

# **BANASTHALI VIDYAPITH**

## **Master of Education**



## **Curriculum Structure**

First Semester Examination, December, 2019

Second Semester Examination, April/May, 2020

Third Semester Examination, December, 2020

Fourth Semester Examination, April/May, 2021

**BANASTHALI VIDYAPITH**

**P.O. BANASTHALI VIDYAPITH**

**(Rajasthan)-304022**

July, 2019

**115**

**No. F. 9-6/81-U.3**  
**Government of India**  
**Ministry of Education and Culture**  
**(Department of Education)**

New Delhi, the 25th October, 1983

**NOTIFICATION**

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/-  
**(M. R. Kolhatkar)**  
Joint Secretary of the Government of India

**NOTICE**

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

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## **Programme Educational Objectives**

Department of Education aims to develop human resource in terms of effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.

Teacher Education program at Banasthali Vidyapith intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'noble profession'.

Department of Education purports to provide comprehensive inputs which are aimed;

- \* To study the education as a discipline.
- \* To prepare competent and enlightened teachers for different levels of education in India.
- \* To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.
- \* To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.
- \* To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.
- \* Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.
- \* To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.
- \* To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.
- \* To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.
- \* To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.
- \* To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

## Programme Outcomes

On completion of Masters in Teacher Education the student will be able;

- PSO1.** To use enduring content and pedagogical knowledge to update their teaching
- PSO2.** To develop relevant, rigorous, stage appropriate curricula.
- PSO3.** To modify curriculum and instruction based on the individual needs of their students.
- PSO4.** To use assessment of their students' learning and their own teaching to design future planning and teaching.
- PSO5.** To relate and deliver oral and written communication based on sound educational theory and research in guiding the instruction of diverse students and/or for public education leadership.
- PSO6.** To evaluate and formulate education plans based on research and knowledge of legal requirements outlined in federal legislation, current issues, and/or public education stakeholders.
- PSO7.** To synthesize, evaluate, and refine information from an information base of scholarly resources.
- PSO8.** To evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of an educational leader, and/or advocate for learners who are exceptional.
- PSO9.** To employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals.
- PSO10.** To work individually and collaboratively for research-based change and innovation in Education.
- PSO11.** To facilitate the social and civic development of their students.
- PSO12.** To work collaboratively with colleagues and community to ensure quality of instructional programs of schools.

## Curriculum Structure Master of Education

### First Year

#### Semester - I

Course Code	Course Name	L	T	P	C*
EDU 621	Conceptual Perspectives of Teacher Education	5	0	0	5
EDU 623	Educational Research - I: Theoretical Perspectives	5	0	0	5
EDU 627	Philosophical Foundations of Education	5	0	0	5
EDU 629	Sociological Foundations of Education	5	0	0	5
EDU 620L	Field Experience with Teacher Education Institution	0	0	12	6
<b>Semester Total:</b>		<b>20</b>	<b>0</b>	<b>12</b>	<b>26</b>

#### Semester - II

Course Code	Course Name	L	T	P	C*
EDU 624	Educational Research - II: Data Analysis and Interpretation	5	0	0	5
EDU 628	Psychological Foundations of Education	5	0	0	5
EDU 622	Curriculum Studies	5	0	0	5
EDU 625	Emerging Trends and Issues in Teacher Education	5	0	0	5
EDU 626	Historical, Political and Economic Foundations of Education	5	0	0	5
<b>Semester Total:</b>		<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>

## Second Year

### Semester - III

Course Code	Course Name	L	T	P	C*
EDU 720L	Communication Skills, Self Development and Yoga	0	0	6	3
EDU 719L	Communication Skills with ICT Lab	0	0	6	3
EDU 713L	Field Work	0	0	12	6
EDU 732	Secondary Education in Contemporary India	5	0	0	5
	Discipline Elective - I	5	0	0	5
	Discipline Elective - II	0	0	6	3
	Reading Elective - I	0	0	4	2
<b>Semester Total:</b>		<b>10</b>	<b>0</b>	<b>34</b>	<b>27</b>

### Semester - IV

Course Code	Course Name	L	T	P	C*
EDU 722D	Dissertation	0	0	28	14
EDU 735	Teaching and Learning at Secondary Stage	5	0	0	5
	Discipline Elective - III	0	0	6	3
	Open Elective	5	0	0	5
	Reading Elective - II	0	0	0	2
<b>Semester Total:</b>		<b>10</b>	<b>0</b>	<b>34</b>	<b>29</b>

### List of Discipline Elective-I

Course Code	Course Name	L	T	P	C*
EDU 724	Educational Administration and Planning	5	0	0	5
EDU 726	Educational Technology and Instructional Process	5	0	0	5
EDU 728	Fundamentals of Educational Assessment and Evaluation	5	0	0	5
EDU 730	Principles and Procedures of Guidance and Counselling	5	0	0	5
EDU 718	Assessment and Counselling Process	5	0	0	5
EDU 725	Educational Management	5	0	0	5
EDU 727	Educational Technology in Practice	5	0	0	5
EDU 731	Procedures of Educational Assessment and Evaluation	5	0	0	5

**List of Decipline Elective-II and III**

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EDU	608L	Field Engagement in Educational Administration and Management-A	0	0	6	3
EDU	709L	Field Engagement in Educational Administration and Management-B	0	0	6	3
EDU	609L	Field Engagement in Educational Assessment and Evaluation-A	0	0	6	3
EDU	710L	Field Engagement in Educational Assessment and Evaluation-B	0	0	6	3
EDU	610L	Field Engagement in Educational Guidance and Counselling-A	0	0	6	3
EDU	711L	Field Engagement in Educational Guidance and Counselling-B	0	0	6	3
EDU	611L	Field Engagement in Educational Technology-A	0	0	6	3
EDU	712L	Field Engagement in Educational Technology-B	0	0	6	3

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### List of Reading Elective

Course Code	Course Name	L	T	P	C*
EDU 466R	Peace Education	0	0	0	2
EDU 737R	Value Education	0	0	0	2
EDU 729R	Human Right Education	0	0	0	2
EDU 721R	Conceptual Basis of Education	0	0	0	2
EDU 723R	Education as Interdisciplinary knowledge	0	0	0	2
EDU 733R	Socio-Cultural context of Education	0	0	0	2
EDU 734R	Supportive Mechanism of Education	0	0	0	2
EDU 736R	Understanding School Context	0	0	0	2
	Action Research for Teachers (SWAYAM Online Course)	0	0	0	2

\* **L - Lecture hrs/week; T - Tutorial hrs/week;**  
**P-Project/Practical/Lab/All other non-classroom academic activities,**  
**etc. hrs/week; C - Credit Points of the Course**

Student can opt open (Generic) elective from any discipline of the Vidyapith with prior permission of respective heads and time table permitting.

Every Student shall also opt for:

Five Fold Education: Physical Education I, Physical Education II,

Five Fold Education: Aesthetic Education I, Aesthetic Education II,

Five Fold Education: Practical Education I, Practical Education II

one each semester

## Five Fold Activities

Fine Arts		Physical Education and Sports	
BVFF 101	Classical Dance (Bharatnatyam)	BVFF 201	Aerobics
BVFF 102	Classical Dance (Kathak)	BVFF 202	Archery
BVFF 103	Classical Dance (Manipuri)	BVFF 203	Athletics
BVFF 104	Creative Art	BVFF 204	Badminton
BVFF 105	Folk Dance	BVFF 205	Basketball
BVFF 106	Music-Instrumental (Guitar)	BVFF 206	Cricket
BVFF 107	Music-Instrumental (Orchestra)	BVFF 207	Equestrian
BVFF 108	Music-Instrumental (Sarod)	BVFF 208	Flying - Flight Radio Telephone Operator's Licence (Restricted)
BVFF 109	Music-Instrumental (Sitar)	BVFF 209	Flying - Student Pilot's Licence
BVFF 110	Music-Instrumental (Tabla)	BVFF 229	Aeromodelling
BVFF 111	Music-Instrumental (Violin)	BVFF 210	Football
BVFF 112	Music-Vocal	BVFF 211	Gymnastics
BVFF 113	Theatre	BVFF 212	Handball
		BVFF 213	Hockey
<b>Social Service and Extension Activities</b>		BVFF 214	Judo
BVFF 301	Banasthali Sewa Dal	BVFF 215	Kabaddi
BVFF 302	Extension Programs for Women Empowerment	BVFF 216	Karate – Do
BVFF 303	FM Radio	BVFF 217	Kho-Kho
BVFF 304	Informal Education	BVFF 218	Net Ball
BVFF 305	National Service Scheme	BVFF 219	Rope Mallakhamb
BVFF 306	National Cadet Corps	BVFF 220	Shooting
		BVFF 221	Soft Ball
		BVFF 222	Swimming
		BVFF 223	Table Tennis
		BVFF 224	Tennis
		BVFF 225	Throwball
		BVFF 226	Volleyball
		BVFF 227	Weight Training
		BVFF 228	Yoga

## Evaluation Scheme and Grading System

Continuous Assessment (CA) (Max. Marks)					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Assignment		Periodical Test		Total (CA)		
I	II	I	II			
10	10	10	10			
					60	100

In all theory, laboratory and other non classroom activities (project, dissertation, seminar, etc.), the Continuous and End-semester assessment will be of 40 and 60 marks respectively. However, for Reading Elective, only End semester exam of 100 marks will be held. Wherever desired, the detailed breakup of continuous assessment marks (40), for project, practical, dissertation, seminar, etc shall be announced by respective departments in respective student handouts.

Based on the cumulative performance in the continuous and end-semester assessments, the grade obtained by the student in each course shall be awarded. The classification of grades is as under:

Letter Grade	Grade Point	Narration
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C+	5	Average
C	4	Below Average
D	3	Marginal
E	2	Exposed
NC	0	Not Cleared

Based on the obtained grades, the Semester Grade Point Average shall be computed as under:

$$SGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of courses (with letter grading) registered in the semester,  $CC_i$  are the course credits attached to the  $i^{th}$  course with letter grading and  $GP_i$  is the letter grade point obtained in the  $i^{th}$  course. The courses which are given Non-Letter Grades are not considered in the calculation of SGPA.

The Cumulative Grade Point Average (CGPA) at the end of each semester shall be computed as under:

$$CGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of all the courses (with letter grading) that a student has taken up to the previous semester.

Student shall be required to maintain a minimum of 4.00 CGPA at the end of each semester. If a student's CGPA remains below 4.00 in two consecutive semesters, then the student will be placed under probation and the case will be referred to Academic Performance Review Committee (APRC) which will decide the course load of the student for successive semester till the student comes out of the probationary clause.

To clear a course of a degree program, a student should obtain letter grade C and above. However, D/E grade in two/one of the courses throughout the UG/PG degree program respectively shall be deemed to have cleared the respective course(s). The excess of two/one D/E course(s) in UG/PG degree program shall become the backlog course(s) and the student will be required to repeat and clear them in successive semester(s) by obtaining grade C or above.

**After successfully clearing all the courses of the degree program, the student shall be awarded division as per following table.**

Division	CGPA
Distinction	7.50 and above
First Division	6.00 to 7.49
Second Division	5.00 to 5.99
Pass	4.00 to 4.99

**CGPA to % Conversion Formula: % of Marks Obtained = CGPA \* 10**

For EDU 719L, Continuous Assessment will be made out of 40 Marks mentor of students and semester and assessment will be out of 60 marks in each activity. Assessment will be made on the basis of Inter Semester-Break work/projects/goals/tasks. The semester and assessment will be done by at least two teachers on the basis of basic understanding of the task, clarity, original thinking and expression of views in precise, accurate and clear words as well as quality of presentation(s) and or demonstration(s) This will be out of 60 Marks.

Area of Specializations for C-A/B/C/D-I and II Continuous Assessment will be out of 40 marks and semester and assessment will be out of 60 marks in each course.

Course-A/B/C/D-III B: Two activities comprise to prepare effective teacher educators. (709L, 710L, 711L, 712L)

One lecture/discussion related to any area of Teacher Education/specialization at B.Ed. level.

One seminar related to the topic/issue of Teacher Education/Area of Specialization.

Each student will carry out above activities under the guidance of one teacher educator (mentor) whom she is assigned. Assessment of her lecture/discussion will be made on the basis of her preparedness, classroom organization, clarity, appropriateness and effectiveness. Mentor will assess the students' learning and participation out of 20 marks (Continuous Assessment). Each lecture/discussion of every student will also be observed and assessed by at least two teachers. A final rating of each student will be arrived at, by the teachers concerned out of 30 marks (Semester Assessment). Participation of seminar will be of 20 marks (Continuous Assessment) and Presentation will be of 30 marks (Semester Assessment).

### **Field Work EDU 713L**

D-2 Field Work will be a series of exposure to all works, which will provide rich experience to M.Ed. students regarding short term interventions to be taken as an educationist. Therefore field work will be comprehensive full length activity under the guidance of mentor. This will have 2 assignments. These assignments are :

D-2 (i) Analysis of Documents/Survey/Reports or any other Primary/Secondary data.

## D-2 (ii) Field work based research

(This work will be different research dissertation in terms of; length of activity, application of research steps and application of types of research).

For D2 (i) Every student will be assessed by her mentor on the basis of regularity, involvement, meaningfulness and timely submission of the report. This assessment will be a Continuous Assessment which would be out of 40 marks while D2 (ii) field work based research students will be assessed by at least two teachers including her mentor on the basis of understanding of the work, individual efforts, procedural rigor clarity and the precision as reflected in the presentation. This will be out of 60 marks.

## **(722D) Dissertation**

The dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one topic for dissertation under the guidance of a teacher educator. (mentor)

Performance in dissertation will be assessed as under.

Out of total marks of 100, 10 marks will be for an external viva to be held at the end of semester and external assessment of 50 marks will be for dissertation.

Out of remaining 40 marks, 5 marks will be assigned for problem selection and research proposal designing, 5 marks for the submission of research progress report and other 30 marks will be given after submission of research report on the basis of individual effort, involvement, procedural rigor, clarity, meaningfulness and timely submission of the research report

Viva-voce test will be conducted at the end of IV semester by a Board of Examination to be appointed by the Vice-Chancellor, Banasthali Vidyapith, the members on the Board will include.

- (i) one External member as an expert
- (ii) the Head of Department/One Faculty member as his/her nominee.

## FIRST SEMESTER

### EDU 621 Conceptual Perspectives of Teacher Education

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

#### **Learning Outcomes:**

Students will be able to:

- explain the concept and objectives of teacher education.
- discuss the development of teacher education.
- analyze the diversification in teacher education.
- explain the concept, inputs, evaluation in pre-service teacher education.
- describe in-service teacher education and various agencies involved in in-service teacher education.
- analyze the distance mode in teacher education.

#### **Course Outline:**

##### **Section- A**

#### **Development and Diversification in Teacher Education .**

- Pre independence
  - Ancient
  - Medieval Period
- British period.
- Post independence
  - In various commission and policies
  - Mudaliar Commission (1952)
  - Kothari Commission (1964-66)
  - NPE - 1986 and its reviews.

### Diversification in Teacher Education

- Objectives and organization of Curriculum across the level.
  - Pre primary
  - Primary
  - Secondary

### Section- B

#### **Pre-service and Distance Mode of Teacher Education in India.**

- Meaning and Purpose of Pre-Service Teacher Education.
- Expectations of teacher education programme with reference to Teacher, Learner, Institution and Society.
- Input in Pre-Service Teacher Education Programme i.e. Theoretical and Practical, effectiveness with respect to field requirement.
- Evaluation procedure in Pre-service Teacher education programme i.e. Theoretical and Practical.
- Nature, forms and Feasibility.
- Major dimensions needed in distance education.

### Section- C

#### **In-Service Teacher Education in India.**

- Meaning and purpose of In-Service teacher education.
- Agencies involved- DIETs, CTEs, IASEs, ASCs, CCRT, NCERT and OUs. (with references to their purpose and programme).
- Critical Appraisal of above agencies in respect of their functions.
- Main criticism and achievement of Teacher Education.

#### **Practicum:**

- 1 Preparation of a Term paper on any one topic related to course content.
- 2 Abstract of two articles published in recent Educational Journals.



## References:-

- Rao, Digumati Bhaskara. (1998). *Teacher Education in India*. New Delhi : Discovery Publishing House.
- RSEC.(1962). *Report of the Secondary Education Commission (1952-53)*. New Delhi: Government of India.
- REC.(1966). *Report of the Education Commission (1964-66) Summary and Recommendations*. New Delhi : Ministry of Education, Govt. of India.
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- जोशी, दिनेश चन्द्र एवं चतरसिंह मेहता.(1995). *शिक्षक प्रशिक्षण के सिद्धांत और समस्यायें*. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.
- एन.सी.टी.ई.(2001).*अध्यापक शिक्षा में नीतिगत परिदृश्य, विवेचन एवं प्रलेखन*. नई दिल्ली : राष्ट्रीय अध्यापक शिक्षा परिषद,
- Gupta, Arun K. (1984). *Teacher Education Current and Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.
- सक्सैना, एन. आर. एवं अन्य.(2007). *अध्यापक शिक्षा*. मेरठ : आर० लाल बुक डिपो.
- शर्मा, आर. ए. (2010). *अध्यापक शिक्षा एवं प्रशिक्षण तकनीकी*. मेरठ : आर० लाल बुक डिपो.

- शर्मा, आर. ए.(2007). *भारतीय शिक्षा प्रणाली का विकास*. मेरठ : आर0 लाल बुक डिपो.
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- Aggarwal, J.C. (1988). *Teacher Role, Status and Service Condition in India*. New Delhi: Dooba House.
- MHRD.

### Web Resources:

- Teacher Education in Pre-Independence of India-  
[https://www.researchgate.net/publication/329528233\\_Teacher\\_Education\\_in\\_Pre-Independence\\_India](https://www.researchgate.net/publication/329528233_Teacher_Education_in_Pre-Independence_India)
- Development of Teacher Education in Post Independent India-  
<http://oaji.net/articles/2017/1115-1491480386.pdf>
- Objective and Organization across the level of Pre service Teacher Education- [http://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper-4.pdf](http://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf)

- Nature and Scope of Teacher Education- [http://archive.mu.ac.in/myweb\\_test/ma%20edu/Teacher %20 Education %20-%20IV.pdf](http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf)
- Meaning and purpose of in-service teacher education- [http://www.ncert.nic.in/departments/ nie/dse/ deptt/ activities/pdfs/chapter\\_6.pdf](http://www.ncert.nic.in/departments/ nie/dse/ deptt/ activities/pdfs/chapter_6.pdf)
- Distance mode in teacher education- <http://www.ltd.edc.org/sites/ltd.edc.org/files/DE%20Book-final.pdf>
- Brief History and Concept of Distance mode in Teacher Education- <http://members.aect.org/edtech/ ed1/pdf/ 13.pdf>
- ODL what, why and how- <https://www.ugc.ac.in/deb/pdf/ ODLwhatwhyandhow.pdf>, <http://mhrd.gov.in/distance-learning>
- Agencies of teacher education- <http://results.mu.ac.in/ mywebtest/ MA%20Teacher%20Education/ Chapter-3.pdf>
- CCRT- <http://ccrtindia.gov.in/orientation.php>
- DIETs, CTEs and IASE- [http://mhrd.gov.in/scheme\\_tti](http://mhrd.gov.in/scheme_tti)
- OUs-[http://www.indiaeduinfo.com/distance%20education/ distance\\_education\\_india/distance\\_education education.htm](http://www.indiaeduinfo.com/distance%20education/ distance_education_india/distance_education education.htm)
- In-service teacher professional development- [http://www.ncert.nic.in/departments/nie/dse/deptt/ activities/pdfs/ Chapter\\_6.pdf](http://www.ncert.nic.in/departments/nie/dse/deptt/ activities/pdfs/ Chapter_6.pdf)

## **EDU 623 Educational Research - I: Theoretical Perspective**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**5 0 0 5**

### **Learning Outcomes:**

Student will be able to:

- describe the concepts of research and educational research.
- discuss the nature and scope of educational research.

- describe and differentiate various kinds of research as well their aspects.
- reflect on methodological issues involved in educational research.
- explain the process of research proposal writing.
- show the skills of design a research proposal.

### **Course Outline:**

#### **Section-A**

- **Research as a Scientific Inquiry and Research Problem**
  - Research: Concept & Objectives
  - Educational Research: Concept, Importance, & Limitations.
  - Various types of Research: nature and objectives
    - Basic Research,
    - Applied Research
    - Action Research.
  - Identification of Research Problem: Role of experience, common sense, discussion, literature
  - Variables: Concept and Kinds.
  - Research problem formulation
    - Identification of specific research questions & Defining the problem
- **Evolving a conceptual framework**
  - Evolving a conceptual framework
    - Understanding and organizing concepts/constructs in a defined purview.
    - Meaning and relevance of conceptual framework.
    - Reviewing the related literature for formulating conceptual framework - Sources and Importance.

## **Section-B**

- **Research Hypothesis**
  - Hypothesis: Meaning, Sources, Criteria's of a good Hypothesis
  - Various forms of Hypothesis- Research , Directive, Null
- **Sampling design**
  - Sources of data: Primary and Secondary
  - Sampling design: Meaning, Steps and features.
  - Types of sampling: Random, Stratified, Cluster, Purposive and Incidental.
- **Educational Research and designs**

Concept, basic features and limitations of following

  - Survey Research
  - Experimental Research-
    - Post Test design
    - Pre-Post Test design

## **Section-C**

- **Qualitative Research**
  - Philosophical
  - Phenomenological
  - Case Study
- **Various Research Tools and Techniques**
  - Research tools: Need, Characteristics and limitations
    - Observation
    - Interview
    - Sociometry
    - Questionnaire
    - Standardized Psychological Test
    - Rating Scales
- **Research Proposal Writing**

**Practicum: Any two**

1. Designing a research proposal for any one research study.
2. Appraisal of research design.
3. Presentation of a term paper .
4. Collection of information from any primary/secondary sources.

**References:**

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#### e-Resources

- Hypothesis and its types <https://www.studyandxm.com>
- Hypothesis and its types <https://www.researchgate.net>
- Educational research <https://researchrundowns.com>
- Sampling and its types <https://www.studyandxm.com>

### EDU 627 Philosophical Foundations of Education

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**5 0 0 5**

#### Learning Outcomes:

Student will be able to:

- reflect on concept and nature of education
- appreciate philosophical base of education
- analyze Indian and Western philosophical base for education

- critically analyze epistemological and Axiological issues on education
- apply philosophical Inquiry for analyzing the education issues

### **Course Outline:**

#### **Section-A**

#### **Education and Indian Philosophical thoughts as a bases of Education**

- Contextual nature of education.
- Meaning of Philosophy of Education
- Relation between Education and Philosophy
- Need for a Philosophy of Education
- Goals, substance, organization and method of the Education system with Reference to:
  - Sankhaya darshan
  - Vedanta darshan

#### **Section –B**

#### **Modern Indian Thinkers and Western Philosophical thoughts as a Basis of Education**

Goals, substance, organization and method of the Education system with Reference to:

- Mahatma Gandhi
- R. N. Tagore
- Vivekananda
- Idealism
- Naturalism
- Pragmatism
- Existentialism



## Section –C

### Philosophical Issues and Inquiry in Education

- Nature of knowledge in education
- Values reflected in educational substance
- Conflict, contradiction, compromise reflected among values in education
- Nature and Scope of Philosophical Inquiry in Education
- Steps
- Philosophical inquiry of current educational issues.

### Practicum:

1. Critical Analysis of any one of the following with reference to their Philosophical, Logical basis.
  - a. Indian Education System: its goals and substance
  - b. Current policy on education.
2. Study any one of the philosophical schools of thought.
  - a. Critically examine the selected philosophy.
  - b. Nature of educational system according to selected philosophy.
  - c. Report writing

### References:

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- सक्सेना, एन०आर०स्वरूप एवं चतुर्वेदी, शिखा.(2006).*उदीयमान भारतीय समाज में शिक्षक*. मेरठ : आर० लाल० बुक डिपो.
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- Saxena, N.R.S. (2011). *Philosophical and Sociological Foundation*. Meerut : R.Lall Book Depot.

#### Web Resources:

- **Etymological Meaning and Nature of Education-** <https://johnparankimalil.wordpress.Com/2012/03/26/meaning-nature-and-aims-of-education/>
- **Meaning and function of Philosophy of Education-** [https://www.academia.edu/8881173/MEANING\\_SCOPE\\_and\\_FUNCTIONS\\_OF\\_PHILOSOPHY\\_OF\\_EDUCATION](https://www.academia.edu/8881173/MEANING_SCOPE_and_FUNCTIONS_OF_PHILOSOPHY_OF_EDUCATION)
- **Meaning and relation of Philosophy and Education-** <http://www.studylecturenotes.com/social-sciences/education/315-meaning-a-relationship-between-philosophy-and-education>
- **Mahatma Gandhi and Education-** [https://www.researchgate.net/publication/319291661Mahatma\\_Gandhi\\_views\\_on\\_Philosophy\\_of\\_Education/download](https://www.researchgate.net/publication/319291661Mahatma_Gandhi_views_on_Philosophy_of_Education/download)

- **Swami Vivekananda and Education-** <https://educational-system.blogspot.com/2012/03/educational-contributions-of-swami.html>
  - **Idealism and Education-** [https://catalogue.pearsoned.co.uk/assets/hip/gb/hip\\_gb\\_pearsonhighered/samplechapter/0132540746.pdf](https://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0132540746.pdf)
  - **Naturalism and Education-** <http://www.yourarticlelibrary.com/education/naturalism-meaning-principles-and-contribution-education/69153>
  - **Pragmatism and Education-** <https://educational-system.blogspot.com/2013/02/implications-of-pragmatism-in.html>
  - **Existentialism and Education-** <https://www.researchgate.net/publication/320241203>
  - **Nature of knowledge in education-** <http://egyankosh.ac.in/bitstream/123456789/10933/1/Unit-4.pdf>  
<http://egyankosh.ac.in/bitstream/123456789/8270/1/Unit-5.pdf>,  
<https://opentextbc.ca/teachinginadigitalage/part/chapter-2-the-nature-of-knowledge-and-the-implications-for-teaching/>
  - **Source of knowledge-** <http://www.philosophy-index.com/epistemology/sources/>
- Axiology in education-** <http://www.iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-2/Version-3/H04235154.pdf>

## **EDU 629 Sociological Foundations of Education**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**5 0 0 5**

### **Learning Outcomes:**

Student will be able to:

- analyze sociological basis of education.
- explain the role of Education in Social Structure and Social Stratification.

- analyze the role of education in Social Control and Social Mobility.
- observe and analyze Social Changes in the Society.
- discuss issues related to society and education.

### **Course Outline:**

#### **Section - A**

- **Sociological Basis of Education**
  - Sociological Foundation of Education.
  - Education as process of Socialization.
- **Social -Structure, Social Stratification and Education.**
  - Education and Social-Structure.
    - Concept of Social-Structure.
    - Characteristics of Social-Structure.
    - Role of Education in Social-Structure.
  - Education and Social-Stratification.
    - Concept of Social-Stratification.
    - Basis of Social-Stratification,
    - Forms of Social-Stratification in Indian Society.
    - Role of Education in Social-Stratification.

#### **Section - B**

- **Social Control, Social Mobility and Education.**
  - Education and Social control.
    - Concept of Social Control.
    - Types of Social Control.
    - Agencies of Social Control.
    - Role of Education in social control.

- Education and Social Mobility.
  - Concept of Social-Mobility.
  - Types of Social-Mobility.
  - Factors affecting Social-Mobility.
  - Role of Education in social mobility.
- **Social Change and Education**
  - Concept of Social-Change.
  - Factors affecting Social-Change.
  - Constraints of Social-Change.
  - Role of Education in Social Change

### **Section - C**

- **Certain Issues in Education**
  - Relevance of Education.
  - Accountability in Education.
  - Alternatives in Education.
  - Westernization and Education.

**Practicum:** Any two of the following:

- 1 One thematic Term paper and its presentation in classroom.
- 2 Two abstracts of recent articles in journals on topics related to course content.
- 3 Critical appraisal of Role of Education in Social stratification and Social change.

### **References:**

- दुबे, एस. (1994). *शिक्षा, समाज और भविष्य*. राधाकृष्ण प्रकाशन.
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- हैलन, जी0 सी. (1976). *सामाजिक संरचना एवं सामाजिक संस्करण*. मेरठ: रस्तोगी पब्लिकेशन.

- जौहरी, वी० पी०, एवं पाठक, पी० डी. (2005). *भारतीय शिक्षा का इतिहास*. आगरा: विनोद पुस्तक मंदिर.
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- Sindhu, I.S. (2005). *Sociological Basis of Education*. Meerut: International Publishing House.
- Singh, L.C., & Sharma, P.C. (1995). *Teacher Education & the Teacher*. New Delhi: Vikas Publishing House.
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- Srinvas, M.N. (1986). *India: Social Structure*. Delhi: Hindustan Publishing Co-operation.
- Van S., & Richard D. (1979). *Foundations of Education Social Perspectives*. Prentice Hall, Inc.

### Web Resources:

- Education and Social Mobility <http://sol.du.ac.in/mod/book/view.php?id=1449&chapterid=1333>
- Education and Social change <http://sol.du.ac.in/mod/book/view.php?id=1449&chapterid=1332>
- Social control [www.yourartidibrary.com/sociology/socialcontrol](http://www.yourartidibrary.com/sociology/socialcontrol) the meaning-need-types and other details/8533
- Social Structure [www.sociology guide.com/social-structure](http://www.sociology guide.com/social-structure)
- Education Social stratification and development [results.mu.ac.in/myweb-test/ma education-sociology/chapter-4pdf](http://results.mu.ac.in/myweb-test/ma education-sociology/chapter-4pdf)
- Westernization and education unit 5 patterns of social change in India <http://www.msuniv.ac.in/download/pdf/1944a94dece482>
- Alternatives in Education- Education alternatives [https://targetjobs.co.uk/sites/targetjob.co.uk/files/public/education\\_alternatives-final-pdf-lagnt-pdf](https://targetjobs.co.uk/sites/targetjob.co.uk/files/public/education_alternatives-final-pdf-lagnt-pdf)
- Alternatives in Education alternative school-[www. health of children.com/a/alternative-school.html](http://www.health of children.com/a/alternative-school.html)



## SECOND SEMESTER

### EDU 624 Educational Research - II: Data Analysis and Interpretation

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
5	0	0	5

**Learning Outcomes:**

Student will be able to:

- Develop skill in presentation of data through different forms of graphs
- Analyze applications of NPC
- Interpret a given set of data after analysis
- Apply inferential statistics in data analysis
- Differentiate quantitative and qualitative methods of analysis
- Reflect on different qualitative methods of research
- Write a research report in a proper way

**Course Outline:**

#### Section-A

- **Data and Descriptive Statistics for Educational Research:**
  - Concept and difference of data and Variables (continuous and discrete)
  - Scales of measurement (nominal, ordinal, internal and ratio)
- **Uses, meaning of results and computation with help of calculator of the following statistical tools -**
  - Tabulation and graphical representation of data: histogram, frequency polygon, ogive.
  - Measures of central tendency (mean, median, mode)
  - Measures of variability (SD)
  - Percentile and Percentile Rank
- **Measures of Relationship**

### **Section-B**

- **Normal distribution and Concept of Inferential Statistics**
  - Normal distribution-Concept of probability, NPC and its properties, use of Normal Table and applications of NPC.
  - Nature of inferential statistics, distribution of statistics and standard error, reliability of statistics.
- **Applications of Inferential Statistics**
  - Uses, meaning of the results of the following -
    - Testing the significance of difference between the following statistics for independent and correlated samples: Mean, SD. Analysis of variance (one way).

### **Section-C**

- **Non-Parametric Statistics-**
  - Chi-square Test
- **Qualitative Data Analysis and Report writing**
  - Qualitative data - Concept
  - Content analysis - Concept and Steps
  - Trend analysis - Concept
  - Mixed Method Research - Concept and Importance
  - Interpretation of results in terms of objectives, hypothesis, earlier findings, limitation of tools, etc.
  - Preparation of Research report - format, language, style, bibliography, appendix.

### **Practicum:**

1. Students will critically examine the analysis procedure adopted in a research study with respect to its design and objectives.
2. Student will analyse the data and prepare report.

### References:

- Ferguson, G.A. (1976). *Statistical Analysis in Psychology and Education*. Tokyo: Mc.Graw Hill Book Co.
- Selltitz, Charie and others.(1969). *Research Methods in Social Relations*.U. K.: Methuen & Co.
- Garrett, H.E. (1969). *Statistics in Psychology and Education*. Bombay : Vakils Feffer and Simons Pvt. Ltd.
- Guilford, J.P. (1956). *Fundamental Statistics in Psychology and Education*. New York:Mc. Graw Hill Book Co.
- Kerlinger, F.N. (1983). *Foundations of Behavioural Research*. Delhi: Surjeet Publication.
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- Subbi Reddy T. & P. Bappa Rao (1995). *Research Methodology and Statistical Measures*. New Delhi: Reliance Publishing House.

### Web Resources:

- Pandey,P. & Pandey, M.M., 2015, Research Methodology: Tools and Techniques. Retried from: <http://euacademic.org/BookUpload/9.pdf>
- Kumar, R.,2011, Research Methodology. Retried from: [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Kothari, C.R., 2004, Research Methodology: Tools and Techniques. Retried from: <http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>  
<http://www.stat.cmu.edu/~hseltman/309/Book/chapter2.pdf>  
<http://www.sxccal.edu/TwinningProgramme/downloads/MBA-ResearchMethodology-1stYear.pdf>

## **EDU 628 Psychological Foundations of Education**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

### **Learning Outcomes:**

Student will be able to:

- describe and analyze the psychological foundation of Education.
- explain the meaning, nature and kinds of learning.
- discuss the basic ideas, components of major schools of learning and their contribution to Education.
- explain the concept of motivation and discuss its implication in Educational process.
- recognize and appreciate unique traits in the learner as an individual.
- describe the learner as a group member.
- analyze the psychological process of group and apply various ways to make it effective.

### **Course Outline:**

#### **Section - A**

- **Education: Changing view**
  - Education as Psycho-Sociological process
  - Change in views of Educational components i.e. Teacher, Learner, Curriculum and Learning Experiences in respect of Psychology
- **Learning: Concepts, Features of Learning process**
  - Various forms of Learning-
    - Cognitive, Affective Psychomotor
    - Conceptual & Skill Learning
    - Intended & Unintended

- **Learning Process: Behaviouristic view**

- Classical Conditioning Theory of Pavlov.
- Operant Conditioning Theory of Skinner.
- S-R Bond Theory of Thorndike.

(Basic ideas, Technical component, providing bases to Education)

### **Section - B**

- **Learning Process: Cognitive view**

- Insight Theory- Kohler
- Social Cognitive Theory-Bandura
- Cognitive Theory: Piaget
- Cognitive Stage Theory - Bruner

(Basic ideas, Technical Component, providing bases to Education)

- **Learning Process: Humanistic view**

- Humanistic Theory -Roger's

(Basic ideas, Technical Component, providing bases to Education).

- **Learner: As a Group member**

- Class group and features
- Group process-Interaction, Structure, Cohesiveness, Norms, Conformity of Behaviour.
- Ways of generating a positive class-room climate.

### **Section - C**

- **Motivation and Learning**

- Motivation: concept and its role in Learning
- Maslow's Need Hierarchy Theory of Motivation.

- McClelland's n-ach Theory of Motivation.  
(Concept, Features and their bases for Learning)

- **Learner: As an Individual**

- Individual difference among Learner's: Concept and Types
- Concept, Features and development of following traits
  - Intelligence, Aptitude, Creativity
  - Attitude, Self-Concept, Personality

**Practicum: Any two**

1. Administration and interpretation of a Psychological Test on a small sample
  - i. Intelligence test
  - ii. Aptitude test
  - iii. Attitude Test
  - iv. Self concept
  - v. Creativity
  - vi. Personality
2. A Study of group dynamics of a class.
3. Critical appraisal of one theoretical view of learning process.
4. One thematic paper on psychology as a foundation of Education.

**References:**

- Lindgran, H.C. (1980). *Educational Psychology in the classroom*. New York: Oxford University Press.
- Bhargava, M. (1997). *Modern Psychological Testing and Measurement*. Agra: Bhargav House.
- Yadav, M.S. & T.K.S. Laxmi. (2003). *Conceptual Inputs for Secondary School Teachers*. New Delhi: NCTE.

- DuBais., Nelson.F.,George,F.A.,Lverson. & Richard, K. Staley. (1979). *Educational Psychology and Instructional Decisions*, Geogdown Antario : The Dorcy Press.
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. New Delhi: Vikas Publishers.
- Lefrancois, G. R. (1982). *Psychology for teaching*. California: Wadsworth Publishing Company.
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- Behr, A.L. (1983). *Psychology and the School*. Durban: Butterworths.
- Mangal, S.K. (2008). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Nambiar, K.K. Vijyan. (2007). *Psychology of Learning and instruction*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Morris,C.G. (1976). *Psychology: An Introductio*. New Jersey: Prentice Hall.
- Child, D. (2010). *Psychology and the Teacher*. New York: Continuum International Publishing Group.
- Woolfolk, A. (2005), *Educational Psychology*. New Delhi: Pearson Educational Pvt. Ltd.

### **Web Resources:**

- Cognitive Theory of Piaget-  
<http://www.simplypsychology.org/piaget.html>
- Operant Conditioning Theory of Skinner-  
<http://www.simplypsychology.org/operant-conditioning.html>
- Motivation- <http://www.yourarticlelibrary.com/motivation/motivation-theories-top-8-theories-of-motivation-explained/35377>

- Individual Differences-  
<http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557>
- Cognitive Theory of Bruner- <https://www.simplypsychology.org/bruner.html>

## **EDU 622 Curriculum Studies**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

### **Learning Outcomes:**

Student will be able to:

- define curriculum.
- identify the components of curriculum.
- describe the various principles of curriculum.
- explain various determinants of curriculum.
- describe and analyze various approaches to curriculum.
- describe various models of curriculum development.

### **Course Outline:**

#### **Section - A**

- **Nature of Curriculum**
  - Meaning and concept of curriculum.
  - Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
  - Principles of Curriculum Construction
- **Foundation of Curriculum**
  - Philosophical
  - Sociological
  - Psychological



### **Section - B**

- **Determinants of Curriculum**

- Objectives
- Explosion of knowledge
- Society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
- Learner: growth and development.
- Nature of subject matter/content.

### **Section - C**

- **Approaches to Curriculum**

- Behavioral – Rational Approach
- Systems – Managerial Approach
- Intellectual – Academic Approach
- Humanistic – Aesthetic Approach

- **Models of Curriculum Development**

- Tylers -1949 model
- Hilda Taba - 1962 model

(With special reference to analysis of needs, selection of objectives, selection and organization of content, learning experiences and evaluation)

### **Practicum- (Any one)**

- Critical Appraisal of any one of the following –  
National Curriculum Frameworks developed by NCERT -
  - NCF-2000
  - NCF- 2005
- Critical Analysis of implication of NCF- 2000 / NCF- 2005 in text books (NCERT).

## References:

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
- Aggarwal, J.C. (1990). *Curriculum Reform in India- World overviews*. Doaba World Education Series-3 Delhi: Doaba House, Book seller and Publisher.
- Arora, G.L. (1984). *Reflections on Curriculum*. New Delhi: NCERT.
- Balsara, M. (2006). *Principles of curriculum construction*. New Delhi: Kanishka Publications.
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- McKernan, James (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. London: Routledge.
- NCERT (2000). *National Curriculum Framework for School Education*. New Delhi: NCERT.
- NCERT (2005). *National Curriculum Framework-2005*. New Delhi: NCERT.
- Oliva, Peter F. (2012). *Developing the Curriculum*. New Delhi: Pearson Education.
- Ornstein, Allan C. and Francis P. Hunkins (1988). *Curriculum—Foundations, Principles and Issues*. New Jersey: Prentice Hall.
- Reddy, B. (2007). *Principles of Curriculum Management and Development*. New Delhi: Arise Publications.
- Sharma, R.A. (2007). *Curriculum Development and Inspection*. Meerut: Lall Book Depot.
- Taba, Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace.
- Vashist, R.P. (2007). *Curriculum Development*. New Delhi: common Wealth Publications.

**Web Resources:**

- Meaning and Concept of Curriculum:  
<http://www.egyankosh.ac.in/bitstream/123456789/8278/1/Unit-13.pdf>
- Hilda Taba (1962) Curriculum Development Model:  
<https://www.youtube.com/watch?v=O14GnszVAWM>
- Determinants of Curriculum:  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/163305/6/06\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/163305/6/06_chapter%202.pdf)
- Approaches to Curriculum Development:  
[https://www.researchgate.net/publication/280554159\\_APPROACHES\\_TO\\_CURRICULUM\\_DEVELOPMENT](https://www.researchgate.net/publication/280554159_APPROACHES_TO_CURRICULUM_DEVELOPMENT)

## **EDU 625 Emerging Trends and Issues in Teacher Education**

**Max. Marks : 100****(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

**Learning Outcomes:**

Student will be able to:

- elucidate the objectives and functions of NCTE.
- critically analyze NCFTE 2009.
- elucidate the quality assurance in TEP.
- reflect the teaching practices in TEP.
- analyze major research areas and present scenario of research in TEP.
- interpret the role of media in TEP.
- appreciate the functions of Media Resource Centers.

## **Course Outline:**

### **Section - A**

- **NCTE: Background and Curriculum framework**
  - Objectives, Organisational set up and functions of NCTE.
  - Critical Appraisal of NCFTE-2009.
- **Significant issues in TEP**
  - Co-ordinating the variety of programmes at different levels.
  - Professional Ethics.
  - Quality Assurance in Teacher Education Programme.

### **Section - B**

- **Teaching Practices in Teacher Education Programme (TEP)**
  - Concept, relevance and field feasibility of-
    - Skill Based Teaching (SBT)
    - Real Classroom Teaching
    - Internship
- **Research in Teacher Education**
  - Major areas of research in Teacher Education Programme.
  - Needed directions of research in TEP.
  - Present scenario of research in TEP.

### **Section - C**

- **Emerging Role of Media in Teacher Education Programme**
  - Importance of Media in TEP.
  - Relevance and effectiveness of various kinds of media used in TEP.
  - Media Resource Centre-
  - CIET,

- CCRT
- EMRC

### **Practicum:**

1. Thematic term paper and its presentation.
2. Two abstracts of recent articles in research journals on topics related to course content.

### **Reference:**

- Balsara, Maitrya. (2002). *Administration and Reorganisation of Teacher*. New Delhi: Kanishka Publishers Distributors.
- Buch, M.B. (1983-88) *Fourth Survey of Research in Education* Vol.II, New Delhi: NCERT.
- *Demand and Supply Estimates of School Teachers and Teacher Educators (2007-08 to 2016-17) in Rajasthan*. (2012), New Delhi: NCTE.
- Goel, Aruna and Goel, S.L. (2009). *Educational Administration and Management-An Integrated Approach*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Mangla, Sheela, (2012). *Teacher Education: Trends and Strategies*. New Delhi: Radha Publications.
- Mohanty, Jagannath, (2007). *Teacher Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- मंगल, एस0 के0 एवं मंगल, उमाण (2009). *शिक्षा तकनीकी*. नई दिल्ली: पी. एच.आई. लर्निंग प्रा. लि.
- Paintal, Iris. (1980). *Micro Teaching-A Handbook for Teachers*. Bombay: Oxford University Press.
- *Policy Perspective in Teacher Education-Critique and Documentation*. (1998), New Delhi: NCTE.

- Rajpoot, J.S. (2004). *Encyclopaedia of Indian Education*. Vol. II, New Delhi: NCERT.
- शर्मा. के० आर०. दूबे, श्री कृष्ण, उपाध्याय, आर० के० तथा कुलश्रेष्ठ, मधुसूदन, लाल, (2007). *अध्यापक शिक्षा*, आगरा, राधा प्रकाशन मन्दिर.
- शर्मा, आर० ए०. (2011). *शिक्षा के तकनीकी आधार*. मेरठ, आर० लाल० बुक डिपो.
- Sharma, Shashi Prabha. (2003). *Teacher Education Principles, Theories and Practices*. New Delhi: Kaniska Publishers Distributors.
- Singh, L.C. (1988) *National Curriculum for Teacher Education-A Framework*. New Delhi: NCTE.
- Singh. L.C. and Sharma, P.C. (1995). *Teacher Education and the Teacher*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Yadav, M.S. and Lakshmi, T.K.S. (2003). *Conceptual Inputs for Secondary Teacher Education*. New Delhi: NCTE.

### Web Resources:

- NCFTE 2009- [http://ncte-india.org/ncte\\_new/pdf/NCFTE\\_2010.pdf](http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf)
- Professional Ethics- <http://www.ncte-india.org/Approved%20by%20CP%20Final%20-%20Code%20of%20Professional%20Ethics%207%20Feb%2011.pdf>
- Quality Assurance in Teacher Education- <https://www.scribd.com/document/168128375/Quality-Assurance-in-Teacher-Education>
- Internship Guidelines- [http://ncte-india.org/ncte\\_new/pdf/SCHOOL%20INTERNSHIP-%20A%20FRAMEWORK%20And%20GUIDE%20LINES.pdf](http://ncte-india.org/ncte_new/pdf/SCHOOL%20INTERNSHIP-%20A%20FRAMEWORK%20And%20GUIDE%20LINES.pdf)
- Research in Teacher Education- <http://www.uta.fi/edu/en/research/focus.html>

## **EDU 626 Historical, Political & Economic Foundations of Education**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

### **Learning Outcomes:**

Student will be able to:

- analyze socio-historical context of Indian.
- critically analyze various education commissions and policies in post -independence period.
- familiarize with political and economic scenario of Indian Education.
- analyze and explain relationship between education and Development.
- discuss political and economic issues of Education.

### **Course Outline:**

#### **Section-A**

- **Socio-Historical context in Education.**
  - Education in Pre independence period in reference to
    - Education in Ancient Period
    - Education in Medieval Period
    - Education in British Period
  - Post Independence Period in reference to
    - University Education Commission (1948)
    - Secondary Education Commission (1952-53)
    - Education Commission (1964-66)
    - NPE-1986

**Section-B**

- **Politics & Education**
  - Constitutional provisions for Education.
  - Democracy and Education.
  - National Integration & International Understanding
  - Politicisation of Education.
- **Economics and Education.**
  - Concept of Political Economy
  - Education as Consumption
  - Education as an Investment
  - Relationship between Education & economy.

**Section-C**

- **Development & Education**
  - Concept of development
  - Education, Economic development and social development
  - Education & Human Resource development
- **Political and Economical aspects of Education.**
  - Globalization and Education
  - Modernization and Education
  - Liberalization and Education
  - Privatization and Education

**Practicum: (any two of the following)**

1. Thematic Term paper
2. Two abstracts of recent articles in journals on topics related to course content.



3. A scrap book on education in Ancient, Medieval and British period in India.

### References:

- Aggarwal, J. C. (2007). *Landmarks in the History of Modern India. Education*. New Delhi: Vikas Publishing house Pvt. Ltd.
- Bardhan. (1998). *The Political Economy of Development in India*. New Delhi: Oxford University Press.
- भटनागर, एस., एवं कुमार, एस. (2016). *समकालीन भारत और शिक्षा*. मेरठ: आर. लाल बुक डिपो.
- Dash, M. (2004). *Education in India Problems and Perspectives*. New Delhi: Atlantic Publishers and Distributors.
- Dhillon. (2014). *Emerging Trends in Indian Education*. Patiala: Twenty first Century Publication.
- Dube, S.C. (1967). *Modernization and its Adaptive Demands on Indian Society*. New Delhi: NCERT.
- दूबे, एस. (2009). *भारतीय शिक्षा का इतिहास, विकास समस्याएँ*. इलाहाबाद: अनुभव पब्लिशिंग हाउस.
- Gupta, S.P., & Gupta, A. (2010). *History, Development and Problem of Indian Education*. Sharda Pustak Bhawan.
- Jhingla, M.C. (1986). *The Economics of Development and planning*. New Delhi: Denmark Publications.
- लाल, आर. बी. (2011). *शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार*. मेरठ: रस्तोगी प्रकाशन.
- Mishra, S.K., & Puri, V.K. (1988). *Development and Planning: Theory and Practices*. Delhi: Himalaya Publishing House.
- Mohanty. (2000). *Current Trends in Higher Education*. New Delhi: Deep & Deep Publication Pvt. Ltd.

- नंदा, ई. डी. एस. के., शर्मा, के., एवं राजन ढिल्लों. (2011). *माध्यमिक शिक्षा में समकालीन मुद्दे एवं सरोकार*. पटियाला: 21 सेन्चुरी पब्लिकेशन.
- पचौरी, जी. (2010). *उदीयमान भारतीय समाज में शिक्षक*. मेरठ: सूर्य प्रकाशन.
- पाठक, पी. डी. (2014). *भारतीय शिक्षा और उसकी समस्याएँ*. आगरा: विनोद पुस्तक मन्दिर.
- सचदेवा, एम. एस., शर्मा, के. के., साहू पी. के., कोरे सुपनिदर. (2010). *शिक्षा के दार्शनिक समाजिक, आर्थिक आधार*. पटियाला: 21 सेन्चुरी पब्लिकेशन.
- Sharma, Y. K. (2001). *History & Problems of Education (Vol. I)*. New Delhi: Kanishka Publishers.
- Sharma, Y. K. (2014). *Sociological Philosophy of Education (Vol. I)*. New Delhi: Kanishka Publishers.
- Swaroop, N., R. (1990). *Principles of Education*. Meerut: loyal book depot.
- Todaro, P. (1983). *Economic Development in the third world*. New York:
- वर्मा, ए., के. (2005). *भारत में शिक्षा का विकास*. वाराणसी: रवि प्रकाशन.
- वर्मा, ए., के. (2008). *उदीयमान भारतीय समाज में शिक्षक*. वाराणसी: रवि प्रकाशन.

### Web Resources:

- **Constitutional provision for education**

<https://knowledgebooster.in/12-major-constitutional-provisions-education-india>

[www.yourarticlelibrary.com/constitution/12major-constitutional-provisions-education-in-india/45230](http://www.yourarticlelibrary.com/constitution/12major-constitutional-provisions-education-in-india/45230)

- **Democracy and education**

[www.yourarticlelibrary.com/democracy/relationship-between-democracy-and-education/76841](http://www.yourarticlelibrary.com/democracy/relationship-between-democracy-and-education/76841)

- **International understanding**

<https://www.indiastudychannel.com/resources/123152-international-understanding-concept-and-role-of-teacher-in-education>

- **National integration**

[www.yourarticlelibrary.com/national-integration-in-india/47120](http://www.yourarticlelibrary.com/national-integration-in-india/47120)

<https://www.indiastudychannel.com/resources/122094-concept-of-national-integration-and-obstacles-to-nation-integration>

- **NPE 1986**

[www.ncert.nic.in/0th\\_anoun/npe.86.pdf](http://www.ncert.nic.in/0th_anoun/npe.86.pdf)

- **Secondary Education Commission**

[www.yourarticlelibrary.com/education/secondary-education-commission-1952.53/76815](http://www.yourarticlelibrary.com/education/secondary-education-commission-1952.53/76815)

- **Modernization and its impact on Indian Society**

[www.yourarticlelibrary.com/society/indian-society/modernisation-and-its-impact-on-indian-society/47106](http://www.yourarticlelibrary.com/society/indian-society/modernisation-and-its-impact-on-indian-society/47106)

## THIRD SEMESTER

### EDU 720L Communication Skills, Self Development and Yoga

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	6	3

**Learning Outcomes:**

Student will be able to-

- express their ideas in small and large group.
- reflect through reading of some inspirational books.
- communicate through Creative Writings.
- discuss the importance to Yoga for their well-being.
- perform Asnaas and Pranayam.

**Course Outline:**

#### SECTION - A

Communication Skills, Self Development and Yoga includes-

- Reflection of communication skills on social and educational issues in small and large group.
- Inspiring Self through any one of the following selected Readings-
  - o 'My experiments with Truth' by Mahatma Gandhi.
  - o 'Diwaswapn' by Giju Bhai Badheka
  - o 'Geeta ka Nitishastra' by Prof. Diwaker Shastri
  - o 'Pralay Pratiksha' By Hiralal Shastri
  - o "Wings of Fire-An Autobiography", Kalam, A.P.J.
  - o 'Leader in you' Dale Carnegie

#### SECTION - B

Self Expression through any one of the following creative writings-

- o Story

- o Article
- o Event Description/Summary
- o Life experience
- o Poem
- o Drawing

### **SECTION - C**

- Yoga and Self Development
  - o Concept of yoga
  - o Importance of yoga and its importance for self development
  - o Pranayam- types and Importance
  - o Three milestones of women's life and yoga .
  - o Do's and Dont's of Asanas.
- Yoga for healthy mind and body.
  - o Practice of various asanas.
  - o Practice of various skills of pranayam.

**Note:** It is Self Practice based ISB Course. Each student has to show reflection of communication skills, yoga skills and Self Development in her presentation(s) and given assigned task(s)/ demonstration.

#### **Mode of Transaction:**

- 1 Orientation/Lecture
- 2 Presentation
- 3 Demonstration
- 4 Drill
- 5 Self-Practice

#### **References:**

- Dale, Carnegie. (1993). Leader in you; you to win friends, influence people and succeed in a changing world,.

- Gupta, D.& S. (1987). *Yoga: its Philosophy & Religion*.
- Sinha, P. (2003). *Yogic Cure for Common Diseases*. Allied Publishers Pvt. Ltd.
- Joshi, K.S. (2003). *Yogic Pranayam*. Allied Publishers Pvt. Ltd.
- Ananda, Sri, (1999). *The Complete Book of Yoga Harmony of Body and Mind*. Delhi : Orient paperbacks, Madarasa Road, Kashmere Gate.
- Niranjanananda, Paramahamsa. (1993). *Yoga Darshan, Vision on Yoga Upnishads*. Bihar : Sri Panchadashnam. Paramahamsa Alakh Bara, Deoghar.
- Sharma, P. D. (1984). *Yoga Yogasana and Pranayama for Health*. Ahmedabad: Navneet Publications (I) Limited.
- Kalam, A.P.J. (1999). *Wings of Fire-An Autobiography*. Hyderabad: Universities Press.
- अग्रवाल, विजय. (2015). *स्टूडेंट और पर्सनैलिटी डेवलपमेंट*, Bhopal: Benten Books.
- अग्रवाल, विजय. (2015). *स्टूडेंट और मन की शक्ति*. Bhopal: Benten Books.
- कलाम, ए. पी. जे. (1999). *अग्नि की उड़ान— आत्मकथा*. हैदराबाद : यूनिवर्सिटीज़ प्रैस.
- गिजुभाई, बंधेका. (1991). *दिवास्वप्न*. नई दिल्ली : नेशनल बुक इंडिया.
- दिवाकर, शास्त्री. (2008). *गीता का नीतिशास्त्र*. नई दिल्ली : सस्ता साहित्य मण्डल.
- मोहनदास, करमचन्द गाँधी. (1970). *सत्य के प्रयोग: गांधीजी की संक्षिप्त आत्म-कथा*. दिल्ली : राजपाल एण्ड सन्स.
- योगेश कुमार शर्मा एवं प्रज्ञा शर्मा. (2003). *नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ*. जयपुर : पोइण्टर पब्लिशस.

## Web Resources:

- My experiments with Truth: <https://books.google.co.in/books?id=MUEDDAAAQBAJ&printsec=frontcover&dq=my+experiment+with+truth&hl=en&sa=X&ved=0ahUKEwiUoIWY-9HhAhWh6XMBH2P0CrAQ6AEIMDAB#v=onepage&q=my%20experiment%20with%20truth&f=false>
- Wings of Fire- An autobiography: [https://books.google.co.in/books?id=c3qmlZtWUjAC&printsec=frontcover&dq=Wings+of+fire+An+autobiography&hl=en&sa=X&ved=0ahUKEwi\\_jK3e-9HhAhW0heYKHQpOA0cQ6AEIKjAA#v=onepage&q=Wings%20of%20fire-%20An%20autobiography&f=false](https://books.google.co.in/books?id=c3qmlZtWUjAC&printsec=frontcover&dq=Wings+of+fire+An+autobiography&hl=en&sa=X&ved=0ahUKEwi_jK3e-9HhAhW0heYKHQpOA0cQ6AEIKjAA#v=onepage&q=Wings%20of%20fire-%20An%20autobiography&f=false)
- Yoga and Self development: [https://books.google.co.in/books?id=h8UJCAAAQBAJ&printsec=frontcover&dq=yoga+and+self+development&hl=en&sa=X&ved=0ahUKEwjcs7Ot\\_NHhAhUh7nMBHeeODI8Q6AEIMDAB#v=onepage&q=yoga%20and%20self%20development&f=false](https://books.google.co.in/books?id=h8UJCAAAQBAJ&printsec=frontcover&dq=yoga+and+self+development&hl=en&sa=X&ved=0ahUKEwjcs7Ot_NHhAhUh7nMBHeeODI8Q6AEIMDAB#v=onepage&q=yoga%20and%20self%20development&f=false)
- Yoga and Self development: [https://books.google.co.in/books?id=tFsoDwAAQBAJ&printsec=frontcover&dq=yoga+and+self+development&hl=en&sa=X&ved=0ahUKEwjcs7Ot\\_NHhAhUh7nMBHeeODI8Q6AEIOzAD#v=onepage&q=yoga%20and%20self%20development&f=false](https://books.google.co.in/books?id=tFsoDwAAQBAJ&printsec=frontcover&dq=yoga+and+self+development&hl=en&sa=X&ved=0ahUKEwjcs7Ot_NHhAhUh7nMBHeeODI8Q6AEIOzAD#v=onepage&q=yoga%20and%20self%20development&f=false)
- Yoga and Self development: [https://books.google.co.in/books?id=wVTWjAKx0sgC&printsec=frontcover&dq=Pranayam+types+and+importance&hl=en&sa=X&ved=0ahUKEwiLzI2B\\_dHhAhVVXnwKHU-BCxwQ6AEIODAC#v=onepage&q&f=false](https://books.google.co.in/books?id=wVTWjAKx0sgC&printsec=frontcover&dq=Pranayam+types+and+importance&hl=en&sa=X&ved=0ahUKEwiLzI2B_dHhAhVVXnwKHU-BCxwQ6AEIODAC#v=onepage&q&f=false)
- Pranayama: [https://books.google.co.in/books?id=NagKQNRaLtAC&pg=PA40&dq=Pranayam+types+and+importance&hl=en&sa=X&ved=0ahUKEwiLzI2B\\_dHhAhVVXnwKHU-BCxwQ6AEIVzAI#v=onepage&q=Pranayam%20types%20and%20importance&f=false](https://books.google.co.in/books?id=NagKQNRaLtAC&pg=PA40&dq=Pranayam+types+and+importance&hl=en&sa=X&ved=0ahUKEwiLzI2B_dHhAhVVXnwKHU-BCxwQ6AEIVzAI#v=onepage&q=Pranayam%20types%20and%20importance&f=false)

## EDU 719L Communication Skill with ICT Lab

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

### Learning Outcomes:

Student will be able to:

- explain the concept and potential of ICT for Communication.
- critically analyze and utilize the ICT for teacher-educator related work.
- design appropriate ICT for Communication.
- apply appropriate ICT for Communication.

### Course Outline:

#### SECTION - A

Communication Skill with ICT includes

- Using Gadgets for Communication (Public Address System and LCD Projector)
- Inquiry for communication
- (Offline and Online inquiry using digital library and ICT)

#### SECTION - B

- Document Processing (Formatting and Printing of Documents)
- Data Processing (Using Spreadsheet Formula and Functions)
- Graphical Presentation (Preparation, formatting and editing the graph)

#### SECTION - C

- Multimedia Presentation (slide design, animation and presentation)
- Ethical issues of Using ICT (Using Plagiarism Software and IPR).

**Note** - It is a self practice based Inter- Semester Break (ISB) course and each student has to demonstrate communication skills in her presentation (s) using ICT.

**Mode of Transaction:** Orientation and Demonstration, Self Practice and Presentation.



**Reference:**

- CD ROM. (2005). *Intel Teach to the Future' programme (I.T.F.P.)*.
- Sinha, P. K. and P. S. (2005). *Computer Fundamentals - Concept; System and Applications*. New Delhi: BPB Publication.
- शास्त्री, ए. एवं ए. (2005). *कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग*. जयपुर : जयपुर पब्लिशिंग हाऊस.
- सिंह. एन. एवं ए. उ. (2001). *कम्प्यूटर शिक्षा*. आगरा : विनोद पुस्तक मन्दिर.
- गुप्ता, एम. कु. (2005). *कम्प्यूटर अनुप्रयोग*. जयपुर : मंगलदीप पब्लिकेशन.
- कुमार, एवं ए. एस. ए. (2005). *संगणक एवं सूचना प्रौद्योगिकी*. जयपुर : आविष्कार पब्लिकेशन.
- चौबे, एस. एस. (2005). *कम्प्यूटर एक परिचय मध्यप्रदेश*. भोपाल : हिन्दी ग्रन्थ अकादमी.

**Web Resources:**

- Ethics and Copyright Issues in Using ICT: <https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%2C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&d=1>
- Ethics and Copyright Issues in Using ICT: <https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&d=1>
- ICT for Administrative Support: [https://books.google.co.in/books?id=I6Fgje2Cg8C&printsec=frontcover&dq=books+for+microsoft+word&hl=en&sa=X&ved=0ahUKEwj5p\\_eHmM\\_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&q=books%20for%20microsoft%20word&f=false](https://books.google.co.in/books?id=I6Fgje2Cg8C&printsec=frontcover&dq=books+for+microsoft+word&hl=en&sa=X&ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&q=books%20for%20microsoft%20word&f=false)
- Document and Data Processing, Graphical & Multimedia Presentation : <https://www.gfmer.ch/Informatics/Presentations/postgrad 2005/presentation.pdf>

- Document and Data Processing, Graphical & Multimedia Presentation : <http://bcihmct.ac.in/download/Unit%204%20-Internet%20Basics%20and%20HTML.pdf>
- Document and Data Processing, Graphical & Multimedia Presentation : <https://books.google.co.in/books?id=qKVCAwAAQBAJ&pg=PA665&dq=word+powerpoint+excel>

## **EDU 732 Secondary Education in Contemporary India**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

### **Learning Outcomes:**

The student will be able to:

- reflect diversity in Indian Society.
- express the constitutional values as reflected in Education.
- analyze the roles of commissions and policies in Secondary Education.
- deal with inequality and marginalization related issues in India.
- analyze and appraise the policy and programmes for Public Education in India.

### **Section - A**

#### **• Diversity in Indian Society**

- Basic Features of Indian Society
- Indian Cultural Heritage and Education
- Relationship between Education and Society.

#### **• Constitutional Values and Education**

Realization of following Values through Education

- Secularism

- Socialism
- Democracy
- Fraternity
- Social Justice
- Equality

### **Section - B**

- **Commission and Policies for Secondary Education in India**

- Secondary Education Commission (1952-53).
- Education Commission (1964-66)
- NPE-1986 and its Review 1992.

(Objectives and Structure of Education, Curriculum, Methods of Teaching, Discipline, Language, Women Education, Status of Teachers).

- Right to Education (RTE-2009)

### **Section -C**

- **Inequality and Marginalization in Indian Society**

Status, problems and role of different agencies (Educational Institution, NGOs and Government) regarding-

- Education for Women
- Education for Physically disadvantaged
- Education for Socially disadvantaged
- Education for Economically disadvantaged

- **Policy and programmes for Promoting Public Education in India**

Critical Appraisal of Implementation of following-

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid Day Meal (MDM)

**Practicum:** Any two of the following:

- One thematic term paper and its presentation in classroom.
- Organisation of a thematic exhibition
- Group Discussion on
  - Fundamental Rights and Duties of citizens in India
  - Directive Principles of state policies.

**References:**

1. अग्निहोत्री, आर. (2008). *आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.
2. Bhattacharya, S. (2003). *Foundations of Education*. Delhi: Atlantic Publishers and Distributors.
3. भारत सरकार (1986). *नेशनल पॉलिसी ऑन एज्यूकेशन*. मानव संसाधन विकास मंत्रालय. नई दिल्ली: शिक्षा विभाग,
4. भारत सरकार 1985., *शिक्षा नीति की चुनौती*. नई दिल्ली: शिक्षा मंत्रालय.
5. Dhiman, O.P. (2007). *Principles and Techniques of Education*. Delhi: Kalpaz publications.
6. Jayapalan, N. (2005). *Problems of Indian Education*. Delhi: Atlantic Publishers and Distributors.
7. मदन, जी. आर. (1988). *समाजशास्त्र के सिद्धांत*. दिल्ली: आत्माराम एण्ड सन्स.
8. Mangla, S. (2012). *Teacher Education, Trends and Strategies*. New Delhi: Radha Publications.
9. माथुर, एस. एस. (1978). *शिक्षा सिद्धांत*. आगरा: विनोद पुस्तक मंदिर.
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11. पाण्डे, आर. (1986). *शिक्षा के मूल सिद्धांत*. आगरा: विनोद पुस्तक मंदिर.
12. पाण्डेय, आर. (2005). *शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि*. आगरा: विनोद पुस्तक मंदिर.

13. पारीक, एम. एवं शर्मा, आर. (2004-05). *उदीयमान भारतीय समाज और शिक्षा*. जयपुर: शिक्षा प्रकाशन.
14. Pathak, R.P. (2009). *Philosophical and Sociological Foundations of Education*. Kanishka Publications distributors.
15. रावत, पी. (1992). *भारतीय शिक्षा का इतिहास*. आगरा: रामप्रसाद एण्ड सन्स.
16. Reddy, V., Daya Kara and Rao, Digumarti Baskara (2006). *Value Oriented Education*. New Delhi: Discovery Publishing House.
17. Report of Education Commission (1964-66). *Ministry of Education & Culture*. New Delhi: Govt. of India,
18. Report of Secondary Education Commission (1952-53). *Ministry of Education & Culture*. New Delhi: Govt. of India
19. Saini, S.K. (1980). *Development of Education in India: Socio economic and political perspective*. New Delhi: COSMO publications.
20. सक्सैना, आर., शर्मा, जी. एवं शास्त्री, आई. (2000). *उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक*. जयपुर: क्लासिक पब्लिकेशन्स.
21. Sharma, B. (2004). *History of Indian Education*. New Delhi: Vohara Publishers and Distributors.
22. Sharma, B.L and Maheshwari, B.K (2010). *Education for Values, Environment Human Rights*. Meerut: R. Lall Book Depot.
23. शर्मा, डी. एल. (1994). *शिक्षा तथा भारतीय समाज*. मेरठ: आर लाल बुक डिपो.
24. शर्मा, आर. ए. (1998). *शिक्षा तकनीकी*. मेरठ: आर. लाल बुक डिपो.
25. Sharma, R.A. (2008). *Metaphysics, Epistemology, Axiology and Education*. Meerut: R. Lall Book Depot,
26. सिंह, आर. पी. एवं उपाध्याय राधावल्लभ. *शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत*. आगरा: विनोद पुस्तक मंदिर.

27. Singh, L.C. Sharma, P.C. (1995). *Teacher Education and Teacher*. New Delhi: Vikas Publication House.
28. Srivastava, K.K. (2003). *Philosophical Foundations of Education*. New Delhi: Kanishka Publishers distributors.
29. Taneja, V.R (2005). *Philosophical Approach to Education*. Delhi: Atlantic Publishers Distributors.
30. Taneja, V.R. (2002). *Foundation of Education (Philosophical and Sociological)*. Chandigarh: Abhishek Publications.

### **Web Resources:**

- Mid day Meal:  
<http://mdm.nic.in/VDO.html>
- Mid day Meal (Capacity Building):  
[http://mdm.nic.in/Capacity\\_building.html](http://mdm.nic.in/Capacity_building.html)
- Mid day Meal (School Health Program):  
<http://mdm.nic.in/School%20Health%20Program.html>
- Mid day Meal (Community Participation):  
<http://mdm.nic.in/Community%20Participation.html>
- Right to Education:  
<http://rte.raj.nic.in/View/ViewDocuments.aspx?id=167&type=1>
- Rashtriya Madhymik Shiksha Abhiyan  
<http://rajrmsa.nic.in/Public/DOCView.aspx?Title=Documents&Id=1>
- Secondary Education Commission (1952-53):  
<http://dSPACE.gipe.ac.in/xmlui/bitstream/handle/10973/33772/GIPE-111964.pdf?sequence=2&isAllowed=y>
- Education Commission (1963-64): [http://www.kkhsou.in/main/education/edu\\_commission.html](http://www.kkhsou.in/main/education/edu_commission.html)

- National Policy on Education 1986:  
[www.ncert.nic.in/oth\\_anoun/npe86.pdf](http://www.ncert.nic.in/oth_anoun/npe86.pdf)
- Review of National Policy on Education 1986:  
[http://www.kkhsou.in/main/education/national\\_policy1992.html](http://www.kkhsou.in/main/education/national_policy1992.html)  
<http://www.right-to-education.org/girlswomen>
- Position Paper National Focus Group on Education of Children with Special Needs: [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/special\\_ed\\_final1.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf)
- Policies, Programmes and Schemes for Educational Development of Children from Scheduled Castes: [www.ncert.nic.in/departments/nie/degsn/pdf\\_files/degsnmodule6.pdf](http://www.ncert.nic.in/departments/nie/degsn/pdf_files/degsnmodule6.pdf)

## FOURTH SEMESTER

### EDU 735 Teaching and Learning at Secondary Stage

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**5 0 0 5**

#### **Learning Outcomes:**

Student will be able to:

- differentiate between types of learner while teaching.
- analyze the different factors influencing teaching learning process during class interaction.
- apply different type of methods and media.
- plan according to Phases, level and maxims of teaching.
- manage the classroom as a professional.

#### **Course Outline:**

##### **Section-A**

- **Learner and Learning**
  - Learning-a natural tendency
  - Learning-connotation in education
  - Learning inside and outside the school
  - Socio-cultural background of Learner
- **Teaching process-basic understanding**
  - Concept of Teaching, Instruction and Training
  - Complex nature of Teaching
  - Factors influencing Teaching Learning process

##### **Section-B**

- **Modes of Transaction**
  - Methods in teaching (Concept, Procedure, Advantages and Limitations)
  - Lecture, Demonstration, Team Teaching, Discussion, Debate, Workshop, Seminar.



- **Instructional Media**
  - Type of Media
  - Criteria of Selection

### **Section-C**

- **Essentials of Teaching**
  - Phases of Teaching- Pre active, Interactive, Postactive
  - Levels of Teaching- Memory level, Understanding level, Reflective level.
  - Maxims of Teaching
- **Teaching as a Profession**
  - Teachers Attributes
    - Regularity, Punctuality, Teaching Attitude and Professional Ethics
    - Content Mastery and Its Maintenance
    - Role of Teacher in Classroom Management.

### **Practicum: Any two of the following.**

1. Report on Learners Behaviour in Classroom Setting.
2. Analysis of Instructional Process.
3. Collection and Presentation of Photographs related to learning inside and outside the classroom.
4. Making a model on one topic of your subject.

### **References:**

- Hough, J. B. & James K. D. (1970). *Teaching: Description and Analysis*. U.S.A.:Addison-Wesley Publishing Company, Massachusetts.
- Cruickshank, D. R., Deborah B. J. & Kim K. M. (2009). *The Act of Teaching*. New York: McGraw-Hill Company.

- Weimer, M. (1996). *Improving your classroom Teaching*. California, U.S.A.:SAGE Publications, Inc.
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- Mangal, S.K. & Uma M. (2009). *Essentials of Education Technology*. New Delhi: PHI Learning Private Ltd.
- Capel, Susan, Marilyn L.k & Tony T. (1995). *Learning to teach in Secondary Schools*. London: Routlage.
- Rao, D.B. (2001).*Science & Technology Education*. New Delhi: Discovery House.
- Sampath, Panneevselvan, K.A. & Santhanam, S. (1994). *Introduction to Education Technology*, Steerling Publication pvt., Ltd.
- Sharma, R.A. (2000). *Technological Foundation of Education Technology*. Meerut: International Publications.
- Sood, J.K. (1989). *New Direction in Science Teaching*. Chandigarh: Kohli Publishers.
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- Sharma Y.K. (2002). *Fundamentals of Educational Technology*. New Delhi: Kaniska Publishers.
- Saxena, N.R.S & S.C. Oberoi (1996). *Technology of Teaching*. Meerut; R.L. Book.
- Wragg E.C. (1996). *Classroom Teaching Skills*. London: Routledge.
- Kumari, S. (2004). *Increasing Role of Technology in Education*. Delhi: Chawla Offset Press.

**Web Resources:**

- Instructional media and Types of Media- <http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf>
- Role of Teacher in Classroom Management- <https://books.google.co.in/books?id=dQsE9WisCIYC&printsec=frontcover&dq=teacher+and+classroom+management&hl=en&sa=X&ved=0ahUKEwi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&q=teacher%20and%20classroom%20management&f=false>
- Learning - inside and outside the school- <http://www.ignouhelp.in/ignou-study-material/>
- Socio-cultural background of learner- <http://egyankosh.ac.in/handle/123456789/47116>
- Concept of Teaching, Instruction & Training- <http://www.ignouhelp.in/ignou-study-material/>
- Phases of Teaching- <http://www.ignouhelp.in/ignou-study-material/>

**Discipline Elective****EDU 724 Educational Administration and Planning****Max. Marks : 100****(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

**Learning Outcomes:**

Student will be able to:

- analyze fundamental of Educational Management.
- describe the development of Educational Administration.
- visualize Educational Administration as a process.
- Critically evaluate status of Educational Administration in India.
- critically analyze Educational planning in India.

**Course Outlines:****SECTION - A****Fundamentals and Development of Educational Administration**

- Concept and Nature of Educational Administration
- Scope of Educational Administration.
- Relationship among Management, Administration, Supervision and Planning.
- Development of Modern Concept of Educational Administration from 1900 to present day.
  - Taylorism
  - Administration as a process.
  - Human relation approach to Administration

**SECTION - B****Educational Administration as a process and level.**

- Process of Educational Administration.
- Concept, Importance and Process of Communication in Educational Administration.
- Concept, Importance and Process of Decision Making in Educational Administration.
- Structure of Educational Administration at various levels.
  - National Level
  - State Level
  - District Level
  - Institutional Level

**SECTION - C****Unit-V: Educational Planning**

- Meaning, Nature and need of Educational Planning.

- Basic Principles of Educational Planning.
- Approaches of Educational Planning-
  - Social demand approach
  - Man-power approach
  - Return of investment approach
- Institutional Planning-Concept, need, principles and procedure.

**Practicum:** Any two of the following:

1. Thematic Term Paper and its presentation in classroom.
2. Presentation of Process of Educational Administration with suitable examples.
3. Critical Appraisal of Approaches to Educational Planning.
4. Identification of Research Areas in Educational Administration & Planning.

**Reference:**

- Beaby, C.E.(1967). *Planning and Educational Administration*. Paris:UNESCO.
- Bhatnagar and Verma. *Educational Supervision*. Meerut : International Pub. House.
- Dessler, G. (2005). *Human Resource Management*. New Delhi : Pearson Prentice Hall.
- Edwin, F. (1984). *Personnel Management*. New Delhi: Mac Graw Hill.
- Fletcher, B.A.(1963). *Planning of Education*. New York: Institute of Education.
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- Harpinson, F. (1964). *Education Manpower and Economic Growth*. New York: McGraw Hill.

- Harry, J. H. (1973). *Educational Planning, Programming, Budgeting : A System Approach*. New Jersey: Prentice Hall Inc.
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- Lyons, R.F. (1967). The Fundamentals of Educational Planning, (No.21 and 22). International Institute of Educational Planning. UNESCO.
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- Mishra, A. (1967). *The Financing of India*. Bombay: Asia Publishing House.
- Mukerji, S.N.. *Administration of Educational Planning and Finance*. Baroda : Acharya Book Depot.
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- Newman and Summer. *The process of Management : Concept, Behaviour and Practice*. New Delhi.
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- Platt, W. J. (1960). *Research for Educational Planning*. UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd.
- Rao, T.V. (1999). *Appraising and Developing Managerial Performance*. New Delhi: Excel Books.
- Rao, V.K. (1961). *Education and Human Resource Development*. Bombay: Allied Publishers.
- Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.

- Saiyadain, M. (2003) Human Resource Management. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.
- Simon, Herbert A. *Administrative Behaviour*. New York : McMillan Company.
- Singh, B. (1967). Education as Investment. Delhi: Meenakshi Prakashan. UNESCO (1963). Economic and Social Aspects of Planning. Paris.
- Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books.
- Waber, Clarence A. *Fundamentals of Educational Leadership*. New York : Exposition Press.

#### **Web Resources:**

- Educational Administration-  
[http://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_8.pdf](http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf)
- Leading People Resource Management-  
[http://www.csu.edu.au/\\_\\_data/assets/pdf\\_file/0007/51946/Resource-Management.pdf](http://www.csu.edu.au/__data/assets/pdf_file/0007/51946/Resource-Management.pdf)
- Educational leadership and management: theory, policy, and practice-  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&rep=rep1&type=pdf>
- Handbook of Educational Leadership and Management-  
[http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook\\_of\\_educational\\_leadership\\_and\\_management-2003.pdf](http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf)
- Management and Leadership Issues for School Building Leaders-  
<https://files.eric.ed.gov/fulltext/EJ1024110.pdf>
- Primary and Secondary Education Management Issues-  
[https://poledakar.iiep.unesco.org/sites/default/files/fields/publication\\_files/chapter7.pdf](https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf)

## **EDU 726 Educational Technology and Instructional Process**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

### **Learning Outcomes:**

Student will be able to:

- clarify the concept and nature of Educational Technology.
- apply systems approach in Education.
- develop Programmed instruction material.
- clarify the phases and levels of Teaching.
- appraise and use various Models of Teaching.

### **Course Outline:**

#### **Section-A**

- **Perspective of Educational Technology**
  - Concept and Nature of Educational Technology.
  - Other related terms-Teaching Technology, Instructional Technology, Behavioural Technology.
  - Approaches of Educational Technology-Hardware, Software, Systems approach.
  - Major resource centers in Educational Technology in India -CIET, CEC: Purpose and Functions.
- **Systems Approach to Education**
  - Systems approach-Definition, Characteristics
  - Education as a system.
  - Designing and Analyzing system
  - System Model-Open and Closed
  - Implication of systems approach in Education.



### **Section-B**

- **Systematization of Instruction**

- Phases of Instruction-Pre-active, Interactive and Post-active.
- Teaching at different levels-Memory, Understanding and Reflective level.

- **Self Instructional Techniques in Education**

- Programme Instruction-concept and characteristics
- Forms of PLM-Linear, Branching Programming
- Phases of PLM Development-
  - i. Planning/Preparation
  - ii. Programme writing
  - iii. Try out and revision
- Implications and limitations of PLM

### **Section-C**

- **Models of Teaching**

- Models of Teaching Concepts and Characteristics
- Essential components of Teaching Models.
- Classification of Teaching Models (In brief)
- Advance Organizer Model (AOM), Concept Attainment Model (CAM), Inquiry Training Model (ITM), Flanders Interaction Analysis: Components and Application.

### **Practicum: (any two of the following)**

1. Propose a lesson plan and implement on the basis of any one model of teaching.
2. Preparation and Try out of programmed Materials.
3. Study of a Teacher behavior in any instructional situation by the use of Flanders Interaction Analysis.

## References:

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- Hough, John B. & James K. Duncan (1970). *Teaching: Description and Analysis*. Massachusetts: Addison-Wesley Publishing Company.
- Jyote, B. & Weil M. (1985). *Models of Teaching*. New Delhi: Prentice Hall of India.
- Levine, J.M. (1989). *Secondary instruction: A manual for classroom Teaching*. Boston: Allyn & Becon.
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- Pierce, Walter D., Micheal, A. Lorber (1977). *Objectives and Methods for Secondary Teaching*. New Jersey: Prentice-Hall Inc.
- Rao, Usha (1991). *Educational Technology*. Bombay : Himalaya Publishing House.
- Sampath, K. Panneerselvam, A. And santhanam S., (1984). *Introduction to Educational Technology*. New Delhi : Sterling Publishers.
- Sharma, Mittal (1985). *System Approach : Its Application in Education*. Bombay: Himalaya Publishing House.
- Sharma, R.A. (1987). *Shiksha Takniki*. Meerut : Loyal book Depot.
- Sharma, R.A. (2000). *Technological Foundation of Education Technology*. Meerut: International Publications.

- Sharma, R.A. (2012). *Technological Foundation of Education*. Meerut: R. Lall Book Depot.
- Yadav, Neelam (2003). *A Handbook of Education Technology*. New Delhi: Anmol Publications Pvt. Ltd.

### Web Resources:

- Educational Technology:  
[http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational\\_technology.pdf](http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf)
- Technology Education vs. Educational Technology:  
[http://iteaconnect.org/TAA/Resources/TAA\\_Differences.html](http://iteaconnect.org/TAA/Resources/TAA_Differences.html)
- Educational Technology:  
[http://ddceutkal.ac.in/Syllabus/MA\\_Education/PAPER\\_10.pdf](http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf)
- Models of Teaching:  
<http://thesecondprinciple.com/teaching-essentials/models-teaching>
- Understanding Level of Teaching:  
<https://www.scribd.com/doc/57768891/99/Understanding-Level-of-Teaching>
- Evaluation and Selection of Learning Resources: A Guide:  
[www.gov.pe.ca/photos/original/ed\\_ESLR\\_08.pdf](http://www.gov.pe.ca/photos/original/ed_ESLR_08.pdf)

## EDU 728 Fundamentals of Educational Assessment and Evaluation

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

### Learning Outcomes:

Students will be enable to:

- explain the Concept and Need of Educational Measurement and Evaluation.

- discuss the relationship of Instructional Process and Educational Evaluation.
- discuss selection and use the various items used in Educational Evaluation.
- selection and use of the Characteristics of Evaluation Tools.
- analyze the Trends in Educational Evaluation.
- reflect the skills necessary for determining the degree of reliability and validity of a test.

### **Course Outline:**

#### **Section - A**

#### **Concept Need and Instructional process of Educational Assessment and Evaluation.**

- Concept of Educational Assessment and Evaluation.
- Meaning and Difference between Physical and Psychological Measurement.
- Need of Educational Assessment and Evaluation.
- Relationship of Educational Evaluation with Instructional objectives, Teaching Learning process.
- Formative and Summative Evaluation
- Concept and Types of Reliability and Validity (Validity Content, Construct, Predictive, Face validity and External Validity)

#### **Section - B**

#### **Estimation of Reliability and Validity of Tools and Assessment**

- Estimation of Reliability
  - Test-Re-Test Method
  - Split half method
  - Parallel form method
  - Kuder-Richerdson
- Factors of influencing Reliability

- Estimation of Validity (Co relational and factor analysis)
- Factors of influencing validity
- Interrelationship of Reliability and Validity

### **Section - C**

#### **Recent Trends in Educational Evaluation**

Meaning, Advantages and limitations of

- Semester system
- Open Book exam
- Grading and its determination
- Continuous Comprehensive Evaluation
  - Functions
  - Action Plan
  - Critical Appraisal
- Meta-evaluation: Concept need and Guide line to conduct Transparency in Educational Evaluation.

#### **Practicum: Any two of the following-**

- Determining the reliability of an Educational Test.
- Determining the validity of an Educational Test.
- Reporting the result of any achievement test in terms of grading.
- Analysis and Presentation of a report on CCE action plan.
- Preparation of a term paper on any one topic related to course content.

#### **References:**

- Anastasi, A.(1976). *Psychological Testing (Fourth Edition)*. New York : Macmillian Publishing Co. Inc.
- Bhargava, Mahesh.(2003). *Adhunik Mano Vaigyanik Prikshan Evam Mapan*. Agra : H.P. Bhargava Book House.
- Ebel, Robert L. & David, A. Frisbie. (1986). *Essentials of Educational Measurement (Fourth Edition)*. New Jersey USA: Prentice-Hall, INC, Englewood Chaffs,

- Ferguson, G.A. (1976). *Statistical analysis in Psychology and Education*. Tokyo: McGraw Hill Book Co. New York
- Fredrick, B. Devis. (1964). *Educational Measurement and their Interpretation*. Belmont California : Wadsworth Publishing Company. INC. USA.
- Garrett, H.E. (1969). *Statistics in Psychology and Education*. Bombay: Vakips Fetter and Simouis Pvt. Ltd.
- George, David. (2005). *Trends in Measurement and Evaluation Techniques*. New Delhi :Commonwealth Publishers.
- Guilford, J.P. (1956). *Fundamental Statistics in Psychology and Education*. New York: Mac. GrewHill Book.
- Gupta, S.P. (2001). *Adunik Mapan Evam Mulyankan*. Allahabad : Sharda Pustak Bhawan.
- John, A. Green. (1963). *Teacher made tests*. New York Vanstone: Harper and Row Publishing.
- Kennethl, Bean. (1953). *Construction of Educational and Personnel Tests*, New York. U.S.A. : McGraw Hill Book Company. INC.
- Payne, D. A. (2002). *Applied Educational Assessment*. CA. USA: Wards worth Thompson Learning.
- Sharma, R.A. (1999). *Essential of Educational Measurement and Evaluation*. Meerut: R. Lal Book Depot.

### **Web Resources:**

- Meaning and Difference between Physical and Psychological Measurement- <http://www.yourarticlelibrary.Com/statistics-2/measurement-of-data-meaning-types-and-characteristics-statistics/92436>
- Relationship of Educational Evaluation with Instructional objectives- <https://www.nap.edu/read/5287/chapter/6>
- Formative and Summative Evaluation- <https://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/>

- Concept and Types of Reliability and Validity- <https://chfasoa.uni.edu/reliabilityandvalidity.htm> , <https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/>, <https://www.cpp.edu/~smemerson/nbu-programeval/trochimppp/Part%203/Types%20of%20Reliability.ppt> , <https://socialresearchmethods.net/kb/reotypes.php>

## **EDU 730 Principles and Procedures of Guidance and Counselling**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

### **Learning Outcomes:**

Student will be able to:

- explain the concepts of guidance and counselling, their need and application to the process of education.
- discuss the basic principles of guidance and counseling.
- analyze the theoretical background of vocational development and guidance activities.
- describe the organizational frame work of various guidance services in schools.

### **Course Outline:**

#### **Section- A**

- **Guidance & Counselling – Nature and Areas**
  - Meaning, Nature and Principles of Guidance and Counselling.
  - Need for Guidance and Counselling in Education.
  - Areas of Guidance –Educational, Vocational and Personal.
- **Vocational development and Guidance.**
  - Concept and significance.
  - Theories of Vocational development D.E. super and J. Holland
  - Job analysis and job description

### **Section – B**

- **Guidance Services** (Concept, Types, Purpose and Organisation)
  - Individual inventory service
  - Information service
  - Counselling service
  - Placement Service
  - Follow-up service

### **Section – C**

- **Essential Features and Organizational requirements of Guidance Programme.**
  - Essentials of good guidance programme.
  - Organization of guidance service at secondary level.
  - Organization of guidance service at college level.
  - Role of the teacher and other personnel in guidance programme.
- **Guidance activities-possibilities and problems:**
  - Guidance activities as career days, career conferences, field trips, group discussion.
  - Problems of guidance in India.
  - Guidance related Research in India

### **Practicum: (Any two of the following)**

- a. One term paper related to guidance and counselling.
- b. Visiting and reporting guidance work being done at University employment information and guidance bureau or employment exchange or in a school.
- c. Guidance programme planning Trainees should submit proposed plan for a guidance programme for a senior secondary institution.
- d. Identification of Guidance needs of the school students and give them proper guidance.



- e. Organising an activity for Guidance & Counselling of school students.

### References:

- Chouhan. S.S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikash Publication House Pvt. Ltd.
- Crow & Crow. (1964). *Introduction to Guidance*. New Delhi: Vikas Publication House Pvt. Ltd.
- Donald, S. (1965). *Counselling in the Secondary School*. New Delhi: Harper and Row.
- Dosiajh, N.L. (1969). *Guidance Services in India*. New Delhi: Arya Book Depot.
- Jones, A.J. (1951). *Principles of Guidance and Pupil Personal Work*. Tokyo: Mc Graw Hill. Book Co.
- Kochhar, S.K. (1984). *Educational and Vocational Guidance in Secondary School*. Sterling Publishers Pvt. Ltd.
- Mathuson, R.S. (1962). *Guidance Policy & Practice*. New York: Harper and Bros.
- Smith, Robert. & Erickson.(1953). *Organization and Administration of Guidance Service*. London: Mc Graw Hill Book Co.
- Stoops. (1959). *Principles and Practices in Guidance, Guidance service*. London: Mc. Graw Hill Book Co.
- दवे एवं पाठक अरविन्द. (1973). *निर्देशन के मूल तत्व*. जयपुर: राज0 हिन्दी ग्रंथ आकदमी.
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- वर्मा एवं उपाध्याय. (1967). *शैक्षिक एवं व्यावसायिक निर्देशन*. आगरा: विनोद पुस्तक मंदिर.

**Web Resources:**

- Concept of Guidance and counseling- <http://ncert.nic.in/textbook/pdf/lehe108.pdf>
- Organization of guidance services in schools- <http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674>
- Need of Guidance and Counselling- <https://www.nalandaschool.org/importance-of-guidance-and-counselling>
- Follow up services- <http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682>
- Vocational development Theory of Super- <https://www.careers.govt.nz/assets/pages/docs/career-theory-model-super.pdf>
- Role of Personnel in Guidance Program- [https://www.edb.gov.hk/attachment/en/teacher/student-guidance-discipline-services/projects-services/sgs/guidance-in-secondary-schools/roles4\\_e.pdf](https://www.edb.gov.hk/attachment/en/teacher/student-guidance-discipline-services/projects-services/sgs/guidance-in-secondary-schools/roles4_e.pdf)

**EDU 718 Assessment and Counseling Process****Max. Marks : 100****(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

**Learning Outcomes:**

Students will be able to:

- describe and analyze the theoretical understanding of nature and needs of various assessment techniques used in counseling.
- explain and analyze the basic assumptions and process of different approaches of counseling.
- discuss and appreciate unique features of individual and group counseling.
- apply individual and group counseling procedures and organize counseling service for educational context

**Course Outline:****Section-A**

- **Assessment in Counseling**
  - Concept and nature of assessment in Counseling
  - Need of assessment in Counseling
  - Basic consideration in assessment for Counseling.
  - Various techniques of assessment for Counseling
- **The role of Psychological Tests in Guidance and Counseling**
  - Purpose and use of tests for
    - Administrative
    - Classroom
    - Guidance and Counseling
  - Basic considerations in selection and use of Tests.

**Section-B**

- **Psychological Tests as a clinical tools**
  - Projective test - Concept and Features.
  - Standardized Tests- Concept and Features.
  - Non-Standardized Tests- Concept and Features.
- **Different approaches of Counseling**
  - Person-Centered Approach
  - Cognitive Approach
  - Behavioural Approach

(Concept, basic assumptions, role of counselor and counselee and practice)

### Section-C

- **Individual Counseling**

- Concept of Individual Counseling
- Procedure of Counseling Interview.
- Counseling-Process - conditions for counseling relationship.
- Dimensions of Counseling Process  
(internal and external, feeling vs the content, the self and self disclosure)
- Follow-up programme.

- **Counseling in Group**

- Concept of Group counseling
  - Need for Group counseling.
  - Mechanics of Group counseling.
  - Limitations of Group counseling.

**Practicum: (Any two of the following)**

1. Administration, Scoring and interpretation of a psychological test for students counseling.
2. Analysis of any one counseling approach given in syllabus.
3. Identification of problems suitable for group counseling.
4. Observation of functioning a counseling centre and presentation of a report.

**References:**

- Chauhan, S.S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dave, I. (1983). *The Basic Essentials of Counselling*. New Delhi: Sterling publishers Pvt. Ltd.
- Ghones, R. N. (1995). *The Theory and Practice of Counselling*. New York: Cassell Wellington House.

- Jaiswal, S.R. (1984). *Guidance and Counselling*. Lucknow: Prakashan Kendra.
- Johnson, F. W. (1963). *Testing in Guidance and Counselling*. New York: MC. Graw Hill Book Co. Inc.
- Johnson, F.W. (1965). *Theories of Counselling*. New York: McGraw Hill Book Co. Inc.
- Kinra, Asha K. (2009 ). *Guidance and Counselling*. New Delhi: Pearson.
- Kochhar, S.K. (1983). *Guidance and Counselling in Colleges and Universities*. New Delhi: Sterling Publishers.
- Lee, M. J. & Pallone.(1966). *Guidance and Counselling in School*. New York: MC. Graw Hill Book Co. Inc.
- McLead, J. ( 2008). *An Introduction to Counselling*. Jaipur: Rawat Publication.
- Moser, E. L. & Moser, R. S. (1903). *Counselling and Guidance: An exploration*. Inglewood Cliffs: Prentice Hall Inc..
- Sen. & Merie, M.(1970). *Group Counselling*. New York: Holt Renechart Winston.
- Sink, C. A. (2005). *Contemporary School Counselling Theory, Research and Practice*. New York: Lahaska Press.

### **Web Resources:**

- Importance of Assessment- <http://vincentians.com/en/the-importance-of-assessment-and-decision-making-procedures-in-the-counseling-process/>
- Approaches of Counseling- <https://www.skillsyouneed.com/learn/counseling-approaches.html>
- Individual and Group Counseling- <http://acacsac.org/individual-and-group-counseling/>
- Individual Counseling- <https://www.csuci.edu/caps/individual-counseling.htm>
- Techniques of Counseling- <https://blog.udemy.com/counseling-techniques/>

## **EDU 725 Educational Management**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

### **Learning Outcomes:**

Student will be able to:

- explain the fundamentals of Educational Management.
- explore resource Management in Education.
- clarify roles and responsibilities of Academic Leaders in Educational Management.
- act as an Educational Supervisor.
- identify specific issues in Educational Management.

### **Course Outlines:**

#### **SECTION - A**

#### **Fundamentals of Educational Resource Management**

- Concept of Educational Management.
- Nature and Scope of Educational Management.
- Scope of Educational Management.
- Basic Principles of Education Management.
- Process of Educational Management.
- Nature and Characteristics of Resources in Education.
- Need of Resource Management in Education.

#### **SECTION - B**

#### **Leadership and Resource in Educational Management**

- Meaning and Nature of Leadership.
- Leadership Styles: concept and classification.

- Role and qualities of Educational Leader/Manager.
- Kinds of Resource : Human, Physical and Finance
- Utilization and Management of Resources in Educational Institutions.

### **SECTION - C**

#### **Supervision and Specific Issues in Educational Management**

- Concept and Nature of Educational Supervision.
- Basic Principles of Educational Supervision.
- Importance of Educational Supervision.
- Evaluation of the effectiveness of Educational Supervision.
- Total Quality Management (TQM).
- Autonomy in Educational Management.
- Accountability in Educational Management.
- Modernization of Educational Supervision.

#### **Practicum: (Any two of the following)**

1. Thematic Term Paper and its presentation in classroom.
2. Design and Presentation of a plan reflecting process of Educational Management.
3. Exhibition of Specific-Issues in Educational Management through Poster.
4. Identification of Research Areas in Educational Management.

#### **References:**

- Asian Institute of Planning and Administration (1968). *Introduction to Educational Planning*. New Delhi: Asian Institute of Planning and Administration.
- Beaby, C.E. (1967). *Planning and Educational Administration*. Paris:UNESCO.

- Bhatnagar and Verma. *Educational Supervision*. Meerut : International Pub. House.
- Dessler, G. (2005). *Human Resource Management*. New Delhi : Pearson Prentice Hall.
- Edwin, F. (1984). *Personnel Management*. New Delhi: Mac Graw Hill.
- Fletcher, B.A. (1963). *Planning of Education*. New York: Institute of Education.
- Griffiths, V.L. (1962). *Educational Planning*. London :Oxford University Press.
- Harpinson, F. (1964). *Education Manpower and Economic Growth*. New York: McGraw Hill.
- Harry,J. H. (1973). *Educational Planning, Programming, Budgeting : A System Approach*. New Jersey: Prentice Hall Inc.
- John, R.L.and Morphat.(1964). *Financing the public school*. New Jersey: Englewood Cliffs.
- Kimbrough, S. Ralph, Michall & Nunnery. *Educational Administration*. New York: Mc Millan
- Lyons, R.F.( 1967). *The Fundamentals of Educational Planning*, (No.21 and 22). International Institute of Educational Planning. UNESCO.
- Mckerinan ,K.R.(1973). *Realistic Educational Planning*. Paris: UNESCO.
- Mishra, A. ( 1967). *The Financing of India*. Bombay: Asia Publishing House.
- Mukerji, S.N.. *Administration of Educational Planning and Finance*. Baroda : Acharya Book Depot.
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- Naik, J.P.( 1965). *Educational Planning in India*. Bombay: Allied Publishers.
- Newman and Summer. *The process of Management : Concept, Behaviour and Practice*. New Delhi.
- Pannayak, B. (2005). *Human Resource Management*. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Platt,W. J.(1960). *Research for Educational Planning*. UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd.
- Rao, T.V. (1999). *Appraising and Developing Managerial Performance*. New Delhi: Excel Books.
- Rao, V.K.(1961). *Education and Human Resource Development*. Bombay: Allied Publishers.
- Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.
- Saiyadain, M. (2003) *Human Resource Management*. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.
- Simon, Herbart A. *Administrative Behaviour*. New York : McMillan Company.
- Singh, B. (1967). *Education as Investment*. Delhi: Meenakshi Prakashan.UNESCO (1963). *Economic and Social Aspects of Planning*. Paris.
- Singh, N.K. (1999) *Human Resource Management*. New Delhi: Excel Books.
- Waber, Clarence A. *Fundamentals of Educational Leadership*. New York : Exposition Press.

#### **Web Resources:**

- Educational Management- [http://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_8.pdf](http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf)

- Leading People Resource Management- [http://www.csu.edu.au/\\_\\_\\_data/assets/pdf\\_file/0007/51946/Resource-Management.pdf](http://www.csu.edu.au/___data/assets/pdf_file/0007/51946/Resource-Management.pdf)
- Educational leadership and management: theory, policy, and practice- <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&rep=rep1&type=pdf>
- Handbook of Educational Leadership and Management- [http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook\\_of\\_educational\\_leadership\\_and\\_management-2003.pdf](http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf)
- Management and Leadership Issues for School Building Leaders- <https://files.eric.ed.gov/fulltext/EJ1024110.pdf>
- Primary and Secondary Education Management Issues- [https://poledakar.iiep.unesco.org/sites/default/files/fields/publication\\_files/chapter7.pdf](https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf)

## **EDU 727 Educational Technology in Practice**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**5 0 0 5**

### **Learning Outcomes:**

Student will be able to:

- Reflect on communication process and role of media in Education Technology.
- Write a script & recording.
- differentiate between varius forms of Information Technology.
- appreciate the trends and thrust areas in Education Technology.

### **Course Outline:**

#### **Section-A**

- **Communication & Media**

- Communication Process

- Concept of Communication, Principles, Modes & Barriers.
- Classroom Communication (Verbal & Non-Verbal)

- Media in Instruction
  - OHP, Slide Projector, Epidiascope, CD Player  
(Features, Need & Application)
  - Selection of Media in Teaching.

- **Audio Visual Media**

- Audio, Visual & Audio-Visual Media in Education  
(Characteristics, Advantage & Limitation)
- Script Writing & Recording

### **Section-B**

- **Distance Learning Systems**

- Distance Education: Concept, Services, Counseling & Evaluation.
- Virtual Classroom, MOOCs

- **Information Technology for Education**

- E-Learning: Concept, Features, Advantage & Disadvantages.
- M-Learning: Concept, Features, Advantage & Disadvantages.

### **Section-C**

- **Trends and Trust Areas**

- Managing & Instruction through Computer.
- Video Conferencing.
- Use of ICT for Conducting Research.
- NROER
- E-Pathshala
- Social Networking

### **Practicum: (Any Two)**

1. Power Presentation on any topic (at least 20 slides).
2. Audio Recording of any Educational Phenomenon.
3. Report on Research Areas in Education Technology.

## References:

- Kumari, Sarita. (2004). *Increasing role of Technology in Education*. New Delhi: Chawla Offset Press.
- Levine, J. M. (1989). *Secondary Instruction: A Manual for Classroom Teaching*. Boston: Allyn & Becon.
- Minor, Ed. and Fry, H.R. (Ed.) (1970). *Techniques for producing Visual Instructional Materials*. Tokyo: Mc-Graw Hill Book Co.
- Mohanty, J. (1984). *Educational Broadcasting: Radio and TV in Education*. New Delhi: Sterling.
- Passi, B. K. et.al. (Ed.) (2011). *Professional Development and ICT in Education*. New Delhi: APH.
- Percival, F. and Ellington, H. (1984). *A Handbook of Educational Technology*. London: Kogan page.
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- Sahoo P.K. (1999). *Educational Technology in Distance Education*. New Delhi: Aravali Books International Pvt. Ltd.
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- Saxena, N.R.S. & Oberoi, S.C. (1996). *Technology of Teaching*. Meerut: R.L. Book Depot.
- Sharma, R., A. (2012). *Technological Foundation of Education*. Meerut: R. Lall Book Depot.
- Woolfolk, A.E. (1990). *Educational Psychology*. New Jersey: Prentice Hall of India.
- शास्त्री, आदित्य एवं अन्य. (2005). *कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग*. जयपुररू जयपुर पब्लिशिंग हाउस.

- सिंह, नीरज एवं आलोक उपाध्याय. (2001). *कम्प्यूटर शिक्षा*. आगरा: विनोद पुस्तक मन्दिर.
- गुप्ता, महेश कुमार. (2005). *कम्प्यूटर अनुप्रयोग*. जयपुर: मंगलदीप पब्लिकेशन.
- सिंह, सतनाम. (2006). *शिक्षा तकनीकी*, नई दिल्ली, अर्जुन पब्लिशिंग हाउस

#### Web Resources:

- **e-pathshala**-[http://www.ncert.nic.in/ddetailed pathal.pdf](http://www.ncert.nic.in/ddetailed%20pathal.pdf)
- **e-pathshala**-[epathshala.nic.in](http://epathshala.nic.in)
- **NROER**-<http://nroer.gov.in>
- **NCERT**-[www.ncert.nic.in](http://www.ncert.nic.in)

### EDU 731 Procedures of Educational Assessment and Evaluation

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

#### Learning Outcomes:

Students will be able to:

- discuss the knowledge of various Educational Evaluation Techniques.
- reflect the necessary skill of constructing an Educational Achievement Test.
- analyze and use the process of Test Standardization.
- selection and use of the competencies for measuring psychological traits of students.
- criticize the role of ICT in Educational Evaluation.
- reflect the skills of administration and interpretation of educational and psychological Test.

## **Course Outline:**

### **Section - A**

#### **Tools and Techniques of Educational assessment**

- Evaluation Techniques-Testing and Non-Testing.
- Classification of Educational and Psychological tools.
- Need of different tools for educational assessment.
- Test Items: Need, Kinds and Precautions in item construction.
- Planning and construction of Teacher made Achievement test.
- ICT assisted Educational Evaluation:
  - Main features of ICT and its advantages in educational evaluation
  - Brief study of useful software

### **Section- B**

#### **Test and its Standardization**

- Planning and construction of Teacher made Diagnostic test
  - Administration and scoring of a test
  - Interpretation of test scores.
- Process of test standardization (tryout, norms establishment and estimation of Reliability and Validity)
- Item analysis –meaning and determination of difficulty level and discriminating index of an item.
- Concept, Need and Type of Norms and its limitations.

### **Section- C**

#### **Measuring Psychological Traits and ICT assisted Educational Evaluation**

- Need, Kinds (in brief) and Administration procedure for selected tools of following psychological traits.

- Intelligence,
  - Personality,
  - Aptitude and
  - Interest
- Application of ICT in- Tool / test construction, Administration, Scoring (OMR and OCR), Analyzing the scores, Report preparation, Communicating the evaluation result.

**Practicum: (Any two of the following)**

- Administration and Interpretation of one standardized Psychological.
- Construction administration and interpretation of a teacher made achievement test.
- Construction and tryout of a diagnostic test.
- Preparation of an evaluation report with the help of ICT.
- Preparation of a term paper on any one topic related to course content.

**References:**

- Asthana & Asthana .(2005). *Mano Vigyan our Shiksha Me Mapan Evam Mulyankan*. Agra : Vinod Pustak Mandir.
- Blaine, Worthier & James, R. Sandir. (1987). *Educational Evaluation*. New York: Longman. U.S.A.
- By Clifford, P. Froehlich & Kenneth, B. Hoyt. (1959). *Guidance Testing*. Chicago: Science Research Associates. INC.
- Denis, Baren & Harold, W.B. Bernard. (1958). *Evaluation techniques for classroom teachers*, New York : McGraw Hill Book Company. INC. USA.
- Frederick, B. Devis.(1964). *Educational Measurement and its Interpretation*. California : Wadsworth Publishing Company. INC Belmont. U.S.A.

- John, R. & Bor, Muth. (1973). *On the Theory of Achievement test Items*. Chicago: The University of Chicago Press.
- Normen, E. Gronlund. (1967) *Measurement and Evaluation in teaching*. New York: The MacMillan Company. USA.
- Thorndike, Robert., Elizabeth, L. & P. Hagen. (1961). *Measurement and Evaluation in Psychology and Education (II Edition)*. New York : Wiley.

### Web Resources:

- Psychological test- [http://www.healthofchildren.com/knowledge/Psychological\\_testing.html](http://www.healthofchildren.com/knowledge/Psychological_testing.html)
- Evaluation Techniques: Testing and Non-Testing -
- <https://www.scribd.com/presentation/269533056/Assessment-of-Learning-1-Chapter-1-Test-Non-test-Measurement-Assessment-and-Evaluation>
- Teacher made Achievement test- <http://www.yourarticlelibrary.com/statistics-2/teacher-made-test-meaning-features-and-uses-statistics/92607> ,  
[http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_196112\\_wrightstone.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_196112_wrightstone.pdf)
- ICT assisted Educational Evaluation- <http://www.ictliteracy.info/rf.pdf/UsingICTQuality.pdf> , [https://www.rie-mysore.ac.in/ict/unit\\_\\_9\\_\\_ict\\_in\\_assessment.html](https://www.rie-mysore.ac.in/ict/unit__9__ict_in_assessment.html)
- Main features of ICT and its advantages in educational evaluation-  
<http://edtechreview.in/trends-insights/insights/959-advantages-of-using-ict-in-learning-teaching-processes>,  
<http://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-4/B0140308.pdf>  
[http://www.allresearchjournal.com/archives/2017/vol\\_3issue1/PartF/3-1-50-924.pdf](http://www.allresearchjournal.com/archives/2017/vol_3issue1/PartF/3-1-50-924.pdf)



- Software Solutions for Test and Assessment Needs-  
<https://www.addmengroup.com/test-and-assessment-software-solutions.htm>
- Brief study of useful software- <https://antibullyingsoftware.com/blog/technology-in-education/11-types-of-education-software-available-to-schools/>
- Process of test standardization- <https://www.edglossary.org/standardized-test/>
- Measuring Intelligence- <https://opentextbc.ca/introductionto-psychology/chapter/9-1-defining-and-measuring-intelligence/>  
<http://www.aboutintelligence.co.uk/what-intelligence.html>  
[https://psyschaanalyse.com/pdf/THE\\_MEASUREMENT\\_OF\\_INTELLIGENCE.pdf](https://psyschaanalyse.com/pdf/THE_MEASUREMENT_OF_INTELLIGENCE.pdf)
- Measuring Personality-<http://www.yourarticlelibrary.com/statistics-2/measurement-of-personality-4-methods-statistics/92641>  
<https://www.personality-and-aptitude-career-tests.com/personality-measurement.html>
- Measuring Interest- <http://www.yourarticlelibrary.com/statistics-2/interest-definition-types-and-measurement-statistics/92639>
- Measuring Aptitude- <http://www.yourarticlelibrary.com/statistics-2/aptitude-tests-definition-measurement-and-uses-statistics/92658> ,  
<https://www.ericdigests.org/pre-9218/aptitude.htm>

## List of Reading Elective

### EDU 466R Peace Education

**Max. Marks : 100**

**(ESA:100)**

L	T	P	C
0	0	0	2

#### **Learning Outcomes:**

The Students will be able to:

- Clarify the concept of Peace education
- Assess need for peace education
- Appraise the peace initiatives and movements for peace
- Organize curricular and co-curricular activities for promotion of peace in school

#### **Course Outline:**

- Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario, Strategies for peace education
- Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996 , UNESCO's Conference for peace and International Understanding, Tokyo, 1999 , Creation of UNO, UNESCO, UNICEF
- Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games

#### **References:**

- Harris, I. & Morrison, M. (2003). *Peace Education*. New York: McFarland & Co. Chapter 3.
- Montessori, M. (1972). *Education and peace*. Chicago: Henry Regnery. .
- NCERT. (2004). *Peace Education: Self Instructional Package for Teacher Education*. New Delhi: NCERT.
- NCERT. (2006). *NCF 2005 Position Paper, National Focus Groups on Education for Peace*. New Delhi.

**Web Resources:**

- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf>,
- <https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...>
- <https://minds.wisconsin.edu/bitstream/handle/1793/.../MarkellLockwood.pdf?...1...y>
- <https://www.isesco.org.ma/wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf>
- <https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence>
- [https://en.unesco.org/70years/building\\_peace](https://en.unesco.org/70years/building_peace)
- [www.un.org/documents/ga/docs/51/plenary/a51-395.htm](http://www.un.org/documents/ga/docs/51/plenary/a51-395.htm)

**EDU 737R Value Education**

**Max. Marks : 100**  
**(ESA: 100)**

L	T	P	C
0	0	0	2

**Learning Outcomes:**

The students will be able to:

- Assess the need and importance of values and its classification in contemporary society.
- Prioritize the values needed for peaceful society.
- Demonstrate awareness for role of education in building value as dynamic social reality.
- Describe the importance of value education towards personal, national and global development.

**Course Outline:**

- Values and Human Life
- Human, Constitutional, Social, Professional, Religious and Moral Values, Aesthetic Values

- Need for value education in the contemporary society
- Value Education and Personal Development
- Teaching approaches and strategies to inculcate values through curricular and co-curricular activities
- Role of education in transformation of values in society
- Role of parents, teachers, society, peer group and mass media in fostering values

### Reference:

- वर्मा, जी. एस. (2008). *मूल्य शिक्षा, पर्यावरण एवं मानवाधिकार*. मेरठ : इंटरनेशनल पब्लिशिंग हाउस.
- दुबे, एस. (2016). *मूल्य शिक्षा*. इलाहाबाद : शारदा पुस्तक भवन.
- Monica, J. T. (1996). *Values in Education and Education in Value*. Rutledge.
- Neil, P. (1996). *The End of Education: Redefining the Value of School*. Vintage publisher.
- Sharma, S. P. (2013). *Moral and Value Education; Principles and Practices*. Kanishka publishers.
- Kiruba, C. & V. Arul S. (2012). *Value Education*. New Delhi: Neelkamal Publications.
- Passi, B. K. and S. (2004). *P. Value Education*. Agra: National Psychological Corporation.
- Chitakra, M. G. (2003). *Education and Human Values*. New Delhi: A.P.H. Publishing Corporation.

### Web Resources:

- [https://en.wikipedia.org/wiki/Values\\_Education](https://en.wikipedia.org/wiki/Values_Education)
- [www.yourarticlelibraty.com/education/value-educatio](http://www.yourarticlelibraty.com/education/value-educatio)
- [https://www.researchgate.net/.../235712162\\_Value\\_Ed...](https://www.researchgate.net/.../235712162_Value_Ed...)

- <https://www.iitk.ac.in/hvhe/imges/article-9.pdf>
- <https://www.cukashmir.ac.in/.../UNIT%201%20INTRO...>
- [WWW.bhojvirtualuniversity.com/slm/B.Ed.\\_SLM/bedtsst4u1.pdf](http://WWW.bhojvirtualuniversity.com/slm/B.Ed._SLM/bedtsst4u1.pdf)
- [www.cbseacademic.nic.in/web\\_material/ValueEdu/Value\\_Education\\_Kits.pdf](http://www.cbseacademic.nic.in/web_material/ValueEdu/Value_Education_Kits.pdf)
- <http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework>.

## **EDU 729R Human Right Education**

**Max. Marks : 100**

**(ESA:100)**

L	T	P	C
0	0	0	2

### **Learning Outcomes:**

Student will be able to:

- The student teachers directly engaged in the promotion of human rights and duties.
- Discuss the changing dimensions of human rights and duties.
- Explain Societal Problems of Human Rights in India.

### **Course Outline:**

- Values: Dignity, liberty, equality, justice, unity in diversity
- Inherent, inalienable, Universal and indivisible
- Meaning and significance of Human Rights Education
- Rights and Fundamental Rights
- Duties and Fundamental Duties
- Correlation of rights and duties
- Changing dimensions of human rights and duties
- Theories of human rights

- Social movements
- Societal Problems of Human Rights in India
- Evolution of Human Rights
- Directive Principles of State Policy

#### **Reference:**

- Basu, D. D. (1994). *Human Rights in Constitutional law*. New Delhi: Prentice Hall.
- Gogia, S. P. (2000). *Law relating to Human Rights*.
- Gupta, D. N. and Singh, C. (2001). *Human Rights and Freedom of Conscience: Some suggestions for its Development and Application*.
- Sinha, M. K. (1999). *Implementation of Basic Human Rights*.
- Paul, R.C. (2000). *Situation of Human Rights in India*
- Alam, A. ed. (1999). *Human Rights in India: Issues and Challenges*. New Delhi: Raj Publications.

### **EDU 721R Conceptual Basis of Education**

**Max. Marks : 100**

**(ESA: 100)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

#### **Learning Outcomes:**

Students will be able to:

- Express the nature of education as a discipline/an area of study.
- Reflect upon aims of Indian Education in the context of a democratic, secular, socialist, egalitarian and a humane society.
- Clarify the concept of knowledge and knowledge construction.

#### **Course Outlines:**

- Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.

- Education as a discipline or area of study.
- Aims of Indian Education in the context of a democratic, secular, socialist, egalitarian and a humane society.
- Concept of knowledge and knowledge construction between:
  - Content knowledge and Pedagogy knowledge
  - Theoretical knowledge and practical knowledge
  - Universal knowledge and contextual knowledge.
- Need for a vision of school education:
  - Flow of national goals to instructional objectives.
  - Child's rights.
- Concepts of quality and excellence in education- it's relation to quality of life.

### **References:**

- Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.
- Dearden R. F. (1984). Theory and practice in Education. Routledge K Kegan & Paul.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.
- NCERT (2005). National curriculum framework, New Delhi.
- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
- MHRD, (1992), Programme of action. Govt. of India, New Delhi.

- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- Peters, R.S. (1967), The Concept of education, Routledge, United Kingdom.

### Web Resources:

- Social and Cultural Issues in Education- <http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf>
- Education and Social Change- <https://sol.du.ac.in/mod/book/view.php?id=1449&chapterid=1332>
- Domain Wise Knowledge structuring- <http://www.nwlink.com/~donclark/hrd/bloom.html>
- Discovery as a Learner driven pedagogy- <http://www.academia.edu/9838419>

## EDU 723R Education as Interdisciplinary Knowledge

**Max. Marks : 100**

**(ESA: 100)**

L	T	P	C
0	0	0	2

### Learning Outcomes:

Students will be able to:

- Examine issues related to education as interdisciplinary knowledge.
- Appreciate interdisciplinary nature of education and its relationships with disciplines/ subjects such as philosophy, psychology, sociology, management, economics and anthropology.
- Clarify axiological issues in education.

### Course Outlines:

- Interdisciplinary nature of education;



- Relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics and anthropology
- Contribution of science and technology to education
- challenges of science and technology education
- Axiological issues in education: role of peace, values and aesthetics in education.

### **References:**

- Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.
- Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.

### **Web Resources:**

- Democracy and education-[www.yourarticlelibrary.com/democracy-relationship-between-democracy-and-education/76841](http://www.yourarticlelibrary.com/democracy-relationship-between-democracy-and-education/76841)
- National integration- [www.yourarticlelibrary.com/national-integration-in-india/47120](http://www.yourarticlelibrary.com/national-integration-in-india/47120)
- <https://www.indiastudychannel.com/resources/122094-concept-of-national-intergration-and-obstacles-to-nation-integration>
- Multidisciplinary and Interdisciplinary Approach of Knowledge Structuring-[https://www.researchgate.net/publication/267939164\\_Disciplinary\\_Multidisciplinary\\_Interdisciplinary-Concepts\\_and\\_Indicators](https://www.researchgate.net/publication/267939164_Disciplinary_Multidisciplinary_Interdisciplinary-Concepts_and_Indicators)

## **EDU 733R Socio-Cultural Context of Education**

**Max. Marks : 100**

**L T P C**

**(ESA: 100)**

**0 0 0 2**

### **Learning Outcomes:**

Students will be able to:

- Clarify Social purposiveness of education.
- Examine issues related to Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Reflect upon Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.

### **Course Outlines:**

- Social purposiveness of education.
- Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.
- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and disabilities.

### **References:**

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.
- NCERT (2005). National curriculum framework, New Delhi.
- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.

- MHRD, (1992), Programme of action. Govt. of India, New Delhi.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.

### Web Resources:

- Social and Cultural Issues in Education- <http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf>
- Multilingualism in India-[http://shodhganga.inflibnet.ac.in/bitstream/10603/11248/9/09\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/11248/9/09_chapter%202.pdf)
- New Concepts of Equality of Educational Opportunity-  
<http://www.hrpub.org/download/20180228/UJER6-19510774.pdf>

## EDU 734R Supportive Mechanism of Education

**Max. Marks : 100**

**(ESA: 100)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Learning Outcomes:

Students will be able to:

- Identify various issues related to Teacher Education as reflects in NCF (2005).
- Analyze functions of various academic and administrative Governmental/autonomous agencies for School Education.
- Examine critically the concerns arises from vision of school education and teacher education.

- Organize various learning resources—textbooks, supplementary books, workbooks, multimedia and ICT and School library in the institution.

### **Course Outlines:**

- Teacher Education as reflects in NCF (2005).
- Functions of Academic and Administrative Governmental/ autonomous Agencies for School Education.
- Complementarities' in participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community.
- Monitoring and evaluation of schools.
- Organization of learning resources—textbooks, supplementary books, workbooks, multimedia and ICT and School library.

### **References:**

- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.
- NCERT (2005). National curriculum framework, New Delhi.
- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
- MHRD, (1992), Programme of action. Govt. of India, New Delhi.
- Art Kleiner et.al (1994) , The Fifth Discipline Field book: Strategies for Building a Learning Organization, Nicholas Brealey Publishing (Gopsons Papers Ltd.), Noida.

### **Web Resources:**

- Designing effective monitoring and evaluation of education systems for 2030: A global synthesiss of policies and practices-<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/me-report.pdf>
- Monitoring and Evaluation in Education-[https://www.academia.edu/4942025/Monitoring\\_and\\_Evaluation\\_in\\_Education](https://www.academia.edu/4942025/Monitoring_and_Evaluation_in_Education)
- National Curriculum Framework -  
<http://epathshala.nic.in/programmes/national-curriculum-frameworks/>

## EDU 736R Understanding School Contexts

**Max. Marks : 100**

**(ESA: 100)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

### Learning Outcomes:

Students will be able to:

- Contribute in creating Learner friendly school environment..
- Analyze role of personals in school management: teachers, headmasters, and administrators..
- Critically reflect Teacher's autonomy and accountability.

### Course Outlines:

- Learner friendly school environment.
- Role of personals in school management: teachers, headmasters, and administrators.
- Nurturing School as subsystem of society
- Role of school management committee in school management
- Teacher's autonomy and accountability.

### References:

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.
- NCERT (2005). National curriculum framework, New Delhi.
- MHRD. (1992), National policy on education (revised) Gov. of India, New Delhi.
- MHRD. (1992), Programme of action. Govt. of India, New Delhi.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.

**Web Resources:**

- Child friendly schools:-[https://www.unicef.org/lifeskills/index\\_7260.html](https://www.unicef.org/lifeskills/index_7260.html)
- What Makes a Child-Friendly Learning Environment?<https://www.unicef.org/teachers/environment/friendly.htm>
- School Management Committee:-<http://www.lse.ac.uk/intranet/LSEServices/governanceandCommittees/SMC-ToR-and-membership.pdf>
- School Management Committee:  
<http://righttoeducation.in/forums/suggest-rte-amendments/section-21-school-management-committee>

### Online Course

S. No	Course Name	Proposed Alternative On-line Course	URL link
<b>M.Ed. III Semester</b>			
1.	Reading Elective	Action Research for Teachers	<a href="https://swayam.gov.in/courses/5886-action-research-for-teachers">https://swayam.gov.in/courses/5886-action-research-for-teachers</a>