

# **Faculty of Education**

**Jana Nayak Chandra Shekhar University,  
Ballia**

**Department of Education**



**Rules, Regulations and Curriculum**

**M.A. Two Year Programme**

**(Semester Wise)**

**Session-2018-21**

# M.A. (Education)

## Rules and Syllabus

1. Admission Eligibility- Applicants who have passed B.A. (Graduation) or any other equivalent examination from any recognised university and have studied education as a subject, only are eligible for admission in M.A. education. All students will be enrolled as a regular student.
2. Duration- Duration of the course (M.A. education) will be of two years and is divided in to four semesters.
3. Syllabus- Every semester of M.A. (Education) will be of four papers and each paper will carry 100 marks. Therefore each semester is of 400 marks, and whole course (4 semester) is of 1600 Marks. (4 semester  $\times$  400 marks=1600 marks)
4. Examinee will have to secure 36 percent marks separately in each theory and in practical also. However it may be changed by the university from time to time.
5. In second and fourth semester practical and viva-voice examination an external examiner would be appointed by university together with an internal examiner they will evaluate the practical work and Dissertation work done by the student and submit award list to the university. Final result would include practical and theory marks (second and fourth semester) obtained by the student.
6. For the programme at Post Graduate (M.A. Education) level number of students, admission procedure and fee structure will be as per university norms.

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**First Semester :-**

	Serial No	Title of paper	Maximum Marks
1	First Paper	Philosophical Foundation of education	100
2	Second Paper	Sociological Foundation of education	100
3	Third Paper	History and problem of Indian education	100
4	Fourth Paper	Educational Research and statistics	100
Total			400

**Second Semester :-**

	Serial No	Title of paper	Maximum Marks
1	First Paper	Psychological Foundation of education	100
2	Second Paper	Comparative education	100
3	Third Paper	Education Administration and Management	100
4	Fourth Paper	Dissertation and Practical work and viva I-Part-Research proposal, Review of literature	100
Total			(Internal Examiner) 400

**Third Semester :-**

	Serial No	Title of paper	Maximum Marks
1	First Paper	Education Guidance and counseling	100
2	Second Paper	Teacher education	100
3	Third Paper	Distance Education	100
4	Fourth Paper	Environmental education	100
Total			400

**Fourth Semester :-**

	Serial No	Title of paper	Maximum Marks
1	First Paper	Measurement evaluation and Testing in Education	100
2	Second Paper	Educational Technology	100
3	Third Paper	Research Methodology in Education	100
4	Fourth Paper	Dissertation and Practical Viva-Voice	100
II-Part(Field Study, The Analysis and Last experiments of Data. Reports writing (External Examiner)			
Total			400



## **FIRST SEMESTER**

### **First Paper**

#### **Philosophical Foundation of Education**

**Course Objectives-** The philosophical components of this paper for a post graduate course in education aims at the developing the following competencies amongst the scholars-

- (i) Understand the nature function and importance of educational philosophy and the relation between philosophy and education.
- (ii) Critically differentiate between various branches of western philosophy such as metaphysics, epistemology and Axiology
- (iii) Explain the different branches of Indian and western philosophy and work out their educational Implications.
- (iv) Critical appraisal of the contributions of prominent India educational thinkers to education.

#### **Course content -**

##### **Unit - 1**

##### **Educational and philosophy -**

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

##### **Unit-2**

##### **Western schools of philosophy-**

Idealism, Naturalism, Pragmatism, Realism, Existentialism, Marxism-their implications in terms of educational objectionable objectives, curriculum methods of teaching and Discipline.

##### **Unit -3**

##### **Indian Schools of Philosophy**

Sankhya, Vedanta, Yoga, Buddhism, Jainism, Islamic traditions Basic Principles and their educational implications.

##### **Unit -4**

##### **Modern Indian Educational Philosophers -**



Swami Vivekanand, Mahatma Gandhi, Ravindra Nath Tagore, Shri Aurobindo and Dean Dayal Upadhyay their Educational thoughts and Implication in the contemporary Perspective.

Books Recommended :-

1. Dinkar, Ramdhari Singh : Sanskrit Ke Char Adhyay, Udayacha, Prakashan, Patna.
2. Hirriyana, M The Essential of Indian Philosophy.
3. Mad Wingo (1974) : Philosophy of Education, An Introduction.
4. Pandey, RS. (1995) : SHIKSHADARSHAN, Vinod Pustak Mandir, Agra.
5. Jaffar, S.M. (1936) : Education in Muslim India, Lahore.
6. Oad, L.K. (1979), Shiksha ke Drshanik Avam Samaj Shastri Ya Adhar, Jaipur Rajasthan Grantha Academy.
7. Das. Gupta SN. : Outlines of Indian Philosophy, Vols. 6
8. Garulla, Vachaspati : Bhartiya Darshan.
9. Radha Krishnan, S. (2000) : Indian Philosophy, Voll-I & II, Oxford University Press, New Delhi.
10. त्रिपाठी, एस०एण्ड पाण्डेय, एस०डी० शिक्षा के दार्शनिक आधार, भारतीय पब्लिसर्स फैजाबाद।
11. चतुर्वेदी, सीताराम (1970), शिक्षा दर्शन, हिन्दी समिति, सूचना विभाग लखनऊ।
12. तनेजा, बी०आर० (1979), सोशियो-फिलासफीकल एप्रोच टू एजुकेशन, एटलांटिकपब्लिशर्स दिल्ली।
13. नेलर , जार्ज एफ (1971), इन्ट्रोडक्शन टू फिलासफी ऑफ एजुकेशन, जान विली एण्ड सन्स।
14. पाण्डेय, के०पी० (1988), परस्पेक्टिव्स इन सोशल फाउन्डेशन ऑफ एजुकेशन, अमिताभ प्रकाशन, दिल्ली।
15. पाण्डेय, के०पी० (1988), नवीन शिक्षा दर्शन, अमिताभ प्रकाशन, दिल्ली।
16. पाण्डेय, रामसकल (1983), शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा।
17. बेकर, जान एल मार्टिन (1980), फिलासफी ऑफ एजुकेशन, टाटा मेगाहित।
18. मारिल एल० (1971), पाजिटिव रिलेटिवीज्म: एन इमरजेन्ट एजुकेशन फिलासफी विग्वी, हारपर रो।
19. सिंह, बलजीत (1984), एजुकेशन ऐन इनवेस्टमेन्ट, मानीक्षी प्रकाशन मेरठ।
20. शर्मा महेश चन्द्र (2017), एकात्ममानवतावाद प्रभात प्रकाशन, नयी दिल्ली।
21. शर्मा महेश चन्द्र (2017), पं० दीनदयाल उपाध्याय - कर्तृत्व एवं विचार, प्रभात प्रकाशन, दिल्ली।

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**FIRST SEMESTER**  
**Second Paper**  
**Sociological Foundation of Education**

**Course Objectives-** To enable the students to develop an understanding about the -

- (i) Understand the implication of sociology knowledge for explaining the problem of education.
- (ii) Analyze the basic feature of education as a social system.
- (iii) Explain various social-economics factors and their impact on education.
- (iv) Use of Social theories in understanding the process of education.

**Course content -**

**Unit - 1**

**Educational philosophy -**

- (a) Educational sociology :- conceptual concerns-Scope and meaning of sociology, relation between sociology and education , sociology of education-modern and new concepts meaning scope nature and importance, sociological approves and education.
- (b) Concept of socialization - Role of education , family and community with special reference to Indian society, socialization of the child.

**Unit-2**

**Educational as a social system -**

- (a) Social system and education, meaning and nature, structural and functional sub system, characteristic of social system, Education and social change, concept of social change determinates of social change.
- (b) Role of Education social control and education social mobility -meaning kinds relation with education and their importance.

**Unit -3**

**Equality of Educational opportunities-**

- (a) Education : Equity and Equality , Equality of educational opportunities , concepts issues and challenges.
- (b) Role of education in changing society; Education and holistic social developmental Education and changing social context.



#### Unit-4

- (a) Tradition, Modernity and democracy- Concept of tradition and modernization in reference to education. Modernization and education – meaning and importance, Education religion and culture – concept relations and their importance.
- (b) Education and politics-Democracy, meaning, objective and role of education in development of domestic values.

#### Book's Recommended

1. Brook over, W (1957):- The Sociology of Education, New York American Book Co.
2. Criwin, R.G. (1965):- A Sociology of Education, New Jersey Prentice Hall.
3. Core, M.S., I.P. Desal (1975): The Sociology of Education in India. New Delhi. N.C.E.R.T
4. Criwin, R.G. (1965): A Sociology of Education, New Jersey Prentice Hall.
5. Gore, M.S., I.P. Desal (1975) : The Sociology of Education in India, New Delhi. N.C.E.R.T.
6. Halsey, A.. (1989): Sociology and the Equality Debate, Oxford Review of Education Vol. 1, No. 1.
7. Kumar Krishna (1989) : Social Character of Learning, New Delhi, Sage.
8. पाण्डेय, के०पी० (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।
9. पाण्डेय, रामसकल (2009), उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तकमंदिर, आगरा।
10. माथुर, एस०एस० (2009), शिक्षा के दार्शनिक तथा सामाजिक आधार, विनोद पुस्तकमंदिर, आगरा।
11. लाल, रमन बिहारी (2009). शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ।
12. सक्सेना, एन०आर० स्वरूप (1978), शिक्षा का समाजशास्त्रीय आधार, एम०एल० प्रिन्टर्स, मुभाषनगर, मेरठ।
13. शर्मा, सरोज (2003), उदीयमान भारतीय समाज में शिक्षा, शीतल प्रिन्टर्स, सिंह कालोनी, जयपुर।

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## **FIRST SEMESTER**

### **Third Paper**

#### **History and problem of Indian Education**

**Course Objectives-** After going through this paper the students will be able to-

- Appreciate the glorious past of education during the ancient period.
- Comprehend the assimilating role of education in medieval India.
- Analyses the impact of western education on indigenous system.
- Understand the contribution of colonial rule to the spread of modern education.
- Know the development of education in the post independence period.

#### **Course content -**

##### **Unit - 1**

##### **Education during the ancient period -**

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

##### **Unit-2**

- (a) Education during the British period.
- (b) Charter act of 1813 and oriental occidental controversy.
- (c) Macaulay's Minute-1835
- (d) Wood dispatch of -1854
- (e) Hunter Commission -1882-83
- (f) Calcutta University commission ( 1917-19)
- (g) Hartong committee (1929)
- (h) Basic education - 1937  
With special reference of main Recommendations suggestion and implementation.

##### **Unit -3**

- (a) University education commission ( 1948-49)
- (b) Secondary education commission ( 1952-53)
- (c) Education commission ( 1964-66)
- (d) National policy of education ( 1986)
- (e) New education policy ( 1992)
- (f) National knowledge commission ( 2005)



- (a) Problem of education system in India, primary secondary and higher education
- (b) Aim and objectives of teacher education at elementary level, secondary level and college level.

### Book Recommended –

1. Alteker, A.S. (1934) Education in Ancient India, Varanasi : The Indian Book shop.
2. Ghosh, S.C. (1989) Education policy in India since Warren hasting Calcutta.
3. Jaffar, S.M. (1936) Education in Muslim India, Lahore.
4. Kumar, Krishna (1991), Political Agenda of Education Delhi : Sage.
5. Mukhaerjee, R.K. (1960) Ancient Indian Education, Delhi : Motilal Banarasi Das
6. Nurulha S. and J.P. Naik, (1974) A student history of education in India, New Delhi: The Macmillan.
7. अग्रवाल, जे०सी० (2007), भारत में शिक्षा व्यवस्था का विकास, शिप्रा पब्लिकेशन, दिल्ली।
8. गुप्ता, एस०पी० (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद।
9. पाठक, पी०डी० (1974), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
10. मुकर्जी, आर०के० (1960), एंसियंट इण्डियन एजुकेशन, मोती लाल बनारसी दास, दिल्ली।
11. शर्मा, आर०ए० (2007), भारतीय शिक्षा प्रणाली का विकास, आर० लाल बुक डिपो.

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**FIRST SEMESTER**  
**Fourth Paper**  
**Educational Research & Statistics**

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

- Know the meaning and scope of educational Research.
- Differentiate among fundamental applied and action research.
- Analyses different methods used in educational research.
- Understand the process of educational research.
- Use statistical techniques for the analyses and interpretation of data.

**Course content -**

**Unit - 1**

Meaning concept and Paradigms of Research- Meaning need , nature and objectives of Educational of Research and its scope. Various forms of Educational research Fundamental, Applied and Action Research, Difference among them on the basis of objectives , nature of problem, method and Utility of research of result, Research Paradigm Quantitative and Qualitative, their nature, characteristic and differentiate features.

Methods of Educational research-Historical Descriptive curve, experimental, ex-post facto and case study -procedures and needed precautions.

**Unit-2**

**Research Process -**

- (a) Identifying problems of research- Principle and definition of problem selection Selection and Formulation of research problem, criteria and sources for identifying the problem. Delimitations of research problem.
- (b) Hypothesis-Process sources purpose, characteristic and types of hypothesis. Hypothesis testing, formulation of generalization and conclusions. Review of related literature.

**Unit -3**

**Population and Sampling in Research -**

- (a) Population and Sampling techniques in Educational research -concept and meaning of population and Sample in research, needs and type of sample, Characteristics of a good sample, Probability and Non-Probability sampling method, producer and limitations.
- (b) Tools of Research-Concept and Characteristics of good research tool. Types of research tools and techniques , their uses, Some specific research tools their chief features and procedures for developing them. Interview and questionnaire, observation and rating scale, check list , Scales tests and Sociometry.



## Unit -4

### A-Statistical Techniques-

- (a) Measures of central tendency-Computation of mean, median , mode and explaining their uses in treatment of data.
- (b) Measures of variability - Range , mean-deviation, standard-deviation, variance and quartile deviation and their uses.
- (c) Measures of Relative position-Percentiles and percentile ranks.
- (d) Correlation-meaning of correlation calculation and interpretation of coefficient of correlation by Spearman and Pearson's method.

- B-** Graphical representation of data-Histogram , Frequency Polygon, Cumulative frequency curve, cumulative percentage curve or ogive.
- (e) Normal Probability Curve-Characteristics , Properties and Applications.

### Reference Book -

- 1- Best John W. ( 1993) : Research in Education, Prentice Hall Incorporation, New Delhi.
- 2- Corey, Stephen M (1954) : Action Research to improve School Practices , Bureau of Publication, Teacher College, Columbia University, New York.
- 3- Dalen, Van & Deobold B. Van (1973): Understanding Educational Research, An Introduction (3<sup>rd</sup> Edition) McGraw Hill & Book Company, New York
- 4- Ferguson, G.A. (1981): Statistical Analysis in Psychology and Education, McGraw Hill International Book Company, New York
- 5- Garrett, H.E. (1981): Statistics in Psychology and Education, Vakis Feffers and Simons, Pvt. Ltd. Bombay.
- 6- Guiford, J.P. (1986): Fundamental of Statistics in Psychology and Education, McGraw Hill Book Company, New York.
- 7- Kerlinger, Fred N. (1983): Foundations of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road Kamala Nagar, Delhi.
- 8- Kothari, C.R. (2006): Quantitative Techniques, Second Reprint, Vikash Publishing House Pvt. Ltd. New Delhi.
- 9- Koul, Lokesh (1990): Methodology of Educational Research, Vikash Publishing House Pvt. Ltd. New Delhi.



- 10-Pandey, K.P. (2005): Fundamentals of Educational Research, Vishwavidyalaya Prakashan, Varanasi.
- 11-Travers, M.W. (1961): An Introduction to Educational Research, The MacMillan Company, New York.
- 12-Tuckman, Bruce W. (1978): Conducting Educational Research, New York, Harcourt Bruce Jovanovich, Inc.
- 13-Verma M. (1965): An Introduction to Educational and Psychological Research, Asia Publishing House.

अध्ययन ग्रन्थ:-

- 14-गुप्ता, एस०पी० (2002), सांख्यिकी विधियाँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद।
- 15-पाण्डेय, के०पी० (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी।
- 16-पाण्डेय, के०पी० (2007), शिक्षा एवं मनोविज्ञान में सांख्यिकी: विश्वविद्यालय प्रकाशन, वाराणसी।
- 17- राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा।
- 18- शर्मा, आर०ए० (2011), शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, आर० लाल, बुक डिपो, मेरठ।
- 19-सिंह, अरुण कुमार (2010), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, मोतीलाल बनारसीदास बंगलो रोड, दिल्ली।

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Second Semester  
First Paper  
Psychology Foundation of Education

**Course Objective -**

- To enable the students to understand concepts and principles of educational psychology as an Applied Science.
- To enable them to understand the process of Human Development, Related psychological theories and their implications for education.
- To acquaint them with the concept and process of learning related theories and their Educational implications.
- To orient them with the Nature and concepts of Individual Differences , intelligences, Creativity etc and their Implications for Education.
- To enable them to examine critically the concepts of Mental Health, Mental Hygiene and the Nature of Group Behaviour with their Educational implications.
- To enable them to understand the concepts and Theories of personality and its assessment technique course contents-

**Unit-1**

- (a) Educational Psychology-meaning , nature, aims scope, Indian and Western. Views, Relationship of Education and Psychology-Contribution of Psychology to education . Methods of Education psychology. The relevance of educational psychology for the teacher.
- (b) Growth and Development -Concept, Foundation & causes, Principles of development, difference between growth and Development cognitive , social and emotional development main characteristics and educational implications. Development of concept formation, logical reasoning, problem solving and creative thinking and language development concept of development.....with.....special reference to sanskara)

**Unit-2**

- (a) Learning -concept, kinds and levels of learning canne's hierarchy, factors affecting learning, Transfer of learning-meaning, theory and its educational implication. Associative theory of learning, systematic behavior theory of Hull, main point and educational Implications cognitive theory of learning. Gestalt theory and Bruner's theory main formulations and educational implications.



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

### Unit-3

- (a) Intelligence -meaning, Indian Anthakaran chatushtaya western concept-main point. Theories-Guilford's theory of intelligence, Gardener's concept of intelligence-chief features and educational Implications, Emotional Intelligence meaning, chief features and educational implications, Measurement of Intelligence.  
Individual Difference-meaning, cause, types, methods and educational implications. Role of heredity and environment-Implications of Individual differences for organizing educational programmes.
- (b) Motivation-concept, nature, content and process theories, Indian view Purusharth chatushtaya (Dharma, Artha, Kam Moksh) and educational implication Techniques of motivating for diverse group of learners including challenged groups. Motivational Strategies for special children-Educationally backward children, Gifted and Mentally retarded child-Identification and educational provision.

### Unit-4

- (a) Personality-Meaning Pan chkoshiya development and Sata, Raja, Tam, Guna dominated personality and its, Educational Implication, Traits and Types of personality. Indian concept of personality, western concept of personality and theories-trait approach Alport psychoanalytic theory-Freud, Humanistic theory-Rogers, Measurement of personality.
- (b) Adjustment-Meaning, process, models of adjustment, mental conflict and defense, mechanism, characteristics of well adjusted person, Mental health and hygiene-meaning, chief features and educational implication. Group dynamics meaning social process teacher's role for making the class room environment learning oriented and learner friendly. Measurement of Adjustment.



### Books Recommended-

1. Bernard, Harold W. (1972) : Psychology of Learning and Teaching, Mc Graw Hill Book Company.
2. Bhatnagar, S. and Saxena, A. : Advanced Educational Psychology, R. Lall Book Depot, Meerut
3. Chauhan, S.S. (2002) : Advanced Educational Psychology, Vikas Publishing House, New Delhi.
4. Cronback, L.J. (1954) : Educational Psychology, Harcourt Brace, New York.
5. Dececco, J.P. and W. Crawford (1988) : Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
6. Dutt, N.K. (1974) : Psychological Foundation of Education, Dowaba House, New Delhi.
7. Gagne, Robert M. (1970) : The Conditions of Learning, Holt, Reinehart and Winstone, Inc., New York
8. Mangal, S.K. : Essentials of Educational Psychology, Prentice Hall of India, New Delhi. ~~psychology. Prentice Hall of India, New Delhi.~~
9. Pandey, K.P. (2007) : Advanced Educational Psychology, Visswavidyalaya Prakashan, Varanasi.
10. Pandey, Kaipaya : Mother's Care and Girls Achievement, Mishra Trading Corporation, Varanasi.
11. Skinner, C.E. (2003) : Educational Psychology Fourth Edition Prentice Hall of India New Delhi.
12. Travers, John F. (1979) : Educational Psychology, Harper and Row Publishers.
13. Travers, Robert M.W. (1973) : Educational Psychology-A Scientific Foundation for Educational Practice, The Macmillan Company, New York.
14. Bhatia, H.R. (1968) : Elements of Educational Psychology, Calcutta Orient Long Man.
15. Mangal, S.K. (2012) : Education Psychology, PHI learning private limited, New Delhi.
16. Prakash, Prem: Psychological Foundations of Education: Kanishka Publication, New Delhi.

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17. गुप्ता, एस0पी0 एवं गुप्ता ए0 (2004), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
  18. पाण्डेय, के0पी0 (2009), नवीन शिक्षा मनोविज्ञान, विश्वविद्यालय प्रकाशन वाराणसी।
  19. शर्मा, आर0 एवं शर्मा आर0 (1962), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर एवं डिस्ट्रिब्यूटर, नई दिल्ली।
  20. पाण्डेय एस0डी0 शिक्षा मनोविज्ञान एक परिचय : भवदीय प्रकाशन अयोध्या फैजाबाद।
  21. पाण्डेय, एस0डी0 शिक्षण अधिगम का मनोविज्ञान : भवदीय प्रकाशन, अयोध्या फैजाबाद।
  22. मिश्र आर0के0 एवं मिश्र सुभाष शिक्षण अधिगम का मनोविज्ञान अग्रवाल पब्लिकेशन आगरा।
  23. सिंह, अरुण कुमार (2008), शिक्षा मनोविज्ञान -
  24. चौहान, रीता (2014), शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा।
  25. जायसवाल सीताराम-शिक्षा मनोविज्ञान-रेलवे क्रासिंग सीतापुर रोड, लखनऊ
  26. सारस्वत मालती-शिक्षा मनोविज्ञान की रुपरेखा-आलोक प्रकाशन, लखनऊ।

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**Second Semester  
Second Paper  
Comparative Education**

**Objective -**

**The course content will help scholars-**

1. To understand comparative education as a new discipline.
2. Develop an understanding about the educational system in terms of factors and approaches of comparative education.
3. Develop the skill that enable one to assess the efficacy of educational systems of different countries in terms of the dominant trends prevailing these.
4. Develop a perspective about the implications of comparative education for solving existent educational problems in India.

**Course Contents :-**

**Unit-I**

- 1- Comparative Education : Meaning aims and implications.
  - Scope, Methods and major concepts of comparative education.
  - Intra and inter educational analysis.
- 2- Modern trends in world education- national and Global.
  - Factors affective national system of education in India.

**Unit-II**

- 1- Comparative Education : Factors and Approaches-Racial, Geographical, Economic, Cultural, Sociological, Philosophical, Linguistic, Scientific, Ecological, Religious, Political.
  - Cross-disciplinary approach used in comparative education.
- 2- Democracy and Nationalism.

**Unit-III**

- 2- A Comparative study of the systems of education of different countries with special reference to-



- Pre-primary education- U.S.A.,U.K. Russia, Japan, India-Aim , Organization and curriculum.
  - Primary Education- U.S.A.,U.K. Russia, Japan, India-Aim Organization and curriculum.
  - Secondary Education - U.S.A.,U.K. Russia, Japan, India-Aim Organization and curriculum.
  - Higher Education - U.S.A.,U.K. Russia, Japan, India-Aim Organization and curriculum.
- 2- Teacher Education - India, Japan, U.S.A., U.K. Russia, France Aim Organization and curriculum.
- Woman's Education - India, Japan, U.S.A., U.K. Russia Aim Organization and curriculum.

#### **Unit- IV**

- 1- Problems prevailing in developing countries with special reference to India their causes and solution through education.
- Poverty
  - Unemployment
  - Population explosion
  - Terrorism
  - Casteism and communalism
  - Illiteracy
- 2- Role of U.N.O. in Improving Educational opportunities among member countries.  
Official organs of U.N.O and their educational activities in India.

#### **Book Recommended-**

- 1- Agrwal J.C. Comparative Education in India, U.K., U.S.A, U.S.S.R, Arya Book Depot.
- 2- Chaube S.P. Features of comparative Education, Agrawal Publication, Agra
- 3- Chaube S.P. & Chaube A, Comparative Education, Vikash Publishing House P Ltd. New Delhi, 1998.
- 4- Dutta, B.S.V. Co-operative Education-A comparative study of Educational systems DVS publishers & Distributors, Guwahati 2004.

5. Naik, S.P. *Perspective on comparative Education*, Anmol Publication, New Delhi, 2003
6. Sharma R.A. *Comparative Education: Educational System & Problems of the World* R. Lal Book Depot, Meerut.
7. Sharma, Y.K. *Comparative Education: Comparative study of Education System*, Eastern Book House Guwahati, 2004
8. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्तक मंदिर आगरा।
9. जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, उ०प्र० लखनऊ
10. पाण्डेय के०पी० (1988) कम्परेटिव एजुकेशन, अमिताश प्रकाशन, गाजियाबाद, दिल्ली।
11. पाण्डेय के०पी० (1987) तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ।
12. मलैया, के०सी० (1966) तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन।

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Second Semester

Third Paper

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

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**Course Objectives-**

- To help student understand concept Need and <sup>view</sup> ~~vent~~ point of Educational administration and management.
- To help student understand the concept and process of management.
- To develop in student an understanding of various procedures of organizing educational administration.
- To help student understand the new trends and process of educational administration and management.

**Course Contents-**

- Unit-I. Meaning and Nature of Educational Administration and Management objectives and scope of educational administration difference and relationship between the two concept of scientific management.
- Unit-II Functions of Educational Administration, Principles of Educational Administration, Types and Theories of Educational Administration.
- Unit-III Role of Central State and local bodies in education- Central administrative Machinery of Education. Role of the Central Government in Education, Advisory bodies of the Union Govt. in the Field of Education. State Administrative Machinery of Education in Uttar Pradesh, The functions of the state department of Uttar Pradesh, Role of Local bodies in Education.
- <sup>IV</sup>  
Unit-IV Development of Modern concept of educational administration- Taylorism, Administration as a process- Special Trends in Educational administration such as decision making, Organisational compliance Leadership in Educational Administration . Theories of Leadership. Style of Leadership Educational supervision-Meaning, Nature and Function Planning and organizing supervisory programme, Traditional Vs. Modern Supervision.

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Books Recommended-

1. Appleby, Paul H. Public administration in India- Report of a survey Govt. Of India New Delhi.
2. Ghosh, O.K. The Indian Financial System Allahabad 1958.
3. एस0एस0 भटनागर, एवं गुप्ता पी0के0 Educational Management- R.L. Book Depo. Meerut.
4. वर्मा जे0पी0 विद्यालय प्रबन्ध-आर0लाल बुक डिपो मेरठ।
5. शर्मा आर0ए0 विद्यालय संगठन एवं शैक्षिक प्रशासन- आर0लाल बुक डिपो मेरठ।
6. ओड, एल0के0 (1992) शैक्षिक प्रशासन, जयपुर राजस्थान ग्रंथ अकादमी।
7. चतुर्वेदी आर0एन0 (1989), दि एडमिनिस्ट्रेशन ऑफ हायर एजुकेशन इन इंडिया जयपुर, प्रिंटवेल प0।
8. गोयल एस0एल0 (2005), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0एच0 प0 कारपोरेशन।
9. भटनागर, आर0पी0 एवं अग्रवाल एवं अग्रवाल, विद्या (1986) एजुकेशनल एडमिनिस्ट्रेशन : नई दिल्ली इंटरनेशनल प0 हाउस।
10. भट्ट, वी0डी0 एवं शर्मा एस0डी0 (1992) एजुकेशनल एडमिनिस्ट्रेशन: हैदराबाद कनिष्क प0 हाउस बुक लिंक कारपोरेशन।
11. राय चौधरी, नमिता (1992) मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0 एच0प0।

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**Second Semester**  
**Fourth Paper**  
**Dissertation, Discretion, Practical Work and Viva Voice**

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

- |  |   |  |
|--|---|--|
| 1- Interest  | : | To measure the interest by Interest inventory                      |
| 2- Adjustment  | : | To know the level of adjustment                                    |
| 3- Creativity  | : | Measurement of creativity  |
| 4- Learning  | : | Learning by substitution method or code basis                      |
| 5- Personality test                                      | : | TAT  |
| 6- Objective type test span of attention or apprehension |   |  |
| 7- Intelligence test                                     | : | General mental ability intelligence test.                          |
| <del>8- Discretion</del><br>Dissertation                 | : | research, Proposal and Review of literature<br>(Internal Examiner) |

Note :- It will be mandatory for every student to prepare a test file, Practical examination will be conducted on any two of the above stated tests. External examiner would take a viva voice based on project work and student would be evaluated on the basis of practical work done by her/him as well performance in viva voice.

**Marks Distribution :-**

Dissertation work		
<del>Discretion work</del>	-	50
Psychological Test	-	20
File record	-	15
Viva	-	15
Total	-	100

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



Third Semester First Paper  
**EDUCATIONAL GUIDANCE AND COUNSELLING**

Course Objectives - Course Objectives:

To enable the students to:

- To help student understand concept, need and view point of guidance.
- To help student understand principles and problems of different types of guidance.
- To help student understand concept, need and guidance for the children with special needs.
- To help student understand the concept and process of counseling.
- To acquaint the student about the aims and principles of guidance programme.
- To develop in student an understanding of various procedures of organizing various Guidance services.

Course Content -  
Unit-I

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

Unit-II

- Vocational Guidance; concept and Nature of Vocational Guidance.
- Nature of work.
- Career development- Super's Theory about Guidance.
- Approaches to career guidance, Vocationalisation of secondary education and career development.

Unit-III

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

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#### Unit-IV

#### Guidance of Children with special needs.

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

#### BOOKs Recommended

1. Agarwal J.C.: Educational Vocational Guidance and counseling, <sup>Daoda</sup> Daoda House, Nai Sarak, Delhi
2. Anatasi Anne: Psychological testing, New York, Mac Millan 1982
3. Bengalee, m.(1984) : "Guidance and counseling", Seth Publishers, Mumbai.
4. Bhatia, K.K- Principles of guidance and counseling, kalyani publishers.
5. Crow and Crow "Introduction to Guidance", 2 ed, Eunasia Publishing co., New Delhi,
6. David, A- Guidance and Counselling: Corn. W
7. Gupta Sk: Guidance and counseling in Indian Education, Mittal publication pvt. Ltd.
8. जायसवाल, सीताराम (1987), शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मन्दिर, आगरा।
9. पाण्डेय, के०पी० एवं भारद्वाज, अमिता (2003), शैक्षिक तथा व्यावसायिक निर्देशन, विनोद पुस्तक मन्दिर, आगरा।
10. दूबे, रमाकान्त (1982), शैक्षिक एवं व्यावसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस, मेरठ।
11. शर्मा, आर०ए० एवं चतुर्वेदी शिक्षा (2010), निर्देशन एवं परामर्श के मूल तत्व, आर० लाल बुक डिपो, मेरठ।

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**Third Semester**  
**Second Paper**  
**Teacher Education**

**Course Objectives -**

- To enable the students to understand the concept of teacher education and its development in India.
- To develop an understanding in the students about various modalities used for teachers, teacher, educators, and educational administrator for different levels of education.
- To acquaint the students with the various aspects of student teaching programmes prevailing in the country.
- To enable the students to develop insight in the major problems of teacher education.
- To develop in the students an understanding about the important research finding in teacher education.

**COURSE CONTENTS**

**Unit-1**

- Meaning & Scope of teacher education.
- Objectives of teacher education at different levels elementary level secondary and college level.
- Development of teacher education in India.
- Recommendation of various commissions especially Kothari commission NPE 1986 and PCA 1992.

**Unit-II**

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

**Unit-III**



### Unit-III

- Student-teaching programme.
- Pattern of student- Teaching (internship, block, teaching, teaching, practice, off-campus teaching programme)

**Techniques of training, Core teaching, Microteaching and Interaction analysis.**

### Unit-IV

Current Problems, Practicing Schools in Teacher Education. Preparing Teachers for special Schools. Implementation of Curriculum of Teacher Education. Teacher education and other agencies-U.G.C. N.C.E.R.T. A. SE. C.A.S.E. Scert, diet- their role and scope.

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#### **Books Recommended-**

1. Barr, A.S. (1958) Characteristics of Successful teachers Phil Delta kappa
2. Gurry P (1953) Education and Training of Teachers London Longmans Green and Co. Ltd.
3. Leedhan Johu (1973) Educational Technology First Book Pitman London.
4. शर्मा आर०ए० चतुर्वेदी शिखा अध्यापक प्रशिक्षण तकनीकी आर०लाल बुक डिपो मेरठ।

R. B. Sharma  
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**Third Semester - III**  
**Third paper**  
**DISTANCE EDUCATION**

**Course Objectives-**

- To orient the students with the need and nature of Distance Education in the present day Indian Society.
- To expose them to the different kinds of Information and Communication Technologies (ICT) and enable them to be familiar with their use in Distance Education System.
- To enable them to understand various modes of students support services (SSS) and develop in them skills to manage such services for various kinds of programmed through Distance Education.
- To enable them to evaluate programmed of Distance Education and to develop in them the ability to enhance the quality and standard of different distance education programmes.
- To acquaint them with the Trends of Research field of Distance Education.

**COURSE CONTENTS**

**Unit-I Distance Education and its Development**

- understand Distance Education System
- Some Definitions and teaching Learning Components
- Need and Characteristic Features of Distance Education
- growth and Philosophy of Distance Education
- Distance Teaching Learning System in India
- Development pattern of some selected open universities of U.K, Australia & China.

**(Unit-II) Intervention Strategies at a Distance**

- Information and communication Technologies and their Applications in Distance Education.
- Designing and Preparing self- Instructional Material
- Media: Prints & Electronic, ~~Nature and Characteristic~~ media integration.
- ~~Distance Education - nature and characteristic.~~

**Unit-III Learning at a Distance**

- ~~support~~ Student Services in Distance Education and their Management
- Technical and Vocational programmes through Distance Education.
- Distance Education and Rural Development
- Problems of Distance Learners

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#### Unit-IV Quality Enhancement and Programmed Evaluation

- Quality Assurance of Distance Education
- Mechanisms for maintenance of standards in Distance Education.
- Evaluation in Distance Education
- New Dimensions in Distance Education- Promises for the future

#### Books Recommended

1. Digmarti, Bhaskar Rao International guidelines on open and distance Education.
2. Holmerg, B(1981) Status and Trend of Distance Education, Keegan, Pani, London.
3. Keegan, D.(1986), The Foundations of Distance Education, Croom, Helm, London.
4. Koul, BN, et. al(1998), Studies in Distance Education, AIU, IGNOU, new delhi
5. lavis, Roger(1984), How to tutor in open Learning System, C.E.T.
6. Pandey, K (1991), IGNOU Student Support Services and Personal Contact Programmes: Present Status and Suggestion. New Delhi: IGNOU
7. Sahoo, P.K.(1993), Higher Education at a Distance, Sanchar, New Delhi
8. पाण्डेय कल्पवता (1988), दूरवर्ती शिक्षा के नये आयाम।
9. शालिनी, राज : डिस्टेंस एजुकेशन, आई0वी0आई0 पब्लिशिंग हाउस, नई दिल्ली।
10. यादव, सियाराम : दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा।
11. गुप्ता, एस0पी0 एवं गुप्ता, अल्का : दूरस्थ शिक्षा, शारदा पुस्तक भवन, आगरा।
12. तिवारी, राघवेन्द्र : शिक्षा का नया विकल्प- दूर शिक्षा, हिन्दी ग्रन्थ अकादमी भोपाल, मध्य प्रदेश।
13. शर्मा, आर0ए0 (2004), दूरवर्ती शिक्षा, सूर्या पब्लिकेशन, मेरठ।
14. पाण्डेय, श्रीधर एवं सिंह सोमवीर सतत शिक्षा : एकदृष्टि।

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**Third Semester**  
**Forth Paper-**  
**Environmental Education**

**Course Objectives-**

- To make student teachers understand about the concept, importance, scope and aims of environmental education.
- To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- To orient student teacher with various components of environment for preparing a curriculum for environmental education.
- To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
- To enable the student teacher to understand about various projects in the area of Environmental studies in different countries.

**Unit-I**

- Introduction
- Concept, Importance and Scope.
- Aims and Objectives.
- Relationship between man and Environment.
- Ecological and Psychological Perspective.

*Guiding Principles and Foundations.*

**Unit-II**

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

**Unit-III**

- Environmental Hazards.
- Environmental pollution, physical, air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, Soil erosion, global warming.
- Need and efforts for conservation, preservation and protection of rich environmental heritage.

**Unit-IV**

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## Unit IV —

- Features of curriculum for environmental education
- Special nature of curriculum on environmental education
- Methods and approaches of environmental education.
- Strategies and approaches, treating environment education as a separated subject, topical units, integration and interdisciplinary approaches.
- Method- Discussion, Seminar, Workshop, Dialogue, Problem solving, field surveys, projects and Exhibition.
- Role of Media, Print, Films and TV.
- Programmer of Environmental education for primary, secondary and higher education institutions.

### Suggested Readings

1. Agrawal S.K.—"Environmental issues and themes", APH Publishing Corporation, New Delhi, 1997
2. B.P. Chaurasia- "Environmental pollution perception and Awareness"- Chugh Publications, 1992
3. गोयल, एम०के० (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।
4. प्रसाद, गुरु सम्पादक (1985) मानव पर्यावरण की सामाजिक समस्याएँ, नई दिल्ली।
5. सक्सेना, ए०बी० (1986), इनवायरमेण्टल एजुकेशनल नेशनल साइकोलाजिकल कारपोरेशन, आगरा।
6. पाण्डेय, के०पी० मारद्वज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा एवं भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
7. शर्मा, आर०ए० (2004), पर्यावरण शिक्षा, आर०लाल बुक डिपो मेरठ।

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## **Fourth Semester**

### **First Paper**

#### **Measurement Evaluation and Testing in Education**

##### **Objectives -**

##### **To help student-**

1. Know the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.
2. Know and understand types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
3. Develop skill and competencies required for constructing, standardizing and using various tools and test of measuring both cognitive and non cognitive measures and test.

##### **Course Content-**

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

1. The Measurement and Evaluation process: Concept, need relevance and scope levels of measurement.
2. Relation between measurement and evaluation.
3. Norm referenced and criterion of evolution.
4. Taxonomy of Educational objectives and role of measurement and evolution.

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

1. Tools of Measurement and Evaluation, nature purpose and types (Physical, Educational and Psychological)
  - Subjective and Objective Tests.
  - Questionnaires, Scales, Schedules and Inventories.
  - Performance, Sociological projective and Special Tests.
  - Norm referenced and criterion referenced Test.
2. Basic characteristics of a good measuring instruments : Objective , usability, Validity, Reliability, Norms.
  - Limitation of test and measurement.
  - Scaling-Standard scores, T Scores, C scores, Z scores.



### Unit-III

#### 1. Measurement of-

Achievement, Aptitude, Intelligence, Attitude, Interest skills, personality value creativity.

- Interpretation of scores on these tests.

#### 2. New Trends in Evaluation Broad and narrow Evaluation : Qualitative vs Quantitative, Behaviouristic vs wholistics approaches to measurement and evaluation.

**Unit-IV** Types of Evaluation Formative vs. Summative; Continuous vs. Interval; Semester System Grading, Question-Bank, Use Of Computers in Data Analysis.

#### Books Recommended-

- |                                      |  |
|--------------------------------------|--|
| 1. Singh A.K. (2004),                | Tests Measurements & Research methods in behavioral Science, New Delhi, Bahari Publications.       |
| 2. Agrwal Y.P. (2000)                | Statistical methods; concepts; application & computation, New Delhi; Sterling publications.        |
| 3. Agrwal J.C. (1997)                | Essentials of Examination System Education, Tests and Measurement, New Delhi; Vikash Publications, |
| 4. Singh A.K. (1983)                 | Measurement in Education : An Introduction. New York ; McGraw Hill Publications.                   |
| 5. Aggarwal, R.N. & Bipin            | Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.                   |
| 6. Thorndike, R.L. & E. Hagen (1964) | Measurement & Evaluation in Psychology & Education.  |
| 7. Thorndike, R.L. & E.              | Measurement & Evaluation in Psychology & Education New York; John Willey Publications.             |
| 8. अस्थाना, दिपिन एवं आर०एन० अस्थाना | मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आगरा: विपिन पब्लिकेशन।                                |
| 9. शर्मा, पी०सी०                     | आधुनिक मापन एवं मूल्यांकन विधियाँ, इलाहाबाद आलाक प्रकाशन।  |
| 10. पाण्डेय के०पी० (1968)            | शिक्षा में मूल्यांकन, मेरठ, मीनाटी पब्लिकेशन।  |
| 11. गुप्ता, एस०पी० (1995)            | आधुनिक मापन तथा मूल्यांकन इलाहाबाद शारदा पब्लिकेशन   |





**Fourth Semester**  
**Second Paper**  
**Foundation of Technology**

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

1. Understand the use of educational technology in the contemporary educational contexts.
2. Analyse the teaching-learning relationship and different stages of teaching and its operations.
3. Differentiate among the different types of learning.
4. Explain the relevance of different models of teaching.
5. Utilise the different approaches of teaching communication.
6. Understand the nature of teaching behavior and different techniques of its modification.

**Course Content-**

**Unit-1**

- A- Educational Technology-meaning , nature, scope objectives and modern trends. Approaches of educational technology. Hardware, software and system analysis principal uses need and importance Froms Of educational Technology From a teaching instructional begaviour technology.
- B- Teaching learning relationship, type of teaching-Stages of teaching and its operations.
- C- Levels of teaching-Memory levels understanding levels reflective levels-nature related theories, teaching and testing methods.



## Unit - 2

- A - **Models of teaching** - Concept, need and Important elements, classification of teaching, models, Some selected models of teaching- Basic teaching models- Concept attainment models and Inquiry training model- elements, Characteristics and implications for teacher.
- B - **Distance education** - Concept, Difference contemporary system, Viz- Correspondence, Distance and open, education Student Support Services, Evaluation strategies in Distance Education - Counselling methods in Distance education.

## Unit - 3

- A - Concept of teaching behavior ~~Concept of teaching behavior~~, Characteristics and nature, Sequential from of class- room behavior, Stages and techniques.
- B- Methods of modification of teaching behavior- micro teaching, Simulated teaching, Flander's interaction Analysis - Concept and Application.
- C- Designing Instructional system - Formulation of instructional Objective, Task analysis, designing of Instructional strategies, Such as ~~lecture~~ lecture, team teaching, discussion, panel discussion, Seminars and tutorials.

## Unit - 4

- A- Communication and teaching- Concept, nature, characteristics, process, types, theories, Barriers and classification of Communication medium.
- B- Innovation in education<sup>at</sup> Technology - meaning and type of Innovation, Multimedia Approach, NET working, Programmed Instruction- origin, concept and Type- ~~Linear~~ Linear, Branching and Mathetics, Development of Program writing and evaluation of program, Teaching machines, Computer- assisted instruction in teaching, e-learning and virtual class - room.

## Reference Books-

1. Agrwal J.C. (1995) Essentials of Examination technology, teaching-learning innovations in Education Vikash Publications PVT Ltd. New Delhi.
2. Dececco, John P. (1964) : Educational Technology : Reading Programmed Instruction, Hall New Delhi.
3. Flanders, Ned A. (1972) : Analyzing Teaching Behaviour, Addison-Wesley Publishing Company, California, London.
4. Joyee, Bruce & Marsha Weli (1972) : Models of Teaching, Prentice Hall Inc, Englowood cliffs, N.J.
5. Pandey K.P. Dynamics of teaching Behavior, Amitash Prakashan, Ghaziabad.
6. Skinner, B.F. (1968) : The Technology of Teaching, Meredith Corporation, New York.
7. कुलश्रेष्ठ, एस0पी0 (2005) शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मन्दिर, आगरा।
8. जायस, ब्रूश एवं वील मार्शा (1991), माडल्स आफ टीचिंग, सोसाइटी फार एजुकेशनल रिसर्च एण्ड डवलपिना बडौदा।

AKH

P. Sahas  
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9. पाण्डेय, सरला एव उपाध्याय आर० (2001), शैक्षिक तकनालॉजी के आयाम, विश्वविद्यालय प्रकाशन, वाराणसी।
10. पाण्डेय के०पी० (2011), शिक्षण अधिगम की तकनालॉजी, विश्वविद्यालय प्रकाशन, वाराणसी।
11. पासी० वी०के० (1975), विकमिंग वेटर टीचर० ए माइक्रो टीचिंग एप्रोच साहित्य मुद्रण, अहमदाबाद।
12. ब्राउडी, एल० (1972) माडल्स आफ टीचिंग, प्रेन्टिस हाल आफ आस्ट्रेलिया, आस्ट्रेलिया।
13. शर्मा, आर०ए० (2004), शिक्षण तकनीकी, आर लाल बुक डिपो, मेरठ।
14. सिंह, त्रिभुवन एवं सिंह प्रभाकर (1984), शिक्षण अभ्यास के सोपान भारत भारती प्रकाशन, जौनपुर।
15. सिंह, एल०सी० एवं शर्मा आर०डी० (1991) माइक्रो टीचिंग, थ्योरी एण्ड प्रैक्टिस नेशनल साइकोलाजिकल कारपोरेशन, आगरा।

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# Fourth Semester

## Third Paper

### Research Methodology in Education

**Objectives** — After completing this course, the students will be able to –

1. Plan and develop appropriate research designs and tools of research.
2. Conduct advanced level analysis and interpretation of data.
3. Design research tools for selected domains of education.
4. Undertake treatment of data in bi-variate and multi-variate situations.

#### **Course Content**

##### **Unit 1- Research tools and n related data**

- A. Research tools. Concept and characteristics of a good research tool: Collecting Qualitative and Quantitative data through research tools: Some specific research tools their chief features procedures for developing them : Interview and Questionnaire, observation and rating scales and check list, Scales, tests and Sociometry.
- B. Development of atleast two research tools: estimation of their reliability & validity.

##### **Unit 2- Quantitative techniques: parametric & non-parametric**

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

##### **Unit 3- Advanced statistical techniques for study of relationship among variables**

- A. Partial and Multiple correlation, Eta Coefficient : their calculation and interpretation.
- B. Phi-Coefficient, Bi-serial and point bi-serial Coefficients; Contingency coefficient via Chi-square: their calculation and use.

##### **Unit 4- Reporting formats in educational research.**

- A. Reporting of Research, Writing of research report : Thesis and dissertation formats, scientific writings, needed skills and conventions. Preparation of research articles, seminar papers and monographs - their formats and needed skill requirements for preparation.
- B. Differences in reporting styles, features of research reports for quantitative and qualitative researches, Case presentations, formulation of research abstracts and summaries.

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### Reference Books :

1. Best, John W. (1993) : Research in education Prentice Hall Incorporation, New Delhi.
2. Corey, Stephen M. (1953) : Action Research to Improve School Practices, Bureau of Publication. Teachers college, Columbia University, New York.
3. Dalen, Van & Deobold B. Van (1973) : Understanding Educational Research, An Introduction ( 3rd Edition) McGraw Hill Book company, New York.
4. Ferguson, G.A. (1981) :- Statistical Analysis in Psychology and Education, McGraw Hill . International Book company, New York.
5. Garrett, H.E. (1981) : Statistics in Psychology and Education, Vakils Fellers and Simons, Pvt. Ltd. Bombay.
6. Guilford, J.P. (1986) • Fundamental of statistics in Psychology and Education, McGraw Hill Book Company, New York.
7. Kerlinger, Fred N. (1983) : Foundations of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road, Katnala Nagar, Delhi.
8. Kothari, C.R. (2006) : Quantitative Techniques, Second reprint, Vikas Publishing House PVT. Ltd. New Delhi.
9. Koul, Lokesh (1990) : Methodology of Educational Research, Vikash Publishing House PVT. Ltd. New Delhi.
10. Pandey, K.P. (2005) : Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varanasi.
11. Travers, M. W. (1961) : An introduction to Educational Research, The MacMillan Company, New York.
12. Tuckman, Bruce W. (1978) : Conducting Educational Research, New York, Harcourt Bruce Jovanovich, Inc.
13. Verma M. (1965) : An Introduction to Educational and Psychological Research, Asia Publishing House.

### अध्ययन ग्रन्थ :

14. गुप्ता, एसपीओ (2002), सांख्यिकीय विधियाँ, शारदा पुस्तक भवन, 11 युनिवर्सिटी रोड, इलाहाबाद।
15. पाण्डेय, केपीओ (2006). शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी।

*PK Singh*

*P. S. Singh*  
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16. पाण्डेय, के०पी० (2007), शिक्षा एवं मनोविज्ञान में सांख्यिकी: विश्वविद्यालय प्रकाशन, वाराणसी।

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

18. शर्मा, आर०पी० (2011), शिक्षा अनुसंधान के पूरक सूत्र एवं शोध प्रक्रिया, आनन्द प्रकाशन, बुक डिपो, मेरठ।

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

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**Fourth Semester**  
**Fourth Paper**  
**Dissertation and Viva Voice**

**Sessional work-**

1. Dissertation	-	70	marks
2. Viva	-	30	marks
Total	-	100	Marks

- Note-** 1. II Semester Dissertation work and Viva Will be Held By Internal Examiner and IV Semester Dissertation work and Viva Will be Held By External Examiner
2. It will be mandatory for every student to prepare a dissertation. External examiner would take a Viva-Voice based on dissertation work and there <sup>after</sup> students will be evaluated on the basis of their performance and dissertation work.

AK

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26/9/18

DRB  
26/9/18

R. Jagan  
26.09.18