# Faculty of Education

## JAN NAYAK CHANDRA SHEKHAR UNIVERSITY
### BALLIA (U.P.)

## Department of Education



## NEP 2020

## Rules. Regulations and Curriculum
## M.A. Two Year Programme
## (Semester Wise)
## Session 2022-2023

# Jan Nayak Chandrashekhar University Ballia
## M.A. (Education) Semesterwise
### Rules, Regulation and Curriculum

**Admission:**

Applicants who have passed B.A. (Education) or any other equivalent examination from any recognised university and have studied education as a subject, only are eligible for admission. All students will be enrolled as a regular student.

**Admission Procedure:**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection procedure as per the policy of the state Government/Central Government/JNCU, Ballia.

**Duration:**

The M.A. (Education) programme is of a duration of two academic years spread over four semester.

**Examination:**

Students can answer the questions in Hindi or in English medium. The award of division towards the end of the fourth semester wiill be decided on the basis of aggregate of marks/credits earned in all the four semesters.

During the study of M.A. (Education) programme no student can avail the opportunity of any kind of full time or part time job. If any such cases are reported his/her admission will stand cancelled.

**Course structure:**

The entire course is of 2000 marks spread over four semesters. In each semester there will be of five papers of 500 marks. Examinee will have to secure 36 percent marks separately in each theory and in practical also. However it may be changed by the JNCU, Ballia from time to time.

**Award of Division:**

1.      First Division 60% and above

2.      Second Division      48% and above but below 60%.

3.      Third Division      Minimum 40% in total and atleast 36% marks in each paper separately but less than 48% marks in aggregate.

# [Structure of M.A. (Education) Programme]

## First Semester:

| Course Code | Course Title | Total Marks | Credit |
|---|---|---|---|
| 1.1 | Philosophical Foundation of Education | 100 | 04 |
| 1.2 | Sociological Foundation of Education | 100 | 04 |
| 1.3 | History and problem of Indian Education | 100 | 04 |
| 1.4 | Educational Research and statistics | 100 | 04 |
| 1.5 | Practical (Internal) | 100 | 04 |
| 1.6 | Project- For understanding social disadvantages, interview an urban or rural poor child who does not go to school and prepare report. | 100 | 06 |
| | **Total :** | **600** | **26** |

**Minor Elective (other faculty) in first semester or second semester.**      **100**      **04**

## Second Semester:

| Course Code | Course Title | Total Marks | Credit |
|---|---|---|---|
| 2.1 | Psychological Foundation of Education | 100 | 04 |
| 2.2 | Comparative Education | 100 | 04 |
| 2.3 | Education Administration and Management | 100 | 04 |
| 2.4 | Value and Peace Education | 100 | 04 |
| 2.5 | Practical (Internal) | 100 | 04 |
| 2.6 | Project- Visit a distance education centre. Interview its administrator and five students. Compare the distance education and regular formal education and prepare a report. | 100 | 06 |
| | **Total :** | **600** | **26** |

## Third Semester:

| Course Code | Course Title | Total Marks | Credit |
|---|---|---|---|
| 3.1 | Guidance and counselling in education | 100 | 04 |
| 3.2 | Teacher Education in India | 100 | 04 |
| 3.3 | Distance Education | 100 | 04 |
| 3.4 | Environmental Education | 100 | 04 |
| 3.5 | Practical (Internal) | 100 | 04 |
| 3.6 | Project- Identification of research problem and research proposal (synopsis) writing. | 100 | 06 |
| | **Total :** | **600** | **26** |

## Fourth Semester:

| Course Code | Course Title | Total Marks | Credit |
|---|---|---|---|
| 4.1 | Measurement, Evaluation and Assessment in Education | 100 | 04 |
| 4.2 | Education and Communication Technology | 100 | 04 |
| 4.3 | Research Methodology in Education | 100 | 04 |
| 4.4 | Curriculum Design | 100 | 04 |
| 4.5 | Practical- Comprehensive viva voce based on transactional strategies related to Semester-I, II, III & IV. | 100 | 04 |
| 4.6 | Project- Dissertation submission and viva voce. | 100 | 06 |
| | **Total :** | **600** | **26** |
| | **Total : (I+II +III+IV)** | **2500** | **108** |

**Note:—**

1. In IV Semester, evaluation of Dissertation work, report preparation and Viva Voce, will be held by External Examiner appointed by BOS, JNCU, Ballia.

2. Evaluation of project work (research proposal writing and dissertation submission) will be done at the end of the year. (In the fourth semester).

# FIRST SEMESTER
## Course : 1.1
## Philosophical Foundation of Education

**Objectives- After completing this course, the students will be able to:**
  - (i) Unterstand the nature of function and importance of educational philosophy and the relation between philosophy and education.
  - (ii) Critically differentiate between various branches of western philopsophy such as metaphysics, epistemology and Axiology.
  - (iii) Explain the different branches of Indian and western philosophy and work out their educational implications.
  - (iv) Critical appraisal of the contributions of prominent Indian educational thinkers to education.
  - (v) Understand the process of knowledge creation in the context of Indian edcational thinkers.

## *Course content-*

## Unit-1

## Education and philosophy-

Meaning, nature, scope and impotentce of education and philosophy relationship between education and philosophy different forms of educationa and new approach to *philosophy. Branches of Philosophy- Traditional branches of philosophy*-metaphysics, Epistemology, Axiology and logic-their implication for education practice. Modern concept of philosophy-Linguistic analysis positivism and relative positivism-critical analysis of Political thought with implications for education.

## Unit-2

## Western schools of Philosophy-

Idealism, Naturalism, Pragmatism, Realism, Existentialism, Marxims-their implications in terms of educational objectives, curriculum methods of teaching and Discipline with special reference to the concepts of knowledge, reality and values.

## Unit-3

## Indian Schools of Philosophy-

Sankhya, Vedanta, Yoga, Buddhism, Jainism, Islamic traditions Basic Principles and their educatinal implications with special reference to the concept of knowledge, reality and values.

**Unit-4**

**Modern Indian educational philosophers:**
Swami Vivekananda, Mahatma Gandhi, Ravindra Nath Tagore, Sri Aurobindo and Dean Dayal Upadhyay their Educational thoughts and implication in the contemporary perspectives. Modern concept of philosophy: Logical analysis, Logical empiricism and positive relativism. (Morris L. Prigge)

**Transactional Strategies:**

Discussion, reflective seminar, Summary Presentation of educational thought.

Interactive lecture.

**Assessment Rubrics:**

Unit Test, Assignment, Power Point Presentation of School of Philosophy. (Idealism, Naturalism, Pragmatism and Realism).

**Reference Books:**

1. Dinkar, Ramdhari Singh : Sanskrit Ke Char Adhyay, Udayacha, Prakashan, Patna.

2. Hirriyana, M The Essential of Indian Philosophy.

3. Mad Wingo (1974): Philosophy of Education, An Introduction.

4. Pandey, RS. (1995): SHIKSHADARSHAN, Vinod Pustak Mandir, Agra.

5. Jaffar, S.M. (1936): Education in Muslim Indian, Lahore.

6. Oad, L.K. (1979), Shiksha ke Drshanik Avam Samaj Shastriya Adhar, Jaipur, Rajasthan Grantha Academy.

7. Das Gupta SN. : Outlines of Indian Philosophy, Vols. 6

8. Garulla, Vachaspati: Bhartiya Darshan.

9. Radha Krishanan, S. (2000): Indian Philosophy, Voll-I & II, Oxford University Press, New Delhi.

10. त्रिपाठी, एस0 एण्ड पाण्डेय, एस0डी0 शिक्षा के दार्शनिक आधार, भारतीय पब्लिसर्श फैजाबाद।

11. चतुर्वेदी, सीताराम (1970), शिक्षा दर्शन, हिन्दी समिति, सूचना विभाग, लखनऊ।

12. तनेजा, बी0आर0 (1979), सोशियो–फिलासफीकल एप्रोच टू एजुकेशन, एटलांटिक पब्लि0, दिल्ली।

13. नेलर, जार्ज एफ (1971), इन्ट्रोडक्शन टू फिलासफी ऑफ एजुकेशन, जान विली एण्ड सन्स।

14. पाण्डेय, के0पी0 (1988), परस्पेक्टिब्ज इन सोशल फाउण्डेशन ऑफ एजुकेशन, अमिताभ प्रकाशन, दिल्ली।

15. पाण्डेय, के0पी0 (1988), नवीन शिक्षा दर्शन, अमिताभ प्रकाशन, दिल्ली।

16. पाण्डेय, रामसकल (1983), शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा।

17. बेकर, जान एल मार्डन (1980), फिलासफी ऑफ एजुकेशन, टाटा मेग्राहिल।

18. मारिल एल0 (1971), पाजिटिव रिलेटिवीज्म : एन इमरजेन्ट एजुकेशन फिलासफी विग्गी, हारपर रो।

19. सिंह, बलजीत (1984), एजुकेशन ऐन इनवेस्टमेन्ट, मीनाक्षी प्रकाशन मेरठ।

20. शर्मा महेश चन्द्र (2017),एकात्ममानवतावाद प्रभात प्रकाशन, नई दिल्ली।

21. शर्मा महेश चन्द्र (2017), पं0 दीनदयाल उपाध्याय–कर्तृत्व एवं विचार, प्रभात प्रकाशन, दिल्ली।

## FIRST SEMESTER
### Course : 1.2
### Sociological Foundation of Education

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

    (i)  Unterstand the implication of sociology knowledge for explaining the problem of education.

    (ii)  Analyze the basic feature of education as a social system.

    (iii) Explain various social-economics factors and their impact on education.

    (iv) Use of Social theories in understanding the process of education.

    (v)  Explain the role of education in social change and social control.

**Course content-**

**Unit-1**

**Educational Sociology-**

(a)  Educational sociology : Conceptual concerns-Scope and meaning of sociology, relation between sociology and education, sociology of education-modern and new concepts meaning scope nature and importance, Meaning and nature of educational sociology.

(b)  Concept of socialization-Role of education, family and community with special reference to Indian society, socialization of the child.

**Unit-2**

**Education as a social system-**

(a)  Social system and education, meaning and nature, structural and functional sub system, characteristic of social system, Education and social change, concept of social change, determinates of social change, Education as related to social stratification.

(b)  Role of Education social control and education social mobility-meaning kinds relation with education and their importance.

**Unit-3**

**Equality of Educational opportunities-**

(a)  Education: Equity and Equality, Equality of educational opportunities, concepts issues and challenges.

(b)  Role of education in changing society; Education and holistic social developmental Education and changing social context.

**Unit-4**

(a) **Tradition, Moderninty and democracy**- Concept of tradition and modernization in reference to education. Modernization and education-meaning and importance, Education religion and culture-concept, relations and their importance.

(b) **Education and politics**-Democracy, meaning, objective and role of education in development of domestic values.

**Transactional Strategies:**

Thematic disscussion, Assignment, Dialogues and lectures. Interactive Lecture.

**Assessment Rubrics:**

Unit test, sudden test, open discussions.

**Reference Books:**
1. Brook over, W (1957): The Sociology of Education, New York American Book Co.

2. Criwin, R.G. (1965): A sociology of Education, New Jersey Prentice Hall.

3. Core, M.S., I P Desal (1975): The Sociology of Education in India. New Delhi N.C.E.R.T.

4. Criwin, R.G. (1965): A Sociology of Education, New Jersey Prentice Hall.

5. Gore, M.S., I P Desal (1975): The Sociology of Education in India. New Delhi N.C.E.R.T.

6. Halsey, A., (1975): Sociology and the Equality Debate, Oxford Review of Eduction, Vol. 1, No.-1.

7. Kumar Krishna (1989): Social Character of Learning, New Delhi, Sage.

8. पाण्डेय, के0पी0 (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।

9. पाण्डेय, रामसकल (2009), उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तक मन्दिर, आगरा।

10. माथुर, एस0एस0 (2009), शिक्षा के दार्शनिक तथा समाजिक आधार, विनोद पुस्तक मन्दिर, आगरा।

11. लाल, रमन बिहारी (2009), शिक्षा के दार्शनिक एसं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ।

12. सक्सेना, एन0आर0 स्वरूप (1979), शिक्षा का समाजशास्त्रीय आधार, एम0एल0 पिन्टर्स, सुभाषनगर, मेरठ।

13. शर्मा, सरोज (2003), उदीयमान भारतीय समाज में शिक्षा, शीतल प्रिन्टर्स, सिंह कालोनी, जयपुर।

## Course : 1.3
## History and problem of Indian Education

**Objectives- After completing this course, the students will be able to:**
  (i) Appreciate the glorious past of education during the ancient period.
  (ii) Comprehend the assimilating role of education in medieval India.
  (iii) Analysis the impact of western education on indigenous system.
  (iv) Understand the contribution of colonial rule to the spread of modern education.
  (v) Know the development of education in the post independence period.
  (vi) Explain the problems of Indian Education.

### *Course content-*

### Unit-1

### Education during the ancient period-
(a) Vedic education
(b) Buddhist education
    With special reference to aims, curriculum, methods of instruction, discipline, teacher-taught relation and educational institutions.
(c) Education during the medieval period-Muslims education with special reference to aims, curriculum, methods of instruction, discipline, teacher taught relations and the centers of learning.

### Unit-2 Education during the British period
(a) Education during the British period.
(b) Charter act of 1913 and oriental occidental controversy.
(c) Macaulay's Minute-1935.
(d) Wood dispatch of 1954
(e) Hunter Commission- 1982-83
(f) Calcutta University Commission (1917-19)
(g) Hartong committee (1929)
(h) Basic education- 1937
    With special reference of main Recommendations suggestion and implementation.

### Unit-3 Education & Various Commision
(a) University education commision (1948-49)
(b) Secondary education commission (1952-53).
(c) Education commission (1964-66)
(d) National policy of education (1986)
(e) New education policy (1992 revised)
(f) National knowledge commission (2005)

**Unit-4 Problems of Indian Education**

(a) Problems of education system in Indian primary secondary and higher education.

(b) Aims and objectives of teacher education at elementary level, secondary level and college level.
NCF-2005, N.C.F.T.E. 2009, NEP 2020.

**Transactional Strategies:**

Seminar presentation, Reading and Reflection, Group Discussion, Role Play.

**Assessment Rubrics:**

Unit test, sudden test, open discussion on NEP 2020.

**Reference Books:**
1. Alteker, A.S. (1934): Education in Anacien India, Varanasi : The Indian Book shop.

2. Ghosh, S.C. (1989), Education Policy in India since Warren Hasting Calcutta.

3. Jaffar, S.M. (1936), Education in Muslim India, Lahore.

4. Kumar, Krishna (1991), Political Agenda of Education Delhi: Sage.

5. Mukhaerjee, R.K. (1960), Ancient Indian Education, Delhi : Motilal Banarasi Das.

6. Nurulha S. and J.P. Naik, (1974) A student history of education in India, New Delhi : The Macmillan.

7. अग्रवाल, जे0सी0 (2007), भारत में शिक्षा व्यवस्था का विकास, शिप्रा पब्लिकेशन, दिल्ली ।

8. गुप्ता, एस0पी0 (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद ।

9. पाठक पी0डी0 (1974), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मन्दिर, आगरा ।

10. मुकर्जी, आर0के0 (1960), एंसियेंट इण्डियन एजुकेशन, मोतीलाल बनारसी दास, दिल्ली ।

11. शर्मा, आर0ए0 (2007), भारतीय शिक्षा प्रणाली का विकास, आर0 लाल बुक डिपो, मेरठ ।

## Course : 1.4
## Educational Research & Statistics

**Objectives- After completing this course, the students will be able to:**
a) Know the meaning and scope of educational Research.
b) Differentiate among fundamental, applied and action research.
c) Analysis different methods used in educational research.
d) Use statistical techniques for the analysis and interpretation of data.
e) Differentiate between qualitative and quantitative methods in educational research.
f) Recognize the significance of parametric and non parametric statistes in education research.

**Course content-**

### Unit-1    Understanding Research

(a) Meaning, concept and Paradigms of Research- Meaning need, nature and objecitves of Educational Research and its scope. Various forms of Educational research Fundamental, Applied and Action Research, Difference among them on the basis of objectives, nature of problem, method and Utility of research, Research Paradigm Quantitative and Qualitative, their nature, characteristic and features Scientific inquiry and Theory development.

(b) Major approaches to research-Descriptive research, expost facto research, laboratory experiment, field experiment, field studies and Historical research.

### Unit-2    Research Process:

(a) Identifying problems of research- Principle and definition of problem selection, Selection and Formulation of research problem, criteria and sources for identifying the problem. Delimitations of research problem.

(b) Hypothesis-Process, sources, purpose, characteristic and types of hypothesis. Hypothesis testing, formulation of generalization and conclusions. Reiew of related literature.

### Unit-3    Population and Sampling in Research-

(a) Population and Sampling techniques in Educational research-concept and meaning of population and Sample in research, needs and type of sample, Characteristics of a good sample Probability and Non-Probability sampling method, procesure and limitations.

(b) Tools of Research-Concept and Characteristics of good research tool. Types of research tools and techniques, their uses, Some specific research tools their chief features and procedures for developing them. Interview and questionnaire, observations, test and scales, projective and sociometric techniques.

## Unit-4

### A-Statistical Techniques-

(a) Measures of central tendency-Computation of mean, median, mode and explaining their uses in treatment of data.

(b) Measures of variability-Range, mean-deviation, standard-deviation, variance and quartile deviation and their uses.

(c) Correlation-meaning of correlation, calculation and interpretation of coefficient of correlation by Spearmen and Pearson's method, Phi-coefficient of Correlation, partial correlation, Multiple correlation.

(d) Test of significance, types of error, The T-test, The F-test (one way and ANOVA), Non parametric tests (Chi-Square test).

**Transactional Strategies:**

Case based presentation, Review of related literature, Teacher and peer directed practice session.

**Assessment Rubrics:**

Unit test, sudden test, Assignment Research paper writing.

**Reference Books:**
1.     Best John W. (1993) : Research in Education, Prentice Hall Incorporation, New Delhi.

2.     Corey, Stephen M (1954) : Action Research to improve School Practices, Burean of Publication, Teacher College, Columbia University, New York.

3.     Dalen, Van & Deobold B. Van (1973) : Understanding Educational Research, An Introduction (3$^{rd}$ Edition) McGraw Hill & Book Company, New York.

4.     Ferguson, G.A. (1981) : Statistical Analysis in Psychology and Education , Megraw Hill International Book Company, New York.

5.     Garrett, H.E. (1981) : Statistics in Psychology and Education, Vakis Feffers and Simons, Pvt. Ltd. Bompay.

6.     Guiford, J.P. (1986) : Fundamental of Statistics  in Psychology and Edcation, McGraw Hill  Book Company, New York.

7.     Kerlinger, Fred N. (1983) : Foundations of Behavioural Research, Surjeet Publication, 7 K. Kolhapur Road Kamala Nagar, Delhi.

8.    Kothari, C.R. (2006) : Quantitative Techniques, Second Reprint Vikash Publishing House Pvt. Ltd. New Delhi.

9.    Koul, Lokesh (1990) : Methodology of Educational Research, Vikash Publishing House Pvt. Ltd. New Delhi.

10.   Pandey, K.P. (2005) : Fundamentals of Educational Research, Vishwavidyalaya Prakashan, Varanasi.

11.   Travers, M.W. (1961) : An Introduction to Educational Research, McMillian Company, New York.

12.   Tuckman, Bruce W. (1978) : Conducting Educational Research, New York, Harcout Bruce, Jovanocich, Inc.

13.   Verma M. (1965) : An Introduction to Educational and Psychological Research, Asia Publishing House.

14.   गुप्ता, एस0पी0 (2002), सांख्यिकी विधियाँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद ।

15.   पाण्डेय, के0पी0 (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी।

16.   पाण्डेय के0पी0 (2007), शिक्षा एवं मनोविज्ञान में सांख्यिकी : विश्वविद्यालय प्रकाशन, वाराणसी।

17.   राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा।

18.   शर्मा, आर0ए0 (2011), शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, आर0 लाल बुक डिपो, मेरठ।

19.   सिंह, अरूण कुमार (2010), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ मोतीलाल बनारसीदास बंगलो रोड, दिल्ली।

# FIRST SEMESTER
## Course : 1.5
## Practical (Internal) 100

a) Reading and reflection of any two of the texts of Indian Educator mention in Philosophical Foundation of Education.                    25

b) One Book review related to Sociological Foundation of Education.    25

c) Viva Voce (Comprehensive)                                          50

## Course : 1.6
## Project work

For understanding social disadvantages, interview an urban or rural poor child who does not go to school and prepare report.

# SECOND SEMESTER
## Course : 2.1
## Psychological Foundation of Education

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

(i) To unterstand concepts and principles of educational psychology as an Applied Science

(ii) To enable them to understand the process of Human Development, Related psychological theories and their implications for education.

(iii) To acquaint them with the concept and process of learning related theories and their Educational implications.

(iv) To orient them with the Nature and concepts of Individual Differences, *intelligences,* Creativity etc. and their Implications for Education.

(v) To examine critically the concepts of Mental Health, Mental Hygience and the Nature of Group Behaviour with their Educational implications.

(vi) To understand the concepts and Theries of personality and its assessment technique course contents-

**Unit-1**

(a) Educational Psychology-meaning, nature, aims, scope, Indian and Western Views, Relationship of Education and Psychology. Contribution of Psychology to education. Methods of Education psychology. The relevance of educational psychology in teaching-learning process.

(b) Growth and Development-Concept, Foundation & causes, Priciples of development, difference between growth and Development, cognitive, social, emotional and intellectual development, main characteristics and educational implications. Development of concept formation, logical reasoning, problem solving and creative thinking, language development. Role of heredity and environment.

**Unit-2**

(a) Learning-concept, kinds and levels of learning Robert Gagne's hierarchy, factors affecting learning, Transfer of learning-meaning, theory and its educational implication. Theories of learing-Thorndike, pavlov, skinner, Hull, Tolman, Lewin field theory.

(b) Creativity-meaning, nature, process, identification and fostering creativity through education, Main aspects of creativity and intelligence, measurement of creativity.

**Unit-3**

(a) Intelligence-meaning, Indian Anthakaran chatushtaya western concept-main point. Theories-Guilford's theory of intelligence, Gardener's concept of intelligence-chief features and educational Implications, Emotional Intelligence meaning, chief features and educational implications, Measurement of Intelligence.

(b) Motivation-concept, nature, content and process theories, Indian view Purusharth chaiushaya (dharma, Artha, Kam Moksh) and educational implication Techniques of motivating for diverse group of iearners including challenged gropus. Motivational Strategies for special children-Educationally backward children, Gifted and Mentally retarded child-Identification and educational provision.

**Unit-4**

(a) Personality-Meaning Panchkoshiya development and Sata, Raja, Tam, Guna dominated personality and its, Educational Implication, Traits and Types of personality. Indian concept of personality, western concept of personality and theories-trait approach Alport psychoanalytic theory-Freud, Humanistic theory-Rogers, Measurement of personality.

(b) Mental health and hygiene-process of adjustment, conflicts and defence mechanism, mental hygiene and mental health. Sex Education-concept, need and relevance.

**Transactional strategies:**

Case study, field based abservation, brain storming.

**Assessment Rubrics:**

Unit test, sudden test, Assignment Administration of test (Extrovert-introvert personality test).

**Books Recommended:**

1. Bernard, Harold W. (1972): Psychology of Learning and Teaching, McGraw Hill Book Company.

2. Bhatnagar, S. and Saxena, A. : Advanced Educational Psychology, R. Lal Book Depot, Meerut.

3. Chauhan, S.S. (2002): Advnace Educational Psychology, Vikas Publication House, New Delhi.

4. Cronback, L.J. (1954) : Educational Psychology, Harcort Brace, New York.

5. Dececco, J.P. and W. Crawford (1988): Psychology of Lerning and Instruction, Prentice Hall of India, New Delhi.

6. Dutt, N.K. (1974): Psychology Foundation of Education, Dowaba House, New Delhi.

7. Gagne, Robert M. (1970): The Conditions of Learning, Holt, Reinehart and Winstone, Inc. New York.

8. Mangal, S.K. : Essentials of Educational Psychology, Prentice Hall of India, New Delhi.

9. Pandey, K.P. (2007) : Advance Educational Psychology, Vishwavidyalaya Prakashan, Varanasi.

10. Skinner, C.E. (2003): Educational Psychology Fourth Edition Prentice Hall of India New Delhi.

11. Travers, John F. (1979): Educational Psychology, Harper and Row Publishers.

12. Travers. Robert M.W. (1973): Educational Psychology-A Scientific Foundation for Educatinal Prentice. The Macmillan Company, New York.

13. Bhatia, H.R. (1968): Elements of Educational Psychology, Calcutta Orient Long Man.

14. Mangal, S.K. (2012): Educational Psychology, PHI learning private Limited, New Delhi.

15. Prakash, Prem: Psychological Foundations of Education: Kanishka Publication, New Delhi.

16. गुप्ता, एस0पी0 एवं गुप्ता ए0 (2004): उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।

17. पाण्डेय के0पी0 (2009) : नवीन शिक्षा मनोविज्ञान, विश्वविद्यालय प्रकाशन वाराणसी।

18. शर्मा, आर0ए0 एवं शर्मा आर0 (1962): भारतीय मनोविज्ञान, अटलांटिक पब्लिशर एवं डिस्ट्रिब्यूटर, नई दिल्ली।

19. पाण्डेय एस0डी0 (2015) शिक्षा मनोविज्ञान एक परिचय: भवदीय प्रकाशन अयोध्या फैजाबाद।

20. पाण्डेय, एस0डी0 (2015) शिक्षण अधिगम का मनोविज्ञान : भवदीय प्रकाशन अयोध्या फैजाबाद।

21. मिश्र आर0के0 एवं मिश्र सुभाष (2013) शिक्षण अधिगम का मनोविज्ञान अग्रवाल पब्लिकेशन आगरा।

22. सिंह, अरूण कुमार (2004), शिक्षा मनोविज्ञान

23. चौहान, रीता (2014), शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन आगरा।

24. जायसवाल सीताराम–शिक्षा मनोविज्ञान–रेलवे क्रासिंग सीतापुर रोड, लखनऊ।

25. सारस्वत मालती–शिक्षा मनोविज्ञान की रूपरेखा–आलोक प्रकाशन लखनऊ।

# SECOND SEMESTER
## Course : 2.2
## Comparative Education

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

(i) To unterstand comparative education as a new discipline.

(ii) Develop an understanding about the educational system in terms of factors and approaches of comparative education.

(iii) Develop of skill that enable one to assess the efficacy of educational systems of different countries in terms of the dominant trends prevailling these.

(iv) Develop a perspective about the implications of comparative education for solving existent educational problems in India.

(v) Analyse the structure of education in comparative perspectives.

(vi) Explain why dissemination of education is important.

**Unit-1**

  (a) Comparative Education: Meaning aims and implications.

- Scope, Methods and major concepts of comparative education.
- Intra and inter educational analysis.

  (b) Modern trends in world education-national and Global.

- Factors affecting national system of education in India.

**Unit-2**

  (a) Comparative Education: Factors and Approaches-Racial, Geographical, Economic, Cultural, Sociological, Philosophical, Linguistic, Scientific, Ecological, Religious, Political.

- Cross-disciplinary approach used in comparative education.

  (b) Democracy and Nationalism.

**Unit-3**

  (a) A Comparative study of the systems of education of different countries with special reference to-

- Pre-primary education- U.S.A., U.K. Russia, Japan, India-Aim, Organization and curriculum.
- Primary Education- U.S.A., U.K. Russia, Japan, India-Aim, Organization and curriculum.

- Secondary Education- U.S.A., U.K. Russia, Japan, India-Aim, Organization and curriculum.

- Higher Education- U.S.A., U.K. Russia, Japan, India-Aim, Organization and curriculum.

(b) Teacher Education- India, Japan, U.S.A., U.K. Russia, France Aim Organization and curriculum.

- Women's Education- India, Japan, U.S.A., U.K. Russia Aim Organization and curriculum.

## Unit-4

(a) Problems prevailing in developing countries with special reference to India their causes and solution through education.

- Poverty

- Unemployment

- Population explosion

- Terrorism

- Casteism and communalism

- Illiteracy

(b) Rol of U.N.O. in Improving Educaitonal opportunities among member countries. Official organs of U.N.O. and their educational activities in India.

**Transactional strategies:**

Quizz, seminar, Group Discussion, Reading and reflection, Colloquia.

**Assessment Rubrics:**

Unit test, sudden test, Assignment, Colloquia on Teacher education in India.

**Reference Books:**

1. Agrwal J.C. Comparative Education in India, U.K., U.S.A., U.S.S.R. Arya Book Depot.

2. Chaube S.P. Features of comparative Education,a Agrawal Publication, Agra.

3. Chaube S.P. & Chaube A., (1998) Comparative Education, Vikash Publishing House P Ltd. New Delhi.

4. Dutta, B.S.V. (2004) Co-operative Education-A comparative study of Educational systems DVS publishers & Distributors, Guwahati.

5. Naik, S.P. (2003) Perspective on comparative Education, Anmol Publication, New Delhi.

6. Sharma R.A. Comparative Education: Educational System & Problems of the World R. Lal Book Depot. Meerut.

7. Sharma, Y.K. Comparative Education: Comparative study of Education System.

8. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्तक मन्दिर, आगरा।

9. जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, उ0प्र0 लखनऊ।

10. पाण्डेय के0पी0 (1988), कम्परेटिव एजूकेशन, अमिताभ प्रकाशन, गाजियाबाद, दिल्ली।

11. पाण्डेय के0पी0 (1988), तुलनात्मक शिक्षा, अमिताभ प्रकाशन, भवानी नगर, मेरठ।

12. मलैया, के0सी0 (1966) तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन।

# SECOND SEMESTER
## Course : 2.3
## Educational Administration and Management

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

(i)   Help student understand concept Need and view point of Educational administration and management.

(ii)  Help student understand the concept and process of management.

(iii) Help student understand an understanding of various procedures of organizing educational administration.

(iv)  Help student understand the new trends and process of educational administration and management.

(v)   Differentiate between scientific management and educational management.

(vi)  Explain administration as a process.

**Unit-I**   Meaning and nature of Educational Administration and Management objectives and scope of educational administration difference and relationship between the two concept of scienctific management.

**Unit-II**  Functions of Educational Administration, Principles of Educational Administration, Types and Theories of Educational Administration.

**Unit-III** Role of Central State and local bodies in education-Central administrative Machinery of Education. Role of Central Government in Education. Advisory bodies of the Union Govt. in The Field of Education. State Administrative Machinery of Education in Utter Pradesh. The functions of the state department of Utter Pradesh, Rold of Local bodies in Education.

**Unit-IV** Development of Modern concept of educational administration-Tayliorism, Administration as a process-Special Trends in Educational administration such as decision making, Organisational climate, Leadership in Educational Administration. Theories of Leadership. Style of Leadership Educational supervision-Meaning, Nature and Function-Planning and organizing supervisory programme, Traditional Vs. Modern Supervison.

**Transactional strategies:**

Group Discussion, Seminar, Case study.

**Assessment Rubrics:**
Unit test, sudden test, Colloquia on structure of educational Administration in India.

**Books Recommended:**

1. Appleby, Paul H. Public administration in India-Report of a survey Govt. of India New Delhi.

2. Ghosh, O.K. The Indian Financial System Allahabad 1958.

3. S.S. Bhatnagar, & Gupta P.K., Educational Management-R.L. Book Depo. Meerut.

4. वर्मा जे0पी0 विद्यालय प्रबन्ध—आर0लाल बुक डिपो मेरठ।

5. शर्मा आर0ए0 विद्यालय संगठन एवं शैक्षिक प्रशासन आर0लाल बुक डिपो, मेरठ।

6. ओड, एल0के0 (1992), शैक्षिक प्रशासन, जयपुर राजस्थान ग्रंथ अकादमी।

7. चतुर्वेदी आर0एन0 (1989), दि एडमिनिस्ट्रेशन ऑफ हायर एजुकेशन इन इंडिया जयपुर प्रिंटवेल प0।

8. गोयल एस0एल0 (2005), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0एच0 प0 कारपोरेशन।

9. भटनागर, आर0पी0 एवं अग्रवाल विद्या (1986), एजुकेशनल एडमिनिस्ट्रेशन : नई दिल्ली इंटरनेशनल पं0 हाउस।

10. भट्ट, वी0डी0 एवं शर्मा एस0डी0 (1992) एजुकेशनल एडमिनिस्ट्रेशन : हैदराबाद कनिष्ठ पं0 हाउस बुक लिंक कारपोरेशन।

11. राय चौधरी, नमिता (1992) मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, एस0पी0 एच0प0।

## SECOND SEMESTER
## Course : 2.4
## Value and Peace Education

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

(i) Understand the concept of value and its different categories.

(ii) Understand about the nature of peace, value and different procedures of addressing the conflicts.

(iii) Use different techniques for inculcation of peace related values.

(iv) Analyze different agencies like home, school and community for enrichment of peace related value.

(v) Understand the nature of peace, objectives and relevance of peace education in the present context.

(vi) Understand the value education and its relevance for different levels of teacher education programming.

## Course Content:

**Unit-I    Concept of peace: meaning and classification**

**A.** Peace - Meaning, nature and its relevance in the context of the present global scenario, Sources of peace.

B. Classification of peace-positive and negative peace, concept, characteristics, remedy to minimize the negative peace, Indian and western view point in respect of peace.

C. Role of different organizations like UNESO in peace enrichment.

**Unit-II   Value : meaning & classification of values for promoting peace**

A. Value-Meaning, nature and its relevance in present global scenario.

B. Classification of value.

C. Role of community, school and family in the development of value.

**Unit-III  Peace Education : meaning and pedagogy in relation to peace**

A. Peace education- maning, objectives, scope and its relevance.

B. Methods for peace education.

C. Ongoing researches in the field of peace education - present scenario and suggestions.

**Unit-IV  Value Education**

   A.  Value education - Meaning, nature, objectives, scope and its relevance.

   B.  Value education, fundamental right, duty and role of teacher.

   C.  Ongoing researches in the field of value education and their implications for present scenario in respect of peace.

*Transactional Strategies—*

- Formulation of plan to enrich value in teachers.
- Designing of a test for the measurement of peace related value.
- Methods used for solving the internal conflicts and their application and use and presentation of reports thereon.
- Case study of selected educational institutions which promote concenrs for peace and value.
- Discussions/Seminar presentation.

*Evaluation Rubrics:*

   Case studies and Case reports, Unit tests, visits to selected institutions in the community which play distinct role in value inculation.

**Reference Books:**

- Chakrabarti, Mohit : Value education.
- Patil, V.T. : Value education and Human rights Education, Gnosis Publishers.
- Raghuvansh, Sujata : Human Rights and Duties education, Mahaveer and Sons, New Delhi.
- Smith, P.G. (1970) : Theories of Value and problems of Education, University of Illinoise Press, London.
- Tiwari, K.K. : Education for values.
- Thomas Kutty, P.G. & George, M. : Human Rights and Value in Education, Discovery Publishing House Pvt. Ltd., New Delhi.
- Nanda , R.T. (1997) : Contemporary Approaches to value Education in India, Regency Publication, New Delhi.
- Joshi, Kireet : Philosophy of value oriented Education, Theory and Practical, Indian Council of Historical Researcch (ICHR), New Delhi.

## Course : 2.5
## Practical and Viva Voce

**A. Each student will have to administer any four of following tests and prepare a detailed report:**

1. Interest : To measure the interest by Interest inventory
2. Adjustment : To know the level of adjustment
3. Creativity : Measurement of creativity
4. Learning : Learning by substitution method or code basis.
5. Personality test : TAT, Extrovert- Introvert inventory
6. Objective type test span of attention or apprehension.
7. Intelligence test : General mental ability intelligence test.

B. **One book review related to semester IInd text:**

Note:— It will be mandatory for every student to prepare a test file, Practical examination will be conducted on any two of the above stated tests.

**Marks Distribution:—**

1. Psychological Test : 20
2. File record : 15
3. Book Reveiew : 25
4. Viva Voce : 40
   Total marks : (20+15+25+40) 100

***Books Recommended***—

- Panday S.D. and Singh R.K. (2013) Educational Facts and Psychological Test in Education. Bhavidiya Prakashan Ayodhya.

## Course : 2.6
## Project work

Visit a distance education centre. Interview its administrator and five students. Compare the distance education and regular formal education and prepare a report.

**Note:—**

1. In II Semester, evaluation of Project work, report preparation and Viva Voce, will be held by External Examiner appointed by BOS, JNCU, Ballia.

2. Evaluation of project work will be done at the end of the 1st year (In the second semester).

# THIRD SEMESTER
## Course : 3.1
## Guidance and Counselling in Education

**Objectives- After completing this course, the students will be able to:**
  (i) Unterstand mentoring process.
  (ii) To help student understand principles and problems of different types of guidance.
  (iii) To help student understand concept, need and guidance for the children with special needs.
  (iv) To help student understand the concept and process of counselling.
  (v) To develop in student an understanding of various procedures of organizing various Guidance services.
  (vi) Use different techniques of guidance and counselling.

**Unit-I**
  - Concept, Principles and Nature of Guidance programme.
  - Needs, scope and significance of guidance.
  - Types of guidance (Educational, Vocational, Personal and Social)-Aim, difference and Techniques.
  - Role of the teacher in guidance.
  - Agencies of guidance-National State level.
  - National Mentoring Mission (NMM), Role of mentoring in guidance and counselling.

**Unit-II**
  - Vocational Gudiance : Concept and Nature of Vocational Guidance.
  - Nature of work.
  - Career development- Super's Theory about Guidance.
  - Approaches to career guidance, Vacationalisation of secondary education and career development.

**Unit-III**
  - Organization of a Guidance Programme..
  (a) Principles of organization.
  (b) Various types of service counselling.
  - Counselling Process
  - Concept, nature, principles of counselling.
  - Counselling approaches-directive, non-directive.
  - Group Counselling vs. individual counselling, counselling for a adjustment.
  - Characteristics of goods counselling.
  (c) Group guidance, individual inventory service and information orientation service, placement service and follow up service.
  (d) Evaluation of guidance programme.

**Unit-IV  Guidance of Children with special needs.**
   (a)  Problems and needs.
   (b)  Guidance of the gifted and creative students.
   (c)  Guidance of under-achiever and first generation learners.
   (d)  Role of the teacher in helping children with special needs.

**Transactional strategies:**

Case study, preparation of report, seminar presentation. Interactive lecture.
   1.  To present report based on a counselling session of five students on the basis of case study for solving their problems.
   2.  Preparation of a report by using an any two tools of evaluation in the context of guidance.

**Assessment Rubrics:**

Unit test, sudden test for formative assessment. Case study reports and counselling in practical/simulated session.

**Books Recommended:**

1.     Agarwal J.C. : Educational Vocational Guidance and counselling. Daoda House, Nai Sarak, Delhi.
2.     Anatasi Anne : Psychological tesing, New York, Mac Millan 1982.
3.     Bengalee, M. (1984) : "Guidance and Counselling" Seth Publisher, Mumbai.
4.     Bhatia, K.K. - Principles of guidance and counselling, kalyani publishers.
5.     Crow and Crow "Introduction to Guidance". 2 ed. Eunasia Publishing Co., New Delhi.
6.     David, A.,- Guidance and Counselling : Corn. W.
7.     Gupta S.K. Guidance and counselling in Indan Education, Mittal Publication Pvt. Ltd.
8.     जायसवाल, सीताराम (1987), शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मन्दिर, आगरा।
9.     पाण्डेय, के0पी0 एवं भारद्वाज, अमिता (2003), शैक्षिक तथा व्यावसायिक निर्देशन, विनोद पुस्तक मन्दिर, आगरा।
10.    दूबे, रमाकान्त (1982), शैक्षिक एवं व्यावसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस, मेरठ।
11.    शर्मा, आर0ए0 एवं चतुर्वेदी शिक्षा (2010), निर्देशन एवं परामर्श के मूल तत्व, आर0 लाल बुक डिपो, मेरठ।
12.    www.guidance and counselling.com
13.    www.mentoring.com
14.    www.children with special need.com

# THIRD SEMESTER
## Course : 3.2
## Teacher Education in India

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

(i) Unterstand the concept of teacher education and its development in India.

(ii) Develop and understanding in the students about various, modalities used for teachers, teacher, educators, and educational administrator for different levels of education.

(iii) Acquaint the students with the various aspects of student teaching programmes prevailing in the country.

(iv) Develop insight in the major problems of teacher education.

(v) Develop in the students an understanding about the important research finding in teacher education.

(vi) Know the modern trends in teacher education.

**Unit-I**

- Meaningh & Scope of teacher education.
- Objectives of teacher education at different levels elementary level secondary and college level.
- Development of teacher education in India.
- Recommendation of various commissions especially Kothari commission, NPE 1986, POA 1992, NCF 2005 and NEP 2020.

**Unit-II**

- Preparation of Teachers for pre-primary, primary & secondary stages of education.
- Professional preparation of teacher education & educational administrators.
- Preparation of teachers for the teaching of Particualr subjects (Languages social sciences and physical science).
- Pre-service & In-service Training Programmes, Distance Education and teacher education. Orientation and Refresher courses.

**Unit-III**

- Students-teaching Programme.
- Pattern of student- Teaching (Internship, block, teaching, teaching, practice, off-campus teaching programme)

(a) Core teaching skills : Introduction, skill of probing, Reinforcement, writting instructional objectives. Black Board writting, Explaination, closure lesson.

(b) Microteaching: Concept, need, process, cycle and phases of microteaching.

**Unit-IV Current Problems:**

- Quality parameters in teacher education. Teacher education and internship school programmes preparing teachers for special school. Commercialisation issues in teacher education.

- Areas of research in teacher education : Effectiveness of teaching Interaction analysis, Modification of teacher behaviour, School effectiveness, Teacher education in NEP 2020.

- Role of National Research Foundation (NRF) in teacher education.

- Mentoring process in teacher education.

**Transactional strategies:**

Lecture cum Discussion, projects. Review of historical development of teacher education in India, Seminar Presentation.

**Formative Assessment Rubrics:**

Unit test, sudden test for formative assessment : one Book review related to teacher education text.

**References:**

1.  Barr, A.S. (1958) Characteristics of Successful teachers Phil Delta kappa.
2.  Gurry P (1953) Education and Training of Teachers London Longmans Green and Co. Ltd.
3.  Leedhan Johu (1973) Educational Technology First Book Pitman London.
4.  शर्मा, आर0ए0 एवं चतुर्वेदी शिखा (2002), अध्यापक प्रशिक्षण तकनीकी, आर0 लाल बुक डिपो मेरठ।

# THIRD SEMESTER
## Course : 3.3
## Distance Education

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

(i)  Orient the students with the need and nature of Distance Education in the present day Indian Society.

(ii)  To expose them to the different kinds of Information and Communication Technologies (ICT) band enable them to be familiar with their use in Distance Education System.

(iii)  To enable them to understand various modes of students support services (SSS) and develop in them skills to manage such services for various kinds of programmed through Distance Education.

(iv)  To enable them to evaluate programmed of Distance Education and to develop in them the ability to enhance the quality and standard of different distance education provrammes.

(v)  To acquaint them with the Trends of Research field of Distance Education.

(vi)  Develop an understanding of issues and challenges in distance education.

**Unit-I      Distance Education and its Development**
- Concept, need and Characteristic Features of Distance Education.
- Growth and Philosophy of Distance Education.
- Student support services.
- Development pattern of some selected open universities of U.K. Australia & China.
- Different contemporary systems : Correspondence, distance and open.

**Unit-II     Intervention Strategies at a Distance**
- Information and communication Technologies and their Applications in Distance Education.
- Designing and Preparing self-Instructional Material.
- Media : Prints & Electronic, Media Integration.
- Distance Education-nature and characteristic.

**Unit-III   Learning at a Distance**
- Student support Services in Distance Education and their Management.
- Technical and Vocational Programmes through Distance Education.
- Distance Education and Rural Development.
- Problems of Distance Learners.
- Quality parameters in distance education.
- Role of Distance education counsil (DEC) in open and distance learning.

**Unit-IV   Quality Enhancement and Programmed Evaluation:**
- Modern trends in distance education.
- Quality Assurance of Distance Education.
- Mechanisms for maintenance of standards in Distance Education.
- Evaluation in Distance Education.

- New Dimensions in Distance Education-Promises for the future.
- Counselling methods in distance education.

**Transactional strategies:**

Colloquia, Quizz, Group Discussion, Projects.

**Assessment Rubrics:**

Unit test, sudden test, visit of distance education centre and preparation of report and presentation.

**References:**

1. Digmarti, Bhaskar Rao International guidelines on open and distance Education.

2. Holmerg, B (1981), Status and Trend of Distance Education, Keegan, Pani, London.

3. Keegan. D. (1986), The Foundations of Distance Education, Croom, Helm, London.

4. Koul, BN, et. al (1998), Studies in Distance Education, AIU, IGNOU, New Delhi

5. Lavis, Roger (1984), How to tutor in open Learning System, C.E.T.

6. Pandey, K. (1991), IGNOU Student Support Services and Personal Contact Programmes : Present Status and Suggestion, New Delhi : IGNOU.

7. Sahoo, P.K. (1993), Higher Education at a Distance, Sanchar, New Delhi.

8. पाण्डेय कल्पलता (1988), दूरवर्ती शिक्षा के नये आयाम।

9. शालिनी, राज : डिस्टेंस एजुकेशन, आई0वी0आई0 पब्लिशिंग हाउस, नई दिल्ली।

10. यादव, सियाराम : दूरवर्ती शिक्षा, विनोद पुस्तक मन्दिर, आगरा।

11. गुप्ता, एस0पी0 एवं गुप्ता, अल्का : दूरस्थ शिक्षा, शारदा पुस्तक भवन, आगरा।

12. तिवारी, राघवेन्द्र : शिक्षा का नया विकल्प—दूर शिक्षा, हिन्दी ग्रन्थ अकादमी भोपाल, मध्य प्रदेश।

13. शर्मा, आर0ए0 (2004), दूरवर्ती शिक्षा, सूर्या पब्लिकेशन, मेरठ।

14. पाण्डेय, श्रीधर एवं सिंह सोमवीर सतत शिक्षा : एकदृष्टि।

# THIRD SEMESTER
## Course : 3.4
## Environmental Education

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

   (i)   Understand concept, importance, scope and aims of environmental education.

   (ii)   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.

   (iii)   To orient student teacher with varous components of environment for preparing a curriculum for environmental education.

   (iv)   To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.

   (v)   To enable the student teacher to understand about various projects in the area of Enviromental studies in different countries.

   (vi)   Understand concept, nature and relevance of Environmental Ethics Education (EEE).

**Unit-I**    **Environmental Education**

- Introduction
- Concept, Importance and Scope
- Aims and Objectives.
- Guiding Principles and Foundations.
- Relationship between man and Evironment.
- Ecological and Psychological Perspective.

**Unit-II**

- Concept of environment and ecosystem.
- Natural System earth and biosphere, a biotic and biotic components.
- Nature resource, abiotic resources.
- Human System-Human being as part of environment, human adaptations to evironment, population and its effects on evironmental resources.
- Technological system- industrial growth, scientific and technological inventions and *their impact on the environmental system*.
- Environment and Sustainable Development.

**Unit-III**

- Environmental Hazards.
- Environmental pollution, physical, air, water, noise, chemical.
- Deforestation, Soil erosion, global warming.
- Need and efforts for conservation, preservation and protection of rich environmental heritage.
- Ideas of Gandhi, Tagore and J. Krishnamurthi in relation to environmental protection.

**Unit-IV**

- Method's and approaches of environmental education.
- Method-Discussion, Seminar, Workshop, Dialogue, Problem solving, field surveys, Projects and Exhibition.
- Role of ICT in Evironmental Education.
- Environmental Ethics Education (EEE)-Concept nature and relevance. Paradigm shift from Environmental Education (EE) to Environmental Ethics Education (EEE).

**Transactional strategies:**

The course will be transacted through interactive lecture, discussions, problem solving and field work for making the environmental education effective.

**Assessment Rubrics:**

1. Collection of statements and ideas related to Environment and its conservation from Indian literature.
2. Construction of project based on Environmental Education.
3. Write research based innovative article on Environmental Ethics Education.

**References:**

1. Agrawal S.K. (1997) "Evironmental issues and themes", APH Publishing Corporation, New Delhi.

2. B.P. Chaurasia (1992) "Environmental pollution, perception and Awareness". Chugh Publications.

3. Pandey, G.N. (1997) Environmental Management, Vikas Publishing house, Agra.

4. Sharma, R.A. (2004) Environmental Education R. Lal Book Depot, Meerut.

5. गोयल, एम0के0 (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।

6. प्रसाद, गुरु सम्पादक (01985) मानव पर्यावरण की सामाजिक समस्याएं, नई दिल्ली।

7. सक्सेना, ए0बी0 (1986), इनवायरमेण्टल एजुकेशन नेशनल साइकोलॉजिकल कारपोरेशन, आगरा।

8. पाण्डेय, के0पी0 भारद्वाज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा एवं भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।

9. शर्मा, आ0ए0 (2004), पर्यावरण शिक्षा, आर0लाल बुक डिपो मेरठ।

www.environmentaleducation.com.
www.environmentalethicseducation.com.

# THIRD SEMESTER
## Course : 3.5
## Practical (Internal) 100

a) Case study based on counselling session of five students for solving their problems.                    15

b) Preparation of one research based article related to teacher education.  10

c) Educational Tour/Excursion and report preparation.                    25

d) Viva Voce (Comprehensive)                    50

## Course : 3.6
## Project work

Identification of research problem and research proposal (synopsis) writing.

# FOURTH SEMESTER
## Course :4.1
## Measurement, Evaluation and Assessment in Education

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

(i) Know the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.

(ii) Know and understand types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.

(iii) Develop skill and competencies required for constructing, standardizing and using various tools and test of measuring both cognitive and non cognitive measures and test.

(iv) Differentiate between measurement and evaluation.

(v) Ensure reliability and validity of assessment tools.

(vi) Design various assessment tools for measuring outcomes.

**Unit-I**

- The Measurement and Evaluation process : Concept, need relevance and scope, levels of measurement-Nominal, ordinal, interval, ratio.
- Relation between measurement and evaluation.
- Norm referenced and criterion of evalution.
- Taxonomy of Educational objectives and role of measurement and evaluation.

**Unit-II**

1. Tools of Measurement and Evaluation.
- Subjective and Objective Tools.
- Questionnaires, Scales, Schedules and Inventories.
- Performance, tests.
- Norm referenced and criterion referenced Test.
2. Basic characteristics of a good measuring instruments: usability, Validity, Reliability, Norms.
- Steps in the standardization of a test.
- Scaling-Standard scores, T Scores, C scores, Z scores.

**Unit-III  Measurement of-**

- Achievement, aptitude, Intelligence, Attitude, Interests skills, personality and creativity.
- Interpretation of scores and methods of feedback to students.

**Unit-IV  New Trends in Evaluation:**

- Grading, semester, regular formative assessment, continuous internal assessment, question bank, uses of ICT (Information and communication Technology) in formative and summative assessment.

## Transactional strategies:

- Workshop on designing assessment tools for diverse groups of learners.
- Individual and group projects on preparation of question papers for use as formative and summative assessment tools.

## Assessment Rubrics:

Unit test, sudden test, colloquia.

## References:

1. Singh A.K. (2004),  Tests Measurements & Research methods in behavioral Science, New Delhi, Bahari Publications.

2. Agrwal Y.P. (2000)  Statistical methods; concepts, application & computation, New Delhi, Sterling Publications.

3. Agrwal J.C. (1997)  Essentials of Examination System Education, Tests and Measurement, New Delhi, Vikash Publications.

4. Singh A.K. (1983)  Measurement in Education : An Introduction, New York; McGraw Hill Publications.

5. Aggarwal, R.N. & Bipin  Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.

6. Throndike, R.L. & E. Hagen (1964) Measurement & Evaluation in Psychology & Education.

7. Thorndike, R.L. & E.  Measurement & Evaluation in Psychology & Education; New York; John Willey Publications.

8. अस्थाना, विपिन एवं आर0एन0 अस्थाना   मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आगरा विपिन पब्लिकेशन।

9. शर्मा, पी0सी0  आधुनिक मापन एवं मूल्यांकन विधियाँ, इलाहाबाद आलोक प्रकाशन।

10. पाण्डेय के0पी0 (1968)  शिक्षा में मूल्यांकन, मेरठ, मीनाक्षी पब्लिकेशन।

11. गुप्ता, एस0पी0 (1995)  आधुनिक मापन तथा मूल्यांकन इलाहाबाद शारदा पब्लिकेशन।

12. कपिल, एच0के0 (1997)  सांख्यिकीय के मूल तत्व आगरा, विज्ञान पब्लिकेशन।

13. इबल आर0एल0 (1965)  मिजरिंग एजुकेशन, एचीवमेन्ट इन्डिविजुवल एन0एजे0 प्रेन्टिस हाल इन्फ।

14. एनस्टासी, ए0 (1968)  साइक्लाजिकल टेस्टिंग न्यूयार्क द मैकमिलन कं0।

15. गिलफोर्ड जे0पी0 (1954),  साइकोमेट्रिक मेथड्स, न्यूयार्क, मेग्रो हिल बुक कं0।

16. गुप्ता, एस0पी0 (1995)       आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।

17. गेरेट एच0ई0 (1967),       स्टेटिस्टिक्स इन साइकोलॉजी एण्ड एजुकेशन, बाम्बे बकिल्स फेफर एण्ड साइमन्स प्रा0लि0।

18. ग्रोनलुण्ड एन0ई0 (1954)       मीजरमेंट एण्ड इवैलुएशन इन टीचिंग, न्यूयार्क द मैकमिलन कं0।

19. पाण्डेय, के0पी0 (2007)       शैक्षिक मापन एवं मूल्यांकन विश्वविद्यालय प्रकाशन, वाराणसी।

20. फ्रीमैन, एफ0एस0 (1965),       थ्यूरी एण्ड प्रैक्टिस ऑफ साइक्लाजिकल टेस्टिंग, न्यू देलही, आक्सफोर्ड एण्ड एफ0बी0एच0 पब्लिशिंग कं0।

21. ब्लूम, बी0एस0 (1956)       टैक्सोनामी ऑफ एजुकेशनल आब्जेक्टिव हैण्डबुक—1 कागनेटिव डोमेन्स, न्यूयार्क डेविट में के कं0।

22. अस्थाना, विपिन (2010) मनोवैज्ञानिक आकलन एवं सांख्यिकी—अग्रवाल पब्लिकेशन।

23. शर्मा ज्योति—शैक्षिक मापन एवं मूल्यांकन—अग्रवाल पब्लिकेशन्स।

# FOURTH SEMESTER
## Course :4.2
## Education and Communication Technology

**Objectives- After completing this course, the students will be able to:**
  (i) Understand the use of educational technology in the contemporary educational contexts.
  (ii) Analyse the teaching-learning relationship and different stages of teaching and its operations.
  (iii) Expain communication technology in present context.
  (iv) Explain the relevance of different models of teaching.
  (v) Utilise the different approaches of teaching communication.
  (vi) Understand the nature of teaching behaviour and different techniques of its modification.

**Unit-I**
  - Educational Technology-meaning, nature, scope objectives and modern trends. Approaches of educational technology. Hardware, software and system analysis, principal uses need and importance froms of educational Technology. From a teaching instructional behaviour technology.
  - Stages of teaching and its operation, Levels of teaching-Memory levels, understanding levels and reflective levels.

**Unit-II**
  - **Models of teaching-** Concept, need and important elements, classification of teaching models, Some selected models of teaching-Basic teaching model-Concept attainment model and inquiry training model, flanders analysis model. Elements, Characteristics and implications for teacher.

**Unit-III**
  - Designing Instructional system-Formulation of instructional Objective, Task analysis, designing of Instructional strategies, Such as lecture, team teaching, discussion, panel discussion, Seminars and tutorials, experiential learning.

**Unit-IV**
  - Communication process- Concept, nature, Characteristics, process, theories, Barriers and classification of Communication medium. Principles classroom communication verbal and non verbal.
  - Innovation in educational Technology-meaning and type of innovation, multimedia Approach, Networking, Programmed Instuction-origin, concept and Type Linear Branching and Mathetics, Development of Programm writing and evaluation of programm. Teaching machine computer-assisted Instruction if teaching, e-learning and virtual classroom, M-Learning, Web based Instruction, Blended Learning, E-Content, Power point presentation, online class.

## Transactional strategies:

- Construction of teaching, plan on the basis of anyone teaching model.
- Construction of at least five interaction matrix by using anyone systematic observation method.
- Interactive/power point presentation.
- Disussion and group work.

## Assessment Rubrics:

Unit test, sudden test, colloquia.

## References:

1. Agrwal J.C. (1995)    Essentials of Examination technology, teaching-learning innovations in Education Vikash Publications Pvt. Ltd. New Delhi.

2. Dececco, John P. (1964) : Educational technology: Reading Programmed Instruction, Hall New Delhi.

3. Flanders, Ned A (1972) :  Analyzing Teaching Behavour, Addison-Wesley Publishing Company, California, London.

4. Joyce, Bruce, & Marsha Weil (1972) : Models of Teaching, Prentice Hall Ind. Englowood Chifts N.)

5. Pandey K.P. Dyanamics of teaching Behavour, Amitash Prakashan, Ghaziabad.

6. Skinner, B.F. (1968) : The Technology of Teaching, Meredith Corporation, New York.

7. कुलश्रेष्ठ, एस0पी0 (2005) शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मन्दिर आगरा।

8. जायस, ब्रूश एवं वेल मार्शा (1991), माडल्स ऑफ टीचिंग, सोसाइटी फार एजुकेशनल रिसर्च एण्ड डेवलपमेन्ट बड़ौदा।

9. पाण्डेय, सरला एवं उपाध्याय आर0 (2001), शैक्षिक तकनालॉजी के आयाम, विश्वविद्यालय प्रकशन, वाराणसी।

10. पाण्डेय के0पी0 (2011), शिक्षण अधिगम की तकनालॉजी, विश्वविद्यालय प्रकाशन वाराणसी।

11. पासी0 वी0के0 (1975), विकमिंग वेटर टीचर0 ए माइक्रो टीचिंग एप्रोच साहित्य मुद्रण अहमदाबाद।

12. ब्राउडी, एल0 (1972), माडल्स ऑफ टीचिंग, प्रेन्टिस हाल ऑफ आस्ट्रेलिया, आस्ट्रेलिया।

13. शर्मा, आर0ए0 (2004), शिक्षक तजकनीकी, आर लाल बुक डिपो, मेरठ।

14. सिंह, त्रिभुवन एवं सिंह प्रभाकर (1984), शिक्षण अभ्यास के सोपान भारत भारती प्रकाशन, जौनपुर।

15. सिंह, एल0सी0 एवं शर्मा आर0डी0 (1991) माइक्रो टीचिंग, थ्योरी एण्ड प्रैक्टिस नेशनल साइकोलाजिकल कारपोरेशन, आगरा।

# FOURTH SEMESTER
## Course :4.3
## Research Methodology in Education

**Objectives- After completing this course, the students will be able to:**
- (i) Plan and develop appropriate research designs and tools of research.
- (ii) Conduct advanced level analysis and interpretation of data.
- (iii) Design reseach tools for selected domains of education.
- (iv) Undertake treatment of data in bi-variate and multi-variate situations.
- (v) Understand the process of educational research.
- (vi) Use statistical techniques for the analysis and interpretation of data.

## Unit-I    Research tools and in related data.
- Research tools concept and characteristice of a good research tool: collecting Qualitative and Quantitative data through research tools: Some specific research tools their chief features procedures for developing them : Interview and Questionnaire, observation and rating scales and check list, Scales, tests and Sociometery.
- Development of atleast two research tools: estimation of their reliability & validity.

## Unit-II   Quantitative techniques: parametric & non-parametric
- **A.** Use of statistical techniques for data analysis: parametric and non parametric test.
- B. Reliability of statistics, Use of Inferential statistics such as 't', 'F' tests- one way and non-parametric equivalents of these such as Mann-Whitney, Whitney and Kruskal-Wallice tests : their calculations and application.

## Unit-III  Advanced statistical techniques for study of relationship among variable.
- A. Partial and Multiple correlation, Eta Coefficient : their calculation and interpretation.
- B. Phi-Coefficient, Bi-serial and point bi-serial Coefficients; Contingency coeffient via Chi-square: their calculation and use.

## Unit-IV  Reporting formats in educational research:
- A. Reporting of Research, Writing of research report : Thesis and dissertation formats, scientific writings, needed skills and conventions. Preparation of research articles, seminar papers and monographs- their formats and needed skill requirements for preparation.

B. Differences in reporting styles, features of research reports for quantitative and qualitative researches, Case presentations, formulation of research abstracts and summaries.

**Transactional strategies:**

- Case based presentation, review of selected researches and their presentation, teacher and peer directed practice session.
- Study of dissertations, thesis, monographs and research articles and their summary presentations.

**Evaluation Rubrics:**

Unit test, Assignment and presentations, Colloquia, practice of writing a research paper.

**References:**

1. Best, John W. (1993) : Research in education, Prentice Hall Incorporation, New Delhi.

2. Corey, Stephen M. (1953) : Action Research to Improve School Practices, Bureau of Publication, Teachers college, Columbia University, New York.

3. Dalen, Van & Deobold B. Van (1973) : Understanding Educational Research. An Introduction (3rd Edition) McGraw Hill Book Company, New York.

4. Ferguson, G.A. (1981) : Statistical Analysis in Psychology and Education McGraw Hill. International Book Company, New York.

4. Garrett, H.E. (1981) : Statistics in Psychology and Education, Vakis Fellers and Simons, Pvt. Ltd. Bombey.

6. Guilford, I.P. (1986) : Fundamental of statistics in Psychology and Education, McGraw Hill Book Company, New York.

7. Kerlinger, Fred N. (1983) : Foundations of Behavioural Research, Surjeet Publication, 7 Kolhapur Road, Katnala Nagar, Delhi.

8. Kothari, C.R. (2006) : Quantitative Techniques, Second reprint, Vikas Publishing House Pvt. Ltd. New Delhi.

9. Koul, Lokesh (1990) : Methodology of Educational Research, Vikash Publishing House Pvt. Ltd. New Delhi.

10. Pandey, K.P. (2005) : Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varanasi.

11. Travers, M.W. (1961) : An Introduction to Educational Research, The MacMillan Company, New York.

12. Tuchman, Bruce W. (1978) : Conducting Educational Research, New York. Harcourt Bruce Jovanovich, Inc.

13. Verma M. (1965) : An Introduction to Educational and Psychological Research, Asia Publishing House.

अध्ययन ग्रन्थ :

14. गुप्ता, एस0पी0 (2002), सांख्यिकीय विधियाँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद ।

15. पाण्डेय, के0पी0 (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी ।

16. पाण्डेय, के0पी0 (2007), शिक्षा एवं मनोविज्ञान में सांख्यिकी : विश्वविद्यालय प्रकाशन, वाराणसी ।

17. राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा ।

18. शर्मा, आर0ए0 (1991), शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, आर0लाल बुक डिपो, मेरठ ।

19. सिंह, अरूण कुमार (2010), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ मोतीलाल बनारसीदास बंगलो रोड, दिल्ली ।

# FOURTH SEMESTER
## Course :4.4
## Curriculum Design

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

(i) Understand the concept, nature and forms of curriculum.

(ii) Comprehend the foundations, basis fo foundation and determinant of curriculum.

(iii) Apply various principles of curriculum development.

(iv) Identify various stake holders, their role and manner of participation in curriculum development.

(v) Idenfify criteria and instruments of curriculum development.

(vi) Understand the evaluation of various curriculum instruments such as text books, work books, teacher guides and laboratory manuals.

(vii) Explain the role of teachers, headmasters and school in effective transaction of curriculum.

## *Course Content*

### Unit-I    Meaning and Concept of Curriculum

- Forms (types) of curriculum; nature, meaning and concept, structure of curriculum; frame work, course of studies and syllabus.

- Approaches to translate curriculum-behavoural approach, system's approach, intellectual approach and humanistic approach, Indian perspectives with regard to curriculum policy and schemes.

### Unit-II   Foundations of Curriculum and Curriculum planning

- Philosophical, Scciological, Psychological, Linguistic and historical foundations of curriculum.

- Curriculum planning and its levels-National, State, Institutional and individual teacher level, Improvement of curriculum planning, A review of NCF 2005.

### Unit-III  Models of Curriculum design

- Components and sources of curriculum design, curriculum approaches-Subject centred approach, learner centred approach, problem centred approach.

- Models of curriculum; Grass root model vs Administrative model, Technical vs Non techincal model, Dimensions of curriculum development, The curriculum triangle-Learning objectives, Congruent experiences and evaluation of learning outcomes (behavoural change).

### Unit-IV  Curriculum Construction, Evaluation & Innovation:

- Concept and principles of curriculum development; process of curriculum construction-situational analysis, selection of curriculum goal (objectives), selection of content and learning activities, selection of instructional procedure

- Concept, nature and purpose of curriculum evaluation, types of curriculum evaluation, instruments of curriculum evaluation, barriers to curriculum change and innovation, curriculum reforms, participants in curriculum change and innovation-curriculum specialist, teachers, administrators and students, role of teachers as curriculum leader and decision makers.

### *Transactional strategies:*

Practical analysis of curriculum at various levels of school education, Evaluation of selected school text books and other Instruments of curriculum-Handwork, Manual, Workbook etc. Identification of co-curriculum activities, lecture, groups activities and presentation.

### *Evaluation Rubrics:*

Unit test and Assignment.

### References:

➢ Anderson & Venon (1956) : Principles and procedure of curriculum Imporvement, Ronaldo Press Company, New York.

➢ Chagla, M.C. (1962) : The Role of Education in the world of Today, Asia Publishing House, Bombay.

➢ Deway, John (1959) : The Child and the Curriculum, The University of Chicago Press.

➢ NCERT (2005) : National Curriculum framework for Teacher Education.

➢ Wiles, J.W. & Joseph, Bondi (2006) : Curriculum development : A Guide to practice pearson publication.

➢ www.curriculum development.com

➢ www.curriculum design.com

➢ www.knowledge and curriculum.com

# FOURTH SEMESTER
## Course : 4.5
## Practical

**Comprehensive viva voce based on transactional strategies related to Semester-I, II, III & IV**

## Course : 4.6
## Project work

Dissertation submission and viva voce.

**Note:—**

1. In IV Semester, evaluation of Dissertation work, report preparation and Viva Voce, will be held by External Examiner appointed by BOS, JNCU, Ballia.

2. Evaluation of project work (research proposal writing and dissertation submission) will be done at the end of the year (In the fourth semester).