



Master of Education (M.Ed.) Two Year CBCS Program

**Ordinance and Regulations of course Master of Education
(M.Ed.) Two Year CBCS Program**

July 2022

**DEPARTMENT OF EDUCATION
DEEN DAYAL UPADHYAYA GORAKHPUR UNIVERSITY
GORAKHPUR-273009**

Ordinances for admission in Master of Education (M.Ed.) Two Year CBCS Program

About the University:

Deen Dayal Upadhyaya Gorakhpur University, established in 1957 by the Uttar Pradesh State Universities Act, in its long eventful journey has constantly striven to live up to its motto, "आ नो भद्राः क्रतवो यन्तु विश्वतः" (Let noble thoughts come to me from all directions) by assimilating diverse ideas, people and beliefs into its academic life.

The geographical location of the University is 26.7480 degrees North (latitude), 83.3812 degrees East (longitude). The University, the first to be established in Uttar Pradesh after Independence and named after the great political thinker, Pandit Deen Dayal Upadhyaya is located in the holy city of Gorakhpur and inherits the spiritual and philosophical legacy of Buddha, Kabir and Guru Gorakshnath.

The University has neat and attractive campus spread over an area of 191.21 acres with well-planned teaching and residential campuses. In the beginning the University was housed in two buildings the Pant Block (inaugurated by late Pt. G.B. Pant) and the Majithia Block (named after Sir Surendra Singh Majithia, who made a significant donation to the building through his family trust). Several other buildings came up during the following decades: they include the Central Library, the Arts Block, the Administrative Block, the Law Faculty, a Student's Union Building, a Gymnasium hall, a Health Centre, a Computer Centre and Research Buildings for Chemistry, Zoology and Botany. Besides, there are separate Buildings for Biotechnology, Defense and Strategic Studies, Electronics, Commerce, Business Management, Education, Home Science, Geography, Psychology, Sociology, Hindi, Ancient History, Fine Arts and Music, Political Science and Adult and continuing Education. At present the University houses 08 faculties comprising of 29 departments that have been playing a significant role in imparting holistic education to the people of the Eastern region since its inception.

In the residential zone, the University have more than 350 quarters for teachers and officials of the University and about the same number of the non-teaching staff. There are several hostels- four boys' hostel, two girls' hostel and one International Students Hostel- which have facilities of mess, reading-cum-TV room, games, etc. The students living in the city are attached to the Delegacy which looks after their academic interests and provides facilities in extra-curricular activities.

As a residential-cum-affiliating State University it can boast of a rich academic legacy, illustrious alumni, experienced, qualified and dedicated faculty members, transparent, effective and responsive administrative set up, state-of-the art library, Wi-Fi campus, ample career growth opportunities for its students, advanced research facilities and a vibrant and safe campus.

With its cherished goal of nourishing creative talent and scientific temper among its students and sensitizing them to larger Education, socio-economic and political realities, the University aspires to contribute meaningfully to regional and national development.

1. Admission Ordinance:

1. Deen Dayal Upadhyaya Gorakhpur University Gorakhpur offers fulltime Two year (four semesters) M.Ed CBCS Program in Department of Education. The programme targets those Indian nationals as well as foreign nations who have been permitted by the Government of India. This Programme will run as per Deen Dayal Upadhyaya Gorakhpur University Gorakhpur Academic Program under choises Based Credit System (CBCS) effected from Academic Session 2022-2023 and NCTE Rules and regulations as stipulated from time to time.

This programme intends to help in getting equipped with the skills and attitudes necessary to face the challenges usually emerging in schools. M.Ed two year programme has several objectives like developing various skill competencies and inculcating values that are essential for improving the performance of the Training school and Teachers Educators.

2. General Introduction- following are the general introduction of the course:

- I. The course shall be a full-time course.
- II. The course shall be divided into four semesters and there shall be examination in each semester as per CBCS / Semester rules.
- III. This course shall have the status of vocational course.

3. Programme Objectives:

- i) To develop essential skills, competencies and values needed for effective teaching, Training and school leadership.
- ii) To enable teacher educators to create an effective teaching learning enabling environment for trainee teachers.
- iii) To improve the overall performance of the Teacher Training Environment and institutions.
- iv) To develop a trained and competent cadre of Teacher Educators.

4. Duration and Working Days

4.1 Duration

The M.Ed C.B.C.S programme shall be the duration of two academic year (four semesters) , which can be completed in a maximum of four years from the date of the admission to the programme.

4.2 Working Days:

An academic year is divided into two semesters. Each semester will consist of 17 to 20 weeks of academic work equivalent to 90 actual teaching days.

- (a) The institution shall work for a minimum of thirty six hours in a week.
- (b) The minimum attendance of student-teachers in all theory and practical courses shall be 80% and 90% respectively.

5. Intake, Eligibility, Admission Procedure and Fees

5.1 Intake- There shall be intake of single unit in entry semester.

5.2 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.B.Ed. and B.Sc.B.Ed. integrated or equivalent there to.
- iv). D El Ed with a Graduate Degree.

NOTE: This required minimum percentage shall be relaxed by 5% in case of OBC,SC,ST and divyang(physically handicept) applicants.

5.3 Admission Procedure -Admission shall be given on merit basis of marks obtained in the entrance examination or any other selection process as per the policy of the State Government and the University. Reservation policy as stipulated by state government / any other competent authority shall be applicable.

5.4 Fees -The institution shall charge only such fee as prescribed by the affiliating body/state government.

6. Curriculum and programme structure

6.1 Curriculum

The M.Ed. course is designed to integrate the study of subject knowledge, human development, and pedagogic knowledge and communication skills and Teacher Training skills. The programme comprises of three broad curricular areas: Foundations of Education, Curriculum and Pedagogic Studies and Engagement with the field.

The courses under each of these curricular areas are based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

(i) Theory Courses: There are total twenty one theory courses categorised either as core courses or discipline specific courses or open elective courses. There are three practical courses in the programme.

(ii). Engagement with the Field/Practicum/Dissertation

The M.Ed. programme shall provide for sustained engagement with the self and the Teacher training Institutions, Community and School, at different levels and through establishing close connections between different curricular areas. This curriculum area would serve as an important link between the above two board curricular areas through its three components viz.

- (a) Tasks and Assignments that run through all the courses,
- (b) School Internship
- (c) Dissertation

(iii). School Internship

School internship would be a part of the broad area of 'Engagement with the Field'. Students are to be actively engaged in school internship for 04 weeks or 01 Month.

6.2 Program Structure (Total Credit- 80)

Course Code	Title of the course	Internal	External	Total Marks	Credit	Hours
FIRST SEMESTER						
Core Courses						
EDUMED501	Philosophical Perspectives of Education	25	75	100	4	60
EDUMED502	Psychological Perspectives of Development	25	75	100	4	60
EDUMED503	Sociological Perspectives of Education	25	75	100	4	60
EDUMED504	Methodology of Educational Research	25	75	100	4	60
Discipline Specific Elective Course (DSE): Any one of the following						
EDUMED505A	Gender Sensitization and Women Education	25	75	100	4	60
EDUMED505B	Policy Perspectives and Issues in Indian Education	25	75	100	4	60
Total		125	375	500	20	300
SECOND SEMESTER						
Core Courses						
EDUMED506	Historical Perspectives of Education	25	75	100	4	60
EDUMED507	Statistical perspectives of Educational Research	25	75	100	4	60
EDUMED508	Internship in Teacher Education Institution	25	75	100	4	60
EDUMED509	Academic Writing A. Two Seminar Presentation B. One Book Review C. Formulation Of Research Proposal D. Community Work	25	75	100	4	60
Discipline Specific Elective Course (DSE): Any one of the following						
EDUMED510A	Psychology of Cognition	25	75	100	4	60
EDUMED510B	Educational Planning and Financing of Education	25	75	100	4	60
Total		125	375	500	20	300
THIRD SEMESTER						
Core Courses						
EDUMED511	Educational Technology and ICT	25	75	100	4	60
EDUMED512	Educational Administration and Management	25	75	100	4	60
EDUMED513	Perspectives of Teacher Education	25	75	100	4	60
Discipline specific Elective Course (DSE): Any one of the following						
EDUMED514A	Education For Marginalized Section of Society	25	75	100	4	60
EDUMED514B	Educational Measurement and Evaluation	25	75	100	4	60
Open Elective course (OE) Any one of the Following						
EDUMED515A	Curriculum Studies	25	75	100	4	60
EDUMED515B	Educational Guidance and Counselling	25	75	100	4	60
Total		125	375	500	20	300
FOURTH SEMESTER						

Core Courses						
EDUMED516	Inclusive Education	25	75	100	4	60
EDUMED517	Dissertation	50	150	200	8	120
Discipline specific Elective Course (DSE): Any one of the following						
EDUMED518A	Economics of Education and Global Studies	25	75	100	4	60
EDUMED518B	Contemporary Indian Education and Emerging Trends	25	75	100	4	60
Discipline Specific Elective Course (OE): Any one of the following						
EDUMED519A	Open and Distance Learning (ODL)	25	75	100	4	60
EDUMED519B	Environmental Education	25	75	100	4	60
Total		125	375	500	20	300
Grand Total		500	1500	2000	80	1200

7. PROGRAMME SPECIFIC OUTCOMES OF MASTER OF EDUCATION (M.Ed.)

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.

8. Assessment

All the theoretical and practical courses shall be assigned 25% of maximum marks for internal assessment and remaining 75% of maximum marks for external examination. **Practical Activities under internship, academic writing and dissertation will be assessed internally and externally through viva-voce.** The bases of internal assessment shall include individual or group assignments, observation records, student portfolio, diaries, journal or any other activity as decided by competent bodies.

10. Rules Pertaining to Examinations:

- It shall be mandatory for each student to attend a minimum of 80% theory classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the M.Ed.. theory examination. As per the provisions of the University ordinances the Head/Dean in the case of University Department of Education and Principal in the case of Degree College will have the power to condone up to 5% of the attendance and the Vice-Chancellor on the recommendation of the Principal/Head/Dean of Education may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.
- It shall be mandatory for each student to participate in all practical activities.
- The students shall be promoted to the next semester if he/she has completed all sessional, practical activities and obtained at least 30% marks in each paper.

10-A Conduct of Examinations

After completion of each semester, the student will be eligible to appear in examination conducted by the Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur as per CBCS system in semester mode.

Final result of M.Ed courses program shall be made on the basis of candidate's performance in all the courses spread over all the four semesters.

- i. The final result will be made only after the candidate has cleared all the courses securing minimum qualifying marks as stipulated approved in the regulations.

10-C Promotion:

- i. The student who fails in more than two courses in first semester examination, may be promoted to next semester to continue his/her studies. But such student will have to clear the backlog courses in immediate succeeding examination of the semester.

10-D Result Improvement:

A student can re-appear in maximum of two theory courses in the succeeding related semester examinations to improve his/her result. The better of two scores shall be considered for preparation of the final result.

10-E Credit System:

The Credit System as adopted in different Indian Universities as per UGC guidelines/International Universities will be adopted. It may be as follows:

- (a) The credits shall be based on the number of credit hours per week. Normally 1 credit equals to 1 hour of teaching in theory and 1 credit (Practical) equals to 2 hours of practical/project work in a week.
- (b) Credits shall be in whole numbers.
- (c) Credit load through semester system in CBCS form will be implemented in following ways:

Course A: 3 (2+1) Credits means

Theory: Two lectures of one hour each in a week

Practical: One lectures of two hour each in a week

Two theory and one practical will be conducted throughout the semester. The total marks will be 100 and divided into following ways for theory and practical exams.

2+1 also explains $100 \times \frac{2}{3} = 66.66$ theory marks

And $100 \times \frac{1}{3} = 33.33$ practical marks

Theory Examination: 67 marks will be divided into 40% Mid-term and 60% Final exam as follow

Mid-Term= 40% of 67= 26.8(Mid of semester)

End-Term= 60% of 67= 40.2(End of semester)

Practical: 33 marks (before Full Term)

Of theory: 66.66 (say 67 marks)

26.8 (say 30 marks)

40.2 (40 marks)

So total 70 marks

Of practical: 33.33 (say 30 marks)

Grading System: The grading system, as detailed hereunder in shall be applicable:

Award of Grades Based on Absolute Marks

Marks-Range (Out of 100)	Grade	Grade Point
90-100	S	10
80-89	A	9
70-79	B	8
60-69	C	7
50-59	D	6
40-49	E	5
Passed with Grace	P	4
00-39	F	0
Absent in examination (Incomplete)	I	-
Incomplete Project /Training/Dissertation	X	-

Explanation:

Letter grades **O,A,B,C,D,E and P** in a course mean that the candidate has passed that course.

The “**F**” grade denotes poor performance, i.e., failing in the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all courses in which he/she obtains “**F**” grade, until a passing grade is obtained.

The “**I**” Grade: The “**I**” Grade is awarded, when a student does not appear in the examination of course/courses. This shall be treated as “**F**” Grade.

- **The Performance of a candidate in a semester or up to a semester shall be measured by SGPA and CGPA, details of which are given below:**

SGPA: Semester Grade Point Average.

CGPA: Cumulative Grade Point Average.

- **Computation of SGPA and CGPA**

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

1. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

2. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

Where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

3. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

- **Illustration of Computation of SGPA and CGPA and Format for Transcripts**

1. Computation of SGPA and CGPA

Illustration for SGPA

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	3	B	8	3 * 8= 24
Course 2	4	C	7	7*4=28
Course 3	3	D	6	3*6=18
Course 4	3	O	10	3*10=30
Course 5	3	E	5	3*5=15
Course 6	4	P	4	4*4=16
	20			130

Thus, SGPA = 130/20 = 6.95

Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 20 SGPA: 6.9	Credit: 22 SGPA: 7.8	Credit: 25 SGPA: 5.6	Credit: 26 SGPA: 6.0	Credit: 26 SGPA: 6.3	Credit: 25 SGPA: 8.0

Thus, CGPA = $20*6.9 + 22*7.8 + 25*5.6 + 26*6.0 + 26*6.3 + 25*8.0/144 = 6.73$

- To convert CGPA into percentage then

Percentage= CGPA*10 for example:

from above table CGPA= 6.73 Therefore, in this case, the percentage is $6.73*10 = 67.3\%$

11. Pattern of Examination System:

Each course shall be of 100 marks. For evaluation, the overall structure of the distribution of marks in a course shall be such that 25 marks are allotted to various assessments during the semester, while 75 marks shall be allotted for the end semester examinations:

A. The scheme of assessment during the semester (for 25 marks):

- The assessment/Project (sessional) in theory courses shall be of 20 marks and 05 marks for regularity and attendance.
- All Heads/Coordinators shall ensure that all internal assessment/Project marks of sessional are sent to Controller of Examination prior to the commencement of End Semester examination.
- Sessional marks of a course shall be carried over for failed students in the course.

B. End Semester Examination and evaluation (for 75 marks):

The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses. If there is more than one teacher teaching the course, the question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners.

C. Medium of Examination

Candidates will have the option of writing the examination either in Hindi or in English medium.

D. Practical Examination in the form of Viva-Voce/Practice Teaching/School based activity Examination:

Second semester and fourth semester is having Practical examination. The examiners' panel will have the power to moderate the internally awarded marks. The examiners shall submit the marks directly to the controller of examination of the University.

Course Structure

FIRST SEMESTER

EDUMED501. PHILOSOPHICAL PERSPECTIVES OF EDUCATION

CREDIT-4

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	COURSE CONTENTS
I	Unit-I INTRODUCTION <ul style="list-style-type: none">• Philosophy and Education; Concept and meaning.• Philosophy of Education: Its nature and relationship with Education.• Functions: Speculative, Normative and Analytical.
II	Unit-II WESTERN SCHOOLS OF PHILOSOPHY <ul style="list-style-type: none">• Idealism• Naturalism• Pragmatism reference to metaphysical problem (Reality of nature, man and society), axiological propositions and education and epistemology and education.
III	Unit-III MODERN CONCEPTS OF PHILOSOPHY <ul style="list-style-type: none">• Realism• Integral Humanism• Marxism
IV	Unit-IV INDIAN SCHOOLS OF PHILOSOPHY <ul style="list-style-type: none">• Vedanta• Sankhya.• Buddhism• Islamic Tradition• Nath Panth
V	Unit-V CRITICAL APPRAISAL OF THE CONTRIBUTION TOWARDS EDUCATION <ul style="list-style-type: none">• Vivekanand,• Sri Aurobindo• Mahatma Gandhi• Rabindra Nath Tagore• Paulo Friere• J. Krishnamurti.

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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 CODE-(EDUMED502): PSYCHOLOGICAL PERSPECTIVES OF DEVELOPMENT

CREDIT-4

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- I Educational Psychology

- Concept and scope of educational Psychology
- Objectives of Education Psychology
- Contribution of Psychology to Education.
- Significance of knowledge of Educational Psychology for teachers.

Unit-II Human Growth and Development

- Concept and process of human development
- Social, Emotional and Intellectual Development.
- Development of concept formation,
- Logical reasoning,
- Problem solving,
- Language development

Unit-III Adjustment and Education

- Concept and process of adjustment.
- Causes and indicators of maladjustment.
- Adjustment Mechanism; Defense Mechanism- coping and life style.
- Stress and Conflict management.
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Unit-IV -Group Dynamics

- 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 facilitator of learning
- Group process, interpersonal relations, sociometric grouping.

Unit-V- Personality and Education

- Concept and development.
- Types and factors
- Theories of Personality: Allport, Sigmund Freud, Bandura and Maslow.
- Measurement of Personality

PRACTICUM / INTERNAL WORK		
SN		
1	Attendance	05
2	Assignment	10
3	Project	10

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.

गुप्ता एस0 पी0: उच्चतरशिक्षामनोविज्ञान, शारदापुस्तकभवन, इलाहाबाद ।

माथुर एस0एस0: शिक्षामनोविज्ञान, विनोदपुस्तकमंदिरआगरा ।

पाण्डेय एवंश्रीवास्तव: शिक्षामनोविज्ञान, मिश्राट्रेडिंगकारपोरेशन, वाराणसी ।

पाठक, पी0डी0: शिक्षामनोविज्ञान, विनोदपुस्तकमन्दिर, आगरा ।

भटनागर, सुरेश: शिक्षामनोविज्ञान, आर0लाल बुकडिपो, मेरठ ।

सारस्वत, मालती: शिक्षामनोविज्ञान की रूपरेखा, आलोकप्रकाशन इलाहाबाद-3

सिंह, ए0के0: शिक्षामनोविज्ञान, भारतीभवनप्रकाशन, पटना ।

COURSE CODE-(EDUMED503): SOCIOLOGICAL PERSPECTIVES OF EDUCATION

CREDIT-4

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-I Introduction to Education Sociology

- Concept and nature of educational sociology.
- Difference between educational sociology and sociology of education
- Role of social institutions and education.
- Sociological Theories of Education.

Unit-II Education and Social Change

- Process of social organization,
- Social stratification and education.
- Social change and social mobility

Unit-III Education in Democracy

- Concept Goals and quality of Democracy
- Education for democracy
- Constitutional provisions for education in India

Unit-IV Education and State

- Equality of educational opportunity and education.
- Equalizations with reference to gender, socially marginalized groups.
- Education and Political Economy

Unit-V Education and National and International Understanding

- Concept and significance of Nationalism and International Understanding
- Obstacles in the path of national integration and international understanding.
- Education for national integration.
- Education for international understanding.

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

BOOKS RECOMMENDED:

Dinkar, Ramdhari Singh: SanskritiKe Char Adhyay, UdayachalPrakashan, 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 CODE-(EDUMED504): METHODOLOGY OF EDUCATIONAL RESEARCH

CREDIT-4

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-I – Introduction to Educational Research

- Meaning and Definition.
- Sources of Knowledge.
- Functions of Educational Research.
- Types of Research : Fundamental, Applied and Action Research.
- Quantitative and Qualitative Research.

Unit-II – Research Problem

- Meaning and Definition, Sources of Problem.
- Criteria of Good Research Problem.
- Identification of Research Problem and Formulation of Research Problem.
- Delimitations of Problem.

Unit-III- Review of related literature

- Meaning of related literature and its review
- Purpose of review of related literature;
 - (i) formulation of research problem
 - (ii) formulation of hypothesis
 - (iii) Discussion of results.
- Sources of related literature;
 - (i) Traditional (ii) e-sources.
- Writing abstract, preparing reference cards, writing review.

Unit-IV- Methods of educational research

- Philosophical Method
- Historical Method
- Experimental Method
- Descriptive Method
- Qualitative Methods; Ethnographic Study, Grounded Theory, Conversational and Discourse analysis , phenomenological and Qualitative Case study methods.

Unit-V- Tools and Techniques of Data Collection

- Types of tools of data collection
- Construction, Administration and precautions in use of
 - i. Questionnaires,
 - ii. Rating Scales,
 - iii. Interview,
 - iv. Observation,
 - v. Content Analysis frame,
 - vi. Sociometry.
- Characteristics of good measuring tools.
- Chaptalization in reporting different type of Researches.
- Coherence of review, objectives, hypotheses, and data collected
- Analysis and Results.
- Formatting of Report

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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 Yark (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: Merrill 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: Sags.

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

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

COURSE CODE-(EDUMED505A): GENDER SENSITIZATION AND WOMEN EDUCATION

CREDIT-4

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.

<p>Unit-I GENDER SENSITIZATION</p> <ul style="list-style-type: none"> • Concept, Need, Scope • Gender studies as an academic discipline • Gender, Economy and Work Participation • Gender, globalization and education
<p>Unit-II ISSUES OF INDIAN WOMEN</p> <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 development • Education of Girl child in India: present status and challenges ahead
<p>Unit-III WOMEN’S MOVEMENTS IN INDIA</p> <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

	<p>Unit-IV PROGRAMMES AND STRATEGIES FOR PROMOTING GIRLS’/WOMEN EDUCATION IN INDIA</p> <ul style="list-style-type: none"> • Access, enrolment, retention of girls’ at school stages • Mahilasamakshya, • Kasturba Gandhi BalikaVidyalaya. • Girl’s education in SSA, RMSA, RUSA
	<p>Unit-V DEMOGRAPHIC PROFILE OF WOMEN AND HUMAN DEVELOPMENT INDICATORS</p> <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

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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 CODE-(EDUMED505B):- Policy Perspectives and Issues in Indian Education

CREDIT-4

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.

Unit-I -Issues in Education

- Universalization OF Education
- Gender,
- Language,
- Human Rights,
- Child Rights
- Student Unrest
- Quantity vs Quality

Unit-II- -Programme and Policies

- Sarava Siksha Abhiyan
- Rashtriya Madhyamic Shiksha Abhiyan
- Continuous and Comprehensive Evaluation
- Right of Children for Free and Compulsory Education Act 2009,
- Minimum Levels of Learning (MLL),
- Millennium Development Goals (MDGs)

Unit-III-Contemporary Higher Education

- 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 Administration.
- Autonomy in Higher Education,
- Major Problems in University Education
-

Unit-IV- Emerging issues in Higher Education

- Vocationalization and Diversification of Education,
- Environmental Education,
- Peace Education,
- Human Rights Education
- Inclusive Education.

Unit-V -Theoretical Aspects of Philosophy

- Concept, Need and Parameters of policy determination.
- Relationship between research and policy, policy and planning and their implementation.
- 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 Administration, 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.

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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.

SECOND SEMESTER**COURSE CODE-(EDUMED506): HISTORICAL PERSPECTIVES OF EDUCATION****CREDIT-4****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.

<p>Unit-I Education in Ancient India</p> <ul style="list-style-type: none"> • Vedic Period • Buddhist Period • Medieval period
<p>Unit-II Education under company rule</p> <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.
<p>Unit-III Education in British Era</p> <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
<p>Unit-IV Indianization of Education</p> <ul style="list-style-type: none"> • Growth of National Consciousness. • National Education Movement • Gokhlae’s Bill, • Wardha Scheme of Education-1937
<p>Unit-V -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. • NEP 2020

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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 CODE-(EDUMED507): STATISTICAL PERSPECTIVES OF EDUCATIONAL RESEARCH

CREDIT-4

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-I Introduction to Statistics

- Meaning, Concept, need scope and use of Statistics
- Scale of measurement
- Graphical representation of data
- Central tendency, variability, correlation
- NPC and its uses
- Qualitative technique of data analysis

Unit-II Hypothesis

- Concept and formulation of Hypothesis
- Source of Hypothesis
- Types of Hypothesis
- Directional and Non- Directional Hypothesis
- Parameter and Statistics
- Reliability of Statistics: Standard error of Mean, Median, Correlation, proportion

Unit-III -Sampling method

- Population and sample
- Sampling size and sampling error
- Probability sampling: simple random, stratified, cluster, systematic, multi stage sampling
- Non probability sampling: Purposive, snowball, incidental

Unit-IV - Non- Para-metric Test

- Concept ,Quality use and Assumptions and applications of;
• Chi-Square Test and Yate's Correction for Continuity.
- Median Test
- Sign Test
- Regression and Prediction

Unit-V Parametric Tests

Assumptions and applications of;

- 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
- CR Test
- Analysis of Variance- One way and two way classification

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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. D
 enzin and Y.S. Lincoln: Handbook of Qualitative Research, Thousands Oaks, CA: Sags.
 B.Gillham: Case Study Research Methods , Continnum, New Yark (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 CODE-(EDUMED508): INTERNSHIP IN TEACHER EDUCATION INSTITUTION

CREDIT-4**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.

NOTE: Select at least one activity from each unit.

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.
Unit-II <ul style="list-style-type: none">• Formulation of a class room/school based small innovative project and its implementation.• Programme evaluation.
Unit-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.
Unit-IV <ul style="list-style-type: none">• Observation of skill based teaching practice.• Assisting B.Ed. students in designing of lesson plan.
Unit-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.

COURSE CODE-(EDUMED509): ACADEMIC WRITING

CREDIT-4

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 defendable research proposal.
5. To have firsthand experience of extension work.

Unit-I : Writing of Two Research Paper/ Article and Two Seminar Presentation
Unit-II: One Book Review
Unit-III & Unit-IV : Writing Research Proposal

Unit-V : Community Work

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 CODE-(EDUMED510A): PSYCHOLOGY OF COGNITION

CREDIT-4

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-I -Cognitive development and Thinking

- Concepts and development of thinking and Problem Solving,
- Piaget and Vygotsky's theories of Cognitive Development
- Significance and Implications

Unit-II- Learning

- 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.

Unit-III- Motivation and Transfer of Learning

- Concept and components of Motivation
- Types of Motivation
- Role of Motivation in learning
- Concept, theories and importance of transfer of training.

Unit-IV- Individual Differences

- Concept and determinants of individual differences
- Learning styles
- Factors influencing Individual Differences
- Educational implications of individual differences

Unit-V- Intelligence

Meaning and concepts.

- Guilford's theory of intelligence and Gardner's concept of intelligence: main features and educational implications,
- Emotional Intelligence: meaning, main features and educational implications.

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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.

SchmeckRonald.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 CODE(EDUMED510B):EDUCATIONAL PLANNING AND FINANCING OF EDUCATION

CREDIT-4

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-I -Educational Planning

- 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

Unit-II -Approaches of Educational Planning

- Manpower Requirement Approach;
- Social Justice Approach;
- Rate of Return Approach
- Intra educational Extrapolation Model

Unit-III- Trends in Educational Planning

- Economic & Cultural Constraints;
- Social and Administrative Constraints
- Modern trends in Edul. 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

Unit-IV - Educational Financing

- Educational Expenditure-Concept and Type
- Budgeting; Preparation and Control
- Principles of Educational Financing;

Unit-V-Constraints and trends in Educational Planning

- Problems of Educational Financing: Internal & External;
- Education as Investment and Consumption
- GATS & Education
- Grant in Aids System in India
- Population and Enrolment Projections

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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 Thamarasseri, I. (Eds) (2014) Economics of Education, APH Publishing Corp., New Delhi

THIRD SEMESTER

COURSE CODE-(EDUMED511): EDUCATIONAL TECHNOLOGY AND ICT

CREDIT-4

MM: 100

COURSE OBJECTIVES: To enable the teacher educators;

1. Enable the students to understand significance of Educational Technology 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-I - Concept of Educational Technology

- 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.

Unit-II - Designing Instructional Technology

- 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).

Unit-III - Models of Teaching

- 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

Unit-IV- Programmed Instruction

- Origin and types - linear, branching and Mathetic. Development of the programmed instructional material.
- Computer Assisted Instruction (CAI)
- Researches in Educational Technology.

Unit-V- Emerging trends in Educational Technology

- 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

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

BOOKS RECOMMENDED:

- 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

COURSECODE-(EDUMED512): EDUCATIONAL ADMINISTRATION AND MANAGEMENT

CREDIT-4

MM: 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-I Conceptual Framework

- Meaning, Definition, Scope and concepts of 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
- Principles of Educational Administration

Unit-II Structural arrangement of Educational Administration

- Role and Functions of Central and state Government, Local Bodies, and NGOs at national, state and sub-state levels in Management of Education
- Administrative role of -
 - UGC
 - NCTE
 - NCERT
 - SCERT
 - SIEMAT
 - State Boards of Education

Unit-III (12hours)

Role and Function of Educational Administration

- Purposing
- Planning
- Organization
- Cooperation
- Inspection and Supervision
- Staff Selection
- Budgeting
-

Unit-IV -Organizational Development

- Leadership-Concept, types, role and theories.
- Decision Making; Concept, types, role and theories
- Institutional conflicts; types, causes and management.
- Organizational behavior
- Organizational Climate.
-

Unit-V - Contemporary issues in Educational Management

- Centralization and Decentralization
- Intra- and inter-sector coordination.
- Voucher system and formula funding.
- Autonomy and accountability.
- E- Governance.
- Self-financing of Education
- Qualities of Educational Administration

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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 (3 rd 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 (2nded), 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, UdaiPareek 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.

COURSE CODE-(EDUMED513): PERSPECTIVES OF TEACHER EDUCATION

CREDIT-4

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-1 Introduction to Teacher Education

- Concept Meaning, need and objectives
- 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

Unit-II -In-service Teacher Education in India

- Concept, need, areas and purpose of In-service teacher education.
- 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 material

<p>Unit-III -Pre- Service Teacher Education</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
<p>Unit-IV-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 stage • 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.
<p>Unit-V – Issues and Trends in Teacher Education</p> <ul style="list-style-type: none"> • Inadequate planning, • Improper Curriculum • Privatization. • Commercialization • Challenges in professional development of teacher • Assurance of quality of teacher education programs • Commitment and teacher performance • Implementation and evaluation of teacher education programs

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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.
 सक्सेना, मिश्रा, मोहन्ती: अध्यापक शिक्षा, आर० लालबुकडिपो, मेरठ ।
 हरबर्ट, जे० बर्न (1962): प्रारम्भिक अध्यापक प्रशिक्षण, गयाप्रसाद एण्ड सन्स, आगरा ।

COURSE CODE-(EDUMED514A): EDUCATION FOR MARGINALIZED SECTIONS OF SOCIETY

CRADIT-4

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-I (12hours)

SOCIAL STRATIFICATION AND EDUCATION IN INDIA

- 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.

Unit-II (12hours)

MARGINALIZATION IN INDIAN CONTEXT

- 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.

Unit-III (12hours)

EDUCATION OF SCHEDULED CASTE AND SCHEDULED TRIBES

- 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

Unit-IV (12hours)

EDUCATION OF WOMEN AND GIRLS

- 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

Unit-V (12hours)

EDUCATION OF MINORITIES

- 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

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; [desgnmodule6.pdf,http://www.ncert.nic.in/departments/nie/desgn/pdf_files/desgnmodule6.pdf](http://www.ncert.nic.in/departments/nie/desgn/pdf_files/desgnmodule6.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 Indai, Delhi; Discovery Publishing House.

हनफीऔरहनफी, स्त्रीशिक्षा, आगरा; विनोदपुस्तकमंदिर

COURSECODE-(EDUMED514B): EDUCATIONAL MEASUREMENT AND EVALUATION

CREDIT-4

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-I Measurement and Evaluation

- Concept, nature, needs and scope,
- Differentiating Testing, Assessment, Measurement and Evaluation
- Models of evaluation,
- Scales of Measurement.

Unit-II- Tools and Techniques of Measurement

- Tools of Measurement: Function, types, characteristics
- Techniques of Measurement and Evaluation:
 - Questionnaire
 - Rating Scale
 - Sociometry
 - Standardization of Achievement test

Unit-III -Reliability of Test

- Meaning, need and Methods of Reliability:
 - Test-Retest Reliability,
 - Equaling-Form Reliability,
 - Split-half Reliability,
 - Rational Equivalence Reliability.

Unit-IV- Validity of Test

- Meaning and type and need of Validity:
 - Content Validity
 - Construct Validity
 - Empirical Validity
 - Concurrent Validity

- Predictive Validity.

Unit-V- Norms of Test

- Concept, type, functions and need of : Age Norm, Grade Norm
 - Percentile
 - Standard Score
 - Z-Scores
 - T-Scores
 - C- Scores
 - Stanine Scores

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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).

कपिल, एच.के. : सांख्यिकी के मूलतत्व, भार्गवपुस्तकप्रकाशन, 4/230, कचहरी घाट, आगरा-4

गुप्ता, एस.सी. : आधुनिकमापन एवंमूल्यांकन, शारदापुस्तकभवन, इलाहाबाद।

गुप्ता, एस.सी. : सांख्यिकी विधियों एवंमूल्यांकन, शारदापुस्तकभवन, इलाहाबाद।

भार्गव, महेश : आधुनिकमनोवैज्ञानिकपरीक्षण, हरप्रसादभार्गव, पुस्तकप्रकाशन 4/230, आगरा-4

श्रीवास्तवडी.एन. : सांख्यिकी एवंमापनए विनोदपुस्तकमन्दिर, आगरा-2

पाण्डेय, बी0बी0 एवं आर0 के0सिंह,: मापनमूल्यांकन एवंप्रारम्भिकसांख्यिकी वसुन्धराप्रकाशन, गोरखपुर।

COURSE CODE(EDUMED5I5A): CURRICULUM STUDIES

CREDIT-4

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-I Aims and Objectives of Education

- 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

Unit-II Perspectives of Education

- 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

Unit-III- Bases of Curriculum Development

- 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 theories,

Unit-IV -Types of Curriculum

- Types of curriculum:
 - Subject-centered
 - Learner-centered,
 - Community centered
 - Social Reconstructionist curriculum.

Unit-IV Curriculum Development

- Concept of curriculum construction and Development
- Curriculum development-strategies
- Models of curriculum Development: Administrative; Grass root, Demonstration; System Analysis
- Continuous Comprehensive Evaluation
- Role of Teacher, Community Society and Educational Administration

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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 CODE(EDUMED5I5B): EDUCATIONAL GUIDANCE AND COUNSELING

CREDIT-4

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-I-Concept and Perspectives of Guidance

- 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.

Unit-II-Counselling

- Concept, types and principle,
- Process of counselling
- Techniques of counseling
- Role of teacher as a counselor
- Characteristics of a good counselor

Unit-IV-Types of Guidance Services

- Organization and administration of guidance program in Schools.
- Guidance services at various levels of education.
- Types of Guidance services:
- Information service
- Individual information collection
- Placement services
- Follow up service
- Research service
- Preparatory service
-

Unit-V- Tools and Techniques of Guidance

- Tools and Techniques of Guidance
- Objectives and applied techniques.
- 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 service

PRACTICUM / INTERNAL WORK	
Attendance	05
Assignment	10
● Project	10

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.

FOURTH SEMESTER

COURSE CODE-(EDUMED516): INCLUSIVE EDUCATION

CREDIT-4

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-I-Introduction to Inclusion

- 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, uses and organization of Resource Room.
- Concept and Role of Resource and Itinerant Teacher.
- Good Counselor.

Unit-II -Legislative Background

- 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

Unit-III- Education of Mentally Retarded

- 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

Unit-IV- Education of Visually and Hearing Impaired

- Concept and Classification.
- Etiology and General Characteristics.
- Educational Programme and societal Initiative aspects
- Role of Peer Group, Family and Community in education of Special need Children.

Unit-V-Education for Special Child

Concept, Etiology, Characteristics and brief Outlines of Education;

- Juvenile Delinquent Children.
- Emotionally Disturbed Children.
- Gifted Children
- Slow Learners
- Concept and Significance Universalization of Education and Special Education.

S.N	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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.

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, Hyderabad; Neelkamal Publication.

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.

कुमारसंजीव

दुबे, सत्य नारायण

पाण्डेय, बी०बी०

रू विशिष्टशिक्षा, जानकीप्रकाशन, पटना एवं नई दिल्ली

रू विशिष्टशिक्षा, शारदापुस्तकभवन, इलाहाबाद।

रू विशिष्टशिक्षा के आधार, वसुन्धराप्रकाशन, गोरखपुर।

COURSE CODE-(EDUMED517): DISSERTATION

CREDIT-8

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-I-Dissertation Based Introduction:

- 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

Dissertation Based Review of Related Literature:

- 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

Unit-II -Dissertation Based Methodology;

- 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

Unit-III Dissertation Based Analysis and Interpretation;

- 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

Unit-IV Dissertation Based Results and their Implications;

- 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

Unit-V-Presenting Dissertation Research;

- Orientations to the processes of writing first draft
- Workshops drafting of research report
- Developing first draft Feedback and finalizing the report

Dissertation Based Bibliography and Appendices;

- Orientation
- Supervision
- Feedback

SN	PRACTICUM / INTERNAL WORK	
2	Internal	50
3	External	150

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, Laurance, 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 Inquire, Beverly Hills C.A. Sage.

COURSE CODE-(EDUMED518A): ECONOMICS OF EDUCATION AND GLOBAL STUDIES

CREDIT-4

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-I-Economical aspects of Education

- 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.

Unit-II-Key concept of Education

- Human Capital Formation
- Quality of Life and Economic Growth.
- Poverty and Income Inequalities.
- Human Development Index.
- Development Planning Perspectives.

Unit-III-Cost and Benefit

- 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.
- Problems in the measurement of cost and benefits;

Unit-IV-Global Aspects of Education

- 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

Unit-V-Education as investment

- Education as an Economic Good,
 - 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.

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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, &Thamarasserri, 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 CODE-(EDUMED518B): CONTEMPORARY INDIAN EDUCATION AND EMERGING TRENDS

CREDIT-4**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.

<p>Unit-I-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
<p>Unit-II-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
<p>Unit-III-Rashtriya Ucchar Shiksha Abhiyaan(RUSA)</p> <ul style="list-style-type: none"> - Concept, Aims, functions and programs of RUSA - Initiatives of RUSA - Education in different Five Year Plans. - Initiatives of UGC - Problems of RUSA <p>Unit-IV-Contemporary issues of Education</p> <p>Concept and need of;</p> <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 <ul style="list-style-type: none"> • Emerging international institutions: GATS, TRIPS and WIPO
<p>Unit-V-Emerging Trends</p> <ul style="list-style-type: none"> • Main recommendations and their implications: <ul style="list-style-type: none"> -AcharyaRammurthy Committee- 1990 -Yashpal Committee-1992 -Yashpal Committee-2009 National Policy of Education 2020

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	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 (19740 : 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 CODE-(EDUMED519A): OPEN AND DISTANCE LEARNING (ODL)

CREDIT-4

MM: 100

COURSE OBJECTIVES: The student 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-I -Distance and Open Learning

- 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.

Unit-II- Students Support Services

- Self-Learning Materials
- Counselling
- Assignments
- Examination
- Work Experience
- Feedback
- INSAT

Unit-III- Trends and Issues of Open Distance Learning

- Print Media vs. Multi Media
- Quality Assurance in ODL
- Virtualization of ODL in India
- Researches in ODL

Unit-IV-Technology and Open Distance Learning

- 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.

Unit-V Management of Open Distance Education

Structure, Functions and qualities

- IGNOU
- State open University
- Regional study centers
- Study Centers

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

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 CODE-(EDUMED519B): ENVIRONMENTAL EDUCATION

CREDIT-4

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-I-Introduction:

- Concept, Importance and Scope OF Environmental Education
- Aims and Objectives.
- Guiding Principles and foundations.
- Relationship between man and Environment.

Unit-II Concept of Environment and Ecosystem:

- 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 inventions and their impact on the environmental system.
- Environment and Sustainable Development.

Unit-III Environmental Hazards:

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

Unit-IV Features of curriculum for environmental education:

- 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.

Unit-V Environmental Movements in India & Abroad:

- Global / Conferences on environmental issues.
- National and International Policy / resolution on Environment.
- Environment as New Social movement
- Central and State Government initiatives

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	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

