

COTTON COLLEGE STATE UNIVERSITY

DEPARTMENT OF EDUCATION

P.G SYLLABUS

DISTRIBUTION OF PAPERS,CREDITS & CLASSES PER WEEK.

SEMESTER - I

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN 701 C	PHILOSOPHY OF EDUCATION	3 + 1 + 0	3 + 2 + 0
EDN 702 C	EDUCATIONAL PSYCHOLOGY	3 + 1 + 0	3 + 2 + 0
EDN 703 C	METHODOLOGY OF EDUCATIONAL RESEARCH	3 + 1 + 0	3 + 2 + 0
EDN 704 C	CURRICULUM DEVELOPMENT	3 + 1 + 0	3 + 2 + 0
EDN 705 E	ELECTIVE- 1.EDUCATIONAL MANAGEMENT	2 + 1 + 0	2 + 2 + 0
	F: 106. FUNCTIONAL COURSE -1	1	

SEMESTER – II

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN 801 C	EDUCATIONAL TECHNOLOGY	3 + 1 + 0	3 + 2 + 0
EDN 802 C	EDUCATIONAL STATISTICS	3 + 1 + 0	3 + 2 + 0
EDN 803 C	DEVELOPMENTAL PSYCHOLOGY	3 + 1 + 0	3 + 2 + 0
EDN 804 C	SOCIOLOGY OF EDUCATION	3 + 1 + 0	3 + 2 + 0
EDN 805 E	ELECTIVE – II.EDUCATIONAL THOUGHT – INDIAN AND WESTERN	2 + 1 + 0	2 + 2 + 0
	F: 206 . FUNCTIONAL COURSE – II	1	

SEMESTER III

PAPER CODE	PAPER NAME	CREDITS	CLASSES PER WEEK
EDN 901 C	TEACHER EDUCATION	3 + 1 + 0	3 + 2 + 0
EDN 902 C	METHODS AND TECHNIQUES OF TEACHING	3 + 1 + 0	3 + 2 + 0
EDN 903 C	MEASUREMENT AND EVALUATION	3 + 1 + 0	3 + 2 + 0
EDN 904 C	PSYCHOLOGICAL PRACTICAL	0 + 1 + 3	0 + 4 + 6
EDN 905 E	ELECTIVE –III. COMPARATIVE EDUCATION	2 + 1 + 0	2 + 2 + 0
	F : 306 FUNCTIONAL COURSE –III	1	

SEMESTER –IV

PAPER CODE	PAPER NAME	CREDITS
EDN 1001 C	ENVIROMENTAL EDUCATION	3 + 1 + 0
EDN 1002 C	CONTEMPORARY ISSUES IN INDIAN EDUCATION	3 + 1 + 0
EDN 1003 C	PROJECT	0 + 1 + 3
	OPTIONAL -1	
EDN 1101 C	MENTAL HEALTH AND HYGIENE	3 + 1 + 0
EDN 1102 C	GUIDANCE AND COUNSELLING	
EDN 1103 C	SPECIAL EDUCATION	
	(STUDENTS ARE TO SELECT ANY ONE OF THE ABOVE MENTIONED OPTIONAL PAPERS IN THIS SEMESTER)	
EDN 1005 E	ELECTIVE –IV. ECONOMICS OF EDUCATION	2 + 1 + 0
	F: 406 FUNCTIONAL COURSE – IV	1

SEMESTER-1
PAPER: EDN 701 C
EDN 701 C: PHILOSOPHY OF EDUCATION. CREDITS: 4 (3+1+0)

UNIT I : INTRODUCTORY CONCEPTS.

1. RELATIONSHIP BETWEEN EDUCATION AND PHILOSOPHY.
2. PHILOSOPHY OF EDUCATION – NATURE, NEED AND SCOPE.
3. FUNCTIONS OF EDUCATIONAL PHILOSOPHY
4. AIMS OF EDUCATION – PROXIMATE AND ULTIMATE
5. SOCIAL PHILOSOPHY OF EDUCATION – DEMOCRACY AND COMMUNISM.

UNIT II: EPISTEMOLOGICAL AND AXIOLOGICAL BASES.

1. SOURCES OF KNOWLEDGE
2. THEORIES OF VALUES.
3. AESTHETICAL AND ETHICAL BASIS OF CURRICULUM
4. FREEDOM AUTHORITY AND DISCIPLINE.

UNIT III: SCHOOLS OF WESTERN AND THEIR EDUCATIONAL IMPLICATIONS

1. LOGICAL POSITIVISM
2. DIALECTICAL MATERIALISM.
3. EXISTENTIALISM.
4. REALISMS.

UNIT IV : INDIAN SCHOOLS OF PHILOSOPHY

1. VEDANTA
2. BUDDHISM
3. NYAYA
4. ISLAMIC TRADITIONS

REFERENCES:

- AGGARWAL, SOMNATH: *PHILOSOPHICAL FOUNDATIONS OF EDUCATION*. AUTHORS PRESS PUBLISHERS. NEW DELHI
- BRUBACHER, JOHN.S : *MODERN PHILOSOPHIES IN EDUCATION*. SURJEET PUBLICATIONS, NEW DELHI.
- PACHURI , G: *PHILOSOPHICAL FOUNDATION OF EDUCATION*. R.LALL BOOK DEPOT. MEERUT.
- JOHRI, P.K : *PHILOSOPHICAL FOUNDATION OF EDUCATION*. ANMOL PUBLICATIONS PVT. LTD. NEW DELHI.

P.G. SEMESTER -1

PAPER; EDN 702 C

EDUCATIONAL PSYCHOLOGY. CREDIT: 4 (3 + 1 + 0)

UNIT I: INTRODUCTORY CONCEPTS:

1. CONCEPT OF PSYCHOLOGY AND ITS RELATIONSHIP WITH EDUCATION.
2. NATURE, NEED AND SCOPE OF EDUCATIONAL PSYCHOLOGY
3. MAIN FEATURES AND CONTRIBUTIONS OF THE FOLLOWING SCHOOLS OF PSYCHOLOGY TOWARDS EDUCATION: BEHAVIOURISM AND COGNITIVISM.
4. METHODS OF PSYCHOLOGY – EXPERIMENTAL , CLINICAL AND DEVELOPMENTAL
5. INDIVIDUAL DIFFERENCES: MEANING AND DETERMINANTS ROLE OF HEREDITY AND ENVIRONMENT IN INDIVIDUAL DIFFERENCES.

UNIT II: LEARNING AND MOTIVATION.

1. CONCEPTS AND FACTORS INFLUENCING LEARNING.
2. THEORIES OF LEARNING AND THEIR EDUCATIONAL IMPLICATIONS: PAVLOV'S CLASSICAL CONDITIONING, SKINNER'S OPERANT CONDITIONING, GESTALT THEORY, BANDURA'S THEORY OF SOCIAL LEARNING.
3. TRANSFER OF LEARNING AND ITS THEORIES.
4. CONCEPT OF MOTIVATION, ROLE OF MOTIVATION AND MATURATION IN LEARNING.
5. THEORIES OF MOTIVATION : MASLOW AND ATKINSON.

UNIT III: INTELLIGENCE AND CREATIVITY

1. CONCEPT OF INTELLIGENCE , MENTAL AGE AND IQ.
2. THEORIES OF INTELLIGENCE: SPEARMAN'S TWO FACTOR THEORY, THURSTON'S GROUP FACTOR THEORY.
3. GUILDFORD: STRUCTURE OF INTELLECT.
4. PIAGET'S THEORY OF INTELLECTUAL DEVELOPMENT.
5. CONCEPT OF CREATIVITY AND ITS RELATIONSHIP WITH INTELLIGENCE.
6. DEVELOPMENT OF CREATIVITY: BRAIN STORMING TECHNIQUES.

UNIT IV: PERSONALITY AND ADJUSTMENT.

1. CONCEPT OF PERSONALITY AND TYPES OF PERSONALITY.
2. CATTLE'S TRAIT THEORY AND CARL ROGER'S SELF THEORY OF PERSONALITY.
3. PSYCHO-ANALYTICAL THEORIES OF PERSONALITY – FREUD, ADLER AND JUNG.
4. ADJUSTMENT: CONCEPT AND PROCESS, DEFENCE MECHANISM
5. MENTAL HEALTH: CNCEPT AND PRINCIPLES.

REFERENCES:

- BANDURA, A. –SOCIAL LEARNING THEORY, EAGLEWOOD CLIFFS, N.J.: PRENTICE-HALL, 1977
- BHATIA,H.R., ELEMENTS OF EDUCATIONAL PSYCHOLOGY, CALCUTTA: ORIENT LONGMAN, 1968.
- CROW L.D . AND CROW A. – EDUCATIONAL PSYCHOLOGY , NEW DELHI: EURASIA PUBLISHING HOUSE, 1973.
- GATES, A.I. ET AL., EDUCATIONAL PSYCHOLOGY, 3RD ED., NEW YORK: MACMILLAN, 1948.
- HUNT, M.P.- PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
- MANGAL, S.K. – ADVANCED EDUCATIONAL PSYCHOLOGY, NEW DELHI, PRENTICE HALL.2000.
- MORRIS, E . ESON. PSYCHOLOGICAL FOUNDATION , NEW YORK: HOLT, RINEHART AND WINSTON , 1972.
- SKINNER, CHARLES E.- ESSENTIALS OF EDUCATIONAL PSYCHOLOGY. ENGLEWOOD CLIFFS, NEW JERSEY: PRENTICE- HALL, 1958.
- SMITH, M. DANIEL, EDUCATIONAL PSYCHOLOGY, NEW YORK: ALLYN AND BACON, 1978.

SEMESTER-1

PAPER: EDN 703 C
METHODOLOGY OF EDUCATIONAL RESEARCH
CREDTS: 4(3+1+0).

UNIT I: BASIC CONCEPTS OF RESEARCH

1. MEANING AND SIGNIFICANCE OF RESEARCH IN EDUCATION.
2. CHARACTERISTICS OF RESEARCH AS A SCIENTIFIC METHOD.
3. QUALITATIVE AND QUANTATIVE RESEARCH IN EDUCATION.
4. METHODS OF EDUCATIONAL RESEARCH: HISTORICAL, DESCRIPTIVE, EXPERIMENTAL, EX-POST-FACTO RESEARCH.

UNIT II. BASIC CONCEPTS OF EDUCATIONAL RESEARCH .

1. TYPES OF EDUCATIONAL RESEARCH- FUNDAMENTAL,APPLIED AND ACTION RESEARCH

2. REVIEW OF RELATED LITERATURES- ITS NEED AND IMPORTANCE IN EDUCATIONAL RESEARCH
3. HYPOTHESIS- ITS MEANING, NEED AND IMPORTANCE, SOURCES OF HYPOTHESIS, CHARACTERISTICS OF VALID HYPOTHESIS.
4. TYPES OF HYPOTHESIS-
 - a) NULL HYPOTHESIS- ITS MEANING, IMPORTANCE IN EDUCATIONAL RESEARCH.
 - b) DECLARATIVE TYPE- ITS MEANING, IMPORTANCE IN EDUCATIONAL RESEARCH
5. TESTING OF HYPOTHESIS.

UNIT III. DATA COLLECTION , POPULATION & SAMPLE.

1. COLLECTION OF DATA: SOURCES OF DATA COLLECTION, PRIMARY AND SECONDARY DATA.
2. CONCEPT OF POPULATION AND SAMPLE.
3. METHODS OF SAMPLING – PROBABILITY AND NON PROBABILITY SAMPLE.
4. CHARACTERISTICS OF GOOD SAMPLE, SAMPLING ERROR- TYPE I AND TYPE II ERROR
5. SIZE OF THE SAMPLE AND IMPORTANCE OF SAMPLING IN DRAWING INFERENCES.

UNIT IV. TOOLS AND WRITING OF RESEARCH SYNOPSIS .

1. TOOLS USED IN EDUCATIONAL RESEARCH
 - A) OBSERVATION AND INTERVIEW SCHEDULE
 - B) QUESTIONNAIRE
 - C) PSYCHOLOGICAL TESTS
 - D) RATING AND ATTITUDE SCALES (LIKERT AND THURSTONE)
 - E) CHARACTERISTICS OF A GOOD RESEARCH TOOL.
2. PREPARATION OF A RESEARCH SYNOPSIS.
 - A) SELECTION OF THE TOPIC OF RESEARCH.
 - B) STEPS INVOLVED IN PREPARING A RESEARCH PROPOSAL.
 - C) THE RESEARCH REPORT.
 - D) TERMINOLOGIES USED- NEED, AREA, DELIMITATION, BIBLIOGRAPHY, REFERENCE, APPENDIX, FOOT NOTES, TYPING STYLE.
 - E) INTERNET SEARCHING

REFERENCES –

- BEST, J.W. (1981) RESEARCH IN EDUCATION. NEW DELHI; PRENTICE HALL.
- DALEN, VAN D.B. (1962): UNDERSTANDING EDUCATIONAL RESEARCH. NEW YORK. MC. GRAW HILL.
- GAY, L.R. (1992): EDUCATIONAL RESEARCH COMPETENCIES FOR ANALYSIS AND APPLICATIONS. MC. MILLAN.

- GOOD, C.V. (1966)ESSENTIALS OF EDUCATIONAL RESEARCH: METHODOLOGY AND DESIGN. NEW YORK. APPLETON CENTURY CRAFTS.
- KAUL, L. (2000). METHODOLOGY OF EDUCATIONAL RESEARCH, NEW DELHI: VIKAS PUBLISHING HOUSE PVT LTD.

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SEMESTER –I
PAPER-EDN 704 C
CURRICULUM DEVELOPMENT
CREDIT: 4 (3 +1 +0)

UNIT I: INTRODUCTORY CONCEPTS.

1. CURRICULUM: ITS MEANING, CHARACTERISTICS, DEFINITIONS, SCOPE AND IMPORTANCE OF CURRICULUM.
2. EPISTOMOLOGICAL , SOCIAL AND PSYCHOLOGICAL FOUNDATIONS OF CURRICULUM
3. CURRICULUM PLANNING: CONCEPTS, PRINCIPLES AND PROCESS.
4. SALIENT FEATURES OF NATIONAL CURRICULUM FRAMEWORK (2005)
5. CORE CURRICULUM.

UNIT II: CURRICULUM DESIGN AND DEVELOPMENT.

1. CONCEPT AND NEED OF CURRICULUM DESIGN.
2. FEATURES OF DIFFERENT CURRICULUM DESIGN.
3. SUBJECT CENTRED CURRICULUM , ECLECTIC MODEL OF CURRICULUM DESIGN.
4. EXPERIENCE AND ACTIVITY CENTRED CURRICULUM.
5. CURRICULUM DESIGN: PRINCIPLES AND PROCESS.

UNIT III: CURRICULUM MODEL

1. THE ADMINISTRATIVE MODEL.
2. THE GRASSROOT MODEL.
3. SYSTEMS ANALYSIS MODEL.
4. TABA’S MODEL OF CURRICULUM.

UNIT IV: CURRICULUM CHANGE AND EVALUATION.

1. FACTORS AFFECTING CURRICULUM CHANGE.
2. CURRICULUM EVALUATION : CONCEPT, NEED AND SOURCES.
3. PROCESS OF CURRICULUM EVALUATION.
4. ROLE OF TEACHER AS A CURRICULUM MAKER.

REFERENCE:

- AGGARWAL, J.C. (1990): CURRICULUM REFORMS IN INDIA. DOABA HOUSE, NEW DELHI.
- BLOOM, B.S., HASTINGS, J.T. AND MADAUS, G.F. (1971) : HANDBOOK OF FORMATIVE AND SUMMATIVE EVALUATION OF STUDENT LEARNING. NEW YORK. MC GRAW HILL
- BRUNER, J.S. (1977): THE PROCESS OF EDUCATION. HARVARD UNIVERSITY PRESS.
- DASH, B.N. (2007): CURRICULUM PLANNING AND DEVELOPMENT. DOMINANT PUBLISHERS AND DISTRIBUTERS.
- DEWEY, J. (1966) : THE CHILD AND CURRICULUM- THE SCHOOL AND THE SOCIETY, PHOENIX, USA.
- NCERT, (2005) : NATIONAL CURRICULUM FRAMEWORK. NEW DELHI.
- PRATT, D. (1980): CURRICULUM DESIGN AND DEVELOPMENT. N.Y. HARCOURT
- TABA, H. (1962) CURRICULUM DEVELOPMENT : THEORY AND PRACTICE. N.Y.: HARCOURT BRACE AND WORLD INC.

SEMESTER-I
PAPER: EDN 705 E.
EDUCATIONAL MANAGEMENT
CREDIT:3 (2+1+0)

UNIT I: BASIC CONCEPT OF EDUCATIONAL MANAGEMENT

1. MEANING , NATURE AND SCOPE OF EDUCATIONAL MANAGEMENT. BASIC PRINCIPLES OF EDUCATIONAL MANAGEMENT.
2. ADMINISTRATION AND ORGANISATION – THEIR DIFFERENCES AND RELATIONSHIPS.
3. EDUCATIONAL INSTITUTIONS IN THE CHANGING SOCIAL SCENARIO OF 21ST CENTURY. FUTUROLOGY OF MANAGING HIGHER EDUCATION.
4. HUMAN RELATION MOVEMENT IN EDUCATIONAL MANAGEMENT. TOTAL QUALITY MANAGEMENT.

UNIT II: MANAGEMENT PROCESS IN EDUCATION.

1. PLANNING, ORGANIZING, DIRECTING AND CONTROLLING THE EDUCATIONAL MANAGEMENT PROCESS.
2. THE CENTRE- STATE RELATIONSHIP IN EDUCATIONAL PLANNING AND ADMINISTRATION.
3. EDUCATIONAL PLANNING IN INDIA AFTER INDEPENDENCE.

4. APPROACHES TO EDUCATIONAL PLANNING- SOCIAL DEMAND APPROACH, RATE OF RETURN APPROACH, MANPOWER REQUIREMENT APPROACH- THEIR LIMITATIONS. FACTORS AFFECTING EDUCATIONAL PLANNING AND MANAGEMENT.

UNIT III: PERSONAL MANAGEMENT AND FINANCING IN EDUCATION.

1. RECRUITMENT AND SELECTION OF TEACHING AND ADMINISTRATIVE STAFF. DEVELOPMENT OF STAFF IN EDUCATION.
2. FINANCING- IMPORTANCE OF EDUCATIONAL FINANCING AT VARIOUS LEVELS. SELECTING PRIORITIES FOR FINANCING OF EDUCATION.
3. PRIVATIZATION OF HIGHER EDUCATION IN INDIA.
4. PLANNING, PROGRAMMING, BUDGETING SYSTEM (PPBS), EDUCATIONAL SUPERVISIONS.

REFERENCE:

- BHATIA, M. (1990): LEADERSHIP BEHAVIOUR AND EDUCATIONAL ADMINISTRATION. NEW DELHI. DEEP AND DEEP PUBLICATIONS.
- BHATNAGAR, R.P. & AGGARWAL, V. (1987): EDUCATIONAL ADMINISTRATION; SUPERVISION; PLANNING AND FINANCING. MEERUT. INDIA SURYA PUBLICATIONS
- BUSH, T. & BELL, L. (2003); THE PRINCIPLES AND PRACTICE OF EDUCATIONAL MANAGEMENT. LONDON. PAUL CHAPMAN PUBLISHING, NEW DELHI. SAGE PUBLICATION.
- CHAND, T & PRAKASH, R. (1997): ADVANCED EDUCATIONAL ADMINISTRATION. NEW DELHI. KANISHKA PUBLISHERS.
- CHANDRA SEKARAN, P. (1994): EDUCATIONAL PLANNING AND MANAGEMENT. NEW DELHI. STERLING PUBLISHERS.
- GAKHAR, S.C. (2005): EDUCATIONAL ADMINISTRATION AND MANAGEMENT. NM PUBLICATION.
- GUPTA, S.K. & JOSHI, R. (2007): ORGANISATIONAL BEHAVIOUR. NEW DELHI. KALYANI PUBLISHERS

SEMESTER II.
PAPER: EDN 801 C.
EDUCATIONAL TECHNOLOGY
CREDIT -4 (3+ 1 + 0)

UNIT I. CONCEPT OF EDUCATIONAL TECHNOLOGY.

1. MEANING, NATURE, SCOPE & SIGNIFICANCE OF EDUCATIONAL TECHNOLOGY. HISTORICAL DEVELOPMENT OF EDUCATIONAL TECHNOLOGY.
2. APPROACHES TO EDUCATIONAL TECHNOLOGY- HARDWARE AND SOFTWARE.
3. TYPES OF EDUCATIONAL TECHNOLOGY: BEHAVIOURAL TECHNOLOGY, TEACHING TECHNOLOGY, INSTRUCTIONAL TECHNOLOGY. DIFFERENCE BETWEEN EDUCATIONAL TECHNOLOGY AND INSTRUCTION TECHNOLOGY.

UNIT II. INFORMATION AND COMMUNICATION TECHNOLOGY.

1. MEANING & CHARACTERISTICS OF INFORMATION AND COMMUNICATION TECHNOLOGY.
2. MODES OF COMMUNICATION: ONE TO ONE , ONE TO GROUP, GROUP TO GROUP COMMUNICATION. NETWORK COMMUNICATION.
3. USES OF ICT IN TEACHING-LEARNING PROCESS.

UNIT III. INSTRUCTIONAL TECHNOLOGY.

1. CONCEPT, IMPORTANCE & IMPLICATIONS OF INSTRUCTIONAL TECHNOLOGY. DESIGNING INSTRUCTIONAL SYSTEM: FORMULATION, TASK ANALYSIS
2. DESIGNING INSTRUCTIONAL STRATEGIES – LECTURE, TEAM-TEACHING. PROGRAMME LEARNING: CONCEPT, ORIGIN, BASIC STRUCTURE OF LINEAR AND BRANCHING STYLE OF PROGRAMMING. STEPS INVOLVED IN CONSTRUCTION OF PROGRAMMES.
3. REVISED BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE, AFFECTIVE AND PSYCHOMOTOR.

UNIT IV. DISTANCE LEARNING AND TECHNOLOGY.

1. CONCEPT OF DISTANCE EDUCATION AND LEARNING.
2. DIFFERENT CONTEMPORARY SYSTEM: CORRESPONDENCE, DISTANCE AND OPEN LEARNING. STUDENT SUPPORT SERVICES AND ITS IMPORTANCE.
3. IGNOU: EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY USE OF MULTIMEDIA TECHNOLOGY ; VIDEOTAPE, CCTV, EDUSAT, E-LEARNING, VIRTUAL CLASSROOM, TELE-CONFERRING.

REFERENCE:

- BLOOM, B.S. : TAXONOMY OF EDUCATIONAL OBJECTIVES, HANDBOOK 1, COGNITIVE DOMAIN, LONDON, LONGMAN GROUP LTD, 1974.
- CHAUHAN, S.S. A TEXT BOOK OF PROGRAMMED INSTRUCTION, NEW DELHI, STERLING PUBLISHERS, 1978.
- DAS BORBORA, RUPA & GOSWAMI, DEEPAI.: EDUCATIONAL TECHNOLOGY . ARUN PRAKASHAN, GUWAHATI, 2ND EDITION. 2013.
- FLANDERS, N.: ANALYZING TEACHING BEHAVIOUR, LONDON, ADDISON WESLEY PUB CO , 1971.
- GOEL, A & GOEL, S.L: DISTANCE EDUCATION IN 21ST CENTURY, NEW DELHI, DEEP AND DEEP PUBLICATION, 2000.
- JOSE, CHANDER.N.: MANAGEMENT OF DISTANCE EDUCATION, NEW DELHI, STERLING PUBLISHERS, 2001.
- MOHANTY, J; EDUCATIONAL TECHNOLOGY, NEW DELHI, DEEP & DEEP PUBLICATION, 2001.

SEMESTER II
PAPER: EDN 802 C
STATISTICS IN EDUCATION
CREDITS 4. (3 + 1 + 0)

UNIT I. NORMAL PROBABILITY CURVE: MEANING, CHARACTERISTICS .

- APPLICATIONS IN SOLVING PROBLEMS.
- NON-NORMAL DISTRIBUTIONS: KURTOSIS & SKEWNESS.

UNIT II. SIGNIFICANCE TESTING

- SIGNIFICANCE TESTING OF – MEAN, MEDIAN, QUARTILE DEVIATION, STANDARD DEVIATION, PERCENTAGE, COEFFICIENT OF CORRELATION.
- PARAMETRIC AND NON-PARAMETRIC TESTS- CONCEPTS & DIFFERENCES. CHI-SQUARE: TEST OF EQUALITY, NORMALITY & INDEPENDENCE.

UNIT III. REGRESSION, CORRELATION AND SETTING SIGNIFICANCE

- REGRESSION : FORMING REGRESSION EQUATION, PREDICTION WITH REGRESSION EQUATION.
- COEFFICIENT OF CORRELATION BY – PRODUCT MOMENT METHOD & INTERPRETATION OF RESULT. SCATTER DIAGRAM.
- CONCEPT OF - LARGE AND SMALL SAMPLE, ONE TAILED AND TWO TAILED TESTS, SETTING OF SIGNIFICANCE LEVELS AND DETERMINING CRITICAL VALUES FOR SIGNIFICANCE TESTING.

- CONCEPT OF DEPENDENT AND INDEPENDENT GROUPS, SINGLE GROUP AND EQUIVALENT GROUPS METHODS. MATCHING PAIR AND MATCHING GROUP TECHNIQUES.

UNIT IV. Z-TEST, T-TEST AND ANOVA & COVARIANCE

- Z-TEST AND t-TEST TO TEST THE RELIABILITY OR SIGNIFICANCE OF DEPENDENT AND INDEPENDENT GROUPS.
- ANALYSIS OF VARIANCE – ONE WAY AND TWO WAY ANALYSIS OF VARIANCE (ANOVA).
- ANALYSIS OF COVARIANCE.

REFERENCE

- AGGARWAL, Y.P. 1989: STATISTICAL METHODS, NEW DELHI, STERLING PUBLISHERS
- FERGUSON, G.E. 1989: STATISTICAL ANALYSIS IN PSYCHOLOGY AND EDUCATION, NEW YORK, MCGRAW HILL.
- GARRETT, H.E. 1979: STATISTICS IN EDUCATION AND PSYCHOLOGY, BOMBAY, VAKILS: FEFFER & SIMONS.
- GUILFORD, J.P. FUNDAMENTAL STATISTICS IN PSYCHOLOGY .

SEMESTER- II
PAPER: ED 803 C
DEVELOPMENTAL PSYCHOLOGY
CREDITS: 4 (3+1+0)

UNIT I: GROWTH AND DEVELOPMENT:

1. PRENATAL DEVELOPMENT.
2. NEONATAL DEVELOPMENT- ACTIONS AND REACTIONS OF THE NEONATE.
3. DEVELOPMENTAL ASPECTS – EMOTIONAL, SOCIAL & LINGUISTIC.
4. PROBLEMS FACED BY THE CHILDREN OF BROKEN HOMES AND WORKING MOTHERS. PARENTAL ACCEPTANCE AND REJECTION AND ITS INFLUENCE ON CHILDREN.

UNIT II: ADOLESCENCE:

1. PHYSICAL, MENTAL, SOCIAL, MORAL, EMOTIONAL DEVELOPMENTS .

2. INFLUENCE OF FAMILY AND PEER ON SOCIAL AND MORAL DEVELOPMENTS OF ADOLESCENTS.
3. PERSONAL DEVELOPMENT AND DEVIATION DURING ADOLESCENCE.
4. JUVENILE DELINQUENCY: CAUSES, PREVENTION AND CURE.

UNIT III: SCHEMES AND PROGRAMMES FOR ADOLESCENTS:

1. SCHOOL AIDS EDUCATION PROGRAMME (SAEP).
2. ADOLESCENT REPRODUCTIVE AND SEXUAL HEALTH (ARSH)

UNIT IV: ADULT PSYCHOLOGY :

1. NEEDS AND PROBLEMS OF ADULTS.
2. CAUSES OF GENERATION GAP. BRIDGING THE GAP BETWEEN ADOLESCENTS AND ADULTS.
3. GERONTOLOGY: MEANING, NEED AND IMPORTANCE.
4. PROBLEMS OF ELDERLY. OLD AGE HOMES.

REFERENCE:

- COLE,L.: PSYCHOLOGY OF ADOLESCENCE, NEW YORK, RINCHART AND WINSTEN.
- GOSWAMI, G.: CHILD DEVELOPMENT AND CHILD CARE.
- HURLOCK,E.B.: DEVELOPMENTAL PSYCHOLOGY- A LIFE SPAN APPROACH, TATA MC GRAW HILL.
- LARRY CYRIL JENSEN: ADOLESCENCE- THEORIES, RESEARCH, APPLICATIONS, WEST PUBLISHING COMPANY, ST.PAUL, ETC.

SEMESTER II.
PAPER: EDN 804 C.
SOCIOLOGY OF EDUCATION.
CREDITS; 4 (3 + 1 +0)

UNIT I; SOCIOLOGY OF EDUCATION.

1. CONCEPT OF EDUCATIONAL SOCIOLOGY AND SOCIOLOGY OF EDUCATION.
2. NATURE AND SCOPE OF SOCIOLOGY OF EDUCATION.
3. RELATIONSHIP BETWEEN SOCIOLOGY AND EDUCATION.
4. THEORIES OF SOCIOLOGY OF EDUCATION: STRUCTURAL FUNCTIONALISM, CONFLICT THEORY AND INTERACTIONISM.

UNIT II: CULTURE

1. MEANING AND CHARACTERISTICS OF CULTURE.
2. TYPES OF CULTURE- PRIMITIVE CULTURE AND MODERN CULTURE
3. MATERIAL CULTURE AND SPIRITUAL CULTURE
4. COMPOSITE CULTURE AND MULTI-CULTURALISM.

UNIT III: SOCIAL STRATIFICATION AND SOCIAL MOBILITY

1. MEANING OF SOCIAL STRATIFICATION AND SOCIAL MOBILITY
2. ROLE OF EDUCATION IN SOCIAL STRATIFICATION AND SOCIAL MOBILITY.
3. SOCIAL DISORGANIZATION: FACTORS AND PREVENTION.
4. SOCIAL CHANGE: FACTORS OF SOCIAL CHANGE, EDUCATION AS AN INSTRUMENT OF SOCIAL CHANGE.

UNIT IV. SOCIAL GROUPS AND THEIR EDUCATIONAL IMPLICATIONS.

1. SOCIAL GROUPS: NATURE AND TYPES- PRIMARY, SECONDARY AND TERTIARY.
2. SOCIAL DYNAMICS: COHESION AND CONFLICT, CONFLICT RESOLUTIONS.
3. INTERPERSONAL RELATIONSHIP IN CLASSROOM, CLASSROOM CLIMATE, ORGANIZATIONAL CLIMATE & ITS EDUCATIONAL EFFECT.
4. SOCIOMETRIC TECHNIQUES.

REFERENCES:

- ARULSWAMY, S.: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES ON EDUCATION ,2011, NEELKAMAL PUBLICATION PVT.LTD, NEW DELHI.
- BHUSAN, VIDYA AND SACHDEVA: AN INTRODUCTION TO SOCIOLOGY, 2010, KITAB MAHAL, ALLAHABAD.
- BROWN, F.J.: EDUCATIONAL SOCIOLOGY, PRENTICE HALL OF INDIA, NEW DELHI.
- CHAUBE, S.P. AND AKHILESH: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION, VINOD PUSTAK MANDIR, AGRA.
- COSER, L.A.: MASTERS OF SOCIOLOGICAL THOUGHT, 2010, RAWAT PUBLICATION, NEW DELHI.
- MACLEVER AND PAGE; SOCIETY- AN INTRODUCTORY ANALYSIS, MACMILLAN.
- MATHUR, S.S.: A SOCIOLOGICAL APPROACH TO EDUCATION.
- OGBURN, W.F. AND NIMKOFF, M.F.: A HANDBOOK OF SOCIOLOGY, EURASIA PUBLISHING HOUSE, PVT.LTD.
- RAO, C.N. SHANKAR: SOCIOLOGY, S.CHAND AND COMPANY LTD., NEW DELHI, 2005.
- TURNER, JONATHAN.H: THE STRUCTURE OF SOCIOLOGICAL THEORY, 2011, RAWAT PUBLICATION, NEW DELHI.

SEMESTER II
PAPER; EDN 805 E
EDUCATIONAL THOUGHT: INDIAN AND WESTERN.
CREDITS : 3 (2+1+0)

UNIT I: MAHATMA GANDHI (1869 – 1948)

1. BRIEF LIFE SKETCH OF MAHATMA GANDHI.
2. GANDHIJI'S PHILOSOPHY OF LIFE.
3. EDUCATIONAL PHILOSOPHY OF GANDHI & FEATURES OF GANDHIAN EDUCATIONAL PHILOSOPHY.
4. GANDHIJI'S VIEWS ON- AIMS OF EDUCATION, CURRICULUM, METHODS OF TEACHING.
5. GANDHIJI'S BASIC EDUCATION SYSTEM.

UNIT II: RABINDRA NATH TAGORE (1861 – 1941)

1. BRIEF LIFE SKETCH OF TAGORE.
2. TAGORE'S PHILOSOPHY OF LIFE.
EDUCATIONAL PHILOSOPHY OF TAGORE
3. BASIC EDUCATIONAL THOUGHTS OF TAGORE – TAGORE'S VIEWS ON AIMS OF EDUCATION, CURRICULUM, METHODS OF TEACHING.
4. TAGORE'S SHANTINIKETAN AND VISWA BHARATI .
5. CONTRIBUTION OF TAGORE TO EDUCATION.

UNIT III: JOHN HENRICH PESTALOZZI (1746- 1827)

1. BRIEF LIFE SKETCH OF PESTALOZZI.
2. PESTALOZZI'S PHILOSOPHY OF LIFE.
3. EDUCATIONAL PHILOSOPHY OF PESTALOZZI.
4. PESTALOZZI'S VIEWS ON AIMS OF EDUCATION, THEORY OF ANSCHAUUNG, CURRICULUM, METHODS OF TEACHING.
5. CONTRIBUTION OF PESTALOZZI TO MODERN EDUCATION.

REFERENCE

- SAFAYA, SHAIKA & SHUKLA: TEACHERS IN THE EMERGING INDIAN SOCIETY, DHANPAT RAI PUBLISHING COMPANY, NEW DELHI.
- DASH, B.N.: PRINCIPLES OF EDUCATION AND EDUCATION IN EMERGING INDIAN SOCIETY, AJANTA PRAKASHAN, DELHI.
- CHAUBE , S.P. & CHAUBE, A.: WESTERN EDUCATIONAL THINKERS. CONCEPT PUBLISHING COMPANY, NEW DELHI.

- JOHRI , P.K.: FOUNDATIONS OF EDUCATION.ANMOL PUBLICATIONS, NEW DELHI.
- KHANNA, S.D. & U.K.SAXENA : EDUCATION IN THE EMERGING INDIAN SOCIETY, DOABA HOUSE, NEW DELHI.
- NANDA, AVK: EDUCATION IN EMERGING INDIAN SOCIETY, ANMOL PUBLICATIONS, NEW DELHI.
- PANDEY, R.S.: PRINCIPLES OF EDUCATION, VINOD PUSTAK MANDIR, AGRA.

SEMESTER III.
PAPER: EDN 901 C.
TEACHER EDUCATION
CREDITS :4 (3 +1 +0)

UNIT I: INTRODUCTORY CONCEPT

1. CONCEPT, NEED AND SCOPE OF TEACHER EDUCATION.
2. HISTORICAL DEVELOPMENT OF TEACHER EDUCATION IN INDIA: KOTHARI COMMISSION (1964-66)
3. TEACHER EDUCATION IN NPE (1986 & POA 1992)
4. NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (NCFTE,2009)

UNIT II: MODELS OF TEACHER EDUCATION:

1. SOCIAL ORIENTED PROGRESSIVE MODEL
2. ACADEMIC ORIENT MODEL.
3. PERSONALISTIC ORIENTED MODEL.
4. COMPETENCY BASED ORIENTED MODEL.

UNIT III: TEACHER EDUCATION PROGRAMME IN INDIA.

1. OBJECTIVES OF TEACHER EDUCATION IN DIFFERENT LEVELS OF EDUCATION
 - NURSERY
 - ELEMENTARY
 - SECONDARY.
2. TEACHER EDUCATION PROGRAMMES IN INDIA.
 - NURSERY LEVEL TEACHER EDUCATION PROGRAMME. (C.Ed).
 - ELEMENTARY LEVEL TEACHER EDUCATION PROGRAMME (D.Ed)
 - SECONDARY LEVEL TEACHER EDUCATION PROGRAMME. (B. Ed)
 - PREPARATION OF TEACHER EDUCATORS (M. Ed)
3. INSERVICE TEACHER EDUCATION PROGRAMME.

UNIT IV: AGENCIES AND PROBLEMS

1. ROLE OF NCERT, SCERT & DIET.

2. ROLE OF NCTE AND NAAC IN IMPROVING THE QUALITY OF TEACHER EDUCATION.
3. PROBLEMS OF TEACHER EDUCATION.
4. PROFESSIONAL ETHICS OF TEACHERS.

REFERENCES:

- AGGARWAL, J.C: TEACHER EDUCATION THEORY AND PRACTICE, DOABA HOUSE. BOOKSELLERS PUBLISHERS, DELHI.
- DAS, B.C: TEACHER EDUCATION AT A DISTANCE.
- GURRY, P: EDUCATION AND THE TRAINING OF TEACHERS, LONMANS GREEN AND CO.LTD, LONDON.
- MUKHERJEE : EDUCATION OF TEACHERS IN INDIA.
- PANDEY, B.N.& KHOSLA: SECONDARY TEACHER EDUCATION CURRICULUM, DEPTT.OF T.E.N.C.E.R.T., NEW DELHI
- SHARMA, SHASHI PRAVA: TEACHER EDUCATION- PRINCIPLES, THEORIES AND PRACTICES. KANISHKA PUBLISHERS AND DISTRIBUTORS.

.....S
SEMESTER III.

PAPER: EDN 902 C

METHODS AND TECHNIQUES OF TEACHING

CREDITS: 4 (3 +1 +0)

UNIT I: OBJECTIVES OF TEACHING AND LEARNING AND INSTRUCTIONAL OBJECTIVES.

1. FORMULATION OF OBJECTIVES; NEED AND IMPORTANCE OF FORMULATING OBJECTIVES IN TEACHING – LEARNING PROCESS.
2. DIFFERENCE BETWEEN TEACHING AND INSTRUCTION.
3. MEANING AND IMPORTANCE OF INSTRUCTIONAL OBJECTIVES.
4. DIFFERENT APPROACHES TO INSTRUCTION – INDUCTIVE APPROACH, DEDUCTIVE APPROACH, ACTIVITY APPROACH, CONSTRUCTIVE APPROACH.

UNIT II: BASIC CONCEPTS OF TEACHING.

1. CONCEPT & DEFINITION OF TEACHING
2. MARKS OF GOOD TEACHING
3. COMPONENTS OF MODELS OF TEACHING.
4. BASIC MODELS OF TEACHING- ATTAINMENT MODEL, BRUNER'S MODEL.
5. PHASES OF TEACHING- PRE-ACTIVE, INTERACTIVE & POST-ACTIVE PHASES OF TEACHING.

UNIT III: TYPE, MAXIMS & TECHNIQUES OF TEACHING

1. TEACHER CENTRED TEACHING OR AUTOCRATIC TYPE OF TEACHING-LECTURE METHOD, DEMONSTRATION, TUTORIAL, TEAM TEACHING.
2. LEARNER CENTRED TEACHING OR PERMISSIVE STYLE OF TEACHING- BRAIN STORMING, GROUP DISCUSSION, PROJECT, SYMPOSIA, WORKSHOP, SEMINAR.
3. MAXIMS OF TEACHING.

4. TEACHING TECHNIQUES- EXPLANATION, QUESTIONING, ILLUSTRATION.
5. TEACHING AIDS- MEANING, TYPES, IMPORTANCE.

UNIT IV : TEACHING TECHNIQUES

1. MICRO TEACHING AND SKILL DEVELOPMENT.
2. SIMULATION AND SKILL DEVELOPMENT
3. LESSON PLAN-
 - ESSENTIAL OF A GOOD LESSON PLAN
 - HERBERTIAN STEPS
 - TYPES OF LESSON TO DEVELOP – SKILL, KNOWLEDGE, APPRECIATION
4. LESSON PLAN TO TEACH DIFFERENT SUBJECTS- LANGUAGE, MATHS, SOCIAL STUDIES, GENERAL SCIENCE.
5. ORGANIZATION AND SUPERVISION OF PRACTICE TEACHING.

REFERENCES:

- BLOOM, B.S., HASTINGS, J.T.& MADAUS,G.F(1971): HANDBOOK OF FORMATIVE AND SUMMATIVE EVALUATION OF STUDENT LEARNING. NEW YORK, MC.GRAW HILL.
- DAVIS,I.K. 1971: THE MANAGEMENT OF LEARNING. LONDON, MC GRAW HILL.
- FORSYTH,I JOLLIFEE,A & STEVENS, D 1999: PLANNING A COURSE. PRACTICAL STRATEGIES FOR TEACHERS, LECTURERS & TRAINERS , LONDON : KOGAN PAGE.
- JOSHI, A.: MODELS OF TEACHING, AGRA, H.P.BHARGAVA BOOK HOUSE.
- JOYCE & WEILS 1985: MODELS OF TEACHING, NEW DELHI. PRENTICE HALL OF INDIA.
- KOCHAR, S.K.: METHODS AND TECHNIQUES OF TEACHING.
- PASSI, B.K.: BECOMING BETTER TEACHER, MICRO TEACHING APPROACH, AHMEDABAD, SAHITYA MUDRANALAYA.
- SKINNER, B.F.: THE TECHNOLOGY OF TEACHING, NEW YORK.APPLETON.

SEMESTER III.
PAPER; 903 C.
MEASUREMENT AND EVALUATION
CREDITS: 4 (3 +1+0)

UNIT I: BASIC CONCEPTS

- SCALES OF MEASUREMENT. MEASUREMENT IN PHYSICAL AND SOCIAL SCIENCES
- NATURE OF EDUCATIONAL MEASUREMENT & EVALUATION
- PROCESS OF EVALUATION- FORMATIVE AND SUMMATIVE EVALUATION.

UNIT II: TEST CONSTRUCTION & STANDARDIZATION.

- MEANING, NATURE, PRINCIPLES & METHODS OF TEST CONSTRUCTION & STANDARDIZATION.
- SELECTION OF SUBJECT MATTER, ITEM WRITING & ADMINISTRATION

ITEM ANALYSIS & SELECTION OF TEST ITEMS.

- METHODS FOR ESTIMATING TEST RELIABILITY, TEST VALIDATION PROCEDURES. TEST SCORES AND SCALES, NORMS AND THEIR USES.

UNIT III: MEASUREMENT OF GENERAL INTELLIGENCE

- BINET-SIMON TESTS.
- WESCHLER TEST OF INTELLIGENCE.
- AGE SCALE & POINT SCALES
- USE OF GENERAL INTELLIGENCE TESTS IN EDUCATION.

UNIT IV: DIFFERENT TESTS

- APTITUDE TESTS, ATTITUDE TESTS, TEST OF INTEREST, TEST OF CREATIVITY.
- PERSONALITY TEST THROUGH – SUBJECTIVE, OBJECTIVE & PROJECTIVE TECHNIQUES.
- EDUCATIONAL ACHIEVEMENT AND ITS MEASUREMENT. OBJECTIVES OF ACHIEVEMENT TESTS. CONSTRUCTION OF ACHIEVEMENT TEST.
- DIAGNOSTIC TEST AND PERFORMANCE TEST, ESSAY TYPE AND OBJECTIVE TYPE TESTS.

REFERENCES –

- ADAMS, G.K.1965: MEASUREMENT AND EVALUATION IN PSYCHOLOGY ,EDUCATION & GUIDANCE,HOLT, RINEHART & WINSTON, NEW YORK.
- AGGARWAL, Y.P. 1998: STATISTICAL METHODS: CONCEPTS, APPLICATIONS & COMPUTATION, STERLING PUBLISHERS, NEW DELHI.
- AGGARWAL ,R.N. & ASTHANA, VIPIN. 1983: EDUCATIONAL MEASUREMENT & EVALUATION, VINOD PRAKASHAN,AGRA.
- ANASTASI,A.1982; PSYCHOLOGICAL TESTING, MC MILLAN , NEW YORK.
- FREEMAN, F.S.1965 : THEORY AND PRACTICE OF PSYCHOLOGICAL TESTING. HOLT RENEHART & WINSTONE.
- GARRETT, H.E.1973: STATISTICS IN EDUCATION & PSYCHOLOGY, VAKILS, FERRER & SIMONS, BOMBAY.
- GUILFORD,J.P.1980: FUNDAMENTAL STATISTICS INPSYCHOLOGY & EDUCATION, MC GRAW HILL, NEW YORK.
- THORNDIKE, R.L.& HEGAN, E. 1970: MEASUREMENT AND EVALUATION IN PSYCHOLOGY & EDUCATION, WILEY, NEW YORK.

CREDIT : 4 (0 +1 +3)

STUDENTS ARE TO DO AT LEAST 12 PRACTICALS OUT OF WHICH 5 PRACTICALS MUST BE WITH INSTRUMENTS.

PSYCHOLOGICAL EXPERIMENTS :

- UNIT 1: MEMORY
- UNIT 2: ATTENTION.
- UNIT 3: LEARNING.
- UNIT 4: IMAGINATION.
- UNIT 5: ASSOCIATION.
- UNIT 6: MOTIVATION.
- UNIT7: FATIGUE.
- UNIT 8: ASPIRATION.
- UNIT 9; EVALUATION.

PSYCHOLOGICAL TESTS:

- UNIT 1: TEST ON PERSONALITY
 - UNIT 2: TEST ON JOB SATISFACTION.
 - UNIT 3: TEST ON PARENT- CHILD RELATIONSHIP.
 - UNIT 4: TEST ON EMOTIONAL INTELLIGENCE.
 - UNIT 5: TEST ON ATTITUDE.
 - UNIT 6: TEST ON ENVIRONMENT.
 - UNIT 7: TEST ON SOCIAL COMPETENCE , INTELLIGENCE.
 - UNIT 8: TEST ON GENERAL MENTAL ALERTNESS.
 - UNIT 9 : TEST ON PROBLEM INVENTORY.
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DISTRIBUTION OF MARKS (TOTAL MARKS = 100)

PERFORMING EXPERIMENT: 1 NO (WITH APPARATUS) =	20
PERFORMING TEST: 1 NO (WITHOUT APPARATUS) =	20
VIVA-VOCE =	20
CONTINUOUS EVALUATION =	20
NOTEBOOK =	20

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PERSONS INVOLVED

- EXTERNAL EXAMINER
- INTERNAL EXAMINER

REFERENCES:

- MEGUIGAM, F.J.: EXPERIMENTAL PSYCHOLOGY. PRENTICE HALL OF INDIA. NEW DELHI

- NATARAJ, P. MANUALS OF EXPERIMENTS IN PSYCHOLOGY. SRINIVAS PUBLICATIONS. MYSORE.
 - POSTMAN, L, & EGAN, J.P.: EXPERIMENTAL PSYCHOLOGY, KALAYANI PUBLISHERS. LUDHIANA.
 - SAIKIA, L.R.: PSYCHOLOGICAL & STATISTICAL EXPERIMENT IN EDUCATION. GUWAHATI.
 - WOODS WORTH, R.S & SCHLOSBERG, H: EXPERIMENTAL PSYCHOLOGY, METHUNE, LONDON.
-

SEMESTER III

PAPER: EDN 905 E .
 COMPARATIVE EDUCATION
 CREDIT:3 (2+1+0)

UNIT I: BASIC CONCEPTS

- COMPARATIVE EDUCATION: ITS MEANING, SCOPE, PURPOSE & METHODS. DETERMINANTS OF NATIONAL SYSTEM OF EDUCATION.

UNIT II: EDUCATIONAL SYSTEM IN ENGLAND & JAPAN.

- NATIONAL EDUCATION SYSTEM .
- PATTERN OF ADMINISTRATION
- PRIMARY EDUCATION.
- SECONDARY EDUCATION.
- HIGHER EDUCATION
- TEACHER EDUCATION.

UNIT III: EDUCATIONAL SYSTEM IN U.S.A & CHINA

- NATIONAL EDUCATION SYSTEM.
- PATTERN OF ADMINISTRATION
- PRIMARY EDUCATION.
- SECONDARY EDUCATION.
- HIGHER EDUCATION
- TEACHER EDUCATION.

REFERENCES :

- AGGARWAL AND BISWAS: COMPARATIVE EDUCATION, ARYA BOOK DEPOT, DELHI.
- CHAUBE, S. P & CHAUBE, A. 1993.: COMPARATIVE EDUCATION, VIKAS PUBLISHING HOUSE PVT. LTD.

- HANS, NICHOLAS: COMPARATIVE EDUCATION, ROUTLEDGE AND KAGAN PAUL, LONDON,1990.
 - SHARMA, Y.K.2004. COMPARATIVE EDUCATION. KANISHKA PUBLISHERS, DISTRIBUTORS, NEW DELHI.
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SEMESTER-IV
PAPER: EDN1001 C
ENVIRONMENTAL EDUCATION.
CREDIT: 4 (3 + 1 + 0)

UNIT I: ENVIRONMENTAL EDUCATION.

1. CONCEPT OF ENVIRONMENT AND ECO SYSTEM.
2. MAN AND ENVIRONMENT RELATIONSHIP.
3. CONCEPT, IMPORTANCE AND SCOPE OF ENVIRONMENTAL EDUCATION.
4. AIMS AND OBJECTIVES OF ENVIRONMENTAL EDUCATION
5. CONCEPT OF SUSTAINABLE DEVELOPMENT AND EDUCATION FOR SUSTAINABLE DEVELOPMENT.

UNIT II: ENVIRONMENTAL DEGRADATION.

1. ENVIRONMENTAL POLLUTION: AIR,WATER, SOIL.
2. EXTINCTION OF FLORA AND FAUNA, DEFORESTATION
3. GLOBAL ENVIRONMENTAL ISSUES: OZONE LAYER DEPLETION, GREEN HOUSE EFFECT, ACID RAIN.
4. NATURAL AND MAN-MADE DISASTERS.
5. NEED FOR CONSERVATION AND PROTECTION OF RICH ENVIRONMENTAL HERITAGE

UNIT III: METHODS AND PROGRAMMES OF ENVIRONMENTAL EDUCATION.

1. INTERDISCIPLINARY AND MULTIDISCIPLINARY APPROACHES.
2. DISCUSSION, SEMINAR, WORKSHOP AND FIELD SURVEY, PROBLEM SOLVING.
3. ENVIRONMENTAL EDUCATION IN THE CURRICULUM AT VARIOUS LEVELS OF EDUCATION.
4. NATIONAL SCHEMES AND MOVEMENT RELATED TO ENVIRONMENTAL PROTECTION.

UNIT IV: HEALTH, POPULATION AND ENVIRONMENTAL MANAGEMENT

1. CONCEPT OF HEALTH AND ITS RELATIONSHIP WITH ENVIRONMENT
2. POPULATION AND ITS RELATIONSHIP WITH ENVIRONMENTAL QUALITY.
3. CONCEPT AND SCOPE OF ENVIRONMENTAL MANAGEMENT
4. STRATEGIES OF ENVIRONMENTAL MANAGEMENT

REFERENCES

- AGGARWAL, J.C. (2010): EDUCATION FOR VALUES, ENVIRONMENT AND HUMAN RIGHTS. SHIPRA PUBLICATIONS. DELHI.
- AGARWAL, S.P. AND AGGARWAL, J.C. (1996) ENVIRONMENTAL PROTECTION, EDUCATION AND DEVELOPMENT. NEW DELHI: NEW CONCEPTS.
- DAS,S (ED) 2011: ENVIRONMENTAL ISSUES AND PROBLEMS , GUWAHATI, K.K.PUBLICATION.
- HUGLIES, DAVID. ENVIRONMENTAL EDUCATION, KEY ISSUES OF THE FURTHER, NEW YORK.
- KUMAR, A (2009): A TEXT BOOK OF ENVIRONMENTAL SCIENCE.NEW DELHI; APH PUBLISHING CORPORATION.
- RAMAKRISHNAN, P.S. : ECOLOGY AND SUSTAINABLE DEVELOPMENT. NATIONAL BOOKTRUST. NEW DELHI.
- SAINI, L.D. (2006): ENVIRONMENTAL EDUCATION. KALYANI PUBLISHERS. NEW DELHI.
- SHRIVASTAVA, K.K : ENVIRONMENTAL EDUCATION, CONCEPTS AND MANAGEMENT. KRISHNA PUBLISHERS DISTRIBUTION, NEW DELHI.
- SHARMA, V.S. (2005): ENVIRONMENTAL EDUCATION. NEW DELHI. ANMOL PUBLICATION
- SHARMA, R.A.(2008): ENVIRONMENTAL EDUCATION. MEERUT. R.LALL BOOKS DEPOT.

SEMESTER – IV

PAPER: EDN 1002 C.

CONTEMPORARY ISSUES IN INDIAN EDUCATION

CREDIT: 4 (3+1+0)

UNIT I: ELEMENTARY EDUCATION

1. UNIVERSALIZATION OF ELEMENTARY EDUCATION
2. SARVA SHIKSHA ABHIJAN AND RIGHT TO EDUCATION ACT.
3. QUALITATIVE IMPROVEMENT IN ELEMENTARY EDUCATION.
4. POSITION OF TEACHERS IN ELEMENTARY EDUCATION.

UNIT II: SECONDARY EDUCATION.

1. VOCATIONALIZATION OF SECONDARY EDUCATION.
2. RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)
3. PROBLEMS OF ADOLESCENTS AND THEIR BEARING ON EDUCATION.
4. PROBLEMS OF TEACHING LANGUAGES, SCIENCE AND MATHEMATICS.

UNIT III: HIGHER EDUCATION

1. QUALITY AND EXCELLENCE IN HIGHER EDUCATION.
2. PROVINCIALIZATION VS PRIVATIZATION OF HIGHER EDUCATION.
3. RASTRIYA UCHHTAR SHIKSHA ABHIYAN.
4. GLOBALIZATION OF HIGHER EDUCATION.

UNIT IV : ISSUES AND PROBLEMS OF EDUCATION.

1. EDUCATION FOR HUMAN RIGHTS.
2. GENDER ISSUES IN EDUCATION.
3. VALUE AND PEACE EDUCATION.
4. LIFE SKILL EDUCATION.

REFERENCE:

- AGGARWAL , J.C. (1973): RECENT EDUCATIONAL DEVELOPMENT IN THE WORLD. NEW DELHI: ARYA BOOK DEPOT, VOL.1
- BASU, A.M.(1974): EDUCATION IN MODERN INDIA, ORIENT BOOK CO., CALCUTTA.
- CHARLES, KIRUBA & SELVI, V.ARUL.(2012): PEACE AND VALUE EDUCATION ,NEELKAMAL PUBLICATIONS PVT. LTD.
- GUPTA, N.L. : VALUE EDUCATION.
- GOVT. OF INDIA : (1947) SECODMARY EDUCATION COMMISSION, MINISTRY OF EDUCATION, GOI, NEW DELHI
- JHA, PRABEEN .KUMAR.: EDUCATING HUMAN RIGHTS IN PSYCHO, SOCIAL PERSPECTIVE, AGRA H.P. BHARGAVA BOOK HOUSE.
- MATHUR, V.S. (1970): CRUCIAL PROBLEMS IN INDIAN EDUCATION. NEW DELHI. ARYA BOOK DEPOT.
- MOHANTY, J.(1987):EDUCATION IN INDIA. NEW DELHI. DEEP & DEEP PUBLICATIONS.
- PANDEY, V.C.(2005): VALUE EDUCATION AND EDUCATION FOR HUMAN RIGHTS. DELHI. ISHA BOOKS.
- PRASHAR, M.R : EDUCATION AND HUMAN RIGHTS.
- SINGH, M.S. : NEWW TRENDS IN EDUCATION.
- TANEJA, V.R. (1983): TRUST WITH EDUCATION. NEW DELHI. STERLING PUBLISHERS.

SEMESTER IV
PAPER: EDN 1003 C.
PROJECT (CREDIT. 4) (0+1 + 3)

EACH STUDENT HAS TO DO A PROJECT HAVING EDUCATIONAL IMPLICATIONS.

PROJECT REPORT MUST BE PREPARED SYSTEMATICALLY BY FOLLOWING PROPER
METHODOLOGY .

FORMAT OF THE PROJECT REPORT:

1. SELECTION OF THE TOPIC OF PROJECT HAVING EDUCATIVE VALUE.
2. INTRODUCTION
 - NEED OF THE STUDY
 - OBJECTIVES OF THE PROJECT.
 - HYPOTHESES.
 - DELIMITATION OF THE STUDY.
3. REVIEW OF RELATED LITERATURES. (AT LEAST FIVE REVIEWS)
4. METHOD AND PROCEDURE.
 - METHOD USED IN THE STUDY.
 - SAMPLE
 - TOOLS
5. ANALYSIS AND INTERPRETATION OF DATA.
6. FINDINGS OF THE PROJECT.
7. SUGGESTION AND CONCLUSION.

MARKS DISTRIBUTION:

1. PROJECT REPORT EVALUATION: 40 MARKS
2. PROJECT VIVA: 20 MARKS
3. CONTINUOUS EVALUATION: 20
4. INTERNAL EVALUATION OF PROJECT REPORT: 20

N.B

FOR EXTERNAL EVALUATION = Marks allotted in 1 & 2.

FOR INTERNAL EVALUATION = Marks allotted in 3 & 4.

PERSONS INVOLVED IN THE PROCESS OF PROJECT EVALUATION:

- HEAD OF THE DEPARTMENT OR NOMINEE OF Hod
- SUPERVISOR OF THE PROJECT.
- EXTERNAL EXAMINER.

.....
REFERENCE:

- BEST, J.W. (1981) RESEARCH IN EDUCATION. NEW DELHI; PRENTICE HALL.
 - KAUL, L. (2000). METHODOLOGY OF EDUCATIONAL RESEARCH, NEW DELHI: VIKAS PUBLISHING HOUSE PVT LTD.
 - GARRETT, H.E.1979: STATISTICS IN EDUCATION AND PSYCHOLOGY, BOMBAY, VAKILS: FEFFER & SIMONS.
 - KAUL, L. (2000). METHODOLOGY OF EDUCATIONAL RESEARCH, NEW DELHI: VIKAS PUBLISHING HOUSE PVT LTD.
 - GUILFORD, J.P. FUNDAMENTAL STATISTICS IN PSYCHOLOGY.
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SEMESTER: IV
PAPER: EDN 1101 C (OPTIONAL)
MENTAL HEALTH AND HYGIENE.
CREDITS: 4 (3 + 1 + 0)

UNIT I: INTRODUCTORY CONCEPTS.

1. CONCEPT OF MENTAL HEALTH AND HYGIENE.
2. OBJECTIVES AND SCOPE OF MENTAL HYGIENE.
3. CHARACTERISTICS OF MENTALLY HEALTHY PERSON
4. FUNCTIONS AND LIMITATIONS OF MENTAL HYGIENE.

UNIT II: NORMAL AND ABNORMAL BEHAVIOUR.

1. CONCEPT OF NORMALITY AND ABNORMALITY.
2. CLASSIFICATIONS OF ABNORMAL BEHAVIOUR
3. CAUSES OF ABNORMAL BEHAVIOUR
4. NEUROSIS, PSYCHOSIS, PSYCHO-SOMATIC AND PSYCHO-PATHETIC BEHAVIOUR.

UNIT III: MENTAL HEALTH AND ADJUSTMENT.

1. FACTORS AFFECTING MENTAL HEALTH
2. CONCEPT AND PROCESS OF ADJUSTMENT.
3. ADJUSTMENT PROBLEMS OF ADOLESCENTS.
4. ADJUSTMENT MECHANISMS

UNIT IV : EDUCATION AND MENTAL HEALTH.

1. PRINCIPLES OF MENTAL HEALTH
2. ROLE OF HOME AND SCHOOL IN MAINTAINING GOOD MENTAL HEALTH.
3. PSYCHOTHERAPIES
4. BEHAVIOURAL THERAPIES.

REFERENCE:

- CAMERON, N: THE PSYCHOLOGY OF BEHAVIOUR DISORDERS.
- CARROLL, HERBERT .A.: MENTAL HYGIENE: THE DYNAMICS OF ADJUSTMENT, NEW JERSEY: PRENTICE-HALL.1967
- COLEMAN, JAMES.C.: ABNORMAL PSYCHOLOGY AND MODERN LIFE, BOMBAY. D.B.TARAPORE WALA AND SONS, (THIRD ED) 1970.
- CONKTIL, E.S.: PRINCIPLES OF ABNORMAL PSYCHOLOGY.
- DR. VATSYAYAN. ABNORMAL PSYCHOLOGY.MEERUT. KEDAR NATH RAM NATH PUBLISHERS.
- FREUD,S: AN OUTLINE OF PSYCHOANALYSIS. NEW YORK: W.W.NORTON AND COMPANY,INC,1949.
- MANGAL,S.K.: ABNORMAL PSYCHOLOGY. STERLING PUBLISHERS PVT. LTD. NEW DELHI-16

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SEMESTER IV
PAPER :EDN 1102 C (OPTIONAL)
GUIDANCE AND COUNSELLING.
CREDIT :4 (3+1+0)

UNIT I: CONCEPTS OF GUIDANCE

1. CONCEPT AND MEANING OF GUIDANCE.
2. PRINCIPLES OF GUIDANCE.
3. SCOPE AND DEVELOPMENT OF GUIDANCE.
4. GUIDANCE NEEDS OF THE STUDENTS – HOME CENTRED PROBLEMS, SCHOOLCENTRED PROBLEMS, ADJUSTMENT PROBLEMS

UNIT II: GUIDANCE PROGRAMMES.

1. GUIDANCE PROGRAMMES FOR- PRIMARY, SECONDARY AND HIGHER SECONDARY STUDENTS.
2. TYPES OF GUIDANCE- PERSONAL, EDUCATIONAL AND VOCATIONAL.
3. ROLE OF TEACHER IN GUIDANCE AND COUNSELLING.
4. GUIDANCE PROGRAMME IN SCHOOL.

UNIT III: CONCEPT AND TOOLS OF COUNSELLING.

1. MEANING OF COUNSELLING AND ITS RELATIONSHIP WITH GUIDANCE.
2. ORIGINE AND DEVELOPMENT OF COUNSELLING.

3. PURPOSES OF COUNSELLING
4. CHARACTERISTICS , ROLE AND FUNCTIONS OF COUNSELLOR.
5. TOOLS USED IN GUIDANCE AND COUNSELLING- CASE STUDY, QUESTIONNAIRES, AUTOBIOGRAPHY, ANECDOTAL REPORTS, INTERVIEW, PERSONAL RECORD CARD.

UNIT IV : TYPES AND APPROACHES OF COUNSELLING

1. TYPES OF COUNSELLING: FACILITATIVE, PREVENTIVE AND DEVELOPMENTAL
2. APPROACHES OF COUNSELLING: DIRECTIVE, NON DIRECTIVE AND ECLECTIVE.
3. INDIVIDUAL GUIDANCE AND COUNSELLING PROGRAMME.
4. GROUP GUIDANCE AND COUNSELLING PROGRAMME.
5. CHILD GUIDANCE CLINIC- IMPORTANCE, ORGANIZATION OF CHILD GUIDANCE CLINIC. PERSONNEL INVOLVED IN CHILD GUIDANCE CLINIC.

REFERENCES:

- BANTOLE, M.D. (1984): GUIDANCE AND COUNSELLING. BOMBAY . SHETH & SHETH PUBLICATIONS.
- JONES, A.J. (1970): PRINCIPLES OF GUIDANCE. NEW YORK. MC GRAW HILL BOOK COMPANY.
- MOHAN, S. (1999): CAREER DEVELOPMENT IN INDIA (ED). DELHI. VIKASH PUBLISHING HOUSE PVT. LTD.
- SAXENA , A. (2007): MODERN TECHNIQUES OF COUNSELLING. NEW DELHI. RAJAT PUBLICATIONS.
- SHERTZER, B & STONE, S.C. (1981): FUNDAMENTALS OF GUIDANCE. U.S.A.HOUGHTON, MIFFLIN CO.
- TOLBERT, E.L. (1978): AN INTRODUCTION TO GUIDANCE. TORONTO. LITTLE BROWN AND COMPANY.

SEMESTER: IV

PAPER: EDN 1103. (OPTIONAL)

SPECIAL EDUCATION. CREDIT: 4 (3+1+0)

UNIT I: SPECIAL EDUCATION & LEARNING DISABILITY.

1. SPECIAL EDUCATION: CONCEPT, MEANING AND NEED.
2. CHILDREN WITH SPECIAL NEEDS, CONCEPT, CLASSIFICATION –
 - INTELLIGENCE

- SENSE ORGANS
 - LOCOMOTION
 - SPEECH AND OTHER ASPECTS
3. LEARNING DISABILITY: CONCEPT AND MEANING.
TYPES OF LEARNING DISABILITY.
 4. CHARACTERISTICS OF CHILDREN HAVING LEARNING DISABILITY.
IDENTIFICATION AND REMEDIAL MEASURES.

UNIT II: VISUAL AND HEARING IMPAIRMENT

1. VISUAL IMPAIRMENT:

CONCEPT , CHARACTERISTICS .
CAUSES AND ASSESSMENT AREAS.
2. CLASSIFICATION OF VISUAL IMPAIRMENT
EDUCATIONAL PROVISIONS.
3. ROLE OF TECHNOLOGY IN ENHANCING FUNCTIONING.
4. HEARING IMPAIRMENT: CONCEPT, CHARACTERISTICS
CAUSES AND ASSESSMENT
EDUCATIONAL PROVISIONS – LIP READING, SIGN LANGUAGE,
FINGER SPELLING, TOTAL COMMUNICATION.

UNIT III: AUTISTIC CHILD & CEREBRAL PALSY.

1. CONCEPT AND CHARACTERISTICS OF AUTISTIC CHILD.
DIFFERENCES WITH OTHER OVERLAPPING DISABILITIES.
2. IDENTIFICATION AND EDUCATIONAL PROVISIONS.
3. CEREBRAL PALSY AND OTHER LOCOMOTIONAL IMPAIRMENTS -
CONCEPT AND CHARACTERISTICS. TYPES AND CAUSES
4. EDUCATIONAL PROVISION AND OTHER NEEDS

UNIT: IV: GIFTED AND MENTALLY RETARDED.

1. CONCEPT AND CHARACTERISTICS OF GIFTED CHILDREN.
IDENTIFICATION OF GIFTED CHILDREN
EDUCATIONAL PROVISIONS FOR THE GIFTED CHILDREN.
2. CONCEPT AND CHARACTERISTICS OF CREATIVE CHILD
NURTURING CREATIVITY.

3. MENTAL RETARDATION- DEFINITION AND CHARACTERISTICS OF MENTALLY RETARDED CHILDREN. IDENTIFICATION OF MENTALLY RETARDED CHILDREN CAUSES OF MENTAL RETARDATION.
4. CLASSIFICATION OF MENTALLY RETARDED CHILDREN. EDUCATIONAL AND VOCATIONAL PROVISIONS

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SEMESTER IV
PAPER: EDN1005 E.
ECONOMICS OF EDUCATION.
CREDITS: 3 (2 + 1 + 0)

UNIT I: GENERAL CONCEPTS.

1. CONCEPT, SCOPE AND SIGNIFICANCE OF ECONOMICS OF EDUCATION.
2. IMPACT OF ECONOMICS OF EDUCATION AND VICE-VERSA
3. EDUCATION AS CONSUMPTION AND INVESTMENT.
4. RECENT TRENDS IN ECONOMICS OF EDUCATION.

UNIT II: EDUCATION, HUMAN CAPITAL AND ECONOMIC DEVELOPMENT.

1. CONCEPT OF ECONOMIC GROWTH AND DEVELOPMENT.
2. CONTRIBUTION OF EDUCATION TO THE ECONOMIC DEVELOPMENT OF A NATION.
3. CONCEPT OF HUMAN RESOURCE AND CAPITAL.
4. EDUCATION AND DEVELOPMENT OF HUMAN RESOURCES.

UNIT III: EDUCATION AND FINANCE.

1. TAXONOMY OF EDUCATIONAL COST.
2. TAXONOMY OF EDUCATIONAL BENEFITS.
3. CRITERIA OF FINANCING EDUCATION. MOBILIZING RESOURCES FOR FINANCING EDUCATION.
4. ROLE OF CENTRE AND STATE IN FINANCING EDUCATION.

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