



DR. RAM MANOHAR LOHIA AVADH UNIVERSITY, AYODHYA

STRUCTURE OF SYLLABUS FOR THE PROGRAMS :- M.A., SUBJECT- EDUCATION

SN	Name of Expert/BoS Member	Designation	Department	College/ University
01	Prof. Shiv Sharan Shukla (Convener of BOS)	Professor	Education	S.L.B.S.Degree College Gonda
02	Prof. B.K. Gupta (Member of BOS)	Professor	Education	J.N.M. P.G. College Barabanki
03	Prof. Aditya Narayan Thripathi (Member of BOS)	Professor	Education	S.T.D.P.G. College, Kadipur, Sultanpur

Course Code		Course Title	Credits	T/P	Evaluation	
					CIE	ETE
A	B	C	D	E	F	G
SEMESTER I (YEAR I)						
	CORE	Philosophical Bases of Education : Western Philosophies	5	T	25	75
	CORE	Sociological Bases of Education	5	T	25	75
	CORE	Methodology of Educational Research	5	T	25	75
	FIRST ELECTIVE (Select any one)	History of Indian Education	5	T	25	75
		Measurement and Evaluation in Education	5	T	25	75
	SECOND ELECTIVE (Select any one)	Prepare and Presentation of Synopsis	5	P	50	50
		Prepare and Presentation of Tools	5	P	50	50
SEMESTER II (YEAR I)						
	CORE	Psychological Bases of Education	5	T	25	75
	CORE	Educational Administration and Management	5	T	25	75
	CORE	Comparative Education	5	T	25	75
	THIRD ELECTIVE (Select any one)	Population Education	5	T/P	50	50
		Environmental Education	5	T/P	50	50
	FOURTH ELECTIVE (Select any one)	Psychological Tests	5	P	50	50
		Psychological Experiment	5	P	50	50


Prof. Aditya Narayan Tripathi
(Member of BOS)


24/9/22
Prof. B.K. Gupta
(Member of BOS)


24/9/22
Prof. Shiv Sharan Shukla
(Convener of BOS)

SEMESTER III (YEAR II)						
	CORE	Special Education	5	T	25	75
	CORE	Educational Guidance and Counseling	5	T	25	75
	CORE	Indian Philosophies of Education	5	T	25	75
	FIFTH ELECTIVE	Educational Technology	5	T	25	75
	(Select any one)	Information and Communication Technology	5	T	25	75
	SIXTH ELECTIVE	Study Tour	5	P	50	50
	(Select any one)	Project Presentation/Test Construction	5	P	50	50
SEMESTER IV (YEAR II)						
	CORE	Teacher Education	5	T	25	75
	CORE	Economics of Education	5	T	25	75
	SEVENTH ELECTIVE (Select any one)	Curriculum Development	5	T/P	25/50	75/50
		Distance Education	5	T/P	25/50	75/50
	RESEARCH PROJECT/ DISSERTATION	Major Research Project/ Dissertation	10	P	50	50

NOTE:

1. Do not mark any Code/Information in Column-A, it will be indorsed by the University.
2. T/P in Column-E stands for Theory/Practical.
3. CIE in Column-F stands for Continuous Internal Evaluation and depicts the maximum internal marks. Respective examination will be conducted by subject teacher.
4. ETE in Column-G stands for External Evaluation and depicts the maximum external marks. Respective Examination will be conducted by the University.
5. Column-B defines the nature of course/paper. The word CORE herein stands for Compulsory Subject Paper.
6. Column-D depicts the credits assigned for the corresponding course/paper.
7. First Elective: It will be a Subject Elective. Students may select one of the two subject papers under this category.
8. Second Elective: It will designate a Practical Paper or equivalently a Field Visit or Project Presentation. In case of Field Visit, student is required to submit a detailed report of the visit for the purpose of evaluation. The report should include the observational features and benefits of the visit. In case of Project Presentation, the student may be assigned to go for a survey/practical or theoretical project/assignment or seminar with presentation.
9. Third Elective: It will be a Generic Elective. The student may study or receive training of the any subject of his interest (depends on the availability in his institution of enrollment). The Generic elective paper will be evaluated in two parts, first part (50 marks) would be a continuous internal evaluation (03 tests 20+20+10 marks) whereas the examination and evaluation of the second part (50 marks) would be arranged by the college itself (01 exam).
10. Fourth Elective: It will accommodate a practical paper or Industrial Training or Project Presentation. In case of Industrial Training, student may be allowed for the summer training and is required to submit a detailed training report including training certificate for the evaluation.
11. Fifth Elective: It will be a Subject Elective. Students may select one of the two subject papers under this category.
12. Sixth Elective: It will be a Practical Paper or equivalently a Project Presentation based on Survey/ Seminar/ Assignment. In case of Project Presentation, student has to submit an exhaustive report on respective topic and to face an open presentation for the evaluation.
13. Seventh Elective: It will be a Major Research Project or equivalently a research-oriented Dissertation on the allotted topic. The student straight away will be awarded 05 credits if he publishes a research paper on the topic of Research Project or Dissertation.
14. Methodology for the practical examination and examiner appointment will be governed by the Clause-13 of the NEP Guideline of RMLAU dated 27-06-2022 except the marks distribution for continuous internal evaluation and external evaluation.

SEMESTER – I (Year-I)

CORE PAPER - I

Philosophical Bases of Education : Western Philosophies

Course Objectives-

To enable the students to develop an understanding about the :

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

Course Content

Unit - I

Meaning, Nature and Scope of Education and Philosophy;
Relationship between Education & Philosophy.

Unit-II

Western Philosophies : Major schools.

- (I)
 - i. Naturalism
 - ii. Idealism
 - iii. Pragmatism
 - iv. Realism
- (II) Modern concepts of Philosophy
 - i. Logical positivism
 - ii. Existentialism
 - iii. Marxism

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

Unit-III

Great Western Education

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



Unit-IV

Democracy and Education

Education and Freedom.

Books Recommended

1. Bayles, E.E. : pragmatism In Education, Philosophy of Education Series Harper row Ne York, 1971
2. Boyed, William and King : The History of Western Education, 1972.
3. Brubacher, J.S. : Modern Philosophies of Education
4. नेलर, जार्ज एफ (1971), इन्ट्रोडक्शन अू फिलासफी ऑफ एजुकेशन, जान विली एण्ड सन्स।
5. पाण्डेय, के०पी० (1988), परस्पेक्टिब्ज इन सोशल फाउन्डेशन ऑफ एजुकेशन, अमिताभ प्रकाश, दिल्ली।
6. पाण्डेय, रामसकल (1983), शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा।
7. बेकर, जान एल मार्टन (1980), फिलासफीज ऑफ एजुकेशन, टाटा मेग्राहिल।
8. त्रिपाठीएल० एवं पाण्डेय, एस०डी० (2013), शिक्षा के दार्शनिक आधार, भारतीय पब्लिशर्स, फैजाबाद।



SEMESTER – I (Year-I)

CORE PAPER - II

Sociological Bases of Education

Course Objectives-

To enable the students to develop an understanding about the :

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

Course Content

Unit - I

Meaning and scope of Sociology of Education. Need of Sociological perspective in Education.

Unit-II

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

Unit-III

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

Unit-IV

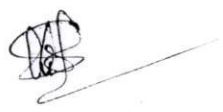
Education as related to social stratification with special reference to the education of S.C. S.T. Women and Rural population.

Books Recommended

1. Brookover, W (1957) : The Sociology of Education, New York, American Book Co.
2. Criwin, R.G. (1965) : A Sociology of Education, New Jersey : prentice Hall.
3. Gore, M.S., I.P. Desai (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T.

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2. Criwin, R.G. (1965) : A Sociology of Education, New Jersey : prentice Hall.
3. Gore, M.S., I.P. Desai (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T.
4. Halsey, A.. (1975) : Sociology and the Equality Debate, Oxford Review of Education Vol. 1, No. 1.
5. Kumar Krishna (1989) : Social Character of Learning, New Delhi, Sage.
6. पाण्डेय, के०पी० (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।
7. पाण्डेय, रामसकल (2009), उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तकमंदिर, आगरा।
8. माथुर, एस०एस० (2009), शिक्षा के दार्शनिक तथा सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा।
9. लाल, रमन बिहारी (2009), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ।
10. सक्सेना, एन०आर० स्वरूप (1978), शिक्षा का समाजशास्त्रीय आधार, एम०एल० प्रिन्टर्स, सुभाषनगर, मेरठी।
11. शर्मा, सरोज (2003), उदीयमान भारतीय समाज में शिक्षा, शीतल प्रिन्टर्स, सिंह कालोनी, जयपुर।

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SEMESTER – I (Year-I)

CORE PAPER - III

Methodology of Educational Research

Objectives-

The study of this paper will enable the students to:

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

Course Content

Unit - I

Nature and need of educational research. Qualitative and Quantitative research.

Unit-II

Selection and formulation of research problem, guiding principles of problem selection. Review of related literature and formulation of hypothesis.

Unit-III

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

Unit-IV

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

Books Recommended

- 1 Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- 2 Best, John W. Research in Education, New Delhi Prentice Hall of India, 1982.



- 3 Bhatanagor, R.P. et al. : Shiksha Anusandhon, Meerut: Loyal Book Depot, 1995.
- 4 Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- 5 Guilford, J.P. & B. Fruchter: Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- 6 Kerlinger, F.N. : Foundations of Behavioural Research, New York: Halt Rinehart and Winston, Inc, 1973.
7. पाण्डेय, के०पी० (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी।
8. राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा।
9. शर्मा, आर०ए० (2011), शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, आर० लाल, बुक डिपो मेरठ।
10. पाण्डेय एस०डी० (2005) शिक्षाम में मापन मूल्यांकन एवं प्रारम्भिक सांख्यिकी भवदीय प्रकाशन अयोध्या, फैजाबाद।



SEMESTER – I (Year-I)

FIRST ELECTRIC PAPER

HISTORY OF INDIAN EDUCATION

Objectives-

After going through this paper the students will be able to

- Appreciate the glorious past of education during the ancient period.
- Comprehend the assimilating role of education in medieval India.
- Analyses the impact of Western education on indigenous system.
- Understand the contribution of colonial rule to the spread of modern education.
- Know the development of education in the post independence period.

Course Content

Unit - I

- Education during the ancient period
 - (a) Vedic education
 - (b) Buddhist Education

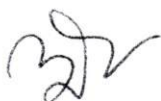
With special reference to aims, curriculum, methods of instruction, teacher-taught relations and educational institutions.

- Education during the medieval period.
 - (a) Muslim education with special reference to aims, curriculum, methods of instruction, teacher-taught relations and the centres of learning.

Unit-II

Education during the British period.

- (a) Charter Act of 1813 and oriental occidental controversy.
- (b) Macaulay's Minute-1835
- (c) Wood's despatch of 1854.
- (d) Hunter Commission, 1882-83
- (e) Calcutta University Commission (1917-19).



Unit-III

Indian response to western education.

- (a) Hartong Committee - 1929
- (b) Basic education - 1937
- (c) National educational institution with special reference to Vishwa Bharati, Jamia Millia, Gujarat Vidyapeeth and Kashi-Vidyapeeth.

Unit-IV

Education in the post Independence Period

- (a) University Education Commission (1948-49).
- (b) Secondary Education Commission (1952-53)
- (c) Education Commission (1964-66).
- (d) National Policy on Education 1986 and 1992.

Books Recommended

1. Altekar, A.S. (1934), Education in Ancient India, Varanasi : The Indian Book shop.
2. Ghosh, S.C. (1989), Education Policy in India Since Warren Hastings Calcutta.
3. Jaffar, S.M. (1936), Education in Muslim India, Lahore.
4. Kumar, Krishna (1991), Political Agenda of Education Delhi : Sage
5. Mukherjee, R.K. (1960), Ancient Indian Education, Delhi : Motilal Banarasi Das.
6. Nurulha S. and J.P. Naik, (1974) A Student's History of Education in India, New Delhi : The Macmillan.
7. अग्रवाल, जे0सी0 (2007), भारत में शिक्षा व्यवस्था का विकास, शिप्रा पब्लिकेशन, दिल्ली।
8. गुप्ता, एस0पी0 (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद।
9. पाठक, पी0डी0 (1974), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
10. मुकर्जी, आर0के0 (1960), एंसायंट इण्डियन एजुकेशन, मोती लाल बनारसी दास, दिल्ली।
11. शर्मा, आर0ए0 (2007), भारतीय शिक्षा प्रणाली का विकास, आर0 लाल बुक डिपो, मेरठ।

SEMESTER -1 (YEAR I)

First Elective Paper

Measurement and Evaluation in Education

Objectives : To enable the students :-

- To understand the concept of measurement & Evaluation.
- To acquaint with the various statistics as measurement of Relative position & variability.
- To acquaint with the good tools and techniques.

UNIT- 1 : Measurement and Evaluation : Concept, need and relationship, Purpose of evaluation, Levels of Measurement - Nominal, Ordinal, Interval, Ratio, Internal, External & Continuous evaluation. Techniques of Evaluation - Tests and scales-meaning, purpose, Characteristics of good test, types of test (subjective & objective).

UNIT- II : • Meaning & Definition of Statistics.
• Frequency Distribution.
• Measures of Central Tendency :- Mean, Median & Mode – Definition, uses & computation.

UNIT- III Measures of variability : Quartile Deviation, Mean Deviation and Standard Deviation- Meaning, Computation.

UNIT- IV Correlation – Meaning and use, Spearman's Rank difference correlation, and product moment method.
Graphical Representation of data – Polygon, Bar diagram & Histogram.

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BOOKS RECOMMENDED

1. Aggarwal, R.N. & Bipin Asthana (1982) Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.
2. Garrett, Henry, E. (2004) Statistics in Psychology and Education, New Delhi; Paragon Publications.
3. Agarwal, J.C. (1997), Essentials of Examination System: Education, Tests and Measurement, New Delhi; Vikas Publications.
4. Agarwal Y.P. (2000), Statistical Methods: Concepts, Application & computation, New Delhi; Sterling Publications.
5. Singh A.K. (2004), Tests Measurements & Research Methods in Behavioural Science, New Delhi; Behari Publications.
6. Thorndike, R.L. & E. Hagen (1964), Measurement & Evaluation in Psychology & Education, New York; John Willey Publications.
7. अस्थाना, विपिन एवं आर०एन० अस्थाना, मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आगरा; विपिन पब्लिकेशन।
8. गुप्ता, एस०पी० (1995), आधुनिक मापन तथा मूल्यांकन, इलाहाबाद, सारदा पब्लिकेशन
9. कपिल, एच०के० (1997), सांख्यिकीय के मूल तत्व, आगरा; विज्ञान पब्लिकेशन।
10. बीना एवं मृदुला रावल, शिक्षा में मापन, मूल्यांकन एवं सांख्यिकीय, आगरा; विनोद पब्लिकेशन।
11. पाण्डेय, के०पी० (1968), शिक्षा में मूल्यांकन, मेरठ; मीनाठी पब्लिकेशन।
12. शर्मा, पी०सी० आधुनिक मापन एवं मूल्यांकन विधियां, इलाहाबाद, आलोक प्रकाशन।



SEMESTER – I (YEAR I)

Second Elective – Practical

PREPARATION AND PRESENTATION OF SYNOPSIS

The student will prepare a synopsis of any relevant topic and work under the guidance of a supervisor to be allotted by the Head of the Department of the college. The student will submit three copies of synopsis to the Department by end of the semester.

The synopsis will be evaluated by the external and internal examiner and marks distribution as follows :-

(a)	Presentation and Evaluation of synopsis	=	75 Marks
(b)	Viva – Voce on synopsis	=	25 Marks
	Total	=	100 Marks



SEMESTER – I (YEAR I)

Second Elective – Practical

PREPARATION AND PRESENTATION OF TOOLS

Each student will have to prepare and interpret any one of the following tools. :-

1. Questionnaire
2. Schedule
3. Rating Scale

In final examination the tool will be evaluated by external and internal examiner and marks distribution as follows :-

(a) Presentation and Evaluation of tool = 75 Marks

(b) Viva – Voce on tool = 25 Marks

Total = 100 Marks



SEMESTER – II (Year-I)

CORE PAPER - I

PSYCHOLOGICAL BASES OF EDUCATION

Course Objectives-

- To enable the students to understand concepts and principles of Educational Psychology as an Applied Science.
- To enable them to understand the process of Human Development, Related psychological theories and their Implications for education.
- To acquaint them with the concept and Process of Learning, related theories and their Educational Implications.
- To orient them with the Nature and Concepts of Individual Differences, Intelligence, Creativity etc and their Implications for education.
- To enable them to understand the concepts and Theories of Personality and Its assessment Techniques.
- To enable them to examine critically the concepts of Mental Health, Mental Hygiene and the Nature of Group Behaviour with their Educational Implications.

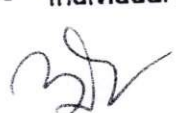
COURSE CONTENTS

Unit - I Educational Psychology & Human Development

- Concept, Concerns and Scope of Educational Psychology, Contribution of Psychology to Education.
- Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems, Factors influencing development and their relative role.
- Major concepts and stages of the theories of Piaget and Bruner and their implications for education.

Unit-II Learning & Individual Difference

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

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Unit-III Intelligence and Creativity

- Intelligence: Nature and Theories of Intelligence, Measurement of Intelligence
- Creativity: Concept and Nature, Main Aspects of Creativity and Intelligence.

Unit-IV Personality & Assessment

- Meaning, Types, Factors affecting personality, Methods of personality, measurement, adjustment and mental health : Meaning and factors affecting mental, health.

Books Recommended

1. Bhatia, H.R. (1968): Elements of Educational Psychology, Calcutta Orient Long Man.
2. Chauhan, S.S.: Advanced Educational Psychology; Vinod Pustak Mandir, Agra.
3. Mangal, S.K. (2012): Education Psychology, PHI learning private limited, New Delhi.
4. Pandey, K.P.: Advanced Educational Psychology; Vishwavidyalaya Prakashan, Varanasi.
5. Pandey, Kalpiata: Mother's Care and Girls Achievement; Mishra Trading
6. Prakash, Prem: Psychological Foundations of Education; Kanishka Publication, New Delhi.
7. गुप्ता, एस0पी0 एवं गुप्ता ए0 (2004), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
8. पाण्डेय, के0पी0 (2009), नवीन शिक्षा मनोविज्ञान, विश्वविद्यालय प्रकाशन वाराणसी।
9. शर्मा, आर0 एवं शर्मा आर0 (1962), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर एवं डिस्ट्रीब्यूटर, नई दिल्ली।
10. पाण्डेय एस0डी0 शिक्षा मनोविज्ञान एक परिचय : भवदीय प्रकाशन अयोध्या फैजाबाद।
11. पाण्डेय, एस0डी0, शिक्षण अधिगम का मनोविज्ञान : भवदीय प्रकाशन, अयोध्या फैजाबाद।
12. मिश्र आर0के0 एवं मिश्र सुभाष शिक्षण अधिगम का मनोविज्ञान अग्रवाल पब्लिकेशन आगरा।



SEMESTER – II (Year-I)

CORE PAPER - II

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Objectives-

- To help student understand concept Need and vident point of educational administration and management.
- To help student understand the concept and process of management.
- To develop in student an understanding of various procedures of organizaing educational administration.
- To help student understand the new trends and process of educational administration and management.

COURSE CONTENTS

Unit - I Meaning and Nature of Educational Administration and Management objectives and scope of educational administration.

Unit-II Functions of Educational Administration, Principals of Educational Administration, Types and Theories of Educational Administration.

Unit-III **Role of Central, state and local bodies In education:-** Central Administrative Machinery of Education. Role of the Central Government in Education. Advisory bodies of the Union Govt. in the field of Education.

State Administrative Machinery of Education in Uttar Pradesh. The Functions of the State Department of Uttar Pradesh, Role of Local bodies in Education.

Unit-IV **Development of Modern concept of educational administration:-** Taylorism, Administration as a process- Special Trends in Educational administration such as decision making, organisational compliance. Leadership in Educational Administration. Theories of Leadership. Styles of Leadership. Educational supervision - Meaning, Nature and Functions. Planning and organising supervisory programme, Traditional Vs. Modern Supervision.

Books Recommended

1. Appleby, Paul H. - Public administration in India - Report of a survey Govt. of India New Delhi.
2. Ghosh, O.K. The Indian Financial System Allahabad 1958.



3. एस0एस0 भटनागर, एवं गुप्ता पी0के0 Educational Management - R.L. Book Depo. Meerut.
4. वर्मा जे0पी0 विद्यालय प्रबन्ध - आर0 लाल बुक डिपो मेरठ।
5. शर्मा, आर0ए0 विद्यालय संगठन एवं शैक्षिक प्रशासन- आर0 लाल बुक डिपो मेरठ।
6. ओड, एल0के0, (1992), शैक्षिक प्रशासन, जयपुर, राजस्थान ग्रंथ अकादमी।
7. चतुर्वेदी, आर0एन0 (1989), दि एडमिनिस्ट्रेशन ऑफ हायर एजुकेशन इन इंडिया जयपुर, प्रिंटवेल प0।
8. गोयल, एस0एल0, (2005), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0एच0, प0 कारपोरेशन।
9. भटनागर, आर0पी0 एवं अग्रवाल, विद्या (1986), एजुकेशनल एडमिनिस्ट्रेशन : नई दिल्ली, इंटरनेशनल प0 हाउस।
10. भट्ट, वी0डी0 एवं शर्मा एस0डी0 (1992), एजुकेशनल एडमिनिस्ट्रेशन : हैदराबाद, कनिष्क प0 हाउस बुक लिंक कारपोरेशन।
11. राय चौधरी, नमिता (1992), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0 एच0प0।



SEMESTER – II (Year-I)
CORE PAPER - III
COMPARATIVE EDUCATION

Course Objectives-

- To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education.
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
- To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

Unit - I

- Comparative education — Meaning as a new discipline.
- Scope and major concepts of comparative education.
- Methods: Juxtaposition. Area Study. Intra and Inter educational analysis.

Unit-II

- Comparative education-factors and approaches: geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological and functional factors. Cross disciplinary approach used in comparative education.

Unit-III

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

Primary Education	-	USA, UK, India
Secondary Education	-	USA, UK, India
Higher Education	-	USA, UK, India
Teacher Education	-	USA, UK, India
Adult Education	-	USA, UK, India



Unit-IV

- Problem prevailing in developing countries with special reference to India, their causes and solution through education.
- Poverty
- Unemployment
- Population explosion
- Terrorism
- Casteism and communalism
- Illiteracy.

Books Recommended

1. Agarwal, J.C., Comparative Education in India: UK, USA, USSR, Arya Book Depot.
2. Chaube, S.P., Features of Comparative Education, Agrawal Publication, Agra
3. Chaube, S.P. & Chaube, A., Comparative Education, Vikash Publishing House P Ltd, New Delhi, 1998.
4. Dutta, B.S.V., Cooperative Education — A Comparative Study of Educational Systems DVS Publishers & Distributors, Guwahati, 2004.
5. Naik, S.P., Perspective on Comparative Education, Anmol Publication, New Delhi, 2003.
6. Sharma, R.A., Comparative Education: Educational System & Problems of the World, R.Lall Book Depot, Meerut.
7. Sharma, Y.K., Comparative Education: Comparative Study of Educational System, Eastern Book House, Guwahati, 2004.
8. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्तक मंदिर आगरा।
9. जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, उ०प्र० लखनऊ।
10. पाण्डेय, के०पी० (1988), कम्परेटिव एजुकेशन, अमिताश प्रकाशन, गाजियाबाद, दिल्ली।
11. पाण्डेय, के०पी० (1987), तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ।
12. मलैया, के०सी० (1966), तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन।

SEMESTER – II (YEAR I)

Third Elective – Paper

POPULATION EDUCATION

COURSE OBJECTIVES :

To enable the student to.

1. Understand the nature, scope and need of population education.
2. Know about the factors affecting population growth and understand the need for balancing the composition through distribution.
3. Gain knowledge about the various techniques of maintenance of "status" of population.
4. Understand the concept of prosperous family.
5. Learn about the latest policies of population education and agencies working towards their achievement.

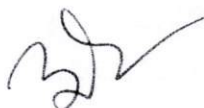
COURSE CONTENTS :

Unit – I Nature and Scope of Population Education :

Meaning, Concept, Need and Importance of population education, objectives of Population Education.

Unit – II Population Situation and Dynamics :

Distribution and density, Population composition – age, sex, rural/urban, world and Indian factors affecting population growth, mortality, migration and other implications.



Unit – III Population and Quality of Life:

Population in relation to socio-economic development, health status, health service, nutrition, environment, resource educational provision.

Unit – IV Family Life Education:

Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.

Unit – V Population related policies and programmes:

Population policy in relation to health-environment education polices; programmes related to employment social movements; voluntary and international agencies UNFPA, WHO, UNESCO etc.



SEMESTER – II (Year-I)

THIRD ELECTIVE PAPER

ENVIRONMENTAL EDUCATION

Course Objectives-

- To make student teachers understand about the concept, importance scope and aims of environmental education.
- To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the Programmes of environmental erosion and pollution at various stages of education.
- To orient student teachers with various components of environment for preparing a curriculum for environmental education.
- To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
- To enable the student teachers to understand about various projects in the area of Environmental studies in different countries.

Unit - I

- Introduction.
- Concept, Importance and Scope.
- Aims and Objectives.
- Guiding Principles and foundations.
- Relationship between man and Environment.
- Ecological and Psychological Perspective.

Unit-II

- Concept of environment and ecosystem.
- Natural System earth and biosphere, abiotic and biotic components.
- Natural resources, abiotic resources.
- Human system — Human being as part of environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system — industrial growth, scientific and technological inventions and their impact on the environmental system.
- Environment and Sustainable Development.



Unit-III

- Environmental Hazards.
- Environmental pollution, physical, air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion, global warming.
- Need and efforts for conservation, preservation and protection of rich environmental heritagd.

Unit-IV

- Features of curriculum for environmental education.
- Special nature of curriculum on environmental education.
- Methods and approaches of environmental education.
- Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- Method — Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- Role of Media, Print, Films and TV.
- Programme of environmental education for primary, secondary and higher education institutions.

Suggested Redings

1. Agarwal S.K. — "Environmental issues and themes", APH Publishing Corporation, New Delhi, 1997
2. B.P. Chaurasia — "Environmental Pollution Perception and Awareness" — Chugh Publications, 1992
3. गोयल, एम0के0 (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।
4. प्रसाद, गुरु, सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्यायें, नई दिल्ली।
5. सक्सेना, ए0बी0 (1986), इनवायरमेण्टल एजुकेशनल नेशनल साइकोलाजिकल कारपोरेशन, आगरा।
6. पाण्डेय, के0पी0, भारद्वाज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा एवं भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
7. शर्मा, आर0ए0 (2004), पर्यावरण शिक्षा, आर0 लाल बुक डिपो मेरठ।



SEMESTER – II (Year-I)
FOURTH ELECTIVE – PRACTICAL
PSYCHOLOGICAL TESTS

Each student will have to administer any four of following tests and prepare a detailed report:

1. interest : To measure the interest by interest inventory
2. adjustment : To know the level of adjustment
3. creativity : measurement of creativity
4. learning : learning by substitution method or code basis.
5. personality test : TAT
6. objective type test span of attention or apprehension
7. Intelligence test : general mental ability intelligence test.

Note: It will be mandatory for every student to prepare a test file. Practical examination will be conducted on any two of the above stated tests. External examiner would take a viva voce based on project work and student would be evaluated on the basis of practical work done by her/him as well as performance in viva voce.

Marks distribution

Written exam	25 + 25 = 50
File/record	25
Viva	25
Total	100

Books Recommended

- Pandey S.D. and Singh R.K. (2013), Educational Facts and Psychological Test in Education, Bhavdiya Prakashan Ayodhya.



SEMESTER – II (YEAR II)

FOURTH ELECTIVE – PRACTICAL

PSYCHOLOGICAL EXPERIMENT

Each student will have to administer and interpret of the following experiments -

1. Mental Fatigue
2. Trial and error (Maze apparatus)
3. Transfer of learning (mirror drawing apparatus)

Note : It will be mandatory for every student to prepare a experiment file. In final practical examination will be conducted on any two of the above stated experiments. In final examination practical work shell be examined by a Panel of external and internal examiners and marks distribution as follows :

(a)	Administer and interpret of Two Experiments	25 + 25	=	50 Marks
(b)	File / record		=	25 Marks
(c)	Viva Voce		=	25 Marks
Total			=	100 Marks



SEMESTER – III (Year-II)

CORE PAPER - I

SPECIAL EDUCATION

Course Objectives-

To enable the students to;

- Know about the meaning and scope of special education in India.
- Understand the various suggestion given by various commission and education of children with special needs for realizing the concept of "Universalization of Education".
- Identify the specific characteristics and understand modalities of identification of various types of exceptional children.
- Understand various education intervention programmes for meeting the needs of exceptional learners.

Course content

Unit - I

Meaning and scope of special education, a brief history of development of special education. Government Policies and legislation.

Unit-II

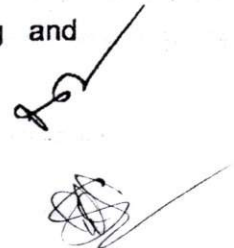
Recommendation given in NPE 1986, POA1992 and PWD (Persons with Disabilities) Act 1995' National Institutes of Handicapped and the role of Rehabilitation council of India.

Unit-III

Education of the Mentally retarded, Gifted and creative childrens. Juvenile Delinquents orthopaedically Handicapped.

Unit-IV

- Meaning of an educational intervention-nature and objectives of special schools. Concepts of mainstreaming. Intergrated schools and support them viz resource room, resource teacher, counselor etc.
- Techniques of teacher training-core teaching , microteaching and interaction analysis
- Evaluation of students teaching



Books Recommended

1. कैनेडी, ए० एण्ड फ्रेशर (1932), एजुकेशन आफ द बैकवर्ड चाइल्ड, डी० एप्लेटन, सेन्यूरी कम्पनी, न्यूयार्क।
2. प्रेम शंकर (2005), विशिष्ट बालक, आलोक प्रकाशन, लखनऊ।
3. शंकर, उदय (1976), एक्सेप्शन चिल्ड्रेन स्टर्लिंग पब्लिकेशन, प्रा०लि० न्यू डेलही।
4. शर्मा, आर०ए० (2003), फण्डामेंटल ऑफ स्पेशल एजुकेशन, आर० लाल बुक डिपो, मेरठ।
5. सिंह उत्तम कुमार एवं नायक ए०के० (1997), स्पेशल एजुकेशन, कामन वेल्थ पब्लिशर्स, न्यू डेलही।
6. डॉ० मिश्रा एवं पाण्डेय एस०डी० विशिष्ट मिश्रा, भवदीय प्रकाशन अयोध्या फैजाबाद।



SEMESTER – III (Year-II)
CORE PAPER - II
EDUCATIONAL GUIDANCE AND COUNSELLING

Course Objectives-

To enable the students to;

- To help student understand concept, need and view point of guidance.
- To help student understand principles and problem of different types of guidance.
- To help student understand concept, need and guidance for the children with special needs.
- To help student understand the concept and process of counseling.
- To acquaint the student about the aims and principles of guidance programme.
- To develop in students an understanding of various procedures of organizing various Guidance services.

Unit - I

- Concept, Principles and Nature of Guidance Programme.
- Needs scope and significance of guidance.
- Types of guidance (Educational, vocational, personal and social)
- Role of the teacher in guidance.
- Agencies of guidance — National & State level..

Unit-II

- Vocational Guidance; concept and Nature of Vocational Guidance.
- Nature of work.
- Career development — Super's Theory about guidance.
- Approaches to career guidance, Vocationalisation of secondary education and career development.

Unit-III

- Organization of a Guidance Programme
 - a) Principles of organization.
 - b) Various types of services — Counselling.
 - Counselling Process.
 - Concept, nature, principles of counselling.
 - Counselling approaches — directive, non — directive.
 - Group counselling vs. individual counselling.
 - Characteristics of good counselling.
 - c) Group guidance, individual inventory service and information orientation service, placement service and follow up service.
 - d) Evaluation of guidance programme.

Unit-IV

Guidance of Children with special needs

- a) Problems and needs,
- b) Guidance of the gifted and creative students.
- c) Guidance of under — achiever and first generation learners.
- d) Role of the teacher in helping children with special needs.

Books Recommended

1. Agarwal J.C.: Educational Vocational Guidance and Counselling, Daoba House, Nai Sarak, Delhi.
2. Anatasi Anne: Psychological Testing, New York, Mac Millan 1982
3. Bengalee, M. (1984): "Guidance and Counselling", Seth Publishers, Mumbai.
4. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers.
5. Crow and Crow "Introduction to Guidance", 2 ed., Eunasia Publishing Co., New Delhi,
6. David, A. — Guidance and Counselling; Corn. W
7. Gupta Sk: Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
8. जायसवाल, सीताराम (1987), शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मन्दिर, आगरा।
9. पाण्डेय, के०पी० एवं भारद्वाज, अमिता (2003), शैक्षिक तथा व्यावसायिक निर्देशन, विनोद पुस्तक मन्दिर, आगरा।
10. दूबे, रमाकान्त (1982), शैक्षिक एवं व्यावसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस, मेरठ।
11. शर्मा, आर०ए० एवं चतुर्वेदी शिक्षा (2010), निर्देशन एवं परामर्श के मूल तत्व, आर० लाल बुक डिपो, मेरठ।



SEMESTER – III (Year-II)

CORE PAPER - III

INDIAN PHILOSOPHIES OF EDUCATION

Course Objectives-

The Philosophical Components of this core paper for a post graduate course in education aims at developing the following competencies amongst the scholars.

- 1) Understanding the nature and functions of Indian philosophy of education
- 2) Analysis, Interpretation and synthesis of various philosophical concepts, repositions and assumptions such as the metaphysical problem, epistemology and axiology and their impact on Indian education.
- 3) Critical appraisal of the contributions of prominent Indian educational thinkers to education.

Course content

Unit - I

Some basic concepts of Indian Philosophy and Education

- 1) Darshan
- 2) Dharma
- 3) Shiksha
- 4) Vidya
- 5) Pragya

Relationship between Darshan, Dharma and Vidya

Unit-II

The following Indian schools of thought will be studied with reference to their contribution to Indian Education

- 1) Vedic Darshan
- 2) Buddhism
- 3) Jainism
- 4) Islamic Traditions

Unit-III

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

1. Sankhya
2. Vedanta
3. Nyaya
4. Yoga



Unit-IV

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

Books Recommended :

1. Dinkar, Ramdhari Singh : Sanskrit Ke Char Adhyay, Udayacha; Prakashan, Patna.
2. Hirriyana, M The Essential of Indian Philosophy.
3. Mad Wingo (1974) : Philosphy of Education. An Introduction.
4. Pandey, RS. (1995): SHIKSHA DARSHAN, Vinod Pustak Mandir, Agra
5. Jaffar, S.M. (1936) : Education in Muslim India, Lahore.
6. Oad, L.K. (1979), Shiksha ke Darshanik Avam Samaj Shastri.ya Adhar, Jaipur Rajasthan Grantha Academy.
7. Das. Gupta SN. : Outlines of Indian Philosophy, Vols. 6.
8. Garulla, Vachaspati: Bhartiya Darshan.
9. Radha Krishanan, S. (2000) : Indian Philosiphy, Vol-I & II, Oxford University Press, New Delhi.
10. त्रिपाठी, एस्.एण्ड पाण्डेय, एस0डी0, शिक्षा के दार्शनिक आधार, भारतीय पब्लिसर्स फैजाबाद।



SEMESTER – III (Year-II)
FIFTH ELECTRIC PAPER
EDUCATIONAL TECHNOLOGY

Course Objectives-

To enable the students to;

- To enable the student to understand about the meaning, nature and scope and significance of ET, and its important components in terms of Hardware and Software.
- To help the students to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint students with levels, strategies and models of teaching for future improvement.
- To enable the students to understand about the importance of programmed instructions and researches in E.T.
- To acquaint students with emerging trends in ET along with the resource centres of ET.

Unit - I

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET.
- Components of ET: System Approach, Software, hardware.
- Educational Technology, Instructional Technology, Teaching Technology, Behaviour Technology.

Unit-II

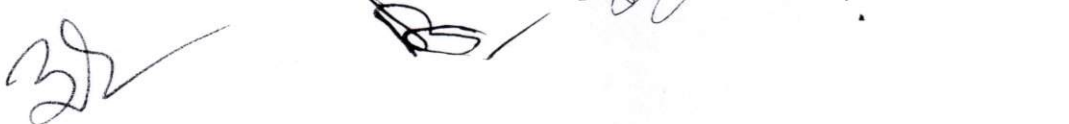
- Concept, Nature, Process, Components, Types & Theories of Classroom Communication.
- Mass media approach in Educational Technology.

Unit-III

- Modification of Teaching Behaviour.
- Micro teaching, Flanders's Interaction Analysis, Simulation.
- Models of Teaching.

Unit-IV

- Programmed instruction (linear/branching model) — Origin and types linear and branching.
- Teaching machines
- Computer Assisted Instruction.



- Emerging trends in Educational Technology, Problems of New Technologies..
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, etc. — their activity for the improvement of teaching learning.

Suggested Readings

1. Aggarwal, J.C., Essentials of Educational Technology: Teaching Learning Innovations in Education, Vikash Publishing House, New Delhi
2. Apter, M.J., The technology of Education, Mac Millan, London.
3. Decesco, J.P., Educational Technology, Reading in Programmed instruction, Rinehard & Winston, New York
4. Kumar, K.L. Educational Technology, New Age International, New Delhi
5. Mukhopadhyay, M. Educational Technology: Knowledge Assessment, NUEPA, New Delhi.
6. कुलश्रेष्ठ, एस0पी0 (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मन्दिर, आगरा।
7. पाण्डेय, के0पी0 (2001), मॉडर्न कॉन्सेप्ट ऑफ टीचिंग विहेवियर, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स दिल्ली।
8. पासी, वी0के0 (1975), विकमिंग वेटर ऑचर, ए माइक्रो टीचिंग एप्रोच सासिहत्य, मुद्रण, अहमदाबाद।
9. शर्मा, आर0ए0 (2004), शिक्षण तकनीकी, आर लाल बुक डिपो, मेरठ।





SEMESTER – III (YEAR II)

FIFTH ELECTIVE PAPER

INFORMATION AND COMMUNICATION TECHNOLOGY

Unit I: Information and Communication Technology

Meaning and Concept of ICT, Difference between ICT and ET

The Information Processing Cycle: Modes and Barriers

Effective Classroom Communication

Application of ICT in Classroom Instruction

Unit II: ICT in Learning Process

Rationale and Framework of ICT in Teacher Education: ICT Competencies in Teachers

Instructional Design: Concept, Components and Steps

Systems Approach to Instruction Use of ICT in School Management.

Unit III: Teaching Technology

Concepts of Pedagogy and Andragogy

Principles and Techniques of Andragogy

Simulated Teaching

Microteaching

Unit IV: Theories and Models of Teaching

Levels of Teaching: Memory, Understanding and Reflective Levels of

Teaching Models of Teaching: Advance Organiser and Jurisprudential Model

Teacher Effectiveness; Presage, Process and Product. Professional Ethics of Teachers. **Reflective Teaching:** Concept and Strategies of making Teaching Reflective Practitioners.



Reading List:

- Kumar, N. & Chandiram, J.(1967). Educational Television in India. New Delhi: Arya Book Depot.
- Ray, P.K.S (2006). Technology of Instructional Design, Part I. Delhi: Dominant Publishers and Distributers.
- Ray, P.K.S (2012). Technology of Instructional Design, Part II. Delhi: Dominant Publishers and Distributers.
- Rosenberg, M.J. (2001). E-learning. New York: McGraw Hill.
- Sharma, B.M. & Sharma, D.V.(1993). Open Learning System in India. New Delhi: Allied Publishers Ltd.
- Sharma, R.A.(1994). Programmed Instructions: An Instructional Technology. Meerut: Loyal Book Depot.
- Joyce, B & Weil, Marsha (2003). Models of Teaching (7th Edition). Boston: Allyn & Bacon
- Linda, D.H. & John, Brunsford (2005). Preparing Teachers for the Changing World. San Francisco: Jossey- Bass.
- Martin, D.J. & Kimberly, S.L.(2006) Building Teachers; A Constructivist Approach to Introducing Education. USA: Wadsworth Publications
- Ram, S.(1999). Current Issues in Teacher Education. New Delhi: Sarup and Sons Publications.



SEMESTER – III (YEAR II)

Sixth Elective – Practical

STUDY TOUR

Each student will have to visit a national or international fame place under the supervision of faculty members allotted by Head of the Department of College, and prepare a Tour Report of following manner :-

1. Objective of Tour
2. Tour Information
3. Instructor Information
4. Tour Description
5. Tour outcome in Educational Perspective
6. Conclusion

In final examination the tour report will be evaluated by external and internal examiner and marks distribution as follows :-

(a) Presentation and Evaluation of tour report = 75 Marks

(b) Viva – Voce on tour = 25 Marks

Total = 100 Marks



SEMESTER – III (YEAR II)

SIXTH ELECTIVE – PRACTICAL

PROJECT PRESENTATION / TEST CONSTRUCTION

Each student will have to prepare/construct and interpret any one of the following test :-

1. Construction of an Achievement test.
2. Construction of an Attitude scale.

In final examination the test will be evaluated by external and internal examiner and marks distribution as follows :-

(a)	Presentation and Evaluation of test	=	75 Marks
(b)	Viva – Voce on test	=	25 Marks
	Total	=	100 Marks



SEMESTER – IV (Year-II)
CORE PAPER - I
TEACHER EDUCATION

Course Objectives-

- To enable the students to understand the concept of teacher education and its development in India.
- To develop an understanding in the students about various modalities used for teachers, teacher educators, and educational administrators for different levels of education.
- To acquaint the students with the various aspects of student teaching programmes prevailing in the country.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies.
- To enable the student to develop insight in the major problems of teacher education.
- To develop in the students an understanding about the important research findings in teacher education.

COURSE CONTENTS

Unit - I

- Meaning & Scope of teacher education.
- Objectives of teacher education at different levels.
- Development of teacher education in India.
- Recommendations of various commissions especially Kothari Commission, NPE 1986 and POA 1992

Unit-II

- Preparation of Teachers for pre-primary, primary & secondary stages of education.
- Professional preparation of teacher educator & educational administrators
- Preparation of teachers for the teaching of Particular subjects (Languages, social sciences and physical sciences)
- Pre-service & Inservice Training Programmes.

Unit-III

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



Techniques of training. Core teaching, Microteaching and Interaction analysis.

Unit-IV

Current Problems, Practicing Schools in Teacher Education. Preparing Teachers for special schools. Implementation of Curriculum of Teacher Education.

Books Recommended

1. Barr. A.S. (1958) Characteristics of Successful teacher's Phil Delta Kappa
2. Gurry P (1953) Education and Training of Teachers London Longmans Green and Co. Ltd.
3. Leedhan Johu (1973) Educational Technology First Book Pitman London.
4. शर्मा आर०ए० चतुर्वेदी शिखा अध्यापक प्रशिक्षण तकनीकि आर० लाल बुक डिपो मेरठ।



SEMESTER – IV (Year-II)

CORE PAPER - II

Semester - IV

Paper - II

ECONOMICS OF EDUCATION

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 - I

- Economics of Education: Concept and Definition (Economics, Education, Economics of Education) Scope and Importance of Economics of Education.

Unit-II

- Education as an Industry: Important characteristics of an Industry inherent in an educational System.

Unit-III

- Education as Investment: Concept, Significance and Strategies.

Unit-IV

- Education and Economic Development: Human Capital Formation, modernization and educational development.
- Resources for Education: Role of Center, State and Institutions for financing education, problems of financing, Grant-in-aid system.

Suggested Readings

1. Shatnager R.P. & Vidya Agrawal, Educational Administration, Planning & Financing, R. Lal book Depot. Meerut.
2. Blaug, M., Economics of Education, Himalaya Publishing House, Bombay, 1972
3. Mishra, Atmanand, Finance in Education - Prakashan Kendra Kanpur.
4. पाण्डेय, आर०एस०, शैक्षिक नियोजन एवं वित्त प्रबन्धन, विनोद पुस्तक भवन कानपुर।



SEMESTER – IV (Year II)
SEVENTH ELECTIVE PAPER
DISTANCE EDUCATION

Course Objectives-

- To orient the students with the need and nature of Distance Education in the present day Indian Society.
- To expose them to the different kinds of Information and Communication Technologies (ICT) and enable them to be familiar with their use in Distance Education System.
- To enable them to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of Programmes through Distance Education.
- To enable them to evaluate Programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education Programmes.
- To acquaint them with the Trends of Research in field of Distance Education.

COURSE CONTENTS

Unit - I Distance Education and Its Development

- Understanding Distance Education System
- Some Definitions and Teaching Learning Components
- Need and Characteristic Features of Distance Education
- Growth and Philosophy of Distance Education
- Distance Teaching Learning Systems in India
- Development pattern of some selected open universities of U.K., Australia & China.

Unit-II Intervention Strategies at a Distance

- Information and Communication Technologies and their Applications in Distance Education
- Designing and Preparing Self — Instructional Material
- Media: Print & Electronic, Media Integration.
- Distance Educator: Nature and Characteristics

Unit-III Learning at a Distance

- Student Support Services in Distance Education and their Management
- Technical and Vocational Programmes through Distance Education
- Distance Education and Rural Development
- Problems of Distance Learners



Unit-IV Quality Enhancement and Programme Evaluation

- Quality Assurance of Distance Education
- Mechanisms for Maintenance of Standards in Distance Education
- Evaluation in Distance Education
- New Dimensions in Distance Education — Promises for the Future

Books Recommended

1. Digmarti, Bhaskar Rao. International guidelines on open and Distance Education.
2. Holmberg, B(1981), Status and Trends of Distance Education, Keegan Pani, London.
3. Keegan, D. (1986), The Foundations of Distance Education, Croom Helm, London
4. Koul, BN, et. al (1998), Studies in Distance Education, AIU, IGNOU, New Delhi
5. Lavis, Roger (1984), How to Tutor in open Learning System, C.E.T.
6. Pandey, K (1991), IGNOU Student Support Services and Personal Contact Programmes: Present Status and Suggestion. New Delhi: IGNOU
7. Sahoo, P.K. (1993), Higher Education at a Distance, Sanchar, New Delhi
8. पाण्डेय कल्पलता (1988), दूरवर्ती शिक्षा के नये आयाम।
9. शालिनी, राज : डिस्टेंस एजुकेशन, आई0वी0आई0, पब्लिशिंग हाउस, नई दिल्ली।
10. यादव, सियाराम : दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा।
11. गुप्ता, एस0पी0 एवं गुप्ता, अल्का : दूरस्थ शिक्षा, शारदा पुस्तक भवन, आगरा।
12. तिवारी, राघवेन्द्र : शिक्षा का नया विकल्प-दूर शिक्षा, हिन्दी ग्रन्थ अकादमी, भोपाल, मध्य प्रदेश।
13. शर्मा, आर0ए0 (2004), दूरवर्ती शिक्षा, सूर्या पब्लिकेशन, मेरठ।
14. पाण्डेय, श्रीधर एवं सिंह सोमवीर सतत शिक्षा : एकदृष्टि।



SEMESTER – IV (YEAR II)

Seventh Elective Paper

CURRICULUM DEVELOPMENT

OBJECTIVES :

On completion of this course students will be able to:

1. Understand the Nature, concept and meaning of the curriculum.
2. Identify the components of the curriculum.
3. Understand the concept and principles and foundations of curriculum development.
4. Understand the types of curriculum.
5. Describe the models of curriculum development.
6. Appraise the curriculum evaluation.
7. Identify the different approaches to curriculum evaluation.
8. Analyse major National Curriculum Frameworks.
9. Explore the research areas in curriculum studies.

COURSE CONTENTS :

Unit – I : Meaning, Concept and Components of Curriculum

- Meaning and changing conception of curriculum, syllabus and curriculum.
- Components of curriculum : Objectives, Contents, Transaction Mode and Evaluation.
- Recommendations of commissions and committees on curriculum.
- Types of curriculum: Subject centred, Learner-Centred, Competency Centred, Activity Centred, Objective Centred, Core and Integrated curriculum.

Unit – II : Curriculum Development

- Concept and Principles of curriculum development.
- Foundations of Curriculum Development : Philosophical foundation, Psychological foundation, Sociological foundation.
- Models curriculum development: The Tylers' model, Hilda Taba Model, Vocational Model



Unit – III : Curriculum Evaluation

- Meaning and purpose of curriculum evaluation.
- Approaches to Curriculum Evaluation : Scientific & Humanistic Approach of evaluation, formative evaluation and summative evaluation.
- Criteria for evaluation of a programme and competency based vocational curriculum
- Criteria for evaluation of curriculum materials.

Unit-IV: Curriculum Frameworks and Research in Curriculum Studies

- National Curriculum Framework for school education 2005.
- Analysis of National Curriculum Frame Work for Teacher Education 2009 and 2014.
- Priority areas of research in Curriculum studies in India and abroad.

Suggested Readings:

1. Arora, G.L. (1984). Reflections on curriculum. NCERT
2. Wiles, J.W. & Josph Bondi (2006) Curriculum development: A guide to practice, Pearson Publication.
3. Aggarwal, Deepak (2007). Curriculum Development: Concept Method.
4. Reddy, B. (2007), Principles of Curriculum Planning and development.
5. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
6. NCERT(2006). Systemic reforms for curriculum change, NCERT. New Delhi
7. Balsara, M. (1999). Principles of Curriculum Renewal, New Delhi, Kanishka Publishers.
8. S. Biswas, N.B. Curriculum studies: A Model for SAARC countries.
9. NCERT (2005). National curriculum framework-2005. NCERT, New Delhi.



SEMESTER – IV (YEAR II)

MAJOR RESEARCH PROJECT / DISSERTATION

Dissertation will be compulsory for all regular students. The student will work under the guidance of a supervisor to be allotted by the Head of the Department of the College. The student will submit three typed copies of dissertation to the department by end of the Semester.

The Dissertation will be evaluated by the External and internal examiner and marks distribution as follows –

(a)	Presentation and Evaluation of Dissertation	=	75 Marks
(b)	Viva – Voce on Dissertation	=	25 Marks
	Total	=	100 Marks

