

M.A. (EDUCATION) **[Two years programme]**

The purpose of M.A. (Education) is to prepare learners for higher level functions in education including teacher education who would develop understanding of all contemporary concerns of education like: curriculum planning and development, educational planning and management, research in education, evaluation, guidance, educational technology, science of living, yoga and preksha meditation and research in education.

Duration: The M.A. (Education) programme is full time two academic years programme.

Eligibility: A student who has passed the three years degree course like B.A./B.Sc./B.Com. from any recognized university is eligible to take admission in this course.

Curriculum Framework:

The M.A. (Education) programme will have the following three main components categorized as:

Part-I: Compulsory (Foundation) Paper

Part-II: Area of specialization
(Student will choose one area which has two papers)

Part-III: Dissertation

Course of Study and Scheme of Examination

Part-I: Compulsory Papers

There will be seven compulsory papers and two specialization papers. Out of seven compulsory papers the students will study five papers in first year and two compulsory papers and two papers from specialization in second year with dissertation work. Papers are as follows:

FIRST YEAR

Paper	Subject Papers	Marks	
		Sessional	Final Exam
I	Principles of Education	20	80
II	Philosophical and Sociological Foundation of Education	20	80
III	Psychological Foundation of Education	20	80
IV	Methodology of Educational Research and Statistics	20	80
V	Jain Sanskriti and Values of Life	20	80

SECOND YEAR

Paper	Subject Papers	Marks	
		Sessional	Final Exam
VI	Environmental Education	20	80
VII	Educational Technology	20	80

Part-II: Area of Specialization (Choose any one out of three Areas)

Area (a) Educational Administration and Management

Paper	Subject Papers	Marks	
		Sessional	Final Exam
VIII	Principles of Educational Administration and Management	20	80
IX	Educational Administrative Practices	20	80

OR

Area (b) Teacher Education

Paper	Subject Papers	Marks	
		Sessional	Final Exam
VIII	Foundation and Organization of Teacher Education	20	80
IX	Student Teaching and Innovative Practices in Teacher Education	20	80

OR

Area © Science of Living, Preksha Meditation & Yoga

Paper	Subject Papers	Marks	
		Sessional	Final Exam
VIII	Principles of Science of Living, Preksha Meditation & Yoga	20	80
IX	Practices of Science of Living, Preksha Meditation & Yoga	20	80

Part-III: Dissertation PAPER-X

Each candidate for the M.A. (Education) degree is required to investigate a research problem in the field of education and submit a dissertation embodying the results of his/her investigation. The dissertation will carry 100 marks.

	Marks
First Year -	500
Second Year -	500
Total:	1000

Rules and Regulations:

1. Each successful candidate shall be awarded the degree of M.A. (Education) showing therein the division obtained by the candidate concerned on the basis of the total marks.
2. Each written paper shall be of three hours duration.
3. The theory examination papers will be set in both Hindi and English languages.
4. The medium of examination for all papers including dissertations shall be either Hindi or English but study material will be provided to the students in Hindi only.
5. Criteria for Awarding Division: Successful candidates will be placed in three divisions only on the basis of these total awards.

Ist Division	60% marks or above.
IInd Division	50% marks or above but less than 60% marks
6. Assessment of Dissertation: The dissertation carries 100 marks the dissertation along with summary should be submitted within 15 days after the completion of university M.A. (Education) examination in three copies. Out of which two copies are forwarded to the university by the department. The dissertation shall be evaluated by the external examiners according to their field of specialization. The external examiner will award marks out of 100 marks each independently.

Part-I: Compulsory Papers

FIRST YEAR Paper-I Principles of Education

Course Objectives:

- To enable the students to understand the meaning, concepts, aims and objectives of education.
- To acquaint the learners with the role of family, society and school.
- To enable the learners to understand the educational development in India, Educational Commission and Educational Policies.
- To acquaint the learners with the current problems of Indian education.
- To enable the learners to understand the role of NCERT, NCTE, UGC, SIERT/SCERT, DIET, IASE etc.
- To acquaint the students with the objectives, curriculum and examination system of pre-primary, primary, secondary, senior secondary stages of education.

Course Contents:

Note: There will be five compulsory questions - one from each unit with internal choice.

Unit-I: Meaning, Concept and Functions of Education:

- Meaning, concepts
- Aims and objectives of education
- Functions of Education
- Role of Family, Society and School

Unit-II: Educational Development in India:

- Historical perspectives
- Present Scenario
- Constitutional Provisions
- Educational Commissions & Committee:
 - a. Radhakrishnan Commission (1948-49),
 - b. Secondary Education Commission (1952-53)
 - c. Kothari Education Commission (1964-66)
- Educational Committees
- Educational Policy: 1968, 1976, 1986 (New Education Policy)
- Modification of New Education Policy, 1992

Unit-III Agencies of Education:

- Structures, functions
- Role of NCTE, NCERT, UGC, SIERT/SCERT, DIET, IASE and CTE.

Unit-IV: Current Problems:

- National and Emotional Integration
- Deterioration of Values
- Student's unrest
- Indianization of Education
- Women Empowerment
- Human Rights
- National Security
- Language Problems.

Unit-V: Different Stages of Education

Objectives, curriculum, examination system

- Pre-primary
- Primary
- Secondary
- Senior Secondary

Books Recommended:

- Bhatia, K.K.: Principles of Education, Shikshan Kala (1970), Prakash Bros., Ludhiyana
- Chandra, Anil: Sociology of Education, Book Enclave, Jaipur, 2004
- Choube, S.P.: Problems of Indian Education, Vinod Pustak Mandir, Agra-2, Latest edition
- Das, Biranchi Narayan.: Foundation of Education, Kalyani Publication, Bhubneshwar, Orissa, 2005
- Mukherjee, S.N.: Education in India: Today & Tomorrow, Vinod Pustak Mandir, Agra-2, 2006
- Nayak, Vijay Kumar: Principles of Education, Kitab Mahal Publication, Cuttack, Orissa, 2006
- Pandey, R.S.: Principle of Education, Vinod Pustak Mandir, Agra-2, 2005
- Safaia & Saida: Basis of Education, New Delhi
- Taneja, V.R.: Educational Thought and Practice (1973), Sterling Publishers, New Delhi
- Woodhead, Martin & Andrea Mcgrath: Family School and Society, Hodder And Stoughttan, London
- पाठक एवं त्यागी : शिक्षा के सामान्य सिद्धान्त, विनोद पुस्तक मंदिर, आगरा-2, 2005
- गुरुशरण त्यागी, मृदुला रावत, स्वाति सक्सैना : शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा-2, 2006
- रामशकल पाण्डेय : शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा-2, 2007
- रूहेला, सत्यपाल : विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा, विनोद पुस्तक मंदिर, आगरा-2, 2006
- शर्मा, ओ. पी., गुप्ता, शोभा : उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा-2, 2006

Paper-II

Philosophical and Sociological Foundation of Education

Course Objectives:

1. To enable the student to understand the nature and functions of philosophy of education.
2. To acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
3. To enable the students to understand about the critical appraisal of contributions made to education by prominent educational thinkers - Indian and Western.
4. To develop the ability to make comparison between different philosophies and their educational implications.
5. To develop the capacity to do independent thinking and a deeper insight into the philosophical roots of educational problems.
6. To stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.
7. To enable the student to understand concept and process of Educational Sociology, Social Organization and Social Sub-system.
8. To enable the student to understand relationship between education and social sub-system and education and social change.
9. To enable the student to know issues of equality, excellence and inequalities in education.

Course Contents:

Note: There will be five compulsory questions - one from each unit with internal choice.

Unit : I **The Nature of Philosophy:** Use of Philosophy, Branches of Philosophy, metaphysics, epistemology and axiology and their implications for education, Philosophical re-direction of educational research in recent times.

Indian Philosophical Foundation of Education; Characteristics of Indian Philosophy, Education as conceived in Vedic times, Nature of the learner, goals of life, theory of knowledge and ethical values as advocated in the following philosophies:

- Jainism
- Naya
- Vedanta (Upanishad, Geeta and Advaita Vedanta only)
- Teacher-student relationship as manifested in Bhagwad Geeta and Upanishad.

Educational Philosophy and thoughts of Gandhi, Ravindranath Tagore, Ganadhipati Tulsi and Acharya Mahaprajna.

Unit : II **Western Philosophical Foundations of Education Naturalism-** its metaphysics and epistemology, aims of education, educative process, freedom and discipline in education according to Naturalism.

Idealism : Its metaphysics and theories of knowledge, the nature of learner, aims of education, teacher-pupil relationship, method of education, freedom and discipline, values in education and curriculum according to Idealism.

Realism: Its metaphysics and theories of knowledge, aims of education, nature of the learner and educative process according to realism.

Pragmatism: Its metaphysics and theories of knowledge, the nature of the learner, aims of education, teacher-taught relationship, method of teaching and curriculum according to pragmatism.

Humanism: Its development and contribution of education.

Unit-III Educational Sociology:

Concept, nature, scope and functions

Difference between sociology of education and educational sociology,

Social organization, social group, social stratification and social structure.

Unit-IV Education as Social Sub-system:

Characteristics, Relationship between education and economics, politics, caste, gender, religion and culture.

Education as a Social Process:

Socialization: Concept, characteristics and role of agencies for socialization.

Unit-V Educational Social Change:

Concept of social change and planned change, process of change, pattern of social change, factors responsible for social change, relationship between education and social change.

Social Dimension of Indian Education:

Education and secularism, equality, socialistic pattern of society.

Approaches to religious and moral education, Humanistic and spiritual approaches.

Books Recommended:

- Archimbault, Reguiald, Philosophical Analysis of Education – Oxford Press House, 1974.
- Brundy Harry S.: Building – a Philosophy of Education, New Delhi – Prentice Hall of India (Pvt.) Ltd., 1965.
- Brubacher, John S., Modern Philosophies of Education, New Delhi: Tata McGrew Hill Pvt. Ltd., 1971.
- Buch, M.B.: A survey of Research in Education, CASE, Baroda, Vol. I, II, III, IV.
- Butter, Donald, Four Philosophies and their implications in Education & Religion, New York : Harper & Row, 1962.

- Chaube S.P.: Recent Educational Philosophies in India, New Delhi, Ram Prasad & Sons, 1967.
- Chaurasta G.: New Era in Teacher Education, Sterling Publishers, New Delhi, 1967.
- Curtis, S.J.: An Introduction to the Philosophy of Education, London University, Tutorial Press, 1968.
- Das, B.N.: Principles of Educational Philosophy, Kalyani Publication, Orissa, 2004.
- Dewey, John, Democracy and Education, New York, Mc Millian, 1976.
- Hallard. F.H.: Teaching the teacher-trends in teacher education. George Allen & Unwin Ltd., London, 1971.
- Kabir Humayun: Indian Philosophy of Education, Bombay, ASC Publishing House, 1961.
- Kilpatrick, W.H.: Philosophy of Education, New York, John Wiley, 1964.
- Mani R.: Educational Ideas and Ideals of Environment Indians, New Delhi, Birah Society of India, 1967.
- Mehta, C.S. and Joshi, D.C.: Principles and Problems of Teacher Education. Rajasthan Hindi Granth Academy, Jaipur, 1973.
- Mohanty, J.: Foundations of Education, Deep Deep Publications, New Delhi, 2005
- Morris V.C.: Modern Movement in Educational Philosophy of Education, London, Mclhuen & Co. London.
- Mukherjee, S.N.: Education of Teachers in India. (Vol. I) S. Chand & Com. Delhi 1968.
- Nayak, B.K.: Principles of Educational Philosophy, Kitab Mahal Publication, Cuttack, Orissa, 2006.
- O'Connor, D.J.: Introduction to the Philosophy of Education, London: Mcthuen and Co.
- Oad, L.K.: Shiksha Ki Darshnik Prashthabumi, Rajrathan Hindi Grantha Academy, Jaipur, 1973 (Hindi)
- Park, Joe, Philosophy of Education, New Delhi, Sterling Publications Pvt. Ltd., 1975.
- Passi, B.K. & Shah, M.M.: Micro-Teaching in Teacher Education, CASE, Baroda.
- Rusk, Robert, R.: Philosophical bases of Education, Warwich Square: University of London, 1962.
- Sharma D.L.: Shiksha Ke Darshnik Evam Samyik Adhar
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- Srivastava, R.C.: Theory and Practice : Teacher Education in India, Chug Publications. Allahabad, 1973
- Stones, E & Maris, S.: Teaching Practice-Problems and Perspectives, Methuem of Com. London.
- UNESCO - Teacher Education in Asia- A Regional Survey, Bangkok, 1970.
- Wingo. G.Max: Philosophical bases of Education, An Introduction, New Delhi, Sterling Publications Pvt. Ltd., 1975.
- Dewey, John: Democracy and Education.

- Kneller, George: Foundation of Education.
- Max Mullar Friedrich: The Six Systems of Indian Philosophy.
- S. Radha Krishnan: Indian Philosophy.
- S. Radha Krishnan: History of Philosophy.
- Crowin, R.G., A Sociology of Education, Engineering Patterns of Class, Status and Power in the Public School, New York: Appleton-Century Crofts, 1965.
- Durkheim, E., Education and Sociology, New York: The Free Press of Glenoce, 1956.
- Eisenstadt, S.N., Modernization, Protest and Change, New Delhi: Prentice Hall of India, 1970.
- Gore, M.S., et al., Papers in the Sociology of Education in India, New Delhi, NCERT, 1967.
- Goslin, D.A., The School in Contemporary Society, G'emvoew, Scott, Foresman and Co., 1965.
- Halsey, A. H., et al., Education, Economy and Society. A Reader in the Sociology of Education, Glencoe: The Free Press, 1961.
- Hanseu, D.A., et al, On Education: Sociological Perspective. New York : John Wiley and Sons, 1967.
- Inkeles, A., What is Sociology? An Introduction to the Discipline and Profession, New Delhi: Prentice hall of India, 1966.
- Johnson, H.M., Sociology. A Systematic Introduction, Mumbai : Allied Publishers, 1966.
- Kneller, G.F., Education Anthropology, New York : John Wiley and Sons, 1965.
- Mannheim, K., and Stewart, W.A.C.: An Introduction to Sociology of Education, London: Routledge and Kegan Paul, 1962.
- Matias, T.A., (Ed.), Education and Social Concern, Delhi: Jesuit Educational Association of India, 1968.
- Morce, W.E., Social Change, New Delhi: Prentice Hall of India, 1966.
- Musgrave, P.W.: The Sociology of Education, London: Methuen and Co., 1965.
- Ruhela S.P., and Vyas, K.C., Sociology Foundations of Education in Contemporary India, Delhi: Dhanpati Rai and Sons, 1970.
- Ruhela, S.P. (Ed.), contributions of Sociology of Education in India, (Vol. I): University Education, 1969 (Vol. II); School Education, 1970, New Delhi: Jain Bros.
- Ruhela, S.P. (Ed.), Sociology of the Teaching Profession in India, New Delhi, NCERT, 1970.
- Ruhela, S.P., Social Determinants of Educability in India: Papers in the Sociological Context of Indian Education, New Delhi: Jain Brothers, 1969.
- Smelser, N.J. (Ed.), Sociology: An Introduction, New York: John Wiley and Sons, 1967.
- Srinivas, M.N., Social Change in Modern India, Mumbai: Allied Publishers, 1966.
- Tumin, M.M., Social Stratification, New Delhi: Prentice Hall of India, 1969.
- Westly-Gibson, D., Social Perspective on Education, New York: John Wiley and sons, 1965.

Paper-III
Psychological Foundations of Education

Course Objectives:

1. To enable the students to understand the teaching-learning process, cognitive process and intelligence.
2. To enable the learner to understand and assess personality learning and classroom implications and management.
3. To acquaint the learner with the process and assessment of creativity adjustment and mental health.

Course Contents:

Note: There will be five compulsory questions - one from each unit with internal choice.

Unit : I Educational Psychology of Teaching and Learning:

- (a) Process, effective teaching-Fostering thinking skills, build self concept and motivation, managing classroom environment, meeting the needs of special students.
- (b) Methods of study: Educational Psychology, Observation, Clinical, Experimental and Survey.

Unit : II Psychology of Learner and Classroom implication:

- (a) Motivating the learner- Maslow's self-actualization Maclelands achievement motivation.
- (b) Creativity-Concept, Components of creative process and fostering creativity.
- (c) Assessing creativity : verbal, non-verbal and literary
- (d) Learning theories - Tolman, Guthrie, Hull and Lewin
- (e) Transfer of learning, social learning: Process, role of reinforcement, modeling imitation, Group dynamics and problem-solving.

Unit - III Personality

- Concept, meaning of personality
- Theories of personality: Allport, Cattell's Psychoanalytical Theory and Eyricon's personality theory
- Approaches: Behavioural, humanistic and Indian.
- Scientific personality according to Acharya Mahaprajna
- Growth and Development
- Assessment of personality: Inventory, Projective and semi-projective technique.

Unit-IV Cognitive Psychology: Cognitive process; Concept nature, thinking and concept formation, theories and model of Pieaget and Bruner.

Intelligence:

- Theories of intelligence: two factors, multifactor, SOI model.
- Testing intelligence: verbal, non-verbal and performance test, their administration scoring and reporting.

Unit-V Adjustment and Mental Health

- Adjustment: Psychology of adjustment process and adjustment mechanism.
- Mal-adjustment and its corrective measures.
- Mental Health: Concept, Preventive and corrective measures, Mental balance, development tolerance, politeness and self-discipline through Anuprekshya.

Books Recommended:

- Kuppuswamy: Advanced Educational Psychology: Sterling Publishers (P) Ltd. 1972
- Bernard H.W.: Psychology of Learning of Teaching.
- Bigg & Hunt: Theories of Learning.
- Bigg and Hunt : Foundation of Education Psychology
- Bigg L. Morris and Maurice P. Haunt: Psychological Foundation of Education, 1962.
- Bolls: Theories of Learning.
- Bruce J. & Weil M.: Models of Teaching.
- Bruce Joyce and Morsha Well: Model O Teaching, Prentice Hall International, Inc. London 1972 (Chapter 20 Particularly)
- Bruner J.E.: Towards Theory of Instructions.
- C.M. Flaming Methuen: Teaching : A Psychological Analysis, Co. Ltd. London, 1968 (3rd edition)
- Chauhan S.S.: Advanced Educational Psychology: Vikas Publications.
- Chauhan S.S.: Innovations in Teaching and Learning Process.
- Child D.: Psychology and the Teacher.
- Dececo J.P.: The Psychology of Learning and Instructions.
- Garry Ralph: The Psychology of Learning.
- Hilgard R.E.: Theories of Learning.
- Hohn P. Dececom: The Psychology of Learning and Instruction, Prentice Hall, India 1968.
- Kingsley & Garry: Theories of Learning.
- Lay Cook: Educational Psychology.
- Maslow A.H.: A Theory of Human Motivation.
- Philip Gammage, Reutledge and Kegan Paul: Teacher and Pupil: Some Socio-Psychological Aspects.
- Sprinthal R.C.: Sprinthal N.A.: Educational Psychology, selected Readings.
- Thomas Good: Educational Psychology.

Paper-IV Methodology of Educational Research and Statistics

Course Objectives:

1. To develop an understanding about the concept of research in Education and its significance.
2. To develop skill in preparing a good research plan.
3. To develop insight into different types of research in education.
4. To develop a scientific attitude.
5. To develop understanding about the use of different types of tools and techniques.
6. To plan for different types of research design.
7. To develop skill in analyzing quantitative and qualitative plan.
8. To develop skill in writing a good research report.
9. To appraise critically completed research study.

Course Contents:

Note: There will be five compulsory questions, one from each unit with internal choice.

- Unit : I** **Nature and meaning of research**, scientific methods, scientific inquiring, Research in Education: its need and significance.
Types of research: Fundamental, Applied and Action research; Quantitative and Qualitative Research and interdisciplinary research.
- Unit : II** **Concept and Importance of Educational Research:** Methods, tools, and techniques and Sample Survey methods, Descriptive and narrative. Experimental and Quasi-Experimental method, Historical method, Case study method
Sampling: Importance, Unit of Sampling population, probability sampling and non-probability sampling methods of selecting a sample, Random, stratified, purposive, cluster and quota sampling, sampling errors and how to reduce them, characteristics of good sample.
- Unit : III** **Research Design:**
Sensitivity to a research problem, identifying research problem, selecting and defining the research problem.
Area of Educational Research.
Use of reference material, source, library, survey and internet surfing
Formulation of a research problem:
Objectives- Primary, Secondary, concomitant
Hypothesis-Nature, Definition, Sources, Characteristics of good hypothesis.
Types: Directional and Non-Directional Variables: Dependent,

Independent, Intervening and control variables.

Construction and use of Tools and Techniques of Data Collection:

Observation, Interview, Sociometric technique, Questionnaire, Rating Scale, interview schedule, Attitude Scale.

Item analysis: Reliability and validity of various tools.

Preparation of Research Report

Unit : IV

Nature of Educational Data:

Qualitative Data: Its analysis with emphasis on Content Analysis.

Quantitative Data: Scales of measurement, organization and graphical representation of Data, Frequency distribution.

Properties and areas of Normal distribution:

Concept, calculation and use of measurement of central tendency, Measure of variability.

Unit : V

Calculation and Statistical methods:

Percentile and percentile ranks

Co-relation, Product moment method and significant of correlation

Regression equations, standard error

Hypothesis Testing: Difference between means (t-test), chi-Square test

Books Recommended:

- Agrawal, Y.P. Stastical Methods Concepts Application and Computation Sterling Publishers Pvt. Ltd., New Delhi.
- Anastasi, A (1982), Psychological Testing, MacMillan, New York.
- Ary,D., Jacob, L.C.and Razavich, A. : Introduction to Research in Education, Holt Rinechart and Wenston Inc., New York, 1972.
- Best J.W. and Kohn, J.V. (1986) Research in Education, New delhi, Prentice Hall.
- Best, J.W.: Research in Education, Prentice Hall of India, New Delhi, 1963.
- Blacock, H.M. and Blocock, A.B. (1971) Methodology in Social Research, London: Mc. Graw Hill.
- Buch, M.B. (ed): A survey of Reserch in Education, CASE,First, Second, Third, Surveys, Baroda, 1974.
- Cohen, L. and dMencion, L (1994); Research methods in Education, London: Roulledge
- Cohen, L. Educational Research in Classrooms and Schools (A manual of materials and methods), Harper & Row Ltd., London, 1976.
- Corey, S.M. (1953) Action Research to Improve School Practice, New York; Bureau of Publications, Columbia University.
- Edward, A.L. (1969), Techniques of Attitude Scale Constriction, Bombay: Vakil Fetter and Simons.
- Freund John E. (1973) Elementary Statistics, Prentice Hall Inc.

- Garelt, Henry E (1973) : Statistics in Psychology and Education Vakils, Fetter an Simon Bombay.
- Good, C.V. (1972), Essential of Educational Research Methodology and design, New York. Applition Untary Crafts.
- Guilford J.P. and Benyanin Fruchter, (1973) Fundamental Statistics in Psychology and Education 5th ed. McGraw Hill Book Company New York.
- Guilford, J.P. (1982), Psychometric Methods, New Delhi, Tata McGraw Hill
- Guilford, L.P. & Frunchtee, B.: Foundational Satistes in Psychology and Education, Mc Graw Hill & Co. New Delhi, 1978.
- Helmstadter, G.C.: Research Concepts in Human Behaviour, Education, Psychology, Sociology, Appleton Century Crafts, New York, 1970.
- Kerlinger, F.N. (1978) Foundation of Behavioural Research (2nd Edn.) Delhi: Surjeet Publications.
- Koul. L (1994) Methodology of Educational Research, New Delhi Vikas Publishing House.
- Mason (1966) : Qualitative Researching, London Sage.
- Rerlinger, Fe: Foundatins of Bahavoural Research, Surjeet Publications, Delhi, 1978.
- Sinha, H.: Shekshik Anusendhan, Vikas Publishing Houe Pt. Ltd. New Delhi 1979.
- Slakter, M.J.: Statistical Inerener Educational Research, Addison Wesley, New York 1971.
- Tuchman B.W.: Conducting Educational Research, Harcourt Jovanouich, New York, 1975.
- Vocket, E.L. (1983), Educational Research, New York, Macmillan.
 - Yadav, M.S. and Mitra, S.K. (1989). Educational Research Methodological Perspective CASE, Baroda.

Paper-V

Jain Sanskriti & Values of Life

Course Objectives:

To enable the student to understand about:

1. Jain History and Culture
2. Base and nature of jain ethics
3. Jain life style and jain metaphysics
4. Social Sciences in Jainism
5. Sol, Values, Non-Violence, Anekant and Anuvrat
6. Preksha Dhyan and management of Time, Health, Stress etc.

Course Contents:

Note: There will be five compulsory questions - one from each unit with internal choice.

- Unit-I Jain History and Culture**
- Jain religion and it's antiquity
 - Time-cycle
 - Lord Rishabh and Mahavira
 - Main Sects of Jain religion
 - Jain Literature and Art
 - Salient features of Jain Culture
- Unit-II Jain Ethic's and Metaphysic**
- Base and nature of jain ethic's
 - Three jewels
 - Conduct of Monks and Laymen
 - Jain Life-Style
 - Nine Categories of truth
 - Six Substences
 - Cosmology
- Unit-III Social Sciences in Jainism**
- Spirituality in Jainism
 - Science in Jainism
 - Psychology in jainism
 - Sociology in Jainism
 - Democracy in Jainism
 - Economic's in Jainism
 - Ecology in Jainism
 - Vegetarianism in jainism
- Unit-IV Science of Living and Value development**
- Science of Living: A new dimension in education
 - Seven elements in Science of Living
 - Science of Living and Value development
 - Non-Violence and Training in Non-Violence
 - Anekant and Behaviorism
 - Anuvrat Movement and Morality
- Unit-V Preksha Dhyana and Management**
- Preksha Dhyana: It's Aim and Nature
 - Time Management
 - Goal Setting
 - Health Management
 - Stress Management
 - Addiction Management
 - Passion Management

Books Recommended:

- Jain Parampara ka ithihas, Acharya Mahapragya, Jain Vishva Bharati , Ladnun
- Jain darshan Manan Aur Mimansa, Acharya Mahapragya, Ladnun
- Jeeva-Ajeeva, Acharya Mahapragya, J.V.B., Ladnun
- Jain Tayva Vidhya, Acharya Tulsi, J.V.B., Ladnun
- Jeevan Vigyan Ki Rooprekha, Edt. Muni Dharmesha Kumar
- Economics of Lord Mahaveer, Acharya Mahapragya, J.V.B., Ladnun
- Shiksha Ka Naya Aayam Jeevan Vigyan, Acharya Mahapragya, J.V.B., Ladnun
- Preksha Dhyana: Theory and Practis, Acharya Mahapragya, J.V.B., Ladnun
- Ahimsa Training, Acharya Mahapragya, J.V.B., Ladnun

SECOND YEAR

Paper-VI Environmental Education

Course Objectives:

To make the students:

1. Understand the meaning, nature and importance of environmental education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understanding the need for a sustainable development.
3. Develop competencies in environmental education.
4. Develop understanding environmental hazards and their preventive measures.
5. Know about the progress of various environmental projects that are going on the globe.

Course Contents:

Note: There will be five compulsory questions - one from each unit with internal choice.

- Unit-I Introduction:**
- Dimensions of environment; Global environmental science with particular reference to population growth, destruction of bio-diversity and change in Global- environment.
 - Nature, Meaning and importance of environmental education
 - Programmes of primary, secondary and higher education
- Unit-II Human Interference with environment:**
- Man and nature Relation
 - Man's interference with environment
 - Resource exploitation and use of technology
 - Natural resource and human activities
- Unit-III Environmental Degradation:**
- Pollution
 - Population growth
 - Urbanization
 - Industrialization
 - Deforestation
- Unit-IV Environmental Management:**
- Meaning and concept
 - Dimension

- Objectives
- Challenges
- Sustainable development

Unit-V

Global Issues:

- Global warming
- Climate change
- Depletion of ozone layer
- Preservation of bio-diversity
- Energy Crisis

Books Recommended:

- Center, E.W. (1977): Environmental Impact Assessment, Mc Graw Hill Co., New York.
- Fedron, E. (1980): Man and Nature, Progress Publishers, Moscow
- Gupta, V.K. (1998): Environmental Education, New Academic Publishing House, Mai Hiran Gate, Jalandhar.
- Kormondy, E. (1991): Concept of Ecology, Prentice Hall of India, New Delhi.
- Odem, E.P. (1975): Ecology, Oxford and IBH Publishing Co., New Delhi.
- Plamer J. & N. Philips (1994): The Handbook of Environmental Education, Routledge, London & New York.
- Purdomn, P.W. & Anderson, S.H. (1980): Environmental Science, Charles E Merrill Publishing Co., Columbus Ship.
- Saxena, A.B. (1993): Environmental Biology, Rastogi & Co., Meerut.
- Sharma, R.C. & Tan, M.C. (eds.) (1990): Source Book of Environmental Education for Secondary School Teachers, UNESCO, Bangkok.
- UNESCO (1977): Trends in Environmental Education, UNESCO, Paris.

Paper – VII **Educational Technology**

Course Objectives:

1. To enable the students teacher to understand about the meaning, nature, scope and significance of Educational Technology and its important components in terms of hardware and software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teacher with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instruction and researches in Educational Technology.
5. To acquaint the student teachers with emerging trends in Educational Technology along with the resource centres of Educational Technology.

Course Contents:

Note: There will be five compulsory questions. One from each unit with internal choice

- Unit : I Concept of Educational Technology:**
- Meaning, Nature, Scope and Significance of Educational Technology
 - Components of Educational Technology: Software, Hardware
 - Educational Technology & Instructional Technology
- Unit : II Communication and Instruction:**
- Theory, Concept, Nature, Process, Components, Types, Classroom communication, Mass media approach in Educational Technology
 - Designing Instructional System
 - Formulation of Instructional Objectives
 - Task Analysis
 - Designing of Instructional Strategies such as; lecture, team teaching, discussion, seminar and tutorials
- Unit : III Teaching Levels, Strategies & Methods:**
- Memory, Understanding and Reflective levels of teaching
- Teaching Strategies:** Meaning, Nature, Functions & Types
- Models of Teaching:** Meaning, Nature, Functions & Types (Psychological models and modern models of teaching)
- Modification of teaching behaviours
 - Micro teaching, Flander's Interaction Analysis, Simulation.
- Unit – IV Programme Instruction (Linear, Branching Models)**
- Origin and types – Linear and branching
 - Development of Programmed Instruction Materials
 - Teaching Machine
 - Computer assisted Instruction
 - Research in Educational Technology
 - Future Priorities in Educational Technology
- Unit – V Educational Technology in Formal, Non-formal Education**
- Distance Education, Open Learning Systems and Educational Technology
- Educational Technology in Teaching:**
- Video-tape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – problems of new technologies
 - Evaluation and Educational Technology
 - Resource and 1998 for Educational Technology, CIET, UGC, IGNOU, NOS, State Educational Technology, CALBS AVRC, EMRC, NIST etc. their activities for the improvement of teaching learning.

Books Recommended:

- Amidon, E.J. and John B.H.: Interaction Analysis: Theory Research & Application AddisonWesley Publishing Co. Reading Massachusetts, Lonson, 1967.
- Buch,M.B. & Santhanam M.R. : Communication in Class Room CASE Baroda.
- Cassire, Henry R. : Television Teaching Today Paris, UNESCO 1962
- Dale, E. (Ed.); Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc. 1973.
- Green, E.J. : The Learning Process & Programmed Instruction. NY.Holt, Rinehart & Winston Inc. 1960
- Hillard R.I.: Writing for T.V. and Radio N.Y.Hastings House.
- Knork, F.G. and Childs, T: Instructional Technology: A book of Readings, N.Y. Holt, Rinehart & Winston Inc. 1968
- Nickson. M.: Educational Technology Technology: A Systematic Approach for Teachers. London, Wardlock Educational 1981
- Philips, Lewis: Educational Television Guide Book N.Y.: Mc.Graw Hill Book Co.
- Sampath, K. PainiselvamA.and Santhanam, S: Introduction to Educational Technology New Delhi, Sterling (P) Ltd. 1981.
- Sharma, R.A. : Technology of Teaching, Meerut, International Publishing House, 1980 (Also available in Hindi)
- Thomas, C.A. : Programmed Learning in Perspective-Aguide to programme writing, Banking Essex, Adelphi 1963.

Part-II: Area of Specialization
(Choose any one out of three Areas)

Area (a) Educational Administration and Management

Paper–VIII: Principles of Educational Administration and Management

Paper–IX: Educational Administration Practice.

Course Objectives:

1. To enable the students-teachers to understand meaning, nature, scope, functions, principles and approaches of Educational Management
2. To acquaint the students-teachers with the process of Educational Management.
3. To develop understanding in students-teachers about the educational planning and management.
4. To make the students-teachers understand the administrative practices prevailing in the field of education.
5. To orient students-teachers with the process and practice related to innovations, change, leadership, supervision etc.

Course Contents:

Note: There will be five compulsory questions, one from each unit with internal choice.

Paper-VIII
Principles of Educational Administration and Management

Unit: I Concept, Nature, Scope and development of administration and management.

Difference between educational administration and management, General administration and management **Modern development**

- Scientific management approach
- Human Relations Approach
- Social Science Approach
- Integrated/Situational Approach
- System Approach

Unit : II Main theories of educational management

- Decision making theory of Griffiths
- Role of conflict theory of Getzel
- Organisation equilibrium theory

Unit : III Educational Organization

- Meaning and Nature of Educational Organisation
- Basic Principles of Organization

Unit : IV Educational Leadership

- Modern concept of leadership
- Types and styles of leadership
- Modern models of leadership:
 1. Ohio State leadership
 2. Managerial grid model
 3. Likert leadership model

Unit : V Educational Planning and Decision Process

- Concept, Nature and Need
- Types of educational planning
- Different approaches to educational planning
- Planning process

Decision Process:

- Concept of decision making
- Types, styles and levels of decision making
- Decision-making process and principles of effective decision-making
- Models of decision-making process

Books Recommended:

- Ananta Arts Salman Taufik and Susanne Yosephine, Financial aspect of Human Development: A case study in Indonesia. UNDP, New York.
- Arora, Ramesh K. (ed.) Perspective in Administrative Theory, Associated, New Delhi, 1979.
- Banerjee, Shyamal, Principles and Practice of Management, Oxford & IBH. Pub. Co. New Delhi, 1984
- Barhey, John A. – Administration as Educational Leadership, Standard University press, California 1956
- Compbell R.F. John E. Corabally and John A. Introduction to Educational Administration. Allynand Bacon, Boston, 1962.
- Chandrasekaran. Premila-Educational Planning and Management, Sterling Publishers, New Delhi. 1994
- Choudhary, Namita Roy- Management in Education. APH Publishing Co. Borlation, New Delhi-2001.
- Cunningham Willam G; Deecision-making in system planning for Educational Change. Palo Alto: May Field Publishing Co., California, 1982.
- Drucker peter F.- Managing for the future : The 1990 and beyond. Truman Telly Book. New York. 1992
- Goel. S.L. Modernizing Administrative Management: Management Technique and Administrative Research. Vol. And II. Arun. Chandigarh. 1981.
- Griffaths, David, Administrative Theory, Appletion Century Crafts Inc. New York. 1959.
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- Harrab, Joseph.C.- System Management.CRC Press, New York, 1997.
- Hersey, P. and Blanchard K.-Management of Organisational Behaviour, Prentice Hall, New Delhi.
- Jayagopal RI-Human Resource Development, Sterling Publ. New Delhi 1981
- Koontz. H. and O.Donnell C.- Principles of Management, McGraw Hill book Co. New York. 1972.
- Kapur, MM- Institutional Planning- Concepts process and techniques. NCERT Publication. May 1985.
- Kotter, J.P. “What Leaders Relly Do.” Harvard Business Review. May & June 1990.
- Laxmi Devi. Educational Development afnd Planning (Encyclopaedia of Educational Development and Planning Series) Anmol Publication Pvt. Ltd. New Delhi 1998.
- Mahhub UL Haq. Reflecrtions on Human Development. Oxford University Press. Delhi 1996.
- Pandya. S.R. Administration and Management of Educational Himalaya Publishing House. Delhi, 2001.
- Sergiovanni. T.J. Ten Principles of Quality Leadership. Educational Leadership, 39, 1981.

- Sharma. R.C. Theory in Educational Administration. NCERT. New Delhi, 1968.
- Shri Prakash, Educational Planning, Gyan Pub. House
- Srivastava, Ramesh Chandra, Educational Decision making
- Talesra Hemlata and others - Educational management Innovative Global Patterns. Regency Pub. New Delhi. 1997.
- Talesra Hemlata & others- Educational Leadership, Regency Pub. New Delhi 2001.
- Talvi marja & D.B. Rao, Educational Leadership and Social Change, Discovery Publishing House, New Delhi 1996.
- Tarachand and Ravi Prakash (Eds), Advanced Educational Administration, Kanishka Pub., New Delhi 1997.
- Whitaker P. The process of Change, Leicester: Personal Learning Associates, 1984.
- Wehrich Heinz, Koontz Harold, Management: Global perspective, Mc.Graw Hill, New York, 1993.
- Vroom, V.H. and Yetten, P.W. Leadership and Decision Making, University Press, Pittsburgh, 1973.

Paper-IX

Educational Administrative Practices

Course Contents:

Note: There will be five compulsory questions, one from each unit with internal choice.

Unit : I Educational administrative structure in India

- Central level
- State level
- District level
- Zila Parishad and Panchayat level

Control and Pressures on Educational Administration

- Concept, Types, Form
- Control Pressure at Various levels of educational administration
- Their effect and role

Unit : II Educational Supervision and Co-ordination :

- Concept, need, scope
- Types and Form
- Procedure/Process
- Review and feedback

Educational Co-ordination:

- Concept, need, scope
- Main features types and forms
- Basic Principles
- Techniques, procedure and process

Unit : III Communication in Educational Administration and Management:

- Concept, need, scope
- Types and forms
- Process
- Barriers and Possible remedies

Unit : IV Management of Educational Finance

- Concept, need, scope
- Types and forms
- Basic Principles
- Budget: Concept, Need, Process

Unit : V Contemporary Trends in Educational Management:

- TQM (Total Quality Management)
- SWOT Analysis
- Time Management
- Innovation and Changes
- Organizational Climate

Books recommended:

- Ayer, Fred. C: Fundamentals of instructional Supervision. Harper and Brothers, New York, 1954.
- Balsara, Maitreya, New Educational Policy and Development Challenge. Kanishka Publishers, Distributors, New Delhi, 1996.
- Briggs Thomas H. and Justman, Hoseph, Improving Instruction through Supervision, MacMillan & Co., New York. 1955.
- Campbell. R.F. Greeg. Russel. T., Administrative Behaviour in Education, Harper and Brothers, New York, 1957.
- Choudhary, Namita Roy, Management in Education, A.P.H. Pub. Corporation, New Delhi 2000.
- Delors Jacques, Education for the 21st Century: Issues and Prospects. UNESCO. Paris 1998
- Daresh, J.C. & M.A. Playko, Aspiring and Practising Principles Perceptions of Critical Skills for beginning leaders, Journal of Educational Administration, 32 (3): 34-45, 1994.
- Durbin, Andrew J., The practice of Supervision-Achieving results through people, second edition, University Book Stall, New Delhi, 1988.
- Ellio Zapulla, Evaluating Administrative performance: Current trends and techniques, Star Pub. California 1983.

- Fernandez, Patnayak and Others (ed.) Human Skills, Himalaya Pub. House, Delhi, 2000.
- Hall, Richard H., Organizations, Structure and Process, Prentice Hall Inc. New Jersey, 1977.
- Hicks J.J. Educational Supervision Principles and Practices of Effective Supervision. The Ronald Press, New York, 1960.
- John. A Rameseyer & others, Factors affecting Administration, Ohio University, Columbus, 1955.
- Kapoor, Shashi, Human Resource Development & Training-In Practice, Pub. By Infinity Books, New Delhi, 1999.
- Kaushik Vijaya Kumar & S.R. Sharma, Education and Human Resource Development, Anmol Pub. New Delhi, 1997
- Kerry T. and A. Murdoch. Educational Managers as leaders: Some thoughts on the context of the Changing nature of schools, School Organization, 13 (3) 221-230.
- Martin John. Rich. Conflict and Decision analyzing Educational issues. Harper & Row pub. 1972.
- Mukhopadhyay, M. Shiksha Mein Sumpurna Gunvatia Prabandhan, NIEPA, New Delhi.
- Nwankwo, John I Educational Administration, Theory and Practice, Vikas Pub. House, New Delhi, 1982.
- Ownes, Rubert G. Organizational Behaviour in Education Massachusetts. Allyn & Bacon. Boston, 1991
- Ranganathavi, Snehlata, Educational Reform and Planning Challenge. Kanishka Pub. New Delhi 1996.
- Sapra, C.L. Towards 2000 and Beyond : Preparation of Educational Managers.
- Srivastava, H.S. Managing Stress, Ocean Books Pvt. Ltd. New Delhi, 1998.
- Sayles Leonard R. Strauss George, Managing Human Resources, Prentice Hall, Inc. New Jersey, 1977.
- Sundar Ram D. (ed.) Dynamics of District Administration- A New Perspective, Kanishka Pub. 1996.
- Tanner, C. Kenneth, Willams Eart J. Educational Planning and Decision making, Lexington Books Massachusetts, 1981.
- Tead Ordway, The Art of Administration, McGraw hill BookCo., New York, 1950.
- Timer Thomas B., Kirp David, L. Managing Educational Excellence, The Faner Press Philadelphia, 1988.
- Treasury, Economic Management, Government Printer, Wellington, 1984.
- Vyas, Suresh, HRD priorties, Pointer Publishers, Jaipur, 1998.
- Weihrich, Heinz, Koontz Harold, Management: Global Perspective, Mcgraw Hill, New York, 1993.

OR

Area (B): Teacher Education

PAPER-VIII: Foundation and organization of Teacher Education

PAPER-IX: Student Teaching and Innovative Practices in Teacher Education

**Paper-VIII
Foundation and organization of Teacher Education**

Course Objectives:

1. To acquaint the students with the concept, objectives and principles of Teacher education with its historical perspectives.
2. To acquaint the students with the problems and issues related to the Teacher Education.
3. To acquaint the students-teacher with essentials of Teacher Education.
4. To enable the students to understand about the development of teacher education curriculum in India, various organizational, patterns in India.
5. To understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
6. To understand about the various aspects of supervision and feed back.

Course Contents:

Note: There will be five compulsory questions. One from each unit with internal choice.

- Unit : I** **Teacher Education:** meaning, nature, scope aims and objectives of Teacher education. Teacher education: A Historical perspective pre and post independence Era.
A critical appraisal of the recommendations of various commissions and committees for teacher education.
- Unit : II** **Teaching as a profession:** Role and the responsibility of teacher's, professional organizations.
Professional Organizations of teachers-vertical and horizontal.
- Unit : III** Teacher education curriculum at different stages (Pre-primary, primary and secondary), a critical appraisal of B.Ed./M.A. (Education) Syllabus of some Indian universities (Part time and full time), B.Ed./M.A. (Education) and correspondence course.
- Unit : IV** Significance of in-service education programme in India; various agencies at national and state level and their role with reference to quality control in teacher education.
- Unit : V** Academic and administrative control on teacher education institutions-various profiles in the state of India.
Competency based teacher education, quality assurance in in-service and pre-service teacher education, curricular reform and evaluation system.

Books Recommended:

- Hallard, F.H.: Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd., London. 1971
- Lomax Donald. E.: The Education of Teachers in Britain, John Wiley & Sons, London 1973
- Mehta C.S. and Joshi. D.C. : Principles and Problems of Teacher Education, Rajasthan Hindi Granth Academy, Jaipur 1973
- Mukherjee, S.N.: Education of Teachers in India (Vol. I). S. Chand & Co. Delhi, 1968.
- Shrivastava. R.C. and Bose. K.: Theory and Practice-Teacher Education in India. Chug Publication, Allahabad. 1973.
- Stinnet. T.M.: The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi, 1965
- Teacher Education in Asia: A Regional Survey, Regional Office Education in Asia, 1970.
- Willey, F.T. and Meddison. R.B.: An Inquiry into Teachers Training. University of London Press Ltd., London 1971.

Paper-IX**Student Teaching and Innovative Practices in Teacher Education****Course Objectives:**

To enable the students to understand about the:

1. Concept, aims and organizing the student teaching
2. Place of practice teaching and its principles in teacher education.
3. Various patterns of student teaching, their methods of organization and evaluation.
4. Various techniques and methods of evaluation of student teaching.
5. Various innovative instructional methods used in teacher education programme.
6. The latest researches done in the field of teacher education and student teaching.

Course Contents:

Note: There will be five compulsory questions, one from each unit with internal choice:

Unit : I Student teaching and its pattern:

- (a) Concept, objectives and principles of organizing student teaching.
- (b) Internship, meaning, organizing, internship, pre-internship programme, internship activities and post-internship activities, Block Teaching or off-campus teaching and Demonstration lesson.

- Unit : II Training in Teaching skills:**
- (a) Analytical and synthetic model for developing teaching competencies.
 - (b) Identification of core teaching skills.
 - (c) Format for skill-training sessions, Micro teaching programme for training of teaching skill.
 - (d) Integration of micro teaching with all the phases.
 - (e) Supervision for training in teaching skills.
- Unit : III Techniques of Evaluation:**
- (a) Present methods of assessment, observation scheme-its preparation.
 - (b) Various observational techniques-quantitative and qualitative evaluation through observation and feed back.
- Unit : IV Different roles of planners and Problems in practice teaching programme:**
- (a) Planners, supervisors and student teachers
 - (b) Co-operating schools, demonstration schools and practicing schools.
 - (c) Planning the practice teaching programme
 - (d) Effective subject guidance.
 - (e) Transportation of student teachers.
 - (f) Maintenance of records of student performance.
- Unit : V Innovation in Teacher Education:**
- (a) Innovative practices in student teaching
 - (b) Innovation in instructional methods in Teacher Education- Seminars, Panel discussion, workshop, Team teaching, Programme instruction. Teaching models and Simulation.
 - (c) Teachers' classroom behaviour: Teacher effectiveness: Classroom in interaction, verbal and non verbal stimulation techniques and interaction.
 - (d) Latest researches in the field of teacher education and student teaching in India and abroad.

Books Recommendation:

- Adams, M.P.: Basic Principles of Student Teaching, Euras Publishing House, New Delhi.
- Adaval, S.B. : Quality of Teachers, Amitabh Prakashan, Allahabad
- Austin, 'D' Souza, J.H. : Training for Teaching in India and England
- Bruce, Joyee and Marshalwell : Methods of Teaching.
- Buch. M.B. : A Survey of Research in Education, CASE, Baroda
- Edmund. J. King: The Teacher Education, Holt Rinehart Winston, London, 1970.

- Passi, B.K. & Shah, M.M.: Micro-teaching in Teacher Education Education, CASE, Baroda.
- Pires, S.A.: Better Teacher Education, Delhi University, Delhi, 1958.
- Robert. S. : The Psychology of Training, Methuen& Co., London
- Rugg. H. : Training of Teachers, Harper Bros., 1952
- Stones. E. & Moris. S.: Teaching Practice Problems and Perspectives, Methuen & Co. London.
- Teaching with Teachers: Trends in Teachers Education George Allien & Unwin Ltd., 1971.

OR

Area (C) Science of Living, Preksha Meditation & Yoga

PAPER-VIII: Principles of Science of Living, Preksha Meditation & Yoga

PAPER-IX: Instructional Process and Practice of Science of Living

Paper-VIII

Principles of Science of Living, Preksha Meditation & Yoga

Course Objectives:

1. To acquaint the students with the emergence, development, nature, objectives and fundamental elements of science of living.
2. To help the students to understand the practical methodology of Science of Living.
3. To acquaint the student with the educational philosophy of Science of Living and Techniques for the value development.
4. To help the student to understand various types of values and the process of inculcating value education.
5. To acquaint students with the Indian Yoga System and Preksha Meditation.
6. To help the students to understand and generate skill for applying spiritual technique of Preksha Meditation of purification and improvement of life and its fundamental elements.
7. To understand the interrelationship between mind psyche and emotion to acquire the mental, psychic and emotional training.
8. To understand the basic concept of self-management and different dimension related with self-management.

Course Contents:

Note: There will be five compulsory questions, one from each unit with internal choice:

- Unit : I Science of Living concept and prospects:**
 Concept, principles, nature, historical background, aims and objectives, utility of fundamentals of SOL and multimedia education system. SOL in personality development education, therapy, social life administration, industry and rehabilitation.
- Unit : II Basic elements of SOL and PM: Indian Psychology**
 Pran, body sense, mind, intellect, bhav (motivation and emotion) consciousness. Sound, Japa, Mantra, Bandh and Satkarma; Yogasna: purpose, type, process, philosophical and scientific basis.
- Unit : III Science of Living: Education System and process**
 Importance, SOL as a dynamic philosophy,
 Educational Philosophy of SOL and its element.
 Learning and Teaching techniques and evaluation.
- Unit : IV Development of moral and mental values, Development of moral values through contemplation (Anupreksha): Integrity, Compassion, Self discipline, Self restraint, non-violence and truth.**
 Development of mental values through contemplation (Anupreksha) :
 Concentration, Mental balance, will power, patience, relaxation.
- Unit : V Development of emotional and spiritual values, Development of values in individual life through freedom from greed forbearance, fearlessness, modesty, straight forwardness, detachment, emotional balance, self analysis, contemplation of solitude and experience of truth of impermanence.**
 Development of values in Social life through contemplation:
 Loyalty to duty, reconciliation, co-existence, unity of mankind, universal amity, national fidelity and freedom from religious fanaticism.

Books Recommendation:

- Acharya Mahapragya: Jeevan Vigyan a resolve to build a healthy society, J.V.B., Ladnun
- Acharya Mahapragya: Jeevan Vigyan Sidhant or Prayog, J.V.B.,Ladnun
- Acharya Mahapragya: Jeevan Vigyan Shiksha Ka Naya Aayam,J.V.B.,Ladnun
- Acharya Mahapragya: Preksha Dhyan Sidhant or Prayog,J.V.B.,Ladnun
- Acharya Mahapragya: Preksha Dhyan Basic Principles,J.V.B.,Ladnun
- Acharya Mahapragya: Preksha Dhyan Therapeutic Thinking,J.V.B.,Ladnun
- Acharya Mahapragya: Abstract Thinking, J.V.B., Ladnun
- Acharya Mahapragya: Apna Darpan Apna Bimb, J.V.B., Ladnun
- Acharya Tulsi: Transformation of Personality through Preksha Meditation, J.V.B.,Ladnun
- Muni Kishan Lal: Preksha Dhyan-An Introduction, J.V.B., Ladnun
- Muni Kishan Lal: Preksha Dhyan- Aasan, Pranayam
- Muni Kishan Lal: Jeevan Vigyan- Shikshak Sandarshika, J.V.B., Ladnun

- Muni Kishan Lal and Shubhakaran Surana: Jeevan Vigyan Part 1-10, J.V.B., Ladnun
- Muni Mahendra Kumar: Science of Living, JVB, Ladnun
- Muni Mahendra Kumar: Preksha Meditation Theory and Practice, J.V.B., Ladnun
- Muni Dharmesh: Jeevan Vigyan Ki Ruprekha, J.V.B., Ladnun
- Muni Dharmesh Kumar: Preksha Sandarshika, J.V.B., Ladnun

Paper-IX

Instructional Process and Practice of Science of Living

Course Objectives:

To enable the students to understand about the:

1. Sound, Wisdom of Language and Pranayam
2. Physical, Mental and Emotional Health
3. Various health improving exercises
4. Technic of Anupreksha
5. Various technics of Preksha Meditation
6. How to develop the memory and change the feelings

Course Contents:

Note: There will be five compulsory questions, one from each unit with internal choice:

- | | |
|-------------------|---|
| Unit : I | Sound and Pledge: <ul style="list-style-type: none"> ▪ Sound Pollution, wisdom of language, Anuvrat philosophy, Anupreksha and life routine |
| Unit : II | Breath and exercise - how to inhale <ul style="list-style-type: none"> ▪ Pranayam ▪ Yoga and Exercises ▪ Exercises of Stomach and breathing Asana |
| Unit : III | Kayotsarg and Meditation <ul style="list-style-type: none"> ▪ Awareness ▪ Preksha ▪ Chaitnya Kendra Preksha |

Unit : IV Physiology and Physical Mental and Emotional health

- Nervous system
- How to lead a happy life
- Fear causes mental disorder
- Memory developing methods
- How to change the feelings
- Mental health and secretion

Unit : V Value Consciousness and Non-violence

- Self reliance
- Detachment
- Provable ness
- Truth
- Duty Consciousness
- National responsibility
- Health Society

Books Recommended:

Acharya Mahaprajna, Published by Jain Vishva Bharatri, Ladnun

- Jeevan Vigyan a resolve to build a healthy society
- Jeevan Vigyan the Science of Living
- A handbook of Preksha Meditation for the Trainers
- Preksha Dhyan Terapeutic Thinking
- Preksha Dhyan, Perception of body
- Preksha Dhyan perception of psychic centres
- Preksha Dhyan perception of psychic colours
- Preksha Dhyan Basic principles
- Preksha Dhyan contemplation and Auto suggestion
- Preksha Dhyan Self Awareness by Relaxation
- Preksha Dhyan Perception of Breathing
- Jeevan Vigyan Sidhant or prayog
- Preksha Dhyan Sidhant or Prayog
- Jeevan Vigyan Siksha Ka naya Aayam
- Anekant : Views and Issues.

Achanrya Tulsi, published by JVB, Ladnun

- Transformation of personality through Preksha Meditation
- Anuvrat : Gati Pragati
- Preksha Dhyan: Pran Vigyan

Muni Dharmesh:

- Preksha Dhyan-Vyakti Vikas, JVB, Ladnun
- Preksha Santshirka

Muni Kishanlal, Published by Jain Vishva Bharati

- Preksha Dhyan Yogic Kriyaen
- Preksha Dhyan- An Introduction
- Jeevan Vigyan 1-8, 9-12
- Preksha Dhyan Asan, Pranayam

Muni Mahendra Kumar

- Preksha Meditation Theory and Practice
- Science of Living (edited)

Zaveri, J.S.

- Preksha Meditation – An inbtrductio
- Preksha Dhyan – Human Body I and II
- Preksha Dhyan
- Jeevan Vigyan Science of Living Part-IV to VIII published by Jain Vishva Bharati Institute.

Part-III

**Paper-X
Dissertation**

□□□

Syllabus

M.A. (Education)

Through Distance Mode



**Jain Vishva Bharati Institute
Ladnun-341306 (Rajasthan)**

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