

**Syllabus and Scheme of Examination  
Semester Wise  
2018 Onwards**

**KUMAUN UNIVERSITY NAINITAL**

**For**

**B.A. (Programme)  
Education (Shikshashastra)**

## **B.A. (EDUCATION) Semester System**

**(w.e.f. Session 2018 onwards)**

The duration of the course leading to the Degree of Bachelor of Arts (B. A.) in Education shall be of Six Semesters. In first year, there shall be two semesters (I<sup>st</sup> & II<sup>nd</sup>) consisting of two theory papers each. There shall be two semesters (III<sup>rd</sup> and IV<sup>th</sup>) in Second year consisting of two theory papers each and practical in IV<sup>th</sup> semester. The final year will be of two semester ( V<sup>th</sup> and VI<sup>th</sup> semester) consisting of two theory papers in each semester and practical in VI<sup>th</sup> semester.

Each theory papers of I, II, III, V semesters will be of 100 marks each (75 marks for external evaluation and 25 marks for internal assessment).

In IV and VI semester there will be two theory paper in each. First paper of IV and VI semester will be of 100 marks (75 marks for external evaluation and 25 marks for internal assessment). Second theory paper of IV and VI semester will be of 50 marks (35 marks for external evaluation and 15 marks for internal assessment).

Practical in IV<sup>th</sup> semester and VI<sup>th</sup> semester will be of 50 marks each. External and internal examiners will evaluate the practical examination jointly.

Internal assessment will be based on one class test (10 Marks), one assignment (5 marks) and one Seminar/ Paper presentation (10 marks) in each paper (where the internal assessment is of 25 marks).

Internal assessment (where the internal assessment is of 15 marks) will be based on one class test (05 Marks), one assignment (05 marks) and one Seminar/ Paper presentation (05 marks) in each paper.

In each theory paper, the candidates will be required to attempt all the sections A, B and C of concern question paper. The allotted time for each theory paper is three hours.

### **SEMESTER-I**

Paper I: Philosophical Foundations of Education - 75(External) + 25(Internal) = 100

Paper II: Education and Human Development - 75(External) + 25(Internal) = 100

### **SEMESTER-II**

Paper I: Sociological Foundations of Education - 75(External) + 25(Internal) = 100

Paper II: Indian Educational Heritage - 75 (External) + 25(Internal) = 100

### **SEMESTER-III**

Paper I: Guidance and Counselling – 75 (External) + 25 (Internal) = 100

Paper II: Information And Communication Technology In Education – 75 (External) + 25 (Internal) = 100

## **SEMESTER-IV**

Paper I: New Dimensions in Education - 75(External) + 25 (Internal) = 100

Paper II: Educational Psychology (Part – I) – 35 (External) + 15 (Internal) = 50

### **PRACTICAL – 50 Marks**

Practical will be compulsory for all the students. 04 Test/ Experiments shall be conducted in the department under the supervision of concern teacher. 100 % attendance of the student is mandatory in practical . The students will submit the practical record file to the Department/ College. The practical exam will be held on a date to be fixed by the University.

## **SEMESTER – V**

Paper I: Management and Administration of Education - 75(External) + 25 (Internal) = 100

Paper II:- Modern Indian Education - 75(External) + 25 (Internal) = 100

## **SEMESTER – VI**

Paper I: Basics of Educational Research and Statistics - 75(External) + 25 (Internal) = 100

Paper II:- Educational Psychology (Part – II) – 35 (External) + 15 (Internal) = 50

### **PRACTICAL – 50 marks**

Practical will be compulsory for all the students. 04 Test/Experiments will be conducted in the department under the supervision of concern teacher. 100 % attendance of the student is mandatory in practical . The students will submit the practical record file to the Department/ College. The practical exam will be held on a date to be fixed by the University.

## **Structure of theory question paper**

(I) The structure for Theory papers consisting of 75 marks will be as follow – There will be three sections in each theory papers of all semesters.

Section (A) – 05 Very short answer type question (02 marks each) –  $5 \times 2 = 10$

Section (B) – 07 Short answer type question (05 marks each) –  $7 \times 5 = 35$

Section (C) – 02 Long Answer type question (15 marks each) -  $2 \times 15 = 30$

(II) The structure for Theory papers consisting of 35 marks will be as follow – There will be three sections in second theory papers of semesters IV and VI.

Section (A) – 04 Very short answer type question (02 marks each) –  $4 \times 2 = 08$

Section (B) – 05 Short answer type question (03 marks each) –  $5 \times 3 = 15$

Section (C) – 02 Long Answer type question (06 marks each) –  $2 \times 6 = 12$

## **Instruction for Question paper setter**

It is mandatory for Question paper setter to follow the following instruction while setting the question paper –

- 1- Frame 05 (Question paper having 75 marks) /04(Question paper having 35 marks) very short answer questions for section (A).
- 2- Frame 09 (Question paper having 75 marks) /07(Question paper having 35 marks) short answer questions for section (B).
- 3- Frame 04 (Question paper having 75 marks) /04(Question paper having 35 marks) long answer questions for section (C).

## **Practical**

Practical work is mandatory for each students. Four Test /Experiments shall be conducted in each concern semester (IV & VI semester). Practical record file must be maintained by the student which must be duly signed by the concern teacher of the department.

Practical exam will be of 50 marks which will be divided as follow-

- 1- Practical record file = 05 marks
- 2- 02 Test/ experiment = 20 marks each.
- 3- Viva – Voce = 25 marks

The sum of practical exam marks (after adding the obtained marks as per above division) will be forwarded to University jointly by the external and internal examiner.

## **Internal Assessment**

Internal assessment will be based on one class test (10 Marks), one assignment (5 marks) and one Seminar/ Paper presentation (10 marks) in each paper.(where the theory paper is of 100 marks).

Internal assessment for the theory papers( Second paper of IV<sup>th</sup> semester and VI<sup>th</sup> semester) of 50 marks will be based on one class test (5 Marks), one assignment (5 marks) and one Seminar/ Paper presentation (5 marks) in each paper.

**Semester-I**  
**Paper First**  
**Philosophical foundation of education**  
**(Theory – 75, Internal – 25)**

**Course Objectives:**

- To enable the students to understand the major Philosophies of education.
- To recognize the specific needs and functions of education with regard to philosophy.
- To explore the educational thoughts of Indian and Western educational thinkers.

**Course Content :**

**Unit I**

- ❖ Philosophy-meaning
- ❖ Relationship between philosophy and education
- ❖ Philosophy of education: meaning, nature and scope
- ❖ Functions of educational philosophy

**Unit II**

- ❖ Schools of philosophy – approaches and their educational implications.
- ❖ Naturalism , Idealism and Pragmatism with special reference to aims, curriculum, teaching methods, discipline.

**Unit- III**

- ❖ Epistemological Basis of Education: Knowledge, Reason and Belief, Experience and Awareness, Values and Ideals.

**Unit IV**

- ❖ A critical study of Indian educational thinkers and their contribution .  
Swami Vivekananda , Mahatma Gandhi and Ravindra Nath Tagore
- A critical study of contribution of western educational thinkers with special reference to aims and curriculum –  
Rousseau , John Dewey and Plato

**Suggested Books:**

1. उदीयमान भारतीय समाज में शिक्षक, एन० आर० स्वरूप सक्सेना, डॉ० शिल्पा चतुर्वेदी & डॉ० धर्मेन्द्र कुमार
2. उदीयमान भारतीय समाज में शिक्षक , डॉ० रामशकल पाण्डेय
3. Philosophical Bases of Education, Klipatrick
4. Democracy and Education and Introduction into Philosophy of Education, John Dewey
5. Theory and Principles of Education, J C Agarwal
- 6 Outlines of Indian Philosophies, Sinha J.
- 7 Great Educators , Rusk R R
- 8 Great Educators, Mukherji, S

**Semester - I**  
**Paper - Second**  
**Education and Human Development**  
**(Theory- 75 and Internal – 25)**

**Course Objectives:**

- To promote reflective thinking among students
- Develop understanding about physical, physiological, psychological, educational, socio-cultural and interpersonal issues related to the processes of growing up.
- To understand the roles of various stages in education.
- To shapen their perception of the concepts involved in educational practice.
- To explore the role of heredity, environment and individual differences.

**Course Content:**

**Unit**

- ❖ Human growth and development
- ❖ Difference between human growth and development
- ❖ Stage of development (Infancy)- Meaning , Definition and characteristics.
- ❖ Development during infancy
- ❖ Nature of education in infancy

**Unit II**

Stage of development – Childhood

- ❖ Meaning, Definition and Characteristics of childhood
- ❖ Development during childhood
- ❖ Nature of education in childhood

**Unit III**

Stage of development – Adolescence

- ❖ Meaning , Definitions and characteristics of adolescence
- ❖ Development during adolescence
- ❖ Physical, mental, emotional development during adolescence
- ❖ Nature of education in adolescence

**Unit IV**

- ❖ Individual difference: Meaning, definition and characteristics
- ❖ Types, causes of individual differences.
- ❖ Introduction to :
  - ✓ Socially Disadvantaged Children who are marginalized on account of class, caste, language, ethnicity or gender
  - ✓ Gifted, Slow Learners and Underachievers
  - ✓ Maladjusted and delinquents
  - ✓ Children with learning difficulties.
  - ✓ Concept of Intellectual disabilities

**Suggested Books:**

1. Educational Psychology, S.P.Gupta
2. Educational Psychology , S. K. Mangal , S. Bhatnagar & A. Saxena.
3. Advanced Educational Psychology
4. Child Development , E. Laura Berk
5. शिक्षा मनोविज्ञान , एस० के० मंगल
6. शिक्षा मनोविज्ञान के मूल तत्व , आर० ए० शर्मा & शिखा चतुर्वेदी
7. Educational Psychology – P.D.Pathak
8. Educational Psychology – S.P. Kulshrestha
9. Child Growth and development , Harlock E B
10. Educational Psychology , Klausmer H J
11. Educational Psychology , Skinner CE
12. Advanced Educational Psychology , Chauhan S S

**Semester- II**  
**Paper first**  
**Sociological Foundation of Education**  
**(Theory- 75 and Internal- 25)**

**Course Objectives:**

- Understanding the nature and functions of education.
- To understand general aims of education, types and scope of education
- To understand specific aims of education in the present scenario.
- To understand the relation between education and society.

**Course Content:**

**UNIT I**

- ❖ Education: its meaning, nature, scope
- ❖ Education as a social process and as a discipline
- ❖ Functions of education
- ❖ Agencies of education - Formal , Informal and Non formal.

**UNIT II**

- ❖ Sociology-meaning, nature and scope
- ❖ Relation between sociology and education.
- ❖ Educational Sociology- meaning, nature, scope and limitations.
- ❖ Importance of sociology of education
- ❖ Social responsibility.

**UNIT III**

- ❖ Education and society
- ❖ Relation between education and society
- ❖ Education as a process of social change, social stratification, social mobility
- ❖ Equality and equity of educational opportunity.
- ❖ The role of culture, economy, and historical forces in shaping the aims of education.

**UNIT IV**

- ❖ Value education- meaning and importance
- ❖ Human values and the types of human values
- ❖ National integration
- ❖ Education for nationalism
- ❖ Education for international understanding

**Suggested Books:**

1. Sociological Bases of Education –Dr. S. Chaube
2. Principles of Education – Raman Bihari Lal
3. उदीयमान भारतीय समाज में शिक्षक , एन० आर० स्वरूप सक्सेना , डॉ०एस०चतुर्वेदी & डॉ०डी०कुमार
4. उदीयमान भारतीय समाज में शिक्षक , डॉ० रामशकल पाण्डेय
5. शिक्षा सामाजिक एवं दार्शनिक आधार , डॉ० जे० एस० वालिया
6. शिक्षा के सिद्धान्त , एम० एल० मित्तल
7. शिक्षा के सिद्धान्त , पी० डी० पाठक
8. Principles of Sociology with an Introduction to Social thought , Rao C NS
9. Educational Sociology , Brown F J
10. Sociological Perspectives in Education, Shukla and Kumar
11. Fundamentals of Educational Sociology, Banerji A

**Semester – II**  
**Paper II**  
**Indian Educational Heritage**  
**(Theory- 75 and Internal- 25)**

**Course Objectives:**

- To build up an understanding of the different Indian education system.
- To critically analyse the recommendations of various commissions.
- To promote sensitivity towards Indian Educational Heritage.
- To explore the importance and utility of educational heritage in present scenario of education.

**Unit I**

- ❖ Education in India
  - ✓ Vedic Education System
  - ✓ Buddhist Education System
  - ✓ Muslim Education System
  - ✓ British Education System

**Unit II**

- ❖ Macaulay's Minute
- ❖ Adam's report and its recommendation
- ❖ Wood's dispatch.
- ❖ Hunter Commission.

**Unit III**

- ❖ The University Commission of 1902
- ❖ Indian University act (1904 )
- ❖ Sadler Commission (Calcutta University commission, 1917)

**Unit IV.**

- ❖ Abott Wood Report (1937)
- ❖ Wardha scheme of education (1937)
- ❖ Sargent Report (1944)

**Suggested Books**

1. भारतीय शिक्षा का इतिहास , पाठक & त्यागी
2. भारतीय शिक्षा का इतिहास , रमण बिहारी लाल
3. भारत में शिक्षा का विकास , गुरसरन दास त्यागी
4. Modern Indian Education- History, Development and Problems, J.C.Aggarwal
5. Modern Indian Education and Its Problem , Suresh Bhatnagar & Anamika Saxena.
6. Problems of Education in India , Sharma and Sharma
7. Development, Planning& Problems of Indian Education, R.N. Safqaya.
8. Education in Ancient India,A.S.Altakar
9. Ancient Indian Education, R.K.Mukarjee
10. Education in Muslim India,S.M.Jaffar
11. Progress of Education in Free India,J.C.Aggarwal
12. History of Indian Education, Nurullaha & Naik



**Semester - III**  
**Paper - First**  
**Guidance and Counselling**  
**(Theory-75 and Internal -25)**

**Course objectives:**

- To understand the meaning, importance and need of guidance and counselling.
- To identify potential role of Guidance and Counselling for career advancement of students.
- To foster the development of skills and attitudes in school guidance and counseling
- To develop the analytical ability to interpret various records for assessing the student's strengths and weaknesses
- To explore the role of teacher as counsellor and guide.

**Course Content:**

**Unit I**

- ❖ Guidance: meaning, concept, nature and scope of guidance
- ❖ Types of guidance.( Educational, Vocational and Personal)
- ❖ Psychological and sociological bases of guidance.

**Unit II**

- ❖ Guidance services and their sources.
- ❖ Educational guidance: meaning, need & importance and characteristics.
- ❖ Procedure of educational guidance

**Unit III**

- ❖ Vocational guidance: Meaning, need and Importance.
- ❖ Relationship between educational and vocational guidance

**Unit IV**

- ❖ Counselling: meaning, nature need and scope.
- ❖ Types of counselling-directive and non directive and eclectic counseling
- ❖ Qualities of a good counselor.
- ❖ Role, function and importance of counsellor in secondary school.

**Suggested Books:**

1. शिक्षा में निर्देशन एवं परामर्श, सीताराम जयसवाल
2. शैक्षिक तकनीकी , निर्देशन & प्रबंधन , आर० ए० शर्मा
3. Fundamentals of Guidance and Counselling , R.A.Sharma
4. Guidance and Counselling , S.Narayan Rao
5. Counselling and Guidance , A.K Nayak
6. Guidance and Counselling , Asha Bhatnagar and Nirmala Gupta

**Semester — III**  
**Paper - Second**  
**Information And Communication Technology In Education**  
**(Theory – 75 and Internal – 25)**

**Course Objectives:-**

- To develop a theoretical perspective of educational technology as a field of study.
- To develop an understanding of Educational technology with reference to hardware and software.
- To become aware of the widespread application of Computers in education.
- To explore the different tools and techniques of ICT beneficial for the education.
- To acquaint them for use of different social media in education.

**Unit – I**

- ❖ Information and communication technology- Concept, objectives and importance.
- ❖ Origin and growth of Information and communication technology.
- ❖ Advantages and limitations of Information and communication technology.
- ❖ Educational Technology- Concept, Characteristics, importance and types.
- ❖ Hardware Technology
- ❖ Software Technology

**Unit – II**

- ❖ Computer Architecture - Basic Structure of Computer ,CPU ,Memory (Primary and Secondary) and Input / Output devices.
- ❖ Types and advantages of computer.
- ❖ Internet, e – mail.
- ❖ e - learning and m – learning.

**Unit – III**

- ❖ Communication – Meaning and process
- ❖ Principles of communication.
- ❖ Types of communication.
- ❖ Components and Barriers of communication.

**Unit – IV**

- ❖ Teleconferencing- Meaning, importance and types.
- ❖ Significance of teleconferencing in education.
- ❖ Role of different social networking sites i.e. Facebook, Whatsapp, Instagram, Twitter, in educational transformation.

**Suggested Books :**

- 1- Educational Technology, S.K.Mangal & Uma Mangal
- 2- Educational Technology -S.P.Kulsrestha
- 3- Essentials of Educational Technology- J.C.Aggarwal
- 4- Introduction to Educational Technology – S.S.Kulkarni
- 5- शिक्षा मनोविज्ञान , एस० के० मंगल & उमा मंगल
- 6- शैक्षिक तकनीकी , एस०सी० ओबराँय

**Semester - IV**  
**Paper - First**  
**New Dimensions in Education**  
**(Theory- 75 and Internal- 25)**

**Course Objectives:**

- To develop analytical skills to question and appraise Human Rights policies and practices at national and international levels
- To identify potential roles for oneself in the promotion of Human Rights Education.
- To analyse critically the effect of globalization in education
- To understand the need of distance, environment and population education in present scenario.

**Course Contents:**

**Unit I**

- ❖ Role of Education in Personal, Social, National, Global and Universal spheres.
- ❖ Distance education: its meaning , objectives, need and purpose
- ❖ Difference between distance education and traditional education
- ❖ Globalisation and education: meaning and nature
- ❖ Impact of globalisation on education.

**Unit II**

- ❖ Introduction to Fundamental Rights and Human Rights
  - ✓ Meaning, Nature and Scope.
- ❖ Introduction to Human Rights Education.
- ❖ Role of UNICEF and UNESCO
- ❖ Human Rights Education: Problems and Prospects.

**Unit III**

- ❖ Life skill education - Understanding the need, concept, and significance of Life Skills Education
- ❖ Relationship between Life Skills and Adolescence Education
- ❖ Yoga and Life Style management
- ❖ Environmental education: meaning, nature
- ❖ Need, objectives of environmental education
- ❖ Brief introduction of some organizations related to environment.

**Unit IV**

- ❖ Population education: meaning, nature
- ❖ Objectives, needs of population education
- ❖ Dimensions of population education
- ❖ Educational programmes for population control
- ❖ Population scenario of India and World

**Suggested Books:**

- 1- Human Rights in India: Issues and Challenges, Aftab Alam
- 2- Human Rights and Education, Dashrath Chaudhary
- 3- Perspectives in Human Rights Education, B.S.Dagar
- 4- History and Problems of Indian Education, P.D.Pathak
- 5- शिक्षा में नवाचार और नवीन प्रवृत्तियाँ , भाई योगेन्द्र जीत
- 6- मानव अधिकार और मूल्य शिक्षण , महेंद्र पाण्डेय
- 7- Population & Adolescence Education- A Training Package, CBSE.
- 8- Adolescence Education in Schools- Life skills Development General Framework, NCERT.
- 9- Life skills on Adolescence Education Reproductive Health, UNESCO.

**Semester IV**  
**Paper - Second**  
**Educational Psychology (Part – I)**

**(Theory- 35, Internal- 15 and Practical – 50)**

**Course Objectives:**

- To understand the relation between Education and Psychology.
- To understand the learning theories and laws of learning.
- To explore the importance of transfer of learning.
- To analyse the role of attention and reward in learning.
- To understand the theories of intelligence and laws of learning
- To understand the concept of intelligence and personality

**Course Content:**

**Unit I Introduction to psychology**

- ❖ Psychology- Meaning, Definition
- ❖ Educational psychology: Meaning, definition
- ❖ Nature , scope and functions of educational psychology.
- ❖ Relation between education and psychology
- ❖ Methods of Psychology

**Unit II Learning and Learning Theories**

- ❖ Learning: meaning, definition and Characteristics.
- ❖ Theories of learning.- Classical conditioning theory, Skinner's operant theory, Thorndike's theory of learning and Kohler's Insight Theory
- ❖ Transfer of Learning.
- ❖ Role of attention , Fatigue and reward in learning

**Unit III Intelligence**

- ❖ Intelligence: Meaning, Definition and scope
- ❖ Types of Intelligence..
- ❖ Theories of intelligence and their implications.
- ❖ Measurement of Intelligence : Intelligence tests and their application in education.
- ❖ Memory and forgetting,

**Practical : 50 Marks**

1. Mirror Drawing.
2. Speed and Accuracy.
3. Division of attention.

4. Substitutional Learning.
5. Mental Fatigue.
6. Intelligence test

Practical will be compulsory for all the students. 04 Test /Experiments shall be conducted from the above mentioned list in the department under the supervision of concern teacher. 100 % attendance of the student is mandatory in practical. The students will submit the practical record file to the Department/ College. The practical exam will be held on a date to be fixed by the University.

Practical exam will be of 50 marks which will be divided as follow-

- 1- Practical record file = 05 marks
- 2- 02 Test/Experiment = 20 marks
- 3- Viva – Voce = 25 marks

**Suggested Books:**

1. Educational Psychology, S.P.Gupta
2. Educational Psychology , S. K. Mangal , S. Bhatnagar & A. Saxena.
3. Advanced Educational Psychology, S.K.Mangal
4. Child Development , E. Laura Berk
5. Mental Hygiene: The Dynamics of Adjustment , H.A.Caroll
6. Mental Health of Indian Children , M.Kapur.
7. Educational Psychology – P.D.Pathak
8. Educational Psychology – S.P. Kulshrestha
9. शिक्षा मनोविज्ञान , एस० के० मंगल
10. शिक्षा मनोविज्ञान के मूल तत्व , आर० ए० शर्मा & शिखा चतुर्वेदी

**Paper - First**  
**Management and Administration of Education**  
**(Theory – 75, Internal – 25)**

**Course Objectives:**

- To explore the role of administration and management in education.
- To understand the functions of different control management in education.
- To familiarize the students with different aspects of educational administration and management.
- To identify and analyze contemporary issues in Educational Administration and management.
- To promote sensitivity towards educational administration and management.

**Course Content:**

**Unit I**

- ❖ Educational Administration - Meaning and concept
- ❖ Nature, Objectives and scope of Educational Administration.
- ❖ Need and Importance of Educational Administration.
- ❖ Centralization and Decentralization of Educational Administration.

**Unit II**

- ❖ Basic Functions of educational administration-
  - ✓ Planning
  - ✓ Organization
  - ✓ Direction
  - ✓ Controlling
- ❖ Communication in Educational Administration- Role, Method and Barriers.

**Unit III**

- ❖ Educational Management : Meaning and Need
- ❖ Components of Educational management
- ❖ Educational management in Teaching – Learning process.
- ❖ Managing School discipline, school health services, school physical resources.

**Unit IV**

- ❖ Control Management
  - ✓ Central level
  - ✓ State level
  - ✓ Local Level
- ❖ Co-ordination in educational management.
- ❖ Stages of co-ordination
- ❖ Supervision and Inspection
- ❖ Functions of Leadership
- ❖ Decision making
- ❖ Crisis in management

**Suggested Books:**

1. विद्यालय प्रशासन एवं संगठन , एस० पी० सुखीजा
2. शैक्षिक प्रशासन एवं प्रबंधन, डॉ० गजेन्द्र सिंह तोमर
3. Educational Administration- Umesh Ch. Kudesia
4. Educational Technology, Guidance and Management, R.A.Sharma.

**Paper - Second**  
**Modern Indian Education**  
**(Theory – 75, Internal – 25)**

**Course Objectives:**

- To build up an understanding of the different Indian education system.
- To critically analyse the recommendations of various commissions.
- To familiarize the students with the ongoing functions of different modern educational agencies of India.
- To promote sensitivity towards present educational reforms in India.

**Course Content:**

Unit I

- ❖ Radhakrishnan commission (1948)
- ❖ Mudaliar commission (1952-53)
- ❖ Kothari commission (1964-66)
- ❖ National policy on education (1986)
- ❖ Operation blackboard

Unit II

- ❖ Recommendation of Acharya Rammurti Committee(1992)
- ❖ Delor's report (1996).
- ❖ National knowledge commission (2006).
- ❖ Right to Education Act (2009).

Unit III

- ❖ Sarva Siksha Abhiyaan (SSA).
- ❖ Rashtriya Madhyamik Siksha Abhiyaan (RMSA).
- ❖ Samagra shiksha Abhiyaan (SSA)
- ❖ Rashtriya Uchatar Siksha Abhiyan (RUSA).

Unit IV

- ❖ Agencies Working In The of Education In India
- ❖ U.G.C , N.C.E.R.T , N.C.T.E , S.C.E.R.T , D.I.E.T
- ❖ Critical Study of the following problems :
  - ✓ Wastage and Stagnation
  - ✓ Three Language Formula
  - ✓ Common School system and the Public School system.
  - ✓ Vocationalization of Secondary Education
  - ✓ Student Unrest

**Suggested Book**

1. भारतीय शिक्षा का इतिहास , पाठक & त्यागी
2. भारतीय शिक्षा का इतिहास , रमण बिहारी लाल
3. भारत में शिक्षा का विकास , गुरसरन दास त्यागी
4. Modern Indian Education- History, Development and Problems, J.C.Aggaarwal
5. Modern Indian Education and Its Problem , Suresh Bhatnagar & Anamika Saxena.
6. Problems of Education in India , Sharma and Sharma
7. Development, Planning& Problems of Indian Education, R.N. Safaya
13. Revised draft on Education Policy, 1986, Programme of Action 1992
14. UNESCO 1996: Delors Report
15. Revised draft on Education Policy, 1986, Programme of Action 1992

**Paper - I**  
**Basics of Educational Research and Statistics**  
**(Theory – 75 , Internal – 25)**

**Course Objectives: -**

- To explore the role of research in education.
- To acquire a conceptual understanding of research in education.
- To develop a critical understanding about the Measurement and Evaluation on the basis of statistics.
- To acquaint the students with use of statistics.

**Course Content:**

**Unit-I Introduction to Research**

- ❖ Research – Meaning, Definition, Characteristics.
- ❖ Educational Research – Meaning, Objectives, Types.
- ❖ Functions and Characteristics of Educational research.
- ❖ Steps in educational research.

**Unit II Basics of Measurement and Evaluation**

- ❖ Measurement - Meaning, Concept
- ❖ Purpose and importance of measurement
- ❖ Characteristics of educational measurement
- ❖ Evaluation- meaning, concept
- ❖ Purpose and importance of evaluation
- ❖ Difference between measurement and evaluation

**Unit III Introduction to Statistics**

- ❖ Statistics –meaning, definition
- ❖ Functions of statistics
- ❖ Need and significance of statistics in education
- ❖ Collection of Data
- ❖ Classification and Tabulation of Data
- ❖ Construction of Graph, Histogram , Polygon and Pie Chart.

**Unit IV Central Tendencies and Variability**

- ❖ Measures of central tendencies
  - ✓ Mean
  - ✓ Median
  - ✓ Mode
- ❖ Measures of Variability
  - ✓ Mean Deviation
  - ✓ Standard deviation
  - ✓ Coorelation

**Suggested book:**

1. Statistics in Psychology and Education, Hannery E. Garnett
2. Measurement and Evaluation In Education , Bhatnagar And Bhatnagar
3. शिक्षा मनोविज्ञान , एस० के० मंगल
4. Measurement and Evaluation in Psychology and Education , Dr. Bipin Asthana
5. Research in Education , John W. Best & James V.Kahn
6. Research Methods , Ram Ahuja
7. शिक्षा और मनोविज्ञान में सांख्यिकी के प्रयोग, हेनरी ई० गैरेट
8. Research in education , Best and Khan
9. Research Methodology in Education , Cohen and Marion
10. Methodology of Educational Research , Koul L.
11. Statistics in Psychology and Education , Mangal S K
12. Measurement and Evaluation in Psychology and Education , Thorndike, Robert L and E. Hegel
13. Test, Measurement and Research Methods , Singh A K.

**Semester - VI**



**Paper – Second**  
**Educational Psychology (Part- II)**  
**(Theory – 35, Internal - 15 and Practical – 50)**

**Course Objectives:-**

- To develop an understanding of Personality.
- To become aware of different assessment techniques of personality measurement.
- To explore the different theories of motivation and creativity.
- To acquaint them the relation between personality, motivation and creativity.
- To develop an understanding of the evolution of the concept and processes of mental health.
- To develop an informed perspective on the key issues and debates related to mental health
- To promote sensitivity towards community issues in mental health.

**Course Content:-**

**UNIT - I**

- ❖ Personality: Meaning, Nature, Definition and characteristics.
- ❖ Types of personality.
- ❖ Theories of personality.
  - ✓ Type approach.
  - ✓ Trait Approach.
  - ✓ Type cum Trait approach.
  - ✓ Psychoanalytical Approach.
  - ✓ The Humanistic Approach.
- ❖ Assessment of Personality.
- ❖ Projective and non Projective Techniques.

**UNIT – II**

- ❖ Motivation – Meaning, Need and significance.
- ❖ Motives, Drives and Incentive.
- ❖ Theories of Motivation.
- ❖ Adjustment- Meaning, definition and its areas.
- ❖ Defense Mechanism
- ❖ Measurement of adjustment.

**Unit III**

- ❖ Mental Health: Meaning, Concept and objectives of education for mental health.
- ❖ Mental Health & Hygiene.
- ❖ Need and Relevance for the Individual and Society.
- ❖ Understanding Issues of Mental Health at Home, School and Society with reference to: Childhood, Adolescence and Young Adulthood.
- ❖ Challenges to Mental Health
  - ✓ Anxiety, Stress and Coping
  - ✓ Conflict and Frustration

**Practicals :-**

1. Personality test
2. Adjustment
3. Measuring Mental Health
4. Test of anxiety
5. Stress measurement

Practical will be compulsory for all the students. 04 Test/ Experiments shall be conducted from the above mentioned list in the department under the supervision of concern teacher. 100 % attendance of the student is mandatory in practical. The students will submit the practical record file to the Department/ College. The practical exam will be held on a date to be fixed by the University.

Practical exam will be of 50 marks which will be divided as follow-

1. Practical record file = 05 marks
2. 02 Test/Experiment = 20 marks
3. Viva – Voce = 25 marks

**Suggested Books:-**

1. Educational Psychology, S.P.Gupta
2. Educational Psychology , S. K. Mangal , S. Bhatnagar & A. Saxena.
3. Advanced Educational Psychology, S.K.Mangal
4. Child Development , E. Laura Berk
5. Mental Hygiene: The Dynamics of Adjustment , H.A.Carroll
6. Mental Health of Indian Children , M.Kapur.
7. शिक्षा मनोविज्ञान , एस० के० मंगल

**Syllabus and Pattern of Examination  
(Semester Wise)  
2018 Onwards**

**KUMAUN UNIVERSITY NAINITAL**

**For**

**M.A. (Programme)  
Education (Shikshashastra)**

# **M.A. (EDUCATION) Semester System**

**(w.e.f. Session 2018 onwards)**

The duration of the course leading to the Degree of Master of Arts (M. A.) in Education shall be of Four Semesters. In first year, there shall be two semesters (I<sup>st</sup> & II<sup>nd</sup>) consisting of four theory papers in each semester. There shall be two semesters in Second year i.e. III<sup>rd</sup> and IV<sup>th</sup> respectively, consisting of four theory papers in I<sup>st</sup>, II<sup>nd</sup> & III<sup>rd</sup> semester and three theory paper and dissertation work in IV<sup>th</sup> semester. Each theory papers of I, II, III, V semesters will be of 100 marks each (75 marks for external evaluation and 25 marks for internal assessment).

There will be Psychology Practical in II<sup>nd</sup> semester of 50 Marks. External and internal examiners will evaluate the practical examination jointly.

In III<sup>rd</sup> Semester Formulation and presentation of Research Synopsis will be the part of Practical. The Practical will be of 50 Marks. Out of 50 Marks, 25 marks, will be examined by all the faculty members and balance 25 Marks will be evaluated by the HOD and Supervisor.

In IV Semester there will be dissertation work.

Internal assessment will be based on one class test (10 Marks), one assignment (5 marks) and one Seminar/ Paper presentation (10 marks) in each paper

In each theory paper, the candidates will be required to attempt all the sections A, B and C of concern question paper. The allotted time for each theory paper is three hours.

## **SEMESTER-I**

Paper I: Philosophical Foundations of Education - 75(External) + 25(Internal) = 100

Paper II: Sociological Foundations of Education - 75(External) + 25(Internal) = 100

Paper III: Methodology of Educational Research - 75(External) + 25(Internal) = 100

Paper IV: Educational Technology & Information and Communication Technology  
- 75(External) + 25(Internal) = 100

## **SEMESTER-II**

Paper I: Psychological Foundation of Education - 75(External) + 25(Internal) = 100

Paper II: Issues In Gender Education - 75(External) + 25(Internal) = 100

Paper III: Comparative Education - 75(External) + 25(Internal) = 100

Paper IV: Environmental Education - 75 (External) + 25(Internal) = 100

Psychology Practical - 100

### **SEMESTER-III**

Paper I: Educational Research and Statistics in Education-	75(External) + 25(Internal) = 100
Paper II: Special Education	-75(External) + 25(Internal) = 100
Paper III: Planning and Management of Curriculum	-75(External) + 25(Internal) = 100
Paper IV: Teacher Education	-75 (External) + 25 (Internal) = 100
Practical (Formulation of Research Synopsis)	- 50 + 50 = 100

### **SEMESTER-IV**

Paper I: Educational Measurement And Evaluation	- 75(External) + 25 (Internal) = 100
Paper II: Educational Management, Planning And Organization	- 75(External) + 25(Internal) = 100
Paper III: Population & Value Education	-75 (External) + 25 (Internal) = 100
Dissertation	-25 + 50 + 25 = 100

### **Practical**

- There will be Psychology Practical in II<sup>nd</sup> Semester which will be compulsory for all the students. 04 Test/Experiments shall be conducted in the department under the supervision of concern teacher. 100 % attendance of the student is mandatory in practical . The students will submit the practical record file to the Department/ College.

The practical exam will be held on a date to be fixed by the University.

Practical exam will be of 100 marks which will be divided as follow-

1. Practical record file = 20 marks
2. 02 Test/ Experiment = 30 marks
3. Viva – Voce = 50 marks
  - ✓ Marks will be awarded jointly by the External and Internal Examiner.
  - ✓ External Examiner will be appointed by the University.

The sum of awarded marks (after adding the obtained marks as per above division) will be forwarded to University jointly by the external and internal examiner.)

- There will be Practical in III Semester of 100 marks ,which will include Formulation of research Synopsis and Presentation of the synopsis.
  - ✓ It is mandatory for each student to prepare Research Synopsis for Dissertation and submit it to the department for evaluation.
  - ✓ It is mandatory for each teacher to guide the student allotted for Dissertation under his / her supervision by he HOD.

- ✓ It is the duty of HOD to allot students for dissertation to each faculty member of the department.
- ✓ Each faculty member will guide the students allotted to him/ her and will ensure the submission of synopsis in III<sup>rd</sup> Semester and Dissertation Report in IV<sup>th</sup> Semester as per the date declared by the HOD.
- ✓ Dissertation topic will be selected by the students with the help of his/her supervisor.
- ✓ Dissertation topic will be approved by the HOD. It will be the duty of HOD to ensure no repetition of topic .
- ✓ A proposal/ synopsis presentation seminar will be organized in the department in which each student will present
  - Project/ Research title
  - Significance of the study
  - Brief review of related studies
  - Research question/objectives/hypotheses
  - Research design & methodology
  - Statistical techniques.
- ✓ **(50 marks , to be examined by all the faculty members, the average of the marks awarded by the faculty members shall constitute the final marks of presentation of synopsis)**
- ✓ The document of the Synopsis will be jointly evaluated by the Head of Department and respective guide/ Supervisor of the student. **(50 marks, to be examined jointly by the HOD and Supervisor)**
- ✓ After correction /amendment the synopsis will be approved by the Head of the department.
- ✓ The student will complete the dissertation work and will submit the report in IV semester on the topic approved by the HOD in III Semester.

### Dissertation

Dissertation Work is mandatory for all the students. Supervisor to the student will be allotted by the concern HOD . The following procedure and activities must be followed:

- ✓ Dissertation work will be completed in IV – Semester.
- ✓ Two(02) typed and printed(both side printing) copies of dissertation report of the topic approved by HOD in III -Semester shall be submitted to the department.
- ✓ The candidate shall be required to submit a declaration to the effect that the conducted work is candidates own research work. The supervisor shall also be required to issue a certificate to the effect that the work had been conducted under his/her supervision.
- ✓ HOD will decide a date for pre dissertation submission seminar in the department. All faculty member of the department will evaluate the dissertation critically.**(25 Marks to be examined by each faculty member, the average marks awarded by the faculty members shall constitute the final marks of presentation of report) \*\*\***
- ✓ Document of the Project Report **(50 marks to be examined by the External Expert and the Supervisor, the average marks of these two shall constitute the final marks on the report part) \*\*\***
- ✓ Viva-voce Examination **(25 marks, to be examined jointly by Supervisor, HOD and External Examiner). \*\*\***

- ✓ One Copy of the dissertation report must be submitted to the research cell / exam controller of the University.

**\*\* \*1-25 Marks (Average of the marks awarded by the Faculty Members).  
2- 50 Marks (Average of the marks awarded by Supervisor and External Examiner).  
3- 25 Marks of Viva – Voce (Jointly awarded by External Examiner, HOD and Supervisor)** .

**\*\*\* 1- Date of Viva –Voce and appointment of external examiner will be decided by the University.**

### **Structure of theory question paper**

The structure for Theory papers consisting of 75 marks will be as follow – There will be three sections in each theory papers of all semesters.

Section (A) – 05 Very short answer type question (02 marks each) –  $5 \times 2 = 10$

Section (B) – 07 Short answer type question (05 marks each) –  $7 \times 5 = 35$

Section (C) – 02 Long Answer type question (15 marks each) -  $2 \times 15 = 30$

### **Instruction for Question paper setter**

It is mandatory for Question paper setter to follow the following instruction while setting the question paper –

- 4- Frame 05 very short answer questions for section (A).
- 5- Frame 09 short answer questions for section (B ).
- 6- Frame 04 long answer questions for section (C).

### **Internal Assessment**

Internal assessment will be based on one class test (10 Marks), one assignment (5 marks) and one Seminar/ Paper presentation (10 marks) in each paper.

**Semester –I**  
**Paper – I**  
**Philosophical Foundations of Education**  
**(Theory Exam –75 Internal - 25 )**

**Course Objectives:**

- To enable the students to understand the major Philosophies of education.
- To understand different functions of education on the basis of philosophy.
- To encourage students to study different philosophies related to education.
- To recognize the specific needs of education with regard to philosophy.
- To explore the educational thoughts of Indian and Western educational thinkers.
- To define the relationship between Education and Philosophy.

**Course Content :**

**Unit-I: Education & Philosophy**

- ❖ Meaning and scope of Philosophy.
- ❖ Meaning and scope of Education.
- ❖ Aims of Education and Philosophy.
- ❖ Nature and scope of educational philosophy.
- ❖ Relationship between education and philosophy.

**Unit – II : Indian Schools of Philosophy**

- ❖ Salient feature and Educational implication
  - ✓ Nyaya
  - ✓ Sankhya
  - ✓ Yog
  - ✓ Vedanta
  - ✓ Jainism
  - ✓ Buddhism

**Unit III: Western Schools of Philosophy**

- ❖ Salient feature and Educational implication
  - ✓ Idealism
  - ✓ Naturalism
  - ✓ Pragmatism
  - ✓ Realism
  - ✓ Existentialism
  - ✓ Humanism .

**Unit-IV: Educational Thinkers**

- Indian
  - ❖ Swami Vivekanand



- ❖ Sri Aurobinda
- ❖ Giju Bhai Badheka
- ❖ J. Krishnamurthy

➤ Western

- ❖ Plato
- ❖ John Dewey
- ❖ Herbert Spencer
- ❖ B.Russell.

**Books Recommended.**

1. Modern Philosophies of Education, Brubacher, John S.
2. उदीयमान भारतीय समाज में शिक्षक, एन० आर० स्वरुप सक्सेना, डॉ० शिल्पा चतुर्वेदी & डॉ० धर्मेन्द्र कुमार
3. उदीयमान भारतीय समाज में शिक्षक , डॉ० रामशकल पाण्डेय
4. शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, एन० आर० स्वरुप सक्सेना
5. शिक्षा की दार्शनिक पृष्ठभूमि, लक्ष्मीलाल के० ओड
6. Philosophical Bases of Education, Klipatrick
7. Philosophy of Education, John Dewey
8. Theory and Principles of Education, J C Agarwal
9. Outlines of Indian Philosophies, Sinha J.
- 9 Great Educators , Rusk R R
- 10 Great Educators, Mukherji, S
- 11 Principles of Education, Chandra, S.S; Sharma, R.K .
- 12 Democracy and Education, Dewey, John
- 13 Philosophy of Education in Historical Perspective, Durpis, A.M.
- 14 The Essentials of Indian Philosophy, Hiriyaana, M.
- 15 Foundations of Education, Kneller, G.F.
- 16 Modern Indian Thoughts, Narvene, V.S.
- 17 An Introduction to Major Philosophies of Education, Pandey, R.S.

**Semester –I**  
**Paper – II**  
**Sociological Foundations of Education**  
**(Theory Exam –75 Internal - 25 )**

**Course Objectives:**

- To understand the nature and functions of education with reference to society.
- To explore the concept of social organization and factors effecting it.
- To elaborate general aims of education, types and scope of education.
- To define the relation of education, society and culture.
- To understand the relation between education and society.
- To recognize one's duty for the enhancement of education for sound society.
- To justify social and economic relevance of Education.
- To illustrate the meaning and concept of social change.
- To understand the educational value of culture

**Course Content**

**Unit-I: Education and Sociology**

- ❖ Relation between education and sociology.
- ❖ Meaning and nature of Educational Sociology and Sociology of Education.
- ❖ Social organizations and its concepts
- ❖ Factors influencing Social organizations – Folkways, Mores, Institutions, Values.
- ❖ Dynamic characteristics of social organizations and its educational implications.

**Unit-II: Education and Social Structure**

- ❖ Inter relation of Educational process and social system.
- ❖ Socialization and social progress.
- ❖ Social interaction and its role in education.
- ❖ Concept of Group dynamics and its Educational implications.
- ❖ Meaning of Social Stratification & Social mobility and their Educational implications.
- ❖ Social change and Education
  - ✓ Meaning and nature of social change
  - ✓ Major factors of Social change.
  - ✓ Role of education as an effective tool of social change.
- ❖ Concept of Urbanization, Modernization, Westernization Sanskritization and Globalization with special reference to Indian society and its Educational implications
- ❖ Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

### **Unit-III: Culture and Education**

- ❖ Meaning and nature of Culture
- ❖ Cultural determinants of education.
- ❖ Role of education in conservation of culture and cultural change.
- ❖ Socio- cultural change with special reference to
  - ✓ Cultural Lag
  - ✓ Cultural conflicts
  - ✓ Cultural Unity
  - ✓ Composite culture

### **Unit-IV: Social Theories and Social Thinkers**

- ❖ Functionist, conflict and Feminist Theories of sociology of education.
- ❖ Contribution of Social Thinkers
  - Western Sociologist  
Emile Durkheim, Karl Marx and Max Weber.
  - Indian Sociologists  
M.N. Srinivas and Andre Beteille.

### **Suggested Books**

1. Sociological Bases of Education, Dr. S. Chaube
2. Fundamentals of Educational Sociology, Banerji A.
3. Social Change in Modern India, Srinavas, M.N.
4. Principles of Education – Raman Bihari Lal
5. उदीयमान भारतीय समाज में शिक्षक , एन० आर० स्वरुप सक्सेना , डॉ०एस०चतुर्वेदी & डॉ०डी०कुमार
6. उदीयमान भारतीय समाज में शिक्षक , डॉ० रामशकल पाण्डेय
7. शिक्षा सामाजिक एवं दार्शनिक आधार , डॉ० जे० एस० वालिया
8. Principles of Sociology with an Introduction to Social thought , Rao C .N .S
9. Educational Sociology , Brown F J
10. Sociological Perspectives in Education, Shukla and Kumar
11. Fundamentals of Educational Sociology, Banerji A
12. An Introduction to Sociology of Education., Mannhiem, Karl & Stewart, W.A.C.
13. Sociology: The Study of Social System, Michtchell Duncan.
14. Papers in the Sociology of Education, NCERT
15. Social Stratification in India, Sharma K. L.

**Semester - I**  
**Paper—III**  
**Methodology of Educational Research**  
**(Theory Exam -75 Internal - 25 )**

**Course Objectives**

- ❖ To elaborate general aims of educational research.
- ❖ To acquaint student with fundamentals of research methodology.
- ❖ To develop an understanding of the basic framework of research process.
- ❖ To identify various sources of information for literature review and data collection.
- ❖ To develop an understanding of various research designs and techniques.
- ❖ To develop an understanding of various methods used in educational research.
- ❖ To explore the role of research in education.

**Course Content**

**Unit I - Introduction to educational Research**

- ❖ Meaning, nature and Definitions
- ❖ Need and purpose
- ❖ Types of Educational Research
  - ✓ Fundamental
  - ✓ Applied
  - ✓ Action Research ;
- ❖ Qualitative and Quantitative Research

**Unit II - Research Methods**

- ❖ Descriptive Research
- ❖ Ex-Post-facto Research
- ❖ Experimental Research
- ❖ Historical Research.
- ❖ Ethnography
- ❖ Research Design

**Unit III – Research Proposal**

- ❖ Selection of an Academic Research Problem
- ❖ Identifying the problem on the basis of tradition, experience, reasoning, empiricism and rationalism
- ❖ Sources of selecting research topics.
- ❖ Finding Related literature
- ❖ Variables – Nature and type
- ❖ Operationalizing variables
- ❖ Formulating Research Question
- ❖ Hypothesis – characteristics, types and formulation.

## **Unit- IV – Sampling and methods of sampling**

- ❖ Concept of Population and sampling .
- ❖ Difference between Population and sampling.
- ❖ Methods of sampling
  - ✓ Probability and non-probability sampling
  - ✓ Representative and Random sampling
  - ✓ Stratified sampling, cluster and quota sampling.
- ❖ Sampling size and sampling error
- ❖ Projective and Sociometric Techniques

### **Suggested Books**

- 1) Research in Education: Best and Kahn.
- 2) Methodology of Education Research: Lokesh Kaul.
- 3) Fundamental of Educational Research R.A. Sharma.
- 4) Research Methodology in Education , Cohen and Marion
- 5) Research Methods , Ram Ahuja
- 6) शैक्षिक अनुसंधान, पारस नाथ राय
- 7) शैक्षिक अनुसंधान के मूल तत्व, सुखिया & मेहरोत्रा

**Semester –I**  
**Paper –IV**  
**Educational Technology & Information and Communication Technology**  
**(Theory Exam –75 Internal - 25 )**

**Course Objectives:**

- To sensitize students towards educational technology.
- To critically analyse role of Information and communication Technology.
- To understand the principle and theories of communication.
- To acquaint the students with different resources of education technology.
- To motivate the student to adopt new trends of and innovation of ICT in education.

**Unit-I: Meaning and Scope of Educational Technology**

- ❖ Meaning and Concept of Educational Technology.
- ❖ Nature , Scope and Significance of Educational Technology.
- ❖ Components of Educational Technology Hardware and Software.
- ❖ Differentiation between Hardware and Software.
- ❖ Educational Technology and Instructional Technology.

**Unit-II: Communication**

- ❖ Concept & Nature of Communication
- ❖ Process of Communication
- ❖ Principles of Communication
- ❖ Types of communication
- ❖ Theory of communication
- ❖ Classroom communication
- ❖ Mass media approach

**Unit- III: Emerging Trends in Educational Technology**

- ❖ Educational Technology in Formal , Non-Formal, Distance Education and Open Learning Systems
- ❖ Uses of Communication Technology in Teaching
  - ✓ Teleconferencing
  - ✓ CCTV
  - ✓ INSAT
  - ✓ Audio tutorial system
- ❖ Problems of introducing new technologies in the Indian context.
- ❖ Resources centers for Educational Technology – CIET, UGC, NOS, AVRC, EMRC, NIST.

**Unit-IV: Innovations in Educational Technology**

- ❖ Computer Assisted Instruction.
- ❖ Computer Managed Learning.
- ❖ Virtual classroom
- ❖ e- learning
- ❖ Researches in Educational Technology.
- ❖ Future priorities in Educational technology.

### **Suggested Books**

1. Designing a virtual classroom, Turoff Murray
2. E- Learning, Rosenberg, M.J.
3. E- Learning possibilities in education, Kumar, Santheesh J.
4. Introduction to the language laboratory, Turner, L.D.
5. Teleconferencing, RamMohan Rao & Srinivasan Ram
6. Education Technology, B.D. Bhatt & S.R.Sharma
7. Computers in Education, Paul Merrill
8. Communication in schools, Sheela Taroi
9. Communication in Classroom, M.B.Buch & M.R. Santhanan
10. Essentials of educational technology and management, Saxena & Oberoi
11. शिक्षा तकनीकी, एस० के० मंगल & उमा मंगल
12. शैक्षिक तकनीकी, एस० सी० ओबेरॉय
13. शिक्षा तकनीकी, आर० ए० शर्मा

**Semester –II**  
**Paper — First**  
**Psychological Foundation of Education**  
**(Theory Exam –75 Internal - 25 ) & (Practical – 50)**

**Course Objectives:-**

- To explore the interrelation between Education and psychology.
- To aware the student about different pattern of development.
- To explore the different theories of creativity.
- To acquaint them the relation between different sources of Individual difference.
- To develop an understanding of the role of individual difference and creativity with education.

**Course Content**

**Unit-I**

- ❖ Meaning and Nature of Educational Psychology
- ❖ Interrelationship between Education and Psychology
- ❖ Concept of Education Psychology,
- ❖ Method and Scope of Education Psychology.

**Unit- II Trends and patterns of development**

- ❖ Physical Development
- ❖ Cognitive Development
  - Piaget’s Cognitive Developmental theory
- ❖ Social Development
  - Vygotsky’s Sociocultural Theory
- ❖ Moral Development
  - Piaget’s theory of Moral Development.

**Unit- III Personality and Intelligence**

- ❖ Personality
  - ✓ Concept of Personality
  - ✓ Determinants of Personality- Biological/ Hereditary, Psychological, Social & Cultural
  - ✓ Theories of Personality- Allport Trait Theory, Freud’s Personality theory & Jung’s Personality Theory
  - ✓ Assessment of Personality
- ❖ Intelligence
  - ✓ Definition of intelligence
  - ✓ Theories of Intelligence-
    - Guilford theory of intelligence
    - Gardner’s theory of multiple intelligence
  - ✓ Intelligence Quotient and its computation.
  - ✓ Measurement of Intelligence
    - Intelligence test



## Unit IV Learning and Creativity

### ❖ Learning

- ✓ Meaning and Definition of Learning
- ✓ Characteristics of learning
- ✓ Theories of Learning- Gestalt Theory, Kurtlewin Topological theory of learning
- ✓ Styles of learning.

### ❖ Creativity

- ✓ Meaning and definition
- ✓ Nature and characteristics.
- ✓ Nurturing and stimulation of creativity.
- ✓ Relation of Creativity and education

### Practicals:-

1. Intelligence test
2. Creativity
3. Aptitude Test
4. Achievement test
5. Attitude Scale
6. Personality Test

Practical will be compulsory for all the students. 04 Test/Experiments and shall be conducted from the above mentioned list in the department under the supervision of concern teacher. 100 % attendance of the student is mandatory in practical. The students will submit the practical record file to the Department/ College. The practical exam will be held on a date to be fixed by the University.

Practical exam will be of 100 marks which will be divided as follow-

4. Practical record file = 20 marks
5. 02 Test/ Experiment = 30 marks
6. Viva – Voce = 50 marks

### Suggested Books

1. Allport, W. G. , Pattern and Growth in Personality.
2. Woolfolk, A. ,Educational Psychology (9th ed.)
3. Santrock, W. J. ,Psychology Essentials 2 (Updated ed.).
4. Sreevani, R. , A Guide To Mental Health And Psychiatric Nursing (3rd. ed.).
5. Hallahan, P.D., & Kauffman, M. J. Exceptional Children; Introduction to Special Education (5th ed.)
6. Mangal, K.S. , Educating Exceptional Children; An Introduction to Special Education.
7. Educational Psychology, S.P.Gupta
8. Educational Psychology , S. K. Mangal , S. Bhatnagar & A. Saxena.
9. Advanced Educational Psychology, S.K.Mangal
10. Child Development , E. Laura Berk
11. Mental Hygiene: The Dynamics of Adjustment , H.A.Caroll
12. Mental Health of Indian Children , M.Kapur.
13. शिक्षा मनोविज्ञान , एस० के० मंगल
14. शैक्षिक मनोविज्ञान, एस० एस० माथुर

**Semester –II**  
**Paper — Second**  
**Issues In Gender Education**  
**(Theory Exam — 75 Internal - 25 )**

**Course Objectives**

- To sensitize students about the gender issues related to education.
- To critically analyse the gender structure of the society.
- To understand the policy perspectives related to education of girls in India.
- To acquaint the students with schemes and programmes for education of girls.
- To understand the concept and importance of gender justice and equality
- To explore different challenges of girls education sector in India.
- To understand the scope and future possibilities within gender education.

**Course Content**

**Unit - I Gender Studies**

- ❖ Concept, Need, Scope
- ❖ Importance of Gender studies as an academic discipline
- ❖ Relational values of Gender, Economy and Work Participation.
- ❖ Globalized relevance and need of Gender education

**Unit – II Issues Related to Women education in India.**

- ❖ Family, Caste, Class, Culture and religious issues
- ❖ Women’s education - gender bias in enrolment and Curriculum content
- ❖ Co-education as a process of empowering girls students.
- ❖ Literacy and Non-formal education for women’s development
- ❖ Education of Girl child in India: present status and challenges ahea

**Unit – III Women’s Movements in India**

- ❖ Pre-independent, Post Independent and Current women movements
- ❖ National committees and Commissions for Women
- ❖ Governmental and Non-Governmental Organizations for women and Child Development, Community participation for girl education .
- ❖ Constitutional Provisions, Policies for the empowerment of Women in India.

**Unit - IV Programmes and Strategies for promoting Girls’/women Education in India**

- ❖ Access, enrolment, retention of girls’ at school stages
- ❖ Mahila samakshya,

- ❖ Kasturba Gandhi Balika Vidyalaya.
- ❖ Girl's education in SSA, RMSA, Samgra Siksha Abhiyan.

### **Suggested Books**

1. Narasaiah. M.L., Women, Children and Poverty
2. Parvin, M.R., Empowerment of Women: Strategies and Systems for Gender Justice.
3. Rao. D.B., Education for Women
4. Rao. D.B., International Encyclopedia of Women
5. Segal, L. Why Feminism? Gender, Psychology, Politics,
6. Sindhuja, P., Economic Empowerment of Women Through Self-Help Groups.
7. Skelton, C. The SAGE Handbook of Gender and Education.
8. Unterhalter, E., Morley, L., and Gold, A., 2004. Special Edition on Gender Equity in Commonwealth Universities.

**Semester –II**  
**Paper — Third**  
**Comparative Education**  
**(Theory Exam — 75 Internal - 25 )**

**Course Objectives**

- To enable the students for comparing Indian educational systems with education system of other countries.
- To develop an understanding about different educational systems, and process of dissemination.
- To explore the developmental scenario and best practices under comparative education.
- To encourage students to recognize different Social and cultural factors which influence the aims of comparative education.
- To promote student to identify their role in improving education in India.
- To strengthen the knowledge of students regarding their role in constitutional matters in our democratic society.

**Course Content**

**Unit-I Comparative Education as an specific Discipline**

- ❖ Meaning and Nature of Comparative Education
- ❖ Concept and Scope of Comparative Education.
- ❖ Comparative Education as an academic discipline
- ❖ Difference between Comparative and International Education
- ❖ Historical Perspective of Comparative Education.

**Unit-II Factors of Comparative Education**

- ❖ Factors of comparative Education
  - ✓ Geographical & Political
  - ✓ Socio-cultural & Economic
  - ✓ Historical & Scientific
  - ✓ Lingual & Technological

**Unit –III Problems of Comparative Education.**

- ✓ Education
- ✓ Unemployment
- ✓ Poverty
- ✓ Population Explosion

**Unit-IV Comparative study of different Education systems**

- ❖ Universalization of elementary education in Sri Lanka, Bangladesh and India.
- ❖ Skill Development Programmes in USA, Japan and India.
- ❖ Higher Education in USA, UK, France and India..

- ❖ Teacher Education – USA, Finland, Germany and India.
- ❖ Distance Education and Continuing Education in Australia, UK and India.

### **Suggested Books**

1. Comparative Education Research –Approaches and Methods , Mark Bray et.al
2. Govinda, R. India Education Report- NIEPA, 2002
3. Hans, Nicholas: Comparative Education.
4. Census Report 2011, GOI.
5. Aggarwal and Biswas: Comparative Education.
6. Brain Holiness; Comparative Education: Some Considerations of Method.
7. Chaube and Chaube., Comparative Education
8. Geoffrey Welford: Choice and Equity in Education.
9. Govinda, R. India Education Report- NIEPA, 2002.
10. Hans, Nicholas: Comparative Education
11. Sodi T.S., Comparative Education.
12. Comparative Education: Exploring Issues in International Context.
13. Chaube, S.N. Comparative Education.
14. चौबे एस०एन०, तुलनात्मक शिक्षा
15. शर्मा, आर०ए०, तुलनात्मक शिक्षा

**Semester –II**  
**Paper — Fourth**  
**Environmental Education**  
**(Theory Exam — 75 Internal - 25 )**

**Course Objectives**

- To Sensitize the students towards their duty for environment.
- To explore various problematic issues regarding environment.
- To acquaint the student with different methods and process of environmental protection.
- To motivate students for active participation in environmental improvement Programmes.
- To understand the role of environmental education in conservation of environment.
- To provide opportunities to participate actively in resolution of environmental problems.

**Course Content**

**Unit – I Education & Environment**

- ❖ Meaning, Scope and Importance of environment.
- ❖ Relation between education and environment.
- ❖ Objectives of Environmental Education.
- ❖ Approaches of Environmental Education.
- ❖ Role of education in developing positive attitude towards environment.

**Unit- II Environmental Threats and Role of Awareness**

- ❖ Global Threats of Environment
  - ✓ Types
  - ✓ Causes
  - ✓ Effects
- ❖ Environmental Hazards with reference to India
- ❖ Pollution and its remedies.
- ❖ Green House effect; Ozone Layer Depletion; Acid Rain, Polar Melting, Rise of Sea Level and their implications
- ❖ Environmental Awareness through Education.
- ❖ Various awareness Programmes for healthy Environmental .

**Unit- III Relation of Man with Environment**

- ❖ Human activities affecting the environment.
- ❖ Relation between Man and nature.
- ❖ Human Values and culture related to environment.
- ❖ Learning to live in Harmony with Nature.

## **Unit - IV Environmental Conservation and Development**

- ❖ Sustainable development- Role of environmental and natural resources
- ❖ Environmental Education for Development and Conservation of natural resources
  - ✓ Soil
  - ✓ Water
  - ✓ Forests,
  - ✓ Wild Life
- ❖ Role of Eco-friendly Technology, National Parks, Sanctuaries and Zoos in conservation of environment
- ❖ Various movement to save environment
  - ✓ Chipko movement
  - ✓ Project Tiger
- ❖ Role of Earth day, Environment day, Water Day

### **Suggested Books**

1. NCERT , Environmental Education at school level.
2. Saxena, A. B; Environmental Education.
3. Sharma, R. C.; Environmental Education.
4. V.C. Pandey , Environmental Education
5. Environmental Education- Principles and Practices: Edward
6. George, Martin and Turner, Environmental studies.
7. Odum, E.P., Fundamental of Ecology
8. James M Major, Environmental Education Objectives and Field Activities
9. Harendra Chakhaiya, Periwinkle Environmental Education Part IX
10. Sharma, R. A. (2008). Environmental Education
11. Sharma, B. L., & Maheswari, B. K., Education for Environmental and Human Value
12. Agarwal, S.P. and Aggarwal, J.C., Environmental Protection, Education and Development

**Semester –III**  
**Paper — First**  
**Educational Research and Statistics in Education**  
**(Theory Exam — 75 Internal - 25 )**

### **Course Objectives**

- To understand the meaning and significance of statistics as a subject of study.
- To acquaint the students and make them understand the different statistical methods with their uses and interpretations.
- To develop computational skills among students.
- To compute parametric and non-parametric tests and apply the techniques to educational research.
- To enable students analyze, interpret and generalize the Statistical data for drawing inferences.
- To develop the skill of designing a research proposal/ synopsis and abstract.
- To develop skill of research report writing.

## Course Content

### Unit-I Descriptive Statistics

- ❖ Meaning, nature and scope of statistics
- ❖ Nature of educational data: Qualitative & Quantitative
- ❖ Measures of Central Tendency: Mean, Median and Mode
- ❖ Measures of Dispersion: Range, Quartile Deviation, Average Deviation, Standard Deviation
- ❖ Measures of Relative Position: Percentiles and Percentile Ranks
- ❖ Graphic methods- Line graph, Bar diagram, Histogram, Pie chart and Ogive through Microsoft Spread Sheets.

### Unit- II Inferential Statistics

- ❖ Null hypothesis
- ❖ one and two tailed tests,
- ❖ Type I and Type II errors,
- ❖ Standard error, Confidence limits

### Unit – III Parametric & Non parametric Test

- ❖ Parametric
  - ✓ Concept, Assumption, Computation and uses
  - ✓ t-test
  - ✓ ANOVA
  - ✓ ANCOVA
- ❖ Non parametric
  - ✓ Concept, Assumption, Computation and uses
  - ✓ Chi Square
  - ✓ 2×2 Contingency table

### Unit-IV: Educational Research Report Writing

- ❖ Formulation of Research proposals/Synopsis
- ❖ Writing of Research Report/ Dissertation/ Thesis.
- ❖ Characteristics and Formats.
- ❖ Preparation of Bibliography- APA and MLA standards
- ❖ Writing Abstract of thesis
- ❖ Writing Research Paper and Article

### Practical – (50 Marks)

- It is mandatory for each student to prepare Research Synopsis for Dissertation and submit it to the department for evaluation.
- Dissertation topic will be selected by the students with the help of his/her supervisor.
- Dissertation topic will be approved by the HOD. It will be the duty of HOD to ensure no repetition of topic and area.
- A proposal/ synopsis presentation seminar will be organized in the department in which each student will present
  - ✓ Project/ Research title
  - ✓ Significance of the study
  - ✓ Brief review of related studies
  - ✓ Research question/objectives/hypotheses



- ✓ Research design & methodology
- ✓ Statistical techniques.
- (50 marks , to be examined individually by all the faculty members, the average of the marks awarded by the faculty members shall constitute the final marks of presentation of synopsis)
- The document of the Synopsis will be jointly evaluated by the Head of Department and respective guide/ Supervisor of the student. (50 marks, to be examined jointly by the HOD and Supervisor)
- After correction /amendment the synopsis will be approved by the Head of the department.
- The student will complete the dissertation work and will submit the report in IV semester on the topic approved by the HOD in III Semester.

### **Suggested Books**

1. Statistics in Psychology and Education, Hannery E. Garrett
2. Measurement and Evaluation In Education , Bhatnagar And Bhatnagar
3. Measurement and Evaluation in Psychology and Education , Dr. Bipin Asthana
4. Research in Education , John W. Best & James V.Kahn
5. Research Methods , Ram Ahuja
6. शिक्षा और मनोविज्ञान में सांख्यिकी के प्रयोग, हेनरी ई० गैरेट
7. Research in education , Best and Khan
8. Research Methodology in Education , Cohen and Marion
9. Methodology of Educational Research , Koul L.
10. Statistics in Psychology and Education , Mangal S K
11. Measurement and Evaluation in Psychology and Education , Thorndike, Robert L and E. Hegel
12. Test, Measurement and Research Methods , Singh A K
13. Aggarwal, Y.P., Statistical Methods.
14. Ferguson, George A . , Statistics Analysis in Psychology and Education.
15. Glass, G. & Hopkins, K.D. , Statistical Methods in Education and Psychology.
16. Guilford, J.P. and Benjabin Fruchter , Fundamental Statistics in psychology and Education.
17. Siegel, S. , Non-parametric Statistic, McGraw Hill, New York.□

**Semester –III**  
**Paper — II**  
**Special Education**  
**(Theory Exam - 75 Internal - 25 )**

**Course Objectives**

- To understand the basic concepts involved in special education with reference to segregation and integration.
- To understand the principles, programmes and practices in special education
- To understand the etiology of various disabilities
- To know about designing of education programmes for various categories of special Children

**Course Content**

**Unit-I - Education of the Children with Special Needs**

- ❖ Meaning, Concept, Scope and Objectives of Special Education
- ❖ A brief history of special Education in India
- ❖ Special Education
  - ✓ Constitutional provisions,
  - ✓ Government policies
  - ✓ State-wise positions
  - ✓ Recommendation in National Policy of Education(1986), POA (1992) and person with disability Act (1995)
- ❖ National trust act- 1999.
- ❖ Right of persons with disabilities act 2016.

**Unit- II - Exceptional Learners**

- ❖ Types of Exceptional Learners
- ❖ Characteristic, Classification exceptional learners.
  - ✓ Mentally Challenged Children
  - ✓ Learning Disabled Children
  - ✓ Visually impaired Children
  - ✓ Hearing impaired Children
  - ✓ Gifted and Talented Children
- ❖ Problems of Children with Special needs.
- ❖ National Institutes of handicapped and the role of Rehabilitation Council of India

**Unit- III - Education of Exceptional Learner**

- ❖ Educational programmes & methods for-
  - ✓ Mentally Challenged Children
  - ✓ Learning Disabled Children
  - ✓ Visually impaired Children
  - ✓ Hearing impaired Children
  - ✓ Gifted and Talented Children

## **Unit-IV- Educational Interventions**

- ❖ Nature and objective of Special schools
- ❖ Concept of main streaming – Integrated schools and its support services including Resources Room, Resource Teacher, Counselor etc.
- ❖ Concept of Remedial teaching specially for the children facing learning difficulties
- ❖ Role of various members in the education of Exceptional Children
  - ✓ Teacher
  - ✓ Peer group
  - ✓ Family
  - ✓ community

### **Suggested Books**

1. Giuliani, G. A. & A. M. , Education of Children with Special Needs
2. Hollahan, D. P. & Kauffman, J. M. , Exceptional Learners: Introduction to Special Education.
3. Ainscow, M Special Needs In The Classroom: A Teacher Education Resource Pack, UNESCO
4. Jha, M. M., School Without Walls: Inclusive Education for All.
5. Bender, W.N., Learning Disability.
6. Berdine, W.H. & Blackhurst, A. E., An Introduction to Special Education.
7. Hallahar, D.P. & Kauffman, J. M. , Exceptional Children: Introduction to Special Education,.
8. Hewett, Frank M. & Foreness, Steven R., Education of Exceptional Learners,
9. Kirks, S.A. & Gallagher, J. J., Education of Exceptional Children.

**Semester –III**  
**Paper — III**  
**Curriculum Planning and Development**  
**(Theory Exam - 75 Internal - 25 )**

**Course Objectives**

- To identify the different components of curriculum development.
- To understand the Roles of Philosophy, Sociology and Psychology in shaping curriculum.
- To specify the steps of curriculum planning and development.
- To acquaint the students with different principles of curriculum construction.
- To critically analyse different needs, sources and components of curriculum evaluation.
- To define curriculum evaluation in context of higher education.

**Course Content**

**Unit-I: Curriculum Planning & Development**

- ❖ Meaning , concept and Scope of curriculum
- ❖ Curriculum development – Theories and procedures
- ❖ Sources of curriculum development –
  - ✓ Philosophical
  - ✓ Psychological
  - ✓ Sociological Discipline-oriented and Administrative consideration.
- ❖ Components and types of curriculum.

**Unit-II : Principles of curriculum Construction**

- ❖ Principles of curriculum construction
- ❖ Considerations in curriculum planning.
- ❖ Criteria for selection, sequence, continuity structure and integration of contents

**Unit-III : Models of curriculum Development and Implementation**

- ❖ Models of curriculum development
  - ✓ Need assessment model
  - ✓ Futuristic model
  - ✓ Vocational model
- ❖ Models of curriculum implementation
  - ✓ Administrative model
  - ✓ Grass-root model
  - ✓ Demonstration model

**Unit-IV : Curriculum Evaluation**

- ❖ Need of curriculum evaluation.
- ❖ Components of curriculum evaluation.
- ❖ Sources of curriculum evaluation.
- ❖ Components of curriculum evaluation.
- ❖ Types of curriculum Evaluation- Formative & Summative evaluation.

**Suggested Books**

1. Carr, W., For Education: Towards Critical Educational Enquiry.
2. Cornbleth, C. Curriculum in Context.
3. NCERT (2000), “Continuous Comprehensive Evaluation At Secondary Level” in Inservice Teacher Education Package.
4. Aggarwal, Deepak, Curriculum Development: Concept, Methods & Techniques.
5. Wiles, J.W.& Joseph Bondi, Curriculum Development: A Guide to Practice.
6. NCERT (2005), National Curriculum Framework on School Education.
7. NCERT (2006), Systematic Reforms for Curriculum Change.
8. Kelly A V: The Curriculum Theory and Practice

9. Tabah N: Curriculum Development, Theory and Practice
10. Sterhouse L: An Introduction to Curriculum Research and Development
11. Agarwal J C: Curriculum Development
12. Bhalla N: Curriculum Development
13. Walker D F: Fundamentals of Curriculum

**Semester –III**  
**Paper — IV**  
**Teacher Education**  
**(Theory Exam - 75 Internal - 25 )**

**Course Objectives**

- To acquaint the student with Objectives and aims of teacher education at different levels.
- To develop an understanding of Teacher Education programmes
- To analyze the historical background of teacher education
- To understand Need and significance for Teacher Education at higher education Level
- To explore the Problems in Teacher Education in India
- To develop an understanding towards the role of different Agencies/institutions in imparting Teacher Education in India.

**Course Content**

**Unit-I: Teacher Education : An Introduction**

- ❖ Teacher Education
  - ✓ Concept and Scope
  - ✓ Aims and objectives at levels (Elementary, Secondary and College levels).
- ❖ Teacher education programmes
  - ✓ D.El.Ed. & B.El.Ed.
  - ✓ B.Ed. & M.Ed.
  - ✓ Integrated Courses

**Unit-II: Historical Preview of teacher Education**

- ❖ A brief review of historical perspective of the development of teacher education in light of recommendations made by various committees and commissions .
  - ✓ Kothari Commission (1964-66)
  - ✓ Chattopadhyay Commission (1983-85),
  - ✓ National Policy on Education (1986; 1992)
- ❖ NCFTE (2009) of teacher Education.

**Unit-III: Types and Agencies of Teacher Education programmes**

(With special reference to composition & functions)

- ❖ Types of Teacher education Programme
  - ✓ In-service Teacher Education
  - ✓ Pre-service Teachers Education
  - ✓ Distance Education
  - ✓ Refresher course,
  - ✓ Training of Educational Administrators.
- ❖ Agencies of Teacher education Programme
  - ✓ National Council for Educational Research and Training (NCERT)

- ✓ National University of Educational Planning and Administration (NUEPA).
- ✓ National Council for Teacher education (NCTE).
- ✓ University Grants Commission/ Academic Staff College (UGC-HRDC).
- ✓ National Accreditation and Assessment Council (NAAC).

#### **Unit-IV: Problems related to Teacher Education**

- ❖ Teacher education curriculum related problems
- ❖ Practicing school and internship related problems.
- ❖ Problem related to implementation of In- Service Teacher trainings.
- ❖ Teaching effectiveness and teacher behavior related

#### **Suggested Books**

1. Cohen Louis, Minion Lawrence & Morrison, Keith :A Guide to Teaching Practice (5th edition).
2. Day, C. & J. Sachs, J. (Ed.) : International Handbook on the Continuing Professional Development of Teachers.
3. Dunkin, J. Micheal .The International Encyclopedia of Teaching and Teacher Education.
4. Herne Steve, Jessel John & Griffith, Jenny .Study to Teach: A Guide to Studying in Teacher Education.
5. Lampert, M. Teaching problems and the problems of teaching.
6. Mangala, Sheela. Teacher Education: Trends & Strategies.
7. Mohammad Miyan. Professionalization of Teacher Education.
8. NCTE (1998) :Curriculum Framework for Quality Teacher Education.
9. NCTE (2009) :National Curriculum Framework of Teacher Education.
10. Ram, S. : Current Issues in Teacher Education.
11. Rao, Digumurti Bhaskara. Teacher Education in India.
12. Mehta C.S. and Joshi D.C.- Principles and problems of Teacher Education.
13. Shukla R.S.- Emerging Trends in Teacher Education.

### **SEMESTER –IV**

#### **Paper — I**

#### **Educational Measurement And Evaluation**

**(Theory Exam - 75 Internal - 25 )**

#### **Course Objectives**

- To develop an understanding about the fundamentals of Educational Measurement and evaluation.
- To understand the uses and purposes of testing.
- To differentiate between evaluation, Assessment and measurement.
- To explore various types of evaluation.
- To develop an understanding about the steps involved to construct a standardized test.
- To Understand about various types of evaluation ant tests
- To acquaint the students with new trends of evaluation.

#### **Course Content**

##### **Unit-I: An Introduction of Measurement and Evaluation Process**

- ❖ Measurement- Concept, scope and Need.
- ❖ Evaluation : Functions and Basic principles
- ❖ Norm-referenced and criterion referenced Measurement
- ❖ Relationship between measurement and evaluation in education

### **Unit - II Types of Evaluation**

- ❖ Types of Evaluation
  - ✓ Formative & Summative
  - ✓ External and Internal Evaluation
  - ✓ Continuous and Comprehensive Evaluation (CCE)
- ❖ Tools of measurement and evaluation
  - ✓ Subjective and Objective tools
  - ✓ Essay type test, Objective test
  - ✓ Questionnaires, Interview
  - ✓ Rating scale, Inventories
  - ✓ Schedules and Performance test

### **Unit-III: Construction and standardization of Tools**

- ❖ General principles of test construction and its standardization.
- ❖ Basic characteristics of good measuring instruments
  - ✓ Validity & Reliability
  - ✓ Objectivity, Usability and Norms
- ❖ Steps of Test Construction- Item Writing, Item Pool, Initial Format, Try Out, Difficulty Value and Discrimination Index, Final Format & Standardization.

### **Unit-VI: New trends in evaluation**

- ❖ Grading System
- ❖ Semester system
- ❖ Credit System
- ❖ Continuous Internal Assessment system
- ❖ Question bank
- ❖ Use of Computer in evaluation
- ❖ Open Book Examination
- ❖ e-learning, e- content and online examination

### **Suggested Books**

1. Guilford J P: Fundamental Statistics in Psychology and Education
2. Thorndike, Robert L and E. Hegel: Measurement and Evaluation in Psychology and Education
3. Singh A K: Test, Measurement and Research Methods
4. J. Swarupa Rani, Educational Measurement and Evaluation
5. Patel R N, Educational Evaluation
6. घोष अरुण, मनोविज्ञानिक परिमाण एवं परीक्षण
7. राँय सुशील, मूल्यांकन नीति एवं कौशल
8. Hagen, Measurement and Evaluation in Psychology and Education
9. Garrett H E., Statistics in Psychology and Education
10. Thorndike, R.L., and Hagen E. Measurement and Evaluation on Psychology and Education
11. Panja, D.H. & Horris P.F.: Educational and Psychological Measurement
12. Aggarwal, R.N. and Vipin Asthana , Educational Measurement and Evaluation
13. Nadeem N.A., & Faizan F.A.: Statistics in Education and Psychology
14. Sidhu, K. S., New Approaches to Measurement and Evaluation
15. रमन बिहारीलाल, शैक्षिक मापन मूल्यांकन एवं सांख्यिकी

16. ए०बी०भटनागर & मिनाक्षी भटनागर, मनोविज्ञान और शिक्षा मापन एवं मूल्यांकन  
17. अस्थाना एवं अग्रवाल, मनोविज्ञान और शिक्षा मापन एवं मूल्यांकन

### **Semester –IV**

### **Paper — II**

## **Educational Management, Planning And Organization (Theory Exam - 75 Internal - 25 )**

### **Course objective**

- To acquaint the students with the effective role educational management.
- To enable the students to understand basic concepts of educational planning and financing.
- To explore the Educational management in India
- To enable the students to acquire necessary knowledge of the principles and procedures of educational planning.
- To recognize the role of effective leadership in educational administration.
- To explore different constraints related to educational planning

### **Course Content**

#### **Unit-I Educational management**

- ❖ Meaning of Management and administration
- ❖ Characteristics Educational Management.
- ❖ Nature and scope of educational management,
- ❖ Educational management in India
- ❖ Financial management.
- ❖ Sources of Educational Financing

#### **Unit II Educational Planning**

- ❖ Meaning & Nature of Educational Planning.
- ❖ Approaches to Educational planning
  - ✓ Rate of Return approach
  - ✓ Social Demand Approach
  - ✓ Man Power Approach
- ❖ Types of Educational Planning
  - ✓ Micro & Macro
  - ✓ Short Term & Long Term
- ❖ Need & Objectives for Educational Planning.
- ❖ Historical background of Education Planning in India.

#### **Unit - III Leadership in Educational Administration**

- ❖ Nature & Meaning of Educational Leadership.
- ❖ Styles of Leadership
  - ✓ Autocratic
  - ✓ Democratic
  - ✓ Laissez-faire
- ❖ Characteristics of a good Educational administrator
- ❖ Theories of Leadership.
- ❖ Characteristics of a good leader



## Unit IV Constraints & Trends in Educational Planning

- ❖ Economic & Cultural Constraints
- ❖ Political Constraints
- ❖ Modern trends in Educational Planning in India with special reference to 5-year plans

### Suggested Books

1. एस० पी० सुखिया, विद्यालय प्रशासन एवं संगठन
2. सुरेन्द्र सिंह, विद्यालय प्रबंधन एवं नियोजन
3. कुदेशिया उमेश चन्द्र, शैक्षिक प्रशासन
4. Edward L. D. , Educational Administration Glossary.
5. J. Mohanty, Educational Administration, Supervision And School Management
6. Tomlinson, H (ed.) (2004) Educational Management: Major Themes in Education.
7. Naik, J.P., Education Planning in India.
8. Naik, J. P. & Syed Nurullah, Education in India during British Period, Bombay,
9. Aggarwal Y.P. & Thakur, R.S. , Concepts and Terms in Educational Planning: A Guidebook; NUEPA
10. Mohilman, School Administration
11. Mort, P.B., Principles of School Administration
12. Mukherji, L., Problems of Administration of Education in India
13. Mukherji, S N., Administration of Education in India
14. Chandrakanth L.S., Educational.
15. Kudesia Umesh chandra - Educational Administration.
16. Bhatt K.S. - Administration of Education
17. Hussain Syed Anwar, Administration of India.

**Semester –IV**  
**Paper — III**  
**Population and Value Education**  
**(Theory Exam - 75 Internal - 25 )**

### Course objective

- To acquaint the student with Objectives and aims of population & value education.
- To develop an understanding towards need of Population Education.
- To explore the contemporary issues related to Population Education in India
- To explore the recommendations of various committees for value education.
- To relate the life with values.
- To strengthen the knowledge of students regarding different categories and relation of values.

### Course Content

#### Unit – I Introduction to Population Education

- ❖ Population- Meaning and Importance
- ❖ Population Education
  - ✓ Meaning
  - ✓ Objectives
  - ✓ Need & Importance

✓ Scope

- ❖ Relation between education and population.
- ❖ Status of Population Education in India
- ❖ Role of teacher in imparting Population Education

#### **Unit- II Contemporary Issues Related to Population**

- ❖ Population and Environment
- ❖ Population and Unemployment
- ❖ Population and Education
- ❖ Population and Environment
- ❖ Population and Health & Nutritional issues.
- ❖ Population and social change

#### **Unit – III Value Education**

- ❖ Meaning and definition of values.
- ❖ Need and Importance of Value Education
- ❖ Recommendations of various committees/commissions:
  - ✓ Sri Prakash Committee (1959- 60)
  - ✓ Indian Education Commission (1964-66)
  - ✓ National Policy on Education (1986)
  - ✓ Programme of Action NPE (1992)
  - ✓ National curriculum Framework (2005)
  - ✓ National curriculum Framework for Teacher Education (2009)

#### **Unit – IV Classification of Values**

- ❖ Values related to democracy and human rights.
- ❖ Values related to co-operation and solidarity
- ❖ Values related to the preservation and promotion of culture
- ❖ Values related to self and others
- ❖ Values related to the protection of the environment
- ❖ Values related to internationalism
- ❖ Values related to spirituality

#### **Suggested Books**

1. Coroc, N, and T. Dyson, India's Demography: Essay on the Contemporary Population.
2. Fraser, Steward E. China: Population Education and People Canberra.
3. Ganguli, B.N. Population and Development.
4. National Resource Book on Population Education, NCERT.
5. Inder Dev Singh; Population Education: Tandon-Publications-Ludhiana.
6. Khan A. R.; Population Education: Gulshan-Publications-Srinagar
7. Gupta P. K.; Population Education: Lall-Publications-Meerut
8. M.V. Lakshmi; Population Education: APH Publishing Corporation, New Delhi.
9. Aggarwal, J.C., Modern Indian Education (History, Development and Problems) 4<sup>th</sup> Revised Edition
10. Allport, G. W. Vernon, P. E., & Lindzey G. Manual of Study of Values
11. Chitkara, M. G., Education and Human Values
12. Gawadne, E. N. Value Oriented Education Vision for Better Living
13. Mujeeb, M. Education and Traditional Values Delhi
14. Mukerjee, R. K. The dimensions of Values
15. Pepper, S. C. The sources of values: London
16. Venkataiah, N. Value Education
17. Reddy, N. K. Man, Education and Values.
18. Ruhela, S.P. Human Values and Education

**SEMESTER –IV**  
**Dissertation**  
**(Total Marks- 100 )\*\***

**Dissertation Objectives**

- ❖ To motivate students towards the educational research.
- ❖ To promote the students to develop positive attitude towards the educational researches.
- ❖ To enable the student to conduct need base educational research.
- ❖ To develop skill in different components of educational research.
- ❖ To enable student to formulate educational synopsis / research proposal.
- ❖ To promote students to prepare and present research report.
- ❖ To acquaint students with their responsibility towards society as a researcher.
- ❖ To develop trust on truth and facts by means of educational research.
- ❖ To develop attitude of a researcher among students.

Procedure and Activities to be followed:

- Dissertation work will be completed in IV – Semester.
- Three (03) typed or printed copies of dissertation report of the topic approved by HOD in III -Semester shall be submitted to the department.
- The candidate shall be required to submit a declaration to the effect that the conducted work is candidates own research work. The supervisor shall also be required to issue a certificate to the effect that the work had been conducted under his/her supervision.
- HOD will decide a date for pre dissertation submission seminar in the department. All faculty member of the department will evaluate the dissertation critically. **(25 Marks to be examined by each faculty member, the average marks awarded by the faculty members shall constitute the final marks of presentation of report)**
- Document of the Project Report **(50 marks to be examined by the External Expert and the Supervisor, the average marks of these two shall constitute the final marks on the report part)\*\*\***
- Viva-voce Examination **(25 marks, to be examined jointly by Supervisor, HOD and External Examiner).\*\*\***
- One Copy of the dissertation report must be submitted to the research cell / exam controller of the University.

**\*\* 1-25 Marks (Average of the marks awarded by the Faculty Members).**  
**2- 50 Marks (Average of the marks awarded by Supervisor and External Examiner).**  
**3- 25 Marks of Viva – Voce (Jointly awarded by External Examiner, HOD and Supervisor)**

**\*\*\* 1- Date of Viva –Voce and appointment of external examiner will be decided by the University.**

