

CBCS SYLLABUS FOR MASTER OF EDUCATION (SEMESTER SYSTEM)

The DeenDayalUpadhyay Gorakhpur University, Gorakhpur offers fulltime Master of Education Programme in its Faculty of Education and in affiliated colleges for Indian nationals and for those foreign nationals who have been permitted by the Government of India to pursue study in India. The M. Ed. Programme will run as per '**DeenDayalUpadhyaya Gorakhpur University, Gorakhpur Academic Programs under Ordinance Choice Based Credit System (CBCS) into effect from Academic Session-2019-20**' (and NCTE Rules and regulations as stipulated from time to time).

Programme Specific outcomes of M.Ed. Education

- PSO1. Provide opportunities to students to extend as well as deepen their knowledge and understanding of education.
- PSO2. Bring out specialization in a specific field of study related to education.
- PSO3. Develop research capacities, leading to specialization in either elementary education or secondary education.
- PSO4. Enable the learners to acquire necessary competencies by imparting knowledge of various concepts, education theories methods and approaches to analyze the education system.
- PSO5. Improve the competitive position through practical method and update the changes in the subject areas.
- PSO6. Enable the student teachers to develop dedication and motivation towards lifelong learning process as interdisciplinary knowledge.
- PSO7. Enable student teachers to set high standards of professional competency intellectual conviction and integrity.
- PSO8. Enable student teachers examine critically the theories and concepts of education drawn from various disciplines related to education such as philosophy, sociology, management, economics, science and technology, ICT etc. in such a way that their linkages with methods , pedagogy and practices in the classroom can be enriched.
- PSO9. Develop the spirit of inquiry and critical thinking and skills and capacity to undertake research in the field of education.
- PSO10. Equip the student teachers with the knowledge and skills of new technologies' focusing on understanding the principles of organizational management, leadership and systematic change.

ELIGIBILITY:

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% or an equivalent grade from any institution recognized by U.G.C. in the following programs;

- i). B.Ed.
- ii). B.El.Ed.
- iii). B.A.Ed. and B.Sc. Ed. integrated or equivalent thereto.
- iv). D El Ed with a Graduate Degree.

DISTRIBUTION OF COURSES:

Master of Education Programme is comprised of nineteen courses; out of which eighteen courses are of 5 credits each and the nineteenth viz. Dissertation (Practical Course) is of 10 credits (as per NCTE guidelines). In third semester, first two courses are compulsory and students have choice to select three courses out of nine optional papers. Students from other programs may opt any one course out of these optional courses. Following is the distribution of courses;

C. CODE	TITLE OF THE COURSES	INTERNAL	EXTERNAL	TOTAL MARKS	CREDIT	MONTH
FIRST SEMESTER						
101	Philosophical Perspectives of Education	30	70	100	5	July - November
102	Psychological Perspectives of Development	30	70	100	5	
103	Sociological Perspectives of Education	30	70	100	5	
104	Fundamentals of Research Methodology of Education	30	70	100	5	

105	Perspectives, Issues and Research in Teacher Education	30	70	100	5	
TOTAL		150	350	500	25	
SECOND SEMESTER						
201	Historical Perspectives of Education	30	70	100	5	January - May
202	Psychology of Cognition	30	70	100	5	
203	Statistical Perspectives of Educational Research	30	70	100	5	
PRACTICAL COURSES						
204	Internship in TEI	30	70	100	5	
205	Academic Writing A. Two Seminar Presentation B. One Book Review C. Formulation of Research proposal D. Community Work	30	70	100	5	
TOTAL		150	350	500	25	
THIRD SEMESTER						
30	Educational Technology and ICT	30	70	100	5	July

1						
30 2	Economics of Education and Global Studies	30	70	100	5	
Any one from each of the following A, B and C Groups;						
30 3	A I. Educational Administration and Management II. Distance Education and Open Learning III. School Leadership	30	70	100	5	
30 4	B I. Inclusive Education II. Education for Marginalized Sections of Society III. Policy Perspectives and Issues in Indian Education.	30	70	100	5	
30 5	C I. Educational Guidance and Counseling II. Gender Sensitization And Women III. Planning Management and Financing of Education	30	70	100	5	
TOTAL		150	350	500	25	
FOURTH SEMESTER						
40	Contemporary Indian Education and Emerging	30	70	100	5	Jan

1	Trends					
40 2	Educational Measurement and Evaluation	30	70	100	5	
40 3	Curriculum Studies	30	70	100	5	
PRACTICAL COURSES						
40 4	Dissertation	60	140	200	10	
TOTAL		150	350	500	25	
GRAND TOTAL		600	1400	2000	100	

FIRST SEMESTER**COURSE CODE-101: PHILOSOPHICAL PERSPECTIVES OF EDUCATION****MM: 100****COURSE OBJECTIVES:** The course aims to;

1. Develop understanding of nature and functions of philosophy of education.
2. Develop understanding of various philosophical concepts implacable in education.
3. Develop understanding of idea of education in different western schools of thought.
4. Develop understanding of idea of education in different Indian schools of thought.
5. Critical appraisal of the contributions of prominent educational thinkers to education.

UNIT	CONTENT	CREDI	PERIO	MONT
I	<p>INTRODUCTION</p> <ul style="list-style-type: none"> Philosophy and Education; Concept and meaning. Philosophy of Education: Its nature and relationship with Philosophy Functions: Speculative, Normative and Analytical. 	.5	9	July
II	<p>WESTERN SCHOOLS OF PHILOSOPHY</p> <ul style="list-style-type: none"> Idealism. Naturalism. Pragmatism and Realism with reference to metaphysical problem (Reality of nature, man and society), axiological propositions and education and epistemology and education. 	1.5	27	August
III	<p>MODERN CONCEPTS OF PHILOSOPHY</p> <ul style="list-style-type: none"> Existentialism. Integral Humanism. Marxism 	1	18	September
IV	<p>INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION</p> <ul style="list-style-type: none"> Buddhism. Sankhya. Vedanta. Islamic Tradition. 	1	18	October
V	<p>MODERN INDIAN EDUCATORS</p> <p>Critical appraisal of the contribution towards education of</p> <ul style="list-style-type: none"> Vivekanand, Sri Aurobindo, RabindraNath Tagore Paulo Friere 	1	18	November

BOOKS RECOMMENDED:

Bayles, E.E. (1971): Pragmatism in Education, Philosophy of Education Series Harper Row New York.

Brubacher, J.S.: Modern Philosophies of Education.

- Butler, J. Donald (1971): Idealism in Education, Philosophy of Education Series Harper Row, New York.
- Dinkar, Ramdhari Singh: Sanskrit Ke Char Adhyay, UdayachalPrakashan, Patana.
- Dewey, John (1974): Democracy and Education, An Introduction.
- Durrant, Will: The Story of Philosophy.
- Garulla, Vachaspati: *BhartiyaDarshan*.
- Hirriyana, M.: The Essentials of Indian Philosophy.
- Martin, Owlin, (1971): Realism in Education Philosophy, Education Series Harper Row, New York.
- Max Wingo (1974): Philosophy of Education, an Introduction.
- Morris, Van Cleve (1969): Modern Movements in Educational Philosophy.
- Morris, Van Cleve (1971): Existentialism in Education, Philosophy of Education Series Harper Row.
- Pandey, R.S. (1995): SHIKSHA DARSHAN, VinodPustakMandir, Agra.
- RadhaKrishanan, S. (2000): Indian Philosophy, Vol.-i&ii, Oxford University Press, New Delhi
- Tengri, Shreedattopant :DeenDayalUpadhyayaVicharDarshan Part-1. (Translated by MoreshwarTapaswi).
- Tengri, Shreedattopant (1960): EKATM MANAVAD, BhartiyaPunuruthhanSamiti, Uttar Pradesh.
- Tengri, Shreedattopant (1990): TATVA JIGYASHA, New Delhi; SuruchiPrakashan.
- Tripathi, LalJi (2013): ARSHCHINTAN ME SHIKSHA KI PARAMPRA, New Delhi; Radha Publication
- Tripathi, LalJi (2005): Being and Becoming, Gorakhpur; BasundharaPrakashan
- Das, Gupta S.N.: Outlines of Indian Philosophy. Vol.6
- Upadhyaya, DeenDayal: EKATM MANAVAD, New Delhi; Central office of Jan Sangha.
- Upadhyaya, DeenDayal: EKATM DARSHAN, New Delhi; DeenDayalShodhsansthan

Course Outcomes:

- 1.Develop understanding of nature and functions of philosophy of education.
- 2.Develop understanding of various philosophical concepts implacable in education in education.
3. Critical appraisal of the contribution of prominent Educational thinkers to education.

COURSE CODE-102: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

MM: 100

COURSE OBJECTIVES: The course aims to;

1. Enable the student to understand concept and principles of Educational Psychology.
2. Enable the learner to understand implications of psychological theories for education.
3. Acquaint the learner with the process of human development and learning.
4. Enable the learner to understand implications of adjustment for education.
5. Enable the learner to understand the concept, theories and implications of personality.

UNIT	CONTENT	CREDI	PERIO	MONT
I	EDUCATIONAL PSYCHOLOGY: <ul style="list-style-type: none"> • Concept and scope of educational Psychology: • Contribution of Psychology to Education. • Significance of knowledge of Educational Psychology for teachers. 	1	18	July
II	HUMAN GROWTH AND DEVELOPMENT: <ul style="list-style-type: none"> • Concept and process of human development • Social, Emotional and Intellectual Development. • Development of concept formation, • Logical reasoning, • Problem solving, • Language development 	1	18	August
III	ADJUSTMENT <ul style="list-style-type: none"> • Concept and process of adjustment. • Causes and indicators of maladjustment. • Adjustment Mechanism; Defence Mechanism- coping and life style. • Stress and Conflict management. 	1	18	September
IV	GROUP DYNAMICS: <ul style="list-style-type: none"> • Concept, Structure and Characteristics of Classroom as a Group, • Dynamics of classroom groups, and its impact upon learning, • Interaction between teacher and learner group, • Effective classroom groups, • Leadership dynamics, Teacher as leader of group and 	1	18	October

	facilitator of learning • Group process, interpersonal relations, sociometric grouping.			
V	PERSONALITY: • Concept and development. • Theories of Personality: Allport, Sigmund Freud, Bandura and Maslow.	1	18	November

BOOKS RECOMMENDED:

Atkinson, R.L.: Introduction to Psychology (8th Ed.) HBT, New York, 1983.
 De Cecco, J.P.: The Psychology of Learning of Instruction Prentice Hall of India, Pvt. Ltd. New Delhi.
 Gage, N.L. & D.C. Berliner: Educational Psychology McNally College Publishing Co., Chicago.
 Lovel, K: An Introduction to Human Development Scott, Foreman And Co. London.
 Loran, J.W. & B.L. Walley: Introduction to Early Childhood Education D. VanNor Stand Co. New York.
 Skinner, C.E. (ed): Elementary Educational Psychology, Revised Ed., New York, Prentice Hall Inc. 1950.
 Morse, W.C. & G.M. Wingo: Psychology & Teaching (3rd Ed.) P.B. Taraporewala Sons & Co. Pvt. Ltd. Bombay.
 Oven, Steven et al: Educational Psychology: An Introduction Little, Brown & Co. Boston.

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Course Outcomes:

- 1.Enable the student to understand concept and principle of educational psychology.
- 2.Enable the learner to understand implications of psychological theories for education.
- 3.Acquaint the learner with the process of human development and learning.

COURSE CODE-103: SOCIOLOGICAL PERSPECTIVES OF EDUCATION**MM: 100****COURSE OBJECTIVES:** The course aims;

1. To enable the student to understand the concepts Educational Sociology etc.
2. To enable students to understand relationship between education and society.
3. To enable students to understand the issues of equality, equity, and excellence in education.
4. To enable the learners to understand the relation between state and education.
5. To enable the learners to understand the role of education in promoting national integration and international understanding.

UNIT	CONTENT	CREDIT	PERIOD S	MONTH
I	INTRODUCTION: <ul style="list-style-type: none"> • Concept and nature of educational sociology. • Difference between educational sociology and sociology of education • Role of social institutions and education. • Sociological Theories of Education. 	1	18	July
II	EDUCATION AND SOCIAL CHANGE: <ul style="list-style-type: none"> • Process of social organization, • Social stratification and education. • Social change and social mobility 	1	18	August
III	EDUCATION IN DEMOCRACY <ul style="list-style-type: none"> • Concept of Democracy • Education and democracy. • Constitutional provisions for education in India 	1	18	September
IV	STATE AND EDUCATION: <ul style="list-style-type: none"> • Equality of educational opportunity and education. • Equalizations with reference to gender, socially marginalized groups. • Education and Political Economy 	1	18	October
V	NATIONALISM AND INTERNATIONAL UNDERSTANDING <ul style="list-style-type: none"> • Concept and significance of Nationalism and International Understanding • Obstacles in the path of national integration and 	1	18	November

	international understanding. <ul style="list-style-type: none"> • Education for national integration. • Education for international understanding. 			
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BOOKS RECOMMENDED:

Dinkar, Ramdhari Singh: Sanskriti Ke Char Adhyay, Udayachal Prakashan, Patana.

Durkheim, Emile (1956): Education and Society New York, the Free Press.

Dewey, John (1974): Democracy and Education, an Introduction.

Kamat, A.R. (1982): "Education and Social Change", Economic and Political Weekly, Vol-17, No.31, 31 July.

Naik, J.P. (1975): Equality, Quality and Quantity, New Delhi, Allied Pub.

Parsons, Talcott (1959): "The School Class As A Social System", Harvard Educational Review Vol.23, No.4,

Rao, M.S.A. (1967): Paper in the Sociology of Education, New Delhi, NCERT.

Shotton. J.R. (1998): Learning and Freedom, Sage India, New Delhi.

Shukla S. (1983): "Education, Colonialism and the New International Order" Comparative Education Review.

Shukla, S. & Krishna Kumar : Sociological Perspective in Education, Delhi Chankya Pub. 1985.

Course Outcomes:

1. Enable the student to understand concept and principle of educational sociology.
2. Enable the learner to understand relationship between education and society.
3. Enable the student to understand the issues of equality, equity, and excellence in education.

COURSE CODE-104: FUNDAMENTALS OF EDUCATIONAL RESEARCH**MM: 100****COURSE OBJECTIVES:** Following are the objectives of the course;

1. To introduce the scholars to the concepts and planning of Educational research.
2. To understand the process of research, designs and ethical issues involved research.
3. To enable the scholars to formulate the research proposal.
4. To develop understanding of qualitative research among students.
5. To enable the learners to analyze information, documentation and articulation of ideas.

UNIT	CONTENT	CREDITS	PERIOD	MONTH
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I	INTRODUCTION TO EDUCATIONAL RESEARCH <ul style="list-style-type: none"> • Meaning and Definition. • Sources of Knowledge. • Functions of Educational Research. • Fundamental, Applied and Action Research. • Quantitative and Qualitative Research. 	1	18	July
II	SELECTION OF RESEARCH PROBLEM <ul style="list-style-type: none"> • Meaning and Definition • Sources of Problem. • Criteria of Good Research Problem. • Identification of Research Problem. • Formulation of Research Problem. • Delimitations of Problem. 	1	18	August
III	REVIEW OF RELATED LITERATURE <ul style="list-style-type: none"> • Meaning of related literature and its review • Purpose of review of related literature; <ul style="list-style-type: none"> (i) formulation of research problem (ii) formulation of hypothesis (iii) Discussion of results. • Sources of related literature; <ul style="list-style-type: none"> (i) Traditional (ii) e-sources. • Writing abstract, preparing reference cards, writing review. 	1	18	September
	METHODS OF EDUCATIONAL RESEARCH <ul style="list-style-type: none"> • Meaning and need • Historical Method • Experimental Method • Descriptive Method • Qualitative Methods; Ethnographic Study, Grounded Theory Conversational and Discourse , phenomenological andQualita Case study methods. 			October

IV		1	18	
V	<p>TOOLS OF DATA COLLECTION AND REPORT WRITING</p> <ul style="list-style-type: none"> • Types of tools of data collection • Construction, Administration and precautions in use of <ul style="list-style-type: none"> i. Questionnaires, ii. Rating Scales, iii. Interview, iv. Observation, v. Content Analysis frame, vi. Sociometry. • Characteristics of good measuring tools. • Chapterization in reporting different type of Researches. • Coherence of review, objectives, hypotheses, and data collection • Analysis and Results. • Formatting of Report 	1	18	November

BOOKS RECOMMENDED:

Aldine Kathey Charmaz: Constructing Grounded Theory Sage Publication.

Barney G. Flaser & Anselm L. Strass: The Discovery of Grounded Theory: Strategies for Qualitative Research

B.Gillham: Case Study Research Methods , Continnum, New York (2000)

C.Marshall & C.B. Rossman: Designing Qualitative Research (3rd Ed.) Thousand Oaks C.A. Sage,

Creswell, J.W (2002). Educational Research Planning, Conducting and Evaluating Quantitative

and Qualitative Research. New Jersey: Merill Prentice Hall.

Denzin, N.K and Lincoln, Y.S (eds.) (1994). Handbook of Qualitative Research, Thousands, CA:Sage.

Ellis, L (1994). Research Methods in Social Sciences. Madison: Brown and Benchmark

James H.Mcmillan & Sally Schumacher: Research in Education: A Conceptual Introduction

Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart Winston.

Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New Delhi:

VishwaPrakashan.

Mills, C.W (1959). The Sociological Imagination, New York: Oxford University Press.

Newman, Laurance, W: Social Research Methodology of Quantitative and Qualitative

Approach, U.S.N.K. Denzin and Y.S. Lincoln: Handbook of Qualitative Research, Thousand Oaks, CA: Sage.

R.K. Yin: Case Study Research: Design and Methods (2nd edn.) Thousand Oaks, CA. Sage.

Y.S. Lincoln & E.C. Guba: Naturalistic Inquiry, Beverly Hills C.A. Sage.

Course outcomes:

1. Understand the process of research, designs and the ethical issues involved research.
2. Enable scholars to formulate the research proposal.
3. Enable learner to analyse information, documentation and articulation of ideas.

C.CODE-105: PERSPECTIVES, ISSUES AND RESEARCH IN TEACHER EDUCATION. MM: 100

COURSE OBJECTIVE: To enable the students to understand about the:

1. Concept aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India.
3. Different competencies essential for a teacher for effective transaction.
4. Various aspects of supervision and feedback.
5. Trends and areas of research in teacher education.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	<p>TEACHER EDUCATION AS PROFESSIONAL EDUCATION</p> <ul style="list-style-type: none"> • Concept, factors influencing teacher development. • Teacher education in India: historical perspective. • Approaches to teacher development-Traditional, Academic, Personalistic, Competency, Social Reconstructionist • Teacher Training vs. Teacher Education 	1	18	July
	<p>IN-SERVICE TEACHER EDUCATION IN INDIA</p> <ul style="list-style-type: none"> • Concept, need, areas and purpose of in- 			August

II	<p>service teacher education.</p> <ul style="list-style-type: none"> • Orientation, refresher, workshop, seminar and Conference- their meaning and objectives. • Organization and Evaluation of In-Service Teacher Education Program • Planning inservice teacher education programme- context, purpose, duration and budget • Designing, Assessment, Curriculum and Preparation of course materials 	1	18	
III	<p>PRE-SERVICE TEACHER EDUCATION IN INDIA</p> <ul style="list-style-type: none"> • Needs, objectives and scope. • Curriculum of Teacher Education in NCERT and NCTE documents. • Organization and Evaluation of Pre-service Teacher Education • Modes of pre-service TE: Face-to-Face and Open Distance Mode • Special Teacher Education programs. • Individualized, Group Based, Teacher Centered and Blended Approach • Simulated Teaching • Models of Teaching, Peer presentation and Tutor observation. • Internship and post internship 	1	18	September
IV	<p>RESEARCH AND DEVELOPMENT IN TEACHER EDUCATION:</p> <ul style="list-style-type: none"> • Education of Teacher Educators: Preparatory Programme and Professional development of Teacher Educators at different stages • NCTE: Structure and Functions. • NCTE criteria for assessment of Teacher Education Institutions • Methodological issues of research in teacher education; Need and Areas • Theoretical research versus applied research • Participatory action research. 	1	18	October

V	ISSUES AND TRENDS IN TEACHER EDUCATION <ul style="list-style-type: none"> • Inadequate planning, • Privatization. • Commercialization • Challenges in professional development of teacher • Improperly qualified teacher educators • Assurance of quality of teacher education programs • Commitment and teacher performance • Leadership competencies in planning, • Implementation and evaluation of teacher education programs 	1	18	November

BOOKS RECOMMENDED:

Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.

Furlong John (2013), Education an Anatomy of the Discipline, Routledge London.

Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.

Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York

NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.

NCTE (2014) Norms and Guidelines of Teacher Education Programmes.

Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT

NCERT, New Delhi, (2006) 6th survey of Research in Education.

Passi B.K. (eds) (1976), Becoming better teacher,Ahmedabad, Sahitya mudranalaya.

Sharma, RA,(1992): Teacher education in India, Anmol Publication

Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.

Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.

Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I & Vol II New Delhi Concept.

NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

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Course Outcomes:

- 1.Develop competencies essential for a teacher for effective transaction.
- 2.Give knowledge regarding development of teacher education curriculum in India.
- 3.Understand the trends and areas of research in teacher education.

SECOND SEMESTER**COURSE CODE- 201: HISTORICAL PERSPECTIVES OF EDUCATION****MM: 100****COURSE OBJECTIVES:** To enable student teacher to;

1. Appreciate the development of India education in Ancient and medieval India.
2. Understand the role of missionaries in development of education in India.
3. Understand that development of education is influenced by socio-political forces of the time.
4. Understand the contribution of various committees and commissions on educational set up.
5. Appreciate the development of India education in the post-independence era.

UNIT	CONTENT	CREDIT	PERIOD S	MONTH
I	TRADITION OF EDUCATION IN INDIA <ul style="list-style-type: none"> • Vedic • Buddhist and • Medieval periods 	1	18	January
II	EDUCATION UNDER COMPANY RULE <ul style="list-style-type: none"> • Charter Act 1813 • Macaulay's Minutes and Bentinck's Resolution of 1835, • Adam's Report and its recommendation (1835, 1838). • Wood's Dispatch – 1854. 	1	18	February
III	EDUCATION IN BRITISH ERA <ul style="list-style-type: none"> • Recommendations of Indian Education Commission (1882-83) • Lord Curzon's Educational policy, • Essential features of Sadler Commission Report-1917 	1	18	March
	INDIANIZATION OF EDUCATION <ul style="list-style-type: none"> • Growth of National Consciousness. • National Education Movement • Gokhlae's Bill, 			April

IV	<ul style="list-style-type: none"> Wardha Scheme of Education-1937 	1	18	
V	<p>EDUCATION IN INDEPENDENT INDIA</p> <ul style="list-style-type: none"> University Education Commission (Radhakrishnan) Secondary Education Commission (Mudaliar) Education Commission (Kothari) NPE-1986 and POA-1992. 	1	18	May

BOOKS RECOMMENDED

Altekar, A.S. (1934): Education in Ancient India, Varanasi; The Indian Book Shop.

Ghosh, S.C. (1989): Educational Policy in India Since Warren Hastings, Calcutta: *NayaPrakashan*

Jaffar, S.M. (1936): Education in Muslim India, Lahore.

Kumar, Krishna (1991): The Political Agenda of Education, Delhi : Sage.

Law, N.N. (1916): Promotion of Learning in India, London

Mukherjee, R.K. (1960): Ancient Indian Education, Delhi :MotilalBanarasi Das.

Nurrullah, S. and J.P. Naik (19740 : A Students History of Education in India, Bombay: Macmillan

Course Outcomes:

1. Understand the development of Indian education in Ancient and Medieval India.
2. Understand that development of education is influenced by socio-political forces of the time.
3. Understand contribution of various committees and commissions in educational set up.

COURSE CODE-202: PSYCHOLOGY OF COGNITION

MM: 100

COURSE OBJECTIVES: To enable the prospective teacher educators:

1. To develop understanding about theories of learning and its educational implications.
2. To develop understanding about concepts of motivation and transfer of learning.
3. To understand significance of intelligence in learning.
4. To understand individual difference and pupils' readiness towards learning.

UNIT	CONTENT	CREDIT	PERIOD	MONTH
	COGNITIVE DEVELOPMENT			Jan

I	<ul style="list-style-type: none"> • Concepts and development of thinking and Problem Solving, • Piaget and Vygotsky's theories of Cognitive Development • Significance and Implications 	1	18	
II	<p>LEARNING</p> <ul style="list-style-type: none"> • Concept, Kinds, levels of learning: • Various theories of learning; Classical and Operant Conditioning Hull's Reinforcement Theory, Tolman's Theory and Lewin's field theory. • Factors influencing learning. • Educational implications of the theories of learning. 	1	18	February
III	<p>MOTIVATION AND TRANSFER OF LEARNING</p> <ul style="list-style-type: none"> • Concept and components of Motivation • Types of Motivation • Role of Motivation in learning • Concept, theories and importance of transfer of training. 	1	18	March
IV	<p>INDIVIDUAL DIFFERENCES</p> <ul style="list-style-type: none"> • Concept and determinants of individual differences • Learning styles • Factors influencing Individual Differences • Educational implications of individual differences 	1	18	April
V	<p>INTELLIGENCE: Meaning and concepts.</p> <ul style="list-style-type: none"> • Guilford's theory of intelligence and Gardner's concept of intelligence: main features and educational implications, • Emotional Intelligence: meaning, main features and educational implications. 	1	18	May

BOOKS RECOMMENDED:

Berk L. E. (2010): Child Development , Eighth Edition, PHI Learning Private Limited, New Delhi.

Ormrod, J.E. (2012). Essentials of educational psychology: big ideas to guide effective teaching. Boston, MA: Pearson Education Inc.

Parmeshwaran, E.G and Beena, C (2002) An introduction to psychology, Hyderabad, India, Neel Kamal Publications Private Limited.

Pina, Tarricone (2011). The taxonomy of metacognition. Britain, Psychology Press.

Robert J. Sternberg (2001): Perspectives on thinking, learning, and cognitive styles .The educational psychology series Routledge publication.

Schmeck Ronald.R (1988): Learning strategies and learning styles (perspectives on individual differences), Springer Publication.

Schunk, D. H. (2007). Learning theories: an educational perspective (5th Edition). New York: P. Hall.

Skinner C. E, (2003): Educational psychology, Fourth Edition, P. Hall of India Pvt Ltd, New Delhi.

Woolfolk, A (2009) Educational psychology, 12th Edition Singapore, Pearson Education Inc.

Course Outcomes:

1. Understand the theories of learning and its educational implications.
2. Understand the concept of motivation and transfer of learning
3. Understand significance of intelligence in learning.

C. CODE-203: STATISTICAL PERSPECTIVE OF EDUCATIONAL RESEARCH MM: 100

COURSE OBJECTIVES: Following are the objectives of the course;

1. To introduce the scholars to the concepts of Statistics in Educational research.
2. To understand the concepts related to population and sampling in educational research.
3. To enable the scholars to formulate various type of hypotheses.
4. To develop understanding of qualitative data analysis.
5. To enable the learners to use parametric and non-parametric techniques of data analysis.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	POPULATION AND SAMPLING <ul style="list-style-type: none"> • Concept of population, sample and sampling • Characteristics of good sample • Sampling Methods: Probability and non-probability. • Sample size and errors and their eradication. 	1	18	January

II	HYPOTHESIS <ul style="list-style-type: none"> • Meaning and types • Functions of Hypothesis. • Significance of Hypothesis. • Sources of Research Hypothesis. • Characteristics of a good Hypothesis. • Need and Significance of Hypothesis testing. 	1	18	February
III	STATISTICS IN EDUCATIONAL RESEARCH: <ul style="list-style-type: none"> • General introduction to nature of data, • Scales of measurement, • Graphical representation of data, • central tendencies, Variability, correlation and deviation • NPC and its uses. • Use of Computer for Data Analyses • Introduction to large scale data base in India • Use of large scale data in educational research • Use of software packages; SPSS • Qualitative Techniques of data analysis 	1	18	March
IV	NON PARAMETRIC TESTS <ul style="list-style-type: none"> • Assumptions and applications of; • Chi-Square Test and Yate's Correction for Continuity. • Median Test • Sign Test • Biserial, Point Biserial, Regression and Prediction 	1	18	April
V	PARAMETRIC TEST- Assumptions and applications of; <ul style="list-style-type: none"> • Test of Statistical Significance • Sampling Distribution • Significance of Mean, Percentages and Correlation • Significance of Difference Between two Means (t-test) • level of Significance • Degree of Freedom • One tailed and Two tailed tests • Type-I and Type-II Error in Decision Making • One Way and Two Way Analysis of Variance (ANOVA)-F test 	1	18	May

	• Analysis of Co Variance (ANOCOVA)			
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BOOKS RECOMMENDED:

Garrett, H.E (1981). Statistic in Psychology and Education, Bombay VakilsFeffer and Simons.

Allen, R.G.D (1949). Statistics for Economists, London: Hutchinson University Library.

Elhance, D.N (1975). Practical Problems in Statistics. Allahabad: KitabMahal.

Healey, J.F. (2002). Statistics: Tool for Social Research, (6th ed.), Australia: Wadsworth.

Johnson, P.O (1961). Statistical Methods in Research, New Jersey: Prentice Hall.

Kendall, G.M (1982). Dictionary of Statistical Terms, London: Longman,

Kish, L (1967). Survey Sampling, New York: John Wiley.

Korin, B.P (1977). Introduction to Statistical Methods, Cambridge: Intrhrop Pub.

Levin, R.I (1978). Statistics for Management, New Jersey: Prentice Hall.

Newman, Laurance, W: Social Research Methodology of Quantitative and Qualitative

Approach, USN.K. Denzin and Y.S. Lincoln: Handbook of Qualitative Research, Thousand Oaks, CA: Sage.

B.Gillham: Case Study Research Methods , Continnum, New York (2000)

C.Marshall & C.B. Rossman: Designing Qualitative Research (3rd Ed.) Thousand Oaks C.A. Sage,

R.K. Yin: Case Study Research: Design and Methods (2nd ed.) Thousand Oaks CA. Sage.

James H.Mcmillan & Sally Schumacher: Research in Education A Conceptual Introduction

Kate L. TURABIAN: A Manual for Writers of Dissertations.

Barney G. Flaser & Anselm L. Strass: The Discovery of Grounded Theory: Strategies for Qualitative Research.

Course Outcomes

1. Understand concept of statistics in Educational research.
2. Understand concept of population and sampling in educational research.
3. Understanding of qualitative and quantitative data analysis.

COURSE CODE- 204-A: INTERNSHIP IN TEACHER EDUCATION
INSTITUTION MM: 100

COURSE OBJECTIVES: After completion of internship the students will be enabled;

1. To understand the process of various institutional activities.
2. To formulate small innovative projects.

3. To construct tests for formative evaluation.
4. To guide pupil teachers in lesson planning.
5. To understand that what is effective teaching.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
	NOTE: Select at least one activity from each unit.			
I	<ul style="list-style-type: none"> Observation of Institutional activities such as of teaching, conduct of practicum, preparation of TLM and designing of assessment tools etc. Development of teaching-learning material and producing resources in concerned school subject. 	1	18	January to May
II	<ul style="list-style-type: none"> Formulation of a class room/school based small innovative project and its implementation. Program evaluation. 	1	18	
III	<ul style="list-style-type: none"> Development of power point presentation for use in school. Designing of formative and summative tests for use in schools. 	1	18	
IV	<ul style="list-style-type: none"> Observation of skill based teaching practice. Assisting B.Ed. students in designing of lesson plan. 	1	18	
V	<ul style="list-style-type: none"> Preparation of observation matrixes (at least five) using systematic observation of tools such as category system or sign methods (based on observation / supervision of a school classroom teaching learning session). Developing institutional profile in respect of scheme based on SSA and RMSA with particular reference to quality interventions. 	1	18	

Course Outcomes:

1. Understand the process of various institutional activities.
2. Formulate small innovative projects.
3. Guide pupil teacher in lesson planning.

COURSE CODE-20-B: ACADEMIC WRITING**MM: 100****COURSE OBJECTIVES:** To enable the teacher educators;

1. To read and review at least one educationally important book.
2. To write and present seminar papers.
3. To select and formulate a research problem.
4. To develop a defensible research proposal.
5. To have firsthand experience of extension work.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	Two Seminar Presentation	1	18	January to May
II	One Book Review	1	18	
III & IV	Writing Research Proposal	1+1	18+18	
V	Community Work	1	18	

Course outcomes:

1. Review at least one educationally important book.
2. Write and present seminar papers.
3. Select and formulate a research problem

THIRD SEMESTER**COURSE CODE-301: EDUCATIONAL TECHNOLOGY AND ICT****MM: 100****COURSE OBJECTIVES:** To enable the teacher educators;

1. Enable the students to understand significance of E.T. and its important components approaches.
2. Enable the students to understand communication and to design instructional system.
3. Acquaint students with levels, strategies and models of teaching for future improvement.
4. Enable the students to understand the importance of programmed instructions and researches in E.T.
5. Acquaint the students with emerging trends in Educational Technology.

UNIT	CONTENT	CREDIT	PERIOD	MONTH
I	CONCEPT OF EDUCATIONAL TECHNOLOGY <ul style="list-style-type: none"> • Meaning, Scope and Significance • Components of ET: Software, Hardware and Systems approach. • Educational Technology and instructional technology - bases: Science of learning, five learning types (Gagne) and conditions of learning. 	1	18	July
II	DESIGNING INSTRUCTIONAL TECHNOLOGY <ul style="list-style-type: none"> • Communication and Teaching, Teaching and Instruction, Teaching and Training, • Conditioning & Training. • Components of communication, Classroom communication and Mass media approach in Educational Technology. • Designing Instructional Technology: • Stages of Instructional system design (Briggs and Wager). 	1	18	August
III	MODELS OF TEACHING <ul style="list-style-type: none"> • Stages of teaching – Pre-active, Interactive & Post-active, Levels of teaching • Models of Teaching: Concept, need and families • Psychological model of teaching; Glaser's BTM, Bruner's - CAM, Ausubel's - AOM, Flanders-Social Interaction Model 	1	18	September

IV	PROGRAMMED INSTRUCTION <ul style="list-style-type: none"> • Origin and types - linear, branching and Mathetic. Development of the programmed instructional material. • Computer Assisted Instruction (CAI) • Researches in Educational Technology. 	1	18	October
V	EMERGING TECHNOLOGIES IN EDUCATION <ul style="list-style-type: none"> • Blended learning, Mobile learning, Flipped Learning • Concept of Open Educational Resources (OER) & various usage, Massive Open Online Course(MOOC) • Resource Centers of E.T., CIET, UGC, IGNOU, NOS, SIET, AVRC and EMRC 	1	18	November

BOOKS RECOMMENDED:

- Anudon, E.J. & Elizabeth: Improving, Teaching the Analysis of Classroom (1967) Verbal Interaction, Holt Rinehart and Winston, Inc. New York.
- Benard, H.W. (1965) : Psychology of Learning and Teaching, McGraw Hill, Book Com. New York, London.
- Bigge, Morris L. & Maurice P. Hunt : Psychological Foundation of Education. An Introduction to Human Development and Learning-Harper and Row New York.
- (1962)
- Bloom, B.S. (1956) : Taxonomy of Educational Objectives: Cognitive Domain, Book-I McGraw, New York.
- Bruner J.S. (1966) : Towards a theory of Instruction, Massachusetts Harvard University Press.
- Buch, M.B. & Santhanam, M.R. (1970): Communication in Class Room, CASE, MS University, Baroda -2
- Coleman, James C.: Psychology and Effective Behaviour D.B. (1971) Tareporevate and Com. Pvt. Ltd. Bombay.
- Flanders, N.A. (1970) : Analyzing Teaching Behaviour, Addison Wesley Publishing Co. California.
- Gage, N.L. (1964) : Theories of Teaching, NSSE University Press, 63rd Year Book, Chicago.

- : The Condition of Learning, Holt, Rinehart and Gagne, Robert M. (1982) Winston Inc. New York.
- Galloway, Charles (1976) : Psychology for Learning Teaching. Kumar, K. L. (1996)
- Mager, R.F. (1972) : Preparing Objectives for Programmed Instruction. (1996)
- Markle, Susan (1964) : Good Frames and Bad - A Grammar of Programme Writing. :
- Pipe, Peter (1966) : Practical Programming. Educational Technology.
- Sharma, R.A. (1977) : Technology of Teaching, Modern Pub. Meerut. New Age International (p)
- Sharma, R.A. (1981) : Programmed Instruction, An Instructional Technology, International Pub. House, Meerut. Ltd, :New Delhi. B.
- Skinner, B.F. (1953) : Science and Human Behaviour.
- Skinner, B.F. (1968) : Technology of Teaching, Maredeth Co-operative, New York. :New Delhi. B.
- Mangal, SK : Educational Technology.
- Joyce & M. Weil (2009) : Models of Teaching. Phi Learning: New Delhi
- Gagne, R.M., Briggs, L. J., & Wager, W. W. (1992) : Principles of instructional design (4th ed.). Fourth worth, Tx: Harcourt Brace Jovanovich college publishers.

Course Outcomes:

1. Understand significance of ET and its important components approaches
2. Acquaint student with levels, strategies and models of teaching for future improvement
3. Understand the importance of programmed instruction and researches in ET.

COURSE CODE-302: ECONOMICS OF EDUCATION AND GLOBAL STUDIES
MM: 100

COURSE OBJECTIVES: On completion of this course the students will be able to;

1. Assess and determine the contribution of education to GNP of a country.
2. Formulate man power planning and programming model for educational planning.
3. Estimate educational wastage, suggesting methods to avoid them and to identify the priorities in the National policy on Education.
4. Deal with re-distribution of resources and re-arrangement of priorities
5. Promote the needed changes in education and making it socially relevant and economically productive and to improve the techniques of educational planning and management

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	ECONOMIC ASPECTS OF EDUCATION <ul style="list-style-type: none"> • Concept, Need, and Scope of Economics of Education. • Relationship between Education and Economics. • Education as Knowledge Economy. • Concept and components of human capital– Human capital verses physical capital. • Impact of Economics on Education. 	1	18	July
II	KEY CONCEPTS OF ECONOMICS OF EDUCATION <ul style="list-style-type: none"> • Human Capital Formation • Quality of Life and Economic Growth. • Poverty and Income Inequalities. • Human Development Index. • Development Planning Perspectives. 	1	18	August
III	COST BENEFIT ANALYSIS <ul style="list-style-type: none"> • Private cost and Social cost of Education, • Direct and Indirect cost of Education • Benefits of Education– direct and indirect benefits • Returns of Education • Measurement of Benefits in Education. 	1	18	September

	<ul style="list-style-type: none"> Problems in the measurement of cost and benefits; 			
IV	GLOBAL ASPECT AND INTERNATIONAL EDUCATION <ul style="list-style-type: none"> Meaning, nature and dynamics of Globalization. Globalization and its impact on governance of education: Decentralization and State decontrol Internationalization of Education: Emerging partnership between institutions and modes of delivery of education services and educational implications Emerging international structure of institutions: GATS and Regional Networks 	1	18	October
V	EDUCATION AS CONSUMPTION OR INVESTMENT <ul style="list-style-type: none"> Education as an Economic Good, <ul style="list-style-type: none"> Education as Consumption and Investment; Difficulties in treating Education as consumption / investment. Role of PPP in Indian Education. Role of WTO and World Bank Education in India Education. 	1	18	November

BOOKS RECOMMENDED:

Becker, G.S. (1974). Human Capital. New York: NBER.

Blang, M. An introduction to Economics of Education, Cambridge University Press

Blaug, M. (1972). An Introduction to the Economics of Education, London: Penguin

Cohn, E and T.Gaske (1989). Economics of Education, Pergamon Press, London

Cohn, E. and Gesker T. G. (1990) The Economics of Education. Oxford: Pergamon Press

Heggade, O. D. (1992) Economics of Education, Bombay: Himalaya Publishing House

Laxmidevi (ed) (1996) Encyclopedia of Education Development and Planning Economics of Education. New Delhi: Anmol Publications Pvt. Ltd.

Natarajan S. (1990) Introduction to Economics of Education, New Delhi. Sterlin

O'Donohue. M (1971) Economics Dimensions in Education, Chicago: Aldine Alterton

Patteti, A. P, &Thamarasseri, Ismail. (2014). Economics of Education. N.Delhi: APH Publishing Corp.

Tilak , J. B. G. (1987). The Economics of Inequality in Education. New Delhi: Sage Publications.

Tilak.J.E.G (1989).Economics of Inequality in Education, Sage, New Delhi.

Vaisey, J. (1972). Economics of Education, London: G Duck Worth and Co.

Varghese N.V. and J.B.G. Tilak (1991). Financing of Education in India, IIEP, Paris.

Woodhall, M. Cost – benefit Analysis in Educational planning. Columbia University Press, New York

World Bank; The world Development Report, OUP, New York

Course Outcomes:

- 1.Understand contribution of education to GNP of a country
- 2.Formulate man power planning and programming model for educational planning
- 3.Deal with re-distribution of resources and re-arrangement of priorities.

OPTIONAL PAPERS: Students will have to opt three papers one each from following

Group A, Group B and Group C;

GROUP-A: PAPER-III:

- (i). Educational Administration and Management
- (ii). Distance Education and Open Learning
- (iii). School Leadership

GROUP B: PAPER-IV

- (i). Inclusive Education
- (ii). Education for Marginalized Sections of Society
- (iii). Policy Perspectives and Issues in Indian Education

GROUP C: PAPER-V

- (i). Educational Guidance and Counseling
- (ii). Gender Sensitization and Women Education
- (iii). Educational Planning and Financing of Education

GROUP – A:

COURSE CODE-303: EDUCATIONAL ADMINISTRATION AND MANAGEMENTMM: 100

COURSE OBJECTIVES: The course intends to enable the students;

1. To understand concept and practices of educational administration and management.
2. To give an overview of the historical development of educational administration and management.
3. To explore the policies in terms of their impact on public administration and management.
4. To understand contemporary issues in educational management.

UNIT	CONTENT	CREDIT	PERIOD S	MONTH
I	<p>CONCEPTAL FRAMEWORK</p> <ul style="list-style-type: none"> • Evolving theory and concepts in Educational Administration and Management. • Evolution of concept of educational administration from colonial system to present times in India. • Post-1986 policy developments, decentralization, and centrally sponsored schemes. • Scope and characteristics of Organization • Types of Educational Administration- Totalitarian, Democratic • Principles of Educational Administration 	1	18	July

II	<p>STRUCTURAL ARRANGEMENTS OF ADMINISTRATION</p> <ul style="list-style-type: none"> • Regulatory, supervising and academic resource support arrangements such as state departments, inspection and supervision arrangements, • Institutional linkages and networking. • Role and Functions of Government, Local Bodies, Private Institutions and NGOs at national, state and sub-state levels; • UGC • NCTE • NCERT • SCERT • SIEMAT • RCI • State Boards of Education 	1	18	August
III	<p>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</p> <ul style="list-style-type: none"> • Purposing • Planning • Organization • Cooperation • Inspection and Supervision • Staff Selection • Budgeting 	1	18	September
IV	<p>ORGANIZATIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Leadership and Decision Making; Concept, types, role and theories. • Institutional conflicts; types, causes and management. • Organizational behaviour • Organizational Climate. 	1	18	October

V	<p>CONTEMPORARY ISSUES IN EDUCATIONAL MANAGEMENT</p> <ul style="list-style-type: none"> • Centralization and Decentralization • Intra- and inter-sector coordination. • Voucher system and formula funding. • Autonomy and accountability. • E- Governance. • Education monitoring systems. • Qualities of Educational Administration • Management of SSA – National Mission and State implementation partners. 	1	18	November
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BOOKS RECOMMENDED:

Hoffman, Allan M. and Summers Randal W (eds.) (2000). Managing Colleges and Universities: Issues for Leadership. Westport, Bergin, and Avery.

Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New, Delhi, The European Commission.

Kowalski, Theodore. J (2001). Case Studies on Educational Administration (3rd ed.) New York, Longman. Mukhopadhyay, Marmar and Tyagi, R.S (2005). Governance of School Education in India. New Delhi, NIEPA.

Mathur, S.P (2001). Financial Management in Indian Universities: Recent Trends. Varanasi: Ganga, Kaveri.

Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India.

Ramchandran Padma and R. Vasantha (2005). Education in India, New Delhi, National Book Trust.

Tilak, J.B.G (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.

Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII (2), April, pp. 197-214.

Bray, Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2nd ed), Paris: UNESCO, IIEP.

- Fullan, Michael (2005). *Fundamental Change: International Handbook of Educational Change*, Springer, The Netherlands.
- Gronn, Peter (2003). *New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform*, London: Paul Chapman.
- Hoffman, Allan M. and Summers Randal W (eds.) (2000). *Managing Colleges and Universities: Issues for Leadership*, Westport: Bergin, and Avery.
- Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi: The European Commission.
- Latchem, C. and Hanna, D (2001). *Leadership for 21 st Century Learning: Global Perspectives from Educational Innovations*, London: Kogan Page.
- Moon, Bob, Butcher, John and Bird, Elizabeth (eds.) (2000). *Leading Professional Development in Education*. London: Routledge.
- Naik, J.P (1982). *The Education Commission and After*, New Delhi: Allied Publication.
- NIEPA. *Survey Reports of Educational Administration in different States and UTs 1991-2001*, New Delhi.
- Pareek, Udai. *Institution Building: the Framework for Decision-making*, in Ravi Mathai, Udai Pareek and T. V. Rao (eds.). *Institution Building in Education and Research: From Stagnation to Self-Renewal*, All India Management Association, New Delhi.
- Shukla P.D (1983). *Administration of Education in India*, New Delhi: Vikas Publishing House.
- Trowler, Paul R., (ed.) (19--). *Higher Education Policy and Institutional Change*, Buckingham:UK

Course Outcomes:

1. Understand concept and practices of educational administration and management.
2. Give an overview of historical development of educational administration and management
3. Explore policies in terms of their impact on public administration and management.

COURSE CODE-303: DISTANCE EDUCATION AND OPEN LEARNING

MM: 100

COURSE OBJECTIVES: The student teachers will be able to:

1. Understand the concept and aims of distance education and open learning.

2. Understand significance of students support services in distance education and open learning.
3. Understand the trends and issues in distance education and open learning.
4. Understand the digital technologies and socioeconomic context of open learning.
5. Understand the concept and functions of MS Office etc.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	DISTANCE AND OPEN LEARNING <ul style="list-style-type: none"> • Concept and Aims of Distance Education, • Characteristics of Distance Education • Problems and its Limitations • Distance Education Vs. Conventional Mode of Education • Role of multimedia in Distance Education, -Its influences and advantages. 	1	18	July
II	STUDENTS SUPPORT SERVICES IN ODL <ul style="list-style-type: none"> • Self-Learning Materials • Counselling • Assignments • Examination • Work Experience • Feedback • INSAT 	1	18	August
III	TRENDS AND ISSUES IN ODL <ul style="list-style-type: none"> • Print Media vs. Multi Media • Quality Assurance in ODL • Virtualization of ODL in India • Researches in ODL 	1	18	September

IV	<p>DIGITAL TECHNOLOGY AND EDUCATION SYSTEM</p> <ul style="list-style-type: none"> • Concepts of information and communication technology; • Universal access VS Digital Divide – issues and initiatives; • Challenges of Integration of ICT in School; • Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; • Role of GyanDarshan, GyanVani, Sakshat, e-GyanKosh. 	1	18	October
V	<p>GENERAL INTRODUCTION TO MS OFFICE;</p> <ul style="list-style-type: none"> • Uses and Functions of; MS Word, MS Power Point MS Excel 	1	18	November

BOOKS RECOMMENDED:

Chatterji P.C. (1991), Broadcasting in India, New Delhi, Sage Publications

Chuhan S.S. (1983), Innovations in Teaching learning Process, N Delhi, Vikas Publishing House Pvt. Ltd.

Fry Edward B, (1963), Teaching Machines and Programmed Instruction, NY, McGraw Hill Book Co.

HonckA , (1977), Planning for Educational Mass Media, New York, Longman Group Ltd Hussein,

Khatech. M., (1973), Development of Information System for Education, New Jersey, Prentice Hall Inc., Kumar K.L., (1996), Educational Technology, New Delhi, New Age International (P) Ltd, Publishing

Goel M.R. (1989), Introduction to Computer Science, New Delhi, Sterling Publishers Pvt., Ltd.

RaoUsha, (1996), Educational Technology, Bombay, Himalaya Publishing House

Reher S.C. (1991) Educational Television Programme, New Delhi, Deep and Deep Publications, Rajouri Garden Venkataiah N (1996), Educational Technology, New Delhi, APH Publisher

Verma Ramesh & S. Sharma (1998): Modern Trends in Teaching Technology, ND; Anmol Publishers.

Course outcomes:

1. Understand concept and aims of distance Education and open learning.
2. Understand significance of student support services in distance educational and open learning
3. Understand the digital technologies and socioeconomic context of open learning.

COURSE CODE-303: SCHOOL LEADERSHIP

MM: 100

COURSE OBJECTIVES:

1. To develop an understanding of leadership and its impact on school transformation.
2. To develop conceptual understanding of school as a learning organization.
3. To develop understanding of school as a place for promoting growth and development.
4. To develop understanding of school as a place for continuous experimentation and change.
5. To build among students a vision for change and transformation.

UNIT	CONTENT	CREDIT	PERIOD S	MONTH
I	PERSPECTIVES OF SCHOOL LEADERSHIP <ul style="list-style-type: none"> • School Leadership: Multiple Roles and Identities • Understanding Transformation • Transformation Work Ethos • Developing the Teachers as Professionals and their traits 	1	18	July
	TRANSFORMING TEACHING LEARNING PROCESS			Aug

II	<ul style="list-style-type: none"> • School and Purpose of Education • Understanding the Child-centered pedagogy • Enhancing the Effectiveness of Classroom Processes • Classroom Management • Space Management 	1	18	
III	<p>SCHOOL MANAGEMENT</p> <ul style="list-style-type: none"> • Concept, Characteristics and Scope • Qualities and Duties of School Heads • Promoting and Working as Team Leader 	1	18	September
IV	<p>LEADING INNOVATIONS LEADING PARTNERSHIPS:</p> <ul style="list-style-type: none"> • Innovations-Heart of Learning Organizations • Building a culture of Innovations in the School • Reimagining the School through Innovations • Home School Partnership • Working with the Community and system 	1	18	October
V	<p>SCHOOL ADMINISTRATION AND PLANNING</p> <ul style="list-style-type: none"> • Understanding School Administration • Decision Making- Concept and Need • Institutional Planning; Concept, Types, Role and Functions • Management by Objectives • Discipline and self-governance in schools 	1	18	November

BOOKS RECOMMENDED:

Aldag, Ramon J, Brief, Arthur P (1981). Managing Organizational Behavior, West Pub. Co, St.Paul.

Collins, Jim (2001). Good to Great, South Africa: Random House

Collinson, Vivienne and Tanya Fedoruk Cook (2007). Organisational Learning, Improving Learning, Teaching and Leading in School Systems, Sage, USA.

Covey (1990). Seven Habits of Highly Effective People. Fireside.

Drucker (2001). Management Challenges for the 21st Century. New York: Harper-business.

Glasser (1998). The Quality School, 3rd ed. Harper-perennial Library.

Hesselbein, Goldsmith and Beckard, (eds.) (1996). The Leader of the Future. San Francisco: Jossey-Bass.

Idsey, Delors , Martinez, Richard, S., and Lindsey, Randall (2007). Culturally Proficient Coaching, Supporting Educators to Create Equitable Schools, USA: Corwin Press.

Levinson, Harry with Janice Molinari and Andrew G Spohn (1975). Organisational Diagnosis, Harvard University Press, USA.

Senge (2000). Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone Who Cares about Education. New York: Doubleday.

Stecher, Brian and Sheila Nataraj Kirby (eds) (2004). Organisational Improvement and Accountability: Lessons for Education from other Sectors, RAND Corporation.

Terrence Deal & Kent D. Peterson (2003). Shaping School Culture: The Heart of Leadership, Jossey-Bass.

Course Outcomes:

1. Understand Leadership and its impact on school transformation.
2. Understand school as a learning organisation.
3. Develop a vision for change and transformation.

GROUP – B

COURSE CODE-304: INCLUSIVE EDUCATION

MM: 100

COURSE OBJECTIVE: To make the students to:

1. Understand the Concept, Meaning and Scope of Inclusive and Special Education.
2. Understand the recommendations of commissions on education of children with special needs.
3. Understand the meaning, specific characteristics and modalities of identification of various types of (students who are different then majority of are) exceptional learners.
4. Understand various educational interventions for meeting the needs of exceptional learners.

UNIT	CONTENT	CREDIT S	PERIOD	MONTH
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I	<p>INTRODUCTION TO INCLUSION</p> <ul style="list-style-type: none"> • Definition, Scope, Importance and Aims of Inclusive Education. • Concept of Handicap, Impaired and Disability. • Growth and Development of Special Education in India & Abroad. • Concept and Significance of Early Identification • Concept and Significance of Least Restrictive Environment. • Concept, Significance and Educational Intervention. • Concept, Significance and techniques of Mainstreaming. • Concept, Significance and techniques of Remedial Teaching. • Concept and Significance Universalization of Education and Special Education. • Concept, uses and organization of Resource Room. • Concept and Role of Resource and Itinerant Teacher. • Good Counselor. • Role of Peer Group, Family and Community in education of Special need Children. 	1	18	July
II	<p>LEGISLATIVE BACKGROUND</p> <ul style="list-style-type: none"> • NPE-1986 & POA-1992. • PWD Act-1995 (People with Disability Act) • Constitutional Provisions for special need learners. • Rehabilitation Council of India and its Role. • Right to Education Act-2009 	1	18	August

III	MENTALLY RETARDED CHILDREN <ul style="list-style-type: none"> • Concept, Definition and Types. • Etiology of Mental Retardation. • Characteristics of Educable and Trainable Mentally Retarded Children. • Programme of Education of Educable Mentally Retarded Children. • Programme of Education for Trainable Mentally Retarded Children 	1	18	September
IV	VISUALLY IMPAIRED CHILDREN <ul style="list-style-type: none"> • Concept and Classification. • Etiology and General Characteristics. • Educational Programme 	1	18	October
V	VARIOUS TYPES OF SPECIAL LEARNERS: Concept, Etiology, Characteristics and brief Outlines of Education; <ul style="list-style-type: none"> • Juvenile Delinquent Children. • Emotionally Disturbed Children. • Gifted Children • Slow Learners 	1	18	November

BOOKS RECOMMENDED:

Blair, A (2003). Special Educational Needs and Disability Discrimination: New Departures in Education Law in England and Wales: Rights of Children with Disabilities in UK. In Groof, J.D. and Lauwers, G (Eds.). Special Education: Yearbook of the European Association for Education Law and Policy. Vol. V. Kluwer Academic Publishers: The Netherlands.

Boehner, J (2004). Strengthening and Renewing Special Education, Bill Summary: The Individuals with Disabilities Education Improvement Act. Available on: http://edworkforce.house.gov/issues/108th/education/idea/1350_confsummary.htm, accessed on 23 November, 2004.

Booth, T., and Mel Ainscow (eds.) (1998). From Them to Us: An International Study of Inclusion in Education, Routledge, London.

CABE (1944). Post-war Educational Development in India. New Delhi: Ministry of Education.

- Education Commission, (1966). Education and National Development. New Delhi: Ministry of Education.
- Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88100). London: Continuum.
- Jha, M.M (2002). School Without Walls. Inclusive Education for All. New Delhi: Madhuban Educational Books.
- Lee W.O (2004). Equity and Access to Education: Themes, Tensions and Policies, ADB, Manila.
- Lipsky, P. K. and Gartner, A (1996). Equity Requires Inclusion: The Future for All Scholars with Disabilities. In C. Christensen & F. Rizvi (Eds.) Disability and the Dilemmas of Education and Justice (pp. 145-155). Buckingham: Open University Press.
- Mangal, S K: Educating Exceptional Children: An Introduction to Special Education, ND; PHI Pvt. Ltd.
- Mittler, P (2000). Working Towards Inclusive Education - Social Contexts, London: David Fulton Publishers.
- Mukhopadhyay, Sudesh (2005). Inclusive Education in the Context of EFA, In MithuAlur& Michael Bach, Inclusive Education from Rhetoric to Reality, Viva Books Ltd, New Delhi.
- Rao, AllaAppa, Learning Disabilities, Hydrabad; Neelkamal Publication.
- VISHT, ABHA RANI, VISHISHTH BALAK, AP, Agra.
- SHARMA, R A. VISHISHTH SHIKSHS KA PRAROOP, R L Book Depot, Meerut.
- Mukhopadhyay, S. and Mani, M.N.G (2002). Education of Children with Special Needs. In R. Govinda (Ed.), India Education Report. A Profile of Basic Education (pp. 96-108). New Delhi: Oxford University Press.
- Wadia, A.R. : The Handicapped Child, Bombay; (Ed) TISS.
- dqekjlatho : fof'k'Vf'k{kk] tkudhizdk"ku] iVuk ,oaubZfnYyh
- nqcs] lR; : fof'k'Vf'k{kk] "kkjnkqLrdHkou] ukjk;.k bykgkcknA
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Course Outcomes:

1. Understand concept meaning and scope of Inclusive and Special Education.
2. Understand recommendations of commission on education of children with special needs.
3. Understand various educational interventions for meeting the needs of exceptional learners.

COURSE CODE- 304: EDUCATION FOR MARGINALIZED SECTIONS
MM: 100

COURSE OBJECTIVES: Following shall be the course objectives;

1. To sensitize students towards the marginalized sections of society.
2. To enable the students to understand the constitutional provisions for Socio-educational up gradation of masses on margins.
3. To enable the students to understand the importance of education for marginalized masses.
4. To enable the students to take educational measures for various marginalized sections.
5. To understand the relevance of education as a tool for social empowerment.

UNIT	CONTENT	CREDIT	PERIOD S	MONTH
I	SOCIAL STRATIFICATION AND EDUCATION IN INDIA <ul style="list-style-type: none"> • Social Stratification and Mobility; concept and types • Social Unity; concept and factors • Concept and need to Education and Social Equity and Social Justice • Concept, significance and constraints of Equality of Educational Opportunity • Caste, class and gender disparities in education in India • Concept (s) of LGBTs. 	1	18	July
	MARGINALIZATION IN INDIAN CONTEXT			August

II	<ul style="list-style-type: none"> • Marginalization; Concept, Definitions and Educational status • Types of Marginalization; Social, Political, Economic and Educational • Reasons of Marginalization; Socio-cultural, Religious, Disadvantage, Deprivation, Economic and Political • Impacts of Marginalization; Discrimination, Disadvantage, Social Exclusion, Social Disharmony and Violence and crime. 	1	18	
III	<p>EDUCATION OF SCHEDULED CASTE AND SCHEDULED TRIBES</p> <ul style="list-style-type: none"> • State Policy and Educational Disparity • Educational problems of SC and ST Sections; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality • Issues of Scheduled Caste and Scheduled Tribe Sections; Social security Educational development Vocational courses and Opportunities Contextualization of education, Partnership in governance and decision making process • Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans 	1	18	September

IV	<p>EDUCATION OF WOMEN AND GIRLS</p> <ul style="list-style-type: none"> • State Policy and Educational Disparity • Educational problems of Women and Girls; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality • Issues of Women and Girls Sections; Social security Educational development Vocational courses and Opportunities Contextualization of education, Partnership in governance and decision making process • Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans 	1	18	October
V	<p>EDUCATION OF MINORITIES</p> <ul style="list-style-type: none"> • State Policy and Educational Disparity • Educational problems of Minorities; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality • Issues of Minorities Sections; Social security Educational development Vocational courses and Opportunities Contextualization of education, Partnership in governance and decision making process • Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans 	1	18	November

BOOKS RECOMMENDED:

Ambedkar, B.R. (1948) The Untouchables: Who are They and Why They Became Untouchables. KaushalyaPrakashanBhatty, Kiran Educational Deprivation in India: A, Survey of Field Investigations. Economic and Political Weekly, July 4, 1998.

- Dube, S.C. (1996) Indian society, National Book Trust, New Delhi
- Gupta, Dipankar (1991), Social Stratification, New Delhi, Oxford University, Press.
- Kumar, Krishna (1992) What is Worth Teaching? Orient Longman, New Delhi
- D.B. Rao, The School and Community Relations: 2004, Discovery Publishing House Pvt. Ltd., New Delhi
- Sharma, CB Equalizing Education in Unequal Society
- SusheelaKoushik (ed.): Women's oppression: Patterns and Perspectives, New Delhi: Ajantha. 1984
- UNESCO, Wasted Opportunities: When Schools Fail. Education for All, Status and Trends, Paris, UNESCO, 1998
- Velaskar, Padma. 1990. Unequal Schooling as a factor in the Reproduction of Social Inequality in India. Sociological Bulletin, 39,182.
- NCERT, Education of Marginalized Sections; degsnmodule6.pdf, http://www.ncert.nic.in/departments/nie/design/pdf_files/degsnmodule6.pdf
- Ahuja, Ram, Rights of Women (1992), A Feminist Perspective, New Delhi: Rawat Publications.
- Basu, D.D.(2003) Shorter Constitution, Prentice Hall, New Delhi.
- Centre for Development and Human Rights, (2004), The Right to Development –A Primer, New Delhi: Sage Publications.
- NailaKabeer (ed), Geetha B. Nambissan, RamyaSubramanian(2003) ChildLabour and the Right to Education in South Asia, New Delhi: Sage Publications.
- UNDP Bank, Human Development Report, New Delhi, 2003.
- Wahid, Abdul, (2009); Minority Education In India: Issues of Access, Equity & Inclusion, Delhi; Serials Publication.
- Yadappanavar, AV, (2003): Tribal education in India, Delhi; Discovery Publishing House.

हनफ्री और हनफ्री, स्त्री शिक्षा, आगरा; विनोद पुस्तक मंदिर

Course Outcomes:

1. Sensitize the students towards the marginalised sections of the society.
2. Enable the student to understand importance of education for marginalised masses
3. Understand the relevance of education as a tool for social empowerment.

C.CODE-304: POLICY PERSPECTIVES AND ISSUES IN INDIAN EDUCATION MM: 100

COURSE OBJECTIVES: Students will be able;

1. To analyze the strategies used for realization of UEE.

2. To realize the need and importance of the constitutional provisions for education in India.
3. To understand the importance of Right to Education and the provisions made for realizing it.
4. To understand the emerging issues in Teacher education.
5. To understand the policy perspectives of education and their implications.

		CREDIT	PERIODS	MONTH
I	ISSUES IN EDUCATION <ul style="list-style-type: none"> • Universalization of Elementary Education, • Gender, • Language, • Human Rights, • Child Rights, • Reservation Policy 	1	18	July
II	PROGRAMMES AND POLICIES <ul style="list-style-type: none"> • SarvaSikshaAbhiyan • RashtriyaMadhyamicShikshaAbhiyan • Continuous and Comprehensive Evaluation • Right of Children for Free and Compulsory Education Act 2009, • Minimum Levels of Learning (MLL), • Millennium Development Goals (MDGs). 	1	18	August
III	CONTEMPORARY INDIAN HIGHER EDUCATION <ul style="list-style-type: none"> • Meaning, Aims and Functions of Higher Education, • University Grants Commission, • Association of Indian Universities, • National Council for Teacher Education • National Institute of Educational Planning and 	1	18	September

	Administration. <ul style="list-style-type: none"> • Autonomy in Higher Education, • Major Problems in University Education 			
IV	EMERGING ISSUES IN INDIAN EDUCATION <ul style="list-style-type: none"> • Vocationalization and Diversification of Education, • Environmental Education, • Peace Education, • Human Rights Education • Inclusive Education. 	1	18	October
V	THEORETICAL ASPECTS OF POLICY <ul style="list-style-type: none"> • Parameters of policy determination. • Relationship between research and policy, policy and planning and their implementation. • Framework for Policy Making in Education in India; Issues related to societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation. • Role of bureaucracy, Constitution and judicial interventions on education policy formulation shaping the policy guidelines in education. • Policy reforms through Commissions and Committees. • The role of the National Development Council and Central Advisory Board of Education (CABE) in policy formulation. 	1	18	November

BOOKS RECOMMENDED:

Mohanty, J. (1987): Education in India. New Delhi: Deep & Deep Publications.

Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.

Dash, M. (2004). Education in India: Problems and Perspectives. New Delhi: Atlantic Publishers

Nanda, S.K. (2000). Indian Education and its Problems Today. New Delhi: Kalyani Publishers.

Agarwal (1983). Implementation of Human Rights Covenants with Special Reference to India. Allahabad: KitabMahal.

Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.

- Ghosh, Suresh Chandra (2009). The history of education in modern India 1757-2007. New Delhi: Blackswan Publication
- Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
- Graves, N. (1990). Teaching for International Understanding, Peace and Human Rights. Paris: UNESCO. 8. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
- Kumar, K (2005). Political Agenda of Education: A Study of Colonialist and National Ideas. New Delhi: Sage Publications.
- Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
- Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.
- Mukerji, S.N. (1965): Education - in India – Today and Tomorrow. Baroda: Acharya Book Depot
- Pathania, A (2009). Primary education in India: Programmes and schemes. Shimla: J.M.D. Publications.

Course Outcomes:

1. Analyse the strategies used for realization of UEE.
2. Understand emerging issues in Teacher Education.
3. Understand the policy perspective of education and their implication.

GROUP – C

COURSE CODE-305: EDUCATIONAL GUIDANCE AND COUNSELING

MM: 100

COURSE OBJECTIVES: After completing this course, the student will be able to;

1. Understand the importance and application of guidance in their daily life.
2. Know the, modern trend and problems of guidance.
3. Understand different types of guidance and counseling procedures.
4. Use different techniques of guidance and counseling for problem solving.
5. Understand different tools and methods for ensuring effective guidance and counseling.

UNIT	CONTENT	CREDIT	PERIOD S	MONTH
I	<p>CONCEPT AND PERSPECTIVES OF GUIDANCE</p> <ul style="list-style-type: none"> • Concept, need, scope, principles and Types • Modern trends and tendencies. • History of guidance movement in India, • Suggestions for use of guidance as recommended by various education commissions. • Present situation and problems of guidance in Indian context. 	1	18	July
II	<p>COUNSELLING:</p> <ul style="list-style-type: none"> • Concept, types and principle, • Process of counselling • Techniques of counseling • Role of teacher as a counselor • Characteristics of a good counselor 	1	18	August
III	<p>GUIDANCE OF CHILDREN WITH SPECIAL NEEDS</p> <p>Common Problems and Needs of Learners.</p> <p>Guidance of the gifted and creative students</p> <p>Guidance for Low - achiever and first generation learners.</p>	1	18	September

IV	<p>TYPES AND ORGANIZATION OF GUIDANCE SERVICES</p> <ul style="list-style-type: none"> • Types of Guidance; educational, vocational, personal • Objectives and applied techniques. • Organization and administration of guidance program in Schools. • Guidance services at various levels of education. • Types of Guidance services: • Information service • Individual information collection • Vocational information: sources, collection and role of media • Counselling as a service of guidance • Placement services • Follow up service • Research service • Preparatory service 	1	18	October
V	<p>GUIDANCE TOOLS & USE FOR EVALUATION</p> <ul style="list-style-type: none"> • Tools and Techniques of Guidance • Use of psychological tests and evaluation in guidance. • Evaluation of Guidance Programme; • Techniques of evaluation, Utility of evaluation • Use of research strategy in improvement of guidance services 	1	18	November

BOOKS RECOMMENDED:

Agrawal, J.C. (1989): Education Vocational Guidance and Counselling, Dowaba House, New Delhi.

Bhatia, K.K. : Principles of Guidance and Counselling, Kalyani publishers.

Jones, Athor J. (1963): Principles of Guidance, MacHill Book Company Incorporation.

Jones, Rechard Nelson, (2012): Theory and Practice of Counselling and Therapy, New Delhi; Sage Publication India Pvt. Ltd.

Kochhar, S.K. (1993): Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited, New Delhi.

Moyers, Jorge E.(1971): Principles and Techniques of Vocational Guidance, McGraw Hill Company

Pandey, K.P. (2000): Educational and Vocational Guidance in India, Vishwavidyalaya Prakashan, Varanasi.

Course Outcomes:

1. Understand the importance and application of guidance in daily life.
2. Know the modern trend and problems of Guidance.
3. Understand different types of guidance and counselling procedures.

COURSE CODE-305: GENDER SENSITIZATION AND WOMEN EDUCATION MM: 100

COURSE OBJECTIVES: Following shall be the course objects;

1. To sensitize students about the gender issues in general and education in particular.
2. To provide a critical perspective on the gendered structure of society.
3. To understand the policy perspectives, schemes and program for female education in India.
4. To understand the concept and importance of gender justice and equality.
5. To understand the strengths and weaknesses of various positions, methods, and beliefs.

UNIT	CONTENT	CREDITS	PERIODS	MONTH
I	GENDER SENSITIZATION <ul style="list-style-type: none"> • Concept, Need, Scope • Gender studies as an academic discipline • Gender, Economy and Work Participation • Gender, globalization and education 	1	18	July
II	ISSUES OF INDIAN WOMEN <ul style="list-style-type: none"> • Family, Caste, Class, Culture religion related issues • Women's education- gender bias in enrolment and Curriculum content • Co-education-its educational implications • Literacy and Non-formal education for women's 	1	18	August

	development <ul style="list-style-type: none"> • Education of Girl child in India: present status and challenges ahead 			
III	WOMEN'S MOVEMENTS IN INDIA <ul style="list-style-type: none"> • Pre-independent, Post Independent and Current women movements • National committees and Commissions for Women • Governmental and Non-Governmental Organizations for women and Child Development, Community participation for education of the girl child. • Constitutional Provisions, Policies, Programmes for Women 	1	18	September
IV	PROGRAMMES AND STRATEGIES FOR PROMOTING GIRLS'/WOMEN EDUCATION IN INDIA <ul style="list-style-type: none"> • Access, enrolment, retention of girls' at school stages • Mahilasamakshya, • Kasturba Gandhi BalikaVidyalaya. • Girl's education in SSA, RMSA 	1	18	October
V	DEMOGRAPHIC PROFILE OF WOMEN AND HUMAN DEVELOPMENT INDICATORS <ul style="list-style-type: none"> • Constitutional provisions, policies, programmes for women • International policies and women's movements • Health and nutrition • Participation in decision making through decentralization • Methodologies for research on women • Gender and disability 	1	18	November

BOOKS RECOMMENDED:

Letherby, G. (2003) Feminist Theory in Research and Practice. Buckingham: Open University Press.

- Maynard, M. and Purvis, J. (eds) (1994) *Researching Women's Lives from a Feminist Perspective*, London: Taylor and Francis.
- Narasaiah.M.L. (2010). *Women, Children and Poverty*. New Delhi: Discover Publishing House
- Olesen, V. (2000) *Feminisms At and Into the Millennium*. In N. Denzin, and Lincoln,Y.(eds.) *Handbook of Qualitative Research*, (2nd Edition) London: Sage.
- Parvin, M.R.(2001). *Empowerment of Women: Strategies and Systems for Gender Justice*. ND; DP
- Rao.D.B. (2011). *Education for Women*. New Delhi: Discover Publishing House
- Rao.D.B. (2011). *International Encyclopedia of Women*. New Delhi: Discover Publishing House
- Ribbens, J. and Edwards, R. (eds) (1998) *Feminist Dilemmas in Qualitative Research*, London: Sage.
- Sindhuja, P. (2011) *Economic Empowerment of Women through Self-Help Groups*.ND; DPH
- Skelton, C. (2009) *The SAGE Handbook of Gender and Education*. New Delhi: Sage
- Stanley, L. (ed) *Research, Theory and Epistemology in Feminist Sociology*, London: Rutledge.
- Weedon, C. (1996) *Feminist Practice and Poststructuralist Theory* (2nd ed.) Oxford: Basil Blackwell.
- Weiner, G. (1994) *Feminisms in Education: an Introduction*. Buckingham: Open University Press

Course Outcomes:

- 1.Sensitize students about the gender issues in general and education in particular.
2. Provide a critical perspective on the gendered structure of society.
3. Understand the policy perspectives, schemes and program for female education in India.

C.CODE-305: EDUCATIONAL PLANNING AND FINANCING OF EDUCATION MM: 100

COURSE OBJECTIVES: To enable the students to;

1. Understand basic concepts of educational planning and financing.
2. Acquire knowledge of the principles and procedures of educational planning and financing.
3. Understand contemporary developments in educational planning and financing.

4. Understanding the problems and issues related to educational planning and financing.

UNIT	CONTENT	CREDI	PERIO	MONT
I	EDUCATIONAL PLANNING <ul style="list-style-type: none"> • Concept and characteristics of Educational Planning, • Types– Micro & Macro, Management Planning, Grass-root planning, Area Planning, Institutional Planning • Need & Objectives for Educational Planning • Historical background of Education Planning in India 	1	18	July
II	APPROACHES TO EDUCATIONAL PLANNING <ul style="list-style-type: none"> • Manpower Requirement Approach; • Social Justice Approach; • Rate of Return Approach • Intra educational Extrapolation Model 	1	18	August
III	CONSTRAINTS/TRENDS IN EDUCATIONAL PLANNING <ul style="list-style-type: none"> • Economic & Cultural Constraints; • Social and Administrative Constraints • Modern trends in Edu. Planning with reference to Five Year Plans. • District Planning in Education; Appraisal of Educational Plans and Projects, School Mapping, Micro Planning ,School Improvement Planning, Manpower Planning, Use of Microsoft Project in Planning and Monitoring of Education Development 	1	18	September
IV	EDUCATIONAL FINANCING <ul style="list-style-type: none"> • Educational Expenditure • Budgeting; Preparation and Control • Principles of Educational Financing; 	1	18	October
	CONSTRAINTS AND TRENDS IN EDUCATIONAL FINANCING			November

V	<ul style="list-style-type: none"> • Problems of Educational Financing: Internal & External; • Education as Investment and Consumption • GATS & Education • Grant in Aids System in India • Population and Enrolment Projections 	1	18	
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BOOKS RECOMMENDED:

Rao, V.K.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.

Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. N. Delhi, 1990.

Naik, J.P., Education Planning in India.

Naik, J. P. & Syed Nurullah, Education in India during British Period, Bombay, Macmillan, 1949.

Aggarwal Y.P. & Thakur, R.S. 2003, Concepts and Terms in Educational Planning: A Guidebook; NUEPA

Patteti, A.P and Thamarasserri, I. (Eds) (2014) Economics of Education, APH Publishing Corp., New Delhi

Course Outcomes:

1. Understand the basic concept of educational planning and financing
2. Understand contemporary developments in educational planning and financing
3. Understand problem and issues related to educational planning and financing.

FOURTH SEMESTER**C.CODE-401: CONTEMPORARY INDIAN EDUCATION AND EMERGING TRENDS MM: 100**

COURSE OBJECTIVES: Students shall be able to enable to;

1. Understand the concepts of Rights, Duties and Directive Principles of the Constitution of India.
2. Know and understand the concept, constraints and probable solution of UEE
3. Analyse constraints and probable solution of implementing USE
4. Identify different goals and objectives of RMSA
5. Develop understanding about the social realities of Indian society and its impact on education.

UNIT	CONTENT	CREDIT	PERIODS	MONTH

I	<p>UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE)</p> <ul style="list-style-type: none"> • Concept and programmes of : EFA • Managing SSA: Mission and State Implementation Partners • Constraints to achieve UEE: Views of Kothari Commission • National Policy on Education -1968, 1986, 1992, • Programmes in the 12th Five Year Plan • Neighbourhood School 	1	18	July
II	<p>UNIVERSALIZATION OF SECONDARY EDUCATION (USE)</p> <ul style="list-style-type: none"> • Concept and objectives • Constraints to achieve USE: Mudaliar and Kothari Commission • Strategies and Initiatives to achieve USE in the 12th Five Year Plan • RastriyaMadhyamikShikshyaAbhiyan: its goals and objectives 	1	18	August
III	<p>RASHTRIYA UCCHATAR SHIKSHA ABHIYAAN</p> <ul style="list-style-type: none"> - Concept, Aims, functions and programs of RUSA - Education in different Five Year Plans. - Initiatives of UGC. 	1	18	September

IV	<p>ISSUES RELATED TO CONTEMPORARY INDIAN EDUCATION</p> <ul style="list-style-type: none"> • Concept and need of; <ul style="list-style-type: none"> - Quality, Equity, Equality, Accessibility and Affirmative Action - Liberalisation, Privatisation and Globalisation of Education - Internationalisation of Education: Emerging partnership between institutions and modes of delivery of education services. - FDI in education in India • Emerging international institutions: GATS, TRIPS and WIPO • Regional Networks 	1	18	October
V	<p>EMERGING TRENDS;</p> <ul style="list-style-type: none"> • Main recommendations and their implications <ul style="list-style-type: none"> - Acharya Rammurthy Committee- 1990 - Yashpal Committee-1992 - Yashpal Committee-2009 	1	18	November

BOOKS RECOMMENDED:

Kumar, Krishna (1991): The Political Agenda of Education, Delhi : Sage.

Law, N.N. (1916): Promotion of Learning in India, London

Mukherjee, R.K. (1960): Ancient Indian Education, Delhi; Motilal Banarasi Das.

Nurrullah, S. and J.P. Naik (1974) : A Students History of Education in India, Bombay: Macmillan

Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahitya mudranalaya.

Tilak, J. B. G. (1987): The Economics of Inequality in Education. New Delhi: Sage Publications.

Tilak. J.E.G (1989): Economics of Inequality in Education, Sage, New Delhi.

Weiner, G. (1994) Feminisms in Education: an Introduction. Buckingham: Open University Press

Course Outcomes:

1. Understand the concepts of rights, duties and directive principles of the constitution of India.

2. Analyse constraints and probable solution of implementing USE.
3. Identify different goals and objectives of RMSA.

**COURSECODE-402: EDUCATIONAL MEASUREMENT AND
EVALUATION MM: 100**

COURSE OBJECTIVES: To enable the students to;

1. Understand basic concepts and practices adopted in Educational Measurement,
2. Understand relationship between measurement, evaluation and statistic in education.
3. Orient the student with tools and techniques of measurement, evaluation and statistics.
4. Develop skills competencies in construction and standardizing a test.

UNIT	CONTENT	CREDIT	PERIOD S	MONTH
I	MEASUREMENT AND EVALUATION <ul style="list-style-type: none"> • Concept, nature, needs and scope, • Differentiating Testing, Assessment, Measurement and Evaluation • Models of evaluation, • Scales of Measurement. 	1	18	July
II	TOOLS TECHNIQUES AND STANDARDIZATION <ul style="list-style-type: none"> • Tools of Measurement: Function, types, characteristics • Techniques of Measurement and Evaluation: Questionnaire, Rating Scale Sociometry 	1	18	August

	Standardization of Achievement test			
III	RELIABILITY OF TEST <ul style="list-style-type: none"> Meaning, need and Methods of Reliability; Test-Retest Reliability Equating-Form Reliability Split-half Reliability Rational Equivalence Reliability. 	1	18	September
IV	VALIDITY OF TEST <ul style="list-style-type: none"> Meaning and type and need of Validity; Content, Construct Empirical, Concurrent and Predictive Validity. 	1	18	October
V	NORMS OF THE TEST <ul style="list-style-type: none"> Concept, type, functions and need of ; Age Norm, Grade Norm, Percentile and Standard Score Z-Scores, T-Scores, C- Scores, Stanine Scores 	1	18	November

BOOKS RECOMMENDED:

Ebel, R.L. : Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. 1970)

Ferguson, G.A.: Statistical Analysis in Psychology & Education, McGraw Hill Inctc Book Co. (1981).

Garrett, H.E. : Statistics In Psychology And Education: VikasPeffer&Smara Co., Ins, New York.

Granbach, L.J. :Essential Of Psychology Trends Harper Row, New York.

Guilfork, J.P. : Fundamental Statistics In Psychology And Education, McGraw Hill (1965).

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Course outcomes:

1. Understand basic concept and practices adopted in Educational Measurement.
2. Understand relationship between measurement, evaluation and statistics in education.
3. Orient the student with tools and techniques of measurement, evaluation and statistics.

COURSE CODE-403: CURRICULUM STUDIES

MM: 100

COURSE OBJECTIVES

1. To acquaint the students with the basic concept of curriculum.
2. To develop an understanding about different perspectives on curriculum.
3. To develop understanding about bases of curriculum development.
4. To enable the students to understand the construction and development of curriculum.

UNIT	CONTENT	CREDIT	PERIOD S	MONTH
I	<p>AIMS AND OBJECTIVES OF EDUCATION</p> <ul style="list-style-type: none"> • Introduction to Aims, Goals and Objectives of Education • Goals of Education: Levels of Goals and Formulating Goals • Educational Objectives: Types of Educational Objectives • Guidelines for Formulating Educational Objectives • Taxonomic Levels: Cognitive, Affective and Psychomotor • Domains and Approaches to Educational Objectives 	1	18	July
II	<p>PERSPECTIVES ON CURRICULUM</p> <ul style="list-style-type: none"> • Meaning and principles of curriculum. • Traditionalists, Conceptual-Empiricists, Reconceptualists, Social constructivists perspectives of curriculum, • Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance, • Curriculum framework-need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks 	1	18	August
III	<p>BASES OF CURRICULUM DEVELOPMENT:</p> <ul style="list-style-type: none"> • Philosophical Bases: Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; • Sociological Bases: societal needs and aspirations, culture and values, social changes, knowledge explosion, globalization, and privatization. • Psychological Bases: Developmental characteristics of a learner; developmental tasks and learning 	1	18	September

	theories,			
IV	<p>TYPES OF CURRICULUM</p> <ul style="list-style-type: none"> Types of curriculum; Subject-centered, Learner-centered, Community centered Social Reconstructionist curriculum. Characteristics, purpose, Role of a teacher 	1	18	October
V	<p>CONSTRUCTION AND DEVELOPMENT OF CURRICULUM</p> <ul style="list-style-type: none"> Concept of curriculum construction and Development Curriculum development-strategies Models of curriculum Development: Administrative; Grass root, Demonstration; System Analysis Continuous Comprehensive Evaluation 	1	18	November

BOOKS RECOMMENDED:

Berman, L.V. (1968): New Principles in the Curriculum, Ohio, Charles, E. Merrill Book.

Bob, Moon and Patricia Murphy (1999); Curriculum in Context; Paul Chapman Publishing, London

Brent, Allen, (1978): Philosophical Foundations for the Curriculum, Allen &Unwin, Bosten.

Chomsky, N (1986). Knowledge of Language; Prager, New York

Datta, D. M. (1972) Six Ways of Knowing Calcutta University Press, Calcutta.

Galen, Saylen& WAHoet, (1974): Planning Curriculum for Schools, New York, R &W Inc.

Hoper, Richard, (1974): The Curriculum: Contest Design & Development, Edinburg; OUP

Joseph Schwab, (1969). The Practical: A language for Curriculum. School Review, November.

Keddie, N. (1971): Classroom Knowledge, in. M.F.D Young.

Kelley, A. B. (1996). The Curricular Theory and Practice; Harper and Row, U. S

Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.

Nirantar (1997) Developing a Curriculum for Rural Women, Nirantar, New Delhi.

Padma M. Sarangapani (2003): Constructing School Knowledge; An Ethnography of learning in an Indian Village, Sage Publication Inc. New Delhi

Course Outcomes:

1. Acquaint students with basic concepts of curriculum
2. Develop understanding about different perspectives on curriculum
3. Understand about bases of Curriculum development.

COURSE CODE- 404: DISSERTATION**MM:****200****COURSE OBJECTIVES:** To enable the students;

1. To see and draw linkages between research and educational theory being taught.
2. To conduct a research, and to write a dissertation.
3. To articulate and formulate a research problem, research questions and design.
4. To analyze data, to write the findings in an academic fashion and to present the same.

UNIT	CONTENT	CREDITS	PERIOD	MONTH
I	Dissertation Based Introduction; <ul style="list-style-type: none"> • Orientation to the process of formulating research problem and questions • Formulating research problem and research questions and writing introduction • Research seminars to present work-in-progress of the researchers • Sessions guiding understand the interfaces between theory and the research 	1	18	January
II	Dissertation Based Review of Related Literature; <ul style="list-style-type: none"> • Orientation to the process of engaging with relevant related literature • Engaging researchers with relevant literature, both theory and research • Research seminars to present work-in-progress of the researchers • Sessions guiding understanding interfaces between literature and the research 	1	18	to

III	Dissertation Based Methodology; <ul style="list-style-type: none"> • Orientation to the expectations, processes, role of methodology in the research • Workshops on doing fieldwork, taking field-notes, referencing and scoring • Research seminars to present work-in-progress of the researchers • Sessions guiding understanding interfaces between method and the research 	2.5	45	
IV	Dissertation Based Analysis and Interpretation; <ul style="list-style-type: none"> • Orientations to the processes of analysis and interpretation • Workshops on presentation and analysis of observations/ data • Research seminars to present work-in-progress of the researchers • Sessions guiding understanding the interfaces among data and the objectives and the review of literature 	2	36	
V	Dissertation Based Results and their Implications; <ul style="list-style-type: none"> • Orientations to the processes of writing findings and implications • Workshops on presentation of writing findings and their implications • Research seminars to present work-in-progress of the researchers • Sessions guiding understanding interfaces among problem, findings and implications 	2	36	
vi	Presenting Dissertation Research; <ul style="list-style-type: none"> • Orientations to the processes of writing first draft • Workshops drafting of research report • Developing first draft Feedback and finalizing the report 	.5	9	
vii	Dissertation Based Bibliography and Appendices; <ul style="list-style-type: none"> • Orientation • Supervision • Feedback 	1	18	

BOOKS RECOMMENDED:

APA Publication Manual (Sixth Edition), American Psychological Association, Washington DC

Creswell, J.W (2002). Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, New Jersey: Merrill Prentice Hall.

Denzin, N.K and Lincoln, Y.S (1994): Handbook of Qualitative Research, Thousands, CA: Sage.

Ellis, L (1994). Research Methods in Social Sciences, Madison: Brown and Benchmark

Frank S Freeman, (2002): Theory and Practice of Psychological Testing, New Delhi; OUP.

James H.Mcmillan & Sally Schumacher: Research in Education: A Conceptual Introduction.

Jonathan Anderson, Berry H. Durston & Millicent Poole, (1970): Thesis and Assignment Writing, New Delhi; Wiley Eastern Ltd.

Judith Bell, (1993): How to Complete Your Research Project Successfully, New Delhi; UPS Publishers and Distributors.

Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart Winston.

MLA Handbook, Eighth Edition, Modern Language Association, 2016.

Mills, C.W (1959). The Sociological Imagination, New York: Oxford University Press.

Newman, Lorraine, W: Social Research Methodology of Quantitative and Qualitative Approach,

R.K. Yin: Case Study Research: Design and Methods (2nd ed.) Thousand Oaks CA. Sage.

Y.S. Lincoln & E.C. Guba: Naturalistic Inquiry, Beverly Hills C.A. Sage.

Course Outcomes:

1. Conduct research and to write a Dissertation
2. Articulate and formulate a research problem, research questions and design
3. Analyse data and write finding

CBCS SYLLABUS FOR MASTER OF ARTS (EDUCATION)

ABOUT THE PROGRAMME:

DeenDayalUpadhyay Gorakhpur University, Gorakhpur offers fulltime Master of Arts (in Education) Programme in its Department of Education for Indian nationals and those foreign nationals who have been permitted for by the Government of India. The Programme will run as per '**DeenDayalUpadhyaya Gorakhpur University Academic Programms under Ordinance - Choice Based Credit System (CBCS) into effect from Academic Session-2019-20**'.

Programme specific outcomes of course:

1. Develop knowledge and understanding of some specialized areas of elementary/secondary and higher secondary education and develop critical thinking pertaining to issues related to education.
2. Orient on the modern trends of educational technology and their application in education system.
3. Enhance the necessary competencies to provide better inclusive classroom environment to accommodate various categories of the students.
4. Develop competencies to conduct research in emerging areas of teacher education.
5. Develop Knowledge and understanding of the process of educational research.
6. Develop expertise for effective participation in educative process in different capabilities.
7. Use critical reflection to explore the relationship between theory and practice in complex situation.
8. Provide Learning experiences which will enable students to understand and appreciate knowledge structures and paradigm of education.
9. Bring ability to analyze, judge and critique complex or contradictory areas of wisdom, varied practices.

ELIGIBILITY:

Candidates seeking admission in M. A. (Education) programme should have passed or should be appearing in Graduation Programme with Education as a subject in final year of graduation three year programme of any UGC recognized university.

DISTRIBUTION OF COURSES:

Master Arts (Education) Programme is comprised of total twenty courses of five credits, each. In Second and Fourth semesters, first three courses are compulsory and students have choice to select any two out of three optional courses. Students from other programmes may opt any one course out of these optional courses. Following is the distribution of courses;

FIRST SEMESTER						
Cod e	Course Name	Cred it	Perio ds	Intern al Mark s	Ext. Mar ks	Tota l
101	PHILOSOPHICAL BASES OF EDUCATION WESTERN PHILOSOPHY	5	90	30	70	100
102	SOCIOLOGICAL BASES OF EDUCATION	5	90	30	70	100
103	PSYCHOLOGICAL BASES OF EDUCATION	5	90	30	70	100
104	METHODOLOGY OF EDUCATIONAL RESEARCH	5	90	30	70	100
105	PRACTICAL	5	90	30	70	100
SECOND SEMESTER						
201	INDIAN PHILOSOPHIES OF	5	90	30	70	100

	EDUCATION					
202	HISTORY OR INDIAN EDUCATION	5	90	30	70	100
203	ENVIRONMENTAL EDUCATION	5	90	30	70	100
ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES- 204, 205 & 206						
204	COMPARATIVE EDUCATION	5	90	30	70	100
205	STATISTICS IN EDUCATION	5	90	30	70	100
206	CURRICULUM DEVELOPMENT	5	90	30	70	100
THIRD SEMESTER						
Cod e	Course Name	Cred it	Perio ds	Intern al Mark s	Ext. Mar ks	Tota l
301	TEACHER EDUCATION	5	90	30	70	100
302	SPECIAL EDUCATION	5	90	30	70	100
303	FOUNDATIONS OF EDUCATIONAL TECHNOLOGY	5	90	30	70	100
304	DISTANCE EDUCATION	5	90	30	70	100

305	CONTINUING EDUCATION	5	90	30	70	100
FOURTH SEMESTER						
401	ECONOMICS OF EDUCATION	5	90	30	70	100
402	WOMENS EDUCATION AND GENDER SENSITISATION	5	90	30	70	100
403	WRITING AND PRESENTATION OF RESEARCH PROPOSAL	5	90	30	70	100
ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES- 404, 405 & 406						
404	EDUCATIONAL GUIDANCE AND COUNSELLING	5	90	30	70	100
405	VALUE AND HUMAN RIGHT EDUCATION	5	90	30	70	100
406	EMERGING TRENDS IN INDIAN EDUCATION	5	90	30	70	100

FIRST SEMESTER**101. PHILOSOPHICAL BASES OF EDUCATION: WESTERN PHILOSOPHIES****MM: 100****COURSE OBJECTIVES:** To enable the students to understand about;

1. Contribution of Philosophy to the field of education.
2. Impact of Western Philosophies on Indian Education.
3. Contribution of great Western Thinkers
4. Nature and sources of knowledge getting process.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Meaning, Nature and Scope of Education and Philosophy, Relationship between Education and Philosophy	1	18	70
II	Western Philosophies: Major schools; <ul style="list-style-type: none"> • Naturalism • Idealism • Pragmatism • Realism 	1	18	
III	Modern philosophy; <ul style="list-style-type: none"> • Logical Positivism • Existentialism • Marxism Their educational implications with special reference to epistemology, Axiology and the process of education.	1	18	
IV	Great Western Educators; <ul style="list-style-type: none"> • Plato • Rousseau 	1	18	

	• John Dewey			
V	Democracy and Education Education and Freedom, Equality, Democracy and responsibility.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Bayles, E.E. : Pragmatism in Education, Philosophy of Education Series
Harper Row New York, 1971
- Boyed, William and King : The History of Western Education, 1972.
- Brubacher, J.S. : Modern Philosophy of Education.
- Butler, J. Donald : Idealism in Education. Philosophy of Education of Education
Series Harper Row, New York, 1971.
- Dewey, John : Democracy and Education, An Introduction, 1974.
- Kilpatrick, W.H. : Education for Changing Civilization, 1971.
- Magee, John : Philosophical Analysis in Education. Philosophy of
Education series, Harper Row, New York, 1971
- Martin, Owlin : Realism in Education, Philosophy of Education series,
Harper Row, New York, 1971.
- Max Wingo : Philosophy of Education, An Introduction, 1974.

- Morris, Van Cleve : Modern Movements in Education Philosophy, 1969.
- Morris, Van Cleve : Existentialism in Education. Philosophy of Education Series
Harper Row, New York, 1971
- Pandey, R.S. : ShikshaDarshan, VinodPustakMandir, Agra, 1995.
- Tripathi, L.J. : Being and Becoming; Gorakhpur.
- Sorenson, H : Psychology in Education, MaGraw Hill, New York.

Course Outcomes:

1. Understand about contribution of philosophy to the field of education
2. Understand the impact of western philosophies on Indian Education
3. Understand the contribution of great Western Thinkers.

102. SOCIOLOGICAL BASES OF EDUCATION

MM: 100

COURSE OBJECTIVES: To enable the students to understand;

1. Meaning and nature of Sociology of Education.
2. Social role of Education.
3. Meaning of Culture and Concept of Modernization and Socialization.
4. Various Socio-economic factors and their impact on education.
5. Use of social theories in understanding the process of education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Meaning and Scope of Sociology of Education. Need of Sociological perspective in Education.	1	18	
II	Education and Society. Education: as a process in social system.	1	18	

	as a process of socialization			70
III	Culture: Meaning and nature of culture; role of education in cultural context and cultural determinants of education	1	18	
IV	Social Change: Meaning and concept; education as an agent of social change and constraints on social change (Caste,class, language and regionalism), Social Mobility.	1	18	
V	Education as related to social stratification with special reference to the education of S.C., S.T. Women and Rural population.	1	18	
SN	PRCTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment/Project			15
3	Objective Type Test			10

BOOKS RECOMMENDED:

- Bookover, W (1957) : The Sociology of Education, New York, American Book Co.
- Criwin, R.G. (1965) : Sociology of Education, New Jersey: Prentice Hall.
- Dewcy, J (1916) : Democracy and Education, New York: Macmillan Co.
- Durkheim, Emile : Sociology And Education, New York, The Free Press. (1956)
- Freire, Paulo (1973) : Education for critical consciousness, New York.
- Gore, MS., IP. Desai : The Sociology of Education in India, New Delhi,

- (1975) N.C.E.R.T.
- Halsey, A.H. (1975) : Sociology and Equality Debate, Oxford Review of Education Vol.1, No.1
- Kumar Krishna (1989) : Social Character of Learning, New Delhi, Sage.
- M,Karl&WAC, : An Introduction to sociology of Education, London: Rou, Stewart 1962.
- Ottaway, A.C.K. : Educational and Society London: Routledg&Kegan Paul. (1962)
- Parsons, Talcolt : School class as Social System, Harvard Educational Review, Vil.23,No.4 (1959)
- Russell, Bertrand : Education and the Social Order, London: G. Allen. (1938)
- Shukla, S. &Krishn : Sociological Perspectives in Education, Delhi: Chankya Kumar Publishers, 1938.
- Stub. Holger R. (1975) : The Sociology of Education, Illinois: The Dorsey Press
- Waller, Willard (1932) : The Sociology of Teaching, New York, Wiley.

Course Outcomes:

1. Understand meaning and nature of sociology of education.
2. Understand social role of education.
3. Use of social theories in understanding process of education.

103. PSYCHOLOGICAL BASES OF EDUCATION

MM: 100

COURSE

OBJECTIVES: To enable the students to;

Understand concepts and principles of Educational Psychology as an Applied Science.

Understand the process, theories and Implications of Human Development.

Acquaint the concept and Process of Learning, theories and their Educational Implications.

Understand Intelligence and Creativity and their Implications for education.

Understand the concepts and Theories of Personality and Its assessment Techniques.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Educational Psychology & Human Development</p> <ul style="list-style-type: none"> • Concept and Scope of Educational Psychology, Contribution of Psychology to Education. • Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems, Factors influencing development and relative role. • Major concepts and stages of the theories of Piaget and Bruner and their implications for education. 	1	18	
II	<p>Learning & Individual Difference</p> <ul style="list-style-type: none"> • Concept and Gagne's hierarchy of learning. • Following theories of Learning with their Educational implication; Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Hull's Reinforcement Theory, • Factors influencing learning. • Transfer of Learning. 	1	18	

	<ul style="list-style-type: none">• Motivation, Concept, Theories of Motivation.• Individual Differences and its Implications for Education.			70
III	Intelligence and Creativity <ul style="list-style-type: none">• Nature and Theories of Intelligence and its Measurement• Concept, Nature, Main Aspects of Creativity• Relationship between creativity and Intelligence.	1	18	
IV	Personality <ul style="list-style-type: none">• Concept, Types and theories of personality; Trait Theory of Allport andEysenck• Determinants of Personality.• Assessment of Personality.	1	18	
V	Adjustment, Mental Health & Hygiene; <ul style="list-style-type: none">• Concept of adjustment.• Conflicts and Defence Mechanism• Mental Health and Mental Hygiene.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective TypeTest			10

RECOMMENDED BOOKS:

Atkinson, R.L.: Introduction to Psychology (8th Ed.) HBT, New York, 1983.

De Cecco, J.P.: The Psychology of Learning of Instruction Prentice Hall of India, Pvt. Ltd. New Delhi.

Gage, N.L. & D.C. Berliner: Educational Psychology McNally College Publishing Co., Chicago.

Yelon, et. al: A Teachers World - Psychological In the Classroom McGraw-Hill Kogakusha Ltd. Tokyo.

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Course Outcomes:

- 1.Understand concept of educational psychology as applied science.
- 2.Understand process and theories of human development
- 3.Understand process and theories of personality and its assessment techniques

104. METHODOLOGY OF EDUCATIONAL RESEARCH

MM: 100

COURSE OBJECTIVES: The study of this paper will enable the students to:

1. Know the meaning and purpose of research.
2. Understand the research problem and its various phases.
3. Know different methods used in educational research.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Nature and need of Educational Research. Qualitative and Quantitative Research. Fundamental, Applied and Action research.	1	18	70
II	Selection and formulation of research problem, Guiding principles of problem selection.	1	18	
III	Review of related literature and formulation of hypothesis.	1	18	
IV	Population and sampling. Types of sampling-simple random sampling, stratified Random sampling,	1	18	

	cluster sampling, systematic sampling, purposive sampling, snowball sampling.			
V	Method of educational research, Historical, Descriptive Experimental research.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

BOOKS RECOMMENDED:

- Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- Best, John W : Research in Education, New Delhi Prentice Hall of India, 1982.
- Bhatanagar, R.P. et al. : ShikshaAnusandhan, Meerut: Loyal Book Depot, 1995.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- Guilford, J.P. & B. Fruchter : Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- Kerlinger, F.N. : Foundations of Behavioural Research, New York: Holt Rinehart and Winston, Inc, 1973.
- Koul, Lokesh : Vikas Publishing House, 1993.
- Shukla, P.C. : Experimental Research: Statistical Analysis of Data, in R.P.

Bhatanagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.

Verma, M. : An Introduction to Educational and Psychological Research, Bombay: Asia Publishing House, 1965.

Yadav, M.S. & S.K. : Educational Research Methodological Perspectives, Baroda: Mitra (Ed.) CASE M.S. University, 1989.

Course Outcomes:

1. Know Meaning and purpose of research
2. Understand research problem and its various phases.
3. Know different methods in educational research.

105. PRACTICAL

MM: 100

COURSE OBJECTIVES: This Practical work would enable the students to:

- Administration of Psychological test to measure mental attributes.
- Score the tests administered to measure attributes.
- Interpret the collected data.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Conceptual Introduction of Psychological Testing Need, Qualities, Types and uses of Psychological Testing Construction of Achievement Test	1	18	
II	Introduction, Administration Scoring and Interpretation of scores of Verbal and Non	1	18	

	Verbal Tests of Intelligence and that of Bhatia Performance test of Intelligence			70
III	Introduction and Interpretation of T.A.T Introduction, Administration and interpretation of test of Creativity.	1	18	
IV	Introduction and Administration of test of immediate Memory Span (Visual and Auditory) Span of Attention or Span of Apprehension or Impact of Mental Set on Attention.	1	18	
V	Concept, type and reasons of Mental Fatigue Introduction and Administration of tests related to Mental work and Fatigue.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Preparation of Practical file			25

RECOMMENDED BOOKS:

Anastasi, Annie: Psychological Testing, New York; McMillan Company, 1968.
 Pandey, Sridhar and RK Singh: MANOVAIYANIK PARIKSHAN AVAM PRYOG, Agra; VinodPustak Mandir, 2012.

Course Outcomes:

1. Administration of psychological tests and measure mental attributes.
2. Score and test administered to measure attributes.
3. Collect, Interpret, score and analyse data.

SECOND SEMESTER

201. INDIAN PHILOSOPHIES OF EDUCATION

MM: 100

COURSE OBJECTIVES: The Philosophical Components of this core paper for a post graduate course in education aim at developing the following competencies amongst the scholars;

1. Understanding of nature and functions of Indian philosophy of education.
2. Analysis, Interpretation and synthesis of various philosophical concepts, propositions and
3. Metaphysical, epistemological and axiological assumptions and their impact on Indian education.
4. Critical appraisal of the contributions of prominent Indian educational thinkers to education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Following concepts in Indian Philosophy and Education <ul style="list-style-type: none"> • Darshan • Dharma • Shiksha • Vidya • Pragya 	1	18	
II	Relationship between Darshan, Dharma and Vidya	1	18	
III	The following Indian schools of thought will be studied with reference to their contribution to Indian Education	1	18	

	<ul style="list-style-type: none">• Vedic Darshan• Buddhism• Jainism• Islamic Traditions			70
IV	Educational Implications of following of KhadDarshanas (Six Schools of Thought) <ul style="list-style-type: none">• Sankhya• Yoga• Nyaya• Vedanta	1	18	
V	Critical appraisal of educational contributions of; <ul style="list-style-type: none">• Vivekanand,• Aurbindo,• Gandhi• Tagore.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			
2	Assignment			
3	Objective Type Test			

RECOMMENDED BOOKS:

Altekar A.S. 1937, : Education in Ancient India, Varanasi: The Indian Book Shop

Dinkar, Ramdhari : Sanskrit Ke Char Adhyay, Udayacha; Prakashn, Patna.
Singh

Hirriyana, M: : The Essential of Indian Philosophy.

Magee, John (1971) : Philosophical Analysis in Education, Harper Row, New York.

- Mad Wingo (1974) : Philosphy of Education. An Introduction.
- Pandey, R.S. (1995) : SHIKSHA DARSHAN, VinodPustakMandir, Agra.
- Jaffer, S.M. (1936) : Education in Muslim India, Lahore.
- Oad, L.K. (1979), : SHIKSHA KE DARSHANIK AVAM SAMAJ
SHASSTRIYA ADHAR, Jaipur: Rajasthan Hindi Grintha
Academy.
- Das. Gupta S.N. : Outlines of Indian Philosophy, Vols.6
- Garulla, Vachaspati : BhartiyaDarshan.
- RadhaKrishanan,S. : Indian Philosiphy, Vol.-I & II, Oxford University Press,
(2000) New Delhi.
- Tripathi, L.J. : Being and Becoming; VashundhraPrakashan, Gorakhpur.
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2012

Course Outcomes:

1. Understand nature and function of Indian philosophy of education
2. Analysis, Interpretation and synthesis of various philosophical concepts.
3. Critical appraisal of the contributions of prominent Indian educational thinkers to education.

202. HISTORY OF INDIAN EDUCATION

MM:

100

COURSE OBJECTIVES: After going through this paper the students will be able to;

1. Appreciate the glorious past of education during the ancient period.
2. Comprehend the assimilating role of education in medieval India
3. Analyze the impact of Western education on indigenous system.
4. Understand the contribution of colonial rule to the spread of modern education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Education during the Ancient period: Vedic Education and Buddhist Education with special reference to aims, curriculum, methods of instruction, teacher-taught relations and educational institutions.	1	18	70
II	Education during the medieval period: Islamic Education with special reference to aims, curriculum, methods of instruction, teacher-taught relations.	1	18	
III	Education during the British period: <ul style="list-style-type: none"> • Role of Christian missionaries in the spread of education. • Adam's reports • Charter Act of 1813 and Anglo-oriental controversy. • Wood's dispatch of 1854 • Indian Education commission (1882-83). • Lord Curzon's Educational Policy. • Calcutta University Commission (1917-19). 	1	18	
IV	Indian Response to Western Education. <ul style="list-style-type: none"> • National Education Movement • Basic Education • Role of Following National Educational Institution; VishwaBharati Shanti Niketan, JamiaMilliaIslamia, 	1	18	

	Gurukul Kangri and Banasthali Vidyapeeth.			
V	Education in the Post-Independence Period: <ul style="list-style-type: none"> • University Education Commission (1948-49). • Secondary Education Commission (1952-53). • Education Commission (1964-66). • National Policy on Education 1968 and 1986. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

RECOMMENDED BOOKS:

- Altekar A.S. 1934, : Education in Ancient India, Varanasi: The Indian Book Shop
- Ghosh, S.C. (1989) : Education Policy in India Since Warren Hasting Calcutta.
- Jaffer, S.M. (1936) : Education in Muslim India, Lahore.
- Kumar, Krishna (1991) : Political Agenda of Education, Delhi: Sage
- Law, N.N. (1916) : Promotion of Learning in Medieval India, London.
- Mukherjee, R.K. (1960) : Ancient Indian Education, Delhi: Motilal Banarsidass.
- Nurullah S. and J.P. Naik : A Student's History of Education in India, New Delhi: (1974) The Macmillan.
- Paranjape, M.R. (1938) : A Source Book of Modern Indian Education, Bombay:

Macmillan.

Course Outcomes:

1. Appreciate the glorious past of education during the ancient period.
2. Comprehend the assimilating role of education in medieval India
3. Analyze the impact of Western education on indigenous system.

203. ENVIRONMENTAL EDUCATION

MM: 100

COURSE OBJECTIVES: To make student to understand;

1. The concept, important scope and aims of environmental education.
2. Environmental hazards and to combat with their negative effects
3. To develop various methods and strategies for realizing the objectives of environmental education.
4. To understand about various projects in the area of Environmental studies in different countries.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Introduction: <ul style="list-style-type: none"> • Concept, Importance and Scope. • Aims and Objectives. • Guiding Principles and foundations. • Relationship between man and Environment. 	1	18	
II	Concept of Environment and Ecosystem: <ul style="list-style-type: none"> • Earth and biosphere, abiotic and biotic components. • Human system- Human being as part of environment, human adaptations to environment, population and its effect on environmental resources. • Technological system- industrial growth, scientific and technological 	1	18	

	<p>inventions and their impact on the environmental system.</p> <ul style="list-style-type: none"> • Environment and Sustainable Development. 			70
III	<p>Environmental Hazards:</p> <ul style="list-style-type: none"> • Environmental pollution, physical, air, water, noise, chemical. • Extinction of flora and fauna, deforestation, soil erosion, global warming. • Need and efforts for conservation, preservation and protection of rich environmental heritage. 	1	18	
IV	<p>Features of curriculum for environmental education:</p> <ul style="list-style-type: none"> • Nature of curriculum on environmental education. • Topical units, integration and Interdisciplinary approaches of environmental education. • Strategies of treating environmental education as a separate subject, • Method- Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Survey, Projects and Exhibition. • Role of Media, Print, Films and TV. • Programme of environmental education for primary, secondary and higher education institutions. 	1	18	
V	<p>Environmental Movements in India & Abroad:</p> <ul style="list-style-type: none"> • Global / Conferences on environmental issues. • National and International Policy / 	1	18	

	resolution on Environment. • Environment as New Social movement.			
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment,			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Agarwal S.K. 1977 : Environmental issues and themes”, APH Publishing Corporation, New Delhi,
- B.P. Chaurasia, 1992 : Environmental Pollution Perception and Awareness”- Chugh Publications,
- Dahiwal, Sangha & Ralhan : Fundamentals of Environmental Science”, Kalyani Publishers, 1996
- Dash, M.C. 2006 : Fundamentals of Ecology, Tata McGrawHills pub. Company Ltd. New Delhi,
- Dr. Nasrin : “Environmental Education”, APH Publishing Corporation, New Delhi, 1999
- Embertin J.C. : “Introduction to Ecology”, M & E Handbooks, 1983
- Joseph, Benny, 2006 : Environmental Studies, Tata McGrawHills Pub. Company Ltd. New Delhi,
- Joseph, K & Nagendran R : Essentials of Environmental Studies, Pearson Education, 2004
- Kumar, Khagendra (2002) : Understanding A People’s Science Movement in India, Janaki, Patna
- Sharma, P.D., : Ecology & Environmental, Rastogi Publication, Meerut,

2004

- Sharma, R.C., : Environmental Education”, Metropolitan, 1986
- Vijandra Kumar, 2000 : Modern Methods of Teaching Environmental Education, Sanap& Sons, ND

Course Outcomes:

1. Understand Environmental hazards and to combat with their negative effects
2. Develop various methods and strategies for realizing the objectives of environmental education.
3. Understand about various projects in the area of Environmental studies in different countries.

ELECTIVE PAPERS: ANY TWO OF THE FOLLOWING THREE**204. COMPARATIVE EDUCATION****MM:****100****COURSE OBJECTIVES: To enable the students to;**

- Understand comparative education as an emerging discipline of education.
- Acquaint with educational systems in terms of factors and approaches of comparative education.
- Assess the efficacy of educational systems of various countries in terms of the prevailing trends.
- Create perspectives for solving the prevailing problems of education in India.

UNIT	COURSE CONTENTS	CREDITS	PERIODS	MARKS
I	Comparative education as a new discipline: <ul style="list-style-type: none"> • Scope and major concepts of comparative education. • Juxtaposition, Area Study, Intra and Inter educational analysis. 	1	18	

II	<p>Factors and Approaches of Comparative education:</p> <ul style="list-style-type: none"> • Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic, Scientific, Historical, Ecological factors. • Cross disciplinary approach used in comparative education. 	1	18	70
III	<p>Modern trends in world education- national and global:</p> <ul style="list-style-type: none"> • Role of U.N. in improving educational opportunities among the member countries, • Organs of the U.N. and their educational activities. 	1	18	
IV	<p>Comparison of Educational Systems:</p> <p>Primary Education - USA, UK, China, India</p> <p>Secondary Education - USA, UK, China, India</p> <p>Higher Education - USA, China ,UK, India</p> <p>Teacher Education - USA, ,UK, India</p> <p>Adult Education - Brazil, India</p>	1	18	
V	<p>Problems, Causes and Educational Solution following problems in India:</p> <ul style="list-style-type: none"> • Poverty. • Unemployment. • Population explosion. 	1	18	

	<ul style="list-style-type: none"> • Terrorism • Casteism and communalism • Illiteracy 			
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Agarwal, J.C. : Comparative Education in India: UK, USA, USSR, Arya Book Depot
- Chaube, S.P. : Features of Comparative Education, Aggrawal Publication, Agra
- Chaube, & Chaube, 1998 : Comparative Education, Vikash Publishing House PVT Ltd, New Delhi,
- Freire Paulo : “Pedagogy of the oppressed” Granth Shilpi
- Kaushik, V.K. : Comparative Education, Anmol Publication, New Delhi, 2006
- Naik, S.P., 2003 : Perspective on Comparative Education, Anmol Publication, New Delhi,
- Rao, V.K. & Reddy, R.S. : Comparative Education, New Delhi, Commonwealth Publishers, 1997
- Sharma, R.A. : Comparative Education: Educational System & Problems of the World, R.Lall Book Depot, Meerut
- Sharma, R.S, 2005 : Comparative Perspective on Education, Eastern Book House, Guwahati,
- Sharma, Y.K. : Comparative Education: Comparative Study of

Educational System, Eastern Book House, Guwahati,
2004

Srivastava, S.K. : Comparative Education, Anmol Publication, New Delhi,
2006

Sodhi, T.S. : A Text Book of Comparative Education, New Delhi: AIU,
IGNOW

Course Outcomes

1. Understand comparative education as an emerging discipline of education.
2. Acquaint with educational systems in terms of factors and approaches of comparative education.
3. Assess the efficacy of educational systems of various countries in terms of the prevailing trends.

205. STATISTICS IN EDUCATION

MM: 100

COURSE OBJECTIVES: Following are the course objectives;

- To provide the knowledge of central tendency, Variability and correlation.
- To enable the student to understand the need and application of statistics in Education.
- To enable the student to know the concept of statistics in Education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Measure of Central tendency and its application in education.	1	18	70
II	Measure of variability-Quartile deviation, Mean Deviation and standard deviation.	1	18	
III	Correlation: concept, need and scope, Rank order correlation and product moment correlation.	1	18	
IV	Comparison of means of two groups	1	18	

	through critical ration/t-test.			
V	Chi-Square test and simple Analysis of variance.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

BOOKS RECOMMENDED:

Garrett, H.E. : Statistics in Psychology and education, vikaspeffer and samara co. Ins. New York.

Guilford, J.P. : Fundamental statistics in Psychology and Education, McGraw Hill (1965).

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PSO1. Provide the knowledge of central tendency, Variability and correlation.

PSO2. Enable the student to understand the need and application of statistics in Education.

PSO3. Enable the student to know the concept of statistics in Education.

206. CUURICULUM DEVELOPMENT

MM: 100

COURSE OBJECTIVES: To enable the students

5. To acquaint the students with the basic concept of curriculum.
6. To develop an understanding about different perspectives on curriculum.

7. To develop understanding about bases of curriculum development.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>AIMS AND OBJECTIVES OF EDUCATION</p> <ul style="list-style-type: none"> • Introduction to Aims, Goals and Objectives of Education • Educational Objectives: Types of Educational Objectives • Taxonomic Levels: Cognitive, Affective and Psychomotor Domains and Approaches to Educational Objectives 	1	18	70
II	<p>PERSPECTIVES ON CURRICULUM</p> <ul style="list-style-type: none"> • Meaning and principles of curriculum. • Concept of Core curriculum, Hidden Curriculum <p>Curriculum framework-need and importance; syllabus and textbooks</p>	1	18	
III	<p>BASES OF CURRICULUM DEVELOPMENT:</p> <ul style="list-style-type: none"> • Philosophical Bases • Sociological Bases • Psychological Bases 	1	18	
IV	<p>TYPES OF CURRICULUM</p> <ul style="list-style-type: none"> • Types of curriculum; Subject-centered, Learner-centered, Community centered • Social Reconstructionist curriculum. Characteristics, purpose, Role of a teacher 	1	18	

V	CONSTRUCTION AND DEVELOPMENT OF CURRICULUM <ul style="list-style-type: none"> • Concept of curriculum construction and Development • Curriculum development-strategies 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

Berman, L.V. (1968): New Principles in the Curriculum, Ohio, Charles, E. Merrill Book.

Bob, Moon and Patricia Murphy (Ed), (1999); Curriculum in Context; Paul Chapman Publishing, London.

Brent, Allen, (1978): Philosophical Foundations for the Curriculum, Allen &Unwin, Bosten.

Chomsky, N (1986). Knowledge of Language; Prager, New York

Datta, D. M. (1972) Six Ways of Knowing Calcutta University Press, Calcutta.

Galen, Saylen& William Alexander Hoet, (1974): Planning Curriculum for Schools, New York, Ricerhart&

Winston Inc.

G.W. Ford and Lawrence Pungo, (1964); Structure of Knowledge and the Curriculum Rand McNally and Company, Chicago

Hoper, Richard, (1974): The Curriculum: Contest Design & Development the Open University Press Edinburg,

Joseph Schwab, (1969). The Practical: A language for Curriculum. School Review, November.

Keddie, N. (1971): Classroom Knowledge, in. M.F.D Young.

Kelley, A. B. (1996). The Curricular Theory and Practice; Harper and Row, U. S

Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.

Nirantar (1997); Developing a Curriculum for Rural Women, Nirantar, New Delhi.

Padma M. Sarangapani (2003) Constructing School Knowledge; An Ethnography of learning in an Indian Village, Sage Publication Inc, New Delhi

Paul Hirst: Knowledge and Curriculum

Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction; Chicago: University of Chicago Press.

Course Outcomes.

1. Understand the concept of teacher education and its development in India.
2. Understand various modalities of teachers and educational administrators at different level of education.
3. Acquaint with various aspects of teachers' teaching programmes prevailing in the country.

THIRD SEMESTER

301. TEACHER EDUCATION

MM: 100

COURSE OBJECTIVES: To enable the students to;

1. Understand the concept of teacher education and its development in India.
2. Understand various modalities of teachers and educational administrators at different level of education.
3. Acquaint with various aspects of teachers' teaching programmes prevailing in the country.
4. Understand prevailing trends in teacher education and agencies.
5. Develop insight in the major problems of teacher education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Introduction: <ul style="list-style-type: none"> • Meaning & Scope of teacher education. • Objectives of teacher education at different levels. • Development of teacher education in 	1	18	

	India. <ul style="list-style-type: none"> • Recommendations of Kothari Commission, NPE 1986 and POA 1992 			70
II	Programs of Teacher Education <ul style="list-style-type: none"> • Preparing Teachers for pre-primary, primary & secondary stages of education. • Professional preparation of Teacher Educators & Educational administrators. • Preparation of teachers for the teaching of Particular subjects (Languages, social sciences and physical science). • Pre-service & In-service Teacher's Training Programmes. 	1	18	
III	Student-Teaching Programme: <ul style="list-style-type: none"> • Patterns of student-teaching (internship, block teaching practice, off-campus teaching programme). • Techniques of teacher training; Core teaching, Microteaching and Interaction Analysis • Evaluation of students teaching 	1	18	
IV	New Trends In Teacher education: <ul style="list-style-type: none"> • Distance Teacher Education • Innovations in teacher education. • Integrated teacher education programmes • Comprehensive college of education • SCERT, DIET, NCERT, NCTE, NUPA, UGC-ASC 	1	18	
V	Issues of Teacher Education:	1	18	

	<ul style="list-style-type: none"> • Current problem of Teacher Education • Area need and problems of Research in Teacher Education 			
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type test			10

RECOMMENDED BOOKS:

AIU, Teacher Education in India, New Delhi, 2000

Anand, C.L., Aspects of Education, S. Chand & Co. New Delhi, 1987

Chaurasia, G. New Era in Teacher Education, Sterling Publisher (P) Ltd. Delhi, 1984.

Gupta, Arun K. Teacher, Current & Prospects, Sterling Publishers (P) Ltd. Delhi, 1984

Kaddad, G.M., Secondary Teachers Education, Himalaya Publishing House, New Delhi, 1988

Mukerjee, S.N. (Ed.), Education of Teachers in India Vol-1, S. Chand & Co., 1968

NCERT, Sociology of the Teaching Profession, NCERT, New Delhi, 1970

NCERT, Status of Teachers in India, NCERT, Delhi, 1993

NCTE, Policy Perspectives in Teacher Education Critique & Documentation, New Delhi, 1998

Paliwal, M.R. Teacher Education on More, Uppal Publishing House, New Delhi 1985

Course Outcomes:

1. Understand the concept of teacher education and its development in India.
2. Understand various modalities of teachers and educational administrators at different level of education.

3. Acquaint with various aspects of teachers' teaching programmes prevailing in the country.

302. SPECIAL EDUCATION

MM: 100

COURSE OBJECTIVES: To enable the students to;

1. Know about the meaning and scope of special education in India.
2. Understand the suggestion of commission and education of children with special needs.
3. Understand modalities of identification of various types of exceptional children.
4. Understand various education intervention programmes for meeting the needs of exceptional learners.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Meaning & Scope of special education, a brief history of development of special education. Government Policies and legislation. 	1	18	70
II	Recommendations given in NPE 1986, POA 1992 and PWD (Persons with Disabilities) Act 1995 National Institutes of Handicapped and the role of Rehadiliation council of India.	1	18	
III	<ul style="list-style-type: none"> • Education of the Mentally Retarded, Visually inpaired, Hearing impaired, Gifted and creative childrens. Juvenile Delinquents, orthopaedically Handicapped. 	1	18	
IV	Meaning of an Educational interventions- nature and objectives of special schools. Concepts of mainstreaming. Intergrated schools and support them viz resource room, resource teacher, counselor etc.	1	18	

V	<ul style="list-style-type: none"> Role of other (peer) members of the school (children as well as teachers) family of the “concerned child” and the community in educating the child who is an exceptional one. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Llogd M. Dumm : Exceptional children in the schools (New York : Holt, RenhartWinston Inc.)
- Managal S.K. : Educating Exceptional children An Introduction to special Edication (Prantice Hall of India Private Limited, New Delhi, 2007)
- Panda K.C. : Education of exceprional children (Vikas Publishing House Pvt. Ltd., Noida (U.P.) 2009)
- Umadevi M.R. : Special Education A Practical Approach to Educating children with special needs (Neelkamal Publication Pvt. Ltd. Hyderabad 2010)
- Wadin, A.R. (ed) : The Handicapped Child, Bombay, Tata Institute of Social Sciences.
- dqekjlatho : foƒ’k’Vƒ’k {kk ¼tkudh izdk”ku] v”kksdjktiFkpkSgÍkiVuk 1979] xatehj [kku] nfj;kxat]
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- Ckktis;h ,oacktis;h : foF’k’Vckyd] HkkjrcqdlSaVj y[kuÅ 2000
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fouksniqLrdeafnjvkxjk
- izse’’kdaj : foF’k’Vckyd] vkyksdizdk’’ku] y[kuÅ] bykgkckn
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- HkkxZoegs’’kpUn : foF’k’Vf’k {kk] gjizdk’’kHkkxZoizdk’’ku] vkxjk] 2005
- ik.Ms; lfjrk : ewdcf/kjckydksadk
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xksj[kiqj 2001

Course Outcomes:

1. Know about the meaning and scope of special education in India.
2. Understand the suggestion of commission and education of children with special needs.
3. Understand modalities of identification of various types of exceptional children.

303. FOUNDATION OF EDUCATIONAL TECHNOLOGY

MM: 100

COURSE OBJECTIVES: To enable the student to understand;

1. Significance of E.T. and its important components in terms of Hardware and Software.
2. Difference between communication and instruction and to develop design of a sound instructional system.
3. Levels, strategies and models of teaching for future improvement.
4. The importance of programmed instruction and researches in E.T.
5. Emerging trends in ET along with the resource centers of ET.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Concept of Educational Technology • Meaning, Nature, Scope and 	1	18	

	<p>significance of ET.</p> <ul style="list-style-type: none"> • Components of ET: System Approach, Software, hardware. • Educational Technology, Instructional Technology, Teaching Technology, Behaviour Technology. 			70
II	<ul style="list-style-type: none"> • Concept, Nature, Process, Components, Types & Theories of Classroom Communication. • Mass media approach in Educational Technology. <p>Designing of Instructional Strategies.</p>	1	18	
III	<ul style="list-style-type: none"> • Modification of Teaching Behaviour. • Micro teaching, Flanders's Interaction Analysis, Simulation. <p>Models of Teaching.</p>	1	18	
IV	<ul style="list-style-type: none"> • Programmed Instruction (Linear/branching mode)-Origin and types-Linear and branching. • Teaching machines. <p>Computer Assisted Instruction.</p>	1	18	
V	<ul style="list-style-type: none"> • Educational Technology in formal, non-formal and Informal Education. • Distance Education, Open Learning System and Educational Technology. • Emerging trends in Educational Technology, Problems of New Technologies. <p>Resource Centers for Educational Technology, CIET, UGC, IGNOU, NOS, state ET Cells, etc. and their activity for the improvement of teaching learning.</p>	1	18	
SN	PRACTICUM / INTERNAL WORK			

1	Attendance	05
2	Assignment	15
3	Objective type Test	10

RECOMMENDED BOOKS:

- Agrawal, J.C. : Essentials of Educational Technology Teaching Learning Innovation in Education, Vikas Publishing House, New Delhi
- Agrawal, J.C. : Principles and Techniques of Guidance, Vikas Publishing House, New Delhi
- Apter, M.J. : The Technology of Education, Mac Millan, London Bruce & Joyce: Models of Teaching
- Crow & Crow, : An Introduction to Guidance, Eurasia Publishing House, New Delhi
- Decesco, J.P. : Educational Technology, Reading in Programmed instruction, Rinehard& Winston, New York
- Decesco&Crowford, : The Psychology of Learning and Instruction: Educational Technology, Prentice Hall of India, New Delhi
- Kumar, K.L. : Educational Technology, New Age International, New Delhi
- Mukhopadhyay, M. : Educational Technology: Knowledge Assessment, NUEPA, New Delhi
- Sharma, R.A. : Educational Technology, Loyal Book Depot
- Supe, D.E. : The Psychology of Careers, Harper & Row, New York

Course Outcomes:

1. Understand the Significance of E.T. and its important components in terms of Hardware and Software.
2. Difference between communication and instruction and to develop design of a sound instructional system.
3. Levels, strategies and models of teaching for future improvement.

304. DISTANCE EDUCATION**MM: 100****COURSE OBJECTIVES:** To enable the students to understand;

1. The need and nature of Distance Education in Indian Society.
2. ICT and their uses in Distance Education System.
3. Student Support Services and skills to manage these for various Programmes of Distance Education.
4. To develop in them the ability to enhance the quality of different Distance Education Programmes.
5. The Trends of Research in field of Distance Education.

UNIT	COURSE CONTENTS	CREDITS	PERIODS	MARKS
I	Distance Education and Its Development: <ul style="list-style-type: none"> • Understanding Distance Education System. • Some Definition and Teaching Learning Components. • Need, Characteristic and Features of Distance Education • Growth and Philosophy of Distance Education • Distance Teaching Learning Systems in India • Development pattern of some selected open universities of U.K. Australia & China 	1	18	
II	Intervention Strategies at a Distance: <ul style="list-style-type: none"> • ICT Technologies and their Applications in Distance Education. • Designing and Preparing Self-Instructional Material • Media: Print & Electronic, Media Integration. • Distance Educator: Nature and Characteristics 	1	18	

III	Learning at a Distance <ul style="list-style-type: none"> • Student Support Services in Distance Education and their Management. • Technical and Vocational Programmes through Distance Education. • Distance Education and Rural Development. • Problems of Distance Learners 	1	18	70
IV	Quality Enhancement and Programme Evaluation <ul style="list-style-type: none"> • Quality Assurance in Distance Education. • Mechanisms for Maintenance of Standards in DE. • Evaluation system in Distance Education. • New Dimensions in DE-Promises for the Future 	1	18	
V	Research in Distance Education <ul style="list-style-type: none"> • Need and type of Research in Distance Education. • Research on Media of Communication in Distance Education. Area of Researches in Distance Education. • Research on Educational T.V. Need of Various types Research in DE. • Problems of Research in DE. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

RECOMMENDED BOOKS:

AIU (1997) : Handbook of Distance Education, New Delhi

Digmarti, : International guidelines on open and Distance Education

BhaskarRao.

- Freeman (1997), : Managing Open System, Keegan Pani, London
- Greville Rumble : The Planning and Management of Distance Education, Croom
(1981), help Ltd. Busrels.
- Holmberg, B(1981), : Status and Trends of Distance Education, Keegan Panl, London
- Keegan, D. (1986), : The Foundations of Distance Education, Croom Helm, London
- Koul, B.N. et. Al : Studies in Distance Education, AIU, IGNOU, New Delhi
(1998),
- Lavis, Roger (1984), : How to Tutor in Open Learning System, C.E.T.
- Sahoo, P.K. (1993), : Higher Education at a Distance, Sanchar, New Delhi
- Sahoo, P.K. (1994), : Open Learning System. Uppel, New Delhi.
- STRIDE (1995), : Support Services, ES 313, Block 5, PGDDE, IGNOU, New
Delhi
- Thrope, M. (1988), : Evaluating Open and Distance Learning. London: Longman

Course Outcomes:

1. Understand the need and nature of Distance Education in Indian Society.
2. Use ICT in Distance Education System.
3. Develop Student Support Services and skills to manage these for various Programmes of Distance Education.

305. CONTINUING EDUCATION

MM: 100

COURSE OBJECTIVES: The students will be enabled to:

1. Understand the concept and significance of continuing education and its need.
2. Know about the various programmes of continuing education.
3. Understand the importance of continuing education in the process of social change.
4. Know about the role of state and voluntary agencies in continuing education.

5. Know about the role of Agencies and Media in continuing Education.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Continuing Education:</p> <ul style="list-style-type: none"> • Concept, need and objectives of continuing Education. • Historical perspectives of Continuing Education. • Problems of Continuing Education • Gandhi Jee's philosophy and continuing Education • Dr.ZakirHussain's philosophy and continuing Education. • Continuing Education in NPE 1986. • Various Government efforts for Continuing Education; National Adult Education Program. National Literacy Mission, Mother and Child Welfare Program 	1	18	70
II	<p>Programmes of Continuing Education:</p> <ul style="list-style-type: none"> • Meaning, Objectives and need of Adult Education. • Problems of Adult Education and its remedies. • Parental Education & continuing Education: Concept, objectives, need Teaching Methods of Parental Education. • Education for Social work: concept, need, objectives types and importance. 	1	18	
III	Continuing Education and Social Change:	1	18	

	<ul style="list-style-type: none"> • Concept and Definition of Social Change. • Factors of social change, Education and Social Change. • Women Education- Recommendation of Various Education Commissions regarding women Education. • Need and importance of Women Education • Role of Women Education in transformation of Society. • Problems of Women Education in India. 			
IV	Extension Programs for Society: <ul style="list-style-type: none"> • Role of States and Voluntary Agencies in Continuing Education. • Need, Importance and Types of Continuing Education • Meaning need and Methods of Education for Consumer Awareness: • Education for home membership and community Life. • Education for Leisure time activities. 	1	18	
V	Agencies and Media of Continuing Education: <ul style="list-style-type: none"> • Formal, Informal and Non- formal Agencies of Education. • Role of Multi Media: Press, Television, Cinema, Radio, Computer and Internet. • Role of Library in continuing Education. 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			
				05

2	Assignment	15
3	Objective Type Test	10

RECOMMENDED BOOKS:

- Joshi, R.K. & B.B. Singh : Continuing Education, P.L. Prakashan Gorakhpur. (1984)
- Kaul, B.N. et, al.,(1988) : Distance Education, New Delhi, All and IGNOU.
- Kundu, C.L. : Adult Education.
- Naik, J.P. (1977) : Some perspectives on Non-Formal Education ICSSR.
- Paramji, S. (1984) : Distance Education, Sterling Publishers, New Delhi.
- Rao, Subba D. (1994) : Continuing Education in India, Associated Publisher, Ambala.
- Sharma, B.K. : SatatShiksha: VinodPustakMandir, Agra.

Course Outcomes:

1. Understand the concept and significance of continuing education and its need.
2. Know about the various programmes of continuing education.
3. Understand the importance of continuing education in the process of social change.

FOURTH SEMESTER**401. ECONOMICS OF EDUCATION****MM:****100****COURSE OBJECTIVES:** To make the student aware about;

- The meaning, importance and scope of economics of education.
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input and output of education.
- The source and resources of finances for education.
- The financial resource management.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Economics of Education: Concept and Definition (Economics, Education, Economics of Education) Scope and Importance of Economics of Education.	1	18	70
II	Education as an Industry: Important characteristics of an Industry inherent in an educational System.	1	18	
III	Education as Investment: Concept, Significance and Strategies.	1	18	
IV	Educational and Economic Development: Human Capital Formation, modernization and educational development.	1	18	
V	Resources for Education: Role of Center, State and Institutions for financing education, problems of financing, Grant-in-aid system.	1	18	
SN	PRACTICUM/ INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Bhatnager R.P. : Educational Administration, Planning & Financing,
& Vidya Agrawal, R. Lal book Depot. Meerut.
- Blaug, M., : Economics of Education, Himalaya Publishing
House, Bombay, 1972

- Sodhi, T.S., : Education and economic Development, Mukund Publication Ludhiana, 1978
- Mishra, Atmanand, : The financing of Indian education, Asia Pub. House, New Delhi, 1967
- Padmanabhan C.B., : Economics of educational Planning in India, Araya Book Dept. Karolbagh New Delhi, 1971.
- Psacharpoulos G., : Economics of Education, Pergamon Press, Headington Hill Halt, Oxford, 1987.
- Singh, Baljit, : Education as Investment MeenakshiPrakashan Meerut.
- Tiwari, Satish, : Educational Development & Planning, Anmol Pub. Pvt. Ltd. New Delhi
- Vaizey, John, : Economics of Education, Saber & Faber, London.
- HkVUkkxj vkj0ih0 : “kSf{k diz”kklu] ykycqdfMiks] esjB
,oafolkvxzoky

Course Outcomes:

1. Understand the meaning, importance and scope of economics of education.
2. Analyze Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. Understand the concept and relationship between input and output of education.

402. WOMEN’S EDUCATION AND GENEDER SENSITIZATION

MM: 100

COURSE OBJECTIVES: Student will be able to know;

- To know the expected roles (political, social and economic) of Women in developing countries including India.
- To acquaint with types and modes of preparation needed for them in playing roles effectively in tune with the Constitutional directives.
- To be aware of the concept of women as changing agents for the transformation of Third World Countries.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Meaning, nature and scope of Women's Education from ancient to modern age. • Importance and objectives of Women's Education. 	1	18	70
II	<ul style="list-style-type: none"> • Different organization related to Women's Education. • Women Right Act and its implementation, • Different plans & strategy of Women's Education in India 	1	18	
III	<ul style="list-style-type: none"> • Society Development and Women Education: • Role of women in educational administration and management. Women's Education in Rural and urban area • Problem and achievement of Women Education in India 	1	18	
IV	<ul style="list-style-type: none"> • Comparison of Indian Women's Education with Developed Nations. • Thoughts on Women's Education; Mahatma Gandhi, Pt. JawaharLal Nehru, RabindraNath Tagore, Sarojini Naidu. 	1	18	
V	<ul style="list-style-type: none"> • Women's Education vs Primary and Higher Education System. • Role and status of women in Education System. • Education plans for girls in Five Year Plan in India 	1	18	

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	15
3	Objective Type Test	10

RECOMMENDED BOOKS:

- Agrawal Bina : Field of her own, New Delhi, Kali for Women.
- Alexander & c.t. Mohanty : Feminist Genealogies: Colonial Legacies, Democratic
(eds) Felines, Routledge 1999.
- Burbach – Vuez. : Globalisation & Discontents, London, Pluto 1997, EPW-30
April WS 2.
- Butalia U & Sarkar (ed) : Women and the Hindu Right, New Delhi, Kali for Women -
1996
- Cossman B & R Kapur : Subversive site, New Delhi Kali for Women 1996.
(eds)
- Chakravati & K. Bangari : Myths & Markets, New Delhi, Manohar 1992.
(eds)
- Chossudo V & SKY M: : The Globalisation of Poverty, Goa Madhyam 2001.
- Ghosh J. : “Gender concerns in Macro – Economics Policy EPW 30
April WS-2.
- Hasan Zoya (ed) : Forging Identities: Gender Communities and Multiple
particularities, EPW 23, Dec. 1995.
- Heyzer N. Riker, J.A. : Government – NGO. Relations in Asia, Kuala Lumpur
Suizon, APDC 1995,
- Kapur Rana (ed) : Feminist Terrains in Legal Domains, New Delhi, Kali for
Women 1996.

- Keller E.F. & H. Lagino : Feminism & Science, Oxford OUP 1996.
- Miller S.S. Rawbotham, : Women Encather, Technology, London Routeledge, 1995.
- Nielesen J. : Feminist Research Methods, London, West view Press 1990.
- Oakley Ann : Experiments in Knowing, gender and methods in the Social Sciences, London Polity Press.
- Rao N. Rump : L & R Sudarshan (ed) site of change, New Delhi, UNDP 1996.
- Sangari K. : Politics of possible, New Delhi, Tulika 1999.
- Uberoi P- (ed) : State Sexuality & Social Reforms, New Delhi, 1996.
- Singh A & A Vitamen (ed) : Invisible Hands, New Delhi, Sages Publication 1987.
- Agrawal B.(ed) : Structure of Patriarchy, New Delhi,
- Dube L & R Palsiwala (eds) : Structure &Stratages: women, work & family in Asia, New Delhi Sage
- Krishnaraj M & K Chanana : Gender and the House hold domain New Delhi Sage 1989. (4Vol.)
- K. Sardamoni, (ed) : Finding Household New Delhi Sage 1992. (Vol 5).

Course Outcomes:

- 1.Know the expected roles (political, social and economic) of Women in developing countries including India.

2. Acquaint with types and modes of preparation needed for them in playing roles effectively in tune with the Constitutional directives.
3. Become aware of the concept of women as changing agents for the transformation of Third World Countries.

403. WRITING AND PRESENTATION OF RESEARCH PROPOSAL

MM: 100

COURSE OBJECTIVES: Following

are the objectives of the course;

1. To enable the students to construct the Research Synopsis.
2. To Provide the Knowledge of Psychological and Statistical tools.
3. To Provide the Knowledge of different types of Research Design.
4. To Provide the Knowledge of Research report writing and Viva-Voce.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Theoretical Aspects of Research process and presentation.	1	18	70
II	Review of Related Researches and presentation.	1	18	
III	Selection of topic of educational research and presentation.	1	18	
IV	Selection and Preparation of measuring tools and presentation.	1	18	
V	Writing of Research Proposal: Format and Presentation.	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Preparation and presentation of Research Proposal			25

RECOMMENDED BOOKS:

Bell, Judith, How to Complete Your Research Project Successfully, PBS
Jonathan, Anderson et al. : Thesis Writing, OUP.

Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart Winston.

Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New Delhi:

VishwaPrakashan.

Sharma, RA: SHODH PRABANDH LEKHAN, Meerut, R Lal Book Depot.

Course Outcomes:

1. To enable the students to construct the Research Synopsis.
2. To Provide the Knowledge of Psychological and Statistical tools.
3. To Provide the Knowledge of different types of Research Design.

ELECTIVE PAPERS: ANY TWO OF THE FOLLOWING THREE

404. EDUCATIONAL GUIDANCE AND COUNSELLING

MM: 100

COURSE OBJECTIVES: To help the students to understand;

1. Concept need and view point of guidance.
2. Concept, need and guidance for the children with special needs.
3. Concept and process of counseling.
4. The aims and principles of guidance programme.
5. Various procedures of organizing various Guidance services.

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Introduction: <ul style="list-style-type: none"> • Concept and Nature • Need and Significance • Principles • Types 	1	18	
II	Vocational Guidance <ul style="list-style-type: none"> • Concept and Nature of Vocational Guidance • Understanding the nature and world of work. • Career Development – Super's Theory of Vocational Development. • Approaches to career guidance, 	1	18	

	<ul style="list-style-type: none"> • Vocationalisation of secondary education and career development. 			70
III	<ul style="list-style-type: none"> • Organization of a Guidance Programme. Principles of organization, Various types of services • Counselling Process. • Concept, nature, principles of counseling. • Counselling approaches – directive, non – directive. • Group counseling vs. individual counselling, Counselling for adjustment. • Characteristics of good counselling. Group guidance, individual inventory service and information orientation service, placement service and follow up service. • Evaluation of guidance programme. 	1	18	
IV	<p>Guidance of Children with Special Needs:</p> <ul style="list-style-type: none"> • Problems and needs. • Guidance of the gifted and creative students. • Guidance of under – achiever and first generation learners. • Role of the teacher in helping children with special needs. 	1	18	
V	<p>Human Adjustment and Mental Health:</p> <ul style="list-style-type: none"> • Psychological foundation of adjustment. • Role of motivation and perception in adjustment. • Principles of mental hygiene and their implication of effective adjustment. 	1	18	

	<ul style="list-style-type: none"> • Mental health and development of integrated personality. 			
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

BOOKS RECOMMENDED:

- Anatasi Anne : Psychological Testing, New York, Mac Millan 1982
- Bengalee, M. : “Guidance and Counselling, Kalyani Publishers.
(1984)
- Bhatia, K.K. : Principles of Guidance and Counselling, Kalyani Publishers.
- Crow and Crow : “Introduction to Guidance”, 2nd ed. Eunasia Publishing Co., New Delhi.
- David, A. : Guidance and Counselling; Com. W
- Dave, Indu (1984) : The basic Essentials of Couselling, sterling Publishers Pvt. Ltd, New Helhi.
- Gupta Manoj : Effective Guidance and Counsellin of mangaldeep Publication, Jaipur.
- Gupta Sk: : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
- Jayswal, Monica : “Guidance and Counselling”, Prakashan Kendra, Lucknow.
(1968)
- Jones A.J. : Principles of Guidance, McGraw Hill Book Co., New York.

Course Outcomes:

1. Concept need and view point of guidance.
2. Concept, need and guidance for the children with special needs.
3. Concept and process of counseling.

405. VALUE AND HUMAN RIGHTS EDUCATION

MM: 100

COURSE OBJECTIVES: To enable the students to understand;

1. The Concept, Need and Importance of Value-Education and Education for Human Rights.
2. The relationship between Culture and Human Values with special reference to India.
3. The Approaches and Methodologies of Value-Education as well as its Evaluation Strategies.
4. The basic Concept of Human Rights and Rights of Children in India and Abroad.
5. The role of different Organizations and Teacher Education in Value and Human Rights Education.

UNI T	COURSE CONTENTS	CREDI T	PERIO DS	MARK S
I	Introduction: <ul style="list-style-type: none"> • Concept, Need and Importance of Value-Education • Concept, Need and Importance of Human Rights education • Concept, Need and Importance of Human Duties 	1	18	
II	Approaches and Methodologies of Values Inculcation <ul style="list-style-type: none"> • Approaches to Value Education. • Methods and Strategies of Values Inculcation. • Role of Educational Institution, • Role of Teachers, Parents, Religious, Heads, Administrators • Role of Mass Media in the Inculcation of 	1	18	

	<p>Values.</p> <ul style="list-style-type: none"> • Value Orientation in Teacher education. • Evaluation Strategies for the Assessment of Values Inculcation 			70
III	<p>Moral Education and Moral Development of the Child</p> <ul style="list-style-type: none"> • Moral Education vis-à-vis Religious Education: Moral Instruction, Moral Training and Moral Indoctrination, • Characteristics of a morally educated person. • Moral Education and the Curriculum: Implications of Introducing Moral Education as a Subject of Curriculum. • Stages of Moral Development and their Characteristic Features. • Assessment of Moral Maturity via Moral Dilemma Resolution. 	1	18	
IV	<p>Human Rights and Rights of Children</p> <ul style="list-style-type: none"> • Concept of Rights of Children in the existing Social Scenario. • History of Human Rights Development. • Universal Declaration of Human Rights (1948). • Concept of Human Rights in the Indian Constitution. • Children's Rights in the Indian Context: • Right to Education with reference to 'Right of Children to Free and Compulsory Education Act, 2009' • Legal Provision against Child Labour. 	1	18	
V	<p>Human Rights Education:</p> <ul style="list-style-type: none"> • Teaching Learning and Human Rights Education through Curricular and Co-curricular Activities. • Agencies of Human Right Education: Role of different Government and Non-Government 	1	18	

	Organizations in Human Right Education. • Role of Teacher Educators in Promoting Human Right Education.			
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective Type Test			10

RECOMMENDED BOOKS:

- Begum, S.M. : Human Right in Indian, New Delhi: A.P.H. Publishing Corporation
- D.Kumar (2006), : Childhood Right – Promoting Education, Bhopal: Intellectual Book.
- Diwan, Paras&Diwan, : Human Rights & the Law, Universal ans Indian, New Delhi: Peeyush (1996) Deep Publications.
- Gupta N.L. (1986), : Value Education: Theory and Practice, Ajmer: Krishna Brother.
- Jois, M. Rana (1998), : Human Rights and Indian Values. New Delhi: NCTE
- Kulkarni, R.A. (2000), : Value Education, Kolhapur: PhadkePrakashan.
- Madhu, Kapani (2002), : Education in Human Values. New Delhi: Sterling Publisher.
- Mani, Jacob (Ed.)(2002), : Resource Book for Value Education, New Delhi: Institute of Value Education.

Course Outcomes:

1. The Concept, Need and Importance of Value-Education and Education for Human Rights.

2. The relationship between Culture and Human Values with special reference the India.

3. The Approaches and Methodologies of Value-Education as well as its Evaluation Strategies

406: EMERGING TRENDS IN INDIAN EDUCATION

MM: 100

COURSE OBJECTIVES: Students shall be able to enable to;

6. Understand the concepts of Rights, Duties and Directive Principles of the Constitution of India.
7. Know and understand the concept, constraints and probable solution of UEE
8. Analyse constraints and probable solution of implementing USE
9. Identify different goals and objectives of RMSA
10. Develop understanding about the social realities of Indian and their impact on education.

UNIT	COURSE CONTENTS	CREDITS	PERIODS	MARKS
I	UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE) <ul style="list-style-type: none"> • Concept and programmes of : EFA • Managing SSA: Mission and State Implementation Partners • Constraints to achieve UEE: Views of Kothari Commission • National Policy on Education -1968, 1986, 1992, • Neighbourhood School 	1	18	
II	UNIVERSALIZATION OF SECONDARY EDUCATION (USE) <ul style="list-style-type: none"> • Concept and objectives • Constraints to achieve USE: Mudaliar and Kothari Commission • Rastriya Madhyamik Shikshya Abhiyan: goals 	1	18	

	and objectives			
III	<p>RASHTRIYA UCCHATAR SHIKSHA ABHIYAAN</p> <ul style="list-style-type: none"> • Concept, Aims, functions and programs of RUSA • Initiatives of UGC 	1	18	
IV	<p>ISSUES OF CONTEMPORARY INDIAN EDUCATION</p> <ul style="list-style-type: none"> • Concept and need of; • Quality, Equity, Equality, Accessibility and Affirmative Action • Liberalisation, Privatisation and Globalisation of Education Internationalisation of Education: Emerging partnership between institutions and modes of delivery of education services. • FDI in education in India 	1	18	
V	<p>EMERGING TRENDS:</p> <ul style="list-style-type: none"> • Main recommendations and their implications AcharyaRammurthy Committee- 1990 Yashpal Committee-1992 Yashpal Committee-2009 	1	18	
SN	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			15
3	Objective type Test			10

BOOKS RECOMMENDED:

Kumar, Krishna (1991): The Political Agenda of Education, Delhi : Sage.

- Law, N.N. (1916): Promotion of Learning in India, London
- Mukherjee, R.K. (1960): Ancient Indian Education, Delhi; MotilalBanarasi Das.
- Nurrullah, S. and J.P. Naik (1974) : A Students History of Education in India, Bombay: Macmillan
- Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahitya mudranalaya.
- Tilak , J. B. G. (1987): The Economics of Inequality in Education. New Delhi: Sage Publications.
- Tilak. J.E.G (1989): Economics of Inequality in Education, Sage, New Delhi.
- Weiner, G. (1994) Feminisms in Education: an Introduction. Buckingham: Open University Press

Course Outcomes:

1. Understand the concepts of Rights, Duties and Directive Principles of the Constitution of India.
2. Know and understand the concept, constraints and probable solution of UEE
3. Analyse constraints and probable solution of implementing USE