



**UNIVERSITY OF JAMMU, JAMMU**  
(NAAC ACCREDITED 'A+' GRADE UNIVERSITY)

**NOTIFICATION**  
**(18/July/Adp/46)**

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the **revised** Syllabi and Courses of Study in the subject of **Master Degree Programme in Education** for Ist to IVth Semesters under the **Choice Based Credit System (through regular mode)** in the main Campus for the examinations to be held in the years as per the details given below: -

<b>Subject</b>	<b>Semester</b>	<b>for the examinations to be held in the year</b>
<b>M.A.(Education)</b>	Semester-I	Dec, 2018, 2019 and 2020
	Semester-II	May 2019, 2020 and 2021
	Semester-III	Dec. 2019, 2020 and 2021
	Semester-IV	May 2020, 2021 and 2022

The Syllabi of the courses is available on the University website: [www.jammuuniversity.in](http://www.jammuuniversity.in)

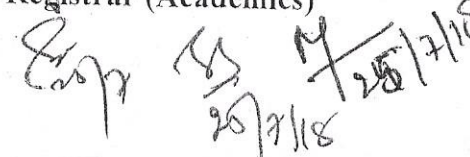
Sd/-  
**DEAN ACADEMIC AFFAIRS**

No. F. Acd/II/18/7923 -7942  
Dated: 26-7-2018

Copy for information and necessary action to:

1. Special Secretary to the Vice Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please
2. Sr. P.A. to the Dean Academic Affairs
3. Sr. P.A. to the Registrar/Controller of Examinations
4. Dean, Faculty of Education
5. HOD/Convener, Board of Studies in Education
6. All members of the Board of Studies
7. C.A to the Controller of Examinations
8. I/c Director, Computer Centre, University of Jammu
9. Asst. Registrar (Conf. /Exams. PG/ Inf./Pub.)
10. Incharge, University Website for necessary action please.

  
Assistant Registrar (Academics)

  
25/7/18

**UNIVERSITY OF JAMMU**  
**SEMESTER COURSE**  
**FOR**  
**MASTER'S DEGREE PROGRAMME**  
**IN**  
**EDUCATION (M.A. EDUCATION)**  
**(CBCS)**

The following courses of study are prescribed for the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> Semesters of the Master Degree Programme in Education.

**Semester-wise Distribution of Courses with Credits**  
**SEMESTER -I**

Course Code	course	Credits
PSEDTC101	Philosophical Foundations of Education	4
PSEDTC102	Psychological Foundations of Education	4
PSEDTC103	Contemporary Issues in Education	4
PSEDTC104	Special Education	4
PSEDTC105	Practicals in Micro Teaching	4
PSEDTC106	Skill of Writing Research Proposal	4

	<b>Total</b>	<b>24</b>
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**SEMESTER -II**

Course Code	course	Credits
PSEDTC201	Sociological Foundations of Education	4
PSEDTC202	Methods of Data Analysis in Education	4
PSEDTC203	Guidance and Counselling	4
PSEDTC204	Teacher Education	4
PSEDTC205	Computer skills	4
PSEDTC206	Skill of Writing Lesson plans	4
	<b>Total</b>	<b>24</b>

**SEMESTER -III**

Course Code	course	Credits
PSEDTC301	Educational Technology	4
PSEDTC30	Comparative Education	4

2		
PSEDTC303	Methodology of Educational Research	4
PSEDTE304	Creativity and Education	4
PSEDTE305	ICT in Education	4
PSEDTE306	Issues and Problems of Education	4
PSEDTE307	Environmental Education	4
PSEDPC308	Dissertation	4
PSEDTO309	Pedagogics of Education (For Other Department Students)	4
-----	To be Chosen from other discipline/department	4
	<b>Total</b>	<b>24</b>

**SEMESTER -IV**

Course Code	course	Credits
PSEDTC401	Curriculum Development	4
PSEDTC402	Pedagogics of Education	4
PSEDTE403	Educational Administration and Planning	4

PSEDTE404	Educational Measurement and Evaluation	4
PSEDTE405	Advanced Statistics in Education	4
PSEDTE406	Mental Health and Yoga	4
PSEDTC407	School Internship	4
PSEDPC408	Project Work	4
PSEDTO409	Skills in Teaching (For Other Department Students)	4
-----	To be Chosen from other discipline/department	4
	<b>Total</b>	<b>24</b>

**Requirement for Earning the PG Degree**

The total credit requirement for the Master of Arts in Education is 96 credits (88 credits from Department and 08 credits from other Department). Students are required to choose one paper from PSEDTE304 to PSEDTE307 in third semester and one paper from PSEDTE403 to PSEDTE406 in fourth semester respectively as elective paper. Two papers to be chosen (one paper in third semester and one paper in Fourth paper) from other departments as open courses.

**Splitting of Semester Credits and Marks:**

1 <sup>st</sup> Semester	24 Credits	600 marks
2 <sup>nd</sup> Semester	24 Credits	600 marks
3 <sup>rd</sup> Semester	24 Credits	600 marks
4 <sup>th</sup> Semester	24 credits	600 marks
96 Credits		2400 marks

The successful candidates shall be classified as under:-

Marks	Grade	Grade Points	Description of Performance
≥90	O	10	Out Standing
≥75and <90	A+	09	Excellent
≥65and<75	A	08	Very Good
≥55and<65	B+	07	Good
≥50and<55	B	06	Above Average
≥40and<50	C+	05	Average
≥36and<40	C	04	Pass/Below Average
>20and<36	D	02	Fail/Poor
<20	E	00	Very Poor

'D' and 'E' grades refer to unsatisfactory performance' The student shall have to repeat/Reappear all compulsory courses where D/E grade is obtained' The weights of 'D' and 'E' Grades shall not be counted in SGPA or CGPA.

Other grades would include:

I	-	Incomplete
W	-	Withdrawal
X	-	Continued Project

S	-	Satisfactory Completion
Z	-	Non Completion

The final results shall be displayed in Grades as approved by the Competent Body on the pattern of Master of Arts in Education programme.

Those who attain O to C Grades are considered successful whereas the ones at and below 'D' (i.e. D & E) is to be considered fail or Dropped for the Different Components. Students shall be permitted to complete the programme requirements within a maximum period of four years from the date of admission to the programme.

A candidate, who passes, in theory but not successful in Internship examination will be a not successful candidate to earn the Degree as the candidate is to be successful in all the three components( Core/ Foundation Courses, Teaching Courses and the Internship) simultaneously irrespective of the minimum of Grades earned.

The other activity supporting the academics is given as under:

**I Educational Tour** : The student's studying in M.A (Education) 3<sup>rd</sup> Semester will be taken to visit Centres of Advanced Studies in Education / Renowned Teachers Education Institutions Departments of the Universities located in Indian Universities for exposure of the kind of research and practicum work being done in other Universities. The student will also be taken to Documentation Centres of different Universities / National Organizations. It will facilitate the students for the collection of Literature to prepare the chapter on "Review of Related Literature." For

their dissertation work. The dissertation for the Students of M.A Education is compulsory and it is to be completed as a partial fulfillment of the Course. To bridge the gaps in the preparation of a good researcher and practitioner in the Educational Institutions, the Student needs to be fully groomed in the researcher pursuits. It therefore, requires an exposure for the Students through their visit to renowned academic places in the Country so that students are enlightened and enabled to broaden their outlook. Students will also get chance to know how ICT is being used in the discipline for improving class room teaching. Every student shall submit a report of work done in the Institutions being visited to the HOD.

The teachers of the department, out of which one should preferably be a lady teacher, a clerk and one peon, will accompany the students on educational tour. The number of officials to accompany shall be decided in the light of the Students participating in tour. The department will collect Rs. 1200.00 (revised from time to time) from each student in all semester to seek 50% of the contribution of the department for meeting to and fro expenditure. The rest of the 50% of the fare will be met by seeking railway concessions. The students of the Department will visit the places where expenditure does not exceed the collected amount. Every year the HOD shall fix up the amount to be charged from the students at the time of granting admission after seeking approval of the Vice-Chancellor. The expenditure for lodging and boarding as well as sight seeing etc. will have to be borne by the Students. The teachers accompanying will also be paid 2<sup>nd</sup> A.C to and fro expenditure and DA admissible out of the Departmental Fund besides local bus fare etc. the same holds good for the clerk and peon accompanying the tour. The stay in different Universities should not be more than 10 days excluding journey days.

**NOTE: No one will be allowed to appear as a private candidate in M.A (Education) except failures/Re-appear/droppers because of the compulsory requirements of the dissertation work, its viva-voce and practical work in 2nd, 3rd and School Internship in 4th Semester respectively.**

**The Department of Education, however, reserves the right to offer some of the optional courses in a semester during any given academic session. The prescribed course is applicable to the session commencing from 2018 for a period of three years.**

**Course No. PSEDTC101**

**Title: Philosophical Foundations of Education**

**Credits : 4            Maximum Marks : 100**

**a) Minor Test-I : 20**

**b) Minor Test-II : 20**

**c) Major Test :60**

**Syllabus for the examinations to be held in Dec. 2018 to December 2020**

**Course Objectives:**

1. To enable the students to analyse and evaluate the fundamental postulates of the discipline of Philosophy of Education and its relevance for Education.
2. To enable the students to understand and evaluate the problem of Education (aims, curriculum instructional technique, discipline and human relationship) in terms of the knowledge and insight provided by Educational Philosophy.
3. To familiarize them with ancient and modern schools of philosophy such as Vedanta, Buddhism, Empiricism, Positivism and Existentialism etc.

## **COURSE CONTENTS**

### **Unit-I**

#### **Theory and Practice**

Philosophy of Education – Its Nature, Distinctive features and Scope, Methods, Content and Functions (Speculative, Normative, Analytical);

Difference between educational theory and practice as postulated by Kant, John Dewey & Paulo Freire

Logical Analysis, Logical empiricism, and Positive Relativism.

### **Unit-II**

#### **Impact of Ancient Indian School of thoughts on the process of Education and development**

- Sankhaya, Vedanta in context of metaphysics
- Methods of acquiring knowledge through ,Nayas, Yoga,
- Values formulations of Buddhism, Jainism, Bhagavadgita and Islamic Traditions

### **Unit-III**

Western School of thoughts:

(i) Realism (ii) Existentialism (iii) Positivism (iv) Empiricism (V) Marxism

### **Unit-IV**

Contemporary educational thoughts & philosophies:

Philosophic Conceptions of Human Personality in reference to Educational Thinkers (Aurobindo, Gandhi, Tagore and Vivekananda); Constructivism.

Social Philosophy of Education: National Values (as per Constitution), Democracy and Responsibility in new socio economic and political order

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be

compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books recommended:**

- Conner, D.J. O., Introduction to the Philosophy of Education- Universal Book Stall.
- Moore T.W. , Philosophy of Education – An Introduction, Routledge and Kegan Paul, Great Britain.
- Morris, L. Bigge Positive Relativism- Harper and Row Publishers, New York
- Pring, Richard Philosophy of Education, Continuum Studies in Education, London
- Puligandla, R., Fundamentals of Indian Philosophy – Abingdon Press, New York
- Tuner David Theory of Education : Continuum studies in Education, London
- Wingo, G.Max., Philosophy of Education- An Introduction, Sterling Publishers Pvt. Ltd.
- Wood, R.G., Introduction of Education- Methun and Co. Ltd.& Barrow

**Web references**

<http://dewey.pragmatism.org/#deweywebsites>

[http://en.wikipedia.org/wiki/Paulo\\_Freire](http://en.wikipedia.org/wiki/Paulo_Freire)

[http://en.wikipedia.org/wiki/John\\_Dewey](http://en.wikipedia.org/wiki/John_Dewey)

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.Pdf>



**Course No. PSEDTC102**  
**Title : Psychological Foundations of Education**

**Credits : 4            Maximum Marks : 100**  
**a)    Minor Test-I        : 20**  
**b)    Minor Test-II       : 20**  
**c)    Major Test             : 60**

**Syllabus for the examinations to be held in Dec. 2018 to December 2020**

**To enable the students to-**

- develop insight into the nature of psychology and psychological processes.
- understand various schools of psychology and their contribution to the field of education.
- know of individual differences , motivation and good mental health in learning.
- understand some important learning theories and importance in transfer of learning
- understand the intricacies of human personality and intelligence.

#### **COURSE CONTENTS**

##### **Unit I**

- Educational Psychology – Its Nature and Scope, Relationship of Education and Psychology.
- Main Features and Contribution of the following Schools of Psychology towards Education: Gestalt, Psychoanalysis, Constructivism.
- Individual Differences – Meaning, Determinants: Role of Heredity and Environment, Implications of

Individual differences for organizing Educational Programmes.

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

- Concept Formation (meaning and attributes of Concepts, Development of some Concepts and Role of Teacher in Concept Building); Reasoning (meaning, steps ,types of reasoning and role of teacher);
- Problem Solving (meaning, approaches, phases and role of teacher).Development of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language Development (meaning, sequence, factors influencing language development and role of teacher).

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

- Learning: Concept, Kinds-Gagne's Hierarchy of Learning. Theories of Learning ;, Pavlov's Classical and Skinner's Operant Conditioning, Hull's Reinforcement Theory, Tolman's Theory of Learning and Lewin's Field Theory. Educational Implications of all Learning Theories.

Motivation : Nature, Functions, Theories : Maslow's Theory of Self-actualization, Murray's Theory of Motivation, theory of Achievement Motivation,

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

Personality : Concept, Type and Trait Theories, Behavioural Approach –Miller, Dollard and Bandura.  
 Assessment of Personality – Projective techniques.

Intelligence : Concept, theories : Spearman's two Factor Theory, Thurstone's Group Factor Theory, Thorndike's Multifactor Theory and Guilford's Structure of Intellect.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type

questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

Aggarwal, J.C. Essentials of Educational Psychology, Vikas Publishing House, Pvt. Ltd.

Bhatnagar, Suresh Advanced Educational Psychology, and Saxena, A. Surya Publications, Meerut, 2001.

Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.

Dandapani, S. A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi, 2001

Dutt, N.K. Psychological Foundations of Education. Doaba House, Delhi, 1974.

Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi  
Gates, et al. Educational Psychology. The MacMillan Company, New York, 1942.

Hurlock, Elizabeth B. Personality Development. Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1974

Mangal. S. K. ( 2005 ).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd:

New Delhi

Ronald Jay Cohen Psychology and Adjustment. Allyn and Bacon, London.

Robert A. Baron Psychology, Allyn and Bacon, London, 1992.

Solso. Robert. L. ( 2002 ) Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi

**Course No. PSEDTC103**

**Title : Contemporary Issues in Indian Education**

**Credits : 4**

**Maximum Marks : 100**

- a) Minor Test-I : 20**  
**b) Minor Test-II : 20**  
**c) Major Test : 60**

**Syllabus for the examinations to be held in Dec. 2018 to December 2020**

**Course Objectives:**

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology/mass media in spreading education among the masses.
5. To develop understanding of current problems and issues in Indian Education.

### **Unit-I**

Elementary Education – Meaning, aims and objectives of elementary education universalisation, girls education, problems of non- enrolment and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme. Mid Day Meal, SSA, Minimum Level of Learning (MLL), Continuous and Comprehensive Evaluation at Elementary Level, Recommendation of Kothari Commission for Elementary Education. National Policy on Education 1986 (revised 1992) their implications for Elementary Education. Right of Children for Free and Compulsory Education Act 2009. Swachta Vidyalaya Campaign.

### **Unit-II**

Secondary Education – Meaning, importance and objectives of secondary education : organizational pattern of secondary education, problems and remedial measures of secondary education. Role of CBSE. RMSA

Higher Education – Meaning, Aims and Functions of Higher Education, major problems in University Education, Role of UGC, AIU, AICTE, ICSSR, CSIR, ICAR, NIEPA, Autonomous Colleges (Concept, composition and importance). Delor’s Report (Main Recommendation), RUSA, Cluster University, Study Webs of Active Learning for Young Aspiring Minds (SWAYAM).

### **Unit-III**

Adult Education – Concept, aims and importance, National Adult Education Programme (NAEP), National Literary Mission

(NLM), TLC, PLC, SRC, JSN, , Concept and importance of Education for All.

Literacy Education and Further Education (Global and Indian Context), Saakshar Bharat, Adult Education and Skill Development

Life long Education: Meaning and importance of Life Long Education.

#### Unit-IV

Concept of evaluation, functions of examinations; appraisal of examination system, reforms in examination, reforms as recommended by Kothari Commission – National Policies of Education. Choice Based Credit System.

Mass Media, Communication process, programming, use of software in education, programmes conducted by UGC.

Concept of educational ladder; Meaning and need of new educational pattern (10+2+3), vocationalization and diversification of education at +2 stage.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered	Time allotted for the examination	% Weightage
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	in the examination		(marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### Books recommended:

Bemzai, P.N.K. A History of Kashmir. MD publications 1994  
Bhatnagar, S. Education in India Today and Tomorrow. Agra, 2013

- Kohli V.K. Current Problem in Indian Education, Krishana Brothers 1976
- Kundu, C.L. Adult Education, Streling Publishers 2011
- Mukerji S.N. Education in India Today and Tomorrow, Acharay Book Depo, 1964
- Prem, K. A Decade of Education in India, Janadhar, 1971
- Seru, S.L. History and growth of Education in J and K (1872 AD to 1973).
- Strivastava, B.D. Development of Modern Indian Education. Oxford and IBH Publishing Co, 1970
- Report of Secondary Education Commission and Indian Education Commission 1952
- Report of New Education of Policy (1986).
- Report of Programme of Action (1992).
- Yadav, R. S (2003) Adult Education, Amabala Cantt

**Course No. PSEDTC104 Title : Special Education**

**Credits : 4**

**Maximum Marks : 100**

- a) **Minor Test-I : 20**  
 b) **Minor Test-II : 20**  
 c) **Major Test : 60**

**Syllabus for the examinations to be held in Dec. 2018 to December 2020.**

**Course Objectives:**

**To enable the students to-**

- know about special, inclusive and integrated education
- understand the role of various Acts and policies given by organizations in context of children with special needs.
- Understand the role of for special schools, integrated school, teachers and community in education of children with special needs.
- know specific characteristics and procedure of identification of various types of children with special needs.
- understand various educational intervention for meeting the needs of children with special needs.

**Unit-I**

Nature and Scope of Special Education. • Objectives • Types • Historical Perspectives • Concept of Inclusive Education

• Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995) • Recommendation of NPE (1986) and POA of 1992. • National Policy for Person with Disability 2006. Education of Juvenile Delinquents  
 • Concept • Characteristics • Need and Causes • Criteria for identification • Remedial Programmes • Educational Provisions for Delinquents.

**Unit-II**

Education of Mentally Retarded (MR)  
 Concept  
 Characteristics  
 Need and Causes  
 Criteria for identification  
 Remedial programmes  
 Education of MR children and placement  
 Role of National Institute for Mentally Retarded  
 Education of Gifted and Creative Children  
 Concept, Characteristics. Identification,  
 Educational programmes

**Unit-III**

Concept of Visually Impaired  
 Characteristics  
 Types (degree of impairment)  
 Etiology and prevention  
 Educational Programmes  
 Role of National Institute for Visually Impaired  
 Concept of Hearing Impaired  
 Concept, Characteristics  
 Types (degree of impairment)

Etiology and prevention  
 Educational Programmes and placement  
 Role of National Institute for Hearing  
 Impaired

#### Unit-IV

Education of Orthopaedically Handicapped  
 Concept, Types  
 Educational Programmes and Placement  
 Role of National Institute of Orthopaedically  
 Handicapped  
 Learning Disabled Children  
 Concept, Characteristics  
 Identification, Prevention  
 Educational programmes  
 Nature and Objectives of special schools • Concept of  
 main streaming • Integrated school • Role of teacher •  
 Role of community.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I	Upto 25%	Forty five	20

(after 30 days)		minutes	
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### Books Recommended:

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston, London
2. Berdine, W.H. & Blackurst AE, (eds): An Introduction to special Education, Harpers Collins Publishers, Boston 1980.
3. Dumn . L. & Bay, D.M. (ed): Exceptional Childern in the Schools, New York : Holt, Renehart, Winston.
4. Hallahar, D.P. & Kauffman, J.M. Exceptional Childern: Introduction to special Education, Allyn ands Bacon, Massachusetts, 1991.
5. Hewett, Frank M. Foreness Steven R., Education of Exceptional learners, Allyn & Becon, MasaChusetts, 1984.



6. Jorden, Thomas E. *The Exceptional Child*, Ohio :Merrill.
7. Kirk, S. A. & Gallagher J.J. *Education of Exceptional Children*; Houghton Mifflin Co, Boston, 1989.
8. Magnifico, L.X. *Education of the Exceptional Child*, New York, Longman.
9. Shanker, Udey: *Exceptional Children*, Jullunder: Sterling Publications.
10. Singh, N.N. and Beale, IL (eds) *Learning Disabilities- Nature, Theory and Treatment*, Spring- Verlag, New York Inc: 1992
11. Smith, C.R. *Learning Disabilities – The interaction of Learner, Task and Setting*, Allyn & Bacon,Massachusetts. 1991
12. Strange, Ruth: *Exceptional children & Youth* J.J.Prentice Hall.

**Course No. PSEDTC105**  
**Title : Practicals in Micro Teaching**

**Credits : 4**                      **Maximum Marks : 100**  
 a) **Minor Test-I** : **20**  
 b) **Minor Test-II** : **20**  
 c) **Major Test** : **60**

**Syllabus for the examinations to be held in Dec. 2018 to December 2020.**

**Course Objectives:**

1. To understand the concepts of Teaching & Micro teaching.
2. To Understand and master the different skills of the Micro teaching needed to be enacted in the macro teaching sessions in a seamless manner.
- 3 To Practice the identified Micro teaching Skills of-Reinforcement, BB writing, Explanation, Stimulus Variation & Questioning .
4. To understand various educational interventions needed to hone these skills.

**Course Contents**

**Unit-I**

Concept of Teaching ,Micro teaching, Components of the Micro teaching & the cycle of Micro teaching Advantages & Disadvantages of Micro teaching.  
 Peer Teaching: components Advantages &Disadvantages; Team Teaching & its components ,  
 Differentiation of the Skills, Strategies & Instructional Practices; Use & their respective implications in the classrooms

**Unit-II**

The Skill of Reinforcement , Components , Advantages & Disadvantages. Enacting two lessons of the Reinforcement in the different school subjects.  
 The Skill of Questioning : Components , Advantages & Disadvantages . Enacting two lessons of the Questioning in the different school subjects.

**UNIT III**

The Skill of Explanation: Components , Advantages & Disadvantages . Enacting two lessons of the Explanation in the different school subjects.

The Skill of Black board Writing: Components , Advantages & Disadvantages . Enacting two lessons of the Black board writing in the different school subjects.

#### UNIT IV

The Skill of Stimulus Variation : Components , Advantages & Disadvantages . Enacting two lessons of the Stimulus Variation in the different school subjects.

Skill of Classroom Management: Components , Advantages & Disadvantages . Enacting two lessons of the classroom management in the different school subjects.

Use of the New devices in the Classrooms: Skill of integrating (Blended learning) the PowerPoint presentation Conventional teaching; Use & implications of the Smart boards vis a vis to the conventional classroom board – Difficulties of the integration & its implications .

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### Book Recommended

1. Aggarwal, J.C. (2009) Methods and Techniques of Teaching, Vikas Publishers
2. Kochar, S.K. (1999) Methods and Techniques of Teaching, Streling Publisher Pvt Ltd,
3. Singh, Y.K (2010) Micro Teaching, APH Publishing House
4. Singh, L., C and Sharma, R. D. (2002) Theory and Practice of Micro Teaching, Bhargav Book House

**Course No. PSEDTC106**  
**Title : Skill of Writing Research Proposal**

**Credits : 4            Maximum Marks : 100 (internal)**

**Syllabus for the examinations to be held in Dec. 2018  
to December 2020.**

**Credit : 4                            Total Marks : 100**

1. Research Proposal
  - a) Selection of topic
  - b) Review of Related Literature
  - c) Preparation of Synopsis
  - d) Development/ Procurement of Tools

**Course No. PSEDTC201**

**Title :** Sociological Foundation of Education

**Credits :** 4                      **Maximum Marks :** 100

a)	Minor Test-I	: 20
b)	Minor Test-II	: 20
c)	Major Test	: 60

**Syllabus for the examinations to be held in May 2019 to May 2021**

**COURSE OBJECTIVES:**

1. To give the students a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
2. To lead them to an understanding of social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
3. To enable them to appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development.

**COURSE CONTENTS**

**Unit-I**

Conceptual Framework

Educational Sociology, Sociology of Education, & Social Foundations of Education

Education as an Institution; a social sub system; Major roles and status (Students, teachers, home, community, NGO and administrators interrelationships)

Education as an agency of socialization,( Folkways, mores, values, institutions) Stratification and Mobility (Westernization, Sanskritisation, Urbanization, Industrialization and Modernization ), LPG.

**Unit-II**

Social Educational Outcomes

Concept and Nature of Culture, Difference between culture and civilization, Enculturation and Acculturation, Cultural Compression and reproduction and contextual role of Education

Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social , political & economic background (educational programmes and policies )

Concept of Equality of educational opportunity, educational diversities (gender, caste, demographic, Regionalism, ethnicity, religion as well as language); educational and social remedies in regard to the diversities

### **Unit-III**

#### **Educational & Social Developments**

Contemporary issues: literacy and social development, Free and compulsory education, issues and perspectives in school and higher education, Elementary education, the state and higher education, education-autonomy, equity and equality of educational opportunities.

Concept of Democracy, Totalitarian and Welfare state. Interrelationship of state and education; Democracy, Equity, Access and Reservation in Education in India

### **Unit-IV**

#### **Theoretical framework and perspectives in the Sociology of Education**

- Structural-functionalism (socialization selection and allocation)

Conflict/Marxism (The state, ideology and education)

Phenomenology/interactionism (Socialisation in school and society)

Post modernism

Feminism( Gender and education)

Alternatives in education & perspectives (e.g. Paulo Friere, Ivan Illich.)

#### **Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each

short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended**

1. Abrahan Francis & Margan John : Sociological Thought, MC Millian India Ltd. 2002.
2. Rao, Shanker, C.N. : Sociology, Primary Principles : S. Chand & Co. 2002.
3. Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.
4. Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000.
5. Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd.
6. Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.
7. Harlambos, M. : Sociology Themes and Perceptives OUP, New Delhi.
8. Mathur, S.S. : Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
9. Ahmed, Imitiuz and Gosh, P : Pluralism and equality-Values in Indian Society and Politics, sage Publications.
10. Beteille, Andra : Sociology: Essays on Approach and Methods, OUP 2000.



11. Meek and Suwanwela : Higher Education; Research and knowledge in Asia Pacific region. Palgrave Publications.

#### **Web References**

<http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>

<http://www.jstor.org/stable/3195586>

<http://en.wikipedia.org/wiki/Postmodernism>

<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETRY=0>

<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>

<http://en.wikipedia.org/wiki/Feminism>

[http://en.wikipedia.org/wiki/Ivan\\_Illich](http://en.wikipedia.org/wiki/Ivan_Illich)

**Course No. PSEDTC202**

**Title: Methods of Data Analysis in Education**

**Credits: 4**

**Maximum Marks: 100**

- |    |               |      |
|----|---------------|------|
| a) | Minor Test-I  | : 20 |
| b) | Minor Test-II | : 20 |
| c) | Major Test    | : 60 |

**Syllabus for the examinations to be held in May 2019 to May 2021**

**Course Objectives:**

- (1) To gain understanding of the concepts and methods used in Statistical analysis of test scores.
- (2) To gain idea about the concept of qualitative and quantitative data .
- (3) To understand the concept and use of Inferential and Descriptive Statistics.

- (4) To develop skill for computations through statistical techniques.

**COURSE CONTENTS**

**Unit-I**

(a) Nature of Educational Data: Quantitative and Qualitative; Descriptive and Inferential Statistics, Levels of Measurement.

(b) Raw scores and Frequency Distribution Graphical Representation of Frequency Distribution - Polygon and Histogram - Differences between the two

methods, Cumulative Frequency Curve, - Pie-Chart, ogive and smoothed frequency curve, .

**Unit-II**

Measures of Central Tendency - Concepts and Calculation of Mean, Median and Mode, Properties of Mean, when to employ mean, median and mode, Merits and Demerits.

Measures of Variability : Concept and Calculations of Quartile Deviation, Standard Deviation, Interpretation of standard deviation, Percentile and Percentile Rank

through ogive also, Merits and Demerits.

### Unit-III

Normal Distribution Curve : Characteristics of Normal Probability Curve. Meaning and uses of standard scores. Concept of skewness and Kurtosis,

- i) Determination of the percent of cases/number of scores falling within the given limits.
- ii) Determination of the limits, which include given percent of cases
- iii) Determination of raw scores from the given percent of cases.

Measures of Relationship : Concept, uses and computations of correlations by Pearson Product Moment Method and first order partial correlation.

### Unit-IV

a) Null-Hypothesis Testing :

- i) Concept of Null-Hypothesis.
- ii) Concept of levels of significance.
- iii) Types of Errors (Type I and Type II error), One-tailed and Two-tailed tests.

b) Significance of Statistics: Concept of Standard Error, Estimating Confidence Limits of Mean (Small and Large Sample).

c) Statistical Inferences of the Differences between the Means and Correlations for Independent samples (Small and Large Sample).

d) Analysis of Variance: Meaning, Assumptions and uses with computations up to one-way classification only.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20

Major Test (after 90 days)	Upto 100%	Three hours	60
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**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter ,David Clark ,(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry.E. (1981 ) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh .( 2011 )Methodology of Educational Research, Vikas Publishing House Pvt Ltd, New Delhi
6. Mangal ,S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt Ltd. New Delhi
7. Patel R.S. (2011 )Statistical methods for Educational Research, Jay Publication, Ahmedabad

**Books Recommended**

**Course No. PSEDTC203**

**Title: Guidance and Counselling****COURSE CONTENTS****Credits: 4****Maximum Marks : 100**

a)	Minor Test-I	: 20
b)	Minor Test-II	: 20
c)	Major Test	: 60

**Syllabus for the examinations to be held in May 2019 to May 2021**

**Course Objectives:**

1. To enable the students to understand the concept of guidance and counseling.
2. To make the students aware about guidance and curriculum, guidance and classroom learning.
3. To make the students understand about vocational development.
4. To prepare students to gain insight about organization of guidance services.
5. To enable the student to understand the concept of counseling and its relevance.

**Unit-I**

Guidance : Concept, Principles, Need and Significance of Guidance, Scope of Guidance; types of guidance -Educational, vocational and personal, Role of the teacher in guidance.

- Guidance and Curriculum; guidance and classroom learning.
- Agencies of guidance - National and State level.

**Unit-II**

- Vocational choice, vocational development and vocational maturity; factors affecting occupational choice and vocational development; approaches to career guidance, vocationalisation of secondary education.
- Tools and Techniques of Guidance - Cumulative records, rating scales, interview and psychological tests, (Intelligence, Aptitude, Interest, Creativity and Personality). Use of tests in guidance and Counselling.
- Organisation of Guidance Programme - Principles of organization, organizing various guidance services (Individual inventory; information : Educational, Occupational and Personal - Social; Counselling; placement and follow-up) at different levels of education (School and College/University).

### Unit-III

- Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children.
- Group guidance: concept and techniques of group guidance.
- Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

### Unit-IV

- Counselling process : Concept, Principles and Counselling approaches - directive, non-directive and elective.
- Group Counselling Vs Individual Counselling, Counselling for adjustment.
- Characteristics of good Counselling, the counselor as a person.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four

short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### Books Recommended

1. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
2. Crow and Crow An Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.
3. Gibson, R.L. and Mitchell, M.H. Introduction to Counselling and Guidance (Sixth edition). Prentice Hall of India (Pvt.) Ltd., New Delhi, 2005.
4. Harold, W. Bernard and Daniel, W. Fullmer - Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
5. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
6. Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
7. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.
8. Nair-Psychological Bases of Vocational Guidance, Meenakshi Parkashan, 1972.
9. Pandey, K.P. Educational and Vocational guidance in India-Vishwa Vidyalaya Prakashan Chowk, Varanasi-2000.
10. Super, D.E., Schmdt. Appraising Vocational Fitness by Means of Psychological testing, Harper & Rows, New York, 1962.
11. Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.

<b>Course No. PSEDTC204</b>	<b>Title: Teacher Education Credits:</b>
<b>4</b>	<b>Maximum Marks : 100</b>
	<b>a) Minor Test-I : 20</b>
	<b>b) Minor Test-II : 20</b>
	<b>c) Major Test : 60</b>

**Duration of examination : 3hrs**

**Syllabus for the examinations to be held in May 2019 to May 2021**

**Course Objectives:**

1. To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspective.
2. To acquaint the students about role of various agencies and organization in the field of teacher education.
3. To give knowledge about various techniques and strategies to be applied in the class room.
4. To make the students aware about the correlates of effective teachers and process of practice teaching and suggestions.

**COURSE CONTENT**

**Unit-I**

Teacher Education – Concept, Aims and Scope;

- Historical Background of Teacher Education in India with Special Reference to the recommendations of National Commission on Teachers (1983-85), Kothari Commission and National Policy on Education 1986 Revised (1992).
- Historical development of Teacher Education in Jammu and Kashmir State.

**Unit-II**

- Objectives of Teacher Education at Different Levels (Elementary, Secondary and College level).
- Problems of Teacher Education in India.
- Remedial Measures to overcome the Problems of Teacher Education.
- Pre-Service Training: Meaning, Need and Objectives
- Curriculum-Recommendations of NCERT (NCF, 2005) and NCFTE (2009).
- Teaching Practice, Practising Schools.
- In-Service Training Meaning, Need and Objectives
- Agencies of In-service programme: Role of NCERT, NCTE, SCERT, DIET, HRDC and Extension Department.



- Teacher Education through Distance Education.

### Unit-III

#### Techniques for Higher Learning

- Meaning, Objectives and Importance :
- Conference Technique
- Seminar Technique
- Symposium Technique
- Workshop Technique
- Panel Discussion Technique

#### Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain Storming
- Supervised study
- Individualized study
- Simulation

### Unit-IV

- Teacher Effectiveness

- Concept -Determinants
- Identification
- Characteristics (Cognitive and affective Correlates of effective teachers - Intelligence, Skill, Personality, Values and Attitudes).
- Organization of Practice Teaching for developing an Effective Teacher (Block and Intermittent Practice Teaching Internship- its Organization and Problems.
- Supervision of Practice Lessons : Observation and Assessment : Feedback to Student Teacher- Concept and Types.
- Research Activities in Teacher Education with reference to :
  - i) Teaching Effectiveness
  - ii) Criteria of Admission
  - iii) Modification of Teacher Behaviour
  - iv) School Effectiveness.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct

of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each

short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

1. CIBE, 1992. Report of the CIBE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.
3. Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.
4. Dunkin, J. Micheal (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
5. Husen, Torsten & Postlethwaite (Eds.) (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
6. Mangal, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.

7. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
8. Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing.
9. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
10. MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.
11. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
12. Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.
13. NCERT (1987) In service Training Package for Secondary Teachers MHR, New Delhi.
14. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
15. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.
16. Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing.
17. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
18. Singh, L.C. *et al.* (1990) Teacher Education in India, New Delhi, NCERT.
19. Singh, T. (1978), Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.

**Credits: 4**

**Maximum Marks: 100**

- |    |               |      |
|----|---------------|------|
| a) | Minor Test-I  | : 20 |
| b) | Minor Test-II | : 20 |
| c) | Major Test    | : 60 |

**Duration of Examination : 3 Hrs.**

**Syllabus for the examinations to be held in May 2019 to May 2021**

**Course Objectives :**

1. To introduce the Computer and its Peripherals
2. Importance of use of Computer & its related technological devices in education.
3. To develop the skills of use of M.S. Office in the Discipline of Education.
4. To familiarize the students how to use Computers utility like Power Point and application of internet, social media & mobile for the Teaching Learning Process & content creation .

### Unit-I

#### Computers and Its Technological Development

Concept, What is a Computer, Classification of Computers, Characteristics Computers; Input and Output devices, Digital India & its applications for the students ( 17 by 17 like Swayam Prabha; National Digital Library & National Academic Depository).

Use of the Computers in the teaching learning process ; ways & means of integration of technology with pedagogy-prospects & problems .The use & applicability of Computers for the MOOC & SWAYAM platforms- creating an Account

### Unit-II

Handling the Computers : Different operating system like Linux,, Windows. Difference in its applications & workability in education; Use of Notepad & wordpad for the educational purpose . Use of Paint utility for enhancing the teaching learning process( practical) ; using Editing features on the Clip Art( Modify & to reproduce the art in accordance ) Converting the Docx file to pdf, using the hyperlinks & creating the hypertext.

### Unit- III

#### Understanding latest trends in the Computers :

Concepts: Applications, Advantages & Difficulties - Mobile Learning, One to One Computing , Ubiquitous learning , Personalized Learning & Cloud computing .Use & Transfer to data from the social Media applications & computer-pictures ,Videos & creating own's teaching learning content on You Tube, Blogs & Twitter.

### Unit-IV

#### Use of Computers in the Teaching Learning Process :

Creating & Presenting five PowerPoint presentations( with effects) on the selected topic of the syllabus; Inserting the pictures , Videos in the docx files & providing the hyperlinks . Using the excel sheets for the computation of the results by the function of sum; division & if . Use & applications of the printers & scanners . Use of Mobile & the social media in the integration & development of teaching learning content.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to	Time allotted for	%
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	be covered in the examination	the examination	Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Book Recommended**

1. Computers fundamentals by R.K. Sinha, BPB Publication.
2. Fundamental of Computers by V. Rajaraman, PHI Pvt. Ltd.
3. A first course in computers by Sanjay Saxena, vikas Publishing Pvt. Ltd.
4. The complete reference office 2000 by Stephen L Nelson.

**Unit-I**

Meaning and Importance of Lesson Plan

Types of Lesson Plan:

- A) Knowledge
- B) Appreciation
- C) Skill

Steps/Procedure of writing various lesson plans

Course No. PSEDTC206

Title : Skill of Writing Lesson plans

Credits : 4

Maximum Marks : 100

- a) Minor Test-I : 20
- b) Minor Test-II : 20
- c) Major Test : 60

Syllabus for the examinations to be held in May 2019 to May 2021.

**Unit-II**

Writing of lesson plan with three (Herbertian, RCEM and Constructivism) approaches.

Essentials of Lesson Plans

Maxims and Principles of teaching

**Unit-III**

Development of e-lesson plan, Development of Module, New initiatives for transaction of teaching-learning under MOOC and SWAYAM

#### Unit-IV

Evaluation: Feedback for improvement of lesson plan, Importance of observation, Criteria of effective lesson plan.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20

Major Test (after 90 days)	Upto 100%	Three hours	60
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#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### Book Recommended

1. Aggarwal, J.C (2009) Methods and Techniques of Teaching, Vikas Publishers
2. Kochar, S.K. (1999) Methods and Techniques of Teaching, Streling Publisher Pvt Ltd,
3. Singh, Y.K (2010) Micro Teaching, APH Publishing House



4. Singh, L and R Sharma (2002) Theory and Practice of Micro Teaching, Bhargav Book House

**Web References**

[www.ugc.ac.in](http://www.ugc.ac.in)

<https://swayam.gov.in/>

mooc.org

**Course No. PSEDTC301**  
**Title: Educational Technology**

**Credits: 4**                      **Maximum Marks : 100**  
**a) Minor Test-I : 20**  
**b) Minor Test-II : 20**  
**c) Major Test : 60**

**Syllabus for the examinations to be held in Dec. 2019 to December 2021**

**COURSE OBJECTIVES :**

1. To enable the students to understand a meaning, nature, scope and significance of Educational Technology and its Components in terms of Hardware and Software.
2. To make students understand difference between Communication and Instruction so that they can develop and design a sound instructional system.
3. To acquaint students with levels, strategies and models of teaching for future improvement.
4. To enable the students to understand programmed learning and its types.
5. To acquaint the students with models and trends in Educational Technology.

**COURSE CONTENTS**

**Unit-I**

Educational Technology-concept and scope Components of Educational Technology – Hardware and Software, System approach in educational technology, and its characteristics, Multi-media & Mass media approaches in educational technology, Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination.

Instructional Technology: Concept, importance and implications, difference between educational and instructional technology.

Communication and Instruction : Concept, nature, principles, modes, facilitators and barriers of communication process, classroom communication (Interaction – verbal and non-verbal)

**Unit-II**

Designing Instructional System – formulation, task analysis, designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials (concept and importance).

Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, Various steps involved in construction of programmes.

Computer Assisted Learning (CAL) and Computer Managed Learning (CML) – Concept, process, merits and demerits.

**Unit-III**

Teaching Strategies - Meaning, Nature, Functions and Types the following Models of Teaching :

- Concept Attainment Model;
- Inquiry Training Model;
- Glaser's Basic Teaching Model;

Modification of teaching behaviour:

- Microteaching : Concept; importance, different teaching skills, microteaching cycle, advantages and limitations.
- Flanders Interaction analysis and Simulation: Nature, procedure, advantages and limitations.

#### Unit-IV

Distance Education: Concept – Different contemporary System viz., Correspondence, Distance and Open, Student Support Services, Counselling Methods in Distance Education, Evaluation strategies in Distance Education, use of ICT in Distance Education, IGNOU an open learning system.

Emerging trends in Educational Technology – Role of Videotape, Radio-television, Tele-conferencing, CCTV, EDUSAT, e-learning, Virtual Class Room.

Composition and Role of Resource Centres for Educational Technology – CES (UGC) CIET, AVRC, EMRC, INTEL

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

1. Allen, D. & Tyen, K. Micro-Teaching, Addison-Wesley, 1969.
2. Chauhan, S.S. A Text-Book of Programmed Instruction, New Delhi: Sterling Pub. Co. 1978.
3. Flanders, Ne, A. Analysing Teaching Behaviour, Addison-Wesley Pub. Co., 1970.
4. Groundlund, Norman E. Stating Behaviour-1 Objectives for Classroom Instruction, MacMillon Co. 1970.
5. Mager, Robert F. Preparing Instructional Objectives Fearon Publishers, 1965.
6. Markle, Susan M. Good Frames and Bad – A Grammer of Frame Writing – John Wiley and Sons, 1969.
7. Pipe, Peter Practical Programming, Holt, Rainohard & Winster, 1965
8. Passi, B.K. Becoming Better Teacher-Micro Teaching Mudranalyan, 1976.
9. Pandey, K.P. A first course In Instructional Technology. Gaziabad, Amitash Prakashan, 1980.

**Course No. PSEDTC302**  
**Title: Comparative Education**

**Credits: 4**

**Maximum Marks : 100**

- |    |                      |             |
|----|----------------------|-------------|
| a) | <b>Minor Test-I</b>  | <b>: 20</b> |
| b) | <b>Minor Test-II</b> | <b>: 20</b> |
| c) | <b>Major Test</b>    | <b>: 60</b> |

**Syllabus for the examinations to be held in Dec. 2019 to December 2021**

**COURSE OBJECTIVES:**

1. To help the students to understand comparative education as a discipline of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students to critically assess the educational systems of various countries.

**COURSE CONTENTS**

**Unit-I**

**Conceptual framework**

- Concept and Scope of comparative Education. Difference between Comparative and International Education
- A brief on Historical Journey of Comparative Education.
- Role of UNESCO in improving the educational opportunities and facilities among the member nations
- A brief critique of the Indian educational system on comparative lines of the developed economies .

**Unit-II**

**Approaches & Methods**

Conceptual framework and features of following approaches

- (a) Philosophical
- (b) Statistical
- (c) Historical
- (d) Scientific
- (e) Global /cross cultural

A detailed review of the role of the different actors (parents, practitioners, policy makers, international educational bodies & academics) in comparative education

A review of the Quantitative and Qualitative approach to the comparative education

**Unit-III**

**Factors & Influences**

Impact of following factors on development of education on comparative perspectives :

- A
  - (i) Economic
  - (ii) Geographical
  - (iii) Political
  - (iv) Philosophical
- B
  - (i) Religious
  - (ii) Lingual
  - (iii) Socio-culture
  - (v) Scientific

(vi) Racial

#### Unit-IV

#### Critical study of the educational programmes in regard to .

- Primary education in UK, USA, & India.
- Secondary education in USA, UK and India
- Quality and internationalization of Higher Education in India, UK & USA
- Teacher education in USA, Germany & India
- Adult Education in Australia, Brazil and India.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20

Major Test (after 90 days)	Upto 100%	Three hours	60
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#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### Books Recommended:

1. Geoffery Wilford : Choice and Wquity in Education- Cassells, London.
2. Brain Holines; Comparative Education : Some considerations of method- unwin Education Book, Boston.
3. Aggarwal and Biswas : Comparative Education Arya Book Depot, Delhi.
4. Hans, Nicholas : Comparative Education Routeledge and Kagan Paul, London, 1990.
5. Human Development Report in South Asia 2000- the Gender Question OUP, 2002.
6. Public Report on basic Education in India – Probe Team OUP, 1999.
7. Govinda, R. India Education Report- NIEPA, 2002.
8. Comparative Education Research –Approaches and Methods edt Mark Bray et.al

### Web References

><http://tntee.umu.se/publications/v2n2/pdf/12Germany.pdf>  
 >[http://www.sprachenzentrum.hu-berlin.de/studium\\_und\\_lehre/studentische\\_beitraege/education\\_in\\_britain\\_and\\_germany/katja1.htm](http://www.sprachenzentrum.hu-berlin.de/studium_und_lehre/studentische_beitraege/education_in_britain_and_germany/katja1.htm)  
 ><http://www.gtr.ac.uk/>  
 ><http://www.ph-vorarlberg.ac.at/>  
 ><http://www.european-agency.org/country-information/germany/national-overview/teacher-training-basic-and-specialist-teacher-training>  
 ><http://www.eric.ed.gov/PDFS/ED068775.pdf>  
 ><http://www.unesco.org/en/brasilvia/resources-services/studies-and-evaluations/violence/#c38354>  
 ><http://www.unesco.org/en/brasilvia/special-themes/preventing-youth-violence/youth/#c37722>  
 ><http://www.ala.asn.au/>  
 ><http://australia.gov.au/topics/education-and-training/continuing-education>  
 ><http://www.edna.edu.au/edna/go/ace>  
 ><http://www.steineraustralia.org/other/training.html>  
 >[www.rgu.ac.uk](http://www.rgu.ac.uk)  
 >[www.londonexternal.ac.uk/](http://www.londonexternal.ac.uk/)  
 >[www.commopu.org](http://www.commopu.org)  
 >[www.derby.ac.uk](http://www.derby.ac.uk)

### Course No. PSEDTC303

**Title: Methodology of Educational Research**

**Credits: 4**

**Maximum Marks : 100**

a)	<b>Minor Test-I</b>	<b>: 20</b>
b)	<b>Minor Test-II</b>	<b>: 20</b>
c)	<b>Major Test</b>	<b>: 60</b>

**Syllabus for the examinations to be held in Dec. 2019 to December 2021.**

### COURSE OBJECTIVES :

1. Orient students about research and its application in the field of education.

2. To understand various approaches and types of educational research.
3. To acquaint the students with various methods of educational research
4. To understand various tools and sampling techniques used in educational research.
5. To develop the ability of students to understand research process in education.

## **COURSE CONTENTS**

### **Unit-I**

#### Educational Research

- Meaning, nature and scope
- Need and purpose
- Scientific enquiry and theory development.
- Fundamental, Applied and Action research. (concept and difference)
- Concept of Quantitative Variables (Concept of Univariate, Bivariate and Multivariate variables) and Qualitative Research (Concept, Types and Steps for Conduct of Research).

Areas of Educational Research : Philosophical, Psychological and Sociological.

### **Unit-II**

- (a) Research Problem
  - Formulation of Research Problem.
  - Selection (Problems and its sources)
  - Evaluation (Criteria)
  - Delineating and operationalizing variables.
  - Developing a research proposal (Meaning, Importance and Steps).
- (b) Review of Related Literature (Meaning, need and sources including Internet).
- (c) Hypothesis : Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.

### **Unit-III**

#### Sampling

- Unit of sampling, population; Techniques (a) Probability sampling techniques and (b) Non-Probability.
  - Probability Sampling : Simple random, Systematic random, Cluster and Stratified.
  - Non-probability Sampling : Purposive, Quota and Incidental.



- Characteristics of a good sample.
- Sampling Errors and How to reduce them.

Tools of Educational Research : Meaning, characteristics and uses of the following tools:

- Questionnaires;
- Interview;
- Observation;
- Rating Scale;
- Socio-metric Techniques.

Reliability and validity of various tools.

Factors influencing validity of research; techniques to increase validity of research.

#### Unit-IV

Methods:

- A. (i) Descriptive Research (concept, steps, types, merits and demerits).  
 (ii) Experimental Research (Concept, Steps, types, Merits and Demerits).  
 (iii) Historical Research (concept, steps, types, merits and demerits).

B. Concept and uses of following methods:

- (i) Ex-Post-Facto;
- (ii) Laboratory experiment;
- (iii) Field Studies and Field Experiment
- (iv) Ethnographic and Documentary Analysis.

Writing Research Report : Concept, Purpose and Steps.

#### **Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### **Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory

and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

7. Sukhia & Mehrotra Introduction to Education Research. Bombay, 1966
8. Travers, M.W.R. Introduction to Education Research. Macmillan & Co, 1969

**Books Recommended:**

1. Anastasi, Annie Psychological Testing., Prentice Hall, 1997
2. Best, J.W. Research in Education. Pearson, 2005
3. Freeman, Frank, S. Theory and practice of Psychological Testing., Holt 1953
4. Good, C.V. The Methodology of Educational Research., New York, 1971
5. Hayman, J.L. Research in Education. Ohio, 1966
6. Mouly, G.J. The Science of Education Research. Boston, 1978

**Course No. PSEDTE304**  
**Title: Creativity and Education**

**Credits: 4**                      **Maximum Marks: 100**

- a) **Minor Test-I** : 20  
 b) **Minor Test-II** : 20  
 c) **Major Test** : 60

**Syllabus for the examinations to be held in Dec. 2019 to December 2021.**

**COURSE OBJECTIVES :**

1. To familiarize the students with the creativity and its aspects in historical perspective.
2. To enable students to differentiate between creativity and Intelligence and creativity and Personality.
3. To acquaint the students with different procedures and measurement and development of creativity.
4. To familiarize about research studies conducted in the field of creativity in the world and in our country, so far.

**COURSE CONTENTS**

**Unit-I**

Concept of creativity: Meaning, nature, dimensions of creativity, historical development: contributions of Guilford and Torrance.

Major aspects of creativity: • The creativity process; •The creative product • The creative persons; • Theories of creativity.

**Unit-II**

Creativity and Intelligence:  
 • Concept of Intelligence;

- Theories of Intelligence (Gardner and Sternberg's Theories)
- Relationship of creativity with intelligence; Creativity and Academic Achievement; Problem solving and creativity; • Research in creativity : In India and abroad.

**Unit-III**

Creativity and Personality

A. i) Personality of a creative child; ii) Personality of a creative Scientist;

Stages of creative development during i) Pre-School; ii) Elementary school years; iii) After school years. Impact of heredity and environment in the development of creativity.

**Unit-IV**

Measuring and developing creativity

i) Tools of Measuring creative talent

ii) Techniques of developing creativity;

a) Brainstorming

b) Group discussion

c) Play way

d) Problem solving

Teaching for creativity, Role of Teacher and School in promoting creativity. Problems of creative children and their remedies.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

1. Getzels, J.W. Creativity and Intelligence & Jackson, P.E.
2. Gowan, J.C.; Dwes G.D. Creativity and its Educational & Torrance, E.P. Implications.
3. Kneller, G.E. The Art and Science of Creativity.
4. Mehdi, B. Creativity in Teaching and Learning (New Delhi: NCERT. 1981).
5. Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot, Ansari) Road.
6. Rather, A.R. Creativity and Drop out incidence. (Srinagar: Gulshan Publishers).
7. Sharma, K.N. Dynamics of Creativity.
8. Stein, Morris & Heinze Creativity and the Individual.
9. Torrance, E.P. Guiding Creativity Talent. 10. Vernon, E.P. (Ed) Creativity.

Course No. PSEDTE305

**Title: Information and Communication Technology  
in Education**

**Credits: 4**

**Maximum Marks : 100**

- a) **Minor Test-I : 20**  
 b) **Minor Test-II : 20**  
 c) **Major Test : 60**  
**(48 marks for theory and  
12 marks for Practical)**

**Syllabus for the examinations to be held in Dec. 2015  
to December 2017.**

**Duration of Theory examination : 2hrs**

**COURSE OBJECTIVES :**

1. To familiarize students with fundamentals of ICT.
2. To create awareness among students about the use of ICT in Education.
3. To develop skills of computing education.
4. To introduce new concepts, terminologies being used in digital world..
6. To use computers in data analysis/ processing and research in education.

**Unit-I:**

**Weightage: 25%**

**Computer & Technological Development**

- Concept of ICT, Importance and scope of ICT in Education, Concept of Information and Knowledge Society. A brief of various Computer languages.
- Operating System : Concept, History and Evolution of Operating System, Functions of Operating System and Classification of Operating System.
- Disruptive Technologies : Concept & its application; the use of social media & mobile apps in the integration of the pedagogy & teaching learning process. The Integration & data transfer from the You Tube Twitter & Blog ( Creation, dissemination & reproduction) for the educational content . The respect for the Copy Rights & policy of plagiarism in the Googling

**Unit-II:**

**Weightage: 25%**

**Use of Computers in Instruction and Research**

- Introduction to the MS Office, its Anatomy and Applications.
- Concept of Multimedia, use of Multimedia in Education, Playing and organizing with media player.Editing & Formatting of the Clip Art Pictures & Videos. Use of paint facility in producing a new Content
- Concept of CAL, CAI, E-Books, E-Boards. Differences & Applications. Use of the Digital India Initiatives in Education – Concept of the SWAYAM & its utilities in NDL,NAD . Use of MOOC & creating a dummy account . Use & fill ups of Online applications

**Unit-III: Weightage: 25%**

## Working with Computers (MS Office and its Utilities)

- MS Word : Concept of Notepad, Workpad and Word processor, Creating, Saving and Navigating a document, Mail Merge.
- MS Excell : Concept, Creating and Saving Worksheet, working with Data, and using Graphics. Use of Statistical Functions
- MS Power Point : Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation on Educational themes & topics ( Five PPTs).
- MS Access : Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

**Unit-IV: Weightage: 25%**

## Networking and Internet

- Concept of a Computer Network, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.
- Internet : Concept, Evolution of WWW, Features of Internet, Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP Cloud Computing – The concept & its applications in education.

- Searching the Web : Use of search engines for the research problems, Identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web.

**Duration of Practical Examination : 1 hr.**

MS Office and its applications.

Using the Commands of DOS.

- Use of accessories like Paint Brush, Media Player, Transferring and manipulating of the files. Use of Scanner, Printer.
- MS Word creating, editing and navigating the documents by switching from paint media player and creating a well formatted document.
- MS Excel creating, editing and entering the data in worksheet and using the Graphics for the results and simple statistical queries based on syllabus.
- MS PPT creating, editing and running a Power point with multimedia presentation on some Educational topics.
- MS Front Page Introduction of the front page, creating a web page on the web. Previewing & Publishing the web page on the web.

***The Practical shall be conducted by an external examiner out of the approved panel. The practical shall be of 12 marks followed by viva-voce marks to be conducted by the same external examiner.***

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**BOOKS RECOMMENDED:**

1. Fundamentals of Information Technology by Alexion Leon and Mathews Leon, Vikas Publishing Pvt. Ltd.
2. Computer Fundamentals by R.K. Sinha, BPB Publication.
3. Fundamentals of Computer by V. Rajaraman, PHI Pvt. Ltd.
4. A first course in Computers by Sanjay Saxena, Vikas Publishing Pvt. Ltd.
5. The Complete Reference Office 2000 by Stephen L. Nelson.
6. Fundamentals of Information Technology by Deepak Bharihoke, Excel Books.

**Course No. PSEDTE306**

**Title: Issues and Problems of Education**

**Credits: 4**

**Maximum Marks: 100**

- |    |                      |             |
|----|----------------------|-------------|
| a) | <b>Minor Test-I</b>  | <b>: 20</b> |
| b) | <b>Minor Test-II</b> | <b>: 20</b> |
| c) | <b>Major Test</b>    | <b>: 60</b> |

**Syllabus for the examinations to be held in Dec. 2019 to December 2021.**

**COURSE OBJECTIVES :**

To make the students to

1. Understand the meaning, nature and importance of education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Get oriented with the nature and need of distance education in present day Indian Society.
4. Get exposed to different information and communication technology in distance education.
5. Understand the need and importance of value education.
6. Know the expected roles of Indian women in developing countries including India.

**COURSE CONTENTS**

**Unit-I: Weightage: 25%**

- Definition, need and characteristic features, History of Open and Distance Education (ODL) :
  - Information and communication technologies, e-learning and their application in ODL.
  - Designing and preparing self-instructional material/ Module.
  - Student support-services in ODL system and their Management.
  - Mechanism for maintenance of standard in ODL system
  - ODL Programme Evaluation.
  - Role of Distance Education Bureau (DEB) in ODL.

**Unit-II: Weightage: 25%**

- Value Education and Human Rights :
  - Meaning, need and importance of value education and education for Human Rights in the existing social scenario.
  - Moral learning outside the school-child rearing practices and moral learning via imitation, nature of society and media
  - Education for Values in Schools

**Unit-III: Weightage: 25%**



- Education for Empowerment of Women:

- Problems of women in developing countries including literacy percentage of women, mal-nutrition, existing prejudice against women.
- Measures for providing women education planned governmental and NGO efforts, Mahila Samakhya Programme, Indira Gandhi Matritva Sahyog Yogna (IGMSY).
- Need of girls education, minimum levels of learning in scientific literacy and Computer literacy, focus on teacher preparation in gender sensitivity. Kishori Shakti Yogna (KSY) in J & K state. Rajiv Gandhi Scheme for Empowerment of Adolescents Girls (RGSEAG), Kasturaba Gandhi Balika Vidyakaya, 'Beti Padhao and Beti Bachao'.

**Unit-IV:**  
**25%**

**Weightage:**

Environmental Education:

- Nature and importance of environmental education.
  - Relationship between man and environment: Ecological and psychological Perspectives.
  - Environmental stressors – natural and man made disasters; programmes of environmental education

for Primary, Secondary and Higher education institutions and environmental stressors.

- Privatization, Liberalization, Globalization, Public Private Partnership and Entrepreneurship with reference to Education.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question

will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

Anand, Satyapal (1979). University Without Walls, Vikas Publishing, New Delhi.

Bates, A.W. (1965), Technology, Open Learning and Distance Education, Routledge, New York.

Bhatnagar, S. (1977). Distance Education – A System under Stress, Concept Publishing, New Delhi.

Carey, S.M. “Attitudes and Values”, Education Forum, Vol. VII, No. 3, 1962.

Collis, Betty, D and Moonam, Jeff (2001). Flexible Learning in a Digital World : Experiences & Expectations, Kogan, London.

Deshbandhu and Berberet, G. (1987 : Environment Education for Conservation and Development, Indian Environment Society, New Delhi.

Detwyer, T.R. & Marcus, M.G. (1972) Urbanization and Environment, Duxbey Press, Belmont, California.

Doddas, Tony (1983). Administration of Distance Teaching Institutions, Cambridge, International Extension College, London.

Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philadelphia, 1963.

Kluckhonkhn, C. “The Study of values”. In D.N. Baret (ed.), Value in America, Norte Dame, University of Norte Dame Press, 1961.

**Course No. PSEDTE307**

**Title: Enviornmental Education**

**Credits: 4**

**Maximum Marks : 100**

a)	<b>Minor Test-I</b>	<b>: 20</b>
b)	<b>Minor Test-II</b>	<b>: 20</b>
c)	<b>Major Test</b>	<b>: 60</b>

**Syllabus for the examinations to be held in Dec. 2019 to December 2021.**

**To enable the pupils to-**

- understand the relationship between environment & humans
- understand about the various measures available to conserve

- the environment for sustaining the development.
- organize various activities at the secondary & hr. Secondary level
- Realize the need and approaches for environmental management
- Appreciate the various bio-diversity present, need and ways to preserve them
- Gain knowledge of various environmental legislations

#### Unit-I

Environmental education-meaning, objectives, scope and need of environmental education  
 Environmental awareness through education-programme for secondary & hr. Secondary school children  
 Formal & non-formal environmental education.

#### Unit-II

Man & environment relationship, man as a creator & destroyer  
 Conservation of environment: an immediate need  
 Need of sensitizing learners towards concern of environmental conservation  
 Concept and need of sustainable development  
 Challenges for sustainable development

#### Unit-III

Need for environmental management  
 Aspects of environment management-ethical, economic, technological and social.

Approaches for environmental management- economic policies, environmental indicators, setting of standards, information exchange and surveillance

#### Unit-IV

Concept and types of biodiversity  
 Strategies for conservation of bio-diversity-institution and ex-situ environmental legislations in India:-  
 a) the water act-1977  
 b) forest conservation act-1980  
 c) the air act-1981  
 d) Environmental act-1986  
 e) National environmental educational Act-1990

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

Aggarwal,J.C.(2007): Education for values ,environment and human rights, Shipra publications,Delhi

Dani,H.M.(1996): Environmental Education. Publication Bureau,PunjabUniversity,Chandigarh

Kohli,V.K. and Kohli,V(2000): Environmental Pollution and Management. Vivek Publishers,Ambala

Nanda,V.K.(1997): Environmental Education, Anmol Publications ,NewDelhi

Reddy,K.P. and Reddy,D.N.(2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad

Sharma,R.C. Environmental Education, Metropolitan Book Pvt. Ltd.

Sungosh,S.M.(2006): An introduction to Environmental Education ,Akashi Book Depot,Shillong

Trivedi,R.N. (1990): Dimensions of safe environment, Anmol Publications, NewDelhi

**Course No. PSEDTC308**

**Title: Dissertation**

Credits: 4

Maximum Marks: 100

**Dissertation and Viva-voce:**

The Dissertation is a compulsory components of M.A. (Edu.) programme. It aims at providing students with an academic space to explore, study and reflect upon a selected issues/ themes in the discipline of Education. The themes is usually related to any of the courses or the key thrust areas of education. The identified themes is then consolidated into research problem and pursued by the students in the semester programme.

Each student will be required to complete work under the guidance of a supervisor within 30 days from the last paper of the

third semester. Each student shall have to submit one hard copy and soft copy in the Department. The external examiner shall evaluate the dissertation out of 75 marks. He/She will be invited to the University a day or two in advance for evaluation of the dissertation. Each external examiner will evaluate eight dissertations.

Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. The viva-voce shall be out of 20 marks. Every Student shall have to make a Power Point Presentation of the work before appearing for the viva-voce. The presentation shall be of 05 Marks.

**Course No. PSEDTO309**

**Title: Pedagogics of Education**

**Credits: 4**

**Maximum Marks: 100**

- |    |                      |             |
|----|----------------------|-------------|
| a) | <b>Minor Test-I</b>  | <b>: 20</b> |
| b) | <b>Minor Test-II</b> | <b>: 20</b> |
| c) | <b>Major Test</b>    | <b>: 60</b> |

**Syllabus for the examinations to be held in Dec. 2019 to December 2021.**

**Course Objectives:**

1. To develop understanding about the concept of Pedagogics and its significance in the context of the latest trends in the field of teaching and learning.
2. To expose the students to the principles, maxims of successful teaching and the different methods of teaching.

3. To make them understand the need and importance of various devices of teaching and the role of audio-visual aids in the development of teaching-learning process.
4. To enable them to point out and illustrate the difference between teaching and learning and their relationship between the two.
5. To acquaint them with the different levels of teaching learning process and helping them to organize teaching at these levels.

### **COURSE CONTENTS**

#### **Unit-I: Weightage: 25%**

- Pedagogics of Education.
  - Meaning and Scope of Pedagogics of Education, Components of teaching, Teaching as Science and Art, Phases of Teaching, Relationship between Teaching and Learning, Variables of Teaching.
- Behavioural Objectives:
  - Meaning and importance of behavioural objectives, Writing behavioural objectives (using RCEM approach), difference between educational and instructional objectives.
- Principles and Maxims of successful Teaching.

#### **Unit-II: Weightage: 25%**

- Organizing Teaching at:
  - Memory level, understanding level and reflective level.
- Methods of Teaching:
  - Meaning, importance, procedure, advantages and limitations of (a) inductive method (b) deductive method (c) project method (d) Analytic, and (e) Synthetic method. (f) Brainstorming.
- Individualized and Cooperative Teaching and Learning.
  - Concept and Significance of Individualized and Cooperative Teaching, Language Laboratory, Tutorials,

#### **Unit-III: Weightage: 25%**

- Devices of Teaching:
  - Teaching devices: Oral communication, exposition, explanation, narration, description, illustrations, questioning, homework, textbooks and reference books.
  - Fixing devices: Drill, review, recapitulation and repetitive practice.
- Teaching aids:
  - Communication Media: Concept, types and functions of audio, visual and audio-visual media.
  - Audio : Radio, Tape-recorder
  - Visual : Projected aids, Overhead projector, Slide projector.

- Non-projected aids: Charts, Display boards, Models, Posters, Maps, Diagrams, Flash cards.
- Audio-visual: Films, Television, Video projection and Satellite instruction.

**Unit-IV: Weightage: 25%**

- Meaning, importance and Criteria of an Effective lesson Plan.
- Evaluation in Teaching.
  - Concept of evaluation, relationship between Teaching and Evaluation. Types of Evaluation (formative and Summative).
  - Method of Evaluation through Essay type, Objective Type and Oral Method. Comparative merits and demerits of different methods of evaluation.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I	Upto 25%	Forty five	20

(after 30 days)		minutes	
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**BOOKS RECOMMENDED:**

- Aggarwal, J.C. Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi.
- Aggarwal, J.C. Principles Method and Techniques of Teaching Vikas Publishing House, Pvt. Ltd.
- Bigge, M.L. Learning Theories for Teachers, UBS, New-Delhi.
- Champion Lectures on Teaching English in India, Oxford University Press.

- Dececco, J.P. & Crawford, W.R. The Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd, 1977.
- Fleming, C.M. Teaching, Methuan and Co. Ltd. 1958.
- Gage, N.L. The Scientific Basis of Art of Teaching, London Teachers College
- Kochar, S.K. Methods and Techniques of Teaching Sterling Publishers (P) Ltd., 1981
- Prerna clerke Teaching and Learning : The Culture of Pedagogy sage publication, 2001.
- Shambri & others Teaching of English, Longmans.
- Skinner B.F. The Technology of Teaching. Appleton Century Crafts. New York, 1968.
- Sharma R.A. Managing Teaching Activities, Surya publications, 2003.
- Tara Chand Principles of Teaching, Anmol Publications 1990.
- Vedanyagam, E.G. Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd New Delhi 1998.



**PSEDTC401****Title: Curriculum Development**

<b>Credits: 4</b>	<b>Maximum Marks :100</b>
	<b>a) Minor Test-I : 20</b>
	<b>b) Minor Test-II : 20</b>
	<b>c) Major Test : 60</b>

**Syllabus for the examination to be held in May 2020 to May 2022****Course Objectives:**

1. To enable the students to understand the concept of curriculum construction.
2. To familiarize the students with the process of difference curriculum designs.
3. To enable the students to understand the models of curriculum.
4. To prepare students to understand the process of curriculum evaluation.

**COURSE CONTENTS****Unit-I**

Curriculum – Concept, difference between syllabus and curriculum, concept of emerging, Hidden and Irrelevant Curriculum, Sources of curriculum design, Major approaches to curriculum – structure and humanistic;

Current Issues and Trends in curriculum organization and development, National Curriculum Framework (NCF) -2000 & 2005.

**Unit-II**

Curriculum Planning: Concept, Components of Curriculum Planning, Trends in Curriculum Planning, Principles of Curriculum Planning.

**Unit-III**

Curriculum Development: Concept, Different categories and types of curriculum. Different models of curriculum development. Process of Curriculum development.

**Unit-IV**

Curriculum Evaluation: Concept, Need, Sources of Curriculum evaluation; Role of Support material, types of material. Evaluation – Aspects of evaluation formative and summative evaluation and its interpretation.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I	Upto 25%	Forty five	20

(after 30 days)		minutes	
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**BOOKS RECOMMENDED:**

1. Aggarwal, J.C. (1990) : Curriculum Reforms in India, Doaba house, New Delhi.
2. Kelly, A.V, (1989) : The Curriculum : Theory and Practice : London Paul Chapman Publishers.
3. Bruner, J.S. (1977) : The Process of Education, Harward University Pres.

4. Sharpes, D.K. (1988) Curriculum Traditions and practices Roueldge London.
5. Warwick, D (1975) Curriculum Structures and Design, University of London.
6. Dewey, J. (1996) The child and curriculum- The school and the society, Phoenix, USA.
7. Malhotra M.M (1985) Curriculum Evaluation and Renewal Manila, CBSE Publication.
8. Stephen, W. & Dougals, P. (1972) Curriculum Evaluation Bristol NFER Publishing.
9. Mac neil, John, D. (1977) Curriculum A comprehensive introduction, Little Brown and Co. Boston.
10. Dash, B.N. (2007) Curriculum Planning and Development Dominant Publishers and Distributors.

**Course No. PSEDTC402**

**Title: Pedagogics of Education**

**Credits: 4**

**Maximum Marks : 100**

- a) Minor Test-I : 20  
 b) Minor Test-II : 20  
 c) Major Test : 60

**Syllabus for the examination to be held in May 2020 to May 2022**

**Course Objectives:**

1. To develop understanding about the concept of Pedagogics and its significance in the context of the latest trends in the field of teaching and learning.
2. To expose the students to the principles, maxims of successful teaching and the different methods of teaching.
3. To make the students understand the need and importance of various devices of teaching and the role of audio-visual aids in the development of teaching-learning process.
4. To enable the students to point out and illustrate the difference between teaching and learning and their relationship between the two.
5. To acquaint the students with the different levels of teaching learning process and helping them to organize teaching at these levels.

**COURSE CONTENTS**

**Unit-I**

- Pedagogics of Education.
  - Meaning and Scope of Pedagogics of Education, Components of teaching, Teaching as Science and Art, Phases of Teaching, Relationship between Teaching and Learning, Variables of Teaching.
- Behavioural Objectives:
  - Meaning and importance of behavioural objectives, Writing behavioural objectives for different subjects, difference between educational and instructional objectives. Blooms Taxonomy and its new version
- Principles and Maxims of successful Teaching.

**Unit-II**

- Organizing Teaching at:
  - Memory level, understanding level and reflective level.
- Methods of Teaching:
  - Meaning, importance, procedure, advantages and limitations of (a) inductive method (b) deductive method (c) project method (d) Analytic, and (e) Synthetic method. (f) Brainstorming
  - Individualized and Cooperative Teaching and Learning.
    - Concept and Significance of Individualized and Cooperative Teaching-Language Laboratory, Tutorials, Keller's Plan (PSI), Learner Controlled Instructions (LCI), Computer Supported Collaborative Learning (CSCL)

**Unit-III**

- Devices of Teaching:
  - Teaching devices: Oral communication, exposition, explanation, narration, description, illustrations, questioning, homework, textbooks and reference books.
  - Fixing devices: Drill, review, recapitulation and repetitive practice.
- Teaching aids:
  - Communication Media: Concept, types and functions of audio, visual and audio-visual media.
  - Audio : Radio, Tape-recorder
  - Visual : Projected aids, Overhead projector, Slide projector.
  - Non-projected aids: Charts, Display boards, Models, Posters, Maps, Diagrams, Flash cards.
  - Audio-visual: Films, Television, Video projection and Satellite instruction.

#### Unit-IV

##### Lesson Planning

- Meaning, importance and Criteria of an Effective lesson Plan.
- Approaches in Lesson Planning- Herbertian, and RCEM Approaches. Difference between different Approaches.
- Evaluation in Teaching.

- Concept of evaluation, relationship between Teaching and Evaluation. Types of Evaluation (formative and Summative).
- Method of Evaluation through Essay type, Objective Type and Oral Method. Comparative merits and demerits of different methods of evaluation.

#### Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions

will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### BOOKS RECOMMENDED:

- |                                |  |                |   |
|--------------------------------|--|----------------|---|
| Aggarwal, J.C.                 | Principles Method and Techniques of Teaching Vikas Publishing House, Pvt. Ltd.                         | Prerna clerke  | Ltd., 1981Shambri & others Teaching of English, Longmans.                                   |
| Aggarwal, J.C.                 | Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi. | Sharma R.A.    | Teaching and Learning : The Culture of Pedagogy sage publication, 2001.                     |
| Bigge, M.L.                    | Learning Theories for Teachers, UBS, New-Delhi.  | Skinner B.F.   | Managing Teaching Activities, Surya publications, 2003.                                     |
| Champion                       | Lectures on Teaching English in India, Oxford University Press.  | Tara Chand     | The Technology of Teaching. Appleton Century Crafts. New York, 1968.                        |
| Dececco, J.P. & Crawford, W.R. | The Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd, 1977.           | Valdman, Abert | Principles of Teaching, Anmol Publications 1990.  |
| Fleming, C.M.                  | Teaching, Methuan and Co. Ltd. 1958.   | Vedanyagam,    | Trends in Language Teaching, McGraw Hill; K.C. 1966.  |
| Gage, N.L.                     | The Scientific Basis of Art of Teaching, London Teachers College Press, Columbia University 1978.      |                | E.G. Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd New Delhi 1998. |
| Kochar, S.K.                   | Methods and Techniques of Teaching Sterling Publishers (P)   |                |   |

**Course No: PSEDTC403**

**Title: Educational Administration and Planning**

**Duration of Exam: 3 Hrs**

**Credit: 4**

**Maximum Marks: 100**

**a) Minor Test-I: 20**

**b) Minor Test-II: 20**

**c) Major Test: 60**

**Syllabus for the examination to be held in May 2020 to May 2022**

**Course Objectives****To enable the students to:**

1. Develop an understanding of concept and process of educational administration
2. Understand the function of educational administration
3. Develop an insight about the educational planning and supervision
4. Understand the recent techniques in educational administration

**Unit I**

Educational administration: Concept, objectives, nature, elements and principles; Basic functions of administration: Planning, organizing, directing and controlling. Difference between the Educational administration & Management

Educational Supervision: Meaning, objectives and nature, Inspection vs. supervision, Types of educational supervision, qualities of a good supervisor, defects in present supervision, Planning, organizing and implementing a supervisory Programme

**Unit II**

Educational Planning: Meaning, objectives and nature Approaches to educational planning  
Institutional planning: Need, characteristics and steps. The Role of Quality Control in the Institutions And the parameters of Quality. Difference between the educational auditing & Inspection. The Role of the peer team in the Quality controls of the Institution.

Educational Organizations: Meaning, characteristics and types Functions of educational organizations, The

Organisation of Panchayat & its role in the SSA & educational administration of PRIs. Decentralization in Education.

**Unit III**

Functions of State govt. at different levels of education Functions of board of school education and university. The Role & function of UGC in the administration of Higher Education.

Modern Trends in Educational Administration and Management: PPBS (Planning Programming Budgeting System) - Concept and implications, MBO (Management by Objective) - Concept and implications

**Unit IV**

Role of Headmaster in school management and administration Role of teacher in school management and administration

Leadership: Concept, nature and types of leadership Theories of leadership

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20

Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**BOOKS RECOMMENDED:**

1. Harbison, I.F. (1967). Educational Planning and Human Resource development. Paris: UNESCO.
2. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
3. Hatehy, H.J. (1968). Educational Planning, Programming, Budgeting – A Systems Approach, New Jersey: Prentice Hall.

4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration – An Introduction. N.Y.: MacMillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.
6. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
7. Sinha, P.S.N. (ed.) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.

**Course No. PSEDTE404****Title: Educational Measurement and Evaluation****Credits: 4****Maximum Marks: 100**

a)	Minor Test-I	: 20
b)	Minor Test-II	: 20
c)	Major Test	: 60

**Syllabus for the examination to be held in May 2020 to May 2022****Course Objectives:**

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.
2. To help the students to understand relationship between measurement and evaluation in education.

3. To orient the students to understand relationship between measurement and evaluation in education.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured/evaluated and interpreted.

#### **COURSE CONTENTS**

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

- Educational measurement and evaluation: Concept, Scope and Need, difference between measurement and evaluation.
- Measurement of achievement, aptitude ,intelligence, interests and attitude.

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

- Principles of test construction
- item analysis
- Test Standardization (Steps in construction and standardization)
- Norm referenced and criterion referenced test (concept and difference)

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

- Characteristics of a good measuring instrument
- Concept, characteristics and types of:
  - Validity
  - Reliability
  - Usability
  - Norms

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

- Tools of measurement and evaluation

Essay Type Test  
Objective type Test  
Questionnaire  
Schedule  
Inventory  
Rating Scale

New trends in evaluation:

Grading  
Semester system  
CBCS  
Continuous comprehensive Evaluation

#### **Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### **Note for Paper Setters (Major Test):**



The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### BOOKS RECOMMENDED:

1. Admas. G.K. (1965) Measurement and Evaluation in Psychology Education and Guidance, Holt, Rinehart & Winston, New York.
2. Aggarwal. Y. P. (1998), Statistical Methods : Concepts Applications and Computation, Sterling, New Delhi
3. Aggarwal. R.N. and Asthana, vipin (1983), Educational measurement and Evaluation, Vinod, Agra.
4. Aiken.L.R. (1985) Psychological Testing and Assement
5. Anastasi. A. (1982) Psychological Testing, Macmillan, New York.
6. Cronbach. L.J. (1964) Essential of Psychological Testing, Harper and Row, New York.
7. Ebel. R.L. and Frisbel. D.A. (1990), Essentials of Educational Measurement. Prentice Hall, New york.

Course No. PSEDTE405

Title: Advanced Statistics in **Education**

Credits: 4     **Maximum Marks: 100**

- a)     **Minor Test-I: 20**
- b)     **Minor Test-II: 20**
- c)     **Major Test : 60**

#### Syllabus for the examination to be held in May 2020 to May 2022

Course Objectives:

1. To make students conversant with problems of research design, the tools of collecting data and methods and techniques of analysis.
2. To enable students to interpret educational research
3. To gain understanding of the concepts and methods used in statistical analysis of test scores.
4. To apply the derived knowledge in tabulating and interpreting tests scores.

5. To develop skills necessary for the analysis and interpretation of tests scores.

#### COURSE CONTENTS

##### Unit-I

Normal Distribution Curve - Characteristics of Normal Distribution Curve: Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in term of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test items.
- iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed.

##### Unit - II

1. Concept, uses and Computations of Biserial, Point-biserial, comparison Tetrachoric, Phi-coefficient, comparison and 2nd order partial and multiple correlation.
2. Regression Equations: Concept of Regression, Framing regression Equations (involving two variables). Standard Error of Estimate Coefficient of Alienation, forecasting Efficiency coefficient, Correlation as

Coefficient of Determination, Advantages and limitations of regression and prediction.

##### Unit-III

1. (a) Significance of Statistics : Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.  
(b) Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent).  
(c) Significance of Mean Differences of Two matched groups on Mean and SD.
2. Analysis of variance : Concept, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations,

##### Unit-IV

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Kolmogorov- Smirnov test (Small and Large Small with equal and unequal N), RUN test and Mann- Whitney U test.

**Chi-square and Hypothesis Testing: Concept, when to use Assumptions and Advantages.**

**Hypothesis Testing**

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
- ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
- iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
- iv) Goodness of fit of Normal Distribution of Frequencies.  
Factor Analysis (upto one factor loading)

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20

Major Test (after 90 days)	Upto 100%	Three hours	60
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**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**BOOKS RECOMMENDED:**

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry.E. (1981 ) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh .( 2011 )Methodology of Educational Research, Vikas Publishing House Pvt Ltd, New Delhi

6. Mangal ,S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt Ltd. New Delhi
7. Patel R.S. (2011 )Statistical methods for Educational Research, Jay Publication, Ahmedabad

**Course No. PSEDTE406**

**Title: Mental Health and Yoga**

**Credits: 4**

**Maximum Marks: 100**

- a) **Minor Test-I : 20**  
 b) **Minor Test-II : 20**  
 c) **Major Test : 60**

**Syllabus for the examination to be held in May 2020 to May 2022**

**Course objectives:**

To enable the students to understand

1. The concept of mental health and hygiene and role of various agencies in sustenance of mental health
2. To understand the forms, symptoms and causes of various mental disorders and stress management.
3. To understand the importance of Yoga education and its approaches.

**COURSE CONTENTS**

**Unit-I**

- Meaning, functions, goals and principles of mental health and hygiene

- Factors influencing Mental Health, Characteristics of mentally healthy individual.

Role of School, Home and Community in the prevention of mental illnesses and sustenance of mental health

**Unit-II**

Meaning, objectives and importance of Yoga education

Elements of yoga- Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dyana and Samadhi

Types of food according to yogic diet. Demonstration and practice of various asanas and pranayamas

**Unit-III**

Symptoms of Mental Illness. Causes of Mental illness with special reference to adolescence.

- Common forms of neurosis and psychosis

- Stress Management: Concept, manifestations of stress and coping with stress.

- Psychotherapies: Behavioural Therapy, Client centered therapy and Group therapy.

**Unit-IV**

Approaches of health and yoga education

Role of yoga on community health promotion- individual, family and community

Qualities of a good yoga teacher, Teacher's role and responsibilities in yoga education

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes (Practical based)	20
Minor Test-II	Upto 50%	Forty five	20

(after 60 days)		minutes (Practical based)	
Major Test (after 90 days)	Upto 100%	Three hours	60

**Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**BOOKS RECOMMENDED:**

1. Akhilanand Swami, Mental Health, and Hindu Psychology, London, Auen and Unwin (1952).
2. Ark off, Abe: adjustment and Mental Health, New York: McGraw Hill company, (1968).
3. Bahadur Mal, Mental Health in Theory and Practice Hoshiarpur, V.V.R.I. (1955).
4. Bernard Harold, W., Mental Hygiene for class-room Teachers : Mc Graw Hill Book Co. (1952).
5. Boony, Merl E.: Mental Health in Education, Boston: Allyn and Bacon Inc., (1960).
6. Bonney, Merl E, Mental Health in Education Allyn and Bacon, Boston, 1960.
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11. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications (2002).

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**Course No. PSEDTC407 Title: School Internship**

**Credits : 4 Maximum Marks 100**

**Syllabus for the examination to be held in May 2020 to May 2022**

#### **Components of School Internship**

The School Internship will comprise of following academic activities/components to be performed by each student studying in 4<sup>th</sup> Semester consisting of 80 hours.

1. Practice of Teaching (40marks)
2. Internship cum School Report (20 marks)
3. Supervision of Lessons (10 marks)
4. Final Teaching (30 marks)

#### **1. Practice of Teaching**

Each student shall participate in practice of teaching for three hours daily for twenty working days under the supervision of a qualified teacher educator. The teacher educators in different teaching subjects opted by the students shall be appointed by the HOD. Each student shall have to opt for two teaching subjects being taught at the school level, preferably out of those, which the student has studied at B.A. level provided if it happens to be school subject otherwise, the choice will be exercised by the students themselves out of the subjects prescribed in B.Ed. Syllabi. The teaching

practice will be conducted in schools fixed by the teacher in-charge of the Department who will coordinate with the teacher educators for supervising the subjects. The students will follow the schedule as such:

- Demonstration lesson will be delivered by respective Teacher Educators in each teaching subject followed by one discussion lesson in each teaching subject.
- Actual teaching in the school will be practiced by delivering 20 lessons ( five Herbartian, five RCEM and ten on constructivism) in each teaching subject to be supervised by teacher educator.
- The teacher educator in each teaching subject will guide and supervise the lessons of the students daily. The lessons delivered by the students shall bear the remarks of the teacher educator, indicating the deficiencies and tips for improving the lesson and presentation of the student. The students will be trained to use appropriate teaching aid and its relevance while delivering the lesson in actual classroom situation. The students may make use of transparencies, power point presentation and any other mode of presentation. The students will be awarded marks for their performance in Practice of Teaching by teacher educators in consultation with teacher in-charge of the group. The teacher in-charge will collect the marks prepared on award-rolls from the teacher educators for submission to HOD.

#### **2. Internship cum school Report**

During Practice of teaching each student studying in 4<sup>th</sup> Semester shall take part in the morning assembly of the School, prepare a time-table, organize certain activities in the school, check the



home task given to the student, maintain attendance register, prepare cumulative progress card and should acquire knowledge of preparing School Leaving Certificate etc. The participation of the Students in said activities will be judged by the Head of the Institution who will prepare a report on the performance and progress of the students during course of Internship duly signed by the Head of the Institution which will be kept for handing over the same to the teacher in -charge. The head will award marks on the basis of participation of students in different school activities, his/her sense of class management etc. the marks shall be awarded out of 25. The teacher in-charge of the Department will collect the marks from the respective Head of the Institution. Each Student shall visit any one school to review the status of the school in terms of its history, infrastructure, student enrolment class wise, teacher strength library, financial status, Qualification of teachers , teacher-student ratio etc. and present a report for assessment to be made by an Internal committee to be constituted by H.O.D

### 3. Supervision of Lessons

Each student after having completed internship and skill in teaching shall also be involved in making supervision of ten lessons delivered by M.A./ B.Ed students in actual classroom situation in any two teaching subjects. The supervision made by the students will be judged by a Committee, which will award marks on the basis of appropriateness of the

remarks/feedback/guidance given to the M.A./ B.Ed. students for further improving their lessons.

### 4. Final Teaching Practice

Two final lessons will be delivered (one in each teaching subject) by each student for evaluation by two External Examiners. Any teacher nominated by HOD will organize final examination of teaching practice. Two external examiners appointed by the University out of the approved panel shall observe the final examination of the lessons. The external examiners shall award marks on the basis of the performance of the students based on the delivery of the lesson, relevance and use of appropriate teaching aids

**The marks shall be awarded separately for each activity and thereafter, may a combined to make a composite score. The award roll shall be prepared on the basis of composite score and the same shall be recorded in a register meant for maintaining records. The records of all activities undertaken by a Student shall be retained/preserved by the Department till the declaration of the result of 4<sup>th</sup> Semester if all the students have qualified. In case, any students falls in reappear category, his record shall be retained till he/she qualifies. No students shall be allowed to appear as a private candidate.**

**Course No. PSEDPC408 Title: Project Work**

**Credits : 4**

**Maximum Marks 100**

### Syllabus for the examination to be held in May 2020 to May 2022

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams,

aspirations, concerns through varied forms of self expression ( poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation(any five) 50 marks

- |  |          |
|--|----------|
| 2. Portfolio of an adolescent  | 20 marks |
| 3. Care of one tree on campus  | 20 marks |
| 4. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) | 10 marks |

**Course No. : PSMETO409**

**Title :**

**Skills in Teaching**

**Credits: 4**

**Maximum Marks: 100**

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|----|---------------|------|
| a) | Minor Test-I  | : 20 |
| b) | Minor Test-II | : 20 |
| c) | Major Test    | : 60 |

**Syllabus for the examination to be held in May 2020 to May 2022**

**Course Objectives:**

1. To understand the Teaching & Micro teaching.
2. To Understand and master the skills of the different skills of the Micro teaching needed to be enacted in the macro teaching sessions in seamless manner.

- 3 To Practice the identified Micro teaching Skills of Reinforcement, BB writing, Explanation, Stimulus Variation & Questioning .
4. Understand various educational interventions needed to horn these skills.

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

Concept of Teaching ,Micro teaching, Components of the Micro teaching & the cycle of Micro teaching Advantages & Disadvantages of Micro teaching.

Peer Teaching: components Advantages & Disadvantages;

Team Teaching & its components

Differentiate the Skills Strategies & Instructional Practices;

Use & its implications in the classrooms

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

The Skill of Reinforcement , Components , Advantages & Disadvantages .

The Skill of Questioning : Components , Advantages & Disadvantages .

#### **UNIT III**

The Skill of Explanation: Components , Advantages & Disadvantages .

The Skill of Black board Writing: Components, Advantages & Disadvantages.

#### **UNIT IV**

The Skill of Stimulus Variation : Components , Advantages & Disadvantages . The Skill of Classroom Management : Components , Advantages & Disadvantages. Use of the New devices in the Classrooms : Skill of integrating the PowerPoint presentation & Blackboard teaching (Blended learning) Use & implications of the Smart boards vis a vis to the conventional classroom board – Difficulties of the integration & its implications .

#### **Note for paper setting:**

- There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty Five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty Five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

#### **Note for Paper Setters (Major Test):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required

to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

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### **Book Recommended**

Aggarwal, J.C (2009) Methods and Techniques of Teaching, Vikas Publishers

Kochar, S.K. (1999) Methods and Techniques of Teaching, Streling Puiblisher Pvt Ltd,

Singh, Y.K (2010) Micro Teaching, APH Publishing House

Singh, L and R Sharma (2002) Theory and Practice of Micro Teaching, Bhargav Book House

### **Web References**

[www.ugc.ac.in](http://www.ugc.ac.in)

<https://swayam.gov.in/>