

Semester - III

Paper - I (Core)

INDIAN PHILOSOPHIES OF EDUCATION

Course Objectives-

The Philosophical Components of this core paper for a post graduate course in education aims at developing the following competencies amongst the scholars.

- 1) Understanding the nature and functions of Indian philosophy of education
- 2) Analysis, interpretation and synthesis of various philosophical concepts, repositions and assumptions such as the metaphysical problem, epistemology and axiology and their impact on Indian education.
- 3) Critical appraisal of the contributions of prominent Indian educational thinkers to education.

Course content

Unit - I

Some basic concepts of Indian Philosophy and Education

- 1) Darshan
- 2) Dharma
- 3) Shiksha
- 4) Vidya
- 5) Pragya

Relationship between Darshan, Dharma and Vidya

Unit-II

The following Indian schools of thought will be studied with reference to their contribution to Indian Education

- 1) Vedic Darshan
- 2) Buddhism
- 3) Jainism
- 4) Islamic Traditions

Unit-III

Darshan (Six Schools of Thought) and their Educational Implications with special reference to

1. Sankhya
2. Vedanta
3. Nyaya
4. Yoga

Unit - II

Mahatma Gandhi: biography, life's philosophy and contribution to the freedom movement of India

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Unit - V

Critical appraisal of the contribution towards education of Vivekanand, Aurbindo, Gandhi and Tagore.

Books Recommended :

1. Dinkar, Ramdhari Singh : Sanskrit Ke Char Adhyay, Udayacha; Prakashan, Patna.
2. Hirriyana, M The Essential of Indian Philosophy.
3. Mad Wingo (1974) : Philosophy of Education. An Introduction.
4. Pandey, RS. (1995): SHIKSHA DARSHAN, Vinod Pustak Mandir, Agra.
5. Jaffar, S.M. (1936) : Education in Muslim India, Lahore.
6. Oad, L.K. (1979), Shiksha ke Darshanik Avam Samaj Shastri.ya Adhar, Jaipur Rajasthan Grantha Academy.
7. Das. Gupta SN. : Outlines of Indian Philosophy, Vols. 6.
8. Garulla, Vachaspati: Bhartiya Darshan.
9. Radha Krishanan, S. (2000) : Indian Philosiphy, Vol-I & II, Oxford University Press, New Delhi.
10. त्रिपाठी, एस्. एण्ड पाण्डेय, एस.डी. शिक्षा के दार्शनिक आधार, भारतीय पब्लिसर्स फैजाबाद।
11. गाँधी, मोहनदास करमचन्द; दस्तूरी ऑफ माई एक्सपेरिमेंट्स विद ट्रुथ
12. गुहा, रामचन्द्र : गांधी

Semester - III
Paper - II (Core)
FOUNDATION OF TECHNOLOGY

Course Objectives-

To enable the students to;

- To enable the student to understand about the meaning, nature and scope and significance of ET, and its important components in terms of Hardware and Software.
- To help the students to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint students with levels, strategies and models of teaching for future improvement.
- To enable the students to understand about the importance of programmed instructions and researches in E.T.
- To acquaint students with emerging trends in ET along with the resource centres of ET.

Unit - I

- Concept of Educational Techonology
- Meaning, Nature, Scope and significance of ET.
- Components of ET: System Approach, Software, hardware.
- Educational Technology, Instructional Technology, Teaching Technology, Behaviour Technology.

Unit-II

- Concept, Nature, Process, Components, Types & Theories of Classroom Communication
- Mass media approach in Educational Technology.

Unit-III

- Modification of Teaching Behaviour.
- Micro teaching, Flanders's Interaction Analysis, Simulation.
- Models of Teaching.

Unit-IV

- Programmed instruction (linear/branching model) — Origin and types linear and branching.
- Teaching machines
- Computer Assisted Instruction.

Signature

- Emerging trends in Educational Technology, Problems of New Technologies..
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, etc. — their activity for the improvement of teaching learning.

Suggested Readings

1. Aggarwal, J.C., Essentials of Educational Technology: Teaching Learning Innovations in Education, Vikash Publishing House, New Delhi
2. Apter, M.J., The technology of Education, Mac Millan, London.
3. Decesco, J.P., Educational Technology, Reading in Programmed instruction, Rinehard & Winston, New York
4. Kumar, K.L. Educational Technology, New Age International, New Delhi
5. Mukhopadhyay, M. Educational Technology: Knowledge Assessment, NUEPA, New Delhi.
6. कुलश्रेष्ठ, एस०पी० (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मन्दिर, आगरा।
7. पाण्डेय, के०पी० (2001), मॉडर्न कान्सेप्ट आफ टीचिंग विहेवियर, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स दिल्ली।
8. पासी, वी०के० (1975), विकमिंग वेटर ऑचर, ए माइक्रो टीचिंग एप्रोच सासिहत्य, मुद्रण, अहमदाबाद।
9. शर्मा, आर०ए० (2004), शिक्षण तकनीकी, आर लाल बुक डिपो, मेरठ।

Semester - III
Paper - III (Core)
EDUCATIONAL GUIDANCE AND COUNSELLING

Course Objectives-

To enable the students to;

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

Unit - I

- Concept, Principles and Nature of Guidance Programme.
- Needs scope and significance of guidance.
- Types of guidance (Educational, vocational, personal and social)
- Role of the teacher in guidance.
- Agencies of guidance — National & State level.

Unit-II

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

Unit-III

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

Unit-IV

Guidance of Children with special needs

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

Books Recommended

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

SPECIAL EDUCATION

Course Objectives-

To enable the students to;

- Know about the meaning and scope of special education in India.
- Understand the various suggestion given by various commission and education of children with special needs for realizing the concept of "Universalization of Education".
- Identify the specific characteristics and understand modalities of identification of various types of exceptional children.
- Understand various education intervention programmes for meeting the needs of exceptional learners.

Course content

Unit - I

Meaning and scope of special education, a brief history of development of special education. Government Policies and legislation.

Unit-II

Recommendation given in NPE 1986, POA1992 and PWD (Persons with Disabilities) Act 1995' National Institutes of Handicapped and the role of Rehabilitation council of India.

Unit-III

Education of the Mentally retarded, Gifted and creative childrens. Juvenile Delinquents orthopaedically Handicapped.

Unit-IV

- Meaning of an educational intervention-nature and objectives of special schools. Concepts of mainstreaming. Intergrated schools and support them viz resource room, resource teacher, counselor etc.
- Techniques of teacher training-core teaching , microteaching and interaction analysis
- Evaluation of students teaching

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Books Recommended

1. कॅनेडी, ए० एण्ड फ्रेशर (1932), एजुकेशन आफ द बैकवर्ड चाइल्ड, डी० एप्लेटन, सैन्यूरी कम्पनी, न्यूयार्क।
2. प्रेम शंकर (2005), विशिष्ट बालक, आलोक प्रकाशन, लखनऊ।
3. शंकर, उदय (1976), एक्सेप्शन चिल्ड्रेन स्टर्लिंग पब्लिकेशन, प्रा०लि० न्यू डेलही।
4. शर्मा, आर०ए० (2003), फण्डामेन्टल ऑफ स्पेशल एजुकेशन, आर० लाल बुक डिपो, मेरठ।
5. सिंह उत्तम कुमार एवं नायक ए०के० (1997), स्पेशल एजुकेशन, कामन वेल्थ पब्लिशर्स, न्यू डेलही।
6. डॉ० मिश्रा एवं पाण्डेय एस०डी० विशिष्ट मिश्रा, भवदीय प्रकाशन अयोध्या फैजाबाद।

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Semester - III

Paper - IV (Elective)

ENVIRONMENTAL EDUCATION

Course Objectives-

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

Unit - I

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

Unit-II

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

Unit-III

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

Unit-IV

- Features of curriculum for environmental education.
- Special nature of curriculum on environmental education.
- Methods and approaches of environmental education.
- Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- Method — Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- Role of Media, Print, Films and TV.
- Programme of environmental education for primary, secondary and higher education institutions.

Suggested Redings

1. Agarwal S.K. — "Environmental issues and themes", APH Publishing Corporation, New Delhi, 1997
2. B.P. Chaurasia — "Environmental Pollution Perception and Awareness" — Chugh Publications, 1992
3. गोयल, एम०के० (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।
4. प्रसाद, गुरु, सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्यायें, नई दिल्ली।
5. सक्सेना, ए०बी० (1986), इनवायरमेण्टल एजुकेशनल नेशनल साइकोलाजिकल कारपोरेशन, आगरा।
6. पाण्डेय, के०पी०, भारद्वाज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा एवं भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
7. शर्मा, आर०ए० (2004), पर्यावरण शिक्षा, आर० लाल बुक डिपो मेरठ।

Semester - III

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Paper - V (Sixth electve)

Practical / Project presentation

Choose Any One

Paper - V (A)

- (i) Development of computer aided material / power point presentation with research paper
- (ii) School profile (write a detailed report on any two educational institute visited by you) and its presentation by ppt

Paper - V (B)

- (i) Survey of any ~~an~~ two ^{higher} institute regarding use of ICT in
 - (a) administration
 - (b) classroom teaching
- (ii) PPT presentation on ~~any~~ given topic related to philosophy of education