



# **Syllabus**

## **M.A. (Education)**

**(w.e.f 2014-15)**

**DEPARTMENT OF EDUCATION**

**Central University of Haryana**  
**Mahendergarh**

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# Syllabus

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CENTRAL UNIVERSITY OF  
HARYANA



## University Logo

University Logo is conceived with a globe at its centre surrounded by holy trinity of three arcs and at the bottom is a shloka taken from 'Neeti Shatkam' written by BhartiHari.

The arc at the bottom depicts an open book and a Veena, symbolising University's commitment to meeting the quest for acquiring knowledge, learning, enlightenment and promoting art and culture.

The arc at the right that depicts processes of science, technology and adventurism symbolises the University's commitment to promoting scientific progress and creating a culture of creativity, innovation and enquiring approach.

The arc at the left that depicts nature symbolises University's commitment to promoting education inculcating respect for environment, ecology and living in harmony with nature.

The globe at the centre surrounded by the human chain and the pigeon flying above expresses University's belief that commitments represented by the trinity of three arcs shall lead to global peace, prosperity and human solidarity-the real spirit of education.

The shloka at the bottom conveys that 'education' is the unrivalled treasure of all.

## **Vision Statement**

To develop enlightened citizenship for a knowledge society for peace and prosperity of individuals, nation and the larger world through promotion of innovation, creative endeavors and scholarly inquiry

## **Mission Statement**

- To be a leading model by defining learning, teaching and discovery in a global, national and local context
- To strive to create a learning ambience with diverse cultural backgrounds and enhance student's acquisition of useful knowledge, skills and analytical abilities through innovative teaching and holistic learning environment
- To facilitate cutting edge research in emerging areas and expanding research in traditional areas
- To progressively expand in phases academic and research areas to be pursued by the University from time to time into their diversified focuses
- To focus on relevance, quality and excellence in each area and discipline of study that University is to pursue
- To develop partnership with international and national institutions and facilitate providing international linkages for contextual and cultural learning for both faculty and students
- To involve stakeholders including Government, Industry, Community and others in providing relevant and quality education
- To create and maintain highest level of integrity, ethics and values on Campus and ensure zero tolerance for lack of these core commitments

## **University Objectives**

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology; and
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

## Central University of Haryana

The Central University of Haryana, established by MHRD, under the Central Universities Act-2009 (Act No. 25 of 2009) made a spirited beginning under the leadership of its sagacious and visionary founder Vice Chancellor Prof. Mool Chand Sharma, from a rented building in Gurgaon as transit office and Narnaul B.Ed. college building as campus. It has now shifted to its Permanent Campus sprawling over 488 acres of land at Jant-Pali Villages, Mahendergarh district of Haryana. The University, fully funded by the UGC, is all set to emerge as a seat of great learning in the Southern Haryana under the leadership of its reverent and visionary Acting Vice-Chancellor Prof. U. P. Sinha. Being at the nascent stage of establishment, the University immediately after getting possession of the land at Jant-Pali, Mahendergarh acted through various empowered Committees and Groups to chart out the course of development. After duly considering the recommendations of various empowered committees the Executive Council of the University approved the road map for the first phase of development of the campus on the site at Jant-Pali, Mahendergarh. The first phase of development comprises the construction of boundary wall and a block of four buildings. The construction of boundary wall is complete and the four blocks are functional to run the academic programmes. These blocks host separate hostels for boys and girls, modest accommodation for faculty and other staff, academic wing with class rooms, seminar rooms, tutorial rooms, laboratories, libraries, conferencing facilities, etc. These buildings will be integrated as a part of hostel zone when the development of the Campus enters in the final phase. Marching ahead on the journey of promoting grass root research and fruitful engagement with society many brainstorming sessions of idea generation are held. After comprehensive deliberations University has adopted “**Multidisciplinary Approach to Inclusive Education**” as motto.



## DEPARTMENT OF EDUCATION

*Department of Education* is one of the oldest departments of studies of the University opened in the academic year 2010-11 by offering MA (Education) programme. The *Department of Education* is functioning under the School of Arts, Humanities and Social Sciences, the oldest & founding school of the University. This school started functioning during the academic year 2009-10 and right now have the following departments

- Department of Economics
- Department of Education
- Department of History & Archaeology
- Department of Political Science
- Department of Psychology &
- Department of Sociology

*Department of Education* offers PG programme (MA- *Education*) of two years duration which are divided into four semesters & based on choice based credit system (CBCS). During the Academic Year 2014-15, department is offering research programme of M.Phil. (Education) and PhD (Education).



**Semester – I**

## Course Structure for M A Education under Choice Based Credit System

<i>S. No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/ Elective</i>	<i>Credits</i>
1	Philosophical Foundations of Education – I	SHS EDN 01101C3104	Core	4
2	Sociological Foundations of Education – I	SHS EDN 01102C3104	Core	4
3	Psychological Foundations of Education – I	SHS EDN 01103C3104	Core	4
4	Research Methods in Education	SHS EDN 01104C3104	Core	4
<b>Elective : (Select one Elective)</b>				
5	Educational Administration and Management– I	SHS EDN 01101E2103	Elective	3
	Value Education and Human Rights-I	SHS EDN 01102E2103	Elective	3
	Environmental Education-I	SHS EDN 01103E2103	Elective	3
<b>Total Credit:</b>				<b>19</b>

**Semester – II**

<i>Sr No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/ Elective</i>	<i>Credits</i>
1	Philosophical Foundations of Education – II	SHS EDN 01201C3104	Core	4
2	Sociological Foundations of Education – II	SHS EDN 01202C3104	Core	4
3	Psychological Foundations of Education – II	SHS EDN 01203C3104	Core	4
4	Statistical Methods in Education-I	SHS EDN 01204C3104	Core	4
<b>Elective (Select one Elective)</b>				
5	Educational Administration and Management– II	SHS EDN 01201E2103	Elective	3
	Value Education and Human Rights-II	SHS EDN 01202E2103	Elective	3
	Environmental Education-II	SHS EDN 01203E2103	Elective	3
<b>Total Credit:</b>				<b>19</b>

**Semester – III**

<i>Sr No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/ Elective</i>	<i>Credits</i>
1	Educational Technology – I	SHS EDN 01301C3104	Core	4
2	Curriculum Development and Instruction	SHS EDN 01302C3104	Core	4
3	Inclusive Education	SHS EDN 01303C3104	Core	4
4	Statistical Methods in Education-II	SHS EDN 01304C3104	Core	4
<b>Elective</b> (Select one Elective)				
5	Educational Administration and Management– III	SHS EDN 01301E2103	Elective	3
	Value Education & Human Rights-III	SHS EDN 01302E2103	Elective	3
	Environmental Education -III	SHS EDN 01303E2103	Elective	3
7.	<b>Courses from Other Department</b>			
8	<b>Submission of Research Proposal</b>			
<b>Total Credit: 22</b>				

**Semester – IV**

<i>Sr No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/ Elective</i>	<i>Credits</i>
1	Educational Guidance & Counselling	SHS EDN 01401C3104	Core	4
2	Teacher Education	SHS EDN 01402C3104	Core	4
3	Dissertation (including viva voce)	SHS EDN 01404C0336	Core	6
4	Self-Study			3
5	<b>Course from other Department</b>			<b>3</b>
<b>Total Credit:</b>				<b>17</b>

**Total Credit: 19+19+22+17=77**

**ORDINANCE RELATING TO PROGRAMMES  
LEADING TO THE AWARD OF POST GRADUATE DEGREES / DIPLOMAS**

**1. Definitions:**

- 1.1 “Course” means a Semester course.
- 1.2 “Credit” (c) is the weightage assigned to a course in terms of contact hours.
- 1.3 “Grade” means a letter grade assigned to a student on the basis of evaluation of a course on a ten point scale.
- 1.4 “Grade point” (g) means the numerical equivalent of a letter grade assigned to a student in the ten point scale.
- 1.5 Semester Grade Point Average (SGPA) means the grade point average of a student for a semester calculated in the following manner:  
$$SGPA = (g_1 \times c_1) + (g_2 \times c_2) + \dots$$
(in respect of all courses for which the student has registered in the semester concerned) divided by the total number of credits offered by the student in the semester.
- 1.6 “Cumulative Grade Point Average” (CGPA) means a cumulative index grade point average of a student calculated in the following manner:  
$$CGPA = (g_1 \times c_1) + (g_2 \times c_2) + \dots$$
(in respect of all the courses for which the student has registered up to and including the semester for which the cumulative index is required) divided by the total number of credits offered by the student in the said courses.
- 1.7 “Final Grade Point Average” (FGPA) is the final index of a student at the time of award of a degree, calculated in the following manner:

$$FGPA = \frac{\sum_{i=1}^n g_i \times c_i}{\sum_{i=1}^n c_i}$$

Where  $\sum_{i=1}^n c_i$

$c_i$  = credit in the  $i^{\text{th}}$  course

$g_i$  = grade point secured by the student in the  $i^{\text{th}}$  course

$n$  = total number of courses prescribed for the student for the entire programme.

- 1.8 “Final Grade” is the letter equivalent assigned to a student on the basis of his/her FGPA at the time of the award of the degree.

**2. Eligibility for admission:**

A candidate may be admitted to the Master’s programme if he/she has obtained a Bachelor’s degree under 10+2+3 system recognized by the University, or a degree recognized as its equivalent, provided such a candidate has attained the minimum proficiency in the subject at the time of admission as decided by the University from time to time.

**3. Semesters:**

3.1 An academic year shall consist of two semesters, viz.:Odd semester and Even semester.

3.2 Ordinarily an Odd semester shall extend from July to December, and an Even semester from January to May.

3.3 A semester normally extends over a period of 15 weeks, each week having 30 hours of instruction spread over a week.

#### 4. Type of courses:

Each programme may have three types of courses, viz. core courses, elective courses and self-study-courses.

##### 4.1. Core courses:

4.1.1 Core courses are those, knowledge of which is deemed essential for students registered for a particular Master's programme. Where feasible and necessary, two or more programmes may prescribe one or more common core courses.

4.1.2 Core courses shall be mandatory for all students registered for that Master's programme.

4.1.3 Core courses shall be spread over all the semesters of the programme.

##### 4.2 Elective courses:

Elective courses are intended to:

- allow students to specialize in one or more branches of the broad subject area; or
- acquire knowledge and skills in a related area that may have applications in the broad subject area; or
- bridge any gap in the curriculum and enable acquisition of essential skills (e.g. statistical, computational, language, communication skills, etc.); or
- help pursue an area of interest to the student.

##### 4.3 Self-study courses:

4.3.1 Self-study courses are optional, not mandatory. They are not taken into account for awarding grades.

4.3.2 Students may also choose 3 additional courses to enable them to acquire extra credits through self-study.

4.3.3 Self-study courses shall be in advanced topics in a course (core or elective) under the supervision of a faculty member.

**Note:** A course (Core/Elective/Self-study) may also take the form of a Dissertation/ Project work/ Practical training/ Field work/ Internship/ Seminar, etc.

#### 5. Credits:

Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required completing the contents in a 15 week schedule. 2 hours of laboratory work/field work is generally considered equivalent to 1 hour of lecture.

- 1 credit = 1 hour of instruction per week (1 credit course = 15 hours of instruction per semester)

- 3 credits = 3 hours of instruction per week (3 credit course = 45 hours of instruction per week)

A Core course may carry 3 to 4 credits; an elective/ Self-study will not normally carry more than 3 credits. However, a dissertation/ project work may carry up to 6 credits; a semester-long field work may carry 10-15 credits.

#### **6. Auditing:**

Students may be permitted by the individual faculty member at his/her discretion to audit two courses without assigning any credits.

#### **7. Course numbering:**

Each course offered by a faculty/department is identified by a unique course code: e.g. SSS C 001 Eco 3003, where

- SSS stands for School of Social Sciences;
- C stands for core course;
- 001 stands for the serial number of the course;
- The figures 3,0,0,3 stand for credits attached to lectures (practical, if it is a practical course), tutorials, practical work (theory, if it is a practical course) and total number of credits for the course respectively.

#### **8. Duration of programme:**

The minimum duration for completion of a one-year Post Graduate Diploma programme shall be two consecutive semesters (one odd and one even semester), for a two-year Master's programme in any subject shall be four consecutive semesters (two odd and two even semesters) and for a three-year Master's programme - six semesters, i.e. three odd and three even semesters. The maximum period for completion shall be four semesters, six semesters and eight semesters respectively.

Provided that a semester or a year may be declared by the Academic Council zero semester or zero year in the case of a student if he/she could not continue with the academic work during that period due to illness and hospitalization, or due to accepting a foreign scholarship/fellowship, subject to fulfillment of requirements laid down in this respect by regulations. Such zero semester/year shall not be counted for calculation of the duration of the programme in case of such a student.

#### **9. Student Advisor:**

The Department in which the student gets admitted shall appoint an Advisor for him/her from amongst the members of the faculty concerned. All faculty members of the department shall function as Student Advisors and shall have more or less equal number of students. The Student Advisor shall advise the student in choosing courses and render all possible help to the student.

#### **10. Course Registration:**

- 10.1 Registration of courses is the sole responsibility of a student. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course unless he/she has been formally registered for the course by the scheduled date fixed by the University.

- 10.2 Every student has to register in each semester (in consultation with his/her Student Advisor) for the courses he/she intends to undergo in that semester by applying in the prescribed proforma in triplicate, duly signed by him/her, the Student Advisor and the Head of the Department, within the deadline notified for the purpose by the University.
- 10.3 Late registration may be permitted by the Dean of the faculty upto a maximum of two weeks after the commencement of the semester on payment of prescribed late registration fee.
- 10.4 A student shall register for a minimum of 15 credits and can register for a maximum of 24 credits in a semester.
- 10.5 Withdrawal from a course shall be permitted up to one week from the date of registration, provided the courses registered after withdrawal shall enable the student to earn a minimum of 15 credits. Withdrawal from a course shall not be allowed for those who had late registration.
- 10.6 A student shall be allowed to add a course or substitute a course for another course of the same type (core, elective or self study) for valid reasons with the consent of the Student Advisor not later than two weeks from the date of commencement of the semester.
- 10.7 A student may take more elective courses than prescribed in the programme, in which case in the calculation of the Semester/ Cumulative/ Final Grade Point Average only the prescribed number of elective courses in the descending order of the grades obtained by him/her shall be included.

#### **11. Evaluation & examination:**

- 11.1 Sessional evaluation shall be done on a continuous basis, taking into account the student's class performance, fulfillment of home assignments and performance at the compulsory sessional tests (2 best out of 3 tests to be conducted in a semester). For uniformity, particularly for interdepartmental transfer of credits, there shall be a uniform procedure of examination to be adopted by all faculty members. There shall be three sessional tests and one end-semester examination in each course during every semester.
- 11.2 Sessional Test 1 shall be held during the sixth week of the semester for the syllabi covered till then.
- 11.3 Sessional Test 2 shall be held during the eleventh week for the syllabi covered between seventh and eleventh week.
- 11.4 Sessional test 3 shall be held during the fourteenth week of the semester for the remaining syllabus after the sessional test 2.
- 11.5 Sessional tests may employ one or more assessment tools such as objective tests, assignments, paper presentation, laboratory work, etc. suitable to the course.
- 11.6 The pattern of assessment of sessional work, including the weightages to be given to different elements like class performance, home assignments and the sessional tests, for each course shall be prescribed by the School Board on the recommendation of the Board of Studies of the Department concerned and shall be made known to the students at the commencement of each semester.

- 11.7 A student cannot repeat sessional tests.
- 11.8 The sessional work and the end semester examination shall have equal weightage i.e. 50% each. The 50% weightage allotted to sessional work shall consist of 30% for class performance and home assignments and the remaining 20% for the two compulsory sessional tests (i.e. 10% each), or 20% for class performance and home assignments and 30% for the two sessional tests, depending upon the nature of the course.
- 11.9 A student clears the sessional work in a course if he / she has participated in the sessional work and secured a grade higher than F in it.
- 11.10 End semester Examinations covering the entire syllabus prescribed for the course and carrying 50% of weightage shall be conducted under the direction of the Dean of the School.
- 11.11 Examiners or Board of Examiners shall be appointed for each course by the School Board on the recommendation of the Board of Studies of the Department concerned.
- 11.12 The distribution of weightage for the valuation of semester-long project work/ dissertation shall be:
- i) Periodic presentation : 20%
  - ii) Concise dissertation : 60%
  - iii) Viva voce : 20%
- Or as decided by the School Board on the recommendations of the Board of Studies of the Department concerned.
- 11.13 An application for admission to the semester examination shall be made in the prescribed form and forwarded to the Dean of the School through the HOD concerned and shall be accompanied by the following documents:
- i) Clearance in sessional evaluation;
  - ii) Clearance of all dues.

## 12. Grades and Grade points:

The students shall be graded in sessional tests, end semester examinations, etc. in each course on the following ten point scale:

Grade	Grade Point
<b>A+</b>	<b>9.00</b>
<b>A</b>	<b>8.25</b>
<b>A-</b>	<b>7.50</b>
<b>B+</b>	<b>6.75</b>
<b>B</b>	<b>6.00</b>
<b>B-</b>	<b>5.25</b>
<b>C+</b>	<b>4.50</b>
<b>C</b>	<b>3.75</b>
<b>C-</b>	<b>3.00</b>
<b>F</b>	<b>0</b>

**Note:**

1. There shall be no rounding of SGPA/CGPA/FGPA.
2. The SGPA/CGPA/FGPA obtained by a student is out of a maximum possible 9 points. The Final Grade Point Average obtained by a student shall be classified into the following divisions:

<b>FGPA</b>	<b>Class/ Division</b>
8.5 and above	First Class with Distinction
7.0 and above, but less than 8.5	First Class
5.0 and above, but less than 7.0	Second Class
4.0 and above, but less than 5.0	Pass

**13. Credit requirements:**

- 13.1 For a one-year Post Graduate programme, the credit requirements for the award of the Post Graduate Diploma shall be 40 credits ( $\pm 10\%$ ), including a minimum of 9 credits from elective courses (of which at least 3 credits shall be from elective course offered by another Department).
- 13.2 For a two-year Master's programme, the credit requirements for the Master's degree shall be 80 credits ( $\pm 10\%$ ), including a minimum of 18 credits from elective courses (**of which at least 6 credits shall be from elective courses offered by other Departments**).
- 13.3 For a three-year Master's programme, the credit requirements for the Master's degree shall be 120 credits ( $\pm 10\%$ ), including 27 credits from elective courses (of which 9 credits shall be from elective courses offered by other Departments).

**14 Grade point requirements:**

A student in order to be eligible for the award of the Master's degree of the University must have fulfilled the following requirements:

- i) He/she has taken and passed all the prescribed courses as laid down;
- ii) He/she has obtained a FGPA of 4.00 at the end of the programme.

Provided that students who are otherwise eligible for the award of the degree / diploma but have secured a FGPA less than 4.00 at the end of the permissible period of semesters may be allowed by the Department / School concerned to repeat the same course/s or other courses of the same type in lieu thereof in the two extra semesters provided in clause 8 on "Duration of Programme".

**15 Removal of name of a student from the programme:**

- a. The name of a student falling under the following categories shall automatically stand removed from the rolls of the University:
  - (a) A student who fails to fulfill the minimum grade point requirements under clause 14.
  - (b) A student who has already exhausted the maximum duration allowed for completion of the Programme and has not fulfilled the requirements for the award of the degree / diploma.
- b. The School Board, on the recommendation of the Board of Studies of the Department concerned, may remove the name of a student from the programme of study if
  - (a) he / she fails to clear at least 50% of the prescribed core courses at the end of the 1<sup>st</sup> semester.
  - (b) he / she has still to clear courses which cannot possibly be cleared in the remaining period of the programme which he/ she is allowed to register for the normal load in the said period.

Notwithstanding what is contained in the foregoing clauses of this Ordinance, the Academic Council may, in exceptional circumstances and on the recommendations of the Board of Studies of the Department and the School Board as well as on the merits of each individual case, consider at its discretion and for reasons to be recorded relaxation of any of the provisions except those prescribing CGPA / FGPA requirements.

# **SEMESTER-I**

## **COURSE-I**

### **PHILOSOPHICAL FOUNDATIONS OF EDUCATION - I**

#### **COURSE CODE: SHS EDN101C2103**

**Course Objectives:** After studying of the course, students will be able to

- Understand the nature and scope of Philosophy of Education,
- Understand the different branches of Philosophy
- Appreciate the Western schools of Philosophy and its application in Education,
- Understand the contemporary philosophers and their contribution in Education

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

- Meaning, nature and importance of Philosophy of Education
- Functions of Educational Philosophy
- Relationship between Education and Philosophy
- Aims of Education in relation to Philosophy of life

#### **Unit-II: Braches of Philosophy**

- Braches of Philosophy
- Metaphysics, Epistemology and Axiology
- Meaning, types and sources of knowledge, reality and value
- Braches of philosophy with reference to different Indian and western philosophy

#### **Unit –III: Schools of Philosophy**

- Idealism, Naturalism, Pragmatism and Existentialism with reference to knowledge, reality and value and its educational implications

#### **Unit-IV: Contemporary Philosophers and their contribution in Education-**

- Paulo Friere and Ivan Illich
- Aurbindo
- Vivekanand

**Recommended Books:**

- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bross.
- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: VinodPustakMandir.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.
- Kneller, John F. (1978), *Contemporary Educational Theory*. John Wiley and Sons.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education*. New Jersey: Prentice Hall.
- Max Muller F. (1956). *The six systems of Indian Philosophy*. Calcutta: Sushil Gupta.
- McChellan, J.E. (1976). *Philosophy of Education*. New Jersey: Prentice Hall.
- Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston: HonghatonMiffine.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications.
- O'Connor, J. (1995). *An introduction to Philosophy of Education*. Agra: VinodPustakMandir.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: VinodPustakMandir.
- Part Joe (1963). *Selected readings in the Philosophy of Education*. New York: McMillan.

**COURSE -II**  
**SOCIOLOGICAL FOUNDATIONS OF EDUCATION - I**  
**COURSE CODE: SHS EDN102C2103**

**Course Objectives:** After studying of the course, students will be able to

- understand the meaning and nature of sociology and sociology of Education,
- understand the relationship between Education and sociology,
- appreciate the Indian society and its structure,
- understand the importance of Globalization and privatization in Education.

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

- Concept of Educational Sociology and Sociology of Education
- Scope and Functions of Sociology of Education
- Relationship of Sociology and Education

**Unit-II: Education and Society**

- Education and Society
- School community relationship
- Education as related to social stratification and social mobility

**Unit-III: Social Change**

- Social change: its meaning and concept with special reference to India.
- Determinants of social change with respect to India
- Constraints on social change in India: Caste, Class, Religion, Language, Regionalism and Ethnicity.
- Education as an instrument of social change and Socialization

**Unit-IV: Education and current issues**

- Education for Secularism and Democracy
- Modernization and Education
- Globalization and Privatization of Education and implications on Indian Society

**Recommended Books:**

- Aggarwal, J.C. (2005): *Theory and Principles of Education Philosophical and Sociological Basis of Education*, New Delhi, Vikas Publishing House Pvt. Ltd.
- Barry, H. & Johnson, L.V. (1964). *Classroom Group behaviour: Group Dynamics in Education*. New York: John Wiley & Sons,.
- Bhattacharya, S. (1996): *Sociological Foundation of Education*. New Delhi: Atlantic Publishers and Distribution.
- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Cook L, A. & Cook, E. (1970). *Sociological Approach to Education*. New York, McGraw Hill.
- D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Jayaram, (1990). *Sociology of Education*, New Delhi.
- Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian Education*, New Delhi: Kanishka Publishers.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers,.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication

**COURSE-III**  
**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION – I**  
**COURSE CODE: SHS EDN 01103C2103**

**Course Objectives:** After studying of the course, students will be able to

- understand the meaning and nature of Educational Psychology,
- develop the relationship between Education and Psychology,
- understand the various stages of growth and development and their principles,
- analyse the cognitive, emotional, behavioural difficulties of children and adolescents
- measure the intelligence.
- apply the motivation in learning process

**Unit-I: Conceptual Framework of Educational Psychology**

- Introduction to Educational Psychology
- Relationship between Education and Psychology
- Nature and Methods of Educational Psychology
- Importance of Educational Psychology

**Unit-II: Growth and Development**

- Growth and Development
- Meaning and Principles of Growth and Development
- Stages of Growth and Development
- Cognitive, Social, Moral and Emotional Development in different stages
- Psychological Development: Erikson's theory, Marcia's Identity status theory
- Development of Moral Reasoning – J Kholberg and Gillman;
- Piaget theory of Cognitive Development

**Unit-III: Motivation and Transfer of Learning**

- Meaning and Functions of Motivation
- Essential Ingredients to Motivation – Value and Expectancy
  - Theories of Motivation
- Personal Expectations to Motivation: Self Efficacy Theory of Bandura
- Explanation to Achievement Motivation- Attribution Theory
  - Murray's Taxonomy of needs; Maslow's Hierarchy of Needs;
  - Conductive class room climate for motivating and meeting the needs of students –
- Principles and Strategies
  - Transfer of Learning or Training
  - Concept and Types of Transfer of Learning

- Theories of transfer of Learning

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

- Concept and nature of Intelligence
- Factor Affecting Intelligence
- Concept of EQ and SQ
- Theories of Intelligence- Charles Spearman-Two Factor theory, Louis Thurstone-Primary Mental Ability theory, Howard Gardner-Multiple Intelligence theory
- Measurement of Intelligence

#### **Recommended Books:**

- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jorandovich Inc.
- Anastasi (1990). A.: *Psychological Testing*, New York: MacMillan Co.
- Barbara M Newman & Philip R Newman (2007). *Theories of Human Development*, Lawrence Erlbaum Associates, Inc.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Buss D. M. & Larsen R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
- Chauhan, S.S. (2005). *Advanced Educational Psychology*. Vikas Publishing Home, New Delhi.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge : Cambridge University Press.
- Cruickshank, W.M. (1980). *Psychology of Exceptional Children and Youth*. N.J: Prentice Hall.
- Fernald, LD & Fernalt P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.
- Friedman, H. S. & Schustack, M. W. (2009). *Personality: Classic Theories and Modern Research*, 4/E. NY: Pearson.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gazzaniga, M. S. (1973), *Fundamental of Psychology*, N. Y. Academic Press.
- Hurlock, E. B. (1997) *Child Development* . Tata McGraw Hills.
- Kellogg, R.T.(2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
- Klausmeier, Herbert J (1985). *Educational Psychology*. New York: Harper and Row, Pub.
- Morris E. Eson, (1972). *Psychological Foundation of Education*. New York: Holt, Rinehart.
- Nye, D. Robert. 1996. *Three Psychologies: perspectives from Freud, Skinner, and Rogers*. International Thomson Publishing Company, New Paltz.

**COURSE-IV**  
**RESEARCH METHODS IN EDUCATION - I**  
**COURSE CODE: SHS EDN104 C2103**

**Course Objectives:** After studying of the course, students will be able to

- Understand the Concept and Importance of Research
- Understand the process of identification of a Research Problem
- Explain the formulation of Hypothesis in Research
- Understand the terms used in Research Process
- Understand the various Approaches of Research

**Unit-I Concept and Scope of Educational Research**

- Meaning, need and importance of Research
- Types of research: Fundamental, Applied and Action Research
- Scientific research: Steps of scientific research,
- Concept and scope of Educational research
- Emerging trends in Educational research

**Unit-II: Formulating Research Problems**

- Identification of Research problem
- Delineating and Operationalizing Variables
- Review of related literature
- Hypothesis: Characteristics, types and formulation
- Preparation of research proposal

**Unit-III: Sampling**

- Concept of Population and Sample
- Sampling techniques
- Characteristics of a good sample
- Sampling Error

**Unit-IV: Types of Research**

- Descriptive Research
- Experimental Research
- Historical Research
- Case Study

### Recommended Books

- Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.
- Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research: An Introduction*. New York: Longman.
- Bryman, A and Duncan C.(1990). *Qualitative Data Analysis for Social Scientists*. London: Routledge.
- Buch (Ed) :*Surveys of Education*. Nos. 1,2,3,& 4, New Delhi: NCERT.
- *Encyclopaedias of Education Research*, (1990) New York: McMillan.
- Kerlinger, F.N. (2010). *Foundation of Behavioural Research*. New Delhi: Surjeet Publication.
- Koul, Lokesh,(2002). *Methodology of Educational Research*. New Delhi: Vikas Publication
- McMillan, J.H. (2003). *Educational Research: Fundamentals for the consumer*. Boston: Allyn& Bacon.
- Smith, M.L. & Glass, G.V. (1987). *Research and Evaluation in Education and the Social Sciences*. NJ: Prentice Hall.
- Van Dalan, D.B. (1973). *Understanding Educational Research; An Introduction*, New York: McGraw Hill.
- Wiersma, W. &Jurs, S. J. (2009). *Research Methods in Education: An Introduction*. Pearson Education

# **ELECTIVE PAPERS**

## **ELECTIVE COURSE-I**

### **EDUCATIONAL ADMINISTRATION AND MANAGEMENT- I**

**COURSE CODE: SHSEDN 01101E2103**

**Course Objectives:** After studying of the course, students will be able to

- Understand the basic concepts of Educational Administration
- Understand the various Constitutional and Legal Framework related with Education
- Understand the Institutional Mechanism for Educational Planning and Administration in India
- Understand the Role and Functions of Various Government Agencies in Education
- Understand the Current/ Emerging Issues in Educational Administration

#### **Unit-I: Basic Concepts**

- Meaning, Nature and Scope of Educational Administration & Management
- Development of Modern Concept of Educational Administration

#### **Unit-II: Role of Various Educational Bodies**

- Education under Indian Constitution
- Role of Centre, States and local bodies in the Field of Education
- Village Education Committee
- Synergy between various Ministry related to Education
- Role and Functions of Education Bodies such as UGC, NUEPA, CABE, NCERT, NCTE, SCERTs, RCI

#### **Unit-III: Current/ Emerging Issues in Educational Administration & Management**

- Quality Assurance in Education
- Failures of Public Educational Administration in India
- Alternatives to Education through Public Sector in India
- Opening of Education Sector in India for Foreign Direct Investment (FDI)
- Right to Education

**Recommended Books:**

- Aggarwal, D.D. (2007). *Educational Administration in India*. ISBN: 8176257729. [www.easternbookcorporation.com/moreinfo](http://www.easternbookcorporation.com/moreinfo).
- Cambollell, R.F. and Gregg,R.T. (ed.) (1957). *Administrative Behaviour in Education*. Harpar.
- Du Burin, Andrew J. (1989). *The Practice of Supervision*. Second Edition New Delhi : Universal Book Stall.
- Griffiths, V. L. (1963). *Educational Planning*. London: O. U. P.
- Gupta,L.D. (1983). *Educational Administration at Callege Level*. New Delhi: Oxford and IBH.
- Hogart, Robin,M. (1979). *Evaluation of Management Education*. Toronto : John Wiley and Sons.
- Kaufman, Herman, Watters (eds.) (1996). *Educational Planning: Strategic Tactical Operational*. Tecnomic.
- Less Bell & Howard Stevenson (2006). *Education Policy: Process, Themes and Importance*.Routledge.
- Mohanty, B. (1990). *School Administration and Supervision*. New Delhi: Deep & Deep Publications.
- Momahan, G. and Harbert, H.R. (1982). *Contemporary Educational Administration*. New York: Macmillan Publishing .
- NwankwoJohm I, (1982). *Educational Administration (Theory and Practice)* New Delhi: Vikas Publishing House.
- Shukla,P.D. (1983). *Administration of Education in India*. New Delhi: Vikas Publishing House.
- Tyler, William (1988). *School Organization A Sociological Perspective*.London :Croom Helm.
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. New Delhi: Ashish Publications.
- Vashist, S R (2007). *Theory of Educational Administration in India*. [Anmol Publications](#). ISBN: 8170418259.
- [Wayne Hoy&CecilMiskel](#) (2007). *Educational Administration: Theory, Research, and Practice*. McGraw-Hill.

**ELECTIVE COURSE II**  
**VALUE EDUCATION AND HUMAN RIGHTS-I**  
**COURSE CODE: SHSEDN 01102E2103**

**Course objectives:** After studying of the course, students will be able to

- To understand the need and importance of value- education
- To understand the nature of values and to differentiate such values form religious education.
- To understand the reason and emotions in moral and cognitive development of the child.
- To understand the human values in context of culture.
- To understand and incorporate social values.

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

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

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

- Competency Based Values- Subject wise (Languages, Social Sciences, Science, Maths etc.)
- Co curricular Activity Based Values- Social, Moral, Aesthetic and Spiritual Values
- Human Values in the Context of Indian Culture and Constitution - Truth, Love, Peace, Righteousness, Non- Violence etc.

**UNIT: III Value and Society**

- Social Values and Welfare of the citizen
- The role of media in value building.
- Balancing the outer and inner Body, Mind and Intellectual level
- Duties and responsibilities of School

### Recommended Books

- Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
- Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, North Dame: University of North Dame Press.
- Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T.
- Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
- Mujeeb, M.(1965), Education and Traditional Values, Meerut: MeenakshiPrakashan.
- Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
- Rokeach, M. (1978), The Nature of Human Values, New York :JesseyBrassm.
- Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. PublishersCorpn.
- Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi:  
Deep and Deep Publications Pvt. Ltd.
- Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi :IshaBooks.
- Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionoetic Analysis, New Delhi:Gian Publishers.
- Josta, Hari Ram (1991), Spiritual Values and Education, AmbalaCantt: Associated Publishers.
- Bernal- Cultural Adaptations APA Ed-HB 2012 publisher BhartiyaSahityaBhava
- Verma, R.S., Human Rights: Burning Issues of the World, Volumes I, II and III (Delhi: Radiant Publishers, 2000).

**ELECTIVE COURSE -III**  
**ENVIRONMENTAL EDUCATION-I**  
**COURSE CODE: SHS EDN 01103E2103**

**Course Objectives:** After studying of the course, students will be able to

- concept, importance, scope and aims of environmental education.
- possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- various components of environment.
- various methods and strategies for realizing the objectives of environmental education.
- various projects in the area of environmental studies at different levels.

**UNIT-I: Conceptual framework of Environmental Education**

- Concept, Importance, and Scope of Environmental Education
- Aims and Objectives of Environmental Education
- Distinction between Environmental Education & Environmental Science
- Guiding Principles and Foundations of Environmental Education

**UNIT –II: Ecosystem**

- Environment and Ecosystems
- Natural System: Earth and Biosphere
- Abiotic and Biotic Components
- Food chain, food Web
- Pyramids and energy flow

**UNIT –III: Environmental Hazards**

- Extinction of flora and fauna, deforestation, soil erosion.
- Environmental pollution: Concepts, types and consequences.
- Greenhouse effect – an impending catastrophe.
- Ozone layer depletion – environmental threat, acid rain, pillar melting, rise of sea level and their implications.

### Recommended Books

- Agarwal S. K (1991). *Automobile Pollution*, New Delhi, Ashish Publishing House.
- Balla, G.S. (1986). *Environment and Natural Resources*, New Delhi, Jugmander Book Agency.
- Chauhan I. S. & Chauhan Arun 1998. *Environmental Degradation*, Jaipur, Prem Rawat for Rawat Publications.
- Deshbandhu and G. Berberet (1987). *Environmental Education for Conservation and Development*, New Delhi, Indian Environment Society.
- Dhyani S.N. (1993). *Management of Environmental Hazards*, New Delhi, Vikas Publishing House Pvt. Ltd.
- Furley, P.A. & Newey, W.W. (1983). *Man and Biosphere*, London, Butterworths.
- Lohari, B.N. (1984). *Environmental Quality Control*, New Delhi, South Asian Publishing.
- Pal, S.K. and Sudha Malhotra (1994). *Environment Trends and Thoughts in Education*, Allahabad, Innovative Research Association.
- Sharma, P.D. (1990). *Ecology & Environment*, Meerut, Rastogi Publishers.
- Sungoh, S.M. (2006). *Environmental Education*, New Delhi, Anmol Publication
- Verma, P.S. & Aggarwal, V.K. (1993). *Environmental Biology*, New Delhi, S. Chand & Company.
- Vyas, H. (1995). *Paryavaran Shiksha*, New Delhi, Vidya Mandir.

# **SEMESTER-II**

**COURSE-I**  
**PHILOSOPHICAL FOUNDATIONS OF EDUCATION- II**  
**COURSE CODE: SHS EDN 01201C2103**

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

- Meaning, types and different functions of Education,
- Significances of different agencies of Education,
- Impact of Philosophy on Education,
- Importance of Value Education,
- Indian Philosophies with special reference to their Educational Implications,
- Contribution of Indian and Western Educational Thoughts.

**Unit-I Education and Philosophy**

- Education: Meaning and Nature and Process
- Types of Education: Formal, Informal and Non-formal Education
- Functions of Education
- Agencies of Education
- Impact of Philosophy on Education
- Value Education

**Unit-Indian Schools of Philosophy**

- Sankhya and its Educational Implications
- Vedanta and its Educational Implications
- Nyaya and its Educational Implications
- Buddhism and its Educational Implications
- Jainism and its Educational Implications
- Islam and its Educational Implications
- Sikhism and its Educational Implications

**Unit-III Modern Indian Educational Thinkers**

- Philosophy of Rabindranath Tagore
- Philosophy of Mahatma Gandhi,
- Philosophy of Swami Vivekananda,
- Philosophy of Sri Aurobindo
- Implications of their Philosophy in Modern Education System

**Unit-IV Western Educational Thinkers with reference to Modern Education**

- Rousseau,
- Frobel,
- Montessori and
- Dewey

**Recommended Books:**

- Agrawal J.C. (2003). *Philosophical and Sociological perspectives on Educations*, New Delhi: Shipra Publications.
- Bhaum, Archia-I (1962). *Philosophy, An Introduction*. Bombay: Asia Publishing House.
- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Brubacher, John S (1962). *Eclectic Philosophy of Education*. New Jersey: Prentice Hall, Englewood Cliffs.
- Butler, J.D. (1969). *Four Philosophies*. New York, Harper and Bross.
- Chube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: VinodPustakMandir.
- Dewey John( 1940). *Democracy & Education*. New York: Mac Millan.
- Durant, Will (1955). *The story of Philosophy*. London: Eastern Boon.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.
- Kneller, John F. (1978), *Contemporary Educational Theory*. John Wiley and Sons.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education*. New Jersey: Prentice Hall.
- Max Muller F. (1956). *The six systems of Indian Philosophy*. Calcutta: Sushil Gupta.
- McChellan, J.E. (1976). *Philosophy of Education*. New Jersey: Prentice Hall.
- Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston: HoughtonMifflin.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications.
- O'Connor, J. (1995). *An introduction to Philosophy of Education*. Agra: VinodPustakMandir.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: VinodPustakMandir.
- Part Joe (1963). *Selected readings in the Philosophy of Education*. New York: Mac Millan.

**COURSE-II**  
**SOCIOLOGICAL FOUNDATIONS OF EDUCATION - II**  
**COURSE CODE: SHS EDN 01202C 2103**

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

- Culture of India and role of education to make a composite culture,
- Different agencies of socialization and their impact on education,
- Need and importance of national integration and international understanding,
- Role of education in economic development
- Role of education for SCs, STs and Minorities.
- Concept of Human Rights and role of education to check the violation of human rights.

**Unit-I: Education and Culture**

- Culture: Meaning and nature of culture
- Cultural determinants of education
- Role of education in culture context and cultural change
- Agencies of Socialization—Family, Peer group, Community, Institutions of formal
- Education and Mass Media

**Unit-II: Education for Integration**

- Education for National and Emotional Integration
- Education for International Understanding
- Education and Economic Development Impact of LPG on education.
- Poverty, Unemployment and Education

**Unit-III: Education for Inclusion**

- Education for Socially and Economically disadvantaged sections of the society with special reference to SCs, STs, Differently-abled, Dalits, Women, Rural population and Minorities
- Equalization of education opportunities and Equity in Education
- Education and women empowerment
- Constitutional Provisions for education, Report of various commissions and committees, SarvShiksha Abhiyan (SSA) Programme and RTE.

**Unit-IV: Human Rights**

- Human Rights- Definition, background and concept
- Violation of Human rights and role of Education
- Changing Ethno-linguistic Trends in India
- ICT and Cyber space – Impact on the Indian Youth
- Upward mobility and Ethical Values in Indian Society

**Recommended Books:**

- Adishesiah, W.T.V. & Pavanasam.R. (1974). *Sociology in Theory and Practice*, New Delhi: Santhi Publishers.
- Barry, H. & Johnson, L.V. (1964). *Classroom Group behaviour: Group Dynamics in Education*. New York: John Wiley & Sons,.
- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Cook L, A. & Cook, E. (1970). *Sociological Approach to Education*. New York, McGraw Hill.
- Dewey, John, *Democracy and Education*, MacMillan, New York
- D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Jayaram, (1990). *Sociology of Education*, New Delhi: Rawat.
- Kneller, George F., *Foundations of Education*, John Willey and Sons, 1978
  
- Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian Education*, New Delhi: Kanishka Publishers.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers,.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.
- Swift, D. F. (1970). *Basic Readings in the Sociology of Education*, London: Routledge and Kegan Paul

**COURSE- III**  
**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-II**  
**COURSE CODE: SHS EDN01203C2103**

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

- concept and theories of learning,
- concept, theories and assessment of Personality,
- meaning , types and theories of transfer of learning with its implications,
- meaning of Adjustment, Mental Health, Conflict, and Defence Mechanism
- concept and measurement of creativity

**Unit-I: Concept and Theories of Learning**

- Meaning and Nature of Learning
- Factors affecting Learning
- Learning and Maturation
- Theories of Learning
- Pavlov, Thorndike, Skinner
- Theory of Learning by Insight
- Edwin Ray Guthrie theory, Tolman theory

**Unit-II: Personality and its theories**

- Meaning and nature of Personality
- Theories of personality
- Type theory and Trait theory
- Psychoanalytic theory
- Personality Assessment
- Projective Techniques

**Unit-III: Creativity**

- Concept and nature of Creativity
- Process of Creativity
- Identification of Creative child
- Role of Education for fostering Creativity
- Measurement of creativity

**Unit-IV: Psychology of Adjustment**

- Concept of Adjustment
- Criteria for Good Adjustment
- Concept of Mental Health
- Frustration and conflict
- Stress Management
- Adjustment (Defence) Mechanisms

**Recommended Books:**

- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jorandovitch Inc.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Chauhan, S.S. (2005). *Advanced Educational Psychology*. Vikas Publishing Home, New Delhi.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Cruickshank, W.M. (1980). *Psychology of Exceptional Children and Youth*. N.J: Prentice Hall.
- Fernald, LD & Fernalt P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.
- Gazzaniga, M. S. (1973), *Fundamental of Psychology*, N. Y. Academic Press.
- Hurlock, E. B. (1997) *Child Development* . Tata McGraw Hills.
- Klausmeier, Herbert J (1985). *Educational Psychology*. New York: Harper and Row, Pub.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper and Raw.
- Morris E. Eson, (1972). *Psychological Foundation of Education*. New York: Holt, Rinehart.
- Robert R. Baron (2001) *Psychology*. Prentice Hall of India.
- Paul R Pintrich and Dale H Schunk, (1996) *Motivation in Education: Theory, Research & applications* Prentice- Hall, Inc

**COURSE –IV**  
**STATISTICAL METHODS IN EDUCATION**  
**COURSE CODE: SHS EDN 01204C2103**

**Objectives:** On completion of this course, the students will be able to

- convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
- examine relationship between and among different types of variables of a research study
- explain or predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of populations based on their sample data
- test specific hypotheses about populations based on their sample data

**Unit I Nature of data and Measures of Central Tendency**

- Nature of Educational Data: Qualitative and Quantitative Data, Scales Of Measurement, Descriptive And Inferential Statistics
- Organization and Graphical Representation of Data
- Measures Of Central Tendency: Concept, Characteristics, Computation And Uses Of Mean, Median, Mode

**Unit II Measures of Variability and Measures of Relative Position**

- Measures Of Dispersion: Concept, Characteristics, Computation And Uses Of Range, Quartile Deviation, Average Deviation, Standard Deviation And Variance
- Measures Of Relative Position: Percentiles And Percentile Rank

**Unit III: Normal Probability Curve**

- Meaning of Normal Curve, Skewness and Kurtosis
- Properties of Normal Probability Curve
- Application of Normal Probability Curve.

**Unit IV Correlation**

- Characteristics, Assumptions, Uses And Computation Of Product Moment Correlation Coefficient, Rank Difference Correlation, Partial And Multiple Correlation

# ELECTIVES

**COURSE -I**  
**EDUCATIONAL ADMINISTRATION AND MANAGEMENT– II**  
**COURSE CODE: SHS EDN 01201E2103**

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

- Concepts of Educational Planning with special reference to India
- Decision making and leadership in Educational Administration
- Different issues related to quality control in education
- Distance Education, PPP in Education, NKC, etc. in Education.

**Unit I- Educational Planning**

- Concept, Need and process of Educational Planning
- Educational Planning in India: Agencies and Process
- Appraisal of Educational Institutions in India

**Unit-II: Decision Making in Educational Administration**

- Decision making: Approach and Process
- Programmed and Non-Programmed Decisions
- Rationality in Decision making

**Unit-III: Public Private Partnership: Various Centrally Sponsored Schemes**

- Public Private Partnership in Education
- National Knowledge Commission
- Recent Trends in Educational Administration and management in India
  - Total Quality Management in Education: Concept and Approaches, Monitoring and Evaluation System
  - Globalization and Internationalization and their Impact on Educational Policies, Planning, Financing and Administration
  - Decentralized Planning and Administration: Problems and Issues

**Recommended Books:**

- Aggarwal, D.D. (2007). *Educational Administration in India*. ISBN: 8176257729. [www.easternbookcorporation.com/moreinfo](http://www.easternbookcorporation.com/moreinfo).
- Cambollell, R.F. and Gregg, R.T. (ed.) (1957). *Administrative Behaviour in Education*. Harpar.
- Du Burin, Andrew J. (1989). *The Practice of Supervision*. Second Edition New Delhi : Universal Book Stall.
- Griffiths, V. L. (1963). *Educational Planning*. London: O. U. P.
- Gupta, L.D. (1983). *Educational Administration at Callege Level*. New Delhi: Oxford and IBH.
- Hogart, Robin, M. (1979). *Evaluation of Management Education*. Toronto : John Wiley and Sons.
- Kaufman, Herman, Watters (eds.) (1996). *Educational Planning: Strategic Tactical Operational*. Tecnomic.
- Less Bell & Howard Stevenson (2006). *Education Policy: Process, Themes and Importance*. Routledge.
- Mohanty, B. (1990). *School Administration and Supervision*. New Delhi: Deep & Deep Publications.
- Momahan, G. and Harbert, H.R. (1982). *Contemporary Educational Administration*. New York: Macmillan Publishing .
- NwankwoJohn I, (1982). *Educational Administration (Theory and Practice)* New Delhi: Vikas Publishing House.
- Shukla, P.D. (1983). *Administration of Education in India*. New Delhi: Vikas Publishing House.
- Tyler, William (1988). *School Organization A Sociological Perspective*. London : Croom Helm.
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. New Delhi: Ashish Publications.
- Vashist, S R (2007). *Theory of Educational Administration in India*. [Anmol Publications](http://AnmolPublications). ISBN: 8170418259.
- [Wayne Hoy&CecilMiskel](http://WayneHoy&CecilMiskel) (2007). *Educational Administration: Theory, Research, and Practice*. McGraw-Hill.

**COURSE –II**  
**VALUE EDUCATION AND HUMAN RIGHTS-II**  
**COURSE CODE: SHS EDN 01202E2103**

**Course objectives:** After studying the course, students will be able to

- understand need and importance of value education
- understand the Cognitive Development Approach
- understand approaches and theories of inculcating values.
- understand the thoughts of various educationist

**Unit I: Approaches to Value Development**

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

**UNIT II: Models of Value Development and Philosophical Thoughts**

- Value Analysis, Inquiry, Social Action
- Gandhian thoughts on values
- Mother Teresa Thoughts on values
- Educational Surveyon developing values

**UNIT – III: Types and Agencies of Human Rights**

- National and International Agencies of Human Rights
- Role of NGO's in Human Rights Education
- Various types of Rights- Civil, Political, Economic, Social and Cultural Rights.
- Child Rights in India and their Protection:
- Provisions in Schools and Teacher Preparation for Protecting Human Rights

**Recommended Books**

- Bachelor, M. and Brown, K. (eds.) Buddhism and Ecology
- Dalai Lama, H.H. The Art of Living and Dying in Peace.
- Kesavan, M. Secular Common Sense.
- Krishnamurti, J. Education and the Significance of Life
- Kumar, K. Learning from Conflict.
- Kumar, K. Prejudice and Pride.
- Norberg - Hodge, H. Ancient Futures.
- Russell, B. Common Sense and Nuclear Warfare.
- Saberwal, S. and Jayaram, N. (eds.). Social Conflict.
- Sheehan, V. Mahatma Gandhi
- Singh, N. Loktantra, Sanskriti aur Shiksha (also available in English in Kumar, K. (ed.) Democracy and Education in India).
- UNICEF. The State of the World's Children (reports of the last five years).
- Verma, R.S., Human Rights: Burning Issues of the World, Volumes I, II and III (Delhi: Radiant Publishers, 2000).

**COURSE-III**  
**ENVIRONMENTAL EDUCATION-II**  
**COURSE CODE: SHS EDN 01203E2103**

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

- understand the meaning, nature and importance of environmental education or develop sensitivity towards environmental issues.
- know the relationship between man and environment and understand the need for a sustainable development.
- develop competencies of environmental education.
- understand environmental hazards or their procreative measures.
- know about the progress of various environmental projects that are going on the globe.

**Unit-I: Human and Environment**

- Human Systems: Human Beings as part of Environment,
- Human Adaptations to Environment,
- Population and its Effect on Environmental Resources.
- Technological Systems: Industrial Growth,
- Scientific and Technological Inventions and their Impact on the Environmental Systems

**Unit--II: Environmental Conservation**

- Relationship between human beings and environment
- Need for conservation, preservation and protection of rich environmental heritage
- Classical way for conservation of Environment
- Role of technology in Environmental conservation

**Unit--III: Biodiversity**

- Conservation of genetic diversity.
- An important environment priority: learning to live in harmony with nature
- Tribal practices in conservation of biodiversity

**Recommended Books**

- Chiras, D. (2001). Environmental science: Creating a sustainable future, sixth edition. Jones and Bartlett. Chapter 3, p. 28-45; Chapter 4, 46 – 57; Chapter 28, p. 656 – 683
- Disinger, J. F. & Monroe, M. C. (1994). Defining environmental education. University of Michigan: Ann Arbor, MI. pp. 2-14.
- Environmental Literacy Council (2007). Resources for Environmental Literacy. NSTA Press. xvii-xxiii.
- Botkin Daniel B & Keller Edward A. Environmental Science, Earth a living Planet, New York, John Wiley & Sons Inc. 2000.
- Chauhan I. S. & Chauhan Arun. Environmental Degradation, Jaipur, PremRawat for Rawat Publications, 1998.

Dhyani S.N. Management of Environmental Hazards, New Delhi, Vikas Publishing House Pvt. Ltd., 1993.

# **SEMESTER-III**

**COURSE- I**  
**EDUCATIONAL TECHNOLOGY**  
**COURSE CODE: SHS EDN 01301C 3104**

**COURSE OBJECTIVES: After studying the course, students will be able to:**

- to enable the students to understand the meaning, nature, scope and significance of educational technology and its important components .
- to help the students to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- to acquaint students with levels, strategies and models of teaching for future improvement.
- to acquaint the students with various behaviour modification techniques..
- to enable the students to understand applications of ICT in teacher education centres of ET.

**UNIT I: Concept of Educational Technology and Communication**

- Meaning, Nature, Scope and Significance of ET.
- Types of Educational Technology:
- Communication and Instruction: Theory, Concept, Nature, Process, Types, Classroom Communication,
- Mass media approach in Educational Technology

**UNIT II: Designing Instructional System**

- Formulation of instructional objectives
- Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.
- Behaviour modification techniques: Micro teaching, Flander's Interaction Analysis, Simulation

**UNIT III: Teaching levels, Strategies & Models**

- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).

**Unit IV: ICT Applications in Teacher Education**

- Critically Examine the Content of Websites
- Using the Web as a Teaching-Learning Resource
- Academic and Research Content on The Web: Online Journals
- Online Learning, Online Courses And Learning Management Systems
- Communication Through The Web: Audio And Video Applications On The Internet

**Recommended Books**

- Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Kulkarni, S. S. (1986), *Introduction to Educational Technology*, New Delhi: Oxford-IBH Pub. Co.
- Mattoo, B. K., *New Teaching Technology for Elementary School Teachers*, New Delhi: Federation of Management of Educational Institutions.
- Murunalini, T. (1997), *Education and Electronic Media*, New Delhi: ABH Publishing Corporation.
- Sharma, R. A. (2001), *Technological Foundations of Education*, Meerut: R. Lal Book Depot.
- Sharma, R. A. (2000), *Shaikshik Prodyogiki*, Meerut: R. Lal Book Depot (Hindi).
- Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994): *Media and Education*, New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
- Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation
- Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
- Conrad, Kerri (2001), *Instructional Design for Web – Based Training* HRD Press.
- Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.

**COURSE II-**  
**CURRICULUM DEVELOPMENT AND INSTRUCTION**  
**COURSE CODE : SHS EDN 01302C 3104**

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

- develop an understanding about important principles of curriculum construction.
- bases and determinants of curriculum.
- curriculum design, process and construction of curriculum development.
- curricular content, curriculum implementation and process of curriculum evaluation.
- issues, trends and researcher in the area of curriculum, in India.

**Unit-I: Concept and Principles of Curriculum Development**

- Concept (Meaning and Characteristics) of Curriculum and Curriculum development.
- Need and Guiding Principles for Curriculum development.
- Stages in the Process of Curriculum development.
- NCF- 2005
- NCFTE-2009

**Unit-II: Foundations of Curriculum construction**

- Philosophical basis of curriculum construction
- Sociological basis of curriculum construction
- Psychological and scientific basis of curriculum construction
- National level Statutory Bodies- UGC, NCTE

**Unit-III: Models of curriculum Development**

- Administrative model
- Demonstrative model
- Grassroots model
- System Analysis

**Unit- IV: Curriculum Evaluation**

- Formative and Summative evaluation
- Factors Influencing the Effectiveness of Curriculum Implementation
  - Student
  - Teachers
  - Instructional Environment
- Guidelines for Curriculum Evaluation

### Recommended Books

- Aggarwal, J. C (1990). *Curriculum Reform in India*: Delhi, Doaba.
- Brent, Allen (1978). *Philosophical foundations for the Curriculum*. Boston, Allen and Unwin,
- Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): *Handbook of Formative and summative Evaluation Student Learning*. New York: McGraw Hill.
- Bruner, J.S. (1966): *Towards a Theory of Instruction*. Cambridge: Mass, Harvard University Press.
- Dell, Ronald C. (1986). *Curriculum Improvement: Decision Making & Process*, (6<sup>th</sup> edition). London: Allyn & Bacon.
- Forsyth, I., Jolliffe, A. & Stevens, D. (1999). *Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers*. London: Kogan Page.
- National Curriculum Framework (2005): New Delhi: NCERT.
- Ornstein, A.C. and Hunkins, F.P. (1988): *Curriculum: Foundations, Principles and Issues*. London: Prentice Hall International Ltd.
- Pratt, D. (1980): *Curriculum Design and Development*. N.Y.: Harcourt.
- Romiszowski, A.J. (1986): *Designing Instructional Systems*. London: Kogan Page.
- Taylor, P. (2003): *How to Design a Training Course. A Guide to Participatory Curriculum Development*. London: Continuum.

**COURSE- III**  
**INCLUSIVE EDUCATION**  
**COURSE CODE: SHS EDN 01303C 2103**

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

- understand the concept, meaning and significance of special education.
- understand the global and national commitments towards the education of children with diverse needs,
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education
- acquire knowledge and understanding of class-room management for educating children with special problems/disabilities.
- develop awareness about different organizations dealing with special education – both governmental and non-governmental.
- know about the initiatives and constitutional provisions envisaged to deal with children with special needs for their education and their rehabilitation.

**Unit 1: Origin of Inclusive Education**

- Concept and meaning of special education its aims and educational provisions
- Recommendations of National Policy on Education.
- Integrated education for disabled children.
- Inclusive education for differently -able children.

**Unit 2: Introduction to Inclusive Education**

- Difference between special education, integrated education and inclusive education
- Advantages of inclusive education for the individual and society.
- National initiatives for inclusive education
- Current Laws and Policy Perspectives supporting IE for children with diverse needs

**Unit III: Children with Diverse Needs**

- Definition and characteristics of children with diverse needs-
- Sensory (hearing, visual and physically challenged)
- Intellectual (gifted, and mentally challenged children),
- Developmental disabilities (autism, cerebral palsy, learning disabilities)
- Social and emotional problems.

**Unit IV: Preparation for Inclusive Education**

- Role of teachers working in inclusive settings
- Role of resource teacher in developing and enriching academic skills.
- Creating conducive environment in inclusive schools
- Role of community in inclusive education
- Role of Rehabilitation Council of India

### Recommended Books

- Adrian A., John E. (1998). *Educating children with Special needs*. New Delhi: Prentice Hall.
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Alur, M. and Bach, M. (2010). *The Journey for inclusive Education in the Indian Subcontinent*. New York: Routledge
- Baquer, A. & Sharma, A. (1997). *Disability: Challenges Vs. responses*, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall
- Chaote J. S. (1991). *Successful mainstreaming*, New York: Allyn& Bacon
- Daniels, H. (1999). *Inclusive Education*, London: Kogan
- Deiner, P.L. (2000). *Resource for teaching children with diverse abilities*, Florida: Harcourt Brace & Company
- Dessent, T. (1987). *Making ordinary school special*, Jessica Kingsley Publishing
- Giuliani, G. A. & A., M. (2002). *Education of children with special needs: From segregation to inclusion*, New Delhi: Sage Publications
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.( 2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma, M.C. & Sharma, A.K. (2003): *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators*. NCTE & NHRC

**COURSE-IV**  
**STATISTICAL METHODS IN EDUCATION-II**  
**COURSE CODE : SHS EDN 01304C 3104**

**Objectives:** On completion of this course, the students will be able to:

- use appropriate procedures to analyse quantitative and qualitative data
- demonstrate competence in the use of statistical packages for analysis of data
- prepare research report

**Unit-I: Concept of Inferential Statistics**

- Significance of Mean
- Significance of the Difference between Means
- Null Hypothesis, Standard Error
- Type-I and Type-II Error
- 

**Unit: II Regression**

- Regression and Prediction: Concept, Assumption And Computation Of Linear Regression Equations

**Unit III: ANOVA**

- One-Tailed and Two-Tailed Tests
- Analysis Of Variance (One Way ANOVA)
- Meaning, Assumption, Computation And Uses Of ANOVA

**Unit-IV Non-Parametric Tests**

- Meaning, Assumption, Computation and Uses Of Non-Parametric Tests
- Chi-Square Tests of Equality and Independence
- Setting Up Cross Breaks for Contingency Table
- Sign Test
- Application of SPSS in Educational Research

**Recommended Books**

- Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3<sup>rd</sup> edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press

- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn& Bacon.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
- Miles, M.B., &Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
- VanLeeuwen, T., &Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage

# **ELECTIVES**

**COURSE-I**  
**EDUCATIONAL ADMINISTRATION AND MANAGEMENT -III**  
**COURSE CODE: SHSEDN 01301E2103**

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

- Understand the concept of educational financing
- Understand the Issues in financing education in India
- Understand the sources of educational finance in India
- Understand the organization and role of State and Central organizations in educational financing
- Understand the role of Cost-Benefit Analysis in the field of Education
- Explain Education as an Economic Good, Education as Consumption and Investment
- Understand Recent Trends in Educational Administration in India TQM, Institutional Autonomy and Accountability.

**Unit-I Management functions**

- Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.
- Role of Management/Principal characteristics of effective Educational Leadership, Time management techniques, manager as a good leader, group dynamics and motivation.

**Unit-II Basis of Educational Financing**

- Meaning, Concept, Goals, Objectives, Types, Sources of Finance for Education
- Need and Significance of Educational Financing , Effects of educational financing
- Budgeting of Education: Types and Procedures
- Budgetary control, management and reforms
- Issues in the finance of education
- Financing elementary, secondary and higher education
- Problems of Financing Education in India – Resources and Expenditure of Education

**Unit-III Theory and Practice of Financing Education**

- Sources of finance for Education in India : Public funding of education, Fees, Student loans, Education Cess, External aid for education
- Budgeting: control of funds, grant in –aid policy at National & State levels.
- Plan and non-plan expenditure on education and the role of planning and finance commission.
- Inter sector allocating of education Resource mobilization and utilization in India.
- Monitoring and evaluation in terms of modern management techniques – case study, manpower surveys

**Recommended Books:**

- Ansari, M.M. *Education and Economic Development*, New Delhi, AIU Publication, 1987.
- Blaug Mark *Economics of Education & the Education of an Economist* New York, University Press, 1987.
- Blaug Mark *An Introduction to Economics of Education*, England, Penguin Books Ltd. 1980.
- Chand, T. &Prakash, R. (1997): *Advanced Educational Administration*. New Delhi: Kanishka Publishers.
- Garg, V.P. *The Cost Analysis in Higher Education*, New Delhi, Metropolitan Book Co., 1985.
- Harbison& Myers *Education, Manpower and Economics growth*, New Delhi, Oxford & IBH. (Indian Edition) 1968.
- Kneller, G. F. *Education & Economic Growth*, New York, John Wiley, 1968.
- Musaazi, J.C.S. (1982): *The Theory & Practice of educational administration*. London: The Macmillan Press.
- Mukhopadhyay, M. (2005): *Total quality management in education*. New Delhi: Sage Publications.
- Nagpal C.S. & Mittal A.C. (eds) *Economics of Education*, New Delhi, Anmol Publications, 1993.
- Pandit, H. N *Measurement of cost Productivity & Efficiency of Education*, New Delhi, NCERT, 1969.
- Prakash Sri. &Choudhury, S. *Expenditure on Education: Theory, Models and Growth*, New Delhi, NIEPA, 1994.
- Philip, H.C. (1985): *The World Crisis in Education*. Oxford University Press.
- PscharoPulos, G. &Woodhall, M *Education for Development- An Analysis of Investmentchoices*, London, World Bank Publisher, 1985.
- Ronald, Cambell F., et al; (1987): *A History of thought and Practice in educational administration*. New York: Teachers College Press.
- Schultz, T. W *The Economic Value of Education*, Columbia, Columbia University Press, 1963.
- Sethi, Vinita *Educational Development and Resource Mobilization*, New Delhi, Kanishka Publication, 1997.
- Sodhi, T. S *Education and Economics Development*, Ludhiana, Mukand Publications, 1978.
- Tilak, J.B.G. *Economics of Inequality in Education*, New Delhi, Sage Publications, 1987.
- Thakur, D. & Thakur, D.N. (1996):*Educational Planning and Administration*. New Delhi: Deep and Deep Publications.

**COURSE-II**  
**VALUE EDUCATION AND HUMAN RIGHTS-III**  
**COURSE CODE: SHS EDN 01302E2103**

**Course objectives:** After studying the course, students will be able to:

- to understand the aims of life
- to understand the Human Being as co-existence of self and body
- To understand the advantages of good character; importance of trust, honesty, integrity, morality, and reliability as qualities of a good character.
- to understand the Group Behavior such as conformity and nonconformity to values in a group.
- to learn and create activities developing values among children.
- to enable students to lead a practical life adding value to human relations.

**Unit I: The Purpose of Life & Education**

- Meaning, purpose of one's life , Destination success
- Personality Development
- Dealing with ego
- Time Management
- Self-Esteem,Self-Love, and Self-Image

**Unit II: Harmony at Various Levels**

- Human Being as co-existence of self and body
- Harmony in Self and with the body
- Harmony in the Family and Society
- Harmony in Nature and in Existence

**Character and Relationship Building**

- Building Character
- Group Behaviour
- Group Activities

**Unit III: Societal Problems**

- Core problems: Poverty, underdevelopment and illiteracy
- Specific Problems:
  - (a) Communal and Caste conflicts and tensions
  - (b) Discrimination and violence against women and children, sexual violence, trafficking, child labour, bonded labour and others

### **Recommended Books**

- “A Foundation Course in Human Values and Professional Ethics” Excel Publishers – Student Text Book for English.
- Jeevan Vidya to Na Prayanam, Student text book for Telugu. Paramount publishers
- “Teacher’s Manual” – for Teachers (English). Excel books
- “Teacher’s Manual” – for Teachers (Telugu). Paramount publishers. (In press)
- The Biblical View of Self-Esteem, Self-Love, Self-Image, Adams Jay.E, OM Books, 2003
- Khera Shiv. (2003). Living With Honour, New Delhi: Mac Millan India Limited.

**COURSE-III**  
**ENVIRONMENTAL EDUCATION-III**  
**COURSE CODE: SHSEDN01303E2103**

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

- develop a foundational knowledge of environmental education.
- understand the importance of developing an environmentally literate population.
- critically examine environmental issues in nearby area.
- understand how local, regional, state, national, and international laws and regulations influence environmental decisions.
- be able to locate and use environmental education teaching and learning materials.
- integrate instructional technology into environmental education settings.

**UNIT-I: Method and Approaches of Environmental Education**

- Strategies and approaches, treating environment education as a separate subject, integration and interdisciplinary approaches.
- Methods – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- Role of Media

**UNIT-II Environmental Issues and Curriculum**

- Programme of environmental education for school
- Programme of environmental education for higher education
- Environmental education for sustainable development
- Environmental education and women

**UNIT-III: Managing Environmental Disasters**

- Definition, Types of Disaster, Causes of different disasters and their effects.
- Disaster Management cycle.
- Acts & legal aspects about Disaster.
- Disaster Preparedness at community level: Individual, Society or a group of independent houses, at place of work.

**Recommended Books**

- Archie, M. & McCrea, E. (1996). Environmental education in the United States: Definition and Direction. In M. Archie (Ed.), Environmental education in the United States – Past, present, and future. Collected papers of the 1996 National Environmental Education Summit. (pp.1-8). Burlingame, CA.
- Audet, Richard, and Ludwig, Gail. (2000). GIS in Schools. Redlands, CA: ESRI Press. pp. 5-12, 55-61.

- Bodzin, A. (2008) Integrating instructional technologies in a local watershed investigation with urban elementary learners. *The Journal of Environmental Education*, 39(2), 47-58.
- Bodzin, A. (2002). LEO EnviroSci Inquiry: Using the Web to learn environmental sciences. *Learning and Leading with Technology*, 29 (5) 32-37.
- Braus, J. (1999). Powerful Pedagogy – Using EE to achieve your education goals. In L. Mabb (Ed.), *EEducator Special Issue: Advancing Education Reform* (pp. 17-24). NAAEE: Rock Springs, GA.
- Braus, J. & Disinger, J. (1996). Educational roots of environmental education in the United States and their relationship to its current status. In M. Archie (Ed.), *Environmental education in the United States – Past, present, and future*.

# **SEMESTER-IV**

**COURSE-I**  
**EDUCATIONAL GUIDANCE AND COUNSELLING**  
**COURSE CODE SHS EDN 01401C 2103**

**Objectives** :On completion of this course the students will be able to:

- Understand the meaning, nature and scope of guidance
- Understand the meaning of and the need for group guidance
- Recognize the role of guidance in attaining the goals of education
- Appreciate the need for guidance
- Develop acquaintance with various techniques of group guidance
- Understand the meaning, nature and scope of counselling
- Appreciate the need for and goals of counselling
- Analyse the relationship between guidance and counselling
- Understand the concept and process of counselling in group situation
- Recognize the different areas of counselling
- Understand the various stages involved in the process of counselling
- Appreciate the importance of counselling relationship
- Become acquainted with the skills and qualities of an effective counsellor.
- Understand the essential services involved in school guidance programme
- Understand the resources required and their optimum use in managing a school guidance programme
- Be aware of about the constitution, role and function of the school guidance committee,
- Understand the concept and theories of career development and their utility in understanding and career behaviour of students

**Unit I- Understanding Educational and Career Guidance**

- Meaning and Definitions of guidance
- Need for guidance
- Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- Scope of guidance programme
- Needs for Guidance at various levels of education/schooling
- School Guidance: a collaborative effort of school and community
- Organisation of Guidance programmes in schools,

**Unit II- Types of Guidance**

- Types of Guidance: Educational, Vocational/Career and Personal Individual guidance and group guidance
- Advantages of group guidance
- Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

- Types of guidance services: orientation, information, counselling, placement, follow-up, and research & evaluation
- School guidance committee: constitution, roles and functions
- Placement services
- Role of principal and teachers in school guidance programmes.

#### **Unit IV- Counselling and its relation with guidance**

- Meaning & nature of counselling
- Scope of counselling
- Objectives of counselling: resolution of problems, modification of behaviour, promotion of mental health
- Stages of the counselling process
- Relationship between guidance and counselling
- Place of counselling in the total guidance programme
- Counselling Techniques-person centred and group centred, cognitive interventions, behavioural interventions, and systematic interventions strategies.
- Skills and qualities of an effective counsellor
- Professional ethics

#### **Unit V- Types and Areas of Counselling**

- Uses of group process in counselling
- Process of group counselling
- Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups
- Peer counselling: Its concept and the relevance to the Indian situation.
- Steps and skills in group counselling process

#### **Recommended Books:**

- Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counselling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- Corey, G. (1986). Theory and Practice of Counselling and Psychotherapy, 3rd Ed. Belmont: Calif-Brooks Cole.
- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
- Egan, Gerard (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.
- Gazda George R.M.( 1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
- Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.

- Mallon, Brenda (1987). *An Introduction to Counselling Skills for Special Educational Needs-Participants Manual*. Manchester: Manchester University Press, UK.
- Nugent, Frank A. (1990). *An Introduction to the Profession of Counselling*. Columbus: Merrill publishing Co.
- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
- Rao, S.N. (1981). *Counselling Psychology*. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.( 1994). *Manual for Guidance Counsellors*. New Delhi: NCERT.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counselling, Vol. I: A Theoretical Perspective*, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counselling, Vol. II: A Practical Approach*. New Delhi: Vikas.
- Glickman, C & Wolfgang, C. (1981). *Solving Discipline Problems: Strategies for Classroom Teachers*. Boston: Allyn and Bacon.
- Mathewson, R. H. (1962). *Guidance Policy and Practice*, 3rd Ed. New York: Harper and row.
- Isaacson, L. E. & Broen, D: *Career information, career counselling and career development* (5th ed.). Boston: Allyn& Bacon.
- Joneja, G. K. (1997). *Occupational Information in Guidance*. New Delhi: NCERT. publishing house.
- Mohan, S. (1998). *Career development in India: Theory, research and development*, New Delhi: Vikas Publishing House.
- Osipow, S. H. & Fitzgerald, L. F. (1996). *Theories of Career Development*. (4th ed.). Boston: Allyn and Bacon.
- Saraswat, R. K. & Gaur, J. S. (1994). *Manual for Guidance Counsellors*. New Delhi: NCERT.
- Schmitt-Rodermund, E. & Silbereisen, R. K. (1998). *Career maturity determinants: individual development, social context perspective*. *The Career Development Quarterly*, 47, 16 – 31.
- Sharf, R. S. (2005). *Applying career development theory to counselling*. Wads worth publishing co.
- Swanson, J.L. & Fouad, N. A. (1999). *Career theory and practice; Learning through case studies*. Sage Publications.

**COURSE- II**  
**TEACHER EDUCATION**  
**COURSE CODE SHS EDN 01402C 2103**

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

- understand the concept of Teacher Education
- develop necessary skills in Teacher Education
- develop insight into the problems of Teacher Education at different levels.
- develop experimental attitude in Teacher Education
- understand new trends, and techniques in Teacher Education.

**Unit- I: Introduction to Teacher Education**

- Meaning, Nature, Scope, Importance and Objectives of teacher education at different levels.
- Teacher Education: Concept and historical perspectives with special emphasis on Kothari Commission and NPE 1986.
- Pre-service Teacher Education – Concept and Significance
- In-service Teacher Education - Concept and Significance

**Unit – II Innovative Methods in Teacher Education**

- Expectations of NCF 2005 and RTE Act, 2009 from teacher as a professional practitioner.
- An Introduction to NCFTE-2009.
- Instructional Methods in Teacher Education: Lecture and discussion, Seminars, Workshops, Symposium, Group Discussion, Supervised study, Individualized study, Brain storming
- Innovative Methods- Action Research .Microteaching, Macro-teaching, Programmed Learning, Demonstrations, Experimentation

**Unit-III Internal And External Evaluation**

- Internal Assessment: Aspect of Internal Assessment, Weightage for Internal assessment,
- External Evaluation: Practice Teaching – Final Lesson, Theory papers
- CCE in Teacher Education

**Unit- IV Ethics in Teacher Education**

- NCTE and Teacher Education
- Code of Conduct and Ethics of Teaching Profession.
- Teachers in India: The changing profile; changing roles and responsibilities of teachers
- Current problems of teacher education and practicing schools
- Teacher Appraisal and accountability
- Preparing teacher for Inclusive classroom.

**Recommended Books:**

- Anand, C.L. (1988): Aspects of Teacher Education, Delhi, S. Chand and Co.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
- Chaurasia, G (2000).Teacher Education and Professional Organisations, Delhi, Authors Press
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Delors, J.(1996) Learning: The treasure with in UNESCO Publishing.
- Govt. of India (1966). Report of the Education Commission, 1963-1966, New Delhi, Ministry of Education, Govt. of India.
- Grower, R. & Walters S (1987). Teaching Practice Handbook, London, ELBS, Heinemann Educational Books Ltd.
- Linda Darling, Harmond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
- MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
- M.H.R.D. Report of the University Education Commission (1948) , Ministry of Education, Govt. Of India, New Delhi, 1949.
- M.H.R.D. Report of the Secondary Education Commission(1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
- M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt.Of India, New Delhi 1966.
- M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
- M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
- M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
- M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
- Mohammad Miyan (2004). Professionalisation of Teacher Education.Mittal Publications. New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT(1993) Learning Without burden –Yashpal Committee 1993
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCERT(2006) The Reflective Teacher- Organisation of Inservice Training of the Teachers of Elementary Schools under SSA, guidelines .

- NCFTE (2010). National Curriculum Framework for Teacher Educators. New Delhi, NCTE.
- NCTE (1978). Teacher Education Curriculum- A Framework, New Delhi, NCERT.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
- Passi, B.K (1976). Becoming a Better Teacher, Microteaching Approach, Amedabad, SahityaNudranalaya.
- Patil, V.T (2001). In service Education for Teachers, Delhi, Authors Press.
- Sharma R.A. (2005) Teacher Education. Meerut: Loyal Book Depot.
- Sharma S.P. (2005) Teacher Education: Principles, Theories and Practices
- Silcork, P. Bruntland, M (2002). Achieving Competence, Success and Excellent in Teaching, London, RoutledgeFalmer.
- Singh, L.C. (1990). Teacher Education in India- A resource Book, New Delhi, NCERT.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.



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