

ORDINANCES, REGULATION AND CBCS SYLLABUS FOR MASTER OF ARTS (EDUCATION)

ABOUT THE PROGRAMME:

Deen Dayal Upadhyay Gorakhpur University, Gorakhpur offers fulltime Master of Arts (in Education) Programme in its Department of Education for Indian nationals and those foreign nationals who have been permitted for by the Government of India. The Programme will run as per 'Deen Dayal Upadhyaya Gorakhpur University Academic Programms under Ordinance - Choice Based Credit System (CBCS) into effect from Academic Session-2019-20'.

ELIGIBILITY:

Candidates seeking admission in M. A. (Education) programme should have passed or should be appearing in Graduation Programme with Education as a subject in final year of graduation three year programme of any UGC recognized university.

DISTRIBUTION OF COURSES:

Master Arts (Education) Programme is comprised of total twenty courses of five credits, each. In Second and Fourth semesters, first three courses are compulsory and students have choice to select any two out of three optional courses. Students from other programmes may opt any one course out of these optional courses. Following is the distribution of courses;

FIRST SEMESTER						
Code	Course Name	Credit	Periods	Internal Marks	Ext. Marks	Total
101	PHILOSOPHICAL BASES OF EDUCATION WESTERN PHILOSOPHY	5	90	30	70	100
102	SOCIOLOGICAL BASES OF EDUCATION	5	90	30	70	100
103	PSYCHOLOGICAL BASES OF EDUCATION	5	90	30	70	100
104	METHODOLOGY OF EDUCATIONAL RESEARCH	5	90	30	70	100
105	PRACTICAL	5	90	30	70	100
SECOND SEMESTER						
201	INDIAN PHILOSOPHIES OF EDUCATION	5	90	30	70	100
202	HISTORY OR INDIAN EDUCATION	5	90	30	70	100
203	ENVIRONMENTAL EDUCATION	5	90	30	70	100
ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES- 204, 205 & 206						
204	COMPARATIVE EDUCATION	5	90	30	70	100
205	STATISTICS IN EDUCATION	5	90	30	70	100
206	CURRICULUM DEVELOPMENT	5	90	30	70	100

THIRD SEMESTER						
Code	Course Name	Credit	Periods	Internal Marks	Ext. Marks	Total
301	TEACHER EDUCATION	5	90	30	70	100
302	SPECIAL EDUCATION	5	90	30	70	100
303	FOUNDATIONS OF EDUCATIONAL TECHNOLOGY	5	90	30	70	100
304	DISTANCE EDUCATION	5	90	30	70	100
305	CONTINUING EDUCATION	5	90	30	70	100
FOURTH SEMESTER						
401	ECONOMICS OF EDUCATION	5	90	30	70	100
402	WOMENS EDUCATION AND GENDER SENSITISATION	5	90	30	70	100
403	WRITING AND PRESENTATION OF RESEARCH PROPOSAL	5	90	30	70	100
ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES- 404, 405 & 406						
404	EDUCATIONAL GUIDANCE AND COUNSELLING	5	90	30	70	100
405	VALUE AND HUMAN RIGHT EDUCATION	5	90	30	70	100
406	EMERGING TRENDS IN INDIAN EDUCATION	5	90	30	70	100

FIRST SEMESTER

101. PHILOSOPHICAL BASES OF EDUCATION: WESTERN PHILOSOPHIES

MM: 100

COURSE OBJECTIVES: To enable the students to understand about;

1. Contribution of Philosophy to the field of education.
2. Impact of Western Philosophies on Indian Education.
3. Contribution of great Western Thinkers
4. Nature and sources of knowledge getting process.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Meaning, Nature and Scope of Education and Philosophy, Relationship between Education and Philosophy	1	18	70
II	Western Philosophies: Major schools; <ul style="list-style-type: none"> • Naturalism • Idealism • Pragmatism • Realism 	1	18	
III	Modern philosophy; <ul style="list-style-type: none"> • Logical Positivism • Existentialism • Marxism Their educational implications with special reference to epistemology, Axiology and the process of education.	1	18	
IV	Great Western Educators; <ul style="list-style-type: none"> • Plato • Rousseau • John Dewey 	1	18	
V	Democracy and Education Education and Freedom, Equality, Democracy and responsibility.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Bayles, E.E. : Pragmatism in Education, Philosophy of Education Series Harper Row New York, 1971
- Boyed, William and King : The History of Western Education, 1972.
- Brubacher, J.S. : Modern Philosophy of Education.
- Butler, J. Donald : Idealism in Education. Philosophy of Education of Education Series Harper Row, New York, 1971.
- Dewey, John : Democracy and Education, An Introduction, 1974.
- Kilpatrick, W.H. : Education for Changing Civilization, 1971.
- Magee, John : Philosophical Analysis in Education. Philosophy of Education series, Harper Row, New York, 1971
- Martin, Owlin : Realism in Education, Philosophy of Education series, Harper Row, New York, 1971.
- Max Wingo : Philosophy of Education, An Introduction, 1974.
- Morris, Van Cleve : Modern Movements in Education Philosophy, 1969.
- Morris, Van Cleve : Existentialism in Education. Philosophy of Education Series Harper Row, New York, 1971
- Pandey, R.S. : Shiksha Darshan, Vinod Pustak Mandir, Agra, 1995.
- Tripathi, L.J. : Being and Becoming; Gorakhpur.
- Sorenson, H : Psychology in Education, MaGraw Hill, New York.

102. SOCIOLOGICAL BASES OF EDUCATION**MM: 100****COURSE OBJECTIVES:** To enable the students to understand;

1. Meaning and nature of Sociology of Education.
2. Social role of Education.
3. Meaning of Culture and Concept of Modernization and Socialization.
4. Various Socio-economic factors and their impact on education.
5. Use of social theories in understanding the process of education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Meaning and Scope of Sociology of Education. Need of Sociological perspective in Education.	1	18	70
II	Education and Society. Education: as a process in social system. as a process of socialization	1	18	
III	Culture: Meaning and nature of culture; role of education in cultural context and cultural determinants of education	1	18	
IV	Social Change: Meaning and concept; education as an agent of social change and constraints on social change (Caste,class, language and regionalism), Social Mobility.	1	18	
V	Education as related to social stratification with special reference to the education of S.C., S.T. Women and Rural population.	1	18	
SN	PRCTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment/Project			15
3	Objective Type Test			10

BOOKS RECOMMENDED:

- Bookover, W (1957) : The Sociology of Education, New York, American Book Co.
- Criwin, R.G. (1965) : Sociology of Education, New Jersey: Prentice Hall.
- Dewcy, J (1916) : Democracy and Education, New York: Macmillan Co.
- Durkheim, Emile (1956) : Sociology And Education, New York, The Free Press.
- Freire, Paulo (1973) : Education for critical consciousness, New York.
- Gore, MS., IP. Desai (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T.
- Halsey, A.H. (1975) : Sociology and Equality Debate, Oxford Review of Education Vol.1, No.1
- Kumar Krishna (1989) : Social Character of Learning, New Delhi, Sage.
- M,Karl &WAC, Stewart : An Introduction to sociology of Education, London: Rou, 1962.
- Ottaway, A.C.K. (1962) : Educational and Society London: Routledg & Kegan Paul.
- Parsons, Talcolt (1959) : School class as Social System, Harvard Educational Review, Vil.23,No.4
- Russell, Bertrand (1938) : Education and the Social Order, London: G. Allen.
- Shukla, S. & Krishn Kumar : Sociological Perspectives in Education, Delhi: Chankya Publishers, 1938.
- Stub. Holger R. (1975) : The Sociology of Education, Illinois: The Dorsey Press
- Waller, Willard (1932) : The Sociology of Teaching, New York, Wiley.

103. PSYCHOLOGICAL BASES OF EDUCATION**MM: 100****COURSE OBJECTIVES:** To enable the students to;

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

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Educational Psychology & Human Development <ul style="list-style-type: none"> • Concept and Scope of Educational Psychology, Contribution of Psychology to Education. • Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems, Factors influencing development and relative role. • Major concepts and stages of the theories of Piaget and Bruner and their implications for education. 	1	18	70
II	Learning & Individual Difference <ul style="list-style-type: none"> • Concept and Gagne's hierarchy of learning. • Following theories of Learning with their Educational implication; Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Hull's Reinforcement Theory, • Factors influencing learning. • Transfer of Learning. • Motivation, Concept, Theories of Motivation. • Individual Differences and its Implications for Education. 	1	18	
III	Intelligence and Creativity <ul style="list-style-type: none"> • Nature and Theories of Intelligence and its Measurement • Concept, Nature, Main Aspects of Creativity • Relationship between creativity and Intelligence. 	1	18	
IV	Personality <ul style="list-style-type: none"> • Concept, Types and theories of personality; Trait Theory of Allport and Eysenck • Determinants of Personality. • Assessment of Personality. 	1	18	
V	Adjustment, Mental Health & Hygiene; <ul style="list-style-type: none"> • Concept of adjustment. • Conflicts and Defence Mechanism • Mental Health and Mental Hygiene. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

Atkinson, R.L.: Introduction to Psychology (8th Ed.) HBT, New York, 1983.
De Cecco, J.P.: The Psychology of Learning of Instruction Prentice Hall of India, Pvt. Ltd. New Delhi.
Gage, N.L. & D.C. Berliner: Educational Psychology McNally College Publishing Co., Chicago.
Yelon, et. al: A Teachers World - Psychological In the Classroom McGraw-Hill Kogakusha Ltd. Tokyo.
गुप्ता एस० पी०: उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद।
माथुर एस०एस०: शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर आगरा।
पाण्डेय एवं श्रीवास्तव: शिक्षा मनोविज्ञान, मिश्रा ट्रेडिंग कारपोरेशन, वाराणसी।
पाठक, पी०डी०: शिक्षा मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा।
भटनागर, सुरेश: शिक्षा मनोविज्ञान, आर०लाल बुक डिपो, मेरठ।
सारस्वत, मालती: शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन इलाहाबाद-3
सिंह, ए०के०: शिक्षा मनोविज्ञान, भारती भवन प्रकाशन, पटना।

104. METHODOLOGY OF EDUCATIONAL RESEARCH**MM: 100****COURSE OBJECTIVES:** The study of this paper will enable the students to:

1. Know the meaning and purpose of research.
2. Understand the research problem and its various phases.
3. Know different methods used in educational research.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Nature and need of Educational Research. Qualitative and Quantitative Research. Fundamental, Applied and Action research.	1	18	70
II	Selection and formulation of research problem, Guiding principles of problem selection.	1	18	
III	Review of related literature and formulation of hypothesis.	1	18	
IV	Population and sampling. Types of sampling-simple random sampling, stratified Random sampling, cluster sampling, systematic sampling, purposive sampling, snowball sampling.	1	18	
V	Method of educational research, Historical, Descriptive Experimental research.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

BOOKS RECOMMENDED:

- Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- Best, John W : Research in Education, New Delhi Prentice Hall of India, 1982.
- Bhatanagar, R.P. et al. : Shiksha Anusandhan, Meerut: Loyal Book Depot, 1995.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- Guilford, J.P. & B. Fruchter : Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- Kerlinger, F.N. : Foundations of Behavioural Research, New York: Holt Rinehart and Winston, Inc, 1973.
- Koul, Lokesh : Vikas Publishing House, 1993.
- Shukla, P.C. : Experimental Research: Statistical Analysis of Data, in R.P. Bhatanagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.
- Verma, M. : An Introduction to Educational and Psychological Research, Bombay: Asia Publishing House, 1965.
- Yadav, M.S. & S.K. Mitra (Ed.) : Educational Research Methodological Perspectives, Baroda: CASE M.S. University, 1989.

105. PRACTICAL**MM: 100****COURSE OBJECTIVES:** This Practical work would enable the students to:

- Administration of Psychological test to measure mental attributes.
- Score the tests administered to measure attributes.
- Interpret the collected data.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Conceptual Introduction of Psychological Testing Need, Qualities, Types and uses of Psychological Testing Construction of Achievement Test	1	18	70
II	Introduction, Administration Scoring and Interpretation of scores of Verbal and Non Verbal Tests of Intelligence and that of Bhatia Performance test of Intelligence	1	18	
III	Introduction and Interpretation of T.A.T Introduction, Administration and interpretation of test of Creativity.	1	18	
IV	Introduction and Administration of test of immediate Memory Span (Visual and Auditory) Span of Attention or Span of Apprehension or Impact of Mental Set on Attention.	1	18	
V	Concept, type and reasons of Mental Fatigue Introduction and Administration of tests related to Mental work and Fatigue.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Preparation of Practical file			25

RECOMMENDED BOOKS:

Anastasi, Annie: Psychological Testing, New York; McMillan Company, 1968.

Pandey, Sridhar and RK Singh: MANOVAIJYANIK PARIKSHAN AVAM PRYOG, Agra; Vinod Pustak Mandir, 2012.

SECOND SEMESTER**201. INDIAN PHILOSOPHIES OF EDUCATION****MM: 100****COURSE OBJECTIVES:** The Philosophical Components of this core paper for a post graduate course in education aim at developing the following competencies amongst the scholars;

1. Understanding of nature and functions of Indian philosophy of education.
2. Analysis, Interpretation and synthesis of various philosophical concepts, propositions and
3. Metaphysical, epistemological and axiological assumptions and their impact on Indian education.
4. Critical appraisal of the contributions of prominent Indian educational thinkers to education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Following concepts in Indian Philosophy and Education <ul style="list-style-type: none"> • Darshan • Dharma • Shiksha • Vidya • Pragya 	1	18	70
II	Relationship between Darshan, Dharma and Vidya	1	18	
III	The following Indian schools of thought will be studied with reference to their contribution to Indian Education <ul style="list-style-type: none"> • Vedic Darshan • Buddhism • Jainism • Islamic Traditions 	1	18	
IV	Educational Implications of following of Khad Darshanas (Six Schools of Thought) <ul style="list-style-type: none"> • Sankhya • Yoga • Nyaya • Vedanta 	1	18	
V	Critical appraisal of educational contributions of; <ul style="list-style-type: none"> • Vivekanand, • Aurbindo, • Gandhi • Tagore. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Altekar A.S. 1937, : Education in Ancient India, Varanasi: The Indian Book Shop
Dinkar, Ramdhari Singh : Sanskrit Ke Char Adhyay, Udayacha; Prakashn, Patna.
Hirriyana, M: : The Essential of Indian Philosophy.
Magee, John (1971) : Philosophical Analysis in Education, Harper Row, New York.
Mad Wingo (1974) : Philosphy of Education. An Introduction.
Pandey, R.S. (1995) : SHIKSHA DARSHAN, Vinod Pustak Mandir, Agra.
Jaffer, S.M. (1936) : Education in Muslim India, Lahore.
Oad, L.K. (1979), : SHIKSHA KE DARSHANIK AVAM SAMAJ SHASSTRIYA ADHAR,
Jaipur: Rajasthan Hindi Grintha Academy.
Das. Gupta S.N. : Outlines of Indian Philosophy, Vols.6
Garulla, Vachaspati : Bhartiya Darshan.
Radha Krishanan,S. (2000) : Indian Philisophy, Vol.-I & II, Oxford University Press, New Delhi.
Tripathi, L.J. : Being and Becoming; Vashundhra Prakashan, Gorakhpur.
त्रिपाठी आचार्य लालजी . आर्ष चिन्तन में शिक्षा की परम्परा, राधा पब्लिकेशन, नई दिल्ली 2012

202. HISTORY OF INDIAN EDUCATION**MM: 100****COURSE OBJECTIVES:** After going through this paper the students will be able to;

1. Appreciate the glorious past of education during the ancient period.
2. Comprehend the assimilating role of education in medieval India

3. Analyze the impact of Western education on indigenous system.
4. Understand the contribution of colonial rule to the spread of modern education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Education during the Ancient period: Vedic Education and Buddhist Education with special reference to aims, curriculum, methods of instruction, teacher-taught relations and educational institutions.	1	18	70
II	Education during the medieval period: Islamic Education with special reference to aims, curriculum, methods of instruction, teacher-taught relations.	1	18	
III	Education during the British period: <ul style="list-style-type: none"> • Role of Christian missionaries in the spread of education. • Adam's reports • Charter Act of 1813 and Anglo-oriental controversy. • Wood's dispatch of 1854 • Indian Education commission (1882-83). • Lord Curzon's Educational Policy. • Calcutta University Commission (1917-19). 	1	18	
IV	Indian Response to Western Education. <ul style="list-style-type: none"> • National Education Movement • Basic Education • Role of Following National Educational Institution; <ul style="list-style-type: none"> Vishwa Bharati Shanti Niketan, Jamia Millia Islamia, Gurukul Kangari and Banasthali Vidyapeeth. 	1	18	
V	Education in the Post-Independence Period: <ul style="list-style-type: none"> • University Education Commission (1948-49). • Secondary Education Commission (1952-53). • Education Commission (1964-66). • National Policy on Education 1968 and 1986. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

RECOMMENDED BOOKS:

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

203. ENVIRONMENTAL EDUCATION

MM: 100

COURSE OBJECTIVES: To make student to understand;

1. The concept, important scope and aims of environmental education.
2. Environmental hazards and to combat with their negative effects
3. To develop various methods and strategies for realizing the objectives of environmental education.
4. To understand about various projects in the area of Environmental studies in different countries.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Introduction: <ul style="list-style-type: none"> • Concept, Importance and Scope. • Aims and Objectives. • Guiding Principles and foundations. • Relationship between man and Environment. 	1	18	70
II	Concept of Environment and Ecosystem: <ul style="list-style-type: none"> • Earth and biosphere, abiotic and biotic components. • Human system- Human being as part of environment, human adaptations to environment, population and its effect on environmental resources. • Technological system- industrial growth, scientific and technological inventions and their impact on the environmental system. • Environment and Sustainable Development. 	1	18	
III	Environmental Hazards: <ul style="list-style-type: none"> • Environmental pollution, physical, air, water, noise, chemical. • Extinction of flora and fauna, deforestation, soil erosion, global warming. • Need and efforts for conservation, preservation and protection of rich environmental heritage. 	1	18	
IV	Features of curriculum for environmental education: <ul style="list-style-type: none"> • Nature of curriculum on environmental education. • Topical units, integration and Interdisciplinary approaches of environmental education. • Strategies of treating environmental education as a separate subject, • Method- Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Survey, Projects and Exhibition. • Role of Media, Print, Films and TV. • Programme of environmental education for primary, secondary and higher education institutions. 	1	18	
V	Environmental Movements in India & Abroad: <ul style="list-style-type: none"> • Global / Conferences on environmental issues. • National and International Policy / resolution on Environment. • Environment as New Social movement. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment,			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Agarwal S.K. 1977 : Environmental issues and themes”, APH Publishing Corporation, New Delhi,
B.P. Chaurasia, 1992 : Environmental Pollution Perception and Awareness”- Chugh Publications,
Dahiwal, Sangha & Ralhan : Fundamentals of Environmental Science”, Kalyani Publishers, 1996
Dash, M.C. 2006 : Fundamentals of Ecology, Tata Mc GrawHills pub. Company Ltd. New Delhi,
Dr. Nasrin : “Environmental Education”, APH Publishing Corporation, New Delhi, 1999
Embertain J.C. : “Introduction to Ecology”, M & E Handbooks, 1983
Joseph, Benny, 2006 : Environmental Studies, Tata Mc GrawHills Pub. Company Ltd. New Delhi,

Joseph, K & Nagendran R	:	Essentials of Environmental Studies, Pearson Education, 2004
Kumar, Khagendra (2002)	:	Understanding A People's Science Movement in India, Janaki ,Patna
Sharma, P.D.,	:	Ecology & Environmental, Rastogi Publication, Meerut, 2004
Sharma, R.C.,	:	Environmental Education", Metropolitan, 1986
Vijandra Kumar, 2000	:	Modern Methods of Teaching Environmental Education, Sanap & Sons, ND

ELECTIVE PAPERS: ANY TWO OF THE FOLLOWING THREE

204. COMPARATIVE EDUCATION

MM: 100

COURSE OBJECTIVES: To enable the students to;

- Understand comparative education as an emerging discipline of education.
- Acquaint with educational systems in terms of factors and approaches of comparative education.
- Assess the efficacy of educational systems of various countries in terms of the prevailing trends.
- Create perspectives for solving the prevailing problems of education in India.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Comparative education as a new discipline: <ul style="list-style-type: none"> • Scope and major concepts of comparative education. • Juxtaposition, Area Study, Intra and Inter educational analysis. 	1	18	70
II	Factors and Approaches of Comparative education: <ul style="list-style-type: none"> • Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic, Scientific, Historical, Ecological factors. • Cross disciplinary approach used in comparative education. 	1	18	
III	Modern trends in world education- national and global: <ul style="list-style-type: none"> • Role of U.N. in improving educational opportunities among the member countries, • Organs of the U.N. and their educational activities. 	1	18	
IV	Comparison of Educational Systems: <ul style="list-style-type: none"> Primary Education - USA, UK, China, India Secondary Education - USA, UK, China, India Higher Education - USA, China ,UK, India Teacher Education - USA, ,UK, India Adult Education - Brazil, India 	1	18	
V	Problems, Causes and Educational Solution following problems in India: <ul style="list-style-type: none"> • Poverty. • Unemployment. • Population explosion. • Terrorism • Casteism and communalism • Illiteracy 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

Agarwal, J.C. : Comparative Education in India: UK, USA, USSR, Arya Book Depot

- Chaube, S.P. : Features of Comparative Education, Aggrawal Publication, Agra
 Chaube, & Chaube, 1998 : Comparative Education, Vikash Publishing House PVT Ltd, New Delhi,
 Freire Paulo : “ Pedagogy of the oppressed” Granth Shilpi
 Kaushik, V.K. : Comparative Education, Anmol Publication, New Delhi, 2006
 Naik, S.P., 2003 : Perspective on Comparative Education, Anmol Publication, New Delhi,
 Rao, V.K. & Reddy, R.S. : Comparative Education, New Delhi, Commonwealth Publishers, 1997
 Sharma, R.A. : Comparative Education: Educational System & Problems of the World, R.Lall Book Depot, Meerut
 Sharma, R.S, 2005 : Comparative Perspective on Education, Eastern Book House, Guwahati,
 Sharma, Y.K. : Comparative Education: Comparative Study of Educational System, Eastern Book House, Guwahati, 2004
 Srivastava, S.K. : Comparative Education, Anmol Publication, New Delhi, 2006
 Sodhi, T.S. : A Text Book of Comparative Education, New Delhi: AIU, IGNOW

205. STATISTICS IN EDUCATION**MM: 100****COURSE OBJECTIVES:** Following are the course objectives;

- To provide the knowledge of central tendency, Variability and correlation.
- To enable the student to understand the need and application of statistics in Education.
- To enable the student to know the concept of statistics in Education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Measure of Central tendency and its application in education.	1	18	70
II	Measure of variability-Quartile deviation, Mean Deviation and standard deviation.	1	18	
III	Correlation: concept, need and scope, Rank order correlation and product moment correlation.	1	18	
IV	Comparison of means of two groups through critical ration/t-test.	1	18	
V	Chi-Square test and simple Analysis of variance.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

BOOKS RECOMMENDED:

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

206. CUURICULUM DEVELOPMENT**MM: 100****COURSE OBJECTIVES:** To enable the students

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

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	AIMS AND OBJECTIVES OF EDUCATION <ul style="list-style-type: none"> • Introduction to Aims, Goals and Objectives of Education • Educational Objectives: Types of Educational Objectives • Taxonomic Levels: Cognitive, Affective and Psychomotor Domains and Approaches to Educational Objectives 	1	18	

II	PERSPECTIVES ON CURRICULUM <ul style="list-style-type: none"> • Meaning and principles of curriculum. • Concept of Core curriculum, Hidden Curriculum Curriculum framework-need and importance; syllabus and textbooks	1	18	70
III	BASES OF CURRICULUM DEVELOPMENT: <ul style="list-style-type: none"> • Philosophical Bases • Sociological Bases • Psychological Bases 	1	18	
IV	TYPES OF CURRICULUM <ul style="list-style-type: none"> • Types of curriculum; Subject-centered, Learner-centered, Community centered • Social Reconstructionist curriculum. Characteristics, purpose, Role of a teacher	1	18	
V	CONSTRUCTION AND DEVELOPMENT OF CURRICULUM <ul style="list-style-type: none"> • Concept of curriculum construction and Development • Curriculum development-strategies 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

Berman, L.V. (1968): New Principles in the Curriculum, Ohio, Charles, E. Merrill Book.

Bob, Moon and Patricia Murphy (Ed), (1999); Curriculum in Context; Paul Chapman Publishing, London.

Brent, Allen, (1978): Philosophical Foundations for the Curriculum, Allen & Unwin, Bosten.

Chomsky, N (1986). Knowledge of Language; Prager, New York

Datta, D. M. (1972) Six Ways of Knowing Calcutta University Press, Calcutta.

Galen, Saylen & William Alexander Hoet, (1974): Planning Curriculum for Schools, New York, Ricerhart & Winston Inc.

G.W. Ford and Lawrence Pungo, (1964); Structure of Knowledge and the Curriculum Rand McNally and Company, Chicago

Hoper, Richard, (1974): The Curriculum: Contest Design & Development the Open University Press Edinburg,

Joseph Schwab, (1969). The Practical: A language for Curriculum. School Review, November.

Keddie, N. (1971): Classroom Knowledge, in. M.F.D Young.

Kelley, A. B. (1996). The Curricular Theory and Practice; Harper and Row, U. S

Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.

Nirantar (1997); Developing a Curriculum for Rural Women, Nirantar, New Delhi.

Padma M. Sarangapani (2003) Constructing School Knowledge; An Ethnography of learning in an Indian Village, Sage Publication Inc, New Delhi

Paul Hirst: Knowledge and Curriculum

Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction; Chicago: University of Chicago Press.

THIRD SEMESTER**301. TEACHER EDUCATION****MM: 100****COURSE OBJECTIVES:** To enable the students to;

1. Understand the concept of teacher education and its development in India.
2. Understand various modalities of teachers and educational administrators at different level of education.

3. Acquaint with various aspects of teachers' teaching programmes prevailing in the country.
4. Understand prevailing trends in teacher education and agencies.
5. Develop insight in the major problems of teacher education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Introduction: <ul style="list-style-type: none"> • Meaning & Scope of teacher education. • Objectives of teacher education at different levels. • Development of teacher education in India. • Recommendations of Kothari Commission, NPE 1986 and POA 1992 	1	18	70
II	Programs of Teacher Education <ul style="list-style-type: none"> • Preparing Teachers for pre-primary, primary & secondary stages of education. • Professional preparation of Teacher Educators & Educational administrators. • Preparation of teachers for the teaching of Particular subjects (Languages, social sciences and physical science). • Pre-service & In-service Teacher's Training Programmes. 	1	18	
III	Student-Teaching Programme: <ul style="list-style-type: none"> • Patterns of student- teaching (internship, block teaching practice, off-campus teaching programme). • Techniques of teacher training; Core teaching, Microteaching and Interaction Analysis • Evaluation of students teaching 	1	18	
IV	New Trends In Teacher education: <ul style="list-style-type: none"> • Distance Teacher Education • Innovations in teacher education. • Integrated teacher education programmes • Comprehensive college of education • SCERT, DIET, NCERT, NCTE, NUPA, UGC-ASC 	1	18	
V	Issues of Teacher Education: <ul style="list-style-type: none"> • Current problem of Teacher Education • Area need and problems of Research in Teacher Education 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type test			10

RECOMMENDED BOOKS:

AIU, Teacher Education in India, New Delhi, 2000
Anand, C.L., Aspects of Education, S. Chand & Co. New Delhi, 1987
Chaurasia, G. New Era in Teacher Education, Sterling Publisher (P) Ltd. Delhi, 1984.
Gupta, Arun K. Teacher, Current & Prospects, Sterling Publishers (P) Ltd. Delhi, 1984
Kaddad, G.M., Secondary Teachers Education, Himalaya Publishing House, New Delhi, 1988
Mukerjee, S.N. (Ed.), Education of Teachers in India Vol-1, S. Chand & Co., 1968
NCERT, Sociology of the Teaching Profession, NCERT, New Delhi, 1970
NCERT, Status of Teachers in India, NCERT, Delhi, 1993
NCTE, Policy Perspectives in Teacher Education Critique & Documentation, New Delhi, 1998
Paliwal, M.R. Teacher Education on More, Uppal Publishing House, New Delhi 1985

302. SPECIAL EDUCATION**MM: 100****COURSE OBJECTIVES:** To enable the students to;

1. Know about the meaning and scope of special education in India.
2. Understand the suggestion of commission and education of children with special needs.
3. Understand modalities of identification of various types of exceptional children.
4. Understand various education intervention programmes for meeting the needs of exceptional learners.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	• Meaning & Scope of special education, a brief history of development of special education. Government Policies and legislation.	1	18	70
II	Recommendations given in NPE 1986, POA 1992 and PWD (Persons with Disabilities) Act 1995 National Institutes of Handicapped and the role of Rehadiliation council of India.	1	18	
III	• Education of the Mentally Retarded, Visually impaired, Hearing impaired, Gifted and creative childrens. Juvenile Delinquents, orthopaedically Handicapped.	1	18	
IV	Meaning of an Educational interventions-nature and objectives of special schools. Concepts of mainstreaming. Intergrated schools and support them viz resource room, resource teacher, counselor etc.	1	18	
V	• Role of other (peer) members of the school (children as well as teachers) family of the “concerned child” and the community in educating the child who is an exceptional one.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

Llodg M. Dumm	:	Exceptional children in the schools (New York : Holt, Renhart Winston Inc.)
Managal S.K.	:	Educating Exceptional children An Introduction to special Edication (Prantice Hall of India Private Limited, New Delhi, 2007)
Panda K.C.	:	Education of exceprional children (Vikas Publishing House Pvt. Ltd., Noida (U.P.) 2009)
Umadevi M.R.	:	Special Education A Practical Approach to Educating children with special needs (Neelkamal Publication Pvt. Ltd. Hyderabad 2010)
Wadin, A.R. (ed)	:	The Handicapped Child, Bombay, Tata Institute of Social Sciences.
कुमार संजीव	रु	विशिष्ट शिक्षा (जानकी प्रकाशन, अशोक राजपथ चौहट्टा पटना 1979, गंजमीर खान, दरियागंज,
शर्मा डॉ0 आर.ए.	रु	विशिष्ट शिक्षा का प्रारूप (मुख्यधारा एवं समन्वित शिक्षा) आर.लाल बुक डिपो मेरठ, 2006
बाजपेयी एवं बाजपेयी	रु	विशिष्ट बालक, भारत बुक सेंटर लखनऊ 2000
विष्ट आभारानी	रु	विशिष्ट बाल उनका मनोविज्ञान एवं शिक्षा, विनोद पुस्तक मंदिर आगरा
प्रेमशंकर	रु	विशिष्ट बालक, आलोक प्रकाशन, लखनऊ, इलाहाबाद
सिंह बी.बी. एवं ग्वाड़ी एन.सी	रु	विशिष्ट शिक्षा, वैशाली प्रकाशन नेशनल बुक डिपो, गोरखपुर
पाण्डेय बी.बी.,	रु	विशेष शिक्षा के आधार, वसुन्धरा प्रकाशन, गोरखपुर
भार्गव महेश चन्द	रु	विशिष्ट शिक्षा, हर प्रकाश भार्गव प्रकाशन, आगरा, 2005
पाण्डेय सरिता	रु	मूक बधिर बालकों का शैक्षिक और सामाजिक आर्थिक समायोजन वसुन्धरा प्रकाशन, गोरखपुर 2001

303. FOUNDATION OF EDUCATIONAL TECHNOLOGY**MM: 100****COURSE OBJECTIVES:** To enable the student to understand;

1. Significance of E.T. and its important components in terms of Hardware and Software.
2. Difference between communication and instruction and to develop design of a sound instructional system.

3. Levels, strategies and models of teaching for future improvement.
4. The importance of programmed instruction and researches in E.T.
5. Emerging trends in ET along with the resource centers of ET.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Concept of Educational Technology • Meaning, Nature, Scope and significance of ET. • Components of ET: System Approach, Software, hardware. • Educational Technology, Instructional Technology, Teaching Technology, Behaviour Technology. 	1	18	70
II	<ul style="list-style-type: none"> • Concept, Nature, Process, Components, Types & Theories of Classroom Communication. • Mass media approach in Educational Technology. Designing of Instructional Strategies.	1	18	
III	<ul style="list-style-type: none"> • Modification of Teaching Behaviour. • Micro teaching, Flanders's Interaction Analysis, Simulation. Models of Teaching.	1	18	
IV	<ul style="list-style-type: none"> • Programmed Instruction (Linear/branching mode)-Origin and types-Linear and branching. • Teaching machines. Computer Assisted Instruction.	1	18	
V	<ul style="list-style-type: none"> • Educational Technology in formal, non-formal and Informal Education. • Distance Education, Open Learning System and Educational Technology. • Emerging trends in Educational Technology, Problems of New Technologies. Resource Centers for Educational Technology, CIET, UGC, IGNOU, NOS, state ET Cells, etc. and their activity for the improvement of teaching learning.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

RECOMMENDED BOOKS:

- Agrawal, J.C. : Essentials of Educational Technology Teaching Learning Innovation in Education, Vikas Publishing House, New Delhi
- Agrawal, J.C. : Principles and Techniques of Guidance, Vikas Publishing House, New Delhi
- Apter, M.J. : The Technology of Education, Mac Millan, London Bruce & Joyce: Models of Teaching
- Crow & Crow, : An Introduction to Guidance, Eurasia Publishing House, New Delhi
- Decesco, J.P. : Educational Technology, Reading in Programmed instruction, Rinehard & Winston, New York
- Decesco & Crowford, : The Psychology of Learning and Instruction: Educational Technology, Prentice Hall of India, New Delhi
- Kumar, K.L. : Educational Technology, New Age International, New Delhi
- Mukhopadhyay, M. : Educational Technology: Knowledge Assessment, NUEPA, New Delhi
- Sharma, R.A. : Educational Technology, Loyal Book Depot
- Supe, D.E. : The Psychology of Careers, Harper & Row, New York

304. DISTANCE EDUCATION**MM: 100****COURSE OBJECTIVES:** To enable the students to understand;

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

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Distance Education and Its Development: <ul style="list-style-type: none"> • Understanding Distance Education System. • Some Definition and Teaching Learning Components. • Need, Characteristic and Features of Distance Education • Growth and Philosophy of Distance Education • Distance Teaching Learning Systems in India • Development pattern of some selected open universities of U.K. Australia & China 	1	18	70
II	Intervention Strategies at a Distance: <ul style="list-style-type: none"> • ICT Technologies and their Applications in Distance Education. • Designing and Preparing Self-Instructional Material • Media: Print & Electronic, Media Integration. • Distance Educator: Nature and Characteristics 	1	18	
III	Learning at a Distance <ul style="list-style-type: none"> • Student Support Services in Distance Education and their Management. • Technical and Vocational Programmes through Distance Education. • Distance Education and Rural Development. • Problems of Distance Learners 	1	18	
IV	Quality Enhancement and Programme Evaluation <ul style="list-style-type: none"> • Quality Assurance in Distance Education. • Mechanisms for Maintenance of Standards in DE. • Evaluation system in Distance Education. • New Dimensions in DE-Promises for the Future 	1	18	
V	Research in Distance Education <ul style="list-style-type: none"> • Need and type of Research in Distance Education. • Research on Media of Communication in Distance Education. Area of Researches in Distance Education. • Research on Educational T.V. Need of Various types Research in DE. • Problems of Research in DE. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

RECOMMENDED BOOKS:

- AIU (1997) : Handbook of Distance Education, New Delhi
Digmarti, Bhaskar Rao. : International guidelines on open and Distance Education
Freeman (1997), : Managing Open System, Keegan Pani, London

- Greville Rumble (1981), : The Planning and Management of Distance Education, Croom help Ltd. Busrels.
 Holmberg, B(1981), : Status and Trends of Distance Education, Keegan Panl, London
 Keegan, D. (1986), : The Foundations of Distance Education, Croom Helm, London
 Koul, B.N. et. Al (1998), : Studies in Distance Education, AIU, IGNOU, New Delhi
 Lavis, Roger (1984), : How to Tutor in Open Learning System, C.E.T.
 Sahoo, P.K. (1993), : Higher Education at a Distance, Sanchar, New Delhi
 Sahoo, P.K. (1994), : Open Learning System. Uppel, New Delhi.
 STRIDE (1995), : Support Services, ES 313, Block 5, PGDDE, IGNOU, New Delhi
 Thrope, M. (1988), : Evaluating Open and Distance Learning. London: Longman

305. CONTINUING EDUCATION**MM: 100****COURSE OBJECTIVES:** The students will be enabled to:

1. Understand the concept and significance of continuing education and its need.
2. Know about the various programmes of continuing education.
3. Understand the importance of continuing education in the process of social change.
4. Know about the role of state and voluntary agencies in continuing education.
5. Know about the role of Agencies and Media in continuing Education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Continuing Education: <ul style="list-style-type: none"> • Concept, need and objectives of continuing Education. • Historical perspectives of Continuing Education. • Problems of Continuing Education • Gandhi Jee's philosophy and continuing Education • Dr.Zakir Hussain's philosophy and continuing Education. • Continuing Education in NPE 1986. • Various Government efforts for Continuing Education; <ul style="list-style-type: none"> National Adult Education Program. National Literacy Mission, Mother and Child Welfare Program 	1	18	70
II	Programmes of Continuing Education: <ul style="list-style-type: none"> • Meaning, Objectives and need of Adult Education. • Problems of Adult Education and its remedies. • Parental Education & continuing Education: <ul style="list-style-type: none"> Concept, objectives, need Teaching Methods of Parental Education. • Education for Social work: concept, need, objectives types and importance. 	1	18	
III	Continuing Education and Social Change: <ul style="list-style-type: none"> • Concept and Definition of Social Change. • Factors of social change, Education and Social Change. • Women Education- Recommendation of Various Education Commissions regarding women Education. • Need and importance of Women Education • Role of Women Education in transformation of Society. • Problems of Women Education in India. 	1	18	
IV	Extension Programs for Society: <ul style="list-style-type: none"> • Role of States and Voluntary Agencies in Continuing Education. • Need, Importance and Types of Continuing Education • Meaning need and Methods of Education for Consumer 	1	18	

	Awareness: <ul style="list-style-type: none"> • Education for home membership and community Life. • Education for Leisure time activities. 			
V	Agencies and Media of Continuing Education: <ul style="list-style-type: none"> • Formal, Informal and Non- formal Agencies of Education. • Role of Multi Media: Press, Television, Cinema, Radio, Computer and Internet. • Role of Library in continuing Education. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Joshi, R.K. & B.B. Singh (1984) : Continuing Education, P.L. Prakashan Gorakhpur.
- Kaul, B.N. et. al.,(1988) : Distance Education, New Delhi, All and IGNOU.
- Kundu, C.L. : Adult Education.
- Naik, J.P. (1977) : Some perspectives on Non-Formal Education ICSSR.
- Paramji, S. (1984) : Distance Education, Sterling Publishers, New Delhi.
- Rao, Subba D. (1994) : Continuing Education in India, Associated Publisher, Ambala.
- Sharma, B.K. : Satat Shiksha: Vinod Pustak Mandir, Agra.

FOURTH SEMESTER**401. ECONOMICS OF EDUCATION****MM: 100****COURSE OBJECTIVES:** To make the student aware about;

- The meaning, importance and scope of economics of education.
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input and output of education.
- The source and resources of finances for education.
- The financial resource management.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Economics of Education: Concept and Definition (Economics, Education, Economics of Education) Scope and Importance of Economics of Education.	1	18	70
II	Education as an Industry: Important characteristics of an Industry inherent in an educational System.	1	18	
III	Education as Investment: Concept, Significance and Strategies.	1	18	
IV	Educational and Economic Development: Human Capital Formation, modernization and educational development.	1	18	
V	Resources for Education: Role of Center, State and Institutions for financing education, problems of financing, Grant-in-aid system.	1	18	
SN	PRACTICUM/ INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

Bhatnager R.P. & Vidya Agrawal,	: Educational Administration, Planning & Financing, R. Lal book Depot. Meerut.
Blaug, M.,	: Economics of Education, Himalaya Publishing House, Bombay, 1972
Sodhi, T.S.,	: Education and economic Development, Mukund Publication Ludhiana, 1978
Mishra, Atmanand,	: The financing of Indian education, Asia Pub. House, New Delhi, 1967
Padmanabhan C.B.,	: Economics of educational Planning in India, Araya Book Dept. Karolbagh New Delhi, 1971.
Psacharpoulos G.,	: Economics of Education, Pergamon Press, Headington Hill Halt, Oxford, 1987.
Singh, Baljit,	: Education as Investment Meenakshi Prakashan Meerut.
Tiwari, Satish,	: Educational Development & Planning, Anmol Pub. Pvt. Ltd. New Delhi
Vaizey, John,	: Economics of Education, Saber & Faber, London.
भटनागर आर०पी० एवं विद्या अग्रवाल	रू शैक्षिक प्रशासन, लाल बुक डिपो, मेरठ

402. WOMEN'S EDUCATION AND GENEDEER SENSITIZATION**MM: 100****COURSE OBJECTIVES:** Student will be able to know;

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

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Meaning, nature and scope of Women's Education from ancient to modern age. • Importance and objectives of Women's Education. 	1	18	70
II	<ul style="list-style-type: none"> • Different organization related to Women's Education. • Women Right Act and its implementation, • Different plans & strategy of Women's Education in India 	1	18	
III	<ul style="list-style-type: none"> • Society Development and Women Education: • Role of women in educational administration and management. Women's Education in Rural and urban area • Problem and achievement of Women Education in India 	1	18	
IV	<ul style="list-style-type: none"> • Comparison of Indian Women's Education with Developed Nations. • Thoughts on Women's Education; Mahatma Gandhi, Pt. Jawahar Lal Nehru, Rabindra Nath Tagore, Sarojini Naidu. 	1	18	
V	<ul style="list-style-type: none"> • Women's Education vs Primary and Higher Education System. • Role and status of women in Education System. • Education plans for girls in Five Year Plan in India 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Agrawal Bina : Field of her own, New Delhi, Kali for Women.
 Alexander & c.t. Mohanty (eds) : Feminist Genealogies: Colonial Legacies, Democratic Felines, Routledge 1999.
 Burbach – Vuez. : Globalisation & Discontents, London, Pluto 1997, EPW-30 April WS 2.
 Butalia U 7 Sarkar (ed) : Women and the Hindu Right, New Delhi, Kali for Women - 1996
 Cossman B 7 R Kapur (eds) : Subversive site, New Delhi Kali for Women 1996.
 Chakravati & K. Bangari (eds) : Myths & Markets, New Delhi, Manohar 1992.
 Chossudo VSKY M: : The Globalisation of Poverty, Goa Madhyam 2001.
 Ghosh J. : “Gender concerns in Macro – Economics Policy EPW 30 April WS-2.
 Hasan Zoya (ed) : Forging Identities: Gender Communities and Multiple partiachies, EPW 23, Dec. 1995.
 Heyzer N. Riker, J.A. Suizon, : Government – NGO. Relations in Asia, Kwala Lumpur APDC 1995,
 Kapur Rana (ed) : Feminist Terrains in Legal Domains, New Delhi, Kali for Women 1996.
 Keller E.F. & H. Lagino : Feminism & Science, Oxford OUP 1996.
 Miller S.S. Rawbotham, : Women Encather, Technology, London Routledge, 1995.
 Nielesen J. : Feminist Research Methods, London, West view Press 1990.
 Oakley Ann : Experiments in Knowing, gender and methods in the Social Sciences, London Polity Press.
 Rao N. Rump : L & R Sudarshan (ed) site of change, New Delhi, UNDP 1996.
 Sangari K. : Politics of possible, New Delhi, Tulika 1999.
 Uberoi P- (ed) : State Sexuality & Social Reforms, New Delhi, 1996.
 Singh A & A Vitamen (ed) : Invisible Hands, New Delhi, Sages Publication 1987.
 Agrawal B.(ed) : Structure of Patriarchy, New Delhi,
 Dube L & R Palsiwala (eds) : Structure & Stratages: women, work & family in Asia, New Delhi Sage
 Krishnaraj M & K Chanana : Gender and the House hold domain New Delhi Sage 1989. (4Vol.)
 K. Sardamoni, (ed) : Finding Household New Delhi Sage 1992. (Vol 5).

403. WRITING AND PRESENTATION OF RESEARCH PROPOSAL**MM: 100****COURSE OBJECTIVES:** Following are the objectives of the course;

1. To enable the students to construct the Research Synopsis.
2. To Provide the Knowledge of Psychological and Statistical tools.
3. To Provide the Knowledge of different types of Research Design.
4. To Provide the Knowledge of Research report writing and Viva-Voce.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Theoretical Aspects of Research process and presentation.	1	18	70
II	Review of Related Researches and presentation.	1	18	
III	Selection of topic of educational research and presentation.	1	18	
IV	Selection and Preparation of measuring tools and presentation.	1	18	
V	Writing of Research Proposal: Format and Presentation.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Preparation and presentation of Research Proposal			25

RECOMMENDED BOOKS:

Bell, Judith, How to Complete Your Research Project Successfully, PBS

Jonathan, Anderson et al. : Thesis Writing, OUP.

Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart Winston.

Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New Delhi:

Vishwa Prakashan.

Sharma, RA: SHODH PRABANDH LEKHAN, Meerut, R Lal Book Depot.

ELECTIVE PAPERS: ANY TWO OF THE FOLLOWING THREE**404. EDUCATIONAL GUIDANCE AND COUNSELLING****MM: 100****COURSE OBJECTIVES:** To help the students to understand;

1. Concept need and view point of guidance.
2. Concept, need and guidance for the children with special needs.
3. Concept and process of counseling.
4. The aims and principles of guidance programme.
5. Various procedures of organizing various Guidance services.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Introduction: <ul style="list-style-type: none"> • Concept and Nature • Need and Significance • Principles • Types 	1	18	70
II	Vocational Guidance <ul style="list-style-type: none"> • Concept and Nature of Vocational Guidance • Understanding the nature and world of work. • Career Development – Super’s Theory of Vocational Development. • Approaches to career guidance, • Vocationalisation of secondary education and career development. 	1	18	
III	<ul style="list-style-type: none"> • Organization of a Guidance Programme. <ul style="list-style-type: none"> Principles of organization, Various types of services • Counselling Process. • Concept, nature, principles of counseling. • Counselling approaches – directive, non – directive. • Group counseling vs.individual counselling, Counselling for adjustment. • Characteristics of good counselling. <ul style="list-style-type: none"> Group guidance, individual inventory service and information orientation service, placement service and follow up service. • Evaluation of guidance programme. 	1	18	
IV	Guidance of Children with Special Needs: <ul style="list-style-type: none"> • Problems and needs. • Guidance of the gifted and creative students. • Guidance of under – achiever and first generation learners. • Role of the teacher in helping children with special needs. 	1	18	
V	Human Adjustment and Mental Health: <ul style="list-style-type: none"> • Psychological foundation of adjustment. • Role of motivation and perception in adjustment. • Principles of mental hygiene and their implication of effective adjustment. • Mental health and development of integrated personality. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

BOOKS RECOMMENDED:

Anatasi Anne	: Psychological Testing, New York, Mac Millan 1982
Bengalee, M. (1984)	: "Guidance and Counselling, Kalyani Publishers.
Bhatia, K.K.	: Principles of Guidance and Counselling, Kalyani Publishers.
Crow and Crow	: "Introduction to Guidance", 2 nd ed. Eunasia Publishing Co., New Delhi.
David, A.	: Guidance and Counselling; Com. W
Dave, Indu (1984)	: The basic Essentials of Counselling, sterling Publishers Pvt. Ltd, New Helhi.
Gupta Manoj	: Effective Guidance and Counsellin of mangaldeep Publication, Jaipur.
Gupta Sk:	: Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
Jayswal, Monica (1968)	: "Guidance and Counselling", Prakashan Kendra, Lucknow.
Jones A.J.	: Principles of Guidance, Mc Graw Hill Book Co., New York.

405. VALUE AND HUMAN RIGHTS EDUCATION**MM: 100****COURSE OBJECTIVES:** To enable the students to understand;

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

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Introduction: <ul style="list-style-type: none"> • Concept, Need and Importance of Value-Education • Concept, Need and Importance of Human Rights education • Concept, Need and Importance of Human Duties 	1	18	70
II	Approaches and Methodologies of Values Inculcation <ul style="list-style-type: none"> • Approaches to Value Education. • Methods and Strategies of Values Inculcation. • Role of Educational Institution, • Role of Teachers, Parents, Religious, Heads, Administrators • Role of Mass Media in the Inculcation of Values. • Value Orientation in Teacher education. • Evaluation Strategies for the Assessment of Values Inculcation 	1	18	
III	Moral Education and Moral Development of the Child <ul style="list-style-type: none"> • Moral Education vis-à-vis Religious Education: Moral Instruction, Moral Training and Moral Indoctrination, • Characteristics of a morally educated person. • Moral Education and the Curriculum: Implications of Introducing Moral Education as a Subject of Curriculum. • Stages of Moral Development and their Characteristic Features. • Assessment of Moral Maturity via Moral Dilemma Resolution. 	1	18	
IV	Human Rights and Rights of Children <ul style="list-style-type: none"> • Concept of Rights of Children in the existing Social Scenario. • History of Human Rights Development. • Universal Declaration of Human Rights (1948). 	1	18	

	<ul style="list-style-type: none"> • Concept of Human Rights in the Indian Constitution. • Children's Rights in the Indian Context: • Right to Education with reference to 'Right of Children to Free and Compulsory Education Act, 2009' • Legal Provision against Child Labour. 			
V	Human Rights Education: <ul style="list-style-type: none"> • Teaching Learning and Human Rights Education through Curricular and Co-curricular Activities. • Agencies of Human Right Education: Role of different Government and Non-Government Organizations in Human Right Education. • Role of Teacher Educators in Promoting Human Right Education. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

Begum, S.M.	:	Human Right in Indian, New Delhi: A.P.H. Publishing Corporation
D.Kumar (2006),	:	Childhood Right – Promoting Education, Bhopal: Intellectual Book.
Diwan, Paras & Diwan, Peeyush (1996)	:	Human Rights & the Law, Universal ans Indian, New Delhi: Deep Publications.
Gupta N.L. (1986),	:	Value Education: Theory and Practice, Ajmer: Krishna Brother.
Jois, M. Rana (1998),	:	Human Rights and Indian Values. New Delhi: NCTE
Kulkarni, R.A. (2000),	:	Value Education, Kolhapur: Phadke Prakashan.
Madhu, Kapani (2002),	:	Education in Human Values. New Delhi: Sterling Publisher.
Mani, Jacob (Ed.)(2002),	:	Resource Book for Value Education, New Delhi: Institute of Value Education.

406: EMERGING TRENDS IN INDIAN EDUCATION**MM: 100****COURSE OBJECTIVES:** Students shall be able to enable to;

1. Understand the concepts of Rights, Duties and Directive Principles of the Constitution of India.
2. Know and understand the concept, constraints and probable solution of UEE
3. Analyse constraints and probable solution of implementing USE
4. Identify different goals and objectives of RMSA
5. Develop understanding about the social realities of Indian and their impact on education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE) <ul style="list-style-type: none"> • Concept and programmes of : EFA • Managing SSA: Mission and State Implementation Partners • Constraints to achieve UEE: Views of Kothari Commission • National Policy on Education -1968, 1986, 1992, • Neighbourhood School 	1	18	

II	UNIVERSALIZATION OF SECONDARY EDUCATION (USE) <ul style="list-style-type: none"> • Concept and objectives • Constraints to achieve USE: Mudaliar and Kothari Commission • Rastriya Madhyamik Shikshya Abhiyan: goals and objectives 	1	18	
III	RASHTRIYA UCCHATAR SHIKSHA ABHIYAAN <ul style="list-style-type: none"> • Concept, Aims, functions and programs of RUSA • Initiatives of UGC 	1	18	
IV	ISSUES OF CONTEMPORARY INDIAN EDUCATION <ul style="list-style-type: none"> • Concept and need of; • Quality, Equity, Equality, Accessibility and Affirmative Action • Liberalisation, Privatisation and Globalisation of Education Internationalisation of Education: Emerging partnership between institutions and modes of delivery of education services. • FDI in education in India 	1	18	
V	EMERGING TRENDS: <ul style="list-style-type: none"> • Main recommendations and their implications Acharya Rammurthy Committee- 1990 Yashpal Committee-1992 Yashpal Committee-2009 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

BOOKS RECOMMENDED:

- Kumar, Krishna (1991): The Political Agenda of Education, Delhi : Sage.
- Law, N.N. (1916): Promotion of Learning in India, London
- Mukherjee, R.K. (1960): Ancient Indian Education, Delhi; Motilal Banarasi Das.
- Nurrullah, S. and J.P. Naik (1974) : A Students History of Education in India, Bombay: Macmillan
- Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahitya mudranalaya.
- Tilak , J. B. G. (1987): The Economics of Inequality in Education. New Delhi: Sage Publications.
- Tilak. J.E.G (1989): Economics of Inequality in Education, Sage, New Delhi.
- Weiner, G. (1994) Feminisms in Education: an Introduction. Buckingham: Open University Press