

ARYABHATTA KNOWLEDGE UNIVERSITY

PATNA

COURSES OF STUDY
FOR

MASTER OF EDUCATION (M.Ed.)

CREDIT BASED SEMESTER SYSTEM

EFFECTIVE FROM JULY 2012

Regulations

R.1 Any person who has taken the degree of Bachelor of Education of this University or of another university recognized as equivalent there to may be admitted to the examination for the degree of Master of education after having fulfilled the requirements as mentioned in R.1.2

Students passing the B.Ed (Physical Education), B.Ed (Special Education) or equivalent thereto of any statutory University will also be held eligible for the admission to the M.Ed course.

R 1.1 General Objectives of the Course

After successfully undergoing this course, trainee-teacher-educators will be able

(i) To understand the Socio-economic-cultural background and academic competency of entrants to B.Ed course.

(ii) To master the methods and techniques of developing competencies, commitments and performance skills of a teachers.

(iii) To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.

(iv) To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.

(v) To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual, emotional and performance skills among secondary pupils - the “Global citizens of tomorrow”.

(vi) To imbibe in them attitudes and skills required of ‘life-long learners’ on the ‘ICT influenced world’ of today and tomorrow.

(vii) To acquire the skills required of a ‘consumer’ and ‘practitioner’ of educational research and innovations.

R 1.2 Admission to the Course-

A candidate should have a minimum of 55% marks at B.Ed. degree course or a CGPA of B+ to be eligible for admission to M.Ed. Admission to the course will be given on the basis of Entrance Examination and marks of eligibility degree.

❖ The examination for the degree of M. Ed. shall consist of division of marks, credit and allotment of time to each Credit. Each component of syllabus is shown in table-1.

TABLE -1
Scheme of Examination

Semester –I

No.	Subject	Instructional hours/week			Credit	Exam Hours	Total		
		L	T	P			Internal	External	Total
	CORE SUBJECTS								
A									
1.	Philosophical Foundation of Education	3	1	1	5	3	30	70	100
2.	Psychology of the Learner	3	1	1	5	3	30	70	100
3.	Methodology of Educational Research	3	1	1	5	3	30	70	100
4.	Educational Statistics	3	1	1	5	3	30	70	100
5.	Optional I	3	1	1	5	3	30	70	100
	Total	15	5	5	25		150	350	500

B CORE SUBJECTS		Semester II							
5.	Sociological Foundation of Education	3	1	1	5	3	30	70	100
6.	Psychology of Learning	3	1	1	5	3	30	70	100
7.	Optional II	3	1	1	5	3	30	70	100
C	Total				15		90	210	300
8.	Dissertation and Viva-Voce	0	0	8	8		60	100+40	200
	Total				8		60	140	200

(B) Optional Courses

Each Student will also offer any two of the following courses, one in each semester.

No.	Subject	Instructional hours/ week			Credit	Exam Hours	Total		
		L	T	P			Internal	External	Total
1.	Guidance and Counseling	3	1	1	5	3	30	70	100
2.	Educational Technology	3	1	1	5	3	30	70	100
3.	Inclusive Education	3	1	1	5	3	30	70	100
4.	Value Education and Human Rights	3	1	1	5	3	30	70	100
5.	Management Planning and Finance of Education	3	1	1	5	3	30	70	100
6.	Curriculum Development	3	1	1	5	3	30	70	100
7.	Environmental Education	3	1	1	5	3	30	70	100
8.	Teacher Education	3	1	1	5	3	30	70	100

In addition to a wide range of options the syllabus also provides for

i) Dissertation

The facility of Dissertation provides for students interested in doing research on the topic of his / her choice. The topic and the plan of the dissertation will be decided in consultation with the faculty member/ supervisor.

R 2 : Duration of the Programme :

A candidate admitted to the M.Ed. Programme shall undergo a regular course of study for one academic year, that is, two semesters. Semester-I shall be from July to mid-December and semester-II shall be from Mid-December to mid-May. There shall be not less than 90 working days which shall comprise 450 teaching/working hours for each semester. (Exclusive of the days for the conduct of University or external end-semester examinations). A candidate can avail of a maximum of 2 Semesters (1year), in a continuous stretch of 1 year from the date of admission to complete M.Ed. Degree.

R. 3: Programmes offered at M.Ed. Programme :

(1) M.Ed. General

R. 4 : Semesters :

An academic year is divided into two semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. Each week has 36 working hours spread over 6 days a week.

R. 5: Credits :

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it.

The total minimum credits, required for completing an M.Ed. programme is 48 credits (25 credits for semester-I and 23 credits for semester-II).

R. 6 : Examinations :

(i) There shall be examinations at the end of each semester, for the first semester, in the month of December and for the second semester in the month of May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the next examinations to be held in December or May, as the case may be.

(ii) A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates will not be permitted to move to the next semester. Such candidates shall redo the semester in the subsequent turn of that semester as a regular student; however, a student of first semester shall be admitted in the second semester if he/she has successfully kept the term in first semester.

(iii) The University shall conduct the External or End semester Examination for Semester-I and II. The Internal Examination for the Semester I and II shall be conducted by the concerned college. The Dissertation and Viva will be conducted by a panel of 2 external examiners to be appointed by the University and the Head of the Department.

R. 7 : Condonation :

Student must have 75% of attendance in each course for appearing in the end-semester examination. Shortage of attendance up to 15% can be condoned by the Vice Chancellor as per AKU rules.

R. 8: Questions Paper Pattern :

There will be 4 units in each paper. There shall be two questions from each unit. The 9th question shall have 10 short answer type questions from all the four units of the theory course. The examinees should answer one question from each unit and also 7 sub-questions from question No. 9, totaling to 5 questions in all. All the questions carry equal marks

R. 9 : Evaluation :

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by an end semester examination and will be consolidated at the end of the course. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70.

The components of CIA shall be:

- a) Assignments, b) Presentations, c) Internal Examinations and d) Seminars/ Term Papers

The components of Internal Assessment of Dissertation shall be:

- a) Proposal : 20 Marks
- b) Review : 20 Marks
- c) Report : 20 Marks

R. 10 : Passing Minimum :

The passing minimum for CIA (Continues Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semester (2 chances will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 50% as aggregate marks for the award of M.Ed. Degree. In order to be promoted from Semester I to Semester II, a student shall have to pass in at least 3 out of five papers of Semester I. A maximum of 5 grace marks can be given if a student fails to get the minimum of 40% marks in the external examinations in any subject.

R. 11 : Grading :

Once the marks the CIA (Continues Internal Assessment) and end semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded on a 10-point scale as per details provided in R.17 from the first semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). These two are Calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where C_i is the Credit earned for the course i in any semester; G_i is the Grade point obtained by the student for the course i and n number of courses passed in that semester. $CGPA = SGPA$ of all the Courses starting from the first semester to the current semester.

Note : Examples for the calculation of GPA & CGPA are explained in R.18

R. 12 : Final Results :

For purpose of declaring a candidate to have qualified for the Degree of M.Ed. the marks and the corresponding CGPA earned by the candidate will be the criterion.

R. 13 : Conferment of the M.Ed. Degree : A candidate shall be eligible for the degree of M.Ed. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 48 Credits).

R. 14 : Self -Financing Stream :

The above Regulations shall be applicable also for the candidates undergoing the programmes in self-financing stream.

R. 15: Grievance Redressal Committee :

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher / Principal and the HOD of the faculty as the members. This Committee shall solve all grievances relating to the Internal Assessment marks of the students.

R. 16 : Grading of the Courses :

Percentage Marks (Normalized)	Grade	Grade Points	Classification of Final Result	CGPA From – to
Above 80	O	10	First class with Distinction	Above 7.5
70- 79.99	A+	9		
60 – 69.99	A	8	First Class	6.00 – 7.49
55 – 59.99	B+	7	Higher Second Class	5.5 – 5.59
50 – 54.99	B	6	Second Class	4.5 – 5.49
40 – 49.99	C	5		
Below 40	D (Dropped)	0.0	Dropped or Fail	

R. 17 : Format of Theory Question Paper for M.Ed. Semester I & II :

Q.1 and 2 From Unit-1	Answer any one question from the following two questions.	14 Marks
Q.3 and 4 From Unit-2	Answer any one question from the following two questions.	14 Marks
Q.5 and 6 From Unit-3	Answer any one question from the following two questions.	14 Marks
Q.7 and 8 From Unit-4	Answer any one question from the following two questions.	14 Marks
Q.9 From Unit-1-4	Q.5 Answer any 7 of the following 10 questions in short. Each question carries 02 Mark.	14 Marks

R. 18:

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for M.Ed. Programme.

The credit grade points are to be calculated on the following basis :

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

Example - I

Marks obtained by Student in course Paper I = $\frac{68}{100}$

∴ percentage of marks = 68 %

∴ Grade from the conversion table is = A

∴ Grade Point = 8.0

The Course Credits = 5

$$\therefore \text{Credits Grade Point} = 8 \times 5 \\ = 40.00$$

\therefore CGP of the student in course Paper I = 40.00

The SGPA will be calculated as a weighted average of all the grade point of the semester courses. That is

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

As per example for SGPA

Semester – I M.Ed. Examination

Course No.	Marks obtain/100	Percentage of Marks	Grade Point	Credit	Credit Grade Point
A-1 (Comp. paper)	69	69	8	5	40
A-2 (Comp. paper)	71	71	9	5	345
A-3 (Comp. paper)	56	56	7	5	35
A-4 (Comp. paper)	47	47	6	5	30
B-1 (Elective)	61	61	8	5	40
Total	304			25	190

$$\text{SGPA} = \frac{190}{25} = 7.6$$

Suppose, SGPA for M.Ed. students in semester-II = 6.48. Now we will calculate CGPA of the student :

(SGPA) for M.Ed. student in semester-I = 7.6

(SGPA) for M.Ed. student in semester-II = 6.74

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{(\text{SGPA}_1 * \text{TC}_1) + (\text{SGPA}_2 * \text{TC}_2)}{\text{TC}_1 + \text{TC}_2}$$

$$\text{CGPA} = \frac{(7.6 * 25) + (6.74 * 23)}{25 + 23} = \frac{190 + 155}{48} = 345/48 = 7.19$$

For the award of the class CGPA shall be calculated on the basis of:

- End Semester External Examination Marks
- Total Marks obtained (End Semester External Examination Marks + (Marks for internal assessment) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of CGPA of First & Second semester examinations.

SEMESTER I

PAPER I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION

OBJECTIVES

1. To acquire the knowledge of the concepts and principles of philosophy.
2. To understand the concepts and its implications in education.
3. To analyze the contributions made to education by prominent educational thinkers – Indian and Western.

COURSE CONTENTS

UNIT I

- Philosophy of Education : its nature - Directive Doctrine
- a Liberal Discipline;
- an activity.
- Its Function - Speculative, Normative and Analytical

UNIT II

- Metaphysical Problem - Education related to Nature, Man and Society.
- Impact of Idealism, Realism, Marxism, Pragmatism, and Vedanta schools of thought

UNIT III

- Critical appreciation of contribution made by Budhism, Jainism, Bhagwatgita, Islam and Christianity in terms of value formulation

UNIT IV

- Thinkers and their contribution
Karl Marx, Rousseau, Gandhi, Tagore, Aurobindo

Practicum

- Paper presentation on a given topic

References:

- | | |
|-------------------------|--|
| 1. Aggrawal J.C., | Philosophical and Sociological Perspectives on Education |
| 2. Bhatia & Bhatia | Philosophical & Sociological Foundation of Education |
| 3. Bhatia Kamala | Philosophical & Sociological Foundation of Education |
| 4. Chaube, SP | Philosophical & Sociological Foundation of Education |
| 5. Jayaswal Dr. Sitaram | Philosophical and Sociological Principles of Education |
| 6. Jayaswal Sitaram | शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त |
| 7. Malwa Rajeev | शिक्षा दर्शन एवं समाजशास्त्रीय पृष्ठभूमी |
| 8. Mathur, S.S. | शिक्षा के दार्शनिक तथा सामाजिक आधार |
| 9. Mathur, S.S. | Philosophical and Sociological Foundations of Education |
| 10. Pandey Ram Shakal | Introduction to Major Philosophies of Education |
| 11. Saxena Dr. Saroj | शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार |
| 12. Sharma, Ramnath | प्रमुख भारतीय शिक्षा दार्शनिक |

PAPER II : PSYCHOLOGY OF THE LEARNER

OBJECTIVES

1. To understand the psychology of the learners
2. To understand the individual differences those exist among the learners.
3. To understand the developmental processes of the learners

COURSE CONTENTS

UNIT I

- Educational Psychology - Concept, concerns and scope of educational Psychology, contribution of psychology to education.

UNIT II

- Human Development : concept, Principles, sequential stages of development, factors influencing development and their relative role, general characteristics and problems of each stage.
- Theories of Piaget and Bruner, major concepts and stages and implications for education.

UNIT III

- Personality: Concept and factors of personality development.
- Theories of personality - Psychoanalytic, trait and type, social learning theories
- Humanistic approach : Rogers and Maslow.
- Indian theories: Vedic, Buddhist, J.Krishnamurti

UNIT IV

- Assessment of personality - Techniques
Personality inventories, rating scales
Projective techniques - Rorschach, T.A.T.

Reference:

- | | |
|------------------------------------|--|
| 1. Chand, Tara | Advanced Educational Psychology |
| 2. Chauhan S.S. | Advanced Educational Psychology |
| 3. Dandapani, S. | Advanced Educational Psychology |
| 4. Gupta,S.P. & Alka Gupta | उच्चतर शिक्षा मनोविज्ञान |
| 5. Hall, Calvin S. | Theories of Personality |
| 6. Hilgard, Ernest | Theories of Learning |
| 7. Kuppuswamy, B. | Advanced Educational Psychology |
| 8. Mangal, S.K. | Advanced Educational Psychology |
| 9. Pandey, K.P. | Advanced Educational Psychology |
| 10. Sharma,Rajnath & Rachna Sharma | उच्चतर शिक्षा मनोविज्ञान |
| 11. Singh,Arun Kumar | उच्चतर मनोवैज्ञानिक प्रयोग एवं परीक्षण |
| 12. Skinner Charles E. | Educational Psychology |

PAPER III: METHODOLOGY OF EDUCATIONAL RESEARCH

OBJECTIVES

1. To acquire the knowledge of the different aspects, principles and processes of educational research.
2. To understand the need, nature and scope of educational research and various methods and techniques of educational research.
3. To acquire the skills of a) preparing proposals for research using different tools and techniques of research b) stating hypotheses, c) To write research report and d) solving problems in educational research.

COURSE CONTENTS

UNIT I

- a) Nature of research, knowledge and inquiry
 - Scientific inquiry, scientific method, nature and sources of knowledge
 - Paradigm, theory, model and approach - positive and non-positive; Paradigms and their implications for educational research.
- b) Philosophical, Psychological and sociological orientation in educational research;
 - Interdisciplinary in educational research and its implications

UNIT II

- a) Methods of educational research:
 - Experimental, Historical, Normative survey, case study, developmental, Ethnographic and documentary analysis.
- b) Developing a Research Proposal:
 - Problem and its sources, selection and definition of Problem;
 - Objectives - Primary, secondary and concomitant;
 - Hypothesis - nature, definitions, types, sources, characteristics of a good hypothesis, directional and non-directional hypothesis.

UNIT III

- a) Sampling:
 - Unit of sampling, population, techniques (Probability and non-probability sampling technique); characteristics of a good sample; sampling error and how to reduce them; Tables of Random Numbers and how to use them.
- b) Tools and techniques of data collection:
 - Observation, Interview, Socio-metric techniques,
 - Questionnaires, interview schedule, Rating scales, Attitude scales etc.,
 - Reliability and validity of various tools and techniques.

UNIT IV

- a) Validity and limitations of findings; factors influencing validity of research finding
 - b) Evaluation of research - criteria and types of Research Practicum
- Review of two research papers, one quantitative and the other qualitative
 - Review of an M.Ed. an M. Phil dissertation
 - Development of research proposal for M.Ed. dissertation and its seminar presentation
 - Construction of one tool of data collection.

Reference:

1. Drew, Clifford, J. Designing and Conducting Research in Education
2. Koul, Lokesh Methodology of Educational Research, Vikash Publishing House Pvt. Ltd., New Delhi, 1997
3. Prasad, Gopaljee शोध रीति विधान के मूल तत्व
4. Raina, M.K. Educational Research
5. Sankhala, D.P. Research Methodology in Education
6. Sarin Shashikala शैक्षिक अनुसंधान विध्याएं
7. Sharma B.M. Teachers Training and Educational Research
8. Sidhu. Kulbir Singh Methodology of Research in Education
9. Singh Rampal शैक्षिक अनुसंधान एवं सांख्यायकी
10. Srivastava D.N. मनेवैज्ञानल अनुसंधान एवं मापन
11. Sukhiya S.P. शैक्षिक अनुसंधान के मूल तत्व
12. Yadav Sukesh शैक्षिक अनुसंधान विध्याएं एवं शैक्षिक सांख्यायकी

PAPER IV: EDUCATIONAL STATISTICS

OBJECTIVES

1. To acquire knowledge about fundamental statistical concepts
2. To develop the skills of computation of central tendencies, variations and correlations
3. To develop the skill of drawing statistical graphs.
4. To develop the skill of testing of hypothesis by using 't' test, ANOVA and Chi-square.

UNIT I

- Nature of educational data : quantitative and qualitative
- scales of measurement - nominal, ordinal, interval and ratio
- Organisation and representation - Frequency distribution, Frequency Polygon, Histogram, Ogive, Smoothed Frequency, curve.

UNIT II

- Concept, calculation and uses of
- Central tendencies;
- Measures of variability
- Percentiles and percentile ranks,

UNIT III

- Correlation and Regression equations.
- Properties and uses of normal distribution

UNIT IV

- Inferential statistical methods -
- Standard errors, confidence limits,
- Hypothesis testing, difference between means, correlations,
- Cross breaks (Chi-square)

Reference:

- | | |
|-----------------------|--|
| 1. Yadav Sukesh | शैक्षिक अनुसंधान विध्याएँ एवं शैक्षिक सांख्यिकी |
| 2. Asthana, Bipin | Measurement and Evaluation in Psychology Education |
| 3. Asthana & Agrawal | मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन |
| 4. Chanda & Sehgal | Statistical Methods in Psychology |
| 5. Garrett Henry E. | Statistics in Psychology And Education |
| 6. Garrett, Henry E., | शिक्षा और मनोविज्ञान में सांख्यिकी के प्रयोग |
| 7. Kurtz Albert K, | Statistical Methods in Education & Psychology |
| 8. Mangal, S.K. | Statistics in Psychology and Education |
| 9. Pandey, M.M. | Educational Measurement Evaluation and Statistics |

SEMESTER II
PAPER V: SOCIOLOGICAL FOUNDATION OF EDUCATION

OBJECTIVES

1. To understand the importance and role of education in the Indian society.
2. To acquire the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations.
3. To understand the process of social change, social progress and the difference between social change and cultural change.
4. To apply the knowledge towards the promotion of National Integration and International understanding.

UNIT I

- Concept and nature of sociology of education, Difference between sociology of education and educational sociology, social organization, social groups, social stratification, factors influencing social organisation.
- Characteristics of social organization; institutions, attitudes and values.

UNIT II

- a) Culture - Meaning and nature of culture, Role of education in cultural context, Education and cultural change.
- b) Education and society - Education as a social system, as a socialization process and a process of social progress and change.

UNIT III

- Equality of educational opportunity and excellence in education, Equality - Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation; measures to address them

UNIT IV

- Education and democracy: constitutional provision of education, Nationalism and education, Education for national integration and international understanding

References:

1. Aggrawal J.C., Philosophical and Sociological Perspectives on Education
2. Bhatia & Bhatia Philosophical & Sociological Foundation of Education
3. Bhatia Kamala Philosophical & Sociological Foundation of Education
4. Chaube, SP Philosophical & Sociological Foundation of Education
5. Jayaswal Dr. Sitaram Philosophical and Sociological Principles of Education
6. Jayaswal Sitaram शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त
7. Malwa Rajeev शिक्षा दर्शन एवं समाजशास्त्रीय पृष्ठभूमी
8. Mathur, S.S. शिक्षा के दार्शनिक तथा सामाजिक आधार
9. Mathur, S.S. Philosophical and Sociological Foundations of Education
10. Pandey Ram Shakal Introduction to Major Philosophies of Education
11. Saxena Dr. Saroj शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार
12. Sharma, Ramnath प्रमुख भारतीय शिक्षा दार्शनिक

PAPER VI: PSYCHOLOGY OF LEARNING

OBJECTIVES

1. To understand the theories of learning and its application
2. To understand the styles of learners
3. To understand the emotional behavior and balances their emotions
4. To understand the process of adjustment and stress management

COURSE CONTENTS

UNIT I

Learning: Concept, kinds, levels of learning various view points on learning, Gagne's conditions of learning, cognitive view point and information processing, transfer of learning, educational implications of the view points on learning.

UNIT II

Group Dynamics : Group process, interpersonal relations, sociometric grouping, socio-emotional climate of the classroom and influence of teacher characteristics.

UNIT III

Individual differences: Concept of intra and inter differences:
Intelligence and cognitive abilities - identification and fostering
Creativity - nature, process, identification, fostering and guiding creative children;
Interests, attitudes and values
Adjustment of teaching learning process to suit individual differences, learning styles and teaching strategies.

UNIT IV

Adjustment and Mental Health -
Concept, mechanisms of adjustment - defense, escape, withdrawal, compensation;
Introduction to common forms neuroses, psychosis and somatic disorders;
Principles of mental hygiene - preventive, curative and constructive measures;
Implications for education.

PRACTICUM

- Identification of IQ, EQ, and SQ
- Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance.
- A case study of an exceptional child and suggesting how to provide education for the particular child
- Assignments and tests
- Seminar and symposium

References:

- | | |
|-----------------------------|---------------------------------|
| 1. Chand, Tara | Advanced Educational Psychology |
| 2. Chauhan S.S. | Advanced Educational Psychology |
| 3. Dandapani, S. | Advanced Educational Psychology |
| 4. Gupta, S.P. & Alka Gupta | उच्चतर शिक्षा मनोविज्ञान |
| 5. Hall, Calvin S. | Theories of Personality |

- | | |
|------------------------------------|--|
| 6. Hilgard, Ernest | Theories of Learning |
| 7. Kuppaswamy, B. | Advanced Educational Psychology |
| 8. Mangal, S.K. | Advanced Educational Psychology |
| 9. Pandey, K.P. | Advanced Educational Psychology |
| 10. Sharma,Rajnath & Rachna Sharma | उच्चतर शिक्षा मनोविज्ञान |
| 11. Singh,Arun Kumar | उच्चतर मनोवैज्ञानिक प्रयोग एवं परीक्षण |
| 12. Skinner Charles E. | Educational Psychology |

Optional Papers
Areas of specialization
SEMESTER I

I. GUIDANCE AND COUNSELLING

OBJECTIVES

1. To acquire the knowledge of Guidance and Counseling.
2. To understand the objectives of Guidance and Counseling.
3. To develop skills for an effective Counselor.
4. To understand the need and the scope of Guidance and Counseling.
5. To acquire the knowledge of Educational, Personal and Vocational Guidance
6. To acquire skills to provide special Guidance for Special Children
7. To understand the importance of testing in Guidance
8. To understand the importance of EQ and SQ
9. To develop the process of organizing Guidance programmes.

COURSE CONTENTS

UNIT I GUIDANCE

- a) Concept, assumptions, issues and problems of guidance
- b) Needs, scope and significance of guidance
- c) Types of guidance - Educational, vocational and personal, group guidance
- d) Role of the teacher in guidance
- e) Agencies of guidance - National, State level

UNIT II

- Educational Guidance
 - Principles of guidance
 - Guidance and curriculum, guidance and classroom learning
 - Vocational guidance: Nature of work
 - Various motives associated with work
 - Career development - Super's Theory about guidance
 - Approaches to career guidance. Vocationalization of secondary education and career development.
 - Guidance of Children with special needs
- a) Problems and needs
 - b) Guidance of the gifted and creative students
 - c) Guidance of under-achiever and first generation learners
 - d) Role of the teacher in helping children with special needs

PART II: COUNSELING

UNIT III

- Counseling Process
- Concept, nature, principles of counseling
- Counseling approaches - directive, non-directive.
- Group counseling vs. individual counseling, counseling for adjustment
- Characteristics of good counseling
- Group guidance
- Concept, concern and principles
- Procedure and techniques of group guidance

UNIT IV

- Organisation of a guidance programme
 - a) Principles of organisation
 - b) Various types of services - counseling
 - c) Group guidance, individual inventory service and information orientation service placement service and follow up service.
 - d) Evaluation of guidance programme
- Testing in Guidance Service
 - a) Use of tests in guidance and counseling
 - b) Tests of intelligence, aptitude, creativity, interest and personality
 - c) Administering, scoring and interpretation of test scores
 - d) Communication of test results as relevant in the context of guidance programme
- Human Adjustment and Mental Health
 - a) Psychological foundation of adjustment
 - b) Role of motivation and perception in adjustment
 - c) Principles of mental hygiene and their implication of effective adjustment
 - d) Mental health and development of integrated personality

References:

1. Bala Rajini Guidance & Counseling
2. Chaturvedi Ramesh Career Guidance & Counseling
3. Chaturvedi Ramesh Group Guidance and Counseling
4. Chaube SB Educational & Vocational Guidance
5. Chauhan S.S. Principles and Techniques of Guidance
6. Chowdhary Shilpa Guidance, Counseling & Career Information
7. Dash, B.N. Career Guidance & Counseling
8. David A. Guidance and Counseling
9. Dev, Kapil Educational Counseling
10. Gupta, Manju Effective Guidance and Counseling
11. Jaiswal Sitaram शिक्षा में निर्देशन एवं परामर्श
12. Kochar S.K. Educational Vocational Guidance in Secondary Schools
13. Madhur S.S. Fundamentals Guidance and Counseling
14. Saxena Alka Modern Techniques of Counseling
15. Sharma P.K. Educational Guidance & Counseling
16. Sharma V.K. Principles and Methods of Educational and Vocational Guidance
17. Sharma V.K. Educational & Vocational Guidance in Secondary Schools
18. Stepelre Buford Theories of Counseling
19. Walia J.S. Foundations of Guidance

II: EDUCATIONAL TECHNOLOGY

COURSE CONTENTS

UNIT I

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET
- Components of ET: Software, hardware.
- Educational Technology and instructional technology

UNIT II : Instructional Technology

- Designing Instructional System:
- Formulation of Instructional objectives
- Task analysis
- Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT III

- Teaching levels, Strategies & Models
- Memory, Understanding and Reflective levels of teaching
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour
- Micro teaching, Flanders Interaction Analysis, Simulation

UNIT IV

- Programmed instruction (linear/branching model) - Origin and types - linear and branching.
- Development of the programmed instruction material
- Teaching machines
- Computer Assisted Instruction
- Future priorities in Educational Technology
- Emerging trends in Educational Technology. Videotape. Radio-vision. Tele-conferencing, CAI, INSAT - Problems of New Technologies.

References:

1. Aggarwal J.C. Essentials of Educational Technology : Teaching Learning
2. Aggarwal J.C. शैक्षिक तकनीकी एवं प्रबंध
3. Jati Sunanda Advanced Educational Technology
4. Khulshreth S.P. शैक्षिक तकनीकी के मूलाधार
5. Mangal S.M. Educational Technology
6. Mishra D.C. शैक्षिक तकनीकी के सरभूत तत्व एवं प्रबोधन
7. Sampath K. Introduction of Educational Technology
8. Shartendu Saty Narayan Dubey शिक्षा तकनीकी के मूल तत्व एवं प्रबोधन
9. Singh C.P. Introduction to Educational Technology
10. Singh Sudhesh शैक्षिक तकनीकी के मूलाधार
11. Walia J.S. Educational Technology

III. INCLUSIVE EDUCATION

OBJECTIVES:

- 1) To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- 2) To identify and address diverse needs of all learners
- 3) To familiarize with the trends and issues in inclusive Education
- 4) To develop an attitude to foster inclusive education
- 5) To develop an understanding of the role of facilitators in inclusive education

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION (8

Lectures)

- a) Concept Need and Meaning
- b) Philosophy: Transition from segregation to inclusion
- c) Principles
- d) Models

UNIT II: SPECIAL EDUCATIONAL NEEDS (SEN) OF LEARNERS IN INCLUSIVE SCHOOL

(11 Lectures)

- a) Identification of diverse needs of SEN learners and Referrals
- b) Disabilities in children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities
- c) Types and Use of Assistive Devices for learners with SEN
- d) Adaptations & Accommodations: Physical & Curricular

UNIT III: PLANNING AND MANAGING INCLUSIVE CURRICULUM IN SCHOOLS (8 Lectures)

- a) Individualized Educational Plan (IEP): Development & Implementation
- b) Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching
- c) Activity Based Learning, Peer Tutoring and Cooperative/Collaborative Learning
- d) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational

UNIT IV: A) LEGISLATION, EMERGING ISSUES AND CURRICULAR CONCERNS (7Lectures)

- a) Legislations for Inclusive Education: National Policy of Disabilities (2006).
- b) Sarva Shiksha Abhiyan (SSA) (2002.)
- c) Continual Education Programmes.

B) FACILITATORS FOR INCLUSIVE EDUCATION (8 Lectures)

- a) Need for Multidisciplinary Approach
- b) Role Responsibilities: General, Special and Resource
- c) Teachers, Family, Community
- d) Parent - Professional Partnership: Need and Relevance

SUGGESTED ACTIVITIES:

- a) Plan two activities for cooperative learning in inclusive classrooms
- b) Planning of two lessons and teaching in inclusive schools

REFERENCES

1. Baquer, A. & Sharma, A. (1997) .Disability: Challenges Vs. responses, Can Pub.
2. Bartlett, L. D., Weisentein, G.R.(2003) Successffil inclusion for educational leaders, Prentice Hall, New jersey.
3. Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon
4. Daniels, Harry (1999) .Inclusive Education, London — Kogan.
5. Deiner, P. L.(2000) . Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
6. Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
7. Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
8. Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America's classrooms, P. H. Brookes Pub. Baltimore.
9. Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment.RCI, Kanishka Pub.New Delhi
10. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub
11. Hegarthy,S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
12. Hollahan & kauffman (1978). Exceptional Children: An introduction to special education, Prentice Hall
13. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
14. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India, Sage Pub.
15. Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage Pub
16. M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.
17. Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford
18. Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
19. Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
20. Patt Daird (1980). Curriculum Design and Development, Harcott Brace, New York.
21. Rainer's. (2007). Managing Special and inclusive education
22. Ruth E. Cook, Annette Tessier, M. Diane Klein (1996), Merrill Prentice Hall
23. Sedlak, Ribert,A. & Schloss Patrice, C. (1986). Instructional methods for students with learning and behaviour problems, Allyn & Bacon

IV. VALUE EDUCATION AND HUMAN RIGHTS

COURSE CONTENTS

UNIT I: a) The Socio-moral and cultural context

1. Need and importance of Value Education and Education for Human Rights in the existing social scenario
2. Valuation of culture: Indian Culture and Human Values

b) Nature and Concept of Morality and moral Education

1. Moral Education Vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
2. Language of moral education- its form and context; characteristics of a morally educated person.
3. Justice and care – the two dimensions, perspectives in Morality – Dichotomy between reason and passion.
4. Moral judgment and Moral Action.

UNIT II: Moral Development of the Child

1. Concept of Development and Concept of Moral development
2. Psycho-analytic approach
3. Learning theory approach, especially social learning theory approach
4. Cognitive developmental approach – Piaget and Kohlberg, stages of moral development and their characteristic features

UNIT III: Moral learning and Moral Education

1. Moral learning outside the school – child rearing practices and moral learning. Moral learning via limitation, Nature of Society and moral learning; Media and moral learning
2. Moral learning inside the school: providing “form” and “content” to education.
3. Moral education and curriculum: can moral education be imparted taking it as a subject of curriculum

UNIT V: Intervention Strategies for Moral Education and Assessment of Moral Maturity

1. Model of Moral Education –
 - a. Rationale Building Model,
 - b. The consideration Model
 - c. Value classification Model
 - d. Social Action Model
 - e. Just Community Intervention Model
2. Assessment of moral maturity via moral dilemma resolution
3. Examples of some select moral dilemmas.

References

1. Patil, V.T., Value Education & Human Right Education, GNOSIS, Delhi, 2008.
2. Unnithan, TKN, Human Value through Education, Gujarat Vidyamandal, Ahmadabad, 1988
3. NCERT, Education in Values, NCERT, New Delhi, 1992
4. Daniel, JTK, Value Education Today, Madras Christian College, Tambam, 1990
5. Charles, Dr. Elanine Ann, Value Education: A Manual for Teachers, St. Xavier’s Institute of Education, Mumbai, 1998

SEMESTER II

I. MANAGEMENT, PLANNING AND FINANCING OF EDUCATION

COURSE CONTENT

UNIT I

1. Educational Management Practice in Present Day Context
2. Meaning, nature, scope and principles of modern scientific management.
3. Systems approach to educational management
4. Recent trends in educational management: MBO, Decision making, PERT & Organizational Development.

UNIT II

1. Educational Management as Process: POSDCORB
2. Approaches to Planning: Perspective planning and Institutional Planning.
3. Leadership in Education: Its meaning and nature
4. Theories of leadership and styles of leadership

UNIT III

1. Supervision in Education: its need meaning, nature and functions
2. Inspection Vs Supervision
3. Planning, Organizing and implementing supervisory activities in schools

UNIT IV

1. Meaning of financing
2. Nature and scope of Educational finance
3. Private and self-financing of educational institutions.

References

1. Ahuja Amrisha, R., Educational Management & Planning and Finance, Author Press, Delhi, 2007
2. Akhtar Najma, Higher Education and University Management, Allyn-bacon, USA
3. Ricky W. Griffin, 1997, Management, AITBS, New Delhi
4. Mukhopadhyaya, M, 2001, Total Quality management in Education
5. Lallan Prasad, 1979, management Principles and Practices, S.Chand & Co, New Delhi
6. Gupta, R.N., 2001, Principles of Management, S. Chand & Co, New Delhi
7. J.C. Aggarwal, Development and Planning of Modern Education, Acharya Book Depot, Baroda
8. Mukherji, S.J., 1970, Administration of Education, Planning and Finance
9. Kanna, S.D, Educational Administration, Planning, Supervision, and Finance
10. Moonis Raza, Educational Planning: A long term perspective.
11. Chandra Sekaran, P, 1994, Educational Planning and Management, Sterling Pub, New Delhi

II. CURRICULUM DEVELOPMENT

COURSE CONTENTS

UNIT I

1. Introduction
2. Concept and meaning of curriculum
3. Curriculum development, theories and procedures
4. History of curriculum development

UNIT II

1. Bases of determinants of curriculum
2. Philosophical considerations
3. Psychological considerations
4. Sociological considerations
5. Discipline-oriented considerations

UNIT III

1. Curriculum design and organization
2. Components and source of design
3. Principles
4. Approaches
5. Categories and types
6. Curriculum construction:
 - a. Different models and principles
 - b. Deduction of curriculum from aims and objectives of education
 - c. Administrative consideration
 - d. Grass-root level planning
 - e. System-analysis
7. Curriculum implementation strategies

UNIT IV

1. Role of curriculum support materials
2. Type of materials and aids
3. Models of implementation
4. Curriculum evaluation
 - a. Importance of evaluation of curriculum
 - b. Models of curriculum evaluation
 - c. Interpretation of evaluation results and method
5. Issues and trends in curriculum development, curriculum research in India.
6. Suggestions and recommendation in curriculum development as per the following commissions:
 - a. University education commission, 1948
 - b. Secondary education commission, 1952
 - c. Education commission, 1966

References

1. Dash, BN, Curriculum Planning Development, Dominant Publications, Delhi, 2007
2. Bhalla Navneet, Curriculum Development, Authors Pub, Delhi, 2007
3. Reddy, RS, Curriculum Development for learning to live together, Rajat Publications, New Delhi, 2004
4. English, Fenwick W, Needs Assessment Focus for curriculum Development, Asso. For Supervision and Curriculum development, 1975

III. ENVIRONMENTAL EDUCATION

COURSE CONTENTS

UNIT I

1. Introduction
2. Concept, importance and scope
3. Aims and objectives
4. Guiding principles and foundations
5. Relationship between man and environment

UNIT II

1. Environmental hazards
2. Environmental pollution, physical, air, water, noise, chemical
3. Extinction of flora and fauna, deforestation, soil erosion
4. Need for conservational, preservation and protection of rich environmental heritage.
5. Programme of environmental education for primary secondary and higher education institutions

UNIT III

1. Features of curriculum for environmental education
2. Special nature of curriculum on environmental education
3. Concept of environment and ecosystem
4. Natural system earth and biosphere, abiotic and biotic components
5. Natural resources, abiotic resources
6. Human systems – Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
7. Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT IV

1. Methods and approaches of environmental education
2. Strategies and approaches, treating environment education as a separate subject topical units. Integration and interdisciplinary approaches.
3. Methods – discussion, seminar, workshop, dialogue, problem solving, field surveys, projects and exhibition.
4. Comparative study of environmental projects from various countries.

References

1. Bhattacharya, Shukla, Project Nutrition Health Education & Environmental Sanitation, NCERT, New Delhi, 1991
2. NCTE, Environmental Education, NCERT, New Delhi, 2005
3. NCTE, Environmental Education Curriculum Framework, NCERT, New Delhi, 2005
4. Bandhu Desh, Education for Environmental Planning and Conservation, Natraj Rajpur Road, Dehradun, 1982

IV. TEACHER EDUCATION

COURSE CONTENTS

UNIT I

1. Teacher education – concept, aims and scope
2. Teacher education in a changing society: a brief review of historical perspective of the development of teacher education in India: ancient, medieval and British and during Post-independence period.
3. Teacher education curriculum at different stages: approaches to teacher education – consecutive and integrated.

UNIT II

1. A critical appraisal of the present system of teacher education in India – a study of the various recommendations of the commissions and committees in the post independence era.
2. Qualities of a good teacher – cognitive, affective and psychomotor skills.
3. Competency based teacher education: quality assurance in teacher education.

UNIT III

1. Principles of teaching methods of teaching school subjects
2. The teaching models – concept attainment model, inquiry training model, problem solving model and inductive thinking model.

UNIT IV

1. Organization of practice teaching for developing an effective teacher – block and intermittent practice teaching internship – its organization and problems.
2. Supervision of practice lessons: observation and assessment: feedback to student-teacher-concept and types.

ASSIGNMENT

Student will be required to submit a term paper on any one of the following:

1. Preparation of resource material on any teaching unit of Teacher Education paper
2. A critical study of any one aspect of Teacher Education
3. Study of teaching methods used at any stage of schooling
4. A survey of research of any aspect of teacher education: attitude and job satisfaction of school teachers.
5. Work study project related to teacher education.

References

1. Popkewitz, Thomas S, Critical Studies in Teacher Education: Its Folklore Theory and Practice, John Wiley, New York, 1988
2. Scott Alan G, Freeman-Moir John G, Tomorrow's Teachers: Intentional and critical Perspectives on Teacher Education.
3. Leavitt, Howard B, Foshay, Arthur W, Issues and Problems in Teacher Education: An International Handbook,
4. Case, Charles W, Norlander-Case, Kay A, Reagan, Timothy G, The Professional Teacher: The Preparation and Nurturance of the Reflective Practitioner.
5. Buch, M. B., (1978). **Second Survey of Research in Education**, Baroda; Centre of Advanced Study in Education

6. Chaurasia G., (1977). **Innovations and Challenges in Teacher Education**, New Delhi; Vikas Publications.
7. Devgowda, A. C. (1973). **Teacher Education in India**, Banglore; Bangalore Book Bureau
8. Dutt, S. (1972). **The Teachers and His World**, Agra; Sukumar Dutt, Soamibagh
9. Goodigs R. (1982). **Changing Priorities in Teacher Education**, New York; Nichols Publication Co.
10. (1966). **Government of India Education and Development Report of Education**
11. **Commission (1964-66)**, New Delhi; Govt. of India.
12. Hilgased, F H (Ed.), (1971). **Teaching the Teachers : Trandsin Teacher Education**, London; George Allen and Union Ltd.
13. I.A.A.T.C. (1964). **Symposium on Teacher Education in India**, Ambala Cantt; The Indian Publications