

OUTLINES OF SCHEME OF EXAMINATION FOR THE DEGREE OF M.ED COURSE UNDER SEMESTER SYSTEM W.E.F. 2012-13 SESSION (1-4 pages)

Programme Structure

The M.Ed Course shall comprise of two semesters, in which there shall be six papers in the 1st semester and eight papers in the 2nd semester including Dissertation and Field Work. The students will be required to submit research proposal in the 1st semester and dissertation in the 2nd semester.

SCHEME OF EXAMINATIONS

Semester-I

Paper	Nomenclature	External (Theory)	Internal (Assessment)	Max Marks	Time
I	Philosophical and Sociological Foundations of Education-I	80	20	100	3.00 Hrs
II	Advanced Educational Psychology-I	80	20	100	3.00 Hrs
III	Methodology of Educational Research and Statistics-I	80	20	100	3.00 Hrs
IV	Any one of the following:- i) Educational Technology-I ii) Teacher Education-I iii) Environmental Education-I iv) Value Education and Human Rights-I	80 Marks Each	20 Marks Each	100 marks each	3.00 Hrs
V	Any one of the following:- i) Special Education-I ii) Educational Administration and Management-I iii) Computer Education-I iv) Curriculum Development-I	80 Marks Each	20 Marks Each	100 marks each	3.00 Hrs
VI	Any one of the following:- i) Comparative Education-I ii) Educational Measurement and Evaluation-I iii) Guidance and Counselling-I iv) Distance Education-I	80 Marks Each	20 Marks Each	100 marks each	3.00 Hrs

	Submission of Research Proposal	
	Aggregate of 1 st Semester	100 x 6=600

Semester-II

Paper	Nomenclature	External (Theory)	Internal (Assessment)	Max Marks	Time
I	Philosophical and Sociological Foundations of Education-II	80	20	100	3.00 Hrs
II	Advanced Educational Psychology-II	80	20	100	3.00 Hrs
III	Methodology of Educational Research and Statistics-II	80	20	100	3.00 Hrs
IV	Any one of the following:- i) Educational Technology-II ii) Teacher Education-II iii) Environmental Education-II iv) Value Education and Human Rights-II	80 Marks Each	20 Marks Each	100 marks each	3.00 Hrs
V	Any one of the following:- i) Special Education-II ii) Educational Administration and Management-II iii) Computer Education-II iv) Curriculum Development-II	80 Marks Each	20 Marks Each	100 marks each	3.00 Hrs

VI	Any one of the following:- i) Comparative Education-II ii) Educational Measurement and Evaluation-II iii) Guidance and Counselling-II iv) Distance Education-II	80 Marks Each	20 Marks Each	100 marks each	3.00 Hrs
VII	Dissertation & Viva-Voce Examination	100			
VIII	Field Work & Viva-Voce Examination	100			
	Aggregate of 2 nd Semester	100x8=800			
	Grand Total (1 st & 2 nd Semester)	600+800=1400			

Evaluation

The following are the Guidelines, Mode of testing and Evaluation including continuous Internal Assessment of M.Ed students:-

- | | | | |
|-----|---------------------|---|----------|
| i) | Terminal Evaluation | = | 80 marks |
| ii) | Internal Assessment | = | 20 marks |

Twenty marks of Internal Assessment for all Theory Papers in Semester-I and II will be distributed as under:-

- | | | | |
|----|-------------------------------------|---|----------|
| a) | One class test | = | 10 marks |
| b) | One Assignment and its Presentation | = | 05 marks |
| c) | Attendance | = | 05 marks |

Criteria for Marks of Attendance will be:

- | | | | |
|------|---------------|---|---------|
| i) | Less than 65% | = | 0 marks |
| ii) | 65% to 70% | = | 2 marks |
| iii) | 71% to 75% | = | 3 marks |
| iv) | 76 % to 80 % | = | 4 marks |
| v) | Above 80% | = | 5 marks |

The students are required to secure forty percent (40%) marks separately both in Theory as well as Internal Assessment.

VII)* Dissertation:

a) Evaluation of Dissertation	=	75 marks
b) Viva-voce of Dissertation	=	25 marks
Total		100 marks

The Dissertation will be evaluated by the External and the Internal Examiner who will be the supervisor of the candidate.

VIII)* Field Work = 100 Marks

The field work will be evaluated by the External and the Internal Examiner, the supervisor of the candidate.

Note:

* (i) Passing marks are 40% in Dissertation and Field Work.

(ii) The Dissertation and Field Work will be evaluated separately by two different examiners

Paper I : Philosophical and Sociological Foundations of Education – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- understand the nature and scope of philosophy of education
- analyze, interpret and synthesize various concepts and philosophical principles related to educational phenomena
- understand the impact of eastern & western schools of philosophy on education
- understand the nature and scope of sociology of education
- analyze, interpret and synthesize various concepts and sociological principles related to educational phenomena
- understand the changing nature of global society and role of education in it;

COURSE CONTENTS

UNIT – I

Philosophy and Education

- a. Educational Philosophy – Meaning, Need, its Nature and Functions
- b. Branches of Philosophy: Metaphysics, Epistemology and Axiology and their Implications for Education; Philosophical Redirection of Educational Research in Recent Times.
- c. Need of Philosophical Foundations of Education

UNIT – II

Schools of Philosophy

- a. Characteristics of Indian and Western Philosophy
- b. Education as Conceived in Bhagwatgeeta and Upanishads and Reconstructionism,
- c. Contributions to Educational Thought and Practice by Great Thinkers -Krishna Murthi and Aristotle

UNIT – III

Education and Sociology

- a. Relationship of Education and Sociology, Educational Sociology and Sociology of Education
- b. Origin of Society – Types of Society, Nature of Society, Social structures – Elements of Social Structures, Types of Social Structure, Social Structure and Education. Social Control and Social Change. Nature of Social Control and Social Change - Constraints of Social Change.

UNIT – IV

Education for Sustainable Development and Peace

- a. Education for Sustainable Development: Meaning, Dimensions and Principles of Sustainable Development, Strategies of Sustainable Development(in brief), Role of Education in Sustainable Development
- b. Education for Peace: Meaning & Need of Peace and Role of Education for Maintaining the Peace
- c. Human Rights Education: Meaning and Need of Human Rights Education, Role of Education with Reference to Human Rights

SELECTED READINGS

1. Banerjee A.C. & Sharma S.R. (1999), Sociological and Philosophical Issues in Education, Jaipur : Book Enclave.
2. Coulby, D. & Zambeta, G. (2005), Globalization & Nationalism in Education, New York : Routledge Falmer.
3. Gupta, Rainu (2011), Philosophical, Sociological and Economic Bases of Education, Ludhiana: Tondon Publications.
4. Kenkel, W.F., Society in Action (1980), Introduction to Sociology. New York: Harper and Row.

5. Mathur S.S.(2008), A Sociological Approach to Indian Education, Agra : Vinod Pustak Mandir.
6. Pandey, R.S. (1997), East West Thoughts on Education, Allahabad: Horizon Publishers.
7. Sodhi T.S. & Suri A.(1998), Philosophical and Sociological Foundation of Education, Patiala : Bawa Publications.
8. Wilbur, B. Brookover, D. Gottieb (1964), A Sociology of Education, New York : American Book Company.
9. Weber, C.O. (1960), Basic Philosophies of Education, New York: Holt, Rinehart & Winston.

Paper I: Philosophical and Sociological Foundations of Education – II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- understand the nature and functions of philosophy of education
- do logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena
- understand and use of philosophical methods in studying educational data
- do critical appraisal of contributions made to education by prominent educational thinkers -- Indian and Western
- understand concept and process of social organization, social stratification and institution
- understand relationship between culture, society and education
- know issues of equality, excellence and inequalities in education.

COURSE CONTENTS

UNIT – I

Philosophy and Education

- a) Relationship of Education and Philosophy, Difference between Educational Philosophy and Philosophy of Education.
- b) Epistemology and Education: Knowledge, Methods of acquiring valid Knowledge with Special Reference to Positivist and Constructivist Approach.
- c) Modern Concept of Philosophy: Analysis – Logical Empiricism & Positive Relativism

UNIT – II

Philosophies of Education

- a. Humanism, Marxism and Islamic Traditions with Special Reference to the Concept of Knowledge, Reality and Values and their Educational Implications.
- b. National Values as Enshrined in the Indian Constitution and their Educational Implications

UNIT – III

Trends in Education

- a) Education and Modernization
- b) Education and Politics
- c) Education and Religion
- d) Economy and Education-Impact of LPG (Liberalization, Privatization and Globalization) on Education.

UNIT – IV

Sociology and Education

- a) Education as related to Social Stratification and Social Mobility
- b) Education and Democracy, Constitutional Provisions for Education; Nationalism and Education; Education for National Integration and International Understanding.
- c) World Problems and Terrorism – its Causes, its Impact on Society and Remedies through Education.

SELECTED READINGS

1. Park, J. (1961), The Philosophy of Education, New York: The Macmillan Company.
2. Kneller, G.F.(1963), Foundations of Education, New York : John Wiley and Sons, Inc.
3. Phenix, P.H. (1960), Philosophy of Education, New York: Holt, Rinehart and Winston.
4. Weber, C.O.(1960), Basic Philosophies of Education, New York: Holt, Rinehart and Winston.
5. Weerasinghe, S.G.M. (1993), The Sankhya Philosophy: A Critical Evaluation of its Origins and Development, Delhi: Sri Satguru Publications, A Division of Indian Books Centre.

6. Brubacher, John S. (1962), Modern Philosophy of Education, New Jersey : Prentice-Hall Inc.
7. Gupta, Rainu (2010), Shiksha ke Siddhant,(Hindi Version), Agra: Agrawal Publications.
8. Pandey, R.S. (1997), East West Thoughts on Education, Allahabad: Horizon Publishers.
9. Sodhi T.S. & Suri A. (1998), Philosophical and Sociological Foundations of Education, Patiala: Bawa Publications.
10. Banerjee A.C. & Sharma S.R. (1999), Sociological and Philosophical Issues in Education, Jaipur : Book Enclave.
11. Sharma, A.P. (1999), An Approach to Philosophy of Education, The Indian Publications.
12. Hiriyanna, M. (1995), The Essentials of Indian Philosophy, Motilal Banarasidas Publishers

Paper II: Advanced Educational Psychology – I

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal : 20)

NOTE: a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:
to acquire knowledge about the basic concepts and scope of educational psychology

to describe the process of growth and development

to understand different theories of learning

to get acquainted with the concept of creativity

to gain knowledge about the theories of creativity

COURSE CONTENT

UNIT-I

- (a) (i) Meaning, Nature and Scope of Educational Psychology
- (ii) Relevance of Educational Psychology for Theory and Practice of Education
- (b) Individual Differences: Determinants, Role of Heredity & Environment, Educational Implications

UNIT-II

- (i) Methods of Educational Psychology

Observation

Experimental

Differential

Longitudinal

- (ii) Indian Adolescent: His/Her Problems and their Management

UNIT-III

- (a) (i) Concept of Growth and Development: Principles of Development
- (ii) Physical Development during Childhood and Adolescence
- (iii) Social Development during Childhood and Adolescence
- (iv) Emotional Development during Childhood and Adolescence
- (v) Piaget's Genetic Epistemological Approach to Cognitive Development
- (b) Stress and Strain during Adolescence and its Educational Implications

UNIT-IV

- (a) Creativity
 - I. Meaning and Characteristics
 - II. Role of Teacher in Developing Creativity and Brain Storming
 - III. Theories of Creativity: Lombroso, Taylor's Level Theory of Creativity, Psycho-Analytical Theory of Creativity
- (b) (i) Learning: Concept & Characteristics
- (ii) Learning Theories: Pavlov's Classical Conditioning Theory, Skinner's Operant Conditioning Theory.
- (iii) Factors Affecting Learning: Personal, Environmental and Task related.

SELECTED READINGS

1. Andrews, T.W. (1961), *Methods in Psychology*, New York: John Wiley and Sons, Inc.
2. Baller, Warren R. Charles, Don, C.(1962), *The Psychology of Human Growth and Development*, New York: Holt, Rinehart and Winston.
3. Bigge Morris, L. & Hunt Maurice, (1968), *Psychological Foundations of Education*, (2nd edition), New York: Harper & Row.
4. Bigge Morris and Row (1971), *Learning Theories for Teachers*, (2nd edition), New York: Harper & Row.
5. Chauhan S.S. (1978), *Advanced Educational Psychology*, Delhi: Vikas Publishing House.
6. Coleman, J.C.(1976), *Abnormal Psychology and Modern Life*, Bombay: D.B. Taraporewala Sons & Co.
7. Dececco John, P.(1968), *The Psychology of Learning and Instruction*, New Delhi: Prentice Hall of India.
8. Douglas, O.B and Hall B.P. (1948), *Foundations of Educational Psychology*, New York : The Mac Millan Co.
9. Gagne R.M.(1977), *The Conditions of Learning*, New York: Holt, Rinehart and Winston.

10. Gates, A.T. et.al.(1963), Educational Psychology, New York: Mac Millan.
11. Hilgard, E.R. and Bower, S.H. (1975): Theories of Learning, Cliffs: Prentice Hall.
12. Kundu, C.L.(1976), Personality Development: A Critique of Indian Studies, Kurkshetra: Vishal Publishers.
13. Mathur, S.S.(1986), Educational Psychology (Revised and Enlarged Text Edition), Agra: Vinod Pustak Mandir.
14. Mangal, S.K. (2006), Advanced Educational Psychology, New Delhi: Prentice Hall of India.
15. Mazur, J.E.(1994), Learning and Behaviour (3rd Ed.), New Jersey: Prentice Hall.
16. Woolfolk, Anita, E.(1987), Educational Psychology, (3rd edition), New Jersey: Prentice Hall.
17. Woolfolk, Anita, E.(1993), Reading and Cases in Educational Psychology, Boston: Allyn and Bacon.

Paper II: Advanced Educational Psychology – II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- analyze the learning process based on theoretical approaches of learning
- gain knowledge of the concept and theories of intelligence
- understand the concept and theories of personality
- gain the knowledge about children with special needs, identification and their educational provisions

COURSE CONTENT

UNIT-I

- (a) Transfer of Learning: Concept, Types, Theories and Implications
- (b) Behaviorist Cognitive Approaches to Learning: Tolman and Hull's Theories, Gagne's Hierarchy of Learning
- (c) Cognitive Approaches to Learning: Gestalt Viewpoint

UNIT-II

- (a) Intelligence: Nature and Evaluation of the Concept
- (b) Theories of Intelligence:
 - Spearman's Two Factor Theory
 - Thurston's Group Factor theory
 - Guilford's SOI Model
 - Gardner's Multiple Intelligence Theory
- (c) Values of Intelligence Theories

UNIT-III

(a) Personality: Concept, Nature and Theories of Personality:

Cattle

Eysenck

Allport

Freud

(b) Adjustment: Concept & Nature

(i) Defence Mechanisms

(ii) Conflict Management

UNIT-IV

(a) Children with Special Needs

(i) Meaning and Characteristics

(ii) Needs and Problems

(iii) Special Measures for their Education

(b) Concept, Characteristics, Identification and Education of Children with Learning Disability.

SELECTED READINGS

1. Allport, G.W. (1961), Pattern and Growth in Personality, New York : Rinehart and Winston.
2. Andrews, T.W. (1961), Methods in Psychology, New York : John Wiley and Sons, Inc.
3. Baller, Warren;R. Charles and Don, C.(1962), The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston.
4. Bigge Morris, L. & Hunt Maurice, (1968), Psychological Foundations of Education, (2nd edition), New York: Harper & Row.
5. Bigge Morris and Row, C. (1971), Learning Theories for Teachers, (2nd edition), New York: Harper.
6. Chauhan S.S. (1978), Advanced Educational Psychology, New Delhi: Vikas Publishing House.
7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay: D.B. Taraporewala Sons & Co.
8. Dalip Singh, (2000), Emotional Intelligence at work, New Delhi: Sage Publications.
9. Daniel Singh (1995), Emotional Intelligence, London: Bloomsbury.

10. Dececco John, P.(1968), The Psychology of Learning and Instruction, New Delhi : Prentice Hall of India.
11. Douglas, O.B. and Hall B.P. (1948), Foundations of Educational Psychology, New York: The Mac Millan Co.
12. Engler Barbara (1991), Personality Theories: An Introduction, (3rd Ed.), Boston: Houghton Mifflin Company.
13. Gagne Peter (1977), The Conditions of Learning, New York: Holt, Rinehart and Winston.
14. Gates, A.T. et.al.(1963), Educational Psychology, New York : Mac Millan.
15. Gagne Peter (1965), Conditions of Learning, Englewood Cliffs, Prentice Hall.
16. Hilgard, E.R. and Bower, S.H.(1975), Theories of Learning, Cliffs; Prentice Hall.
17. Hilgard, E.R.(1982), Theories of Learning, New York: Appleton Century Crafts.
18. Kundu, C.L.(1976), Personality Development: A Critique of Indian Studies, Kurukshetra: Vishal Publishers.
19. Mangal, S.K. (2006), Advanced Educational Psychology, New Delhi: Prentice Hall of India.
20. Mathur, S.S. (1986), Educational Psychology (Revised and Enlarged Text Edition), Agra: Vinod Pustak Mandir.
21. Mazur, J.E. (1994), Learning and Behaviour (3rd Ed.), Englewood Cliffs, New Jersey: Prentice Hall.
22. Woolfolk, Anita, E. (1987), Educational Psychology, (3rd edition), Englewood Cliffs, Prentice Hall.

Paper III: Methodology of Educational Research and Statistics – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- explain the concept of Educational Research
- develop competency to plan, execute and report research
- develop inquisitive mind and spirit of inquiry
- define a research problem
- formulate hypothesis
- select sample
- develop ability in computation of various statistical measures
- explain various types of correlation and NPC

COURSE CONTENTS

UNIT – I

Nature and Scope of Educational Research

- Scientific Method, Nature and Sources of Knowledge
- Meaning, Nature, Need and Importance of Educational Research
- Fundamental, Applied and Action Research
- Areas of Educational Research
- The Research Process

UNIT – II

Formulation of Research Problem

Sources of Identifying the Problem

Review of Related Literature: Importance and Various Sources including Internet.

Hypothesis: Concept, Types, Sources, Characteristics of a Good Hypothesis and Formulation of Hypotheses

Sampling: Concept, Need, Steps, Types and Characteristics of Sampling.

UNIT – III

Descriptive Statistics

Types of Data, Graphical Representation of Data

Measures of Central Tendency: Mean, Median and Mode

Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation.

Measures of Relative Positions: Percentile and Percentile Ranks.

UNIT – IV

Measures of Relationship and Normal Probability Curve

Rank Difference Correlation: Meaning, Assumptions, Computation and Uses.

Product Moment Correlation: Meaning, Assumptions, Computation and Uses.

Partial and Multiple Correlations: Meaning, Assumptions, Computation and Uses.

Normal Probability Curve: Meaning, Characteristics and Applications.

SELECTED READINGS

1. Aggarwal, Y. P. (1998), Statistical Methods, New Delhi: Sterling.
2. Best, John W. and Kahn, James V. (1995), Research in Education, Prentice Hall, New Delhi.
3. Burns, R. B. (1991), Introduction to Research in Education, New Delhi: Prentice Hall.
4. Adward, Allen Literacy (1968), Experimental designs in Psychological Research, New York: Holt, Rinehart and Winston.
5. Ferguson, George A. (1976), Statistical Analysis in Psychology and Education, New York: McGraw Hill.
6. Garrett, H. E. (1973), Statistics in Psychology and Education, Bombay : Vakils, Feiffer and Simon.

7. Good, C.V. and Douglas, E. Scats (1954), Methods in Social Research, New York: McGraw Hill.
8. Guilford, J.P. and Benjamin, Fruchter (1973), Fundamental Statistics in Psychology and Education, New York: McGraw Hill.
9. Kerlinger, F. N. (1973), Foundation of Behavioural Research, New York: Holt, Rinehart and Winston.
10. Koul, Lokesh (1988), Methodology of Research, New Delhi: Vikas.
11. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Psychology and Education, New Delhi: Narela.
12. Mangal, S.K. (2002), Statistics in Psychology and Education, New Delhi: Prentice Hall of India.
13. Mouly, A. J. (1963), The Science of Educational Research, New Delhi: Eurasia.
14. Neuman, W.L. (1997), An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches, Boston: Allyn and Bacon.
15. Siegel, S. (1986), Non-parametric Statistics, New York: McGraw Hill.
16. Travers, R.M.W. (1978), An Introduction to Educational Research, New York: Macmillan.
17. Van Dalen, D. B. (1992), Understanding Educational Research, New York: McGraw Hill.
18. Young, P.V. (1960), Scientific Social Surveys and Research, New York: Prentice Hall.

Paper III: Methodology of Educational Research and Statistics – II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- develop competency to plan, execute and report research
- select the tools for studying different variables
- describe the nature of different types of research
- select/formulate the design of the study
- select and conduct the statistical analysis of data by applying the suitable statistical techniques
- report the research work in accordance with the current procedure of report writing

COURSE CONTENTS

UNIT – I

Tools and Techniques of Data Collection

- Characteristics of a Good Research Tool
- Questionnaire and Check List
- Observations and Interview
- Psychological Tests, Rating Scale and Attitude Scales

UNIT – II

Major Approaches to Research & Research Report

Descriptive Research
Historical Research
Experimental Research: Experimental Designs.
Qualitative Research: Concept and Scope
Writing of Research Report

UNIT – III

Inferential Statistics

Standard Error, Confidence Limits.
Levels of Significance and Null Hypothesis.
Significance of Difference Between Means: Z-Test & T-Test
One Way ANOVA: Concept, Assumptions, Computation and Uses.

UNIT – IV

Non-Parametric Tests

Chi-Square Test of Equality and Independence: Concept, Computation and Uses.
Median Test: Concept, Computation and Uses.
Sign Test: Concept, Computation and Uses.

SELECTED READINGS

1. Aggarwal, Y. P. (1998), Statistical Methods, New Delhi: Sterling.
2. Best, John W. and Kahn, James V. (1995), Research in Education, Prentice Hall, New Delhi.
3. Burns, R. B. (1991), Introduction to research in Education, New Delhi: Prentice Hall.
4. Adward, Allen Literacy (1968), Experimental designs in Psychological Research, New York: Holt, Rinehart and Winston.
5. Ferguson, George A. (1976), Statistical Analysis in Psychology and Education, New York: McGraw Hill.
6. Garrett, H. E. (1973), Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simon.
7. Good, C.V. and Douglas, E. Scats (1954), Methods in Social Research, New York: McGraw Hill.
8. Guilford, J.P. and Benjamin, Fruchter (1973), Fundamental Statistics in Psychology and Education, New York : McGraw Hill.
9. Kerlinger, F. N. (1973), Foundation of Behavioural Research, New York: Holt, Rinehart and Winston.

10. Koul, Lokesh (1988), Methodology of Research, New Delhi: Vikas.
11. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Psychology and Education, New Delhi: Narola.
12. Mangal, S.K. (2002), Statistics in Psychology and Education, New Delhi: Prentice Hall of India.
13. Mouly, A. J. (1963), The Science of Educational Research, New Delhi: Eurasia.
14. Neuman, W.L. (1997), An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches, Boston: Allyn and Bacon.
15. Siegel, S. (1986), Non-parametric Statistics, New York: McGraw Hill.
16. Travers, R.M.W. (1978), An introduction to Educational Research, New York: Macmillan.
17. Van Dalen, D. B. (1992), Understanding Educational Research, New York: McGraw Hill.
18. Young, P.V. (1960), Scientific Social Surveys and Research, New York: Prentice Hall.

Paper IV (Option i): Educational Technology – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- explain the meaning, types and scope of Educational Technology
- formulate instructional objectives for different domains
- explain the concept of variables, phases and levels of Teaching
- describe different Models of teaching and develop two sample lesson plans
- explain Microteaching and Flander's Interaction Analysis along with their principles and processes.

COURSE CONTENTS

UNIT – I

- a) Educational Technology: Concept, Nature and Perspective.
- b) Development of Educational Technology in Historical Perspective, Components of Educational Technology: Psycho-Technology, Planning Technology, Management-System Technology, ICT.

UNIT – II

- a) Objectives: Differentiation and Derivation from Aims to Goals, General Objectives from Goals and Instructional Objectives from General Objectives.
- b) Formulating Instructional Objectives, Categorization of Objectives in Taxonomic Categories of Cognitive, Affective and Psychomotor Domains.

UNIT – III

- a) Teaching: Concept, Variables, Phases and Levels of Teaching: Memory, Understanding and Reflective level.
- b) Models of Teaching: i) Inductive Thinking Model,
ii) Mastery Learning Model,
iii) Non-directive Model.

UNIT – IV

- a) Teacher Training Techniques: Simulated Teaching and Microteaching.
- b) Observation of Classroom Interaction: Flanders Interaction Analysis: Concept, Assumptions, Coding and Decoding Procedures.

SELECTED READINGS

1. Ahuja, M. (2007), Mastery Learning- A Practical Approach, Meerut: Vivek Publishers.
2. Bhushan, A & Ahuja, M. (1992), Educational Technology, Meerut : Vikas Publication.
3. Bigge, M.L.& Hunt,M.(1968), Psychological Foundation of Education, London : Harper and Row Publishers.
4. Bloom, B.S. (1972), Taxonomy of Educational Objectives. A Hand Book- I (Cognitive Domain), New York: Devid Mokeyay Campo.
5. Das, R.C.(1993), Educational Technology : A Basic Text, New Delhi : Sterling Publishers.
6. Dececco, J.P. & Cramford, W.R.(1970), Psychology of Learning and Instructions, New Delhi : Prentice Hall of India Pvt. Ltd.
7. Flanders, Ned A. (1978), Analyzing Teacher Behaviour, London : Addison Wesley Publishing Co.
8. Gage, N.L. (1978), The Scientific Basis of the Art of Teaching, London : Teacher's College Press.
9. Joyce, B. Weil, M. & Showers, B. (1985), Models of Teaching, New Delhi : Prentice Hall of India Pvt. Ltd.
10. Mehra, V. (2010), A Text book of Educational Technology, New Delhi : Sanjay Prakashan.

Paper IV (Option i): Educational Technology – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- explain the concept, principles and styles of Programming
- explain development of Programmed Instructional Material
- discuss concept of mastery learning and in historical perspective
- discriminate between characteristics and limitations of Bloom's and Keller's mastery learning strategies
- discuss concept, characteristics and selection of media with special reference to computers, multi-media and mass media
- explain the concept, types and tools of evaluation
- describe the procedure of developing and validating CRT and NRT.

COURSE CONTENTS

UNIT – I

- a) Programmed Instructions : Concept, Historical Development, Theoretical Rationale of Programming, Principles and Styles of Programmed Instruction.
- b) Development of Linear Programme.

UNIT – II

Co-operative Learning

- a) Concept, Salient Features, Criteria.
- b) Pedagogy of Co-operative Learning

c) Relevance and Merits of Co-operative Learning.

UNIT – III

- a) Multimedia- Concept, History, Benefits of Multimedia in the Classroom.
- b) Computer Assisted Instruction.
- c) Blended Learning

UNIT – IV

Evaluation in Teaching- Learning Process

- a) Need, Concept and Characteristics of Evaluation.
- b) Approaches to Evaluation
- c) Purpose of Evaluation.

SELECTED READINGS

1. Bigge, M.L.& Hunt,M.(1968), Psychological Foundation of Education, London : Harper and Row Publishers.
2. Bloom, B.S. (1972), Taxonomy of Education Objectives. A Hand Book- I (Cognitive Domain), New York: Devid Mokeyay Campo.
3. Chauhan S.S.(1978), A Textbook of Programmed Instruction, New Delhi : Sterling Publishers.
4. Das, R.C.(1993), Educational Technology: A Basic Text, New Delhi: Sterling Publishers.
5. Dececco, J.P.& Cramford, W.R. (1970), Psychology of Learning and Instructions, New Delhi : Prentice Hall of India Pvt. Ltd.
6. Gage, N.L.(1978), The Scientific Basis of the Art of Teaching, London : Teacher's College Press.
7. Gokul, S.(2005), Multimedia Magic, New Delhi : BPB Publishers.
8. Mehra, V.(2010), A Text book of Educational Technology, New Delhi: Sanjay Prakashan.
9. Richard, W. (2000), Multimedia- A Critical Introduction, London : Routledge, Jaylor & Frances Group.
10. Sharma, Hemant Lata & Sharma, Savita (2010), Learning to Learn With Love : Theory and Practices of Co-operative Learning, New Delhi : Gagandeeep Publication.

Paper IV (Option ii): Teacher Education – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:
describe the need, concept and scope of teacher education and historical development with special emphasis on different documents
highlight the aim and objectives of teacher education at elementary, secondary and higher education level
discuss the structure, curriculum and methodology in pre-service teacher training programme
explain the agencies of in-service teacher training programme
discuss the various instructional strategies in teacher education.

COURSE CONTENTS

UNIT – I

Need, Concept and Scope of Teacher Education
Historical Development of Teacher Education with Special Emphasis on Kothari Education Commission Report(1964-66)
National Policy on Education 1986 and 1992
National Curriculum Framework for Teacher Education (2009)

UNIT – II

Aims and Objectives of Teacher Education at
Elementary Level
Secondary Level
Higher Level
Role of NCERT and NCTE in Teacher Education

UNIT – III

Pre-Service Teacher Education

In-Service Teacher Education- Types of In-Service Courses for Teachers (Orientation and Refresher Courses, Workshops, Seminars, Internship and Summer Institutes)

Agencies for In-Service Education- DIET, NCERT, NCTE, Academic Staff Colleges and Extension Department

UNIT – IV

(A) Instructional Strategies in Teacher Education

Lecture Strategy

Panel Discussion

Brain Storming

Simulation

Action Research

(B) Distance Education and Teacher Education

SELECTED READINGS

1. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009) NCTE New Delhi.
2. Mangla, Sheela (2000), Teacher Education: Trends and Strategies, New Delhi: Radha Publishing.
3. MHRD(1986), National Policy of Education and Programme of Action, New Delhi: Govt. of India.
4. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
5. Devedi, Prabhakar (1980), Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
6. Govt. of India (1966), Education and National Development, Report of Education Commission, New Delhi.
7. Govt. of India (1992), Report of C.A.B.E. Committee Department of Education, New Delhi.
8. Govt. of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi.
9. Kohli, V.K. (1992), Teacher Education in India, Ambala: Vivek Publishers.
10. N.I.E.P.A. (1984), Report on Status of Teachers, New Delhi.
11. Sharma, R.A. (2005), Teacher Education, Meerut: Loyal Book Depot.
12. Sharma, S.P. (2005), Teacher Education, New Delhi: Kanishka Publisher.
13. Udayveer (2006), Modern Teacher Training, New Delhi: Anmol Publications.

Paper IV (Option ii): Teacher Education – II

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20)

NOTE: a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:
teaching profession and professional organization for various levels of teachers
development of teacher education curriculum in India
compare the teacher education programme USA, UK and India
research in various areas of teacher education.
understand the problems faced in the areas of teacher education

COURSE CONTENTS

UNIT – I

Modern System of Teacher Education
Concept of Profession, Teaching as a Profession
Future of Teaching as a Profession
Faculty Improvement Programme

UNIT – II

Committee of UGC on B.Ed Correspondence, 1994
Competency and Commitment based Teacher Education: Competencies Needed for Emerging Role of Teachers in the 21st Century.
Performance Appraisal of Teachers
Preparing Teacher for Special Schools

UNIT – III

Implementation of Curricula of Teacher Education at Various Levels
Teacher's Organizations
Teacher Education and other Institutions
Teacher Education in U.S.A, U.K and India

UNIT – IV

Areas of research in Teacher Education with Special Emphasis on:
Teaching Effectiveness
Criteria of Admission
Modification of Teacher Behaviour
School Effectiveness
Current Problems of Teacher Education and Practicing Schools

SELECTED READINGS

1. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, 2009 NCTE New Delhi.
2. Mangla, Sheela (2000), Teacher Education: Trends and Strategies, New Delhi: Radha Publishing.
3. MHRD(1986), National Policy of Education and Programme of Action, New Delhi: Govt. of India.
4. MHRD (1992), Programme of Action, Department of Education, Govt. of India, New Delhi.
5. Devedi, Prabhakar (1980), Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
6. Govt. of India (1966), Education and National Development, Report of Education Commission, New Delhi.
7. Govt. of India (1992), Report of C.A.B.E. Committee Department of Education, New Delhi.
8. Govt. of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi.
9. Kohli, V.K. (1992), Teacher Education in India, Ambala : Vivek Publishers.
10. N.I.E.P.A. (1984), Report on Status of Teachers, New Delhi.
11. Sharma, R.A. (2005), Teacher Education, Meerut: Loyal Book Depot.
12. Sharma, S.P. (2005), Teacher Education, New Delhi: Kanishka Publisher.
13. Udayveer (2006), Modern Teacher Training, New Delhi: Anmol Publications.

Paper IV (Option iii): Environmental Education – I

Time: 3 Hours

Max. Marks: 100
(External: 80, Internal: 20,)

NOTE: a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- explain the concept and component of environment
- explain the concept and types of ecosystems
- describe food chain and food web
- explain the concept, importance, scope and aims of Environmental education
- enlist the principles and foundations of Environmental Education
- discriminate between different types of Environmental Pollution
- suggest some strategies for Environmental Conservation
- discuss the importance of responsible Environmental behaviour
- discuss the importance of Environmental awareness, attitude, sensitivity and action strategies for teachers and students.

COURSE CONTENTS

UNIT – I

- a. Introduction to Environmental Education: Concept, Importance and Scope
- b. Concept and Types of Ecosystem
- c. Food Chain and Food Web

UNIT-II

- a. Aims and Objective of Environmental Education
- b. Guiding Principles and Foundations of Environmental Education

UNIT-III

- a. Environmental Pollution: Air, Water, Soil and Noise and Radioactive Pollution
- b. Extinction of Flora and Fauna, Deforestation and Soil Erosion
- c. Importance of Environmental Conservation and Strategies for Environmental Conservation

UNIT-IV

- a. Meaning, Importance and Components of Responsible Environmental Behaviour among Teachers and Students
- b. Importance of Environmental Awareness, Environmental Attitude, Environmental Sensitivity and Environmental Action Strategies for Teachers and Students

SELECTED READINGS

1. Dani, H.M. (1986), Environmental Education : Panjab University , Chandigarh, Publication Bureau.
2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi : Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.
5. Nasrin (2007), Education, Environment and Society, New Delhi : APH Publishing Corp.
6. Saxena, A.B. (1986), Environmental Education, Agra : National Psychological Corp.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.
8. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.
9. Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
10. Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi : Charman Enterprises.
11. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishign House.
12. Vyas,H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir.

Paper IV (Option iii): Environmental Education – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- exhibit the relationship between man and environment
- explain the impact of man made and Natural disasters on Environment
- explain the role of educational institutions in disaster management
- discuss the importance of sustainable development
- explain the features of curriculum for environment education at school
- describe different methods of teaching environmental education
- explain various global environmental problems
- explain strategies for waste management

COURSE CONTENTS

UNIT – I

- a. Relationship between Man and Environment.
- b. Effect of Man Made and Natural Disaster on Environment.
- c. Role of Educational Institutions in Disaster Management.

UNIT-II

- a. Features of Curriculum for Environment Education.
- b. Special Nature of Curriculum on Environment Education.
- c. Programmes of Environment Education for Primary, Secondary and Higher Education Institutions.

UNIT-III

- a. Interdisciplinary and Integration Approaches for Teaching Environment Education.
- b. Methods of Teaching Environment Education, Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.
- c. Role of Media: Print, Films and T.V. for Imparting Environment Education.

UNIT-IV

- a. Global Environment Problems: Global warming, Ozone Depletion, e-waste and Population Explosion.
- b. Waste Management: e-waste, Medical Waste, Nuclear Waste, Solid and Liquid Waste.
- c. Comparative Study of Environmental Projects from Various countries.

SELECTED READINGS

1. Dani, H.M. (1986), Environmental Education, Chandigarh : Publication Bureau, Panjab University.
2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi : Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi : APH Publishing Corp.
5. Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corp.
6. Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.
8. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.
9. Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi : Commonwealth Publishers.
10. Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi : Charman Enterprises.
11. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishing House.
12. Kumar, V.K. (1982), A Study of Environmental Pollution, Varanasi : Tara Book Agency.

Paper IV (Option iv): Value Education and Human Rights – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- enable students to understand the need and importance of value- education and education for human rights
- enable students to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- orient themselves with the basis of morality and with the place of reason and emotions in moral development of the child
- enable them to understand the process of moral development vis-a-vis their cognitive and social development
- orient themselves with various intervention strategies for moral education and conversion of moral learning into moral education
- orient themselves about the philosophical foundations of human rights.

COURSE CONTENTS

UNIT – I

Conceptual Framework of Value Education.

- (i) Meaning, Nature and Scope of Value Education.
- (ii) Objectives of Value Education.
- (iii) Types-Competent, Instrumental, Terminal, Extrinsic and Intrinsic Values.
Importance of Value Education

UNIT – II

Content of Value Education and Culture

- (i) Competency Based Values- Subject wise (Languages, Social Sciences, Science, Maths etc.)
- (ii) Co curricular Activity Based Values- Social, Moral, Aesthetic and Spiritual Values
- (iii) Human Values in the Context of Indian Culture and Constitution - Truth, Love, Peace, Righteousness, Non- Violence etc.

UNIT – III

Conceptual Framework of Human Rights

- (i) Meaning, Objectives, Nature and Scope of Human Rights
- (ii) Content of Human Rights Education
- (iii) Obstacles and Barriers in Implementing Human Rights.
- (iv) Education as an Agency to Sensitize Students towards Human Rights

UNIT – IV

Philosophical Foundations of Human Rights: Nature and Sources.

SELECTED READINGS

1. Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
2. Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, North Dame: University of North Dame Press.
3. Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T.
4. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
5. Mujeeb, M.(1965), Education and Traditional Values, Meerut: Meenakshi Prakashan.
6. Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
7. Rokeach, M. (1978), The Nature of Human Values, New York : Jessy Brassm.
8. Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corpn.
9. Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
10. Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi : Isha Books.
11. Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionetic Analysis, New Delhi: Gian Publishers.
12. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
13. Kar, N.N. (1996): A Philosophical Study, Ambala Cantt: Associated Publishers.

Paper IV (Option iv): Value Education and Human Rights – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- enable students to understand the need and importance of value- education and education for human rights
- enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- enable them to understand the process of moral development vis-a-vis their cognitive and social development
- orient the students with various intervention strategies for moral education and conversion of moral learning into moral education
- enable the students about the knowledge of theories, models and approaches of value development
- enable the students to know about the child rights in India and their protection

COURSE CONTENTS

UNIT – I

Approaches to Value Development

1. Psycho- Analytic Approach.
2. Learning Theory Approach Especially Social Learning Theory Approach.
3. Cognitive Development Approach

UNIT – II

Models of Value Development

- (i) Value Analysis
- (ii) Inquiry
- (iii) Social Action

UNIT – III

Types and Agencies of Human Rights

- (i) National and International Agencies of Human Rights
- (ii) Role of NGO's in Human Rights Education
- (iii) Various types of Rights- Civil, Political, Economic, Social and Cultural Rights.

UNIT – IV

Child Rights in India and their Protection:

- (i) Provisions in Schools
- (ii) Teacher Preparation for Protecting Human Rights

SELECTED READINGS

1. Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
2. Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, North Dame: University of North Dame Press.
3. Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T.
4. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
5. Mujeeb, M.(1965), Education and Traditional Values, Meerut: Meenakshi Prakashan.
6. Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
7. Rokeach, M. (1978), The Nature of Human Values, New York : Jessy Brassm.
8. Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corpn.
9. Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
10. Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi : Isha Books.
11. Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionoeitic Analysis, New Delhi: Gian Publishers.
12. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
13. Kar, N.N. (1996), A Philosophical Study, Ambala Cantt: Associated Publishers.

Paper V (Option i): Special Education – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- acquaint the students with the concepts of exceptionality and special education
- develop awareness about current trends and legislation
- acquaint themselves with the continuum of special education services to be provided to children with special needs
- familiarize themselves with the concept and provision for mentally challenged
- familiarize themselves with the concept and intervention strategies for the learning disabled
- acquaint themselves with the role of regular/resource/itinerant teacher in providing guidance and counseling to the Exceptional
- develop skills to identify children with special needs
- be sensitized towards social alternatives.

COURSE CONTENTS

UNIT – I

Concept of Exceptionality

The Concept of Positive, Negative and Multiple Deviations.
Exceptional Children: Meaning, Needs and Problems.
Causes Lying behind Exceptionality
Concept of Impairment, Disability and Handicap.

UNIT – II

Nature of Special Education

- Special Education: Concept, Nature, Objectives.
- Historical Prospective of Special Education in India.
- Continuum of Special Education Services.
- Inclusive/Integrated Education : Meaning and Need.
- National Policy for Person with Disabilities 2006 with reference to Inclusive Education

UNIT – III

Education of Mentally Retarded

- Concept and Identification
- Classification
- Etiology
- Educational Programmes for Trainable Mentally Retarded.
- Educational Programmes for Educable Mentally Retarded.
- Role of Regular/Resource/Itinerant Teacher.

UNIT – IV

Education of Learning Disabled

- Concept and Identification
- Classification
- Etiology
- Educational and Intervention Programme.
- Role of Regular/Resource/Itinerant Teacher.

SELECTED READINGS

1. Bender, W.N. (1995), Learning Disability, London : Allen & Bacon, Bacon, Simon and Schuster.
2. Berdine, W.H. & Blackhurst, A. E. (1980), An Introduction to Special Education, Boston : Harper Collins Publishers.
3. Hallahar, D.P. & Kauffman, J. M. (1991), Exceptional Children: Introduction to Special Education, Massachusetts : Allen & Bacon.
4. Hewett, Frank M. & Foreness, Steven R. (1984), Education of Exceptional Learners, Massachusetts : Allen & Bacon.
5. Kirks, S.A. & Gallagher, J. J. (1989), Education of Exceptional Children, Boston : Houghton Mifflin Co.

6. Smith, C.R. (1991), Learning Disabilities-The Introduction of Learner, Task and Setting, Massachusetts : Allen & Bacon.
7. Advani, L. & Chadha (2003), You and Your Special Child, New Delhi : UBS Publishers and Distributers.
8. Panda, K.C. (1997), Education of Exceptional Children, New Delhi : Vikas Publication House.
9. Adrian A., John E. (1998), Educating Children with Special needs, New Delhi: Prentice Hall
10. Alur, M. and Bach, M. (2010), The Journey for Inclusive Education in the Indian Subcontinent. New York: Routledge.
12. Bartlett, L. D., Weisentein, G.R. (2003), Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
13. Chaote J. S. (1991), Successful Mainstreaming, New York: Allyn & Bacon.
14. Daniels, H. (1999), Inclusive Education, London: Kogan.
15. Deiner, P.L. (2000), Resource for Teaching children with Diverse Abilities, Florida: Harcourt Brace & Company.
16. Dessent, T. (1987), Making Ordinary School Special, Jessica Kingsley Publishing.
17. Gargiulo, R.M. (1997), Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth publications.
18. Gathoo, V. (2004), Curriculum Strategies and Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishing.
19. Giuliani, G. A. & A. M. (2002), Education of Children with Special Needs: From Segregation to Inclusion, New Delhi: Sage Publications.
20. Hollahan, D. P. & Kauffman, J. M. (2000), Exceptional Learners: Introduction to Special Education, Boston: Allyn and Bacon.
21. Joyce S. Shoate (1997), Successful Inclusive Teaching, Boston: Allyn & Bacon.
22. Karant, P. & R. , J. (2003), Learning Disabilities in India, New Delhi: Sage Publication.
23. Mohapatra, C. S. (ed.) (2004), Disability Management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration.
24. Mani, M. N. G. (2004), Successful Inclusion Strategies for Secondary and Middle School Teachers, New Delhi: Sage Publishing House.
25. Jha, M. M. (2002), School Without Walls: Inclusive Education for All. Oxford: Heinemann.
26. Mathew, S. (2004), Education of Children with Hearing Impairment, RCI, New Delhi: Kanishka Publications.
27. Panda, K. C. (1997), Education of Exceptional Children, New Delhi: Vikas Publications.
28. Sedlak, Ribert, A. & Schloss P. (1986), Instructional Methods for Students with Learning and Behavior Problems, New York: Allyn & Bacon.
29. Yesseldyke, J. S. & Algozzine, B. (1998), Special Education: A Practical Approach to Teachers. New Delhi: Kanishka Publishers, Distributers.

Paper V (Option i): Special Education – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- familiarize themselves with the concept and provision for orthopedically handicap
- familiarize themselves with the concept and intervention strategies for the visually impaired
- acquaint themselves with the concept and educational provisions for the hearing impaired
- acquaint themselves with the role of regular/resource/itinerant teacher in providing guidance and counseling to children with special needs
- develop skills to identify children with special needs
- be sensitized towards social alternatives

COURSE CONTENTS

UNIT – I

Education of Orthopedically Handicap

- Concept and Identification
- Classification
- Characteristics
- Etiology
- Educational Provisions for Orthopedically Handicap

UNIT – II

Education of Visually Impaired

Concept and Identification
Classification
Etiology
Educational Provisions for Visually Impaired.
Role of Regular/Resource/Itinerant Teacher.

UNIT – III

Education of Hearing impaired

Concept and Identification
Classification
Etiology
Educational Provisions for Hearing Impaired.
Role of Regular/Resource/Itinerant Teacher.

UNIT – IV

Autism and Cerebral Palsy

Concept and Identification
Classification
Etiology
Needs and Problems
Educational and Intervention Programme.
Role of Regular/Resource/Itinerant Teacher.

SELECTED READINGS

1. Bender, W.N. (1995), Learning Disability, London : Allen & Bacon, Bacon, Simon and Schuster.
2. Berdine, W.H. & Blackhurst, A. E. (1980), An Introduction to Special Education, Boston : Harper Collins Publishers.
3. Hallahar, D.P. & Kauffman, J. M. (1991), Exceptional Children: Introduction to Special Education, Massachusetts : Allen & bacon.
4. Hewett, Frank M. & Foreness, Steven R. (1984), Education of Exceptional Learners, Massachusetts : Allen & Bacon.
5. Kirks, S.A. & Gallagher, J. J. (1989), Education of Exceptional Children, Boston : Houghton Mifflin Co.
6. Smith, C.R. (1991), Learning Disabilities-The Introduction of Learner, Task and Setting, Massachusetts : Allen & Bacon.
7. Advani, L. & Chadha (2003), You and Your Special Child, New Delhi : UBS Publishers and Distributers.
8. Panda, K.C. (1997), Education of Exceptional Children, New Delhi : Vikas Publication House.

9. Adrian A., John E. (1998), *Educating Children with Special needs*, New Delhi: Prentice Hall
10. Alur, M. and Bach, M. (2010), *The Journey for Inclusive Education in the Indian Subcontinent*. New York: Routledge.
12. Bartlett, L. D., Weisentein, G.R. (2003), *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
13. Chaote J. S. (1991), *Successful mainstreaming*, New York: Allyn & Bacon.
14. Daniels, H. (1999), *Inclusive Education*, London: Kogan.
15. Deiner, P.L. (2000), *Resource for Teaching children with Diverse Abilities*, Florida: Harcourt Brace & Company.
16. Dessent, T. (1987), *Making Ordinary School Special*, Jessica Kingsley Publishing.
17. Gargiulo, R.M. (1997), *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth publications.
18. Gathoo, V. (2004), *Curriculum Strategies and Adaptations for Children with Hearing Impairment*. New Delhi: Kanishka Publishing.
19. Giuliani, G. A. & A. M. (2002), *Education of Children with Special Needs: From Segregation to Inclusion*, New Delhi: Sage Publications.
20. Hollahan, D. P. & Kauffman, J. M. (2000), *Exceptional Learners: Introduction to Special Education*, Boston: Allyn and Bacon.
21. Joyce S. Shoate (1997), *Successful Inclusive Teaching*, Boston: Allyn & Bacon.
22. Karant, P. & R. , J. (2003), *Learning Disabilities in India*, New Delhi: Sage Publication.
23. Mohapatra, C. S. (ed.) (2004), *Disability Management in India: Challenges and Commitments*. New Delhi: Indian Institute of Public Administration.
24. Mani, M. N. G. (2004), *Successful Inclusion Strategies for Secondary and Middle School Teachers*, New Delhi: Sage Publishing House.
25. Jha, M. M. (2002), *School Without Walls: Inclusive Education for All*. Oxford: Heinemann.
26. Mathew, S. (2004), *Education of Children with Hearing Impairment*, RCI, New Delhi: Kanishka Publications.
27. Panda, K. C. (1997), *Education of Exceptional Children*, New Delhi: Vikas Publications.
28. Sedlak, Ribert, A. & Schloss P. (1986), *Instructional Methods for Students with Learning and Behavior Problems*, New York: Allyn & Bacon.
29. Yesseldyke, J. S. & Algozzine, B. (1998), *Special Education: A Practical Approach to Teachers*, New Delhi: Kanishka Publishers, Distributers.

Paper V (Option ii): Educational Administration and Management – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to understand:
concepts and application of administration and management in the field of education
administrative aspects
developmental aspects
leadership and its various concepts
organizational Behaviour

COURSE CONTENTS

UNIT – I

Meaning and nature of Educational Administration and Management:

1. Meaning and Scope
2. Basic Principles
3. Concepts, Administration V/s Management
4. Administrative Hierarchy

UNIT-2

Developmental Aspects in Educational Administration and Management:

1. Development before Independence
2. Development after Independence
3. Policy making at Central and State Level
4. Scientific Management (Taylorism)

UNIT-3

Administrative processes with special references to Educational Organizations:

1. Communication
2. Decision making
3. Organization Development and Compliance
4. Management By Objectives (MBO)
5. Organizational Change
6. Accountability

UNIT-4

a. Organizational Behaviour: wrt. Educational Institutions:

Motivation and Goal Realisation, Job Satisfaction, Relationships in Organizational Set Up, Conflict Professionalism.

b. Leadership in Educational Organizations:

- a) Meaning and Nature
- b) Theories of Leadership & Their Relevance in Education
- c) Styles of Leadership
- d) Leadership Traits & Skills

SELECTED READINGS

1. Aggarwal, V.& Bhatnager, R.P.(1997), Supervision, Planning and Financing, Meerut : Surya Publication.
2. Chandrasekaran, P. (1994), Educational Planning and Management, New Delhi: Sterling Publisher.
3. Greene, J.F. (1975), School Personnel Administration, Chilton Book Company: Pennsylvania.
4. Khan, N. Sharif & Khan, M. Saleem (1980), Educational Administration, New Delhi: Ashish Publication House.
5. Kuldip kaur, Education in India (1985), Policies, Planning and Implementation, Chandigarh: Arun and Rajiv Pvt. Ltd.
6. Lulla B.P. & Murthy (1976), S.K. Essential of Educational Administration, Chandigarh: Mohindra Capital Publishing.
7. Manju, Bala (1990), Leadership Behaviour and Educational Administration, New Delhi: Deep & Deep Publications.
8. Mathur, S.S. Educational Administration and Management, Ambala Cantt.: Indian

9. Mukherji, S.N. (1970), Administration and Educational Planning and Finance, Baroda: Acharya Book Depot.
10. Philip H. Coomba (1985), The World Crisis in Education, Oxford University Press.
11. Tara Chand and Ravi Prakash. (1996), Advanced Educational Administration, New Delhi: Kanishka Publisher.
12. Thakur D. & Thakur, D.N. (1996), Educational Planning and Administration, New Delhi: Deep & Deep Publications.
13. Thomas I. Sergiovanni (1980), Education Governance and Administration, America: Prentice Hall.
14. Trivedi, P.R. & Sudershan, K.N. (1996), Management Education, New Delhi : Discovery Publishing House.

Paper V (Option ii): Educational Administration and Management – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- Various concepts like planning, financing, supervision in Indian settings
- Structure of educational administration at various government levels
- Concept related to human resource management

COURSE CONTENTS

UNIT – I

Administrative Authorities and Managing Bodies:

1. Administrative Hierarchy and Bureaucracy.
2. Governing Bodies of the Institutions.
3. Affiliating and Recognizing Bodies.
4. Assessment and Accreditation of Educational Institutions
5. Constitutional provisions, Centre-State Relations on Education.
6. Role of Private Enterprises, their Limitations and Remedial Measures.

UNIT – II

Financing of Education:

1. Meaning & Importance.
2. Financing policy at Central, State and Local Levels.
3. Budgeting and preparation of Budget Estimates.
4. Problems & issues in Financing Education.

UNIT – III

Educational Planning:

1. Meaning and Nature.
2. Approaches to Planning.
3. Institutional Planning.
4. Priority in Planning.

UNIT – IV

Performance appraisal and Total Quality Management in the Educational Organizational at different level (including self appraisal).
Supervision and Feed Back.

SELECTED READINGS

1. Aggarwal, V.& Bhatnager, R.P.(1997), Supervision, Planning and Financing, Meerut : Surya Publication.
2. Chandrasekaran, P.(1994), Educational Planning and Management, New Delhi: Sterling Publisher.
3. Greene, J.F.(1975), School Personnel Administration, Chilton Book Company: Pennsylvania.
4. Khan, N. Sharif & Khan, M. Saleem. (1980), Educational Administration, New Delhi: Ashish Publication House.
5. Kuldip kaur (1985), Education in India -Policies, Planning and Implementation, Chandigarh: Arun and Rajiv Pvt. Ltd.
6. Lulla B.P. & Murthy. (1976), S.K. Essential of Educational Administration, Chandigarh: Mohindra Capital Publishing.
7. Manju, Bala. (1990), Leadership Behaviour and Educational Administration, New Delhi: Deep & Deep Publications.
8. Mukherji, S.N. (1970), Administration and Educational Planning and Finance, Baroda: Acharya Book Depot.
9. Philip H. Coomba. (1985), The World Crisis in Education, Oxford University Press.
10. Tara Chand and Ravi Prakash. (1996), Advanced Educational Administration, New Delhi: Kanishka Publisher.
11. Thakur D. & Thakur, D.N. (1996), Educational Planning and Administration, New Delhi: Deep & Deep Publications.
12. Thomas I Sergiovanni, (1980), Education Governance and Administration, America: Prentice Hall.
13. Trivedi, P.R. & Sudershan, K.N. (1996), Management Education, New Delhi: Discovery Publishing House.

Paper V (Option iii): Computer Education – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- explain the history of computer
- learn about fundamental of computer hardware and software
- enable the students to differentiate between single user and multiuser operating system
- learn about origin of artificial intelligence and its application
- learn about the application of MS Word and MS Excel.

COURSE CONTENTS

UNIT – I

1. Computer Basics

- History of Computer
- Types of Computer
- Components of a Computer System
- Flow Diagram of Computer
- Inside the System Unit

UNIT – II

2. Operating System

- Meaning of Operating System
- Need and Types – Single User and Multi User.

UNIT – III

3. Artificial Intelligence

Origin, Meaning and Application of Artificial Intelligence.
Artificial Intelligence and Education

UNIT – IV

4. Application Oriented Information

Introduction of Windows – MS Windows
Word Processing and its creation – MS Word

SELECTED READINGS

1. Cox, J. and Urban, P. (1999), Quick courses in Microsoft Office, New Delhi: Galgotia Publications.
2. Jain, Satish, (1990), Introduction to Computer Science and Basic Programming, New Delhi: BPB Publications.
3. Mitchell, A. and Smith, S.C., (2004), The use of computer and video games for learning, London: Regent Arcade House.
4. Rajaraman, V., (1996), Fundamentals of Computers, New Delhi: Prentice Hall of India.
5. Saxena, S, (1998), A first Course in computers, New Delhi: Vikas Publishing House Pvt. Ltd.
6. Sinha, P.K., (2003), Computer Fundamentals, New York: BPB Publications
7. Tanenbaun, A.S. (1998), Computer Networks, New Delhi: Prentice Hall of India.

Paper V (Option iii): Computer Education – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:
explain the meaning of networking
explain the use of different types of networking in computer
use internet in day to day learning
describe the use of power point presentation in teaching-learning
explain the utility of multimedia process in education

COURSE CONTENTS

UNIT – I

1. Networking

Meaning of Networking
Types of Networking
Need for Networking
Use of Networking in Education

UNIT – II

2. Internet

Meaning of Internet
Internet Tools
E-mail
World Wide Web
Chats
Visiting Websites

UNIT – III

3. Application Oriented Information

Data Bases and its uses – MS Excel

Using Power Point for Creating and Manipulation of Presentation in Classroom

UNIT – IV

4. Multimedia and its usage

Meaning of Multimedia

History of Multimedia

Elements of Multimedia

Applications of Multimedia

Use of Multimedia in Education

SELECTED READINGS

1. Cox, J. and Urban, P. (1999), Quick courses in Microsoft Office, New Delhi: Galgotia Publications.
2. Jain, Satish (1990), Introduction to Computer Science and Basic Programming, New Delhi: BPB Publications.
3. Mitchell, A. and Smith, S.C. (2004), The use of computer and video games for learning, London: Regent Arcade House.
4. Rajaraman, V. (1996), Fundamentals of Computers, New Delhi: Prentice Hall of India.
5. Saxena, S. (1998), A first Course in computers, New Delhi: Vikas Publishing House Pvt. Ltd.
6. Sinha, P.K. (2003), Computer Fundamentals, New York: BPB Publications
7. Tanenbaun, A.S. (1998), Computer Networks, New Delhi: Prentice Hall of India.

Paper V (Option iv): Curriculum Development – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:
understand important principles of curriculum construction
understand the bases and determinants of curriculum
orient with curriculum design, process and construction of curriculum.
explain different models of curriculum development

COURSE CONTENTS

UNIT – I

Curriculum

- a) Concept, Meaning and Need of Curriculum.
- b) Difference between Curriculum and Syllabus, Basic Elements and their Relationship with Curriculum.
- c) Factors Influencing Curriculum.
- d) Types and their Characteristics: Subject Centered and Learner Centered, Core and Integrated Curriculum.

UNIT – II

Philosophical, Sociological and Psychological Foundations of Curriculum.

- (a) Philosophical Theories and their Implications to Curriculum.
- (b) Social Foundation of Curriculum-Culture through Curriculum, Social Change in India (with special reference to the Impact of Science and Technology) and its Curricular Implications; Nationalism and Development of a World Outlook and Curriculum.

- (c) Psychological Foundations of Curriculum: Psychology as a Curriculum Force; Implications of the Principles of Learning (Only Central Principles of Associationistic and Field Theories); Piaget's Theory of Intellectual Development and Curriculum.

UNIT – III

Curriculum Development

- (a) Need and Scope for Curriculum Development, Characteristics of a Good Curriculum.
(b) Strategies of Curriculum Development.
(c) Guiding Principles for Curriculum Development

UNIT – IV

Models of Curriculum Development

- Hilda Taba 1962 Model
- Nicholls and Nicholls-1972 Model
- Willes and Bondi-1989 Model

(With special reference to Analysis of Needs, Selection of Objectives, Selection and Organisation of Content and Learning, Experiences and Evaluation)

SELECTED READINGS

1. Aggarwal, Deepak (2007), Curriculum Development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Diamond Robert M. (1986), Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
3. Joseph, P.B. et al; (2000), Cultures of Curriculum (studies in Curriculum Theory). New York : Teacher College Press.
4. Oliva, Peter F. (1988), Developing the Curriculum. Scott, and Foresman and Co.
5. Taba, Hilda (1962), Curriculum Development: Theory and Practice, New York : Harcourt Brace, Jovanovich Inc.
6. Wiles, J.W. & Joseph, Bondi (2006), Curriculum Development: A Guide to Practice. Pearson Publication.

Paper V (Option iv): Curriculum Development – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- define process of curriculum evaluation
- describe curricular content, curriculum implementation and process of curriculum evaluation
- understand issues, trends and researches in the area of curriculum, in India
- explain the process of organizing the curriculum
- describe the recommendations given by different commissions regarding curriculum development
- describe different models of curriculum

COURSE CONTENTS

UNIT – I

Organization of Curriculum

- (a) Organization by Subjects- Co-relation of different Subjects, Indian, Experiments on Basic Education.
- (b) Organization by Unit-Subject Matter Units, Experiences Units.
- (c) Core Curriculum
- (d) Activity Curriculum
- (e) Interdisciplinary Curriculum

UNIT – II

Models of Curriculum

- (a) Administrative
- (b) Grass-root
- (c) System Analysis
- (d) Demonstration

UNIT – III

Curriculum Evaluation

- (a) Importance of Evaluation of Curriculum,
- (b) Models of Curriculum Evaluation,
- (c) Interpretation of Evaluation Results and Method,
- (d) Curriculum Research in India.

UNIT – IV

Suggestions and Recommendation in Curriculum Development as per the following commissions:

- (a) University Education Commission, 1948
- (b) Secondary Education Commission, 1952
- (c) Education Commission, 1966
- (d) National Policy of Education, 1986

SELECTED READINGS

1. Andrey & Howard Nicholls (1978), Developing Curriculum – A Practical Guide, London: George Allen and Unwin.
2. Bexday, G.Z.L. (1964), Comparative Methods in Education, New Delhi: Oxford and IBH Publishing Col.
3. Cramer, I.F. & Brown. G.S. (1965), Contemporary Education: A Comparative Study of National System, New York : Harcourt Brace & Company.
4. Denis Lawten, (1986), School Curriculum Planning, London : Hodder and Stoughton.
5. Dent, H.C. (1981), Educational System of England, London : George Allen and Unwin.
6. Edward, A. Krug (1960), The Secondary School Curriculum, London : Harper and Row Publishers.
7. Hans, Nicholas (1961), Comparative Education, London : Routledge and Kegan Paul.
8. Harold Albery (1957), Reorganizing the High School Curriculum, New York : MacMillan Company.
9. Harold, B. Albery & Elsic, J. Albery (1963), The Curriculum, New York : The MacMillan Company.
10. Hugh Sockett (1976), Designing the Curriculum, London : Open Books.
11. Ivor, K. Davies (1976), Objectives in Curriculum Design, London : McGraw Hill.
12. John, D.McNeil (1977), Curriculum, Boston : Little Brown and Company.

13. Joseph, L. (1961), *The Teacher in Curriculum Making*, New York : Harper and Brothers Publishers.
14. Kandel, I.L. (1963), *Studies in Comparative Education*, New York : George Harrup.
15. King, E.J. (1959), *Other Schools and Ours*, New York : Holt, Rinehart and Winston.
16. William, M. Alexander (1966), *Planning Curriculum for Schools*, New York : Holt, Rinehart and Winston.

Paper VI (Option i): Comparative Education – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- explain the concept of comparative education
- understand the need and importance of comparative education.
- explain the factors influencing the educational system of a country.
- understand the structure of educational system in different countries
- compare the education ladder of U.K., U.S.A. and India
- compare the salient features of educational system of U.K., U.S.A. and India with special reference to administration and control and understand & compare the objectives, system of admission and evaluation of above
- understand problems, recent trends and innovations in Education in above mentioned countries

COURSE CONTENTS

UNIT – I

- a) Comparative Education: Meaning, Scope and Major Concepts of Comparative Education.
- b) Comparative Education - Factors and Approaches: Geographical, Economic, Cultural, Philosophical, Sociological, Scientific, Historical, Ecological, Structural and Functional factors – Cross Disciplinary Approach used in Comparative Education.

UNIT-II

- a) Education Ladder of U.K., U.S.A. and India.
- b) Elementary Education: Concept of Universalisation, its Implications for Indian Education.

UNIT-III

- a) Primary Education in UK, U.S.A. and India (Aims, Content, Methods of Instruction and Evaluation System).
- b) Secondary Education in U.K. U.S.A. and India and its Vocationalisation.

UNIT-IV

Problems prevailing in Developing Countries with Special Reference to India, their Causes and Solution through Education: Poverty, Unemployment, Population Explosion, Hunger, Terrorism, Casteism and Communalism, Illiteracy, Beggary, Political Instability, Economic Under-Developments.

SELECTED READINGS

1. Beredy, G.Z.F.(1964), Comparative Methods in Education, New Delhi : Oxford & East Publishing Co.
2. Blavic, Emile (1987), Primary Education : Development and Reform, Perspectives in Education, Vol. 3, No. 3, 153-60.
3. Carlton, R., Colley and Machinnon (1977), Educational Change and Society, Toronto : Gage Educational Publishing.
4. Carnoy, M.H.Levin (1985), Schooling and Work in the Democratic State, California : Stanford University Press.
5. Cantor, Leonard (1989), The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol.25, Number 2.
6. Dearden. R.F.(1970), The Philosophy of Primary Education, London : The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House.
7. Dent, H.C.(1961), The Educational System of England and Wales, London & C.V. : University of London Press Ltd., Warwick Square.
8. Epstein, Erwin, H. (1987), Against the Currents : A Critique of Ideology in Comparative Education, Compare, 17, No. 1.
9. Green, J.L. (1981) : Comparative Education and Global Village, Meerut : Anu Book, Shivaji Road.
10. Georgie, D.M. (1978), Education in Modern Egypt : Ideals and Realities, London, Hexley and Boston : Routledge and Kegan Paul.
11. Hans, Nicholas (1965), Comparative Education, London : Routledge and Kegan Paul Ltd.
12. James, H.R. & Mathew, A. (1988), Development of Education System in India, New Delhi : D.K. Publisher Distributors (P.) Ltd., Ansari Road, Daryaganj.
13. Jangira, N.K.(1986), Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Gurgaon : Service Book Seller and Publishers.
14. Sharma, Y.K. (2004), Comparative Education – A Comparative Study of Educational Systems, New Delhi : Kanishka Publishers.
15. Sodhi, T.S. (1983), A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.

16. Choube, S.P. and Choube, A. (1993), Comparative Education, New Delhi : Commonwealth Publishers.
17. Rao, V.K. and Reddy, R.S. (2004), Comparative Education, New Delhi : Common wealth Publishers.
18. Sharma, R.N. (2008), Comparative Education, New Delhi : Surjeet Publications, Kamla Nagar.
19. Choube, S.P., Features of Comparative Education, Agra : Vinod Pustak Mandir.
20. Sharma, R.A. (2007), Comparative Education, Meerut : R. Lall Book Depot.
21. Sharma, R.A. (2005), Comparative Perspective on Education, Jaipur : ABD Publishers, Imliwala Phatak.
22. Sharma, R.A. (2008), Tulnatamak Adhyan Shiksha, Meerut : R. Lall Book Depot, (HINDI VERSION).
23. Rawat, Dubey and Upadhyaya (2008), Comparative Education, Agra : Radha Krishan Mandir

Paper VI (Option i): Comparative Education – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- explain the role of comparative education in globalised world
- describe the development stages of comparative education
- understand the structure of education in different countries
- compare and contrast the educational systems of U.S.A., U.K., Australia, and India
- compare the objectives, curriculum, administration and control in education in Australia and India
- understand the recent trends and innovations of above mentioned countries

COURSE CONTENTS

UNIT – I

1. Role of Comparative Education-Need and Importance of Comparative Education in Globalized World.
2. Development Stages of Comparative Education.

UNIT-II

1. Higher Education in U.K., U.S.A. and India
 2. Educational Administration in U.K., U.S.A., Australia and India
- .

UNIT-III

1. Objectives of Education at each Stage and Curriculum in General in Australia.
2. Distance Education and Continuing Education in Australia and India.

UNIT-IV

1. Educational Problems at each Stage in U.S.A., U.K. and Australia.
2. Recent Trends and Innovations in Education of U.S.A.,U.K. and India

SELECTED READINGS

1. Beredy, G.Z.F.(1964), Comparative Methods in Education, New Delhi : Oxford & East Publishing Co.
2. Blavic, Emile (1987), Primary Education : Development and Reform, Perspectives in Education, Vol. 3, No. 3, 153-60.
3. Carlton, R., Colley and Machinnon (1977), Educational Change and Society, Toronto : Gage Educational Publishing.
4. Carnoy, M.H.Levin (1985), Schooling and Work in the Democratic State, California : Stanford University Press.
5. Cantor, Leonard (1989), The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol.25, Number 2.
6. Dearden. R.F.(1970), The Philosophy of Primary Education, London : The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House.
7. Dent, H.C.(1961), The Educational System of England and Wales, London & C.V. : University of London Press Ltd., Warwick Square.
8. Epstein, Erwin, H. (1987), Against the Currents : A Critique of Ideology in Comparative Education, Compare, 17, No. 1.
9. Green, J.L. (1981), Comparative Education and Global Village, Meerut : Anu Book, Shivaji Road.
10. Georgie, D.M. (1978), Education in Modern Egypt : Ideals and Realities, London, Hexley and Boston : Routledge and Kegan Paul.
11. Hans, Nicholas (1965), Comparative Education, London : Routledge and Kegan Paul Ltd.
12. James, H.R. & Mathew, A. (1988), Development of Education System in India, New Delhi : D.K. Publisher Distributors (P.) Ltd., Ansari Road, Daryaganj.
13. Jangira, N.K.(1986), Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Gurgaon : Service Book Seller and Publishers.
14. Sharma, Y.K. (2004), Comparative Education – A Comparative Study of Educational Systems, New Delhi : Kanishka Publishers.
15. Sodhi, T.S. (1983), A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
16. Choube, S.P. and Choube, A. (1993), Comparative Education, New Delhi : Commonwealth Publishers.
17. Rao, V.K. and Reddy, R.S. (2004), Comparative Education, New Delhi : Common wealth Publishers.

18. Sharma, R.N. (2008), Comparative Education, New Delhi : Surjeet Publications, Kamla Nagar.
19. Sharma, R.A. (2007), Comparative Education, Meerut : R. Lall Book Depot.
20. Sharma, R.A. (2005), Comparative Perspective on Education, Jaipur : ABD Publishers, Imliwala Phatak.
21. Sharma, R.A. (2008), Tulnatamak Adhyan Shiksha, Meerut : R. Lall Book Depot, (HINDI VERSION).
22. Rawat, Dubey and Upadhyaya (2008), Comparative Education, Agra : Radha Krishan Mandir

Paper VI (Option ii): Educational Measurement & Evaluation – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:
acquaint with basic concepts and techniques of measurement and evaluation.
develop skills in the construction and standardization of tests.

COURSE CONTENTS
UNIT – I

- a) Concept of Measurement and Evaluation
- b) Importance of Measurement and Evaluation, Types of Evaluation
- c) Levels of Measurement

UNIT-II

- a) Types of Achievement Tests- Essay and Objective Type Test
- b) Standardized Tests and Teacher Made Tests
- c) Steps in Standardization of Achievement Tests
- d) Norm Referenced and Criterion Referenced Tests
- e) Speed Tests v/s Power Test

UNIT-III

- a) Characteristics of Measuring Tools:
 - o Reliability- Meaning, Types and Factors Affecting Reliability.
 - o Validity- Meaning, Types and Factors Affecting Validity.
 - o Norms- Age, Grade Percentile, Standard Scores (T scores, C scores, Z scores).

UNIT-IV

- a) Significance of Statistics and Difference between Statistics (Mean only).
- b) Analysis of Variance (one way and two way): Assumptions and Computation.

SELECTED READINGS

1. Anastasi, A.(1983), Psychological Testing,6th Ed., New York:The Macmillan Co.
2. Ebel, L.R. and Frisbie, D.A.(1991), Essentials of Educational Measurement, New Delhi : Prentice Hall of India Pvt. Ltd.
3. Freeman, F.S.(1965), Theory and Practice of Psychological Testing, New York: Rinehart& Winston.
4. Garrett, H.E.(1973), Statistics in Education and psychology, Bombay : Vakils Febber and Simon.
5. Guilford, S.P. and Fruchtor, B. (1973), Fundamental Statistics in Psychology and Education, 5th edition, New York : McGraw Hill and Co.
6. Popham, W.J. (1988), Educational Evaluation, New Delhi : Prentice Hall.
7. Thorndike, R.L., and Hagen E. (1977), Measurement and Evaluation on Psychology and Education, New York: John Wiley and Sons, Inc.
8. Aiken, L.R. (1985), Psychological Testing and Assessment, Boston: Allyn and Bacon.
9. Grownlund, N.E.(1981), Measurement and Evaluation in Teaching , New York : MacMillan.
10. Karmel, L.C. and Karmel M.C. (1978), Measurement and Evaluation in Schools, New York : MacMillan.
11. Mehren, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston.
12. Aggarwal Y.P. (1989), Statistical Methods - Concepts, Applications and Computation, New Delhi: Sterling.
13. Guilford, J.P. (1978), Fundamental statistics in Psychology and Education, New York: McGraw Hills. 6th edition.
14. Cronbach, L.G. (1964), Essentials of Psychological Testing, New York : Harper.
15. Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra : Vinod Pustak Mandir.

Paper VI (Option ii): Educational Measurement & Evaluation – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:
acquaint themselves with the new trends of examination reforms
enable them in learning the applications of advanced statistical techniques in education

COURSE CONTENTS

UNIT – I

New Trends in Examination Reforms:

- a) Grading System.
- b) Semester System.
- c) Continuous and Comprehensive Internal Assessment.
- d) Question Banks.
- e) Uses of Computers in Evaluation.
- f) Formative and Summative Evaluation.

UNIT – II

Correlations: Assumptions and Computation of:

- o Biserial,
- o Point Biserial,
- o Tetrachoric,
- o Phi-Coefficient.

UNIT-III

- I. Measurement of:
 - a) Aptitude
 - b) Attitude
- II. Partial and Multiple Correlation- Meaning and Computation.

UNIT-IV

- a) Regression and Prediction: Meaning and Computation of Linear Regression Equation (one and two predictors only).
- b) Elementary Factor Analysis: Meaning, Centroid Method of Extracting Factors (two factors only), Interpretation of Factors.

SELECTED READINGS

1. Anastasi, A.(1983), Psychological Testing.,6th Ed. New York:The Macmillan Co.
2. Ebel, L.R. and Frisbie, D.A.(1991), Essentials of Educational Measurement, New Delhi : Prentice Hall of India Pvt. Ltd.,
3. Freeman, F.S.(1965), Theory and Practice of Psychological Testing, New York : Rinehart& Winston.
4. Garrett, H.E.(1973), Statistics in Education and psychology, Bombay : Vakils Febber and Simon.
5. Guilford, S.P. and Fruchtor, B. (1973), Fundamental Statistics in Psychology and Education. 5th edition, New York: McGraw Hill and Co.
6. Popham, W.J. (1988), Educational Evaluation, New Delhi: Prentice Hall.
7. Thorndike, R.L., and Hagen E. (1977), Measurement and Evaluation on Psychology and Education, New York: John Wiley and Sons, Inc.
8. Aiken, L.R. (1985), Psychological Testing and Assessment, Boston: Allyn and Bacon.
9. Grownlund, N.E.(1981), Measurement and Evaluation in Teaching , New York: MacMillan.
10. Karmel, L.C. and Karmel M.C. (1978), Measurement and Evaluation in Schools, New York : MacMillan.
11. Mehren, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston.
12. Aggarwal Y.P. (1989), Statistical Methods. Concepts Applications and Computation, New Delhi: Sterling.
13. Guilford, J.P. (1978), Fundamental statistics in Psychology and Education, New York : McGraw Hills. 6th edition.
14. Cronbach, L.G. (1964), Essentials of Psychological Testing, New York: Harper.
15. Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir.

Paper VI (Option iii): Guidance and Counselling – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:
explain the concept and techniques of guidance and counselling
describe various testing techniques
explain various guidance services
develop the skill of administration and interpretation of psychological tests.

COURSE CONTENTS

UNIT – I

- a) Concept, Purpose, Assumptions, Need and Principles of Guidance.
- b) Concept, Purpose, Assumptions, Need and Principles of Counselling.
- c) Individual and Group Counselling

UNIT – II

- a) Educational Guidance with Special Emphasis on Under Achievers and Drop-outs.
- b) Personal Guidance with Special Emphasis on Problems of Adolescents related with Family and School.
- c) Social Guidance – Meaning, Objectives, Need and Functions of Social Guidance.

UNIT – III

- a) Organization of Guidance Services at various levels of Education (Elementary/Secondary/Senior Secondary/College).
- b) Problems of Organizing Guidance Services in India.

UNIT – IV

- a) Characteristics of a Good Test. Importance of Psychological Testing.
- b) Intelligence, Personality, Aptitude and Interest Tests for Student Appraisal.

SELECTED READINGS

1. Arbucle, D.S. (1965), *Counselling: Philosophy, Theory and Practice*, Boston: Allyn and Bacon.
2. Bantole, M.D. (1984), *Guidance and Counselling*, Bombay : Sheth and Sheth Publications.
3. Blocher, D.H. (1987): *The Professional Counsellor*, New York : Macmillan.
4. Burnard, P. (2005), *Counselling Skills Training*, New Delhi : Viva Book Private Limited.
5. Drydn, W. and Filenthaman C. (1994), *Developing Counsellor Training*, London :Sage.
6. Gelso, C.J. And Fretz, B.R. (1995), *Counselling Psychology*, Bangalore : Prisin Book.
7. George, R.I. and Cristiana T.S. (1990), *Counselling Theory and Practice*, New Jersey: Prentice Hall.
8. Ghosh J. (1995), *Vocational Guidance*, New Delhi : U.S.S. Publication.
9. Gibson, Robert L. & Mitchell, Marianne, H. (2007), *Introduction to Counselling and Guidance*, New Delhi : Pearson Prentice Hall of India.
10. Jones, A.J. et. al (1970), *Principles of Guidance*, New York : Mcgraw Hill Book Company.
11. Lewis, M.D., Mayer, R.L. and Louis, J.A. (1986) : *An Introduction to Counselling, Profession*, Illinas : F.E. Peacock Publishers.
12. Myers, G.E. (1948), *Principles and Techniques of Vocational Guidance*. London : Mcgraw Hill Book Company.
13. Pietrofa, J.J., Hoffman, A. & Splete, H.H. (1984), *Counselling: An Introduction*, Boston : Houghton Mifflin Company.
14. Petterson,G.H. (1962), *Counselling and Guidance in Schools*, London : Mcgraw Hill Book Company.
15. Saxena, A. (2007), *Modern Techniques of Counselling*, New Delhi: Rajat Publications.
16. Shertzer, B. and Stone S.C. (1974), *Fundamentals of Counselling*, Boston : Houghton Mifflin Company.
17. Shertzer, B., and Stone S. G. (1980), *Fundamentals of Guidance*. Boston : Houghton Mifflin Company.
18. Tolbert, E.L. (1978), *An Introduction to Guidance*, Toronto : Little Brown and Company.
19. Sharma, R.A. (2008), *Fundamental of Guidance and Counselling*, Meerut : R.Lall Book Depot.

Paper VI (Option iii): Guidance and Counselling – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- explain the concept of guidance
- understand the three areas of guidance- educational, vocational and personal guidance
- understand the various concepts like group guidance, job analysis and occupational information
- understand the process of organization of guidance services in schools
- explain the use of various standardized and non-standardized data collection tools

UNIT – I

- a) Counsellor-Characteristics, Functions and Ethics.
- b) Skills of Counselling-Building Trust, Listening, Observation and Empathy.
- c) Approaches to Counselling : Directive, Non-directive and Eclectic Counselling.

UNIT – II

Theories of Counselling

- a) Freud's Psychoanalytic
- b) Behaviouristic
- c) Gestalt

UNIT – III

- a) Importance of Non-Testing Techniques for Student Appraisal
- b) Theories of Vocational Guidance-Ginzberg Theory, Holland's Theory and Super's Vocational Choice Theory

UNIT – IV

- a) Occupational Information : Meaning and Need
- b) Methods of Imparting Occupational Information
- c) Sources of Occupational Information
- d) Recent Trends of Guidance and Counselling in India

SELECTED READINGS

1. Arbucle, D.S. (1965), *Counselling: Philosophy, Theory and Practice*, Boston: Allyn and Bacon.
2. Bantole, M.D. (1984), *Guidance and Counselling*, Bombay: Sheth and Sheth Publications.
3. Blocher, D.H. (1987), *The Professional Counsellor*, New York: Macmillan.
4. Burnard, P. (2005), *Counselling Skills Training*, New Delhi: Viva Book Private Limited.
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6. D.G.E. & T., *Pumphlets Publications*, Ministry of Labour, Govt. of India.
7. Gelso, C.J. and Fretz, B.R. (1995), *Counselling Psychology*, Bangalore: Prisin Book.
8. George, R.I. and Cristiana T.S. (1990), *Counselling Theory and Practice*, New Jersey: Prentice Hall.
9. Ghosh J. (1995), *Vocational Guidance*, New Delhi: U.S.S. Publication.
10. Gibson, Robert L. & Mitchell, Marianne, H. (2007), *Introduction to Counselling and Guidance*, New Delhi: Pearson Prentice Hall of India.
11. Jones, A.J. et. al (1970), *Principles of Guidance*, New York: Mcgraw Hill Book Company.
12. Luis, M.D., Mayer, R.L. and Louis, J.A. (1986), *An Introduction to Counselling, Profession*, Illinas: F.E. Peacock Publishers.
13. Myers, G.E. (1948), *Principles and Techniques of Vocational Guidance*, London: Mcgraw Hill Book Company.
14. Pietrofa, J.J., Hoffman, A. & Splete, H.H. (1984), *Counselling : An Introduction*, Boston: Houghton Mifflin Company.
15. Petterson,G.H. (1962), *Counselling and Guidance in Schools*, London: Mcgraw Hill Book Company.
16. Saxena, A. (2007), *Modern Techniques of Counselling*, New Delhi: Rajat Publications.
17. Shertzer, B. and Stone S.C. (1974), *Fundamentals of Counseling*, Boston: Houghton Mifflin Company.
18. Shertzer, B., and Stone S. G. (1980), *Fundamentals of Guidance*. Boston: Houghton Mifflin Company.
19. Tolbert, E.L. (1978), *An Introduction to Guidance*, Toronto : Little Brown and Company.
20. Sharma, R.A. (2008), *Fundamental of Guidance and Counselling*, Meerut: R.Lall Book Depot.

Paper VI (Option iv): Distance Education – I

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit.
Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- recall and explain the concept, scope and applications of distance education
- describe history and future of distance education
- explain in own words the factors involving distance education
- identify the steps for the preparation of self instructional materials- SIM or self-learning materials (SLM)
- define role of mass media in distance education

COURSE CONTENTS

UNIT – I

Distance Education and its Development

- (i) Concept of Distance Education
- (ii) Scope of Distance Education
- (iii) Need and Features of Distance Education
- (iv) Historical Development of Distance Education

UNIT – II

Mass Media in Distance Education

- Print and Non-Print Media
- Audio-Visual Computer based Media
- Learning through Media

UNIT – III

Teaching at a Distance
Distance Educators
Design and Preparation of Self Learning Material
Editing in Self-Learning Material

UNIT – IV

Learning at a Distance
Distance Learners and their Possible Problems
Student Support Services in Distance Education and their Management
Self Learning

SELECTED READINGS

1. Pvt Bates, A. W. (1995), Technology, Open Learning and Distance Education, London: Routledge.
2. Bates, T. (1993), Theory and Practice in the use of Technology in Distance Education, London: Routledge.
3. Dececco, John P. & Crawford, W. (1997), The Psychology of Learning and Instruction, New Delhi: Prinice Hall of India Pvt. Ltd.
4. Gagne, R.M. & Briggs, L.J. (1974), Principles of Instructional Design, New York: Rinehart & Winston.
5. Koul, B.N. & Creed, C. (1990), Study of Language Needs of Commonwealth Students Studying at a Distance through the Medium of English, Report prepared for the British Council.
6. Masonh, R. (1998), Globalizing Education: Trends and Applications, London: Routledge.
7. Panda, Santosh (2006), Planning and Management in Distance Education, New Delhi. Viva Books.
8. Ramanujam, A. R. (1995), Reflections on Distance Education for India, New Delhi: Manak Publications. Ltd.

Paper VI (Option iv): Distance Education – II

Time : 3 Hours

Max. Marks : 100
(External : 80, Internal : 20)

NOTE : a) FOR PAPER SETTER

- i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

b) FOR CANDIDATES

Attempt five questions in all, selecting at least one question from each unit. Question No. 1 is compulsory. All questions carry equal marks.

Course objectives: After completing the course, the students will be able to:

- recall and explain the concept, scope and applications of distance education
- describe history and future of distance education
- explain in own words the factors involving distance education
- identify the steps for the preparation of self Instructional materials- SIM or self-learning materials (SLM)
- define role of mass media in distance education

COURSE CONTENTS

UNIT – I

Counselling in Distance Education

- Concept of Counselling in Distance Education
- Importance of Counselling in Distance Education
- Categories of Counselling
- Media of Counselling

UNIT-II

Quality Enhancement in Distance Education

- Quality Assurance of Distance Education
- Professional Training in Distance Education
- Mechanisms for Maintenance of Standards in Education

UNIT-III

Management of Distance Education System

Institutional Structure and Management
Management of Sub-systems
Management Information System
Management Issues

UNIT-IV

Programme Evaluation

Evaluation in Distance Education
Evaluation of Distance Education Programmes
Evaluation Perspective
Cost Analysis in Distance Education

SELECTED READINGS

1. Pvt Bates, A. W. (1995), Technology, Open Learning and Distance Education, London: Routledge.
2. Bates, T. (1993), Theory and Practice in the Use of Technology in Distance Education, London: Routledge.
3. Dececco, John P. & Crawford, W. (1997), The Psychology of Learning and Instruction, New Delhi: Prinice Hall of India Pvt. Ltd.
4. Gagne, R.M. & Briggs, L.J. (1974), Principles of Instructional Design, New York: Rinehart & Winston.
5. Koul, B.N. & Creed, C. (1990), Study of Language Needs of Commonwealth Students Studying at a Distance Through the Medium of English, Report prepared for the British Council.
6. Masonh, R. (1998), Globalizing Education: Trends and Applications, London: Routledge.
7. Panda, Santosh (2006), Planning and Management in Distance Education, New Delhi. Viva Books.
8. Ramanujam, A. R. (1995), Reflections on Distance Education for India, New Delhi: Manak Publications. Ltd.

PAPER – VII: DISSERTATION

Max. Marks: 100

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Chairman of the Department / Principal of the College. The students will submit three typed copies of dissertation to the Department/College by the end of the session. The Viva-Voce will be held on a date to be fixed by the University.

PAPER – VIII: FIELD WORK

Max. Marks: 100

1. Observation of Pupil-teachers' four lessons on Flander's Interaction analysis system
2. A case study of a Problematic Child
3. Any other work as decided by the Department/College
4. Construction and Standardization of an Achievement test in one of the teaching subjects opted at B.Ed. level.
5. Administration, Scoring and interpretation of any two of the following:
 - i) Intelligence test
 - ii) Personality test
 - iii) Creativity test
6. A Community survey for determining environmental awareness, sensitivity among Students/teachers.

