

DEEN DAYAL UPADHAYAYA GORAKHPUR
UNIVERSITY, GORAKHPUR



FACULTY OF EDUCATION

Ordinances, Regulations and Syllabus for
Two Years M. Ed. Programme- 2015

November, 2015

Price:

DEEN DAYAL UPADHYAYA GORAKHPUR UNIVERSITY
FACULTY OF EDUCATION
ORDINANCE, REGULATION AND SYLLABI FOR
MASTER OF EDUCATION

The Deen Dayal Upadhyay Gorakhpur University, Gorakhpur offers two year fulltime Master of Education [M. Ed.] Programme in its Faculty of Education and in affiliated colleges for Indian nationals and those foreign nationals who have been permitted by Government of India to pursue study in India. The M. Ed. Programme will be run as per the Ordinance, regulations and the syllabi as given hereunder;

1 Preamble

The Master of Education (M.Ed.) Programme is a two year professional programme in the field of teacher education which aims at preparing teacher educators, education professionals, curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.

2 Duration of the Programme

The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research project. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme.

3 Working Days

There shall be at least two hundred working days each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence of students is necessary.

4 Attendance

The minimum attendance of students must be 75%.

5 Intake

The basic unit shall not exceed fifty students.

6 Eligibility

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% or an equivalent grade from any institution recognised by U.G.C. in the following programmes:

- i). B.Ed.
- ii). B.El.Ed.
- iii). B.A.Ed. and B.Sc. Ed. or equivalent thereto
- iv). D.El.Ed. with Graduate Degree.

7 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the entrance examination or any other selection process as per the policy of the State Government/University.

Reservation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the State Government whichever is applicable. There shall be a relaxation of 5% marks in the eligibility criteria for SC/ST/PWD and other reserved categories.

8 **Fees**

The institution shall charge only such fee as prescribed by the State Government/University.

9 **Programme Implementation**

The institution will have to meet the following specific demands of this professional programme of study:

- i) Submission of a Dissertation before the commencement of the written examination.
- ii) Structured engagement of M.Ed. students with educational sites/fields for not less than four weeks resulting in a reflective report. The suggested sites/fields are as follows:
 - A. Professional pre-service teacher education programme.
 - B. An organization engaged in the development of innovative curriculum and pedagogic practices.
 - C. International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation, educational administration and management.
 - D. In-service training programmes for school teachers.
- iv) The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion for students. Students' participation in the weekly research colloquium/seminar shall be ensured.
- v) There shall be mechanisms and provisions in the institution for addressing complaints of students and faculty and grievance redressal.
- vi) Mechanisms shall be worked out where faculty other than the ones actually dealing with the course shall be involved in the work of the institution.

10. **Rules Pertaining to Examinations:**

- It shall be mandatory for each student to attend a minimum of 75% classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the M.Ed. examination. As per the provisions of the University ordinances the Head/Dean in the case of University Department of Education and Principal in the case of Degree College will have the power to condone up to 5% of the attendance and the Vice-Chancellor on the recommendation of the Principal/Head/Dean of Education may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.
- It shall be mandatory for each student to participate in all practical activities.
- In case student fulfills the above requirements and is eligible to sit in the M.Ed. examination and fails in examination then he/she shall be permitted to appear as an ex-student.
- It shall be mandatory to complete all theory and practical activities in order to be able to appear as an ex-student in the M.Ed. examination.
- The students shall be promoted to the second year if he/she has completed all sessional, practical activities and obtained at least 30% marks in each paper.

11 **Conduct of Examination**

(A). A candidate shall be declared to have passed in M.Ed. Examination in the divisions as detailed here under:-

- | | | |
|---------------|---|---------------------------------------|
| I- Division | : | 60% or above marks. |
| II- Division | : | 48% or above but less than 60% marks. |
| III- Division | : | 36% or above but less than 48% marks. |

A candidate will be declared passed if he/she obtains 36% marks in the aggregate and at least 30% in each of the papers.

- i) There will be annual examination conducted by the examining body.
- ii) Candidates will have the option of writing the examination either in Hindi or in English

medium.

- iii) Students will be evaluated internally and externally, as well.
- iv) Distribution of the marks shall be as given below in the table;

Year	Course	Maximum Marks	Internal	External
Papers & Activities for First Year	I: Philosophical Perspectives of Education	100	20	80
	II: Sociological Perspectives of Education	100	20	80
	III: Psychological Perspectives of Education	100	20	80
	IV: Methodology of Educational Research	100	20	80
	(A) Practical Activities (5x10=50)	50	50	-
	(B) Internship	50	50	-
	(C) Viva Voce on records of Practical Activities	50	-	50
	(D) Viva Voce on records of internship	50	-	50
Total		600	180	420
Papers & Activities for Second Year	V: Historical Perspectives of Education	100	20	80
	VI: Teacher Education	100	20	80
	I Optional Paper- VII: *	100	20	80
	II Optional Paper -VIII:*	100	20	80
	Dissertation	100	-	100
	Viva Voce on Dissertation	100	-	100
Total		600	80	520
Grand Total		1200	260	940
* Optional Papers	*Optional papers (I& II Optional Papers) will be opted from the papers given below; (a) Educational and Vocational Guidance & Counselling (b) Educational Administration and Management (c) Educational Measurement and Evaluation. (d) Inclusive Education. (e) Curriculum Development. (f) Educational Technology. (g) Comparative Education			

- v) The basis of Internal Assessment may include the following:
 - Individual/group assignments
 - Seminar presentations and Student Portfolios Practicum
 - Individual and group reports:
 - Dissertation
 - Field attachment reports
- v) A Moderation Board as constituted by the affiliating body shall monitor issues of quality and parity in grading and assessment within and between institutions for all practicum courses and school internship programme.
- vi) Examiners shall be appointed on the recommendations of BOS. An examiner for any of the subjects of examination shall have a minimum of three years teaching/professional experience in his/her field of study.
- vii) It shall be the responsibility of the Institution to ensure fairness and transparency in internal assessment.

12. Following shall be the distribution of papers in first and second years;

FIRST YEAR

- A. **Compulsory Papers**
1. **Philosophical Perspectives of Education** : **100 Marks**
 2. **Sociological Perspectives of Education** : **100 Marks**
 3. **Psychological Perspectives of Education** : **100 Marks**
 4. **Methodology of Educational Research** : **100 Marks**
- B. **Practical Activities** : **50 Marks**
- C. **Internship** : **50 Marks**
- D. **Viva Voce on records of Practical Activities** : **50 Marks**
- E. **Viva Voce on records of Internship** : **50 Marks**

SECOND YEAR

- A. **Compulsory Papers**
5. **Historical Perspectives of Education** : **100 Marks**
 6. **Teacher Education** : **100 Marks**
- B. **Optional Papers (any two of the following):**
1. **Educational and Vocational Guidance & Counseling** : **100 Marks**
 2. **Educational Administration and Management** : **100 Marks**
 3. **Educational Measurement and Evaluation** : **100 Marks**
 4. **Inclusive Education** : **100 Marks**
 5. **Curriculum Development** : **100 Marks**
 6. **Educational Technology** : **100 Marks**
 7. **Comparative Education** : **100 Marks**

- C. **Dissertation:** **100 Marks**

The dissertation may be written either in Hindi or in English. It will be submitted to the Department of education in three copies by the date as prescribed by the department.

- D. **Viva-voce Examination:** **100 Marks**

The candidate will be required to satisfy the examiners that he or she has completed the prescribed course of study and field and dissertation work.

Course details for Two Year M Ed Programme

FIRST YEAR

A: COMPULSORY PAPERS

PAPER I: PHILOSOPHICAL PERSPECTIVES 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 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 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 - I

- Philosophy of Education: Its nature
- Philosophy as a Directive doctrine.
- As a liberal doctrine.
- As an activity.
- Its Functions: Speculative, Normative and Analytical.

UNIT – II: The following schools of thought will be studied 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. Idealism.
 2. Naturalism.
 3. Pragmatism.
 4. Realism.
 5. Marxism.
 6. Buddhism.
 7. Sankhya & Yoga.
 8. Nyaya.
 9. Vedanta.
 10. Jainism.
 11. Islamic Traditions.

UNIT - III

Modern concepts of Philosophy:-

- a) Existentialism.
- b) Integral Humanism.
- c) Logical Analysis.

UNIT - VI

Critical appraisal of the contribution towards education of Vivekanand, Aurbindo, Madan Mohan Malviya, Tagore and Pt. Deen Dayal Upadhyaya.

ASSIGNMENTS: any two of the following;

- Role of metaphysics in deciding Complete the aims and objectives of life and education.
- A comparative study of axiology of western and oriental philosophies of education.
- Review anyone of the following books;
 - A. Republic of Plato
 - B. Brahmasutra of Badarayan
 - C. Panchtantra
 - D. Hitopadesha

BOOKS RECOMMENDED

- 1 Tripathi, Lal Ji (2013) : ARSHCHINTAN ME SKSHA KI PARAMPRA, New Delhi; Radha Publication
- 2 Tripathi, Lal Ji (2005) : Being and Becoming, Gorakhpur; Basundhara Prakashan.
- 3 Bayles, E.E. (1971) : Pragmatism in Education, Philosophy of Education Series Harper Row New York.
- 4 Bigge, Morris (1971) : Positive Relativism An Emerging Educational Philosophy, Philosophy Of Education Series Harper Row, New York.
- 5 Boyd, William and King (1972) : The History of Western Education.
- 6 Brubacher, J.S. : Modern Philosophies of Education.
- 7 Butler, J. Donald (1971) : Idealism in Education, Philosophy of Education Series Harper Row, New York.
- 8 Dinkar, Ramdhari Singh : Sanskrit Ke Char Adhyay, Udayachal Prakashan, Patana.
- 9 Dewey, John (1974) : Democracy and Education, An Introduction.
- 10 Hirriyana, M. : The Essentials of Indian Philosophy.
- 11 Magee, John (1971) : Philosophical Analysis in Education, Philosophy of Education series Harper Row, New York.
- 12 Martin, Owlin, (1971) : Realism in Education Philosophy, Education Series Harper Row, New York.
- 13 Max Wingo (1974) : Philosophy of Education, an Introduction.
- 14 Morris, Van Cleve (1969) : Modern Movements in Educational Philosophy.
- 15 Morris, Van Cleve (1971) : Existentialism in Education, Philosophy of Education Series Harper Row, New York.
- 16 Upadhyaya, Deen Dayal : EKATM MANAVAD, New Delhi; Central office of Jan Sangha.
- 17 Upadhyaya, Deen Dayal : EKATMDARSHAN, New Delhi; Deen Dayal Shodh sansthan.
- 18 Tengri, Shreedattopant : Deen Dayal Upadhyaya Vichar Darshan Part-1. (Translated by Moreshwar Tapaswi).
- 19 Tengri, Shreedattopant (1960) : EKATM MANAVAD, Bhartiya Punuruthhan Samiti, Uttar Pradesh.
- 20 Tengri, Shreedattopant (1990) : TATVA JIGYASHA, New Delhi; Suruchi Prakashan.
- 21 Pandey, R.S. (1995) : SHIKSHA DARSHAN, Vinod Pustak Mandir, Agra.
- 22 Butler, D.J. : Four Philosophies.
- 23 Das, Gupta S.N. : Outlines of Indian Philosophy. Vols.6
- 24 Garulla, Vachaspati : *Bhartiya Darshan*.
- 25 Radha Krishanan, S. (2000) : Indian Philosophy, Vol.-i&ii, Oxford University Press, New Delhi.
- 26 Durrant, Will : The Story of Philosophy.

PAPER II: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES

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

COURSE CONTENT:

UNIT - I

- 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.

UNIT - II

- Role of social institutions and education.
- Sociological Theories of Education.

UNIT - III

- Culture - Concept and nature.
- Education and cultural change.

UNIT - IV

- Equality of educational opportunity and education.
- Equalizations with reference to gender, socially disadvantaged groups and locale (urban, rural)
- Education and Political Economy.

UNIT - V

- Education and democracy.
- Constitutional provisions for education.
- Education for national integration.
- Education for international understanding.

ASSIGNMENTS: Complete any two of the following;

- Study of impact of social stratification on education of children.
- Study of educational practices in denominational institutions.
- Portrayal of women in school text books.

BOOKS RECOMMENDED

- 1 Dinkar, Ramdhari Singh : Sanskriti Ke Char Adhyay, Udayachal Prakashan, Patana.
- 2 Durkheim, Emile (1956) : Education and Society New York, the Free Press.
- 3 Dewey, John (1974) : Democracy and Education, An Introduction.
- 4 Kamat, A.R. (1982) : "Education and Social Change", Economic and Political Weekly, Vol-17, No.31, 31 July.
- 5 Morris, Van Cleve (1969) : Modern Movements in Educational Philosophy.
- 6 Naik, J.P. (1975) : Equality, Quality And Quantity, New Delhi, Allied Pub.
- 7 Parsons, Talcott (1959) : "The School Class As A Social System", Harvard Educational Review Vol.23, No.4, Fall.
- 8 Rao, M.S.A. (1967) : Paper in the Sociology of Education, New Delhi, NCERT.
- 9 Shotton. J.R. (1998) : Learning and Freedom, Sage India, New Delhi.
- 10 Shukla S. (1983) : "Education, Colonialism and the New International Order" Comparative Education Review, Vol-27, No.2, 1983.
- 11 Shukla,S.&Krishna Kumar (1985): Sociological Perspective in Education, Delhi Chankya Pub.

PAPER III: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES

1. To enable the student to understand concept and principles of Educational 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 of educational Psychology:

- Relationship of Psychology and education.
- Contribution of Psychology to education.
- Significance of knowledge of educational Psychology for teachers.

UNIT – II: Human Growth and Development:

- Concept, principles and process.
- Social, Emotional and Intellectual Development.
- Development of concept formation, logical reasoning, problem solving, thinking and language development.
- Theories of Piaget and Bruner and their implications.

UNIT – III: Learning: Concept, Kinds, levels of learning:

- Various theories of learning - Hull's reinforcement, Tolman's Theory and Lewin's field theory.
- Factors influencing learning.
- Educational implications of the theories of learning.

UNIT – IV: Group Dynamics:

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

UNIT - V

- Individual Differences.
- Determinants of individual difference - Heredity and environment.
- Emotional Intelligence.
- Creativity.
- Interests and attitudes.
- Implication of individual difference for education.

UNIT - VI

- Personality: Concept and development.
- Theories of Personality: Allport, Psychoanalytic approach of Freud, Behavioral approach - Bandura, Humanistic approach - Maslow.
- Measurement of Personality.

ASSIGNMENTS: Complete any two of the following;

- Study of language development among children.
- Study of educational and behavioral problems of adolescents.
- Interpretation of intelligence scores of a group of students.

BOOKS RECOMMENDED:

- 1 Atkinson, R.L. : Introduction to Psychology (8th Ed.) HBT, New York, 1983.
- 2 De Cecco, 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, G.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 Loran, J.W. & B.L. walley : Introduction to Early Childhood Education D. VanNor 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 Yelon, Stephen, L.Etal : A Teachers World - Psychological In the Classroom McGraw-Hill Kogakusha Ltd. Tokyo.
- 11 गुप्ता एस0 पी0 : उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद ।
- 12 माथुर एस0एस0 : शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर आगरा ।
- 13 पाण्डेय एवं श्रीवास्तव : शिक्षा मनोविज्ञान, मिश्रा ट्रेडिंग कारपोरेशन, वाराणसी ।
- 14 पाठक, पी0डी0 : शिक्षा मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा ।
- 15 भटनागर, सुरेश : शिक्षा मनोविज्ञान, आर0लाल बुक डिपो, मेरठ ।
- 16 सारस्वत, मालती : शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन इलाहाबाद—3
- 17 सिंह, ए0के0 : शिक्षा मनोविज्ञान, भारती भवन प्रकाशन, पटना ।

PAPER VI: METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE OBJECTIVES: To enable the students to understand;

1. Nature, need and classification of educational research.
2. Modalities necessary for formulating research problems.
3. General and specific purposes of the review of the literature.
4. Different methods of educational research.
5. Statistical techniques for analysis and interpretation of data.

COURSE CONTENT:

UNIT -1 INTRODUCTION TO EDUCATIONAL RESEARCH

- Meaning and Definition.
- Need and Significance.
- Functions of Educational Research.
- Source of Knowledge.
- Fundamental, Applied and Action Research.
- Quantitative and Qualitative Research.

UNIT -2 RESEARCH PROBLEM

- Meaning and Definition
- Sources of Problem.
- Criteria of Good Research Problem.
- Identification of Research Problem.
- Formulation of Research Problem.
- Delimitations of Problem.
- Variables: types and operationalization.

UNIT -3 HYPOTHESES

- Meaning and types
- Functions of Hypothesis.
- Significance of Hypothesis.
- Sources of Research Hypothesis.
- Characteristics of a good Hypothesis.
- Need and Significance of Hypothesis testing.

UNIT -4 REVIEW OF RELATED LITERATURE

- Meaning of related literature and its review
- Purpose of review of related literature – (i) formulation of research problem (ii) formulation of hypothesis (iii) Discussion of results.
- Sources of related literature (i) Traditional (ii) e-sources.
- Writing abstract, preparing reference cards, writing review.

UNIT -5 SAMPLING

- Concept of population, sample and sampling
- Characteristics of good sample
- Sampling Methods: Probability and non-probability.
- Sample size and sampling errors and their eradication.

UNIT -6 METHODS OF EDUCATIONAL RESEARCH

- Philosophical and historical Method
- Experimental Method
- Discourse Analysis
- Ethnographical, phenomenological and Qualitative case study methods.

UNIT -7 TOOLS OF DATA COLLECTION

- Introduction, Construction, Administration and precautions in use of Questionnaires, Rating Scales, Schedules, Interview, Observation and Checklist, Content Analysis frame and Sociometry.
- Characteristics of good research tools

UNIT -8 REPORT WRITING

- Cauterization in different type of Researches.
- Coherence of review, objectives, hypotheses, and data collected Analysis and Results.
- Formatting of Report and API Style.

UNIT -9: STATISTICS IN EDUCATION:

General introduction to nature of data, Scales of measurement, Graphical representation of data, central tendencies, correlation, deviation and NPC and its uses.

UNIT-10 Reliability of statistics,

CR test, t test for independent and correlated groups,

Two tailed and one tailed test,

Type one and type two errors,

Chi-Square Test- Hypothesis of equal Distribution, Hypothesis of Normal Distribution, Hypothesis of Independent Distribution.

Chi-Square Test in 2x2 Contingency Table Yate's Correlation for Continuity.

UNIT-11

- Median Test
- Analysis of Variance – One Way and Two Way Classified Data.

ASSIGNMENTS: Complete any two of the following;

- Select a topic for Educational Research and review the literature related to it.
- Prepare a synopsis for Educational Research.
- Collect some suitable data and apply t-test & ANOVA to analyze the same.

BOOKS RECOMMENDED

- Agarwal, Y P : Better Sampling, New Delhi; Sterling Publication Pvt Ltd. 1998.
- Best, John W & James V Kahn : Research in Education, New Delhi; Printice Hall of India, 1992.
- Bhatnagar, RP & Seema Gupta : Reading and Reflecting on Principles and Procedures of Education, Meerut; R Lal Book Depot,2003.
- Creswell, John W (2009) : Research Design, New Delhi; SAGE- SA.
- Evans, K M (1972) : Attitude and Interest in education, London; Routledge & Kegan Paul.
- Guilford : Statistics in Psychology and Education.
- Garrett, H.E. (1981) : Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons Ltd.
- Singh, Arun Kumar : SAMAJ SHASHTRA SHKISHA AVAM MANOVIGYAN MEN ANUSANDHAN, Patna; Bharat Bhawan Prakashan.
- Mangal, S.K. : Statistics in Psychology and Education, ND; PHI Learning Pvt. Ltd.
- Kothari, C.R. : Research Methodology Method and Techniques, ND: New Age Inc Pvt.
- Kerlinger, F N (1994) : Foundations of Behavioral Research, New Delhi; Surjeet Publication.
- Koul, Lokesh (1997) : Methodology of Educational Research, N Delhi; Vikas Publ. House.
- Mouley, George J : Science of Educational Research, Bombay; Eurasia Publication, 1984.
- Sharma, R A : Fundamentals of Educational Research, Meerut; Loyal Book Depot,
- Siegel, S (1956) : Non Parametric Statistics for Behavioral Sciences, Tokyo; Mc Graw Hill
- Traverse, R M W (1969) : An Introduction to Educational Research, II Edition, NY; Mc Millan.
- Van Dalan, Deobold D (1979): Understanding Educational research, New York; McGraw Hill Co.
- भटनागर, आर०पी० : शिक्षा अनुसंधान, लायल बुक डिपो, मेरठ
- भार्मा, आर०ए० : शिक्षा अनुसंधान, आर० लाल बुक डिपो, मेरठ

(B). PRACTICAL ACTIVITIES:

- (i). Synopsis Writing
- (ii). Policy Evaluation
- (iii). Community Work/ Campus Beautification
- (iv). Organization of Awareness Campaign/ Street Play on some Educational Issue
- (v). Writing and Presentation of Research Paper/ Essay

(C). INTERNSHIP:

- (i). Supervision of B Ed practice teaching.
- (ii). Review of important school records (like Enrollment and Result).
- (iii). Interaction with minimum 10 students (SC/ ST/ Female/Handicapped) on educational issues and reporting the outcomes.
- (iv). Interaction with minimum 10 teachers on educational problems.
- (v). Interaction with community on general issues of education.

(C) VIVA VOCE:

- (i). ON RECORDS OF PRACTICAL ACTIVITIES
- (ii). ON RECORDS OF INTERNSHIP

SECOND YEAR

(A). COMPULSORY PAPERS

PAPER V: HISTORICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES: To enable student teacher to;

1. Understand that development of education is influenced by socio-political forces of the time;
2. Acquire knowledge of characteristics features of ancient, medieval and British system of education in India and their strengths and limitations.
3. Understand the contribution of various major committees and commissions on education set up from time to time.
4. Appreciate the development of India education in the post-independence era

COURSE CONTENT

UNIT – I: Education in India during;

- i). Vedic, (ii). Buddhist and (iii). Medieval periods

UNIT – II: Role of Christian missionaries in the spread of Education.

- Charter Act 1813
- Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendation. (1835,1838)
- Wood's Dispatch – 1854
- Recommendations of Indian Education Commission (1882-83)
- Lord Curzon's educational policy, Education Movement, Gokhlae's Bill, Growth of National Consciousness.

UNIT – III: Essential features of Sadler Commission Report-1917

- Wardha scheme of Education-1937
- Sargent Report (1944)

UNIT – VI: University Education Commission (1948-49)

- Secondary Education Commission Report (1952-53)
- Education Commission (1946-66)
- National Policy on Education (1986)
- Revised National Policy (1992)
- Yashpal Committee Report

UNIT - V

- Universalization of Elementary Education.
- Vocationalisation of Secondary Education.
- Privatization of Higher Education.
- Language Problem
- Gender Sensitization

ASSIGNMENTS: Complete any two of the following;

- Visit a historical educational place and prepare a report of the same.
- Compare any two national policies on education.
- Compare the educational process of aided and privately run teacher training institutions.

BOOKS RECOMMENDED

- | | | |
|---|---------------------------------------|-------------------------------------------------------------------------------------|
| 1 | Altekar, A.S.. (1934) | : Education in Ancient India, Varanasi : The Indian Book Shop. |
| 2 | Ghosh, S.C. (1989): | Educational Policy in India Since Warren Hastings, Calcutta : <i>Naya Prakashan</i> |
| 3 | Jaffar, S.M. (1936) | : Education in Muslim India, Lahore. |
| 4 | Kumar, Krishna (1991). | : The Political Agenda of Education, Delhi : Sage. |
| 5 | Law, N.N. (1916) | : Promotion of Learning in India, London |
| 6 | Mukherjee, R.K. (1960) | : Ancient Indian Education, Delhi : Motilal Banarasi Das. |
| 7 | Nurrullah, S. and
J.P. Naik (1974) | : A Students History of Education in India, Bombay : Macmillan |

PAPER VI: 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. Trends and areas of research in teacher education.

UNIT I: TEACHER EDUCATION – BASIC CONCEPTS

- Concept aims and scope.
- Need of Teacher Education.
- Training and its Components.
- Development of teacher education in India in various eras – Ancient, Medieval, British and Post- Independence.
- Problems of teacher education in India.

UNIT II: CRITICAL APPRAISAL OF THE PRESENT TEACHER EDUCATION SYSTEM

- Recommendations of various commissions and committees special reference to (i). Kothari Commission,(ii). NPE 1986 and (iii). POA 1992

UNIT III: ORGANIZATION AND TYPES OF TEACHER EDUCATION AT VARIOUS LEVEL OF EDUCATION

- Formal & Distance Mode of Teacher Education.
- In-service and Pre-Service Teacher Education.
- Orientation and Refresher Courses in Teacher Education.
- Special Teacher Education Programmes.
- Preparation of Teacher Educators.

UNIT IV: COMPONENTS OF TEACHER EDUCATION PROGRAM

- Teaching – Concept, Components, Principles
- Lesson Planning – Meaning, Need and Components.
- Micro Teaching – Meaning, Need, Characteristics and Components.
- Supervision and Feed Back.
- Competency Based Teacher Education.

UNIT V: STUDENT TEACHING PROGRAM

- Meaning and concept of Student Teaching
- Objectives of Student Teaching
- Scope and need of Student Teaching
- Organization and Supervision of Student Teaching
 - Selection of School for Student Teaching
 - Supervision of Student Teaching
 - Concept of Student Teacher Problem
 - Problem in Student Teaching
 - Evaluation of Student Teaching

UNIT -VI TEACHING MODELS

Meaning, concept, elements, Need, Characteristics and Various Types

- Difference between Teaching Method, Teaching Strategies and Teaching model.
 - Contingency Management Model.
 - Concept Attainment Model
 - Suchmann Inquiry Training Model
 - Taba Inductive Thinking Model
 - Problem solving model
 - Sinatics Teaching Model

UNIT - VII MANAGING AGENCIES OF TEACHER EDUCATION IN INDIA

- Agencies of Teacher Education.
 - (A) Central Level Agencies.
 - University Grant Commission (UGC).
 - National Council of Educational Research and Training (NCERT).
 - Indian Council of Social Science Research (ICSSR).
 - Center of Advance Studies of Education (C.A.S.E.).
 - National Council of Teacher Education (NCTE).
 - (B) State Level Agencies
 - State Board of Teacher-Education (SBTE)
 - University Departments of Teacher-Education (UDTE)
 - Centers of Continuing Education for Teacher (CCET)
 - Summer Institute of Education (SIE)
 - Colleges of Teacher-Education (CTE)

UNIT – VIII SOME MODELS OF TEACHER EDUCATION IN ABROAD COUNTRIES

- Brief Account of Main (USA) Designs of Teacher Education
- The Florida State University Model : (Sowards 1968)
- The Georgia Model of Teaching (Johnson, Sherron and Stauffer 1968)
- The Toledo Model (Dickson)
- The Pittsburgh Model (South worth (1968)
- The Michigan State Model (Houston 1968)
- Teacher for the Real World Model (Smith 1968)

ASSIGNMENTS: Complete any two of the following assignments;

1. Prepare a survey report on enrollment, resources and teaching learning environment of B Ed Colleges affiliated to DDU Gorakhpur University.
2. Prepare a report of existing problems of Teacher Education Institutions related to DDU Gorakhpur University.
3. Critically analyze the functions of DIET (District Institute of Education and Training) situated in Gorakhpur.

BOOKS RECOMMENDED

1. AIU (2000) : Teacher Education In India, New Delhi.
- 2 Anand, C.L. (1987) : Aspects of Education, S. Chand & Co. New Delhi.
- 3 Chaurasia, G. (1967) : New Era In Teacher Education, Sterling Publishers (P) Ltd. Delhi.
- 4 Gupta, A.K.(Ed.) (1984) : Teacher Education: Current and Prospects, Sterling Pub.(P) Ltd. Delhi.
- 5 Gupta, Arun K. (1984) : Teacher Education: Current & Prospects, Sterling Publishers (P) Ltd. Delhi.
- 6 Kakkad, G.M. (1984) : Secondary Teacher Education, Himalaya Publishing House, New Delhi.
- 7 Mukerjee, S.N. (Ed.) (1968) : Education of Teachers in India Vol-I, S. Chand & Co.
- 8 NCERT (1970) : Sociology of The Teaching Profession, NCERT, New Delhi.
- 9 NCERT (1993) : Status of Teachers In India. NCERT, Delhi.
- 10 NCERT (1998) : Policy Perspectives In Teacher Education: Critique & Documentation, New Delhi.
- 11 Paliwal, M.R. (1985) : Teacher Education On More, Uppal Publishing House, New Delhi.
- 12 Sharura, S.R. (1992) : Teacher Education In India, Vols. I&II, Anmol Pub. Delhi.
- 13 Shukla, R.S. : Emerging Trends in Teacher Education, Chug Pub. Allahabad.
- 14 Singh,L.C.&P.C.Sharma : Teacher Education And The Teacher, Vikas Publishing House, Delhi.
- 15 Udai Shanker (1984) : Education of Indian Teachers Sterling Publishers (P) Ltd, Delhi.
- 16 सक्सेना, मिश्रा, मोहन्ती : अध्यापक शिक्षा, आर० लाल बुक डिपो, मेरठ।
- 17 हरबर्ट, जे० बर्न (1962) : प्रारम्भिक अध्यापक प्रशिक्षण, गया प्रसाद एण्ड सन्स, आगरा।

(B). OPTIONAL PAPERS

(1). EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING 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: GUIDANCE AND COUNSELLING

- Guidance: Concept, Definition, Scope and Functions.
- Counseling: Concept, Scope and Functions.
- Principles of Guidance and Counseling.
- Types of Guidance and Counselling.
- Need of Guidance and Counselling.
- Issues and Problems.

UNIT – II: EDUCATIONAL GUIDANCE

- Definition, Scope, Functions. And Significance.
- Service of Educational Guidance.
- Guidance and Curriculum.
- Guidance and Classroom Learning.

UNIT – III: VOCATIONAL GUIDANCE

- Concept, Definition, Need and Functions.
- Service of Vocational Guidance.
- Understanding World of Work.
- Understanding the Counselor.
- Career Development – Theories of Super and Anni Roe.

UNIT – IV: PERSONAL AND GROUP GUIDANCE

- Meaning and Definitions.
- Aims and Principles...
- Procedures and Techniques.
- Development of Well Adjusted Personality.

UNIT – V: GUIDANCE OF CHILDREN WITH SPECIAL NEEDS

- Common Problems and Needs of Learners.
- Guidance of the gifted and creative students
- Guidance for Low - achiever and first generation learners.
- Role of the Teacher.

UNIT – VI: ORGANISATION OF GUIDANCE PROGRAMME

- Principles.
- Services (Information, Orientation, Counselling, Placement, Follow-up, Reserve).
- Evaluation of Guidance Programme.

UNIT – VII: GUIDANCE PERSONALS

- Role of Teacher in Guidance and Counseling Services.
- Characteristics of Good Counselor.
- Problems of Group Guidance.
- Use of Psychological Tests in Guidance.
- Role of Head of Institutions in Guidance.
- Role of Parents and Community.

ASSIGNMENTS: Complete any two of the assignments;

- Chalk out a programme of guidance for a junior high school students in school.
- Administer and analyse the scores of any one standardized tool of measurement for educational guidance of 10th class students.
- Study the contemporary world of work for the purpose of vocational guidance to graduate students.

BOOKS RECOMMENTDE

- 1 A.J. Jones : Principles of Guidance, McGraw Hill Book Com. 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 Pub. Pvt.
Mukhopadhyaya N.D.
- 4 Bhatnagar, R.P. & : Guidance and Counseling in Education and Psychology, R.
Seema Rani Lal Book Dept, Meerut, 1997.
- 5 Chauhan, S.S. : Vocational Guidance.
- 6 Crew, L.D. and Crew, Alice : An Introduction to Guidance (II Ed.) Eurasia Pub. House, 1962.
- 7 Crow & Crow : An Introduction to Guidance: Eurasia Pub. House, Delhi.
- 8 Dave, Indu : Basic Essential of Counseling, Sterling Pub. Pvt.
- 9 Dubey, R.K. : *Shaishik Avam 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 Kochar, S.K. : Guidance and Counseling in Colleges and Universities Sterling Pub. Pvt. Ltd. N.D.
- 13 Marayan Rao, S. : Counseling Psychology, Tata McGraw Hill Com. N.D. 1981.
- 14 Pandey, K.P. : Educational and Vocational Guidance in India, Varanasi, Vishwavidyalay Prakashan, 2000.
- 15 Sharma, N.R. : Educational and Vocational Guidance, Vinod Pustak Mandir, Agra.
- 16 Super, D.E. and Crites, J.O. : Appraising Vocational Fitness, New York, Harper Row Pub., 1962.
- 17 Vashishth, S.R. (Ed.) : Evaluation of Guidance, Anmol Pub. N.D.

(2). EDUCATIONAL ADMINISTRATION AND MANAGEMENT

COURSE OBJECTIVES: To enable the students to understand;

1. Concept, aims, needs, importance and types of Educational administration and management.
2. Various approaches of development of educational management.
3. Functions of Educational administration and management.
4. Financing of Educational system.

COURSE CONTENT

UNIT – I CONCEPTUAL BASES OF EDUCATIONAL MANAGEMENT

- Meaning and nature of educational management and administration.
- Management versus administration.
- Need, Importance, Principles and types of educational management.

UNIT – II APPROACHES IN EDUCATIONAL MANAGEMENT

- Scientific Management Approach, Process & POSDCORB.
- Bureaucratic approach.
- Human Relations approach.
- Systems approach.

UNIT – III SOME TRENDS IN EDUCATIONAL MANAGEMENT

- Management by objectives (MOB)
- Programme Evaluation and Review Technique. (PERT)
- Organizational Climate.

UNIT – IV FUNCTIONS OF EDUCATIONAL MANAGEMENT

- Leadership Meaning, Nature, Theories and Styles.
- Decision - Making: Meaning, process, Types and problems.
- Educational Planning: Concept, need, principles and approaches and types.
- Educational Supervision - Concept, need, principles, types of Educational supervision.
- Organizational Conflict – Meaning, Types, Courses.

UNIT - V FINANCING OF EDUCATION

- Grant in aid system: Bases of grant, types of grant.
- Structure of Educational Allocations and Principles.
- Educational Expenditure.
- Problems of Educational Finance.

ASSIGNMENTS: Complete any two of the following assignments;

1. Prepare various types of Timetables used by a school administration.
2. Prepare various types of school records used by a school administration related to the students.
3. Prepare a chart of Central, State and Local Educational Administrative bodies and also describe their functions.

BOOKS RECOMMENDED

- 1 Bhatnagar, R.P. & V. Agrawal (2007) : भौक्षिक प्रशासन, लायल बुक डिपो, मेरठ
- 2 Bhatnagar, R.P. & V. Agrawal (2003) : Educational Administration, R Lall Books Depot, Meerut
- 3 डॉ० आर०ए० भार्मा (2012) : शिक्षा प्रशासन एवं प्रबन्धन, आर०लाल० बुक डिपो, मेरठ
- 4 डॉ० जी०एस० वर्मा (2007) : भौक्षिक प्रशासन एवं प्रबन्ध, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ
- 5 Bhatnagar, R.P. & V. Agrawal (1987) : Educational Supervision, Loyal Book Depot, Meerut
- 6 प्रो० एल०के० ओड (2008) : भौक्षिक प्रशासन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- 7 Fayol, Henri : General and Industrial Management, London: Trans Construction, 1949.
Hersey, Paul & K.H. Blanchard : Management of Organizational Behaviour: Utilizing Human Resources, New Delhi: Prentice Hall of India, 1969.
- 9 Koontz & Weihrich : Management, New York: McGraw Hill Book Co.
- 10 Liker, Revisis : New Patterns of Management, New York: McGraw Hill Book Co., 1961.
- 11 Mc Farland, D.E. : Management Principles and Practices, New York, The Macmillan Co., 1964.
- 12 Mishra, A.N. : Educational Finance in India, Bombay, Asia Pub. House, 1962.
- 13 Shukla, P.C. : Meaning of Leadership: Current Status, Ayre J l. of Ed., 1:2, 1982.
- 14 Shukla, P.C. : The Concept of Educational Leadership, Education, LXI:11, 1981.
- 15 Wiles, Kimbal & J.T. Lovell : Supervision for Better Schools, New Jersey: Prentice Hall, Inc., 1975.

(3). EDUCATIONAL MEASUREMENT, EVALUATION & STATISTICS

COURSE OBJECTIVES

1. To acquaint the students with the basic concepts and practices adopted in Educational Measurement, 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 construction 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:

Section - A

Unit - I

- Measurement and evaluation in Education: concept, nature, needs, scope, historical evolution and models of evaluation, Scales of Measurement.

Unit - II

- Construction and Standardization of a test.
- Instruments of Measurement: Function, types, characteristics, uses, principles and steps of development with special reference to Intelligence, Achievement, Personality.

Unit – III: Tools of Measurement and Evaluation.

- Techniques of Measurement and Evaluation. Interview, Questionnaire, Rating Scale and Sociometry.

Unit – IV: Reliability, Validity and Norms of Test.

- Meaning of Reliability, Method-Test-Retest Reliability Equaling-Form Reliability, Split-half Reliability, And Rational Equivalence Reliability.
- Meaning of Validity- Type of Validity-constant, Construct Empirical, Concurrent and Predictive Validity.
- Meaning of Norm- Age Norm, Grade Norm, Percentile and Standard Score Norm.

Section – B

Unit - I

- 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)

Unit - II

- Measures of special relationship: Bi-serial, Point biserial, Multiple and Partial correlation.

Unit - III

- Prediction: Types, Regression equations-in score and deviation form. Prediction to regression equation, standard error of estimate.

Unit - IV

- Analysis of variance (one way and two-way classification)

ASSIGNMENTS: Complete any two of the following assignments;

1. Construct an achievement test of any subject at High School level.
2. Find out the I.Q. of ten High School students with the help of some standardized verbal test of intelligence.
3. Comparison of Two Group on the Basis of Z-test.

BOOKS RECOMMENDED

- 1 Anastasi, A. : Psychological Testing (Fifth-21) Macmillan Pub. Co. Inc. New York.
- 2 Ebel, R.L. : Essential Of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. 1970)

- 3 Ferguson, G.A. : Statistical Analysis in Psychology And Education, McGraw Hill International Book Co. (1981).
- 4 Garrett, H.E. : Statistics In Psychology And Education: Vikas Peffer & Smara Co., Ins, New York.
- 5 Granbach, L.J. : Essential Of Psychology Trends Harper Row, New York.
- 6 Guilfork, J.P. : Fundamental Statistics In Psychology And Education, McGraw Hill (1965).
- 7 कपिल, एच.के. : सांख्यिकी के मूल तत्व, भार्गव पुस्तक प्रकाशन, 4/230, कचहरी घाट, आगरा-4
- 8 गुप्ता, एस.सी. : आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
- 9 गुप्ता, एस.सी. : सांख्यिकी विधियों एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
- 10 अस्थाना विपिन एवं अग्रवाल, रामनारायण : मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा।
- 11 भार्गव, महेश : आधुनिक मनोवैज्ञानिक परीक्षण, हर प्रसाद भार्गव, पुस्तक प्रकाशन 4/230, आगरा-4
- 12 श्रीवास्तव डी.एन. : सांख्यिकी एवं मापनए विनोद पुस्तक मन्दिर, आगरा-2
- 13 पाण्डेय, बी0बी0 एवं सिंह, आर0 के0 : मापन मूल्यांकन एवं प्रारम्भिक सांख्यिकी वसुधरा प्रकाशन, गोरखपुर।
- 14 कर्णपाल, लक्ष्मीदत्त : मापन मूल्यांकन एवं सांख्यिकी, जौनपुर।

(4). INCLUSIVE EDUCATION

COURSE OBJECTIVE: To make the students to:

1. Understand the Concept, Meaning and Scope of Inclusive and Special Education.
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 (students who are different then majority of are) exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

UNIT –I: INTRODUCTION

- Definition, Scope, Importance and Aims of Special & Inclusive Education..
- Conceptual Framework of Special Education and Inclusive Education.
- Basic Models and Pre-requisites for Inclusion
- Common School System and Inclusive Education.
- Inclusive Education for Children and Youths with Disabilities (IECYD).
- Growth and Development of Special Education in India & Abroad.
- Concept of Handicap, Impaired and Disability.
- Concept and Significance of Early Identification of Impairedness.
- Concept and Significance of Least Restrictive Environment.

UNIT –II: LEGISLATIVE BACKGROUND

- NPE-1986 & POA-1992.
- PWD Act-1995 (People with Disability Act)
- Constitutional Provisions for Special need Learners.
- Rehabilitation Council of India and its Role.
- Right to Education Act-2009
- National Institutes for Special need Persons.

UNIT –III: MENTALLY RETARDED CHILDREN

- Concept, Definition and Types.
- Etiology of Mental Retardation.
- Characteristics of Educable and Trainable Mentally Retarded Children.
- Programme of Education of Educable Mentally Retarded Children.
- Programme of Education for Trainable Mentally Retarded Children.

UNIT –IV: VISUALLY IMPAIRED CHILDREN

- Concept and Definition.
- Classification.
- Causes of Impairedness.
- General Characteristics.
- Equipments.
- Educational Programme.

UNIT –V: HEARING IMPAIRED CHILDREN

- Concept and Definition.
- Classification.
- Causes.
- General Characteristics.
- Educational Programme.

UNIT –VI: VARIOUS TYPES OF SPECIAL LEARNERS : Concept, Definition, Characteristics and brief Outlines of Education;

- Orthopedically Handicapped Children.
- Juvenile Delinquents Children.

(5). 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, Psychological, Sociological, Discipline oriented considerations.
- Types of Curriculum: Subject centered, Child centered, Core, Special, Integrated, Correlated.

UNIT – II

- Curriculum Design: Principles, approaches.
- Construction and development of curriculum.
- Approach of Curriculum Development: Administrative line staff, Grass root, Demonstration System analysis.
- Models of Curriculum Development – Tyler (1949), Hilda Taba (1962) and Futuristic Model.

UNIT – III

- Curriculum Implementation: Leadership role, community participation, instructional guides for the teachers and students.
- Curriculum Evaluation: Formative, summative, Interpretation and evaluation of results.

UNIT – IV

- Issues, Recent trends, problems and researches in curriculum.
- Views of the following commission on curriculum in India:
 - University Education Commission 1948-49.
 - Secondary education Commission, 1952_53.
 - Education Commission, 1964-66.

ASSIGNMENTS: Complete any two of the following assignments;

1. Construct a curriculum for Social Studies subject of VIII class of and evaluate it.
2. Develop a curriculum based on the model of Tyler or Hilda Taba.
3. Compare the recommendations of University Education Commission (1948-49) and Education Commission (1964-66) on curriculum at Secondary Level.

BOOKS RECOMMENDED

- 1 Berman, L.V. : New Principles in the Curriculum, Ohio, Charles, E. Merrill Book, 1968
- 2 Biggs, M.L. & Hunt, M.P. : Psychological Foundations Of Education, Harpen and Row, New Delhi, 1968.
- 3 Brent, Allen : Philosophical Foundations for the Curriculum, Allen & Unwin, Bosten, 1978.
- 4 CERI : Hand Book on Curriculum Development Organization for Economic Cooperation and Development Australia, 1975.
- 5 Doll, C. Ronald : Curriculum Improvement: Decision Making and Process, IVth Edition, Allyn and Bacon, Inc. London, Boston, Sydney, Toronto
- 6 Galen, Saylen & William Alexander Hoet : Planning Curriculum for Schools, New York, Ricerhart & Winston Inc., 1974.
- 7 Golby, M. (Ed.) : Curriculum Design Open University London, 1975.
- 8 Gwynn, J.M. & Chase, J.B. : Curriculum Principles and Social Trends, Macmillan Co., New York, 1969.
- 9 Hilda, Taba : Curriculum Development: Theory & Practice, New York Harcourt Brace, Jovanovich Inc., 1962.
- 10 Hoper, Richard : The Curriculum: Contest Design & Development the Open University Press Edinburg, 1973.
- 11 Howson, Geoffrey (Ed.) : Developing a New Curriculum Heinemann London, 1972.

- 12 Kelly, A.C. : Curriculum Theory of Practice, Harper & Row, London, 1977.
- 13 Kothari, D.S. : Report of the Education Commission Ministry of Edu. New Delhi, 1966.
- 14 Manidi, M.R. & Ravi Shankar : Curriculum Development & Educational Technology, Sterling Publishers Pvt. Ltd. New Delhi, 1983.
- 15 Midi, B. Ashok G.L. & Goal, B.R. : Our Curriculum Concerns, NCERT, New Delhi, 1981.
- 16 Mud liar, Laxman Swami : Secondary Education Commission (1952-53) Report, Madras, Jupiter Press.
- 17 : National Policy on Education, 1986.
- 18 : Programmed of Action, 1986.
- 19 Nicholas, S.H. & Nicholas, A. : Developing Curriculum George Allen and Unwin, Bostan London, 1976.
- 20 Radhe Krishnan, S. : Report on University Education, Delhi, Manager of Publication.
- 21 Rouhela, A.P. and, K.S. : Sociological Foundations of Education in India, Dhanpat Rai & Sons, New Delhi.
- 22 Tanner, D. : Secondary Curriculum: Theory & Development, McMillan. Co., New York, 1971.
- 23 U.G.C. : U.G.C. Model Curriculum New Delhi University Grant Commission.
- 24 Zais, Robert, S. : Curriculum: Principles and Foundations Kent State University, Thomas Y. Grow Well Company, New York.
- 25 N.C.T.E. : Curriculum Frame Work, 1978, 1988.
- 26 N.C.T.E. : (Discussion Document) 1996.
- 27 Sharma, R.A. : PATHYKRAM VIKAS, Loyan Book Depot, Meerut.
- 28 Yadav, Siyaram : PATHYKRAM VIKAS, Vinod Pustak Mandir, Agra-2, 1998.

(6). EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVE

1. Enable the students to understand the meaning, scope a brief history of development and significance of E.T. and its important components in terms of Hardware and Software.
1. Help the students to distinguish between communication and instruction so that they can develop and design a sound instructional system.
2. Acquaint students with levels, strategies and models of teaching for future improvement.
3. Enable them to understand the importance of programmed instructions and researches in E.T.
4. Acquaint them with emerging trends in ET along with the resource centers of ET.

COURSE CONTENT:

UNIT - I

- Concept of Educational Technology.
- Meaning, Scope and Significance of ET.
- Components of ET: Software, Hardware and Systems approach.
- Educational Technology and instructional technology - bases: Science of learning, five learning types (Gagne) and conditions of learning.

UNIT - II

- Communication and Teaching, Teaching and Instruction, Teaching and Training, Conditioning & Training.
- Components of communication, Classroom communication and Mass media approach in Educational Technology.
- Designing Instructional Technology.
 - 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

- Stages 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 model of teaching - Glaser's BTM, Bruner's - CAM, Ausubel's - AOM, Flanders, Social Interaction Model.

UNIT - IV

- Programmed instruction - Origin and types - linear, branching and Mathematics.
- Development of the programmed instructional material.
- Validation of Programmed learning material.
- Computer Assisted Instruction.
- Researches in Educational Technology.

UNIT - V

- Emerging trends in Educational Technology-Open Learning System, Multi Media Approach.
- Resource Centers of E.T., CIET, UGC, IGNOU, NOS, SIET, AVRC and EMRC.

ASSIGNMENTS: Complete any two of the following assignments;

1. Develop an Instructional Design on any topic of your choice at higher secondary level.
2. Construct and validate a programme.
3. Develop a teaching model on concept attainment or advanced organizer.

BOOKS RECOMMENDED:

- 1 Amidon, Edmund J. & John B. Hough (1967) : Interaction Analysis: Theory, Research & Application, and Addition Wesley Pub. Com., Reading Massachusetts London Ontario.

- 2 Anudon, E.J. & Elizabeth (1967) : Improving, Teaching the Analysis of Classroom Verbal Interaction, Holt Rinehart and Winston, Inc. New York.
- 3 Benard, H.W. (1965) : Psychology of Learning and Teaching, McGraw Hill, Book Com. New York, London.
- 4 Bigge, Morris L. & Maurice P. Hunt (1962) : Psychological Foundation of Education. An Introduction to Human Development and Learning-Harper and Row New York.
- 5 Bloom, B.S. (1956) : Taxonomy of Educational Objectives: Cognitive Domain, Book-I McGraw, New York.
- 6 Bruner J.S. (1966) : Towards a theory of Instruction, Massachusetts Harvard University Press.
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(7). 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 systems 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.

UNIT – II: Approaches:

- Cross disciplinary.
- Problem.
- Total.

UNIT - III

- Comparative education Factors: Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic, Scientific, Historical, Ecological, Structural and Functional.

UNIT - IV

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

UNIT - V

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

UNIT - VI

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

UNIT – VII: 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.

ASSIGNMENTS: Complete any two of the following;

- A study of educational practices of a neighbouring country.
- Study of representation of gender in education in different countries.
- Educational contours of emerging global village.

BOOKS RECOMMENDED

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(C). DISSERTATION

(D). VIVA VOCE on dissertation.