



जननायक चंद्रशेखर विश्वविद्यालय, बलिया
Jananayak Chandrashekhar University, Ballia



COURSE STRUCTURE FOR

Master of Art

In

Education

UNDER SEMESTER SYSTEM

ACADEMIC SESSION 2020-21

**JANANAYAK CHANDRASHEKHAR UNIVERSITY,
BALLIA U.P. 277001**

M.A.

EDUCATION

SEMESTER SYSTEM

Rules and Course Structure

(Under Semester System to come into force from Academic Session 2020-21)

The Study of P.G. Education course have been designed/ redesigned/ updated as per present and future needs. Suggested areas of research have also been added for providing directions to future researches in the area. This programme also requires proper infrastructure, trained teachers, and computers with internet connections. Different linkages, guest lectures, society and sitevisits will also be required to provide real life exposure.

Admission Eligibility- Applicant who have passed B.A. (Graduation) or any other equivalent examination from any recognized university and have studied Education as subject, only are eligible for admission in M.A. Education. All students will be enrolled as a regular student.

Duration- Duration of the course will be two year and it is divided into four semester.

M.A. Education

COURSE STRUCTURE – FIRST SEMESTER		M.M.: 400
FIRST PAPER –	Philosophical Foundation of Education	100 MARKS
SECOND PAPER –	Sociological Foundation of Education	100 MARKS
THIRD PAPER –	Development of Indian Education	100 MARKS
FOURTH PAPER –	Educational Research & Statistics	100 MARKS
	Total	400 MARKS

COURSE STRUCTURE –SECOND SEMESTER		M.M.: 400
FIRST PAPER –	Psychological Foundation of Education	100 MARKS
SECOND PAPER –	Comparative Education	100 MARKS
THIRD PAPER –	Educational Management and Administration	100 MARKS
FOURTH PAPER –	Research Proposal, Practical work & Viva - Voce	100 MARKS
	Total	400 MARKS

COURSE STRUCTURE – THIRD SEMESTER		M.M.: 400
FIRST PAPER –	Guidance and Counselling in Education	100 MARKS
SECOND PAPER-	Education for Special children	100 MARKS
THIRD PAPER –	Distance Education	100 MARKS
FOURTH PAPER –	Environmental Education	100 MARKS
	Total	400 MARKS

COURSE STRUCTURE – FOURTH SEMESTER		M.M.: 400
FIRST PAPER –	Educational Measurement and Evaluation	100 MARKS
SECOND PAPER –	Educational Technology	100 MARKS
THIRD PAPER –	Contemporary issues of Indian Education	100 MARKS
FOURTH PAPER –	Dissertation and Viva-Voce	100 MARKS
	Total	400 MARKS

PROPOSED REGULATIONS

Semesters/Papers	Title of the papers	Theory		Practical	
		Max. Marks	Mini. Marks	Max. Marks	Mini. marks
SEMESTER I		Final Exam.			
Paper -01	(Theory Paper)	100	33	-	
Paper -02	(Theory Paper)	100	33	-	
Paper -03	(Theory Paper)	100	33	-	
Paper -04	(Theory Paper)	100	33	-	
Total aggregate of First Semester is 36%		Max. Marks – 400 and Min. Marks – 144			
SEMESTER II					
Paper - 01	(Theory Paper)	100	33	-	-
Paper - 02	(Theory Paper)	100	33	-	-
Paper - 03	(Theory Paper)	100	33	-	-
Paper - 04	Practical			100	33
Total aggregate of second Semester is 36%		Max. Marks –400 and Min. Marks – 144			
SEMESTER III					
Paper -01	(Theory Paper)	100	33	-	-
Paper - 02	(Theory Paper)	100	33	-	-
Paper - 03	(Theory Paper)	100	33	-	-
Paper - 04	(Theory Paper)	100	33	-	-
Total aggregate of third Semester is 36%		Max. Marks – 400 and Min. Marks – 144			
SEMESTER IV					
Paper - 01	(Theory Paper)	100	33	-	-
Paper - 02	(Theory Paper)	100	33	-	-
Paper - 03	(Theory Paper)	100	33	-	-
Paper- 04	Dissertation (Practical)			100	33
Total aggregate of forth Semester is 36%		Max. Marks – 400 and Min. Marks – 144			

Consolidate Performa for allotments of all semester are as follows-

First Semester	400	144
Second Semester	400	144
Third Semester	400	144
Fourth Semester	400	144
Grand Total	1600	744

Note-

1. The dissertation work may be initiated in III semester and the dissertation shall be submitted at the end of IV semester.
2. Dissertation work shall be 100 marks including viva-voce. Dissertation work / Practical evaluation including viva-voce shall be conducted by appointed external and internal examiner by university in second and fourth semester.
3. The minimum passing marks of every paper shall be 33 % in theory and practical separately and total aggregate of the semester shall be 36 % minimum. However it may be changed by the university from time to time.

M.A. Education (Syllabus)
JANANAYAK CHANDRASHEKHAR UNIVERSITY,
BALLIA, U.P.
First Semester
First Paper

Philosophical Foundation of Education

After going through this paper students will be able to:

- Understand the nature, function and importance of educational philosophy and relation between philosophy and education.
- Critically differentiate between various branches of western philosophy such as metaphysics, epistemology and axiology.
- Explain the different branches of Indian and Western philosophy and work out their educational implications.
- Critically appraise the contributions of prominent Indian educational thinkers to education.

Course content –

Unit -1

- A. Educational Philosophy: Meaning, nature, scope and importance of educational philosophy, relationship between education and philosophy.
- B. Branches of philosophy: Traditional branches of philosophy – metaphysics, epistemology, axiology and logic – their implication for educational practices.

Unit – 2

- A. Western schools of philosophy: Idealism, Naturalism, Pragmatism - their implications in terms of educational objectives, curriculum, methods of teaching and discipline.
- B. Realism, Existentialism - their implications in terms of educational objectives, curriculum, methods of teaching and discipline.

Unit – 3

- A. Indian schools of philosophy- Sankhya, Vedanta, Yoga: basic principles and their educational implications.
- B. Buddhism, Jainism, Islamic traditions: basic principles and their educational implications.

Unit – 4

- A. Modern Indian educational philosophers: Swami Vivekananda, Mahatma Gandhi, Ravindra Nath Tagore, Sri Aurobindo, J. Krishnamurti and Dean Dayal Upadhyay their educational thoughts and implication in the contemporary perspectives.
- B. Western Educational philosophers: Jean-Jacques Rousseau, John Dewey and Paulo Freire their educational thoughts and implication in the contemporary perspectives.

Books Recommended:

- AdvaitaAshrama (1980). The complete works of Swami Vivekananda. Mayavati Memorial Edition (vol.1- X), AdvaitaAshrama , Calcutta.
- Altekar, A. S. (1951). Education in Ancient India. The India Book House Benaras.
- Avinashalingham, T.S. (1947). Educational philosophy of Swamivivekananda,Sri Ramkrishna Mission Vidalaya, Coimbatore.
- Broudy, Harry S. (1965).Building a philosophy of education. New,Prentice Hall of India (Private) Ltd Delhi.
- Brubacher, John S. (1962). Modern philosophies of education, McGraw-Hill Book Company, Inc Tokyo.
- Chatterjee, C, (1957). Vedic Education, Gauranga Cultural Research Institute, Lucknow.
- Chaturvedi, Sitaram (1970) Shiksha Darshan, Hindi Samiti, Suchana Vibhag, Lucknow
- Das, Manoj (1999). Sri Auribindo on education, National Council for Teacher Education, New Delhi.
- Hiriyanna, M. (1949). The Essentials of Indian Philosophy, George Allen and Unwin, London.
- Hiriyanna, M. (1983). Outlines of Indian Philosophy, Blackie & Son, Bombay.
- Keay, F. E. (1980). Ancient Indian Education: Origin, development and ideals, Cosmo Publication, New Delhi.

- Mitra, Veda (1964). Education in ancient India, Arya Book Depot, New Delhi.
- Mookeriji, R. K. (1960). Ancient Indian Education – Brahminical and Buddhist, Motilal Banarsidas Delhi.
- Moore, J. W. (1982) Philosophy Of Education, Routledge and Kegan Paul London.
- Pandey, Asha & Bisval, Minakshi (2010), Education in Emarging Indian Society, Alok Prakashan, Allahabad and Lucknow.
- Pandey , K.P.(1988) Naveen Shiksha Darshan , Amitabh Prakashan , Delhi
- Pandey, R. S.(1983) Shiksha Darshan, Vinod Pustak Mandir, Agra
- Peters, R. S. (ed.) (1980). The Philosophy of Education – An Introduction, Oxford University Press, Oxford.
- Upadhyaya, Deen Dayal: EKATM DARSHAN, Deen Dayal Shodhsansthan, New Delhi.

First Semester

Second Paper

Sociological Foundation of Education

After going through this paper students will be able to:

- Understand the implications of sociological knowledge for explaining the problem of education.
- Analyse the basic feature of education as a social system.
- Explains various social- economic factors and their impact on education.
- Use the social theories in understanding the process of education.

Course content –

Unit – 1

- A. Educational sociology: scope , meaning and educational implication of sociology, relation between sociology and education,
- B. Concept of socialization – role of Education, family and community with special reference to Indian society, socialization of the child.

Unit – 2

- A. Education as social system: Social system and education, meaning and nature, characteristic of social system, Education and social change, concept of social change, determinants of social change.
- B. Role of Education in social control, social mobility: meaning, kinds and its relation with education and its educational implications.

Unit – 3

- A. State and Education: equity and equality, equality of educational opportunities, concepts, issues and challenge, Equalizations with reference to gender, socially marginalized groups.
- B. Education and Religion, Education and Culture, Education and Modernization: Concept, relation and educational implications.

Unit -4

- A. Economics of Education: Meaning and Concept; Education and Economic development , Concept of Education as an investment.
- B. Education and politics- democracy: meaning, objectives and role of education in development of democratic values.

Books recommended –

- Brauncer, C. T. (1985): Problem in Education , Englwood Chiffs.
- Gupta, Dipankar (1991). Social Stratification, Oxford University Press, New Delhi.
- Kamat, A. R. (1985). Education and social change in India, Soumya Publication Pvt. Ltd, New Delhi.
- Naik, J. P. (1965). Educational Planning in India, Allied Publishers, Delhi.
- Nurullah, Syed and Naik, J. P. (1971). Student history of education in India, Macmillon, Bombay.
- Ottaway, A. K. C. (1962). Education and society, Routledgeand Kegan Paul, London.
- Pandey, K.P. (2007) shiksha ke darshnik evam samajik aadhar, vishv vidyalay prakashan, Varanasi
- Saijidian, G. K. (1957) : Education, Culture and Social Order, Asia Publishing House, Bombay.
- Sharma, K. L. (1994). Social stratification and mobility, Rawat Publication, Jaipur & new Delhi.
- Sharma, S. L. (1979). Modernising effects of University education, Allied Publishers, New Delhi.
- Shipman, M. D. (1975). The sociology of the school, Longman, London.
- Singh, Yogendra (1998). Modernization of Indian Tradition, Rawat Publishers, Jaipur.
- Srinivas, M. N. (1972). Social change in modern India, Orient Longman, Hyderabad.

First Semester

Third Paper

Development of Indian Education

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.
- Analyse the impact of western education on indigenous system.
- Know the development of education in the post independence period.

Course content –

Unit -1

- A. Education during the ancient and medieval period - Vedic education, Buddhist education and Muslim education with special reference to aim, curriculum, methods of instruction, discipline, teacher- student relation and educational institutions.
- B. Education during the British period: Charter Act of 1813 and Oriental Occidental controversy, Macaulay's Minute (1835), Adam Report.

Unit -2

- A. Wood's dispatch (1854) and Hunter Commission (1882-83) with special reference to recommendations, suggestions and implementations.
- B. Gokhlay Bill and Education Policy (1913), Calcutta University Commission (1917-19), Hartog Committee (1929), Basic Education- (1937)with special reference to recommendations, suggestions and implementations.

Unit -3

- A. University Education Commission (1948-49), Secondary Education Commission (1952-53) with special reference to recommendations, suggestions and implementations.
- B. Education Commission (1964-66), National Policy of Education (1986): recommendations, suggestions and implementations.

Unit -4

- A. New Education Policy (1992), National Curriculum Framework (2005): Theory, Objectives and main problems.

B. National Curriculum Framework Teacher Education (NCFTE)2009, National Knowledge Commission, National Education Policy 2019.

Books Recommended :

- Altekar, A.S. (1934): Education in Ancient India, The Indian Book Shop, Varanasi.
- Ghosh, S.C. (1989): Educational Policy in India Since Warren Hastings, NayaPrakashan, Calcutta.
- Gupta, S.P. (2005) ,*Bharatiy shikaha ka itihās,Vikas evam Samsyaye* , sharada pustak bhawan, Allahabad.
- Jaffar, S.M. (1936): Education in Muslim India, Lahore.
- Kumar, Krishna (1991): The Political Agenda of Education, Sage, Delhi .
- Law, N.N. (1916): Promotion of Learning in India, London.
- Mukherjee, R.K. (1960): Ancient Indian Education, Motilal Banarasi Das, Delhi.
- Nurrullah, S. and J.P. Naik (1974):A Students History of Education in India, Macmillan Bombay.
- Singh, Rama Kant (2017), *Bharatiy shikaha ka itihās* , Rakhi Prakashan, Agra

First Semester

Fourth Paper

Educational research and statistics

After going through this paper the students will be able to:

- Know the meaning and scope of educational research.
- Differentiate among fundamental, applied and action research.
- Analyse different methods used in educational research.
- Understand the process of educational research.
- Use of statistical techniques for the analysis and interpretation of data.

Course content –

Unit -1

- A. Educational Research: Meaning, concept, need, nature, objectives of educational research and its scope. Various forms of Educational research – Fundamental, Applied and Action research, Difference among them on the basis of objectives, nature of problem, methods and utility.
- B. Research Paradigm; Quantitative and Qualitative, their nature characteristics and different features. Identifying problems of research- Principles and definition of problem, selection and formulation of research problem, criteria and sources of identifying the problem, delimitation of the research problem.

Unit -2

- A. Hypothesis: process, sources, purpose, characteristics and type of hypothesis. Hypothesis testing; Methods of educational research: Historical, Descriptive, Experimental, Ex- post facto and Case study; procedures and needed precautions.
- B. Population and sampling techniques in educational research; concept and meaning of population and sample in research, needs and type of samples, characteristics of a good sample, probability and non-probability sampling, methods, procedure and limitations.

Unit -3

- A. Tools of Research – Concept and characteristics of good research tool. Type of research tools and their uses, some specific research tools, chief features and procedures for developing them.
- B. Interview, Questionnaire, Observation, Rating Scale, Check list, and sociometry.

Unit -4

- A. Statistical Techniques: Measures of central tendency- computation of mean, median, mode and explaining their uses in treatment of data.; Measures of variability- range, mean deviation, standard deviation, variance and quartile deviation and their uses; Measures of relative position- percentiles and percentile ranks; Correlation- meaning of correlation and interpretation of coefficient of correlation by Spearman and Pearson method.
- B. Graphical representation of data – Histogram, Frequency polygon, Cumulative frequency curve or Ogive; Normal probability curve- characteristics, properties and applications. t- test, Chi Squire test, F- test (One way),Types of Error.

Books Recommended-

- Best, John W. and James V. Kahn, (1992). Research in Education, Prentice Hall of India Pvt. Ltd, New Delhi.
- Bhardwaj, Amita(2014), *Vidyalayi shiksha me kriyatmak Anushandhan*, Akanksha Pub.House, New Delhi.
- Buch, M. B. (ed) (1996).Fifth Survey of Research in Education, NCERT, New Delhi.
- Garrett, H. E. (1962). Statistics in psychology and education, Allied Publishers Private Ltd, Bombay.
- Ghose, B. N. (1999). Scientific method and social research (revised ed.), Sterling Publishers Private Limited, New Delhi
- Gupta, S.P.(2002), *Adhunik Mapan evam Mulyankan*, Sharada Pustak Bhawan, Allahabad
- Kerlinger, F. N. (2018). Foundation Of Behavioral Research, Surjeet Prakashan, Delhi.
- Koul, lokesh (1997): Methodology of Educational Research, Vikas publishing House, Pvt. Ltd. (Third Revised Edition), New Delhi.
- Pandey, K.P.(2006), *Shaikshik Anushandhan*,Vishv Vidyalay Prakashan , Varanasi.
- Pandey, K.P. (2016), *Shiksha evam Manovigyan me sankhyiki*,Vishv Vidyalay Prakashan Varanasi.

- Yadav, M.S. and Mitra, S. K. (1989). Educational Research: Methodological perspective, CASE, M. S. University, Baroda.

Second Semester

First Paper

Psychological Foundation of Education

After going through this paper students will be able to:

- Understand concept and principles of educational psychology as an applied science.
- Understand the process of human development, related psychological theories and their implications for education.
- The concept and process of learning, related theories and their implications.
- The nature and concept of individual difference, intelligence, creativity etc. and their implications for education.
- Examine critically the concept of mental health, mental hygiene and the nature of group behaviour with their educational implications.
- Understand the concepts and theories of personality and its assessment techniques.

Unit -1

- A. Psychology of Development- Concept, Foundation and causes, Principles of development, difference between growth and development, cognitive, social, moral and emotional development: main characteristics and educational implications.
- B. Development of concept formation, logical reasoning, problem solving and creative thinking and language development concept of development with special reference to sanskara.

Unit – 2

- A. Learning- concept, kinds and level of learning, Gagne's hierarchy, factors affecting learning. Transfer of learning- meaning, and educational implication, Theories: Associative theory of learning, Systematic behaviour theory of Hull, Gestalt theory, Cognitive theory of learning- Bruner's theory, Social Constructivism Theory of learning - Vygotsky, Language learning –Nomchomosky and its educational implication

- B. Creativity- meaning, nature, concept, process, identification and fostering creativity through education, main aspects of creativity and intelligence, measurement of creativity.

Unit – 3

- A. Intelligence- meaning, Indian antahkaran chatusaty (Mana, Buddhi, Ahankar and Chitt), Western concept and Theories – Guilford's theory of intelligence, Gardner concept of intelligence; chief feature and educational implications. Emotional intelligence: meaning, chief feature and educational implications, Spiritual Intelligence, Measurement of intelligence, Individual difference and its educational implications.
- B. Motivation- concept, nature, content and process, theories. Indian view Purusharth chatushya (Dharma, Artha, Kam, Moksh) and educational implication. Techniques of motivation for diverse group of learners including challenged groups. Motivational strategies for special children, educationally backward children, gifted and mentally retarded child, identification and educational provisions.

Unit -4

- A. Personality – meaning, Panchkoshiya development and sata, raja, tam guna dominated personality and its educational implication, Comparison between western concept and Indian concept of personality, Western theories of personality - trait approach, Allport theory, psychoanalytic theory- Freud, Humanistic Theory-Rogers, Measurement of personality.
- B. Adjustment- meaning, process, models of adjustment, mental conflict and defence-mechanism, characteristics of well adjusted person, mental health and hygiene- meaning, chief features and educational implication. Group dynamics- meaning, social process, teachers role for making the classroom environment, learning oriented and learners friendly.

Books Recommended-

- Agarwal, J. C. (2004). Essentials of Educational Psychology. Vikas Publishing House, New Delhi.
- Chauhan, S. S. (1966). Advanced Educational Psychology. Vikas Publishing House, Pvt. Ltd. Delhi.
- Gupta, S.P., Gupta A. (2004), *Uchchatar shiksha Manovigyan*, Sharada Pustak Bhawan, Allahabad.

- Kohlberg, L. (1981). The philosophy of moral development, Harper & Row, San Francisco.
- Pandey, K.P. (2009), *Naveen shiksha Manovigyan*, Vishva Vidyalay Prakashan Varanasi.
- Pandey, K.P. (2009), *Advanced Educational Psychology*, Vishva Vidyalay Prakashan Varanasi.
- Pandey, Kalplata and Srivastav, S.S. (2007), *Shiksha Manovigyan: Bhartiya evam Pashchatya drishti*, Tata Mcgraw Hill, New Delhi.
- Piaget, J. (1963). *Origin of intelligence in children*, Norton New York.
- Piaget, J. (1970). *The science of education and psychology of the child*, Orion Press, New York.
- Sharma , R. N. (1984). *System of Psychology*. Surjeet Publication, Delhi.
- Singh, A. K. (1994). *Shiksha Manovigyan*, Bharati Bhawan, Patna.
- Skinner, C. E. (2004). *Educational Psychology*, 4th edition, Prentice Hall of New Delhi.

Second Semester

Second paper

Comparative Education

After going through this paper students will be able to:

- Understand comparative education as a new discipline.
- Develop an understanding about the educational system in terms of factors and approaches of comparative education.
- Develop the skill to assess the efficacy of educational systems of different countries in terms of the dominant trends prevailing.
- Develop a perspective about the implications of comparative education for solving existent educational problems in India.

Course content –

Unit -1

- A. Comparative education: meaning, concepts, Scope, methods, aims and implications of comparative education. Intra and inter educational analysis,
- B. Modern trends in world education- National and Global factors affecting national system in India.

Unit – 2

- A. Comparative Education: Factors and Approaches: racial, geographical, economic, cultural, ecological, religious, political, Cross – disciplinary.
- B. Distance education system in USA, UK, and India: a comparative analysis.

Unit -3

- A. A comparative study of the systems of education of different countries with special reference to-Pre –primary education- USA, UK, India aim, organization and curriculum; Primary education-- USA, UK, India aim, organization and curriculum; Secondary education- USA, UK, India aim, organization and curriculum.
- B. Higher education- USA, UK, India aim, organization and curriculum; Teacher education-- USA, UK, India aim, organization and curriculum;

Unit -4

- A. Problems prevailing in developing countries with special reference to India their causes and solution through education: Poverty, Unemployment, Population explosion, Terrorism, Casteism, communalism, Illeteracy and gender.

B. Role of UNO in improving the educational opportunities among member countries. Official organisation of UNO and their educational activities in India.

Books Recommended-

- Chaube, C. (2005). *TuinaatmakShiksha* (hindi), Ravi Mudralaya, Agra.
- Chaube, S. P. (2003). *Education abroad and in India*, Anamika publishers, New Delhi.
- CIVE (2003). Report of the national consultation meeting, Central Institute of Vocational Education (CIVE), Bhopal.
- DHAR, T. N. 920010. *Role of local bodies in governance of education in India*, NIEPA, New Delhi.
- Eckstein, M. A. (1988). *The encyclopedia of comparative education and national system of education*, Pergamon Press.
- Grewal, J. S. and Gupta, B. S. (1981). *Working with community and Teacher education*, Ram Prasad and sons, Agra.
- Husen, Torston and Postlethwaite, T. Neville (1994). *The international encyclopedia of education (2nd edn.) Comparative Education and International Education Organisation and Institutions*, Pergamon, Oxford.
- Keith, Lewin, et. Al. (1994). *Educational innovation in China- Tracing the impact of 1985 reforms*. Essex, Longman group Limited, England.
- Nurullah, Syed and Naik, J. P. (1962). *A student history of education in India*, Macmillan & co Ltd, Bombay.
- Pandey, K.P. (1988), *Comparative Education* Amitash Prakashan Delhi.
- Pandey, K.P. (1987), *Tulanatmak shiksha*, Amitash Prakashan Merrut.
- <http://www.glpinc.org>
- <http://www.intlbookproject.org>
- <http://www.ei-ie.org>

Second Semester

Third paper

Educational Administration and Management

After going through this paper students will be able to:

- Understand concept, need and significance of educational administration and management.
- Understand the concept and process of management.
- Explain various procedures of organizing educational administration.
- Understand the new trend and process of educational administration and management.

Course content –

Unit -1

- A. Meaning and nature of educational administration and management objectives, scope and types of educational administration and management.
- B. Functions of educational administration, principles of educational administration, types and theories of educational administration.

Unit -2

- A. Development of modern concept of educational administration- Theory of Taylorism.
- B. Administration as a process- Special trends in educational administration such as decision making, Organizational compliance, Leadership: Concept, measurement, Theories of leadership, Style of leadership.

Unit -3

- A. Role of central, state and local bodies in educational administration - Central administrative machinery of education. Role of the central government in education. Advisory bodies of the union govt. in the field of education.
- B. Administrative machinery of education in Uttar Pradesh. The functions of the state department of Uttar Pradesh, role of local bodies in education.

Unit – 4

- A. Educational Financing: Educational Expenditure, Budgeting, Principles of educational Financing.

B. Educational supervision- meaning, nature and functions. Planning and supervisory programme, Traditional vs modern supervision.

Books recommended-

- Azad, J. L. (1998). Educational planning in India, kurukshetra university, Kurukshetra.
- Bhagia, N. M., Briggs, Dora and Bhagia, Shusma (1990). Educational administration in India and other developing countries, Commonwealth Publishers, New Delhi.
- Bush, Tony (1986). Theories of educational management, Harper & Row, London.
- Mahajan, Baldev and khullar, K. K. (2000). Educational administration in central government: Structure, processes and future prospect, Vikas Publishing House Pvt. Ltd., New Delhi.
- Mukhopadhyay, M. (2005). Total quality management in education, Sage Publications, New Delhi.
- Musaazi, J. C. S. (1982). The theory and practice of educational administrations, The Macmillan Press, London.
- Ode, L.K.(1992), *Shaikshik Prashashan*, Rajsthan granth academy, Jaipur
- Prakash, Shri (1999). Educational planning, Gyan Publishing House, New Delhi.
- Singh, Amrik (2004). Fifty years of higher education in India – The role of the university grants commission, Sage Publication, New Delhi.

Second Semester

Fourth Paper

Research Proposal, Practical work and Viva Voce

- Research proposal
- Each student will have to administer of the any five following tests and prepare a detailed report:
 1. Interest
 2. Creativity
 3. Learning style
 4. Personality
 5. Intelligence
 6. Value
- Psychology experiments
 1. Memory
 2. Motivation
 3. Bilateral transfer

Books Recommended-

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

Third Semester

First Paper

Guidance and Counseling in Education

After going through this paper students will be able to:

- Understand the meaning, concept and need of guidance.
- Understand principles and problems of different types of guidance.
- Understand the concept and process of counselling.
- Explain the aims and principles of guidance programme.
- Differentiate among various procedures which help in organizing various guidance services.

Course Content-

Unit -1

- A. Guidance: Concept, Need, Objectives, Scope and its status in Indian Context.
- B. Principles and basic assumption of guidance, Various theories of guidance, modern trends and problems of guidance in Indian Context.

Unit -2

- A. Type of guidance (educational, vocational, personal and social): Aim, difference and techniques.
- B. Vocational guidance: concept and nature of vocational guidance, Approaches to carrier guidance, Vocationalisation of secondary education and carrier development.

Unit -3

- A. Guidance at different level of education.
- B. Types of guidance-services: Group guidance, individual inventory service and information orientation service, placement service and follow up service.

Unit- 4

- A. Counselling: Meaning, Conceptual similarities and differences between guidance and counselling, relevance of counselling in present context, organization of guidance and counselling service in educational institutions.
- B. Techniques of counselling: Directive, non-directive and eclectic counselling: objective, steps, characteristics and educational implications.

Books Recommended –

- Agrawal, J.C. (1989): Education Vocational Guidance and Counselling, Dowaba House, New Delhi.
- Bhatia, K.K. Principles of Guidance and Counselling, Kalyani publishers.
- Jones, Athor J. (1963): Principles of Guidance, MacHill Book Company Incorporation.
- Jones, Recharad Nelson, (2012): Theory and Practice of Counselling and Therapy, Sage Publication India Pvt. Ltd, New Delhi.
- Kochhar, S.K. (1993): Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited, New Delhi.
- Pandey, K.P. (2000) Educational and Vocational Guidance of India, Vishv vidyalay Prakashan, Varanasi.
- Sharma, R.A. & Chaturvedi, Shikha (2017), Nirdehan evam Paramarsh ke mul tatva , R. Lal Publication , Merrut.

Third semester

Second Paper

Education of special children

After going through this paper students will be able to:

- Understand the special children, need of their special education.
- Understand the problems of handicapped.
- Suggest about educational programme for deaf and dumb.
- Understand the condition of excluded and analyse the reasons of exclusion.
- Evaluate the facilities given to the mentally handicapped children in India and world.
- Prepare the study materials for the education of children with special need.

Unit – 1

- A. Special children- meaning, types, needs of special education, utility and importance. A brief history of special education in India. Criteria and scope. Inclusive education – meaning, concept and characteristics.
- B. Differently abled children: Meaning, adjustment problems of differently abled children, physical and social facilities, special education programme, curriculum, teaching methods and special schools.

Unit -2

- A. Visually challenged children- Meaning of visual impairment, diagnosis, accommodation problems, special medium, effort and educational arrangement related to aid in main stream of society.
- B. Dumb and deaf children – meaning of dumb and deaf, identification, adjustment and accommodation problems, Special educational arrangement, curriculum, separate schools, teaching methods, teaching– learning medium and effort and educational arrangement for aid to the main stream of society.

Unit -3

- A. Deprived children and their education: Meaning of deprived children, types, The context of excluded persons in modern social concerns, reasons, The effect of exclusion on personality in cognitive, emotional criteria.
- B. The role of teacher and education in reestablishment of deprived children in society.

Unit -4

- A. Mentally challenged (Mansik Divyang) – Meaning, identification, Causes and types of children.
- B. Arrangement of educational provisions for their socially emotional conservation, remedial teaching and development of special curriculum, the role of teacher and education for the rehabilitation in society.

Books Recommended –

- Joseph, R. A. (2003), Special education and rehabilitation, Integration Publishers, Handicapped Integration Institute, Varanasi.
- Kanedy, A. & Fresher (1932), Education of the backward child, D. Apleten, Century Company, New York.
- Kundoo, C. L. (2000), Status of disability in India, Indian Rehabilitation Council, New Delhi.
- Prem Shankar (2005), Special Child, Alok Prakashan, Lucknow.
- Shankar, U. (1976). Exceptional Children, Sterling Publication. Pvt. Ltd., New Delhi.
- Sharma, R. A. (2003). Fundamental of special education, R. Lal Book Depo, Merrut.
- Singh, U. K. & Naik, A. K. (1997). Special education, Commonwealth Publishers, New Delhi.

Third Semester

Third Paper

Distance Education

After going through this paper students will be able to:

- Understand the meaning, concept, nature and need of distance education in the present day Indian Society.
- Use different kind of information and communication technologies (ICTs) and their use in distance education system.
- Understand to various modes and media of student support services for being provided in distance education.
- Evaluate programmes of distance education develop in them the ability to enhance the quality and standard of different distance education programmes.

Course content –

Unit -1

- A. Distance education: meaning, concept, definition and teaching-learning components; Need and characteristics of Distance education.
- B. Philosophical foundation of Open and distance learning system.

Unit -2

- A. Intervention strategies at a Distance: Information and communication technologies and their application in distance education; Designing and preparing self- instructional materials, Media, print and electronic media, Media integration.
- B. Distance educators: Holmberg, Peters, P. Moore, Keegan, Wedemeyer: their viewpoints.

Unit – 3

- A. Student support services in distance education and their management, Technical and vocational programmes through distance education.
- B. Problems of distance learners.

Unit -4

- A. Quality enhancement and programme evaluation: Quality assurance of distance education., Mechanisms for maintenance of standards in distance education., Evaluation in distance education.
- B. New dimension in distance education – Priority areas of research in Distance Education.

Books Recommended –

- Garg, S. C., Venkaiah, V., Puranik, C., and Panda, S. (2006). Four decades of Distance Education in India, Viva Book Pvt. Ltd., New Delhi.
- Gupta, S. C. (2002). E- learning: Technology update. <http://informatics.nic.in/technology.htm>
- Gupta, S.P., Gupta Alka.(2004), *Doorasth shiksha*, Sharada Pustak Bhawan, Allahabad.
- Keegan, D. (1986). The Foundations of Distance Education, Croom Helm, New Hampshire, USA.
- Koul, B. N. and Chaudhary, Sohanvir (1989). Self-instructional course unit-IGNOU handbook 5, IGNOU, New Delhi.
- Pandey, Kalplata (1988), *Doorvarti shiksha ke naye aayam*,
- Reddi, Usha, V. and Mishra, S. (2005). Perspectives on Distance Education: Educational Media in Asia, COL. Vancouver.
- Reddy, Venugopal and Manjulika, s. (eds.)(2002). Towards virtualization, open and distance learning, Kogan Page India Ltd. New Delhi.
- Sharma, R.A. (2004), *Doorvarti shiksha*,Surya Publication, Merrut

Third Semester
Fourth Paper

Environmental Education

After going through this paper students will be able to:

- Understand about the concept, importance, scope and aims of environmental education.
- Know the possible environmental hazards enabling to combat with the negative effect of the programmes of environmental erosion and pollution at various stages of education.
- Understands about various projects in the area of environmental education in different countries.
- Explain the Indian viewpoint of environmental education.

Unit -1

- A. Environment: Meaning, Various dimensions and components. Environmental pollution: Meaning and its kinds, Environmental degradation, Sustainable and continuous development.
- B. Role of the teacher in prevention of environmental pollution.

Unit -2

- A. Environmental Education: Meaning, objective, need and importance. Factors influencing environmental education, expectation from environmental education and teachers training institute.
- B. Various resources of environmental education and methods of its use. Role of mass communication in propagation of environmental education.

Unit -3

- A. Strategies for making the environmental education effective: Lecture, discussion, project, simulation and simulation games, problem solving, enquiry and field work and their uses and limitations.
- B. Evaluation and conducting of the programmes of environmental education, the role of action research in solving environmental problems.

Unit -4

- A. Role of Indian values in environmental education, responsibilities of teachers in development of environmental awareness.

B. Environmental education based on environmental management and community; Meaning of environmental management ,effect and evaluation.

Books recommended

- Pandey, K. P. Bhardwaj, Amita, Pandey Asha (2005), *Paryavaran Shiksha evam Bharti Sandarbh* , Vishv Vidyalay Prakashan Varanasi.
- Saxena, A.B.(1986) Environmental Educational, National Psychological Corporation , Agra.
- Sengar S.S. (1996), *Paryavaran Shiksha*, Sahity Prakashan Agra.
- Sharma, R.A. (2004) *Paryavaran Shiksha*, R. Lal Book Depot Merrut

Fourth Semester

First Paper

Educational Measurement and Evaluation

After going through this paper students will be able to:

- Understand the basic concepts and practices adopted in educational measurement and evaluation.
- Understand various types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
- Develop skill and competencies required for constructing, standardizing and using various tools and techniques.

Course Content-

Unit- I

- A. The Measurement and Evaluation process: Concept, need, relevance and levels of measurement. Relation between measurement and evaluation. Taxonomy of Educational Objectives and role of measurement and evaluation.
- B. Norm referenced and criterion referenced test: Meaning and Characteristics, Formative vs. Summative Evaluation: Meaning and Characteristics, Continuous vs. Interval Evaluation: Meaning and Characteristics.

Unit- II

- A. Tools of Measurement and Evaluation: nature, purpose and types. Subjective and Objective Test. Basic Characteristics of a good measuring tools: Objectivity, Usability, Validity, Reliability, Norms. Limitations of test.
- B. Construction Procedure of objective type test: Determination of objectives, Preparation of test Item, Item Analysis.

Unit- III

- A. Estimation of Reliability, Validity of test; Determination of Norm; Construction of Attitude test.
- B. Measurement and Interpretation of Personality, Intelligence, Achievement, Creativity Test.

Unit- IV

- A. New Trends in Evaluation: Qualitative vs Quantitative, Behaviouristic vs holistic approaches to measurement and evaluation, Semester System, Grading System, Question Bank.
- B. Use of computer in Data Analysis. Scaling-standard scores, T scores, C scores, Z scores.

Books Recommended

- Agrawal J.C.(1997) Essentials of Examination System Education Tests and Measurement, Vikas Publication, New Delhi.
- Agrawal, Y.P.(2000). Statistical methods concepts application & computation, Sterling Publication, New Delhi.
- Asthana, H.S. & Bhushan, B.(2007) Statistics for Social Sciences. Prentice Hall of India
- Gupta, S. P. (1995) *Aadhunik Mapan evam Mulyankan*, Sharda Pustak Bhawan, Allahabad.
- Pandey, K.P. (2016) *Shiksha Aur Manovigyan Me Sankhyiki*, Vishv Vidyalay Prakashan Varanasi.
- Singh, A.K.(1983). Measurement in Education: An Introduction, McGraw Hill Publication, Newyork.
- Thorndike, R.L. & E(1964). Measurement & Evaluation in Psychology & Education, John Willey Publication, Newyork.

Fourth Semester

Second Paper

Educational Technology

After studying the course, the student will be able to:

- Understand the use of educational technology in the contemporary educational contexts.
- Explain different stages of teaching and its operations.
- Differentiate among the different types of learning.
- Explain the relevance of different models of teaching.
- Utilize the different approaches of teaching communication.
- Understand the nature of teaching behaviour and different techniques of its modification.

Course Content-

Unit I

- A. Educational Technology – meaning, nature, scope, objectives and modern trends. Approaches of educational technology: Hardware, software and system analysis- principle, uses, need and importance. Forms of educational technology: teaching, instructional and behavioural technology.
- B. Relationship between Teaching and learning, type of teaching, stages of teaching and its operations. Levels of teaching- Memory level, Understanding level and Reflective levels: nature, related theories, teaching and testing methods.

Unit II

- A. Models of teaching- Concept, need, important elements, classifications of teaching models.
- B. Some selected models of teaching – Basic teaching model, Concept attainment models, Inquiry training model and Jurisprudential-elements model, characteristics and educational implications.

Unit III

- A. Concept of teaching behaviour, Characteristics and nature, Sequential form of class-room behaviour: Stages and techniques. Designing Instructional System- Formulation of instructional objective, Task analysis, designing of Instructional strategies, such as lecture, team teaching, discussion, panel discussion, seminars and tutorials.

- B. Methods of modification of teaching behaviour - micro teaching, simulated teaching, Flander's interaction analysis – concept and application.

Unit IV

- A. Communication and Teaching: Concept, nature, characteristics, process, types, theories, barriers and classification of Communication medium.
- B. Innovation in educational technology: meaning and type of innovation, Multimedia Approach, Networking. Programmed Instruction: Origin concept and type- Linear, branching and mathematics. Development of Program writing and evaluation of program. Teaching machines, Computer assisted instruction in teaching, e-learning and virtual classroom.

Books Recommended

- Alberto, P.A. & Tontman, A.C. (1986). Applied Behaviors Analysis for Teachers, Merrill Publishing Co, London.
- Dececco, J.P. (1964) Educational Technology, HRW, New York.
- Flanders, Ned (1972), Analysing Teaching Behaviour, Adishon Vijale Publishing co. Cailifornia
- Joyce, B. & Others (1992) Models of Teaching, Holt, Rinehart & Winston, New York.
- Kulshreshth, S.P. (2005), *Shaikshik Taknalagy ke mul Aadhar*, Vinod Pustak Mandir, Agra.
- Pandey, K.P. (2001) Modern Concept of Teaching Behaviour, Anamika Publishers and Destributors, Delhi.
- Pandey, K.P. (2011) *Shikshan Adhigam ki Taknalagy*, Vishv Vidyalay Prakashan, Varanasi.
- Rao, V. (1991) Educational Technology. Himalayan Publishing House, Delhi.
- Sampath, K Etal (1990) Educational Technology, Sterling, New Delhi.
- Sharma, R.A. (2004), *Shikshan Takniki*, R Lal Book Depot Merrut.

Fourth Semester

Third Paper

Contemporary issues of Indian Education

After going through this paper students will be able to:

- Develop a sensitive and careful attitude towards the problems of Indian education systems.
- Analyse the problems finds in primary, secondary and higher education.
- Evaluate the role of national institutions like UGC, NAAC, NCERT.
- Develop critical vision towards the analysis of basic problems of Indian education system and their solutions in Indian context

Unit -1

- A. Primary education –The problem of wastages and stagnation, universalization of elementary education, dropout problem and its solution. Informal and open school programmes- their analysis and evaluation of effectiveness.
- B. Secondary education- structures, problems, professionalization of education and implications.

Unit – 2

- A. Higher education – Type of universities, quality problem in higher education, open universities and correspondence education.
- B. University autonomy, National institution –UGC, NAAC role in the improvement of quality of education.

Unit-3

- A. Teacher education – present status, problems and solutions. The provisions and decision taken for quality improvement of teacher education under New Education Policy.
- B. The role of DIETs and NCTE in the improvement of teacher education.

Unit -4

- A. The basic problems in education- Population education and women education. Impact of globalization on education.

B. The future of private universities, foreign and Indian universities in India.

Books recommended-

- Agrawal, J. C. (2007), Education system in India, Shipra Publication Delhi.
- Pandey, K. P. (1999). Problem of Indian education- Present context, Amitash Prakashan, Merrut.
- Pandey, R. & Mishra, K. S. Contemporary issues of Indian education, Vinod Prakashan Agra.
- Kapoor, U. (2010). Indian education and problems, Sahitya Prakshan, Agra.
- Sharma, R. A. (2007). Development of Indian education system, R. L. Depot. Merrut.
- Singh, Rama Kant (2017) *Bhartiy shiksha ka itihash*, Rakhi Prakashan, Agra.

Forth Semester

Forth Paper

Dissertation and Viva Voce

Sessional Work-

1. Dissertation	-	70	marks
2. Viva	-	30	marks
Total	-	100	marks

Note-

1. II semester Research Proposal, Practical work and Viva and IV Semester Dissertation work and Viva Will be Held by External Examiner

2. It will be mandatory for every student to prepare a dissertation. External examiner would take a Viva-Voice based on dissertation work and there after students will be evaluated on the basis of their performances and dissertation work.
