

**UNIVERSITY SCHOOL OF OPEN LEARNING  
PANJAB UNIVERSITY, CHANDIGARH**

Outlines of the tests, syllabi and courses of reading for Master of Education (M.Ed.) correspondence (Four Semester course) Examination, 2011.

**Note:** Use of all brands of non-programmable calculators having signs of ‘+’ ‘—’ ‘x’ ‘÷’ ‘√’ only is allowed in the examination centre, but these will not be provided by the University/College.

- M.Ed. Correspondence course is exactly the same as for M.Ed. regular, without compromising the quality, with the only difference that correspondence course is spread over two years where Foundation papers will be completed in M.Ed. (Semester I & II) and Optional papers will be completed in M.Ed. (Semester III & IV). All practical should also be conducted as are required in different subjects of M.Ed. regular. These practicals be conducted during personal contact programmes organized by the department to meet the NCTE requirements of ensuring 300 contact hours (in two years).. 75% attendance in the personal contact programmes is compulsory separately in Semester-I and Semester-II, Semester –III and Semester IV.
- The division of marks for different papers would also remain exactly the same as for M.Ed. regular.

**M.ED. Semester System (Correspondence)**

In the I & II semester of M.Ed. (Correspondence ) three Foundation papers are to be completed as under:-

**SEMESTER-I**

Sr.	Papers	Theory	External	Internal	Practical
1	Foundations of Education –(Philosophical)-I	100	80	20	---
2.	Advanced Educational Psychology –I	80	60	20	20
3.	Methodology of Educational Research and Statistics-I	100	80	20	--
<b>AGGREGATE OF SEMESTER –I</b>		<b>100 × 3 = 300</b>			

**SEMESTER-II**

Sr.	Papers	Theory	External	Internal	Practical
1	Foundations of Education –(Sociological)- II	100	80	20	---
2.	Advanced Educational Psychology –II	80	60	20	20
3.	Methodology of Educational Research and Statistics-II	100	80	20	---
<b>AGGREGATE OF SEMESTER II</b>		<b>100 × 3 = 300</b>			
<b>AGGREGATE OF SEMESTER I &amp; II</b>		<b>300 + 300 = 600</b>			

### M.ED. Semester III & IV (Correspondence)

In Semester III & IV of M.Ed.(Correspondence) a student has to opt three papers (IV, V, VI) out of the following options (S. No. A to M). The optional papers are to be completed in two semesters (III & IV) as under :

#### SEMESTER-III

Sr.	Papers	Theory	External	Internal	Practical
A)	Guidance and Counselling –I	80	60	20	20
B)	Adult, Continuing and Life Long Education- I	80	60	20	20
C)	Value Education and Human Rights-I	100	80	20	---
D)	Comparative Education-I	100	80	20	
E)	Teacher Education –I	100	80	20	---
F)	Special Education –I	80	60	20	20
G)	Educational Technology-I	80	60	20	20
H)	Measurement and Evaluation-I	100	80	20	-
I)	Curriculum Development-I	80	60	20	20
J)	Environmental Education-I	80	60	20	20
K)	Yoga Education –I	80	60	20	20
L)	Educational Administration and Management-I	100	80	20	-
M)	<b>Dissertation proposal submission</b>				

#### AGGREGATE OF SEMESTER III

For those who do not opt for dissertation =  $100 \times 3 = 300$

For those who opt for dissertation =  $100 \times 2 = 200$

#### SEMESTER-IV

Sr.	Papers	Theory	External	Internal	Practical
A)	Guidance and Counselling –II	80	60	20	20
B)	Adult, Continuing and Life Long Education –II	80	60	20	20
C)	Value Education and Human Rights-II	100	80	20	-
D)	Comparative Education-II	100	80	20	
E)	Teacher Education –II	100	80	20	-
F)	Special Education –II	80	60	20	20
G)	Educational Technology-II	80	60	20	20
H)	Measurement and Evaluation-II	100	80	20	-
I)	Curriculum Development-II	80	60	20	20

J)	Environmental Education -II	100	60	20	20
K)	Yoga Education –II	80	60	20	20
L)	Educational Administration and Management-II	100	80	20	-
M)	Dissertation submission and viva	200	150	50	

**Aggregate of Semester IV**

For those who do not opt for dissertation =  $100 \times 3 = 300$

For those who opt for dissertation =  $100 \times 2 = 200 + 200 = 400$

**Aggregate for Semester III & IV**

For those who do not opt for Dissertation =  $300 + 300 = 600$

For those who opt for Dissertation =  $200 + 400 = 600$

**GRAND TOTAL OF M.ED.(I, II, III & IV Semesters) : 600+600=1200 marks.**

**Note:** Last date for submitting the **Synopsis & Dissertation** is November 30 and June 30 respectively of the examination year of M.Ed. Semester III & IV respectively.

**EVALUATION**

The following are the guidelines, mode of testing and evaluation including Continuous Internal Assessment of students:

- i) Terminal Evaluation : 80%
- ii) Continuous Assessment : 20%
- iii) Continuous Assessment may include written assignment, participation in discussion in the class, term papers, seminar, attendance etc.
- iv) In order to incorporate an element of Continuous Internal Assessment of students, the Colleges/Departments will conduct one written test as quantified below:
  1. Written Test
  2. Participation in Class discussion
  3. Term Paper
  4. Attendance

**Practicals**

All practicals will be jointly evaluated by external and internal examiners.

**Examination duration will be of three hours.**

**SEMESTER-I**

**A) Foundation Papers:**

**PAPER-I FOUNDATIONS OF EDUCATION (PHILOSOPHICAL)-I**

Total Marks	: 100
External	: 80
Internal	: 20
Practical	: 20

**Objectives :** The syllabus has been designed in order to

- sensitize the students regarding the ultimate questions of life and the role of philosophy in this regard.

- help students in understanding the intimate relationship between education and philosophy.
- expose students to the methodology of philosophical analysis for solving perennial problems of education.
- enable students to derive educational implications from some schools of philosophical thought.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

**COURSE CONTENT:**

**Unit -I**

1. Relationship of education and philosophy- educational philosophy and philosophy of education.
2. Epistemology and Education : Knowledge; methods of acquiring valid knowledge with special reference to analytical philosophy, logical analysis, positive relativism and logical empiricism.
3. National values as enshrined in the Indian Constitution and their educational implications.

**Unit-II**

Western schools of philosophy:

1. Realism
2. Existentialism

**Unit -III**

Indian schools of philosophy:

1. Sankhya-Yoga
2. Vedanta

**Unit IV**

Educational Thinkers

1. J. Krishnamurthy
2. William Heard Kilpatrick

**BOOKS RECOMMENDED**

1. Park, J. (1961). The philosophy of Education. New York : Macmillan Company.
2. Kneller, G.F. (1963). Foundations of education. London and New York : John Wiley and sons Inc.
3. Phenix, P.H. (1960). Philosophy of education. New York : Holt, Rinehart & Winston.
4. Weber, C.O. (1960). Basic philosophies of education. New York : Holt, Rinehart & Winston.
5. Weerasinghe, S.G.M. (1993). The sankhya philosophy : A Critical Evaluation of its Origins and Development. Delhi : Sri Satguru Publications. A Division of Indian Books Centre.
6. Brubacher, John S.(ed)(1962). Modern philosophy of education. Prentice-Hall Inc. :Englewood Cliffs, N.J.
7. Pandey, R.S.(1997). East west thoughts on education. Allahabad : Horizon Publishers.
8. Sodhi T.S. & Suri Aruna. (2003). Philosophical and sociological foundation of education. Bawa Publications: Patiala.
9. Banerjee A.C. & Sharma Sita Ram. Sociological and philosophical issues in education. Book Enclave : Jaipur.
10. Sharma A.P. An approach to philosophy of education. Delhi : The Indian Publications.
11. Hiriyanna M. (1995). The essentials of Indian philosophy. Delhi : Motilal Banarasi Das Publishers.

## Paper- II ADVANCED EDUCATIONAL PSYCHOLOGY-I

Total Marks	:100
Theory	: 80
External	: 60
Internal	: 20
Practical	: 20

**Objectives :** After completing the course the student will be able to:

- acquire knowledge of basic concept of educational psychology.
- understand individual differences among learners.
- gain knowledge of methods of educational Psychology and recent trends.
- understand adolescent's growth and development and their problems.
- Get acquainted with concept and conditions of learning .

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### COURSE CONTENT

#### Theory

##### Unit -I

1. Nature and Scope of Educational Psychology. Relevance of Education Psychology for Theory and Practice of Education
2. Individual differences-Determinants, Role of Heredity and Environment, Implications.

##### Unit -II

1. Methods of Educational Psychology-Observation, Experimental, Differential: Longitudinal and Cross sectional.
2. Recent Trends in Educational Psychology.

##### Unit -III

1. Growth and Development: Concept, difference and principles of development
2. Development during adolescence: Physical, Cognitive, Social & Emotional
3. Stress and strain during adolescence and its educational implications

##### Unit -IV

1. Learning: Concept and characteristics
2. Factors affecting learning: personal, environmental & task related
3. Transfer of learning: Concept, Types, Theories, Implications.

#### Practical

Conduct and Interpretation of following experiments:

1. Learning Curve
2. Part vs Whole methods of learning.
3. Massed vs Spaced Learning .
4. Transfer of Learning with Mirror Drawing, Apparatus

### BOOKS RECOMMENDED

1. Baron, R.A. (2007). Psychology. India : Porling Kindersley & Pearson Education.
2. Bigge Morris, L. & Hunt Maurice. (1968). Psychological foundations of education. 2<sup>nd</sup> Edition. N.Y. Harper & Row.
3. Bienter Roher F. Psychology applied to teaching. Boston : Houghton Mifflin Company.
4. Chauhan S.S. (1978). Advanced educational psychology. Vikas Publishing House.
5. Danion W. (1983), Social and personality development infancy through adolescence. New York : Norton.
6. Dalip Singh. (2000). Emotional intelligence at work. New Delhi: Sage.
7. Dash, M. (1994). Educational psychology. New Delhi: Deep & Deep Publications.
8. Singh, D. (1995). Emotional intelligence, London : Bloomsbury.

9. Engler Barbara.(1991) Personality theories: An introduction. 3<sup>rd</sup> Ed. Boston : Houghton Mifflin Company
10. Good Thomas, L. & Brodhy, Jore E. (1977). Educational psychology and realistic approach. N.Y.: Holt.
11. Hurlock, E.B. (2004). Developmental psychology: A life – span approach. (5<sup>th</sup>. Ed.) New Delhi: Tata McGraw –Hill Publishing Company Ltd.
12. Kundu,C.L. & Tutoo, D.N. (1989). Educational psychology. New Delhi: Sterling Publishers Pvt. Ltd.
13. Mangal, S.K. (2006). Advanced educational psychology. New Delhi: Prentice- Hall of India.
14. Mathur, S.S. (1986). Educational psychology, revised and enlarged text edition. Agra: Vinod Pustak Mandir.
15. Mazur , J.E. (1994). Learning and behaviour. (3<sup>rd</sup> Ed.) Englewood Cliffs. New Jersey: Prentice Hall.
16. Bigge Morris C. & Row. (1971). Learning theories for teachers. 2<sup>nd</sup> Ed. N.Y. Harper.
17. Dececco John, P. (1968). The psychology of learning and instruction. Prentice Hall of India : New Delhi.
18. Gagne Peter, M. (1965). Conditions of Learning. N.Y. Prentice Hall.
19. Hilgard, E.R. & Bower G.H. (1977). Theories of learning. New Delhi : Prentice Hall of India Pvt. Ltd..
20. Lazrus Richard S. (1963). Personality and adjustment. Englewood Cliffs: Prentice Hall.
21. Vargas, J.S. ( 1977). Behaviour psychology for teachers. New York : Harper Row.
22. Wang, M.C. & Walber, H.J.(eds.),(1985). Adapting instruction to individual differences. Berkeley Cal Mg. Cutchan.
23. Woolfolk, Anita, E. (1987).Educational psychology. (3<sup>rd</sup> Ed.) Englewood Cliffs. Prentice Hall.
24. Woolfolk, Anita, E. (1993). Readings and cases in educational psychology. Boston. Allyn and Bacon.
25. Hall, C.S. & Lindsey. (1976).Theories of personality. John Wiley & Sons.
26. Zohar Danah, & Marshall Ian. (2001). Spiritual intelligence the ultimate intelligence. New York: Bloomsbury Publishing.

### **PAPER-III METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS-I**

Total Marks : 100  
External : 80  
Internal : 20

**Objectives :** After completing the course the student will be able to:

- define a research problem.
- formulate hypotheses.
- select sample and forward reasons in support of his/her decisions.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### **COURSE CONTENT**

#### **Unit -I**

1. Educational Research: Definition, need and importance, classification, fundamental, applied and action research, scientific method in Educational Research.
2. Selection of research problem, areas of research: Identification and statement of research problem, survey of research literature, Research Proposal.

#### **Unit-II**

1. Hypothesis: Definition, Types and Importance.
2. Sampling: Need of sampling, non probability sampling, probability sampling, sampling error.

#### **Unit-III**

1. Measures of central tendency
2. Variability and graphical representation of data.

#### Unit-IV

1. Measures of relationship, Rank order correlation, product moment method of correlation.
2. Normal Distribution curve and its applications

#### BOOKS RECOMMENDED

1. Ary, Donald & Jacob. (1976). Introduction of statistics, purpose and procedures. New York : Holt Rinehart and Winston.
2. Best, J.W. & Kahn J.V. (1995). Research education. New Delhi : Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1960). Experimental design in psychological research. New York: Holts (revised ed.).
4. Gakhar, S.C. (2008). Statistics in education and psychology. Panipat: N.M. Publications.
5. Garrett, H.E. (1986). Statistics in Psychology and Education. Vakils Febber and Simons Pvt. Ltd.
6. Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publishing House Pvt. Ltd.,
7. Lindquist, E.F. (1953). Design and analysis of experiments in education and psychology. Boston: Syndey Houghton Mifflin Co.
8. Sidney, S. (1965). Non-parametric statistics. New York: McGraw Hill Books Company.
9. Tuckman, B.W. (1972). Conducting educational research, Javanovich : Harcourt Brace.
10. Verma, M. (1965). Introduction to educational and psychological research. London Asia Publication.
11. Lindquist, E.F. (1960). Elementary statistical methods in psychology and education. New Delhi: Oxford Book Company.

#### SEMESTER II

#### PAPER-I FOUNDATIONS OF EDUCATION (SOCIOLOGICAL)-II

Total Marks	: 100
External	: 80
Internal	: 20

**Objectives :** After the course is over, students will be able to:

- understand the intimate relationship between education and sociology.
- consider the impact of Indian constitutional provisions on the development of Indian social order in view of its secularist and democratic values.
- acquaint themselves with the sociological problems of Indian society and the role of education in finding their solutions.
- understand the meaning of modernization and social change in the context of Indian social order.

#### Note:

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

#### COURSE CONTENT

##### Unit - I

1. Concept and relationship of sociology and education, meaning of educational sociology and sociology of education.
2. Education in relation to social change and modernization.
3. Constraints on social change in India(caste, ethnicity, class, language, religion, regionalism).

##### Unit -II

1. Education as related to social equity and equality of educational opportunities.
2. Education as related to social stratification and social mobility.

### Unit -III

1. Education and politics: their relationship( with special reference to communism, fascism, socialism and democracy).
2. Education and Secularism.

### Unit -IV

1. Culture : Meaning and nature of culture, role of education in cultural context; education cultural change.
2. Economy and education-Impact of LPG(Liberalisation, Privatization and Globalisation) on education.

### BOOKS RECOMMENDED

1. Park, J. (1961). The philosophy of Education. New York: Macmillan Company.
2. Kneller, G.F. (1963). Foundations of education. London and New York: John Wiley and sons Inc.
3. Phenix, P.H. (1960). Philosophy of education. New York: Holt, Rinehart & Winston.
4. Weber, C.O. (1960). Basic philosophies of education. New York: Holt, Rinehart & Winston.
5. Weerasinghe, S.G.M. (1993). The sankhya philosophy: A Critical Evaluation of its Origins and Development. Delhi: Sri Satguru Publications. A Division of Indian Books Centre.
6. Brubacher, John S.(ed)(1962). Modern philosophy of education. Prentice-Hall Inc.: Englewood Cliffs, N.J.
7. Pandey, R.S.(1997). East west thoughts on education. Allahabad: Horizon Publishers.
8. Sodhi T.S. & Suri Aruna. Philosophical and sociological foundation of education. Bawa Publications: Patiala.
9. Banerjee A.C. & Sharma Sita Ram. Sociological and philosophical issues in education. Book Enclave : Jaipur.
10. Sharma A.P. An approach to philosophy of education. Delhi: The Indian Publications.
11. Hiriyanna M. The essentials of indian philosophy. Delhi : Motilal Banarasi Das Publishers.

### PAPER-II-ADVANCED EDUCATIONAL PSYCHOLOGY-II

Total Marks	: 100
Theory	: 80
External	: 60
Internal	: 20
Practical	: 20

**Objectives:** After completing the course the student will be able to:

- analyse the learning process based on theoretical approaches of learning.
- understand and be able to measure the learner's cognitive abilities with special reference to intelligence.
- gain knowledge of concept and theories of personality.
- understand children with special needs, identification and their educational provisions.

### Note:

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### COURSE CONTENT

#### Theory

#### Unit-I

1. Learning theories: Pavlov's classical conditioning, Skinner's operant conditioning, Hull's Reinforcement theory.
2. Kohler's insight theory of learning, Tolman's theory of learning, Gagne's hierarchy of learning.

#### Unit-II

1. Intelligence: concept and nature, emotional and spiritual intelligence.
2. Theories of intelligence: Spearman, Thurstone, Guilford, Gardner and Sternberg.
3. Assessment of intelligence and recent developments.



### Unit III

1. Personality: concept and theories by Cattle, Eysenck , Allport and Freud.
2. Adjustment: concept, defense mechanisms, conflict management.

### Unit IV

1. Children with special needs: concept, classification. Historical perspective.
2. Concept, characteristics, classification, identification and education of children with
  - i) learning disability
  - ii) giftedness

### Practical

- a) Intelligence Test
- b) Personality test
- c) Test of adjustment/well being
- d) Achievement Test

### BOOKS RECOMMENDED

1. Baron, R.A. (2007). Psychology. India : Porling Kindersley & Pearson Education.
2. Bigge Morris, L. & Hunt Maurice. (1968). Psychological foundations of education. 2<sup>nd</sup> Edition. N.Y. Harper & Row.
3. Bienter Roher F. Psychology applied to teaching. Boston : Houghton Mifflin Company.
4. Chauhan S.S. (1978). Advanced educational psychology. Vikas Publishing House.
5. Danion W. (1983), Social and personality development infancy through adolescence. New York : Norton.
6. Dalip Singh. (2000). Emotional intelligence at work. New Delhi: Sage.
7. Dash, M. (1994). Educational psychology. New Delhi: Deep & Deep Publications.
8. Singh, D. (1995). Emotional intelligence, London : Bloomsbury.
9. Engler Barbara.(1991) Personality theories: An introduction. 3<sup>rd</sup> Ed. Boston : Houghton Mifflin Company
10. Good Thomas, L. & Brodhy, Jore E. (1977). Educational psychology and realistic approach. N.Y.: Holt.
11. Hurlock, E.B. (2004). Developmental psychology: A life – span approach. (5<sup>th</sup>. Ed.) New Delhi: Tata McGraw –Hill Publishing Company Ltd.
12. Kundu,C.L. & Tutoo, D.N. (1989). Educational psychology. New Delhi: Sterling Publishers Pvt. Ltd.
13. Mangal, S.K. (2006). Advanced educational psychology. New Delhi: Prentice- Hall of India.
14. Mathur, S.S. (1986). Educational psychology, revised and enlarged text edition. Agra: Vinod Pustak Mandir.
15. Mazur , J.E. (1994). Learning and behaviour. (3<sup>rd</sup> Ed.) Englewood Cliffs. New Jersey: Prentice Hall.
16. Bigge Morris C. & Row. (1971). Learning theories for teachers. 2<sup>nd</sup> Ed. N.Y. Harper.
17. Dececco John, P. (1968). The psychology of learning and instruction. Prentice Hall of India : New Delhi.
18. Gagne Peter, M. (1965). Conditions of Learning. N.Y. Prentice Hall.
19. Hilgard, E.R. & Bower G.H. (1977). Theories of learning. New Delhi : Prentice Hall of India Pvt. Ltd..
20. Lazrus Richard S. (1963). Personality and adjustment. Englewood Cliffs: Prentice Hall.
21. Vargas, J.S. ( 1977). Behaviour psychology for teachers. New York : Harper Row.
22. Wang, M.C. & Walber, H.J.(eds.)(1985). Adapting instruction to individual differences. Berkeley Cal Mg. Cutchan.
23. Woolfolk, Anita, E. (1987).Educational psychology. (3<sup>rd</sup> Ed.) Englewood Cliffs. Prentice Hall.
24. Woolfolk, Anita, E. (1993). Readings and cases in educational psychology. Boston. Allyn and Bacon.
25. Hall, C.S. & Lindsey. (1976).Theories of personality. John Wiley & Sons.
26. Zohar Danah, & Marshall Ian. (2001). Spiritual intelligence the ultimate intelligence. New York: Bloomsbury Publishing.

## PAPER-III METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS-II

Total Marks	: 100
External	: 80
Internal	: 20

**Objectives :** After completing the course the student will be able to:

- select the tools for studying different variables.
- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- develop the synopsis for research work.
- report the research work in accordance with the current trends and procedure of report writing.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### COURSE CONTENT

#### Unit - I

Tools: Psychological tests, Observations, Questionnaire, Interviews, Rating Scales, Attitudes Scales (Thurstone and Likert's Scale).

#### Unit -II

1. Methods of Research:

- i) Historical Research: Meaning, Steps with emphasis on internal and external criticism.
- ii) Descriptive Research: Meaning, Types with special reference to surveys, Correlation, Longitudinal and Cross sectional studies.

2. i) Experimental Research: Meaning, Steps and Threats to internal and external validity, True Experimental designs: Two Groups Randomized subjects post test only designs, Two groups Randomized matched subjects Post test only design, Randomized groups Pre test Post test design, Factorial designs, Quasi-experimental designs: Rotational Design, Nonrandomized groups Pre Test-Post test Design.

- ii) Qualitative Research: Meaning, case study and Phenomenological research.
- iii) Research report.

#### Unit-III

Significance of statistics and significance of difference between statistics ( mean only).

#### Unit-IV

1. Analysis of variance(one way only).
2. Chi-square test.

### BOOKS RECOMMENDED

1. Ary, Donald & Jacob. (1976). Introduction of statistics, purpose and procedures. New York : Holt Rinehart and Winston.
2. Best, J.W. & Kahn J.V. (1995). Research education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1960). Experimental design in psychological research. New York: Holts (revised ed.).
4. Gakhar, S.C. (2008). Statistics in education and psychology. Panipat: N.M. Publications.
5. Garrett, H.E. (1986). Statistics in Psychology and Education. Vakils Febber and Simons Pvt. Ltd.
6. Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publishing House Pvt. Ltd.,
7. Lindquist, E.F. (1953). Design and analysis of experiments in education and psychology. Boston: Syndey Houghton Mifflin Co.
8. Sidney, S. (1965). Non-parametric statistics. New York: McGraw Hill Books Company.
9. Tuckman, B.W. (1972). Conducting educational research, Javanovich : Harcourt Brace.
10. Verma, M. (1965). Introduction to educational and psychological research. London Asia Publication.
11. Lindquist, E.F. (1960). Elementary statistical methods in psychology and education. New Delhi: Oxford Book Company.

## SEMESTER – III

### B) OPTIONAL PAPERS:

#### PAPER IV, V AND VI OPTION-A: GUIDANCE AND COUNSELLING-I

Marks	: 100
Theory	: 80
External	: 60
Internal	: 20
Practical	: 20

**Objectives :** After the course is over, students will be able to:

- explain the concept and techniques of guidance and counselling.
- describe various testing techniques.
- explain various guidance services.
- develop the skill of administration and interpretation of psychological tests.

#### **Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

#### COURSE CONTENT

##### **Theory**

##### **Unit-I**

1. Concept, Purposes, Assumptions, Need and Principles of Guidance.
2. Concept, Purposes, Assumptions, Need and Principles of Counselling.
3. Individual and group counselling.

##### **Unit-II**

1. Educational guidance with special emphasis on under achievers and drop-outs.
2. Vocational guidance, Occupational information, Placement and follow up Services.
3. Personal Guidance with special emphasis on problems of adolescents related with family and school.

##### **Unit-III**

1. Organization of guidance services at various levels of education(elementary/secondary/senior secondary/college).
2. Problems of organizing guidance services in India.

##### **Unit -IV**

1. Characteristics and importance of Psychological testing.
2. Intelligence, Personality, Aptitude and Interest tests for student appraisal.

##### **Practical**

Administration and interpretation of Psychological tests:

- a) Intelligence tests- Verbal / Non-verbal /Performance.
- b) Personality.
- c) Interest inventory.
- d) Attitude/ Value scale.

#### **BOOKS RECOMMENDED:**

1. Arbucle, D.S.(1965). Counselling: Philosophy, theory and practice. Boston: Allyn and Bacon.
2. Bantole, M.D.(1984). Guidance and counselling. Bombay: Sheth and Sheth Publications.
3. Blocher, D.H. (1987).The professional counsellor. N.Y. Macmillan.
4. Burnard, P.(2005). Counselling skills training. New Delhi: Viva Book Private Limited.
5. Dryden, W. & Filethaman, C. (1994). Developing counsellor training. London: Sage Publications.
6. D.G.E. & T.Pumphlets Publications. Ministry of Labour. Govt. of India.
7. Gelso, C.J. & Fretz, B.R.(1995).Counselling psychology. Bangalore: Prisin Book.

8. George, R.I. & Critiani ,T.S. (1990). Counselling theory and practice. New Jersey: Prentice Hall.
9. Ghose, J.(1995). Vocational guidance. New Delhi : U.S.S. Publication.
10. Gibson, Robert L. & Mitchell, Marianne H. (2007) Introduction to counseling and guidance. Pearson Prentice Hall of India. New Delhi.
11. Jones A.J .et al. (1970). Principles of guidance. New York : McGraw Hill Book Company.
12. Lewis, M.D., Mayer, R.L. & Louis, J.A. (1986). An introduction to counselling profession. Illinois: F.E. Peacock Publishers.
13. Myers, G.E. (1948). Principles and techniques of vocational guidance. London: McGraw Hills Company.
14. Pietrofa, J.J., Hoffman, A. & Splete, H.H. (1984). Counselling: An introduction. Boston Houghton: Mifflin Company.
15. Petterson, G.H. (1962). Counselling and guidance in schools. London: McGraw Hill Book Company.
16. Saxena, A. (2007). Modern techniques of counselling. New Delhi: Rajat Publications.
17. Shertzer, B. & Stone S.C. (1974). Fundamentals of counselling. Boston: Houghton Mifflin Co.
18. Sherlzer, B. & Stone S.G. (1980). Fundamentals of guidance. Boston: Houghton Mifflin Co.
19. Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.

### **OPTION-B: ADULT, CONTINUING AND LIFE LONG EDUCATION-I**

Marks	: 100
Theory	: 80
External	: 60
Internal	: 20
Practical	: 20

**Objectives :** After the completion of the course, the student will be :

- aware of the concept of Life Long Education
- acquainted with the approaches to Life Long Education
- sensitised to the need of Adult and Continuing Education in the contemporary world
- aware of the literacy situation and government's efforts for improving the literacy status.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### **COURSE CONTENT**

#### **Theory**

#### **Unit-I**

1. Adult and continuing education: Evolution of concept, Aims and practice.
2. Need and importance of adult and continuing education in developing a learning society. Emergence of the philosophy of lifelong learning.

#### **Unit-II**

1. Philosophical basis of concept of life long education – humanism and existentialism.
2. Sociological basis of concept of life long education. Need and importance in the contemporary world.

#### **Unit-III**

1. Scope of Life Long Education- literacy, awareness, continuing education and empowerment of all sections of society.
2. Impact of Life Long Education on formal education- education for diverse target groups through
  - a. Open Learning
  - b. Web Based Education
  - c. Community Colleges

#### Unit-IV

1. Literacy situation in India. Total Literacy Campaign(TLC)- Objectives and Strategies      b)  
Monitoring and Evaluation of TLC

#### Practical

Poster preparation and exhibition on any/ all of the following:

- i) Open learning
- ii) Part time courses
- iii) Web based education

**Note:** Assessment of practical work will be made by a board consisting of the subject teacher, one subject expert (External) and the Chairperson/Principal.

#### BOOKS RECOMMENDED

1. Alford, H. J. (1968). Continuing education in action: Residential centres for lifelong learning. New York: Wiley.
2. Belanger, P. & Gelpi, E. (1995). Lifelong education. London: Kluwer Academic Publishers.
3. Indian Journal of Adult Education. 69, 3, 2008.
4. Indian Journal of Adult Education. 69, 4, 2008.
5. International Journal of Adult and Lifelong Education. 68, (1-2) 2007.
6. International Journal of Adult and Lifelong Education. 68, (3-4) 2007.
7. International Journal of Adult and Lifelong Education Vol. No. 1. 2003, UNESCO & UNDP Documents and Publications.
8. Jarvis, P. (1990). International dictionary of adult and continuing education. London: Routledge.
9. Jethithar, B. (1996). Adult education and extension. New Delhi: APH Publishers.
10. New Frontiers in Education- International Journal of Education. Vol. XXXII. No.2. April- June 2002.
11. Pareek, V. K. (1992). Adult education. Delhi: Himansher.
12. Patil, S.P. (1996). Problems of adult education programme. Ambala Cantt : Associated Publications.
13. Rahi, A.L. (1996). Adult educational policies and programmes. Ambala Cantt: Associated Publications.
14. Rao, D.S. (1993). Continuing education in India. Ambala : The Associated Publishers.
15. Rao, V. J. (2000). Problem of continuing education. New Delhi: Discovery Publications.
16. Reddy, G. L. (1997). Role performance of adult education teachers: problems and prospects. New Delhi: Discovery Publications.
17. Roy, N. R. (1967). Adult education in India and abroad. Delhi: S.Chand Publications.
18. Seetharamu, A.S. & Devi. (1994). Adult education. New Delhi: Ashish Publications.
19. Sharma, I. P. (1985). Adult education in India: Policy perspective. New Delhi: NBO Publications.
20. Singh, U.K. & Sudarshan, K.N. (1996). Non-formal and continuing education. New Delhi: Discovery Publishing House.
21. Singh, U.K. & Nayak, A.K. (1997). Lifelong education. New Delhi: Commonwealth Publishers.
22. Slowey Maria & Watson David. (2003). Higher education and the life course. Berkshire England: Open University Press. Mc Graw-Hill Education.
23. Sodhi, T.S. (1987). Adult education: A multidisciplinary approach. Ludhiana: Katson Pub. House.
24. UGC guidelines of life long learning and extension (2007-2012). University Grants Commission: New Delhi.
25. UNDP. (2006). Human Development Report 2006, New York, Oxford University Press.
26. Venkataiah, S. (2000). Lifelong continuing education, New Delhi: Anmol Publications Pvt. Ltd.
27. Venkataiah, S. Ed. (2000). Lifelong and continuing education. New Delhi: Anmol Publication Pvt. Ltd.
28. Ward, K. & Taylor, R. Eds. (1986). Adult education and the working class : education for the missing millions. London: Croom Helm.
29. Yadav, R. S. (1991). Adult education, training and productivity. Ambala Cantt: Indian Publications.

## OPTION-C: VALUE EDUCATION AND HUMAN RIGHTS -I

Total Marks : 100  
External : 80  
Internal : 20

**Objectives :** After completing the course the student will be able to:

- understand the need and importance of Value-Education.
- understand the nature of values in Indian context
- understand the various approaches to value development viz-a-viz their cognitive and social development.
- understand the human rights in the field of education.
- Understand the philosophical basis of human rights.

### **Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### **COURSE CONTENT**

#### **Unit - I**

Value Education and Culture:

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

#### **Unit -II**

Approaches to Value Development:

1. Psycho-analytical approach.
2. Learning theory approach, with special reference to social learning theory approach.
3. Cognitive development approach- Piaget Kohlberg's Stages of moral development – their characteristics and features.

#### **Unit - III**

1. Human rights and Education: Need and Importance and Recommendations of various National and International bodies.
2. Right to Access and Equal opportunity in education.

#### **Unit - IV**

Philosophical Foundations of Human rights: Nature and Sources.

### **BOOKS RECOMMENDED**

1. Karan, Reddy, & V. Narakyam. (1979). Education and Value. New Delhi : B.R Publishers Corpn.
2. Symonides, J. (2002). Human rights concept and standards. Rawat Publications.
3. Mohanty, J. (2005). Teaching of human rights: New trends and innovations. New Delhi : Deep and Deep Publications Pvt. Ltd.
4. Tarrow, N.B. (1987). Human rights and education. Vol.-3. Programon Press.
5. Pandey, V.C. (2005). Value education and education for human rights. Delhi : Isha Books.
6. Bhatt. S.R. (1986). Knowledge, value and education: An axionoetic analysis. Delhi : Gian Publisher.
7. Josta, Hari Ram. (1991). Spiritual values and education. Ambala Cantt : Associated Publishers.
8. Kar, N.N. (1996). Value education: A philosophical study. Ambala Cantt : Associated Publishers.

## OPTION – D : COMPARATIVE EDUCATION-I

Marks : 100  
External : 80  
Internal : 20

**Objectives :** After completing the course the students will be able to:

- explain the concept of comparative Education.
- understand the need and importance of Comparative Education
- explain the factors influencing the educational system of a country

- understand the structure of Educational system in different countries.
- compare the education ladder of U.K., Egypt and India.
- compare the salient features of Educational system of UK, Egypt and India with special reference to administration and Control.
- understand & compare the objectives, system of admission and evaluation of above mentioned countries.
- understand problems, recent trends and innovations in Education in above mentioned countries.

#### COURSE CONTENT

##### Unit-I

1. Meaning, purpose, methods and limitations of comparative education.
2. Factors influencing the educational system of a country-political, social, linguistic, geographical and economic.

##### Unit-II

1. Educational ladder of U.K, Egypt and India.
2. Salient features of educational system of UK, Egypt and India with special reference to administration and control.

##### Unit-III

1. Objectives of education at each stage and curriculum in general in UK, Egypt and India.
2. System of admission and examination at different stages of education in U.K., Egypt and India.

##### Unit-IV

1. Educational problems at each stage in above mentioned countries.
2. Recent trends and innovations in education in above mentioned countries.

#### BOOKS RECOMMENDED

1. Beredy, G.Z.F. (1964). Comparative methods in education. Oxford & East Publishing Co.: New Delhi
2. Blavic, Emile. (1987). Primary education : development and reform, perspective in education. Vol.3, No.3, 153-60.
3. Carlton, R., Colley and Machinnon. (1977). Educational change and society. Toronto : Gage Educational Publishing, Toronto.
4. Carnoy, M.H.Levin. (1985): Schooling and Work in the Democratic State, Stanford University Press, Stanford, California.
5. Cantor, Leonard(1989): The re-visioning of vocational education(1989) in American high school. Journal of Comparative Education. Vol. 25. Number 2.
6. Dearden, R.F.(1970): The philosophy of primary education. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House : London.
7. Dent, H.C.(1961): The educational system of England and Wales. University of London Press Ltd., Warwick Square London & C.V.
8. Epstein, Erwin, H. (1987). Against the currents: A critique of ideology in comparative education. Compare. 17 No.1.
9. Green, J.L.(1981). Comparative education and global village. Meerut : Anu Book. Shivaji Road.
10. Georgie, D.M. (1978). Education in modern Egypt : ideals and realities. Routledge and Kegan Paul. London : Hexley and Boston.
11. Hans, Nicholas. (1965). Comparative education. London : Routledge and Kegan Paul Ltd.
12. James, H.R. & Mathew, A. (1988). Development of education system in India. New Delhi : D.K.Publisher Distributors Pvt. Ltd.
13. Jangira, N.K.(1986). Special education scenario in Britain and India. Issues, Practice, Pewspective. Gurgaon.: Indian Documentation, Service Book Seller and Publishers. Patel Nagar.
14. Sharma Y.K. (2004): Comparative education – a comparative study of educational systems. New Delhi : Kanishka Publishers.
15. Sodhi, T.S. A text book of comparative education. New Delhi : Vikash Publishing House Pvt. Ltd.

16. Choube S.P.and Choube A.(1993). Comparative education. New Delhi : Vikas Publishing House Pvt. Ltd.
17. Rao V.K.and Reddy R.S.(2004). Comparative education. New Delhi : Commonwealth Publishers
18. Sharma, R.N.(2008). Comparative education. New Delhi : Surjeet Publications, Kamla Nagar.
19. Choube S.P. Features of comparative education. Agra : Vinod Pustak Mandir.
20. Sharma, R.A (2007). Comparative education. Meerut : R. Lall Book Depot.
21. Sharma, R.A.(2005). Comparative Perspective on Education, Jaipur : ABD Publishers, Imliwala Phatak,
22. Sharma, R.A.(2008). Tulnatamak Adhyan Shiksha, R.Lall Book Depot, Meerut. (HINDI VERSION)
23. Rawat, Dubey and Upadhyaya. (2008). Comparative Education. Agra : Radha Krishan Mandir.

### **OPTION-E: TEACHER EDUCATION-1**

Total Marks : 100  
External : 80  
Internal : 20

**Objectives :** After completing the course the student will be able to:

- describe the need, concept and scope of Teacher education, historical development with special emphasis on different documents.
- highlight the aims and objectives of Teacher education at elementary, secondary and college level.
- explain structure, administration, curriculum methodology and evaluation procedure of pre-service teacher training.
- discuss the structure, agencies and methods of in-service teacher training programme.
- acquaint the students with professional organizations of various level of teachers familiarize with programmes of faculty improvement, performance appraisal and of their methods of recruitment and selection.
- describe the organizational process of teacher education to distance mode.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### **COURSE CONTENT**

#### **Unit - I**

1. Need, Concept and Scope of Teacher Education.
2. Historical development of Teacher education with special emphasis on Kothari Education Commission Report (1964-66), National Policy of Education (1986), C.A.B.E. committee Report, UGC (1994) report for B.Ed. correspondence, National Curriculum Framework (2005).

#### **Unit - II**

Pre Service training:

1. Objectives
2. Recommendations for curriculum by NCERT and NCTE
3. Methodology of curriculum transaction
4. Evaluation techniques.



### **Unit - III**

Inservice Education:

1. Types of inservice courses for teachers  
(Orientation courses, workshops, seminars, refresher courses, summer institutes )
2. Agencies for Inservice education  
(Institutional Programmes, S.I.E, D.I.E.T, N.C.T.E. , N.C.E.R.T, Academic Staff College, extension Department).

### **Unit - IV**

Teacher Education through Distance Mode.

- a) Different modes of education used for distance education of Teachers.
- b) E – Learning resources.

#### **BOOKS RECOMMENDED**

1. Aggarwal, J.C. (1984). Landmark in the history Indian education system. New Delhi : Vikas Publishing House.
2. Chaurasia, G. (1976). New era in teacher education. New Delhi.
3. Govt. of India (1992). Report of C.A.B.E. Committee. Department of Education. New Delhi.
4. Devedi, Prabhakar (1980). Teacher education - a resource book. N.C.E.R.T. New Delhi.
5. Govt. of India. (1966). Education and national development. Report of education commission. New Delhi.
6. Govt. of India. (1986). National policy of education. Ministry of human resource and development. New Delhi.
7. Khan, Mohd. Sharif. (1983). Teacher education in India and abroad. New Delhi : Sheetal Printing Press.
8. Kohli, V.K. (1992). Teacher education in India. Ambala; Vivek Publishers.
9. Mishra, K.S. (1993). Teachers and their education. New Delhi: Associate publication.
10. Mohanty, J.N. (1988). Modern trends in Indian education. New Delhi : Deep and Deep Publication.
11. Mohanty, J.N. (1993). Adult and national education. New Delhi: Deep and Deep Publication.
12. N.I.E.P.A. (1984). Report on status of teachers. New Delhi. National Institute of Educational Planning and Administration.
13. Rao, D.B. (1988). Teacher education in India: New Delhi: Discovery Publishing House.
14. Sharma, R.A. (2005). Teacher education Meerut : Loyal Book Depot.
15. Sharma, S.P. (2005). Teacher education. New Delhi : Kanishka Publisher.
16. Singh, L.C. (1983). Third national survey of scholastic education in India. New Delhi : NCERT.
17. Srivastava, R.C. & Bose, K. (1973). Theory and practice teaching education in India. Allahabad: Chugh Publication.
18. Stones & Morris (1973). Teaching practice problems and prospectors. London: Mathuen & Co.
19. Udayveer (2006). Modern teacher training. New Delhi : Anmol Publications.
20. UNESCO: School based in service training. Bangkok

## OPTION-F: SPECIAL EDUCATION-I

Total Marks	:	100
Practical	:	80
External	:	60
Internal	:	20
Practical	:	20

**Objectives :** After completing the course, the students will:

- acquaint themselves with the concepts of exceptionality and special education.
- develop awareness about current trends and legislation.
- familiarize themselves with the concept and provisions for the mentally challenged.
- familiarize themselves with the concept and intervention strategies for the learning disabled.
- develop skills to identify children with special needs.
- be sensitized towards social alternatives.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

**COURSE CONTENT**

**Theory**

**Unit -I**

1. Special education – concept, nature, objectives, historical and philosophical perspectives.
2. Classification of exceptional children; relevance of special education.

**Unit-II**

Current Trends In Special Education

1. Inclusion, integration, legislation (rci act 1992, pwd act 1995, national trust act 1999 , national policy on disability, 2006)
2. Community based rehabilitation (cbr) and least restricted environment (lre), team work; family-professional partnership.

**Unit - III**

Mental Retardation / Mentally Challenged:

1. Definition, characteristics, causes and prevention, needs and problems.
2. Classification, identification, teaching strategies, educational and training programmes for children with mental retardation.

**Unit - IV**

Learning Disabilities:

1. Concept, nature, causes and types.
2. Identification and intervention strategies of dyslexia, dyscalculia and dysgraphia.

Practical

- a.) Administration and Interpretation of DTL, DTS-Bharat Raj / BASIC-MR Peshawariya et al, VSMS.
- b.) Discussion / Debates and reporting on sexuality and marriage alternatives for children with special needs.

## BOOKS RECOMMENDED

1. Advani , L. & Chadha, A. (2003) .You & your special child . New Delhi: UBS Publishers & Distributors.
2. Berdine, W. H., Blackhurst , A.E. (Eds.) (1980). An introduction to special education. Boston: Little. Brown and company.
3. Encyclopedia of special education. (1987). Vol.1, 2 ,3 Ed's Cecil r. Reynolds & Lester Mann. New York : John Haley & sons.
4. Frank, M.H. & Steven, R.F.(1984). Education of exceptional learners Massachusetts : Allyn & Bacon. Inc.
5. Hallahan, D.P. & Kauffman, J.M.(1991). Exceptional children – introduction to special education. Massachusetts : Allyn & Bacon.
6. Hans, I. J. (2000). Children in need of special care. Human Horizons Series. Souvenir Press (E&A Ltd.)
7. Kirk, S.A. & Gallagher, J. J. (1989). Education of exceptional children. Boston : Houghton Mifflin Co.
8. Panda, K.C. (1997). Education of exceptional children. New Delhi : Vikas Publishing House.
9. Yseldyke, J.E. & Algozzine, B.(1998). Special education. New Delhi : Kanishka Publishers and Distributors.

## OPTION - G : EDUCATIONAL TECHNOLOGY-I

Total Marks	: 100
Practical	: 80
External	: 60
Internal	: 20
Sessional Work	: 20

**Objectives :** At the end of the course, the students will be able to:

- explain the meaning , types and scope of educational technology.
- formulate instructional objectives for different domains.
- explain the concept variables, phases and levels of teaching.
- describe different models of teaching and develop two sample lesson plans.
- explain Microteaching and Interaction analysis along with their principles and processes.

### **Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### **COURSE CONTENT:**

Theory

#### **Unit -I**

1. Education Technology: Concept, nature and scope.
2. Development of educational technology in historical perspective, Components of educational technology: Psycho- technology, Planning technology, Management technology, ICT, System technology.

#### **Unit –II**

1. Objectives: Differentiation and derivation for aims to goals, general objectives from goals and instructional objectives from general objectives.
2. Formulating instructional objectives, categorization of objectives in taxonomic categories of cognitive, affective and psychomotor domains.

### Unit –III

1. Teaching: concept, variables, phases and levels of teaching.
2. Models of teaching: Bruner's concept attainment model, Ausubel's advance organizer model, Taba's Inductive thinking model.

### Unit –IV

1. Teacher training techniques: Simulated teaching and microteaching.
2. Observation of classroom interaction: Flander interaction analysis.

#### Sessional Work

- (a) Demonstration of teaching skills through microteaching. (Two lessons)
- (b) Coding and decoding classroom interaction through Flanders. (Two lessons)
- (c) Two sample lesson plans on models of teaching.

### BOOKS SUGGESTED

1. Bhushan & Ahuja. (1992). Educational technology. Vikas Publication : B -57, Meenakshi Puram, Meerut.
2. Bigge, M.L. & Hunt, M.(1968). Psychological foundation of education, Harper and Row Publishers. London.
3. Bloom, B.S. (1972). Taxonomy of educational objectives. A Hand Book- I (Cognitive Domain), New York : David McKay Compo.
4. Chauhan, S.S.(1978). A textbook of programmed instruction. New Delhi : Sterling Publishers.
5. Das, R.C. (1993). Educational technology : A basic text . New Delhi : Sterling Publishers.
6. Dececco, J.P. & Cramford, W.R. (1977). Psychology of learning and instructions. Prentice Hall of India Pvt. Ltd.
7. Flanders, Ned A. (1970). Analysing teaching behavior. London : Addison Wesley Publishing Co.
8. Gage, N.L.(1978). The scientific basis of the art of teaching. London : Teacher's College Press.
9. Gronlund, N.L.( ). Stating behavioural objectives for classroom teaching.
10. Joyce, B. Weil, M & Showers, B. (1985). Models of teaching. New Delhi. Prentice Hall of India, Pvt. Ltd.
11. Joyce, Bruce & Weil. (1985). Models of teaching. Prentice Hall of India, Pvt. Ltd.
12. Mehra, V. (2004). Educational technology. New Delhi : S.S. Publishers.

### OPTION-H: MEASUREMENT AND EVALUATION-I

Total Marks	: 100
External	: 80
Internal	: 20

**Objectives :** After completing the course, the students will:

- acquaint themselves with the concepts and techniques of measurement and evaluation.
- develop skills in the construction and standardization of tests.

#### **Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### COURSE CONTENT

#### Unit-I

##### Measurement And Evaluation

1. Concept of measurement and evaluation.
2. Importance of measurement and evaluation, types of evaluation.
3. Levels of measurement.

## Unit-II

### Standardization Of Tests

1. Types of achievement tests – essay and objective type test.
2. Standardized tests and teacher made tests.
3. Steps in the standardization of achievement tests.
4. Norm referenced and criterion referenced tests.
5. Item analysis: item difficulty, discrimination index, effectiveness of distracters.

## Unit-III

### Characteristics Of Measuring Tools

1. Reliability—meaning, methods and factors affecting reliability.
2. Validity—meaning, types and factors affecting validity.
3. Norms—age, grade, percentile, standard scores (T-scores, C-scores, Z-scores).

## Unit - IV

1. Significance of statistics and difference between statistics (Mean only).
2. Analysis of variance(one way and two way): assumptions and computation.

### BOOKS RECOMMENDED

1. Anastasi, A. (1988). Psychological testing 6<sup>th</sup> Ed. New York: The Macmillan Co.
2. Ebel, L.R. & Frisbie, D.A. (1991). Essentials of educational measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Freeman, F.S. (1965). Theory & practice of psychological testing. New York : Rinehart & Winston,
4. Garrett, H.E. (1973). Statistics in education and psychology. Bombay: Vakils Febber & Simons.
5. Guilford, S.P. & Fruchtor, B.(1973). Fundamental statistics in psychology and education. (5<sup>th</sup> Ed.). New York: McGraw Hill and Co.
6. Popham, W.J.(1988). Educational evaluation. New Delhi : Prentice Hall.
7. Thorndike, R.L. & Hagen E. (1977). Measurement and evaluation on psychology and education. New York : John Wiley and Sons, Inc.
8. Aiken, L.R. (1985). Psychological testing and assessment. Boston : Allyn and Bacon.
9. Ebel, R.L. & Frisbie, D.A.(1986). Essentials of educational measurement. New Delhi : Prentice Hall.
10. Grownlund, N.E. (1981). Measurement and evaluation in teaching. New York : Macmillan.
11. Karmel, L.C & Karmel, M.C. (1978). Measurement and evaluation in schools. New York : Macmillan.
12. Mehrens, W.A. & Lehmann, I.J. (1984). Measurement and evaluation in education and psychology. New York : Holt,
13. Rinehart, Winstom,.
14. Aggarwal, Y.P.(1989). Statistical methods, concepts application and computation. New Delhi : Sterling.
15. Guilford, J.P. (1978). Fundamental statistics in psychology and education (6<sup>th</sup> Ed.) New York : McGraw Hills.
16. Cronbach, L.G (1964). Essentials of psychological testing. New York : Harper .
17. Aggarwal, R.N. & Asthana,V.(1983). Educational measurement & evaluation. Agra : Vinod Pustak Mandir.

### OPTION-I: CURRICULUM DEVELOPMENT-I

Total Marks	: 100
Practical	: 80
External	: 60
Internal	: 20
Sessional Work	: 20

**Objectives :** After completing the course, the students will:

- understand and the concept of curriculum and curriculum development
- explain the foundations of curriculum

- explain the principles of curriculum construction
- describe factors affecting curriculum change
- explain eclectic model of curriculum design
- explain Taba's model of curriculum development

**NOTE**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

**COURSE CONTENT**

**Unit – I**

1. Concept of curriculum development and other curricular fields (curriculum design and curriculum engineering).
2. Epistemological, social and psychological foundations of Curriculum development.

**Unit - II**

1. Nature, purpose and scope of Curriculum development.
2. Principles of formulating aims, specific content, defining teaching learning experiences and evaluation procedures.

**Unit – III**

1. Factors affecting curriculum change:
  - Social factors
  - Pressure groups
  - Writers and publishers
2. Role of teacher as a Curriculum maker

**Unit – IV**

1. Eclectic model of curriculum design
2. Taba's model of curriculum development.

**Sessional Work:**

Course construction according to Taba's Model.

**BOOKS RECOMMENDED**

- 1) Anning, Angela.(1995). A national curriculum for the early years. Open University Press. Buckingham, Philadelphia.
- 2) Audrey & Howard Nocholls. (1978). Developing curriculum. A practical guide. George Allen & Unwin, Boston, Sydney, London.
- 3) Denis Lawton.(1986). School curriculum planning. Hodder & Stoughton, London, Sydney.
- 4) Edward, A.Krug. (1960). The secondary school curriculum. Harper and Row Publishers, New York & Evanston.
- 5) Erickson, H.Lynn.(1998).Concept-based curriculum and instruction, Corwin Press, Inc.
- 6) Goodson, Iror.F.(1994). Studying curriculum. Buckingham : Open University Press.
- 7) Hugh Sockett.(1976).Designing the curriculum. London : Open Books.
- 8) Iron, K.Davies.(1976). Objectives in curriculum design. Mcgraw Hill Book Company Limited, England.
- 9) Leece, Joseph & others.(1961).The teacher in curriculum.
- 10) Lewy, Aneh.(1991). Studying curriculum. Buckingham : Open University Press.
- 11) Omsterin, Allen C.A. Curriculum foundations, Principles and issues. London : Prentice Hall International Ltd.

- 12) Pratt, David. (1980). Curriculum design and development. New York : Harcourt Brace and World Inc. Romiszowski, A.J.(1986). Designing instructional system - Decision making in course planning and design.
- 13) Saybr & Alexander. (1960). Curriculum planning. New York : Holt Linchart & Winston.
- 14) Smith, Stawey & Shores.(1957). Curriculum development. World Book Co.
- 15) Solomen, Pearl G.(1998). The curriculum bridgo. Corwin Press Inc.
- 16) Tyler,R.W. (1974).Basic principles of curriculum and instruction. London : Open University Pub.
- 17) Vernon,E. Anderson. (1962).Principles and procedures of curriculum improvement.
- 18) Zais, R.S. (1976). Curriculum principles and foundations. London : Harper & Row Pub.

### **OPTION J: ENVIRONMENTAL EDUCATION-I**

Total Marks :	100
Theory	: 80
External	: 60
Internal	: 20
Practical	: 20

**Objectives :** After the course is over, students will be able to:

- explain the concept and components of environment.
- explain the concept and types of ecosystems.
- describe food chain and food web.
- explain the concept, importance, scope and aims of environmental education.
- enlist the principles and foundations of environmental education.
- discriminate between different types of environmental pollution.
- suggest some strategies for environmental conservation.
- discuss the importance of responsible environmental behavior.
- discuss the importance of environmental awareness, attitude, sensitivity and action strategies for teachers and students.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

#### **COURSE CONTENT**

##### **Theory**

##### **Unit- I**

1. Concept and components of environmental education.
2. Concept and types of ecosystems.
3. Food chain and food web.

##### **Unit – II**

1. Concept, importance and scope of environmental education.
2. Aims and objectives of environmental education.
3. Principles and foundations of environmental education.

##### **Unit – III**

1. Environmental pollution: air, water, soil, noise and radioactive pollution.
2. Extinction of flora and fauna, deforestation and soil erosion.
3. Importance of environmental conservation and strategies for environmental conservation.

#### Unit – IV

1. Meaning, importance and components of responsible environmental behavior among teachers and students.
2. Importance of environmental awareness, environmental attitude, environmental sensitivity and environmental action strategies for teachers and students.

#### Practical

A Community survey for determining environmental awareness or sensitivity among students/teachers.

#### BOOKS RECOMMENDED

1. Dani , H.M. (1986). Environmental education. Chandigarh : Publication Bureau. Panjab University .
2. Bhalla , S.G.& Khanna, H.(2007). Environmental education. New Delhi : Regal Publication.
3. Nagra, V. (2006). Environmental education. Jalandhar : Sharma Publications.
4. Nanda, K.V.(1997) Environmental education. New Delhi : Anmol Publications Pvt.Ltd.
5. Nasrin (2007) Education, environment and society. New Delhi : APH Publishing Corporation.
6. Saxena, A.B.(1986). Environmental education. Agra : National Psychological Corporation.
7. Sharma , R.C.(1981). Environmental education, New Delhi : Metropolitan Book Co.
8. Shrivastava, K.A. (2007) Global warming. New Delhi : APH Publishing Corporation.
9. Shukla, K.S. & Shrivastava, R.P.(1992) Emerging pattern of environmental structure. New Delhi: Commonwealth Publishers .
10. Singh , K.Y.(2005). Teaching of environment science. New Delhi : Chaman Enterprises.
11. Sudhir, A.M.& Masillamani, M.(2003) Environmental issues. New Delhi : Reliance Publishing House.

#### OPTION-K: YOGA EDUCATION -I

Marks	:	100
Theory	:	80
External	:	60
Internal	:	20
Practical	:	20

**Objectives:** After completing the course the student will be able to:

- appreciate the role of Yoga in life.
- appreciate the role of Yoga in the development of moral values and social values.
- understand 'traditional' and philosophical' aspects of yoga.
- understand some technical and health aspects of yoga.
- practice the prescribed Asana, Pranayamas and Shudhi Kriyas.

#### Note:

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

#### COURSE CONTENTS

##### Theory

##### Unit-I

- a. Meaning and Concept of Yoga, types of yoga with their special features, aims and objectives.
- b. Introduction Patanjali Yoga Darshan with special features of its four chapters

##### Unit-II

- a. Srimad Bhagwad Gita: Gyan, Karma and Bhakti Yoga- Their meaning and concept with their special features in respect of attainment of Moksha.
- b. Hathyoga Pradipika : Hath Yoga - its meaning, aim and objectives, various components of Hath Yoga with their brief special features and benefits.

##### Unit-III



- a. Meaning of Astang Yoga and its components.
- b. Yama (abstinences) and Niyama (observances). Its meaning and components of Yama & Niyama with emphasis on their significance in modern life.

#### Unit-IV

- a. Shudhi Kriyas : Its meaning, aims and objectives, technique and benefits of Neti Neti(Jal&Sutra), and Dhauti (Vastra & Vaman)
- b. Shudhi Kriyas : Its meaning, aims and objectives, technique and benefits of, Tratak, Kapalbhathi and Basti kriya.

#### Practical

1. Shudhi Kriyas : Jal Neti,Rubber Neti, Kapalbhathi & Tratak
2. Asanas :
  - Yogic Exercise : Surya Namaskar
  - Meditative Pose : Padam, Vajra, Sidha
  - Relaxative : Shav & Makar
  - Cultural : Sarvang,Hal,Pawanmukut,Matesya,Bhujang
  - Dhanur ,Vakar & Ushtra
3. Pranayama : Correct deep breathing in respect of 1:2 ratio for purks and rechka, 15-30 minutes practice for Nadishodhan, Suryabhedhan, Ujjai, Sitali/ Shitkari
4. Meditation / Relaxation : Yoga Nidra
5. Viva - Voce & Note Book\*

\* Students have to prepare practical notebook in respect of introduction of Asanas, Pranayama, meditation, Kriyas and meaning, technique and benefit of 5 Asanas, two Pranayama two Kriyas and one Meditation.

#### Books Recommended:

1. B.K.S Iyenger. (1984). Light on Yoga. Sydney: Unwin Paper Back.
2. Chandradhar Sharma. (1976). A Critical Survey of Indian Philosophy. Delhi: Moti Lal Banarsi Dass.
3. Dr. H.R. Nagendra. (1993). Yoga Education. Banglore: Vivekanande Kendra.
4. I.R. Taimini. (1973). Glimpses into Psychology of Yoga. Madras, Adyar: The Theosophical Publishing House.
5. P.T. Raju. (1982). The Philophysical Traditions of India. Delhi: Moti Lal Banarsi Dass.
6. S.N. Das Gupta. (1987) Yoga Philosophical in Relation to other system of Indian Thought. New Delhi: Moti Lal Banarsi Dass.
7. Dictionary of Indian Philosophy and Yoga Edu. Dr. Arun Publications, Chandigarh (1997).
8. Brahmishi Vishvatma Bawara. (1997). Yoga for life Divine. Chandigarh: Radiance Publications.
9. Swami Kuvalyananda. (1992). Pranayama. Bombay: Popular Prakashan.
10. Swami Kuvalyananda. (1983). Pranayma. Bombay: Popular Prakshan.

#### OPTION-L : EDUCATIONAL ADMINISTRATION AND MANAGEMENT - I

Total Marks : 100  
External : 80  
Internal : 20

**Objectives :** After the course is over, students will be able to aware of the :

- concepts and application of administration and management in the field of education.
- administrative aspects.
- leadership and its various concepts.
- organizational behaviour.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

**COURSE CONTENT****Unit – I**

Educational administration and management : Meaning & scope; Basic principles & emerging Concepts.

**Unit – II**

Administrative processes with special reference to educational organizations.

- (a) Communication
- (b) Decision Making
- (c) Organizational development and compliance
- (d) Management by objectives (MBO)
- (e) Organizational change

**Unit – III**

Organizational Behaviour :

Motivation, job satisfaction, relationship in organizational set up, Conflict resolution.

**Unit – IV**

Leadership in Educational Organizations

- (a) Meaning and Nature
- (b) Theories of leadership & their relevance in education
- (c) Style of leadership
- (d) Leadership traits & Skills

**BOOKS RECOMMENDED**

1. Agarwal, V.& Bhatnagar, R.P. (1997). Supervision, planning and financing. Meerut : India. Surya Publications.
2. Chandrasekaran, P. (1994). Educational Planning and Management. New Delhi : Sterling Publishers.
3. Greene, J.F.(1975). School personnel administration. Chilton Book Company : Pennsylvania.
4. Khan N., Sharif & Khan, M.Saleem. (1980). Educational administration. New Delhi : Ashish Publishing House.
5. Kuldip Kaur. (1985). Education in India, Policies, Planning and Implementation. Chandigarh : Arun and Rajiv Pvt. Ltd.
6. Lulla, B.P. & Murthy, S.K. (1976). Essential of educational administration. Chandigarh : Mohindra Capital Publishing.
7. Manju, Bala. (1990). Leadership behaviour and educational administration. New Delhi : Deep & Deep Publishing.
8. Mathur, S.S. Educational administration and management. Ambala Cantt : Indian Publications.
9. Mukherji, S.N. (1970) Administration and educational planning finance. Baroda. Acharya Book Depot.
10. Philip H. (1996). The world crisis in education. Oxford University Press.
11. Tara Chand & Ravi Prakash. (1996). Advanced educational administration. New Delhi : Kanishka Publishers.
12. Thakur D. & Thakur, D.N. (1996). Educational planning and administration. New Delhi : Deep and Deep Publications.
13. Thomas, I Sergiovanni. (1980). Educational governance and administration. America ;Prentice Hall.
14. Trivedi, P.R. & Sudershan, N.K. (1996). Management education. New Delhi : Discovery Publishing House.

**OPTION-M: DISSERTATION PROPOSAL**  
**The student will be required to submit the synopsis for dissertation.**

**SEMESTER – IV**

**PAPER IV & V, VI**  
**OPTION-A: GUIDANCE AND COUNSELLING-II**

Total Marks :	100
Theory :	80
External :	60
Internal :	20
Practical :	20

**Objectives :** After the course is over, students will be able to:

- explain approaches of counselling.
- explain skills of counselling.
- describe non-testing techniques.
- explain relevance of theories of counselling.
- develop the skill of administration and interpretation of psychological tests.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

**COURSE CONTENT**

Theory

**Unit – I**

1. Approaches of counselling: Directive, Non-directive and Eclectic counselling.
2. Counsellor: Characteristics, Functions and Ethics.
3. Skills of Counselling: Building trust, Listening, Observation and Empathy.

**Unit -II**

Theories of Counselling -

1. Freud's Psychoanalytic,
2. Behaviouristic,
3. Gestalt.

**Unit-III**

1. Importance of non-testing techniques for student appraisal.
2. Interview, Observation, Case study, Anecdotal record and Cumulative record as techniques of student appraisal.

**Unit -IV**

1. Evaluating guidance programme.
2. Recent trends of Guidance and Counselling in India .

**Practical**

- a) Administration and interpretation of D.A.T.
- b) Application of any one non-testing technique for counselling purpose.
- c) Report of visit to the following places:
  - i) Employment Exchange.
  - ii) Guidance and Counselling Centres.

## BOOKS RECOMMENDED

1. Arbuckle, D.S.(1965). Counselling: Philosophy, theory and practice. Boston : Allyn and Bacon.
2. Bantole, M.D.(1984). Guidance and counselling. Bombay : Sheth and Sheth Publications.
3. Blocher, D.H. (1987).The professional counsellor. N.Y. Macmillan.
4. Burnard, P.(2005). Counselling skills training. New Delhi: Viva Book Private Limited.
5. Dryden, W. & Filethaman, C. (1994). Developing counsellor training. London: Sage Publications.
6. D.G.E. & T.Pumphlets Publications. Ministry of Labour. Govt. of India.
7. Gelso, C.J. & Fretz, B.R.(1995).Counselling psychology. Banglore : Prisin Book.
8. George, R.I. & Critiani ,T.S. (1990). Counselling theory and practice. New Jersey : Prentice Hall.
9. Ghose, J.(1995).Vocational guidance. New Delhi : U.S.S. Publication.
10. Gibson, Robert L. & Mitchell, Marianne H. (2007) Introduction to counseling and guidance. Pearson Prentice Hall of India. New Delhi.
11. Jones A.J .et al. (1970). Principles of guidance. New York : McGraw Hill Book Company.
12. Leuis, M.D., Mayer, R.L. & Louis, J.A. (1986). An introduction to counselling profession. Illinois: F.E. Peacock Publishers.
13. Myers, G.E. (1948). Principles and techniques of vocational guidance. London: McGraw Hill Company.
14. Pietrofa, J.J., Hoffman, A. & Splete, H.H. (1984). Counselling : An introduction. Boston Houghton Mifflin Company.
15. Petterson, G.H. (1962). Counselling and guidance in schools. London: McGraw Hill Book Company.
16. Saxena, A. (2007). Modern techniques of counselling. New Delhi: Rajat Publications.
17. Shertzer, B. & Stone S.C. (1974). Fundamentals of counselling. Boston: Houghton Mifflin Co.
18. Sherlzer, B. & Stone S.G. (1980). Fundamentals of guidance. Boston: Houghton Mifflin Co.
19. Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.

## OPTION-B: ADULT, CONTINUING AND LIFE LONG EDUCATION-II

Total Marks	: 100
Theory	: 80
External	: 60
Internal	: 20
Practical	: 20

**Objectives** : After the completion of the course student will be:

- aware of the concept of andragogy and its applications
- able to analyse implications of andragogy.
- acquainted with the programmes of adult and continuing education in India.
- aware of the administration and management of adult education in India.
- able to understand the role of universities in adult and continuing education.
- oriented for the research in Adult Education, Continuing Education and Life Long Education.

### **Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

## **COURSE CONTENT**

### **Theory**

#### **Unit - I**

1. Andragogy : meaning and concept, implication for lifelong learning.
2. Principles of adult learning and curriculum development for adults.

#### **Unit – II**

1. Psychology of adult learners.
2. Teaching methods for adult learners.

#### **Unit – III**

1. Centre and State Level organizations for administration and management of adult and continuing education programmes.
2. Role of UGC and universities in adult, continuing and life long education
  - i Department/Centre for adult and continuing education and extension education.
  - ii The field outreach programmes.

#### **Unit – IV**

1. Continuing education programmes for community development
  - a. Women empowerment
  - b. Population education
  - c. Legal literacy
  - d. Vocational education
2. Research areas in Adult Education, Continuing Education and Life Long Education.

### **Practical**

Planning a target specific continuing education course and submission of a detailed course draft.

### **BOOKS RECOMMENDED**

1. Alford, H. J. (1968). Continuing education in action: Residential centres for lifelong learning. New York: Wiley.
2. Belanger, P. & Gelpi, E. (1995). Lifelong education. London: Kluwer Academic Publishers.
3. Indian Journal of Adult Education. 69, 3, 2008.
4. Indian Journal of Adult Education. 69, 4, 2008.
5. International Journal of Adult and Lifelong Education. 68, (1-2) 2007.
6. International Journal of Adult and Lifelong Education. 68, (3-4) 2007.
7. International Journal of Adult and Lifelong Education Vol. No. 1. 2003, UNESCO & UNDP Documents and Publications.
8. Jarvis, P. (1990). International dictionary of adult and continuing education. London: Routledge.
9. Jethithar, B. (1996). Adult education and extension. New Delhi: APH Publishers.
10. New Frontiers in Education- International Journal of Education. Vol. XXXII. No.2. April- June 2002.
11. Pareek, V. K. (1992). Adult education. Delhi: Himansher.
12. Patil, S.P. (1996). Problems of adult education programme. Ambala Cantt : Associated Publications.
13. Rahi, A.L. (1996). Adult educational policies and programmes. Ambala Cantt: Associated Publications.
14. Rao, D.S. (1993). Continuing education in India. Ambala : The Associated Publishers.
15. Rao, V. J. (2000). Problem of continuing education. New Delhi: Discovery Publications.
16. Reddy, G. L. (1997). Role performance of adult education teachers: problems and prospects. New Delhi: Discovery Publications.
17. Roy, N. R. (1967). Adult education in India and abroad. Delhi: S.Chand Publications.
18. Seetharamu, A.S. & Devi. (1994). Adult education. New Delhi: Ashish Publications.
19. Sharma, I. P. (1985). Adult education in India: Policy perspective. New Delhi: NBO Publications.
20. Singh, U.K. & Sudarshan, K.N. (1996). Non-formal and continuing education. New Delhi: Discovery Publishing House.
21. Singh, U.K. & Nayak, A.K. (1997). Lifelong education. New Delhi: Commonwealth Publishers.
22. Slowey Maria & Watson David. (2003). Higher education and the life course. Berkshire England: Open University Press. Mc Graw-Hill Education.

23. Sodhi, T.S. (1987). Adult education: A multidisciplinary approach. Ludhiana: Katson Pub. House.
24. UGC guidelines of life long learning and extension (2007-2012). University Grants Commission: New Delhi.
25. UNDP. (2006). Human Development Report 2006, New York, Oxford University Press.
26. Venkataiah, S. (2000). Lifelong continuing education, New Delhi: Anmol Publications Pvt. Ltd.
27. Venkataiah, S. Ed. (2000). Lifelong and continuing education. New Delhi: Anmol Publication Pvt. Ltd
28. Ward, K. & Taylor, R. Eds. (1986). Adult education and the working class : education for the missing millions. London: Croom Helm.
29. Yadav, R. S. (1991). Adult education, training and productivity. Ambala Cantt: Indian Publications.

### **OPTION-C: VALUE EDUCATION AND HUMAN RIGHTS -I**

Total Marks : 100  
External : 80  
Internal : 20

**Objectives :** After the completion of the course student will be:

- be able to understand the nature of values, moral values, moral education and to differentiate such values from religious, moral training or moral indoctrination.
- be oriented to the various intervention strategies for moral education and moral learning .
- be acquainted the students with various types of human rights.
- be able to gain knowledge about various provision in schools and means for protecting child rights.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### **COURSE CONTENT**

#### **Unit-I**

Moral Learning And Moral Education

1. Moral learning outside the school- Child rearing practices and Moral Learning via imitation. 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 the curriculum: Various approaches.

#### **Unit -II**

Intervention Strategies For Moral Education And Assessment Of Moral Maturity

1. Model of Moral Education.
  - (i) Rationale Building Model
  - (ii) The consideration model
  - (iii) Value classification Model
  - (iv) Social action model
  - (v) Just Community intervention Model.
2. Assessment of moral maturity via moral dilemma resolution.

#### **Unit -III**

Various types of Rights- Civil, Political, Economic, Social and Cultural Rights.

#### **Unit -IV**

Child Rights in India – their protection.

1. Provisions in schools.
2. Teacher preparation for protecting human rights.

### BOOKS RECOMMENDED

1. Karan, Reddy, & V. Narakyan. (1979). Education and value. New Delhi : B.R Publishers Corpn.
2. Symonides, J. (2002). Human rights concept and standards. Rawat Publications.
3. Mohanty, J. (2005). Teaching of human rights: New trends and innovations. New Delhi : Deep and Deep Publications Pvt. Ltd.
4. Tarrow, N.B. (1987). Human rights and education. Vol.-3. Programon Press.
5. Pandey, V.C. (2005). Value education and education for human rights. Delhi : Isha Books.
6. Bhatt. S.R. (1986). Knowledge, value and education: An axionoetic analysis. Delhi : Gian Publisher.
7. Josta, Hari Ram. (1991). Spiritual values and education. Ambala Cantt : Associated Publishers.
8. Kar, N.N. (1996). Value education: A philosophical study. Ambala Cantt : Associated Publishers.

### OPTION D : COMPARATIVE EDUCATION-II

Marks	: 100
External	: 80
Internal	: 20

**Objectives :** After completing the course the students will be able to:

- explain the role of Comparative Education in globalised world.
- describe the developmental stages of Comparative Education.
- understand the structure of Education in different countries.
- compare and contrast the educational systems of U.S.A., China and India.
- compare the objectives, curriculum, administration and control in education in U.S.A., China and India.
- to understand the recent trends of and innovations of above mentioned countries.
- grasp the type of problems faced by different countries.

**COURSE CONTENT:**

#### Unit - I

1. Role of comparative education- Need and importance of comparative education in globalized world.
2. Developmental stages of comparative education.

#### Unit - II

1. Educational ladder of U.S.A and China with special reference to India.
2. Salient features of educational system of U.S.A and China.

#### Unit - III

1. Objectives of education at each stage and curriculum in general in U.S.A. and China.
2. System of admission and evaluation at different stage of education in U.S.A. and China.

#### Unit - IV

1. Educational problems at each stage in above mentioned countries.
2. Recent trends and innovations in education of above mentioned countries.

### BOOKS RECOMMENDED

1. Beredy, G.Z.F. (1964). Comparative methods in education. Oxford & East Publishing Co.: New Delhi
2. Blavic, Emile. (1987). Primary education : development and reform, perspective in education. Vol.3, No.3, 153-60.
3. Carlton, R., Colley and Machinnon. (1977). Educational change and society. Toronto : Gage Educational Publishing, Toronto.
4. Carnoy, M.H.Levin. (1985): Schooling and Work in the Democratic State, Stanford University Press, Stanford, California.
5. Cantor, Leonard(1989): The re-visioning of vocational education in American high school. Journal of Comparative Education. Vol. 25. Number 2.
6. Dearden, R.F.(1970): The philosophy of primary education. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House : London.

7. Dent, H.C.(1961): The educational system of England and Wales. University of London Press Ltd., Warwick Square London & C.V.
8. Epstein, Erwin, H. (1987). Against the currents: A critique of ideology in comparative education. Compare. 17 No.1.
9. Green, J.L.(1981). Comparative education and global village. Meerut : Anu Book. Shivaji Road.
10. Georgie, D.M. (1978). Education in modern Egypt : ideals and realities. Routledge and Kegan Paul. London : Hexley and Boston.
11. Hans, Nicholas. (1965). Comparative education. London : Routledge and Kegan Paul Ltd.
12. James, H.R. & Mathew, A. (1988). Development of education system in India. New Delhi : D.K.Publisher Distributors Pvt. Ltd.
13. Jangira, N.K.(1986). Special education scenario in Britain and India. Issues, Practice, Pewspective. Gurgaon.: Indian Documentation, Service Book Seller and Publishers. Patel Nagar.
14. Sharma Y.K. (2004): Comparative education – a comparative study of educational systems. New Delhi : Kanishka Publishers.
15. Sodhi, T.S. A text book of comparative education. New Delhi : Vikash Publishing House Pvt. Ltd.
16. Choube S.P.and Choube A.(1993). Comparative education. New Delhi : Vikas Publishing House Pvt. Ltd.
17. Rao V.K.and Reddy R.S.(2004). Comparative education. New Delhi : Commonwealth Publishers
18. Sharma, R.N.(2008). Comparative education. New Delhi : Surjeet Publications, Kamla Nagar.
19. Choube S.P. Features of comparative education. Agra : Vinod Pustak Mandir.
20. Sharma, R.A (2007). Comparative education. Meerut : R. Lall Book Depot.
21. Sharma, R.A.(2005). Comparative Perspective on Education, Jaipur : ABD Publishers, Imliwala Phatak,
22. Sharma, R.A.(2008). Tulnatamak Adhyan Shiksha, R.Lall Book Depot, Meerut. (HINDI VERSION)
23. Rawat, Dubey and Upadhyaya. (2008). Comparative Education. Agra : Radha Krishan Mandir.

#### **OPTION-E: TEACHER EDUCATION-II**

Total Marks : 100  
External : 80  
Internal : 20

**Objectives :** After completing the course, the students would be able to:

- familiarize themselves with programmes of faculty improvement, performance appraisal and their methods of recruitment and selection.
- explain innovations in teacher education programme.
- highlight the areas of research in teacher-education programme and understand the problems in the areas of teacher education .
- compare the teacher-education of USA, UK and India.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.



## **COURSE CONTENT**

### **Unit-I**

Selection and recruitment of teachers.

1. Planning for selection and recruitment.
2. Selection criteria and modes of selection.
3. Appointment terms and their service conditions (temporary, contract and permanent).
4. Induction.

### **Unit –II**

1. Competency and commitment based teacher education. Review of NCTE documents. Competencies needed for emerging role of teachers in the 21<sup>st</sup> century.
2. Performance appraisal of teachers.
3. Faculty improvement.

### **Unit –III**

1. International trends in teacher education in U.S.A, U.K. and India.
2. Research and innovation in teacher education: Privatization of TE, Community Partnership, Effective classroom strategies, professionalism in teachers.

### **Unit –IV**

1. Problems encountered in teacher education.
  - (i) Quality control of Teacher education.
  - (ii) Teacher education and practicing school.
  - (iii) Isolation of teacher education institutions.
3. Code of ethics for teachers.

## **BOOKS RECOMMENDED**

1. Aggarwal, J.C. (1984). Landmark in the history Indian education system. New Delhi : Vikas Publishing House.
2. Chaurasia, G. (1976). New era in teacher education. New Delhi.
3. Govt. of India (1992). Report of C.A.B.E. Committee. Department of Education. New Delhi.
4. Devedi, Prabhakar (1980). Teacher education - A resource book. N.C.E.R.T. New Delhi.
5. Govt. of India. (1966). Education and national development. Report of education commission. New Delhi.
6. Govt. of India. (1986). National policy of education. Ministry of human resource development. New Delhi.
7. Khan, Mohd. Sharif. (1983). Teacher education in India and abroad. New Delhi : Sheetal Printing Press.
8. Kohli, V.K. (1992). Teacher education in India. Ambala; Vivek Publishers.
9. Mishra, K.S. (1993). Teachers and their education. New Delhi: Associate publication.
10. Mohanty, J.N. (1988). Modern trends in Indian education. New Delhi : Deep and Deep Publication.
11. Mohanty, J.N. (1993). Adult and national education. New Delhi: Deep and Deep Publication.
12. N.I.E.P.A. (1984). Report on status of teachers. New Delhi. National Institute of Educational Planning and Administration.
13. Rao, D.B. (1988). Teacher education in India: New Delhi: Discovery Publishing House.
14. Sharma, R.A. (2005). Teacher education Meerut : Loyal Book Depot.

15. Sharma, S.P. (2005). Teacher education. New Delhi : Kanishka Publisher.
16. Singh, L.C. (1983). Third national survey of scholastic education in India. New Delhi : NCERT.
17. Srivastava, R.C. & Bose, K. (1973). Theory and practice teaching education in India. Allahabad: Chugh Publication.
18. Stones & Morris (1973). Teaching practice problems and prospectors. London: Mathuen & Co.
19. Udayveer. (2006). Modern teacher training. New Delhi: Anmol Publications.
20. UNESCO: School based in service training. Bangkok

### **OPTION-F: SPECIAL EDUCATION-II**

Total Marks :	100
Theory :	80
External :	60
Internal :	20
Practical :	20

**Objectives :** After completing the course, the students will :

- develop awareness about concept and educational provisions for cerebral palsy and muscular dystrophy.
- understand concept, etiology and educational implications of visual and hearing impairment.
- learn about the concept, identification and intervention strategies for children with autism.
- familiarize themselves with the concept of speech impairment.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

#### **COURSE CONTENT**

##### **Theory**

##### **Unit-I**

1. Cerebral Palsy: Concept, Classification, Characteristics, causes, needs and problems, educational implications.
2. Muscular Dystrophy- Concept, Nature and educational implications.

##### **Unit-II**

Visual Impairment:

1. Definition, characteristics, causes, prevention and problems.
2. Educational provisions; Role of technology in education and mobility.

##### **Unit-III**

Hearing Impairment:

1. Definition, characteristics, causes and classification.
2. Prevention and educational provisions.

##### **Unit-IV**

1. Autism: concept, nature, identification, educational provisions and intervention.
2. Speech impairment: concept, classification, causes and available interventions.

##### **Practical**

- A case study in any area of disability in prescribed format with short term and long term plans.  
Report on visit to a special school.

### BOOKS RECOMMENDED

1. Advani , L. & Chadha, A. (2003) .You & your special child . New Delhi : UBS Publishers & Distributors.
2. Berdine, W. H., Blackhurst , A.E. (Eds.) (1980). An introduction to special education. Boston : Little. Brown and company.
3. Encyclopedia of special education. (1987). Vol.1, 2 ,3 Cecil R. Reynolds & Lester Mann (Eds.). New York : John Haley & sons.
4. Frank, M.H. & Steven, R.F.(1984). Education of exceptional learners Massachusetts : Allyn & Bacon. Inc.
5. Hallahan, D.P. & Kauffman, J.M.(1991). Exceptional children – introduction to special education. Massachusetts : Allyn & Bacon.
6. Hans, I. J. (2000). Children in need of special care. Human Horizons Series. Souvenir Press (E&A Ltd.)
7. Kirk, S.A. & Gallagher, J. J. (1989). Education of exceptional children. Boston : Houghton Mifflin Co.
8. Panda, K.C. (1997). Education of exceptional children. New Delhi : Vikas Publishing House.
9. Yseldyke, J.E. & Algozzine, B.(1998). Special education. New Delhi : Kanishka Publishers and Distributors.

### OPTION G: EDUCATIONAL TECHNOLOGY-II

Total Marks	: 100
Theory	: 80
External	: 60
Internal	: 20
Sessional Work	: 20

**Objectives :** At the end of the course, students will be able to :

- explain the concept, principles and styles of programming
- explain development of Programmed Instructional material
- discuss concept of mastery learning and in historical perspective
- discriminate characteristics and limitations of Bloom's and Keller's Mastery learning strategies
- discuss concept, characteristics and selection of media with special reference to computers, multi – media and mass media
- explain the concept and types and tools of evaluation
- describe the procedure of developing and validating CRT and NRT

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

#### COURSE CONTENT:

##### Unit - I

- (a) Individualized instructions:  
Programmed Instructions: Concept, historical development , theoretical rationale of programming , principles and styles of programmed Instruction.
- (b) Development of a linear programme.

**Unit - II**

- (a) Mastery learning : Concept, historical perspectives , characteristics, limitations of Bloom and Keller’s Mastery learning strategies.
- (b) Computer assisted instruction.

**Unit - III**

- (a) Instructional Media: Concept, characteristics, selection of media.
- (b) Multimedia, mass media for formal and non formal systems of education.

**Unit - IV**

- (a) Evaluation: Concept and types of evaluation, characteristics and differences between norm referenced and criterion referenced tests.
- (b) Development and validation of CRT and NRT.

**Sessional Work**

1. Development of a Linear programme with 50 to 100 frames.
2. Construct at least 20 test items of different types.
3. Power- point presentation on any topic.

**BOOKS RECOMMENDED**

1. Ahuja, M. (2007). Mastery learning a practical approach. Vivek Publishers : Meerut. (2<sup>nd</sup> ed.)
2. Bhushan & Ahuja. (1992). Educational technology. Vikas Publication . B -57. Meenakshi Puram : Meerut.
3. Bigge, M.L. & Hunt, M. (1968). Psychological foundation of education. Harper and Row Publishers: London.
4. Bloom, B.S. (1972). Taxonomy of educational objectives. A Hand Book- I (Cognitive Domain).New York: David Mokay Compo .
5. Chauhan, S.S. (1978). A textbook of programmed instruction. New Delhi :Sterling Publishers.
6. Das,R.C. (1993). Educational technology. A Basic Text. New Delhi : Sterling Publishers.
7. Dececco,J.P. & Cramford, W.R. (1977). Psychology of learning and instructions. Prentice Hall of India Pvt. Ltd.
8. Flanders, Ned A. (1970). Analysing teaching behavior. London : Addison Wesley Publishing Co.
9. Gage.N.L. (1978). The scientific basis of the art of teaching. London : Teacher’s College Press.
10. Gronlund,N.L. ( ). Stating behavioural objectives for classroom teaching.
11. Joyce, B. Weil, M & Showers, B. (1985). Models of teaching. New Delhi : Prentice Hall of India Pvt. Ltd.
12. Joyce, Bruce & Weil.(1985). Models of teaching . Prentice Hall of India Pvt.Ltd.
13. Mehra,V. (2004). Educational technology. New Delhi : S.S. Publishers.

**OPTION-H: MEASUREMENT AND EVALUATION-II**

Total Marks	: 100
External	: 80
Internal	: 20

**Objectives :** After completing the course the student will be able to:

- acquaint themselves with the new trends of examination reforms.
- enable themselves in learning the applications of advanced statistical techniques in education.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

## **COURSE CONTENT**

### **Unit-I**

New trends in examination reforms:

1. Grading system.
2. Semester system.
3. Continuous and comprehensive internal assessment.
4. Question Banks.
5. Uses of computers in evaluation.

### **Unit -II**

Correlations: Assumptions and computation of:

1. Biserial
2. Point Biserial
3. Tetrachoric
4. Phi-Coefficient

### **Unit -III**

1. Measurement of :
  - a) Aptitude
  - b) Attitude
2. Partial and multiple correlations- meaning and computation

### **Unit -IV**

1. Regression and prediction: Meaning and Computation of linear regression equation(one and two predictors only).
2. Elementary factor analysis: Meaning, Centroid method of extracting factors(two factors only), Interpretation of factors.

## **BOOKS RECOMMENDED**

1. Anastasi, A. (1988). Psychological Testing 6<sup>th</sup> Ed. New York : The Macmillan Co,
2. Ebel, L.R. & Frisbie, D.A. (1991). Essentials of Educational Measurement. New Delhi :Prentice Hall of India Pvt. Ltd.
3. Freeman, F.S. (1965). Theory & practice of psychological testing. New York : Rinehart & Winston.
4. Garrett, H.E. (1973). Statistics in education and psychology. Bombay: Vakils, Febber & Simons.
5. Guilford, S.P. & Fruchtor, B.(1973). Fundamental statistics in psychology and education. (5<sup>th</sup> Ed.). New York: McGraw Hill and Co.
6. Popham, W.J.(1988). Educational Evaluation. New Delhi : Prentice Hall.
7. Thorndike, R.L. & Hagen E. (1977). Measurement and evaluation on psychology and education. New York : John Wiley and Sons, Inc.
8. Aiken, L.R. (1985). Psychological testing and assessment. Boston : Allyn and Bacon.
9. Ebel, R.L. & Frisbie, D.A.(1986). Essentials of educational measurement. New Delhi : Prentice Hall.
10. Grownlund, N.E. (1981). Measurement and Evaluation in Teaching. New York : Macmillan.
11. Karmel, L.C & Karmel, M.C. (1978). Measurement and evaluation in schools. New York : Macmillan.
12. Mehrens, W.A. & Lehmann, I.J. (1984). Measurement and evaluation in education and psychology. New York : Holt, Rinehart, Winstom,.
13. Aggarwal, Y.P.(1989). Statistical methods, concepts application and computation. New Delhi : Sterling.
14. Guilford, J.P. (1978). Fundamental statistics in psychology and education (6<sup>th</sup> Ed.) New York : McGraw Hills.
15. Cronbach, L.G (1964). Essentials of psychological testing. New York : Harper .
16. Aggarwal, R.N. & Asthana,V.(1983). Educational measurement & evaluation. Agra : Vinod Pustak Mandir.

## OPTION-I: CURRICULUM DEVELOPMENT-II

Total Marks	: 100
Theory	: 80
External	: 60
Internal	: 20
Sessional Work	: 20

**OBJECTIVES:** After completing the course, the students will:

- understand the concept and need of curriculum design
- describe characteristic features of different designs of curriculum development
- understand the various models of curriculum engineering
- appraise present curriculum of Indian schools
- discuss curriculum issues and trends of curriculum design

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

### COURSE CONTENT

#### Unit - I

- a) Concept of curriculum design
- b) Need of theory of curriculum design.

#### Unit – II

- Features of different curriculum designs:
- a) Subject – Centered curriculum
  - b) Experience and activity centered curriculum.
  - c) Core curriculum

#### Unit– III

- Models of curriculum engineering
- a) The administrative model
  - b) The grass – roots model
  - c) Systems analysis model

#### Unit– IV

- a) Critical appraisal of present curriculum in elementary and secondary schools in India
- b) Curriculum issues and trends.

Sessional Work:

- a) Critical appraisal of curriculum of Senior Secondary stage (any one subject).

### BOOKS RECOMMENDED

- 1) Anning, Angela.(1995). A national curriculum for the early years. Open University Press. Buckingham, Philadelphia.
- 2) Audrey & Howard Nocholls. (1978). Developing curriculum. A practical guide. George Allen & Unwin, Boston, Sydney, London.
- 3) Denis Lawton.(1986). School curriculum planning. Hodder & Stoughton, London, Sydney.
- 4) Edward, A.Krug. (1960). The secondary school curriculum. Harper and Row Publishers, New York & Evanston.
- 5) Erickson, H.Lynn.(1998).Concept-based curriculum and instruction, Corwin Press, Inc.
- 6) Goodson, Iror.F.(1994). Studying curriculum. Buckingham : Open University Press.
- 7) Hugh Sockett.(1976).Designing the curriculum. London : Open Books.
- 8) Iron, K.Davies.(1976). Objectives in curriculum design. Mcgraw Hill Book Company Limited, England.

- 9) Leece, Joseph & others.(1961).The teacher in curriculum.
- 10) Lewy, Aneh.(1991). Studying curriculum. Buckingham : Open University Press.
- 11) Omsterin, Allen C.A. Curriculum foundations, Principles and issues. London : Prentice Hall International Ltd.
- 12) Pratt, David. (1980). Curriculum design and development. New York : Harcourt Brace and World Inc. Romiszowski, A.J.(1986). Designing instructional system - Decision making in course planning and design.
- 13) Saybr & Alexander. (1960). Curriculum planning. New York : Holt Linchart & Winston.
- 14) Smith, Stawey & Shores.(1957). Curriculum development. World Book Co.
- 15) Solomen, Pearl G.(1998). The curriculum bridge. Corwin Press Inc.
- 16) Tyler,R.W. (1974).Basic principles of curriculum and instruction. London : Open University Pub.
- 17) Vernon,E. Anderson. (1962).Principles and procedures of curriculum improvement.
- 18) Zais, R.S. (1976). Curriculum principles and foundations. London : Harper & Row Pub.

### **OPTION-J: ENVIRONMENTAL EDUCATION-II**

Total Marks : 100
Theory : 80
External : 60
Internal : 20
Practical : 20

**Objectives :** After the course is over, students will be able to:

- exhibit the relationship between man and environment.
- explain the impact of man made and natural disasters on environment.
- explain the role of educational institutions in disaster management.
- discuss the importance of sustainable development.
- explain the features of curriculum for environmental education at school.
- describe different methods of teaching environmental education.
- explain various global environmental problems.
- explain strategies for waste management.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

#### **COURSE CONTENT**

##### **Theory**

##### **Unit- I**

1. Relationship between man and environment.
2. Effect of man made and natural disasters on environment.
3. Role of educational institutions in disaster management.

##### **Unit – II**

1. Features of curriculum for environmental education at primary and secondary school levels.
2. Concept and importance of sustainable development.

##### **Unit – III**

1. Interdisciplinary and integration approaches for teaching environmental education.
2. Methods of teaching environmental education: discussion, seminar, workshop, dialogue, problem solving, field survey, projects, exhibition and experiential learning.
3. Role of media in imparting environmental education.

#### Unit – IV

1. Global environmental problems: global warming, ozone depletion, e-waste and population explosion.
2. Waste management: e-waste, medical waste, nuclear waste, solid and liquid waste.

#### Practical

- (a) Survey of attitude of students and teachers towards global environmental problems.
- (b) Organization of any activity for enhancing environmental awareness.

#### BOOKS RECOMMENDED

1. Dani , H.M. (1986). Environmental education. Chandigarh: Publication Bureau. Panjab University .
2. Bhalla , S.G.& Khanna, H.(2007). Environmental education. New Delhi : Regal Publication.
3. Nagra, V. (2006). Environmental education. Jalandhar: Sharma Publications.
4. Nanda, K.V.(1997) Environmental education. New Delhi: Anmol Publications Pvt.Ltd.
5. Nasrin (2007) Education, environment and society. New Delhi: APH Publishing Corporation.
6. Saxena, A.B.(1986). Environmental education. Agra : National Psychological Corporation.
7. Sharma , R.C.(1981). Environmental education, New Delhi: Metropolitan Book Co.
8. Shrivastava, K.A. (2007) Global warming. New Delhi : APH Publishing Corporation.
9. Shukla, K.S. & Shrivastava, R.P.(1992) Emerging pattern of environmental structure. New Delhi: Commonwealth Publishers.
10. Singh , K.Y.(2005). Teaching of environment science. New Delhi : Chaman Enterprises.
11. Sudhir, A.M.& Masillamani, M.(2003) Environmental issues. New Delhi : Reliance Publishing House.

#### PAPER – V (OPTION K): YOGA EDUCATION -II

Marks	:	100
Theory	:	80
External	:	60
Internal	:	20
Practical	:	20

**Objectives:** After completing the course the student will be able to:

- appreciate the role of Yoga for healthy life.
- realize the role of Yoga in the development of spiritual values.
- understand the ailments and problems related to health.
- practice the prescribed Asana, Pranayamas and Shudhi Kriyas and establish his/her own yoga centre.
- undertake research work.

#### Note:

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.



## COURSE CONTENTS

### Theory

#### Unit-I

- a. Asanas : Meaning and definitions, and benefits of Asanas.
- b. Classification of Asanas preparatory requirements, physiological consideration of meditative, relaxative and cultural poses.

#### Unit-II

- a. Pranayama : Its meaning, technique and three phases of pranayama, classification of pranayama (these are Ujjai, Surya Bhedan, Sitali, Bhastrika and Nadi Shodan) in respect of Hath Yoga Pradipika and Patanjali Yoga darshan.
- b. Research in Yoga: Present status, Biomedical, psychological and educational research, potential areas of research.

#### Unit-III

- a. Promotion of Yoga : Role of yoga in the school curriculum, principles of effective implementation of yoga in school curriculum.
- b. Meditation : Meaning and its concept as given in Yoga darshan alongwith, elementary knowledge of various techniques of meditation, viz. Yoga nidra, Ajapa Jap, Antah Tratak, Mantra Jap meditation. Benefits of meditation in daily life with brief physiological aspects.

#### Unit IV

- a. Yoga Therapy: Its meaning, scope, tools and principles of Yoga Therapy. Causes, sign and symptoms and yogic treatment for Diabetes, Hypertension, Constipation, Cervical Spondylitis, Backache, Common Cold, Obesity, Asthma and Gastric .
- b. Concept of mitahara in yogic diet, various norms of yogic diet and Yogic diet according to Hath Pradipika.

#### Practical

1. Shudhi Kriyas : Vama Dhuti, Kapalbhathi, Jal Neti Suter Neti
2. Asanas :  
Yogic Exercise : Surya Namaskar  
Cultural : Ardh-matseyendra, Janushirish, Supt-vajra, Taad, Trihak-chakra, Katicakra, Kati-Bhujang, Udra-Akrashan Paschimottan, Trikon.
3. Pranayama : Correct deep breathing in respect of 1:2 ratio for purks and rechka, 15-30 minutes practice for Nadishodhan, Suryabhedhan, Ujjai, Sitali/ Shitkari, Bhastrika
4. Meditation : Prana Dharna in Shavasana, Ajapa Jap, Mantra Japa Mediation
5. Viva- Voce & Note Book\*

\*Students have to prepare practical notebook in respect of introduction of Asanas, Pranayama, meditation, Kriyas and meaning, technique and benefit of 5 Asanas, two Pranayama two Kriyas and one Meditation.

#### BOOKS RECOMMENDED

1. Swami Kuvlyananda. (1983). Pranayama. Bombay: Popular Prakashan.
2. Shri Yogendra Yoga. Personal Hygiene. Bombay: The Yoga Institute,.
3. Yogeshwar. (1981). Text Book of Yoga. Madras: Free Indians Press,.
4. I.K Taimini. (1979). The Science of Yoga. Madras, Adyar: the Theosophical Publishing House.

5. N.L. Dosanjh. (1979). Psychotherapy including Yoga Therapy (Science of Mental Healing). Chandigarh: Sanjeev Publications,.
6. Raghunath Safaya. (1976). Indian Psychology. New Delhi: Munshiran Manohar Lal Publisher Pvt. Ltd. 54, Rani Jhansi Road.
7. B.K.S. (1994). Light on Pranayama. New Delhi: Indus Publications.
8. H.K. Kaul. (1991). Pranaymas for Health. Delhi: Surjeet Publications.
9. Swami Satyanand Sarswati. (1995). Asanas Pranayama Mudra Bandh. Munger: Bihar School of Yoga.
10. Dr. Lajpat Rai, Dr. R.C.Sawhney, Dr. W.Selvamurthy (1998). Mediation Techniques, their Scientific Evaluation. Haryana, Gurgaon: Anubhav Rai Publication.

### **OPTION-L : EDUCATIONAL ADMINISTRATION AND MANAGEMENT - II**

Total Marks	: 100
External	: 80
Internal	: 20

**Objectives :** After the course is over, students will be able to aware of :

- various concepts like planning, financing, supervision in Indian Settings.
- structure of educational administration at various government levels.
- concept related to human resource management.

**Note:**

Examiner will set 9 questions in all, two each from four units and one question (9<sup>th</sup>) covering the entire syllabus will consist of four short answer type questions.

Students are required to attempt one question from each unit and question no. 9 is compulsory. All questions carry equal marks.

#### **COURSE CONTENT**

##### **Unit – I**

Educational Authorities in India :

- (a) Role of Centre, state and local bodies in educational administration.
- (b) Constitutional provisions, Centre-state relations on education.
- (c) Role of private enterprises, their limitations and remedial measures.

##### **Unit – II**

Financing of education :

- (a) Meaning and importance
- (b) Financing policy at central, state and local levels.
- (c) Budgeting and preparation of budget estimates.
- (d) Problems and issues in financing education.

##### **Unit – III**

Educational Planning

- (a) Meaning and nature
- (b) Approaches to planning
- (c) Institutional planning
- (d) Priority in planning

##### **Unit – IV**

Performance appraisal in the educational organization at different levels (including self appraisal).

### **BOOKS RECOMMENDED**

1. Agarwal, V.& Bhatnagar, R.P. (1997). Supervision, planning and financing. Meerut : India. Surya Publications.
2. Chandrasekaran, P. (1994). Educational Planning and Management. New Delhi : Sterling Publishers.
3. Greene, J.F.(1975). School personnel administration. Chilton Book Company : Pennysylvania.
4. Khan N., Sharif & Khan, M.Saleem. (1980). Educational administration. New Delhi : Ashish Publishing House.
5. Kuldip Kaur. (1985). Education in India, Policies, Planning and Implementation. Chandigarh : Arun and Rajiv Pvt. Ltd.
6. Lulla, B.P. & Murthy, S.K. (1976). Essential of educational administration. Chandigarh : Mohindra Capital Publishing.
7. Manju, Bala. (1990). Leadership behaviour and educational administration. New Delhi : Deep & Deep Publishing.
8. Mathur, S.S. Educational administration and management. Ambala Cantt : Indian Publications.
9. Mukherji, S.N. (1970) Administration and educational planning finance. Baroda. Acharya Book Depot.
10. Philip H. (1996). The world crisis in education. Oxford University Press.
11. Tara Chand & Ravi Prakash. (1996). Advanced educational administration. New Delhi : Kanishka Pulishers.
12. Thakur D. & Thakur, D.N. (1996). Educational planning and administration. New Delhi : Deep and Deep Publications.
13. Thomas, I Sergiovanni. (1980). Educational governance and administration. America ;Prentice Hall.
14. Trivedi, P.R. & Sudershan, N.K. (1996). Management education. New Delhi : Discovery Publishing House.

### **OPTION-M: DISSERTATION-II**

**Total Marks : 200**

**External : 150**

**Internal : 50**

A complete dissertation will be submitted on or before 31<sup>st</sup> May of the year of examination. A viva-voce will be held on the date announced by the University.

