NEW COURSE

Master of Arts (M.A.) in Education Two Year (Four Semesters) CBCSProgramme

Ordinance and Regulations of course Master of Arts (M.A) in Education Two Year (Four Semesters) CBCS Program
2024

DEPARMENT OF EDUCATION
DEEN DAYAL UPADHYAYA GORAKHPUR UNIVERSITY
GORAKHPUR-273009

Ordinances for admission in Master of Arts (M.A) in Education Two Year CBCS Programme

Admission Ordinance:

Deen Dayal Upadhyaya Gorakhpur University Gorakhpur offers fulltime Two year (Four Semester) MA CBCS Program in Education. The programme targets those Indian nationals as well as foreign nations who have been permitted by the Government of India. This Programme will run as per Deen Dayal Upadhyaya Gorakhpur University Gorakhpur Academic Program under Ordinance Choice Based Credit System (CBCS) into effect from Academic Session 2022-2023.This programme intends to help in getting equipped with the skills and attitudes necessary to face the challenges emerging, thus, the programme has several objectives like developing various skills and competencies and inculcating values that are essential for improving the performance of the students.

1. **General Introduction**- following are the general introduction of the course:
   I.   The course shall be a full-time course.
   II. The course shall be divided into four semesters with the practical in first and third semester and Dissertation in forth semester. There shall be examination in each semester as per CBCS /Semester rules.

2. Programme Objectives:

i) To develop essential skills, competencies and values needed for effective scholar of education.
ii) To create an effective teaching learning enabling environment for students.
iii) To improve the overall performance of the students.
iv) To create an environment for wholesome development of the students.

3. Duration and Working Days
3.1 Duration
The M.A. CBCS programme in Education shall be of duration of two academic years and four Semesters.
Working Days-There shall be at least 17 to 20 weeks working days for each semester exclusive of the period c examination and admission.
3.2 The institution shall work for a minimum of Thirty-six hours in a week (five or six days)] during whic physical presence in the institution of all student is necessary.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The Master of Arts in Education course is designed to integrate the study of subject knowledge, human development, and pedagogic knowledge and communication skills and Teacher Training skills. The programme comprises of core courses, minor electives, discipline specific electives and research projects in all the semesters.

The courses under each of these curricular areas are based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

(i) Theory Courses: There are 17 Theory Courses and 03 Practical Courses.
(ii). Engagement with the Field/Practicum.

1. The MA Education CBCS Programme shall provide for sustained engagement with the self and the Education Institutions, Community and School, at different levels and through establishing close connections between different curricular areas.

2. This programme includes **Practical on Psychological Test in First Semester Research Project work in third semester and Research Proposal in forth semester and all will be evaluated externally.**

3.

5. Programme Implementation

The institution shall meet the following specific demands of implementing this programme of study by

i) Initiate discourse on education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.

ii) Organizing academic enrichment Programmes including interactions with faculty from parentdisciplines; and encourage faculty members to participate in academic pursuits and pursue research.

iii) Board of Studies shall reconsider and communicate the number and format of assignments in every academic session.

iv) with its cherished goal of nourishing creative talent and scientific temper among its students and sensitizing them to larger Education, socio-economic and political realities, the University aspires to contribute meaningfully to regional and national development.

v) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.

6. Programme Structure (Total Credits-92)

Course Code	Title of the Course	Type of Course	Internal	External	Total Marks	Credits
FIRST SEMESTER						
EDUMA-501N	Philosophical Bases of Education	C	25	75	100	4+0
EDUMA-502N	Psychological Bases of Education	C	25	75	100	4+0
EDUMA-503N	Sociological Bases of Education	C	25	75	100	4+0
EDUMA-504N	Methodology of Educational Research	C	25	75	100	4+0
EDUMA-505N	Practical (Psychological Testing)	P	25	75	100	0+4
	Total		125	375	500	20
SECOND SEMESTER						
EDUMA-506N	Statistics in Education	C	25	75	100	5+0
EDUMA-507N	Educational Guidance and Counselling	C	25	75	100	5+0
EDUMA-508N	History of Indian Education	C	25	75	100	5+0
EDUMA-509N	Special Education	C	25	75	100	5+0
EDUMA-510N	**Value and Human Right Education** Open Elective (Course will be offered for any bonafid student other than Education)	OE	25	75	100	0+4
	Total		125	375	500	24
THIRD SEMESTER						
EDUMA-511N	Teacher Education	C	25	75	100	5+0
EDUMA-512N	Foundation of Educational Technology	C	25	75	100	5+0
EDUMA-513N	Women Education	C	25	75	100	5+0
EDUMA-514N	Distance Education		25	75	100	5+0
EDUMA-515N	Research Project (**Report Evaluation +Viva-Voce**)	P	25	75	100	0+4
	Total		125	375	500	24
FORTH SEMESTER						
EDUMA-516N	Continuing Education	C	25	75	100	5+0
EDUMA-517N	Curriculum Development	C	25	75	100	5+0
EDUMA-518N	Understanding the organizational Leadership	C	25	75	100	5+0
EDUMA-519N	Education in Global Context	C	25	75	100	5+0
EDUMA-520N	Research Proposal (**Submission and Viva-Voce**)	P	25	75	100	0+4
	Total		125	375	500	24
			500	1500	2000	92

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7. PROGRAMME SPECIFIC OUTCOMES OF MASTER OF ARTS (EDUCATION)

PSO1. Provide opportunities to students to extend as well as deepen their knowledge and understanding ofeducation.

PSO2. Bring out specialization in a specific field of study related to education.

PSO3. Develop research capacities, leading to specialization in either elementary education or secondaryeducation.

PSO4. Enable the learners to acquire necessary competencies by imparting knowledge of various concepts,education theories methods and approaches to analyze the education system.

PSO5. Improve the competitive position through practical method and update the changes in the subject areas.

PSO6. Enable the student to develop dedication and motivation towards lifelong learning process as interdisciplinary knowledge.

PSO7. Enable students to set high standards of professional competency intellectual conviction and integrity.

PSO8. Enable students examine critically the theories and concepts of education drawn from various disciplines related to education such as philosophy, sociology, management, economics, science and technology, ICT etc. in such a way that their linkages with pedagogy and practices in the classroom can be enriched.

PSO9. Develop the spirit of inquiry and critical thinking and skills and capacity to undertake research in the field of education.

PSO10. Equip the students with the knowledge and skills of new technologies' focusing on understanding the principles of organizational management, leadership and systematic change.

8. Assessment

All the theoretical courses shall be assigned 25% of maximum marks for internal assessment and remaining 75% for external examination. Research reports evaluation will done through internal external evaluation. Candidates must be assessed on the entire Practical Activities. Practical Activities will be assessed externally through viva-voce on activity records and reports.

8A- Instruction related to Assignments Projects and Dissertation

Projects and Assignments-All the Course based assignment and Projects will be provided by the Department of Education, D.D.U Gorakhpur University.

EDUMA-505N- Every first semester student has to do any five Practical's and prepare report.

EDUMA-515N- Area of Project work will be provided by the department and examined as per the rule of D.D.U Gorakhpur University and will be submitted in the university.

EDUMA-520N- Candidate has to submit (1) Research Proposal with separate Report related to selected subject in proper format including (Introduction, Objectives, Hypotheses, Need and significance of problem, Limitations, Review of Related literature, Research design, Population/Sampling, Tools, Data Collection and References will be followed as per the need of the study) and has to face the Viva-voce.

Conduct of Examination and Moderation of Results: -Conduction and Evaluation will be done per the rules and Regulations decided by Deen Dayal Upadhyaya Gorakhpur University.

Medium of Examination-Candidates will have the option of writing the examination either in Hindi or in English medium.

COURSE STRUCTURE

FIRST SEMESTER
CORE COURSES
EDUMA-501N. PHILOSOPHICAL BASES OF EDUCATION

MM: 100
COURSE-04

COURSE OBJECTIVES: To enable the students to understand about;
1. Understanding of nature and functions of Indian philosophy of education.
2. Analysis, Interpretation and synthesis of various philosophical concepts, propositions and metaphysical, epistemological and axiological assumptions and their impact on Indian education.
3. Critical appraisal of the contributions of prominent Indian educational thinkers to education
4. Contribution of Philosophy to the field of education.
5. Impact of Western Philosophies on Indian Education.
6. Nature and sources of knowledge realizing the process.

COURSE CONTENTS
Unit-1: Fundamentals of Educational Philosophy • Meaning, Nature and Scope of Education and Philosophy, • Relationship between Education and Philosophy • Functions of Educational Philosophy
Unit-2: Concepts of Indian Philosophy and Education • Darshan • Dharma • Shiksha • Vidya
Unit-3: Indian Educational Darshanas • Sankhya • Yoga • Nyaya • Vedanta Their educational implications with special reference to epistemology, Axiology and the process of education.
Unit-4: Indian thinkers and their educational contributions of: • Vivekanand, • Aurbindo, • Gandhi • Tagore. • Yog Darshan of Guru Gorakshnath With special reference to Characteristics and Their educational implications
Unit-5: Western schools and Modern Philosophies: • Naturalism • Idealism • Pragmatism • Realism • Marxism With special reference to Characteristics and Their educational implications

RECOMMENDED BOOKS:

- Altekar A.S. 1937, : Education in Ancient India, Varanasi: The Indian Book Shop
  Dinkar, Ramdhari Singh: Sanskrit Ke Char Adhyay, Udayacha; Prakashn, Patna.
- Hirriyana, M : The Essential of Indian Philosophy.
- Magee, John (1971) : Philosophical Analysis in Education, Harper Row, New York.
  Mad Wingo (1974) : Philosphy of Education. An Introduction.
- Pandey, R.S. (1995) : SHIKSHA DARSHAN, VinodPustakMandir, Agra.
  Jaffer, S.M. (1936) : Education in Muslim India, Lahore.
- Oad, L.K. (1979), :SHIKSHA KE DARSHANIK AVAM SAMAJ SHASSTRIYA ADHAR, Jaipur: Rajasthan Hindi Grintha Academy.
- RadhaKrishanan,S. (2000) :Indian Philosiphy, Vol.-I & II, Oxford University Press, New Delhi.
  Tripathi, L.J. : Being and Becoming; VashundhraPrakashan, Gorakhpur. Bayles,
- Boyed, William and King : The History of Western Education, 1972.Brubacher, J.S.Modern Philosophy of Education.
- Butler, J. Donald : Idalism in Education. Philosophy of Education of Education Series Harper Row, New York, 1971.
- Dewey, John : Democracy and Education, An Introduction, 1974.
  Kilpatrick, W.H. : Education for Changing Civilization, 1971.
- Magee, John : Philosophical Analysis in Education. Philosophy of Education series, Harper Row, New York, 1971
- Max Wingo : Philosophy of Education, An Introduction, 1974.
  Morris, Van Cleve : Modern Movements in Education Philosophy, 1969.
- Pandey, R.S. : Shiksha Darshan, Vinod Pustak Mandir, Agra, 1995.

EDUMA-502N. PSYCHOLOGICAL BASES OF EDUCATION

MM: 100
CREDIT-04

COURSE OBJECTIVES: To enable the students to;

- Understand concepts and principles of Educational Psychology as an Applied Science
- Understand the process, theories and Implications of Human Development.
- Acquaint the concept and Process of Learning, theories and their Educational Implications.
- Understand Intelligence and Creativity and their Implications for education.
- Understand the concepts and Theories of Personality and Its assessment Techniques.

COURSE CONTENTS

Unit-1: Educational Psychology & Human Development

- Concept 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 relative role.
- Major concepts and stages of the theories of Piaget and Bruner and their implications for education.

Unit-2: Learning & Individual Difference

- Concept and Gagne's hierarchy of learning.
- Following theories of Learning with their Educational implication; Thorndike's Connectionism Pavlov's Classical and Skinner's Operant Conditioning, Hull's Reinforcement Theory, Kurt Levin Theory
  - Factors influencing learning Transfer of Learning.
- Motivation, Concept, Theories of Motivation.
- Individual Differences and its Implications for Education.

Unit-3: Intelligence and Creativity

- Concept, Definition Nature and Types
- Theories of Intelligence and its Measurement
- Concept, Nature, Main Aspects of Creativity
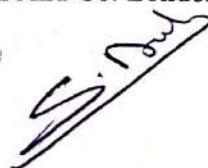- Relationship between creativity and Intelligence.

Unit-4: Personality

- Concept, Definition and Types and theories of personality;
- Trait Theory of Allport and Eysenck
- Determinants of Personality.
- Assessment of Personality

Unit-5: Adjustment, Mental Health & Hygiene;

- Concept of adjustment, Factors affecting Adjustment
- Conflicts and Defense Mechanism
- Concept Definition of Mental Health and Mental Hygiene.
- Factors affecting Mental Health and Hygien

BOOKS RECOMMENDED:

Atkinson, R.L.: Introduction to Psychology (8th Ed.) HBT, New York, 1983.
De Cecco, J.P.: The Psychology of Learning of Instruction Prentice Hall of India, Pvt. Ltd. New Delhi.
Gage, N.L. & D.C. Berliner: Educational Psychology McNally College Publishing Co., Chicago.
Lovel, K: An Introduction to Human Development Scott, Foreman And Co. London.

Loran, J.W. & B.L. Walley: Introduction to Early Childhood Education D. VanNor Stand Co. New York.
Skinner, C.E. (ed): Elementary Educational Psychology, Revised Ed., New York, Prentice Hall Inc. 1950.
Morse, W.C. & G.M. Wingo: Psychology &Teaching (3ʳᵈ Ed.) P.B. Taraporewala Sons & Co. Pvt. Ltd. Bombay.
Oven, Steven et al: Educational Psychology: An Introduction Little, Brown & Co. Boston.
गुप्ता एस0 पी0: उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद।
माथुर एस0एस0: शिक्षामनोविज्ञान, विनोदपुस्तकमंदिरआगरा।
पाण्डेय एवं श्रीवास्तवः शिक्षा मनोविज्ञान, मिश्र ट्रेडिंग कारपोरेशन, वाराणसी।
पाठक, पी0डी0: शिक्षा मनोविज्ञान, विनोदपुस्तकमन्दिर, आगरा।
भटनागर, सुरेश: शिक्षा मनोविज्ञान, आर0लाल बुकडिपो, मेरठ।
सारस्वत, मालती: शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन इलाहाबाद–3
सिंह,ए0के0: शिक्षा मनोविज्ञान, भारती भवन प्रकाशन, पटना।

EDUMA-503N. SOCIOLOGICAL BASES OF EDUCATION

MM: 100
CREDIT-04

COURSE OBJECTIVES: To enable the students to understand;
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 CONTENTS
Unit-1: Fundamentals of Sociology of Education   Meaning and Scope of Sociology of Education.   Need of Sociological perspective in Education.   Education: as a process in social system.   Socialization- concept Meaning and
Unit-2: Education and Society.   • Social stratification and education.   • Social change and social mobility   • Education for national integration   • Education for international understanding
Unit-3: Concept of Culture and Role in Education   • Culture: Meaning and nature of culture;   • role of education in cultural context   • cultural determinants of education
Unit-4: Concept of Social Change   • Social Change: Meaning and concept; education as an agent of social change   • constraints on social change (Caste, class, language and regionalism)   • Social Mobility- Meaning and Concept, Affecting Factors
Unit-5: Education and Social Stratification   • Concept of Democracy   • Education and democracy.   • Constitutional provisions for education in India   • Education as related to social stratification with special reference to the education of S.C., S.T. Women and Rural population.

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BOOKS RECOMMENDED:

- Bookover, W (1957)
- Criwin, R.G. (1965)
- Dewey, J (1916)
- Durkheim, Emile (1956)
- Freire, Paulo (1973)
- Gore, MS., IP. Desai (1975)
- Halsey, A.H. (1975) :
- Kumar Krishna (1989)
- M,Karl&WAC, Stewart
- Ottaway, A.C.K. (1962)
- Parsons, Talcolt (1959)

- Shukla, S. &Krishn Kumar
- Stub. Holger R. (1975)
- Waller, Willard (1932)

- The Sociology of Education, New York, American Book Co.
- Sociology of Education, New Jersey: Prentice Hall.
- Democracy and Education, New York: Macmillan Co.
- Sociology And Education, New York, The Free Press.
- Education for critical consciousness, New York.
- The Sociology of Education in India, New Delhi, N.C.E.R.T.

- Sociology and Equality Debate, Oxford Review of Education Vol.1, No.1
- Social Character of Learning, New Delhi, Sage.
- An Introduction to sociology of Education, London: Rou, 1962.
- Educational and Society London: Routledg&Kegan Paul.
- School class as Social System, Harvard Educational Review, Vil.23,No.4
- Education and the Social Order, London: G. Allen.
- Sociological Perspectives in Education, Delhi: Chankya Publishers, 1938.

- The Sociology of Education, Illinois: The Dorsey Press
- The Sociology of Teaching, New York, Wiley.

EDUMA-504N-METHODOLOGY OF EDUCATIONAL RESEARCH

MM: 100
CREDIT-04

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-1: Basics of Educational Research   Nature and need of Educational Research.   Qualitative and Quantitative Research-Meaning Nature and Concept   Fundamental, Applied and Action research.
Unit-2: Research Problem   **Research Problem-**Concept, Need Characteristics and Sources   Selection and formulation of research problem,   Guiding principles of problem selection and its type
Unit-3- Review of related literature   • Meaning of related literature and its review   • Purpose of review of related literature   • Sources of related literature;   (i) Traditional (ii) e-sources.
Unit-4: Population and sampling.   • Population and sampling-concept and need and Types   • Simple random sampling,   • Stratified Random sampling,   • Cluster sampling,

• Systematic sampling,		
Purposive sampling		

Unit-5: Types of Educational Research-Meaning, Nature and Qualities

- Philosophical
- Historical,
- Descriptive
- Experimental research.

BOOKS RECOMMENDED:

- Asher, William • Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.

- Best, John W • Research in Education, New Delhi Prentice Hall of India, 1982.
- Bhatanagar, R.P. et al. • ShikshaAnusandhan, Meerut: Loyal Book Depot, 1995.
- Garrett, H.E. • Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.

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

- Kerlinger, F.N. • Foundations of Behavioural Research, New York: Holt Rinehart and Winston, Inc, 1973.

- Koul, Lokesh • Methodology of Educational Research Vikas Publishing House, 1993.

- Shukla, P.C. • Experimental Research: Statistical Analysis of Data, in R.P. Bhatanagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.

- Verma, M. • An Introduction to Educational and Psychological Research, Bombay: Asia Publishing House, 1965.

EDUMA-505N -PRACTICAL (PSYCHOLOGICAL TESTING)

MM: 100
CREDIT-04

COURSE OBJECTIVES: This Practical work would enable the students to:
- Administration of Psychological test to measure mental attributes.
- Score the tests administered to measure attributes.
- Interpret the collected data.

NOTE- every student has to to do any five psychological tests. Prepare its report in a practical file. Assessm will be done externally on the bases of the Practical copy and two practical's done at the time of Examinatic

नोट- प्रत्येक छात्र को कोई पांच मनोवैज्ञानिक परीक्षण करना होगा। इसकी रिपोर्ट एक प्रैक्टिकल फ़ाइल में तैयार करें। प्रैक्टिकल कॉपी और प्रैक्टिकल के समय किए गए दो प्रैक्टिकल परीक्षण के आधार पर मूल्यांकन बाह्य रूप से किया जाएगा

COURSE CONTENTS- किन्ही पांच परीक्षणों को प्रशासन करवाना है और उनसे संबंधित रिपोर्ट तैयार करनी है।

Unit-1: Psychological Testing
Conceptual Introduction of Psychological Testing
Need, Qualities, Types and uses of Psychological Testing

Unit-2: Performance Test
- Introduction, Administration Scoring and Interpretation of scores of **Bhatia Battery of Performance Test**
- of Intelligence
- Introduction, Administration Scoring and Interpretation of scores of **Non Verbal Intelligence Test**

Unit-3: Creativity Test
Introduction, Administration and interpretation of scores of **Tests of Creativity.**

Unit-4: Test of Personality
Introduction and Administration of test of **Cattell's 16 PF**

Unit-5: Experiment related to Transfer of Learning
Concept, type and reasons of Transfer of Learning
Introduction and Administration of and interpretation of scores of **Experiments related to Transfer of Learning.**

- **यूनिट-1:** मनोवैज्ञानिक परीक्षण

मनोवैज्ञानिक परीक्षण का वैचारिक परिचय

मनोवैज्ञानिक परीक्षण की आवश्यकता, गुण, प्रकार एवं उपयोग

- **यूनिट-2:** प्रदर्शन परीक्षण

- भाटिया बैटरी ऑफ परफॉर्मेंस टेस्ट का परिचय, प्रशासन स्कोरिंग और स्कोर की व्याख्या

- बुद्धि का परिचय, प्रशासन स्कोरिंग और गैर मौखिक बुद्धि परीक्षण के अंकों की व्याख्या

- **यूनिट-3:** रचनात्मकता परीक्षण

रचनात्मकता के परीक्षण के अंकों का परिचय, प्रशासन और व्याख्या।

- **यूनिट -4:** व्यक्तित्व का परीक्षण

कैटेल के 16 पीएफ के परीक्षण का परिचय और प्रशासन

- **यूनिट-5:** सीखने के हस्तांतरण से संबंधित प्रयोग

सीखने के हस्तांतरण की अवधारणा, प्रकार और कारण

सीखने के हस्तांतरण से संबंधित प्रयोगों के अंकों का परिचय और प्रशासन और व्याख्या।

RECOMMENDED BOOKS:

Anastasi, Annie: Psychological Testing, New York; McMillan Company, 1968.
Pandey, Sridhar and RK Singh: Manovaigyanik Parikshan evam Prayog, Agra; VinodPustak Mandir,2012.

SECOND SEMESTER

CORE COURSES

EDUMA-506N. STATISTICS IN EDUCATION

MM: 100

CREDIT-05

COURSE OBJECTIVES: Following are the course objectives;
- To provide the knowledge of central tendency, Variability and correlation.
- To enable the student to understand the need and application of statistics in Education.
- To enable the student to know the concept of statistics in Education.

COURSE CONTENTS
Unit-1: Measures of Central Tendencies   Measure of Central tendency and its application in education.
Unit-2: Measures of Variability   • Measure of variability-Quartile deviation,   • Mean Deviation   • standarddeviation.
Unit-3: Correlation   • Correlation: concept, need and scope,   • Rank order correlation and productmoment correlation- Characteristics and Use
Unit-4: Parametric Test   • Normal Probability Curve- Meaning, Characteristics and its Applications   • C.R. Test and T-Test – Characteristics and use   • Comparison of means of two groups through critical ration/t-test and simpleAnalysis of variance and one way classification.
Unit-5: Non-Parametric Test   • Meaning and Qualities and use   • Medium Test   • Chi-Square test

RECOMMENDED BOOKS:

- Garrett, H.E. :   Statistics in Psychology and education, vikaspeffer and samara co. Ins. New York

- Guilford, J.P.:   Fundamental statistics in Psychology and Education, McGraw Hill (1965).

- कपिल, एच.के. .सांख्यिकी के मूलतत्वः भार्गवपुस्तकप्रकाशन, 4 / 230, कचहरी घाट, आगरा–4
- गुप्ता. एस.सी रू . सांख्यिकी विधियाँ एव मूल्यांकन, शारदा पुस्तकभवन, इलाहाबाद

<u>EDUMA-507N.</u> EDUCATIONAL GUIDANCE AND COUNSELLING   MM:100
CREDIT-05

COURSE OBJECTIVES: To help the students to understand;
1. Concept need and view point of guidance.
2. Concept, need and guidance for the children with special needs.
3. Concept and process of counseling.
4. The aims and principles of guidance programme.
5. Various procedures of organizing various Guidance services.

COURSE CONTENTS
Unit-1: <u>Introduction to Guidance Service</u> • Concept and Nature • Need and Significance • Principles • Types • Problems and challenges
Unit-2: <u>Educational and Vocational Guidance</u> • Educational Guidance-Concept and Nature and Meaning, Need and Principles and Process • Vocational Guidance- Concept and Nature and Meaning, **Need** and Principles and Process • Career Development – Various theories specially Super's theory • Group Guidance- Concept and Nature and Meaning, Need and Principles and Process
Unit-3:<u>Organization and Characteristics of Guidance Programme</u> • Organization of a Guidance Programme. • Principles of organization, • Various types of services-individual inventory service • Information orientation service, • Placement service and • Follow up service
Unit-4: <u>Guidance of Children with Special Needs</u>: • Problems and needs. • Guidance of the gifted and creative students. • Guidance of under – achiever and first-generation learners. • Role of the teacher in helping children with special needs.
Unit-5: <u>Counselling</u> • Counselling Process-Concept, nature, principles of counseling. • Counselling approaches – directive, non – directive • Types of Counselling • Characteristics of good counselling. • Teachers Role in Counselling

BOOKS RECOMMENDED:

Anatasi Anne	:	Psychological Testing, New York, Mac Millan 1982
Bengalese, M. (1984)	:	"Guidance and Counselling, Kalyani Publishers.
Bhatia, K.K.	:	Principles of Guidance and Counselling, Kalyani Publishers.
Crow and Crow	:	"Introduction to Guidance", 2nd ed. Eurasia Publishing Co., New Delhi.
David, A.	:	Guidance and Counselling; Com. W
Dave, Indu (1984)	:	The basic Essentials of Counselling, sterling Publishers Pvt. Ltd, New Helhi.
Gupta Manoj	:	Effective Guidance and Counselling of Mangal deep Publication, Jaipur.
Gupta Sk:	:	Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.

EDUMA-508N -HISTORY OF INDIAN EDUCATION

MM: 100
CREDIT-5

COURSE OBJECTIVES: After going through this paper the students will be able to;
1. Appreciate the glorious past of education during the ancient period.
2. Comprehend the assimilating role of education in medieval India
3. Analyze the impact of Western education on indigenous system.
4. Understand the contribution of colonial rule to the spread of modern education.

COURSE CONTENTS
Unit-1: Education during the Ancient period Vedic Education and Buddhist Education with special reference to aims, curriculum, methods of instruction, teacher-taught relations andeducational institutions.
Unit-2: Education during the medieval period Islamic Education with special reference to aims, curriculum,methods of instruction, teacher-taught relations.
Unit-3: Education during the British period • Adam's reports • Charter Act of 1813 and Anglo-oriental controversy. • Wood's dispatch of 1854 • Indian Education commission (1882-83). • Calcutta University Commission (1917-19).

Unit-4: Indian Response to Western Education
• National Education Movement
• Basic Education
• Role of Following National Educational Institution
   o Vishwa Bharati Shanti Niketan,
   o Aligarh Muslim University
   o Gurukul Kangari
   o Banaras Hindu University

Unit-5: Education in the Post-Independence Period • University Education Commission 1948-49 • Secondary Education Commission 1952-53 • Education Commission 1964-66 • National Policy on Education 1986 and 2020.

RECOMMENDED BOOKS:

- 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.
- Jaffer, 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.
- Mukaherjee, R.K. (1960): Ancient Indian Education, Delhi

EDUMA-509N- SPECIAL EDUCATION

MM: 100
CREDIT-5

COURSE OBJECTIVE: To make the students to:
1. Understand the Concept, Meaning and Scope of Inclusive and Special Education.
2. Understand the recommendations of commissions on education of children with special needs.
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 interventions for meeting the needs of exceptional learners.

Unit-I-Introduction to special Education
Definition, Scope, Importance and Aims of Special Education.
- Concept of Handicap, Impaired and Disability.
- Growth and Development of Special Education in India & Abroad.
- Concept and Significance of Early Identification
- Concept, Significance and Educational Intervention for special education
- Concept, Significance and techniques of Mainstreaming.
- Concept, Significance and techniques of Remedial Teaching.
- Concept, uses and organization of Resource Room.

Unit-2-Legislative Background
- NPE-1986 & POA-1992 NEP-2020
- 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

Unit-3- Education of Mentally Retarded
- 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-4- Education of Visually and Hearing Impaired
- Concept and Classification.
- Etiology and General Characteristics.
- Educational Programme and societal Initiative aspects
- Role of Peer Group, Family and Community in education of Special need Children.

Unit-5-Education for Special Child
Concept, Etiology, Characteristics and brief Outlines of Education;
- Juvenile Delinquent Children.
- Emotionally Disturbed Children.
- Gifted Children
- Slow Learners
- Concept and Significance Universalization of Education and Special Education.

BOOKS RECOMMENDED:

- Blair, A (2003). Special Educational Needs and Disability Discrimination: New Departures in Education Law in England and Wales: Rights of Children with Disabilities in UK. In Groof, J.D. and Lauwers, G (Eds.). Special Education: Yearbook of the European Association for Education Law and Policy. Vol. V. Kluwer Academic Publishers: The Netherlands.
- Boehner, J (2004). Strengthening and Renewing Special Education, Bill Summary: The
- Individuals with Disabilities Education Improvement Act.
- Booth, T., and Mel Ainscow (eds.) (1998). From Them to Us: An International Study of Inclusion
- in Education, Routledge, London.
- CABE (1944).Post-war Educational Development in India. New Delhi: Ministry of Education.
- Education Commission, (1966).Education and National Development. New Delhi: Ministry of Education.

EDUMA-510N-Open Elective will be chosen by the students as one subject from another faculty.

EDUMA-510N-VALUE AND HUMAN RIGHTS EDUCATION

MM: 100

CREDIT-04

COURSE OBJECTIVES: To enable the students to understand;
1. The Concept Need and Importance of Value-Education and Education for Human Rights.
2. The relationship between Culture and Human Values with special reference to India.
3. The Approaches and Methodologies of Value-Education as well as its Evaluation Strategies.
4. The basic Concept of Human Rights and Rights of Children in India and Abroad.
5. The role of different Organizations and Teacher Education in Value and Human Rights Education.

COURSE CONTENTS
Unit-1: Introduction to Value and Human Right Education
• Concept Need and Importance of Value-Education
• Concept Need and Importance of Human Rights education
• Concept Need and Importance of Human Duties
Unit-2: Approaches and Methodologies of Values Inculcation
• Approaches to Value Education.
• Methods and Strategies of Values Inculcation.
• Role of Educational Institution,
• Role of Teachers, Parents, Religious, Heads, Administrators
• Role of Mass Media in the Inculcation of Values.
• Value Orientation in Teacher education.
• Evaluation Strategies for the Assessment of ValuesInculcation
Unit-3: Moral Education and Moral Development of the Child
• Moral Education vis-à-vis Religious Education: MoralInstruction, 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.

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Unit-4: Human Rights and Rights of Children
• Concept of Rights of Children in the existing SocialScenario.
• 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 toFree and Compulsory Education Act, 2009
• Legal Provision against Child Labor.
Unit-5: Human Rights Education:
• Teaching Learning and Human Rights Education through Curricular and Co-curricular Activities.
• Agencies of Human Right Education:
• Role of different Government and Non-Government Organizations in Human Right Education.
• Role of Teacher Educators in Promoting Human Right Education.

BOO
RECOMM
D:

- Diwan, Paras & Diwan,Peeyush (1996): Human Rights & the Law, Universal ans Indian, New Delhi: Deep Publicat
- Gupta N.L. (1986): Value Education: Theory and Practice, Ajmer: Krishna Brother.
- Joise M. Rana (1998: Human Rights and Indian Values. New Delhi: NCTE
- Kulkarni, R.A. (2000): Value Education, Kolhapur: Phadke Prakashan
- Madhu, Kapani (2002): Education in Human Values. New Delhi: Sterling Publisher

THIRD SEMESTER
CORE COURSES

EDUMA-511N. TEACHER EDUCATION

MM: 100

CREDIT-5

COURSE OBJECTIVES: To enable the students to;
1. Understand the concept of teacher education and its development in India.
2. Understand various modalities of teachers and educational administrators at different level of education.
3. Acquaint with various aspects of teachers' teaching programmes prevailing in the country.
4. Understand prevailing trends in teacher education and agencies.
5. Develop insight in the major problems of teacher education.

COURSE CONTENTS
Unit-1: Introduction to Teacher Education
• Meaning & Scope of teacher education.
• Objectives of teacher education at different levels.
• Development of teacher education in India.
• Recommendations of Kothari Commission, NPE 1986 and POA 1992
Unit-2: Programs of Teacher Education
• Pre-service & In-service Teacher's Training Programme for pre-primary, primary & secondary stages of education- Need ,objectives, Structure, Organization
• Professional preparation of Teacher Educators & Educational administrators.
• Preparation of teachers for the teaching of Particular subjects(Languages, social sciences and physical science).

Unit-3: Student-Teaching Programme
● Patterns of student- teaching (internship, block Teaching Practice, off-campus teaching programme).
● Techniques of teacher training; -Core teaching, Micro-teaching and Interaction Analysis
● Evaluation of students teaching- Meaning, Need and Objectives
Unit-4: New Trends In Teacher education
● Distance Teacher Education
● Innovations in teacher education.
● Integrated teacher education programmes
● Comprehensive college of education
● SCERT, DIET, NCERT, NCTE, NIEPA, UGC-ASC
Unit-5: Issues of Teacher Education
● Current problem of Teacher Education
● Areas, needs and problems of Research in Teacher Education

RECOMMENDED BOOKS:

- Lorin W, Anderson, UNESCO, Paris; Increasing Teacher Effectiveness, 2nd Ed.
- Singh, L.C(Ed.) 1990. Teacher Education in India, A Resource Handbook, NCERT, New Delhi
- NCTE(2010) New Delhi, National Curriculum Framework for Teacher Education.
- Joyce, B &Weil.M; Models of Teaching(2009)
- Yadav,M.S and Laxmi TKS; Teacher Education, New Delhi
- Passi,B.K(Eds.) Becoming better teachers, NCTE
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on School Education, 2005.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. York :State University of York.
- Rao, DigumartiBhaskara (1998). Teacher Education in India. New Delhi: Discovery Publishing House.

EDUMA-512N FOUNDATION OF EDUCATIONAL TECHNOLOGY

MM:100
CREDIT-05

COURSE OBJECTIVES: To enable the student to understand;

1. Significance of E.T. and its important components in terms of Hardware and Software.
2. Difference between communication and instruction and to develop design of a sound instructional system.
3. Levels, strategies and models of teaching for future improvement.
4. The importance of programmed instruction and researches in E.T.
5. Emerging trends in ET along with the resource centers of ET.

COURSE CONTENTS

Unit-1: Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET.
- Components of ET: System Approach, Software, hardware.
- Educational Technology, Instructional Technology, TeachingTechnology, Behavior Technology.

Unit-2: Communication and Educational Technology
- Concept, Nature, Process, Components, Types & Theories ofClassroom Communication.
- Mass media approach in Educational Technology.
- Designing of Instructional Strategies.

Unit-3: Models of Teaching
- Micro teaching-Meaning, concept, need, qualities and Process
- Models of Teaching- Meaning, concept, need, qualities and types
- Flanders's Interaction Analysis- Meaning, concept, need and process

Unit-4: Programme Instruction and Computer AssistedInstruction
- Programmed Instruction (Linear/branching mode)-Origin andtypes-Linear and branching.
- Teaching machines.
- Computer Assisted Instruction.

Unit-5: Emerging Trends in Educational Technology
- Educational Technology in formal, non-formal and InformalEducation.
- Distance Education, Open Learning System and EducationalTechnology.
- Emerging trends in Educational Technology, Problems of NewTechnologies.
- Resource Centers for Educational Technology, CIET, UGC, IGNOU,
NOS, state ET Cells, etc. and their activity for the improvement of teaching learning.

RECOMMENDED BOOKS:

Agrawal, J.C.	Essentials of Educational Technology Teaching Learning Innovation in Education, Vikas Publishing House, New Delhi
Agrawal, J.C.	Principles and Techniques of Guidance, Vikas 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

EDUMA-513N-WOMEN EDUCATION

MM: 100

CREDIT-5

COURSE OBJECTIVES: Student will be able to know;

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

COURSE CONTENTS

Unit-1 Introduction to Women Education

- Meaning, nature and objectives of Women Education
- Scope of Women's Education in-Ancient India
- Medieval India
- Pre-Independent India Post Independence India

Unit- II Government initiative in women Education

- Different organization related to Women's Education.
- Women Right Act and its implementation,
- Different plans & strategy of Women's Education in India-
- Mahila Samakhya
    - NPEGEL,
    - MeenaMunch
    - KGBV
    - Beti Bachaoo aur Beti Padhaoo

Unit-3 Status of Women Education

- Society Development and Women Education:
- Role and status of women in Education System.
- Problems of Women Education in India

Unit-4- Contribution of Indian thinkers in Women Education

- Thoughts and work on Women's Education
- Maharani Devi Ahilya Bai
- Swami Vivekanand
- Rabindra Nath Tagore
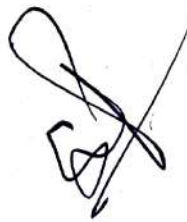- Sawitri Bai Phule

Unit-5 Women Empowerment

- Meaning, Concept, Factors affecting Empowerment
- Role of Women in Nation Development
- Recommendations of various Education Commissions and Committee for empowering Women in India

RECOMMENDED BOOKS:

- AgrawalBina
- Alexander & c.t. Mohanty (eds)
- Burbach – Vuez.
- Butalia U 7 Sarkar (ed)
- Cossman B 7 R Kapur

- Field of her own, New Delhi, Kali for Women.
- Feminist Genealogies: Colonial Legacies, Democratic Felines, Routeledge1999.
- Globalisation& Discontents, London, Pluto 1997, EPW-30 April WS 2.
- Women and the Hindu Right, New Delhi, Kali for Women - 1996
- Subversive site, New Delhi Kali for Women 1996.

- (eds)
- Chakravati & K. Bangari (eds)
- Chossudo VSKY M:
- Ghosh J.
- HasanZoya (ed)

- Heyzer N. Riker, J.A. Suizon,
- KapurRana (ed)

- Keller E.F. & H. Lagino

- Myths & Markets, New Delhi, Manohar 1992.

- The Globalisation of Poverty, Goa Madhyam 2001.
- "Gender concerns in Macro – Economics Policy EPW 30 April WS-2.
- Forging Identities: Gender Communities and Multiple partiachies, EPW 23,
- Dec. 1995.
- Government – NGO. Relations in Asia, KwalaLampur APDC 1995,

- Feminist Terrains in Legal Domains, New Delhi, Kali for Women 1996.
- Feminism & Science, Oxford OUP 1996

EDUMA-514N- DISTANCE EDUCATION

MM: 100
CREDIT-5

COURSE OBJECTIVES: To enable the students to understand;
1. The need and nature of Distance Education in Indian Society.
2. ICT and their uses in Distance Education System.
3. Student Support Services and skills to manage these for various Programmesof Distance Education.
4. To develop in them the ability to enhance the quality of different Distance Education Programmes.
5. The Trends of Research in field of Distance Education.

COURSE CONTENTS

Unit-1: Distance Education and Its Development
- Understanding Distance Education System- Definition and scope.
- Need, Characteristic and Features of Distance Education
- Growth and Philosophy of Distance Education
- Development pattern of some selected open universities of U.K. Australia ,China and India

Unit-2: Intervention Strategies at a Distance
- ICT Technologies and their Applications in DistanceEducation.
- Designing and Preparing Self-Instructional Material
- Media: Print & Electronic, Media Integration.
- Distance Educator: Nature and Characteristics

Unit-3: Learning at a Distance
- Student Support Services in Distance Education and theirManagement.
- Technical and Vocational Programmes through DistanceEducation.
- Distance Education and Rural Development.
- Problems of Distance Learners

Unit-4: Quality Enhancement and Programme Evaluation
- Quality Assurance in Distance Education.
- Mechanisms for Maintenance of Standards in DE.
- Evaluation system in Distance Education.
- New Dimensions in DE-Promises for the Future

Unit-5: Research in Distance Education
- Need and type of Research in Distance Education.
- Research on Media of Communication in DistanceEducation. Area of Researches in Distance Education.
- Research on Educational T.V. Need of Various typesResearch in DE.
- Problems of Research in DE.

RECOMMENDED BOOKS:

Gupta S.P. (2012): Distance Education

EDUMA-515N -Research Project- MM-100   CREDIT-04

Every Year the topic of Research Project will be provided by the Department of Education, Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur

Evaluation of Research Project Report will be done Externally on the basis of Report and Viva-Voce.

What to do -Every student must prepare a separate detailed report of in his /her own way with proper evidences and photographs.

03 Project report will be prepared presented in front of examiner in 50-60 pages in typed and bind form under these headlines.

1. Introduction to the subject
2. Need and Importance of the study
3. Objectives
4. Research Methodology used- Sample, Research Tools prepared
5. Analysis of data and interpretation of results
6. Description related to programme organized
7. Results drawn
8. Bibliography
9. Questionnaire used for data collected

क्या करें------

प्रत्येक विद्यार्थी को अपने तरीके से उचित साक्ष्य एवं तस्वीरों के साथ एक अलग रिपोर्ट तैयार करना है। प्रोजेक्ट रिपोर्ट विस्तृत रूप 50 से 60 पेज की टाइप और बाएंड करके इन शीर्षक के अंतर्गत 3 प्रति में तैयार करके परीक्षक के समक्ष प्रस्तुत करना होगा।

1. विषय का परिचय

2 अध्ययन की आवश्यकता एवं महत्व

3.अध्ययन के उद्देश्य

4.प्रयुक्त की गई अनुसंधान पद्धति- चयनित जनसंख्या एवं प्रदत के संकलन के लिए तैयार किया गया प्रश्नावली का विवरण देना है।

5.आंकड़ों का विश्लेषण एवं प्राप्त परिणाम

6. परिणामों की व्याख्या

7.ग्रंथ सूची

8. संकलित वास्तविक आंकड़े

9.आंकड़ों के संकलन के लिए तैयार गई की गई प्रश्नावली

अनुसंधान प्रस्ताव के साथ अनुसंधान परियोजना मूल्यांकन बाह्य रूप से किया जाएगा।

नोट-प्रत्येक वर्ष प्रैक्टिकल का क्षेत्र एवं विषय शिक्षा विभाग, दीन दयाल उपाध्याय गोरखपुर विश्वविद्यालय गोरखपुर द्वारा उपलब्ध कराया जायेगा।

RECOMMENDED BOOKS:
- Bell, Judith, How to Complete Your Research Project Successfully
- PBSJonathan, Anderson et al. : Thesis Writing, OUP.
- Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart
- Winston.

- Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New Delhi: VishwaPrakashan.
- Sharma, RA: SHODH PRABANDH LEKHAN, Meerut, R Lal Book Depot.

FORTH SEMESTER

EDUMA-516N- CONTINUING EDUCATION

MM: 100
CREDIT-5

COURSE OBJECTIVES: The students will be enabled to:
1. Understand the concept and significance of continuing education and its need.
2. Know about the various programmes of continuing education.
3. Understand the importance of continuing education in the process of social change.
4. Know about the role of state and voluntary agencies in continuing education.
5. Know about the role of Agencies and Media in continuing Education.

COURSE CONTENTS
Unit-1: Introduction of Continuing Education   • Concept, need and objectives of continuing Education.   • Historical perspectives of Continuing Education.   • Problems of Continuing Education   • Gandhi Jee's philosophy and continuing Education   • Dr. Zakir Hussain's philosophy and continuing Education.
Unit-2: Programmes of Continuing Education   • Meaning, Objectives and need of Adult Education.   • Problems of Adult Education and its remedies.   • Parental Education & continuing Education:Concept, objectives and need.   • Education for Social work: concept, need, objectives types and importance.
Unit-3: Continuing Education and Government initiatives   • Various Government efforts for Continuing Education;National Adult Education Program.   • Policy initiative in Continuing Education   • Role and Need of Open Distance Learning system and Continuing Education   • Mother and Child Welfare Program- Need and Importance   • .
Unit-4: Extension Programs for Society   • Customer awareness programme- Concept, Objectives and Need   • Education for Adolescence- Concept, Objectives and Need   • Education for Duties- Concept, Objectives and Need   • National Literacy Mission- Concept, Objectives and Need
Unit-5: Agencies and Media of Continuing Education   • Role of Formal, Informal and Non- formal Agencies of Education in continuing Education   • Role of Multi Media: Press, Television, Cinema, Radio,Computer and Internet.   • Role of Library in continuing Education.

RECOMMENDED BOOKS:

- Joshi, R.K. & B.B. Singh (1984): Continuing Education, P.L. Prakashan Gorakhpur
- Naik, J.P. (1977): Some perspectives on Non-Formal Education ICSSR

- Paramji, S. (1984): Distance Education, Sterling Publishers, New Delhi
- Rao, Subba D. (1994): Continuing Education in India, Associated Publisher, Ambala

EDUMA-517N-   CURRICULUM DEVELOPMENT

MM: 100
CREDIT-5

COURSE OBJECTIVES: To enable the students
1. To acquaint the students with the basic concept of curriculum.
2. To develop an understanding about different perspectives on curriculum.
3. To develop understanding about bases of curriculum development.

COURSE CONTENTS
Unit-1: Aims and Objectives of Education • Introduction to Aims, Goals and Objectives of Education • Educational Objectives: Types of Educational Objectives • Taxonomic Levels: Cognitive, Affective and Psychomotor Domains and Approaches to Educational Objectives
Unit-2: Perspectives on Curriculum • Meaning and principles of curriculum. • Concept of Core curriculum, Hidden Curriculum Curriculum framework-need and importance; syllabus and textbooks
Unit-3: Bases of Curriculum Development: • Philosophical Bases • Sociological Bases Psychological Bases
Unit-4: Types of Curriculum • Types of curriculum with their concept, characteristics and objectives   Subject-centered, Learner-centered, Community centered Social Reconstructionist curriculum. Role of a teacher in curriculum constuction
Unit-5: Construction and Development of Curriculum • Concept of curriculum construction and Development • Curriculum development-strategies

RECOMMENDED BOOKS

- Berman, L.V. (1968): New Principles in the Curriculum, Ohio, Charles, E. Merrill Book.
- Bob, Moon and Patricia Murphy (Ed), (1999); Curriculum in Context; Paul Chapman Publishing, London.Brent, Allen, (1978): Philosophical Foundations for the Curriculum, Allen &Unwin, Bosten.
- Chomsky, N (1986). Knowledge of Language; Prager, New York
- Datta, D. M. (1972) Six Ways of Knowing Calcutta University Press, Calcutta.
- Galen, Saylen& William Alexander Hoet, (1974): Planning Curriculum for Schools, New York, Ricerhart&Winston Inc.
- G.W. Ford and Lawrence Pungo, (1964); Structure of Knowledge and the Curriculum Rand McNally andCompany, Chicago
- Hoper, Richard, (1974): The Curriculum: Contest Design & Development the Open

University Press Edinbur

EDUMA-518N- UNDERSTANDING THE ORGANIZATIONAL LEADERSHIP

MM: 100
CREDIT-5

COURSE OBJECTIVES: The course intends to enable the students;

1. To understand concept and practices of educational administration and management.
2. To give an overview of the historical development of educational administration and management.
3. To explore the policies in terms of their impact on public administration and management.
4. To understand contemporary issues in educational management.

Unit-1 Conceptual Framework
- Organization-Meaning, Definition, Scope and concepts
- Educational Organization- Definition, Scope and concept and characteristics
- Educational Administration- Definition, Scope and concept and characteristics and Function
- Types of Educational Administration .
- Principles of Educational Administration

Unit-2 Structural arrangement of Educational Administration
Role and Functions of Central and state Government, Local Bodies, and NGOs at national, stateand sub-state levels in Management of Education Administrative role of -
- UGC
- NCTE
- NCERT
- SCERT
- State Boards of Education
- NAAC

Unit-3 Role and Function of Educational Administration
- Purposing
- Planning
- Organization
- Cooperation
- Inspection and Supervision
- Staff Selection
- Budgeting

Unit-4- Concept of leadership
- Leadership-Concept, types, role and theories.
- Approaches of leadership
- Elements of leadership
- Leadership styles in Educational Administration
- Institutional conflicts; types, causes and management.

Unit-5 - Factors influencing leadership effectiveness
- Principles of leadership
- Stages of leadership
- Leadership and management
- Reasons to implement leadership development program
- Qualities of a good leader
- Ethics of leadership

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RECOMMENDED BOOKS-

- Agarwal, JC - Education Administration and Management Principles and Practice, Doaba House, Delhi
- Bhatnagar, R.P & Agrawal, V.-Educational Administration Supervision, Planning and Financing; R. Lal Book Dep. Meerut
- L M Prasad- Principles and Practice of Management. Sultan Chand & Sons publications; New Delhi
- Kocher, SK - School Administration and Organisation, Sterling Publishers PVT Ltd, New Delhi.
- Madan, VD - Quality Assurance in Higher Education, Authors Press, New Delhi
- Mehta, Deepa - Educational Administration, APH Publishing Corporation, New Delhi
- Mishra, Rahul, Srivastava, Anoop, Chaursia, Kamal - General Management , Mohit Publication, New Delhi
- Raghuram, RK - Educational Administration, Crescent Publishing Corporation, New Delhi
- Singh, YK - Human Resource Management, Max ford Books, New Delhi
- Govinda, R. (2002) roles of head teachers in school management in India: case studies from six states, NIEPA
- Sergiovanni, Thomas R. (2002) Leadership: what's in it for schools?, Routledge, London

EDUMA-519N- EDUCATION IN GLOBAL CONTEXT
MM-100
Credit-5

COURSE OBJECTIVES: On completion of this course the students will be able to;

1. Assess and determine the contribution of education to GNP of a country.
2. Formulate man power   planning and programming model for educational planning.
3. Estimate educational wastage, suggesting methods to avoid them and to identify thepriorities in the National policy on Education.
4. Deal with re-distribution of resources and re-arrangement of priorities
5. Promote the needed changes in education and making it socially relevant and economically productive and to improve the techniques of educational planning andmanagement

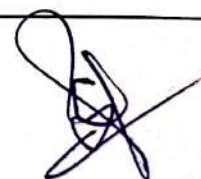| |
|---|
| **Unit-I-Internationalization of Education**
• Concept of Internationalisation of Education
• Emerging partnership between institutions
• Policy framework in Indian Context
• Implications In Indian Context |
| **Unit-2-Global Aspects of Education**
• Meaning, nature and dynamics of Globalization.
• Globalization and its impact on governance of education
• Decentralization and State decontrol
• Implications in Indian Context |
| **Unit-3 GATS Framework**
• modes of delivery of education services and educational implications
• Emerging international structure of institutions: GATS and Regional Networks
• Implication of GATS in Indian Context |
| **Unit-4 Policy initiatives for Internationalization of Education**
• NEP 1986
• NEP 2020
• Statutory bodies |

Unit-5-Education as investment

Education as an Economic Good,
- Education as Consumption and Investment;
- Difficulties in treating Education as consumption / investment.
- Role of PPP in Indian Education.
- Role of WTO and World Bank Education in India Education.

BOOKS RECOMMENDED-

- Blang, M. An introduction to Economics of Education, Cambridge University Press
- Blaug, M. (1972). An Introduction to the EconomicsofEducation, London: PenguinCohn,
- E and T. Gaske (1989).Economics of Education, Pergamon Press, London
- Cohn, E. and Gesker T. G. (1990) The Economics of Education. Oxford: Pergamon Press
- Laxmi devi (ed) (1996) Encyclopedia of Education, Development and Planning Economics ofEducation. Delhi: Anmol Publications Pvt. Ltd.
- Natarajan S. (1990) Introduction to Economics of Education, New Delhi.
- Sterlin O'Donohue. M (1971) Economics Dimensions in Education,Chicago: Aldine Alterton
- Patteti, A. P, &Thamarasseri, Ismail. (2014). Economics of Education. N. Delhi: APH Publishing Corp.
- Tilak , J. B. G. (1987). The Economics of Inequality in Education. NewDelhi: Sage Publications.
- Tilak , J. B. G. (1989).Economics of Inequality in Education, Sage

EDUMA-520N- PRACTICAL (WRITING AND PRESENTATION OF RESEARCH PROPOSAL)
MM: 100
CREDIT-0+4

COURSE OBJECTIVES: Following are the objectives of the course;
1. To enable the students to construct the Research Synopsis.
2. To Provide the Knowledge of Psychological and Statistical tools.
3. To Provide the Knowledge of different types of Research Design.
4. To Provide the Knowledge of Research report writing and Viva-Voce.

Note- Two Research Articles and Proposal on any research Topic will be presented in written form and wil be evaluated externally.

Note- Departmental Teachers will have to orient all the steps of the Research Work.

नोट- किसी भी शोध विषय पर दो शोध आलेख एवं प्रस्ताव लिखित रूप में प्रस्तुत किये जायेंगे तथा उनका बाह्

मूल्यांकन किया जायेगा।

नोट- विभागीय शिक्षकों को शोध कार्य के सभी चरणों का उन्मुखीकरण करना होगा।

COURSE CONTENTS
Unit-1: Theoretical Aspects of Research process and presentation.
Unit-2: Review of Related Researches and presentation.
Unit-3: Selection of topic of educational research and presentation.
Unit-4: Selection and Preparation of measuring tools and presentation.
Unit-5: Writing of Research Proposal: Format and Presentation.

RECOMMENDED BOOKS:

- Bell, Judith, How to Complete Your Research Project Successfully, PBSJonathan, Anderson et al. : Thesis Writing, OUP.
- Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart Winston.
- Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New Delhi: VishwaPrakashan.
- Sharma, RA: SHODH PRABANDH LEKHAN, Meerut, R Lal Book Depot.