EDUCATION

SEMESTER - I (Year-I) CORE PAPER - I

Philosophical Bases of Education : Western Philosophies
Course Content

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

Unit-ll
Western Philosophies : Major schools. Naturalism, Idealism ,Pragmatism ,Realism
Modern concepts of Philosophy Logical positivism Existentialism
Marxism Their educational implications with special reference to epistemology
axiology and the process of education.

Unit-lll
Great Western Education
Plato
Rousseau
John dewey

Unit-IV
Democracy and Education
Education and Freedom.

Books Recommended

1. Bayles, E.E. : pragmatism In Education, Philosophy of Education Series Harper row New York, 1971
2. Boyed, William and King : The History of Western Education, 1972.
3. Brubacher, J.S. : Modern Philosophies of Education

4. नेलर, जार्ज एफ (1971), इन्ट्रोडक्शन अू फिलासफी ऑफ एजुकेशन, जान विली एण्ड सन्स।

5. पाण्डेय, के0पी0 (1988), परस्पेक्टिब्ज इन सोशल फाउन्डेशन ऑफ एजुकेशन, अमिताभ प्रकाश, दिल्ली।

6. पाण्डेय, रामसकल (1983), शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा।

7. बेकर, जान एल मार्डेन (1980), फिलासफीज ऑफ एजुकेशन, टाटा मेग्राहिल।

8. त्रिपाठीएल0 एवं पाण्डेय, एस0डी0 (2013), शिक्षा के दार्शनिक आधार, भारतीय पब्लिशर्स, फैजाबाद।

SEMESTER - I (Year-I) : CORE PAPER - II
Sociological Bases of Education

Unit - I
Meaning and scope of Sociology of Education. Need of Sociological perspective in Education.

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

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

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

Books Recommended
Brookover, W (1957) : The Sociology of Education, New York, American Book Co.

2. Criwin, R.G. (1965) :   A Sociology of Education, New Jersey : prentice Hall.

3. Gore, M.S., I.P. Desal (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T.

4. Halsey, A.. (1975) : Sociology and the Equality Debate, Oxford Review of Education Vol. 1, No. 1.

5. Kumar Krishna (1989) : Social Character of Learning, New Delhi, Sage.

6. पाण्डेय, के0पी0 (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।

7. पाण्डेय, रामसकल (2009), उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तकमंदिर, आगरा।

8. माथुर, एस0एस0 (2009), शिक्षा के दार्शनिक तथा सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा।

9. लाल, रमन बिहारी (2009), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ।

10. सक्सेना, एन0आर0 स्वरूप (1978), शिक्षा का समाजशास्त्रीय आधार, एम0एल0 प्रिन्टर्स, सुभाषनगर, मेरठी।

11. शर्मा, सरोज (2003), उदीयमान भारतीय समाज में शिक्षा, शीतल प्रिन्टर्स, सिंह कालोनी, जयपुर।

SEMESTER - I (Year-I) :CORE PAPER - III

Methodology of Educational Research

Course Content
Unit - I
Nature and need of educational research. Qualitative and Quantitative research.

Unit-II
Selection and formulation of research problem guiding principles of problem selection.
Review of related literature and formulation of hypothesis.

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

Unit-IV
Method of educational research, Historical, Descriptive and Experimental research.

Books Recommended
1. Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
2. Best, John W. Research in Education, New Delhi Prentice Hall of India 1982
3. Bhatanagor, .P. et al. : Shiksha Anusandhon, Meerut: Loyal Book Depot, 1995.
4. Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
5. Guilford, J.P. & B. Fruchter: Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
6. Kerlinger, F.N. : Foundations of Behavioural Research, New York: Halt Rinehart and Winston, Inc, 1973.
7. पाण्डेय, के0पी0 (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी।
8. राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा।
9. शर्मा, आर0ए0 (2011), शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, आर0 लाल, बुक डिपो मेरठ।
10. पाण्डेय एस0डी0 (2005) शिक्षाम में मापन मूल्यांकन एवं प्रारम्भिक सांख्यिकी भवदीय प्रकाशन अयोध्या, फैजाबाद।

SEMESTER - I (Year-I) FIRST ELECTIVE PAPER
HISTORY OF INDIAN EDUCATION

Unit -I
- Education during the ancient period

(a)Vedic education
(b) Buddhist Education
With special reference to aims, curriculum, methods of instruction, teacher-
taught relations and educational institutions.
- Education during the medival period.

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

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

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

Unit-IV
(a) Education in the post Independence Period
(b)University Education Commission (1948-49).Secondary Education Commission (1952-53)
(c) Education Commission (1964-66).
(d) National Policy on Education 1986 and 1992.

Books Recommended
1. Altekar, A.S. (1934), Education in Ancien India, Varanasi : The Indian Book shop.
2. Ghosh, S.C. (1989), Education Policy in India Since Warren Hasting Calcutta.
3. Jaffar, S.M. (1936), Education in Muslim India, Lahore.
4. Kumar, Krishna (1991), Political Agenda of Education Delhi : Sage
5. Mukhaerjee, R.K. (1960), Ancient Indian Education, Delhi : Motilal Banarasi Das.
6. Nurullha S. and J.P. Naik, (1974) A Student;s History of Education in India, New Delhi :
   The Macmillan.

7. अग्रवाल, जे0सी0 (2007), भारत में शिक्षा व्यवस्था का विकास, शिप्रा पब्लिकेशन, दिल्ली।

8. गुप्ता, एस0पी0 (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद।

9. पाठक, पी0डी0 (1974), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।

10. मुकर्जी, आर0के0 (1960), एंसियंट इण्डियन एजूकेशन, मोती लाल बनारसी दास, दिल्ली।

11. शर्मा, आर0ए0 (2007), भारतीय शिक्षा प्रणाली का विकास, आर0 लाल बुक डिपो, मेरठ।

SEMESTER -1 (YEAR I): First Elective Paper
Measurement and Evaluation in Education

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

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

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

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

BOOKS RECOMMENDED
1. Aggarwal, R.N. & Bipin Asthana (1982) Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.
2. Garrett, Henry, E. (2004) Statistics in Psychology and Education, New Delhi; Paragon Publications.
3. Agarwal, J.C. (1997), Essentials of Examination System: Education, Tests and Measurement, New Delhi; Vikas Publications.
4. Agarwal Y.P. (2000), Statistical Methods: Concepts, Application computation, New Delhi; Sterling Publications.
5. Singh A.K. (2004), Tests Measurements & Research Methods in Behavioural Science, New Delhi; Behari Publications.
6. Thorndike, R.L. & E. Hagen (1964), Measurement & Evaluation in Psychology & Education, New York; John Willey Publications.

7. अस्थाना, विपिन एवं आर0एन0 अस्थाना, मनोविज्ञान और शिक्षा में मापन एवं मूल्यॉकन, आगरा; विपिन पब्लिकेशन।

8. गुप्ता, एस0पी0 (1995), आधुनिक मापन तथा मूल्यॉकन, इलाहाबाद, सारदा पब्लिकेशन

9. कपिल, एच0के0 (1997), सॉख्यिकीय के मूल तत्व, आगरा; विज्ञान पब्लिकेशन।

10. बीना एवं मृदुला रावल, शिक्षा में मापन, मूल्यॉकन एवं सॉख्यिकीय, आगरा; विनोद पब्लिकेशन।

11. पाण्डेय, के0पी0 (1968), शिक्षा में मूल्यॉकन, मेरठ; मीनाठी पब्लिकेशन।

12. शर्मा, पी0सी0 आधुनिक मापन एवं मूल्यॉकन विधियां, इलाहाबाद, आलोक प्रकाशन।

SEMESTER - I (YEAR 1) Second Elective - Practical

PREPARATION AND PRESENTATION OF SYNOPSIS

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

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

Presentation and Evaluation of synopsis	75 Marks
Viva - Voce on synopsis	25 Marks
Total	100 Marks

SEMESTER - I (YEAR I) Second Elective – Practical

PREPARATION AND PRESENTATION OF TOOLS
Each student will have to prepare and interpret any one of the following tools. :
1. Questionnaire
2. Schedule
3. Rating Scale
In final examination the tool will be evaluated by external and internal examiner and marks distribution as follows :-

(a)Presentation and Evaluation of tool	75 Marks
(b) Viva - Voce on tool	25 Marks
Total	100 Marks

SEMESTER - Il (Year-I) : CORE PAPER - I
PSYCHOLOGICAL BASES OF EDUCATION

Unit - I Educational Psychology & Human Development

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

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

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

Unit-IV Personality & Assessment
Meaning, Types, Factors affecting personality, Methods of personality,
measurement, adjustment and mental health : Meaning and factors affecting
mental, health.

Books Recommended
1. Bhatia, H.R. (1968): Elements of Educational Psychology, Calcutta Orient Long Man.
2. Chauhan, S.S: Advanced Educational Psychology; Vinod Pustak Mandir, Agra.
3. Mangal, S.K. (2012): Education Psychology, PHI leaming private limited, New Delhi.
4. Pandey, K.P: Advanced Educational Psychology; Vishwavidyalaya Prakashan. Varanasi.
5. Pandey, Kalpiata: Mother's Care and Girls Achievement; Mishra Trading
6. Prakash, Prem: Psychological Foundations of Education; Kanishka Publication, New Delhi.

7. गुप्ता, एस0पी0 एवं गुप्ता ए0 (2004), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।

8. पाण्डेय, के0पी0 (2009), नवीन शिक्षा मनोविज्ञान, विश्वविद्यालय प्रकाशन वाराणसी।

9. शर्मा, आर0 एवं शर्मा आर0 (1962), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर एवं डिस्ट्रीब्यूटर, नई दिल्ली।

10. पाण्डेय एस0डी0 शिक्षा मनोविज्ञान एक परिचय : भवदीय प्रकाशन अयोध्या फैजाबाद।

11. पाण्डेय, एस0डी0, शिक्षण अधिगम का मनोविज्ञान : भवदीय प्रकाशन, अयोध्या फैजाबाद।

12. मिश्र आर0के0 एवं मिश्र सुभाष शिक्षण अधिगम का मनोविज्ञान अग्रवाल पब्लिकेशन आगरा।

SEMESTER – II (Year-I) CORE PAPER – II

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

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

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

Unit-III Role of Central, state and local bodies In education:- Central Administrative Machinery of Education. Role of the Central Goverment in Education. Advisory bodies of the Union Govt. in the field of Education. State Administrative Machinery of Education in Uttar Pradesh. The Functions of the State Department of Uttar Pradesh, Role of Local bodies in Education.

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

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

3.   एस0एस0 भटनागर, एवं गुप्ता पी0के0 Educational Management - R.L. Book Depo. Meerut.

4.   वर्मा जे0पी0 विद्यालय प्रबन्ध – आर0 लाल बुक डिपो मेरठ।

5.   शर्मा, आर0ए0 विद्यालय संगठन एवं शैक्षिक प्रशासन– आर0 लाल बुक डिपो मेरठ।

6.   ओड, एल0के0, (1992), शैक्षिक प्रशासन, जयपुर, राजस्थान ग्रंथ अकादमी।

7.   चतुर्वेदी, आर0एन0 (1989), दि एडमिनिस्ट्रेशन ऑफ हायर एजुकेशन इन इंडिया जयपुर, प्रिंटवेल प0।

8.   गोयल, एस0एल0, (2005), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0एच0, प0 कारपोरेशन।

9.   भटनागर, आर0पी0 एवं अग्रवाल, विद्या (1986), एजुकेशनल एडमिनिस्ट्रेशन : नई दिल्ली, इंटरनेशनल प0 हाउस।

10. भट्ट, वी0डी0 एवं शर्मा एस0डी0 (1992), एजुकेशनल एडमिनिस्ट्रेशन : हैदराबाद, कनिष्क प0 हाउस बुक लिंक कारपोरेशन।

11. राय चौधरी, नमिता (1992), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0 एच0प0।

SEMESTER - II (Year-I) :CORE PAPER – III

COMPARATIVE EDUCATION

Unit-I

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

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

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

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

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

Books Recommended
1. Agarwal, J.C., Comparative Education in India: UK, USA, USSR, Arya Book Depot.
2. Chaube, S.P., Features of Comparative Education, Agrawal Publication, Agra
3. Chaube, S.P, & Chaube, A., Comparative Education, Vikash Publishing House P Ltd, New Delhi, 1998.
4. Dutta, B.S.V, Cooperative Education - A Comparative Study of Educational Systems DVS Publishers & Distributors, Guwahati, 2004.
5. Naik, S.P., Perspective on Comparative Education, Anmol Publication, New Delhi, 2003.
6. Sharma, R.A., Comparative Education: Educational System & Problems of the World, R.Lall Book Depot, Meerut.

7. Sharma, Y.K, Comparative Education: Comparative Study of Educational System, Eastern Book House, Guwahati, 2004.

8. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्तक मंदिर आगरा।

9. जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, उ0प्र0 लखनऊ।

10. पाण्डेय, के0पी0 (1988), कम्परेटिव एजूकेशन, अमिताश प्रकाशन, गाजियाबाद, दिल्ली।

11. पाण्डेय, के0पी0 (1987), तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ।

12. मलैया, के0सी0 (1966), तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन।

SEMESTER - II (YEAR I) Third Elective – Paper
POPULATION EDUCATION

Unit - I Nature and Scope of Population Education :
Meaning, Concept, Need and Importance of population education,
objectives of Population Education.

Unit - II Population Situation and Dynamics :
Distribution and density, Population composition age, sex, rural/urban, world and Indian
factors affecting population growth mortality, migration and other implications.

Unit - III Population and Quality of Life: Population in relation to socio-economic
development, health status, health service, nutrition, environment, resource educational
provision.

Unit - IV Family Life Education:
Concept of family, family role and responsibilities, family needs and
resources, responsible parenthood, life values and beliefs.

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

SEMESTER - II (Year-I) THIRD ELECTIVE PAPER

ENVIRONMENTAL EDUCATION

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

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

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

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

Suggested Readings

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

PSYCHOLOGICAL TESTS

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

1. interest   :   To measure the interest by interest inventory

2. adjustment   :   To know the level of adjustment

3. creativity   :   measurement of creativity

4. learning   :   learning by substituion method or code basis.

5. personality test : TAT

6. objective type test span of attention or apprehension

7. Intelligence test : general mental ability intelligence test.

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

Marks distribution

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

Books Recommended

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

SEMESTER – II (YEAR II)

FOURTH ELECTIVE – PRACTICAL

PSYCHOLOGICAL EXPERIMENT

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

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

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

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

SEMESTER - III (Year-II) CORE PAPER - I

SPECIAL EDUCATION

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

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

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

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

Books Recommended

1. कैनेडी, ए0 एण्ड फ्रेशर (1932), एजूकेशन आफ द बैकवर्ड चाइल्ड, डी0 एप्लेटन, सेन्चूरी कम्पनी, न्यूयार्क।

2. प्रेम शंकर (2005), विशिष्ट बालक, आलोक प्रकाशन, लखनऊ।

3. शंकर, उदय (1976), एक्सेप्शन चिल्ड्रेन स्टर्लिंग पब्लिकेशन, प्रा0लि0 न्यू डेलही।

4. शर्मा, आर0ए0 (2003), फण्डामेन्टल ऑफ स्पेशल एजूकेशन, आर0 लाल बुक डिपो, मेरठ।

5. सिंह उत्तम कुमार एवं नायक ए0के0 (1997), स्पेशल एजूकेशन, कामन वेल्थ पब्लिशर्स, न्यू डेलही।

6. डॉ0 मिश्रा एवं पाण्डेय एस0डी0 विशिष्ट मिश्रा, भवदीय प्रकाशन अयोध्या फैजाबाद।

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

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

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

Unit-III
Organization of a Guidance Programme Principles of organization. Various types of services - Counselling. Counseling Process. Concept, nature, principles of counselling.
Counselling approaches - directive, non - directive.
Group counseling vs. individual counseling, ounseling for adjustment.
Characteristics of good counselling. Group guidance, individual inventory service and information orientation service, placement service and follow up service.
Evaluation of guidance programme.

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

Books Recommended

1. Agarwal J.C.: Educational Vocational Guidance and Counselling, Daoba House, Nai Sarak, Delhi.
2. Anatasi Anne: Psychological Testing, New York, Mac Millan 1982
3. Bengalee, M. (1984): "Guidance and Counselling", Seth Publishers, Mumbai.
4. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers.
5. Crow and Crow "Introduction to Guidance", 2 ed., Eunasia Publishing Co., New Delhi,
6. David, A. — Guidance and Counselling; Corn. W
7. Gupta Sk: Guidance and Counselling in Indan Education, Mittal Publication Pvt. Ltd.
8. जायसवाल, सीताराम (1987), शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मन्दिर, आगरा।
9. पाण्डेय, के0पी0 एवं भारद्वाज, अमिता (2003), शैक्षिक तथा व्यावसायिक निर्देशन, विनोद पुस्तक मन्दिर, आगरा।
10. दूबे, रमाकान्त (1982), शैक्षिक एवं व्यावसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस, मेरठ।
11. शर्मा, आर0ए0 एवं चतुर्वेदी शिक्षा (2010), निर्देशन एवं परामर्श के मूल तत्व, आर0 लाल बुक डिपो, मेरठ।

SEMESTER - III (Year-II) CORE PAPER - III
INDIAN PHOLOSOPHIES OF EDUCATION

Unit - I
Some basic concepts of Indian Philosophy and Education
1) Darshan
2) Dharma
3)Shiksha
4)Vidya
5)Pragya
Relationship between Darshan, Dharma and Vidya

Unit-II
The following Indian schools of thought will be studied with reference to their contribution to Indian Education
1)Vedic Darshan
2)Buddhism
3)Jainism
4)Islamic Traditions

Unit-III
Darshan (Six Schools of Thought) and their Educational Implications with special reference to
   1. Sankhya
   2. Vedanta
   3. Nyaya
   4. Yoga

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

Books Recommended :

1. Dinkar, Ramdhari Singh : Sanskrit Ke Char Adhyay, Udayacha; Prakashan, Patna.
2. Hirriyana, M The Essential of Indian Philosophy.
3. Mad Wingo (1974) : Philosphy of Education. An Introduction.
4. Pandey, RS. (1995): SHIKSHA DARSHAN, Vinod Pustak Mandir, Agra.
5. Jaffar, S.M. (1936) : Education in Muslim India, Lahore.
6. Oad, L.K. (1979), Shiksha ke Darshanik Avam Samaj Shastri.ya Adhar, Jaipur Rajasthan Grantha Academy.
7. Das. Gupta SN. : Outlines of Indian Philosophy, Vols. 6.
8. Garulla, Vachaspati: Bhartiya Darshan.
9. Radha Krishanan, S. (2000) : Indian Philosiphy, Vol-I & II, Oxford University Press, New Delhi.
10. त्रिपाठी, एस0के0 एण्ड पाण्डेय. एस0डी0 शिक्षा के दार्शनिक आधार, भारतीय पब्लिसर्श फैजाबाद।

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

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

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

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

Unit-IV
Programmed instruction (linear/benching model) - Origin and types linear and branching.
Teaching machines Computer Assisted Instruction.
Emerging trends in Educational Technology, Problems of New Technologies.
Resource Centres for Educational Technology, CIT, UGC, IGNOU, NOS, State ET Cells, etc. -
their activity for the improvement of teaching learning.

Suggested Readings

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

SEMESTER - III (YEAR IL) :FIFTH ELECTIVE PAPER

INFORMATION AND COMMUNICATION TECHNOLOGY

Unit I: Information and Communication Technology
Meaning and Concept of ICT, Difference between ICT and ET
The Information Processing Cycle: Modes and Barriers
Effective Classroom Communication
Application of ICT in Classroom Instruction

Unit II: ICT in Learning Process
Rationale and Framework of ICT in Teacher Education: ICT Competencies in Teachers
Instructional Design: Concept, Components and Steps Systems Approach to Instruction Use
of ICT in School Management.

Unit Ill: Teaching Technology
Concepts of Pedagogy an Andragogy
Principles and Techniques of Andragogy
Simulated Teaching
Microteaching

Unit IV: Theories and Models of Teaching
Levels of Teaching: Memory, Understanding and Reflective Levels of Teaching Models of
Teaching: Advance Organiser and Jurisprudential Model Teacher Effectiveness; Presage,
Process and Product. Professional Ethics of Teachers. Reflective Teaching: Concept and
Strategies of making Teaching Reflective Practitioners.

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

SEMESTER - III (YEAR II) Sixth Elective - Practical

STUDY TOUR

Each student will have to visit a national or international fame place under the supervision of faculty members allotted by Head of the Department of College, and prepare a Tour Report of following manner :-
1. Objective of Tour
2. Tour Information
3. Instructor Information
4. Tour Description
5. Tour outcome in Educational Perspective
6.Conclusion

 In final examination the tour report will be evaluated by external and internal examiner and marks distribution as follows :-
(a) Presentation and Evaluation of tour report   75 Marks
(b) Viva - Voce on tour   25 Marks

           Total   100 Marks

SEMESTER – III (YEAR II)

SIXTH ELECTIVE – PRACTICAL

PROJECT PRESENTATION / TEST CONSTRUCTION

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

1. Construction of an Achievement test.

2. Construction of an Attitude scale.

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

(a)   Presentation and Evaluation of test   =   75 Marks

(b)   Viva – Voce on test   =   25 Marks

                                                   Total   =   100 Marks

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

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

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

Unit-lll
Student-teaching programme Pattern of student - teaching (internship, block teaching, teaching practice, off-campus teaching programme).
Techniques of training. Core teaching, Microteaching and Interaction analysis.

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

Books Recommended
1. Barr. A.S. (1958) Characteristics of Successful teacher's Phil Delta Kappa
2. Gurry P (1953) Education and Training of Teachers London Longmans Green and Co. Ltd.
3. Leedhan Johu (1973) Educational Technology First Book Pitman London

SEMESTER - IV (Year-II) : CORE PAPER - II
ECONOMICS OF EDUCATION

UNIT I
Economics of Education: Concept and definition (Economics, Education, Economics of Education) Scope And Importance of Economics of education.

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

Unit-lll
Education as Investment: Concept, Significance and Strategies.

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

Suggested Readings
1. Shatnager .P. & Vidya Agrawal, Educational Administration, Planning & Financing, R. Lal book Depot. Meerut.
2. Blaug, M., Economics of Education, Himalaya Publishing House, Bomby, 1972
3. Mishra, Atmanand, Finance in Education - Prakashan Kendra Kanpur.

SEMESTER - IV (Year II) SEVENTH ELECTIVE PAPER

DISTANCE EDUCATION

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

Unit-II Intervention Strategies at a Distance
Information and Communication Technologies and their Applications in
Distance Education
Designing and Preparing Self - Instructional Material
Media: Print & Electronic, Media Integration.
Distance Educator: Nature and Characteristics

Unit- III Learning at a Distance
Student Support Services in Distance Education and their Management
Technical and Vocational Programmes through Distance Education
Distance Education and Rural Development
Problems of Distance Learners.

Unit-IV Quality Enhancement and Programme Evaluation
Quality Assurance of Distance Education
Mechanisms for Maintenance of Standards in Distance Education
Evaluation in Distance Education
New Dimensions in Distance Education - Promises for the Future

Books Recommended
1. Digmarti, Bhaskar Rao. International guidelines on open and Distance Education.
2. Holmberg, B(1981), Status and Trends of Distance Education, Keegan Pani, London.
3. Keegan, D. (1986), The Foundations of Distance Education, Croom Helm, London
4. Koul, BN, et. al (1998), Studies in Distance Education. AlU. IGNOU. New Delhi
5. Lavis, Roger (1984), How to Tutor in open Learning System, C.E.T.
6. Pandey, K (1991), IGNOU Student Support Services and Personal Contact
7. Programmes: Present Status and Suggestion. New Delhi: IGNOU
8. Sahoo, P.. (1993), Higher Education at a Distance, Sanchar, New Delhi

3. Keegan, D. (1986), The Foundations of Distance Education, Croom Helm, London

4   Koul, BN, et. al (1998), Studies in Distance Education, AIU, IGNOU, New Delhi

5. Lavis, Roger (1984), How to Tutor in open Learning System, C.E.T.

6. Pandey, K (1991), IGNOU Student Support Services and Personal Contact Programmes: Present Status and Suggestion. New Delhi: IGNOU

7. Sahoo, P.K. (1993), Higher Education at a Distance, Sanchar, New Delhi

8. पाण्डेय कल्पलता (1988), दूरवर्ती शिक्षा के नये आयाम ।

9. शालिनी, राज : डिस्टेंस एजुकेशन, आई0वी0आई0, पब्लिशिंग हाउस, नई दिल्ली ।

10. यादव, सियाराम : दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा ।

11. गुप्ता, एस0पी0 एवं गुप्ता, अल्का : दूरस्थ शिक्षा, शारदा पुस्तक भवन, आगरा ।

12. तिवारी, राघवेन्द्र : शिक्षा का नया विकल्प–दूर शिक्षा, हिन्दी ग्रन्थ अकादमी, भोपाल, मध्य प्रदेश ।

13. शर्मा, आर0ए0 (2004), दूरवर्ती शिक्षा, सूर्या पब्लिकेशन, मेरठ ।

14. पाण्डेय, श्रीधर एवं सिंह सोमवीर सतत शिक्षा : एकदृष्टि ।

SEMESTER - IV (YEAR II) Seventh Elective Paper
CURRICULUM DEVELOPMENT

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

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

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

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

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

MAJOR RESEARCH PROJECT / DISSERTAION

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

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

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