



PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)

(Estd. under the Panjab University Act VII of 1947—enacted by the Govt. of India)

FACULTY OF EDUCATION

SYLLABI

FOR

MASTER OF EDUCATION (M.ED.)

EXAMINATION, 2013-14

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**APPLICABILITY OF REGULATIONS FOR THE TIME BEING
IN FORCE**

Notwithstanding the integrated nature of a course spread over more than one academic year, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of the academic year. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

PANJAB UNIVERSITY, CHANDIGARH

SCHEME, OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR MASTER OF EDUCATION (M. ED.) EXAMINATION, 2011

(General Full Time Course)

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.

COURSES OF STUDY

S. No.	Papers	No.	T. Marks	External	Internal
A (i)	<i>Foundation Paper (Compulsory)</i>	3	3 x 100 = 300	225	75
	Paper I : Foundations of Education (Philosophical and Sociological)				
	Paper II : Advanced Educational Psychology				
	Paper III : Methodology of Educational Research and Educational Statistics				
A (ii)	<i>Optional Papers</i>	3	3 x 100 = 300	225	75
	Papers IV, V & VI (Specialization)				
B	Field based experiences related to supervision and evaluation of practice-teaching and other aspects of School experiences of B.Ed. Programmes		50	25	25
Total			650	475	175

Note : *Out of the total marks 25% are to be internally evaluated in each paper (as per UGC Model Curriculum) and counted for the division . Total marks 475+175 = 650.*

Special Papers

S. No.	Papers	Theory	External	Internal	Practical	External	Internal
A.	Guidance and Counselling	80	60	20	20	15	5
B.	Adult & Continuing Education	80	60	20	20	15	5
C.	Value Education and Human Right	100	75	25	--	--	--
D.	Comparative Education	100	75	25	--	--	--
E.	Teacher Education	100	75	25	--	--	--
F.	Special Education	80	60	20	20	15	5
G.	Educational Technology	80	60	20	20	15	5
H.	Measurement and Evaluation	100	75	25	--	--	--
I.	Curriculum Development	80	60	20	20	15	5
J.	Environmental Education	100	75	25	--	--	--
K.	Yoga Education	80	60	20	20	15	5
L.	Educational Admn. and Supervision	100	75	25	--	--	--
M.	Dissertation*	--	--	--	100	75	25

* The last date for (i) application regarding the topic of dissertation along with the synopsis and (ii) the dissertation to reach the Registrar's Office shall be :

- (i) October 31st of the year preceding the examination for application regarding the topic of dissertation along with its synopsis.
- (ii) May 31st of the year of examination for the dissertation.

A (i) FOUNDATION PAPERS (COMPULSORY)**PAPER-I : FOUNDATION OF EDUCATION (PHILOSOPHICAL AND SOCIOLOGICAL)**

Marks	:	100
External	:	75
Internal	:	25

Objectives : The syllabus has been designed in order to attain the following objectives:

1. To sensitise the students regarding the ultimate questions of life and the role of philosophy in this regard.
2. To help the students in understanding the intimate relationship between education and philosophy on the one hand and education and sociology on the other hand.
3. To expose the students to the methodology of philosophical analysis for solving the perennial problems of education.
4. To help the students to understand the educational implications of some schools of philosophy in western thought.
5. To enquire into the Ancient Indian Philosophical approach to the educational system in the country.
6. To consider the impact of Indian Constitutional provisions on the development of Indian social order in view of its secularist and democratic values.
7. To get acquainted with the sociological problems of Indian society and the role of education in their upliftment.
8. To understand the meaning of modernization and social change in the context of Indian social order.

Course Content**Unit-I**

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

Unit-II

- Schools of Philosophy, concept of knowledge, reality and values, their educational implications.
- (a) Western:
 - 1) Realism
 - 2) Existentialism

- (b) Indian:
- 1) Sankhya-Yoga
 - 2) Vedanta

Unit-III

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

Unit-IV

- (a) Education and politics with special reference to democracy.
- (b) Education and secularism.
- (c) Education as related to social stratification and social mobility.

Unit-V

- (a) Education as related to social equity and equality of educational opportunities.
- (b) Socialization of the child; education and the community with special reference to the Indian society.
- (c) Culture: Meaning and nature of culture, role of education in cultural context; education and cultural change.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 15 marks.

Books Recommended :

1. Dr. T.S. Sodhi & Dr. (Mrs.) Aruna Suri: Philosophical and Sociological Foundations of Education, Bawa Publications, Patiala.
2. A.C. Banerjee & Sita Ram Sharma : Sociological and Philosophical Issues in Education, Book Enclave, Jaipur.
3. A.P. Sharma: An Approach to Philosophy of Education, the Indian Publications.
4. M. Hiriyanna: The Essentials of Indian Philosophy, Motilal Banarasidas Publishers.

PAPER-II : ADVANCED EDUCATIONAL PSYCHOLOGY

Marks	:	100
Theory	:	80
Practical	:	20

Course Objectives :

1. To impart knowledge of basic concept of educational psychology.
2. To understand the learner in terms of types of individual differences.
3. To be able to trace adolescent's growth and development.
4. To know and handle problems of adolescent period.
5. To understand and measure the learners' cognitive abilities with special reference to intelligence and creativity.
6. To analyze the learning process based on theoretical approaches of learning.
7. To enable the learner to apply learning conditions/strategies in making it effective.
8. To understand the psychology of children with special needs; identify them and make use of educational provisions.
9. To inculcate the skills of performing experiments with learning materials.
10. To make use of transfer of training in learning and achievement.
11. To administer, score and interpret intelligence achievement and personality tests.

Part-I**Theory**

Marks	:	80
External	:	60
Internal	:	20

Unit-I

- (a) Nature and scope of educational psychology.
Relevance of Educational Psychology for teaching
- (b) Methods of educational Psychology—observation, experimental, Differential longitudinal and cross-sectional, clinical.
- (c) Recent trends in Educational Psychology.

Unit-II

- (a) Concept and principles of growth and development. Physical, cognitive, social and emotional development during adolescence.
- (b) Issues of adolescent's stress and strain and their educational implications.
- (c) Individual differences—determinants; role of heredity and environment. Implications of individual differences for organizing educational programmes.

Unit-III

- (a) Intelligence: Nature, theories of intelligence, Spearman, Thurstone, Guilford, Gardner's, Sternberg, Triarchic theory, Emotional and spiritual intelligence. Measurement of intelligence.
- (b) Personality: Meaning, type and trait theories—Method of development of personality, assessment of personality.
- (c) Nature and process of adjustment, conflict and defence mechanisms.

Unit-IV

- (a) Learning: Concepts and factors. Theories of learning—Thorndike's conditioning, Pavlov's classical and Skinner's operant conditioning, learning by insight, Hull's reinforcement theory and Tolman's theory. Implications of theories for effective learning.
- (b) Gagne's hierarchy of learning types.
- (c) Transfer of learning and its theories. Learning and motivation.

Unit-V

- (a) Psychology and education of children with special needs: Physical handicapped, gifted, mentally challenged, learning disabled and delinquents.
- (b) Creativity: Nature and measurement. Nurturing of creative talent.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 12 marks.

Part-II

Marks	:	20
External	:	15
Internal	:	5

Practical

Administration and Interpretation of the following practicals:

1. Learning Curve.
2. Part and whole methods of learning poetry.
3. Massed Vs spaced learning.

4. Transfer of Training with the Mirror Drawing
5. Intelligence Test.
6. Personality Test.
7. Test of Adjustment or well being.
8. Achievement Test.

Scheme of Evaluation

80 Marks Part-I	:	Theory
20 Marks Part-II	:	Practical – bifurcation as follows:-

- (a) 10 marks for Viva-Voce.
- (b) 5 marks for Actual Performance.
- (c) 5 marks for Note Book.

Books Recommended:

1. Bigge Morris, L. & Hunt Maurice, P., Psychological Foundations of Education, 1968, 2nd Edition, N.Y. Harper & Row.
2. Bienter Roher F. Mifflin, Psychology Applied to Teaching, 1978, Bosson, Houghton.
3. Chauhan, S.S., Advanced Educational Psychology, 1978, Vikas Publishing House.
4. Danion, W., Social and Personality Development Infancy Through Adolescence, 1983, New York, Norton.
5. Dulip Singh, Emotional Intelligence at Work 2000, New Delhi: Sage.
6. Daniel Golman, Emotional Intelligence, 1995 London: Bloomsbusy.
7. Good, Thomas, L. & Brodhy, Jore E., Educational Psychology and Realistic Approach, 1977 N.Y. Holt.
8. Mathur, S.S., Educational Psychology, Revised and Enlarged Text Edition, 1986, Vinod Pustak Mandir, Agra.
9. Biggee Morris C., and Row, Learning Theories for Teachers, 2nd Edition, 1971, N.Y. Harper.
10. Dececco John, P., The Psychology of Learning and Instruction, 1968, Prentice Hall of India, New Delhi.

11. Gagne Peter, M., Conditions of Learning, 1965, N. Y. Hall.
12. Hilgard, E.R. and Bower, S.H., 1975, Theories of Learning, Cliffs, Prentice Hall.
13. Lazrus Richard S., Personality and Adjustment, 1963, Cliffs, Prentice Hall.
14. Vargas, J.S., Behaviour Psychology for Teachers, 1977, New York, Harper Row.
15. Wang, M.C., Walber, H.J. (Eds.), Adapting Instruction to Individual Differences, 1985, Berkley Cal Mg. Cutchan.
16. Woolfolk, Anita, E., Educational Psychology, 3rd edition, 1987, Englewood Cliffs, Prentice Hall.
17. Woolfolk, Anita, E., Readings and Cases in Educational Psychology, 1993, Boston, Alyn and Bacon.
18. Hall, C.S. and Lindsey, Theories of Personality, 1976, John Wiley & Sons.
19. Zeh, Danah, Zohar, Jan Marshall, Spiritual Intelligence, the Ultimate Intelligence.

PAPER-III : METHODOLOGY OF EDUCATIONAL RESEARCH AND EDUCATIONAL STATISTICS

Marks	:	100
External	:	75
Internal	:	25

Objectives :

- To enable the students to define a research problem.
- To formulate hypotheses.
- To select the tools for studying different variables.
- To select sample and forward reasons in support of your decision.
- To select/formulate the design of the study by controlling and classifying the variables demanded by the design.
- To develop the synopsis for research work.
- To select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.
- To report the research work in accordance with the current trends and procedure of report writing.

Course Content**Unit-I**

- (a) Educational Research: Definition, need and importance, classification, fundamental, applied and action research, Scientific method in Educational Research.
- (b) Selection of research problem, areas of research identification and statement of research problem, Survey of research literature.
- (c) Hypothesis - Definition, types and importance.
Sampling – Need of sampling, non-probability samples, probability sample. Sampling error.

Unit-II

- (a) Tools: Psychological tests, observations, questionnaire Interviews, rating scales, attitude scales (Thurstone scale and Likert's scale).
- (b) 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.
 - (iii) Experimental Research: Meaning, steps and threats to internal and external validity, experimental designs: Post test control group design, pre-test, cost-test control group design, factorial designs, quasi-experimental designs.

Unit-III

- (a) Qualitative Research: Meaning, case study and phenomenological research.
- (b) Research proposal and research report.
- (c) Measures of Central Tendency, variability and graphical representation of data.
- (d) Measures of relationship, Rank order correlation, product moment method of correlation.

Unit-IV

- (a) Normal probability curve and its applications.
- (b) Significance of statistics and significance of difference between statistics.

Unit-V

- (a) Analysis of variance (one way only)
- (b) Chi-square test.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 15 marks.

Books Recommended :

1. Ary, Donald and Jacob (1976) - Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
2. Best, J.W. (1995) & Kahan, J.V.- Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Edwards, A.L. (1960) - Experimental Design in Psychological Resarch, New York, Holts (revised ed.)
4. Ferguson, G.A. and Takane Yoshio (1989) – Statistical Analysis in Psychology and Education.
5. Garrett, H.E. (1986) - Statistics in Psychology and Education, Vikils Feffers and Simmons Pvt. Ltd.
6. Guilford and Fruchter (1978) - Fundamental Statistics in Psychology and Education.
7. Kaul Lokesh (1984) - Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
8. Lindquist, E.F. (1953) - Design and Analysis of Experiments in Education and Psychology, Houghton Mifflin Co., Boston.
9. Siegel Sidney (1965) - Non Parametric Statistics, McGraw Hill Books Company, New York.
10. Tuckman, B.W. (1972) - Conducting Educational Research, Harcourt Brace, Javanovich.
11. Verman, M. (1965) - Introduction to Educational and Psychological Research, Lond., Asia.
12. Lindquist, E.F. (1960) - Elementary Statistical Methods in Psychology and Education, Oxford Book Company, New Delhi.

A (ii) OPTIONAL PAPERS

PAPERS IV & V : (SPECIALISATION)

(OPTION A) : GUIDANCE AND COUNSELLING

Marks	:	100
Theory	:	80
Practical	:	20

Objectives :

1. To acquaint the students with the concept and techniques of guidance and counselling.
2. To familiarize with skills of counselling.
3. To familiarize with non-testing techniques.
4. To evolve the skill of administration and interpretation of psychological tests.

Part-I**Theory**

Marks	:	80
External	:	60
Internal	:	20

Course Content**Unit-I**

- (a) Concept, Purpose, assumptions and principles of guidance and counselling. Importance of guidance and counselling.
- (b) Approches to counselling–Psychoanalytic, behaviouristic and Gestalt.

Unit-II

- (a) Educational guidance with special emphasis on under achievers and drop-outs.
- (b) Vocational guidance–Occupational information, placement and follow up services.
- (c) Personal guidance with special emphasis of adolescence problems related with family and school.

Unit-III

- (a) Tests: Intelligence, Personality, Aptitude and Interest.
- (b) Non-test tools: Interview observation, case study, anecdotal record and cumulative record.

Unit-IV

- (a) Process of counselling, Directive, non-directive and eclectic counselling.
- (b) Counsellor–Characteristics, functions and ethics.
- (c) Skills of counselling–Building trust, listening, observation and empathy.
- (d) Individual and group counselling (with special emphasis to dramatization).

Unit-V

- (a)
 - (i) Organization of guidance services at various levels of (education/elementary/secondary/senior secondary).
 - (ii) Problems of organizing guidance services in India.
 - (iii) Evaluating guidance programme.
- (b) Recent trends of guidance and counselling in India.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 12 marks.

Part-II

Practical

Marks	:	20
External	:	15
Internal	:	5

1. Administration and interpretation of psychological tests: 10 marks
 - (a) Intelligence tests - verbal, non-verbal and performance.
 - (b) Personality tests.
 - (c) Interest inventory.
 - (d) D.A.T.
 - (e) Attitude/value scale.

2. Application of any one non-testing technique for counselling purpose 5 marks

3. Report of visit to two of the following places: 5 marks
 - (a) Employment exchange.
 - (b) Guidance and Counselling Centres.

Instructional Programme:

- (a) Lecture, Assignment, Seminar and Discussion
- (b) Practical Activities.

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. Dryden, Windy and Filelthaman Collin (1994), *Developing Counsellor Training*, London, Sage.
5. D.G.E. and T. Pamphlets/Publications, Ministry of Labour, Govt. of India (from time to time).

6. Gelso, C.J. and Fretz, B.R. (1995), *Counselling Psychology* Prisin Book, Bangalore.
7. George, R.L. and Critiani, T.S. (1990), *Counselling Theory and Practice*, New Jersey, Prentice Hall.
8. Jayanti Ghose (1995), *Vocational Guidance*, New Delhi, U.S.S. Publication.
9. Jones, A.J. (et al) (1970), *Principles of Guidance*, Mcgraw Hill Book Company.
10. Leuis, M.D., Mayer, R.L. and Louis, J.A. (1986), *An Introduction to Counselling, Profession*, Illinas, F.E. Peacock Publishers.
11. Lister N. Downing *Guidance and Counselling Service: An Introduction*.
12. Myers, G.E., *Principles and Techniques of Vocational Guidance*, Mcgraw Hills Company, London, 1948.
13. Pietrofa, J.J. Hoffman, A. and Splete, H.H. (1984), *Counselling: An Introduction*, E. Houghton, Mifflin Company.
14. Petterson, G.H. (1962), *Counselling and Guidance in Schools*, Mcgraw Hill Book Company, London.
15. Shertzer, B. and Stone S.C. (1974), *Fundamentals of Counselling*, Boston, Houghton Mifflin Company.
16. Shertzer, B., and Stone S.G. (1980), *Fundamentals of Guidance*, Boston, Houghton Mifflin Co.
17. Tolbert, E.L. (1978), *An Introduction to Guidance*, Little Brown and Company, Toronto.

(OPTION B) : ADULT AND CONTINUING EDUCATION

Marks	:	100
Theory	:	80
Sessional Work	:	20

Objectives :

1. To acquaint the students and make them aware of :
 - Concept of Adult/continuing/life long learning in reference to India.
 - Aims and scope of adult/continuing/life long education.
 - Need of adult/continuing/life long education.
2. To make students aware of the development of:
 - (a) Policy, planning, administration and management of adult education in India.
 - (b) Problems and challenges of adult education/continuing education/life long learning.
 - (c) To make students aware about continuing education programmes in creating learning society.

3. To train the students in methodology of adults teaching.
4. To train the students in implementation, supervision and procedures of evaluation in adult education.
5. To equip the students to take research in adult/continuing education.

Part-I

Theory

Marks	:	80
External	:	60
Internal	:	20

Course Contents :

Unit-I

- (a) Concept of adult education/continuing education/life long learning.
- (b) Aims and scope of adult education/continuing education/life learning.
- (c) Need of adult/continuing education.

Unit-II

- (a) Various programmes of Adult Education in India with special reference to:
 - (i) NAEP, NPE, NLM, PLC, TLC, CEP in CE and LLE.
- (b) Policy Planning Administration and Management of AE/CE/LLE.
- (c) Problems and Challenges of AE/CE/LLE in India.

Unit-III

- (a) Androgogy: Its implication for adult learning, principles of adult learning.
- (b) Principles of curriculum development for adults and Components of curriculum.
- (c) Teaching learning methods of adult education.
- (d) Community Development Programme: Women Empowerment, Population Education, Environment Education.

Unit-IV

- (a) Monitoring and Evaluation of Adult Education.
- (b) Research in Adult Education.

Unit-V

Role of Continuing Education/Life long learning in creating a learning society.

- (a) Adult Literacy Situation in India/Pb/UT.
- (b) Continuing Education and Vocational Training.
- (c) Development, upgradation of life skills.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 12 marks.

Part-II**Sessional Work**

Marks	:	20
External	:	15
Internal	:	5

- (a) Field based project proposal.
- (b) Assignment for supervision and monitoring in the field.

Assessment of sessional work will be made by a board consisting of the subject teacher, one subject expert (External) and the chairman/principal.

References :

1. Rao, V. Janardhana, Problem of Continuing Education, New Delhi: Discovery Pub., 2000.
2. Reddy, G. Lokanadha, Role Performance of Adult Education Teachers: Problems and Prospects - New Delhi: Discovery Pub., 1997.
3. Roy, Nikhil Ranjan, Adult Education in India and Abroad – Delhi: Chand, 1967.
4. Sharma, Inder Prabha, Adult Education in India: Policy Perspective – New Delhi : NBO Pub., 1985.
5. Rahi, A.L., Adult Education Policies and Programmes, Ambala Cantt., Associated Pubs., 1996.
6. Yadav, Rajender Singh, Adult Education Training and Productivity, Ambala Cantt., Indian Publications, 1991.
7. Jarvis, Peter, International Dictionary of Adult and Continuing Education, London, Routledge, 1990.

8. Alford, Harold J., Continuing Education in Action: Residential Centres for Lifelong Learning, New York: Wiley, 1968.
9. Sodhi, T.S., Adult Education : A Multidisciplinary Approach, Ludhiana: Katson Pub. House, 1987.
10. Seetharamu, A.S. & Devi, M.D. Usha, Adult Education, New Delhi: Ashish, 1994.
11. Pati, S.P., Problems of Adult Education Programme – Ambala Cantt., Associated Pubs., 1996.
12. Jethither, Bhart, Adult Education & Extension, New Delhi: APH Publishers, 1996.
13. Ward, Kevin & Taylor, Richard eds., Adult Education and the Working Class: Education for the Missing Millions, London: Croom Helm, 1986.
14. Venkataiah, S. ed., Lifelong and Continuing Education, New Delhi, Anmol Pub., 2000.
15. Pareek, Vijay Kumar, Adult Education, Delhi, Himansher, 1992.

OPTION (C) : VALUE EDUCATION AND HUMAN RIGHTS

Marks	:	100
External	:	75
Internal	:	25

Course Objectives :

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To ensure them to understand the nature of values, moral values, moral education and to differentiate such values from religious, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning education.

Course Contents:

Unit-I

- The Socio-moral and cultural context.
- (a) Need and importance of Value Education and Education of Human Rights in the existing social scenario.
 - (b) Valuation of Culture: Indian Culture and Human Values.

Unit-II

Nature and Concept of Morality and Moral Education.

- (a) Moral Education vis-à-vis religious education, moral instructions, moral training and moral information.
- (b) Language of moral education – Its form and context, characteristics of morally educated person.
- (c) Justice and Care - The two dimensional perspectives in morality : Dichotomy between reason and passion.
- (d) Moral judgment of Moral Action.

Unit-III

Moral Development of the Child.

- (a) Concept of Development and Concept of Moral Development.
- (b) Psycho-analytic approach.
- (c) Learning theory approach, especially social learning theory approach.
- (d) Cognitive development approach - Piaget and Kohlberg, Stages of moral development - their characteristics and features.

Unit-IV

Moral Learning to Moral Education.

- (a) Moral Learning outside the school - child rearing practices and moral learning. Moral Learning via Imitation. Nature of society and moral learning. Media and moral learning.
- (b) Moral Learning inside the school: providing “form” and “Content” to education.
- (c) Moral Education and the curriculum; Can moral education be imparted taking it as subject of curriculum.

Unit-V

Intervention Strategies for Moral Education and Assessment of Moral Maturity.

- (a) Model of Moral Education: (a) Rationale Building Model, (b) The Consideration Model, (c) Value Classification Model, (d) Social Action Model, (e) Just Community Intervention Model.
- (b) Assessment of moral maturity via moral dilemma resolution.
- (c) Examples of some select moral dilemmas.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 15 marks.

Books Recommended :

1. Borgohain, Bani, Human Rights: Social Justice and Political Challenge, New Delhi: Kanishka Publishers, 1999.
2. Chandra, Ashish, Human Rights and Conflict Resolution, New Delhi: Rajat, 2000.
3. Dev, Arjun and Indra Arjun Dev and Others, ed., Human Rights: A Source Book, New Delhi: NCERT, 1996.
4. Dhand, Harry, Teaching Human Rights: A Hand Book, Bhopal: Ashian Institute of Human Rights, 2000.
5. Jois, M. Rana, Human Rights and Indian Values, New Delhi, NCTE, 1998.
6. Khanna, S. K., Children and Human Rights, New Delhi: Commonwealth, 1998.
7. Mohanty, Jagannath ed., Human Rights Education, New Delhi : Deep and Deep Pub., 2000.
8. Pachami, S.K., Children and Human Rights, New Delhi, APH Publishing, 1999.
9. Palai, Arun Kumar, National Human Rights Commission of India : Formation, Functioning and Future Prospects, New Delhi : Atlantic Pub., 1999.
10. Paul, R.C., Protection of Human Rights, New Delhi : Commonwealth, 2000.
11. Reddy, D. Narasimha, Crime, Corruption and Development, New Delhi, Deep and Deep, 2001.
12. Sanajaoba, Naorem ed., Human Rights: Principles, Practices and Abuses, New Delhi, Om Sons.
13. Sen, Sankar, Human Rights in a Developing Society, New Delhi : APH Publishing, 1998.
14. Talesta, Hemlata and Pancholy, Nalini and Nagda, Mangi Lal, ed. Human Rights Education : A Global Perspective, New Delhi : Regency, 2000.
15. Bhatt, S. R., Knowledge, Value and Education : An Axionoetic Analysis, Delhi: Gian Pub., 1986.
16. Josta, Hari Ram, Spiritual Values and Education, Associated Press, Ambala, 1991.
17. Kar, N. N., Value Education : A Philosophical Study, Ambala Cantt : Associated Pub., 1996.
18. Karan, Reddy V. Narayan, Men Education and Values, New Delhi : B. R. Pub. Corporation, 1979.
19. Kulshrestha, S.P., Emerging Value Pattern of Teachers and Value Pattern of Teachers and New Trends of Education in India, New Delhi : Light & Life Pub., 1979.
20. Mascarenhas, M. and Justa, H. R. ed., Value Education in Schools and Other Essays, Delhi: Konark, 1989.
21. Ronald, King, Values and Involvement in Grammar School, London : Routledge, 1969.
22. Samporan Singh, Human Values, Jodhpur: Faith Pub., 1979.
23. Sharma, S. R. ed., Teaching of Moral Education, New Delhi : Cosmo Pub., 1999.

(OPTION D) : COMPARATIVE EDUCATION

Marks	:	100
External	:	75
Internal	:	25

Objectives :

After completing the course, the students should be able to :-

- Explain the meaning, purpose, methods and limitations of comparative education.
- Compare and contrast U.S.A., U.K., China, Egypt and India with reference to :
 - Foundations of education.
 - Social, cultural, geographical factors.
 - History of education.
- Explain the role of political controls and their function at different levels of education.
- Familiarize themselves with the organizational structure of education from pre-school stage to university level.
- Describe the process of administration and role of different agencies in the administration of education at school level, university level of all the five countries.
- Critically appraise the national objectives, contents, teaching learning process and techniques of evaluation each stage from pre school stage of higher education level.
- Describe system of admissions in all the five countries.
- Discuss and explain system of examination at pre-school level to higher education level.
- Discuss problems, new trends, important innovations and experiments at each stage.

Course Content**Unit-I**

- (a) Meaning, history, purpose, method and limitations of comparative education.
- (b) Comparisons of five countries, including India two advanced, U.K. & U. S. A., one from the continent of Asia having huge Population i.e. China and one underdeveloped country i.e. Egypt. Comparisons will be made with special reference to the following issues. Foundations of education–social, cultural, geographical and brief history of education.

Unit-II

- (a) Political theory and its relationship with education, various controls and functions at different levels, educational planning, legal basis.

- (b) Educational structure :
- Organizational ladder to be followed from nursery stage upto university level with special reference to :
1. Structural patterns.
 2. Objectives at the level.
 3. General salient features.
 4. Curriculum.
 5. Evaluation.
 6. Current trends.

Unit-III

- (a) Administration of education at school level and university level of all five countries.
- (b) Curriculum development: National objectives at each stage from pre-school to higher education level, contents, teaching learning process and techniques of evaluation.

Unit-IV

- (a) System of admission at different stages of education – particularly at the level of higher education in all the five countries.
- (b) System of examinations at pre-school to higher education level with special emphasis on national examinations at different stages.

Unit-V

- (a) Problems of education at each stage.
- (b) New trends, innovation and experts in education.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 15 marks.

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, Perspectives in Education, Vol.3, No. 3, 153-60.

3. Carlton, R., Colley and Machinnon (1977), Educational Change and Society, Toronto, Gage Educational Publishing.
4. Carnoy, M.H. Levin (1985), Schooling and Work in the Democratic State, Standford University Press, Standford, 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 Idiology in Comparative Education, Compare, 17, No. 1.
9. Green, J. L. (1981), Comparative Education and Global Village, Anu Book, Shivaji Road, Meerut.
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, Routledge and Kegan Paul Ltd., London.
12. James, H. R. & Mathew, A. (1988), Development of Education System in India, D.K. Publisher Distributors (P.) Ltd., Ansari Road, Daryaganj, New Delhi.
13. Jangira, N. K. (1986), Special Education Scenario in Britain and India: Issues, Practice, Perspective Indian Documentation, Service Book Seller and Publishers, Patel Nagar, P.B. No. 13, Gurgaon.

(OPTION E) : TEACHER EDUCATION

Marks	:	100
External	:	75
Internal	:	25

Objectives :

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

1. Describe the need, concept and scope of teacher education, historical development with special emphasis on different documents.
2. Highlight the aims and objectives of teacher education at elementary, secondary and college level.
3. Explain structure, administration, curriculum methodology and evaluation procedure of pre-service teacher training.

4. Discuss the structure, agencies and methods of in-service teacher training programme.
5. Acquaint the students with Professional organizations of various levels of teachers.
6. Familiarize with programmes of faculty improvement, performance appraisal and of their methods of recruitment and selection.
7. Describe the organizational process of teacher education for non-terrestrial channel and distance education.
8. Explain innovations in teachers education programme.
9. Highlights the areas of research in teacher-education programme and understand the problems faced in the areas of teacher-education.
10. To compare the teacher-education programme of USA, UK and India.

Course Content

Unit-I

- (a) Need, concept and scope of teacher education.
- (b) 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.
- (c) Aims and objectives of teacher education at elementary, secondary and Sr. Sec. level.

Unit-II

1. Pre-Service Training
 - (a) Structures
 - (b) Administration
 - (c) Curriculum recommendations of N.C.T.E. and N.C.E.R.T.
 - (d) Methodology
 - (e) Evaluation
 - (f) Teaching Practice, Practising School and Internship Model.
2. Inservice Training
 - (a) Structure
 - (b) Methods (Workshops, Seminars, Extension lectures, Summer Institutes and Symposia).
 - (c) Agencies (N.C.E.R.T., N.C.T.E., S.C.E.R.T., S.I.E., D.I.E.T., Academic Staff College, Extension Department).

Unit-III

Teachings as Profession

- (a) Professional organization for various level of teachers and their roles.
- (b) Performance appraisal of teachers.
- (c) Faculty improvement of teacher education.
- (d) Competency and commitment based teacher education. Review of N.C. T. E. documents.
- (e) Recruitment and selection of teachers.

Unit-IV

- (a) Teacher education through distance education.
 - (i) Committee of UGC on B.Ed. Correspondence, 1994.
 - (ii) Committee of NCTE on different modes of education used for teacher preparation in India.
 - (iii) Distance Education Programme.
- (b) Current issues in teacher education.
 - (i) Competencies needed for emerging roles of teachers in the 21st Century.
 - (ii) Value-oriented teacher education.
 - (iii) Human rights education for teachers.

UNIT-V

Research in Teacher Education

- (i) Areas of research
 - (a) Teaching effectiveness.
 - (b) Criteria of admission.
 - (c) Approaches to teaching.
- (ii) Problem in teacher education
 - (a) Quality control in teacher education.
 - (b) Teacher education and practicing school.
 - (c) Isolation to teacher education institutions.
- (iii) Teacher education in U.S.A., U.K. and India.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 15 marks.

Books Recommended :

1. Aggarwal, J.C. (1984), Landmark in the History of Modern India Education, Vikas Publishing House, Ansari Road, N. Delhi- 110002.
2. Chaurasia, G. (1967), New Era in Teacher Education, N. Delhi.
3. Devedi, Prabhakar (1990), Teacher Education - A Resource Book, N.C.E.R.T., New Delhi.
4. Govt. of India (1966), Education and National Development, Report of Education Commission, N. Delhi.
5. Jangria, N.K. (1979), Teacher Training and Teacher Effectiveness of Teacher Educators, National Publishing House, N. Delhi.
6. Khan, Mohd. Sharif (1983), Teacher Education in India and Abroad, Sheetal Printing Press, Karol Bagh, New Delhi-110005.
7. Kohli, V.K. (1992), Teacher Education in India, Vivek Publishers, Ram Nagar, Ambala.
8. Govt. of India, Department of Education, Ministry of Human Resource and Development (1986), N.P.E. (1986).
9. Ministry of Human Resource and Development (1992), Report of C.A.B.E. Committee on Policy, Govt. of India, Department of Education, N. Delhi.
10. Misra, K.S. (1993), Teachers and their Education, Associated Publication, N. Delhi.
11. Mohanty, J.N. (1993), Adult and National Education, Deep and Deep Publication, N. Delhi.
12. Mohanty, J.N. (1988), Modern Trends in India Education, Deep and Deep Publication, N. Delhi.
13. Mukherjee, S.N., Education of Teachers in India, Volume I & II, S. Chand & Co., N. Delhi.
14. Moty, S.K. (1983), Teacher Education in Indian Society, Prakash Brothers, U.P.
15. National Council of Educational Research & Training, Teacher Education Curriculum, A Framework, N. Delhi.
16. N.I.E.P.A. (1984), Report on status of Teachers, N. Delhi.

17. Pire, E.A., Better Teacher Education.
18. Selection Frame of Teacher Education in India, University News, A.E. House of Kotla, Near N. Delhi.
19. Shukla, P.D. Towards New Pattern of Education in India, Sterling Publication, N. Delhi.
20. Singh, L.C. (1983), Third National Survey of Scholastic Education in India, N.C.E.R.T., N. Delhi.
21. Srivastava, R.C. & Bose, K. (1973), Theory and Practice of Teaching Education in India, Chugh Publication 2 Strachey Road, Allahabad.
22. Stones & Morris (1973), Teaching Practice Problems and Prospectives, Mathuen & Co., London.
23. Stratemeyer, B. Florence & Lindsey, Margrett-working with student teachers, Eurais Pub. House (Pvt.) Ltd., Ram Nagar, N. Delhi-55.
24. UNESCO, School Based in Service Training Bangkok.
25. Verma, K.K. (1969), A First Course in Teaching Education, Indian Press Pub. Ltd., Nicholson Road, Ambala Cantt.
26. Digumarti Bhaskara Rao (1998), Teacher Education in India Discovery Publishing House, N. Delhi.

(OPTION F) : SPECIAL EDUCATION

Marks : 100
Theory : 80
Practical : 20

OBJECTIVES :

1. To acquaint the students with the concepts of exceptionality and special education.
2. To develop skills of preparing case study and counselling interview in any two areas of exceptionality.
3. To develop awareness and skills about educational provisions for children with special needs.
4. To familiarize students with the techniques of identifying children with special needs.
5. To acquaint the students with the recent trends in the field of education for children with special needs.
6. To acquaint students with the role of parents and professionals in the education of children with special needs.

Part-I**Theory**

Marks	:	80
External	:	60
Internal	:	20

Course Content**Unit-I**

1. Concept and nature of special education: Objectives, classification of exceptional children, historical perspective, recent trends in the education of children with special needs.
2. Current trends in special education in general and in Indian Context in particular-inclusion, integration, litigation, advocacy, marriage, sexuality, community based rehabilitation (CBR) and least restrictive environment (LRE).

Unit-II

3. Visual Impairment: Definition, characteristics, causes, intervention, needs, problems and educational programmes for children with visual impairment.
4. Hearing Impairment : Definition, characteristics, causes, prevention, classification, educational programs for children with hearing impairment.

Unit-III

5. Mental Retardation: Definition, characteristics, needs, problems, classification, causes, intervention measures, teaching strategies, educational and training programmes for children with mental retardation.
6. Locomotor Disabilities: Classification, characteristics, needs, problems and educational implications for children with locomotor disabilities.

Unit-IV

7. Learning Disabilities: Definition, characteristics, classification, identification, causes and intervention strategies for remediation of learning disabilities.
8. Emotional and Behavioural Disorders: Definition, identification, characteristics, problems, causes, guidance programmes for behavioural problems.

Unit-V

9. Giftedness and Creativity: Definition, characteristics, differences, needs and problems of gifted and creative children. Educational and vocational provisions, gifted under achievers.
10. Role of parent and professionals in Special Education.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 12 marks.

Part-II

Practical Work

Marks	: 20
External	: 15
Internal	: 5

1. Case study.
2. Working with community for the identification of disabled and planning for intervention and rehabilitation.

Testing: Selection administration and interpretation of psychological tests—special aptitudes, personality Int., Social Adaptation, DTLD, DTRD, Creativity Tests, DSM-IV for emotional behavior etc.

Assessment of sessional work will be made by a board consisting of the subject teacher; one subject expert (External) and the Chairman/Principal.

References :

1. Bender, W.N. (1995), Learning Disability, AC, Bacon Simpot and Schusten Boston, London.
2. Mallaher, D.P. & Kauffman, J.M. (1991), Exceptional Children – Introduction to Special Education, Allyn & Bacon, Massachusetts.
3. Frank, M.H. & Steven, R.F. (1984), Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
4. Kirk, S.A. & Gallagher, J.J. (1989), Education of Exceptional Children, Houghton Mifflin Co., Boston, 1989.
5. Berdine, W.H., Blackhurst, A.E. (eds.) (1980), An Introduction to Special Education, Little Brown and Company, Boston.
6. Yssedyka, J.E. and Algozzine, B. (1998), Special Education, New Delhi, Kanishka Publishers, Distributor.
7. Hans, I.J. (2000), Children in Need of Special Care, Human Horizontes Series, Souvenir Press (E & A Ltd.).

(OPTION G) : EDUCATIONAL TECHNOLOGY

Marks	:	100
External	:	80
Practical	:	20

OBJECTIVES :

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

1. Define Educational Technology.
2. Formulate instructional objectives for different domains.
3. Design instructions for different types of learning.
4. Explain the concept of Teaching.
5. Describe different models and develop example for each one for a topic of their selection.
6. Explain Programme Instruction, and its principles and styles.
7. Explain Microteaching and interaction analysis along with their principles and processes.
8. Explain different types of evaluation, design and validation process of Criterion Reference Test.

Part-I**Theory**

Marks	:	80
External	:	60
Internal	:	20

Unit-I

- (a) Concept of educational technology in historical perspective from media technology to unified concept consisting of psycho-technology, planning, management, information and system technology: Nature and scope of Educational Technology.
- (b) Objective: From aims to goals; to general objectives; to specific instructional objectives; Taxonomic categories of objectives in Cognitive, Affective and Psychomotor domains.

Unit-II

- (a) Classroom Instructions: Teaching a conceptual framework; variables; phases and levels of teaching.
- (b) Models of Teaching : Bruner's concept attainment model, Ausubel's advance Organizer Model, Taba's Inductive Thinking Model, Mastery Learning Models (Bloom's and Keller's).

UNIT-III

Microteaching: Concept, phases, sources of feedback; concept of skills, classification and components of five skills.

Interaction Analysis Category Systems: Flanders interaction analysis systems; Reciprocal category system; Equivalent talk category system.

UNIT-IV

Programmed Instructions: Concept, historical development, theoretical rationale of programming, Principles and styles of programmed instructions, Development of a linear programme.

Instructional Media: Concept and characteristics of Media, selection of medium or an instructional aid, application of multimedia and mass media in formal and non-formal systems, use of computers as instructional medium.

UNIT-V

Evaluation: Formative and summative evaluation, Norms-referenced and criterion referenced testing, construction of criterion referenced tests, characteristics of good test; construction and standardization of a Test on a topic of their choice, validation of norm referenced and criterion referenced tests (Item analysis), concept and types of validity, reliability.

Part-II**Practical**

Marks : 20
External : 15
Internal : 05

- (a) Every student shall submit Programmed Unit (Linear) of at least 50 frames on the topic of their choice.
- (b) Plan and Demonstrate at least two teaching skills (Micro lessons).
- (c) Observing and interpreting classroom interaction (at least five) through FIAS.
- (d) Demonstrate the skill of handling overhead projector (at least three transparencies).

Books Suggested :

1. Bhushan & Ahuja, Educational Technology, Vikas Publication, B-57, Meenakshi Puram, Meerut, 1992.
2. Bigge, M.L. & Hunt, M., Psychological Foundations of Education, Harper and Row Publishers, London, 1968.

3. Block, B.S., Taxonomy of Educational Objectives, A Hand Book I (Cognitive Domain), David Mokay Compo, New York, 1972.
4. Chauhan, S.S., A Textbook of Programmed Instruction, New Delhi, Sterling Publishers, 1978.
5. Das, R.C., Educational Technology: A Basic Text, New Delhi, Sterling Publishers, 1993.
6. Dececco, J.P. & Cramford, W.R., Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd., 1977.
7. Flanders, Ned A., Analysing Teaching Behaviour, Addison Wesley Publishing Co., London, 1970.
8. Gage, N.L., The Scientific Basis of the Art of Teaching, London, Teacher's College Press, 1978.
9. Groenlund, N.L., Stating Behavioural Objectives for Classroom Instruction.
10. Joyce, B. Weil, M. & Showers, B., Models of Teaching, Prentice Hall of India Pvt. Ltd., New Delhi, 1992.
11. Joyce, Bruce & Weil, Models of Teaching, Prentice Hall of India, Pvt. Ltd., 1985.
12. Mehra, V., Educational Technology, New Delhi: S.S. Publishers, 2004.

(OPTION H) : MEASUREMENT AND EVALUATION

Total Marks	: 100
External	: 75
Internal	: 25

OBJECTIVES :

1. To acquaint the students with concepts and techniques of measurement and evaluation.
2. To develop skills in the construction and standardization of tests.
3. To enable students in learning the applications of advanced statistical techniques in education.

Course Content :

UNIT-I

- (a) Measurement and Evaluation
 - (i) Concept of measurement and evaluation.
 - (ii) Importance of measurement.
 - (iii) Levels of measurement.

- (b) Standardization of tests
 - (i) Standardized tests and teacher made tests—essay and objective type tests.
 - (ii) Norm referenced and criterion referenced tests.
 - (iii) Steps in the standardization of achievement tests.
 - (iv) Item analysis - Difficulty value, discrimination index, effectiveness of distracters.

UNIT-II

- (a) Characteristics of measuring tools
 - (i) Reliability - Meaning, methods and factors affecting reliability.
 - (ii) Validity - Meaning, types and factors affecting validity.
 - (iii) Norms - Age, grade percentage, standard scores (T Scores, C Scores).

- (b) Measurement of
 - (i) Intelligence.
 - (ii) Achievement.
 - (iii) Interest.
 - (iv) Aptitude.
 - (v) Attitude.

UNIT-III

- (a) New trends in examination reform
 - (i) Grading system
 - (ii) Semester system
 - (iii) Continuous internal assessment
 - (iv) Question banks
 - (v) Uses of computers in evaluation

- (b) Analysis of variance (one way and two way) - assumptions and computation.

- (c) Analysis of covariance (one way only) - assumptions and computation.

UNIT-IV

- (a) Correlations - assumptions and computation of:
 - (i) Biserial
 - (ii) Pointbiserial
 - (iii) Tetrachoric
 - (iv) Phicoefficient
 - (v) Contingency coefficient

- (b) Partial and multiple correlations - Meaning and computation.

UNIT-V

- (a) Regulation and prediction - Meaning and computation of linear regression equation (one and two predictors only).
- (b) Elementary factor analysis - Meaning, theory, extraction of factor (centroid method) upto two factors only. Interpretation of factors.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 15 marks.

Books Recommended :

1. Anastasi, A.: Psychological Testing, The Macmillan Co., New York, 6th Ed., 1988.
2. Ebel, L.R. and Frisbie, D.A. (1991): Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Freeman, F.S.: Theory & Practice of Psychological Testing, New York: Rinehart & Winstone, 1965.
4. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction, New York.
5. Garrett, H.E.: Statistics in Education and Psychology, Bombay, Vakils Febber and Simons, 1973.
6. Guilford, S.P. and Fruchtor, B. (1973): Fundamental Statistics in Psychology and Education, 5th Ed., McGraw Hill and Co., New York.
7. Fruhtor, B. (1954): Introduction to Factor Analysis, D. Van Noshavanad Co.

8. Popham, W. J. (1988): Educational Evaluation, Prentice Hall, New Delhi.
9. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation on Psychology and Education. John Wiley and Sons, Inc. New York.
10. Aiken, L.R.: Psychology Testing and Assessment, Boston: Allyn and Bacon, 1985.
11. Ebel, R.L. & Frisbel, D.A.: Essentials of Educational Measurement, New Delhi: Prentice Hall, 1986.
12. Grownlund, N.E.: Measurement and Evaluation in Teaching, New York: Macmillan, 1981.
13. Karmel, L.C. & Karmel, M.C. : Measurement and Evaluation in Schools, New York: Macmillan, 1978.
14. Mehrens, W.A. & Lehmann, I.J.: Measurement and Evaluation in Education and Psychology, New York: Holt, Rinehart, Winston, 1984.
15. Aggarwal, Y.P.: Statistical Methods, Concepts Application & Computation, New Delhi : Sterling, 1989.
16. Guilford, J.P.: Fundamental Statistics in Psychology and Education, New York: McGraw Hills, 6th Ed.
17. Cronbach, L.G.: Essentials of Psychological Testing, New York: Harper, 1964.
18. Adams, G.S.: Measurement & Evaluation in Psychology, Education and Guidance, New York: Holt, Rinehart and Winston.
19. Aggarwal, R.N. & Vipin Asthana: Educational Measurement & Evaluation, Agra: Vinod Pustak Mandir, 1983.

(OPTION I) : CURRICULUM DEVELOPMENT

Marks	:	100
Theory	:	80
Sessional Work	:	20

OBJECTIVES :

- The student will describe the concept of curriculum and curriculum development in its historical perspective.
- Differentiate among curriculum design, curriculum change, curriculum construction.
- Describe the purpose and scope of curriculum.
- Explain the various foundations of curriculum.
- Discuss how objectives and content can be derived from the philosophical foundations, social and cultural foundations, individual potential and ability and the learning theories.

- Describe characteristic features of different designs of curriculum development.
- Discuss various models of curriculum: Administrative, Grass root, System Analysis and Action Research.
- Critically appraise new trends in curriculum development in Indian Schools.
- Discuss recent research trends in curriculum development.

Part-I

Course Content

External Marks : 60
Internal : 20

UNIT-I

- (A) Conceptions of curriculum and curriculum field, curriculum development, curriculum design, curriculum implementation, scope and purpose of curriculum studies.
- (B) Foundations of Curriculum
- (a) Philosophical foundations specifying nature of knowledge and deriving aims, goals & objectives.
 - (b) Need, aspirations and nature of society and role of culture and political ideology of its people.
 - (c) Learning ability, interest and potentials of learners.
 - (d) Learning theories and bases of curriculum foundations.

UNIT-II

- (A) Principles and Criteria of Curriculum Construction:
- (a) Formulating objectives of education at primary and secondary level and their relationship with their respective curriculum.
 - (b) Principles of content selection, organization and sequencing.
 - (c) Criteria of selection and organization of learning experiences.
 - (d) Comprehensive curriculum evaluation: Formative and Summative Evaluation of Curriculum and Interpretation of Evaluation Results.
- (B) Factors Affecting Curriculum Change:
- (a) Social factors.
 - (b) Pressure groups.
 - (c) Writers and publishers.
 - (d) Educational leaders with special reference to teachers.

UNIT-III

Curriculum Designs: Distinctive Characteristics of following designs of curriculum:

- (a) Subject-centred curriculum.
- (b) Experience and activity centred curriculum.
- (c) Core and differential curriculum.

UNIT-IV

Models of Curriculum Engineering

- The Administrative Model.
- The Grass-roots Model.
- Systems Analysis Model.

UNIT-V

- (a) Critical appraisal of present curriculum in elementary and secondary schools in India.
- (b) Research trends in curriculum studies.

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 12 marks.

Part-II**Sessional Work**

Marks	:	20
External	:	15
Internal	:	05

Paper reading.

Curriculum appraisal.

Assessment of sessional work will be made by a board of one subject teacher, one subject expert (External) and the chairman/principal.

References :

1. Anning, Angela (1995), "A National Curriculum for the Early Year", 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 (1988), "Concept-based Curriculum and Instruction, Corwin Press, Inc.
6. Goodson, Iror. F. (1994), "Studying Curriculum", Open University Press, Buckingham.
7. Hugh Sockett (1976), "Designing the Curriculum", Open Books London, 1976.
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, Arieh (1991), "Studying Curriculum", Open University Press, Buckingham.
11. Omsterin, Allen C.A., "Curriculum Foundations, Principles and Issues", Prentice Hall International Ltd., London.
12. Pratt, David (1980), "Curriculum Design and Development", Harcourt Brace and World Inc., New York.
13. Romiszoeski, A.J. (1986), "Designing Instructional System - Decision Making in Course Planning & Design".
14. Saybr & Alexander, "Curriculum Planning", Holt Linchart & Winston, New York (1960).
15. Smith, Stawey & Shores (1957), "Curriculum Development," World Book Co.
16. Solomen, Pearl G., (1998), "The Curriculum Bridgo," Corwin Press Inc.
17. Tyler, R.W. (1974), "Basic Principles of Curriculum and Instruction," Open University Pub., London.
18. Vernon, E. Anderson (1962), "Principles and Procedures of Curriculum Improvement".
19. Zais, R.S. (1976), "Curriculum Principles and Foundations", Harper & Row Pub., London.

(OPTION J) : ENVIRONMENTAL EDUCATION

Marks	:	100
External	:	75
Internal	:	25

OBJECTIVES :

1. To make student teachers understand about the concept, importance, scope and aims of environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
5. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

UNIT-I

- Introduction.
- Concept, importance and scope.
- Aims and Objectives.
- Guiding Principles and Foundations.
- Relationship between Man and Environment.
- Ecological and Psychological Perspective.

UNIT-II

- Environmental Hazards.
- Environmental pollution; physical air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion.
- Need for conservation, preservation and protection of rich environmental heritage.
- Programme of environmental education for primary, secondary and higher education institutions.

UNIT-III

- Features of curriculum for environmental education.
- Special nature of curriculum on environmental education.
- Concept of environment and ecosystem.
- Natural system earth and biosphere, abiotic and biotic components.
- Natural resources, abiotic resources.
- Human Systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system - Industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT-IV

- Methods and approaches of environmental education.
- Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- Methods - Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- Role of Media, Print, films and T.V.

UNIT-V

- Comparative Study of Environmental Projects from various countries.

Note : 10 questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, one question from each unit. Each question will carry 15 marks.

Books Recommended :

1. Bakshi, T.S. & Naveh (1980) - Environmental Education: Principles, Methods & Applications, Plenum Press, New York & London.
2. Bandhu, Aulakh (1981) - Environmental Education, Indian Environmental Society, New Delhi.
3. Bhatia, K.N. (1998) - A Treatise on Plant Ecology; Pradeep Publications, Jalandhar.
4. Dani, H.M. (1986) - Environmental Education, Publication Bureau, Panjab University, Chandigarh.
5. Garg, K.K. & Jain, S.C. – Environment Lessons for Commonman (IIIrd ed.); Environment Society of India.

6. Ghanta, R. & Rao, D.B. - Environmental Education, Problems & Prospects, Discovery Publishing House, New Delhi.
7. Grabe, S. (1987) - Environmental Education in Technical and Vocational Education, Division of Science, Technical & Environmental Education, Unesco, Paris.
8. Jones, C., S.J. Gadlar, P.H. Engstrom (1972) – Pollution, The air we breathe, J.M. Dent and Sons Limited, London.
9. Koromondy, E.J. (1989) – Concepts of Ecology, Prentice Hall of India, New Delhi.
10. Milard Reed (1977) – Clean air, clean water for Tomorrow’s World, Messenea, London.
11. Premi, K.K., S.C. Nuna, P. Menon (1994) – Source Book on Environmental Education, National Institute of Educational Planning and Administration, New Delhi.
12. Saxena, A.B. (1986) - Environmental Education, National Psychological Corporation, Agra.
13. Sharma, R.C. (1981) - Environmental Education, Metropolitan Book Co., New Delhi.
14. Vikas Kohli & V.K. Kohli (1995) - Environmental Pollution and Management, Vivek Publishers, Ambala.
15. Zirm, K.L. & J. Mayer (1985) - The Management of Hazardous substances in the Environment, International Society for Environment Protection, London.

(OPTION K) : YOGA EDUCATION

Marks	:	100
Theory	:	80
Practical	:	20

OBJECTIVES :

1. To enable the pupil, teachers to understand ancient Indian culture and the nature of the discipline “Yoga Education”.
2. To enable them to appreciate the role of Yoga in life.
3. To enable them to appreciate the role of Yoga in the development of moral values and social values.
4. To enable them to understand some “Traditional and Philosophical” aspects of yoga.
5. To enable them to understand some “technical” and health aspects of oga.
6. To enable the students to practice the prescribed Asana, Pranayamas and Shudhi Kriyas.
7. To enable the students to teach yoga (theory and practicals) in schools for yoga competitions and syllabus of 10+2 classes.
8. To enlighten the students for importance of yoga in school curriculum as moral, social, healthful education and for bringing efficiency in games and sports.

Part I**Theory**

Marks : 80

External : 60

Internal : 20

Course Content**UNIT-I**

1. Classics of Yoga :
 - (a) (i) Meaning & Concept of Yoga, Types of Yoga with their special features, aims and objectives.
 - (ii) Introduction Patanjali Yoga darshan with special features of its four chapters.
 - (iii) Astand Yoga - Its components with their meaning, aims and objectives and special features.
 - (b) Srimad Bhagwad Gita: Gyan, Karma and Bhakti Yoga - their meaning and concept with their special features in respect of attainment of Moksha.
 - (c) Hathyoga Pradipika: Hath Yoga - Its meaning, aims and objectives, various components of Hath Yoga with their brief special features and benefits.
2. Yama (abstinences) and Niyama (observances) with emphasis on their significance in modern life, school curriculum as moral education, stress management and thereby prevention of Psychomatic diseases like Hypertension, asthma, arthritis, gastric disorders etc.
3. Asnas : Meaning and definitions, aims and objectives, classification in respect of aims and objectives, and bodily position, principles of performance, preparatory requirements, physiological consideration of meditative, relaxative and cultural poses.
4. Pranayama: Its meaning and concept, aims and objectives, three phases of pranayama, classification of pranayama in respect of Hath Yoga Pradipika and Patanjali Yoga darshan, preparatory requirements of pranayama. Meaning, technique and benefits of Ujjai, Surya-bhedan, Sitali, Bhastrika and Nadi shodan pranayama.

UNIT-II

5. Shudhi Kriyas: Its meaning, aims, and objectives; meaning, technique and benefits of Dhauti (Vasta & Vaman), Neti, Tratak, Kapalbhathi.
6. Meditation: Meaning and its concept as given in Yoga darshan alongwith the concept of concentration and Samadhi; 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-III

7. Research in Yoga: Present status, Biomedical, Psychological and educational research, potential areas of research.
8. Promotion of Yoga: Role of yoga in the school curriculum, principles of effective implementation of yoga in school curriculum, planning a lesson in yoga for High school classes; principles of organizing a yoga training centre and yoga therapy centre, principles of arranging an exhibition, seminar and a conference on yoga; Syllabus for a routine yoga training class of one hour duration for adults with its principles. Knowledge of yoga competitions (contents and rules) at Inter college, Inter-University and National School games of yoga, knowledge of yoga syllabus in 10+2 CBSE classes in the subject of Physical Education, and Health and beauty culture, role of yogic practices in the efficiency of games and sports.
9. Yoga library: Names of 8-10 important libraries on yoga in India, list of 25-30 important latest books on yoga, list of 5-10 important journals on yoga.

UNIT-IV

10. Yoga Therapy: Its meaning and scope, concept of health and disease in yoga, principles of yoga therapy.
11. Causes, sign and symptoms and yogic treatment for Diabetes, Hypertension, Constipation, Cervical Spondylosis, Common Cold, Backache, obesity.
12. Concept of mitahara in yogic diet, various norms of yogic dietetics, indications and contraindications of dietary articles given in hath pradipika.

Note : 10 questions will be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions taking one question from each unit. Each question will carry 12 marks.

Part-II**Practical**

Marks	:	20
External	:	15
Internal	:	05

1. ASNAS

- (a) Meditative - Padma, Vajra, Sidha.
- (b) Relaxative - Shav, Makar, Matesyakrida asnas.
- (c) Cultural-Surya Namaskar, Sarvang, Hal, Pawanumukut, Matesya, Bhujang, Dhanush, Vakra, Ardh-matseyandra, Janushirish, Ustra,Supt-Vajra, Tad, Trihak-chakra, Katichakra, Kati-Bhujang, Udra-Akrashan, paschimottan, Trikona.

Note : Surya namaskar (compulsory). Any other four asanas of examiner's choice.

2. Pranayam - Correct deep breathing in respect of 1:2 ratio for purka and rechka phases, 15-30 minutes practice for surabhedan, Ujjai, sitali/shitkari, Bhastrika, Nadishodhan pranayama (any one).
3. Meditation –Prana Dharna is shav asna, Ajapa Jap, Yog Nidra, Mantra Hapa meditation (any one).
4. Shudhi Kriya- Jal Neti, Rubber Neti, Tratak, Kapal Bhati, Vamen Dhuti (any one).
5. Viva-voce & Note-book.

Note : The students have to prepare practical notebook in respect of introduction of Asnas, Pranayama, Meditation, Kriyas and meaning, technique and benefit of 10 Asnas, three Pranayama, two Kriyas and one meditative practice. 5 Marks

Books Recommended :

1. B.K.S. Iyenger - Light of Yoga, Unwin paper Back, Sydney, English/Hindi (1984).
2. Chandradhar Sharma, A Critical Survey of Indian Philosophy; Moti Lal Banarsi Dass, Delhi (1976).
3. Dr. H.R. Nagendra, Yoga in Education, Vivekanande Kendra, Bangalore (1993).
4. I.R. Taimini, Glimpses into Psychology of Yoga, The Theosophical Publishing House, Adyar, Madras (1973).
5. P.T. Raju; The Philosophical Traditions of India, Moti Lal Banarsi Dass, Delhi (1982).
6. S.N. Das Gupta: Yoga Philosophy in Relation to Other System of Indian Thought, Moti Lal Banarsi Dass, Delhi (1987).
7. Dictionary of Indian Philosophy and Yoga Edu., Dr. Arun Publications, Chandigarh (1995).
8. Brahmishi Vishvatma Bawara, Yoga for Life Divine, Radiance Publications, Chandigarh (1997).
9. Swami Kuvalyananda Pranayama, Popular Prakashan Bombay, English/Hindi (1992).
10. Swami Kuvalyananda Pranayama, Popular Prakashan Bombay (1983).
11. Shri Yogendra Yoga; Personal Hygiene; The Yoga Institute, Bombay (1958).
12. Yogeshwar, Text Book of Yoga, Free Indian Press, Madras (1981).
13. I.K. Taimini; The Science of Yoga, the Theosophical Publishing House Adyar, Madras, India (1979).

14. N.L. Dosanjh, Psychotherapy including Yoga Therapy, (Science of Mental Healing) Sanjeev Publications, Chandigarh (1979).
15. Rangunath Safaya; Indian Psychology, Munshiram Manohar Lal Publishers Pvt. Ltd., 54, Rani Jhansi Road, New Delhi (1976).
16. B.K.S. Iyengar, Light on Pranayama, Indus Publications, New Delhi (1994).
17. H.K. Kaul, Pranayamas for Health, Surjeet Publications, Delhi (1991).
18. Dr. Swami Karmananda Saraswati, Yogic Management of Common Disease; A Publication of Bihar School of Yoga, Munger (1992).
19. Swami Satyanand Saraswati, Asana Pranayama Mudra Bandh, Bihar School of Yoga, Munger (1995).
20. Swami Satyanand Saraswati, Rog Aur Yog, Bihar School of Yoga, Munger (1998).
21. Dr. Lajpat Rai, Dr. R.C. Sawhney, Dr. W. Selvamurthy (1998), Meditation Techniques, their Scientific Evaluation, Anubhav Rai Publication, Gurgaon, Haryana.
22. Swami Satyanand Saraswati, "Meditations from the Tantras", Bihar School of Yoga (1993).
23. Swami Kavalya Nandji, Yoga Therapy and its Principles (1971), Kaivalyadham Publications (1991).
24. Jack Forem, Transcendental Meditation (1974), George Allen & Unwin Ltd., London.
25. Dr. M.L. Ghrote & S.K. Ganguly, Teaching Methods for Yoga Practices Kaivalyadham, Lonavala (1998).
26. Om Prakash Tiwari, Asana Why and How? Kaivalyadham, Lonavala (1984).
27. Swami Muktibadhananda Saraswati, Hath Yoga Pradipike, Light of Hath Yoga, Bihar School of Yoga Publications, Munger (1993).
28. Dr. Makrand Mudhukar Gore, Sharir Vijyan Aur Yogabhiyas, Kanchan Prakashan, Kaivalyadham, Pune (1999).
29. Swami Shantidharmananda Saraswati, Poorna Yoga, Srikung Sadbhavna Manch, New Delhi (2000).
30. S. Kuvalaya Nanda, Pranayam (Lonavala Bombay; Kaivalya Dham (1982).
31. S. Kuvalaya Nanda, & Dr. S.L. Vinekar Yog Therphy (Lonavala Bombay; Kaivalya Dham (1971).
32. Swami Digamber Ji; Hath Yoga Pradipika (Lonawala Kaivalya Dham) 1980.
33. K.S. Joshi: Yoga and Personality (Allahabad; Udayan Publication) (1967).
34. Pandit Shambhu Nath, Stress Management through Yoga and Meditation, Sterling Publishers Pvt. Ltd. Publication (1994).

(OPTION L) : EDUCATIONAL ADMINISTRATION AND SUPERVISION

Marks	:	100
External	:	75
Internal	:	25

OBJECTIVES :

1. To make the students aware of:
 - (a) Applications of concepts of administration and management in the field of education.
 - (b) The administrative aspects.
 - (c) Leadership and its various concepts.
 - (d) Organizational Behaviour.
 - (e) Various concepts like planning, financing, supervision in Indian settings.
 - (f) Structure of educational administration at various government levels.

2. To make the students aware of concepts related to human resource management.

Course Content**UNIT-I**

1. Educational Administration and Management: Meaning & Scope, Basic Principles, Emerging Concepts.
2. Administrative Processes with special reference to Educational Organizations.
 - Communication
 - Decision Making
 - Organizational Development and Compliance
 - Management by Objectives (MBO)
 - Organization Change

UNIT-II

3. Leadership in Educational Organizations
 - Meaning and Nature
 - Theories of leadership & their relevance in education
 - Styles of leadership
 - Leadership traits & skills

UNIT-III

4. Organizational Behaviour :

Motivation, Job satisfaction, Relationships in organizational set up, Conflict resolution.

UNIT-IV

Educational Administration in Indian context.

5. Educational Authorities in India:

- Role of centre, state and local bodies in educational administration.
- Constitutional provisions, Centre-state relations on education.
- Role of private enterprises, their limitations and the remedial measures.

6. Financing of education :

- Meaning & importance
- Financing policy at centre, state and local levels.
- Budgeting and preparation of budget estimates.
- Problems & issues in financing education.

UNIT-V

7. Educational Planning :

- Meaning and nature.
- Approaches to planning.
- Institutional planning.
- Priority in planning

8. Performance appraisal in the educational organizational at different levels (including self-appraisal).

Note : Ten questions are to be set from all the five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 15 marks.

Books Recommended :

1. Agarwal, V. Bhatnagar, R.P., Supervision, Planning and Financing, Meerut, India : Surya Publication, 1997.
2. Chandrasekaran, P., Educational Planning and Management, New Delhi : Sterling Publishers, 1994.
3. Greene, J.F., School Personnel Administration, Chilton Book Company : Pennsylvania, 1975.
4. Khan, N. Sharif & Khan, M. Saleem, Educational Administration, New Delhi : Ashish Publishing House, 1980.
5. Kuldip Kaur, Education in India (1981-1985), Policies, Planning and Implementation, Chandigarh : Arun and Rajive Pvt. Ltd., 1985.
6. Lulla, B.P. & Murthy, S.K., Essential of Educational Administration, Chandigarh : Mohindra Capital Publishing, 1976.
7. Manju, Bala, Leadership Behaviour and Educational Administration, New Delhi : Deep & Deep Publications, 1990.
8. Mathur, S.S., Educational Administration and Management, Ambala Cantt. : Indian Publications.
9. Mukherji, S.N., Administration and Educational Planning and Finance, Baroda : Acharya Book Depot, 1970.
10. Philip H. Coomba, The World Crisis in Education, Oxford University Press, 1985.
11. Tara Chand and Ravi Prakash, Advanced Educational Administration, New Delhi : Kanishka Publishers, 1997.
12. Thakur, D. & Thakur, D.N., Educational Planning and Administration, New Delhi : Deep and Deep Publications, 1996.
13. Thomas I Sergiovanni, Educational Governance and Administration, America : Prentice Hall, 1980.
14. Trivedi, P.R. & Sudershan, K.N., Management Education, New Delhi : Discovery Publishing House, 1996.

(OPTION M) : Dissertation

Total Marks	:	100
External	:	75
Internal	:	25

- B. Field based experiences related to supervision and evaluation of practice-teaching and other aspects of School experiences of B.Ed. Programmes.

Total Marks	:	50
External	:	25
Internal	:	25

<i>Sr. No.</i>	<i>School Appraisal Report</i>	<i>Internal</i>	<i>External</i>
1.	(a) Physical Structure. (b) Human Resources. (c) Environment of School. (d) Attendance. (e) Time Table.	5	5
2.	<i>Co-Curricular Activities :</i> (a) One practicing School. (b) One at College Campus.	5	5
3.	<i>One Model Lesson</i>	5	5
4.	<i>Two Micro Lessons :</i> (a) Delivered. (b) Observed. (c) Critical evaluation of one Lesson Plan	5	5
5.	<i>Teaching Practice :</i> (a) Observation of Minimum 10 lessons spread over at least 10 days. (b) Overall assessment of students during Teaching Practice by Teacher-Incharge in the Practicing School.	5	5

Record of field based experience to be maintained by the students, checked by the teacher-Incharge and to be counter-signed by the Principal and it should be recorded there properly.

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