



**SYLLABUS**  
**FOR**  
**MASTER OF ARTS**  
**(EDUCATION)**  
**As per CBCS pattern**  
**2016-18**



**DEPARTMENT OF EDUCATION**  
**CHAUDHARY RANBIR SINGH UNIVERSITY**  
**JIND-126102 (HARYANA)**

(Estd. by Govt. of Haryana Legislature Act No. 28 of 2014)

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND  
M.A. (EDUCATION) –I<sup>ST</sup> SEMESTER (2016-18) SYLLABI AS PER CBCS PATTERN

# SEMESTER-I

(FOUNDATION COURSE)

PAPER CODE- 16ED F01 PHILOSOPHICAL PERSPECTIVES OF EDUCATION-I

Time: 3 hours

Max. Marks: 100

Credits-5

(External: 80, Internal: 20)

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

**COURSE OBJECTIVES:**

The students will be able to-

1. define the concept of Education and Philosophy and explain the relationship between them.
2. write a critical note on contribution of Philosophy to the field of Education and Vice-Versa
3. describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education
4. justify the impact of value education in our life

**COURSE CONTENTS**

**UNIT-I**

- ❖ **Philosophical Foundations of Education-** Meaning of philosophy & Education, Concept of Philosophy of Education, Nature and Functions of Philosophy of Education, Interrelationship between Philosophy & Education, Scope & Functions of Educational Philosophy
- ❖ **Modern Concept of Philosophy-**
  - Analysis- Logical analysis
  - Logical empiricism
  - Positive relativism

**UNIT-II**

- ❖ **Indian Schools of Philosophy:**
  - Samkhya,
  - Vedanta

- Nyaya
- Buddhism
- Jainism
- Islamic Traditions

Education Implications of these schools with special reference to the concept of Knowledge, reality & values, Basic Tenets-aims, & objectives, curriculum, teaching method, pupil- teacher relationship & discipline.

### UNIT-III

#### ❖ **Western Schools of Philosophy**

- Naturalism
- Idealism
- Pragmatism
- Realism
- Existentialism
- Marxism

Educational implications of these schools with special reference to the concept of Knowledge, reality & values, Basic Tenets- aims & objectives, curriculum, teaching method, teacher-pupil relationship & discipline.

### UNIT-IV

#### ❖ **Axiology & Education**

- Meaning of values
- Types of values- spiritual, moral, social, aesthetic values
- Sources of values
- Erosion of values
- Need for value oriented education- Ways & means for inculcation of values

❖ National Values as enshrined in the Indian Constitution and their Educational implication.

❖ Professional ethics of teachers

### SELECTED READINGS

- Broudy, H.S(1977) *Building a Philosophy of Education*, New York: Kringer.

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND  
M.A. (EDUCATION) –I<sup>ST</sup> SEMESTER (2016-18) SYLLABI AS PER CBCS PATTERN

- Brubacher, John S. (1969) *Modern Philosophies of Education*, New Delhi: Tata McGraw Hill.
- Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi: Atlantic Publishers and Distributors.
- Dewey, John (1966) *Democracy and Education*, New York: McMillan.
- Durpis, A.M. (1972) *Philosophy of Education in Historical Perspective*, New Delhi: Thomson Press.
- Hiriyana, M (1995) *The Essentials of Indian Philosophy*, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
- Kneller, G.F. (1978) *Foundations of Education*, John Wiley and Sons.
- Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient Longmans Ltd.
- Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) *The Blackwell Guide to the Philosophy of Education*, Blackwell Publishing Ltd.
- Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra:Vinod Pustak Mandir
- Pandey, K.P. (1983) *Perspective in Social Foundations of Education*, Ghaziabad:Amitash Prakashan.
- Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra:Vinod Pustak Mandir.
- Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York:The MacMillan Company.
- Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square: University of London.
- Sodhi, T.S. & Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.
- Saxena Swaroop, N.R. (2001) *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publication.
- Taneja, V.R. (2002) *Foundation of Education*, Chandigarh: Mohindra Capital Publishers.

(CORE COURSE)

PAPER CODE- 16ED C02 SOCIOLOGICAL PERSPECTIVES OF EDUCATION-I

**Time: 3 hours**  
**Credits-5**

**Max. Marks: 100**  
**(External: 80, Internal: 20)**

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

**COURSE OBJECTIVES:**

The students will be able to-

- define meaning and concepts of Educational Sociology
- explain the concept of social organization and factors effecting it
- describe social interaction and their Educational implications
- Write a critical note on meaning, nature & determinants of culture and role of education in cultural context
- Illustrate the meaning and concept of social change with special reference to India
- Describe the concept of social mobility and its educational implication

## **COURSE CONTENTS**

### **UNIT-I**

- ❖ Sociology & Education
- ❖ Meaning & Nature of Educational Sociology and sociology of education
- ❖ Social organization- Concepts, Factors influencing social organization ( folk ways, mores; institutions; values etc.), Dynamic characteristics of social organization and its educational implications.

### **UNIT-II**

- ❖ Social interactions and their educational implications
- ❖ Group dynamic
- ❖ Social stratifications–concepts of social stratification and its educational implications.

### **UNIT-III**

- ❖ **Culture: Meaning and nature**
  - Role of education in cultural context
  - Cultural determinants of education
  - Education and cultural change.
  - Concept of Cultural Lag, Acculturation and Enculturation

### **UNIT-IV**

- ❖ Social Change: its meaning and concept, Education as a means of social change with special reference to India.
- ❖ Concept of Urbanization, Modernization, Westernization and Sanskritisation with special reference to Indian society and its educational implications.
- ❖ Social Mobility : Meaning, Kinds, Importance.

**SELECTED READINGS**

- Gore, M.S. (1984) *Education and Modernization in India*, Rawat Publishers, Jaipur
- Hanighurst, Robert et al. (1995) *Society and Education*, Boston: Allyn and Bacon.
- Kamat, A.R. (1985) *Education and Social Change in India*, Bombay Samaiya Publishing Co.,
- Maubnhein K.(1962) *An Introduction to sociology of Education*, Routledge and Kegan Paul, London
- M.H.R.D. (1990) *Towards an Enlightened and Human Society*. Department of Education , new Delhi
- Mossish, Loor (1972), *Sociology of Education:An introduction*. George Lalen and Unwin, London
- Pandey, K.P.(1983) *Perspective in Social Foundations of Education*, Amita Prakashan, Gaziabad
- Saxena, S.((2001) *Philosophical and Sociological Foundations of Education*. Meerut: Surya publications.
- Singh, B.N.(2005) *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.
- Sodhi, T.S.& Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.

**(CORE COURSE)**

**PAPER CODE- 16ED C03 PSYCHOLOGICAL PERSPECTIVES OF EDUCATION-I**

**Time: 3 hours**

**Credits-5**

**Max. Marks: 100**

**(External: 80, Internal: 20)**

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

□ □ Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

□ □ Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

**COURSE OBJECTIVES:**

To enable the student to-

1. understand concepts and principles of educational Psychology as an applied science.
2. outline the scope of educational psychology.
3. describe the process of growth and development.
4. understand the meaning and concepts of individual differences
5. explain meaning and concepts of gifted and mentally retarded children
6. understand the concept and characteristics of creativity & importance of creativity in education

## COURSE CONTENTS

### UNIT-I

- ❖ **Meaning of Education and Psychology**
  - Relationship of education and psychology
  - Scope of Educational Psychology
- ❖ **Methods of Educational Psychology-** Experimental, Clinical and Differential
- ❖ **Major Schools of Psychology-** Structuralism, Functionalism, Behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive and contribution of these Schools to Education

### UNIT-II

- ❖ **Growth and Development during childhood and adolescence-**Physical, Social, Emotional and Mental characteristics
- ❖ **Theories of development-** Piaget's Cognitive development, Freud's Psycho-sexual development, Erikson's psycho-social development, Kohlberg's moral development
- ❖ **Individual Differences-** Concept and areas, Determinants: Role of heredity and environment in developing individual differences, Implications of individual difference for organizing educational programmes

### UNIT-III

- ❖ **Gifted and Mentally Retarded Children**
  - Meaning and Characteristics
  - Needs and Problems
- ❖ **Creativity**
  - Concept
  - Characteristics
  - Development of creativity
  - Importance of creativity in education

### UNIT-IV

- ❖ **Memory -** Concept & types of memory, process of memorization, training in memory



- ❖ Forgetting - Concept, types, theories and Ebbinghaus's Curve of Forgetting
- ❖ Mental health & mental hygiene-Concept, Characteristics of a mentally healthy person, Causes of bad mental health, Improving mental health- ways & means.

#### SELECTED READINGS

- Abramson, Paul, R(1980).: Personality , New York: Holt Rinehart and Winston
- Allport, G.W. (1954), personality , New York, Holt, 1954
- Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston.
- Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiley and Sons, Inc
- Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston.
- Baur, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Handbook of Psychology , health & Medicine, Cambridge: Cambridge University Press
- Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay: D.B Tarapoewwala Sons & Co.
- Dicapro, N.S. (1974)Personality Theories, New York, Harper
- Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, New York: The Mac Millan Co.
- Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehart and Winston
- Gates A .T ET. Al.(1963) : Educational Psychology, New York: Mac Millan
- Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
- Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
- Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
- Shanker Udey, (1965)Development of personality
- Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) Textbook of Psychiatry, New Delhi: jaypee Broterhs Medical Publishers (P) Ltd.
- Talbott; J.A. Hales, R.E. & Yodofsy, S.G. (1994) Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
- Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , procedures and Applications, London: Allyn Bacon

(CORE COURSE)

PAPER CODE- 16ED C04 RESEARCH METHOD IN EDUCATION-I

Time: 3 hours

Max. Marks: 100

Credits-5

(External: 80, Internal: 20)

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1.Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

2.Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

**COURSE OBJECTIVES:**

The students will be able to-

- (1) Explain the methods of acquiring scientific knowledge through experience and reasoning
- (2) Define meaning, nature, scope and purposes of Educational Research
- (3) Describe the emerging trends in Educational Research
- (4) Illustrate meaning, criteria and sources for identifying the research problems
- (5) Describe the importance and various sources of review of related literature and hypothesis
- (6) Explain the types, tools and techniques of collection of data
- (7) Define concept of sample and population and steps and types of sampling

**COURSE CONTENTS**

**UNIT-I**

- ❖ Methods of acquiring scientific knowledge: Tradition, experience, reasoning – Inductive & Deductive and Scientific Method.
- ❖ Nature and Scope of Educational Research:
  - (a) Meaning, Nature and Limitations.
  - (b) Need and purpose of Educational Research
  - (c) Fundamental, Applied and Action research.
  - (d) Quantitative and Qualitative research.

**UNIT-II**

- ❖ Some emerging trends in educational research.
- ❖ Formulation of research problem- Meaning, Criteria and sources for identifying the problem, Delineating and Operationalizing variables.
- ❖ Review of Related Literature: Importance and various sources including internet.
- ❖ Hypothesis- Meaning, Characteristics, Sources and developing hypothesis in various types of research.

### UNIT-III

- ❖ Collection of Data
  - (a) Types of data: Quantitative and qualitative
  - (b) Tools, techniques and Characteristics of a good research tool;
  - (c) Questionnaire,
  - (d) Interview,
  - (e) Observation,
  - (f) Projective, and
  - (g) Socio-metric techniques.

### UNIT-IV

- ❖ Sampling: Concept of population and sample
  - (a) Steps and Characteristics of a good sample.
  - (b) Various methods of sampling: Probability and Non-probability.
  - (c) Sampling errors and how to reduce them.

### SELECTED READINGS

- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source Book* Nirmal , Kurukshetra
- Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
- Burns, R.B. (1991), *Introduction to research in education* , Prentice Hall, New Delhi
- Edward, Allen L (1968), *Experimental Designs in Psychological Research*, Holt, Rinehart and Winston, New York
- Good, C.V. and Douglas, E. S. (1954), *Methods in Social Research* , Mc Graw Hill, New York
- Kerlinger, F.N. (1973), *Foundation of Behavioral Research*, Holt, Rinehart and Winston, New York
- Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi
- McMillan, James H. and Schumacher, S. (1989), *Research on Education: A Conceptual Introduction* , Harper and Collins, New York
- Mouly, A.J. (1963), *The Science of Educational Research*, Eurasia, New Delhi
- Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches* , Allyn and Bacon, Boston
- Travers, R.M.W. (1978), *An Introduction to Educational Research*, McMillan, New York
- Van Dalen, D.B.(1962), *Understanding Educational Research* , Mc Graw Hill, New York.
- Young, P.V. (1960), *Scientific Social Surveys and Research*, Prentice Hall, New Delhi.
- Miller, D.C. & Salkind , N.J. (2002) *Handbook of Research Design and Social Measurement* , Sage Publications , London
- Ruane, Janet M (2004), *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.

- Van Dalen D.B. (1962). Understanding Educational Research Mc Graw Hill, New York.

(CORE COURSE)

**PAPER CODE- 16ED C05 METHODS OF DATA ANALYSIS IN EDUCATION-I**

**Time: 3 hours**  
**Credits-5**

**Max. Marks: 100**  
**(External: 80, Internal: 20)**

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

**COURSE OBJECTIVES:**

The students will be able to-

- Compute different types of Statistical measures.
- Develop practical orientation involving selection of appropriate data analysis techniques.
- explain and illustrate the concept & application of measures of central tendency dispersion & relative positions
- Describe the meaning, assumptions, computation & uses of Non-Parametric tests i.e. Chi-square Test & Sign Test.
- Illustrate the meaning & significance of normal probability curve.

**COURSE CONTENTS**

**UNIT-I**

1. Nature of Educational Data

- Quantitative and qualitative, Scales of measurement, Descriptive and Inferential statistics
- Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, Ogive, smoothed frequency polygon.
- Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode.

**UNIT-II**

2. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
3. Measure of Relative Position: Percentiles and Percentile Ranks.

### UNIT-III

4. Non-parametric Tests: Meaning, assumptions, computation and uses of:
- Chi-square tests of equality and independence, setting up cross breaks for contingency table.
  - Sign test: - Concept, Assumptions & Computation & uses.

### UNIT-IV

5. Normal Probability Curve: Meaning, significance,
- Characteristics and applications
  - Skewness and Kurtosis.

### SELECTED READINGS

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
- Edward, Allen L (1968), Experimental Designs in psychological research, Holt, Rinchart and Winston, New York
- Ferguson, George A (1976). Statistical Analysis in psychology and Education, Mc Graw Hill, New York.
- Garrett, H.E. (1973), Statistics in psychology and Education , Vakils, Feffer and Simon, Bombay
- Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education , Mc Graw hill , New York
- Koul, Lokesh (1988), Methodology of Educational Research , Vikas, new Delhi.
- Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
- Neuman, W.L. (1977), Social Research methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
- Siegel, S. (1986) Non-Parametric Statistics, Mc Graw Hill, New York
- Van Dalen D.B. (1962), Understanding Educational Research, Mc Graw Hill, New York
- Glass , Genev & Hopkins, Kenneth D.(1996), Statistical Methods in Education and Psychology, A Simon & Schuster Company Needham Heights.
- Minium, E.W. King B.M. & Bear Gorden (1995), Statistical Reasoning in psychology & Education , John Willy & Sons Canada.
- Aron, Arthur & Avon. Elaine. No. Statistical for Psychology, A Simoin & Schuster Company , USA.
- Best, John W and Kahn James V,(2003)(, research in Education Prentice Hall, New Delhi.

**(ELECTIVE COURSE-I)**

**PAPER CODE- 16EDEL06 Opt. i - TEACHER EDUCATION**

**Time: 3 hours**  
**Credits-5**

**Max. Marks: 100**  
**(External: 80, Internal: 20)**

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

**COURSE OBJECTIVES:-**

**COURSE OBJECTIVES:**

After completing the course, the students will be able to:

- enable the students to understand human capital, education & employment analysis of earning
- understand the concept of teacher education along with its need and scope
- understand the historical developments in the field of teacher education in India
- understand the objectives of teacher education at elementary, secondary and higher education
- develop understanding about the structure, curriculum and modes of pre- service teacher education
- and needs of innovation in pre-service teacher education programmes
- understand concept, structure and modes of in-service teacher education
- explain the role of various international, national and state agencies in teacher education
- discuss current trends in teacher education
- discuss various challenges faced by teacher education in 21st century.

**COURSE CONTENTS**

**UNIT – I**

**Introduction to Teacher Education**

- Concept, Need and Scope of Teacher Education.
- Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66) in India.
- Aims and Objectives of Teacher Education at:
  - Elementary Level.
  - Secondary Level.
  - Higher Level.

**UNIT–II**

**Structure, Curriculum and Modes of Pre- Service Teacher Education**

- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.

- The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.
- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship.
- Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations.
- Needs of Innovation in Pre-service Teacher Education Programme.

### UNIT-III

#### **Concept, Structure and Modes of In-service Teacher Education:**

- In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions.
- Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and course work. Scope, Merits and limitations of each of them.

### UNIT – IV

#### **Agencies of Teacher Education: Role and Functions:**

- National Agency: UGC( University Grants Commission),NUEPA, NCTE and NCERT
- State level Agencies- DIET and SCERT.
- Role of NCERT and NCTE in Teacher Education.
- Current Trends in Teacher Education.
- Managing Teacher Education: Challenges in 21<sup>st</sup> century.

### SUGGESTED READINGS

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India(1992). Report of C.A.B.E.. New Delhi: Committee Department Of Education.
- Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.

- Kohli, V.K.(1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A.(1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.
- Dwivedisp(1980). Teacher Education: A Resource Book, New Delhi: NCERT.

**PAPER CODE- 16EDEL06 Opt. ii- DISTANCE EDUCATION**

**Time: 3 hours**  
**Credits-5**

**Max. Marks: 100**  
**(External: 80, Internal: 20)**

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

**COURSE OBJECTIVES**

After completion of course, the students will be able to:

- Understand the concept of distance education, open learning system, open and virtual university.
- Explain Recent Trends and Developments in Distance Education.
- Describe Instructional Transaction and delivery in distance teaching-learning
- Elucidate student support services, evaluation and counselling in distance education.
- Comprehend the management of distance education.
- Know the role communication technology and multimedia in distance education.
- Be acquainted with the concept of E-learning, M-learning, U-Learning, web-based teaching-learning.
- Understand the problems and issues pertaining to distance education

**COURSE CONTENTS**

**UNIT-I**

❖ **Introduction to Distance Education**

- Concept and History of Distance Education
- Differentiate between Distance and Open Learning Systems
- Open University/Virtual University
- Recent Trends and Developments in Distance Education: National and International Perspectives



## UNIT-II

### ❖ **Modalities in Distance Education**

- Instructional Transaction and delivery
- Students Support Services in Distance Education
- Evaluation process in Distance Education
- Counseling in Distance Education

## UNIT-III

### **Managing Distance Education**

- Management of Distance Education
- Communication Technology for Distance Education
- Multimedia in distance education

## UNIT-IV

### ❖ **Recent Trends in Distance Education**

- **E-Learning**-Meaning, History, Features, Modalities, Skills required for E-Learning, Role of teacher and learner, Advantages and Disadvantages.
- **M-Learning**-Concept, Models for M-Learning, Design and Development of M-Learning, Advantages and challenges.
- **U-Learning**- Meaning, Origin, Features, Pedagogy, Merits and Demerits.
- **Web-Based Teaching (WBT)**-Meaning, Characteristics, Principles, Tools for WBT, Role of Teacher, Challenges.
- Problems and issues pertaining to Distance Education.

## SELECTED READINGS

- Anderson, T.(2008). The Theory and Practice of Online Learning. Athabasca University Press
- Garg, S. (2012). Four Decades of Distance Education in India. Viva books publisher.
- Keegan, D. (2013). Foundations of Distance Education. Routledge publisher.
- Matheswarn, V.P.(2005). Distance Education: Student Support Services. Anmol Publication Pvt. Ltd.
- Moore, M.G.(2013). Handbook of Distance Education.Routledge publisher.
- Sharma, D.C.(2006). Management of Distance Education. Anmol Publication Pvt. Ltd.
- Sharma, H.L.(2014). Innovative Inputs in ICT. Amit Prakashan, Jalandhar.
- Veletsiano(2010).Emerging Technologies in Distance Education. Athabasca University Press.

**PAPER CODE- 16EDEL06 Opt. iii - SPECIAL EDUCATION**

**Time: 3 hours**  
**Credits-5**

**Max. Marks: 100**  
**(External: 80, Internal: 20)**

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

**COURSE OBJECTIVES:** Students will be able to:

- Define the concept of exceptional Children
- Explain the needs and problems of Exceptional Children
- Describe the meaning and scope of Special Education in India
- Describe the meaning of Integrated / Inclusive Education
- Explain various types of disabled children like mentally retarded, visually impaired, orthopaedically impaired, learning disabled etc. and their cause
- Describe various types of educational programmes for exception children.

**COURSE CONTENTS**

**UNIT-1**

- ❖ Concept and content of Exceptionality and Special Education
  - Types of Exceptionality
  - Positive, Negative and Multiple deviations
  - Needs of Exceptional Children
  - Problems of Exceptional Children
- ❖ Nature of Special Education
  - Objectives of Special Education
  - Historical perspective
  - Continuum of special education alternative programmes.
  - Scope of Special Education
  - Integrated / Inclusive Education

**UNIT-II**

- ❖ Education of Hearing Impaired
  - Characteristic
  - Types
  - Identification
  - Etiology
  - Education and Intervention Programmes
- ❖ Education of Orthopaedically Handicapped children
  - Concept
  - Etiology
  - Characteristics
  - Educational Programmes

**UNIT-III**

- ❖ Education of Mentally Retarded Children
  - Concept
  - Classification
  - Etiology
  - Educational Programmes for educable mentally retarded
  - Educational Programmes for trainable mentally retarded
  
- ❖ Education of Learning Disabled
  - Characteristic
  - Types
  - Identification
  - Education and Intervention Programmes

**UNIT-III**

- ❖ . Education of Gifted & Creative
  - Characteristic
  - Identification
  - Problems
  - Education Programmes
- ❖ Education of Juvenile Delinquents
  - Characteristic
  - Identification
  - Problems
  - Etiology
  - Education and Intervention Programmes

**UNIT-IV**

- ❖ Education of Visually Impaired Children
  - Concept and Characteristics
  - Degree of Impairment
  - Etiology and Intervention
  - Educational Programmes
  
- ❖ Guidance and Counseling for Children with Special Needs

**SELECTED READINGS**

- (1) Bender, W.N. (1995). Learning Disability, London: Allyn & Bacon
- (2) Berdine, W.H. & Blackhurst A.E. (1980). An Introduction to Special Education, Boston: Herpes Collins publishers
- (3) Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblisher and distributors (P Ltd.)
- (4) Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, Rinehart Winston.
- (5) Hallahan D.P & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, London: Allyn & Bacon
- (6) Hewett, F.M. & Foreness S.R. (1994). Education of Exceptional Learners, London.

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- (8) Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton Mifflin Co.
- (9) Magnifico, L.X. (1998). Education of the Exceptional Child, New York: Longmen.
- (10) Shanker, U. (1978). Exceptional Children, Jalandhar: Steering Publications.
- (11) Singh, N.N. & Beale. I. L. (1992). Learning Disabilities – Nature, Theory and Treatment, New York: Springer Verlag
- (12) Smith, C.R. (1991). Learning Disabilities- The interaction of learner, Task and Setting, Massachusetts, London: Allyn & Bacon
- (13) Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: Prentice Hall
- (14) Role of Teachers and other Specialities

### **PAPER CODE- 16EDEL06 Opt. iv-MENTAL HYGIENE AND EDUCATION**

**Time: 3 hours**  
**Credits-5**

**Max. Marks: 100**  
**(External: 80, Internal: 20)**

**Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

#### **COURSE OBJECTIVES:**

The students will be able to:-

1. Define concept of mental health and hygiene.
2. Develop material for good mental health for both teachers and students.
3. Explain principles and conditions conducive to good mental health.
4. Define measures for fostering good mental health among students.
5. Explain the interrelationship among personality adjustment and mental health.
6. Define the understanding of the role of home, school and society in mental health.
7. Understand the diagnostic and remedial techniques
8. Explain the role of yoga for good mental health

### **COURSE CONTENTS**

#### **UNIT-I**

1. Mental Health and Mental Hygiene:• Concepts of Mental Health • Criteria of Mental Health • Concept of Wholesome and Abnormal Personality • Aspects, Goals and Principles of Mental Hygiene
2. Relationship between Human Needs and Mental Health:• Nature of Needs • Organic Socio-Psychological and Educational Needs • Meeting the needs of Children • Special Needs of Indian Adolescents

#### **UNIT-II**

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND  
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3. Adjustment: • Concept and Process of Adjustment • Concept and Causes of Maladjustment • Adjustment Mechanism – Subtraction, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, regression, Fixation • Conflict: Concept and Types of Conflicts

4. Diagnostic and Remedial Techniques:- • Case Study, Interview, psycho Analysis, Individual and Group Psycho Therapies and their usefulness • Psychotherapies: Counseling Therapy and its types • Play Therapy, rational Emotive Psychotherapy, Behaviour Therapy

**UNIT-III**

5. School and Mental health:- • Teacher and Metal Health • Some Questionable School Practices • Personality Problems in Classroom • Classroom approaches to mental health • Place of Mental Hygiene in school curriculum • Principles of curriculum construction from mental hygiene point of view

6. Home, Community and Mental Health: • Home and Mental Health • Qualities of Healthy home environment • Child rearing practices and personality development • Community and mental health

**UNIT-IV**

7. Religion and Mental health • Relationship between Religion and Mental Health • Positive and negative role of religion in Mental Health • Concept of Mental Health from Ancient Indian Point of View

8. Yoga for mental Health: • Concept of Yoga in Ancient India • Yoga as the Scientific method for the development of personality • Yoga as the system for Preserving the Mental Health • Accepting Yoga in the Modern life

**SELECTED READINGS**

1. Arkoff Abe (1968). Adjustment and Mental health, New York: Mc Graw Hill Company
2. Akhilananda S.(1952) Mental Health and Hindu Psychology, London: Alle and unwin
3. Akhilananda (1953), Hindu Psychology, London: Routledge
4. Bahadur Mal (1955) Mental in Theory and Practice, Hoshiarpur: V.V. R.I.
5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers, New York: McGraw Hill Book Co.
6. Bonny, M. E.(1960) Mental Health in Education , Boston: Allyn and Bacon
7. Burbury, W.M. (Baliend) et.al: An introduction to Child Guidance London: Mac Millan & Co.
8. Capuzzi D and Douglas, G.R: Introduction to Counselling. London: Allyn and Bacon
9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment (3rd ed.), Englewood Cliffs, New Jersey: Prentice Hall
10. Coleman, J.C. (1976).Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons & Co.
11. Crow, Lester D. & Crow, Alince(1952) Mental Hygiene, New York: Mc Graw Hill Book Company
12. Garg, B.R. (2002). An Introduction to Mental Health, Ambala: Associated Publicaitons
13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.
14. Kallam, S.G. eta (1975). Mental Health and Going to School, Chicago: University of Chicago, Press
15. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies, Kurukshetra: Vishal Publications
16. Suraj B & Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision Books Publications

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17. Suraj Bhan, (1952). Towards a Happier Education, Jalandhar City: University Publications
18. Thorpe, G.L. & Olson, S.L. (1999). Behavior Therapy: Concepts, Procedures and Application, London: Allyn Bacon
19. Thorpe, L.P. (1950). The Psychological of Mental Health, New York: The Ronald Press Co.
20. Watkins Ted. R. & Calicut, J. W. (1990). Mental Health: Policy & Practice Today, New Delhi: Saga Publications
21. Wolberg, L.R. (1995) The Techniques of Psychotherapy, London: Jason Aronson Inc