

POST GRADUATE SEMESTER EXAMINATION

Four Semester Post Graduate Examination

Duration will be six months for each semester

Semester – I	Paper – I	Philosophical Bases of Education : Western Philosophies
	Paper – II	Sociological Bases of Education
	Paper – III	Psychological Bases of Education
	Paper – IV	Methodology of Educational Research
	Paper – V	Practical
Semester – II	Paper – I	Indian Philosophies of Education
	Paper – II	History of Indian Education
	Paper – III	Environmental Education
	Paper – IV	Comparative Education
	Paper – V	Statistics in Education
Semester – III	Paper – I	Teacher Education
	Paper – II	Special Education
	Paper – III	Foundations of Educational Technology
	Paper – IV	Distance Education
	Paper – V	Writing a Research Proposal
Semester – IV	Paper – I	Economics of Education
	Paper – II	Value and Human Right Education
	Paper – III	Women's Education and Gender Sensitisation
	Paper – IV	Educational Guidance and Counselling
	Paper – V	Dissertation and Viva Voce

- Concept and Types of personality.
- Theories of Personality – Trait Theorise of Allport & Eysench.
- Determination of Personality
- Assessment of Personality

UNIT-V Adjustment, Mental Health & Hygiene

- Concept of adjustment.
- Conflicts and mechanisms of defense.
- Introduction to common form of neuroses, psychosis and somatic disorders.
- Mental Health and Mental Hygiene.

Suggested Readings:

- Aggarwal, J.C. (2008) Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt. Ltd., New Delhi
- Allport, G.W. (1961) Pattern and Growth in Personality, New York: Holt, Rinehart and Winston
- Ausubel (1968) Educational Psychology – a Cognitive View, Holt, Rinehart and Winston, New York
- Bauman, A. Robert (2000), Psychology, New Delhi: Prentice – Hall of India.
- Bandura, A and Walters, R. H. (1963) Social Learning and Personality Development, New York: Holt, Rinehart and Winston and Winston.
- Bloom, Monish & Hunt, MH (1969), Psychological Foundations of Education, Harper & Row, New York.
- Bloch, I.J. (1970), Interpreting Personality Theories, New York: Harper and Row.
- Brown, Gordon H (1986) Theories of Learning, New Delhi, Prentice Hall of India
- Bruner, J.S. & Goodnow, J. J. (1962) A Study of Thinking, New York, GA Edition Inc.
- Burnard, H.W. and Hilgard, Ernest R. (1965) Psychology of Science and Teaching, McGraw-Hill Book Company Ltd., New York.
- Chauhan, S.S. (2007) Advanced Educational Psychology (7th Edition), New Delhi, Vikas Publishing House Pvt. Ltd.
- Cole, L (1964), Psychology of Adolescence, New York: Holt, Rinehart and Winston Inc.
- DeCecco, J.P. (1982) Psychology of Learning and Instruction, New Delhi, Prentice Hall of India
- Dennis Child (1973) Psychology and the Teacher, New York: Holt Rinehart and Winston
- Dollard J and Miller N.E. (1950) Personality and Psychotherapy: An Analysis in Terms of Learning, Thinking and Culture New York: McGraw - Hill
- Dutt N.K. "Psychological Foundation of Education" DOABA House N. Delhi



Garrison, K.C. (1955) Psychology of adolescence, New York: Prentice Hall.

Gondar R.I. (1980), Developmental Psychology: A Life Span Approach, New Delhi, Tata McGraw-Hill of India Pvt.Ltd.

Mangal, S.K. (2007) Advance Educational Psychology (2nd Edition), New Delhi: Prentice_Hall of India.

Skinner B.F. (1983), the Behaviour of Organism, New York: Appleton-Century Crofts.

Skinner, Charles E. (1956) Educational Psychology, New York: Prentice Hall.

S

res

Car

Q

by

ny

Semester I
Paper IV
Methodology of Educational Research

Course 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 Contents-

Unit-I

Nature and need of educational research. Qualitative and Quantitative research. Fundamental, Applied and Action research.

Unit-II

Selection and formulation of research problem guiding principles of problem selection.

Unit-III

Review of related literature and formulation of hypothesis.

Unit-IV

Population and sampling. Types of sampling-simple random sampling, stratified random sampling, cluster sampling, systematic sampling, purposive sampling, snowball sampling.

Unit-V

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

Books 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. Bhatnagar, R.P. et al. : Shiksha Anusandhan, Meerut: Loyal 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: Holt Rinehart and Winston, Inc, 1973.

7. Koul, Lokesb : Vikas Publishing House, 1993.
8. Shukla, P.C. : Experimental Research: Statistical Analysis of Data, in R.P. Bhatnagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.
9. Verma, M. : An Introduction to Educational and Psychological Research, Bombay: Asia Publishing House, 1965.
10. Yadav, M.S. & S.K. Mitra (Ed.): Educational Research: Methodological Perspectives, Baroda: CASE M.S. University, 1989.

6/2

1/2

(2/2)

on

1/2

5/2

Semester I

Paper V

Practical

Course Objectives-

This Practical work would enable the students to:

1. Administer the Psychology test to measure mental attributes.
2. Score the tests administered to measure attributes.
3. Interpret the collected data.

Any five of the following test/experiments-

1. Administration and interpretation of scores of verbal and nonverbal test of Intelligence test or Bhatia Battery performance test of intelligence.
2. Administration and interpretation of T.A.T.
3. Administration and interpretation of the test of creativity.
4. Immediate Memory Span (Visual and Auditory)
5. Span of Attention or Span of Apprehension or Impact of Mental set on Attention.
6. Mental work and Fatigue.

Handwritten marks and signatures are present below the list of experiments, including a large checkmark, a signature, and various scribbles.

Unit-IV :

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

- 1) Sankhya
- 2) Yoga
- 3) Nyaya
- 4) Vedanta

Unit-V :

Critical appraisal of the contribution towards education of Vivekanand, Aurobindo, Gandhi and Tagore.

Books Recommended :

1. Altekar A.S., 1937, Education in Ancient India, Varanasi : The Indian Book Shop
2. Dinkar, Ramdhari Singh : Sanskrit Ke Char Adhyay, Udayachar, Prakashan, Patna.
3. Hiriyana, M : The Essential of Indian Philosophy.
4. Magee, John (1971) : Philosophical Analysis in Education. Philosophy of Education Series Harper Row, New York.
5. Mad Wingo (1974) : Philosophy of Education. An Introduction
6. Pandey, R.S. (1995) : SHIKSHA DARSHAN, Vinod Pustak Mandir, Agra.
7. Jaffar, S.M. (1936) : Education in Muslim India, Lahore.
8. Oad, L.K. (1979), Shiksha ke Darshanik Avam Samaj Shastriya Adhar, Jaipur : Rajasthan Grantha Academy.
9. Das Gupta S.N. : Outlines of Indian Philosophy, Vols. 8.
10. Garulla, Vachaspati : Bhartiya Darshan.
11. Radha Krishnan, S. (2000) : Indian Philosophy, Vol-I & II, Oxford University Press, New Delhi.
12. Tripathi, L.J. : Being and Becoming, Vashundhra Prakashan, Gorakhpur.
13. त्रिपाठी आचार्य लालजी : आर्य चिन्तन में शिक्षा की परम्परा, राधा पब्लिकेशन, नई दिल्ली 2012

Handwritten signature and initials.

Handwritten signature.

Handwritten signature.

Handwritten signature.

Semester II

Paper – II

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.

Contents

- 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 centres of learning.
- Education during the British period.
 - (a) role of christian missionaries in the spread of education.
 - (b) Adam's reports
 - (c) Charter Act of 1813 and Anglo-oriental controversy.
 - (d) Wood's despatch of 1854.
 - (e) Indian Education commission (1882-83).
 - (f) Lord Curzon's Educational Policy.
 - (g) Calcutta University Commission (1917-19).
- Indian response to western education.
 - (a) National Education Movement
 - (b) Basic education
 - (c) National educational institution with special reference to Vishwa Bharati.

18

Jamia Millia, Gurukul Kangari and Banasthali Vidyapeeth.

- 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 1968 and 1986.

Books Recommended

- Altekar, A.S. (1934), Education in Ancient India, Varanasi : The Indian Book Shop.
- Ghosh, S.C. (1989), Education Policy in India Since Warren Hasting Calcutta.
- Jaffar, S M. (1936), Education in Muslim India, Lahore.
- Kumar, Krishna (1991), Political Agenda of Education, Delhi : Sage
- Law, N.N. (1916), Promotion of Learning in Medieval India, London.
- Mukherjee, R.K. (1960), Ancient Indian Education, Delhi : Motilal Banarasi Das.
- Nurullah S. and J.P. Naik, (1974) A Student's History of Education in India, New Delhi : The Macmillan
- Paranjape, M.R. (1938), A Source Book of Modern Indian Education, Bombay : Macmillan.

Om

Dr

Kee

22

Al

2

दीनदयाल उपाध्याय गोरखपुर विश्वविद्यालय, गोरखपुर

शिक्षाशास्त्र विभाग में सेमेस्टर व्यवस्था के अन्तर्गत परास्नातक उपाधि हेतु अध्यादेश

प्रस्तावना—शिक्षाशास्त्र विभाग द्वारा संचालित मास्टर ऑफ आर्ट्स (एम.ए.) सेमेस्टर प्रणाली पर आधारित द्विवर्षीय (एम.ए. प्रथम एवं एम.ए. अन्तिम वर्ष) पाठ्यक्रम होगा। एम.ए. प्रथम वर्ष में दो सेमेस्टर (प्रथम एवं द्वितीय) तथा एम.ए. अन्तिम वर्ष में दो सेमेस्टर (तृतीय एवं चतुर्थ) होंगे। इस पाठ्यक्रम का प्रत्येक शिक्षण-सत्र दो अन्तरालों में विभक्त होगा। प्रथम अन्तराल सामान्यतः जुलाई से नवम्बर तथा द्वितीय अन्तराल दिसम्बर से अप्रैल होगा।

प्रवेश—शिक्षाशास्त्र में स्नातकोत्तर उपाधि में प्रवेश हेतु वे ही विद्यार्थी अर्ह होंगे जिन्होंने

1. दी.द.उ. गोरखपुर विश्वविद्यालय या यू.जी.सी. द्वारा मान्यता प्राप्त विश्वविद्यालय/संस्थान से त्रिवर्षीय स्नातक उपाधि, तीसरे वर्ष तक शिक्षाशास्त्र विषय के साथ, प्राप्त की हो।
2. सामान्य एवं अन्य पिछड़ा वर्ग के वे ही अभ्यर्थी प्रवेश हेतु अर्ह होंगे जिन्होंने स्नातक स्तर पर न्यूनतम 40 प्रतिशत अंक प्राप्त किया हो। अनुसूचित जाति/अनुसूचित जनजाति के अभ्यर्थियों को स्नातक उत्तीर्ण होना चाहिए।
3. पाठ्यक्रम में प्रवेश विश्वविद्यालय या शासन द्वारा निर्धारित सीटों पर राज्य सरकार के नियमों के अधीन आरक्षण व्यवस्था के साथ विश्वविद्यालय द्वारा निर्दिष्ट विधि के अनुसार होगा।

परीक्षा—कक्षाओं में 75 प्रतिशत से कम उपस्थिति होने पर विद्यार्थियों को परीक्षा में सम्मिलित होने की अनुमति नहीं होगी। उपस्थिति में किसी भी प्रकार की शिथिलता विश्वविद्यालय के नियमानुसार ही देय होगी।

पाठ्यक्रम के प्रत्येक प्रश्नपत्र (प्रयोगिक, शोधप्रस्ताव लेखन एवं लघुशोध प्रबन्ध सहित) का पूर्णांक 50 अंक का होगा। प्रत्येक सेमेस्टर में न्यूनतम उत्तीर्णांक पूर्णांक का 36 प्रतिशत होगा परन्तु प्रत्येक प्रश्नपत्र (प्रयोगिक, शोधप्रस्ताव लेखन एवं लघुशोध प्रबन्ध सहित) में न्यूनतम उत्तीर्णांक पूर्णांक का 20 प्रतिशत होगा।

सेमेस्टर प्रथम/द्वितीय की परीक्षाफल की प्रतीक्षा किये बिना, विद्यार्थियों को अस्थाई रूप से सेमेस्टर द्वितीय/चतुर्थ में प्रोन्नत कर दिया जायेगा।

ऐसे विद्यार्थी जो किसी एक प्रश्नपत्र में न्यूनतम उत्तीर्णांक (20 प्रतिशत) प्राप्त करने में असफल होते हैं उन्हें अस्थाई रूप से अगले सेमेस्टर में प्रोन्नत कर दिया जायेगा। इसी प्रकार वे विद्यार्थी जो सेमेस्टर के प्रश्नपत्रों के योग में न्यूनतम उत्तीर्णांक (36 प्रतिशत) प्राप्त करने में असफल होते हैं परन्तु प्रत्येक प्रश्नपत्र में निर्धारित न्यूनतम उत्तीर्णांक (20 प्रतिशत) प्राप्त करने में सफल होते हैं, उन्हें अस्थाई रूप से अगले सेमेस्टर में प्रोन्नत कर दिया जायेगा। ऐसे विद्यार्थियों को सेमेस्टर उत्तीर्ण करने के लिये किसी एक प्रश्नपत्र को चुनना होगा। सेमेस्टर द्वितीय से तृतीय में प्रोन्नति दिये जाने की स्थिति में उनका अन्तिम वर्ष में प्रवेश उनके द्वारा प्रथम वर्ष की परीक्षा उत्तीर्ण कर लेने की शर्तों के अन्तर्गत पूर्णतया अस्थायी होगा। प्रोन्नति पाये हुए ऐसे विद्यार्थियों को सम्बन्धित प्रश्नपत्र की परीक्षा अगले वर्ष सेमेस्टर की नियमित परीक्षा के साथ देनी होगी। यदि वे इसके पश्चात् भी प्रथम वर्ष के दोनों सेमेस्टर्स को उत्तीर्ण नहीं कर पाते हैं तो प्रथम वर्ष की परीक्षा में अनुत्तीर्ण घोषित कर दिया जायेगा। उस परिस्थिति में उन्हें दो नई प्रोन्नति निष्प्रभावी हो जायेगी तथा अन्तिम वर्ष में उन्हें दिया गया प्रवेश स्वतः निरस्त हो जायेगा और ऐसे विद्यार्थियों को सम्पूर्ण परीक्षा भूतपूर्व छात्र (Ex-Student) के रूप में अगली नियमित परीक्षा के साथ देनी होगी।

Semester II
Paper – III
ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

- To make student teachers understand about the concept, importance scope and aims of environmental education.
- To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the Programmes 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, abiotic and biotic components.
- Natural resources, abiotic resources.
- Human system – Human being as part of environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system
- Environment and Sustainable Development.

UNIT-III

- Environmental 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 heritage.

UNIT-IV

- Features of curriculum for environmental education.
- Special nature of curriculum on environmental education.
- Methods and approaches of environmental education.
- 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 TV.
- Programme of environmental education for primary, secondary and higher education institutions.

UNIT-V

- Environmental Movements in India & Abroad.
- Global/Conferences on environmental issues.
- National and International Policy/ resolution on Environment.
- Environment as New Social movement.

Suggested Readings

Agarwal S.K. – "Environmental issues and themes", APH Publishing Corporation, New Delhi, 1997

B.P. Chaurasia – "Environmental Pollution Perception and Awareness" – Chugh Publications, 1992

Dahiwal G.S., Sangha G.S., Raihan P.K., "Fundamentals of Environmental Science", Kalyani Publishers, 1996

Dash, M.C., Fundamentals of Ecology, Tata Mc GrawHills pub Company Ltd. New Delhi, 2006

Dr. Nasrin, "Environmental Education", APH Publishing Corporation, New Delhi, 1999

Embertin J.C., "Introduction to Ecology", M & E Handbooks, 1983

Joseph, Benny, Environmental Studies, Tata Mc GrawHills pub Company Ltd. New Delhi, 2006

Joseph, Kurian & Nagendran R, Essentials of Environmental Studies, Pearson Education, 2004

Kumar, Khagendra (2002): Understanding A People's Science Movement in India, Janaki, Patna

Odum, Fundamentals of Ecology,

Sharma, P.D., Ecology & Environment, Rastogi Publication, Meerut, 2004

Sharma R.C., "Environmental Education", Metropolitan, 1986

S.K. Kochhar, "Methods and Techniques of Teaching", Sterling Publishers Private Ltd. New Delhi, 1981

Handwritten signatures and initials at the bottom of the page.

Vijandra Kumar, "Modern Methods of Teaching Environmental Education", Sanap & Sons, New Delhi, 2000

st

re

✓

cy

✓

su

Semester II
Paper – IV
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 help the students to use the results of assessment made by various countries and to know the role of UN and its various bodies for the promotion of Indian education.
- 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-II

- 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

- Modern trends in world education – national and global.
- Role of U.N. in improving educational opportunities among the member countries, various official organs of the U.N. and their educational activities.

UNIT-IV

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

Primary Education

USA, UK, China, India

23

23

23

23

23

23

Secondary Education	-	USA, UK, China, India
Higher Education	-	USA, China, UK, India
Teacher Education	-	USA, UK, India
Adult Education	-	Brazil, India

UNIT-V

- 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

Suggested Readings:

- Aggrawal, J.C., Comparative Education in India: UK, USA, USSR, Arya Book Depot
- Chaube, S.P., Features of Comparative Education, Aggrawal Publication, Agra
- Chaube, S.P. & Chaube, A., Comparative Education, Vikash Publishing House PVT Ltd., New Delhi, 1998
- Dutta, B.S.V., Comparative Education – A Comparative Study of Educational Systems DVS Publishers & Distributors, Guwahati, 2004
- Freire Paulo "Pedagogy of the oppressed" Granth Shilpi
- Kaushik, V.K., Comparative Education, Anmol Publication, New Delhi, 2006
- Naik, S.P., Perspective on Comparative Education, Anmol Publication, New Delhi, 2003
- Rao, V.K., Comparative Education: The Methods of Enquiry and Analysis, DVS Publishers & Distributors, Guwahati, 2004
- Rao, V.K. & Reddy, R.S. Comparative Education, New Delhi, Commonwealth Publishers, 1997
- Sharma, R.A., Comparative Education: Educational System & Problems of the World, R.Lall Book Depot, Meerut
- Sharma, R.S., Comparative Perspective on Education, Eastern Book House, Guwahati, 2005
- Sharma, Y.K., Comparative Education: Comparative Study of Educational System, Eastern Book House, Guwahati, 2004
- Srivastava, S.K. Comparative Education, Anmol Publication, New Delhi, 2006

Sodhi, T.S., A Text Book of Comparative Education, New Delhi: Association of Indian Universities, IGNOU

of

rec

or

com

sh

sub

Semester II
Paper V
Statistics in Education

Unit-I

Measure of Central tendency and its application in education.

Unit-II

Measure of variability-Quartile deviation, Mean Deviation and standard deviation.

Unit-III

Correlation : concept, need and scope, Rank order correlation and product moment correlation.

Unit-IV

Comparison of means of two groups through critical ration/t-test.

Unit-V

Chi-Square test and simple Analysis of variance.

Books Recommended-

1. Garrett, H.E. : Statistics in Psychology and education, vikas peffer and simara co. Ins. New York
2. Guilford, J.P. : Fundamental statistics in Psychology and Education, McGraw Hill (1965).
3. कपिल, एच.के. : सांख्यिकी के मूल तत्व : भार्गव पुस्तक प्रकाशन, 4/230, कचहरी घाट, आगरा-4
4. गुप्ता, एस.सी. : सांख्यिकी विधियाँ एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद

दी

रूप

जे

अ

ए

स

Semester - III
Paper – I
TEACHER EDUCATION

COURSE OBJECTIVES

- To enable 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 programmes 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 Content

UNIT-I

- Meaning & Scope of teacher education.
- Objectives of teacher education at different levels.
- 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 & Inservice Training Programmes.

UNIT-III

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

- Techniques of teacher training-core teaching, microteaching and interaction analysis
- Evaluation of students teaching

UNIT-IV

- Distance education & teacher education
- Innovations in teacher education
- Integrated teacher education programmes
- Comprehensive college of education
- SCERT, DIET, NCERT, NCTE, NUPA, UGC-ASC

UNIT-V

- Other issues of Teacher
- Current problem of Teacher Education
- Area need and problems of Research in Teacher Education

Suggested Readings

AIU, Teacher Education in India, New Delhi, 2000

Anand, G.L., Aspects of Education, S. Chand & Co. New Delhi, 1987

Chaurasia, G. New Era In Teacher Education, Sterling Publisher (P) Ltd. Delhi, 1984.

Gupta, Arun K. Teacher, Current & Prospects, Sterling Publishers (P) Ltd. Delhi, 1984

Kaddad, G.M., Secondary Teachers Education, Himalaya Publishing House, New Delhi, 1988

Mukerjee, S.N. (Ed.), Education of Teachers in India Vol-I, S. Chand & Co., 1988

NCERT, Sociology of the Teaching Profession, NCERT, New Delhi, 1970

NCERT, Status of Teachers In India, NCERT, Delhi, 1993

NCTE, Policy Perspectives in Teacher Education Critique & Documentation, New Delhi, 1998

Paliwal, M.R., Teacher Education on More, Uppal Publishing House, New Delhi 1985

[Handwritten signatures and initials]

Semester III
Paper – II
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 programmes 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, POA1992 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, Visually impaired, Hearing impaired, Gifted and creative childrens, Juvenile Delinquents orthopaedically Handicapped.

Unit IV

- Meaning of an educational intervention-nature and objectives of special schools. Concepts of mainstreaming. Intergrated schools and support them viz resource room, resource teacher, counselor etc.

Unit V

- 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.

Book Recommended

[Handwritten signatures and initials]

जो अभ्यर्थी चारों सेमेस्टर की परीक्षा उत्तीर्ण कर लेंगे उनका परीक्षाफल निम्नवत् घोषित होगा—

प्रथम श्रेणी	:	पूर्णांक का 60 प्रतिशत या उससे अधिक।
द्वितीय श्रेणी	:	पूर्णांक का 48 प्रतिशत या उससे अधिक परन्तु 60 प्रतिशत से कम।
तृतीय श्रेणी	:	पूर्णांक का 36 प्रतिशत या उससे अधिक परन्तु 48 प्रतिशत से कम।

स्व
स्व
स्व
स्व
स्व
स्व

- पाण्डेय सरिता : मूक बधिर बालकों का शैक्षिक और सामाजिक आर्थिक समायोजन
वसुन्धरा प्रकाशन, गोरखपुर 2001

21

22

(232)

24

Semester - III

Paper - III

FOUNDATION OF TECHNOLOGY

COURSE OBJECTIVES

- To enable the student to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
- To help the students 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 centres 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, Behaviour Technology.

UNIT-II

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

UNIT-III

- Modification of Teaching Behaviour.
- 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.

UNIT-V

- Educational Technology in formal, non-formal and Informal Education.
- Distance Education, Open Learning System and Educational Technology.
- Emerging trends in Educational Technology, Problems of New Technologies.
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, etc. – their activity for the improvement of teaching learning.

Suggested Readings

Aggarwal, J.C., Essentials of Educational Technology: Teaching Learning Innovations in Education, Vikash Publishing House, New Delhi

Aggarwal, J.C. Principles and Techniques of Guidance, Vikash Publishing House, New Delhi

Apter, M.J., The Technology of Education, Mac Millan, London

Bruce & Joyce: Models of Teaching

Crow & Crow, An Introduction to Guidance, Eurasia Publishing House, New Delhi

Decesco, J.P., Educational Technology, Reading in Programmed Instruction, Rinehard & Winston, New York

Decesco & Crowford, The Psychology of Learning and Instruction: Educational Technology, Prentice hall of India, New Delhi

Kumar, K.L. Educational Technology, New Age International, New Delhi

Mukhopadhyay, M. Educational Technology: Knowledge Assessment, NUEPA, New Delhi

Sharma, R.A., Educational Technology, Loyal Book Depot

Supe, D.E., The Psychology of Careers, Harper & Row, New York

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

Semester - III
Paper – IV
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.
- To 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 Programme Evaluation

- 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

UNIT-V Research in Distance Education

- Research on Correspondence Education/Open Learning System.
- Research on Media of Communication in Distance Education
- Research on Educational T.V.
- Research on Evaluation in Distance Education
- Research on Economics of Distance Education

Suggested Readings:

- Association of Indian Universities (1997), Handbook of Distance Education, New Delhi
- Digmarti, Bhaskar Rao. International guidelines on open and Distance Education
- Freeman (1997), Managing Open System, Keegan Paul, London
- Greville Rumble (1981), The Planning and Management of Distance Education, Croom helm Ltd. Busrel Row.
- Holmberg, B(1981), Status and Trends of Distance Education, Keegan Paul, London
- Keegan, D. (1986), The Foundations of Distance Education, Croom Helm, London
- Koul, B.N. et al (1998), Studies in Distance Education, AIU, IGNOU, New Delhi
- Lavis, Roger (1984), How to Tutor in open Learning System, C.E.T.
- Pandey, K (1991), IGNOU Student Support Services and Personal Contact Programmes: Present Status and Suggestion. New Delhi: IGNOU
- Ferry, W (1987), Open University, Keynes: Open University Press, Walton Hall milton
- Peters, D (1998), Learning and Teaching in Distance Education: Analysis and Interpretation from a International Perspective, Kogan Page, London
- Sahoo, P.K. (1993), Higher Education at a Distance, Sanchar, New Delhi
- Sahoo, P.K. (1994), Open Learning System. Uppel, New Delhi

SEMESTER COURSE IN EDUCATION AT POST GRADUATE LEVEL

Each of four semester will consist of five papers. First, third and fourth semester will have four theory papers and one practical paper. Second semester will have five theory paper only. Each of the theory paper will consist of five units of 10 marks each. Thus in total each of the paper will be of 50 marks. The fifth paper of semester first, third and fourth viz. Practical, and Writing a Research Proposal will be of 50 marks each. Dissertation and Viva Voce will also be of 50 marks. Dissertation will carry 30 marks and Viva Voce on it will be of 20 marks.

Semester – I

Paper – I	Philosophical Bases of Education : Western Philosophies
Paper – II	Sociological Bases of Education
Paper – III	Psychological Bases of Education
Paper – IV	Methodology of Educational Research
Paper – V	Practicals

Semester – II

Paper – I	Indian Philosophies of Education
Paper – II	History of Indian Education
Paper – III	Environmental Education
Paper – IV	Comparative Education
Paper – V	Statistics in Education

Semester – III

Paper – I	Teacher Education
Paper – II	Special Education
Paper – III	Foundations of Educational Technology
Paper – IV	Distance Education
Paper – V	Writing a Research Proposal

Semester – IV

Paper – I	Economics of Education
Paper – II	Value and Human Right Education
Paper – III	Women's Education and Gender Sensitisation
Paper – IV	Educational Guidance and Counselling
Paper – V	Dissertation and Viva Voce

Semester IV

Paper – III

WOMEN'S EDUCATION AND GENDER SENSITIZATION

COURSE OBJECTIVES

- To know the expected roles (political, social and economic) of Women in developing countries including India.
- To acquaint with the types and modes of preparation needed for them in playing roles effectively and efficiently in tune with the Constitutional directives.
- To be aware of the concept of women as change agents for the transformation of Third World Countries.

UNIT-I

- Meaning, nature and scope of Women's Education from ancient to modern age.
- Importance of Women's Education and its features/objectives.

UNIT-II

- Women's Education and different organization related to women. Women Right Act and its implementation, different plans & strategy of Women's Education in India.

UNIT-III

- Society development and women education. Role of women in educational administration and management. Women's Education in Rural and urban area Problem and achievement.

UNIT-IV

- Women's Education and its development factor with IT sector. Comparative study of Indian Women's Education with developed nation.
- Thoughts of great persons on Women's education such as – Mahatma Gandhi, Pt. Jawahar Lal Nehru, Rabindra Nath Tagore, Sarojini Naidu.

UNIT-V

- Women's Education Vs Primary and Higher level education system. Role and status of women in education system. Government education plan for girl education during five year plan.

Suggested Readings

Agrawal Bina – *Field of her own*, New Delhi, Kali for Women.

Amin S. *Capitalism in the age of Globalisation*, New Delhi Madhyam 1999, Vikalp, Vol. VI/No. 3,4,5 1999/2000, Plumbai VAK.

Alexander & c. Mohanty (eds) *Feminist Genealogies Colonial legacies, Democratic Futures*, Routledge 1999.

Burbach – Vuez. Eta. – *Globalisation & Discontents*, London, Pluto 1997, EPW – 30 April WS – 2 (issue).

- Counselling approaches – directive, non – directive
- Group counselling vs. individual counselling, Counselling for adjustment.
- Characteristics of good counselling.
 - 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.

UNIT-V

- Human Adjustment and Mental Health
 - a) Psychological foundation of adjustment.
 - b) Role of motivation and perception in adjustment.
 - c) Principles of mental hygiene and their implication of effective adjustment.
 - d) Mental health and development of integrated personality.

Suggested Readings

- Agarwal J.C. Educational Vocational Guidance and Counselling, Daoba House, Nai Sarak, Delhi.
- Anastasi Anne: Psychological Testing, New York, Mac Millan 1982
- Bengalee, M. (1984): "Guidance and Counselling", Seth Publishers, Mumbai.
- Bhatia, K.K. – Principles of Guidance and Counselling, Kalyani Publishers.
- Crow and Crow: "Introduction to Guidance", 2nd ed., Eunasia Publishing Co., New Delhi.
- David, A. – Guidance and Counselling: Com. W
- Dave, Indu (1984): The basic Essentials of Counselling, sterling Publishers Pvt. Ltd, New Delhi.
- Gupta Manoj – Effective Guidance and Counselling of mangaldeep Publication, Jaipur.
- Gupta Sk: Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
- Jayswal, Monica (1968): "Guidance and Counselling", Prakashan Kendra, Lucknow.
- Jones A.J.: Principles of Guidance, McGraw Hill Book Co., New York.

Semester - I

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 sources of knowledge getting process.

Course Content

Meaning, Nature and Scope of Education and Philosophy;

Unit -I

Relationship between Education & Philosophy

Unit-II

Western Philosophies : Major schools.

- i. Naturalism
- ii. Idealism
- iii. Pragmatism
- iv. Realism

Unit-III

Modern concepts of Philosophy

- i. Logical positivism
- ii. Existentialism
- iii. Marxism

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

Unit-IV

Great Western Education

- i. Plato
- ii. Rousseau
- iii. John Dewey

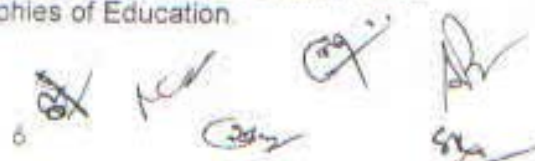
Unit-V

Democracy and Education

Education and Freedom, Equality, Democracy and responsibility

Books Recommended

1. Bayles, E.E. : Pragmatism In Education, Philosophy of Education Series
Harper Row New York, 1971
2. Boyed, William and King : The History of Western Education, 1972.
3. Brubacher, J.S. : Modern Philosophies of Education.



4. Butler, J. Donald : Idealism in Education, Philosophy of Education Series Harper Row, New York, 1971
5. Dwey, John : Democracy and Education, An Introduction, 1974.
6. Kilpatrick, W.H. : Education for a Changing Civilization, 1971
7. Magee, John : Philosophical Analysis in Education, Philosophy of Education Series Harper Row, New York, 1971
8. Martin, Owlin : Realism in Education Philosophy, Education Series Harper Row, New York, 1971.
9. Max Wingo : Philosophy of Education, An Introduction, 1974.
10. Morris, Van Cleve : Modern Movements in Educational Philosophy, 1969.
11. Morris, Van Cleve : Existentialism in Education, Philosophy of Education Series Harper Row, New York, 1971
12. Pandey, R.S. : Shiksha Darshan, Vinod Pustak Mandir, Agra, 1995.
13. Tripathi, L.J. : Being and Becoming, Gorakhpur.
14. Sorenson, H : Psychology in Education, MaGraw Hill, New York.







Semester I
Paper II
Sociological Bases Of Education

Course Objectives-

To enable the students to understand about :

1. Meaning and nature of Sociology of Education.
2. Social role of Education.
3. Meaning of culture and concept of Modernization and 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

Education and Society

- i. Education : as a process in social system.
- ii. as a process of socialization.

Unit-III

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

Unit-IV

Social Change : Meaning and concept; education as an agent of social change and constraints on social change (Caste, class, language and regionalism). Social mobility.

Unit-V

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

Books 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. Dewey, J (1916) : Democracy and Education, New York : Macmillan Co.
4. Durkheim, Emile (1956) : Sociology And Education, New York, The Free Press.
5. Freire, Paulo (1973) : Education for critical consciousness, New York.
6. Gore, M.S., I.P. Desai (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T.
7. Halsey, A.H. (1975) : Sociology and the Equality Debate, Oxford Review of Education Vol.1, No.1
8. Kumar Krishna (1989) : Social Character of Learning, New Delhi, Sage.]


8

- Handwritten signatures and initials: *sp*, *for*, *on*, *Sh*, *com*, *SH*.

Semester I

Paper – III

PSYCHOLOGICAL BASES OF EDUCATION

COURSE OBJECTIVES

- To enable the students to understand concepts and principles of Educational Psychology as an Applied Science.
- To enable them to understand the process of Human Development, Related psychological theories and their Implications for education.
- To acquaint them with the concept and Process of Learning, related theories and their 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 Behaviour with their Educational Implications

COURSE CONTENTS

UNIT-I Educational Psychology & Human Development

- Concept, Concerns and Scope of Educational 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 – Gagne's hierarchy.
- Theories of Learning with their Educational 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

[Handwritten signatures and initials]

Department of Education

शिक्षाशास्त्र विभाग

Faculty of Education

शिक्षा संकाय



M.A. in Education

शिक्षाशास्त्र में स्नातकोत्तर

Semester System

सेमेस्टर प्रणाली

Ordinances, Regulations and Syllabus

अध्यादेश, नियम एवं पाठ्यक्रम

2012 – 13

D.D.U. Gorakhpur University Gorakhpur – 273009

दी.द.उ. गोरखपुर विश्वविद्यालय, गोरखपुर – २७३००९

Semester II

Paper – I

INDIAN PHILOSOPHIES 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 functions of Indian philosophy of 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 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

Unit-II :

Relationship between Darshan, Dharma and Vidya

Unit-III :

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

- Agrawal Rashmi Rao B.V.L.N. : Education for Disabled children (Shipra Publications 115-a, Vikas Mard Shakarpur, Delhi, 2007)
- Burt, Cyril : The Backward child, University of London Press, 1950
- Crick Shank William M, Johnson G, Orville : Education of exceptional "Childrens and Youth" By Prentice Hall Inc.
- Bumarnd G. Suran/Joseph V. Rizzo : Special children An Introgative Approach, Scott, Farosman and company, Glenview, Illinois London, England 1979
- Edward A. Blackhurst and William H. Berdine : An introduction to special education (Little Brown and company Boston Toronto 1981)
- Frampton M. & E. Gall : Special Education fot the exceptional (Boston : Porter Sergeant)
- Kuppuswamy B. : A text book of child behaviour & development, New Delhi, Vikas Publishing House, 1976
- Llogd M. Dumm : Exceptional children in the schools (New York : Holt , Renehart & Winston Inc.)
- Mangal S.K. : Educating Exceptional children An Introduction to special Education (Prantice Hall of India Private Limited, New Delhi, 2007)
- Panda K.C. : Education of exceprional children (Vikas Publishing House Pvt. Ltd., Noida (U.P.) 2009)
- Umadevi M.R. : Special Education A Practical Approach to Educating children with special needs (Neelkamal Publication Pvt. Ltd, Hyderabad 2010)
- Wadin, A.R. (ed.) : The Handicapped Child, Bombay, Tata Institute of Social Sciences.
- कुमार संजीव : विशिष्ट शिक्षा (जानकी प्रकाशन, अशोक राजपथ चौहट्टा पटना 1979, गजमीर खान, चरियागंज, नई दिल्ली)
- शर्मा डॉ. आर.ए. : विशिष्ट शिक्षा का प्रारूप (मुख्यधारा एवं समन्वित शिक्षा) आर.लाल बुक डिपो मेरठ, 2008
- बाजपेयी एवं बाजपेयी : विशिष्ट बालक, भारत बुक सेंटर लखनऊ 2000
- विष्ट आनारानी : विशिष्ट बाल उनका मनोविज्ञान एवं शिक्षा, विनोद पुस्तक मंदिर आगरा
- प्रेमशंकर : विशिष्ट बालक, आलोक प्रकाशन, लखनऊ, इलाहाबाद
- सिंह बी.बी. एवं ग्वाडी एन.सी : विशिष्ट शिक्षा, वैशाली प्रकाशन नेशनल बुक डिपो, गोरखपुर
- पाण्डेय बी.बी. विशेष शिक्षा के आधार, वसुधारा प्रकाशन, गोरखपुर
- भार्गव महेश चन्द्र : विशिष्ट शिक्षा, हर प्रकाश भार्गव प्रकाशन, आगरा, 2005

Sodhi, T.S., Education and economic Development, Mukund Publication Ludhiana, 1978

Mishra, Atmanand, the financing of Indian education, Asia Pub. House, New Delhi, 1967

Padmanabhan C.B., Economics of educational Planning in India, Araya Book Dept, Karolbagh New Delhi, 1971

Psacharpoulos G., Economics of Education, Pergamon Press, Headington Hill Hall, Oxford, 1987.

Singh, Baljit, Education as Investment Meenakshi Prakashan Meerut.

Tiwari, Satish, Educational Development & Planning, Anmol Pub. Pvt. Ltd. New Delhi

Vaizey, John, Economics of Education, Sabar & Faber, London.

S

SG

se

SG

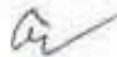
SG

SG

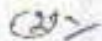
Madhu, Kapani (2002), Education in Human Values. New Delhi: Sterling Publisher.

Mani, Jacob (Ed.) (2002). Resource Book for Value Education, New Delhi: Institute of Value Education.













- Evaluation Strategies for the Assessment of Values Inculcation.

UNIT-III Moral Education and Moral Development of the Child

- Moral Education vis-a-vis Religious Education, Moral Instruction, Moral Training and Moral Indoctrination, Characteristics of a morally educated person.
- Moral Education and the Curriculum: Implications of introducing Moral Education as a Subject of Curriculum.
- Stages of Moral Development and their Characteristic Features.
- Assessment of Moral Maturity via Moral Dilemma Resolution
- Example of some selected Moral Dilemmas.

UNIT-IV Basic Concept of Human Rights and Rights of Children

- Concept, Need and Importance of Human Rights and Human Duties in the existing Social Scenario.
- History of Human Rights Development.
- Universal Declaration of Human Rights (1948).
- Concept of Human Rights in the Indian Constitution.
- Children's Rights in the Indian Context: Right to Education with reference to "Right of Children to Free and Compulsory Education Act, 2009", Legal Provision against Child Labour.

UNIT-V Human Rights Education

- Meaning, Need and Scope of Human Rights Education.
- Teaching Learning Process and Human Rights Education through Curricular and Co-curricular Activities.
- Agencies of Human Right Education: Role of different Governmental and Non-Governmental Organizations in Human Right Education.
- Role of Teacher Educators in Promoting Human Right Education.

Suggested Readings:

- Begum, S.M. Human Right in Indian, New Delhi: A.P.H. Publishing Corporation
- D.Kumar (2006), Childhood Right – Promoting Education, Bhopal: Intellectual Book.
- Diwan, Paras & Diwan, Peeyush (1996), Human Rights & the Law, Universal and Indian, New Delhi: Deep & Deep Publications.
- Gupta N.L (1996), Value Education: Theory and Practice, Ajmer: Krishna Brother.
- Jols, M. Rama (1998), Human Rights and Indian Values. New Delhi: NCTE
- Kulkarni, R.A (2000), Value Education, Kolhapur: Phadke Prakashan.

40

Semester IV

Paper – II

VALUE AND HUMAN RIGHTS EDUCATION

COURSE OBJECTIVES

- To enable the students to understand the Concept, Need and Importance of Value-Education and Education for Human Rights.
- To enable them to understand the relationship between Culture and Human Values with special reference to India.
- To make them able to understand the Approaches and Methodologies of Value-Education as well as its Evaluation Strategies.
- To enable them to understand the Concept of Moral Education and the Process of Moral Development vis-a-vis their Cognitive and Social development.
- To orient them with the basic Concept of Human Rights and Rights of Children with reference to International & National Provisions.
- To make them realize the role of different Governmental and Non-Governmental Organizations, Teacher Training Institutions and Teacher Educators in Value-Education and Education for Human Rights.

COURSE CONTENTS

UNIT-I Concept, Need and Importance of Value Education

- Concept, Nature and classification of values.
- Meaning and Nature of Value Education.
- Need and Importance of Value Education in the existing social scenario.
- Recommendations on Value Education by various Education Commissions: University Education Commission 1984, Secondary Education Commission 1952, Indian Education Commission 1964, NPE 1986 and 1992.
- Religion as Source of Human Values: Contribution of Hinduism, Christianity, Buddhism and Islam to the Education of Human Values.
- Values as enshrined in the Constitution of India

UNIT-II Approaches and Methodologies of Values Inculcation

- Approaches to Value Education
- Methods and Strategies of Values Inculcation.
- Role of Educational Institution, Teachers, Parents, Religious Heads, Administrators and Mass Media in the Inculcation of Values.
- Value Orientation in Teacher education.
- Role of Teacher Educators in Promoting Value Education in the society.

Butalia U & Sarkar (ed) Women and the Hindu Right, New Delhi, Kali for Women – 1996.

Cassman B & R Kapur (eds) subversive site, New Delhi Kali for Women 1996

Chakravarti & K. Bangari (eds) Myths & Markets, New Delhi, Manohar 1999

Chossudo VSKY M. The Globalisation of Poverty, Goa Madhyam 2001.

Dey I. Qualitative Data Analysis: A user friendly guide for social scientist, New York, Rontledg 1993.

EPW Issues – June 30, July 6, 2001, March 24 – 30, 2001, June 24, 30, 2000, Jan 15, 24, 2000, Oct. 30 Nov. 5, 1999, June 17 – 23, 2000, July 29, Aug. 4, 2000.

Feminifilation of Theory Debate in EPW issues March 1995, June 3, 1995, June 10, 1996, July 11, 1005, Aug. 26, 1995, June 17, 1995.

Ghosh J. "Gender concerns in Macro – Economics Policy EPW 30 April WS-2.

Hasan Zoya (ed), Forging Identities: Gender Communities and Multiple partiachies, EPW 23, Dec. 1995.

Heyzer N. Riker, J.A. Suizon, Government – NGO. Relations in Asia, Kwala Lampur APDC 1995.

Kapur Ratna (ed) Feminist Terrains in Legal Domains, New Delhi, Kali for Women 1996.

Keller E.F. & H. Lagino – Feminism & Science, Oxford OUP 1996.

Mics, M. Patriarchy and Accumulation on a world Scale: Women in International Division of Labour, London, Zed 1986.

Miller S.S. Rawbotham, Women Encather, Technology, London Routeledge, 1995.

Nielesen J. Feminist Research Methods, London, West view Press 1990.

Oakley Ann – Experiments in Knowing, gender and methods in the Social Sciences, London Polity Press.

Rao N. Rump: L & R Sudarshan (ed) site of change, New Delhi, UNDP 1996.

Sangari K. Politics of possible, New Delhi, Tulika 1999.

The Women and House hold in Asia, Series of Five Volumes, series editor (Dule L).

Uberoi P – (ed.) State Sexuality & Social Reforms, New Delhi, 1996.

Vol. 1. Singh A & A vitamen (ed) Invisible Hands, New Delhi, Sage Publication 1987.

Vol 2. Aganwal B. (ed) Structure of Patriarchy, New Delhi,

Vol 3. Dube L & R Palsiwala (eds) Structure & Stratages: women, work & family in Asia. New Delhi Sage 1989.

Krishnam; M & K. Chanana (eds): Gender and the House hold domain New Delhi Sage 1989. (4 Vol.)

K. Sarzamon. (ed) Finding Household New Delhi Sage 1992. (Vol 5.)

Handwritten signatures and initials at the bottom of the page, including "a32", "a", "n", "Sahel", and a large checkmark.

Semester IV

Paper – IV

EDUCATIONAL GUIDANCE AND COUNSELLING

COURSE OBJECTIVES

- 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 the 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, Vocationalisation of secondary education and career development.

UNIT-III

- Organization of a Guidance Programme
 - a) Principles of organization.
 - b) Various types of services – Counselling.
- Counselling Process
- Concept, nature, principles of counselling