



**DIRECTORATE OF DISTANCE EDUCATION
KURUKSHETRA UNIVERSITY
KURUKSHETRA - 136 119**

SYLLABUS AND SCHEME OF EXAMINATION OF

M. A. (Final) Education

w.e.f. ACADEMIC SESSION 2018-19

The duration of the course leading to the Degree of Master of Arts (M.A.) Education shall be of two academic Years. In first year, there shall be five course. In the second year, there shall be five courses including a dissertation which will be compulsory for all students. In addition, there will be fieldwork for the students.

Theory papers will be of 100 marks each. Dissertation will be of 100 marks (75 marks dissertation and 25 marks for viva voce). Field work will be of 50 marks.

In each theory paper, the candidates will be required to attempt five questions including one compulsory question of short notes in three hours.

FIRST YEAR

- Course-I Philosophical Foundations of Education
- Course-II Sociological Foundations of Education
- Course - III Psychological Foundations of Education.
- Course-IV Research Methods in Education.,
- Course-V Methods of Data Analysis in Education.

SECOND YEAR

Compulsory Papers

- Course-VI Contemporary issues in Indian Education
- Course-VII Curriculum Development and Comparative Education
- Course-VIII (Opt.-I) Special Education
- Course-IX (Opt.-I) Management and Administration of Education
- Course X Any one of the following:
 - (i) Education and Vocational Guidance
 - (ii) Dissertation and Field Work

Course - VI : CONTEMPORARY ISSUES IN INDIAN EDUCATION

Time: 3 hours

Max. Marks : 100

NOTE: Paper setters will set nine questions in all out of which students will be required to attempt five questions Q. No 1 will be compulsory and will carry 16 marks. It will comprise of four short questions 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 All questions will carry 16 marks each

COURSE OBJECTIVES

To enable the students to:

1. Develop a critical understanding of the challenges faced by Indian Education today.
2. Get the knowledge of the contemporary issues in Indian Education in a global perspective.
3. Get a historical insight into the development of Education in India.
2. Have a critical understanding of the development of Education as a distinct discipline.

COURSE CONTENTS

UNIT - I :

I. Education in India during:

- Vedic
- Buddhist

- Medieval period
- II. Maculay's minutes and /bentick's resolution .of 1835.
 - Adam's report and its recommendations.
 - Wood's Despatch- of 1854.
 - Lord Curzen's educational policy, growth of national consciousness.
 - National Education Movement.

UNIT - II :

- III. Recommendations of Indian Education Commission (1882) and its influence on the subsequent development of education.
 - Essential features of Sadler Commission Report (1917).
 - Wardha Scheme of Education (1937).

UNIT - III

- IV. University. Education Commission (1948-49)
 - Secondary Education Commission (1952-53)
 - Indian Education Commission (1964-66)
 - National Policy of Education (1986)
 - Revised National Policy (1992)

UNIT- IV

Contemporary Issues in Indian Education in a global perspective highlighting the UNESCO's current concerns in respect of the following :

- Universalization of Education and related issues such as retention/ completion rates in elementary schools
- Vocationalization of Education

- Education of girls in various age groups
- Education of socially disadvantaged segments such as SC/ST/OBC
- Issues relating to providing equality of educational opportunities.
- Issues pertaining to quality in education and excellence.
- Issues to open learning and distance education system.
- Education for Human values and life skills:
- Issues relating to medium of instruction and three language formula
- Issue in respect of emotional integration and international understanding in the context of globalization.

SELECTED READING

1. Nurullah S., Naik J.P. and Oad L. K. (Eds.) A student history of Education in India, Mc Milan and Co., Bombay 1970
2. M.H.R.D. Report of the University Education Commission (1948) Ministry of Education, Govt. of India, New Delhi 1949
3. M.H.R.D. Report of the Secondary Education Commission (1952-53) Ministry of Education, Govt. of India, New Delhi, 1949
4. M.H.R.D. Report of the Education Commission Education and National Development (1964-66) Ministry of Education, Govt. of India, New Delhi, 1966
5. D., Challenges of Education - A Policy Perspective, Ministry of Education, Govt. of India, New Delhi, 1985
6. M.H.R.D., National Policy on Education (1985) Ministry of Education Govt. of India, New Delhi, 1986
7. Programme of Action (1992) Ministry of Education, Govt. of India, New Delhi, 1992

8. M-11-1th. Thwart* arr Ertfigkeirearandifirmane Society - if review (NPERC) Ministry of:Education, Govt of India, New Delhi, 1990
9. M.H.R.D Education for All : The Indian Scene, Ministry of Education, Govt. of India, New Delhi, 1993
10. M.H.R.D. Selected Education Stndies, Ministry of Education, Govt. of India, Nww Delhi, 1993.
11. World Year Boolf of Education, Youth, Education and"Work, Kogan Page, London, 1995.

Course-VII : CURRICUL DEVELOPMENT AND COMPARATIVE EDUCATION

Time : 3 hours

Max. Marks : 100

NOTE: Paper setters will set nine questions in all out of which students will be required to attempt five questions Q. No 1 will be compulsory and will carry 16 marks. It will comprise of four short questions 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 All questions will carry 16 marks each

COURSE OBJECTIVES

1. To acquaint the students about the responsible factors and approaches to comparative education.
2. To Orient the student with skills to assess the efficiency of educational systems of various countries in terms of prevailing trends in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS

UNIT -I

1. Concept, aims and scope of Comparative Education.
2. Factors influencing education system.

3. Approaches to comparative education : Historical, Philosophical, Sociological and Problem Approach.

UNIT - II

4. Elementary Education: concept of universalization, its implications, for Indian education, primary education in U.S.A., U.K. and India (Aims, Content, Methods of instruction and Evaluation system).
5. Secondary education in U.K., U.S.A.- and India. Vocationalization of Secondary Education in U.K., U.S.A., Russia and India.

UNIT-III

6. Higher Education in U.S.A., U.K.. and India.
7. Distance Education: its needs and various concepts with reference to U.K., Australia and India.
8. Educational Administration in U.K., U.S.A. and India.

UNIT-IV

9. Curriculum: Concept, Factors affecting Curriculum Development: Philosophical, Psychological, Sociological and Discipline Oriented Considerations.
10. Curriculum development, Different Models: Administrative, Grass Root, Demonstration and System Analysis.
11. Curriculum Evaluation in terms of learning outcome: Concept, Formative and Summative Evaluation, System of according marks, ratings and grades. Interpretation of Evaluation Results.

SELECTED READINGS :

1. Andrey & Howard Nicholls. Developing Curriculum-A Practical Guide, George Allen and Unwin, London, 1978;
2. Bereday, G.Z.F. Comparative Methods in Education : Oxford and IBH Publishing Co, Delhi, 1964.
3. Cramer LE & Brown, G. S. Contemporary Education ; A Comparative Study of National Systems, Harcourt Brace & Company, New York, 1965.

4. Denis Lavvten. School Curriculum Planning Hodder and Stoughton, London, 1986.
5. Dent, H.C. Educational System of England. George Allen and Unwitz, London, 1981.
6. Edward, A. Krug. The Secondary School Curriculum, Harper and Row Publishers, New York, 1960.
7. Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London, 1961.
8. Harold Alberty. Reorganizing the High School Curriculum. MacMillan k Company, New York. 1957.
9. Harold, B. Alberty & Elsic, LAlberty. The Curricituluni. MacMillan Company, New York, 1961
10. Hugh Sockelt, Designing the Curriculum. Open Books, London, 1976.
11. Ivor, K. Davies. Objectives in Curriculum Design, McGraw Hill, London, 1976. _
12. John, D. Mc Neil Curricuhun. Little Brown and Company, Boston, 197-7.
13. Joseph, Leese. The Teacher in Curriculum Making. Harper and Brothers Publishers, New Yorlc. 1961. -
14. Kande', LL Studies in Comparative Education. Geotge Haruup, New York, 1963.
15. King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York. 1959. .
16. William, M. Alexander. Planning Curriculum for Schools. Holt, Rinehart and Winston, Ne* York, 1966.

NOTE: Paper setters will set nine questions in all out of which students will be required to attempt five questions Q. No 1 will be compulsory and will carry 16 marks. It will comprise of four short questions 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 All questions will carry 16 marks each

COURSE OBJECTIVES

1. To understand the concept of exceptional children.
2. To know about the meaning and scope of special education in India.
3. To identify the various types of exceptional children.
4. To acquaint with the various types of handicaps and their causes.
5. To provide guidance in handling of exceptional children.
6. To understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

UNIT-I

1. Concept of Exceptionality:

Positive. Negative and Multiple deviations

Needs and Problems of Exceptional Children

2. Nature of Special Education

Objectives

Historical Perspective

UNIT-II

3. Education of Orthopaedically Handicapped

Concept

Types of Handicap

Characteristics

Educational Programmes

4. Education of Mentally Retarded

Concept

Classification

Etiology

Educational Programmes for Trainable Mentally Retarded

Educational Programmes for Educable Mentally Retarded

UNIT-III

5. Education of Visually impaired

Characteristics

Degree of Impairment

Etiology and Intervention

Educational Programmes

6. Education of Hearing impaired

Characteristics

Degree of impairment

Etiology

Educational and Intervention Programmes

7. Education of Learning Disabled

Characteristics

Types

Identification

Educational and Intervention Programme

UNIT-IV

8. Education of Gifted, Creative & Juvenile delinquents

Characteristics

Identification

Problems

Educational Programmes

9. Guidance and Counselling for Exceptional Children

Meaning and Needs

Role of Teachers and other Specialities

SELECTED READINGS :

1. Bender, W.N. Learning Disability. Allyn & Bacon, Bacon, Simon and Schuster, 1995, Boston, London.
2. Berding, W.H. & Blackhurst, A.E. (eds.). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn, L. & Bay. DM:(Ed.): Exceptional Children in the Schools, New york, Holt, Rinehart, Winston.

4. Hallahar, D.P. & Kauffman, J.M., *Exceptional Children: Introduction to special Education*, Allyn & Bacon, Massachusetts, 1991.
5. Hewett Frank M. & Foreoness Steven R., *Education of Exceptional Learners*, Allyn & Bacon, Massachusetts, 1984.
6. Jordern Thomes E. *The Exceptional Child*, Ohio, Merrill.
7. Kirk, S.A. & Gallagher J.J., *Education of Exceptional Children*; Houghton Mifflin Co., Boston, 1989.
8. Magnifico, LX.: *Education of the Exceptional Child*, New York, Longman.
9. Shankar, Udey: *Exceptional Children*, Jullundur: Sterling Publications.
10. Singh, N.N. and Beal, I.L. (eds.) *Learning Disabilities-Nature, Theory and Treatment*, Springer-Verlag, New York, Inc. 1992.
11. Smith, C.R., *Learning Disabilities - The Interaction of Learner, Task and Setting*, Allyn & Bacon, Massachusetts, 1991.
12. Strange, Ruth. *Exceptional Children & Youth*. J.J.: Prentice Hall.

NOTE: Paper setters will set nine questions in all out of which students will be required to attempt five questions Q. No 1 will be compulsory and will carry 16 marks. It will comprise of four short questions 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 All questions will carry 16 marks each

COURSE OBJECTIVES

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.
2. To orient the students with tools and techniques of measurement and evaluation.
3. To develop skills and competencies in constructing and standardizing a test.
4. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

COURSE CONTENTS

UNIT-I

1. Educational Measurement and Evaluation
 - Concept, Scope and Need
 - Levels of Measurement
 - Evaluation; Functions and basic principles of evaluation
 - Inter-relationship between measurement and evaluation: use of Taxonomic categories of educational objectives.

2. New Trends in Measurement and Evaluation

- Grading System : Relative merits and demerits of marking an grading
- Semester system
- Continuous and comprehensive evaluation
- Question banks
- Use of computer in evaluation

UNIT-II

3. Tools of Measurement & Evaluation

- Essay tests, objective type tests
- Questionnaire and Schedule
- Inventories
- Performance tests

4. Characteristics of a Good Measuring Instruments

- Concepts of True and Error scores
- Reliability
- Validity
- Norms
- Usability

UNIT-III

5. Test Standardization

- Norm referenced and criteria referenced tests
- Standard scores, T-scores and C-Scores
- Construction and Standardization of an achievement test
- Interpretation of test score's and methods of feedback to students

6. Analysis of Variance

- Analysis of variance (upto two ways): Concept, assumption's computation and uses.

UNIT - IV

7. Concept and Measurement of the following:

- Achievement tests
- Aptitude tests
- Intelligence tests
- Attitude and Value scales
- Interest inventories

8. Correlation

Concept, computation and significance of the following:

- Biserial correlation
- Point-biserial correlation
- Tetrachoric correlation
- Phi-Coefficient
- Partial correlation
- Multiple correlation

SELECTED READINGS

1. Adams, G.K.- (1965). Measurement and Evaluation in Psychology Education and Guidance, Holt, Rinehart & Winston, New York.
2. Aggarwal, Y.P. (1998), Statistical Methods: Concept, Applications and Computations, Computation, Sterling, New Delhi.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Education Measurement.

Paper - IX: (Option i) MANAGEMENT AND ADMINISTRATION OF EDUCATION

Time : 3 hours

Max. Marks: 100

(External: 80, Internal: 20)

NOTE: Paper setters will set nine questions in all out of which students will be required to attempt five questions Q. No 1 will be compulsory and will carry 16 marks. It will comprise of four short questions 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 All questions will carry 16 marks each

COURSE OBJECTIVES

1. To acquaint the students with changing concepts of educational management alongwith their significance.
2. To help the students to understand educational management as a process at various levels.
3. To develop an understanding in students about education and problems of educational trends.
4. To help the students to know about resources of education and problems of educational finance.
5. To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

COURSE CONTENTS

UNIT - I

1. Meaning Nature and Scope of Educational Administration, Relationship among management, administration, supervision and planning.
2. Development of modern Concept of Educational Administration from 1900 to present day.
 - o Taylorism

- Administration as a process.
 - Human relations approach to Administration.
3. Meeting the Psychological Needs of Employees.

UNIT-II

4. Specific Trends in Educational Administration:-

- Decision Making
 - Organizational Compliance
 - Organizational Development
 - PERT
5. (a) Meaning and Nature of Leadership
- (b) Theories of Leadership
6. (a) Styles of Leadership
- (b) Measurements of Leadership

UNIT-III

7. (a) Meaning and Nature of Educational Planning
- (b) Approaches to Educational Planning
8. (a) Perspective Planning
- (b) Institutional Planning

UNIT-IV

9. Meaning and Nature of Educational Supervision as a:
- (a) service activity
 - (b) process
 - (c) function

10. (a) Modern Supervision and Functions of Supervision.
(b) Planning, Organizing and Implementing Supervisory Programmes.

SELECTED READINGS

1. Harbison I.F. (1967). Educational Planning and Human Resource Development. Paris: UNESCO.
2. Harding, H. (1987), Management Appreciation, London: Pritman Publishing.
3. Hatehy, H.J. (1968). Educational Planning. Programming, Budgeting-A System Approach, New Jersey: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration-An Introduction, N.Y. : MacMillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.
6. Shukla, P.D. (1983) *Administration of Education in India*. New Delhi Vikas.
7. Sinha, P.S.N. (ed.) (2002). *Management and Administration in Govt*. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955). *Improving the Supervision of Instruction*. N.Y.: Prentice Hall.
9. Wiles Kimbal (1955). *Supervision for Better School*. N.Y.: Prentice Hall.

Paper - IX (Opt. ii): EDUCATIONAL TECHNOLOGY

Time: 3 hour

Max. Marks: 100

NOTE: Paper setters will set nine questions in all out of which students will be required to attempt five questions Q. No 1 will be compulsory and will carry 16 marks. It will comprise of four short questions 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 All questions will carry 16 marks each

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

COURSE CONTENTS

UNIT-I

- o Meaning and Scope of Educational-Technology: Systems approach to Educational and its Characteristics, Components of Educational Technology- Software and Hardware.
- o Multimedia approach in Educational Technology

UNIT-II

- Modalities of teaching-Teaching as different from indoctrination, instructions, conditioning and training.
- Stages of Teaching-Pre-active, Interactive and Post active.
- Teaching at different levels-Memory, understanding and reflective levels of organizing teaching and learning.
- Programmed Instruction : Origin, principles and characteristics
- Types: Linear, Branching and Mathetics
- Development of Programme: Preparation, Writing, Try out and Evaluation.

UNIT - III

- Modification of Teaching behaviour, Micro-Teaching, Flanders Interaction Analysis, Simulation.
- Communication Process: Concept of Communication, Principles, Modes and Barriers to communication. Class-room communication (Interaction, Verbal and Non-verbal)
- Models of Teaching: Concept, Different Families of Teaching Models.

UNIT-IV

- Designing Instructional System: Formulation of instructional objectives, Task Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminar, Tutorials and Brain storming sessions.
- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
- Application of Educational Technology in Distance Education: Concept of Distance Education, distance and Open Learning systems, Student Support Services: Evaluation strategies in Distance Education, Counselling in Distance Education.

SELECTED READINGS

1. Davies, I.K., "The Management of Learning", London: Mc Graw Hill, 1971.
2. Dececco, J.P., "The psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.

3. Kulkarni, S.S., "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company, 1986.
4. Kumar, K.L., "Educational Technology", New Delhi: New Age International Publishers, 1996.
5. Locatis, C.N. and Atkinson, F.D.-"Media and Technology for Education and Training", London: Charles E. Publishing Co., 1984.
6. Mavi, N.S., "Programmed Learning - An Empirical Approach". Kurukshetra, Vishal Publishers, 1984.
7. Joyce, B. & Weil, M., Models of Teaching, New Delhi, Prentice Hall. 1992.
8. Merrit, M.D. (Ed.) "Instructional Design". New York: 1971.
9. Mukhopadhyay, M.(Ed.) "Educational Technology", New Delhi, Sterling, 1990.
10. Pandey, K.P., A First Course in Instructional Technology, Delhi: Amitash Prakashan, 1980.
11. Pandey. K.P., "Dynamics of Teaching Behaviour, Ghaziabad, Amitash Prakashan, 1983.
12. Pandey, S.K. "Teaching Communication, New-Delhi. Common wealth Publishers, 1997.
13. Prcival, F. and Ellington. H., "A Handbook of Educational Technology", New York, Kogan Page, 1988.
14. Skinner, B.F. "The Technology of Teaching", New York: Appleton Century Crofts, 1968.
15. Vedanayagam. E.G. "Teaching Technology for College Teachers". New Delhi : Sterling Publisher 1988.

Paper - X: (Opt. I) MENTAL HYGIENE AND EDUCATION

Max. Marks: 100

Time: 3 hours

(External: 80; Internal: 20)

NOTE:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions in all.
- ii) Q. No.1 will be compulsory and will carry 20 marks. It will be comprised of 5 short answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) 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 15 marks each.

COURSE OBJECTIVES

1. To enable the understanding of Concept of mental health and hygiene.
2. To develop awareness of good mental health in both teachers and students.
3. To identify principles and conditions conducive to good mental health.
4. To suggest measures for fostering good mental health among students.
5. To explain the interrelationship among personality adjustment and mental health.
6. To develop the understanding of the role of home, school and society in mental health.

COURSE CONTENTS

UNIT-I

1. **Mental Health and Mental Hygiene**
 - a. Concepts of Mental health and Mental Hygiene

- b. Criteria of Mental Health
- c. Concept of Wholesome and Abnormal Personality.
- d. Aspects, Goals and Principles of Mental Hygiene

2. Relationship between Human Needs and Mental Health

- a. Nature of Needs.
- b. Organic Socio.-Psychological and Educational Needs
- c. Meeting the needs of Children
- d. Special needs of Indian Adolescents.

UNIT-II

3. Adjustment

- a. Concept and Process of Adjustment
- b. Concept and Causes of Maladjustment
- c. Adjustment Mechanism : Substitution, Withdrawal, Compensation. Sublimation. Rationalization. Projection, Reaction Formation, Regression, Fixation.
- d. Conflict: Concept and Types of Conflict.

4. Diagnostic and Remedial Techniques

- a. Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their usefulness
- b. Psychotherapies: - Counselling Therapy and its types
- c. Play Therapy, Rational Emotive psychotherapy. Behaviour therapy

UNIT - III

5. School and Mental Health

- a. Teacher and Mental Health

- b. Some Questionable School Practices
- c. Personality Problems in Classroom
- d. Classroom approaches to mental health
- e. Place of Mental Hygiene in school curriculum
- f. Principles of curriculum construction from mental hygiene point of view.

6. Home, Community and Mental Health

- a. Home and Mental Health
- b. Qualities of Healthy home environment
- c. Child rearing practices and personality development
- d. Community and mental health.

UNIT-IV

7. Religion and Mental Health

- a. Relationship between Religion and Mental Health
- b. Positive and negative role of religion in Mental Health
- c. Concept of Mental Health from Ancient Indian point of view

8. Yoga for Mental Health

- a. Concept of Yoga in Ancient India
- b. Yoga as the Scientific method for the development of personality
- c. Yoga as the System for Preserving the Mental Health
- d. Accepting Yoga in the modern life

SELECTED READINGS

- 1. Arkoff, Abe: Adjustment and Mental Health, New York: McGraw Hill Company, 1968.

2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin (1952).
3. Akhilananda Swami, Hindu Psychology, London, Routledge (1953).
4. Bahadur Mal, Mental Health in Theory and Practice, Lucknow, V.V.R.I., (1955).
5. Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co, 1952.
6. Bonny, Merl E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960
7. Burbury, W.M-, Badiant, E.et al: An Introduction to Child Guidance, London: MacMillan & Co.,
8. Capuzzi David and Gross Douglas R: Introduction to Counselling, London, Allyn and Bacon, 1995. .
9. Carroll, Herbert, A.: Mental Hygiene: The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1956
10. Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B.TaraPorewala Sons & Co., 1976.
11. Crow, Lester D. & Crow, Alince: Mental Hygiene, New York: Mcgraw Hill Book Company, Inc. 1952.
12. Garg, B.K, An Introduction to Mental Health, Ambala, Associated Publications (2002).
13. Hadfield, J.A: Psychology and Mental Health, London: George Allen and Unwin Ltd., 1952.
14. Kallam, S.G.al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
15. Sinha, A.K: The Concept of Mental Health in India and Western Psychologies, Kurukshetra, Vishal Publications, 1982.
16. Suraj Bhan & N.K. Dutt, Mental Health through Education, New Delhi, Vision Books Publications, 1978.

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

Paper X: (Option ii) EDUCATIONAL AND VOCATIONAL GUIDANCE

Time: 3 hours

Max. Marks: 100

(External: 80, Internal: 20)

NOTE: Paper setters will set nine questions in all out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 16 marks. It will comprise of four short questions 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. All questions will carry 16 marks each.

COURSE OBJECTIVES

1. To help the students to have better understanding of Life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.
3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

UNIT-I

1. Concept, importance and areas of guidance-educational guidance, vocational guidance and personal guidance.
2. Organization of guidance services in schools-need, principle and mechanism of organizing guidance functions.

3. Occupational information-meaning and need. Methods of imparting occupational information. Sources of occupational material in India.

UNIT-II

4. Group Guidance-Meaning, advantages, principles and kinds of group guidance.
5. Guidance of Exceptional Children-Physically Handicapped, Gifted Children with Behavioural Problems.

UNIT-III

6. Job Analysis-Meaning, types and purposes of Job Analysis.
7. Placement Service-Meaning, functions and principles.
8. Follow-up Service-Meaning, purposes and characteristics.

UNIT-IV

9. Study of the individual, data collection Techniques of Information-Standardised and Non-standardised Techniques: Anecdotal Record, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Commulative Records.
10. Counselling-Meaning, Need and Principles:
 - Directive Counselling: Concept, procedure, advantages and limitation.
 - Non-Directive Counselling: Concept, procedure, advantages and limitations,
 - Elective Counselling - Concept, procedure, advantages and limitations.

SELECTED READINGS

1. Bernard, Harold W & Fullmer Daniel W. Principles of Guidance, Second Edition, New York-Thomas. Y. Crowell Company, 1977.
2. Jones, J.A.: Principles of Guidance: Bombay, Tata. New York. McGraw Hill, 1970.
3. Myres, G.E.: Principles and Techniques of Vocational Guidance, New York, McGraw Hill.
4. Granz, F.M.: Foundation and Principles of Guidance, Boston, Allyn and Bacon.

5. Miller, F.W.: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.
6. Pandey, K.P., Educational and Vocational Guidance in India-Vishwa Vidyalaya Prakashan Chowk, Varanasi, 2000
7. McGowan, J.P Schmidt: Counseling: Readings in Theory and Practice, New York Holt, Rinehart and Winston, 1962.
8. Tolbert, E.L.: Introduction of Counselling, New York, McGraw Hill, 1967.
9. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
10. Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
11. Robinson: Principles and Procedures in Student Counselling, New York, Harper & Roe.
12. Super, D.E., Schmdt: Appraising Vocational Fitness by Means of Psychological Testing, New York: Harper and Row, 1962..

Paper X (Opt. III): DISSERTATION AND FIELD WORK

(A) DISSERTATION

Max. Marks: 100

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by Chairman/Principal of the Department/College by 31st March of the session. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly by external and internal examiners.

(B) FIELD WORK

Max. Marks: 50

Field work will be compulsory for all regular students. It will be evaluated jointly by external and internal examiners. External evaluation will be done on the basis of:

- Observation of pupil-teacher/teacher's four lessons
- Detailed case study of an institution
- Any other work as decided by the Department/College.