

**M J P Rohilkhand University,  
Bareilly, UP**



**Syllabus**  
**M.A. EDUCATION**

## **Board of Studies Committee**

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## **Master of Education**

### **Two Year Course**

### **( Four Semesters )**

### **Ordinance**

Master of Education degree shall consist of four semesters. A candidate having passed B.A. (10 + 2 + 3) with Education in B.A. Final is eligible for admission in M.A. Ist semester. Candidate from other stream for admission in the course shall be treated according to the university rules and regulations.

**Note- Candidate for the examination have the option of answering question through the medium of Hindi or English.**

1. M.A. Education syllabus shall consist of “ 16 theory papers” and “4 Practical papers”.
2. Each of four semesters shall comprise of four theory papers and a practical work.
3. This course of study will be completed in four semester.

4. Passing marks in theory and practical work will be 36% and 40% respectively.

5. Report of case study and dissertation will be submitted in the computer typed form and spiral bind.

#### **6. Practical work :**

a. Semester first and second include Case study of a special child .

b. Work of Case study will be evaluated at the end of second semester by internal as well as external examiner.

c. Dissertation work shall be divided in semester third and fourth. Students will complete it according to the work given in the paper (practical) and will present a report.

d. Dissertation will be evaluated at the end of the fourth semester by internal as well as external examiner.

#### **Evaluation of the Practical work :**

Practical work shall be evaluated by internal as well as external examiners appointed by university in Semester II and IV.

**M.J.P. Rohilkhand University, Bareilly.**

**M.A. EDUCATION**

<b>Semester I</b>						
<b>Paper NO.</b>	<b>Course Title</b>	<b>Theory/ Practical</b>		<b>Credits</b>	<b>Evaluation (MM-100)</b>	
					<b>Internal</b>	<b>External</b>
101.	Philosophical Basis of Education	Theory	Compulsory	4	25	75
102.	Sociological Basis of Education	Theory	Compulsory	4	25	75
103.	Methodology of Educational Research	Theory	Compulsory	4	25	75
104.	Inclusive Education	Theory	Compulsory	4	25	75
105.	Practical Work : Case Study of a Special Child. Apply any one or two Psychological test given below for the study: 1.Adustment Test 2.Attitude Test 3.Intelligence Test 4.Achievement Test 5. Value Test 6. Any Other Test	Practical	Compulsory	4		

## Semester II

Paper NO.	Course Title	Theory/ Practical		Credits	Evaluation (MM-100)	
					Internal	External
201.	Psychological Basis of Education	Theory	Compulsory	4	25	75
202.	Measurement and Evaluation in Education	Theory	Compulsory	4	25	75
203.	Gender Issues in Education	Theory	Compulsory	4	25	75
204.	Economics of Education or Higher Education in India	Theory	<b>Elective</b>	4	25	75
205.	Practical Work – Case study of a special child . Continue work of first semester.  25 marks – Continuous assessment 25 marks – Viva- voce 50 marks – Presentation of Report <b>Internal and External evaluation.</b>	Practical	Compulsory	4	25	75

## Semester III

Paper NO.	Course Title	Theory/ Practical		Credits	Evaluation (MM-100)	
					Internal	External
301.	Teacher Education	Theory	Compulsory	4	25	75
302.	Statistics in Education	Theory	Compulsory	4	25	75
303.	Technology in Education	Theory	Compulsory	4	25	75
304.	Educational Management and Administration or Life Skill Education or Population Education	Theory	<b>Elective</b>	4	25	75

305.	Practical Work— Dissertation – It will be completed in third and fourth semester. 1. Selection of problem. 2. Introduction, objectives and methodology of research, sample and tool, data collection.	Practical	Compulsory	4		
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### Semester IV

Paper NO.	Course Title	Theory/ Practical		Credits	Evaluation (MM-100)	
					Internal	External
401.	Vocational Guidance and Counselling	Theory	Compulsory	4	25	75
402.	Comparative Education	Theory	Compulsory	4	25	75
403.	Early Child Hood Care Education	Theory	Compulsory	4	25	75
404.	Adult and Continuing Education or Environmental Education or Value and Human Rights Education	Theory	Elective	4	25	75
405.	Practical Work – Completion of Dissertation after data collection and Presentation  25 marks – Continuous assessment 25 marks – Viva – voce 50 marks – presentation and submission of dissertation. <b>Internal and External evaluation .</b>	Practical	Compulsory	4	25	75

**Paper – 101**  
**Philosophical Basis of Education**

**Learning Outcomes-**

Learners will be able to –

1. define the concept of Education and Philosophy and explain the relationship between them.
2. describe the contribution of various Indian and Western Schools of Philosophy in the field of education.
3. illustrate meaning, function of democracy and responsibility.

**Course Contents –**

**UNIT – I**

Education & Philosophy :

1. Concept, need, scope, elements and definition of Philosophy.
2. Relationship between Education & Philosophy.
3. Functions of Philosophy of Education :  
Speculative, Normative, Critical.
4. Philosophical heritage of India : Dharm, Arth , Kaam , Moksh  
and their implications.

**UNIT – II**

Philosophical thoughts :

- |            |                   |
|------------|-------------------|
| 1. Realism | 2. Existentialism |
| 3. Marxism | 4. Humanism       |

### **UNIT – III**

Indian Philosophers and thinkers :

1. Patanjali
2. Aadi shankaracharya
3. J. Krishnamurthy
4. Shri Arvind
5. Savitribai phule

### **UNIT – IV**

Contribution of following Western Philosophers to Educational Thought :

- |                 |                 |
|-----------------|-----------------|
| 1. Rousseau     | 2. Paulo Freire |
| 3. Wolstoncraft | 4. Nel Noddings |

### **SELECTED READINGS:**

- Chandra, S. S. , Sharma, R. K. (2004) : Principles of Education, New Delhi; Atlantic Publishers and Distributors.
- Dewey, J. ( 1966) : Democracy and Education, New York; McMillan.
- Brubacher, J. S. (1969): Modern Philosophies of Education, New Delhi ; Tata McGraw Hill.



- Narvene, V.S. (1978) : Modern Indian Thoughts, New York ; Orient Longmans Ltd.
- Pandey, R. S. (1982) : An Introduction to Major Philosophies of Education, Agra; Vinod Pustak Mandir.
- Sodi, T. S. and Suri, A. (1998) : Philosophical and Sociological Foundations of Education, Patiyala; Bawa Publication.
- Saxena , N. R. S. (2001): Philosophical and Sociological Foundation of Education , Meerut ; Surya Publication.
- Taneja, V. R. (2002) : Foundations of Education ; Mohindta Capital Publishers.
- Sharma, R. N. : Philosophy and Sociology of Education , Surjeet Publication ; New Delhi.
- नेलर,जाजजएफ .(1971) : इंट्रोडक्शनट्ू फफलॉसफीऑफ़एजुके,शन जॉन फफली एंसंस।ड
- पांडेय,रामशकल (1983) : फशक्षा दशजन,फफनोद पुस्तकमंफदर;आगरा ।
- फफपाठी, एल फएंपाण्डेय,एस. डी. (2013) : फशक्षा के दाशजफनकआधार,भारतीय पब्लिशसज;फैजाबाद।

**Paper – 102**  
**Sociological Basis of Education**

**Learning Outcomes-**

Learners will be able to –

1. define meaning and concepts of Educational Sociology.
2. illustrate the meaning and concept of social change with special reference India.
3. explain the concept of social organization and factors effecting it.
4. illustrate education as a process of social system, socialization and social progress.
5. Meaning and concept of modernization and socialization.

**Course Contents -**

**UNIT – I**

Sociology of Education :

1. Meaning, scope, nature and importance of educational sociology and sociology of education.
2. Role and functions of sociology of education.

**UNIT -II**

Social Interactions and their educational implications:

1. Social stratifications- concept and its implications.
2. Social group and inter- group relationship- group dynamic.

### **UNIT – III**

Culture : Meaning and Nature

1. Role of education in cultural context.
2. Cultural determinants of Education.
3. Education and Cultural Changes.

### **UNIT – IV**

Educational Opportunity, Equality and Equity:

1. Education as related to social equity and equality of opportunities.
2. Social Change : its meaning and concept with special reference to India.

#### **SELECTED READINGS:**

- Kamat, A. R. (1985) : Education and Social Change in India, Bombay Samaiya Publishing Co.
- M.H.R.D. (1990) : Towards an Enlightened and Human Society, Department of Education, New Delhi.
- Pandey, K. P. (1983) : Perspective in Social Foundations of Education, Gaziabad ; Amitash Prakashan.
- Singh, B. N. (2005) : Education : Social Change and Economic Development, Jaipur; RBSA Publishers.
- Sodhi, T. S. and Suri, A. (1998) : Philosophical and Sociological Foundations of Education, Patiyala; Bawa Publication.

- Sharma, R. N. : Philosophy and Sociology of Education , Surjeet Publication ; New Delhi.
- पाण्डेय,के.पी .(2007) : फशक्षा के दाशजफनकफएंसामाफजकआधार, फफश्वफफद्यालय प्रकाशन, फूूाराणसी ।
- पांडेय,रामसकल (2009) : उदीयमान भारतीय समाज मेंफशक्षक,फफनोद पुस्तकमंफदर;आगरा ।
- माथुर,एस एस (2009) : फशक्षा के दाशजफनकफएंसामाफजकआधार, फफनोद पुस्तकमंफदर;आगरा ।
- लाल, रमन फबहारी (2009) : फशक्षा के दाशजफनकफएंसामाजशास्त्रीय फसद्धान्त , रस्तोगी पब्लिकेशन;मेरठ
- सक्सेना,एन. आर. एस. (1978): फशक्षा का समाजशास्त्रीय आधार, एम. एल. फप्रन्टसज,सुभाषनगर,मेरठ।
- शमाज,सरोज (2003) : उदीयमान भारतीय समाज मेंफशक्षा,शीतल फप्रंट्सज;फसंहकॉलोनी,जयपुर

## **Paper- 103**

### **Methodology of Educational Research**

#### **Learning Outcomes-**

Learners will be able to -

1. define meaning , nature ,scope and purposes of educational research.
2. illustrate meaning , criteria and sources of identifying the research problem.
3. describe the emerging trends in Educational Research.
4. explain the research process.
5. explain the types, tools and techniques and collection of data.
6. illustrate the preparation of research synopsis.

#### **Course Contents -**

##### **UNIT - I**

Nature and Scope of Educational Research.

1. Meaning nature , need and purpose of educational research.
2. Quantitative and Qualitative Research.

##### **UNIT -II**

Main Approaches to Research:

1. Descriptive Research
2. Historical Research
3. Experimental Research
4. Ex post facto Research

##### **UNIT - III**

Formation of Research Problem and Collection of Data:

1. Criteria and sources for identifying the problem.
2. Review of related literature : Importance and various sources including internet.
3. Developing hypothesis in various type of research.
4. Types of data: Quantitative and Qualitative.

#### **UNIT – IV**

1. S.D., M.D., Q.D.
2. Writing Research Report.
3. Use of Computers in research.

#### **SELECTED READINGS:**

- Aggarwal, Y. P. (1998) : The Science of Educational Research : A Source Book, Normal, 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.
- Koul, Lokesh (1988), Methodology of Educational Research , Vikas, New Delhi.
- Mouly, A. J. (1963): The Science of Educational Research , Eurasia, New Delhi.
- Young, P. V. (1960): Scientific Social Surveys and Research, Prentice Hall, New Delhi.

- Miller, D. C. & Salkind, N. J. (2002) : Handbook of Rsearch Design and Social Measurement, Sage Publications, London.
- Ruane, Janet M. (2004) : Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
- Aggarwal, Y. P. (1998) : Statistical Methods, Sterling, New Delhi.
- Kurtz, A. K. and Mayo S. T. (1980) : Statistical Methods in Education and Psychology, Narola, New Delhi.
- Garrett, H. E. (1973) : Statistic in Psychology and Education, Vakils, Feffer and Simon, Bombay.
- Kothari, C. R. (2009) : Research Methodology ( methods and techniques) , New Age International Publishers, New Delhi .
- पाण्डेय,के.पी .(2006) : शैफक्षकअनुसंधान,फफश्वफफद्यालय प्रकाशन, फूूाराणसी ।
- राय, पारसनाथ ( 1985) : अनुसंधानपररचय,लक्ष्मी नारायण अफराल, आगरा ।
- शमाज,आर. ए. (2011) : फशक्षा अनुसंधानके मफएंशोधलतत्वप्रफफया, आर लाल बुकफडपोमेरठ ।
- पाण्डेय,एस. डी .(2005) : फशक्षा मेमापनफएंम लूूाू,प्रारंकनफभकसांब्लिकी, फभदीय प्रकाशन , फैज़ाबाद ।

**Paper – 104**  
**Inclusive Education**

**Learning Outcomes :**

Learners will be able to

- understand the concept of inclusiveness and its difference from special and integrated education.
- explain different National and International policies and programs for inclusive education.
- understand various education intervention programmes for meeting the needs of exceptional children.

**Course Content :**

**UNIT - I**

1. Inclusive Education :

- Meaning and concept of diverse needs.
- Need for society and individual.

2. Target groups :

- Marginalized groups.
- Learners with disabilities.
- Evolution of Philosophy of Inclusive Education – special, integrated, inclusive education.

**UNIT – II**

Inclusive Education : Major Policies in Indian perspectives –

- Kothari Commission
- NPE (1986 )
- Mental Health Act ( 1987 )



- Programm of Action (1992 )
- Persons with disabilities ( 1995 )
- NEP 2020

### **UNIT – III**

1. Exceptionality : Positive , Negative and Multiple deviation.
2. Concept of impairment, disability and Handicap.

### **UNIT – IV**

1. Characteristics , causes, problems and identification and educational provisions for following children –

- Physique and sense exceptional – Hearing, visual and orthopedically challenged.
- Cognitively Exceptional – Mentally retarded and gifted.
- Children with developmental disorders- cerebral, Palsy, Autism and learning disabled.

### **Suggested Readings :**

- Bender, W. N. (1995): Learning Disability, London : Allyn & Bacon.
- Das, M. (2007) : Education of Exceptional Children, New Delhi, Atlantic Publisher and Distributors Pvt. Ltd.
- Jorden, T. E. (1977) : The Exceptional child, Ohio, Merrill.
- Singh, N. N. & Beale, I. L. (1992) : Learning Disabilities – The Interaction of Learner , Task and Setting, Massachussts, London : Allyn & Bacon.

- Strange, Ruth, (2004) : Exceptional Children and Youth, N. J. : Prentice Hall.
- Aggarwal , Asha : Vishist Balak, Alok Prakashan, Lucknow.
- प्रेमशंकर,(2005) : फफफशष्ट बालक, आलोक प्रकाशन, लखनऊ।
- शंकर,उदय (1976) : एक्सेप्शनफचल्ट्रेन,स्टफफलंगपब्लिके शन,प्रा0 फल0, न्य डेल्ही।
- शमाज,आर 0ए0 (2003) : फंडामेंट् लऑफ़स्पेशलएजुके,आरशन 0 लाल बुकफडपो,मेरठ।
- फसंहउत्तमकुमारफएंनायक. के.(1997) :स्पेशलएजुके,कॉमनशन फूूेल्पब्लिशसज,न्य डेल्ही।
- डॉ फमश्रा फएम पांडेय,एस. डी. : फफफशष्ट फशक्षा, फभदीय प्रकाशन, फैज़ाबाद।

## **Paper – 105**

### **Practical**

Case Study of a Special Child. Apply any one or two Psychological test given below for the study:

1. Adjustment Test
2. Attitude Test
3. Intelligence Test
4. Achievement Test
5. Value Test
6. Any Other Test

**Paper – 201**  
**Psychological Basis of Education**

**Learning Outcomes-**

Learners will be able to –

1. understand concepts and principles of educational psychology as an applied science.
2. outlines the scope of educational psychology.
3. describe the process of growth and development and individual differences.
4. understand the nature and concept of creativity ,intelligence, personality and learning .
5. illustrate the concept of mental health and hygiene.

**Course Contents --**

**UNIT – I**

Educational Psychology:

1. Meaning, definition and relationship of education and psychology.
2. Major schools of psychology :  
    Structuralism, Functionalism,  
    Behaviorism, Psychoanalytic, Cognitism.
3. Contribution pf Psychology to Education.

**UNIT – II**

Growth and Development :

- |              |              |
|--------------|--------------|
| 1. Physical  | 2. Social    |
| 3. Emotional | 4. Cognitive |
| 5. Language  | 6. Moral     |

### **UNIT – III**

Intelligence :

1. Definition and nature of intelligence.
2. Theories of intelligence by Sternberg, Gardner.  
Emotional Intelligence : meaning , characteristics and types.

Personality :

1. Meaning, definition and development.
2. Theories of Personality : Freud, Carl Rogers, Allport  
, Kurt Koffka .
3. Personality Assessment : Subjective, objective  
and protective Techniques.

### **UNIT – IV**

Learning and Creativity :

1. Meaning and characteristics.
2. Theories and their educational Implications.

Theories of learning :

1. Behaviorism, cognitive,  
constructivism, classical conditioning.
2. Factors influencing learning.

### **SELECTED READINGS:**

-Gagne, R. M. (1977) : The Conductions of Learning, New York, Cnicago , Holt, Rinehart and Winston.

- Gates, A. TETAL (1963) : Educational Psychology, New York; McMillan.
- Kundu, C. L. ( 1984) : Educational Psychology, Delhi; Sterling Publishers.
- Kundu, C. L.& Tutoo, D. N. ( 1988) : Educational Psychology, New Delhi; Sterling Publishers Private Ltd.
- Saraswat, M. & Singh , M. : Shiksha Manovigyan ki Ruprekha , Lucknow ; Alok Prakashan.
- गुप्ता,एस .पी. फएंगुप्ताए.(2004) : उच्चतर फशक्षा मनोफफज्ञान, शारदा पुस्तकफभन;य फफनफसजट्ूीरोड,इलाहाबाद ।
- पाण्डेयके.पी. (2009) : फनीन फशक्षा मनोफफज्ञान , फफश्वफफद्यालय प्रकाशन ; फूूाराणसी ।
- शमाजआ. ए .& शमाजआर .(1962) : भारतीय मनोफफज्ञान , अट्ूलांफट्ूकपब्लिशसजफएंफडस्टरीब्य;नईट्रफदल्ली ।
- पाण्डेयएस.डी. : फशक्षा मनोफफज्ञान एक पररचय, फभदीय प्रकाशन ; अयोध्या, फैजाबाद।
- पाण्डेयएस.डी. : फशक्षण अफधगम का मनोफफज्ञान ।
- फमश्र आर. के.फएंफमश्रसुभाष:फशक्षण अफधगम का मनोफफज्ञान, अफराल पब्लिकेशन;आगरा ।

## **Paper – 202**

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

#### **Learning outcomes :**

Learners will be able to -

1. Understand the basic concepts and practices adopted in educational measurement and evaluation.
2. Understand the tools and techniques of measurement and evaluation and interpretation of test scores.
3. Understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners.
4. develop the ability to apply theoretical knowledge gained through the course.

#### **Course contents -**

##### **UNIT – I**

Educational Measurement and Evaluation :

1. Concept, scope, need and objectives.
2. Levels of measurement.
3. Characteristics and steps .

##### **UNIT – II**

Educational Evaluation -

1. Evaluation - Functions and basic principles of Evaluation.
2. Inter-relationship between Measurement and Evaluation.
3. Types of evaluation :
  - a. placement evaluation
  - b. formative evaluation
  - c. diagnostic evaluation
  - d. summative evaluation

## UNIT – III

Tools of Measurement and Evaluation -

1. Essay type tests, objective type tests
2. Questionnaire and Schedule
3. Performance tests
4. Reliability and validity of tests
5. Norms

## UNIT - IV

New trends in Measurement and Evaluation -

1. Semester system and continuous and comprehensive evaluation.
2. Grading system: Relative merits and demerits of marking and grading.
3. Online assessment tools : challenges , merits and demerits.

### SELECTED READINGS:

- Aggarwal, Y.P. (1998): Statistical Methods: concepts, applications and computation, Sterling New Delhi.
- Aggarwal, R.N. and Asthana. Vipin (1983): Educational Measurement and Evaluation. Vinod, Agra.
- Anastasi, A. (1982): Psychological testing, MacMillan. New York
- Ebel, R.L. and Frisbe, D.A. (1990): Essentials of Educational Measurement, Prentice Hall, New Delhi.
- Freman, F.S. (1965): Theory and Practice of Psychology Testing, Holt, Rinehart & Winston.
- शमाज, ज्योफत (2008): शैफक्षकमापनफएंम लूांंकन, अफराल पब्लिकेशन, आगरा।
- भागफज, महेश: आधुफनकमनोफूैज्ञाफनकपरीक्षणफएंमापन, अचजनाफप्रंट्सज, आगरा।
- पांडेएस.डी.(2005): फशक्षा मेंमापनलूांंकनफएंप्रारंफभकसांब्लिकी, फभदीयप्रकाशन, अयोध्या, फैजाबाद।



## **Paper – 203**

### **Gender Issues in Education**

#### **Learning outcomes :**

Learners will be able to -

1. develop basic understanding of Gender and its related key concepts.
2. learn about gender issues in school curriculum, text and pedagogical processes.
3. understand the relationship of gender, power and sexuality in education.
4. develop understanding of Constitutional provisions, policies for women in India, work participation and decision making.

#### **Course content -**

##### **UNIT – I**

Gender Issues: Key Concepts

- (i) Understanding Gender and Sex, sexuality Feminism (Liberal, Radical, socialist), patriarchy, masculinity, femininity
- (ii) Gender bias, Gender stereotype, Gender roles
- (iii) Gender and other forms of inequality in relation to -
  - a. caste,
  - b. religion,
  - c. class,
  - d. media and
  - e. disability (in Indian context)

##### **UNIT – II**

1. Status of women in :
  - a. Ancient Period
  - b. Medieval Period
  - c. Before Independence
  - d. Present Status
2. Women in Indian Society
  - a. Policy initiatives for gender equality and empowerment in independent India

b. Historical backdrop of women movement in India (landmarks of social reform movement)

### **UNIT – III**

Gender Issues in curriculum

1. Gender bias in curriculum, textbooks and analysis of hidden curriculum
2. Understanding relationships within the school: child-child, teacher-child, and teacher peer groups relationships from the perspective of gender, teacher as an agent of change.

### **UNIT – IV**

1. Vocational and Skill Education for women – Need of hour.
2. Teacher as an agent of change.
3. Teaching Strategies to develop Gender Sensitivity.

### **SELECTED READINGS:**

- Bhasin, Kamla (2004) Exploring Masculinity, N. Delhi, women Unlimited.
- Bhattacharjee, N. (1999) "through the Looking Glass: Gender Socialization in a primary school, in T.S. Saraswathi (ed.) culture, socialization and human development: theory research and application in India, New Delhi-Sage, pp 336-355.
- Geetna, V. (2002), Gender, Kolkata; Stree.
- Mazumdar, Vina (1989) Gender Issues and educational Development: an overview from asia, Occasional paper, N. Delhi: Centre for women's Development Studies,
- Ramchandra, Vimla (2004) Gender and social equity in Education: Hierarchies of Access. New Delhi Sage.
- Rao, Anupama (ed.) (2003) Gender and Caste, New Delhi: Kali for women.

## **Paper – 204**

### **Economics of Education**

#### **Learning outcomes -**

Learners will be able to -

1. understand the basic concept, meaning and scope of economics of education.
2. develop awareness of the productivity of education in economic development,
3. know the concept and relationship between input and output of education
4. understand the concept of educational planning and financing in India and financial resource management.

#### **UNIT - I**

Economics of Education -

1. Meaning, aims, scope and significance of Economics of Education.
2. Recent trends in Economics of education.
3. Education as an industry: important characteristics of an industry inherent in an educational system.

#### **UNIT – II**

1. Education as a consumption: concept, significance and strategies.
2. Education as investment: concept, significance and strategies.
3. Cost benefit analysis of education -
  - a. Cost of Education
  - b. Components of Educational costs.

#### **UNIT - III**

Resources for Education: Role of the centre, states and Institutions for financing education, Grant-in-aid scheme, Privatization of Education.

## **UNIT - IV**

### Education and unemployment

1. Causes of educated unemployment and Estimating unemployment.
2. Problems of unemployment and education and Effects of educated unemployment on economy.
3. Various remedies and schemes for employment.

### **SELECTED READINGS:**

- Blaug, M. (1972): Economics of Education, The English Language Book Society and Penguin Books, England.
- Nagpal S.C. & Mital A.C. (1993): Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi,
- Natrajan.S, (1900): Introduction to Economics of Education, Sterling Publishers pvt. Ltd., New Delhi.
- Pandit H.N, (1969): Measurement of Cost Productivity and Efficiency of Education, NCERT.
- Rao, VKRV (1965): Education and Human Resource Development, Allied Publishers, New Delhi.
- Singh, Baljit (1983): Economics of Indian Education. Meenakshi Prakashan, New Delhi.
- Sodht. T.S. (1990): Economics of Education. New Delhi: Vikas Publications.
- Vaiaey, J. (1962) Costs of Education, London, Feber.
- UNESCO (1968). Readings in the Economics of Education, Paris, UNESCO Publications.

## **Paper – 204**

### **Higher Education in India**

#### **Learning outcomes –**

Learners will be able to –

1. Understand the Growth & Development of higher education in India & other countries.
2. Understand the importance of the concept of university autonomy & decision making in the university management.
3. Understand the relationship of state, central & private agencies in the functioning of universities & colleges in terms of finance & administration.
4. Understand the role of internal & external agencies in the governance of universities.
5. Understand the diverse role of university teacher.
6. Understand the problems of reforms in higher education in their proper perspective.

#### **Course content –**

#### **UNIT – I**

1. Concept of Higher Education & it's Branches:

a. Professional

b. Technical

c. Traditional

2. Ancient Vishwavidyalayas vs. Modern universities

3. Objectives of Higher Education

4. Prerequisites of Teacher & Learner of Higher Education: Characteristics & Properties

## **UNIT - II**

1. Structure of Higher Education.
2. Varieties of Universities: Central, State, Private, deemed to be Universities
3. State University Act / Status / Ordinances
4. Administrative & Academic Bodies

## **UNIT - III**

1. Approaches of Instruction in Higher Education
2. Regulatory Framework of Higher Education:
  - a. Policy Making
  - b. Regulation
  - c. Accreditation
3. Issues of Higher Education
  - a. Question – Answer & Accreditation
  - b. LPG & Higher Education
  - c. Self – Financing in Higher Education

## **UNIT – IV**

- 1.. Emergence of Online Teaching & Higher Education
  - a. Needs of Young Nation & Role of Guidance & Counselling
  - b. Quality of Students Intake
2. Initiatives for Girl Education
  - a. UDAAN
  - b. PRAGATI

## Suggested Readings

- Oberoi, M.K. (1995) *Professional competencies in Higher Education*, New Delhi UGC Publication.
- Tilak, Jandhyaala B.G. (2013). *Higher Education in India: In search of Equality, Quality & Quantity*. New Delhi: Orient Blackswan Pvt.Ltd.
- Deshpande, S. & Zacharias, U. (2003). *Beyond Inclusion: The Practice of Equal Access in Indian Higher education*. New Delhi: Routledge.
- Hasan, Zoya & Martha Nussbaum (2012). *Equalizing Access: Affirmative Action in Higher Education: India, USA & South Africa*, New Delhi: Oxford University Press.
- Bhusan, S. (2009). *Restructuring Higher education in India*. New Delhi: Rawat Publications
- Archer L, Hutchings M. & Ross A (2003). *Higher Education & Social Class Issues of Exclusion & Inclusion*. London: Routledge Falmer Taylor & Francis.

**Paper – 205**

**Completion of Case study of Special Child and presentation of report.**



**Paper – 301**  
**Teacher Education**

**Learning Outcomes –**

Learners will be able to understand the -

1. Meaning and concept of teacher education in India. Aims and objectives of teacher education in India with its historical perspective.
2. Teaching profession and types of teacher education programme. Development of teacher education curriculum in India.
3. various aspects of student teaching programmes prevailing in the country.

**Course contents –**

**UNIT - I**

1. Meaning, concept and scope of teacher education.
2. Aims and objectives of teacher education
3. Development of teacher education in India

**UNIT - II**

Recommendations of various commissions on teacher education with special reference to-

- |                             |             |
|-----------------------------|-------------|
| A. Kothari Commission       | B. NEP 1986 |
| C. Programme of Action 1992 | D. NCTE     |
| E. NEP 2020                 |             |

**UNIT - III**

1. Professional preparation of teacher educators for pre- primary, primary and secondary stages of education and educational administrators.
2. Techniques of teacher training, core teaching, micro teaching analysis.
3. Integrated teacher education programme.

#### 4. Pre-service and In-service Training Programmes.

### UNIT – IV

1. Research activities in the field of teacher education and their implication with respect to

A. Teaching effectiveness

B. Criteria of admission.

2. Current Problems. Preparing Teachers for special schools.

### SELECTED READINGS

- Dunkin. J. Michal (1987): The International Encyclopedia of Teaching and Teacher Education, Pergamon Press,

- Mangla, Sheela (2000): Teacher Education: Trends and Strategies. New Delhi. Radha Publishing.

- Ministry of education (1964-66): Education and National Development Report of Indian Education Commission, Govt of India.

- MHRD (1986): National Policy on Education and Programme of Action, Govt of India, New Delhi.

- MHRD (1992): Programme of Action, Department of Education, Govt of India, New Delhi.

- Singh, L.C.(ed.) (1990) : Teacher Education in India, Source Book . NCERT. New Delhi.

- Smith, E.R.(ed.) (1962): Teacher Education: A Reappraisal, New York, Harper and Row Publishers.

- Soder, R.(1991): The Ethics of the Rhetoric of Teacher Professionalism, Teaching and Teacher Education, 7(3)

- पांडेयरामसकल, (2009). उदीयमान भारतीय समाज में फशक्षक, फफनोद पुस्तकमंफदर, आगरा।

**Paper – 302**  
**Statistics in Education**

**Learning outcomes –**

Learners will be able to understand –

- meaning and concept of research.
- the research problem and its various phases.
- meaning and use of statistics in educational research.
- the framework of research design.

**Course content –**

**UNIT – I**

Research design ;

1. Meaning , concept and elements.
2. Definition and characteristics .
3. Types of research design.
4. Purpose and steps of research design.

**UNIT – II**

1. Meaning and concept of Statistics.
2. Educational data – Qualitative and Quantitative.
3. Graphical representation of data.
4. Descriptive and Inferential statistics.

**UNIT – III**

1. Measures of Central Tendency.

2. Measures of variability.
3. Concept of Probability.
4. Normal Probability Curve : Characteristics and applications.
5. Correlation.

#### **UNIT – IV**

1. Significance of Mean.
2. Sampling distribution and Mean.
3. Significance of difference between two means :
  - (a) t- test
  - (b) z-test

#### **Suggested Readings :**

1. Aggarwal, Y. P. (1998) : The Science of Educational Research : A Source Book, Normal, Kurukshetra.
2. Kerlinger, F. N. ( 1973) : Foundation of Behavioural Research, Holt, Rinehart and Winston, New York.
3. Koul, Lokesh (1988), Methodology of Educational Research , Vikas, New Delhi.
4. Mouly, A. J. (1963): The Science of Educational Research , Eurasia, New Delhi.
5. Young, P. V. (1960): Scientific Social Surveys and Research, Prentice Hall, New Delhi.
6. Miller, D. C. & Salkind, N. J. (2002) : Handbook of Research Design and Social Measurement, Sage Publications, London.

7. Ruane, Janet M. (2004) : Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.

8. Aggarwal, Y. P. (1998) : Statistical Methods, Sterling, New Delhi.

9. Kothari, C. R. (2009) : Research Methodology ( methods and techniques) , New Age International Publishers, New Delhi .

10. पाण्डेय, के.पी .(2006) : शैक्षक अनुसंधान, फफश्वफद्यालय प्रकाशन, फूूाराणसी ।

11. राय, पारसनाथ ( 1985) : अनुसंधानपररचय, लक्ष्मी नारायण अफराल, आगरा ।

12. शमाज, आर. ए. (2011) : फशक्षा अनुसंधानके मफएंशोधलतत्वप्रफफया, आर लाल बुकफडपोमेरठ ।

13. पाण्डेय, एस. डी .(2005) : फशक्षा मेमापनफएंम लूूाू, प्रारंकनफभक सांब्लिकी, फभदीय प्रकाशन , फैज़ाबाद ।

**Paper – 303**  
**Technology in Education**

**Learning outcomes -**

Learners will be able to --

1. understand about the meaning, nature, scope and significance of Educational Technology.
2. distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. use educational technology in researches.
4. develop different types of evaluation tools.
5. learn about different types of programmed instruction.

**Course Content :**

**UNIT – I**

Educational Technology

1. Concept, meaning, nature, scope and significance of Educational Technology.
2. Components of E.T. – software, hardware, systems approach.
3. Educational Technology and Instructional Technology.

**UNIT - II**

1. Information and communication technology [ICT) and concept of Smart classrooms.
2. Multimedia approach in Educational Technology -- meaning, uses, limitations.
3. Teaching Skills:
  - a. Questioning Skills
  - b. Reinforcement Skills
  - c. Lecturing Skills
  - d. Illustrating Skills

### **UNIT - III**

#### 1. Programmed Instruction -

- a. origin, principles and characteristics.
- b. Types - Linear, Branching .
- c. Development of programmed instruction material.
- d. Teaching machines.
- e. Computer Assisted instructions.

### **UNIT - IV**

1. Modification of teaching behavior: Micro teaching, Flander's interaction Analysis and simulation.
2. Emerging trends in Educational Technology - videotape, radio, television, teleconferencing, CCTV, INSAT.
3. Problems of new technologies.

### **SELECTED READINGS:**

- Kulkarni, S.S, (1986): Introduction to Educational Technology, New Delhi, Oxford and IBH Publishing Company.
- Kumar K.L. (1996): Educational Technology, New Delhi: New Age International publishers.
- Mavi, N.S. (1984): Programmed Learning- An Empirical Approach. Kurukshetra, Vishal Publishers.
- - Mukhopadhyava, M. (1990): Educational Technology, New Delhi. Sterling.
- Pandey, K.P. (1980). A first course in Instructional Technology. Delhi: Amitash Prakashan.
- Pandey S.K, (1997): Teaching Communication, New Delhi, Commonwealth Publishers,
- Pandey K.P. (1997): Dynamites at Teaching Behaviour. Ghaziabad. Amitash Prakashan.

- Sharma. R.A. Educational Technology, Surva Publication, Meerut,
- भाई योगेंद्रजी,(2014-15): फशक्षा में फनाचारफएंफनीनफप्रिफत्तयां,अफराल प्रकाशन, आगरा।
- राणा बफलंत,(2015): फशक्षा में फनीनप्रिफत्तयां,फफनोद पुस्तकमंफदर,आगरा।
- कुलश्रेष्ठएसपी,(2005): शैफक्षकतकनीकीके म लआधार,फफनोद पुस्तकमंफदर,आगरा।
- शमाजआर.ए., (2004): फशक्षण तकनीकी, आर लाल बुकफडपो,मेरठ।



## **Paper – 304**

### **Educational Management and Administration**

#### **Learning Outcomes -**

Learners will be able to –

1. understand the concept ,need, importance and process of educational administration. They will understand the function of educational administration.
2. understand the techniques of administration of education and learn about planning and organizing them.
3. understand the new trends and process of educational management and administration.

#### **Course contents -**

##### **UNIT – I**

1. Meaning, need and importance of Educational management and administration.
2. Objectives and scope of educational administration.
3. Functions and principles of Educational management .

##### **UNIT – II**

1. Theories of educational administration :
  - (a) classical organizational theory
  - (b) the human relations approach
  - (c) the behavioral science approach
  - (d) the post- behavioral science era.

##### **UNIT – III**

Development of modern concepts of educational administration -

- a. Taylorism
- b. Administration as a process,
- c. Human relations approach to Administration,

## **UNIT – IV**

- 1. Educational supervision –
  - a. Meaning and nature of educational supervision.
  - b. Traditional and Modern supervision,
  - c. Need and function of supervision.

### **SELECTED READINGS:**

- Bhatnagar R.P. & Aggarwal, V. (2004): Educational Administration: Supervision, Planning and Financing. Meerut: R. Lal. Book Depot.
- Harding, Hl. (F987): Management Appreciation, London, Pitman Publishing.
- Ravishankar, S., Mishra, R.K.& Sharma, M.L., (1988): Human Resource Development. Bombay: Dhruv & Deep
- Shukla. P.D (1983):Administration of Education in India. New Delhi: Vikas Publication
- Sinha, P.S.N. (ed) (2002): Management and Administration in Govt., New Delhi, Commonwealth Publishers.
- Gupta & Gautam: Shaikshik Prashashan, Prabandhan Evanm swasdhya Shiksha, Alok Prakashan. Lucknow,
- Kudesta., ULC. (2012): Shiksha Prashashan, Agrawal Publications.
- ओड. एल.के.(1992): शैफक्षकप्रशासन,जयपुर,ूाजस्थान रंथअकादमी|
- शमाजआर.के.फफद्यालय संगठनफएंशैफक्षकप्रशासन, आर.एल. बुकफडपो,मेरth

**Paper – 304**  
**Life Skill Education**

**Learning Outcomes -**

Learners will be able to:

1. To understand the concept of life skills and its evolution.
2. To recognize and analyse the importance of the skills education by studying the reports of international organizations and committees.
3. To understand the thinking skills and coping skills and subsequently will be able to design activities to develop thinking and coping skills.

**Course content -**

**UNIT - I**

1. Life Skill: Concept & Significance
2. Ancient Indian Philosophy of Life
3. Factors of successful Life – Assertiveness, Time Management, Selfcare, Healthy diet & Work Out
4. Quality Education Life Skill: Dakar Forum

**UNIT - II**

1. Strategies for Imparting Life Skill Education
  - a. Telling – Lecture, Questioning, Brainstorming, Debate, Discussion & Situation Analysis
  - b. Showing - Demonstration, Visual Aids
  - c. Doing – Project, Practical, Role-play, Simulation & Case Study

## 2. Concern Bodies:

- a. UGC
- b. UNICEF
- c. UNESCO
- d. WHO

## **UNIT - III**

### 1. Comprehensive Life Skill Framework By UNICEF

### 2. Curriculum for Life Skills (Jeevan Kaushal) by UGC

### 3. Theoretical Perspectives of Life Skills:

- a. Social Learning
- b. Theory
- c. Albert Bandura
- d. Problem/Behaviour Theory

### 4. Social Influence Theory Herbert Kelman

## **UNIT - IV**

### 1. Life Skills:

#### a. Thinking Skills :

- Creative & Critical Thinking
- Problem Solving
- Decision making

#### b. Emotional Skills :

- Coping with Emotions
- Coping with Stress

#### c. Social Skills:

- Self – Awareness
- Self – Confident

- Self – Motivation
- Empathy
- Effective Communication

### **Suggested Readings**

1. Prof. Bhagyashree & A. Dudhade: *Life Skills Education*.
2. Dr. Rajiv Kumar Jain & Dr. Usha Jain: *Life Skills*; Publisher- Vayu Education of India.
3. Larry James: *Life Skill*; Publishers, Embassy Books.

## **Paper – 304**

### **Population Education**

#### **Learning outcomes -**

Learners will be able to -

1. to understand the nature, scope, and need of population.
2. to know about the factors affecting population growth and understand the need for balancing composition through distribution .
3. to understand the concept of prosperous family .
4. to help students to appreciate the role of population education upgrading the quality of social functioning .

#### **Course content –**

##### **UNIT – I**

Population Education –

1. Meaning, Concept, Need, Scope, Important and Objectives of Population Education.
2. Population Situation and Dynamics - Distribution and Density.
3. Population Composition – Age, Sex, Rural, Urban, Literacy.
4. Factors affecting Population Growth, Fertility, Mortality and Immigration.

##### **UNIT – II**

1. Population and Quality of Life.
2. Population in relation to socio-economic development, Health Status, Health Services and Education.

### **UNIT -III**

1. Effect of unchecked growth of Population on Natural resources and environment

2. Family Life Education –

Concept of Family, Family role and responsibilities, Family needs and resources, Responsible Parenthood, Life Values and beliefs .

### **UNIT – IV**

1. Population Related Policies and Programmes .

2. Population Policy in relation to health, environment education.

3. Policy programmes related to employment social movements violently and international agencies UNFPA, WHO, UNESCO etc.

### **Suggested Readings –**

1. Jacobson, Willard J., (1979) Population education: A Knowledge base, New York Teachers College, Columbia University.

2 .Mehta, T. S., et al. (1971) Plug Points for Population Education in School Curriculum. New Delhi: NCERT.

3. Parakh, B. S. and Associates. (1979). National Baseline Survey of Population Education in India. Report of the National Sample Survey. New Delhi: Population Education Unit, NCERT (Mimeographed).

4. Sharma, R. C. (1988). Population, Resources, Environment and Quality of Life. Handbook on Population Education. New Delhi: Dhanpat Rai & Sons.

5. Srinivasan, K., and Pathak, K. B. (eds). (1992). Dynamics of Population Education and Family Welfare 1991. Bombay: Himalayan Publishing House.

7. United Nations. (1983). Population Education Programme in Asia: What Research Says. Bangkok: UNESCO.

8. Rao, D.G., Population Education, sterling publishers.

## **Paper – 305**

Dissertation – It will be completed in third and fourth semester.

1. Selection of problem.
2. Introduction, objectives and methodology of research, sample and tool, data collection.



## **Paper – 401**

### **Vocational Guidance and Counselling in Education**

Learners will be able to --

1. develop an understanding of the counseling needs of college students so that they may be in positions to be counsellors in higher education.
2. explain the importance of making right choice in life, education and vocation etc.
3. understand the concept, need and process of counselling.
4. describe the importance of working with a group, for a group and in a group.
5. Assess the needs of the individual correctly.

#### **Course contents –**

##### **UNIT- I**

1. Concept, meaning, principles, need and importance and functions and significance of guidance.
2. Types of Guidance -Educational guidance, vocational guidance and personal guidance.
3. Development of Guidance for understanding the individual.

##### **UNIT -- II**

1. Counselling – meaning, need, procedure and types --
  - a. Directive counselling -- concept, advantages and limitations.
  - b. Non- directive counselling -- concept, advantages and limitations.
  - c. Elective counselling -- concept, advantages and limitations.

### **UNIT - III**

Guidance of children with special needs –

1. Problems and needs
2. Guidance of the gifted and creative students
3. Guidance of under-achiever and first generation learners
4. Role of the teacher

### **UNIT – IV**

1. Agencies of Guidance – National and State level.
2. Organization of a Guidance Programme –
  - (a) Principles of organization
  - (b) Various types of services.

### **SELECTED READINGS:**

- Miller F.W. (1961): Guidance Principles and Services, Columbia: Ohio Merrill.
- Pandey. K.P. (2000): Educational and Vocational Guidance in India, Varanasi Vishwavidhyalaya Prakashan Chawk.
- Tolbert. E.L. (1967): Introduction of Counselling, New York: McGraw Hel
- Strang, Ruth. (1949): Counselling Techniques in Colleges and Secondary Schools, New York, Harper.
- Taxler. A.E. (1964): Techniques of Guidance, New York, McGraw Hill,
- Robinson. F.P. (1950): Principles and Procedures in student counselling, New York: Harper & Brother.
- Super. D.E. (1949). Apprising Vocational Fitness, NewYork; Harper & Brother.
- प्रेमशंकर(2005) फफफशष्ट बालक, आलोक प्रकाशन, लखनऊ।
- डॉ फमश्रा फएंपाण्डेयएच.डी., फफफशष्ट फशक्षा, फभदीय प्रकाशन, अयोध्या, फैजाबाद

## **Paper – 402**

### **Comparative Education**

#### **Learning Outcomes -**

Learners will be able to-

1. Understand comparative education as an emerging discipline.
2. Understand the educational system in terms of factors and approaches of comparative education.
3. Orient with skill to assess the efficiency of educational systems of various countries in terms of prevailing trends in those countries.
4. Create a perspective about the implications of education for solving the prevailing problems of education in India.

#### **Course Contents --**

##### **UNIT- I**

1. Comparative education – meaning and concept .
2. Aims, need and scope of comparative education.
3. Factors influencing Education system.

##### **UNIT - II**

1. Historical Development of Comparative Education.
2. Approaches of Comparative Education—
  - a. Historical,
  - b. Philosophical,
  - c. Sociological
  - d. problem approach.

##### **UNIT - III**

1. Salient features of Education System of USA, UK, and India.
2. Pre-Primary education in USA, UK, India.

3. Primary Education in USA, UK, India.
4. Secondary Education in USA, UK, India.
5. Higher Education in USA, UK, India.

#### **UNIT - IV**

1. Problems prevailing in developing countries with special reference to India. Their causes and solution through education.

- a. Poverty      b. Unemployment      c. Population explosion      d. Terrorism.

#### **SELECTED READINGS:**

- Cramer, L.F. & Brown, G.S. (1965) - Contemporary Education: A comparative study of National System, New York: Harcourt Brace & Company.

- Dent, H.C. (1981) Educational System of England, London: Hodder and Stoughton.

- Hans. N. (1961): A Comparative Education. London: Routledge and Kegan Paul.

- Sodhi, T.S. (1988): A Textbook of Comparative Education, New Delhi: Association of Indian Universities, IGNOU.

- Kandel, I.L. (1963): Studies in Comparative Education. New York: George Harrup.

- Parmaji, S. (1984): Distance Education. New Delhi: Sterling Publishers Pvt. Ltd.

- William M.A. (1966): Planning Curriculum for Schools. New York: Holt, Rinehart and Winston.

- Gautam, S.L. Tulnatmak Shiksha, Alok Prakashan, Lucknow.

- पाण्डेय, के.पी. (1987). तुलनात्मक शिक्षा अफमताश प्रकाशन, फभानी नगर, मेरठ।

- जायफसाल, सीताराम (1970), तुलनात्मक शिक्षा, फहंदीसफमफत, स  
चनाफफभाग, उत्तर प्रदेश, लखनऊ

## **Paper – 403**

### **Early Childhood Care Education (ECCE)**

#### **Learning Outcomes :**

Learners will be able to understand –

- to develop an understanding about the meaning and importance of early childhood care and education.
- different aspects of early childhood growth and development.
- the educational importance of the ECCE.
- different programmes being run by government in this field.

#### **Course content –**

##### **UNIT – I**

1. Meaning and objectives of ECCE.
2. Importance of ECCE programs.
3. Child study techniques – cross sectional, longitudinal method, experimental design and case study.

##### **UNIT – II**

1. Development in childhood –
  - Physical health and motor development.
  - Language development.
  - Cognitive development.
  - Personal, social and emotional development.

### **UNIT – III**

Schemes of ECCE –

- Anganwadi
- Pradhan Mantri Matru Vandana Yojana
- National Creche Scheme
- Poshan Abhiyan
- Child Protection Scheme

### **UNIT – IV**

Prominent Policies for ECCE :

- National Nutrition Policy 1993
- National Commission for Children
- National Plan of Action for Children 2005
- NCF 2005
- NEP 2020

### **Suggested Readings :**

1. Grewal, J.S. : Early Childhood Education, Agra, National Psychological Corporation, 1984.
2. Dutt, N.K. : Psychological Foundations of Education, Delhi, Doaba House, 1974.
3. Aggrawal, J.C. : Methods and Materials of Nursery Education, Delhi, Doaba House, 1990.
4. Bloom, B.S. ( 1964 ) : Stability and Change in Human Characteristics, New York : John Wiley & Sons Inc.
5. Banta, T. (1966 ) : Are these Really a Montessori Method ? Columbus, Ohio : Ohio Psychological Association & Ohio Psychiatric Association.
6. Burgers, E.& Locke, H.J. The Family, New York, American Book Co., 1953.

## **Paper – 404**

### **Environmental Education**

#### **Learning outcomes -**

Learners will be able to:

1. Describe concept, importance, scope & aim of environmental education
2. Exhibit the relationship between man & environment
3. Explain the impact of man-made & Natural disasters on Environment
4. Explain the role of educational institutions in disaster management
5. Discuss the importance of sustainable development
6. Explain principles & foundations of environmental education
7. Explain the concept & components of environment & ecosystem.

#### **Course content:**

##### **UNIT - I**

1. Environment & Ecosystem: Factors & Importance
2. Ancient Indian views on Man-Environment Relationship
3. Natural Resources: Forest, Water, Energy, Animal, Non-Living
4. India: A Mega Biodiversity Nation

##### **UNIT- II**

1. Environmental Issue:

- |                       |                          |
|-----------------------|--------------------------|
| a. Pollution          | b. Global Warming        |
| c. Climate Change     | d. Energy Crisis         |
| e. Garbage Management | f. Rain Water Harvesting |

##### **UNIT - III**

1. Curriculum of Environmental Education for: Elementary Schools

2. Curriculum of Environmental Education for: Secondary Schools
3. Curriculum of Environmental Education for: Higher Education

#### **Unit IV**

1. Environmental Education: Interdisciplinary Approach
2. Development & Environment:
  - a. Effect of Development on National Resources & Biodiversity  
Conservations
  - b. Disasters: Types, Causes & Management
3. Role of Individual in Protection of Environment.

#### **Suggested Readings:**

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## **Paper – 405**

Practical Work –

Completion of Dissertation after data collection and Presentation.