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university
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SYLLABUS

FACULTY OF EDUCATION

SCHEME OF EXAMINATION

AND

COURSE OF STUDY

M.A. (EDUCATION)*
Previous & Final Year

* Previous year session 2007, Final Year session 2008

* This syllabus is effective for session 2006-07 & 2007-08 of Regular and Model Study Centre of the university

MASTER OF ARTS (EDUCATION)

General Rules-

1. The examination for the Degree of Master of Arts (Education) shall consist of two parts viz. the previous and final year examination.
2. **For Regular Mode** - A candidate who has passed Bachelor's degree with atleast 45% (40% for SC/ST) from any recognized university is eligible for admission to Master of Arts (Education) previous year.
For Distance Mode :- A candidate who has passed Bachelor's degree from any recognized university is eligible for admission to Master of Arts (Education) previous year.
3. The examination shall be conducted by means of written papers and dissertation.
4. The subject for examination shall be as follows-

Paper Name		Paper Code	MARKS
PREVIOUS YEAR			400
Paper - I	Philosophical and Sociological Foundations of Education.	MAED-Y110	100
Paper- II	Psychological Foundations of Education.	MAED- Y120	100
Paper -III	Teacher Education	MAED- Y130	100
Paper -IV	Optional Paper (Select any one from the Optional Papers)	MAED- Y140	100
FINAL YEAR			500
Paper – V	Comparative Education	MAED- Y210	100
Paper – VI	Methodology of Educational Research & Statistics	MAED- Y220	100
Paper – VII	Educational Technology	MAED- Y230	100
Paper – VIII	Educational Management	MAED- Y240	100
Paper – IX	Dissertation	MAED- Y250	100
Grand Total			900

Optional Papers-

Environment Education	MAED- Y140-I
Distance Education	MAED- Y140-II
Guidance & Counselling	MAED- Y140-III
Yoga Education	MAED- Y140-IV
Value Education & Human Rights	MAED- Y140-V
Measurement & Evaluation	MAED- Y140-VI

5. Scheme of Examination-

The number of papers and the maximum marks for each paper together with the minimum marks required for pass are shown in the distribution of marks against each subject separately. It will be necessary for candidate to pass in external as well as internal evaluation separately. Classification of successful candidates shall be as follows-

First Division 60% of the aggregate marks obtained in all the papers and dissertation
 Second Division 48% at the Previous and Final year examination taken together
 All the rest will be declared to have passed the examination if they obtained the minimum pass marks viz. 36% in each paper, 48% in dissertation and 40% in aggregate. No division shall be awarded at the previous year examination.

**6. Distribution of marks-
Previous Year**

Paper	Paper Code	Name of Paper	External Evaluation		Internal Evaluation		Total	
			Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks
Paper– I	MAED-Y110	Philosophical and Sociological Foundations of Education.	70	25	30	11	100	36
Paper–II	MAED-Y120	Psychological Foundations of Education.	70	25	30	11	100	36
Paper–III	MAED-Y130	Teacher Education	70	25	30	11	100	36

Paper – IV	Optional Paper (Select any one from the following)							
	MAED-Y140-I	Environment Education	70	25	30	11	100	36
	MAED-Y140-II	Distance Education	70	25	30	11	100	36
	MAED-Y140-III	Guidance & Counselling	70	25	30	11	100	36
	MAED-Y140-IV	Yoga Education	70	25	30	11	100	36
	MAED-Y140-V	Value Education & Human Rights	70	25	30	11	100	36
	MAED-Y140-VI	Measurement & Evaluation	70	25	30	11	100	36

Final Year

Paper	Paper Code	Name of Paper	External Evaluation		Internal Evaluation		Total	
			Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks
Paper–V	MAED-Y210	Comparative Education	70	25	30	11	100	36
Paper–VI	MAED-Y220	Methodology of Educational Research & Statistics	70	25	30	11	100	36
Paper–VII	MAED-Y230	Educational Technology	70	25	30	11	100	36
Paper–VIII	MAED-Y240	Educational Management	70	25	30	11	100	36
Paper–IX	MAED-Y240	Dissertation	70	34	30	14	100	48

7. If a candidate fails in an internal evaluation of any paper, he/she will be declared fail in that paper.
8. The course of study for the examination shall extended over a period of two academic year. There shall be an examination at the end of I year, Final year examination at the end of II year.

9. A candidate who has failed at the M.A.(Education) previous examination but has passed in at least 50% of the papers prescribed for the examination in accordance with the rules given in clause (i) to (iii) below may be provisionally admitted to the M.A.(Education) Final year subject to the condition that along with the papers prescribed for the M.A.(Education) final year examination, he/she will also re-appear and pass in the paper(s) of the M.A.(Education) previous examination in which he/she failed.
- (i) Where the candidate fails to secure the requisite minimum percentage of marks prescribed for a pass in the aggregate of all the papers, he/she shall be deemed to have passed in each such paper in which he/she has secured at least 36% marks.
 - (ii) Where the candidate secured the requisite minimum percentage of marks obtained for a pass in the aggregate of all the papers, he/she shall be deemed to have pass in each such paper in which he/she has not secured at least 36% marks.
 - (iii) If the number of paper prescribed at the previous examination is an odd number, it shall be increased by one for the purpose of reckoning 50% of the papers.
10. A candidate who does not pass even in 50% of the papers prescribed for the M.A.(Education) previous year examination in accordance with the above rules shall not be eligible for admission to the M.A.(Education) final year and he/she will be required to reappear at previous year examination in all the prescribed papers/as a ex-student (For regular mode).
11. A candidate who passes in 50% or more paper(s) of the previous year examination and thereby becomes eligible for admission to the M.A.(Education) final year, but chooses not to do so and desires to appear in the remaining papers of M.A.(Education) previous year only will be permitted to do so.
12. A candidate who has failed at the M.A.(Education) final year examination but has passed in at least 50% of the paper prescribed for the examination in accordance with the rule given in clause (i) to (iii) below shall be exempted from reappearing in a subsequent year in the papers in which he/she has passed except dissertation.
- (i) Where the candidate fails to secure the requisite minimum percentage of marks prescribed for pass in the aggregate of all the papers, he/she shall be deemed to have passed in each such paper in which he/she has secured at least 36% marks.
 - (ii) Where the candidate secures the requisite minimum percentage of marks prescribed for a pass in the aggregate of all the papers, he/she shall be deemed to have passed in each such paper in which he has not secured at least 36% marks.
 - (iii) If the number of papers prescribed at the final year examination is an odd number, it shall be increased by one for the purpose of reckoning 50% of the papers.
13. If a candidate failed in dissertation only, he/she will be required to pass in dissertation in subsequent year.
14. If a candidate clears any paper(s)/dissertation prescribed at the previous year and/or final year examination after a continues period of three years from admission, then for the purpose of working out his/her division only minimum pass marks shall be taken into account in respect of such paper(s)/dissertation as are cleared after aforesaid period.
- Provided that in case where a candidate required more than 36% marks in order to reach the requisite minimum aggregate as many marks out of those actually secured by him will be taken into account as would enable him to make up the deficiency in the requisite minimum aggregate.
15. **Improvement** – A candidate who has passed M.A.(Education) previous or final year examination and desires to improve his/her performance shall be permitted to do so in maximum 50% papers of previous or final year examination in the immediately following year. In above condition better performance of candidate will be accounted.
16. **Each paper will be divided into five sections. Each section will consist of one essay type and two short answer type questions. Students are required to attempt either**

essay type or two short answer type questions from each section. All sections carry equal marks.

17. Essential Qualification & Others for Research Guide –

a) He/She should be Ph.D. in Education with at least three years teaching experience of P.G. Classes or five years teaching experience of U.G. Classes in Education discipline.

b) A Supervisor could Guide the dissertation of five students maximum.

Dissertation work of M.A. Education students should only be guided by IASE University approved supervisor.

18. A candidate of Regular mode shall be required to put in at least 75% attendance in the aggregate of all the theory papers in order to be eligible to appear to the examination.

19. A candidate of Model Centre shall be required to put in at least 75% attendance in the aggregate of the contact camp/programme organised by university in order to be eligible to appear in the examination.

PREVIOUS YEAR

PAPER - I: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES :

To enable the students to develop an understanding about the –

1. Contribution of Philosophy to the field of education.
2. Contribution of various Indian Schools of Philosophy to the field of education.
3. Impact of Western philosophies on Indian Education.
4. Contribution of Great Indian Thinkers.
5. Meaning and nature of educational sociology, sociology of education and social organizations.
6. Group dynamics, social instruction, social change and the contribution of education to these aspects.
7. Meaning of culture and concepts of modernisation, westernisation and socialisation.
8. Various social factors and their impact on education.
9. Social theories with special reference to 'Swadeshi'.
10. Dependency theory in Education. Values and Indian contribution.
11. Concepts related to social philosophy of education.
12. Nature and sources of knowledge getting process.

COURSE CONTENTS :

UNIT I – Philosophy of Education :

1. Philosophy of Education – Its Meaning, Nature and Scope.
2. Importance of Philosophical Education.
3. Relationship between Education and Philosophy
4. Some Critical view of Indian Philosophy i.e.Sankhya, Vedanta and Nyaya

UNIT II – Theories of Educational Philosophy-

- Idealism
- Naturalism
- Pragmatism
- Humanism

UNIT III - Contribution of Indian Thinkers to Educational Thoughts :

- Vivekananda.
- Tagore.
- Gandhi.
- Aurobindo.
- Radhakrishnan

UNIT IV – Social Bases of Education

- Nature of Education and Indian Society
- Indian Culture – Its concepts and importance and its effects
- Social Change – Nature, Meaning and Causes

- Social Mobility and Cultural lage.

UNIT V – Present Feature of Emerging Indian Society

- Democracy – Its meaning, importance and Relation with Education
- Globalization – Concept, Relevance in present time.
- Human Right – Meaning, its development in India and impact on Indian Society.
- World Peace – Concept, Indian efforts for development of world peace.
- Values of the present Indian Society.

Regular Mode -

Sessional Work : (15 marks for each)

1. Two term papers related one to Fifth units.
2. A case study/survey of a recent problem related to Society.

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Sessional work + Two Tests)	(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

Reference-

1. Alterckar, A.S. : Education in Ancient India, Book Sho Varanasi 1934.
2. Aurobind and Mother : On Education, Shri Aurbindo Ashram Pandichery house, 1966
3. Bhaum, Archia– I : Philosophy, An Introduction Bombay, Asia Publishing house 1962
4. Brameld Theorore : Culture foundation of Education An Interdisciplinary Expiration New York, Harpper and Bross 1957
5. Brubacher, J.S. : Modern Philosophies of Education (3rd), New York, Mc. Graw Hilln 1962
6. Brubacher, J.S. : An Electric Philosophy of Education (2nd Ed.)
7. Bulter, I.D. : Four Philosophy (3rd Ed.), New York, Harper & Bross, 1969
8. Chatterji S.C. & Datta D.A. : An Introduction to Indian Philosophy, Kolkata, Kolkata University Press, 1955
9. Dewey Hohm : Democrary & Education, New York, Mac. Millan & Co. 1940
10. Durant, Will : The Story of Philosophy, London Estern Bonn, 1955
11. Harighurst, Robert J. : Society and Education Bostern Acligh and Neugarten Bermicc and Bacon Inc, 1957
12. Haralamobs, M. with R.M. Herld : Sociology : The, Es & Perspectives, Oxford University Press, Delhi, 1981
13. Hocking W.B. : types of Phiolosophy, New York, Chanless Scribners Sons 1957
14. Joad C.E.M.N. : Modern Philosophy, London Charendon Press, 1953
15. Johnston Herbert : A Philosophy of Education New York Mc. Graw Hill Book co. Inc.

PAPER II : PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES :-

To make the students understand about :

1. The contribution of different schools of psychology to education.
2. Definition, nature and factors influencing learning.
3. The meaning and nature of higher mental processes.
4. The meaning of measurement and adjustment of personality.
5. Concept of motivation and its relationship to learning.
6. Different theories of learning – behaviouristic, cognitive and insight.
7. Gagne's and Bruners theories of teaching –learning.
8. Meaning and nature of creativity and its development.
9. Specific needs and traits of exceptional children.

COURSE CONTENTS :

UNIT I - Contribution of the different schools psychology towards education :

- Educational Psychology - Its meaning, Concept, Nature, Scope and its relation with education and Psychology
- Utility of Educational Psychology for a Teacher and Learner.
- Growth and development – Its meaning, Principle of development, stages of Human growth and development.
- Characteristics of Childhood and Adolescent.
- Problems of Childhood and Adolescent.

UNIT II - Learning and Motivation:

- Theories of learning: Thorne Dike, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, insight. Theory of Jean Piaget.
- Gagne's Hierarchical theory of Learning.
- Influencing factors of Learning.
- Transfer of learning and its implication in Education.
- Motivation – its concept types and use of Motivation for a Teacher.

UNIT III – Individual Difference :

- Concept, Kinds and Causes of Individual Differences.
- Meaning and nature of Creativity, Measurement of Creativity, Development of creative thinking abilities.
- Intelligence : Its Concept and Measurement
- Aptitude- Its Meaning, types and implications.

UNIT IV - Psychology of Personality:

- Personality : Meaning, Nature and Characteristics
- Theories of Personality : Type approach, Trait approach and Psycho-Analytic Approach.
- Factor's influencing Personality.

- Assessment of Personality – Projective and Non-projective Technique.

UNIT V – Adjustment and Mental Health-

- Adjustment – Concept, Types and Mechanism of Adjustment.
- Problems related to Adjustment.
- Frustration, Anxiety – its Concept, Nature and effect in learning.
- Mental Health – Meaning, Definition and Factor influence for a good Mental Health.
- Gifted and slow learner : Identification and programmes for its Enrichment.

Regular Mode

Sessional Work : Any two of the following

1. Administration, Scoring & Interpretation of any one Projective test of Personality.
2. Identification of any one of the following –
Gifted or high & low achievers or creative or neurotics.
3. Administration, scoring & Interpretation of any two type of differential aptitude tests :
 - a) Verbal Reasoning (VR)
 - b) Abstract Reasoning (AR)
 - c) Space Relations (SR)
 - d) Numerical Ability (NA)
 - e) Mechanical Reasoning (MR)
 - f) Language Usage (LU)

Evaluation Procedure

Total Marks - 100

External Evaluation

70 Marks

(Internal Evaluation) (Sessional work + Two Tests)

(16+14)=30 Marks

Distance Mode

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure

Total Marks - 100

External Evaluation

70 Marks

(Internal Evaluation) (Assignments)

30 Marks

REFERENCES

- | | |
|--------------------------|--|
| Agrwal, J.C. | Essentials of Educational Psychology
Vikas Publishing House Pvt. Ld. 1995 |
| Bhatia and Purohit | Educational Psychology |
| Bhatnagar, R.P. | Educational Psychology
Meenakshi Publications, Kanpur |
| Bigge | Learning Theories for Teachers ,
Harper, N.Y. 1982 |
| Blair, Jones and Simpson | Educational Psychology
Macmillan, N>Y.1954 |
| Chauhan, S.S. | Advanced Educational Psychology
Vikas Publication House, N.D. 1990 |
| Eggen, Paul | Educational Psychology |
| Hilgard, E.R. | Theories of Learning
Appleton Century Craft N.Y. 1956 |

PAPER – III : TEACHER EDUCATION

COURSE OBJECTIVES :

1. To enable the students to understand the meaning, scope, objectives of teacher education and its development in India.
2. To develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for different levels of education.
3. To acquaint the students with the various aspects of student-teacher programs prevailing in the country
4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
5. To develop in the students an understanding about the important in teacher education.

UNIT – I

1. Meaning and scope of teacher education.
1. Objectives of teacher education at different levels.
2. Development of teacher education in India.

UNIT – II Practice Teaching

- Preparation of Teacher for Pre-Primary, Primary and Secondary stages.
- Preparation of teachers for the teaching of a particulars subjects (Language, S.S., Science).
- In-service training programmes,
- Training of guidance personnel, evaluators, lessons writers and educational administrators.

UNIT – III Method of Teacher Education

Students teaching programmes,
Pattern of students teaching (internship, block teaching, teaching practice, off-campus teaching practice)
Techniques of teacher training, core teaching, micro-teaching, interaction analysis.
Evaluation of student teaching.
Taxonomy of teacher behaviour.

UNIT – IV Problems and Innovation of Teacher Education

- A. Problems
- Current problems in Teacher education
 - Pre-service and In-Service Teacher Education.
 - Teacher education and Community
- B. Innovation in Teacher Education
- Micro-Teaching
 - Programme Instructions.

UNIT – V Agencis of Teacher education in India

Nature, Functions and systems of administration of following agencies-

1. NCERT.
2. SCERT
3. IASE

4. UGC
5. NCTE

Regular Mode

Sessional Work :

1. Preparation of curriculum framework for qualitative teacher education.
2. A Critical study of education curricula of any one university of India.

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Sessional work + Two Tests)	(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

Reference-

1. Altekar, A.S. : Education in Ancient India, Nand Kishore Brothers, Bannaras, 1951
2. Buch, M.B. and Palasane, M.M. : Reading in Inservice Education, Sardar Patel University, Anand, 1968.
3. Basu, A.M. : Education in Modern India, Orient Book Co., Calcutta, 1974.
4. Bruner, J.S.: Towards a theory of Instruction the Baltenop Press, Massachusetts, 1966.
5. Chaurasia, Gulab : New Era in Teacher Education, Sterling Publication, Delhi, 1967.
6. Chaurasia, Gulab : Innovation and Challenges in Teacher Education, Vikas Publication, New Delhi, 1977.
7. Dutta, S. : The Teacher and His World Sukumar Dutta, Soamibagh, Agra, 1972.
8. Govt. of India : Secondary Education Commission, Ministry of Education, GOI, New Delhi, 1947.
9. Govt. of India : Education and Development; Report of Education Commission (1964 –66), GOI, New Delhi 1966.
10. Govt. of India : Secondary Education Commission, Ministry of Education, GOI, New Delhi, 1947.
11. Hilgard CH(Ed.) : Teaching the Teacher : Trends in Teacher Education, George Allen and Union Ltd., London, 1971.
12. Jangira, N.K.: Technology of Classroom Questioning, National Publishing House, Daryaganj, New Delhi, 1982.

Optional Paper

Paper - IV

ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES : To make the students to :

1. Understanding the meaning, nature and importance of environmental education to develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understanding the need for a sustainable development.
3. Develop competencies of environmental education.
4. Understanding environmental hazards or their procreative measures.
5. Know about the progress of various environmental projects that are going on the globe.

COURSE CONTENTS :

UNIT - I

1. Nature, Meaning, Scope and Importance of environmental education.
2. Types and effects of Air Pollution, Water Pollution and Noise Pollution.

UNIT - II

1. Relationship between man and environmental : Ecological and psychological perspectives
2. Programs of environment education for Primary, Secondary and Higher institutions.

UNIT - III

1. Education for environmental awareness and attitudes change.
2. Effects of Biodiversity at Global, National and Local levels.

UNIT - IV

1. Resettlement and Rehabilitation of people and its problems and concern.
2. Environmental stressors – Natural and man made disasters, education for coping with the environmental stressors.
3. Environmental protection acts and Air Pollution Control Act.

UNIT - V

1. Environmental Ethics : Issues and Possible solutions.
2. Environmental factors and effects : Climate change, Global warming, acid rain and ozone layer depletion.
3. Comparative study of environmental projects in India.

Regular Mode

Sessional Work : (15 marks for each)

1. Organisation a five-day environmental awareness camp in any school.
2. Environmental survey of any one village.

Evaluation Procedure

External Evaluation

(Internal Evaluation) (Sessional work + Two Tests)

Total Marks - 100

70 Marks

(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

DISTANCE EDUCATION**COURSE OBJECTIVES :**

1. To orient students with the nature and need of Distance Education in the present day Indian Society.
2. To expose students to different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. To enable student to understand various methods of Student Support (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
4. To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. programmes

COURSE CONTENTS :**UNIT – I**

Distance Education and its development

- a). Nature, definitions and teaching. Learning components.
- b). Needs and characteristics of Distance Education.
- c). Growth of Distance Education.
- d). Distance Teaching-Learning system in India.

UNIT – II

Intervention and strategies at a distance

- a). Information and Communication Technologies and their application in Distance Education.
- b). Designing and preparing self-instructional material.
- c). Electronic media (T.V.) for Education.

UNIT – III

Learning at a distance

- a). Student-support-service in Distance Education and their management.
- b). Technical and vocational programmes through Distance Education.
- c). Programmes for women through Distance Education.
- d). Distance Education and Rural Development.

UNIT – IV

Quality Enhancement and Programmes Evaluation

- a). Quality assurance of Distance Education.
- b). Mechanisms for maintenance of standards in Distance Education.
- c). Programme evaluation.
- d). New Dimensions in Distance Education - promises for the future.

Sessional Work :

1. A term paper on need and utility of National open School Programme.
2. Preparation of study material for nay subject of any class for distance education.

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Sessional work + Two Tests)	(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

Reference

1. Anand Satyapal, University Without Walls : The Indian Perspective in Correspondence.
2. Education, New Delhi : Vikash Publishing House Pvt. Ltd., 1985.
3. Bates, A.W., Technology Open Learning and Distance Education,, London : Routledge, 1995.
4. Chib, Sukhdev Singh Teaching b Correspondence in India, Delhi :Light and Life Publishers, 1977.
5. Dodds, Johnny, Administration of Distance Teaching Institutions, U.K.: Institutional Extension College, 1983.
6. Eligton, H., Producing Teaching Materials, London : Kogan page, 1985.
7. Freeman R., Managing Open System, London : Kogan Page, 1977.
8. Holmberg, B., Status and Trends of Distance Education, London : Kogan Page, 1981.
9. IGNOU, Open Learning System in India, New Delhi : IGNOU, 1996.
10. Jegede, O., and Shive, G(ed.), Distance Education in the Asia Pecific Region, Hong Kong : Open University of Hong Kong Press, 2001.
11. Keegan, D., The Foundations of distance Education, U.S.A.: Croom Helm, 1986.
12. Koontz, O'Donnel and Weihrich Essential of Management , London : Tata McGraw hill 1982.
13. Laweis, R., How to write Study Materials. London : Council for Educational Technology, 1981.
14. Lewis, R., How to Tutor in an Open Learning System, New York : John Wiley and Sons, 1984.
15. Manjulika, S. and Reddy, Veenugopal, Unexplored Dimensions of Open Universities, delhi: Vikas Publications, 1999.
16. Rowntree, D., Teaching through Self Instruction, London : Kogan Page, 1986
17. Rumble, G., The Planning and Management of Distance Education, London : Croom Helm, 1986.

GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

1. To help student to understand concept, need and view point of guidance.
2. To help student to understand principles, and problems of different types of guidance.
3. To help student to know the concept and needs and guidance for the children with special needs.
4. To help student to understand the concept and process of counselling.
5. To acquaint the student with the aim and principles of guidance programme.
6. To develop in student an understand of various procedures of organising various guidance services.

COURSE CONTENTS:

UNIT I : Concept, Type & Principles of Guidance :

Concept, assumptions, issues and problems of guidance.

Needs scope and significance of guidance.

Principles and types of guidance.

Role of the teacher in guidance.

UNIT II: Vocational Guidance:

Concept and utility.

Nature of work.

Various motives associated with work

Career development – Super's Theory about guidance.

Approaches to career guidance, Vocationalization of secondary education and career development.

UNIT III: Guidance of Children with Special Needs:

Guidance of Children with special needs –

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

Group guidance - Concept, principles,

Procedure and techniques of group guidance.

UNIT IV : Nature, Principles and Approach of Counselling :

Counselling Process

Concept, Nature, Principles of counselling.

Counselling approaches – directive, non-directive.

Group counselling vs. individual counselling. Counselling for adjustment.

Characteristics of good counselling.

UNIT V : Testing in Guidance Service :

1. Use of tests in guidance and counselling.
2. Tests of intelligence, aptitude, creativity, interest and personality
3. Administration, scoring and interpretation of data.
4. Communication of test results as relevant in the context of guidance programme.

Regular Mode

Sessional Work : Any two of the following -

- (I). Preparation of any one Scale of the following for the guidance of the student
 - A. Observation Schedule,
 - B. Check List,
 - C. Rating Scale and
 - D. Interview Schedule.
- (II). Administration, scoring and Interpretation of any test related to unit V.
- (III). Educational/Vocational Counselling
- (IV). Guiding any student through different attitude test.

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Sessional work + Two Tests)	(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

BOOKS RECOMMENDED:

- 1) Erickson, Clifford E.: A Basic Text for Guidance Workers N.Y. Prentice, Hill Inc. 1947.
- 2) Forelich Clifford P.: guidance services in smaller Schools New York Mc. Graw Hill Book Co. 1950.
- 3) Hoppock: Group Guidance, Principles, Techniques and Evaluation.
- 4) Strang, Ruth: The Role of Teacher in Personnel work, New York Teachers College, Columbia University, 1933.
- 5) Super Donald: Appraising Vocational Fitness New York, Harper and Brothers, 1947.

YOGA EDUCATION

COURSE OBJECTIVES :

1. Comprehend the metaphysical concepts which support the Yoga Philosophy like the purush and Prakriti. Budhi (Mahat) and Ahamkar etc.
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man metaphysical and mental integration.
3. Understand different types of Yoga – The Ashtang yoga, the Jyan yoga. Bhakti Yoga.
4. Understand the socio-psychological basis leading to a dynamic transformation, of personality.
5. Understand the scientific basis and therapeutic values of yoga.

UNIT – I

Mataphysical basis of yoga

- Concept of purush (pure consciousness) and prakriti as basic components of cosmic reality.
- Concept of Buddhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
- Further such divisions of Ahamkar – Mun, karmendris, Jyanendris and Tannatra the Suksham Sharir)

UNIT II

The Philosophy of yoga and its relationship to individual and social upliftment.

- The meaning and definitions of Yoga.
- Yoga as a way to healthy and integrated living.
- Yoga as a way to socio-moral upliftment of man.
- Yoga as a way to spiritual enlightenment – Atmanubhuti, Praykshanubhuti.

UNIT III

Different types of yoga systems and characteristics of yoga practitioner.

- Ashtanga yoga of Patanjali
- Jyana yoga, Bhakti yoga and Karma yoga of the Bhagwadgita
- Characteristics of a practitioner of yoga.
- Trigun and “Yogic Ahar”

UNIT IV

The instrumentals of Yog (Sadhana pad).

- The Five yam (observances).
- The Five Niyam (abstinences).
- Asans – The right postures.
- Pranayam – controlling the breadth.
- Pratyahar – controlling the senses.
- Dharana (concentration) and its methods
- Dhyam (meditation) and its kinds.
- Samadhi – its various types.

UNIT V

Scientific basis of yoga – yoga and mental health.

- Yoga and Bio-feedback
- Therapeutic values of yoga.
- Different Asans and their effects to promote a sound physical and mental health.
- Dhyān, and its therapeutic value.

Regular Mode- Sessional Work :

1. Organisation of three-day yog camp in any school.
2. Study on the Postural defects and guidance for correct postures.

Evaluation Procedure

Total Marks - 100

External Evaluation

70 Marks

(Internal Evaluation) (Sessional work + Two Tests)

(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure

Total Marks - 100

External Evaluation

70 Marks

(Internal Evaluation) (Assignments)

30 Marks

VALUE EDUCATION & HUMAN RIGHTS

Unit – I

1. Meaning, concept, need, importance and definition of value
2. Nature and resources of values – social, cultural and science of living
3. Classification of values, status of values, how can these be inculcate through education

Unit – II

1. How value differ from religion, morality, Ideals and code of conduct
2. Barriers in development of values
3. Educational values for development of nation- secularism, democracy and equality

Unit – III

1. Value of excellence and Egocentrism
2. Value of sacrifice and selfishness
3. Value of work and value centred need

Unit – IV

1. Development of Human Right – aim, nature and function
2. Contribution to society in the world – human right provision in U.N.O.
3. Educational and democracy in Indian constitutional provision with special reference to Human rights.
4. Education and Human Right in school, College and Universities. Key of National development.

Unit – V

1. U.N.O.
2. National integration and International understanding in reference to Human rights
3. Role of NGOs and Government organisation to building of human rights in India.
4. Role of Media – related challenges and solution of Human rights.

Regular Mode -

Sessional Work : (15 marks for each)

1. Two term papers related one to Fifth units.
2. A case study/survey of a recent problem related to Socieity.

Evaluation Procedure

External Evaluation

(Internal Evaluation) (Sessional work + Two Tests)

Total Marks - 100

70 Marks

(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure

External Evaluation

(Internal Evaluation) (Assignments)

Total Marks - 100

70 Marks

30 Marks

MEASUREMENTS & EVALUATION

COURSE OBJECTIVES:

To acquaint the student with the basic concept and practices adopted in educational measurement and educational evaluation.

To help the student to understand relationship between measurement and evaluation in education and the existing models of evaluation.

To orient the student with tools and techniques of measurement and evaluation.

To develop skills and competencies in constructing and standardizing a test.

To make the students to understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

UNIT I : The measurement and evaluation process :

1. Concept, scope and need of measurement, Taxonomies of educational objectives, Non-referenced and criterion-referenced measurement.
2. Concept, functions, methods & basic principles of evaluation.
3. Examination system of countries with special reference to U.K., U.S.A. and INDIA.

UNIT II

A Critical review of examination system in India.

Nature and Status of examination system in India.

Evaluation Systems in Advanced Countries U.S.A., U.S.S.R. and U.K.

UNIT III : Tools of Measurement and Evaluation :

1. Subjective and objective tools, essay test, objectives test, scales, questionnaires, schedules, inventories and performance tests.
2. Projective & Non-projective techniques of evaluation.
3. Basic characteristics of good measuring instruments.

UNIT IV : Tools Construction :

1. Test Construction: General principles of test construction and its standardisation, Writing test items – objective type, essay type and interpretive type.
2. Item analysis procedures for non-referenced and criterion referenced tests.
3. Validity, Objectivity, Reliability, Usability and Norms: Types, Ways of determination, importance and application
4. Difference between Standardised and Non-standardised test.
5. Non referenced and criterion referenced tests, scaling – standard scores, T-scores & Z-scores.

UNIT V: Measurement of Different Types of Test:

1. Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest, Skills.
2. Interpretation of the above test-scores and methods of feed back to students
3. New trends in evaluation viz. :
 - Grading
 - Semester system
 - Continuous and comprehensive evaluation.
 - Question Bank

**Regular Mode -
Sessional Work: (Any two)**

1. Construction and Standardization of any test.
1. Term paper on Grading System.
2. Term paper on use of computer in evaluation process.
3. Term paper on Semester System.

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Sessional work + Two Tests)	(16+14)=30 Marks

Distance Mode –
Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

Reference-

1. Agrawal, Y.P. (1990): Statistical Methods, Sterling Publishers Pvt. Ltd., New Delhi.
2. Asthana, Dr. Bipin Agarwal, Dr.R.N. (1983): Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra-2
3. Anastasi, A. (1968): Psychological Testing (3rd Edition), Macmillan, New York.
4. Ferguson, George,A. (1971): Statistical Analysis in Psychology and Education (3rd Edition), Mc Graw Hill, New Delhi.
5. Groundland, N.E. (1967): Measurement and Evaluation in teaching: Mac Millan Co. fourth Printing, New York.
6. Numally Jum, C. (1964) : Educational Measurement and Evaluation, McGraw, Hill Book Company, New York.

PART – II / FINAL YEAR

PAPER – V COMPARATIVE EDUCATION

COURSE OBJECTIVES:

1. To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

COURSE CONTENTS:

UNIT I : Comparative Education :

1. Meaning in terms of looking at it as a new discipline.
2. Scope and major concepts of comparative education.
3. Methods
4. Democracy and Nationalism
5. Area Study

UNIT II : Factors & Approaches :

1. Comparative education, factors and approaches - geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural.
2. Factors related to – Cross disciplinary approach used in comparative education.

UNIT III : Modern Trends & UNO :

- 1) Modern trends in world education – national and global.
- 2) Role of UNO in improving educational opportunities among the member countries, various official organs of the UNO and their educational activities.

UNIT IV : Comparative Study :

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

Primary Education	-	USA, UK, Russia, India
Secondary Education	-	USA, UK, Russia, India.
Higher Education	-	USA, UK, Russia, India.
Teacher Education	-	USA, UK, Russia, India.

UNIT V : Problems of Education

1. Problems prevailing in developing countries with special reference to India, their causes and solution through education.
2. Poverty

3. Unemployment
4. Population explosion
5. Gender Sensitisation.
6. Political instability.

**Regular Mode-
Sessional Work : Any two of the following -**

Term paper related content of the course
 Comparative study on Educational system of two countries
 Term paper related to problem prevailing in development countries with special reference to India : Causes & their solutions.

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Sessional work + Two Tests)	(16+14)=30 Marks

Distance Mode –
 Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

Reference-

1. Batten T.R. : Education and Country Development, Inst. of Rural Life, 1959.
2. Bantock, G.H. : Freedom and authority Fabru, 1952
3. Bertand Russel : Education and the social order London, George Allen and Unwin Ltd. 1947
4. Garitea Hayes : The Historical Evolution of Modern Nationalism New York, Mac. Millan 1948
5. Gollier F.K.F. : the Social Purpose of Educational Routledge, 1959
6. Edward Hellt : Nationalism and after London, Mac. Millan and Col. Ltd. 1955
7. Elwin, H.L. : Changing Education in a changing Society, A.W.L.I.1.960
8. Frenest Barnar : National Character, London, Mathueu I & Co. Ltd. 1948
9. Floud J.E. & Others : Social class and educational opportunity, Hainemans 1957
10. Gittuis, C.E. Educational Opportunity, Swarnasa University, 1958
11. Had Kin R.A. Educational Opportunity, Swarnsa University, 1958
12. Howard Muford Jones : Education and World Tragedy, Harward university Press, 1946
13. Haghes, A.G. & Others : Education and Demicratoc Idea, Longmans, 1951
14. James Eric : Education and Democratic Leadership, O.U.P. 1960
15. Kendal, L.L. The New Era in Education Hughton, 1955

3) PAPER VI: METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS

COURSE OBJECTIVES-

To Enable the students to understand :

- 1) Concept of Research and Educational Research
- 2) The Characteristics of Philosophical, Psychological and Sociological Research in Education.
- 3) The different strategies of Educational Research.
- 4) The Techniques of developing a Research proposal.
- 5) The meaning and Techniques of Samplings.
- 6) The various types of tools of data collections.

COURSE CONTENTS:

UNIT I: Concept of Educational Research:

Meaning of Research & its Need in Education.
Selection and Identification of a problem.
Variables – Dependent, Independent, Extraneous.
Objectives – Primary and Secondary.
Review of a Related literature – its need and importance for a research.

UNIT II: Approaches, Tools and Techniques of Research.

Tools of Research
Interview and Interview Schedue.
Observation and observation schedule.
Questionnaire
Attitude scale
Psychological tests and Inventories
Sociometry
Areas of Educational Research – Teacher Education and psychology of Education.

UNIT III : Types of Educational Research :

Historical
Descriptive Research – Survey and Normative Survey
Experimental Research.
Action Research
Preparation of Research proposal

UNIT IV: Research Design:

Concept of Research Design.
Research methods – Survey, Experimental and Case study.
Population – Sample, Sampling method.
Hypothesis- Types of Hypothesis, characteristics of a good hypothesis.
Data collection – scoring and analysis of data.
Research Report.

UNIT V: Statistical Method:

Frequency Distribution & Graphical Representation.
Measurement of Central tendency – Mean, Median, Mode.
Measures of Variability – S.D., M.D., Q.D.

Correlation – Rank Difference and Product moment method
Chi-square test and t-test

**Regular Mode-
Sessional work-**

1. Construction of any type scale.
2. Development of a Research proposal.

Evaluation Procedure

Total Marks - 100

External Evaluation

70 Marks

(Internal Evaluation) (Sessional work + Two Tests)

(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure

Total Marks - 100

External Evaluation

70 Marks

(Internal Evaluation) (Assignments)

30 Marks

Reference:

1. Corey, Stephen M. : Action Research to improve School Practice, New York, Bureau of Publication, Columbia University.
2. Guiford , J.P.: Fundamental Statistics in Psychology and Education, London Mc Graw Hill Book Co.
3. Sellting, Clainandtures, Research Methods in Social Relation; London Nethuses & Co.
4. Travers, R.M.W., An introduction to Educational Research, London Mc Millian Co.
5. Verma, An Introduction to Educational & Psychological Research, Bombay, Asia publishing house.
6. Sukhia, S.P., Melhotra, P.V. , Elements of Educational Research, New Delhi, Allied Publishers.
7. Best, J.W., Research in Education, Englewood, Chiffs, J.N. Prentice Hall.
8. Corey, Stephen M. : Action Research to improve School Practice, New York, Bureau of Publication, Columbia University, New York.
9. Guilford, J.P. : Fandamental Statistics in Psychology and Education in Psychology and Education, London McGrew Hill Book Co.
10. Selltize Claire and others : Research Method in Social Research Methods in Social Relation, London Methuen & Co.
11. Trawers R.M.W. : An Introduction to Educational Research; London McMillan Co. 1958.
12. Verma : An Introduction to Educational & Psychological Research; Asian Publishing House, Bombay.
13. Sukhia, S.P. & Malhotra, P.V. : Elements of Educational Research; Allied Publishers, New Delhi.
14. Best, J.W. : Research in Education, Engliwood Chiffs, J.N. Prentice Hall, 1969.
15. Good, W & Hatt. P.K. : Method of Social Research, London McGrew HillBook Co. 1962.
16. Good : Methods of Educational Research, Appleton Centurry Crofts New York.

Paper – VII EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES :

1. To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instruction and researches in ET.
5. To acquaint the student teachers 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 : Software approach & Hardware approach.
- Types of Educational Technology – Behavioural Technology, Teaching Technology, Instructional Technology, Instructional Design.

UNIT – II Communication and Instruction

- Theory, Concept, Nature, Process, Components, Type, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional System.
- Formulation of Instructional objectives
- Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT – III Teaching levels, strategies and methods

- Memory : Understanding and Reflective levels of teaching
- Teaching Strategies : Meaning, Nature, Functions and Types.
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviours

UNIT – IV Programme Instruction

Linear, Branching, Methatics – Origin and types branching

Development of the Programmed Instruction Materials.

Teaching Machine.

Computer Assisted Instruction.

UNIT – V Educational Technology in formal & non-formal education-

- Open Learning Systems and Educational Technology.
- Evaluation and Educational Technology.
- Resource and 1998 for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cell Labs AVRC, EMRC, NIST etc. –their activity for the improvement of teaching learning).

Regular Mode- Sessional Work :

1. Preparations of programme Instructional Material for any subject of any class.
2. Designing Instructional System for Secondary Education.

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Sessional work + Two Tests)	(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

Reference-

1. M. Weill, B. Joyee and Kluwoin : Models of Teaching, Englewood Cliff, N.J. Prentice Hall, 1972.
2. Lindsay, P and Norman, D. : Human information Processing : An Introduction to Psychology, N.Y. Academic Press, 1973.
3. Eggen Kauchak and Harder : Strategies for Teachers : Information Processing Models in the classroom, N.J. Prentice Hall, INC 1979.
4. Taba, H. : Teaching Strategies and Cognitive Functioning in Elementary School Children, D.C. USOE, Washington, 1956.
5. Ausubel, D. : Use of Advance Organizers in the learning and retention of meaningful material, Journal of Educational Psychology, 1960-61, 267-72.
6. Suchman : Inquiry Development Programme Development Inquiry, Chicage, Scientific Research Asspiates, 1966.
7. Sharma, R.A.: Advanced Educational Technology, Meerut.

Course Objectives –

1. To develop in the student a broad understanding of the influences of behaviour science on educational administration.
2. To impart the knowledge of the principles and theories of educational administration.
3. To acquaint them with the emerging administrative structure in education.
4. To give them knowledge of types of educational administration.
5. To enable them to understand the issue of administration.
6. To provide them with a critical knowledge of supervisory skills, tasks, tools and techniques with reference to administrative, academic and non-academic activities in educational institutions.
7. To make them aware with the latest researches in education administration.
8. To enable the student to understand the concept of leadership in educational organization.
9. To develop skills in planning and management of educational programme including MIS system at different levels.
10. To enable the students to understand the educational planning at the Centre and State level.
11. To acquaint the student with the concept, importance, principles and procedure of institutional complex planning for the all round development of an institution.

COURSE CONTENTS :**UNIT I : Educational Administration – an introduction**

1. Educational Administration : Meaning, Nature and Status
2. Scope and Function of Educational Administration
3. Organisations : Nature and characteristics of an organisation
4. Organisational Climate : its meaning, Nature and Types.

UNIT II : Development of modern concept of Educational administration

1. Historical development of Educational Administration
2. Administrative Body and its Functions.
3. Specific Trends in Educational Administration : Such as decision making and organisational compliance.

UNIT III : Leadership in Educational Organisation

1. Meaning : Concept and Nature of Leadership
2. Theories of Leadership
3. Criteria of a good leader.

UNIT IV : Educational Planning

1. Meaning and Nature of Educational Planning
2. Need for Educational planning in India.
3. Characteristics of Educational Planning.
4. Principles of Modern Educational Planning.

UNIT V : Education as supervision-

1. Meaning and nature of supervision.
2. Scope and Function of Supervision.
3. Principles of good supervision.

**Regular Mode-
Sessional Work :**

1. A term paper related to I from V unit.
2. Survey of A school organisational climate.
3. Prepare a action plan on better educational plannings.

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Sessional work + Two Tests)	(16+14)=30 Marks

Distance Mode –

Complete 70% Assignments given on back side of the study material in each paper

Evaluation Procedure	Total Marks - 100
External Evaluation	70 Marks
(Internal Evaluation) (Assignments)	30 Marks

Reference-

1. Morphot, R.L. John & Reller : Educational Administration Englewood Cliffs, N.O. Prentice Hall Inc., 1959.
2. Mort, P.R. : Principles of School Administration, McGraw Hill Book Co., New York.
3. Seers, J.B. : The Nature of the Administrative Process, New York McGraw Hill, 1950.
4. N. Wan Kwo, John : Educational Administration, Vikas Pub., New Delhi, 1981.
5. Campbell, Renald F. Russel LI Gregg : Administrative Behaviour in Education, Harper and Row, New York, 1957.
6. Seers, J.B. : The Nature of the Administrative Process, McGraw Hill, New York, 1950.
7. Bhatnagar & Verma : Educational Administration, International Publishing House, Meerut (U.P.), 1978.
8. Mathur, S.S. : Educational Adminsitration, Krishna Brothers, Jullundhur, 1975.
9. Lulla B.P. : Research in Education Adminsitration, Faculty of Educational Psychology, M.S. University, Baroda.
10. Mukherji, S.M. : Secondary School Administration of Education, Acharya Book Depot, Baroda, 1959.
11. Mukherji, S.M. : Administration Educational Planning & Finance, Acharya Book Depot, Baroda.
12. Chandrakanta, L.S. : Educational Administration – What is means ?, Ministry of Education, Delhi, 1957.
13. Simon Hebery, A. : Administrative Behaviour, MacMillan and Co. 1967.