



## **CRITERIA 1.1.2**

The Programmes offered by the institution focus on employability/entrepreneurship/ skill development and their course syllabi are QM adequately revised to incorporate contemporary requirements.

# **Programme- MA EDUCATION**

**Color Coding: -**

**1) EMPLOYABILITY**



**2) ENTREPRENEURSHIP**



**3) SKILL DEVELOPMENT**





# **NETAJI SUBHAS UNIVERSITY**

## **JAMSHEDPUR, JHARKHAND**

### **SCHOOL OF EDUCATION**

## **M.A. in Education Syllabus**

*J. Subhas*  
**Head Dept of Education**  
Netaji Subhas University  
Bokhari, Jamshedpur



*T. S. Shome*  
**Dean Academics**  
Netaji Subhas University  
Jamshedpur, Jharkhand

## **PROGRAMME OUTCOMES**

Students would be able to:

- Familiarize with the contribution of various Indian and Western Schools of Philosophy, Understanding Educational Sociology, social organization, social change and social interaction.
- Understand the Educational Psychology, Educational Technology, educational management and planning and organizing supervisory programmes in educational institutions.
- Understand Educational Research, writing of research report, Understand different types of Statistical Measure and normal probability curve.
- Understand comparative education, educational systems of various countries.
- Understand important principles of curriculum construction, researches in the area of curriculum.
- Analysis challenges facing Indian Education and contemporary issues in Indian Education.

## **PROGRAMME SPECIFIC OUTCOMES**

On the completion of the course, the student will be able to:

- Understand and utilise the philosophical bases and content in their day-to-day life.
- The sociological foundation shall have great contribution towards the social life in society.
- The psychological foundation of education will provide good knowledge about growth and development of various stages of life along with learning and teaching behaviour.
- The research methodology will nurture the research activities and innovations for new research both in fundamental and applied category. Method of data analysis will develop the analysis and interpretation of the collected data both qualitative and quantitative data in proper way.
- Curriculum development and comparative education will provide about the curriculum, curriculum construction and development basing upon philosophical, sociological, technological, psychological and local base. The comparative education will provide knowledge to understand different education system of India and abroad.

## **SEMESTER 1**

### **Name of the Course: Philosophical foundations of Education-I**

#### **Course Objectives**

Students would be able to

- Understand the concept of Education and Philosophy and explain the relationship between them.
- Understand to write a critical note on contribution of philosophy to the field of education and vice-versa.

- Understand the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
- Illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.

## **Syllabus of the Course**

### **Unit-I: Education & Philosophy -**

Concept and definition , Nature , Relationship  
 Indian Schools of Philosophy- Samkhya , Vedanta , Nyaya , Buddhism ,Jainism  
 Islamic Traditions , Educational implications of above with special reference to Concept, Reality and Values.

### **Unit-II: Modern Concept of Philosophy-**

Logical Analysis, Logical empiricism, Positive relativism

### **Unit-III : Western Philosophies:**

Major Schools of Naturalism, Idealism, Pragmatism  
 Their Educational implications, aims, curriculum and methods of teaching with special reference to the concepts of Metaphysics, Epistemology and Axiology .

### **Unit-IV: Social Philosophy of Education**

Freedom, Equality and equity

#### **Suggested Readings:**

- Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod PustakMandir, Agra,1982.
- Taneja, V.R. (2005). Foundation of Education, Chandigarh: Abhishek Publishers.
- Walia, J.A. (2011): Philosophical, Sociological and Economic Bases of Education, Jalandhar: Ahim Paul Publishers.
- Walia, J.A. (2011): Modern Indian Education and its Problems, Paul Publishers, Gopal Nagar, Jullundhur City.
- Pandey, R.S. (2013). Education in Emerging Indian Society. Agra: Aggarwal Publications.
- Pandey, R.S. (1997) : East West Thoughts on Education, Allahabad :Horizon Publishers.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: VinodPustak Mandir
- Sodhi T.S. & Suri A. (1998) : Philosophical and Sociological Foundation of Education,Patiala : Bawa Publications.
- Gupta, Rainu (2011): Philosophical, Sociological and Economic Bases of Education,Ludhiana:TondonPublications.
- Govt. of India: Programme of Action-National policy on Education, Ministry ofHuman Resources Development, New Delhi, 1986
- Joshi, K.L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.

Kneller, G.F. (1993). *Foundation of Education*, New York: John Wiley & Sons, Inc.  
 Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston: Houghton Mifflin.  
 Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications

Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.  
 Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.

Banerjee A.C. & Sharma S.R. (1999): *Sociological and Philosophical issues in Education*, Jaipur : Book Enclave.  
 Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.

Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.  
 Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bros.

Challenges of Education – A policy perspective, (1985) Ministry of Education, New Delhi. Govt. of India.

Chaube, S.P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.

## Course Outcomes

Students would be able to

- Understand the concept of Education and Philosophy and explain the relationship between them.
- Understand to write a critical note on contribution of philosophy to the field of education and vice-versa.
- Understand the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
- Illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.

## CO-PO Mapping

| CO      | PO1 | PO2  | PO3  | PO4  | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|------|------|------|------|------|------|------|------|------|------|
| CO1     | 1   | 3    | 2    | 3    | 3    | 1    | 2    | 3    | 3    | 2    | 3    |
| CO2     | 3   | 1    | 3    | 3    | 3    | 3    | 2    | 3    | 3    | 1    | 3    |
| CO3     | 2   | 3    | 3    | 3    | 2    | 2    | 2    | 3    | 2    | 3    | 2    |
| CO4     | 2   | 2    | 1    | 2    | 3    | 3    | 3    | 2    | 2    | 3    | 3    |
| TOTAL   | 8   | 9    | 9    | 11   | 11   | 9    | 9    | 11   | 10   | 9    | 11   |
| AVERAGE | 2   | 2.25 | 2.25 | 2.75 | 2.75 | 2.25 | 2.25 | 2.75 | 2.5  | 2.25 | 2.75 |

## Name of the Course: Sociological Foundations of Education-I

### Course Objectives

Students would be able to:

- Define meaning and concept of Educational Sociology.
- Explain the concept of social organization and factors affecting it
- Describe social interaction and their educational implications.

- Write a critical note on meaning, nature & determinants of culture and role of Education in cultural context.
- Illustrate the meaning and concept of social change with special reference to India. Justify social and economic relevance of Education.

## Syllabus of the Course

### Unit-I: - Concept of Educational Sociology and Sociology of Education

- Social organization and its concepts ,
- Factor influencing social organization – folkways, mores, institutions; values.
- Dynamic characteristics of social organization and its educational implications

### Unit-II : - Social interactions and their educational Implications;

- Social group-Inter group relationship, group dynamics.
- Social stratification – concepts of social stratification and its Educational implications.

### Unit-III: -Culture: Meaning and nature of culture.

- Role of education in culture context
- Cultural determinants of education.
- Education and cultural change.

### Unit-IV : - Social change:

- Its meaning, concept with special reference to India.
- Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.
- Social principles in education: Social and economic relevance to education;
- Socio - economic factors and their impact on education.

## Suggested Readings

Pandey, K.P., Perspective in Social Foundation of Education, AmitashPrakashan, Ghaziabad,1983

Mathur S.S., (2008): A Sociological approach to Indian Education, Agra : VinodPustak Mandir.

Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian education*, NewDelhi: Kanishka Publishers.

Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.

Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: SterlingPublishers.

Ruhela S.P. (1970) *Sociological Foundation of Education in Contemporary India*,Dhanpat Rai, Delhi.

Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. NewDelhi: Chanakya Publication.

Dewey John( 1940). *Democracy & Education*. New York: Mac Millan.

D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans. Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.

Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.

J.A. Walia, (2011): *Modern Indian Education and its Problems*, Paul Publishers, Gopal Nagar, Jullundhur City.

## Course Outcomes

Students would be able to:

- Define meaning and concept of Educational Sociology.
- Explain the concept of social organization and factors affecting it
- Describe social interaction and their educational implications.
- Write a critical note on meaning, nature & determinants of culture and role of Education in cultural context.
- Illustrate the meaning and concept of social change with special reference to India. Justify social and economic relevance of Education.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 2   | 2   | 3   | 3   | 2   | 3    | 2    | 3    | 3    | 3    |
| CO2     | 3   | 3   | 3   | 3   | 2   | 2   | 3    | 2    | 2    | 2    | 2    |
| CO3     | 3   | 2   | 3   | 2   | 3   | 3   | 2    | 3    | 3    | 2    | 3    |
| CO4     | 3   | 2   | 3   | 2   | 2   | 2   | 2    | 2    | 3    | 3    | 2    |
| CO5     | 3   | 2   | 2   | 3   | 3   | 2   | 3    | 2    | 3    | 3    | 3    |
| TOTAL   | 15  | 11  | 13  | 13  | 13  | 11  | 13   | 11   | 14   | 13   | 13   |
| AVERAGE | 3   | 2.2 | 2.6 | 2.6 | 2.6 | 2.2 | 2.6  | 2.2  | 2.8  | 2.6  | 2.6  |

## Name of the Course: Psychological foundations of Education-I

### Course Objectives

Students would be able to:

- Understand concepts and principles of educational Psychology as an applied science.
- Understand outline the scope of educational psychology.
- Describe the process of growth and development.
- Understand the meaning and concepts of individual differences.
- Explain meaning and concepts of gifted and mentally retarded children.

## Syllabus of the Course

### Unit-1: Educational Psychology

- Meaning of Education and Psychology, Relationship of Education and Psychology, Scope of Educational Psychology.
- Methods of Educational Psychology: Experimental, Clinical, Differential

## **Unit-II:**

- **Growth and Development during childhood and adolescents**

Physical, Social, Emotional, Mental

- **Individual differences:**

Concept and areas; Determinants : Role of heredity and environment in Developing individual differences; Implications of individual difference for organizing educational programmes.

## **Unit-III: Gifted and Mentally Retarded Children**

- Meaning and characteristics
- Needs and Problems

## **Unit-IV: Creativity**

Concept, Characteristics, Development of creativity, Importance of Creativity in Education.

### **Suggested Readings:**

- Gtes, A.T. et., Al: Educational Psychology, New York: MacMillan,1963
- Kundu, C.L. Educational Psychology, Delhi, StarlingPublishers,1984.
- Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
- Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited,1988.
- Shanker Udey: Development of Personality,1965.
- Dandapani, S. (2004). Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
- Anita Wool folk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, RichardC.,et.al (1983). *Introduction to Psychology*. New York: Harcourt Brace Joranovich Inc.
- Anastasi (1990). A.: Psychological Testing, New York: MacMillan Co.
- BarbaraMNewman & PhilipRNewman (2007).Theories of Human Development, Lawrence Erlbaum Associates, Inc.
- Brysbaert, M., & Rastle, K. (2013). Historical and conceptual issues in psychology(2nd ed.). Harlow: Pearson.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Corr, P.J. & Gerald Matthews, G. (2009).The Cambridge Hand book of PersonalityPsychology. Cambridge :Cambridge University Press.
- Kellogg, R.T.(2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.

### **Course Outcomes**

Students would be able to:

- Understand concepts and principles of educational Psychology as an applied science.
- Understand outline the scope of educational psychology.
- Describe the process of growth and development.
- Understand the meaning and concepts of individual differences.
- Explain meaning and concepts of gifted and mentally retarded children.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 1   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 3    |
| CO2     | 3   | 3   | 2   | 3   | 1   | 3   | 2    | 1    | 1    | 2    | 3    |
| CO3     | 3   | 3   | 3   | 2   | 3   | 2   | 2    | 3    | 3    | 3    | 2    |
| CO4     | 3   | 2   | 1   | 2   | 2   | 2   | 2    | 3    | 2    | 3    | 3    |
| CO5     | 1   | 2   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 3    |
| TOTAL   | 11  | 12  | 10  | 13  | 12  | 13  | 12   | 11   | 12   | 12   | 14   |
| AVERAGE | 2.2 | 2.4 | 2   | 2.6 | 2.4 | 2.6 | 2.4  | 2.2  | 2.4  | 2.4  | 2.8  |

## Name of the Course: Research Methods in Education-I

### Course Objectives

Students would be able to:

- Explain the methods of acquiring scientific knowledge through experience and reasoning.
- Define meaning, nature, scope, and purposes of Educational Research.
- Describe the emerging trends in Educational Research.
- Illustrate meaning, criteria and sources for identifying the research problems.
- Describe the importance and various sources of review of related literature and hypothesis.

### Syllabus of the Course

#### **Unit-I :- Methods of Acquiring Scientific Knowledge**

Tradition, Experience, Reasoning

#### **Nature and Scope of Educational Research**

Meaning, Nature, Need and scope of Educational Research Fundamental, Applied and Action Research

Some emerging trends in Educational Research

#### **Unit-II :- Formulation of Research Problem**

Criteria and Sources of Identifying the problem Definition of the problem

Review of Related literature

**Hypothesis:** Importance, Characteristics, Formulation of Hypothesis, Forms of Hypotheses

#### **Unit-III :- Sampling**

Concept of population and sample, Steps and characteristics of a good sample, Sampling Errors and how to reduce them Various methods of Sampling

#### **Tools and Techniques of Data Collection - I**

Characteristics of a good research tool, Types of Tools and Techniques and their Use.

Questionnaire, Interview

#### **Unit-IV :-Tools and Techniques of Data Collection-II**

Observation , Projective , Socio-metric Techniques

#### **Attitude**

Types of Attitude Scales , Uses of Attitude Scales , Limitations of Attitude Scale.

#### **Suggested Readings:**

Aggarwal, Y.P. (1998), Statistical Methods, Streling, New Delhi.

Ferguson, George A. (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.

Garrett, H.E. (1973), Statistics in Psychology and Education, Vakils, Fefferand Simon, Bombay.

Guilford, J.P. & Benjamin Fruchter(1973), Fundamental Statistics.

Rune, Janet, M(2004), Essential of Research Methods of Social Science Research, Blackwell Publishers Ltd.

Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York

Best J.W. & Kahn, J.V. (2008). Research in Education. New Delhi: Pearson Education.

Buch (Ed):Surveys of Education. Nos. 1,2,3,& \$, New Delhi: NCERT. Encyclopaedias of Educational Research, (1990) New York: McMillan.

Kerlinger, F.N. (2010). Foundation of Behavioural Research. New Delhi: Surjeet Publication.

Koul, Lokesh,(2002). Methodology of Educational Research. New Delhi: Vikas Publication

McMillan, J.H. (2003). Educational Research: Fundamentals for the consumer. Boston: Allyn& Bacon.

Miller, D.C. & Salkind , N.J. (2002) handbook of Research Design and Social Measurement , Sage Publications , London.

Smith, M.L. & Glass, G.V. (1987). Research and Evaluation in Education and the Social Sciences. NJ: Prentice Hall.

Springer,K.(2009) Educational Research:A contextual approach.United Kingdom: John Wiley and Sons.

Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research,Blackwell Publications Ltd.

Van Dalan, D.B. (1973). Understanding Educational Research; An Introduction, New York: McGraw Hill.

#### **Course Outcomes**

Students would be able to:

- Explain the methods of acquiring scientific knowledge through experience and reasoning.
- Define meaning, nature, scope, and purposes of Educational Research.
- Describe the emerging trends in Educational Research.
- Illustrate meaning, criteria and sources for identifying the research problems.

- Describe the importance and various sources of review of related literature and hypothesis.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 2   | 3   | 2   | 2   | 3   | 2    | 3    | 3    | 2    | 1    |
| CO2     | 3   | 2   | 3   | 2   | 2   | 1   | 1    | 2    | 3    | 2    | 3    |
| CO3     | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 2    | 2    | 3    | 3    |
| CO4     | 2   | 1   | 2   | 1   | 3   | 2   | 3    | 2    | 3    | 3    | 3    |
| CO5     | 2   | 2   | 3   | 2   | 2   | 3   | 2    | 3    | 3    | 2    | 1    |
| TOTAL   | 12  | 10  | 13  | 10  | 12  | 12  | 11   | 12   | 14   | 12   | 11   |
| AVERAGE | 2.4 | 2   | 2.6 | 2   | 2.4 | 2.4 | 2.2  | 2.4  | 2.8  | 2.4  | 2.2  |

## Name of the Course: Methods of Data Analysis in Education-I

### Course Objectives

Students would be able to:

- Compute different types of Statistical Measures.
- Understand practical Orientation involving selection of appropriate data Analysis techniques.
- Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions.
- Describe the meaning, assumptions, computation & Uses of Non-Parametric test i.e.
- Chi-square Test & Sign Test.
- Illustrate the meaning & significance of normal probability curve.

### Syllabus of the Course

#### **Unit-I :- Nature of Educational Data**

- Quantitative and qualitative, Scales of measurement, Descriptive and inferential statistics.
- Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive and smoothed frequency polygon
- Measures of Central Tendency: Concept, characteristics, computation and Uses of Mean, Median, Mode,

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

- Measures of Dispersion: Concept, characteristics, computation and Uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
- Measure of Relative Position: Percentiles and Percentile Ranks.

#### **Unit-III :- Non Parametric Tests:**

Meaning, assumptions, computation and Uses of Chi-square tests of equality and independence, setting up cross breaks for contingency table. Sign test

## **Unit-IV :- Normal Probability Curve:**

**Meaning, significance, Characteristics and applications Skewness and Kurtosis**

### **Suggested Readings:**

Aggarwal Y.P. (1998), Statistical Methods, Sterling, NewDelhi

Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, NewYork.

Ferguson, George A. (1976), Statistical Analysis in Psychology and Education, McGraw Hill, NewYork.

Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.

Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, NewYork.

Koul Lokesh (1988), Methodology of Educational Research, Vikas, NewDelhi.

## **Course Outcomes**

Students would be able to:

- Compute different types of Statistical Measures.
- Understand practical Orientation involving selection of appropriate data Analysis techniques.
- Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions.
- Describe the meaning, assumptions, computation & Uses of Non-Parametric test i.e.
- Chi-square Test & Sign Test.
- Illustrate the meaning & significance of normal probability curve.

## **CO-PO Mapping**

| CO      | PO1  | PO2  | PO3  | PO4  | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|------|------|------|------|------|------|------|------|
| CO1     | 3    | 3    | 3    | 1    | 2    | 1    | 3    | 2    | 2    | 2    | 1    |
| CO2     | 3    | 1    | 3    | 3    | 2    | 3    | 3    | 2    | 3    | 1    | 3    |
| CO3     | 2    | 3    | 2    | 2    | 2    | 2    | 3    | 2    | 3    | 3    | 2    |
| CO4     | 3    | 2    | 2    | 2    | 3    | 3    | 2    | 3    | 1    | 3    | 2    |
| CO5     | 3    | 3    | 3    | 1    | 2    | 1    | 3    | 2    | 2    | 2    | 1    |
| CO6     | 3    | 1    | 3    | 3    | 2    | 3    | 3    | 2    | 3    | 1    | 3    |
| TOTAL   | 17   | 13   | 16   | 12   | 13   | 13   | 17   | 13   | 14   | 12   | 12   |
| AVERAGE | 2.83 | 2.17 | 2.67 | 2.00 | 2.17 | 2.17 | 2.83 | 2.17 | 2.33 | 2.00 | 2.00 |

## **Semester II**

### **Name of the Course: Philosophical foundations of Education - II**

#### **Course Objectives**

Students would be able to:

- Write a critical note on the contribution of Indian Philosophers to contemporary Indian Education.
- Justify the Impact of Value Education in our life.
- Explain in detail the constitutional provisions for Education in India.
- Write a critical note on the nature of knowledge & knowledge getting process.
- Illustrate meaning, function of democracy & responsibility & their relevance in Education.

#### **Syllabus of the Course**

##### **Unit-I : - Western Philosophies:**

Major Schools of Realism , Logical positivism ,Existentialism  
Marxism. Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods of education.

##### **Unit-II : - Contributions of following Indian Philosophers to Educational Thought:**

Vivekananda, Tagore, Gandhi, Aurobindo and J. Krishnamurty

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

Education and its role in Developing National Values ,The Constitution of India.

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

Nature of knowledge and the knowledge getting process, Social Philosophy of Education.

Democracy & Responsibility .

##### **Suggested Reading**

Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.

Taneja, V.R. (2005). Foundation of Education, Chandigarh: Abhishek Publishers.

Walia, J.A. (2011): Philosophical, Sociological and Economic Bases of Education, Jalandhar: Ahim Paul Publishers.

Walia, J.A. (2011): Modern Indian Education and its Problems, Paul Publishers, Gopal Nagar, Jullundhur City.

Pandey, R.S. (2013). Education in Emerging Indian Society. Agra: Aggarwal Publications.

Pandey, R.S. (1997) : East West Thoughts on Education, Allahabad : Horizon Publishers.

Pandey, R.S. (1996). An introduction to major Philosophies of Education. Agra:

Vinod Pustak      Mandir

Sodhi T.S. & Suri A. (1998): Philosophical and Sociological Foundation of Education, Patiala : Bawa Publications.

Gupta, Rainu (2011): Philosophical, Sociological and Economic Bases of Education, Govt. of India: Programme of Action-National policy on Education, Ministry of Human Resources Development, New Delhi, 1986

Joshi, K.L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan.

Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.

Kneller, G.F. (1993). Foundation of Education, New York: John Wiley & Sons, Inc.

Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston:

Houghton Mifflin. Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications

Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.

Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.

Banerjee A.C. & Sharma S.R. (1999): Sociological and Philosophical issues in Education, Jaipur : Book Enclave.

Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.

Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill. Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bros.

Challenges of Education – A policy perspective, (1985) Ministry of Education, New Delhi. Govt. of India. Chaube, S.P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.

## Course Outcomes

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- Justify the Impact of Value Education in our life.
- Explain in detail the constitutional provisions for Education in India.
- Write a critical note on the nature of knowledge & knowledge getting process.
- Illustrate meaning, function of democracy & responsibility & their relevance in Education.

## CO-PO Mapping

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|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 2   | 3   | 2   | 3   | 2   | 2    | 2    | 3    | 3    | 3    |
| CO2     | 2   | 3   | 2   | 3   | 2   | 2   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 3   | 2   | 3   | 3   | 2   | 3   | 3    | 3    | 2    | 2    | 3    |
| CO4     | 2   | 2   | 3   | 3   | 3   | 2   | 3    | 2    | 2    | 3    | 3    |
| CO5     | 3   | 2   | 3   | 2   | 3   | 2   | 2    | 2    | 3    | 3    | 3    |
| TOTAL   | 13  | 11  | 14  | 13  | 13  | 11  | 13   | 11   | 13   | 13   | 15   |
| AVERAGE | 2.6 | 2.2 | 2.8 | 2.6 | 2.6 | 2.2 | 2.6  | 2.2  | 2.6  | 2.6  | 3    |

## **Name of the Course: Sociological Foundations of Education - II**

### **Course Objectives**

Students would be able to:

- Justify the stance of socially & economical disadvantaged sections of the society with a special reference to scheduled castes, scheduled tribes, women & rural population.
- Understand the relationship of Education with democracy, freedom, National integration and international Understanding.
- Illustrate Education as a process of social system, socialization & social progress.
- Explain Education as related to social equity and equality of Educational opportunity.
- Describe social theories i.e. Marxism, integral humanism & functionalist with special reference to social change.

### **Syllabus of the Course**

#### **Unit-I: Social principles in education-social and economic relevance to education;**

- Socio-economic factors and their impact on education.
- Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, Women and Rural population.

#### **Unit-II: Education in relation to:**

Democracy, Freedom, Nationalism- national integration, International Understanding

#### **Unit-III :- Education and Society**

- Education:-As a process in social system, As a process of socialization.As a process of social progress Education and politics Education and religion

#### **Unit- IV :-Educational Opportunity and Equality and Equity-**

Education as related to social equity, and equality of educational opportunities  
Inequality of educational opportunities and their impact on social growth and Development.

#### **Social theories (with special reference to social change)**

Marxism, Integral Humanism (based on 'Swadeshi') and Functional-Emile Durkheim and Talcott Parsons.

#### **Suggested Reading**

Pandey, K.P., Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad,1983

Mathur S.S., (2008): A Sociological approach to Indian Education, Agra : VinodPustak Mandir.

Mishra. B.K. & Mohanty R. (2002).*Trends and issues in Indian education*, NewDelhi: Kanishka Publishers.

Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.

Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: SterlingPublishers.

Ruhela S.P. (1970) *Sociological Foundation of Education in Contemporary India*, Dhanpat Rai, Delhi.

Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.

Dewey John( 1940). *Democracy & Education*. New York: Mac Millan.

D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.

Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.

Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.

J.A. Walia, (2011): *Modern Indian Education and its Problems*, PaulPublishers, Gopal Nagar, Jullundhur City.

## Course Outcomes

Students would be able to:

- Justify the stance of socially & economical disadvantaged sections of the society with a special reference to scheduled castes, scheduled tribes, women & rural population.
- Understand the relationship of Education with democracy, freedom, National integration and international Understanding.
- Illustrate Education as a process of social system, socialization & social progress.
- Explain Education as related to social equity and equality of Educational opportunity.
- Describe social theories i.e. Marxism, integral humanism & functionalist with special reference to social change.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 1   | 3   | 3   | 2   | 3   | 2    | 3    | 2    | 2    | 3    |
| CO2     | 3   | 3   | 3   | 1   | 2   | 3   | 1    | 1    | 2    | 2    | 2    |
| CO3     | 3   | 3   | 2   | 3   | 3   | 2   | 3    | 3    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 2   | 2   | 1   | 3   | 3    | 2    | 3    | 1    | 2    |
| CO5     | 2   | 1   | 3   | 3   | 2   | 3   | 2    | 3    | 2    | 2    | 3    |
| TOTAL   | 12  | 11  | 13  | 12  | 10  | 14  | 11   | 12   | 12   | 10   | 12   |
| AVERAGE | 2.4 | 2.2 | 2.6 | 2.4 | 2   | 2.8 | 2.2  | 2.4  | 2.4  | 2    | 2.4  |

## Name of the Course: Psychological foundations of Education - II

### Course Objectives

Students would be able to:

- Understand nature & concept of intelligence.
- Describe the theories of personality.
- Define the meaning and the theories of learning.
- Illustrate the concept of motivation.
- Explain the concept of mental health and mental hygiene, adjustment process.

## Syllabus of the Course

### Unit-I – Intelligence

Definition and nature of intelligence; Theories: Two factor theory (Spearman)

Multifactor theory, Guilford model of intellect, Hierarchical, Measurement of intelligence (two verbal and two non-verbal tests)

### **Unit-II – Personality**

Meaning and determinants, Type and Trait theories, Assessment of personality by subjective and projective methods

### **Unit-III – Learning**

Meaning, Theories and their educational implications, Pavlov's classical conditioning, Skinner's operant conditioning, Learning by insight, Hull's reinforcement theory.

Lewin's field theory, Gagne's hierarchy of learning, Factors influencing learning.

### **Unit-IV – Motivation**

Concept of motivation , Theories of motivation , Physiological Theory , Murray's Need Theory.

Psycho-analytical Theory , Maslow's theory of hierarchy of needs , Factors affecting motivation.

**Mental health & Mental hygiene :** Adjustment and process of adjustment.

**Defence Mechanism:** Projection, substitution, sublimation, withdrawal, reaction formation and fixation.

### **Suggested Readings**

Gates, A.T. et., Al: Educational Psychology, New York: MacMillan, 1963

Kundu, C.L. Educational Psychology, Delhi, Starling Publishers, 1984.

Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.

Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.

Shanker Uday: Development of Personality, 1965.

Dandapani, S. (2004). Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.

Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.

Atkinson, Richard C., et. Al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jorandovich Inc.

Anastasi (1990). A.: Psychological Testing, New York: MacMillan Co.

Barbara M Newman & Philip R Newman (2007). Theories of Human Development, Lawrence Erlbaum Associates, Inc.

Brysbart, M., & Rastle, K. (2013). Historical and conceptual issues in psychology (2nd ed.). Harlow: Pearson.

Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.

Corr, P.J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge: Cambridge University Press.

Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.

## Course Outcomes

Students would be able to:

- Understand nature & concept of intelligence.
- Describe the theories of personality.
- Define the meaning and the theories of learning.
- Illustrate the concept of motivation.
- Explain the concept of mental health and mental hygiene, adjustment process.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 2   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 3    |
| CO2     | 3   | 3   | 3   | 3   | 2   | 3   | 3    | 2    | 2    | 2    | 2    |
| CO3     | 3   | 3   | 3   | 3   | 3   | 2   | 3    | 3    | 2    | 3    | 2    |
| CO4     | 2   | 2   | 3   | 2   | 2   | 3   | 2    | 3    | 3    | 2    | 3    |
| CO5     | 3   | 3   | 2   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 3    |
| TOTAL   | 14  | 14  | 13  | 12  | 11  | 12  | 12   | 14   | 13   | 11   | 13   |
| AVERAGE | 2.8 | 2.8 | 2.6 | 2.4 | 2.2 | 2.4 | 2.4  | 2.8  | 2.6  | 2.2  | 2.6  |

## Name of the Course: Research Methods in Education - II

### Course Objectives

Students would be able to:

- Write a critical note on major approaches to research.
- Explain the research design.
- Describe ethnographic, Development and documentary Analysis.
- Illustrate the preparation of research synopsis.
- Describe the writing of research report and evaluation of research report.

### Syllabus of the Course

#### Unit-I :

##### Major Approaches of Research-I

Descriptive Research, Ex-post facto Research

##### Major Approaches to Research-II

Historical Research, Laboratory Experiments.

#### Unit-II: Major Approaches to Research-III

Experimental Research, Field Studies

Qualitative Research – Ethnographic, Content, Inductive and Logical Analysis

#### Unit-III : Validation of Qualitative Analysis

Major Strategies for validation

Developing a research proposal (synopsis), Writing Research Report and evaluation of research Report

## **Unit-IV : Errors in Conducting Research**

Theoretical Errors, Methodological Errors, Sampling Errors, Measurement Errors, Statistical Errors, Interpretive Errors, Inferential Errors, Reporting Errors.

## **Development of Educational Research**

Need of research in Education, Determining priorities in the fields of Educational Research in India, Fixing-up the priorities of Areas, Quality control of Educational Research, Planning of Research, Methodology, Evaluation, Suggestions for Improving Educational research.

### **Suggested Readings**

Miller, D.C. & Salkind, N.J. (2000). Handbook of Research Design and Social Measurement, Sage Publications, London.  
Ruane, Janet, M (2004), Essential of Research Methods to Social Science Research, Blackwell Publishers, Ltd.  
Van Dalen, D.B. (1962), Understanding Educational Research McGrawHill, New York.  
Aggrawal, Y.P. (1998), Statistical Methods, Streling, New Delhi.  
Adward, Allen L (1968), experimental Designs in Psychological Research, Holt, Rinehart and Winnston, NewYork.  
Ferguson, Gorge A (1976), statistical Analysis in psychology and Education, McGraw Hill, New York.  
Garrett, H.E. (1973), Statistics in psychology and Education Vakils, Feffer and Simon, Bombay.  
Guilford, J.P. and Benjamim Fruchter (1973), Fundamental Statistics.

### **Course Outcomes**

Students would be able to:

- Write a critical note on major approaches to research.
- Explain the research design.
- Describe ethnographic, Development and documentary Analysis.
- Illustrate the preparation of research synopsis.
- Describe the writing of research report and evaluation of research report.

### **CO-PO Mapping**

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 3   | 3   | 3   | 2   | 2   | 3    | 3    | 3    | 2    | 2    |
| CO2     | 3   | 3   | 3   | 2   | 3   | 3   | 2    | 2    | 2    | 2    | 3    |
| CO3     | 3   | 3   | 3   | 2   | 3   | 2   | 2    | 3    | 2    | 3    | 3    |
| CO4     | 3   | 2   | 2   | 3   | 2   | 3   | 3    | 3    | 3    | 2    | 2    |
| CO5     | 2   | 3   | 3   | 3   | 2   | 2   | 3    | 3    | 3    | 2    | 2    |
| TOTAL   | 13  | 14  | 14  | 13  | 12  | 12  | 13   | 14   | 13   | 11   | 12   |
| AVERAGE | 2.6 | 2.8 | 2.8 | 2.6 | 2.4 | 2.4 | 2.6  | 2.8  | 2.6  | 2.2  | 2.4  |

## **Name of the Course: Methods of Data Analysis in Education - II**

### **Course Objectives**

Students would be able to:

- Explain the meaning, characteristics, assumptions, computation & Uses of Product moment and Rank difference correlation.
- Differentiate between Rank difference & product moment & partial & multiple correlations.
- Illustrate the concept, assumptions & computation of regression & prediction. Explain & illustrate the concept & application of some tests of significance.
- Differentiate between the T-Test and ANOVA.

### **Syllabus of the Course**

#### **Unit-I : Correlation:**

Meaning, Characteristics, Assumptions, Computation and Uses of: Product Moment Correlation, Rank Difference Correlation.

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

**Regression and Prediction:** Concept, assumptions and computation of Linear regression equations standard error of measurement.

#### **Tests of significance**

Difference between means.

Difference between percentage and proportions.

Difference between correlations.

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

Null Hypothesis

Standard error, confidence limits

Type I and Type II errors

One tailed and two tailed tests

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

#### **Measuring of Significance Difference**

F-test (One way ANOVA):

Meaning of ANOVA, Assumptions, Computation and its Uses.

### **Suggested Readings:**

Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi

Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.

Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.

Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.

Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.

Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.

Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Narola,

New Delhi.

Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.

Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.

Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.

## Course Outcomes

Students would be able to:

- Explain the meaning, characteristics, assumptions, computation & Uses of Product moment and Rank difference correlation.
- Differentiate between Rank difference & product moment & partial & multiple correlations.
- Illustrate the concept, assumptions & computation of regression & prediction. Explain & illustrate the concept & application of some tests of significance.
- Differentiate between the T-Test and ANOVA.

## CO-PO Mapping

| CO      | PO1  | PO2 | PO3  | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|-----|------|-----|-----|-----|------|------|------|------|------|
| CO1     | 3    | 2   | 3    | 3   | 2   | 3   | 3    | 3    | 3    | 2    | 2    |
| CO2     | 3    | 3   | 2    | 2   | 3   | 2   | 3    | 2    | 3    | 3    | 3    |
| CO3     | 3    | 2   | 3    | 3   | 3   | 2   | 3    | 3    | 2    | 3    | 2    |
| CO4     | 2    | 3   | 3    | 2   | 2   | 3   | 3    | 2    | 3    | 2    | 2    |
| TOTAL   | 11   | 10  | 11   | 10  | 10  | 10  | 12   | 10   | 11   | 10   | 9    |
| AVERAGE | 2.75 | 2.5 | 2.75 | 2.5 | 2.5 | 2.5 | 3    | 2.5  | 2.75 | 2.5  | 2.25 |

## Semester III

**Name of the Course: Curriculum Development and Comparative**

**Education –I**

## Course Objectives

Students would be able to:

- Acquaint with educational systems in terms of factors and approaches of comparative education. Orient with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
- Create a perspective about the implications of education for solving the prevailing problems of education in India.
- Develop an Understanding about important principles of curriculum construction.
- Acquaint with curricular content, curriculum implementation and process of curriculum evaluation.

## Syllabus of the Course

### UNIT-I

- Concept, aims and scope of Comparative Education
- History and Developmental Stages of Comparative Education
- Factors influencing of Education System and Comparative Education.

### UNIT-II

- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
- Concept of Universalization, its implications for Indian Education.

### UNIT-III

- Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System)
- Secondary Education and its Vocationalization in U.K, U.S.A., Russia and India.

### UNIT-IV

- Higher Education in U.K., U.S.A. & India
- Distance Education: its needs and various concepts with reference to U.K., Australia & India.

### Suggested Readings:

- Bexday, G.Z.L. (1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
- Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
- Denis Lawten (1986) School Curriculum Planning, London Hodder and Stoughton.
- Hans, Nicholas (1961). Comparative Education, London Routledge and Kegan Paul.
- Harold Albery. (1957) Reorganizing the High School Curriculum. New York MacMillan Company.
- Harold, B. Albery & Elsie, J. Albery (1963). The Curriculum. New York, The MacMillan Company.
- Hugh Sockett. (1976) Designing the Curriculum Design.(London), McGrawHill
- Ivor, K.Davies. (1976) Objectives in Curriculum Design, London, McGrawHill.
- John, D .McNeil (1977). Curriculum Boston. Little Brown and Company

## Course Outcomes

Students would be able to:

- Acquaint with educational systems in terms of factors and approaches of comparative education. Orient with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
- Create a perspective about the implications of education for solving the prevailing problems of education in India.
- Develop an Understanding about important principles of curriculum construction.

- Acquaint with curricular content, curriculum implementation and process of curriculum evaluation.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3  | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|------|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 3   | 3    | 3   | 2   | 3   | 2    | 3    | 2    | 3    | 3    |
| CO2     | 3   | 2   | 3    | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 3   | 2   | 3    | 3   | 2   | 3   | 2    | 3    | 2    | 3    | 2    |
| CO4     | 2   | 3   | 2    | 3   | 3   | 3   | 3    | 2    | 2    | 3    | 3    |
| TOTAL   | 10  | 10  | 11   | 12  | 10  | 12  | 10   | 10   | 9    | 11   | 11   |
| AVERAGE | 2.5 | 2.5 | 2.75 | 3   | 2.5 | 3   | 2.5  | 2.5  | 2.25 | 2.75 | 2.75 |

## Name of the Course: Contemporary Issues in Indian Education –I

### Course Objectives

Students would be able to:

- Develop a critical understanding of the challenges facing Indian Education today.
- Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
- Get a historical insight into the Development of Education in India.
- Have a critical Understanding of the Development of Education as a distinct discipline.

### Syllabus of the Course

**UNIT-I: Education in India :** During Vedic Budhistic , Medieval period

#### **UNIT-II: Development of Education in India**

Maculay's minutes, Bentick resolution and Adam's Reports ,Wood's Despatch of 1854 , Lord Curzen's education policy & National Consciousness, National Education Movement.

#### **UNIT-III: History of Education in India: Pre Independence era**

Indian Education Commission (1882), Calcutta University Commission (1917-1919), Wardha Scheme of Education (1937)

#### **UNIT-IV: Contemporary Issues in Indian Education in a Global Perspective highlighting the UNESCO's Current Concerns in respect of the following:**

Concept of Universalization of Elementary Education, Related Issues of Universalization: Provision, Enrolment and Retention/completion rates in elementary education, Programmes for achieving the objectives of Universalisation of Elementary Education, Vocationalisation of secondary education ,District Primary Education Projection(DPEP), Sarva Shiksha Abhiyan, National Programme of Nutritional Support to Primary Education (NPNSPE) or

Mid-day Meals ,National Programme of Education of Girls at Elementary Stage Scheme(NPEGESS) , Kasturba Gandhi Balika Vidyalaya Scheme(KGBVS)

### **Suggested Readings:**

- Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
- M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt. of India, New Delhi, 1949.
- M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi, 1953
- M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
- M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi, 1985.
- M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
- M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
- M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
- M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
- World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

### **Course Outcomes**

Students would be able to:

- Develop a critical understanding of the challenges facing Indian Education today.
- Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
- Get a historical insight into the Development of Education in India.
- Have a critical Understanding of the Development of Education as a distinct discipline.

## CO-PO Mapping

| CO      | PO1  | PO2 | PO3 | PO4  | PO5 | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|-----|-----|------|-----|------|------|------|------|------|------|
| CO1     | 2    | 1   | 2   | 2    | 1   | 3    | 2    | 3    | 3    | 3    | 2    |
| CO2     | 1    | 3   | 2   | 1    | 3   | 3    | 2    | 1    | 2    | 3    | 3    |
| CO3     | 3    | 3   | 3   | 3    | 3   | 2    | 3    | 3    | 2    | 2    | 3    |
| CO4     | 3    | 3   | 3   | 3    | 3   | 3    | 1    | 2    | 2    | 2    | 2    |
| TOTAL   | 9    | 10  | 10  | 9    | 10  | 11   | 8    | 9    | 9    | 10   | 10   |
| AVERAGE | 2.25 | 2.5 | 2.5 | 2.25 | 2.5 | 2.75 | 2    | 2.25 | 2.25 | 2.5  | 2.5  |

## Name of the Course: Educational Technology –I

### Course Objectives

Students would be able to:

- Develop the understanding of concept, origin and characteristics of Educational Technology.
- Differentiate between hardware and software.
- Acquaint with skill of framing educational objectives.
- Develop the skill of designing instructional system.
- Understand Programme Learning.

### Syllabus of the Course

#### Unit –I

Meaning and Scope of Educational Technology: Systems approach to Education and its characteristics, components of Educational Technology software and hardware, Multimedia approach in Educational Technology

#### Unit-II

Modalities of Teaching –Teaching as different from indoctrination, instruction, conditioning and training , Stages of Teaching – Pre-active, Interactive and Post active, Teaching at different levels – Memory, Understanding and reflective levels of organizing teaching and learning.

#### Unit-III : Programmed instruction: Origin, principles, and characteristics

Types: Linear, Branching and Mathematics , Development of a programme: Preparation, Writing, Try Out and Evaluation.

#### Unit-IV : Modification of Teaching behaviour – Micro Teaching, Flanders Interaction Analysis, Simulation

Communication Process: Concept of Communication, Principles, Mode and Barriersto communication, Classroom communication ((Interaction, verbal and Non-verbal).

### **Suggested Readings:**

- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Sharma, R. A. (2001), Technological Foundations of Education, Meerut: R. Lal Book Depot.
- Sharma, R. A. (2000), ShaikshikProdyogiki, Meerut: R. Lal Book Depot (Hindi).
- Sampathet. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994): Media and Education, New Delhi: Common wealthPublishers.
- Sharma, B.M. (1994): Distance Education, New Delhi: Common wealth Publishers
- Davies, I.K. (1971), "The Management of Learning" London: McGraw Hill.
- Dececco, J.P. (1988), "The Psychology of Learning and Instruction"" New Delhi, Prentice Hall.
- Kulkarni, S.S. (1986), "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company.
- Kumar, K.L. (1996), "Educational Technology", New Delhi: New Age International Publishers.
- Locatis, C.N. and Atkinson F.D. (1984), "Media and Technology for Education and Training", London: Charles E. Publishing Co.
- Mavi, N.S.(1984), "Programmed Learning - An Empirical Approach", Kurushetra, Vishal Publishers.
- Joyce, B. & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall.
- Mukhopadhyay, (1990) M.(Ed.) "Educational Technology", New Delhi: Sterling.
- Pandey, K.P.(1980),"A First Course in Instructional Technology:, Delhi: Amitah Parkashan.
- Pandey, S.K. (1997) "Teaching Communication, Common wealth Publishers, New Delhi.

### **Course Outcomes**

Students would be able to:

- Develop the understanding of concept, origin and characteristics of Educational Technology.
- Differentiate between hardware and software.
- Acquaint with skill of framing educational objectives.
- Develop the skill of designing instructional system.
- Understand Programme Learning.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO2     | 3   | 2   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 3   | 3   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3   | 3   | 2   | 3   | 2    | 3    | 2    | 2    | 3    |
| CO5     | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 2    | 2    |
| TOTAL   | 14  | 14  | 13  | 13  | 14  | 13  | 12   | 13   | 14   | 11   | 12   |
| AVERAGE | 2.8 | 2.8 | 2.6 | 2.6 | 2.8 | 2.6 | 2.4  | 2.6  | 2.8  | 2.2  | 2.4  |

## Name of the Course: Educational Administration and Management –I

### Course Objectives

Students would be able to:

- Acquaint with changing concepts of educational management along with their significance.
- Understand educational management as a process at various levels.
- Develop an Understanding in students about education and problems of educational trends.
- Know about resources of education and problems of educational finance. Learn about planning and organizing supervisory programmes in educational institutions.

### Syllabus of the Course

#### Unit-I : Educational Administration

Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning

#### Unit-II : Specific Trends in Educational Administration

Decision Making , Organizational Compliance , Organizational Development, PERT

#### Unit-III : Educational Planning

Meaning and Nature of Educational Planning , Approaches to Educational Planning

#### Unit-IV : EDUCATIONAL SUPERVISIONS

Meaning and Nature of Educational Supervision, Supervision as: Service Activity ,Process , Function

### Suggested Readings:

Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.

Harding, H, (1987), Management Appreciation, London; Pitman Publishing.

Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.

King rough, R.B. and Nunnery, M.Y. (1983), Educational Administration- An Introduction, N.Y.: Macmillan.

Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhruv & Deep.

Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.

Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.

Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.  
Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

### Course Outcomes

Students would be able to:

- Acquaint with changing concepts of educational management along with their significance.
- Understand educational management as a process at various levels.
- Develop an Understanding in students about education and problems of educational trends.
- Know about resources of education and problems of educational finance. Learn about planning and organizing supervisory programmes in educational institutions.

### CO-PO Mapping

| CO      | PO1  | PO2  | PO3  | PO4 | PO5  | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|-----|------|-----|------|------|------|------|------|
| CO1     | 3    | 3    | 2    | 3   | 3    | 3   | 2    | 3    | 3    | 2    | 2    |
| CO2     | 3    | 2    | 3    | 2   | 3    | 2   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 3    | 3    | 3    | 2   | 3    | 2   | 3    | 2    | 3    | 3    | 2    |
| CO4     | 2    | 3    | 3    | 3   | 2    | 3   | 2    | 3    | 2    | 2    | 3    |
| TOTAL   | 11   | 11   | 11   | 10  | 11   | 10  | 10   | 10   | 11   | 9    | 10   |
| AVERAGE | 2.75 | 2.75 | 2.75 | 2.5 | 2.75 | 2.5 | 2.5  | 2.5  | 2.75 | 2.25 | 2.5  |

## **Name of the Course: Educational and Vocational Guidance –I**

### **Course Objectives**

Students would be able to:

- Have better Understanding of Life and the world around.
- Aware of the importance of making right choice in life, education, vocation, etc.
- Realize the importance of working with a group, for a group and in a group.
- Feel that each individual is capable of making some unique contribution to the all-round growth and Development of the society because of his unique potentialities.
- Apprise them of the worth of Understanding and assessing the individual correctly.

### **Syllabus of the Course**

#### **Unit-I: Guidance – Concept, Importance and Bases**

Development of Guidance , Principles of Guidance

**Areas of Guidance-** Educational Guidance , Vocational Guidance ,Personal Guidance

#### **Unit-II: Guidance Services in Schools**

Need and Principles of organizing guidance functions in schools , Mechanism of organizing guidance functions in school , Guidance services in Higher Education

#### **Unit-III : Job Analysis**

Job Analysis – Meaning, Types and Purposes of Job Analysis

Placement service – Meaning, functions and principles Follow up Service – Meaning, purposes and characteristics

#### **Unit –IV : Data Collection Technique**

Study of the individual, data collection Techniques of Information. Standardized and Non- Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Cumulative Records.

### **Suggested Readings:**

Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.

Jones, J.A: (1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.

Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGrawHill.

Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.

Pandey, K.P. (2000), Educational and Vocational Guidance in India–Vishwa Vidyalaya Prakashan Chowk, Varanasi.

McGowan, J.P.chmidt: (1962) Counseling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.

Tolbert, E.L (1967): Introduction of Counselling, New York, McGraw Hill.

Strang, Ruth: Counseling Techniques in Colleges and Secondary Schools, New York,Harpar.

Taxler, A.E (1964): Techniques of Guidance, New York, McGraw Hill,

Robinson: Principles and Procedures in Student Counseling, New York, Harper &Roe

## Course Outcomes

Students would be able to:

- Have better Understanding of Life and the world around.
- Aware of the importance of making right choice in life, education, vocation, etc.
- Realize the importance of working with a group, for a group and in a group.
- Feel that each individual is capable of making some unique contribution to the all-round growth and Development of the society because of his unique potentialities.
- Apprise them of the worth of Understanding and assessing the individual correctly.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO2     | 3   | 2   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 3   | 3   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3   | 3   | 2   | 3   | 2    | 3    | 2    | 2    | 3    |
| CO5     | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 2    | 2    |
| TOTAL   | 14  | 14  | 13  | 13  | 14  | 13  | 12   | 13   | 14   | 11   | 12   |
| AVERAGE | 2.8 | 2.8 | 2.6 | 2.6 | 2.8 | 2.6 | 2.4  | 2.6  | 2.8  | 2.2  | 2.4  |

## Name of the Course: Environment Education –I

### Course Objectives

Students would be able to:

- Explain the concept and component of environment.
- Explain the concept and types of ecosystems
- Describe food chain and food web.
- Explain the concept, importance, scope and aims of Environmental education.
- Enlist the principles and foundations of Environmental Education.

## Syllabus of the Course

### UNIT – I

Introduction to Environmental Education: Concept, Importance and Scope. Concept and Types of Ecosystem, Food Chain and Food Web.

### UNIT-II

Aims and Objective of Environmental Education. Guiding Principles and Foundations of Environmental Education.

### UNIT-III

Environmental Pollution: Air, Water, Soil and Noise and Radioactive Pollution. Extinction of Flora and Fauna, Deforestation and Soil Erosion. Importance of Environmental Conservation and Strategies for Environmental Conservation.

## UNIT-IV

Meaning, Importance and Components of Responsible Environmental Behaviour among Teachers and Students. Importance of Environmental Awareness, Environmental Attitude, Environmental Sensitivity and Environmental Action Strategies for Teachers and Students

### PRACTICAL

A Community Survey for Determining Environmental Awareness, Sensitivity among Students/Teachers.

#### Suggested Readings:

Dani, H.M. (1986), Environmental Education: Panjab University, Chandigarh, Publication Bureau.

Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi: Regal Publication.

Nagra, V. (2006), Environmental Education, Jalandhar: Sharma Publications.

Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.

Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corp.

Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.

Sharma, R.C. (1981), Environmental Education, New Delhi: Metropolitan Book Co.

Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.

Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi: Common wealth Publishers.

Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi: Charman Enterprises.

Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi: Reliance Publishing House.

Vyas, H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir.

### Course Outcomes

Students would be able to:

- Explain the concept and component of environment.
- Explain the concept and types of ecosystems
- Describe food chain and food web.
- Explain the concept, importance, scope and aims of Environmental education.
- Enlist the principles and foundations of Environmental Education.

### CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO2     | 3   | 2   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 3   | 3   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3   | 3   | 2   | 3   | 2    | 3    | 2    | 2    | 3    |
| CO5     | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 2    | 2    |
| TOTAL   | 14  | 14  | 13  | 13  | 14  | 13  | 12   | 13   | 14   | 11   | 12   |
| AVERAGE | 2.8 | 2.8 | 2.6 | 2.6 | 2.8 | 2.6 | 2.4  | 2.6  | 2.8  | 2.2  | 2.4  |

## **Name of the Course: Mental Hygiene and Education –I**

### **Course Objectives**

Students would be able to:

- Understand the Concept of mental health and hygiene.
- Develop Awareness of good mental health in both teachers and students.
- Identify principles and conditions conducive to good mental health.
- Suggest measures for fostering good mental health among students.
- Explain the interrelationship among personality adjustment and mental health.

### **Syllabus of the Course**

#### **Unit-I: Mental Health and Mental Hygiene**

Concepts of Mental Health and Mental Hygiene, Criteria of Mental Health, Concept of Wholesome and Abnormal Personality Aspects, Goals and Principles of Mental Hygiene.

#### **Unit-II: Adjustment**

Concept and Process of Adjustment, Concept and Causes of Maladjustment, Adjustment Mechanism: Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation. Conflict:- Concept and Types of Conflict.

#### **Unit-III: School and Mental Health :**

Teacher and Mental Health, Some Questionable School Practices  
Personality Problems in Classrooms, Classroom approaches to mental health  
Place of mental hygiene in school curriculum, Principles of curriculum construction from mental hygiene point of view.

#### **Unit-IV: Religion and Mental Health**

Relationship between Religion and Mental Health, Positive and negative role of religion in Mental Health,  
Concept of Mental Health from Ancient Indian Point of View.

### **Suggested Readings:**

Arkoff, Abe (1968): Adjustment and Mental Health, New York: McGraw Hill Company.  
Akhilananda Swami (1952). Mental Health and Hindu Psychology, London, Auen and Unwin,  
Akhilananda Swami (1953). Hindu Psychology, London, Routledge,  
Bahadur, Mal (1995) Mental Health in Theory and Practice, Hoshirpur, V.V.R.I.  
Bernard, Harold, W. (1952) Mental Hygiene for Class-room Teachers, New York: McGrawHill Book Co.  
Bonny, Meri E. (1960) Mental Health in Education, Boston: Allyn and Bacon Inc.  
Burbury, W. M., Balient, E. et. al. An Introduction to Child Guidance, London: McMillan & Co.  
Capuzzi David and Gross Douglas R. (1995) Introduction to Counseling, London, Allyn and Bacon.

Carrol, Herbert, A. (1956) Mental Hygiene: The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.

Crow, Lester D. & Crow, Alince (1952) Mental Hygiene, New York: McGraw Hill Book Company, Inc.

Garg, B.R. (2002) An Introduction to Mental Health, Ambala, Associated Publications.

Hadfield, J. A. (1952) Psychology and Mental Health, London: George Allen and Unwin Ltd.

Kallam, S. G. al (1975) Mental Health and Going to School, Chicago: University of Chicago Press.

Sinha, A.K. (1978) The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication.

Suraj Bhan & N. K. Dutt (1978) Mental Health through Education, New Delhi, Visin Books Publications.

Suraj Bhan (1952) Towards a Happier Education, Jalandhar City, University Publications.

Thork, G. L. and Olson, S. L. (1999) Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon.

Thorpe, L.P. (1950) The Psychology of Mental Health, New York: The Ronald Press Co.

Watkins Ted. R. and Callicut, James (1990) Women Mental Health: Policy and Practice today, New Delhi. Saga Publications.

Wolberg, Lewis R. (1995) The Techniques of Psychotherapy, London, Jason Aronson Inc.

## Course Outcomes

Students would be able to:

- Understand the Concept of mental health and hygiene.
- Develop Awareness of good mental health in both teachers and students.
- Identify principles and conditions conducive to good mental health.
- Suggest measures for fostering good mental health among students.
- Explain the interrelationship among personality adjustment and mental health.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 2    | 2    |
| CO2     | 3   | 2   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 3   | 3   | 3   | 2   | 3   | 2   | 3    | 2    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3   | 3   | 2   | 3   | 2    | 3    | 2    | 2    | 3    |
| CO5     | 3   | 3   | 2   | 3   | 3   | 3   | 2    | 3    | 3    | 2    | 2    |
| TOTAL   | 14  | 14  | 13  | 13  | 14  | 13  | 12   | 13   | 14   | 11   | 12   |
| AVERAGE | 2.8 | 2.8 | 2.6 | 2.6 | 2.8 | 2.6 | 2.4  | 2.6  | 2.8  | 2.2  | 2.4  |

## **Name of the Course: Special Education-1**

### **Course Objectives**

Students would be able to:

- Understand the concept of exceptional children.
- Know about the meaning and scope of special education in India.
- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children. Acquaint with the various types of handicaps and their causes.

### **Syllabus of the Course**

#### **Unit-I: Concept of Exceptionality**

Positive, Negative and Multiple Deviations, Needs & Problems of Exceptional Children.

#### **Unit-II: Nature of Special Education**

Objectives, Historical perspectives, Continuum of Special Education alternative programmes.

School of Integrated/Inclusive Education: Organization and Management

#### **Unit-III: Education of Orthopedically Handicapped**

Concept, Types of Handicap, Characteristics, Educational Programmes

#### **Unit-IV: Education of Mentally Retarded Concept**

Classification, Etiology, Educational Programmes for Trainable Mentally Retarded, Educational Programmes for Educable Mentally Retarded

Management of Behaviour Problems prominent in Severe & Profound Retardation

### **Suggested Readings:**

Berdine W.H. & Black Hurst A.E. (eds.) (1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.

Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.

Hallahar D.P. & Kauffman, J.M. (1991), Exceptional Children: Introduction to special Education, Masschuaeters Allyn & Bacon.

Hewett Frank M. & Foreness Steven R. (1984) Education of Exceptional Learners, Massach Usets Allyn & Bacon.

Jordern, Thomes E. The Exceptional Child, Ohio: Merrill.

Kirk S.A. & Gallagher J.J. (1989), Education of Exceptional Children; Boston Houghton Mifflin Co.

Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.

Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.

Singh, N.N. and Beale, I.L. (eds.) (1992) Learning Disabilities - Nature, Theory and Treatment, New York Springer-Verlag,

Strang, Ruth: Exceptional Children & Youth, J.J.: Prentice Hall.

## Course Outcomes

Students would be able to:

- Understand the concept of exceptional children.
- Know about the meaning and scope of special education in India.
- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children. Acquaint with the various types of handicaps and their causes.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3  | PO4  | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|------|------|------|------|------|------|------|------|------|
| CO1     | 3   | 3   | 3    | 2    | 2    | 2    | 3    | 2    | 3    | 2    | 2    |
| CO2     | 2   | 2   | 2    | 3    | 3    | 2    | 3    | 2    | 3    | 3    | 3    |
| CO3     | 3   | 2   | 3    | 3    | 2    | 3    | 2    | 3    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3    | 3    | 2    | 2    | 2    | 2    | 3    | 3    | 2    |
| TOTAL   | 10  | 10  | 11   | 11   | 9    | 9    | 10   | 9    | 12   | 11   | 9    |
| AVERAGE | 2.5 | 2.5 | 2.75 | 2.75 | 2.25 | 2.25 | 2.5  | 2.25 | 3    | 2.75 | 2.25 |

## Name of the Course: Teacher Education – I

### Course Objectives

Students would be able to:

- Understand Concept, aims and scope of teacher education in India with its historical perspectives.
- Understand Teaching profession and types of teacher education programmes.
- Understand Development of teacher education curriculum in India.
- Understand different competencies essential for a teacher for effective transaction.
- Understand research in various areas of teacher education.

## Syllabus of the Course

**Unit-I: Teacher Education:** Concept and historical perspectives  
Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 and 1992

**Unit-II: Aims and Objectives of Teacher Education**  
Elementary Level, Secondary Level, College Level

**Unit-III :**  
Teaching as a profession, Professional Organization for various levels of Teachers and their role, Faculty Improvement, Performance appraisal of teachers

**Unit-IV : Internship in Teacher Education**  
Pre-service Teacher Education, In-service Teacher Education, Distance Education and Teacher Education, Orientation and Refresher Courses.

### **Suggested Readings:**

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85). National Curriculum Frameworks for Teacher education, (2009)
- Report of the Delors Commission, UNESCO, (1996)
- National Policy of Education (1986/1992).
- National Curriculum Framework on school education, (2005).
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi
- (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCERT (2006): The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- CABE, (1992). Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
- Delors, J. (1996) Learning: The treasure within UNESCO Publishing. Dunkin, J. Michael (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
- Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
- Ministry of Education (1964-66), Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
- Oberoi, M.K. (1995) Professional competencies in Higher Education, New Delhi UGC Publication.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

### **Course Outcomes**

Students would be able to:

- Understand Concept, aims and scope of teacher education in India with its historical perspectives.
- Understand Teaching profession and types of teacher education programmes.
- Understand Development of teacher education curriculum in India.
- Understand different competencies essential for a teacher for effective transaction.
- Understand research in various areas of teacher education.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 3   | 2   | 2   | 2   | 3    | 2    | 3    | 2    | 2    |
| CO2     | 2   | 2   | 2   | 3   | 3   | 2   | 3    | 2    | 3    | 3    | 3    |
| CO3     | 3   | 2   | 3   | 3   | 2   | 3   | 2    | 3    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3   | 3   | 2   | 2   | 2    | 2    | 3    | 3    | 2    |
| CO5     | 3   | 3   | 3   | 2   | 2   | 2   | 3    | 2    | 3    | 2    | 2    |
| TOTAL   | 13  | 13  | 14  | 13  | 11  | 11  | 13   | 11   | 15   | 13   | 11   |
| AVERAGE | 2.6 | 2.6 | 2.8 | 2.6 | 2.2 | 2.2 | 2.6  | 2.2  | 3    | 2.6  | 2.2  |

## Name of the Course: Computer Education–I

### Course Objectives

Students would be able to:

- Aware about fundamentals of Computer hardware and software.
- Develop capability to Use Computers for teaching-learning activities.
- Use Computers for collection and dissemination of information throughout the world.
- Understand Multimedia and their Uses.

### Syllabus of the Course

#### Unit-I: History of Computers

Types of Computers, Flow diagram of Computer, Number System.

#### Unit-II: Networking and Internet

Computer networking and education, internet, Internet tools, e-mail.

#### Unit-III: Application Oriented Information

Word Processing and its creation, MS Word Data Bases and its Uses ,Excel

#### Unit-IV: Educational Multimedia

Multimedia-meaning and its scope, Multimedia tools

### Suggested Readings:

Cox, J. and Urban, P. (1999) "Quick courses in Microsoft Office. Galotia Publications, New Delhi.

Jain, Satish (1990) "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi.

Rajaraman, V. (1996) "Fundamentals of Computers". Prentice Hall of India, New Delhi.

Sexena, S. (1998) "A first Course in Computers". Vikash Publishing House Pvt. Ltd. New Delhi.

Sinha, P.K. (1990) "Computer Fundamentals, BPB Publications, New Delhi.

Tanenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi

## Course Outcomes

Students would be able to:

- Aware about fundamentals of Computer hardware and software.
- Develop capability to Use Computers for teaching-learning activities.
- Use Computers for collection and dissemination of information throughout the world.
- Understand Multimedia and their Uses.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3  | PO4  | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|------|------|------|------|------|------|------|------|------|
| CO1     | 3   | 3   | 3    | 2    | 2    | 2    | 3    | 2    | 3    | 2    | 2    |
| CO2     | 2   | 2   | 2    | 3    | 3    | 2    | 3    | 2    | 3    | 3    | 3    |
| CO3     | 3   | 2   | 3    | 3    | 2    | 3    | 2    | 3    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3    | 3    | 2    | 2    | 2    | 2    | 3    | 3    | 2    |
| TOTAL   | 10  | 10  | 11   | 11   | 9    | 9    | 10   | 9    | 12   | 11   | 9    |
| AVERAGE | 2.5 | 2.5 | 2.75 | 2.75 | 2.25 | 2.25 | 2.5  | 2.25 | 3    | 2.75 | 2.25 |

## Name of the Course: Educational Measurement and Evaluation –I

### Course Objectives

Students would be able to:

- Acquaint with the basic concepts and practices adopted in educational measurement and evaluation.
- Orient with tools and techniques of measurement and evaluation. Develop skills and competencies in constructing and standardizing a test.
- Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Develop the ability to Explain and Use appropriate statistical techniques and tests of significance in measurement and evaluation.

## Syllabus of the Course

### Unit-I: Educational Measurement and Evaluation

Concept, Scope and Need, Levels of Measurement, Evaluation: Functions and basic principles of evaluation, Inter relationship between Measurement and evaluation: Use of Economic Categories of Educational objectives.

### Unit-II: New Trends in Measurement and Evaluation

Grading system: Relative merits and demerits of marking and grading ,Semester system, Continuous and Comprehensive evaluation, Question banks, Use of Computer in evaluation.

### Unit-III: Tools of Measurement and Evaluation

Essay type tests, objective tests , Questionnaire and Schedule, Inventories, Performance tests.

## Unit IV: Characteristics of a good measuring instrument

Concepts of True and Error Scores, Reliability, Validity, Norms, Usability.

### Suggested Readings:

Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.

Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.

Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.

Anastasi, A (1982), Psychological Testing, New York MacMillan,

Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.

Garrett, H.E. (1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.

Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York MacMillan.

Guilford, J.P. (1980), Fundamental Statistics in Psychology and Education, New York McGraw Hill.

Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.

Thorndike, R.L. and Hagen, E. (1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

## Course Outcomes

Students would be able to:

- Acquaint with the basic concepts and practices adopted in educational measurement and evaluation.
- Orient with tools and techniques of measurement and evaluation. Develop skills and competencies in constructing and standardizing a test.
- Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Develop the ability to Explain and Use appropriate statistical techniques and tests of significance in measurement and evaluation.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3  | PO4  | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|------|------|------|------|------|------|------|------|------|
| CO1     | 3   | 3   | 3    | 2    | 2    | 2    | 3    | 2    | 3    | 2    | 2    |
| CO2     | 2   | 2   | 2    | 3    | 3    | 2    | 3    | 2    | 3    | 3    | 3    |
| CO3     | 3   | 2   | 3    | 3    | 2    | 3    | 2    | 3    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3    | 3    | 2    | 2    | 2    | 2    | 3    | 3    | 2    |
| TOTAL   | 10  | 10  | 11   | 11   | 9    | 9    | 10   | 9    | 12   | 11   | 9    |
| AVERAGE | 2.5 | 2.5 | 2.75 | 2.75 | 2.25 | 2.25 | 2.5  | 2.25 | 3    | 2.75 | 2.25 |

## **Name of the Course: Value Education & Human Rights-I**

### **Course Objectives**

Students would be able to:

- Understand the need and importance of value- education and education for human rights.
- Understand the nature of values, moral values, moral education and to Differentiate such values form religious education, moral training or moral indoctrination.
- Orient themselves with the basis of morality and with the place of reason and emotions in moral Development of the child.
- Understand the process of moral Development vis-a-vis their cognitive and social Development.
- Orient themselves with various intervention strategies for moral education and conversion of moral learning into moral education.

### **Syllabus of the Course**

#### **UNIT-I: Conceptual Framework of Value Education.**

Meaning, Nature and Scope of Value Education, Objectives of Value Education. Types Competent, Instrumental, Terminal, Extrinsic and Intrinsic Values. Importance of Value Education.

#### **UNIT – II : Content of Value Education and Culture**

Competency Based Values-Subject wise (Languages, Social Sciences, Science, Mathsetc.)

Co-curricular Activity Based Values-Social, Moral, Aesthetic and Spiritual Values, Human Values in the Context of Indian Culture and Constitution - Truth, Love, Peace, Righteousness, Non- Violence etc.

#### **UNIT – III : Conceptual Framework of Human Rights**

Meaning, Objectives, Nature and Scope of Human Rights, Content of Human Rights Education, Obstacles and Barriers in implementing Human Rights. Education as an Agency to Sensitize Students towards Human Rights

#### **UNIT – IV**

Philosophical Foundations of Human Rights: Nature and Sources.

### **Suggested Readings:**

- Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
- Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, Notre Dame: University of Notre Dame Press.
- Malhotra P.L. (1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi: N.C.E.R.T.
- Morris, Charles (1956) Varieties of Human Values, Chicago: University of Chicago Press.
- Mujeeb, M. (1965), Education and Traditional Values, Meerut: Meenakshi Prakashan.
- Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
- Rokeach, M. (1978), The Nature of Human Values, New York: Jessy Brasm.

Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corpn.

Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.

Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi: Isha Books.

Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionoetic Analysis, New Delhi: Gian Publishers.

Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.

Kar, N.N. (1996): A Philosophical Study, Ambala Cantt: Associated Publisher

## Course Outcomes

Students would be able to:

- Understand the need and importance of value- education and education for human rights.
- Understand the nature of values, moral values, moral education and to Differentiate such values form religious education, moral training or moral indoctrination.
- Orient themselves with the basis of morality and with the place of reason and emotions in moral Development of the child.
- Understand the process of moral Development vis-a-vis their cognitive and social Development.
- Orient themselves with various intervention strategies for moral education and conversion of moral learning into moral education.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 3   | 2   | 2   | 2   | 3    | 2    | 3    | 2    | 2    |
| CO2     | 2   | 2   | 2   | 3   | 3   | 2   | 3    | 2    | 3    | 3    | 3    |
| CO3     | 3   | 2   | 3   | 3   | 2   | 3   | 2    | 3    | 3    | 3    | 2    |
| CO4     | 2   | 3   | 3   | 3   | 2   | 2   | 2    | 2    | 3    | 3    | 2    |
| CO5     | 3   | 3   | 3   | 2   | 2   | 2   | 3    | 2    | 3    | 2    | 2    |
| TOTAL   | 13  | 13  | 14  | 13  | 11  | 11  | 13   | 11   | 15   | 13   | 11   |
| AVERAGE | 2.6 | 2.6 | 2.8 | 2.6 | 2.2 | 2.2 | 2.6  | 2.2  | 3    | 2.6  | 2.2  |

## Name of the Course: Field Work and Viva-voce

### Course Objectives

Students would be able to:

- Understand Flander's interaction Analysis system and Problematic child.
- Acquaint with construction and standardization of test
- Understand administration of different type of test
- Understand the community in another way

## Syllabus of the Course

1. Observation of Pupil-teachers' four lessons on Flander's Interaction Analysis system
2. A case study of a Problematic Child
3. Construction and Standardization of an Achievement test in one of the teaching subjects opted at B.Ed. level.
4. Administration, Scoring and interpretation of any two of the following:
  - i) Intelligence test
  - ii) Personality test
  - iii) Creativity Test
5. A Community survey for determining environmental Awareness, sensitivity among students/teachers.

## Course Outcomes

Students would be able to:

- Understand Flander's interaction Analysis system and Problematic child.
- Acquaint with construction and standardization of test
- Understand administration of different type of test
- Understand the community in another way

## CO-PO Mapping

| CO      | PO1  | PO2  | PO3  | PO4  | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|------|------|------|------|------|------|------|------|
| CO1     | 3    | 2    | 2    | 3    | 2    | 2    | 3    | 2    | 3    | 3    | 3    |
| CO2     | 2    | 3    | 3    | 2    | 3    | 2    | 3    | 2    | 2    | 2    | 3    |
| CO3     | 3    | 2    | 3    | 3    | 2    | 3    | 2    | 3    | 3    | 2    | 3    |
| CO4     | 3    | 2    | 3    | 3    | 2    | 2    | 2    | 2    | 2    | 3    | 3    |
| TOTAL   | 11   | 9    | 11   | 11   | 9    | 9    | 10   | 9    | 10   | 10   | 12   |
| AVERAGE | 2.75 | 2.25 | 2.75 | 2.75 | 2.25 | 2.25 | 2.5  | 2.25 | 2.5  | 2.5  | 3    |

## Semester IV

**Name of the Course: Curriculum Development and Comparative**

**Education –II**

## Course Objectives

Students would be able to:

- Acquaint with educational systems in terms of factors and approaches of comparative education.
- Orient with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
- Create a perspective about the implications of education for solving the prevailing problems of education in India.

- Develop an Understanding about important principles of curriculum construction. Acquaint with curricular content, curriculum implementation and process of curriculum evaluation.

## **Syllabus of the Course**

### **UNIT-I**

Educational Administration in U.K., U.S.A. and India, Teacher Education Programmes in U.K., U.S.A., Russia & India.

### **UNIT-II**

Concept of Curriculum, difference between syllabus and curriculum concept of Emerging, Hidden and Irrelevant Curriculum, Considerations for Curriculum Planning: Philosophical, Psychological, Sociological & Discipline Oriented.

### **UNIT-III**

Different Models of Curriculum Development: Administrative Model, grass root Model, Demonstration Model and system Analysis Model. Concept of Curriculum Development, Different categories & Types of Curriculum.

### **UNIT-IV**

Concept, Need and importance of Curriculum Evaluation. Concept of Formative & Summative Evaluation, Interpretation of evaluation results According to marks, rating and Grades.

### **Suggested Readings:**

Bexday, G.Z.L. (1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.

Cramer, I.F. & Brown. G.S. (1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company

Denis Lawten. (1986) School Curriculum Planning, London Hodder and Stoughton.

Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.

Harold Albery. (1957) Reorganizing the High School Curriculum.

Harold, B. Albery & Elsie, J. Albery (1963). The Curriculum. New York, the MacMillan Company.

Hugh Sockett. (1976) Designing the Curriculum Design. (London), Mc Graw Hill

Ivor, K. Davies. (1976) Objectives in Curriculum Design, London, Mc Graw Hill.

John, D. McNeil (1977). Curriculum Boston. Little Brown and Company.

## **Course Outcomes**

Students would be able to:

- Acquaint with educational systems in terms of factors and approaches of comparative education.
- Orient with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
- Create a perspective about the implications of education for solving the prevailing problems of education in India.

- Develop an Understanding about important principles of curriculum construction. Acquaint with curricular content, curriculum implementation and process of curriculum evaluation.

## CO-PO Mapping

| CO      | PO1  | PO2  | PO3  | PO4 | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|-----|------|------|------|------|------|------|------|
| CO1     | 2    | 3    | 2    | 1   | 3    | 1    | 3    | 1    | 3    | 2    | 3    |
| CO2     | 2    | 3    | 3    | 3   | 3    | 3    | 3    | 3    | 1    | 1    | 3    |
| CO3     | 2    | 3    | 3    | 2   | 2    | 2    | 2    | 2    | 3    | 3    | 2    |
| CO4     | 3    | 2    | 1    | 2   | 3    | 3    | 2    | 2    | 2    | 3    | 3    |
| TOTAL   | 9    | 11   | 9    | 8   | 11   | 9    | 10   | 8    | 9    | 9    | 11   |
| AVERAGE | 2.25 | 2.75 | 2.25 | 2   | 2.75 | 2.25 | 2.5  | 2    | 2.25 | 2.25 | 2.75 |

## Name of the Course: Contemporary Issues in Indian Education –II

### Course Objectives

Students would be able to:

- Develop a critical Understanding of the challenges facing Indian Education today.
- Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
- Get a historical insight into the Development of Education in India.
- Have a critical Understanding of the Development of Education as a distinct discipline.

## Syllabus of the Course

### UNIT-I: History of Education in India: Post Independence era:

University Education Commission (1948-49), Secondary Education Commission, (1952-53), Indian Education Commission (1964-66), National Policy of Education, 1986, Ramamurti Committee, Revised National Policy, 1992

### UNIT-II: Diverse Issues in Education:

Education and Employment, Computer Education in Schools, Education of the SCs, STs, OBCs and Girls in Various age groups. Issues relating to quality in education and excellence, Educational Programmes for disabled children.

### UNIT-III: Contemporary Issues in Indian Education in Global Perspective:

Issues pertaining to Distance Education and open learning system, Issues relating to medium of instruction three language formula, Issues in respect of emotional integration and International Understanding in the context of Globalization.

### UNIT-IV:

Education and Democracy, Constitutional Provisions for Education, Learning Without burden – Yashpal Committee 1993, National Curriculum Framework



## **Name of the Course: Educational Technology –II**

### **Course Objectives**

Students would be able to:

- Develop the Understanding of concept, origin and characteristics of educational technology.
- Differentiate between hardware and software.
- Acquaint with skill of framing educational objectives.
- Develop the skill of designing instructional system.
- Understand Programme Learning.

### **Syllabus of the Course**

#### **Unit-I**

Models of Teaching: Concept, Different Families of Teaching Models, Teaching Models as Inquiry Training Model, Mastery Learning Model, Basic Teaching Model and Concept Attainment Model, Characteristics of Models of Teaching.

#### **Unit-II**

Designing Instructional System: Formulation of instructional objectives. Designing of instructional strategies: Lecture, team Teaching, Discussion, Seminars. Tutorials and Brain Storming Sessions

#### **Unit-III**

Concept of Distance Education; Distance and Open Learning Systems, Learning Materials for Distance Education, Methodology of Distance Education, Evaluation Strategies in Distance Education. Counselling in Distance Education Application of Educational Technology in Distance Education.

#### **Unit-IV**

Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests, Formative and Summative Evaluation.

### **Suggested Readings:**

- Davies, I.K. (1971), "The Management of Learning" London: McGrawHill.
- Dececco, J.P. (1988), "The Psychology of Learning and Instruction" New Delhi, Prentice Hall.
- Kulkarni, S.S. (1986), "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company.
- Kumar, K.L. (1996), "Educational Technology", New Delhi: New Age International Publishers.
- Locatis, C.N. and Atkinson F.D. (1984), "Media and Technology for Education Training", London: Charles E. Publishing Co.
- Mavi, N.S. (1984), "Programmed Learning–An Empirical Approach", Kurushetra, Vishal Publishers.
- Joyce, B. & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall.
- Mukhopadhyay, (1990) M. (Ed.) "Educational Technology", New Delhi: Sterling.
- Pandey, K.P. (1980), "A First Course in Instructional Technology: Delhi: Amitash Parkashan.

Pandey, S.K.(1997)“Teaching Communication, Commonwealth Publishers, New Delhi.

## Course Outcomes

Students would be able to:

- Develop the Understanding of concept, origin and characteristics of educational technology.
- Differentiate between hardware and software.
- Acquaint with skill of framing educational objectives.
- Develop the skill of designing instructional system.
- Understand Programme Learning.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 1   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3    | 2    |
| CO2     | 3   | 3   | 2   | 1   | 2   | 3   | 2    | 1    | 3    | 1    | 2    |
| CO3     | 3   | 3   | 3   | 3   | 2   | 2   | 2    | 3    | 2    | 3    | 3    |
| CO4     | 2   | 3   | 3   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 1    |
| CO5     | 2   | 1   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3    | 2    |
| TOTAL   | 12  | 11  | 12  | 12  | 12  | 13  | 12   | 11   | 14   | 12   | 10   |
| AVERAGE | 2.4 | 2.2 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4  | 2.2  | 2.8  | 2.4  | 2    |

## Name of the Course: Educational Administration and Management –II

### Course Objectives

Students would be able to:

- Acquaint with changing concepts of educational management along with their significance.
- Understand educational management as a process at various levels.
- Develop an Understanding about education and problems of educational trends.
- Know about resources of education and problems of educational finance.
- Learn about planning and organizing supervisory programmes in educational institutions.

### Syllabus of the Course

#### Unit-I:

Development of Modern concept of Educational Administration from 1990 to present day. Taylorism, Administration as a process, Human relations approach to Administration, Meeting the psychological needs of Employees

**Unit-II:**

Meaning and Nature of Leadership, Theories of Leadership, Styles of Leadership, Measurements of Leadership

**Unit-III:**

Perspective Planning, Institutional Planning

**Unit-IV:**

Modern Supervision and Functions of Supervision, Planning, Organizing and Implementing Supervisory Programmes

**Suggested Readings:**

Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.

Harding, H. (1987), Management Appreciation, London; Pitman Publishing.

Hatch, H.J. (1968), Educational Planning Programming, Bud Geting-A Systems Approach, New Jersey: Prentice Hall.

Kingrough, R.B. and Nunnery, M. Y. (1983), Educational Administration-An Introduction, N.Y.: MacMillan.

Ravishankar, S. Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhruv & Deep.

Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.

Sinha, P.S.N. (ed) (2002), Management and Administration in Govt. New Delhi: Common wealth Publishers.

Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.

Wiles Kimball (1955), supervision for Better School, N.Y.: Prentice Hall.

**Course Outcomes**

Students would be able to:

- Acquaint with changing concepts of educational management along with their significance.
- Understand educational management as a process at various levels.
- Develop an Understanding about education and problems of educational trends.
- Know about resources of education and problems of educational finance.
- Learn about planning and organizing supervisory programmes in educational institutions.

**CO-PO Mapping**

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 1   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3    | 2    |
| CO2     | 3   | 3   | 2   | 1   | 2   | 3   | 2    | 1    | 3    | 1    | 2    |
| CO3     | 3   | 3   | 3   | 3   | 2   | 2   | 2    | 3    | 2    | 3    | 3    |
| CO4     | 2   | 3   | 3   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 1    |
| CO5     | 2   | 1   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3    | 2    |
| TOTAL   | 12  | 11  | 12  | 12  | 12  | 13  | 12   | 11   | 14   | 12   | 10   |
| AVERAGE | 2.4 | 2.2 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4  | 2.2  | 2.8  | 2.4  | 2    |

## **Name of the Course: Educational and Vocational Guidance –II**

### **Course Objectives**

Students would be able to:

- Have better Understanding of Life and the world around.
- Aware of the importance of making right choice in life, education, vocation, etc.
- Realize the importance of working with a group, for a group and in a group.
- Feel that each individual is capable of making some unique contribution to the all-round growth and Development of the society because of his unique potentialities.
- Appraise the worth of Understanding and assessing the individual correctly.

### **Syllabus of the Course**

#### **Unit-I: Group Guidance**

Meaning and need of Group guidance, Objectives and principles of Group guidance. Kinds of group guidance, Scope and problems of group guidance, Tools and Techniques of group guidance

#### **Unit-II: Social Guidance**

Meaning, Objectives and need of social guidance, Functions of social guidance, Guidance of Exceptional children (Physically Handicapped, Gifted Children with behavioural problems)

#### **Unit-III: Concept of Counseling**

Meaning and definition of counseling, Characteristics of counseling, Field of counseling, Procedure of counseling, Techniques of counselling

#### **Unit-IV: Theories of counseling Directive counselling – Concept, procedure, advantages, limitations.**

Non-directive counselling – Concept, procedure, advantages, limitations, Eclectic counselling – Concept, procedure, advantages, limitations.

### **Suggested Readings:**

Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.

Jones, J.A: (1970) Principles of Guidance, Bombay, Tata. New York. McGrawHill.

Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGrawHill.

Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.

Pandey, K.P.(2000), Educational and Vocational Guidance in

India – Vishwa Vidyalaya Prakashan Chowk, Varanasi.

McGowan, J.P. chmidt: (1962) Counseling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.

Tolbert, E.L (1967): Introduction of Counseling, New York, Mc GrawHill. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harper.

Taxler, A.E (1964): Techniques of Guidance, New York, McGraw Hill, Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

## Course Outcomes

Students would be able to:

- Have better Understanding of Life and the world around.
- Aware of the importance of making right choice in life, education, vocation, etc.
- Realize the importance of working with a group, for a group and in a group.
- Feel that each individual is capable of making some unique contribution to the all-round growth and Development of the society because of his unique potentialities.
- Appraise the worth of Understanding and assessing the individual correctly.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 1   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3    | 2    |
| CO2     | 3   | 3   | 2   | 1   | 2   | 3   | 2    | 1    | 3    | 1    | 2    |
| CO3     | 3   | 3   | 3   | 3   | 2   | 2   | 2    | 3    | 2    | 3    | 3    |
| CO4     | 2   | 3   | 3   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 1    |
| CO5     | 2   | 1   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3    | 2    |
| TOTAL   | 12  | 11  | 12  | 12  | 12  | 13  | 12   | 11   | 14   | 12   | 10   |
| AVERAGE | 2.4 | 2.2 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4  | 2.2  | 2.8  | 2.4  | 2    |

## Name of the Course: Environment Education –II

### Course Objectives

Students would be able to:

- Exhibit the relationship between man and environment
- Explain the impact of manmade and Natural disasters on Environment
- Explain the role of educational institutions in disaster management discuss the importance of sustainable Development
- Explain the features of curriculum for environment education at school Describe different methods of teaching environmental education

### Syllabus of the Course

#### UNIT – I

Relationship between Man and Environment, Effect of Man Made and Natural Disaster on Environment, Role of Educational Institutions in Disaster Management

#### UNIT-II

Features of Curriculum for Environment Education, Special Nature of Curriculum on Environment Education, Programmes of Environment Education for Primary, Secondary and Higher Education Institutions.

### **UNIT-III**

Interdisciplinary and Integration Approaches for Teaching Environment Education.  
MethodsofTeachingEnvironmentEducation,Discussion,Seminar,Workshop,Dialogue.

Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.  
Role of Media: Print, Films and T.V. for Imparting Environment Education.

### **UNIT-IV**

Global Environment Problems: Global warming, Ozone Depletion, e-waste and  
Population Explosion.

Waste Management: e-waste, Medical Waste, Nuclear Waste, Solid and Liquid  
Waste.Comparative Study of Environmental Projects from Various countries.

### **PRACTICAL**

Survey of Attitude of Students and Teachers towards Global Environmental  
Problems. Organization of any activity of enhancing Environmental Awareness.

### **Suggested Readings:**

Dani, H.M. (1986), Environmental Education, Chandigarh:Publication Bureau,  
Panjab University.

Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi:  
Regal Publication.

Nagra, V. (2006), Environmental Education, Jalandhar: Sharma Publications.

Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.

Nasrin(2007), Education, Environment and Society, NewDelhi: APH Publishing  
Corp. Saxena, A.B. (1986), Environnemental Education ,Agra: National

Psychological Corp. Sharma, R.C. (1981), Environmental Education, New Delhi :  
Metropolitan Book Co. Shrivastva, K.A. (2007), Global Warming, New Delhi :  
APH Publishing Corp.

Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental  
Structure, New Delhi : Commonwealth Publishers.Singh, K.Y. (2005), Teaching of  
Environmental Science, New Delhi: Chairman Enterprises.

Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, NewDelhi:  
Reliance Publishing House.

Kumar, V.K. (1982), A Study of Environmental Pollution, Varanasi:Tara Book  
Agency.

### **Course Outcomes**

Students would be able to:

- Exhibit the relationship between man and environment
- Explain the impact of manmade and Natural disasters on Environment
- Explain the role of educational institutions in disaster management discuss the importance of sustainable Development
- Explain the features of curriculum for environment education at school Describe different methods of teaching environmental education

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4  | PO5  | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|------|------|-----|------|------|------|------|------|
| CO1     | 2   | 1   | 2   | 3    | 3    | 3   | 3    | 2    | 3    | 3    | 2    |
| CO2     | 3   | 3   | 2   | 1    | 2    | 3   | 2    | 1    | 3    | 1    | 2    |
| CO3     | 3   | 3   | 3   | 3    | 2    | 2   | 2    | 3    | 2    | 3    | 3    |
| CO4     | 2   | 3   | 3   | 2    | 2    | 2   | 2    | 3    | 3    | 2    | 1    |
| TOTAL   | 10  | 10  | 10  | 9    | 9    | 10  | 9    | 9    | 11   | 9    | 8    |
| AVERAGE | 2.5 | 2.5 | 2.5 | 2.25 | 2.25 | 2.5 | 2.25 | 2.25 | 2.75 | 2.25 | 2    |

## Name of the Course: Mental Hygiene and Education –II

### Course Objectives

Students would be able to:

- Understand the Concept of mental health and hygiene.
- Develop Awareness of good mental health in both teachers and students.
- Identify principles and conditions conducive to good mental health.
- Suggest measures for fostering good mental health among students.
- Explain the interrelationship among personality adjustment and mental health.

### Syllabus of the Course

#### Unit-I

Relationship between Human Needs and Mental Health, Nature of Needs  
Organic Socio- Psychological and Educational Needs, Meeting the Needs of  
ChildrenSpecial Needs of Indian Adolescents

#### Unit-II

Diagnostic and Remedial techniques, Case Study, Interview, Psycho Analysis,  
Individual and Group Psycho Therapies and their Usefulness, Psycho Therapies:  
Counseling Therapy and its Types, Play Therapy, Rational Emotive  
Psychotherapy, Behaviour Therapy

#### Unit-III

Home, Community and Mental Health, Home and Mental Health, Qualities of  
Healthy Home Environment, Child Rearing Practices and Personality  
Development Community and Mental Health

#### Unit-IV

Yoga for Mental Health, Concept of Yoga in Ancient India, Yoga as the Scientific  
Method for the Development of Personality, Yoga as the System for Preserving  
the Mental Health, Accepting Yoga in Modern Life.

### **Suggested Readings:**

- Arkoff, Abe (1968) Adjustment and Mental Health, New York: McGraw Hill Company.
- Akhilan & Swami (1952) Mental Health and Hindu Psychology, London, Auen and Unwin,
- Akhilananda Swami, (1953) Hindu Psychology, London, Routledge,
- Bahadur, Mal (1995) Mental Health in Theory and Practice, Hoshirpur, V.V.R.I.,
- Bernard, Harold, W. (1952) Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co.
- Bonny, Meri E. (1960) Mental Health in Education, Boston: Allyn and Bacon Inc.
- Burbury, W. M., Balient, E. et. al: An Introduction to Child Guidance, London: MacMillan & Co.
- Capuzzi David & Gross Douglas R. (1995) Introduction to Counseling, London, Allyn and Bacon.
- Carrol, Herbert, A. (1956) Mental Hygiene: The Dynamics of Adjustment (3<sup>rd</sup> ed.) Englewood Cliffs, New Jersey, Prentice Hall, Inc.
- Coleman, J.C. (1937) Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co.
- Crow, Lester D. & Crow, Alince (1952) Mental Hygiene, New York: McGraw Hill Book Company, Inc..
- Garg, B.R. (2002). An Introduction to Mental Health, Ambala, Associated Publications,
- Hadfield, J. A. (1952) Psychology and Mental Health, London: George Allen and Unwin Ltd.
- Kallam, S. G. al (1975) Mental Health and Going to School, Chicago: University of Chicago Press.
- Sinha, A.K. (1978) The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication.
- Suraj Bhan & N. K. Dutt (1978) Mental Health through Education, New Delhi, Visin Books Publications.
- Suraj Bhan (1952) Towards a Happier Education, Jalandhar City, University Publications.
- Thork, G. L. & Olson, S. L. (1999) Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon,.
- Thorpe, L.P. (1950) The Psychology of Mental Health, New York: The Ronald Press Co.
- Watkins Ted. R. & Callicut, James (1990) Women Mental Health: Policy and Practice today, New Delhi. Saga Publications.
- Wolberg, Lewis R. (1995) The Techniques of Psychotherapy, London, Jason Aronson Inc.

### **Course Outcomes**

Students would be able to:

- Understand the Concept of mental health and hygiene.
- Develop Awareness of good mental health in both teachers and students.
- Identify principles and conditions conducive to good mental health.
- Suggest measures for fostering good mental health among students.
- Explain the interrelationship among personality adjustment and mental health.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 2   | 1   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3    | 2    |
| CO2     | 3   | 3   | 2   | 1   | 2   | 3   | 2    | 1    | 3    | 1    | 2    |
| CO3     | 3   | 3   | 3   | 3   | 2   | 2   | 2    | 3    | 2    | 3    | 3    |
| CO4     | 2   | 3   | 3   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 1    |
| CO5     | 2   | 1   | 2   | 3   | 3   | 3   | 3    | 2    | 3    | 3    | 2    |
| TOTAL   | 12  | 11  | 12  | 12  | 12  | 13  | 12   | 11   | 14   | 12   | 10   |
| AVERAGE | 2.4 | 2.2 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4  | 2.2  | 2.8  | 2.4  | 2    |

## Name of the Course: Special Education-II

### Course Objectives

Students would be able to:

- Understand the concept of exceptional children.
- Know about the meaning and scope of special education in India.
- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children. Acquaint with the various types of handicaps and their causes.

### Syllabus of the Course

#### **Unit-I: Education of Visually Impaired**

Characteristics, Degree of Impairment, Etiology and Intervention, Educational Programmes

#### **Unit-II: Education of Hearing Impaired**

Characteristics, Degree of Impairment, Etiology, Educational & Intervention Programmes

#### **Unit-III: Education of Learning Disabled**

Characteristics, Types, Identification, Educational and Intervention Programmes

#### **Unit -IV: Education of Gifted, Creative and Juvenile Delinquents**

Juvenile Delinquents, Characteristics, Identification Problems, Educational Programmes

#### **Guidance and Counselling of Exceptional Children**

Meaning & Need, Role of Teachers & Other specialists

### Suggested Readings

Berdine W.H. & Black hurst A.E. (eds.) (1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.

Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.

Hallahar D.P. & Kauffman, J.M. (1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.

Hewett Frank M. & Foreness Steven R. (1984) Education of Exceptional Learners, Massach Usetts Allyn & Bacon.

Jordern, Thomes E. The Exceptional Child, Ohio: Merrill.

Kirk S.A. & Gallagher J.J. (1989), Education of Exceptional Children; Boston Houghton Mifflin Co.

Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.

Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.

Singh, N.N. and Beale, I.L. (eds.) (1992) Learning Disabilities-Nature, Theory and Treatment, New York Springer-Verlag,

Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.

### Course Outcomes

Students would be able to:

- Understand the concept of exceptional children.
- Know about the meaning and scope of special education in India.
- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children. Acquaint with the various types of handicaps and their causes.

### CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 2    | 3    |
| CO2     | 2   | 2   | 3   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 2   | 3   | 3   | 3   | 3   | 3   | 3    | 2    | 2    | 3    | 3    |
| CO4     | 3   | 3   | 3   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 2    |
| CO5     | 3   | 3   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 2    | 3    |
| TOTAL   | 13  | 14  | 13  | 12  | 14  | 14  | 12   | 13   | 12   | 11   | 14   |
| AVERAGE | 2.6 | 2.8 | 2.6 | 2.4 | 2.8 | 2.8 | 2.4  | 2.6  | 2.4  | 2.2  | 2.8  |

## **Name of the Course: Teacher Education – II**

### **Course Objectives**

Students would be able to:

- Understand concept aims and scope of teacher education in India with its historical perspectives.
- Understand teaching profession and types of teacher education programmes.
- Understand Development of teacher education curriculum in India.
- Understand Different competencies essential for a teacher for effective transaction.
- Understand research in various areas of teacher education.

### **Syllabus of the Course**

#### **Unit –I**

Preparing teachers for special schools, Implementation of curricula of teacher education at various levels, Various agencies of teacher education, Teacher education and other institutions.

#### **Unit-II Instructional Strategies in Teacher Education**

Lecture strategy, Discussion, Brainstorming, Supervised study, Individualized study, Simulation, Action Research

#### **Unit-III Areas of research in Teacher Education with special emphasis on**

Teacher effectiveness, Criteria of admission, Modification of teacher behavior, School effectiveness

#### **Unit-IV**

Future of teaching as a profession, Current problems of teacher education and practicing schools

### **Suggested Readings**

- CABE, (1992). Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
- Delors, J. (1996) Learning: The treasure with in UNESCO Publishing.
- Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
- Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
- Ministry of Education (1964-66), Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
- Oberoi, M.K. (1995) Professional competencies in Higher Education, New Delhi UGC Publication.

MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

## Course Outcomes

Students would be able to:

- Understand concept aims and scope of teacher education in India with its historical perspectives.
- Understand teaching profession and types of teacher education programmes.
- Understand Development of teacher education curriculum in India.
- Understand Different competencies essential for a teacher for effective transaction.
- Understand research in various areas of teacher education.

## CO-PO Mapping

| CO      | PO1 | PO2  | PO3  | PO4 | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|------|------|-----|------|------|------|------|------|------|------|
| CO1     | 3   | 3    | 2    | 2   | 3    | 3    | 2    | 3    | 2    | 2    | 3    |
| CO2     | 2   | 2    | 3    | 3   | 3    | 3    | 3    | 2    | 3    | 2    | 3    |
| CO3     | 2   | 3    | 3    | 3   | 3    | 3    | 3    | 2    | 2    | 3    | 3    |
| CO4     | 3   | 3    | 3    | 2   | 2    | 2    | 2    | 3    | 3    | 2    | 2    |
| TOTAL   | 10  | 11   | 11   | 10  | 11   | 11   | 10   | 10   | 10   | 9    | 11   |
| AVERAGE | 2.5 | 2.75 | 2.75 | 2.5 | 2.75 | 2.75 | 2.5  | 2.5  | 2.5  | 2.25 | 2.75 |

## Name of the Course: Computer Education–II

### Course Objectives

Students would be able to:

- Aware students about fundamentals of Computer hardware and software.
- Develop capability in students to Use Computers for teaching-learning activities.
- Use Computers for collection and dissemination of information throughout the world.
- Understand Multimedia.

## Syllabus of the Course

### Unit-I: Computer Basics

Operating System: Meaning, Needs and types, Single User and Multi-User, Artificial Intelligence and education

### Unit-II: Networking and Internet

Browser, Visiting Web Sites

### Unit-III: Application Oriented Information

Using power point for creating and manipulation of presentation in classroom.

### Unit-IV: Educational Multimedia

Use of Multimedia in Education

## Suggested Readings:

Cox, J. and Urban, (1999) P. "Quick courses in Microsoft Office. Galotia Publications, New Delhi.

Jain, Satish: (1990) "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi.

Rajaraman, V, (1996) "Fundamentals of Computers". Prentice Hall of India, New Delhi.

Sexena, S., (1998) "A first Course in Computers". Vikash Publishing House Pvt. Ltd. New Delhi.

Sinha, P.K. (1990) "Computer Fundamentals, BPB Publications, New Delhi.

Tanenbaum, A.S. (1998) "Computer Networks", Prentice Hall of India, New Delhi.

## Course Outcomes

Students would be able to:

- Aware students about fundamentals of Computer hardware and software.
- Develop capability in students to Use Computers for teaching-learning activities.
- Use Computers for collection and dissemination of information throughout the world.
- Understand Multimedia.

## CO-PO Mapping

| CO      | PO1 | PO2  | PO3  | PO4 | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|------|------|-----|------|------|------|------|------|------|------|
| CO1     | 3   | 3    | 2    | 2   | 3    | 3    | 2    | 3    | 2    | 2    | 3    |
| CO2     | 2   | 2    | 3    | 3   | 3    | 3    | 3    | 2    | 3    | 2    | 3    |
| CO3     | 2   | 3    | 3    | 3   | 3    | 3    | 3    | 2    | 2    | 3    | 3    |
| CO4     | 3   | 3    | 3    | 2   | 2    | 2    | 2    | 3    | 3    | 2    | 2    |
| TOTAL   | 10  | 11   | 11   | 10  | 11   | 11   | 10   | 10   | 10   | 9    | 11   |
| AVERAGE | 2.5 | 2.75 | 2.75 | 2.5 | 2.75 | 2.75 | 2.5  | 2.5  | 2.5  | 2.25 | 2.75 |

## Name of the Course: Educational Measurement and Evaluation –II

### Course Objectives

Students would be able to:

- Acquaint with the basic concepts and practices adopted in educational measurement and evaluation.
- Orient with tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing a test.
- Make the students Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Develop the ability to Explain and Use appropriate statistical techniques and tests of significance in measurement and evaluation.

## Syllabus of the Course

### Unit-I: Test Standardization

Norm referenced and criterion referenced tests, Standard scores, T-scores and C- scores, Construction and Standardization of an achievement test, Interpretation of test scores and methods of feedback to students

### Unit-II: Concept and Measurement of the following

Achievement test, Aptitude tests, Intelligence tests, Attitude and Value scales, Interest Inventories

### Unit-III: Analysis of Variance

Analysis of Variance (up to two ways), Concept, assumption, computation & Uses

### Unit-IV: Correlation: Concept, Computation and significance of the following:

Biserial correlation, Point-Biserial Correlation, Tetra choric correlation, Phi-coefficient, Partial Correlation, Multiple Correlation

### Suggested Readings:

Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.  
Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.  
Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.  
Anastasi, A (1982), Psychological Testing, New York Macmillan,  
Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi PrenticeHall.  
Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.  
Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York MacMillan.  
Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York McGrawHill.  
Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York. Holt, Rinehart and Winston.  
Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

## Course Outcomes

Students would be able to:

- Acquaint with the basic concepts and practices adopted in educational measurement and evaluation.
- Orient with tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing a test.
- Make the students Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Develop the ability to Explain and Use appropriate statistical techniques and tests of significance in measurement and evaluation.

## CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 2    | 3    |
| CO2     | 2   | 2   | 3   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 2   | 3   | 3   | 3   | 3   | 3   | 3    | 2    | 2    | 3    | 3    |
| CO4     | 3   | 3   | 3   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 2    |
| CO5     | 3   | 3   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 2    | 3    |
| TOTAL   | 13  | 14  | 13  | 12  | 14  | 14  | 12   | 13   | 12   | 11   | 14   |
| AVERAGE | 2.6 | 2.8 | 2.6 | 2.4 | 2.8 | 2.8 | 2.4  | 2.6  | 2.4  | 2.2  | 2.8  |

## Name of the Course: Value Education & Human Rights-II

### Course Objectives

Students would be able to:

- Understand the need and importance of value- education and education for human rights
- Understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination
- Orient with the basis of morality and with the place of reason and emotions in moral Development of the child
- Understand the process of moral Development vis-a-vis their cognitive and social Development
- Orient with various intervention strategies for moral education and conversion of moral learning into moral education.

### Syllabus of the Course

#### UNIT – I : Approaches to Value Development

Psycho-Analytic Approach, Learning Theory Approach Especially Social Learning Theory Approach, Cognitive Development Approach

#### UNIT –II : Models of Value Development

Value Analysis, Inquiry, Social Action, Types and Agencies of Human Rights

#### UNIT –III : HUMAN RIGHTS

National and International Agencies of Human Rights, Role of NGO's in Human Rights Education, Various types of Rights- Civil, Political, Economic, Social and Cultural Rights.

#### UNIT – IV : Child Rights in India and their Protection:

Provisions in Schools, Teacher Preparation for Protecting Human Rights

### Suggested Readings:

- Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
- Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, Notre Dame: University of Notre Dame Press.
- Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi :N.C.E.R.T.
- Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
- Mujeeb, M. (1965), Education and Traditional Values, Meerut: Meenakshi Prakashan.
- Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
- Rokeach, M. (1978), The Nature of Human Values, New York: Jossey-Bass.
- Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corp.
- Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi :Isha Books.
- Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionetic Analysis, New Delhi: Gian Publishers.
- Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
- Kar, N.N. (1996), A Philosophical Study, Ambala Cantt: Associated Publishers.

### Course Outcomes

Students would be able to:

- Understand the need and importance of value- education and education for human rights
- Understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- Orient with the basis of morality and with the place of reason and emotions in moral Development of the child
- Understand the process of moral Development vis-a-vis their cognitive and social Development
- Orient with various intervention strategies for moral education and conversion of moral learning into moral education.

### CO-PO Mapping

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1     | 3   | 3   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 2    | 3    |
| CO2     | 2   | 2   | 3   | 3   | 3   | 3   | 3    | 2    | 3    | 2    | 3    |
| CO3     | 2   | 3   | 3   | 3   | 3   | 3   | 3    | 2    | 2    | 3    | 3    |
| CO4     | 3   | 3   | 3   | 2   | 2   | 2   | 2    | 3    | 3    | 2    | 2    |
| CO5     | 3   | 3   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 2    | 3    |
| TOTAL   | 13  | 14  | 13  | 12  | 14  | 14  | 12   | 13   | 12   | 11   | 14   |
| AVERAGE | 2.6 | 2.8 | 2.6 | 2.4 | 2.8 | 2.8 | 2.4  | 2.6  | 2.4  | 2.2  | 2.8  |

## Name of the Course: Dissertation and Viva-Voce

### Course Objectives

Students would be able to:

- Get better Understanding of research.
- Orient with Use of psychological tool and test
- Develop the better Understanding the sampling and data Analysis.
- Understand the applicability of research in daily life.

### Syllabus of the Course

Dissertation will be compulsory for all regular students. The students will select topic related to educational problems. The students will work under the guidance of a supervisor to be allotted by the Principal/ HoD of the Department. The students will submit three typed copies of Dissertation (hard binding) to the Department. The viva-voce will be held on a date to be fixed by the Controller of Examinations. Dissertation and viva-voce will be evaluated jointly by external and internal examiners.

### Course Outcomes


Students would be able to:

- Get better Understanding of research.
- Orient with Use of psychological tool and test
- Develop the better Understanding the sampling and data Analysis.
- Understand the applicability of research in daily life.


### CO-PO Mapping

| CO      | PO1 | PO2  | PO3  | PO4 | PO5  | PO6  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|-----|------|------|-----|------|------|------|------|------|------|------|
| CO1     | 3   | 2    | 2    | 1   | 2    | 3    | 2    | 1    | 3    | 1    | 3    |
| CO2     | 3   | 2    | 3    | 3   | 2    | 3    | 1    | 3    | 1    | 3    | 3    |
| CO3     | 2   | 2    | 3    | 2   | 2    | 2    | 3    | 2    | 3    | 2    | 3    |
| CO4     | 2   | 3    | 1    | 2   | 3    | 3    | 3    | 2    | 2    | 3    | 2    |
| TOTAL   | 10  | 9    | 9    | 8   | 9    | 11   | 9    | 8    | 9    | 9    | 11   |
| AVERAGE | 2.5 | 2.25 | 2.25 | 2   | 2.25 | 2.75 | 2.25 | 2    | 2.25 | 2.25 | 2.75 |

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