sharma N. R. : Educational and Vocational Guidance, Vinod Pustak
Mandir, Agra.
16. Super, D. E. and : Appraising Vocational Fitness, New York, Harper Row
Crites, J. O. Pub., 1962.
17. Vashishth, S.R. (Ed.) : Evaluation of Guidance, Anmol Pub. N. D.

B. COMPARATIVE EDUCATION

COURSE OBJECTIVE

1. To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational system of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. 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-Concept, meaning and Scope.
- Methods of Comparative Education
- Juxtaposition
- Area Study
- Intra and inter educational analyses
- Democracy and Nationalism

Approaches:

- Cross disciplinary
- Problem
- Total
- Comparative education Factors: Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic, Scientific, Historical, Ecological, structural and Functional.

UNIT-II

- Role of U.N. in improving education opportunities among the member countries, various official organs of the U.N. and their educational activities.

- A comparative study of the education systems of countries with special reference to:
 - Primary Education - USA, UK, Russia, Japan, India
 - Secondary Education - USA, UK, Russia, Japan, India
 - Higher Education - USA, Russia, UK, Japan, India
 - Teacher Education - USA, UK, Japan, India

UNIT-III

- Problems prevailing in development countries with special reference to India, their causes and solution through education.
- Unemployment
- Population explosion
- Casteism and Communalism
- Illiteracy

UNIT-IV

Modern trends in world education:

- Universalisation of Elementary Education in India
- Vocationalisation of Education in USA and India
- Educational Administration in USA, UK and India
- Distance and Continuing Education in Australia, UK and India

BOOKS RECOMMENDED:

1. Bereday. G.Z.F.(1967) : Comparative Methods in Education, New Delhi Oxford
2. Biswas, A. and J.C. : Comparative Education, New Delhi :Arya Book Depot
Agarwal (1972)
3. Hans, Nicholas, (1964): Comparative Education, London: Routledge and Kegan

4. Jones, Philip E.(1971) : Comparative Education: Purposes and Methods,
Australia Univ. of green land Press.
5. Kandel, I. L (1933) : Studies in Comparative Education, Barton: Houghton
Mifflin.
6. King, Edmund J. (1968) : Comparative Studies and Educational Decisions,
London. Methuen Education Ltd.
7. Malison, V (1966) : An Introduction to the Study of Comparative
Education London: Heinemann
8. Mukherjee, L. (1975) : Comparative Education, New Delhi, Allied Publishers.
9. Sodhi I. S. (1981) : Comparative Education, Delhi, Vikas Publishing
House.

C. TEACHER EDUCATION

COURSE OBJECTIVE

To enable the students to understand about the:

1. Concept aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India.
3. Different competencies essential for a teacher for effective transaction
4. Teaching models: Concept & Process
5. Various aspects of supervision and feedback
6. Assent problems of the teacher education
7. Trends and areas of research in teacher education.

COURSE CONTENT

Unit I

Teacher education- concept aims and scope.

Teacher education in a changing society: a brief review of historical perspective of the development of Teacher Education in India.

- Ancient, medieval, British and Post- independence period.

Aims & objectives of teacher education at:

- Elementary, secondary & College level
- Approaches to teacher education: Consecutive and Integrated.

Unit II

A critical appraisal of the present system of teacher education in India.

- Recommendations of various commissions and committees in the post independence era: especially Kothari Commission, NPE 1986 & POA 1992.

Teaching as a Profession;

- Professional Organizations for various levels of teachers and their role:
- Performance appraisal of teachers.
- Professional growth of teachers: Orientation and Refresher Course.

Types of teacher education programme.

- Pre-service teacher education programme:
- In- service teacher education
- Distance education & teacher education

Unit III

Current problems of teacher education.

- Teacher education & practicing schools
- Preparing teacher for special schools
- Implementation of curricula of teacher education

Teaching Models:

- Contingency Management Model.
- Inquiry Training Model
- Problem Solving Model &
- Inductive Thinking Model

Unit IV

Supervision of practice lesson “ observation and assessment:

- Feedback to student- concept & types

Competency based teacher education : Quality assurance in teacher education

Areas of Research in Teacher Education:

- Teacher effectiveness.
- Criteria of admission
- Modification of teacher behaviour: Interaction Analysis (FIACS), Microteaching and SSST.

BOOKS RECOMMENDED

1. AIU (2000) : Teacher Education in India, New Delhi.
2. Anada, C.L. (1987) : Aspects of Education, S. Chand & co, New Delhi.
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(P) Ltd, Delhi

D. SPECIAL EDUCATION

COURSE OBJECTIVE

1. Know about the meaning and scope of education in India
2. Understand the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of "Universalisation" of education.
3. Understand the meaning, specific characteristics and modalities of identification of various types of (student who are different then majority of are) exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

Course content:

Unit-I

- Meaning and scope of special education. A brief history of special education. Scope of special education in India. Government policies and legislation.
- Meaning universalisation of education as per constitutional provision as well as state-wise allotment; - recommendation given in NPE 1986, POA1992, and PED (persons with disability) Act 1995; national institutes of handicapped and the role of rehabilitation council of India.

UNIT-II

Definition, types, causes, psychological and behavioral characteristics, educational programmes and placement of the following types of special needs children

- Mentally Retarded (MR).
- Visually Impaired.
- Hearing Impaired.
- Locomotor Impaired.
- With Learning Disabilities.
- Juvenile Delinquents.
- Creative.
- Gifted.

UNIT-III

- Meaning of and educational intervention- nature and objectives of special schools; concept of mainstreaming and inclusive education; integrated schools and support services provided within them viz. resource room, resource teacher, counselor etc.;
- Concept of remedial teaching (especially for learning disabled children).

UNIT-IV

- Role of other (peer) members of the school (children as well as teachers); family of the “concerned child” and the community in educating the child who is an exceptional one.

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New York (1973)

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Psychological Approach McGraw Hill Co.,
New York, 1965
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Jersey
11. Wadia, A. R.(Ed) :The Handicapped Child, Child, Tale Institute
of Social Science, Bombay

E. EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVE

- 1). To enable the students teacher to understand about the meaning, scope a brief
history of development and significance of E.T. and its importance components
in terms of hardware and software
2. To help the students teachers to distinguish between communication and instruction
so that they can develop and design a sound instructional system
3. To acquaint students teachers with levels, strategies and models of teaching for
future improvement.
4. To enable them understand the importance of programmed instruction and
researches in E.T.
5. To acquaint them with emerging trended in ET along with the resource centers of
ET.

UNIT I

Meaning and Scope of Educational Technology

- educational technology as systems approach to education
- systems approach in educational technology and its characteristics
- Components of educational technology software, hardware, Multi-media approach in Educational Technology

Multi- media approach in Educational Technology

Modelities of Teaching- difference between teaching and instruction, Conditioning and training

UNIT-II

- Communication and teaching, teaching and instruction, teaching and training conditioning & training.
- Components of communication, classroom communications and mass media approach in educational Technology
- Designing instructional system.
 - Stages of instructional system design (Briggs and wager).
 - Formulation of instructional objectives.
 - Task analysis
 - Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT –III.

- Teaching levels, strategies & models:
- Stage of teaching-Preactive, interactive & postactive, levels of teaching-memory understanding and reflective,
- Teaching strategies: meaning, nature, functions and types
- Models of teaching: concept, need family and some psychological models of teaching- Glaser's BTM, Bruner's- CAM. Ausubel's – AOM, Flanders, Social interaction Model and skinner's CMM and training models.
- Microteaching, flander's interaction analysis, and SSST

UNIT-IV

- Programmed instruction-origin and types- linear, branching and matheics
 - Development of the programmed instructional material.
 - Validation of programmed learning material
 - Teaching machines and computer assisted instruction
 - Researches in educational technology.
- Educational technology in formal, non-formal and informal education, open learning systems and educational technology.
 - Emerging trends in educational technology- multi media approach, problems of new technology.
 - Evaluation and educational technology: formative and summative evaluation, NRT & CRT.
 - Resource Centers for E.T., CIET, UGC, IGNOU, NOS, and State E.T. cells, AVRC, EMRC and NIST- their activity for the improvement of teaching-learning.

BOOKS RECOMMENDED:

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Massachusetts
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Press
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F. EDUCATIONAL MEASUREMENT, EVALUATION & ADVANCED STATISTICS

COURSE OBJECTIVES

1. To acquaint the student with the basic concepts and practices adopted in Educational, Evaluation & Advanced Statistics.
2. To help the student understand relationship between measurement, evaluation and statistic in education.
3. To orient the student with tools and techniques of measurement, evaluation and statistics.
4. To develop skills competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.

COURSE CONTENT

UNIT-I

Educational Measurement And Evaluation concept, scope, need and relevance Tools of measurement and evaluation subjective and objective tools, essay test.

Objective test scales questionnaires, schedules, inventories, performance tests.

Characteristics of a good measuring instrument :

Validity reliability norms usability.

Test construction & standardization:

Norms- referenced and criterion-referenced test, scaling- standard scores.

T-scores and C- scores

Steps in the standardization of a test

UNIT-II

Measurement of achievement, aptitudes, intelligence attitudes, interests and skills

Interpretation of test-scores and methods of feedback to students new trends :

Grading semester, continuous internal assessment, question bank, uses of computer in evaluation, qualitative analysis.

UNIT-III

- Statistics: Reliability of statistics, concept of error, and standard error of statistics: mean, median, standard deviation and correlation.
- Testing of hypothesis; through parametric and non-parametric tests such as (Z-test, t-test, chi-square- test, median-test, sign-test)
- Measures of special relationship; Bi-serial , point Biserial, Tetrochoric correlation Phi-coefficient, Contingency Coefficient, multiple and partial correlation

UNIT-IV

- Analysis of variance (one way and two –way classification)
- Scaling of test scores: percentile scale, z-scale, T-scale, C- scale, and Stanine scale
- Elementary Factor Analysis

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G. CURRICULUM DEVELOPMENT

COURSE OBJECTIVE

To enable the learner to;

1. Understand the intricate structure and process of curriculum development.
2. Comprehend the forces influencing its structure, process and development
3. Acquaint with curricular content curriculum implementation and process of curriculum evaluation.
4. Understand issues, trends and researches in this area.

COURSE CONTENT

UNIT-I

- Curriculum: Meaning and nature,
- Bases and determinants of curriculum philosophical, sociological, discipline oriented consideration.
- Types of curriculum: subject centered, child centered, core, special, integrated correlated.

UNIT-II

- Curriculum design: principles, approaches.
- Construction and development of curriculum.
- Different models of curriculum: Administrative line staff, Grass root, demonstration system analysis.

UNIT-III.

- Curriculum implementation: leadership role, community participation instructional guides for the teachers and students.
- Curriculum evaluation: formative, summative, interpretation instructional results.

UNIT-IV

- Issues, Recent trends, Problems and researches in curriculum
- Views of the following commission on curriculum in India.
 - University education commission, 1948.
 - Secondary education commission, 1952.
 - Education commission. 1966.

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- University Press Edinburg, 1973.
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 14. Manidi, M.R. & Ravi Shanker : Curriculum Development & Educational Technology, Sterling Publishers Pvt, Ltd, New Delhi, 1983.
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 25. N.C.T.E. : Curriculum Frame Work, 1979, 1988.

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27. Sharma, R.A. : PATHYKRAM VIKAS, Loyal Book Depot, Meerut.
28. Yadav, Siyarm : PATHYKRAM VIKSA, Vinod Pustak Mandir, Agra-2, 1998.

H. MANAGEMENT, PLANNING AND FINANCING OF EDUCATION

COURSE OBJECTIVE

1. To enable the students to understand concept and functions of educational management.
2. To acquaint the students with the approaches and specific trends in educational management.
3. To enable the students to understand the concept, types and process of educational planning.
4. To orient students with the practices about the financing of education.
5. To develop an understanding in the student about the financing of education.

COURSE CONTENT

UNIT-I

- Meaning and nature of educational management and administration.
- Management versus administration.
- Need and importance of educational management.
- Functions and types of educational management.

UNIT-II

Some approaches and trends in educational management;

- Scientific management approach, process & POSDCORD.
- Bureaucratic approach.
- Human Relations approach.
- Systems approach.
- Management by objectives.
- Programme evaluation and review technique (PERT).

UNIT-III

Meaning and nature of leadership.

- Theories of leadership;
- Styles of leadership.
- Decision-Making: Meaning, Process, Types, Limits and problems in decision-making
- Educational planning: Concept, need, Principles and approaches-Man Power, cost benefit, social demand and social Justice approach.
- Perspective planning and institutional planning.

UNIT-IV

- Inspection and supervision in education need for supervision.
- Principles of supervision.
- Types of supervision and functions.
- Panel Inspection, Planning, Organizing and Implementing Supervision Programme.
- Grant in aid system: Bases of Grant, types of grant, and mobilization of resources for education problems of educational finance.

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2. Bhatnagar, R. P. & V. Agrawal : Educational Administration, Meerut: Surya Pub., 1997.
3. Fayol, Henri : General and Industrial Management, London: Trans Construction., 1949.
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