

School of Education

**Suresh Gyan Vihar University**

**Mahal, Jagatpura, Jaipur-302025**

**Updated Curriculum**

**M.Ed.**

**for**

**Academic Session 2014-15**

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**GYAN VIHAR SCHOOL OF EDUCATION**

**Teaching and Examination Scheme for M.Ed 1Year Program**

**Edition-2014**

 **Year-I Sem-I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Sub.Code** | **Theory Paper** | **C** | **Contact Hrs/Wk.** | **Exam (Hrs.)** | **Weightage (in %)** |
| **L** | **S/P/WS/TU** | **CIE** | **ESE** |
|  | **A** | **Compulsory Papers** |  |  |  |  |  |  |
| 1. | ED-501 | Philosophical & Sociological Foundations of Education | 5 | 5 |   | 3 | 30 | 70 |
| 2. | ED-503 | Methodology of Educational of Research | 5 | 5 |   | 3 | 30 | 70 |
| 3. | ED-505 | Psychological Foundations of Teaching & Learning | 5 | 5 |   | 3 | 30 | 70 |
|  | B | **Elective Papers (Specialization)** |   |   |   |   |   |   |
| 4.5.6.7. |  ED-507 ED-509 er er ED-511  ED-513 | **Area-1**  Principles of Comparative Education-1Educational Technology -I **OR**  **Area-2**  Foundation & Organization of Teacher Education-IPrinciples & Procedure of Guidance-I | 55 | 55 |   | 3 | 30 | 70 |
| 8. | DI 501 | **Dissertation work -** Synopsis preparation and presentation | 2 | 2 |   | - | 60 | 40 |
| 9. | SM 501 | Seminar/Presentation/WS/Tu. | 3 |   | 6 |   |   |   |
| 10. |  OTP501 | Observation and involvement in teaching practice | 2 |  |  |  | 100 |  |
|  | **C** | **Discipline and Co-Curricular Activities** |  |  |  |  |  |  |
| 11. | DC 501 | Discipline and Co-Curricular Activities | 2 |   |   |   | 100  |   |
|  |   | **Total** | 34 |  27 | 6  |   |   |   |
|  |   | **Total Teaching Load** |   | 33 |   |   |   |   |
|  | Note – Students have to select one area out of area-1 or area -2 papers only from the elective papers. |

**L = Lecture T = Tutorial W= Workshop CIE = Continuous Internal Evaluation**

 **S = Seminar P = Practical ESE = End Semester Examination**

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**GYAN VIHAR SCHOOL OF EDUCATION**

**Teaching and Examination Scheme for M.Ed 1Year Program**

**Edition-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Course Code** | **Course Name** | **Credits** | **Contact Hrs/Wk.** | **Exam Hrs.** | **WEIGHTAGE (in %)** |
| **L** | **S/P/WS/TU** | **CIE** | **ESE** |
|  | **A** | **Compulsory Papers** |  |  |  |  |  |  |
| 1. | ED 502 | Philosophical & Sociological Foundations of Education | 5 | 5 |   | 3 | 30 | 70 |
| 2. | ED 504 | Methodology of Educational of Research | 5 | 5 |   | 3 | 30 | 70 |
| 3. | ED 506 | Psychological Foundations of Teaching & Learning | 5 | 5 |   | 3 | 30 | 70 |
|  | B | **Elective Papers (Specialization)** |   |   |   |   |   |   |
| 4.5. |  ED 508  ED 510  | **Area-1**  Education in U.K., U.S.A. & India-IIEducational Technology & instructional Process -II **OR** | 5 | 5 |   | 3 | 30 | 70 |
| 6.7. |  er ED 512 RRRR ED 514 |  **Area-2**  Student Teaching & Innovative Practice in Teacher Education-II Techniques of Appraisal & Counselling-II | 5 | 5 |  |  |  |  |
| 8. | DI 502 | **Dissertation work**Field work and Report writing | 4 |  | 8 | - | 60 | 40 |
| 9. | OTP502 | Observation and involvement in teaching practice | 2 |  |  |  | 100 |  |
|  |   | **Total** | 31 | 25  |  8 |   |   |   |
|  |   | **Total Teaching Hours** |   | 33 |   |   |   |   |
|  | Note – Students have to select one area out of area-1 or area -2 papers only from the elective papers. |

 **Year-1 Sem-II**

**L = Lecture T = Tutorial W= Workshop CIE = Continuous Internal Evaluation**

 **S = Seminar P = Practical ESE = End Semester Examination**

**EXAMINATION SCHEME-M.Ed. (2014-15)**

1. **Compulsory Papers & Elective Papers:** All compulsory & elective papers shall be evaluated as follows:-

|  |  |  |
| --- | --- | --- |
| Total  | Internal (CIE) | External (ESE) |
| 100 | 30 | 70 |

External marks will be awarded at the end semester theory examination.

Internal marks will be awarded on the following basis.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I-Mid Term | II- Mid Term | Class Test | Assignment | Total |
| 10 | 10 | 05 | 05 | 30 |

1. **Dissertation Work:**

M.Ed. Dissertation Work is divided in two parts in Semester-I & Semester-II. In I-Semester Synopsis preparation and presentation & in II- Semester: field work and report writing will be evaluated. Both the semesters will be evaluated as follows:-

|  |  |  |
| --- | --- | --- |
| Topic  | Internal (CIE) | External (ESE) |
| Synopsis preparation & presentation  | 60 | 40 |
| Field work and report writing | 60 | 40 |

1. **Components of CIE of synopsis:**
* Topic selection 10
* Attendance 20
* Synopsis Presentation-I 30

 60

**Components of ESE of synopsis:**

* Synopsis Presentation-II 30
* Viva-voce 10

40

1. **Components of CIE of field work and report writing:**
* Preparation of tools & techniques/research design 15
* Data collection procedures in the field 15
* Report writing 30

60

**Components of ESE of field work and report writing:**

1. Presentation (LCD based)
* Command over language 10
* Slide preparation 10
* Ability to express the result/findings 10
1. Viva- voce 10

40

**Board of Examiner for ESE:**

1. Concerned Dean/ Principal/VP/Head First Examiner
2. External expert not below the associate professor Second Examiner

OR

Senior member of teaching staff

1. Concerned supervisor Internal Examiner
2. **Seminar /Ws/ Presentation/tutorial**

|  |  |  |
| --- | --- | --- |
| Total  | Internal (CIE) | External (ESE) |
| 100 | 60 | 40 |

**Components of CIE of Seminar /Ws/ Presentation/tutorial:**

* Attendance 20
* Presentation skills 40

60

**Components of ESE of Seminar /Ws/ Presentation/tutorial:**

* Report submission/ File Work 20
* Report presentation & viva 20

40

1. **Evaluation of observation of teaching practice:**

|  |  |  |
| --- | --- | --- |
| Total  | Internal (CIE) | External (ESE) |
| 100 | 60 | 40 |

**Components of CIE of Observation of teaching practice:**

* Attendance 20
* Observation of lesson 30
* Guidance work 10

60

**Components of ESE of Observation of teaching practice:**

* Observation by the evaluator 20
* Observation file 20

40



**GYAN VIHAR SCHOOL OF EDUCATION**

**LIST OF COURSES FOR B.Ed & M.Ed PROGRAM**

**Edition-2014**

|  |  |
| --- | --- |
| **Course Code** | **Course Name** |
| ED -501 | Philosophical & Sociological Foundations of Education |
| ED -502 | Philosophical & Sociological Foundations of Education |
| ED -503 | Methodology of Educational of Research |
| ED -504 | Methodology of Educational of Research |
| ED -505 | Psychological Foundations of Teaching & Learning |
| ED -506 | Psychological Foundations of Teaching & Learning |
| ED -507 | Principles of Comparative Education-1 |
| ED -508  | Education in U.K., U.S.A. & India-II |
| ED -509 | Educational Technology -I  |
| ED -510  | Educational Technology & instructional Process -II  |
| ED-511  | Foundation & Organization of Teacher Education-I |
| ED-512 | Student Teaching & Innovative Practice in Teacher Education-II  |
| ED-513 | Principles & Procedure of Guidance-I |
| ED-514 | Techniques of Appraisal & Counselling-II |
| OTP-501 | Observation and involvement in teaching practice |
| OTP-502 | Observation and involvement in teaching practice |
| DI- 501 | Synopsis preparation and presentation |
| DI -502 | Field work and Report writing |
| SM-501 | Seminar/Presentation/WS/Tu. |
| SM-502 | Seminar/Presentation/WS/Tu. |

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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

|  |  |
| --- | --- |
| **PHILOSOPHICAL & SOCIOLOGICAL FOUNDATIONS OF EDUCATION** | **[Ed 501]** |

|  |  |
| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = THREE (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To develop the understanding that education has its base philosophical and sociological.
2. To understand the social context of education and its operational dimensions as a social sub system.
3. To understand the current issues in social context.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Philosophical basis of Education** 1. Meaning, scope, and branches of philosophy.

(Metaphysics, epistemology and axiology).1. Impact of philosophy on different aspects of education.

(Philosophy and aims of education, curriculum, methods of teaching, philosophy and teacher).1. Functions of educational philosophy.
 | **12** |
| **2** | **Philosophical thoughts of Indian Educationist** 1. Dr. Zakir Hussain.
2. Swami Vivekananda.
3. J. Krishnamurthy.

(In context to aims of education, curriculum, methods of teaching and teacher). | **12** |
| **3** | **Contribution of Western Philosophy to Education** 1. Existentialism.
2. Humanism.
3. Realism.
 | **12** |
| **4** | **Sociological basis of Education*** 1. Meaning, scope and interdependence of sociology and education.
	2. Concept of social system, education and other sub system.
	3. Education as a agent of:
1. Social change.
2. Social mobility.
3. Modernization.
4. Socialization.
 | **12** |
| **5** | **Issues affecting Education** 1. Life skill Education.
2. Inclusive Education.
3. Women Education.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Name of the Author** |  **Name of Book**  | **Publication** |
| 1. | Rao Usha (2012) | Inclusive Education  | Himalaya Publication House ,New Delhi |
| 2. |  Saxena Radha, Sharma Gopinath, Shastri Ira (2000) | Teacher & Education in Emerging Indian Society |  Classic Pub., Jaipur |
| 3. | Rao Usha (1999) | Values in Education  |  Top Pub., Mumbai |
| 4. | Chaubey Saryu Prasad (1987) | Sociological Foundation of Education  |  Vinod Pustak Mandir,Agra |
| 5. | Perkit, B.R. (1988) | New Education in India  |  Associate Pub., Ambala  |
| 6. | Bhatia and Narang (1989) | Principles and Techniques of Education  | Prakash Brother, Ludhiana |
| 7. | Pillai, K. Shiv dasan (1991) | Relevance of Peace Education  |  Associate Pub., Ambala. |
| 8. | Shrimali K.L. (1965) | Education in changing India  | Asia Publishing House, New Delhi |
| 9. | Shrimali K.L. (1951) | A search for values in education  |  Harper Co., New York. |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| --- | --- |
| **PHILOSOPHICAL & SOCIOLOGICAL FOUNDATIONS OF EDUCATION** | **[Ed 502]** |

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| --- | --- |
| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To develop an understanding that education has at its base philosophic understanding.
2. To understand the nature of philosophic inquiry and its applications in education.
3. To critically examine the Indian policy on education, at least the current one for its philosophical, logical basis.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Indian Philosophical Foundations of Education** 1. Educational implication of following philosophies:
2. Sankhya philosophy of education.
3. Vedant philosophy of education.
4. Philosophy of yoga and education.
 | **12** |
| **2** | **Educational thoughts of Western Philosopher** 1. Plato.
2. Rousseau.
3. John Dewey.

(In context with aims of education, curriculum, methods of teaching and teacher taught relationship). | **12** |
| **3** | **Sociological bases of Education** 1. Concept of social structure.
2. Culture and education: concept, cultural lag and conflict.
3. Agencies of education (school, family and state).
 | **12** |
| **4** | **Social dimension of Education** 1. Social stratification.
2. De-Schooling.
3. Futurology of education.
4. Religious and moral education.
 | **12** |
| **5** | **Issues in Education** 1. Educational disparities.
2. Education for international understanding.
3. Youth unrest.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Name of the Book**  | **Author** | **Publisher** |
| 1.  | Development and planning of modern education  | Agarwal,J.C.(1968) | Agra Book Depot., New Delhi  |
| 2. | New Educational Policy | Kabra Ummed Rao (1989) | Krishna Brother Pub., Ajmer |
| 3. | Problem of Indian Education and Trends | Agarwal, S.B., Uniyal M. (1975) | U.P. Hindi Granth Academy, Lucknow |
| 4. | Bhartiya Shiksha ki Jwalant Samasya | Pandey Ramshakal Misra, Karuna Shankar (1990) | Bohra Pub. Allahabad |
| 5. | Educational for International understanding & co-relation  | Govt. of India (1959) | New Delhi  |
| 6. | Shiksha ki Ruprekha | Bais, H.S. (1991) | Ashish Publishing House, New Delhi |
| 7. | Process of Education  | Bruner, J.S. (1980) | The Mcmillan Co. of India, New Delhi |
| 8. | Shiksha Darshan  | Pandey, R.S. (1965) | Ram Prasad and Sons, Agra |
| 9. | Shiksha Darshan and Samaj | Sharma Rajini & Pandey Satya Prakash (1995) | R.B.S.A. Pub., Jaipur |
| 10. | Problem of Education in Indian  | Sharma Ramnath & Rajendra Kumar (1996) | Atlantic Pub., New Delhi |
| 11. | Education for International understanding | Saiden, K. G. (1948) | Kitab Ltd., Bombay |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| **METHODOLOGY OF EDUCATIONAL RESEARCH** | **[Ed -503]** |

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| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To acquaint students with the concepts of research and educational research.
2. To develop an understanding of the nature and scope of educational research.
3. To develop insights into the methodological issues involved in educational research.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Concept of Research in Education** 1. Meaning & Significance of Research
2. Research in Education-it’s need & significance
3. Objective of educational research.
4. Scientific Method and Scientific attitude: meaning and its need in research.
 | **12** |
| **2** | **Fundamentals of Research** Meaning of the following terms: 1. Philosophical & Scientific Theory.
2. Concepts, Constructs, Facts & Theory, Laws & Axioms.
3. Steps in developing Scientific Theory.
4. Hypothesis, objectives & variability.
 | **12** |
| **3** | **Developing a Research Plan** 1. The Research Problem - Its selection, formulation and delimitation, Qualities of a good research problem.
2. Formulation of objectives, hypothesis, characteristics of good hypothesis, testing of hypothesis & Null hypothesis.
3. Sample, characteristics of a good sample, types of sampling, Methods of sampling
4. Format in preparing a research plan.
 | **12** |
| **4** | **Types of Educational Research** 1. Historical Research.
2. Experimental Research.
3. Basic and Action Research.
4. Surveys-Descriptive and Normative.
 | **12** |
| **5** | **Collection of Data in research** 1. Different type of Tools & Techniques of Data Collection.
2. Characteristics of a good research tool or technique
3. Problems involved in the collection of Data, Precautions to be taken
4. Reliability & validity of a tool: its meaning and types.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No.** | **Name of the Book** | **Author** | **Publisher** |
| 1. | Action Research to Improve School Practices | Corey, Stephen M | New York, Bureau of Publication, Columbia University |
| 2. | Fundamental Statistics in Psychology and Education | Guilfore J.P. | London Mc. Graw Hill Book Co. |
| 3 | Research Methods in Social Relations | Shiltz & Jahoda | London, Methuen & Co. |
| 4 | Anusandhan Parichay | Dr. B.N. Ray | Vinod Pusttak Mandir |
| 5 | Sekha Anusandhan Lekhan | R.S. Sharma | Kamal Book Depot, Murret. |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| --- | --- |
| **METHODOLOGY OF EDUCATIONAL RESEARCH** | **[Ed 504]** |

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| --- | --- |
| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To develop understanding and skill in using quantitative and qualitative techniques of data analysis.
2. To develop understanding and skill to interpret a given set of data after analysis.
3. To enable the student to write a research report in a proper way.
4. To enable the student to know and aware the status of research in India and abroad.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** |  **Tools & Techniques of Data Collection** 1. Standardized and non-standardized: self constructed test & different type of psychological tests.
2. Questionnaire, Interview, observation, schedule, attitude scales, Rating scales, check lists
3. Case study technique and focus group discussion.
 | **12** |
| **2** | **Analysis of Data**1. Qualitative Analysis & Quantitative Analysis.
2. Need and importance of Statistics: Mean, Median, Mode, Standard deviation, Correlation.
3. Measures of reliability: Central tendencies.

Measures of variability: Percentages & Correlation.1. t-test F-Ratio test, chi-square test, content analysis.
2. Use of computer & internet in research: data analysis, data organization, presentation, report writing.
 | **12** |
| **3** | **Interpretation of data**1. Meaning and importance of data interpretation.
2. Need of interpretation of data in research.
3. Techniques and steps of data interpretation.
4. Precautions to be taken by the research scholar during interpretation.
 | **12** |
| **4** | **Writing the Research Report:** 1. Use of library, importance of taking notes, reference material.
2. Characteristics of a good research report.
3. How to right the research report.
4. Criteria for evaluation of a research report.
 | **12** |
| **5** | **Review of Educational Research in India & Abroad:** 1. History of Research in Education in India & Abroad.
2. Present status of Research in India & abroad.
3. Recent trends in different areas of research.
4. Interdisciplinary approach: an emerging trend in the field of research.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No.** | **Name of the Book** | **Author** | **Publisher** |
| 1. | Action Research to Improve School Practices | Corey, Stephen M | New York, Bureau of Publication, Columbia University |
| 2. | Fundamental Statistics in Psychology and Education | Guilfore J.P. | London Mc. Graw Hill Book Co. |
| 3 | Research Methods in Social Relations | Shiltz & Jahoda | London, Methuen & Co. |
| 4 | Anusandhan Parichay | Dr. B.N. Ray | Vinod Pusttak Mandir |
| 5 | Sekha Anusandhan Lekhan | R.S. Sharma | Kamal Book Depot, Murret. |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

|  |  |
| --- | --- |
| **PSYCHOLOGICAL FOUNDATION OF TEACHING-LEARNING** | **[Ed505]** |

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| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100 [CIE-30) & ESE- (70)] |

**Objectives:**

1. To acquaint students with the concept of educational psychology and importance in education.
2. To acquaint students with the significance of individual differences in educational process.
3. To familiarizes students with the tools and techniques of measurement of various attributes of individual differences and different school of psychology.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Educational Psychology**1. Meaning, scope and functions of Educational Psychology.
2. Contribution of psychology for a teacher in teaching learning process.
3. Schools of Psychology (brief introduction):
4. Behaviourlism.
5. Gestalt.
6. Psycho-analytic.
 | **12** |
| **2** | **Individual differences** 1. Meaning, aspects of individual differences (cognitive and non- cognitive).

(Intelligence, Aptitude, Creativity and Personality Characteristics).1. Techniques of measurement of different aspects of individual difference.
2. Standardized and
3. Non-standardized.
 | **12** |
| **3** | **The Learning as Psychological Foundation of Education** 1. Concept, factors influencing learning.
2. Learning theories.
3. Cognitive field theory of learning.
4. Behaviouristic theory of learning.
5. Contribution of Piaget and Burner.
 | **12** |
| **4** | **Motivation as Psychological Foundation of Education** 1. Meaning, nature and characteristics.
2. Factors affecting learner's motivation.
3. Factors for enhancing learner's motivation (teacher related, Goal related, Incentives, desirable classroom environment etc.)

**Theories of motivation** 1. Psycho analytical theory of motivation.
2. Behaviouristics theory of motivation.
3. Maslow's theory of motivation.
 | **12** |
| **5** | **Group Psychology in Education**1. Meaning, nature and characteristics of human group.
2. Characteristics of a class as a group.
3. Group dynamics: concept and need to study of group for a teacher, condition for improving group behaviour in school.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Name of the Book**  | **Author** | **Publisher** |
| 1.  | Essentials of Educational Psychology | Agarwal.J.C. | Vikas Publishing House Pvt Ltd, New Delhi  |
| 2. | Learning Theories for Teachers |  Bigge | Harper,N.Y. |
| 3. | Educational Psychology | Blair,jones and Simpson | Macmillan,N.Y. |
| 4. | Introduction to Psychology  | Cliford, T. Morgan (1961) | Mc. Graw Hill Book Co., New York |
| 5. | Educational Psychology | Garrison (1964) | Vakils and Sons, Pvt. Ltd., Bombay |
| 6. | Educational Psychology in the classroom |  Henry Clay Lindgren (1980) | Oxford University Press,N.Y. |
| 7. | Psychology an Introduction to Study the Human behaviour | Henry Clay Lindgren (1976) | John Wiley and Sons, Inc., New York |
| 8. | Learning and Behaviour | James E. Mazur (1986) | Prentice Hall, U.S.A. |
| 9. | The psychology of learning and Techniques of teaching | James, M. Thyne (1963) | London Press Ltd., London |
| 10. | Advanced Educational Psychology | Kuppuswami B. (1963) | Jalandhur University Publisher |
| 11. | Psychology of Teaching (Vedic) | Lefranceois R. Guyo (1982) | Waldsworth Pub. Co., California |
| 12. | Advanced Educational Psychology  | Prakash Ravi Tarachand (1997) | Kanishks Pub., New Delhi |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

|  |  |
| --- | --- |
| **PSYCHOLOGICAL FOUNDATION OF TEACHING-LEARNING** | **[Ed 506]** |

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| --- | --- |
| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To acquaint students with the concept of teaching, theories of teaching.
2. To acquaint students with the importance of development stages and its importance in teaching learning.
3. To acquaint the students with the identification and treatment procedures for mental health of learner.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Psychology of Teaching** 1. Meaning, nature, characteristics of good teaching.
2. Dimensions of teaching such as teacher, learner, learning material methods of teaching, the environment.
3. How they interact with each other and affect teaching learning.
 | **12** |
| **2** | **Theories of Teaching:** * 1. Meaning, need for a theory of teaching.
	2. Classification of theories of Teaching (brief introduction):
1. Maiutic theory
2. Communication theory
3. The Moulding theory.
4. The inquiry theory.
	1. Relationship of theories of teaching with learning theories.
 | **12** |
| **3** | **Education implications of Psychology of Human development:** 1. Concept and importance, purpose and influencing factors of development.
2. Essential Psychological functions for understanding the development of childhood.
3. Developmental tasks of childhood. Learning physical skills building wholesome attitude towards oneself as a growing organism learning to get along with age mates.
 | **12** |
| **4** | **Developmental tasks of adolescents** 1. Accepting one's physique and masculine feminine role.
2. New relation with age mates of both sexes.
3. Adjustment with emotional independence.
4. Achieving assurance of economics independence.
5. Developing intellectual skills.
6. Building conscious values in harmony with adequate specific world picture.

  | **12** |
| **5** | **Mental Health of Learner**1. Meaning, objectives, Characteristics of mentally healthy person.
2. Importance of mental health in teaching learning.
3. Treatment procedure promoting mental health:
4. Physical examination.
5. Therapies: Psycho Therapy, Play Therapy, Rational Emotive Therapy (Albert Ellis), Reality Theraphy (William Glasser).
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Name of the Book**  | **Author** | **Publisher** |
| 1.  | Review of research on theory of teaching | Bhattacharya, S.P. (1973) | C.A.S.E. monograph, M.S. University Barodara |
| 2. | The Psychology of Learning and instruction Educational Psychology  | Dececo, J.P. (1970) | Prentice Hall of India Pvt. Ltd.  |
| 3. | Theories of Teaching and Instructure | Gage, N.L. (1964) | 63, Year Book of National Society for the Study of Education (Part-II) |
| 4. | Towards a Theory of Teaching  | Smith, B.O. (1963) | Buscom Pub. Teachers College, Columbia University New York. |
| 5. | The Technology of Teaching | Skinner, B.F. (1968) | Appleton Century Craft N.Y  |
| 6. | Towards taking the fun out of building a theory of instruction  | Travers, R.W. (1966). | Educational psychology, prentice hall India Pvt. Ltd.  |
| 7. | Fundamentals of Educational Psychology | Sharma,R.A. | Lal Book Depot, Meerut |
| 8. | Essentials of Edcuational Psychology |  Skinner,B.F. | Asia Publishing House, Bombay |
| 9. | Shiksha Kai Nutan Aayam  | Oad, L.K. (1978) | Rajasthan Hindi Granth Academy |
| 10. | Towards better teacher in the secondary schools | Walton, John (1966) | Allen and Bacon Inc., Boston. |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| --- | --- |
| **COMPARATIVE EDUCATION: PRINCIPLES OF COMPARATIVE EDUCATION-I** | **[Ed-507]** |

|  |  |
| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100 [CIE-30) & ESE- (70)] |

**Objectives:**

1. Understand the concept, objectives and importance of comparative education.
2. Understanding the development of comparative education in India.
3. Understand the structure of education (sec. edu.) in different center**s.**

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Meaning, scope, need, importance and purpose of Comparative Education.** 1. In relation to the education system prevailing in the U.K.
2. In relation to the education system prevailing in the U.S.A.
3. In relation to the education system prevailing in India.
 | **12** |
| **2** | **Factors determining the theory and practice of education**1. In relation to geographical, economic, cultural, sociological, linguistics, religious and scientific conditions in U.K
2. In relation to geographical, economic, cultural, sociological, linguistics, religious and scientific conditions in U.S.A
3. In relation to geographical, economic, cultural, sociological, linguistics, religious and scientific conditions in India
 | **12** |
| **3** | **Approaches to Comparative Education** 1. Philosophical Approach
2. Sociological Approach
3. Historical Approach
4. Statistical Approach
 | **12** |
| **4** | **Study of the following branches of education:** 1. Primary Education-it’s subject-matter, content, text books, the extent to which it is spread, the extent to which it responds to the needs of the local communities, how it is administered and financed, teachers and their training in U.S.A., U.K. and India.
2. Secondary Education-Its extent, manner and criteria of selection of pupils for it, curriculum, examination, guidance programme in relation to vocational preparation and higher education. Teachers and their training and finance in U.S.A., U.K. and India.
3. Higher Education, its extent, intellectual and social contents, length of studies, institutions, organizational structure. Universities in U.S.A., U.K. and India.
 | **12** |
| **5** | **World Education**The role of U.N.O. and modern trends in world education, need of modern trends in education, effective factors of modern trends of education tendency of globalization in education, International Education Commission 1993-96, role of UNESCO in education. Developing international understanding: characteristics & need. | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No.** | **Name of the book** | **Author** | **Publisher** |
| **1** | Comparative Education | Hans, N.A. | London Kegan Paul |
| **2** | The New Era in Education,  | Kandel, I.L. | London, Harrap |
| **3** | World Perspectives in Education, | King, Edmun J. | Bobbs Metlcill |
| **4** | Comparative Education  | Mukerji, L | Allahabad, Kitab Mahal |
| **5** | UNESCO: Hand book of World Surveys of Educational Organization and Statistic  |  |  |

 

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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| **COMPARATIVE EDUCATION: EDUCATION IN U.K., U.S.A. AND INDIA- II** | **[Ed 508]** |

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| --- | --- |
| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To acquaint students with the organization of education system at different levels.
2. To develop an understanding the professional, vocational and technical education in USA, U.K. & India.
3. To develop an understanding of the special education system in India.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **A comparative study of the systems of education in U.K., U.S.A. and India vis-a-vis. The following:** 1. Purpose of Education
2. Organization, Finance and control
3. The educational ladder
 | **12** |
| **2** | **Principles underlying the organization, curriculum and syllabus, text books, examinations and guidance with reference to-** 1. Pre-Primary Education
2. Primary Education
3. Secondary Education
 | **12** |
| **3** | **Principles underlying the organization, curriculum and syllabus, text books, examinations and guidance with reference to-** 1. Higher and Professional Education
2. Teacher Education
3. Vocational & Technical Education.
 | **12** |
| **4** | **Special Education-** 1. Education of the Handicapped,
2. Education of Gifted Children
3. Social groups.

N.B.: All the above points to be studied in relation to Indian Education. | **12** |
| **5** | Post-Independence Education in India: 1. University Education Commission
2. Secondary Education Commission
3. Education Commission (1965-66)
4. New Education Policy 1986.
5. Knowledge Commission
 | **12** |
|  | **Total** | **60** |

 **Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No.** | **Name of the book** | **Author** | **Publisher** |
| 1 | Comparative Education | Hans, N.A. | London Kegan Paul |
| 2 | The New Era in Education,  | Kandel, I.L. | London, Harrap |
| 3 | World Perspectives in Education, | King, Edmun J. | Bobbs Metlcill |
| 4 | Comparative Education  | Mukerji, L | Allahabad, Kitab Mahal |
| 5 | UNESCO: Hand book of World Surveys of Educational Organization and Statistic  | **--------** | **---------** |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| **EDUCATIONAL TECHNOLOGY: EDUCATIONAL TECHNOLOGY-I** | **Ed 509** |

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| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100 [CIE-30) & ESE- (70)] |

**Objectives:**

1. To acquaint students with nature of educational technology.
2. To help students understand systems approach in education.
3. To develop understanding and skill of programming**.**

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Concept of Educational Technology**: 1. Definition, meaning, nature and scope of Educational Technology and it's basic principles.
2. Role of Educational Technology in modern times.
3. New trends in Educational Technology.
 | **12** |
| **2** | **Communication & Media technology:**1. Concept, process & principles of communication, barriers in Communication.
2. Class-room communication: verbal communication & non-verbal communication
3. Different Media of Communication.
4. Teaching-Learning as a communication process.
 | **12** |
| **3** | **Innovations in teaching learning process:**1. Cooperative learning
2. Constructivism
3. Modules: concept, definition, importance & applications in the teaching learning process.
 | **12** |
| **4** | **Skill based teaching:** * 1. Definition, Meaning and Scope of Micro-Teaching and Simulated Teaching
	2. Characteristics and Objectives of Micro-Teaching and Simulated Teaching
	3. Steps of Micro-Teaching and Stimulated Teaching
	4. Feed-back devices: meaning, devices, mechanism of feed-back*.*
 | **12** |
| **5** | **Management and Organizing teaching:**1. Task analysis
2. Content analysis
3. Ways of providing learning experiences:
4. Programmed learning
5. Computer assisted learning
6. Evaluation: concept, types and techniques.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr.No.** | **Name of Book** | **Author** | **Publisher** |
| 1 | Technology of teaching | Skinner, B.F. | Appleton Century Crofts  |
| 2 | Innovation in teaching-learning process | Chauhan, S.S. | Vikas Publication, New Delhi |
| 3 | The selections and use of international media for improving classroom teaching and interactive individualized instruction | Romiszowaski | London: Kagan Page |
| 4 | Instructional technology | Knork, F.G.Chillds, T. | N.Y.Holt Rinehart and Winston |
| 5 | Introduction to educational technology  | Sampath, K.,Painiselvan, A &Santhanam, S | New Delhi, Sterling (P) Ltd. |
| 6 | Models of teaching | Joyace, Bruce &Weilmansha | New Jersey, Prentice Hall, Englewood Cliffs |
| 7 | Encyclopedia of educational technology | Giridhar, C.H. | Commonwealth Publishers |
| 8 | Encyclopedia of teaching techniques  | Shankar, T. | Commonwealth Publishers |
| 9 | Technological foundation of education | Sharma, R.A. | R.Lall book depot |
| 10 | Essential & educational technology management | Oberoi, S.C.Saxena, N.R. Swaroop | R.Lall book depot |
| 11 | Educational technology management & evaluation | Aggrawal, J.C. | Vinod Pustak Mandir |
| 12 | Educational technology and management | Bhatnagar, R.P. | International pub. house. |
| 13 | Educational technology  | Rao, V.K. | A.P.H. Publishing Corp. |
| 14 | Distance education | Pathak, C.K. | Rajat Publications |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| **EDUCATIONAL TECHNOLOGY: EDUCATIONAL TECHNOLOGY AND INSTRUCTIONAL PROCESS- II** | **[Ed 510]** |

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| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To acquaint students with nature of educational technology.
2. To help students understand systems approach in education.
3. To develop understanding and skill of programming.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Teaching & its models:**1. Concept of teaching
2. Principles & maxims of teaching
3. Models of teaching: Bruner’s model, Suchman’s inquiry training model.
 | **12** |
| **2** | **Instructional objectives in teaching-learning:**1. Bloom’s Taxonomy of instructional objectives: cognitive, affective, and psychomotor.
2. Formulation of instructional objectives.
3. Impact of educational technology on teaching & learning.
 | **12** |
| **3** | **Methods and approaches in Teaching-Learning:**1. System approach.
2. Personalized system of instruction (PSI).
3. Blended learning.
4. Composite learning.
 | **12** |
| **4** | **Application of educational technology in evaluation:**1. Concept and need of evaluation.
2. Process of evaluation.
3. New trends in evaluation.
4. Application of technology in distance education.
 | **12** |
| **5** | **Action Research:**1. Concept of action research.
2. Difference between action research and other researches
3. Fundamentals of action research.
4. Procedure & methodology of action research
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr.No.** | **Name of Book** | **Author** | **Publisher** |
| 1 | Technology of teaching | Skinner, B.F. | Appleton Century Crofts  |
| 2 | Innovation in teaching-learning process | Chauhan, S.S. | Vikas Publication, New Delhi |
| 3 | The selections and use of international media for improving classroom teaching and interactive individualized instruction | Romiszowaski | London: Kagan Page |
| 4 | Instructional technology | Knork, F.G.Chillds, T. | N.Y.Holt Rinehart and Winston |
| 5 | Introduction to educational technology  | Sampath, K.,Painiselvan, A &Santhanam, S | New Delhi, Sterling (P) Ltd. |
| 6 | Models of teaching | Joyace, Bruce &Weilmansha | New Jersey, Prentice Hall, Englewood Cliffs |
| 7 | Encyclopedia of educational technology | Giridhar, C.H. | Commonwealth Publishers |
| 8 | Encyclopedia of teaching techniques  | Shankar, T. | Commonwealth Publishers |
| 9 | Technological foundation of education | Sharma, R.A. | R.Lall book depot |
| 10 | Essential & educational technology management | Oberoi, S.C.Saxena, N.R. Swaroop | R.Lall book depot |
| 11 | Educational technology management & evaluation | Aggrawal, J.C. | Vinod Pustak Mandir |
| 12 | Educational technology and management | Bhatnagar, R.P. | International pub. house. |
| 13 | Educational technology  | Rao, V.K. | A.P.H. Publishing Corp. |
| 14 | Distance education | Pathak, C.K. | Rajat Publications |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| **FOUNDATION OF TEACHER EDUCATION: FOUNDATION AND ORGANIZATION OF TEACHER EDUCATION- I** | **Ed 511** |

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| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100 [CIE-30) & ESE- (70)] |

**Objectives:**

1. To enable the students to understand the meaning, scope and objectives of teacher education at different level and its development in India.
2. To acquaint the students with the various aspects of student teaching programmes, prevailing in the country.
3. To enable the students to understand about agencies in India.
4. To develop understanding about the researches in teacher education.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Development and Organization of Teacher Education** 1. Historical view of Teacher Education.
2. Objectives of Teacher Education at different level.
3. In-service & Pre-service teacher education (Concept & Objectives).
 | **12** |
| **2** | **Managing bodies and Agencies involved in Teacher Education**  1. NCTE, NCERT, SCERT, DIET, UGC

 (Organizational setup, role and functions).1. Report of various commissions and policies on teacher education.
 | **12** |
| **3** | **Student Teaching Programmes:**1. Patterns of student teaching (Practice Teaching, Block Teaching).
2. Skill based teaching: Micro Teaching (need and importance, procedure of conducting the programme).
3. Evaluation and supervision of student teaching.
 | **12** |
| **4** | **Trends in Teacher Education**1. Distance mode in Teacher Education (concept, need, feasibility and relevance).
2. Use of IT in Teacher Education.
3. Interdisciplinary approach (four year integrated programme).
 | **12** |
| **5** | **Issues in Teacher Education** 1. Quality assurance in teacher education (regarding admission, duration of programme).
2. Curriculum:
3. Theory.
4. Practice Teaching.
5. Practical work.
6. Research activities in the field of teacher education.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr.No.** | **Name of Book** | **Author** | **Publisher** |
| 1 | Dynamic Teacher Education  | Mathur, B.M. (2009) | R.S.A. International Agra. |
| 2 | Handbook for the Prospective Teacher | Mathur, B.M., Thadani B. (1988) | Atlantic Pub., New Delhi. |
| 3 | The Teacher: Teacher Education: Professional Organization of Teachers | Chaurasia, G. Etat (Ed) (1998) | Council for Teacher Education, Bhopal  |
| 4 | Challenges in Teacher Education  | Singh, Mayashankar (2007) | Adhyan Pub., New Delhi  |
| 5 | Teacher Education in Delewa | Singh, Mayashankar (2007 | Adhyan Pub., New Delhi |
| 6 | Quality impact in Teacher Education  | Singh, M.S. (2004) | Adhyan Pub., New Delhi |
| 7 | Towards Better Teaching  | Vijay, D.R. (1993) | Duaba House, Delhi |
| 8 | Curriculum frame work for Teacher Education  | NCTE | Discussion document, NCTE, New Delhi. |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| **FOUNDATION OF TEACHER EDUCATION: STUDENT TEACHING AND INNOVATIVE PRACTICES IN TEACHER EDUCATION- II** | **[Ed 512]** |

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| --- | --- |
| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To understand the concepts, objectives and principles of teacher education.
2. To acquaint the development of teacher education.
3. To realize the place of teaching in the community.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Student Teaching**1. Meaning and scope of student teaching.
2. Objectives of student teaching.
3. Problems of student teaching.
 | **12** |
| **2** | **Quality concern in Teacher Education**1. Need of quality concern in teacher education.
2. Causes of quality deterioration in teacher education.
3. Role of teachers for promoting quality in teacher education.
 | **12** |
| **3** | **Self Financing Teacher Education Institution** 1. Meaning and need of self finance institution.
2. Position/ status of self finance institution.
3. Role of universities in affiliated private colleges.
 | **12** |
| **4** | **Models of Teaching**1. Meaning and characteristics of models.
2. Types of Models:
3. Advance organizer model of teaching.
4. Jurisprudence model of teaching.
5. Synectic model of teaching.
 | **12** |
| **5** | **Innovative practices in Teacher Education**1. Seminar
2. Workshops
3. Tutorial
4. SUPW
5. Analyzing teacher behavior.

(Flanders Interaction analysis system). | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr.No.** | **Name of Book** | **Author** | **Publisher** |
| 1 | Adhyapak shiksha  | Sharma, R.A. (2007)  | Loyal Book depot. Meerut. |
| 2 | New era in teacher education  | Chaurasia G. (1967)  | Sterling Publishers Pvt. Ltd., Delhi  |
| 3 | Teacher education current and prospects  | Gupta, Arun K. (1984) | Sterling Publishers Pvt. Ltd., Delhi |
| 4 | Education of Indian teachers  | Udai Shankar (1984) | Sterling Publishers Pvt. Ltd., Delhi |
| 5 | Secondary Teacher education  | Kakkad, G.M. (1988) | Himalaya Pub. House, Delhi  |
| 6 | Teacher education quality development  | Maya Shankar (2004) | Adhayan Pub., Delhi  |
| 7 | Ministry of Human Resource Development  | National Policy on Education (1986) | Govt. of India, New Delhi  |
| 8 | Teacher Education In Etal in India  | Adaval, S.P. (1984) | Amitabh Pub. Allahabad |
| 9 | New Education Policy special issue -Sahitya Parichaya  | ------ | Vinod Pub., Agra  |
| 10 | Teachers in the Emerging India Society  | Safaya, Shaida, Shukla (2005) | Dhanpati Rai Pub. Co. New Delhi  |
| 11 | Horizon of Teacher Education  | Bhargava Mahesh, Haseen Taj (2008) | Rakhi Pub., Agra  |
| 12 | Word Perspectives on Teacher Education  | Vijay Kumar (2008)  | Sanjay Pub., New Delhi  |
| 13 | Teacher's in 21st century | Bhargava Mahesh, Sakia Rasul Lutfun (2005) | Rakhi Pub., Agra  |
| 14 | Teacher Education and the Teacher | Singh, L.C. (1995) | Vikas Pub. House Pvt. Ltd., New Delhi |
| 15 | Professional education of teachers  | Vashistha, S.R. (1993) | Mangaldeep Pub. Delhi |
| 16 | Teacher Education  | Panda, B.N. , Tiwari (1997) | APH Pub., New Delhi  |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

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| **GUIDANCE & COUNSELLING: PRINCIPLES AND PROCEDURE OF GUIDANCE- I** | **[Ed 513]** |

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| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. To help students in understanding the concepts and the basic principles of guidance & counseling, their need and application to the process of education.
2. To acquaint the student with a theoretical background for educational vocational and personal guidance.
3. To acquaint the students with organization frame work for various guidance services.

Two questions will be set from each unit and students will be required to answer one question from each unit.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Meaning, Nature, Scope and the process of Guidance:**1. Meaning, scope, aims of guidance and counseling.
2. Need for guidance and counseling in education.
3. Areas of guidance:
4. Educational.
5. Vocational.
6. Personal.
 | **12** |
| **2** | **Guidance Services and role of personnel:**1. Guidance services: Individual Inventory, Information, Counseling, Placement, Follow up.
2. Group guidance.
3. Role of personnel in guidance program
 | **12** |
| **3** | **Organization of Guidance Programme at different levels:** 1. School level
2. College level
3. Essentials of good guidance program.
4. Psychology of careers:
5. Concept and significance.
6. Vocational development.
7. Job analysis: concept, need and importance.
 | **12** |
| **4** | 1. **Theories of counseling:**

Brief introduction of :1. Psycho analytical theory
2. Cognitive theory
3. Back theory
4. Behavioural theory

  | **12** |
| **5.** | **Current issues in Guidance and Counseling**1. Problems of guidance in India.
2. Evaluation in guidance and counseling.
3. Status of Researches in guidance and counseling in India.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended** **Books:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No.** | **Name of the book** | **Author** | **Publication** |
| 1. | Principles And Techniques Of Guidance  | S.S. Chauhan (1982) | Vikas Publishing House Pvt. Ltd. New Delhi |
| 2. | Introduction To Guidance  | Crow And Crow (1964) | Publishing House Pvt. Ltd. New Delhi |
| 3. | Guidance Services In India | Dosajh, N.L. (1969) | Arya Book Depot., New Delhi  |
| 4. | Educational And Vocational Guidance In Secondary Schools  | Kochhar, S.K. (1984) | Sterling Publishers Pvt. Ltd. |
| 5. | Counseling And Guidance An Explanation  | L.F. Moser And Moser R.S.  | -------- |
| 6. | Counseling In The Secondary Schools | Donald Super (1965) | Harper And Row, New Delhi  |
| 7. | Organization and administration of guidance service  | Robert Smith and Erickson (1953) | Mc- Graw Hill Book Co. Inc. London. |
| 8. | funsZ'ku ds ewyrRo  | banq nwos ,ao vjfoan ikVd (1987) | jkt- fganh xza vdkneh ]t;iqj |



The first research oriented University of state

**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2014-15**

|  |  |
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| **GUIDANCE & COUNSELLING: TECHNIQUES OF APPRAISAL AND COUNSELLING- II** | **[ Ed 514]** |

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| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-5CREDITS-5 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-30) & ESE- (70)] |

**Objectives:**

1. Develop command of theoretical knowledge of various techniques in guidance and counseling.
2. Develop practical skills in selected techniques in guidance and counseling.
3. Develop abilities to provide individual and group guidance and counseling.

Two questions will be set from each unit and students will be required to answer one question from each unit.

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| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Appraisal in Guidance & Counseling:** 1. Meaning, Nature of appraisal.
2. Need for appraisal in Guidance & Counseling.
3. Techniques of diagnosis:
4. Standardized techniques.
5. Non-standardized techniques.
 | **12** |
| **2** | **Role of Tests and Tools of Measurement** 1. Projective techniques.
2. Semi projective techniques.
3. Standardized tests.
4. Non- Standardized tests.
 | **12** |
| **3** | **Approaches and Models of Counseling:** 1. Approaches:
2. Humanistic approach.
3. Self study approach.
4. Models:
5. Counselor control.
6. Non directive.
 | **12** |
| **4** | **Individual Counseling:** 1. Concept of individual counseling.
2. Counseling interview.
3. Counseling process: conditions, counseling relationship.
 | **12** |
| **5** | **Group Counseling:** 1. Concept and structure of group counseling.
2. Dynamics of group counseling.
3. Process of group counseling.
4. Limitations of group counseling.
 | **12** |
|  | **Total** | **60** |

**Note: Scheme of CIE**

* Class tests : 5marks
* Assignments : 5marks
* Two Mid Terms : 20marks

30marks

**Recommended** **Books:**

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| --- | --- | --- | --- |
| **S.No.** | **Name of the book** | **Author** | **Publication** |
| 1. | Guidance and Counseling in School  | Lee, Michall James and Pallone (1966) | Mc-Graw Hill Book Co. New York. |
| 2. | Guidance and Counseling | Sitaram Jaiswal (1984)  | Prakashan Kendra Lucknow |
| 3. | Guidance and Counseling in Colleges and Universities | Indu Dave (1983)  | Sterling publication Green Park New Delhi  |
| 4. | Testing in Guidance and Counseling  | Jonson F, Walter (1963) | Mc-Graw Hill Book Co. New York |
| 5. | Theories of Counseling  | OHL Sen., Merle M. (1965) | Mc-Graw Hill Book Co. New York |
| 6. | Theories of Counseling | Jonson F, Walter (1963) | Mc-Graw Hill Book Co. New York |