PHILOSOPHICAL FOUNDATION OF EDUCATION
PAPER - I

Objectives:-

1. To enable the students to understand the contribution of Philosophy to Education.
2. To acquaint the students with the different Philosophical Schools.

Unit I

1. Relationship between Education and Philosophy: Meaning of   Philosophy, meaning of Education.
2. Different branches of philosophy viz. Metaphysics, Epistemology, Axiology.
3. Radical Thoughts in education: De-schooling - Ivan Illich ,

Consciencetisation - Paulo Frère.

Unit II

1. Education and Philosophical schools: Idealism, Naturalism,
2. Realism, Pragmatism, Marxism, Existentialism, Humanism and their impact on Education.

Unit III

1. Indian schools of Philosophy and their educational implications. Vedant , Sankhya , Yoga , Nayaya , Vaisheshik, Mimansa, Buddhism, Jainism.
2.The thematic contents of Upanishads and Bhagwat Gita and their educational implications.

Unit IV

1. Philosophy of Islam and its educational implications.
2. Philosophy of Christianity and its educational implications.

Books Recommended (English)

1. Bayle E.E. - Pragmatism in Education, New York; Harper and Row.
2. Bhatt S.R. - Knowledge, Value and Education - An axiomatic Analysis, Delhi; Gyan Publishing House.
3. Broudy Harry S.- Building a Philosophy of Educational, New Delhi, Prentic Hall Of India (Pvt) Ltd.

Brubacher J.S. (Ed) Modern Philosophies of Education 54th year books NSSE,

4.Chicago; University of Chicago press 1953.

Butler T.D. Four philosophies in Education, London; Harper and Row.Central Book Agency.

5.Chaube S.P. Great Indian Educational Philosophies, Agra: Vinod Pustak

Mandir, Dr., Rangey Raghaw Marg.

6.Chaube S.P. Recent Educational Philosophies in India, New Delhi; Vikas

Publishing House.

7.Chaube S.P. Western Educational Philosophers, Agra, Vinod Pustak Mandir.

Dr. Rangey Raghwa Marg.

8.Chaube S.P. And Chaube Akhilesh Philosophical and sociological foundations of education, Agra; Vinod Pustak Mandir Dr. Rangey Raghaw Marg.

9.Denton D.E. - Existentialism and Phenomenology in Education. NewYork, Teachers College Press.

Henderson. Introduction to Philosophy of Education.

10.Kabir Humayun. - Indian Philoshy of Education. Mumbai, Asia Publishing House.

National values enshrined in the India constitution and their educational implications.

MANAGEMENT AND ADMINISTRATION IN EDUCATION
PAPER - II

Objectives:
The course content will help students to-
1. understand the concepts scope functions, principles and approaches of administrations and management and the relation between the two.
2. have a comprehensive view of management trends and approaches that evolved over a period of almost 100 years.
3.get acquainted with the different types of administrative management and supervisory problems that are confronted by our educational system, institutions and practices. know the methods and strategies of management and planning required for meeting the educational challenge.
5. understand about the various leadership styles and the type required by teachers and administrators and that would ensure accountability on the parts of each and every participate in the system.

Course:

UNIT-I
1. Administration and Management; concept meaning, scope and functions; differences and Relationship between the two, concepts of scientific Management.
2. Modern concept of educational Administration: Training the course of development from 1900 to the present. Administration as a process; as a bureaucracy. Human relations approach to Administration and Management: organizational Behaviour approach and systems approach, functions of Educational Managers.
3. Special and Modern Trends in Educational Management and Administration; Decision making, organizational compliance, organizational Development, PERT. Researches (important) relating to Educational Management.

UNIT II
4. Educational Administration: Levels classification of Administrative problems
5. Personnel Administration; Meaning, importance, functions and special features,
6. Controlling and Leadership in Educational Management: Centralization Decentralization, PERT. PPBS Control and methods of control; diameter, unity of command. VS,
Leadership: Meaning. nature. Theories and leadership styles; Leadership and motivation of the work personnel's: Leader-Effectiveness and Adaptability Description.
System Evaluation; Programme Evaluation and Evaluation of Functionaries,

UNIT III
7. Educational supervision: Meaning, nature, need scope and approaches (traditional and Modern supervision); supervision as educational leadership.
● Inspection vs. Supervision, Academic vs. Administrative supervision.
8. Supervision-functions, techniques, methods and problems; supervision as evaluation for Performance and accountability.
9. Planning: as a rational approach and process of management towards goal achievement.
• Planning strategy and Policy and Programme: means to realize objectives in terms of decision-making, programme-development and forecasting".

UNIT IV
10. Educational Planning: concept, meaning, need, Types and functions. Approaches: Man-power approach, social demand approach, cost-effectiveness approach and social-justice approach.
11. Planning of supervisory programmes-organization and implementation,
12. Institutional Planning: Meaning, importance and procedure; organizing, directing and recruiting and planning for Human Resources-Training coordinating and controlling: budgeting, recording and reporting.

Books Recommended (English)
1. Bhatnagar, R.P.. Agrawal Vidya-Educational Administration.

2. Shukla P.D.-Administration of Education in India.

3. Kimbrough and Nunnary.M.T.-Educational Administration: An Introduction.

4. Desai D.N. - Outlines of Educational Administration How in India, Ahmedabad, A.R. Seth & Co. 1964.

5. Getzxels. J.W.- Educational Administration as a Social Process. New York. 1968 Marker and Row.

6. Halping. A.W. Theory and Research in Educational Administration, Collier Mac.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION.
III PAPER

Objective:

1. To enable the students to understand psychology as a scientific discipline and its applications to Education.
2. To enable the students to understand the nature of development and to appreciate the common characteristics, needs and behavioural problem of children and adolescents at successive stages of development.
3. To enable the students to appreciate and synthesize the basic concepts of major learning theories and their educational implications.
4.To enable students to understand the nature and functioning of personality and adjustment mechanism.

UNIT-I

1. Education and Psychology: Concept, relationship, Concept of Educational Psychology, methods and scope of educational psychology.
2.Human Growth and Development: Concept, stages, dimensions, methods of study, developmental tasks.
a) Mental Development: thinking, imagination, reasoning, problem solving. concept formation & language development, Piaget's developmental approach and stages of cognitive development.
b) Emotional Development: developmental Changes, concept of emotional quotient.
c) Social Development: Stages
d) Moral Development: Stages

UNIT– II

3.Individual differences: Determinants heredity and environment, Implications of individual differences for organizing educational programmes, Sources of individual differences-Abilities, Aptitudes, Achievement, Attitude, interests, values, their nature and assessment.
4.Intelligence-concept. Theories of intelligence,recent trends in testing/measuring intelligence.

UNIT - III

5. Personality: Nature, determinants, trait and type approach of personality, Assessment of personality.
6.Learning Concept, Nature, major theories of learning-Association theories, Insight theory, cognitive field theory, factors affecting learning.
a.Learning & Motivation, strategies of motivation.
b.Transfer of Learning: Concept and theories.
c.Memory and forgetting: Concept, factors affecting memory

UNIT - IV

7.Mental Health & Hygiene: Concept, scope & Principles, Adjustment Process, conflict, frustration, Anxiety, defense mechanisms.
8.Exceptional children-meaning, concept, types, problems, need for special education.

PRINCIPLES AND PRACTICES OF CURRICULUM DEVELOPMENT
IV PAPER

Objectives:
To enable students -
1. To understand the underlying bases principles, and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved that must be taken into account when developing a curriculum.
2. To be acquainted with various curricular types and their designs, process and construction.
3. To know about curricular content, curriculum implementation and the process of curriculum evaluation.
4. To know and understand issues, trends and researches conducted in India in the area of curriculum and curriculum development.
5. To design and develop a curricular framework with given objectives in a particular field of formal study.

UNIT I
1. Curriculum: Concept and meaning. Curriculum, syllabus and Textbooks selection, gradation and organization of subject matter. Bases, determinants and motives of curriculum Philosophical, Psychological. Sociological and discipline oriented considerations.
2. Basic elements and principles of curriculum. Curriculum theories and procedures.
3. History of curriculum development.

UNIT II
4 Categories and Types of Carricatam: Teacher centered, subject centered, child-centered, peripheral. Enrichment. Special. Integrated. Correlated. Pused. Interdisciplinary, Window-shopping, Frontline, Crash, Spinal.
5. Curriculum design and organization: Components, source, principles and approaches.

UNIT III
6. Models of curriculum: Different models of curriculum development – Administrative Line Staff (Taxler). Grassroot-level planning (Hild Taba). Demonstration, System- analysis.
a.Criteria for selecting a model.
b.Curriculum Construction - principles and approaches; deduction of curriculum from aims and objectives of education.
7. Curriculum Implementation: Models and Strategies: Leadership role and community participation.
a.Role of curriculum support materials and Types and place materials and media (aids) to be used.
b.Process of curriculum implementation in India.

UNIT IV
8. Curriculum Evaluation: Importance and Models of curriculum evaluation.
Types of curriculum evaluation (formative, summative).
Interpretation of evaluation results and the methods.
9. Issues and Trends: in curriculum development and curriculum research in India.
Suggestions and recommendations in curriculum development as per University Education Commission (1948), Secondary Education Commission (1952). Education Commission (1966) and NPE (1986)

Books Recommended (English)
1. Berman, L.U.: New Principles in the Curriculum, Ohio, Charles, E. Merril Book. 1968.
2. Bigg M.L. & Hunt, M.P.: Psychological Foundations of Education, Harper & Row, New Delhi, 1968.
& Brent, Allen: Philosophical Foundations for the Curriculum, Allen & Unwin, Boston, 1978

& Breat, R.Ken & Uuruh, A.: Secondary School Curriculum, Lexingtons D.C. Health.

S. CERI: Hand Book on Curriculum Development, Organisation for Economic Co-operation and Development, Australia, 1975.

& Dewey, II: Democracy and Education, Macmillan Co., New York, 1961

7. Daview, I.: Objectives in Curriculum Design, McGraw Hill, London, 1976.

& Dougles, H.P.: High Schools Curriculum, Ronald Press, New York, 1974

9. Education Commission (1964-66)

10. Galea Saylor & William Alexander Holt,: Planning Curriculum

for Schools, New York, Rinehart & Winston Inc. 1974.

11. Golby, M.(ed): Curriculum Design, Open University, London,

1975.

12. Gwynn, J.M. & Chase, J.B.: Curriculum Principles and Social Trends, Macmillan Co., New York, 1969.

13. Hilda Taba: Curriculum Development: Theory & Practice. New York, Harcourt Brace, Jovanovich Inch. 1962.

VIVA VOCE & PROJECT PRACTICAL WORK:

The student is required to conduct the following tests/experiments,

Tests:

1. Comprehensive inventory/Schedule (Sanjay Vohra)

2. Sinha Anxiety Scale (AKP Sinha and LNK Sinha)

3. Binet Test of intelligence (1960)

4. Cattell's 16 P.F.

5. Bhatia Battery of performance tests,

Experiments:

Part II

1. Free Association

2. Constrained Association

3. Free Vs. Constrained Association

4. Memory for meaningful material

5. Memory for meaningless material and comparison of 4 and 5,

Part-III

Evaluation through Grade

1. Educational Excursion

2. Community Work

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M.A.EDUCATION II SEMESTER
RESEARCH IN EDUCATION
I PAPER

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UNIT - I
PLANNING & REPORTING THE EDUCATIONAL RESEARCH
1. Levels, approaches and types of educational research:
a. Fundamental, Applied and Action research
b. Experimental, Descriptive, Historical, and Qualitative research I
2. Identification and formulation of research problem. Development of objectives, formulation of hypotheses and framing the research questions
3. Preparation of 'Research proposal for various types of researches
4. Issues of 'Style' in research reporting: thesis writing, research paper writing.

UNIT II
THE HISTORICAL RESEARCH
1. Nature of historical knowledge. Principles and main steps of historical research, new trends.
in historical approaches to education. Limitations of historical research.
2. Sources of data: Classification of historical sources and documents.
3. Validation of sources and documents: External and Internal Criticism.
4. Some important historical researches

UNIT II
THE SURVEY RESEARCH
1. Concept need and types of survey studies school survey, public opinion survey and community surveys Self- administered survey, Telepbone/ Mail survey
2. Design and steps in surey research
3 Population, Sample and Sampling.
4 Sunvey instruments and devices. Reliability and validity of instruments.
UNIT IV
THE EXPERIMENTAL RESEARCH
1. Characteristics and general steps of experimental research.
2. Laboratory experiments' and 'Field experiments
3 Variables, Controls, and the Experimental design. External and internal validity of experimental researh
4 Stucyof some rent experimental studies reported in educational research literature.
Recommended Readings:
1. Ary, Donald etal - Introduction to Research in Education N.Y.: Holt, Rinehart and Winston, 1972
2. Best, J.W. - Research in Education, New Delhi: Preatice Hall of India.
3. Broota, K.D. Experimental Design in Behavioural Research. New Delhi: Wiley Eastern Ltd. 1992.
4. Coben, L. & Manion Lawrence. Loadon:Croom Helm,1980.
:Research methods in Education, S. Ebel, RL. A. Guide to Educational Research. Boston: Allyan & Bacon. Inc, 1965
6. Edward. A L Experimental Design in Psychological Research, New Delhi: Amerind Publishing co..1971
7. Festinger, V. and Katz.D Research Methods in the Behavioural Sciences. New Delai: Amerind Publishing co..1970

SOCIOLOGICAL FOUNDATION OF EDUCATION
II - PAPER

Objectives:
1. To develop adequate familiarity with social structure, class, caste and culture.
2. To help students to make a critical analysis of the social structure,
3. To enable them to realize the sale of education as an instrument of social, political, economic and technological change.

UNIT-I
1. Sociology of Education: Concept, the social system functional and structural subsystems, Education as a subsystem of social system,
2. Prejudices: Meaning and nature, eradication through Education,
3. Culture and Education-Concept, relationship, cultural unity and Diversity in India, Concept of composite culture.

Unit-II
4. Concept of social change-Westernization and modernization cultural lag and social mobility,
5. Impact of science and technology on Society and Education.
6. Role of mass media of communication in population education, environmental education and citizenship education.

Unit-III
7. Polity and Education: Nature of Indian polity, Valses enshrined in Indian constitution influence of education and political system on each other.
8. Freedom and Authority in Education: Meaning of authority, freedom and discipline academic freedom of Institutions ones and state control.
9. Equality of Education opportunity: Concept, importance formal, non-formal and informal opportunities: Some New Trends.
10. Education as an investment, Human Resource Development and concept of Educational Planning micro and macro.

Unit-IV
11. Study of social thoughts and contribution of Durkheim, Talcott parsons, Sorokin, M.N. Srinivas, Radha Kamal Mukherjee and Shyama Charan Dube,
12. Human Rights and Values

Books Recommended (English)
1 Aggarwal, J.C. Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown. FJ.- Educational Sociology, New York. Prentice Hall Inc. 1121 Statistienl Appllcations in Education al Research

GUIDANCE AND COUNSELLING
III-PAPER

Objective:

The course content will help the students to-

1. understand the concepts, needs and view points about Guidance and Counseling and the underlying principles in reference to normal children as well as in reference to children with special needs.

2. get acquainted with the organizational framework and procedures of Guidance services in educational institutions.

3. know and use the tools and techniques required for providing guidance and counseling services to students.

UNIT I

1. Guidance and counseling Concept, nature need scope and purpose; relationship with education; issues and problems; role of teacher

- Basic types of Guidance and the underlying principles, nature scope and purposes; basic approaches of counseling and their underlying assumptions.

2. Educational Guidance: basic assumptions and principles

- Curricular choice and its implications for Career guidance; Guidance and curriculum and class room learning.

3. Vocational Guidance: basic principles.

- Vocational choice as a development process
- Nature of work and Job analysis, discrimination of occupational information: Vocationalisation of secondary education and career development

4. Personal Guidance: basic assumptions: types of behavioral problems of school stage students

- Place of counseling in personal guidance

UNIT II

5. Guidance services: Individual Inventory and Information counseling Group guidance services, Placement services and follow-up services.

- Guidance of children with special needs, role of teacher.

6. Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.

- Evaluation of Guidance programmes

UNIT III

7. Guidance Appraisal of the Individual: meaning, need purpose and place of appraisal in.

8. Techniques of Appraisal: Testing techs-ability tests (Viz. Intelligence, Aptitude, Achievement, Interest tests and Personality measures).

- Non-Testing Techniques - Rating scales, Questionnaires, Inventories, records and
Sociometric tools

UNIT IV

9. Guidance and Counseling in Groups: Nature aims, Principles and procedure, Group Counseling vs. Individual counseling, counseling for adjustment.

- Types of group activities-their merits and demerits

10. Current Trends, concerns and Demands in Guidance.

Books Recommended (English)

1. Chauhan, S.S. Principles and techniques of guidance New Delhi, Vikas publishing House.

2.Dave, I The basic Essentials of counseling. New Delhi: sterling Publishers.

3.Erickion. C.B. (Ed.) A. Basic text for guidance workers, New York: Prentice Hall.

4.Jones. A.J. Principles of Guidance and pupil personnel work, New York. McGraw Hill.

5.Jones, A.J. Principles Principles of guidance. New Delhi: Mc Graw Hill publishing company.

TEACHER EDUCATION
IV PAPER

Objectives:

The content included in the paper aims to enable the student o develop and understand:

1. The concept, aim. Principles and scope of Teacher education in India within its historical framework, and know and value the recommendations of committees and commissions on Teacher Education.

2. Trace and identify the focal points in the path al development of the concept of Teacher. Education and know about the existing practices in respect to structure, curriculum and evaluation of Teacher Education in India.

3. The concepts of teaching competency, teacher competence, teaching skills, 1cacher performance and teacher effectiveness and distinctions between them,

4. The essential competencies required in a teacher for effective transaction of the teaching - learning process and develop professional ethics.

5. The trends and innovations in teacher education

6. The various teaching and training techniques and know about teaching models and the concepts and processes related to them.

7. The trends and problems of researches in the area of teacher education and take Inspiration to undertake researches In this, area

UNIT I

I Teacher Education: concept, aim. Need and scope.

2 Teacher Education in a changing society: A brief industrial perspective of the concept of Teacher education in Indian Context

- Development of teacher education in India from ancient,, medieval, British to post-Independence period.
- Needs of the learners, educational system and teacher education Programme.

3. The current Teacher Education system in India: analytical study and critical appraisal of the recommendations of various commissions and committees the post-Independence era for teacher education.

4. Naticnal Policy on Education Review of national level recommendation and N.P.E

UNIT II

5. Structure of Teacher Education: Salient features relevance flexibility integration and Interdisciplinary. Aims. objectives and Teacher Education curriculum at different levels of education viz Pre-primary, Primary, Secondary and Higher level.

- Norms and guidelines ror keeher cdueation ut ifferent suges.
- Appraisal of current curricula and reforms proposed by N.C.T.E. and N.C.E.R.T. for different levels.
- Levels and types of teacher education courses (two year ,under graduate ,one year post-graduate ,four year integrated)

6. Teacher Education Programmers In service, Pre Service Distance Education programmers and orientation and Refresher courses their problems and limitations'.

7.Agencies of teachers Education their roles and scope

- International level-U.N.E.S.C.O.
- National level – U.G.C.,N.C.E.R.T.,I.A.S.E.,CA.S.E.
- Stat level U.G.C. N. C.E.R.T.,I.A.S.E. ,C.A.S.E.

8. Current problems of Teacher Education Institution Teacher Education and problems of practicing Schools

- Community and other institutions

- Preparation of teacherfor special schools
- Teacher's curricula and its implementation

UNTT III

9. Trenching and Teaching Models : Nature, definition und principles of tenching
   - Model of Teaching concept, Attainment, Inquiry-Training. Problem solving and Instructive thinking models.
   - Aims, purposes and paradigms.

10. Trenching as a Profession: characteristic features of profession features of teaching far being recognized as a profession hurdles and drawback in the way.
    - Roles, responsibilities and accountability of teachers
    - Professional organization of teachers at various levels of education and their roles.
    - Performance appraisal of teachers issues and problems
    - Preparation of professional personnel.
    - Teaching profession in future.

11. Teacher Effectiveness: Concept, issues, evaluation problems in the context of each
    - Qualities of a good teacbr- cogritive, affective and Psychomotor.

12. Recant Trends in Teacher Education Competency based teacher education,
    - Systems approach to teacher education.
    - Community-centered approach to teacher education. procedures, tools and related

UNTT IV

13. Research in the area of Teacher Education Need areas problems and trends.
    - Rescarches in the area of Teacher- Effectiveness in India and abroad
    - Researches in the area of admission criteria for pupil & teachers.

14. Innovations in Teacher Education: meaning of innovation factors and constraints in their Acceptance and implementation.
    - Some innovation Micro teaching. observational systems and interaction Analysis of teaching (verbal and non-verbal)

15, Organization of Practice-trenching and supervision Of practice lessons: Block Teaching Group-teaching, intermittent-teaching, Internship related problems. Observation and assessment of practice-lessons.
    - Concept and types of feedback to pupil-teachers.

16. Teacher Education for special children: need, problem, scope and constraints.

Books Recommended (English)

1. Anderson, L.W. (Ed.)- International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.
2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.
3. Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad.
4. Biddle, B.J.-Encyclopedia of Teaching
5. Biddle B.J. and Ellene W.J. (Ed.) -Contemporary Research on Teacher Effectiveness, Holt, Rinehart & Wilson, New York.
6. Berch, M.B. Chaurasia, G. Doyle, K.O. (Ed.)- Communication in classroom. Baroda, CASE
7. New Era in Teaching. Sterling Publishers New Delhi.
8. Evaluating Teaching, Health and Co. Massachussets.
9. Ebel, R.L. (Ed.)-Encyclopedia of Educational Research Rand and Mc Nally Chicago.
10. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand Mc Nally, Chicago.
11. Gage, N.L.- Teacher effeceiveness and Teacher Education: The search for a scientific bases, Palo Alto, California.

M.A. SEMESTER III
HISTORY OF EDUCATION
I-PAPER

Objectives:
1. To ensure that students are having proper knowledge of thoughts and practice of western and Indian Educators in the development of Indian Education.
2. The students will be able to know about Greece and Roman Educational System.
3. To acquaint students with the successive stage of development of Education in India and Europe.
4. The Students will be able to compare the Indian Education with that of other countries of the world.

UNIT-I
1. Education in ancient Greece and Roman Education system.
2. Educational system in medieval European period
3. Growth and development of medieval University.
4. Origin of Renaissance and Reformation: its. Educational effects

UNIT-II
5. Development of educational thoughts with special reference to Pestalozzi, Froebel, Dewey & Russell.
6.Development of Educational thoughts with reference to the basic ideas of Vivekananda, Rabindranath Tagore, Gandhi and Aurobindo.

UNIT- III
7. Land mark in History of Education in Ancient India:
a) Education in Vedic and Buddhist period
b) Education in Medieval Period

UNIT - IV
8.Major landmarks in Indian education during British period. Early Missionary Activity, charter Act of 1813, oriental-occidental controversy and Macaulay's, Minute, Wood's Despatch, Hunter Commission. Indian Universities Commission, Sargent Report.
9.Development of education in post-independence period with special reference to the University education commission. Secondary education commission, Kothari Commission. Education Policy on Education-1986. Programme of Action 1992. Yashpal committee Report 1993.

Books Recommended (English)
1. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
2. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd.,
3. Basu, B.D.- History of Education in India, cosmos publications, 1989.
4 Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi
5. Biswas & Aggarwal J.C. -Seven Indian Education Arya Book Depot. New Delhi. Brubacher-History and the problems of Education
7. Chakraborty, Mohit-Modern Issues in Education New Delhi Kanishka Publishers & Distributors
s Chaube, S.P & Chaube, Akhilesh Education in Antiant and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.

MORAL DEVELOPMENT AND VALUE EDUCATION
II - PAPER

Objectives:
1. To orient students about the concepts of Morals, Morality, Values and Value Education.
2. To enable students to understand various types of values, the distinction between morals, morality and value judgement and their significance for education.
3. To orient students to theories of value and moral development and methods of value inculcation.
4. To enable students to organize activities and develop curriculum for developing values and morals.
5. To enable students to analyse the issues related to ethics, morals and values.
6. To enable students to understand the problems in evaluating attitudes, morals and values.

Contents.
1. Definition, Meaning, Nature and Scope of Value. Value and Value Education, Positive and Normative dichotomy of values, intrinsic and extrinsic values, personal and social values, hierarchy of values.
2. Types of Values- Domains of Values - caring, judging and action. Man, Morals and Morality, Values and Morality, Morals and ethics. The relevance of Morals and values in Education.
3. The Meaning and Concept of Moral Education and Value Education Their philosophical, psychological and sociological bases. The aims of life, values, morals and education.
4. Theories of Values and Moral Development - Social Learning theory. Psychoanalytic theory. Cognitive Development theory, Heredity and Environment, Skanska's. Genetic. Cultural and conscience factors for moral development and value education. Value Instruction, Value Education, Value Indoctrination, Value Teaching.
5. Methods and Strategies of Value and Moral Development, Conventional methods- ethos and sanskar. Role Model, Imitation, teaching, Sermonizing, Storytelling, Jatak Kathas, Pancha Tantra, Folk stories and Arts, sharing responsibility. Value clarifying strategies, JIM, VAM. Development of Aesthetic sense through literature, arts and music.
6.Evaluation, Assessment. Measurement of Values and Morals qualitative and quantitative approaches, value judgement. Defining Issue Test.

MEASUREMENT, EVALUATION & TESTING IN EDUCATION
III - PAPER

Objectives:

To help students

1. know the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.

2. know and understand the existing models types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.

3. develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive measures and tests.

4. understand and realize that the aims and objectives of measurement and evaluation in education is to not only help the students ability to improve ypon the existing educational programmes and procedures also.

Course:

UNIT I

1. The Measurement and Evaluation Process: Concept, seed, relevance and scope.
   - Levels of measurement
   - Relation between measurement and evaluation.
2. Norm referenced and criterion referenced measurement.
3. Basic principles and functions of evaluation.
4. Taxonomy of Educacional objectives and role of measurement and evaluation.

UNIT II

5. Evaluation and curriculum.
6. Models in Evaluation - 3 D Model, Total Model and Individual Judgment Model.
7. Tools of Measurement and Evaluation: nature, purpose and types (Physical, Educational, and Psychological).
   - Subjective and Objective Tests.
   - Questionnaires, Scales, Schedules and Inventories.
   - Performance, Sociological. Projective and Special Tests.
   - Norm referenced and criterion referenced Test.
8. Basic characteristics of a good measuring instrument: Objectivity. Usability, Validity, Reliability, Norms.
   - Limitations of test and measurement.
   - Scaling-standard scores, T scores, C scores.

UNIT IV

9. Measurement of Achievement, Aptitude. Intelligence, Artitude, Interest, skills, Personality and Values,
   - Interpretation of scores on these tests.
10. New Trends in Evaluation Broad and Narrow Evaluation: Qualitative vs. Quantitative:
    - Behaviouristic vs. wholistic approaches to measurement and evaluation.
11. Types of Evaluation: Formative vs Summative: Continuous vs. Interval: Semester System. Gruding. Question-Bank.
12. Use of computers in Data Analysis.

FUTUROLOGY OF EDUCATION PAPER
IV – PAPER

OBJECTIVES:
The course aims at to achieve the following objectives:
1. Development of insight and futuristic vision in students.
2. To become sensitive to the futuristic problems of education and the society.
3. To make them aware about the environment around them.
4. To become prepared to solve the futuristic problems of education.
COURSE
UNIT-1
1. Meaning, Characteristics and Scope of Future Studies. Its relationship with education.
Futures studies in education, need and different factors viz. Social, Economical, Environmental and
Technological factors.
2. Strategic Planning. Development of Knowledge. Disciplinary, Inter-disciplinary and
Multidisciplinary and Transdisciplinarity. Experimental Learning and Constructionism
3. Social change and Social mobility, characteristics and factors, role of Education.
Population Growth. Environmental deterioration, Gender Consciousness, Globalization.
Educational Futures.
UNIT -II
4. Value crisis in Future perspective. Religion blended with scientific temper. Enrichment
of Inner experience of Men-Awakening Intention, Human Values Development.
5. Futures of Education - Learning to be. Education for 21" century - Delores Commission
Report - Four Pillars of Learning, Challenges of Learning Society. Structure and
Process of Futures of Education, Education for all Education as Fundamental Rights.
Futures of Elementary, Secondary and Higher Education System, Life long and
continuing Education. General vs. Professional Education, Life Oriented Education.
6. Emergence of Open Learning Society. Characteristic of open learning system. Open
Schooling and University, Virtual Classrooms, Open learning system in India and
Abrand.
UNIT III
7. Futures of Information and Communication Technology (ICT). ICT in Education.
Indian experiences, Impact of Technology System on Structure and Functioning of
Education Educational Technology vs. efficiency and effectiveness of education
System. Systems approach, Networking.
8. Future Learners, Teachers and Parents, Futuristic Curriculum, Classroom, Methodology
and Evaluation.
UNIT IV
9. Role of National and International Organizations in Futurising Education. Rale af
UNESCO and World Bank in Futuristic Education.
10. Methods of Futures Studies. Forecasting methods. Qualitative techniques. Scenario
Writing, Brain Storming. Free-wheel, and Delphi.
11. Quantitative Methods of Futures Studies: Trend analysis. Linear and Curvilinear trends,
Time series. Regression Equation. Analysis. Decision making.

M.A. SEMESTER   IV
EDUCATIONAL TECHNOLOGY
PAPER - I

Objectives:

1. Understand the meaning, nature and important components of ET in terms of hardware and software.

2. Understand the basic idea of integrating new technology in education for achieving the goal of effective teaching and learning and meet the challenges of universalization of education and information explosion expected in the hear future.

3. Distinguish between communication and instruction and enable them to develop and design sound instructional system in the light of the learned models and strategies of teaching.

4. Get acquainted with emerging trends in E.T. along with resource centers of E.T and understand the need and importance of researches in this area.

UNIT I

1. Educational Technology- Meaning & Definitions, scope and significance.

2. Development of Educational Technology

3. Technology in Education and Technology of Education

4. Difference in Educational Technology. Instruction Technology and Information Technology

5. Forms of Educational Technology

6. Systems Approach in Education- Concept, sub. systems, and closed and open system application of systems approach to Instruction. Advantages of adopting systems approach in education.

7. Hardware and software Technologies: meaning and development of handware technologies in education.

8. Video hardware non-projected-Programmed next books and teaching machines. Projected overhead projector, LCD Projector, paper presenter technology and uses.

9. Audio hardware topics Recorder, radio & interactive broadcasting three class room.

10. Audio-Video Instructional Television Imp and Scope. Closed circuit television Technology and uses. Computers in Education meaning of computer assisted and computer managed learning application in education.

11. Software Technologies:- General principles of Designing software.

12. Software point media. How to develop programmers for programmed books.

13. Software for audio media - Procedure of writing sculpts and lessons for educational Broadcasts-Different formats straight soak and interview procedure.

14. Software for learning package computer transparencies & tapes.

UNIT-III

15. Communication technologies: concept process, elements sender, receiver, message and media, Types of communication, media in communication-Print media,

16. Models of Teaching-Definition and characteristics, Families of models of Teaching. Information processing models inquiry training, concept attainment advance organizer Social interaction model-jurisprudential. Persond development model - non directive teaching, modification. Programmed Instruction

UNIT-IV

17. New Technologies Interactive (Computer mediated) video and its use in Education hypertext tale text, Video, digital, white board Decoder.

18. Computer technology Computer as an educational tool, Types of computer (According to size and function)

19. Computer accessories used for educational purposes scanner, OMR, digital camera web camera different kinds of microphones and there uses

20. Internet: Meaning and its working

21. Virtual Reality. Virtial University, Artificial intelligence.

22. Education technology resource center (ETRC) CIET, UGC, IGNOU, NOS, State ET cells AVRC, EMRC, NIST and their role in teaching learning

Books Recommended (English)

I. Venktaiyya N, "Educational Technology New Delhi., A.P.H. Pub, Corporatlon.

2. Sampath K. Pannir selvam-introtuctioa to tducation Technology-New Delhl slevlina pub.

3. Kurkarniss : "Introduction to ET Bombay oxford and lBI Pub,

4. Rourtree Devek "Teaching through self iastruction' London kogar l'age

S. Richard V. "Technology media of methods New York Mackgras Hil book co.

6. Dest E.G. Audio visual Hand hook, Chicago-society for viual education.

7. Marshal Mecalhas' understanding media' New York Megrattil.

8. Kumar K.L. 'Bdu. Technology' New Delhi-New Agra, Pub.

9. Thayer L. Communication conleb13 Be prosbective London Me millon combasy.

10. Erikson Hc other 'fundamental of teaching with AV teehnologyNew York Memillan.

IL.Mohugly J. "Schaol broadcast-New Delhi sterling pub

12.Rosy potter 8e Bush Vvidal Tbe New media and Education ctricago Alday og Pub. House.

13.Brate2 R Media for interactive communication" New Delhi, Sape Pub.

14.Annad S.P Educational technology: Challengingly ixsues New Delhi, Stezling Pub.

ENVIRONMENTAL AND POPULATION EDUCATION
PAPER – II (OPTIONAL)

Objectives:

The course content will help student-teachers to

1. understand and know the concept, importance scope and aims of environmental education.
2. know about the various methods strategies and techniques of teaching environmental education for realizing its objectives and feel and develop concern about environmental issues.
3. know about the possible environmental hazards and enable them to combat, cope and eradicate their possible negative effects.
4. get acquainted with the various basic components of environment essentially required for developing an environmental education curriculum.
5. understand and become familiar with various projects, studies etc. being carried out in different countries of the world and utilize the resources for solving their own problems.

.**UNIT I**

1. Environment: Concept, types, components and socio-cultural determinants.
2. Human Ecology: Concept, environment and adaptation.
   - Impact of human activities on environment.
   - Environmental hazards: environmental pollution (its types also); extinction of flora and fauna: deforestation; soil erosion.
   - Need for sustainable development and its meaning and implications.
3. Environmental Education: Concept. importance, scope. aims-objectives and guiding principles and foundations.
   - Relationship between environment and education - ecological and psychological perspective.
   - Content, objectives, methods and approaches (as a separate subject: ns topical unit, as unit, grated and interdisciplinary subject) and strategies of environmental education at different educational levels.
   - Role of media,

UNIT II

4. Environmental degradation: meaning and areas.
• Canes and Factons responsible for the lowering of environmental quality.
5. Bco-environnental concerns in India: Present scenario and future needs.
6. Enviroaneetal management: concept, planning, organization and agencies
• National schemes und movements related to environmental provision.
Environmental laws and constitutional provisions,

UNIT III

7. Population Education: concept, objectives, scope and approaches.
• Population explosion and environment
8. Population scenario in world perspective: size and composition of population.
•Demographics distribution and density of population with special reference to India
9. Population Dynamics detennimants of population growth.
   - Traditional and sociological and political biological and psychological Factors in population.

UNIT IV

10. Problems of Population Growth family life. health and nutritional problems (with special reference to developing countries.)
11. Population growth und Population policies. major institutions involved in population policies and implementation of programmes for population control.
12. Role of Teacher in Population Education:
As facilitator of knowledge

as community leader in the process of social change.

Books Recommended (English)

1. L Ararwal, Aund Narain, STowArds reen World Centre tar seience and
2. Environtnent New Dellii

3. 23. Agarwala, S.N.-India's Population Problem, McGraw Hill Pub. Co. Ltd., New
4. Delhi.
5. 24. Agarwala, S.N.-India's Population, Asia, Publishing House, New Delhi.
6. 25. Anant Padmanabhan and Chandra, Ramesh (Ed.)-Population Education in Class
7. Room, NCERT, New Delhi.
8. 26. Bose, Ashish et. al.- Population studies in India, Vikas Publishing House Pvt..
9. New Delhi.
10. 27. Bose, Ashish-Studies in India's Urbanization 1901-71. Tate McGraw Hill Co.,
11. New Delhi.
12. 28. Bose. Ashish (Ed.)- Pattern of population change in India. Allied publishers.
13. New Delhi.
14. 29. Sahu, Binod Kumar-Population Education, New Delhi-110016 published by
15. sterling publishers Pvt. Ltd.

STATISTICAL APPLICATION IN EDUCATION RESEARCH
PAPER II (OPTIONAL)

UNIT-I
Descriptive Statistics-1
1: Tabular representation of data with regard to levels of measurement Nominal Ordinal Interval and Ratio
2. Graphical presentation of data: Histogram, frequency Polygon, Pie diagram, bar diagram
3. Measures of Central Tendency: Mean, Median and Mode- computation and uses
4 Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation. Variance- computation and applications
5. Measures of relationship: Percentiles and Percentile ranks- computation and uses
UNIT-II
Descriptive Statistics II
1. Measures of Association: Correlation- concept, types, coefficient of correlation; assumptions, Computation, uses and interpretation of rank order and product- moment correlation
2. Assumptions and uses of other types of correlation- Biserial, Point Biserial, Tetra choric. Phi Coefficient, Partial and Multiple correlations
3. Regression and prediction: concept of regression, regression equations (involving two Variables only) and their uses, accuracy of prediction
4. Normal distribution, characteristics of Normal Probability Curve and its applications, Deviations from normality
UNIT-III
Inferential Statistics I
1. Concept of Population, Sample and Sampling error; Parameter and Statistic, Degree of Freedom
2. Standard error. Confidence limits and confidence intervals
3. Concept and testing of null hypothesis, Type-I and Type-Il errors, Levels of significance.
4.One tailed and two tailed tests
a) - test and its applications in varied situations of educational research,
b) One way Analysis of Variance (ANOVA) and its uses in educational research

UNIT-IV
I. Concept, assumptions and uses of Non Parameter tests in educational research
- ➢ Chi Square test
- ➢ Sing test
- ➢ Median Test
2 Computer progratmmes in data analysis-SPSS

Referances:
1 Edwards, A L Statistical Methods for Behavioral Sciences, New York H, Rinehart and Windom
2 Ferguson, GA Statistical Analysis in Psychology and Education, New York McGraw Hl
3 Fisher, RA Statistical methods for Research Workers New York hander Publishing Co.

SPECIAL EDUCATION
PAPER – III (OPTIONAL)

Objectives:
To make the students-
1. Know and understand the concept and principles of special education and its scope in India.
2. Understand the reasons for and suggestions of recent commissions of education about Special education as important and essential for realizing the objective of universalization of Education.
3. Grasp the meanings, specific needs and characteristics, and modalities of identifying Various types of special/exceptional learners.
4. Know and understand the various educational intervention programmers and academic Provisions for meeting the exceptional needs of special children separately as also in Regular classrooms.
Course:
UNIT I
1. Special children: Nature, needs and types of special children (children with exceptional Abilities creative and gifted; with deficiency and handicaps - mentally retarded, sensory and physically disabled: with learning disability - slow learners, under achievers, and other types of learning disabled; with social and emotional problems truant, delinquents, drug addicts etc.). Characteristics, problems and special educational needs of each type of special children.
2. Special Education: Concept, nature, status, problems and issues; Historical perspective.
Objectives, principles and scope of special education in India.
Educational Interventions: Meaning and type.
Educational programmers and their trends.
Concepts of mainstreaming from segregated, integrated to inclusive.
Administration of special education
3. Special Education n India: Constitutional provisions. Government policies and Legislations.
Recommendations of various committees and commissions NPE (1986). POA (I992).
PWD (Person's with Disability) Act (1995).
National institutions of Special Education.
Role of Rehabilitation Council of Indian.
UNIT II
4. The Disabled Leaners: Mentally retarded & slow learner, Backward and Learning disabled Children etiology and characteristics of each type al prevention- measures.
5. Psychology of Teaching and Learning in relation to the disabled Learner (in reference to Each type of disabled learner).
6. Curriculum, Pedagogy, evaluation and placement.
UNIT III
7. Special children with Physical disabilities. Basis of classification (physical, Physiological, social and psychological and mental), characteristics and etiology of each type and differences between them. Educational needs and problems of each type.
Physically disabled- visually handicapped
Audio handicapped (speech and Hearing disabled)
Ortbupaedically handicapped
Socially deprived and Emotionally Disturbed Children: Meaning and Type (Dyslexia*and Delicate Children), and etiology.
8. Psychology l Teaching and learning in relation to each Type of disable learners and Their specific needs
9. Curriculum, Pedagogy and Evaluation and Placement in respect to each type

10. Special Children with Exceptional Abilities Types Gifted and Creative Meaning, Characteristics Problems and Identification of each type

Principle of Creativity and its levels.

Measurement of creativity and fostering activities and programs for creativity.

11. Education of the Gifted and the creativity Children need and scope.

Psychology of teaching and Placement in respect   to the gifted and Creative

Curriculum, pedagogy, evaluation and placement in respect to the gifted and the Creative

12. Problem children: concept and meaning of Truants, Delinquents, drug addicts and other types of problem children their characteristics problems and etiology preventive measures and educational programed placement of delinquents drug addicts and other types.

Books Recommended (English)

. Burt, Cyril, (1930). The Back ward Child, University of London Press

2. Charles, W. Telford an James, M. Surrey m (1772) The exceptional Individual, Prentice Hall, New Jersey.

3, De Hanna, R. & Kauffman, J.M1978) Exceptional Children- Introduction o special Education, New Jersey, Prentice-Hall-Ine.

4. Wadin, AR. (Ed.). The Handicapped Child. Tale Institute af Sacial Sciences. Bunbuy.

5. Kuppuswamy, B. (1976) A Iext book of child Behavior & Development, New Delhi, Vikas publishing House

6. Telford. C.W. & Sawyer. J.M. 972). The exceptional Individual, New Jersey. Practice Hall Inc.

7. Robinson, H.B. & Robinson N.M. 1965). The Mentally Retired Child, A Psychological Approach, New York, Megraw Ilill, Co.

8. Dunn. L.M. (Ed.) (1973. Exceptional "children in the schools. New York, Holt. Rinchert Winston

Moral Development and Value Education
PAPER III (OPTIONAL)

0bjectives:
1. To orient students about the concepts of Morals, Morality, Values and Value Education.
2. To enable students to understand various types of values, the distinction between morals, morality and value judgment and their significance for education.
3. To orient students to theories of value and moral development and methods of value inculcation.
4. To enable students to organize activities and develop curriculum for developing values and morals
5. To enable students to analyses the issues related to ethics. Morals and values..
6. To enable students to understand the problems in evaluating attitudes, morals and values.

UNIT I
1. Definition, Meaning, Nature und Scope of Value. Value und Values Education, Positive and Normative dichotomy of values, intrinsic and extrinsic values personal and social values hierarchy of values
2. Types of Values
Domains of Values-caring. Judging and action
Man, Morals and Morality. Values and Modality. Morals and ethics.
The relevance of Morals and value in Education

UNIT II
3. The Meaning and concept of Moral education and value education their philosophical psychological and sociology bases. The aims of life values morals and education.
4 Theories of Values and Morel Development Social learning theory ,psychoanalytic theory .cognitive Development theory, Heredity and Environment,Sanskars,Genetic, Cultural and conscience factors for moral development and value education value instruction value education value indoctrination value teaching.

UNIT III
5. Methods and Strategies of value and Moral Development Conventional methods ethos and sanskar, Role Model Imitation teaching Sermonizing Story Telling Jatak Katha's.Pancha Tantra Folk Stories and Art's sharing responsibility value clarifying strategies,JIM,VAM
6, Evaluation, Assessment. Measurement of Values and Moral qualitative and Quantitative approaches, value judgment, Defining Issue Test.

COMPUTERS IN EDUCATION
PAPER IV

Objectives:

1. To acquaint students with basic elements of computers Hardware
2. To acquaint them with Computers as Research tool
3. To prepare students for using the Computer as medium of instruction (CAI)
4 To acquaint them with computer as Communication Tool

UNIT-1

Computer Hardware for Educational Computing

1. Computer: Structure, Computer as an example of system approach, Block diagram
2. Computer Hardware: Meaning, classification
3. Working of: Input Devices, Processing Devices, Output Devices
4. Memory Devices: Primary - RAM, ROM
   Secondary-HDD, FDD, CD-ROM
5. Emerging Computer Hardware Technologies

UNIT-II

Computers as Research Tool

6. Application Software: Meaning, classification
7. System Software: Meaning, classification (DOS, WINDOWS in Detail)
8. Use in research: making of synopsis, cover page, Report writing by using Word Processing (Ms.- Word and PageMaker)
9. Use of Spreadsheet (Excel, SPSS) in Research: - Data Entry, Data Analysis, Charts, Graphs, computers in data analysis, statistical packages
10. Presentation Software:- Steps in the development of electronic slides, presentation of Research report

UNIT- III

Computers in Education

11. CAI - Meaning, Modes,
12. Advantages and disadvantages Computer Assisted Instruction
13. CMI, CBL- Concept and advantages
14. Multimedia: Meaning, use of multimedia CD-ROM's for educational Purposes

UNIT IV

Computer as Communication Tool

15. Internet: Meaning. History. Working. Educational uses of the Internet including: Educational web sites & resources; downloading information; understanding the basics of Hypertext Mark Up Language (HTML); Internet Service Providers (ISPs) Surfing the Internet: Connecting, communicating, and downloading.
16. Electronic Mail:- Opening of E-Mail account, sending & receiving mails and attachment, E-mail Emotions, Conferencing through messengers

Referances:

1. Agrawal, Vinod C.(1996) Pedagogy of computer literacy: An Indian experience, Concept: New Delhi
2. Alexis leon & Mathews Leon (2001) The biggner's guide to computer: Leon Press, Chennai and Vikas Publising House pvt. Ltd, New delhi.
3. Bansal, S.K. (2002):Fundamentals of Information Technology: Aph Publishing Cooperation: New Delh
4. Jain V.K(1990) Computer tor Beginners Pustak Mahal, Khari Boali, New Delhı
5. Janssen Reinen, LA.M. (1999). Beroepsondenwijs en volwaseneneducatie; 1CT-monitor 1997/1998. Enschede: University of Twente, OCTO, Onderzoek Centrum Toegepaste Onderwijskunde.