

# SYLLABUS

M.A. IN EDUCATION

REGULAR COURSE  
UNDER CBCS SYSTEM  
(FROM SESSION- 2020-21 & ONWARDS)



UTKAL UNIVERSITY  
VANI VIHAR, BHUBANESWAR



P.G. DEPARTMENT OF ECONOMICS  
GOVINDPUR (DEGREE) COLLEGE  
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# COURSES OF STUDIES

## M.A. IN EDUCATION

The duration of M.A. Education Course is two academic sessions. There will be two semesters in each academic session with a minimum of 80 teaching days for each semester. In total there will be FOUR Semesters.

### SEMESTER-I

Paper Code		Marks
Paper -I	: 1.1.1 Philosophical Foundation of Education	100
Paper -II	: 1.1.2 Sociological Foundation of Education	100
Paper -III	: 1.1.3 Psychological Foundation of Education	100
Paper - IV	: 1.1.4 Method of Teaching (Theory) any one of the following subjects- English, Odia, History, Geography, Mathematics.	100
Paper -V	: 1.1.5 Method of Teaching (Practical)	100
	Total:	<u>500</u>

### SEMESTER-II

Paper -VI	: 1.2.6 Statistics in Education	100
Paper -VII	: 1.2.7 Research in Education	100
Paper -VIII:	1.2.8 Teacher Education	100
Paper - IX	: 1.2.9 Economics of Education	<u>100</u>
Paper- X	: 1.2.10 Education Practical	<u>100</u>
	Total:	500

### SEMESTER-III

<b>Paper Code</b>		<b>Marks</b>
Paper-XI	: 2.3.11 Educational Assessment	100
Paper-XII	: 2.3.12 Curriculum Development	100
Paper-XIII	: 2.3.13 Special Paper (Anyone)	100
	A Special Education	
	B. Distance Education	
Paper -XIV	: 2.3.14 Special Paper (Anyone)	100
	A Educational Administration & Supervision	
	B. Development of Education in Modern India	
Paper -XV	: 2.3.15 (a) Preparation of Research	
	Proposal (Practical)	50
	(b) Seminar	50
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		Total: 500

### SEMESTER-IV

Paper - XVI	: 2.4.16 Trends in Assessment	100
Paper - XVII	: 2.4.17 Educational Technology	100
Paper - XVIII	: 2.4.18 Special Paper (Any one)	100
	A. Educational and Vocational Guidance	
	B. Environmental Education	
Paper - XIX	: 2.4.19 Special Paper (Any one)	100
	A International System of Education	
	B. Early Childhood Education	
Paper - XX	: 2.4.20 Dissertation (Practical)	100
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		Total: 500
		<hr/>
		Grand Total 2000

# SEMESTER-I

## PAPER -I (ED-1.1.1)

### PHILOSOPHICAL FOUNDATION OF EDUCATION

**End Term : 70**

**Mid Term: 30**

#### Unit - I

- .. Modern concept of Philosophy
- .. Different branches of Philosophy and their educational implications- Metaphysics, Epistemology and Axiology:
- .. Relationship between Philosophy and Education
- .. Schools of Philosophy and their educational implications : Pragmatism, Realism Existentialism, Perennialism and Reconstructionism.

#### Unit - II

- .. Indian Schools of Philosophy with reference to concept of knowledge, values and educational implications.  
(I) Vedant (II) Buddhism (III) Jainism (IV) Islamic traditions.

#### Unit - III

- .. Contribution of Rousseau, Froebel , John Dewey and Ivan Illich, to educational theory and Practice

#### Unit-IV

- .. Contribution of Gandhiji, Tagore, Sri Aurobindo and Vivekananda to Educational Theory and practice.

#### BOOKS RECOMMENDED :

1. Bigge, Morris L, Educational Philosophies for Teachers, Charles E. Merril Publishing Co., Columbus.
2. Brubacher, John So., Modern Philosophies of Education, Mc Graw Hill Book Company, Inc., New York.
3. Butler J. Donald, Four Philosophies and their practices in Education and Religion. Happer & Row, New York.-
4. Kneller, George F. Introduction to Philosophy of Education, John Wiley and Sons, Inc. New York.
5. Ozman, Howard A., & Craver, Samuel M., Philosophical Foundations of Education. Allyn & Bacon, Boston.
6. Premnath, Bases of Education, S. Chand and Co., Delhi.
7. Ross, james S., Ground WorK of Educational Theory, Oxford university of London Press Ltd., London

8. Rusk, Robert R., Philosophical Bases of Education, University of London Press Ltd., London.
9. Wingo, G. Max, Philosophies of Education, Sterling Publishers, New Delhi.

**PAPER -II (ED-1.1.2)**  
**SOCIOLOGICAL FOUNDATION OF EDUCATION**

**End Term :70**

**Mid Term: 30**

**Unit -I**

- .. Relationship Between Sociology and Education. Meaning and nature of Educational Sociology.
- .. Education as a process of social system and a process of socialization.
- .. Meaning and nature of social change and role of education for social change and social control.

**Unit - II**

- .. Education in relation to Democracy, Education and secularism.
- .. Role of education for National Integration and International Understanding.
- .. Education and Culture, Education and Values .

**Unit - III**

- .. Concept of urbanization, modernization, westernization with reference to Indian society and their educational implications.
- .. Equalization of educational opportunity. Education of socially and economically disadvantaged sections of the society with reference to scheduled castes, scheduled tribes, women and children with special needs.

**Unit-IV**

- .. Values - concept, types and their educational implication.
- .. National value enshrined in Indian constitution and their educational implication.
- .. Morality - concept, features and importance; theories and their educational importance - Hedonism, Perfectionism and Rigorism.

## BOOKS RECOMMENDED :

1. Mathur, S. A. Sociological Approach to Indian Education, Vinod Pustak Bhandar, Agra.
2. Nayak, B. K. Text Book of Foundation of Education, Kitab Mahal, Cuttack.
3. Russel Bartrand, Education and Social Order, George Allen and Union Ltd., London.
4. Saiyadain, K. G. Education and Social Order, Asia Publishing House, Bombay.
5. Govt. of India, Ministry of Education, Report of Education Commission (1964-66)
6. Agrawal, J.C.- (2010) Teacher and education in a developing society. Delhi : Vikash Publishing House.
7. Arulsarmy, S. - (2011) Philosophical and sociological perspectives on education. New Delhi : Neelkamal Publication.
8. Bhatia, K.K.- (2011) Philosophical and sociological foundation of education. New Delhi: Kalyani Publishers.
9. Chaube, S.P. & Chaube, A. - (2009). Foundation of education. New Delhi : Vikash Publishing House Pvt. Ltd.
10. Mathur, S.S. - (1966) A sociological approach to Indian education. Agra : Vinod Pustak Mandir.

### PAPER -III (ED. 1.1.3)

#### PSYCHOLOGICAL FOUNDATION OF EDUCATION.

**End Term - 70**

**Mid Term: 30**

#### Unit - I

- .. Contribution of following schools of psychology to Education-(I) Behaviourism, (II) Gestalt, (III) Psychoanalysis and (IV) Constructivism

#### Unit - II

- .. Theories of learning : Skinner's Operant Conditioning, Bandura's Observational learning. Bloom's Mastery learning, Gagne's Hierarchy of learning, Ausubel's meaningful reception learning, Bruner's Discovery learning.
- .. Motivation- Concept, types and Educational Implication.

#### Unit - III

- .. Growth and Development - Physical, Social and Emotional.
- .. Piaget's theory of cognitive development.
- .. Problem solving and its educational implications.
- .. Concept, nature and measurement 'of creativity, development of creative thinking.
- .. Concept, nature and causes of individual difference, educational implications.
- .. Meaning, nature, theories and measurement of intelligence.

#### Unit- IV

- .. Concept, theories and assessment of personality
- .. Mental Health of teachers. Management of stress and adjustment mechanisms.

**PAPER – IV (ED-1.1.4)**  
**MEHODS OF TEACHING (THEORY)**  
**Any one of the Following Methods**

**End Term: 70**

**Mid Term: 30**

**Method of Teaching English:**

**Unit – 1**

1. a) The Role of English in India- The Present Situation.  
b) The objectives of Teaching English at Secondary-level
2. a) Grammar-Cum-Translation Method.  
b) Direct Method  
c) The structural Approach.  
d) Bi-lingual Method.

**Unit-II**

1. a) The mechanics of reading.  
b) Silent reading and loud reading.  
c) Intensive and extensive reading  
d) Supplementary reading.
2. a) Teaching the mechanics of writing.  
b) Controlled and graded writing exercises.  
c) Guided Composition and free compositions.
3. Development of communication.

**Unit-III**

1. Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-detailed Text.

2. Use of Audio—Visual Aids in Teaching.
3. Analysis of Text Books.

#### **Unit-IV**

1. Preparation of lesson plans using Herbartian, 5E & ICON model & Scheme of lessons.
2. Formulation of Objectives and techniques of evaluation.
3. Use of ICT materials in classroom.

#### **BOOKS RECOMMENDED :**

1. Allen, H.B. & Campbell, R.N. - Teaching of English as Second Language, Tata McGraw Hill, 1972.
2. Bilors, F.L.- , The Techniques of Language Teaching. Longman, 1961.
3. Bright, J.A. & Mc Gregor, G.P.- Teaching of English as a Second Language, Longmen, 1970.
4. Corder, S.P.-, Introducing Applied Linguistics, Penguin Books, 1971.
5. Forrester, J.-, Teaching without lecturing, Oxford University Press 1968.
6. Fries, C.C.-, Teaching and Learning English as a Foreign language, Univesity of Michigan Press, 1957.
7. Gokak, V.K.- English in India. Its present and Future, Asia publishing House, Mumbai, 1964.
8. Homby, A.S.-, A guide to patterns and usage in English, Oxford University Press, 1974.
9. Mehta, R.K.-, The Teaching of English in India, Oriental Longman, 1957.
10. Palmer, H.E.-, A Grammar of English Words, Longman, 1961.
11. French, F.G.-, The Teaching of English Abroad, Parts I, II and III Oxford University Press.
12. Ryburn, W.M.-, The Teaching of English in India Oxford University Press.
13. Thomson & Wyatt-, The Teaching of English in India, Orient Longmn, 1997.



5. Forrester, J., Teaching without lecturing, Oxford University Press 1968.
6. Fries, C. C., Teaching and Learning English as a Foreign language, University of Michigan Press, 1957.
7. Gokak, V. K. English in India. Its present and Future, Asia publishing House, Mumbai, 1964.
8. Homby, A. S., A Guide to patterns and usage in English, Oxford University Press, 1974
9. Mehta, R. K., The Teaching of English in India Oriental Longman, 1957.
10. Palmer, H. E., A Grammar of English Words, Longman, 1961
11. French, F. G., The Teaching of English Abroad, Parts I, II and III Oxford University Press.
12. Ryburn, W. M., The Teaching of English in India Oxford University Press.
13. Thomson & Wyatt, The Teaching of English in India, Orient Longman, 1997.

### **METHOD OF TEACHING HISTORY.**

#### **Unit - I**

- (a) Meaning, Nature and Scope of History
- (b) Aims and objectives of Teaching History at Secondary school stage.

#### **Unit - II**

- (a) History syllabus and arrangement of topic - Biographical, topical, chronological and concentric.
- (b) Methods of Teaching History: Narration - cum-discussion, Project, dramatization, Source method.

#### **Unit - III**

- (a) Correlation of history with other subjects, instructional materials in Teaching History.
- (b) Text - Books
- (c) Teaching Aids
- (d) Time Line
- (e) Evaluation in History

#### **Unit-IV**

- (a) Preparation of Lesson Plans using Herbartian, 5E & ICON model and Scheme of lessons.
- (b) Formulation of objectives & techniques of Evaluation .
- (c) Use of ICT materials in class rooms.

## **BOOKS RECOMMENDED :**

1. Burston, W. H., Principle of History Teaching Methuen & Co. Ltd. II, New Fetter Lane E. C. 4, 1963.
2. Choudhury, K.P, audio-visual Aids in Teaching Indian History, Total Ram & Sons, Delhi, 1952.
3. Choudhury, K.P., The effective Teaching of History, NCERT, New Delhi, 1975.
4. Ghosh, K.D., Creative of History, Cambridge University Press, 1951.
5. Ghate, V.D., The Teachng of History, Oxford University Press, 1973.
6. Hasluck, E. K., Teaching of History, Cambridge University Press London, 1926.
7. Kochhar, S.K., Teaching of History, Sterling Publishers Pvt. Ltd., Delhi.
8. NCERT, Teaching of History of Secondary Schools, NCERT, New Delhi, 1970.
9. NCERT, A Handbook for History Teachers, Allied Publishers, Bombay, 1966.
10. Walls, H. G., The New Teaching of History, Casells, 1921.

## **METHOD OF TEACHING GEOGRAPHY :**

### **Unit - I**

- (a) Geography - Concept, Scope and its importance in School Education.
- (b) Aims and objectives of Geography Teaching

### **Unit - II**

#### Methods of Teaching

- (a) Observation Method, Laboratory Method, Project method, Regional Method, Discussion Method.
- (b) Correlation of Geography with other school. subjects.

### **Unit - III**

- (a) Instructional materials in Teaching Geography
  - i) Text Books
  - ii) Teaching Aids: Maps, Globe Atlas, Relief Maps, Charts, Pictures, Slide Overhead Projectors, Filmstrips,
  - iii) Audio, Radio Tape Recorders,
  - iv) Audio Visual T. V. Film Projectors
- (b) Co-curricular Activities in Geography, Organisation of Fieldstrips, Excursions and exhibition.

### **Unit-IV**

- (a) Evaluation in Geography

- (b) Preparation of Lesson Plans using Herbartian method, 5E & ICON model and Scheme of lessons.

**BOOKS RECOMMENDED :**

1. Gopsils, G. H., The Teaching of Geography, Macmilan, 1985.
2. Verma, O. P, Geography, Sterling Publishers Pvt., Ltd., New Delhi, 1984.
3. Verma, O.P. & Vedanayagam E. G. Geography Teaching, Sterling Publishers Pvt. Ltd., New Delhi, 1988.

**METHOD OF TEACHING ODIA :**

**Unit -I**

- (a) Importance of Teaching Mother Tongue
- (b) Aims and objectives of teaching Odia as the medium of thought, Communication of ideas, emotions and experiences, means of literary application and creative expression, its cultural and practical values.
- (c) Spoken and written Odia, Standard and Colloquial. The influence of local dialects on speech habit.

**Unit - II**

- (a) Methods of Teaching Odia - Traditional and Modern Methods.
- (b) Teaching of Grammar - Aims and methods.
- (c) Teaching of literature. Aims of teaching different forms of literature (Prose and Poetry), Adoption of methods for teaching prose and poetry.

**Unit - III**

- (a) Audio- visual Aids for teaching language.
- (b) Evaluation of Odia Language, Teaching with special reference to its objectives, types of evaluation, types of tests, blueprint.

**Unit-IV**

Preparation of lesson plan using Herbartian 5E ICON Model & Scheme of Lessons.

**BOOKS RECOMMENDED.**

1. Ballard, P. B., Thought and Language, University of London Pres Ltd., London.
2. Kocchar, S. K., Teaching of Mother Tongue, Sterling Publishers, New Delhi. .
3. Menzel, E. W., The Teaching of Reading,. OUP, 1954.
4. Palmer, H. P., Principles of Language Teaching, George G. Harrep and Co. Ltd.
5. Ryburn, W. M., Suggestion for the Teaching of the Mother tongue, OUP, 1926.

## PAPER -V (ED -1.1.5)

### PRACTICAL

#### FM - 100

#### SCHOOL INTERNSHIP

Each student has to prepare 10 lesson plans in the method subject which are to be delivered and supervised by the teachers of the department. Distribution of marks on different aspects of the practical examination shall be as follows:

i. Internship (Records to be maintained and Evaluated boty by Internal & External). 40mark

ii) Final Lesson Plan Record 15 marks

iii) Final Teaching 35 Marks

iv) Teaching Aids 10 Marks

**Total· 100 Marks**

## SEMESTER-II

### PAPER· VI (ED· 1.2.6)

#### STATISTICS IN EDUCATION

**End Term : 70**

**Mid Term : 30 Hrs.**

#### Unit· I

- (a) Properties of NPC and its applications.
- (b) Importance of descriptive and inferential statistics in Educational Research.
- (c) Concept of standard Error and its uses in test of significance.
- (d) Degrees of Freedom
- (e) Level of significance and Type I and Type II Errors.
- (f ) Two tailed and one tailed test.

#### Unit· II

- (a) The Peason Correlation Coefficient, Calculation of Correlation Coefficient from a Scattergram.
- (b) Biserial, Point Biserial, Phi and Tetrachloric correlation Partial and Multiple correlation.

#### Unit-III

- (a) Significance of difference between means.
- (b) Significance of difference between proportions.

(c) Analysis of Variance (ANOVA)-Importance, uses, assumption, and types (One-way, Two-way and Three-way)

(d) Test of Post ANOVA-Scheffe method.

#### **Unit-IV**

(a) Chi-square test-importance, uses, assumption and types (Independence, Normality and Contingency)

(b) Median test

(c) Mann-Whitney test.

#### **BOOKS RECOMMENDED :**

1. Best, J.W. & Khan, J. V. research in Education, Prentice Hall of India, New Delhi, 1993.
2. Garret H. E. Statistics in Psychology and Education, Vakils, Feffer and Simons, Bombay, 1979.
3. Good, G. V. & Hopkins, K. D., Statistical Methods in Education and Psychology, Prentice Hall, Englewood Cliffs, N. J., 1984.
4. Guilford, J. P. & Fruchter, B., Fundamental Statistics in Psychology and Education, MC Graw Hill, New York, 1981.
5. Koul, Methodology of Educational Research, Vikas Publishing House, New Delhi, 1988.
6. McCall, R., Fundamental Statistics for the Behavioral Science, Harcourt Brace, New York, 1993.

**PAPER VII (ED- 1.2.7)**

**RESEARCH IN EDUCATION**

**End Term : 70**

**End Term : 30**

**Unit- I**

- a) Meaning, Nature and Scope of Educational Research , Limitations of Educational Research , Need and purpose of Educational Research , Scientific inquiry and development of theory , Basic Applied and action Research, Quantitative and Qualitative Research
- b) Formulation of Research Problem
- c) Sources and Criteria for identifying the problem
- d) Development of assumptions and Hypotheses. Different types of hypotheses.
- e) Preparation and evaluation of research proposal

**Unit -II**

- a) Major Approaches to Research:
  - i) Descriptive
  - ii) Historical
  - iii) Causal comparative and
  - iv) Experimental

**Unit -III**

- a) Review of related literature - need, source and methods.
- b) Sampling - Meaning, purpose and methods of selection, Random sampling, Stratified sampling. Cluster and Systematic sampling.
- c) Collection of data types of data : Quantitative and Qualitative  
Tools and Techniques of Collection of data - Questionnaire, Interview, Observation, tests and Scales.

**Unit-IV**

- a) Preparation of Reserach Proposal.
- b) Preparation and Evaluation of Research Report.
- c) Writing reference and bibliography.

**BOOKS RECOMMENDED.**

1. Ary D., Jacobs, L. C. & Razavieh, A., Introduction to Research in Education, Holt, Rinehart & Winston, 1960
2. Best, J. W. & Khan, J. V., Research in Education, Prentice Hall of India, New Delhi, 1993.
3. Borg, W. R. & Gall, M. D., Educational Research: An Introduction,

- Longman, New York, 1989.
4. Cambell, W. G. & Ballou, S. V., Forms and Style; Theses, Report, Term Papers, Houghton Mifflin, Boston, 1990.
  5. Gay, L. R. & Airasian, P. Educational Research.
  6. Koul, Methodology of Educational Research, Vikas Publishing House, New Delhi, 1988.
  7. Leedy, P. D., Practical Research: Planning and Design, Macmillan, New York, 1985.
  8. McMillan, J. H. & Schumacher, S., Research in Education - A Conceptual introduction, Harper Collins, New York.1989.
  9. Moore, G. W., Developing and Evaluating Educational Research, Little Brown & Co. Canada, 1983.
  10. Publication Manual of the American Psychological Association (5th Ed.) APA, Washington DC, 2001.
  11. Sprinthall, R. C., Schmutte, G. T. & Sirois, L. Understanding Educational Research, prentice Hall, Englewood Cliff, N. J. 1991.
  12. Tuckman, B. W., Conducting, Educational Research, Harcourt Brace College Publishers, Fort Worth. 1999.
  13. Turaban K. L., A Manual for Writers of Term Papers, Theses and Dissertations, The University of Chicago Press, Chicago,1987.
  14. Vocke , E. L. & Asher, J.W., Educational Research, Merrill / Prentice Hall, 1995 .

### **PAPER· VIII (ED· 1.2.8)**

#### **TEACHER EDUCATION**

**End Term : 70**

**Mid Term:30**

**Unit· I**

- a) Meaning and Scope of Teacher Education.
- b) Objectives of teacher education at elementary and secondary level.
- c) Development of teacher education in India.
- d) Recommendation of Education Commission (1964-66) and NPE (1986,1992), NCETE 2009, on teacher education.

**Unit· II**

- a) Teaching as a profession.
- b) Performance appraisal of teachers, faculty improvement programme for teacher education.

- c) Pre-service teacher education, aims and objectives and organizational structure.
- d) In service teacher education: Needs, aims and agencies.

#### **Unit- III**

- a) Problems of teacher education in India.
- b) Qualitative improvement of teacher education. Role of NCTE.
- c) Teacher effectiveness : Meaning and assessment.
- d) Research trends in teacher education in India.

#### **Unit-IV**

Professional growth of teacher: Meaning, purpose and strategies -----Micro Teaching, simulation, Team teaching

#### **BOOKS RECOMMENDED.**

1. Bhatnagar, T. N., Teacher Education in India, NCERT, New Delhi.,1980.
2. Buch. M. B. Survey of Research in Education NCERT. New Delhi.
3. Mohanty, S. B. , Teacher Education. Menaka Prakashani., Sambalpur.
4. Mohanty, J., Teacher Education. Deep & Deep, New Delhi.
5. Mukherjee, S. J. (Ed.), Education of Teachers in India (Vols.1 &2), S. Chand & Co., New Delhi. 1978
6. National Survey of Elementary Teacher Education in India, NCERT, New Delhi, 1970.
7. Reports of the Five Year Plans, The Planning Commission, NewDelhi, Govt of India.
8. Reports of
  - a) The University Education Commission (1949)
  - b) The Secondary Education Commission (1952-53)
  - c) The Education Commission, 1964-66
  - d) The Annual Conference of IATE
9. Report of the Study Group on the Education of the Secondary Teachers in India. All India Association of Training Colleges in India., Baroda.



10. Report of the Study Group on Training of Elementary Teachers in India, Ministry of Education, New Delhi, 1963.
11. National Survey of Secondary Teacher Education in India, NCERT, New Delhi 1969.
12. Policy perspectives in Teacher Education : Critique & Documentation. NCERT, New Delhi.
13. The Year Book of Education, NCERT, New Delhi.
14. The Curriculum for the 10 years School.
15. Syllabi for Classes -I, II, III, IV, V, VI, VIII, IX, X.
16. The Curriculum for the Plus 2 stage.
17. Nage, N. L., Hand Book of Research on Teaching, Rand McNally & Co., Chicago.
18. Darsett & Jayaswall, The True Teacher, Sri Aurobindo book Distribution Agency, Pondichery.

### **PAPER - IX (ED - 1.2.9)**

#### **ECONOMICS OF EDUCATION**

**End Term : 70**

**Mid Term: 30**

**Unit - I**

- a) Economics of Education: Concept. Scope and Significance, Education as consumption and Education as Investment.
- b) Education and Economic Development.

**Unit - II**

- a) Cost Benefit Analysis of Education.
- b) Taxonomy of costs of Education.
- c) Taxonomy of Benefits of Education.
- d) Inputs and Outputs.: Concepts and relationship between the two.

**Unit - III**

- a) Manpower Planning
- b) Resources for Education: Role of Centre and State in financing education.

**Unit-IV**

- a) Financing Education: Theoretical conceptualization, principles of financing., problems of financing education.
- b) Grant in Aid .

## **BOOKS RECOMMENDED •**

1. Blaug, M. (Ed), Economics of Education Vol. 1 &2, Penguin.
2. Koul, B. N. (Ed.) Economics of Education, (Block 1, ES 317) IGNOU, New Delhi. 1993.
3. Rajaiah, B., Economics of Education, Mittal, New Delhi. 1987.
4. Schultz, T. W. Economics value of Education, Columbia University Press, New York, 1963.
5. Singh, B., Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1983.
6. UNESCO, Readings in the Economics, 1968.
7. Vaizey, J., The Economics of Education, Feber & Feber, 1962.

## **PAPER - X (ED- 1.2.10)**

### **EDUCATION PRACTICAL**

#### **End Term : 100**

Students are required to conduct the following activities and maintain record, which will be examined by both internal and external examiners. The examination will be of 6 hrs. duration. There will be both written and oral examination. The distribution of marks is as follows.

- |       |                     |            |
|-------|---------------------|------------|
| (i)   | Record              | - 20 Marks |
| (ii)  | Written Examination | - 60 Marks |
| (iii) | Viva Voce           | - 20 Marks |

**Total 100 Marks**

#### **Activities**

- (i) Conducting Sociometric test in a class and preparing the report.
- (ii) Construction of one checklist, one Rating Scale and one questionnaire.

# SEMISTER - III

## PAPER· XI (2.3.11) EDUCATIONAL ASSESSMENT

**End Term: 70**

**Mid Term:30**

### Unit - I

- .. The measurement and assessment process: Concept, Scope and Need.
- .. Interrelationship between measurement and assessment in education.
- .. Norm Referenced and Criterion referenced measurement.
- .. Functions of Assessment, Basic Principles of Assessment.
- .. Taxonomy of Educational Objectives.

### Unit· II

- .. General Principles of test construction and standardization.
- .. Steps involved in standardizing a test.
- .. Writing test items - Objectives types, Essay type and Interpretive type.
- .. Item analysis procedure for Norm referenced and criterion referenced mastery test.

### Unit· III

- .. Reliability - Measures of stability, equivalence and internal consistency (split half and Richardson estimates) factors affecting reliability of a test.
- .. Validity - Content related, criterion related and construct related evidence factors affecting validity.
- .. Objectivity: Meaning, method of improving objectivity of tests.
- .. Norms and Interpretation of test scores, Types of Norms: Gradenorms, Percentile Rank, Standard Scores -Z, T and C Scores, Caution in interpreting of Test Scores.

### Unit - IV

- .. Paradigm shift in assessment from behaviouristic to constructivist.  
Prospective : Assessment of learning , Assessment for learning and Assessment as learning.

## BOOKS RECOMMENDED

1. Aiken, L.R, Tests and Examinations - Measuring Abilities and Performance, Wiley, New York, 1998.
2. Airasian, P. Classroom Assessment, Mcraw Hill, New York, 1995.
3. Anatasi, A & Urbina, S., Psychological Testing, Prentice Hall, Englewood Cliffs, 1997.
4. Banks, S. R Classroom Assessment : Issues and Practices, Pearson Allyn & Bacon, Boston, 2005.
5. Cohen, R. J., Swerdlik, M.E. & Philips, S. M., Psychological testing and Assessment, An Introduction to the Tests and measurement, Mayfield Publishing Co. California, 1996.
6. Cronbech L. J., Essentials of Psychological Testing, Harper Collins, New York, 1990.
7. Ebel, R. L. & Frisbie, D. A. Essentials of Educational measurement, Practice Hall of India, Pvt. Ltd., New Delhi, 1991.
8. Grounlund, N. E. Assessment of student Achievement. Allyn & Bacon, Boston, 2003.
9. Gregory, R J. Psychological testing : History, Principles and Applications, Allyn & Bacon, Boston 1992.
10. Harper, A. E., Jr. & Harper, E. S., Preparing Objective Examinations: A Handbook for Teachers, Students and Examiners, Prentice Hall of India Pvt. Ltd., New Delhi. 1992.
11. Hopkins, K. D. Educational and Psychological Measurement and Evaluation, Allyn & Bacon, Boston, 1998.
12. Kaplan, R M. & Saccuzzo. D. P., Psychological Testing Principles Applications & Issues, Wordsworth, California, 2000.
13. Kubiszyn. T. & Borich. G., Educational Testing and Masurement, Classroom Application and Practice, scott, Foresman, Glenview, 1993.
14. Linn, R L. & Gronlund, N. E., Measurement and Assessment in Teaching, Merrill / Prentice Hall, 2000.
15. Martuza, V. R, Applying Norm - Referenced and Criterion -referenced Measurement in Education, Allyn & Bacon. Boston, 1997.
16. Macmillan, J.H.,, Classroom Assessment: Principles and Practice for Effective Instruction, Allyn & Bacon, Boston, 2001.
17. Mehrens, W. A. & Lehmann. I. J., Measurement and Evaluation in Education and Psychology, Holt - Saunders, Japan, 1991.
18. Murphy, K. R. & Davidshofer, C.O. Psychological Testing. Prentice Hall, Englewood Cliffs, 1998.
19. Noll, N. H. Scannell, D. P. & Craig, R. C. Introduction to Educational Measurement, Houghton Mifflin, Boston, 1979.
20. Oosterhof, A. Classroom Applications of Educational Measurement, Macmillan, Merrill Prentice Hall, 2001.
21. Popham, W: J. ' Modern Educational Measurement; Practical Guidance for Educational Leaders, Allyn & Bacon, Boston, 2009.
22. Popham, W. J. Classroom Assessment: What Teachers Need to Know. Pearson / Allyn and Bacon, Boston, 2005.

23. Salvia, J. & Ysseldyke. J. E. Assessment, Houghton, Mifflin, Boston, 1995.
24. Sax, G. Principles of Educational & Psychological Measurement and Evaluation, wordworth Publishing Co., Belmont, 1998. ‘
25. Thomdike, R. M. Measurement and Evaluation in Psychology and Education, Prentice Hall, New Jersey 1977.

## **PAPER - XII (2.3-12)**

### **CURRICULUM DEVELOPMENT**

**End Term : 70**

**Mid Term : 30**

#### **Unit-I**

- .. Concept and types of curriculum: Child centred and Experience centred curriculum. History of curriculum development in India, Core curriculum and **NPE 1986**.
- .. Bases of Curriculum : Philosophical, Sociological and Psychological; Factors affecting Curriculum Development.

#### **Unit - II**

- .. Conceptual Framework for Curriculum Design.
- .. Representative Curriculum Design:  
Subject centered design  
Discipline design, Broad fields design.  
Learner centered designs - Child centered design, Experience centered design, Humanistic design.
- .. Problem centered designs : -  
Life situations design, core design, Social Problems and Reconstructionist design.

#### **UNIT - III**

- .. Curriculum evaluation : Meaning, need and importance of curriculum evaluation.
- .. Implementation strategy of curriculum
- .. Recommendations of following Commissions on curriculum Development.
  - (i) Secondary Education Commission (1952-53)
  - (ii) Education Commission (1964 - 66)

#### **UNIT-IV**

- .. Scientific, Technical models
  - (a) Hilda Taba model (Inductive / Grassroot model)
  - (b) Thylor model

## **BOOKS RECOMMENDED :**

1. Beane, J. A., Conrad, E. P. Jr. & Samuel J. a., Jr. Curriculum Planning and Development, Allyn & Bacon, Boston, 1'986.
2. Brady, L. Curriculum Development, Prentice Hall, 1995
3. Doll, R. C., Curriculum Improvement : Decision - Making and process, Allyn and- Boston, 1996. .
4. Marsh, C. J. & Willis, G., Curriculum - Alternative Approaches, Ongong Issues, Merhill / Prentice \_ Hall, 1999.
5. McNeil, J. D., Curriculum: A Comparative Introduction, Scott, Foresman, Glenview, 1990.
6. Oliva, P. F., Developing the Curriculum Harper Collins, New York, 1992.
7. Omstein, A. C. & Hunkins, F., Curriculum. Foundations, Principles and Issues, Allyn & Bacon, Boston, 1998.
8. Pratt, D., Curriculum Design and Development, Mcmillan NewYork, 1980.
9. Saylor, J. G. Alexander, W. M. & Lewis, A. J., Curriculum Planning for Better Teaching for Better Teaching and Learning, Hott, Rinehart & Winston, New Yorik, 1981. .
10. Taba, H., Curriculum Dvelopment - Theory and Practice, Harcourt brace, New York, 1962.
11. Tanner, D. & Tanner, L. N., Curriculum Development. Theory into Practice Macmilan New York, 1980.
12. Walker, D., Fundamentals of Curriculum, Harcourt Brace Jovanovich, San Diego, 1990.
13. Wiles, J. & Bondi, J. C., Curriculum Development - a Guide to Practice, Merrill, Columbus, 1989.
14. Zais, R. S., Curriculum: Principles and Foundations, Harper & Row, New York, 1976.

## **PAPER XIII (2.3.13)**

### **SPECIAL PAPER (Anyone of the Following)**

#### **(A) SPECIAL EDUCATION**

**End Term : 70**

**Mid Term : 30**

#### **UNIT I**

# Concept Nature and Objectives of Special Education.

# Categorization of Special Education.

# Historical Development of Special Education. Integrated Education of Disabled.

#### **UNIT II**

# Education of Visually impaired : Characteristics, Degree of impairment, prevention and educational programme.

# Education of the mentally retarded, classification, remedial programmes, and teaching strategies.

### **UNIT- III**

- # Learning disabled children : Characteristics, identification and educational programmes.
- # Emotional disturbances: Definition, classification, identification, characteristics of disturbed children, Role of Education.

### **UNIT-IV**

- # Giftedness: Definition, characteristics, identification and educational programmes.
- # Slow learners: Definition, characteristics, identification and educational programmes.

### **BOOKS RECOMMENDED :**

1. Blackhurst, A. E. & Berdine, W. H.,.(Eds.)An Introduction to Special Education, Little Brown & Co., Boston, 1981.
2. Hallahan, D. P. & Kauffman, J. M. Exceptional Learners: Introduction to Special Education, Allyn & Bacon, Boston, 2003.
3. Hewrd, W. L. & Oriarsky, M. D., Exception Children, Charles E. Merrill, Columbus, 1992.
4. Kirk, S. A & Gallagher, J. J. & Anastasiow, N. J., Educating Exceptional Children, Houghton Mifflin, Boston, 1993.
5. Telford, C. W. & Sawrey, J. M, The Exceptional Individual, Prentice Hall, Inc., Englewood Cliffs, N. J., 1977.
6. Yaseldyke, J. E. Introduction to Special Education, Houghton Mifflin & Co., Boston, 1989.

## **(B) DISTANCE EDUCATION**

**End Term : 70**

**Mid Term : 30**

### **UNIT- I**

- # Meaning, objectives and need of distance education.
- # Growth of distance education in India.
- # Distance education and rural development.

### **Unit- II**

- # Designing and preparing self instructional material.
- # Characteristics of self instructional material.
- # Management of student support services in distance education.

### **Unit- III**

- # General functions of a distance tutor.
- # Applications of media in distance education.  
Radio, TV Computer and Videotext.
- # Quality assurance in Distance Education.

### **Unit-IV**

- # Open and distance learning
- # Institutions of distance learning : IGNOU, NIOS, MOOC

## **BOOKS RECOMMENDED :**

1. Holmberg, B. Growth and Structure of Distance Education, Groom Helm, USA, 1986.
2. Homberg, B., Status and Trends of Distance Education, (2nd Ed. ), Lecture Publishing, Sweden, 1985.
3. Keegan, D.L. The Foundations of Distance Education, Croom Helm, USA 1986.
4. Sewart, D. Keegan, D. & Holmberg, B. (Eds.), Distance Education, International Perspectives, Routledge, Chapman and Hall, London, 1988.
5. Garrison. D. R. Understanding Distance Education :Framework for Future, Routiedeg, Chapman and Hall, London, 1989.
6. Holmberg, B. Theory and Practice of Distance Education, .Rutiedge. Champman and Hall, London, 1989.
7. Haye, A & Rumble, G, Distance Teaching for Higher and Adult Education, Croom Helm, USA 1981.
8. Rumble G & Herry, K. The Distance Teaching Universities. Croom Helm. USA, 1982.
9. Routree D. Teachng through Self-instruction, Kogan Page, London. 1986.
10. Daniel, J.S. et al Learning at a Distance -A World Perspective Athabasca University, Edmonton, 1982.
11. Pentz. M. J. and Neil, M-W, Education of Adults at a Distance, Kogan Page, London. 1981.
12. Parmaji. S(Ed.) Distance Education, Sterling Publishers, New Delhi, 1984.
13. IGNOU, Growth and Philosophy of Distance Education, (Block 1,2,& 3), IGNOU, New Delhi 1988.
14. Reddy, Open University -The Ivory Towers Thrown open, Sterling Publishers, New Delhi, 1988.

## **PAPER· XIV (2.3.14)**

### **SPECIAL PAPER (Anyone of the Following)**

#### **(A) EDUCATIONAL ADMINITRATION & SUPERVISION**

**End Term : 70**

**Mid Term : 30**

#### **UNIT· I**

- # Educatonal Administration: Meaning, Nature, Scope and Functions.
- # Theories of Educational Administration.
- # Educational Management: Meaning, Nature and Scope.
- # Types of Educational Management Centralized and decentralized.
- # Administration and Management.

#### **UNIT· II**

- # Leadership in Educational Administration: Meaning Nature and Theories of Leadership. Measurement of Leadership.
- # Educational Planning: Meaning, Nature and Need. Approaches to Educational Planning, Types of Educational Planning, Problems of Educational Planning in India.
- # Institutional Planning: Meaning, Nature, Scope and Steps.



### **UNIT- III**

# Educational Supervision: Meaning, Nature and Need.

# Scope of Educational Supervision.

# Principles of Educational Supervision.

# Factors Influencing Supervision.

### **UNIT-IV**

# Types of Supervisory Programme

# Planning the supervisory Programme.

# Organizing the supervisory Programme.

# Implementing the Supervisory Programme.

### **BOOKS RECOMMENDED.**

1. Adam, H.,P. & Dikey, F. G., Basic Principles of Supervision, Eurasia, New Delhi, 1966.
2. Bhatnagar, R. P. & Verma, I. B., Educational Administration, Loyal Book Depot, Meerut, 1978.
3. Campbell, R. F., et al., Introduction to Educational Administration, Allyn & Bacon, Boston, 1971.
4. Hariss, B. M., Supervisory Behaviour in Education, Prentice Hall, Englewood Cliffs, 1963.
5. Kijmbrough, R. B. & Nurnery, M., Educational Administration. An Introduction, Macmillan, New York 1976.
6. Mochiman, A. B. School Administration, Houghton Mifflin, Boston. 1951.
7. Oliva, O., Supervision for Today's School, Harper & Row, New York, 1976.
8. Safaya, R. & Shaida, B. D., School Administration and Organisation, Dhanpat Rai & Sons, Jullundur, 1964.
9. Shukla, P. D., Administration in India, Vikas, New Delhi, 1983.

## **(B) DEVELOPMENT OF EDUCATION IN MODERN INDIA**

**End Term : 70**

**Mid Term : 30**

### **UNIT- I**

# Role of East India Company for spread of Education in India.

# Role of Christian Missionaries in India for spread of education.

# Charter Act of 1813.

# Conflict between Anglicists and Orientalists.

# Macaulay's Minute.

# Wood's Despatch.

### **UNIT - II ,**

# Report of Following Commission and Committees.

(i) Indian Education Commission (1882)

(ii) Calcutta University Commission (1917)

(iii) Hartog Committee Report (1928-29)

# Education under provincial Autonomy (1937-1947)

### **UNIT - III**

# Development of National System of Education in Post Independence Period with reference to Report of Secondary Education Commission (1952-53). Education Commission (1964-66) and NPE 1986 & 1992 regarding Objectives and Structure of education.

### **UNIT - IV**

# NEP - 2020- Background, Objectives and Structure of Education.

### **BOOKS RECOMMENDED :**

1. Mukherjee, R. K. Education in Ancient India; Motilal Banarasi Das,. Calcutta.
2. Nurullah, S. & Naik, J.P.: A Students History of Education in India; The Macmillan Co. of India, Delhi.
3. Rawat, P. L.: History of Indian Education: Ram Prasad and Sons, Agra.

## **PAPER - XV (2.3.15)**

### **PRACTICAL**

#### **FM- 100.**

#### **(A) PREPARATION OF RESEARCH PROPOSAL**

Each student is required to select a problem on which he/she has to carry on intensive study during third Semester research proposal covering the following aspects.

1. Statement of the problem
2. Review of related studies.
3. Objectives of the study.
4. Hypotheses of the study.
5. Rationale of the study.
6. Selection / Development of tool.
7. Techniques of data Analysis.

The research proposal will be evaluated by both the external and internal examiners. The student has to appear Viva Voce test. The distribution of marks will be as follows;

(I) Research Proposal	20 Marks
(II) Viva Voce Test	30 Marks

**Total 50 Marks**

## **(B) SEMINAR: 50MARKS**

Each student has to present a seminar paper followed by discussion. It will be evaluated by at least two group of internal examiners. Distribution of Marks will be as follows.

a) Paper : 20 Marks

b) Clarification of points 30 Marks

**Total 50 Marks**

## **SEMISTER - IV**

### **PAPER - XVI (2.4.16)**

#### **TRENDS IN ASSESSMENT**

**End Term : 70**

**Mid Term :30**

#### **UNIT - I MODELS OF EDUCATIONAL ASSEMENT**

- # Tyler's Objectives Model
- # Metfessel Michael Model
- # Provus's Discrepancy Model
- # Stuffle-beam's CIPP Model

#### **UNIT - II**

- # Aptitude test, Multiple Aptitude Batteries, Special Aptitude Tests.
- # Measurement of interest, Description of any two interest inventories, interpretation of result.
- # Measurement of attitude, Types of attitude scales.
- # Standardization procedure of likert and thurstone type of attitude scales.

#### **UNIT - III**

- # Trends in Assessment
- # Grading system
- # Semester system

#### **UNIT-IV**

- # Continuous internal assessment
- # Continuous Comprehensive Evaluation.
- # Use of Computer in assessment.

#### **BOOKS RECOMMENDED**

1. Aggarwal, J. C. Essentials of Examination System, Evaluation, Tests and Measurement, Vikas Publishing House Pvt. Ltd., New Delhi, 1997.
2. Ahmann, J. S. & Glock, M.D, Evaluating Pupil Growth, Allyn & Bacon, Boston, 1963. •
3. Aikens, L. R., Tests and Examinations - Measureing Abilities and performance, Wiley, New York, 1998.

4. Airasian, P., Classroom Assessment, McGraw Nil, New York, 1995.
5. Anastasi, A & Urbina, S., Psychological Testing. Prentice Hall, Englewood Cliffs, 1997.
6. Brown, F. G., Principles of Educational and Psychological Testing, Dryden Press, Illinois. 1970.
7. Cohen, R. J., Swerdlik, M. E. & Phillips, S.M. Psychological testing and Assessment. An Introduction to the Tests and Measurement, Mayfield Publishing Co., California, 1996.
8. Cronbach, L.J., Essentials of psychological Testing, Harper Collins, New Yourk, 1990
10. Ebel, R.L. & Frisble, D.A. Essentials of Educational Measurement, Prentice Hall of India, Pvt. Ltd, New Delhi, 1991.
11. George, R J., Psychological Testing - History, Principles and applications, Allyn & Bacon, Baston, 1992.
12. Harper, A.E. Jr. & Harper, E.S. Preparing Objective Examinations : A Handbook for Teachers, student and Examiners, Prentice Hall of India Pvt. Ltd., New York, 1992.
13. Hopkins, K. D., Educational and Psychological Measurement and Evaluation, Allyn & Bacon, Boston, 1998.
14. Kapiian, R, & Saccuzzo. D.P., Psychological Testing: Principles Applications and issues, Wordsworth, California, 2000.
15. Kubiszczyn, T & Bohch, G. Educational Testing and Measurement, Classroom Application and Practice. Scott. Foresman, Glenview 1993.
16. Linn, R.L. & Gronlund, N.E., Measurement and Assessment in Teaching, Merrill / Prentice Hall, 2000.
17. .Martuza, V. R. Applying Norm-Referenced and Criterion Referenced Measurement in Education, Allyn & Bacon, Boston, 1997.
18. Macmillian, J. H., Classroom assessment, Principles and Practice for Effective Instruction, Allyn and Bacon, Boston, 1997.
19. Meherns, W. A. & Lehmann, I. J. Measurement and Evaluation in Education and Psychological Testing, Prentice Hall, Englewood Cliffs, 1998.
20. Murphy, K. R & Davidshofer, C.O. Psychological Testing, Prentice Hall, Englewood Cliffs, 1998.
21. Noll, N.H., Scannell, D.P. & Craig, R. C. Introduction to Educational Measurement, Houghton Mifflin, Boston, 1979.
22. Oostern, of, A. Classroom applications of Educational Measurement, Macmillan, New York, 1994.
23. Popham, W. JH. Modern Educational measurement: Practical Guidance for Educational Leaders, Allyn & Bacon, Boston, 2000.
24. Salvia, J. & Ysseldyke, J. E., Assessement, Houghton Mifflin, Boston. 1995.

**PAPER - XVII (2.4.17)**  
**EDUCATIONAL TECHNOLOGY**

**End Term : 70**

**Mid Term : 30**

**UNIT - I**

- # Meaning, nature, scope and significance of Educational Technology.
- # Components of Educational Technology. Software and Hardware.
- # Educational Technology and Instructional Technology.
- # Concept, Nature, Component, Models and theories of Communication.

**Unit - II**

- # Designing Instructional System, Task Analysis and Team Teaching.
- # Levels of Teaching: Memory level, Understanding level and reflective level.
- # Modern models of teaching.
- # Modification of teacher behaviour: Microteaching, Simulation and Flender's Interaction Analysis.

**UNIT - III**

- # Programmed Instruction: Origin and types
- # Teaching machines.
- # Computer Assisted Instruction

**UNIT-IV**

- # Emerging Trends in Educational Technology - Teleconferencing, CCTV, INSAT.
- # Resource Centers for Educational Technology: UGC, CIET, SIET.
- # E-learning - concepts need and importances.

**BOOKS RECOMMENDED ,**

1. Heinich., R. Molenda, M. A, Russell, J. D., Instructional Media and the New Technologies of Instruction, Maxwell Macmillian, Singapore, 1990.
2. Kulkarni S. S., Introduction to Educational Technology, Oxford IBH, New Delhi, 1996.
3. Kumar, K. L. Educational Technology, New Age International (P) Ltd., New Delhi, 1996.
4. Mangal, S. K. Fundamentals of Educational Technology, Educational Publishers, Ludhiana, 1988.
5. Mukhopadhyay, M., Educational Technology, New Delhi.
6. Panday, K. P., A first Course in Instructional Technology, Amitabh Prakashan, New Delhi, 1990 ..
7. Rao, U., Educational Technology, Himalaya Publishing Hosue, Bombay, 1991.
8. Sampath, K., Penninselvam, A & Santhanam, S., Introduction to Educational Technology, Sterling Publishers Pvt., Ltd., New Delhi.
9. Sharma, A.R. Educational Technology, Vinod Pustak Mandir, Agra, 1992.
10. Sharma, R. A Educational Technology, Loyal Book Depot, Meerut, 2000.

## **PAPER - XVIII (2.4.18)**

### **SPECIAL PAPER (Anyone of the Following)**

#### **(A) EDUCATIONAL AND VOCATIONAL GUIDANCE**

**End Term:70**

**Mid Term : 30**

#### **UNIT - I**

- # Meaning and Nature of Guidance.
- # Objectives of guidance at different stages
- # Types of Guidance : Educational Vocational and Personal guidance.

#### **UNIT - II**

- # Essential of launching a guidance programme.
- # Guidance services: Individual inventory service, information Orientation service, placement service and follow-up services.
- # Pupil Personnel Work - Meaning, Purpose and Organisation.

#### **UNIT - III**

- # Meaning and nature of counselling, Types of Counselling, Principles of Counselling.
- # Theories of counselling, Rational theories., learning theory approach and psychoanalytic approach.

#### **UNIT-IV**

- # Tools and techniques of Guidance.
- # Testing and Non Testing Techniques : Questionnaire, Interview Schedule, CRC and sociometrics.

#### **BOOKS RECOMMENDED**

1. Barrie, M. H., et. al, The Theory and Practice of Vocational Guidance, Pregamon Press, London, 1968.
2. Bernard, H. W. Principles of Guidance, Thomas Y. Crowell Co., New York, 1977.
3. Bemant, H. W. Fulinmer, D. W., Principles of guidance Basic Text (India print) Allied Publishers, New Delhi.
- 4; Crow, L. D. & Crow, A., An Introduction to, Guidance Principles and Practices, American Book Company New York, 1951.
5. Downing, L.N, Guidance and Counselling Services, McGraw Hill, New York.
6. Gibson, R. L. & Mitchell, M. H., Introduction to Counselling and Guidance, Prentice Hall of India, New Delhi, 2005.
7. Kochhar, S. K., Guidance in Indian Education, Sterling Publishers Pvt. Ltd. 1979.
8. Kochhar, S.K.Guidance in Indian Education, Sterling Publishers, Pvt. Ltd., New Delhi, 1984.
9. Miller,F.W., Guidance - Principles and Services, Charies E. Merrill, Ohio, 1961.
10. Ohisen, M. W. Guidance Services in the Modern School, Harourt Brace Jovanovich, New Delhi. 1974.
11. Pasricha, P., Guidance and Counselling in Indian Education,
12. Shertzer, B. & Stone, S. C., Fundamentals of Counselling, Houghton Mifflin, Boston, 1980 . .
13. Tolbert, E.L., An introduction to Guidance, Litele Brown & Co. Boston, 1978.
14. Traxler, A. E. & Noria, R D., Techniques of Guidance, Harper Rous, New York, 1957.

## **(B) ENVIRONMENTAL EDUCATION**

**End Term : 70**

**Mid Term : 30**

### **UNIT – I**

- # Relationship between man and environment.
- # Meaning and nature of environmental education.
- # Importance of environmental education.

### **UNIT - II**

- # Role of education for development of environmental awareness.
- # Programmes of environmental education at elementary and secondary stage.

### **UNIT - III**

- # Environmental Pollution, its causes and effects :
  - a) Water Pollution
  - b) Air Pollution
  - c) Soil Pollution
  - d) Thermal Pollution
  - e) Radiation Pollution and
  - f) Noise Pollution

### **UNIT-IV**

- # Environmental Management for control of Pollution.
- # Environmental Policies and practices.
- # Environmental Protection act.

### **BOOKS RECOMMENDED**

1. Sharma, R. C. Environmental Education, Metropolitan, New Delhi, 1981.
2. Saxena, A. B., Environmental Education, National Psychological Corporation, Agra, 1986.
3. Saikar, K. R. Population Education for Developing Countries, Sterling Publishers Pvt. Ltd., New Delhi, 1981.
4. Sinha, V. C. & Zakaria, M., Demography, Sterling Publishers, New Delhi.
5. UNESCO, Living the Environment. A Source Book in Environmental Education, 1985.
6. UNESCO, Interdisciplinary Approaches in Environmental Education, 1985.
7. UNESCO, Trends in Environmental Education, 1987.
8. UNESCO, Evaluating Environmental Education, 1985.
9. UNESCO, Environmental Education: Modules for Preservice Training of Teachers and Supervisors of Secondary Schools, 1983.

## **PAPER - XIX (2.4.19)**

### **SPECIAL PAPER (Anyone of the Following) (A) INTERNATIONAL SYSTEM OF EDUCATION**

**End Term : 70**

**Mid Term : 30**

#### **UNIT - I**

- # Meaning, need, scope and purpose of Comparative Education.
- # Basic Factors of Comparative Education.
- # Approaches to Comparative Education.

#### **UNIT - II**

- # Major concepts in comparative education.
- # Juxtaposition and comparison
- # Area studies- Description and Interpretation.

#### **UNIT - III**

- # Comparative study of Indian Education with Education in UK and USA with reference to :
  - Preschool Education
  - Elementary Education
  - Secondary Education
  - Higher Education

#### **UNIT - IV**

- # Comparative study of Administration, supervision and control of Education, Teacher Education and Distance and Continuing Education with special reference to USA, UK and India.

#### **Books Recommended**

1. Attkoch, R. G Arrive, R. & Kelly, G P. (Ed), Comparative Education, Macmillan, New York, 1982.
2. Biswas, A & Aggrawal, J. C., Comparative Education, Arya Book Depot, New Delhi, 1972.
3. Chaube, S.P., Comparative Education, Ram Prashad & Sons , Agra, 1969.
4. Gezi, K. I., Education in Comparative and International Perspective, Holt, Rinehart & Winston, New York, 1971 .
5. Hans, N., Comparative Education, Universal Book Stall, New Delhi, 1988 .
6. Joshi, R. N., Educational Elsewhere and Here, Bharatiya Vidya Bhawan, Bombay, 1979.
7. Mukherjee, L, Comparative Education, Allied Publishers, New Delhi, 1975.
8. Sodhi, T. S., Comparative Education, Vikas Publishing House Pvt. , Ltd, New Delhi, 1993.



## **PAPER - XX (2.4.19)**

### **B. EARLY CHILDHOOD EDUCATION**

**End Term: 70**

**Mid Term :30**

#### **UNIT - I**

- # Aims and objectives of pre school education.
- # Contribution of Froebel and Montessori to Pre-School Education.
- # Major Schemes: ECCES, ICDS.

#### **UNIT - II**

- # Early childhood health care programmes.
- # Identification, prevention and remediation of malnutrition and resultant common ailments and diseases.
- # Need of Balanced diet for pre school children.

#### **UNIT - III**

- # Types of preschool centers
- # Curriculum and activities at the pre school stage.
- # Role of UNICEF, WHO and CARE for child development.

#### **UNIT-IV**

- # Role of Govt. and Non-Govt. organizations in Organizing ECCE
- # Problems and issues in ECCE.

#### **BOOKS RECOMMENDED**

1. Food and Nutrition, Educational Planning Groups, Arya Publishing House, Delhi.
2. Teaching - Young Children, Henninger, 2000.
3. Introduction to Early Childhood Education, Brewer, 1995.
4. Let us play: Books 1 to 12 are published by and available with Indian Association of Pre-School Education Vidya Vikasini, 259 D. B. Road: R. S. Puram Coimbatore - 641002 .  
Books 13 to 18 are Publications of M/s. Prentice Hall of India, Pvt.Ltd. M-97, Circus New Delhi 110001.
5. Kamil & Lewis : Physical Knowledge in Pre-School Education, Implications and Piaget's Theory.
6. Meclove: Ready Set, Go, How to give your children Head start before they go to School.
7. Cohen & Rudolph: Kindergarten and Early Schooling.
8. Hurwitz and Mandejit : The Joys Vision : A Source Book for Elementary Art Appreciation.
9. Schichedanz Yourk, Steward and White: Strategies for Teaching Young Children.
10. Ambrose: Kindergarten Fun.

## **PAPER - XX (2.4.20)**

### **DISSERTATION PRACTICAL**

**FM - 100.**

#### **UNIT - I**

Each student shall have to submit a dissertation basing on the Research proposal developed in THIRD SEMESTER under the supervision of a member of the staff of the department.

The dissertation shall be evaluated jointly by an external and internal (Guide) examiner and there will be a viva voce test. The distribution of marks shall be as follows:

(i) Dissertation	50 marks
(ii) Viva Voce	50 marks
<b>Total</b>	<b>100 Marks</b>

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