

Master in Education (M.Ed.)
Two Year Course
(Four Semester)
(En force from session 2015- 2016)

Semester I	
Paper	Marks
Theory (Core Papers)	
1.Philosophical Foundations of Education - Western	70+30= 100
2.Psychological Foundation of Education- Understanding Learner	70+30= 100
3. Research in Education- General Perspective	70+30= 100
4. Educational Technology	70+30= 100
Practicum-	50
(I)Theme Paper on selected dissertation areas with Reviews	25 x 4= 100
(II)One Written assignment per core Subject	
(III)Reading of two Classic Books & review writing	50
Total	600

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Semester II	
Paper	Marks
Theory(Core Papers)	70+30= 100
1.Philosophical Foundations of Education –Indian	
2.Psychological Foundation of Education - Understanding Teaching Learning Process	70+30= 100
3. Research in Education -Research Designs & Tool Construction	70+30 = 100
Optional Papers(select one Group)	
A-Elementary Education-	
A-1-Curriculum Construction	100 x 2= 200
A-2-Policy Perspective & Problems	
B-Secondary Education-	
B-1- Curriculum Construction	
B-2-Policy Perspective& Problems	
c-Higher Education-	
C-1 Curriculum Construction	
C-2-Policy Perspective & Problems	
Practicum-	
(I)Research Proposal for Dissertation	
(II) Tool Construction	25
	25
Psychology Practical	50
Total	600

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Semester III	
Paper	Marks
Theory(Core Papers)	70+30= 100
1.Sociological Foundations of Education	
2. Research in Education –Data Analysis & Report Writing	70+30= 100
3. ICT enabled Education	70+30 = 100
Optional Papers	
A-Elementary Education-	
A-3 Educational Management	100 x 2= 200
A-4Measurement & Evaluation	
B-Secondary Education-	
B-3 Educational Management	
B-4 Measurement & Evaluation	
C-Higher Education-	
C-3 Educational Management	
C-4Measurement & Evaluation	
Practicum-	50
(I) Field Attachment in Selected Optional Areas	50
(II) Educational Excursion	
Total	600

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Semester IV	
Paper	Marks
Theory(Core Papers)	
1.Sociological Foundations of Education – Education in Emerging India	70+30= 100
2. Global Perspective In Education	
Optional Papers	
A-Elementary Education-	70+30= 100
A-5.Teacher Education in Global Perspective	
A-6. Select one paper from the Following	
a.Inclusive Education	100 x 2= 200
b.Guidance & Counselling	
c.Human Rights Education	
B-Secondary Education-	
B-5. Teacher Education in Global Perspective	
B-6- Select one paper from the Following	
a.Inclusive Education	
b.Guidance & Counselling	
c.Human Rights Education	
C- Higher Education-	
C-5.Teacher Education in Global Perspective	50
C-6- Select one paper from the Following	
a.Inclusive Education	
b.Guidance & Counselling	
c.Human Rights Education	25x2 = 50
Dissertation(Submission & Viva- Voce)	
Practicum-	50
(I) One written assignment per core subject	50
(II) Field Attachment	
(III) Class room Observation	
Total	600

**Value Added Programme
(Any two in each Semester)
Graded Evaluation**

Along with Compulsory Yoga Education Each Student has to select one Activity from the following in each Semester

- **1. Personality Development**
- **2. Communicative English**
- **3. Community Service**
- **4. Village Tour**
- **5. Literary Activities (Debate, Essay Writing etc.)**
- **6. Cultural Activities**
- **7. Awareness Campaigns**
- **8. Aesthetic Activities**
- **9. Any Other Activity**

**M.Ed.
Semester I
Core Paper I
Philosophical Foundations of Education (Western)**

Objectives :

- Explain the doctrines, different functions & branches of philosophy.
- Explain the concepts, fundamental thinking & also critically analyse the different Western Schools of philosophy ; with special reference to its educational implications for aims, content, teaching -learning pedagogy, school, teacher & taught.
- Recognise & analyse educational issues that need understanding from metaphysical, episteme, ethical , moral, aesthetic & logical perspective.
- Describe & explain the modern trends in philosophy.
- Critically examine the educational solutions offered by great radical thinkers.

UNIT 1

Philosophy, a directive doctrine & liberal discipline.

Normative, Speculative & Analytical functions of philosophy.

. Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic

UNIT 2

Metaphysical Problems & Education- related to Man, Nature, Society.

Epistemological Issues & Education- regarding Knowledge related to critical analysis, scientific approaches , etc.

Axiological Issues & Education - concept of value, eternal values (from seminal to quintessential), role of peace &

Aesthetics in Education, Logic in Education, Ethics in Education .

UNIT 3

Impact of Philosophical Suppositions on Education ; Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism, , Scientific Humanism – with special reference to the concepts of knowledge, reality, values & their educational implications.

UNIT 4

Modern Trends in Philosophy ; Reconstructionism, Logical Positivism, Grounded Theory, Naturalistic Inquiry, Interpretativism.

Educational Thinking of Great Radicalists-Paulo Freire, Ivan Illich.

Suggested Readings:

1. Dewey, John (1916). *Democracy and Education*. New York: Macmillan & Co.
2. Freire, Paulo (1972) *Pedagogy of the Oppressed*, Harmondsworth: Penguin Books.
3. Illich, Ivan D. (1971). *De-Schooling Society*. New York: Harper & Row
4. Butler, J. Donald (1968). *Four Philosophies and their Practice in Education and Religion*. New York & London: Harper & Row.
5. Broudy, Harry S. (1965) *Building a Philosophy of education*. New Delhi: Prentice Hall.
6. Brubacher, John S. (1962) *Modern Philosophies Of Education*. Tokyo: McGraw-Hill Book Company, Inc.
7. Rousseau, J. J. (1914). *Emile*. London: Every Man's Library, Dent.
8. Russell, Bertrand (1925) *On Education*. London: Unwin Paperbacks.
9. Russell, Bertrand (1945). *A History of Western Philosophy*.

Semester I
Core Paper II

Psychological Foundation of Education-Understanding Learner

Objectives:

- To enable the students to understand the psychological orientation to education.
- To develop an understanding about theories of learning
- To develop an understanding of nature and causes of individual differences among the children
- To develop an understanding about learners' development and its characteristics
- To develop an understanding of the basic concepts, methods and principles Educational Psychology with reference to learning and teaching.
- To understand nature and process of learning in the context of various learning theories and their implications.

Unit-I

(Understanding Educational Psychology)

Meaning , concept and nature of Educational Psychology (Western and Indian);

Psychology as a science to study human behaviour.

The methods used in educational psychology

Contribution of various schools in education

(Behaviourism, Psychoanalysis, Cognitive and Humanistic- schools)

Unit –II

(Understanding Human Behaviour)

Stages of development, individual differences-meaning and areas- intelligence, personality, attitudes, motivation, interests etc.

Unit-III

(Psychology of learning)

Behaviouristic approach to learning- salient features (Watson). Learning theory of Skinner and its implication to teaching.

Learning theory of Hull and Tolman and its implications to teaching.

Cognitive Approach to learning. Gestalt Psychology (Kohler & Koffka) and its implications to teaching. Kurt Lewin's Field theory and its implications to teaching. Bandura's Socio-cognitive Approach to learning and teaching.

Information processing approach to learning and teaching . Constructivists Approach to learning.

Piaget as a constructivists and his implications to teaching. Vygotsky as a constructivist and implications to teaching.

Unit-IV(Psychology of adjustment)

Psychology of adjustment- concept of adjustment, mechanism of adjustment, Self-concept and Mental Health, Characteristics of Integrated personality and mentally healthy individual; School Adjustment, Factors affecting Adjustment and Defence Mechanism, Abnormal psychology

Suggested Readings:

1. Charles E. Skinner (1995). Educational Psychology. Prentice Hall of India Limited.
2. Calvin C. Hall and Gardner G. Lindzey. Theories of Personality.
3. Rudolf Pintner, et.al. (1956). Educational Psychology.
4. George J. Mouly (1973). Psychology for Effective teaching.
5. John F. Travers (1970). Fundamentals of Educational Psychology. Pennsylvania:
Houghton and Mifflin Co.
6. Jack Snowman and Robert Biehler (2000). Psychology Applied to teaching. Boston :
Houghton and Mifflin Co.
7. Dennis Child (1995). Psychology and the teacher.
8. Ernest R. Hilgard (1958). Theories of Learning. New York : Appleton- Century-
Crofts, Inc.
9. Laycock and Munroe (1975). Educational Psychology.
10. William C. Morse and G. Max Wingo (1970). Psychology and Teaching. Bombay:
D.B. Taraporewala & Sons.
11. Crow and Crow (1979). Educational Psychology.
12. Norman L. Munn (1985). Introduction to Psychology. New Delhi: oxford IBH.
13. Marx and Hillicks.(1976). Systems and Theories in Psychology.

SEMESTER I
CORE PAPER III

Research in Education- General Perspective

Objectives:

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study
- explain a sampling design appropriate for a research study
- conduct a literature search and develop a research proposal

Unit I

Research in Education-Conceptual issues

- Meaning, purpose, scope and areas of educational research
- Kinds of educational research: basic & applied, and action research, and their characteristics
- Source of knowledge, The scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence
- Approaches to research in education: qualitative, quantitative and mixed and their characteristics, Types of research under each paradigm

UNIT II

Developing assumptions and hypotheses

- Meaning and difference between assumptions, postulates and hypotheses.
- Nature and types of hypotheses: their sources
- Characteristics of good hypotheses
- Role of hypotheses in theory building.
- Hypothesis testing and Types of errors.

UNIT III

Sampling

- Concept of population and sample.
- Sample frame, units of sampling.
- Determiners of sample size.
- Various methods of probability and non-probability sampling.
- Characteristics of a good sample.
- Sampling errors and avoidance of sampling bias

Unit IV

Planning the Research Study

- Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources
- Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals.

- Suggested Readings:

1. Anastasi, Anne - Psychological Testing, New York, Mc Millan,
2. Ary, Donald et al 1972- Introduction to Research in Education N.Y., Holt, Rinehart and Winston.
3. Best, J.W. - Research in Education, New Delhi, Prentice Hall of India.
4. Broota, K.D. - Experimental Design in Behavioural Research New Delhi, Wiley Eastern Ltd. 1992.
5. Cohen, L. & Mauion L. : Research methods in Education Routledge.
6. Ebel, R.L. A Guide to Educational Research. Boston: Allyn & Bacon Inc, 1965
7. Festinger, V. and Katz - Research Methods in Behavioural Sciences. N.Y., Bold Dry Den, 1981.
8. Fox, D.J. - The Research process in Education in U.S.A. Holt Rinehart & Wilson Inc. U.S.A. (Available at Lyall Book Depot Bhopal M.P.
9. Fox, D.J. The Research Process in Education, New York: Holt Rinehart and Winston Inc, 1969.
10. Freeman F.S. : Theory and Practice of Psychological Testing, New Delhi, Bombay Calcutta, Oxford & SBH pub. Co..
11. Good, C.V. - Essentials of Educational Research Methodology and Design, N.Y., Appleton Century Crofts, 1941.
12. Gronlund, N.E.-Measurement and Evaluation in Teaching, N.Y., MacMillan, 1981.
13. Gupta, S.P. : Statistical Methods Sherda Pustak Bhawan, Allahabad 1997.
14. Hdmstadter, G.C. Research concepts in Human Behaviour, Education, Psychology sociology. New York: Meredith Corporation, 1970.
15. Kaul, L. Methodology of Educational Research, New Delhi, Vikas Pub. House., 1984
16. Kerlinger, F.N. - Foundations of Behavioural Research, Delhi, Surjeet Publications, 1978.

17. Kunker, P.J. and M.C. Grath, J.E. Research on Human Behaviour a systematic Guide to Method. New York: Holt, Rinehart and Winston Inc, 1972
18. Lincoln Y.S. & Guba EG. : Naturalistic Inquiry New Delhi, Sage Publications Pvt Ltd.
19. Martin Fishbein : Reading in Attitude theory and Measurement, New York John. Wiley & Sons Inc, 1967.
20. Mertens D.M.: Research Methods in Education and Psychology integrating diversity with quantitative and qualitative approaches Sage Publications.
21. Mouly George, J. The science of Educational Research. New Delhi: Eurasia Publishing House Pvt Ltd., 1964
22. Nunnally J.C.: Educational Measurement & Evaluation McGraw Hill Book Comp.
23. Popper, K.R. The logic of scientific Discovery. London: Routledge. And Kegan Paul, 1959.
24. Siddhu, K.S. - Methodology of Research in Education, Bombay, Sterling Publishers, 1963.
25. Siegel S. - Non parametric statistics for the Behavioural Sciences. New York : McGraw Hill Book Co., 1988
26. Singh, A.K. : Test, Measurements and Research Methods in Behavioural Sciences, Patna, Bharti Bhawan (P&D), 1997.
27. Sodhi, A.N. and Singh, A. - Research Methodology in Social Sciences, Bombay, Himalaya Pub. House.
28. Sukhia, S.P., et al-Elements of Educational Research.
29. Travers, R.M.W. - An introduction to Educational Research, N.Y., MacMillan, 1978.
30. Travers, R. M. W. An introduction to Educational research, New York: The Mcmillan Publishing Co. 1986.
31. Van Dalen D.B. : Understanding Education Research an Introduction, New York, McGraw Hill Book Company.
32. Van, Dalen et al - Understanding Educational Research, N.Y., McGraw Hill Co.

SEMESTER I
Core paper IV
Educational Technology

OBJECTIVES:

- 1) To enable the learner to become effective user of technology in Education
- 2) To develop in students an understanding of the nature and scope of educational technology and also about the various forms of technology,
- 3) To develop an understanding of the systems approach to Education and communication theories and modes of communication,
- 4) To enable students to produce, select and use instructional material and media effectively;
- 5) To know the instructional design and modes of development of self learning material
- 6) to develop the ability for critical appraisal of the audio-visual media,
- 7) to develop basic skills in the production of different types of instructional material,
- 8) to develop an awareness in students about the recent innovations and future perspectives of Education Technology.
- 9) To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- 10) To make the student familiar with new trends, techniques in education along with e-learning
- 11) To enable the student to become good practioner of Educational technology and e-learning
- 12) To enable students to use the e-learning materials and media for effective learning;

UNIT – I

Concept of Educational Technology -Futuristic view of Educational Technology in India. Various approaches in Education.

Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, NOS, NIST Consortium for Educational Communication (CEC), UGC, their role in teaching learning.

UNIT – II

Modalities of Teaching- Difference between teaching and Instruction, conditioning & training, Stages of teaching pre – active, interactive and post – active; Teaching at different levels memory, understanding and reflective levels of organizing teaching and learning

Various online Technologies: concept & types (1) Blended learning; (2) Mobile learning (M learning).

Concept of Open Educational Resources & various usage, Massive Open Online Course(MOOC)

UNIT – III

Media Selection - synchronous and asynchronous – for formal, informal and non formal settings; Gagne’s Nine Events of Instruction and Five ‘E’s of Constructivism; Web Based Instruction – Meaning, Characteristics, Uses, advantage and disadvantages,
 Soft ware Designing

UNIT – IV

Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Methods and Techniques, Barriers in Distance Education, Student Support Services: Evaluation strategies in Distance Education; Counselling in Distance Education.

Recent trends of Research in Educational Technology & its future with reference to Education.

Various Virtual Universities.

Concept of Artificial Intelligence.

Suggested Readings

1. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.
2. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited
3. Bengalee, Coomi (1986). Introduction to educational technology: innovations in education.
4. Mumbai: Saith.
5. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
6. Bhatt, B. D., Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi:
7. Kanishka Publ House.
8. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.
9. Dangwal, Kiran L (2010) . Computers in Teaching and Learning. Vinod Pustak Mandir: Agra
10. Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.
11. Dasgupta, D. N. Communication and Education, , Pointer Publishers
12. Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.
13. Information and Communication Technologies in Education: A Curriculum for School and
14. Programme of Teacher Development, Handbook of UNESCO
15. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO
16. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
17. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
18. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
19. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.

20. Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.
21. O. P. Dham , e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia Education and Communication,
22. O. P. Dahama & O. P. Bhatnagar, Education and Communication for development, Oxford & IBH Publishing company, New Delhi
23. Pachauri, Suresh Chandra (2011). Educational technology. Aph Publishing Corporation: New Delhi.
24. Rastogi Satish (1998). Educational technology for distance education. Jaipur: Rawat Publication.
25. Robert, Heinich (1990). Instructional media and the new technologies of instruction. London: John Wiley and Sons.
26. Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
27. Sareen N., Information and Communication Technology, Anmol Publication
28. Sethi, Deepa (2010). Essentials of educational technology and management. Jagdamba Publishing Company: Delhi
29. Sharma, A.R. (2001). Educational technology. Agra: Vinod.
30. Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
31. Singh, C.P. (2011). Advanced educational technology. Lotus Press: New Delhi
32. Sleeman, P.J., Cobun, Ted C, Rockwell, D. M.(1979). Instructional media and technology: a guide to accountable learning systems. New York: Longman.
33. Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.
34. Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.
35. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons
36. Walia, J. S. (2003). *Educational technology*. Jalandhar: Paul.

SEMESTER I
Practium

All Internal Evaluation

1. Theme Paper on selected dissertation areas with Reviews & Its presentation
2. One Written assignment per core Subject
3. Reading of two Classic Books on Education & review writing.

For Example-

My Experiments with Truth- M.K. Gandhi

Discovery of India- J.L. Nehru

Pedagogy of Oppressed- Paulo Frereo

Education- Osho

Semester II
Core Paper I
- PHILOSOPHICAL FOUNDATIONS OF EDUCATION
INDIAN

Objectives-

Describe the basic features of Indian Philosophy.

Describe the historical background of Indian Philosophy

Compare between Orthodox & Heterodox traditions of Indian Philosophy

Describe & Explain the main Characteristics of Indian System of Philosophy.

State the main tenets of Schools of Indian Philosophy.

Identify the significant features of Schools of Indian Philosophy & examine them in the modern Indian Context.

Discuss & enumerate the Ultimate & Proximate aims & goals of Education in Indian Philosophical Traditions for the present Indian Education System.

Elucidate the contributions to educational thinking of great Indian Thinkers.

Discuss about the values enshrined in the Constitution of India.

UNIT 1

Introduction of Indian Philosophy ; Basic features & characteristics of Indian Philosophy.

Historical review of Indian Philosophy ;

Brief Sketch of Indian systems (Ancient & Medieval).

Classification of Indian Philosophical System.

UNIT 2

Indian Schools of Philosophy ; Orthodox--Six Philosophies (ShatDarshan) :

Samkhya, Yoga, Nyaya , Vaisheshika, Uttar Mimansa, Poorva Mimansa ; With special reference to the concept of knowledge, reality, values & their educational Implications .

UNIT 3

Indian Schools of Philosophy ; Herterodox- Jainism, Buddhism, Charvaka , Christianity & Islamic traditions– with special reference to the concept of knowledge, reality, values & their educational Implications.

UNIT 4

Contributions of Great Modern Indian Thinkers : Mahamana Madan Mohan Malviya, S.Radhakrishnan, Bheem Rao Ambedkar, Dr. APJ.Abdul Kalam.

A brief Introduction of Perennial Philosophy ; its meaning, nature, scope , stage of Transcendence (specially in the context of Value and Attitude formation in a child for the Present Indian Value System and National Values enshrined in Indian Constitution).

Suggested Readings-

1. Advaita Ashram,(1989).The Complete Works Of Swami Vivekananda.Mayawati Memorial ,Vol 1-10
i. Calcutta: Advaita Ashram.
2. Altekar,A.S.(1951).Education in Ancient India.Benaras:The India Book House.
3. Dutta,D.M.(1958) Six Ways Of Knowing.Calcutta : University Press.
4. Elmhirst,Leonard.(1961). Rabindranath Tagore:Pioneer in Education.London: John Murray.
5. Gandhi,M.K.(1951) Basic Education. Ahmedabad: Navajival Publishing House.
6. Gandhi,M.K.(1952).True Education.Ahmedabad:Navajivan Publishing House.
7. Mookerjee, R.K.(1960)Ancient Indian Education-Brahmical and Buddhist.Delhi;MotilalBanarsidas.
8. NCERT (2004).The Mother on Education-From ReflctionTo Action. New Delhi:NCERT.
9. RadhaKrishnan,S.Contemporary Indian Philosophy.
10. Radhakrishnan,S. A Source Book on Indian Philosophy,Paper Back.
11. Sahitya Akademi(1961).Rabindranath Tagore ,Centenary Volume 1861-1961.New Delhi:
12. Tagore, Rabindranath (1931)The Religion Of Man ,New Delhi: Rupa &Co,Reprint.
13. Tagore, Rabindranath,(1961).Towards Universal Man, Delhi : Asia Publishing House.
14. Sri.AurobindoAshram(1997).Sri Aurobindo and the Mother on Education.Pondicherry: Sri Aurobindo Ashram.

SEMESTER II**CORE PAPER II****Psychological of Education -Understanding Teaching Learning Process****OBJECTIVE-**

- *understand the nature and principles of teaching and learning.
- *comprehend the conditions influencing teaching and learning.
- *discuss critically the theories of learning in classroom situations.
- *organise teaching learning environment in accordance with the cognitive needs of students.

UNIT –I**(Understanding Teaching learning Process)**

- .Meaning, concept and nature of Teaching and Learning.
- .Psychology as a tool of Teaching and learning,Teaching learning process,.Functions of teaching
- .Levels of teaching,Teaching skills,learning skills
- .Learning in school, social learning,

UNIT II**(Group Dynamics)**

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, Group morale, Leadership dynamics, Teacher as leader of group and facilitator of learning

Unit III**(Styles of Learning)**

- Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
- Cognitive Styles: Field Dependent- Field Independent, Deep-Surface, Reflective-Impulsive
- Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

UNIT IV**(Approaches To Teaching)**

- Conventional Strategies of Teaching- Group discussion, Panel discussion, Team teaching, tutorial, seminar, Brain Storming. Individualized instruction,
- Innovative strategies-Models of teaching, personalized system of instruction(PSI), Computer assisted instructions(CAI), Learner controlled instructions(LCI),Flander's Class room instructional analysis

Suggested Readings-

1. Agarwal. J.C.: Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd
2. Agrawal, J.C.: Essentials of Educational Technology: Teaching Learning, Vikas Publishing House Pvt Ltd
3. Arun Kumar Singh: Shiksha Manovigyan, Bharti Bhawan
4. Bhatanagar, S.: Educational Psychology, Legal Book Depot, Agra
5. Bhatia, H. R.: Elements of Educational Psychology, Orient Langman Ltd., Bombay,
6. Bhatnagar, R.P. Education Psychology, Meenakshi Publications Kanpur
7. Blair, Jones and Simpson- Educational Psychology Macmillan, N.Y. 1954
8. Chauhan, S. S.: Advance Educational Psychology, Vikas Publishing House, New Delhi,
9. Crow and Crow: Educational Psychology Indian Edition (Eurasia Publishing House)
10. Dandipani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd., 2000.
11. Dangwal, Kiran L (2010): Computers in Teaching and Learning: Vinod Pustak Mandir, Agra
12. Dash, M.: Educational Psychology. New Delhi: Deep and Deep, 1991.
13. Dutt, N.K.: Psychological Foundation of Education (Doaba Publishing House)
14. Ford Percival and Ellengteen Herry., A Handbook of Educational Technology, Golt Rinechart and Winston, Inc. New York., 1963.
15. Hurlock, E. B.: Adolescent Development, McGraw Hill, New York, 1990.
16. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
17. Kamala Bhatia and B.D. Bhatia: The Principles and Methods of Teaching, Deba House 1984.
18. Kulshrestha, S.P.: Shaikshik Takniki Ke Muladhar
19. Kundu, C.L. and Tutoo, D.N.: Educational Psychology. New Delhi: Sterling
20. Mathur, S.S.: Educational Psychology Vinod Pustak Mandir, Agra
21. P. D. Pathak: Shiksha Manovigyan, Vinod Pustak Mandir, Agra

**SEMESTER II
CORE PAPER III**

RESEARCH IN EDUCATION-RESEARCH DESIGNS INCLUDING TOOL CONSTRUCTION

Objectives:

On completion of this course, the students will be able to:

- explain the characteristics and types of quantitative and qualitative research
- understand the meaning and types of experimental designs.
- select appropriate tool for collection of data
- construct various tools of data collection

Unit I

Quantitative Research Methods

- Survey studies: school survey, public opinion survey and community surveys, Self-administered survey, Telephone/ Mail survey. Job analysis, documentary analysis.
- Inter-disciplinary studies: case studies, causal comparative studies, ex- post facto studies, correlation studies, prediction studies, cross- cultural and comparative studies.
- Experimental research- Characteristics and general steps of experimental research. 'Laboratory experiments' and 'Field experiments'

Unit II

Qualitative Research Methods

- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics
- Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research-meaning, fundamental principles, strengths and weaknesses, types and, limitations

Unit III

Experimental Designs

- Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs.
- Factorial Design.
- Single-subject Design.
- Internal and External Experimental Validity.
- Controlling extraneous and intervening variables.

Unit IV

Tools and Techniques of Research and Tool construction

- Rating Scale, Attitude Scale, Questionnaire, Aptitude and Achievement Tests, Inventory

Techniques of Research

- Observation, Interview, Projective.

Steps of preparing a research tool.

- Characteristics of a good tool
- Validity (Meaning, types, indices and factors affecting validity)
- Reliability (Meaning, types, indices and factors affecting reliability)
- Item Analysis (Discrimination Index, Difficulty Index)
- Standardization of a tool

SEMESTER II
Optional Group A
ELEMENTARY EDUCATION
Paper A.1
Curriculum Construction

Objectives: -

To enable students to understand the theoretical perspectives of curriculum.

To develop students analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.

To develop skills of learners to design curriculum outline for a school programme.

UNIT – 1

Curriculum: Nature, Meanings and Elements. Types of Curriculum (Teacher centred, subject centred, Child centred, correlation, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.) Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum. Bases of curriculum: - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement.

UNIT – 2

Steps of Curriculum Designing at Primary Level: -

1. Objectives of education at Primary level.
2. Understanding learners at Primary level.
3. Selection & Organizations of learning experiences at Primary level.
4. Course content at Primary level.
5. Instructional Strategies Primary level.
6. Course material & Recourses Primary level.
7. Assessment & Evaluation Strategies Primary level.
8. Modification & Resetting of objectives Primary level.

UNIT – 3

Approaches to curriculum: Behaviouristic, Cognitivist & Constructivist, Support system & Management of Curricular practices, curricular reforms, Research and Teachers preparation,. Curricular Evaluation & Management: Formative & Summative, Individual & Group, Assessment by teachers, Self, Peer, External Expert and Bodies

UNIT – 4

Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach, Evaluation strategies of curricular goals, Methods & Content, Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009. Comparison of curriculum context of different school boards, Development of a Module.

Suggestion Readings: -

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005
2. NCERT, New Delhi, Curriculum and Evaluation.
3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
4. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
5. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
6. Hass G. & Parkay F. W. (1993. Curriculum Planning: A New Approach 6th Edition; United States of America.
7. [www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu/cae/files/media_assets/Howard.pdf)
8. [www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design.aspx](http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx)
9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.

SEMESTER II
ELEMENTARY EDUCATION
Paper A.2
Policy Perspective & Problems

Objectives-

1. To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Primary level in Uttar Pradesh.
2. To develop an understanding of the brief historical background of Indian Education with special reference to Primary Education.
3. To develop an understanding of the objectives and scope of Primary Education.
4. To develop an awareness of the professional Ethics.

UNIT I

Nature and focus of Elementary Education In India
 Historical Background of Elementary Education In India- Ancient, Medieval, Pre & Post Independences.
 Aims & Objectives of Education At Elementary Level.

UNIT II

Policies and Programmes related to Elementary Education in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)
 ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT III

Participation of NGOs in achieving goals of UEE
 Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
 District primary education programme-goals and strategies.
 Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

UNIT IV

Problems of Elementary Education.
 Emerging Quality Issues in Elementary Education With Reference to-

- Pedagogy
- Teacher Training
- Capacity Building.

Suggested Readings-

1. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
2. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd.,
3. Basu, B.D.- History of Education in India, cosmos publications, 1989.
4. Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi
5. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
6. Brubacher-History and the problems of Education.
7. Chakraborty, Mohit-Modern Issues in Education New Delhi:Kanishka Publishers & Distributors.
8. Chaube, S.P. & Chaube, Akhilesh: Education in Antiant and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.
9. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publising House Pvt. Ltd.
10. EBY, Frederick : The Development of Modern Education N.J.Prentice Hall INC Engle eliffs.
11. Frederick, Mayer-A History of Educational though, Ohio Charles Merrill Books Inc. 1966.
12. Good Harry, Teller James. A History of Western Education London. The Mac Millan company
13. Gupta & Pal- Great Education Allahabad.. Kailash Pustak Prakashan Kaiyam Devi,
14. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha publications,.
15. Kabir, Hunayun-Education in New India, garage Allen &Union Ltd. Ruskin House Museum Street London.
16. Mukherjee, Kartick-Under development Educational poliag & Planning, Asia Publishing Hour.
17. Mukherjee, Radha Kumud-Ancient Indian Education. (Brahmanic & Buddhist)New Delhi Cosmo publications, 1999

18. Mukherjee, S.N.-Education in India, Today and Tomorrow Baroda., Achraya Book Depot,
19. Munroe, Paul-Encyclopaedia of History of Education. (New updated Edition Vol. I,II,III,IV, Cosmo publications, New Delhi.
20. Naik, N.P.-The Education commission and after Bllied Publishers Private Limited.
21. Nurullah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.
22. Oad, L.K-Current Issues in Education New Delhi.Young man & Co.
23. Pandey, R.S.-New Dimensions in Education Indian Publishers & Distributors New Delhi-110007
24. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discovery publishing House, -1998
25. Rusk R. Robert-The doctrines of the Great Educators. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,
26. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.
27. Sharma, R.N.-Indian Education into Millennium. Shubhi publications, New Delhi.
28. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,
29. Thakur, Devendra-New Education policy New Delhi; Deep & Deep Publications.

SEMESTER II
Optional Group B
Secondary Education
Paper B.1
Curriculum Construction

Objectives: -

- To enable students to understand the theoretical perspectives of curriculum.
- To develop students analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- To develop skills of learners to design curriculum outline for a school programme

UNIT – 1

Curriculum: Nature, Meanings and Elements. Types of Curriculum (Teacher centred, subject centred, Child centred, correlation, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.) Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum. Bases of curriculum: - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement. Determinants and motives of curriculum.

UNIT – 2

Steps of Curriculum Designing at Primary Level: -

1. Objectives of education at Secondary level.
2. Understanding learners at Secondary level.
3. Selection & Organizations of learning experiences at Secondary level.
4. Course content at Secondary level.
5. Instructional Strategies Secondary level.
6. Course material & Recourses Secondary level.
7. Assessment & Evaluation Strategies Secondary level.
8. Modification & Resetting of objectives Secondary level.

UNIT – 3

Approaches to curriculum: Behaviouristic, Cognitivist & Constructivist, Support system & Management of Curricular practices, curricular reforms, Research and Teachers preparation, Assessment of Institutional practices. Curricular Evaluation & Management: Formative & Summative, Individual & Group, Assessment by teachers, Self, Peer, External Expert and Bodies.

UNIT – 4

Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach, Evaluation strategies of curricular goals, Methods & Content, Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009. Comparison of curriculum context of different school boards, Development of a Module.

Suggestion Readings: -

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005
2. NCERT, New Delhi, Curriculum and Evaluation.
3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
4. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
5. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
6. Hass G. & Parkay F. W. (1993). Curriculum Planning: A New Approach 6th Edition; United States of America.
7. [www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu/cae/files/media_assets/Howard.pdf)
8. [www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design.aspx](http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx)
9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.

SEMESTER II
Secondary Education
Optional Group B
Paper B.2
Policy Perspective & Problem

To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in Uttar Pradesh.

To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.

To develop an understanding of the objectives and scope of Secondary Education.

UNIT I

Nature and focus of Secondary Education In India

Historical Background of Secondary Education In India- Ancient, Medieval, Pre & Post Independences.

Aims & Objectives of Education At Secondary Level.

UNIT II

Policies and Programmes related to Secondary Education in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)
 : United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT III

Participation of NGOs in achieving goals of Universal Secondary Education.

Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.

Rastriya Madhyamik Siksha Abhiyan(RAMSA)goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

UNIT IV

Problems of Secondary Education.

Emerging Quality Issues in Secondary Education With Reference to-

- Pedagogy
- Teacher Training
- Capacity Building.

Suggested Readings-

1. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
2. Brubacher-History and the problems of Education.
3. Chakraborty, Mohit-Modern Issues in Education New Delhi:Kanishka Publishers & Distributors.
4. Chaube, S.P. & Chaube, Akhilesh: Education in Antiant and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.
5. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publising House Pvt. Ltd.
6. EBY, Frederick : The Development of Modern Education N.J.Prentice Hall INC Engle eliffs.
7. Frederick, Mayer-A History of Educational though, Ohio Charles Merrill Books Inc. 1966.
8. Good Harry, Teller James. A History of Western Education London. The Mac Millan company
9. Gupta & Pal- Great Education Allahabad.. Kailash Pustak Prakashan Kaiyam Devi,
10. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha publications,.
11. Kabir, Hunayun-Education in New India, garage Allen &Union Ltd. Ruskin House Museum Street London.
12. Mukherjee, Kartick-Under development Educational poliag & Planning, Asia Publishing Hour.
13. Mukherjee, Radha Kumud-Ancient Indian Education. (Brahmanic & Buddhist)New Delhi Cosmo publications, 1999
14. Mukherjee, S.N.-Education in India, Today and Tomorrow Baroda., Achraya Book Depot,
15. Munroe, Paul-Encyclopaedia of History of Education. (New updated Edition Vol. I,II,III,IV, Cosmo publications, New Delhi.
16. Naik, N.P.-The Education commission and after Bllied Publishers Private Limited.

17. Nurullah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.
18. Oad, L.K-Current Issues in Education New Delhi.Young man & Co.
19. Pandey, R.S.-New Dimensions in Education Indian Publishers & Distributors New Delhi-110007
20. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discovery publishing House, -1998
21. Rusk R. Robert-The doctrines of the Great Educators. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,
22. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.
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24. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,
25. Thakur, Devendra-New Education policy New Delhi; Deep & Deep Publications.
26. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
27. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd.,
28. Basu, B.D.- History of Education in India, cosmos publications, 1989.
29. Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi

**SEMESTER II
Optional Group C
Higher Education
Paper C.1
Curriculum Construction**

Objectives: -

1. To enable students to understand the theoretical perspectives of curriculum.
2. To develop students analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
3. To develop skills of learners to design curriculum outline for a school programme.

UNIT – 1

Curriculum: Nature, Meanings and Elements. Types of Curriculum (Teacher centred, subject centred, Child centred, correlation, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.) Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum. Bases of curriculum: - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement.

UNIT – 2

Steps of Curriculum Designing at Primary Level: -

1. Objectives of education at Higher level.
2. Understanding learners at Higher level.
3. Selection & Organizations of learning experiences at Higher level.
4. Course content at Higher level.
5. Instructional Strategies Higher level.
6. Course material & Recourses Higher level.
7. Assessment & Evaluation Strategies Higher level.
8. Modification & Resetting of objectives Higher level.

UNIT – 3

Approaches to curriculum: Behaviouristic, Cognitivist & Constructivist, Support system & Management of Curricular practices, curricular reforms, Research and Teachers preparation, Assessment of Institutional practices. Curricular Evaluation & Management: Formative & Summative, Individual & Group, Assessment by teachers, Self, Peer, External Expert and Bodies.

UNIT – 4

Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach, Evaluation strategies of curricular goals, Methods & Content, Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009. Comparison of curriculum context of different school boards, Development of a Module.

Suggestion Readings: -

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005
2. NCERT, New Delhi, Curriculum and Evaluation.
3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
4. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
5. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
6. Hass G. & Parkay F. W. (1993). Curriculum Planning: A New Approach 6th Edition; United States of America.
7. [www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu.cae/files/media_assets/Howard.pdf)
8. [www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design.aspx](http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx)
9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.

SEMESTER II
Optional Group C
Higher Education
Paper C.2
Policy Perspective & Problems

Objectives-

To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Higher level in India.

To develop an understanding of the brief historical background of Indian Education with special reference to Higher Education.

To develop an understanding of the objectives and scope of Higher Education.

UNIT I

Nature and focus of Higher Education In India

Historical Background of Higher Education In India- Ancient, Medieval, Pre & Post Independences.

Aims & Objectives of Education At Higher Level.

UNIT II

Policies and Programmes related to Higher Education in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)
 : United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT III

Privatization of Education-Merits & Demerits..

Rastriya Uchcha Siksha Abhiyan(RUSA)goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

Recommendations of Knowledge Commission.

Intellectual Property Right.

UNIT IV

Problems of Education at Higher Level.

Emerging Quality Issues in Education at Higher level With Reference to-

- Pedagogy
- Teacher Training
- Capacity Building.

Suggested Readings-

1. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
2. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd.,
3. Basu, B.D.- History of Education in India, cosmos publications, 1989.
4. Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi
5. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
6. Brubacher-History and the problems of Education.
7. Chakraborty, Mohit-Modern Issues in Education New Delhi:Kanishka Publishers & Distributors.
8. Chaube, S.P. & Chaube, Akhilesh: Education in Antiant and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.
9. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publising House Pvt. Ltd.
10. EBY, Frederick : The Development of Modern Education N.J.Prentice Hall INC Engle eliffs.
11. Frederick, Mayer-A History of Educational though, Ohio Charles Merrill Books Inc. 1966.
12. Good Harry, Teller James. A History of Western Education London. The Mac Millan company
13. Gupta & Pal- Great Education Allahabad.. Kailash Pustak Prakashan Kaiyam Devi,
14. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha publications,.
15. Kabir, Hunayun-Education in New India, garage Allen &Union Ltd. Ruskin House Museum Street London.
16. Mukherjee, Kartick-Under development Educational poliag & Planning, Asia Publishing Hour.
17. Mukherjee, Radha Kumud-Ancient Indian Education. (Brahmanic & Buddhist)New Delhi Cosmo publications, 1999

18. Mukherjee, S.N.-Education in India, Today and Tomorrow Baroda., Achraya Book Depot,
19. Munroe, Paul-Encyclopaedia of History of Education. (New updated Edition Vol. I,II,III,IV, Cosmo publications, New Delhi.
20. Naik, N.P.-The Education commission and after Bllied Publishers Private Limited.
21. Nurullah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.
22. Oad, L.K-Current Issues in Education New Delhi.Young man & Co.
23. Pandey, R.S.-New Dimensions in Education Indian Publishers & Distributors New Delhi-110007
24. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discovery publishing House, -1998
25. Rusk R. Robert-The doctrines of the Great Educators. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,
26. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.
27. Sharma, R.N.-Indian Education into Millennium. Shubhi publications, New Delhi.
28. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,
29. Thakur, Devendra-New Education policy New Delhi; Deep & Deep Publications.

Practium- all External Evaluation

(I) Research Proposal for Dissertation

(II) Tool Construction

(III) Psychology Practical

Test- 1. Intelligence

2. Personality

Experiment-

1. Sociometry

2. Semantic Differential

Semester III
Core Paper I
Sociological Foundations of Education

Objectives-

- To develop adequate familiarity with social structure, class, caste and culture.
- To help students to make a critical analysis of the social structure.
- To enable them to realize the role of education as an instrument of social, political, economic and technological change.

UNIT I

Sociology of education- concept, nature, scope, functions of sociology of education. Methods of study. Difference between educational sociology and sociology of education, need for a sociological approach in education.

Education as social sub system-in relation to and interaction with other social institutions and sub systems as family, community, economy, political system, and religion. Social institutions and their role in attitude and value formation(with reference to family, community, school and youth organizations)

UNIT II

Social organization- social groups, social differentiation and stratification- characteristics and influencing factors.

Social systems-functional and structural subsystem, education as a sub system of social system

Socialization-concept, mechanism and theories of socialization. Education and socialization. need of socialization. Education as a sub system of socialization.

UNIT III

Culture and education- meaning, nature and types of culture, role of education in the cultural context, cultural change, cultural crisis, with special reference to Indian society. Cultural unity and diversity in India. Concept of composite culture.

Social change-concepts, patterns and theories of social change, education as an instrument, factor and reflection of social change. Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity.

UNIT IV

Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A.Sorokin and Charles Cooley, Human rights and value education

Suggested Readings-

1. Aggarwal, J.C. : Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; New York, Prentice Hall Inc.
4. Chattopadhyaya (ed)- The cultural Heritage of India.
5. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
6. Dewey. J.- Democracy and Education, Mac Million Co.
7. Dhiman, O.P.- Foundations of Education; Lucknow, Atma Ram & Sons.
8. Durkheim-Education and Sociology.- The free Press
9. Havinghurst, R.J. and Neugarton, B.L.-Society and Education, Boston; Allyn and Bacon.
10. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.

Semester III**Core Paper II****Research in Education –Data Analysis & Report Writing****Objectives -**

1. Understand the tabular, graphical representation of data, measure of central tendency and variability, measure of relationship and normal distribution
2. Understand measures of association, its assumption and uses, regression and prediction
3. Know the concept of population, sample and sampling technique, , Degree of freedom
Standard error, confidence, confidence intervals, null hypothesis and Parametric test.
4. Understand of non parametric tests and computer programmes like SPSS

UNIT-I:**Descriptive Statistics- I**

1. Measures of Central Tendency: Mean, Median and Mode- computation and uses
Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and uses
Measures of relationship: Percentiles and Percentile ranks- computation and Uses
2. Measures of Association; Linear Correlation- concept, types, coefficient of correlation; assumptions, computation , uses and interpretation of rank order and product- moment correlation
3. Assumptions and uses of other types of correlation- Biserial, Point Biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation
4. Regression and prediction: concept of regression, regression equations (involving two variables only) and their uses, accuracy of prediction

UNIT-II:**Inferential Statistics- I**

5. Concept of Population, Sample and Sampling error; Parameter and Statistic, Degree of freedom
6. Standard error, confidence limits and confidence intervals.
7. Concept and testing of null hypothesis, Type-I and Type-II errors, Levels of significance, One tailed and two tailed tests
8. Parametric tests:
 - (I) t- test,
 - (II) F – test Analysis of Variance (ANOVA) - one way and two way, Analysis of Covariance (ANCOVA), and their uses in educational research

UNIT-III: Inferential Statistics- II

1. Non Parametric tests; Concept assumptions and uses in educational research
 - (I) Chi square test and null hypothesis
 - (II) Sign test,
 - (III) Median test,
 - (IV) Kolmogorov-Smirnov test,
 - (V) Kruskal- Wallis test
2. Computer programmes in data analysis-Excel and SPSS

UNIT IV Report Writing

- Identification of a research topic: Sources and Need.
- (b) Review of related literature.
 - (c) Rationale and need of the study.
 - (d) Conceptual and operational definition of the terms.
 - (e) Variables.
 - (f) Research questions, aims, objectives and hypotheses.
 - (h) Methodology, sample and tools.
 - (i) Scope, limitations and delimitations.
 - (j) Significance of the study.
 - (k) Bibliography.
 - (l) Time Frame.
 - (m) Budget, if any.
 - (n) Chapterisation.

SUGGESTED READING

1. Edwards, A. L. *Statistical Methods for Behavioural Sciences*, New York: Holt, Rinehart and Winston.
2. Ferguson, G. *A Statistical Analysis in Psychology and Education*, New York: McGraw Hills.
3. Fisher, R.A. *Statistical Methods for Research Workers*, New York: hafner Publishing Co.
4. Garret, H.E. *Statistics in Psychology and Education*, Bombay: Vakils
5. Guilford, J. P. & B. Fruchter. *Fundamental Statistics in Education and Psychology*, Tokyo: McGraw Hill
6. Lindquist, E. F. *Statistical Analysis in Educational Research*, Boston: Houghton Mifflin Co
7. Mc Nemar, Q. *Psychological Statistics*, New York: Henry Holt & co.
8. Siegel, S. *Non Parametric Statistics for Behavioural Sciences*, New York: McGraw Hill
9. Tate, M.W. *Statistics in Education*, New York: McMillan Co.

SEMESTER III
Core Paper III
ICT Enabled education

Objectives-

1. Understand the key concepts and benefits of using ICT in education.
2. Effectively use ICT tools, software applications and digital resources
3. Integrate ICT into teaching-learning and its evaluation
4. Acquire, organize and create own digital resources
5. Participate in the activities of teachers' networks
6. Participate in the evaluation and selection of ICT resources
7. Practice safe, ethical and legal ways of using ICT
8. Use ICT for making classroom processes more inclusive and to address multiple learning abilities
9. Recognize how to use the key features of a virtual learning environment

UNIT -1

Concept, nature and scope of ICT in education, Contemporary importance of ICT, Need and Importance of ICT in education, Role of ICT in Teaching.
 Accessing the web, Familiarity with the ICT environment - connections and connectors, Inputting in Indian languages (fonts and keyboard), Creating with ICT –text, data, media, Operating systems and its requirements, hardware and software, Assistive technologies, word, spreadsheets, power point, Email and web based forums, Computer Assisted Teaching & Learning.

UNIT -II

Planning for creations and selecting appropriate ICT tools, Producing ICT creations for specific audiences and / or purposes, Considering audience feedback, evaluating products.Using software and online resources to create products, Using a broad range of ICT tools for products, wizards, graphic .
 Social web utilities – mail, blogs, wikis, online discussion forum, Using social utilities safely, ethical and unethical ICT communications, online Sharing, cyber crime, Avoiding being a victim of cyber crime, Online Identity and protection -Using usernames and passwords, Respecting the privacy of others

UNIT III

E- Content: Meaning Concept & development.

Student centric learning environment.

E- Libraries

Open Educational Resources for Various levels of Education.

UNIT IV

Educational applications of ICT, Evaluation of Open Educational resources (Framework for assessing and evaluating ICT re-sources - educational tools and applications for integrating ICT into lessons)

Computer as ICT Tool.

Technology in promoting higher order thinking skills.

ICT as a resource & Communication Tool.

Using ICT to Transform Educational Institutions.

Suggested Readings-

1. Dangwal Kiran L.: (2004) Computers in Teaching and Learning: Shre Vinod Pustak Manir, Agra
2. Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Lucknow
3. Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra
4. Mason Robin & Frank R. (2006) . E-learning - The key concepts. Routledge, New York.
5. Pathak, R.P. & Chaudhary, J (2012). Educational Technology, Pearson, New Delhi.
6. Richard Andrews & Caroline (2007). E-learning Research - A handbook of, SAGE New Delhi.
7. Sharma, R.N. & Chandra, S.S. (2003) Advanced Educational Technology, Atlantic Publications Distributor, New Delhi

Online references-

ICT Resources for Teaching and Learning - Jane Hart, C4LPT (2013), 'Top 100 Tools for Learning 2013', available: <http://c4lpt.co.uk/top100tools/>

ICT Resources for Assessment- Helen Barrett (2012), 'mPortfolios, Step-by-Step Model', available: <https://sites.google.com/site/mportfolios/home/step-by-step-model>

JISC (2010), 'Effective Assessment in a Digital Age: A guide to technology-enhanced assessment and feedback', available: http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.

Sourcing, Evaluating ICT resources- eQNeT Quality Network for a European Learning Resource Exchange for schools, 'Travel Well Criteria', available: <http://lreforschools.eun.org/web/guest/travel-well>

<https://openeducationalresources.pbworks.com/w/page/24836480/Home>

Learning Resource Exchange for schools website, available <http://lreforschools.eun.org/web/guest/home> [

SEMESTER III
Optional Group A
Elementary Education
Paper A-3
Educational Management

OBJECTIVES: Students will be able to -

- Understand the Concept of Management and Administration and differences between the two at primary level
- Understand characteristics and difficulties of primary education
- Know the structure of primary education in India
- Analyze different institutions helping in policy making and rules for primary education.
- Understand role of Government and other institutions in financing primary education.

UNIT-I

- Concept of Educational Management
- Educational Administration,
- Differences between the two,
- Problems of primary education in India,
- Theories of Management with latest techniques of management at primary level.

UNIT-II

- Structure of primary Education in India.
- Types of primary Education -Government and private institutions
- Role of Government and self financing institutions in primary education

UNIT-III

- Institutions of primary education in India.
- Role of these institutions in the development of primary education.
- Role of MHRD in Policy making regarding primary education and new policies
- Efforts of institutions for Quality Control at primary level.

UNIT-IV

- Financing primary Education
- Concept of Evaluation at primary level
- Methods of evaluation at primary level
- Evaluation Procedure and Quality Control
- Good evaluation procedure
- Criteria of Evaluation at primary level

Suggested Readings:

1. Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
2. Agrawal, A. and Godbole, A.: Shaikshik Prashasan , Prabandhan and swasthya shiksha, Alok Prakashan, 2009.
3. Craig, M.W. : Dynamics of Leadership, Bombay, Jaico Publishing House, 1985.

SEMESTER III
Elementary Education
 A -4
 Measurement & Evaluation

Objectives-

Understand the concepts of validity and reliability and how they relate to good assessments;
 Understand and be able to identify test item bias and best assessment practices;
 Construct well formulated instructional objectives
 Plan formal and informal assessments of student understanding of content area knowledge based on instructional objectives;
 Design, construct, and evaluate assessment instruments;

UNIT I

Nature & Uses of Psychological Tests.
 Historical Background of Modern Testing
 General Techniques of Evaluation
 Purpose of evaluation – diagnosis, prognosis, survey, guidance, testing etc
 Levels of Measurement
 Taxonomy of Educational Objectives

UNIT II

Steps of Tool Construction-Blue Print, Achievement Test Construction.
 Non Standardized Test Techniques-Scale, Inventory,
 Observation Schedule, Interview Schedule, and Questionnaire,
 Criteria of a Good Test.

UNIT III

Measurement of Intelligence: Intelligence Tests, Meaning types, Merits and demerits.
 Measurement of personality, subjective, objectives, and projective techniques of personality assessment, their merits and limitations.
 Assessment of Affective Behaviour Outcomes.

UNIT IV

Examination systems in India at elementary levels
 Evaluation of scholastic skills & Co-Scholastic abilities
 Evaluation of Personal and Social Qualities.
 New Trends in Evaluation-
 CCE, Formative Summative, Grading System, marking System

Suggested Readings-

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
4. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
5. Vernon, P.E. The Measurement of Abilities, London : University Press.
6. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
7. Payne, W.J. Educational Evaluation : New Jersey : Prentice Hall.
8. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.
9. Sax Gilbert. Principles of Educative measurements and Evaluation. California : Wadsworth Publishing Co. Inc.
10. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
11. Blood & Budd, W.C. Eduacational Measurement and Evaluation, New York : Harpen & Row.
12. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York : Dryden.
13. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
14. Nunnally, J.C. Tests and Measurements : Assessment and Predictions New York : Mc Graw Hill Book Co.

15. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
16. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York : Harcourt Brace Jovanovich Inc.
17. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
18. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.
19. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.
20. Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.
21. Ebel, R.L. Measuring Educational Achievement. New Jersey : Englewood Cliffs.
22. Guilford, J.P. Psychimatric Methods. New York : McGraw Hill Book Co.
23. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : England Cliffs.
24. Linquist, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.
25. Mchrens, W.A. & Lehman I.J. Measuement and Evaluation is Education and Psychology. New York: Holt Rinehart and Winston.
26. NCERT New Delhi. The concept of Evaluation in Education
27. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
28. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York : McGraw Hill.
29. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi : Oxford University Press.
30. Gerberick G.J. Measurement and Evaluation in the Modern School, New York : David McKay Co. Inc.

Optional Group B
Secondary Education-
B 3
Educational Management

OBJECTIVES:

Students will be able to -

1. Understand the Concept of Management and Administration and differences between the two at secondary level
2. Understand characteristics and difficulties of secondary education
3. Know the structure of secondary education in India
4. Analyze different institutions helping in policy making and rules for secondary education.
5. Understand role of Government and other institutions in financing secondary education.

UNIT-I

- Concept of Educational Management
- Educational Administration,
- Differences between the two,
- Problems of secondary education in India,
- Theories of Management with latest techniques of management at higher level.

UNIT-II

- Structure of secondary Education in India.
- Types of secondary Education- Fundamental Courses (Science, Arts, Commerce) and Vocational Courses (IIT, Computer)
- Role of Government and self financing institutions in secondary education

UNIT-III

- Institutions for secondary education in India. (NCERT etc.)
- Role of these institutions in the development of secondary education.
- Role of MHRD in Policy making regarding secondary education
- Efforts of institutions for Quality Control at secondary level.

UNIT-IV

- Financing secondary Education, Scholarships and free education etc.
- Concept of Evaluation at secondary level
- Methods of evaluation at secondary level
- Evaluation Procedure and Quality Control
- Good evaluation procedure
- Criteria of Evaluation at secondary level

Suggested Readings:

- 1 Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
- 2 Agrawal, A. and Godbole, A.: Shaikshik Prashasan , Prabandhan and swasthya shiksha, Alok Prakashan, 2009.
- 3 Armstrong, M. : Management Processes and Functions, London Short, Run Press 1990.

SEMESTER III
Optional Group B
Secondary Education
B 4

Measurement & Evaluation

OBJECTIVES: Students will be able to

1. Understand the importance of evaluation in education.
2. Appreciate the need for continuous and comprehensive evaluation.
3. Write educational objectives in behavioural terms.
4. Construct and standardized achievement test
5. Use elementary statistical techniques and interpret them.

UNIT I

Definition and Meaning of Evaluation; Difference between Measurement, Assessment and Evaluation; Importance of Evaluation; Need for Continuous and Comprehensive Evaluation; Education as a Tri-polar Process.

Unit - II

Meaning of Educational Objectives;
 Difference between Educational and Teaching Objectives; Taxonomy of Educational Objectives; Writing Objectives in Behavioural Terms

Unit - III

Characteristics of tools of evaluation,
 Different Types of tools: Test, Scale, Inventory, Observation Schedule, Interview Schedule, and Questionnaire, Criteria of a Good Test; Blooms' Taxonomy of Cognitive, Affective and Psychomotor domains. Different types of items, Steps in Constructing Teacher Made Achievement Test, Steps in Standardizing Achievement Test,

Unit – IV

Examination systems in India at elementary levels
 Evaluation of scholastic skills & Co-Scholastic abilities
 Evaluation of Personal and Social Qualities.
 New Trends in Evaluation-
 Question Bank, Open Book Examination
 CCE, Formative Summative, Grading System, marking System .

Suggested Readings-

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
4. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
5. Vernon, P.E. The Measurement of Abilities, London : University Press.
6. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
7. Payne, W.J. Educational Evaluation : New Jersey : Prentice Hall.
8. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.
9. Sax Gilbert. Principles of Educative measurements and Evaluation. California : Wadsworth Publishing Co. Inc.
10. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
11. Blood & Budd, W.C. Eduacational Measurement and Evaluation, New York : Harpen & Row.
12. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York : Dryden.
13. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
14. Nunnally, J.C. Tests and Measurements : Assessment and Predictions New York : Mc Graw Hill Book Co.

15. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
16. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York : Harcourt Brace Jovanovich Inc.
17. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
18. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.
19. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.
20. Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.
21. Ebel, R.L. Measuring Educational Achievement. New Jersey : Englewood Cliffs.
22. Guilford, J.P. Psychimatric Methods. New York : McGraw Hill Book Co.
23. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : England Cliffs.
24. Linquist, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.
25. Mchrens, W.A. & Lehman I.J. Measuement and Evaluation is Education and Psychology. New York: Holt Rinehart and Winston.
26. NCERT New Delhi. The concept of Evaluation in Education
27. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
28. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York : McGraw Hill.
29. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi : Oxford University Press.
30. Gerberick G.J. Measurement and Evaluation in the Modern School, New York : David McKay Co. Inc.

Semester III
Optional Group
Higher Education

C 3

Educational Management

OBJECTIVES:

- Understand the Concept of Management and Administration and differences between the two at higher level
- Understand characteristics and difficulties of higher education
- Know the structure of higher education in India
- Analyze different institutions helping in policy making and rules for higher education.
- Understand role of Government and other institutions in financing higher education.

UNIT-I

- Concept of Educational Management
- Educational Administration,
- Differences between the two,
- Problems of higher education in India,
- Theories of Management with latest techniques of management at higher level.

UNIT-II

- Structure of Higher Education in India.
- Types of Higher Education- Fundamental Courses (Graduation, PG-Science, Arts, Commerce) and Vocational Courses (engineering, Medical, Designing, Architecture etc.)
- Role of Government and self financing institutions in higher education

UNIT-III

- Institutions for higher education in India. (AICTE,NCTE,MCI etc.)
- Role of these institutions in the development of higher education.
- Role of MHRD in Policy making regarding higher education
- Efforts of institutions for Quality Control at higher level.

UNIT-IV

- Financing Higher Education, Scholarships and fellowship etc.
- Concept of Evaluation at higher level
- Methods of evaluation at higher level
- Evaluation Procedure and Quality Control
- Good evaluation procedure, Criteria of Evaluation at higher level

Suggested readings:

1. Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
2. Agrawal, A. and Godbole, A.: Shaikshik Prashasan , Prabandhan and swasthya shiksha, Alok Prakashan, 2009.
3. Armstrong, M. : Management Processes and Functions, London Short, Run Press 1990. Craig, M.W. : Dynamics of Leadership, Bombay, Jaico Publishing House, 1985.
4. Padmanabhan, C.B. : Educational Financing and Structural Adjustment, Policies in India, New Delhi, Common wealth Publishers.

**Optional Group
Higher Education**

C4

Measurement & Evaluation

OBJECTIVES:

1. know the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.
2. know and understand the existing models/types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
3. develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive aspects/domains.
4. understand and realise that the aims and objectives of measurement and evaluation in education is to not only help the students but to improve upon the existing educational programmes and procedures also.

UNIT I

The Measurement and Evaluation Process: Concept, need, relevance and scope. Relation between measurement and evaluation

- Levels of measurement, Taxonomy of Educational objectives .
- Norm referenced and criterion referenced Test

UNIT II

Tools of Measurement and Evaluation: nature, purpose and types (Physical, Educational, and Psychological).

- Subjective and Objective Tests.
- Questionnaires, Scales, Schedules and Inventories.
- Performance, Sociological, Projective and Special Tests.

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UNIT III

Test Construction: General Principles and procedural steps; precautions and common mistakes.

Writing of Test items: objective type, short answer/interpretive type, and essay type.

Standardization of Measuring tools: major steps, item analysis

Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Reliability, Norms.

- Limitations of test and measurement.
- Scaling – standard scores, T scores, C scores.

UNIT IV

Measurement of –

Achievement, Aptitude, Intelligence, Attitude, Interest, skills, Personality and Values. Interpretation of scores on these tests.

Recent Trends in Evaluation-

Grading System, Question Bank, Formative Summative, Continuous Comprehensive, Marking.

Books Recommended (English)

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
4. Srivastava, H.S., P. Sing and V.S. Anand. Reforming Examinations – Some Emerging concepts, New Delhi : NCERT
5. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
6. Furst, E.W. Construction of Evaluation Instruments New York : Longmans.
7. Vernon, P.E. The Measurement of Abilities, London : University Press.
8. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
9. Payne, W.J. Educational Evaluation : New Jersey : Prentice Hall.
10. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.
11. Sax Gilbert. Principles of Educative measurements and Evaluation. California : Wadsworth Publishing Co. Inc.
12. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
13. Best, J.W. Research in Education, New Delhi. Prentice Hall of India Pvt. Ltd.
14. Blood & Budd, W.C. Educational Measurement and Evaluation, New York : Harpen & Row.
15. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York : Dryden.
16. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
17. Nunnally, J.C. Tests and Measurements : Assessment and Predictions New York : Mc Graw Hill Book Co.
18. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
19. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York : Harcourt Brace Jovanovich Inc.
20. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.

21. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.
22. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.
23. Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.
24. Ebel, R.L. Measuring Educational Achievement. New Jersey : Englewood Cliffs.
25. Edwards, A.L. Techniques of Attitude Scale Construction. Bombay : Vakils, Feffer and Simons Pvt. Ltd.
26. Guilford, J.P. Psychometric Methods. New York : McGraw Hill Book Co.
27. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : Englewood Cliffs.
28. Krathwohl, D.R. et al. Taxonomy of Educational objectives Handbook II, Affective Domain, New York : David McKay Co.
29. Linquist, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.
30. Mchrens, W.A. & Lehman I.J. Measurement and Evaluation in Education and Psychology. New York: Holt Rinehart and Winston.
31. NCERT New Delhi. The concept of Evaluation in Education

Practicum**All Internal Evaluation**

1. Field Attachment in Selected Optional Area
2. Educational Excursion

Semester IV
CORE PAPER I

Sociological Foundations of Education – Education in Emerging India

Objectives-

1. Understanding the concepts and processes of social institutions, social organizations and social stratification.
2. Making penetrating analysis of the social structure and knowing about the significant and instrumental role of education in bringing about social, political, technological, industrial and economic changes in a society.
3. Developing a sociological outlook towards education for becoming capable of directing the course of development of education.
4. Knowing and becoming sensitive to the issues of equality, excellence, and inequalities in education.

UNIT I

Education in Indian society- nature, concepts and basic postulates of Indian society. knowledge about Indian constitution and its directive principles, value enshrined in Indian constitution. Influence of education and political systems on each other.

Educational opportunities and excellence- equality vs. Equity, inequalities in Indian social system with special reference to socially and economically disadvantaged groups-sc,st,gender and habitation(rural, urban, hilly region) measures and addressal

UNIT II

Emerging needs of Indian society- alternative modes of education- open, distance, and non-formal education and their impact on society. Environmental education, population education, citizenship education, yoga education, peace education and role of mass media of communication

Modernization, urbanization, westernization, globalization and their impact on education and society, Role of community in solving problems in the field of education

UNIT III

Concerns and issues in education- education and democracy, constitutional provisions for education in India, education and nationalism, education for national integration, and international understanding.

Education as an investment- human resource development, educational planning- micro and macro approach. population and resource, planning and development of clean and green society.

UNIT IV

Study of social thoughts and contribution of Indian social thinkers-G.S.Ghurye, R.K.Mukerjee, M.N.Srinivas, S.C.Dubey

Education and national welfare

Suggested Readings-

11. Aggarwal, J.C. : Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
12. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
13. Brown, F.J. - Educational Sociology; NewYork, Prentice Hall Inc.
14. Chattopadhyaya (ed)- The cultural Heritage of India.
15. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
16. Dewey. J.- Democracy and Education, Mac Million Co.
17. Dhiman, O.P.- Foundations of Education; Lucknow, Atma Ram & Sons.
18. Durkheim-Education and Sociology.- The free Press
19. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten;Allyn and Bacon.
20. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.

Semester IV
CORE PAPER II
GLOBAL PERSPECTIVE IN EDUCATION

OBJECTIVE - To develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- can communicate sensitively with people from a variety of backgrounds
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- consider important issues from personal, local/national and global perspectives and understand the links between them
- critically assess the information available to them and make judgements
- can support judgements with lines of reasoning
- have a sense of their own, active place in the world
- can empathise with the needs and rights of others

UNIT -1

Concept, nature and scope of Global perspective in education. Aims and Objectives of global perspective in education, Need and Importance of global perspective in education, Role of global perspective in Teaching. Millennium goals in education. Models of education in different countries. Gateways to instructional education, policies for online education, MOOC(Massive open online course), webinar, Cyber ethics, RTE, GATE, UNO, UNICEF, UGC,NITI Ayog.

UNIT- 2

Policies support global perspective in education in different countries. Purpose of education, the objectives that it is designed to attain, the methods for attaining them and the tools for measuring their success or failure. Comparative analysis of educational policies, planning and practices in developed and developing countries.

Unit -3

Planning of global perspective of education at different level (primary, secondary, higher level) in different countries. Micro and Macro planning, School mapping and child mapping, Steps in planning, Appraisal of planning, Constitutional provisions, legislative enactments, Role of various agencies.

Unit – 4

Financing Pattern of education in different countries, role of all the main stakeholders in financial education: governments, financial institutions, employers, trade unions and consumer groups, Economic development and financing of education, mobilization of

resources, Criteria of resource mobilization and resource utilization, Cost analysis in Education,.

Suggested Readings-

- Bell & Bell (2006). Education Policy and Social Class. Routledge Falmer.
- Mathur S.S. (1990). Educational Administration and Management. The Indian Publications. India.
- Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi. 24
- 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.
- Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NUEPA.
- Alexander Robin (2000). Culture and Pedagogy: International Comparisons in Primary Education. Oxford. Blackwell.
- Beauchamp Edward, R. (2003). Comparative Education Reader. New York. Routledge Falmer.
- Bray, M (2003). Comparative Education: Continuing traditions. New Challenges and New Paradigms. London, Kluwere Academic Publishers.
- Chabbott Colette (2003). Constructing education For Development: International Organizations and Education for All. New York. Routledge Falmer.

- Trivedi P.R., Singh U.K. and Sudarshan K.N. (1994). Global Education: An Analysis. New Delhi. Commonwealth.
- Watson Keith (2001). Doing Comparative Education Research: Issues and Problems. Oxford Symposium Books

**Optional Group A
Elementary Education
Paper A-5**

Teacher Education in Global Perspective

Objective-

Understand the context ,concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

Understand the development of elementary education in India since independence .

Understand the relevance of strategies and programmes of UEE.

Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage

Reflect on the need and importance of work experience, art education, health physical education and working with the community.

UNIT I

Teaching as a Profession: characteristic, features of Teaching to be recognized as a profession , Hurdles & Drawbacks.

Roles, responsibilities and accountability of teachers.

Preparation of professional personnel.

Teaching profession in local, National & Global Perspective.

Teacher Education- Need, Concept , Aims & Scope.

UNIT II

Historical Background of Elementary Teacher Education In India.

Types of Teacher Education Programmes-In-Service, Pre-Service, Distance Education Programmes, and Orientation and Refresher courses – their problems and limitations

Agencies of Elementary Teacher Education : At International & National Level
i.e. UNICEF, UNESCO, DIET

UNIT III

Performance appraisal of teachers – issues and problems.

Inspection , Evaluation & Quality Assurance in Elementary Teacher Education.

Multidimensional Competency.

Models of Teaching(Concept Attainment, Inquiry Training, Inductive Thinking) & Teacher Education.

Teacher Behaviour & Behavioural Analysis.

UNIT IV

Resource Management in Teacher Education.

Researches in the Area of Elementary Teacher Education.

Innovations in Elementary Teacher Education.

Recent Trends in Teacher Education Competency based teacher education, Systems approach to teacher education, and Community – centered approach to teacher education

Suggested Reading-

1. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.
2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.
3. Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad.
4. Biddle, B.J.-Encyclopedia of Teaching
5. Biddle B.J. and Ellene W.J. (Ed.) -Contemporary Research on Teacher Effectiveness, Holt, Rinehart & Wilson, NewYork.
6. Berch, M.B. Chaurasia, G. Doyle, K.O. (Ed.)- Communication in classroom, Baroda, CASE
7. New Era in Teaching, Sterling Publishers New Delhi.
8. Evaluating Teaching, Health and Co. Massachussets.
9. Ebel, R.L. (Ed.)-Encyclopedia of Educational Research Rand and Mc Nally Chicago.
10. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand Mc Nally, Chicago.
11. Gage, N.L.- Teacher effectiveness and Teacher Education: The search for a scientific bases, Palo Alto, California.
12. Gupta Y.K.- Contemporary Research in Teacher Effectiveness, Shree Publishing House, New Delhi.
13. Flanders, N.A.- Analyzing Teachers Behaviour, Adderson-Wesley Publishing Co. Inc.
14. Hall, G.E./Jones, L.J. - Competing – based education : a process for the improvement of education, Prentia Hall, Inc. – N.J.
15. Holland, F.H.-Teaching the Teachers – Trends in Teacher Education, George Allen and Unwin Ltd., London.
16. King, Edmund-The Teacher Education, Holt Rinehart Loinston, London.
17. Medley, D.M.-Teacher competence and Teacher Effectiveness : A Review of Process – Product Research
18. American Association of Colleges for Edu. Washington, D.C.
19. Mehta C.S. and Joshi D.C. - Principles and problems of Teacher Education, Rajasthan Hindi Granth Academy, Jaipur.
20. Mohan, M. and Hull R.E. - Teaching Effectiveness : Its Meaning,

Assessment & Improvement, Englewood Cliffs, New Jersey.

21. Nicholas, A., George A. - Managing Educational Innovation Unwin.

22. Ornstein, A.C.-Teaching Theory into practice, Allyn and Bacon, Boston.

23. Ornstein, A.C.-Strategies for Effective Teaching, Harper & Row Publishers Inc. New York.

24. Reddy, R.S.-Directory and Handbook of Teacher Education, APH Publishing Corporation, New Delhi.

25. Reddy, R.S.-Principles and Practice of Teacher Education, Rajat Publications, New Delhi.

26. Shukla, R.S.-Emerging Trends in Teacher Education Chug Publications, Allahabad.

27. Singh L.C. (Ed.)-Teacher Education in India

28. A Resource Book, NCERT, New Delhi.

29. Singh, L.C. and Sharma P.C.-Teacher Education and the Teacher, Vikas Publishing House, New Delhi.

30. Singh, L.C.-Experimentation and Innovation in School : A Handbook, NCERT, New Delhi.

31. Srivastava R.O. and Bose, K.-Theory and practise of Teacher Education in India, Chug Publications, Allahabad.

32. Upasani, N.K.-Effective College Teaching : Foundations and Strategies, Kalpana Mudranalaya, Bombay.

Semester IV
Optional Group A
Paper A-6
Inclusive Education

OBJECTIVES-

- 1- Know and understand concept, meaning and importance of inclusive education, need for promoting inclusive practices and roles and responsibilities of the teachers
- 2- Understand the reasons for and suggestions of recent commissions and committees towards preparation for inclusive education.
- 3- Know and understand meaning, status of school education of socially disadvantaged section and their problem in education
- 4- Understand concept, meaning, characteristics and identification of inclusive education for children with giftedness, creativity, sensory, mentally challenged, developmental disabilities, special health problems, OPH,
- 5- To enable the learner to understand inclusive instructional design and collaborative instruction to promote inclusion and to organize inclusive classroom.

UNIT-I

Introduction to inclusive education: concept, meaning and importance of inclusive education, historical perspectives of inclusive education for children with diverse need, advantage of inclusive education for education of all children in the context of right to education

Inclusive Education in India: constitutional provisions, govt. Policies and legislations Recommendations of various committees and commissions-NPE, 1986, POA 1992, the person with disability act (PWT ACT, 1995), rehabilitation council of India act 1992.

Current issues in inclusive education and teacher preparation:

Early identifications and placement in inclusion

Teaching skills and competencies

Professional ethics and growth of teachers and teacher educators

UNIT-II

Socially disadvantaged children: meaning of the scheduled caste, scheduled tribes, educationally backward, minorities girls and slum children

status of school education of socially disadvantaged section in India: status of enrolment at elementary stage with reference to social group's equity and access, achievement of socially disadvantaged children

problems in education of disadvantaged section:-

Problems in education of socially disadvantaged children, multicultural education. Organisation and management of school to address socio cultural diversity, addressing

language issues, curricular activities for meeting diverse need of children-socio-cultural and linguistic

UNIT III

Inclusion of children with special educational needs: - concept, meaning of gifted, creative, mentally retarded and physically challenged (hearing, visually, orthopedically challenged and children with special health problems

Characteristics and identification:- of gifted, creative, mentally retarded and physically challenged (hearing, visually, orthopedically challenged and children with special health problems

Implication for academic inclusion at elementary education

UNIT IV

Inclusive instructional design:

-Inclusive curriculum -inclusive instructional strategies

-Inclusive lesson planning

collaborative instruction for inclusion-collaboration

- Co-operative learning

-Peer-mediated instruction and intervention

inclusive classroom:-physical layout of inclusive classroom

Special assistance to children

Medication in the classroom

Suggested Readings-

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education
- Bhatnagar Asha & Gulat Sushma (1998) *Career Development of Creative Girls*
- Bhatt, B.D. & Sharma, S.R.(1992): *Women's' education and social Development*. Delhi: Kanishka.
- Chaterjee S K (2000): *Educational Development of Scheduled Castes*
- Cowles Milly (1969): *Perspective in the Education of Disadvantaged Children*
- Edwards John R: *Language and Disadvantage*
- Government of India (1986). *National Policy on Education*, Department of Education, New Delhi.
- Government of India (1992). *Programme of Action*, MHRD, Department of Education, New Delhi.
- Hegarty and Alur Mithu (2002): *Education and Children with Special Needs*
- Jacob Aikara: *Scheduled Castes and Higher Education*.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in South Asia*. Economics and Political Weekly,----
- NCERT (2005). *National Curriculum Framework*, New Delhi.
- NCERT (2006). *National Focus Group Report on Education of SCs and Sts*, New Delhi.

- NCERT (2006). National Focus Group Report on Education of SCs and STs, New Delhi.
- Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
- Rangari A D :Indian Caste System and Education
- Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- Sharma Usha & Sharma B M (1995) Girls Education
- Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
- Singh U K & Nayak A K (1977) Women Education
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.
- Vishwanathan Maithili (1994) Development Orientation of Women's Education
- Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School – (Red-black line)
- Yadav S K (1986): Educational Schemes for Scheduled Castes

Semester IV
Secondary Education
Paper B-5
 Teacher Education in Global Perspective

Objectives-

understand the context ,concept, objectives, rationale,& challenges of Secondary Education.
 Understand the development of Secondary education in India since independence .
 Develop an understanding of underlying principles of curriculum development and evaluation at Secondary stage .
 Reflect on the need and importance of work experience, art education, health physical education and working with the community.
 Understand the importance of teaching of language and mathematics at Secondary level.

UNIT I

Teaching as a Profession: characteristic, features of Teaching to be recognized as a profession , Hurdles & Drawbacks.
 Roles, responsibilities and accountability of teachers.
 Preparation of professional personnel.
 Teaching profession in local, National & Global Perspective.
 Teacher Education- Need, Concept , Aims & Scope.

UNIT II

Historical Background of Secondary Teacher Education In India.
 Types of Teacher Education Programmes-In-Service, Pre-Service, Distance Education Programmes, and Orientation and Refresher courses – their problems and limitations
 Agencies of Secondary Teacher Education: At International & National Level i.e. UNICEF, UNESCO, NCERT, SCERT, CBSE, ICSE & State Boards .

UNIT III

Performance appraisal of teachers – issues and problems.
 Inspection , Evaluation & Quality Assurance in Secondary Teacher Education.
 Multidimensional Competency.
 Models of Teaching(Concept Attainment, Inquiry Training, Inductive Thinking) & Teacher Education.
 Teacher Behaviour & Behavioural Analysis.

UNIT IV

Resource Management in Teacher Education.

Researches in the Area of Secondary Teacher Education.

Innovations in Secondary Teacher Education.

Recent Trends in Teacher Education Competency based teacher education,
Systems approach to teacher education, and Community – centered approach
to teacher education

Suggested Readings-

. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.

. Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad.

. Biddle B.J. and Ellene W.J. (Ed.) -Contemporary Research on Teacher Effectiveness, Holt, Rinehart & Wilson, New York.

. Berch, M.B. Chaurasia, G. Doyle, K.O. (Ed.)- Communication in classroom, Baroda, CASE

. Ebel, R.L. (Ed.)-Encyclopedia of Educational Research Rand and Mc Nally Chicago.

. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand Mc Nally, Chicago.

. Gage, N.L.- Teacher Effectiveness and Teacher Education: The search for a scientific bases, Palo Alto, California.

. Gupta Y.K.- Contemporary Research in Teacher Effectiveness, Shree Publishing House, New Delhi.

. Flanders, N.A.- Analyzing Teachers Behaviour, Adderson-Wesley Publishing Co. Inc.

. Hall, G.E./Jones, L.J. - Competing – based education : a process for the improvement of education, Prentia Hall, Inc. – N.J.

. Holland, F.H.-Teaching the Teachers – Trends in Teacher Education, George Allen and Unwin Ltd., London.

. King, Edmund-The Teacher Education, Holt Rinehart Loinston, London.

. Medley, D.M.-Teacher competence and Teacher Effectiveness : A Review of Process – Product Research

. Mehta C.S. and Joshi D.C. - Principles and problems of Teacher Education, Rajasthan Hindi Granth Academy, Jaipur.

. Mohan, M. and Hull R.E. - Teaching Effectiveness : Its Meaning, Assessment & Improvement, Englewood Cliffs, New Jersey.

. Ornstein, A.C.-Teaching Theory into practice, Allyn and Bacon, Boston.

. Ornstein, A.c.-Strategies for Effective Teaching, Harper & Row Publishers Inc. New York.

. Reddy, R.S.-Directory and Handbook of Teacher Education, APH Publishing Corporation, New Delhi.

25. Reddy, R.S.-Principles and Practice of Teacher Education, Rajat Publications, New Delhi.

. Shukla, R.S.-Emerging Trends in Teacher Education Chug Publications, Allahabad.

. Singh L.C. (Ed.)-Teacher Education in India

. A Resource Book, NCERT, New Delhi.

. Singh, L.C. and Sharma P.C.-Teacher Education and the Teacher, Vikas Publishing House, New Delhi.

. Singh, L.C.-Experimentation and Innovation in School : A Handbook, NCERT,
New Delhi

Semester IV
Secondary Education
Paper B-6
Guidance & Counselling

COURSE OBJECTIVES :

1. understand the concepts, needs and view points about Guidance and Counseling and the underlying principles in reference to normal children as well as in reference to children with special needs.
2. get acquainted with the organizational framework and procedures of Guidance- Services in educational institutions.
3. know and use the tools and techniques required for providing guidance and counseling services to students.

UNIT I

- . Guidance and counseling; issues and problems; role of teacher
- . Educational Guidance: basic assumptions and principles
Curricular choice and its implications for Career guidance; Guidance and curriculum and the class room learning.
- . Vocational Guidance: basic principles, Vocational choice as a development process
- Nature of work and Job analysis, dissemination of occupational information: vocationalisation of secondary education and career development
- Personal Guidance : basic assumptions; types of behavioral problems of school stage students.

UNIT II

- Guidance services: Individual Inventory and Information counseling Group Guidance services, Placement services and Follow-up services.
- Guidance of children with special needs, role of teacher.
- . Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.
- Evaluation of Guidance programmes

UNIT III.

- . Guidance and Appraisal of the Individual: meaning, need ,purpose and place of appraisal in Guidance.
- . Techniques of Appraisal: Testing techniques - tests (viz. Intelligence, Aptitude, Knowledge and Achievement), Interest tests and Personality Measures, Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools.

UNIT IV

- Guidance and Counseling in Groups: Nature, aim, Principles and procedure; Group Counselling Vs Individual counseling; counselling for adjustment. Types of group activities-their merits and demerits
- Current Trends, Concerns and Demands in Guidance.
- Place of counseling in personal guidance

Suggested Readings-

1. Chauhan, S.S. Principles and techniques of guidance New Delhi, Vikas publishing House.
2. Dave, I The basic Essentials of counselling. New Delhi : sterling Publishers.
3. Erickson, C.E. (Ed.) A. Basic text for guidance workers, New York : Prentice Hall.
4. Jones, A.J. Principles of Guidance and pupil personnel work, New York, McGraw Hill.
5. Jones, A.J. Principles Principles of guidance. New Delhi : Mc Graw Hill publishing company.
6. Kochhar, S.K. Educational and vocational guidance in secondary schools New Delhi : sterling publishers.
7. Meyers, G.E., Principles and techniques of vocational guidance, New York : Mc Crows Hill.
8. Nayak, A.K. guidance and counselling, New Delhi : APH publishing corporation.
9. Pandey, K.P. Educational and vocational guidance in India varanasi : Vishwavidyalaya Prakashan.
10. Smith, G.E. Principles and practices of the guidance program : A Basic Text Book, New York, Mac Millan Company.
11. Traxler, A.E. Techniques of guidance, New York : Harper and Brothers Publishers.

SEMESTER IV
Higher Education
Paper C-5

Teacher Education in Global Perspective

Objectives-

1. The concept, aim, principles and scope of Teacher education in India within its historical frame-work, and know and value the recommendations of various committees and commissions on Teacher Education.
2. Trace and identify the focal points in the path of development of the concept of Teacher. Education and know about the existing practices in respect to structure, curriculum and evaluation of Teacher Education in India.
3. The concepts of teaching competency, teacher competence, teaching skills, teacher performance and teacher effectiveness and make distinction between them.
4. The essential competencies required in a teacher for effective transaction of the teaching – learning process and develop professional ethics and traits.
5. The trends and innovations in teacher education.
6. The various teaching and training techniques and know about teaching models and the concepts and processes related to them.
7. The trends and problems of researches in the area of teacher education and take inspiration to undertake researches in this area.

UNIT I

Teaching as a Profession: characteristic, features of Teaching to be recognized as a profession , Hurdles & Drawbacks.

Roles, responsibilities and accountability of teachers at higher level.

Preparation of professional personnel.

Teaching profession in local, National & Global Perspective.

Teacher Education- Need, Concept , Aims & Scope.

UNIT II

Historical Background of Teacher Education at higher level In India.

Types of Teacher Education Programmes-In-Service, Pre-Service, Distance Education Programmes

Orientation and Refresher courses at ASC – their problems and limitations

Agencies of Teacher Education at higher level: International & National Level i.e. UNICEF, UNESCO, UGC, IASE,

UNIT III

Performance appraisal of teachers at higher level – issues and problems.

Inspection , Evaluation & Quality Assurance in Teacher Education at higher level.

Multidimensional Competency.

Models of Teaching (Concept Attainment, Inquiry Training, Inductive Thinking) & Teacher Education.

Teacher Behaviour & Behavioural Analysis.

UNIT IV

Resource Management in Teacher Education.

Researches in the Area of Teacher Education at higher level.

Innovations in Teacher Education at higher level.

Recent Trends in Teacher Education- Competency based teacher education, Systems approach to teacher education, and Community – centred approach to teacher education

Books Recommended (English)

1. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.
2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.
3. Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad.
4. Biddle, B.J.-Encyclopedia of Teaching
5. Biddle B.J. and Ellene W.J. (Ed.) -Contemporary Research on Teacher Effectiveness, Holt, Rinehart & Wilson, New York.
6. Berch, M.B. Chaurasia, G. Doyle, K.O. (Ed.)- Communication in classroom, Baroda, CASE
7. New Era in Teaching, Sterling Publishers New Delhi.
8. Evaluating Teaching, Health and Co. Massachussets.
9. Ebel, R.L. (Ed.)-Encyclopedia of Educational Research Rand and Mc Nally Chicago.
10. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand Mc Nally, Chicago.
11. Gage, N.L.- Teacher effectiveness and Teacher Education: The search for a scientific bases, Palo Alto, California.
12. Gupta Y.K.- Contemporary Research in Teacher Effectiveness, Shree Publishing House, New Delhi.
13. Flanders, N.A.- Analyzing Teachers Behaviour, Addison-Wesley Publishing Co. Inc.
14. Hall, G.E./Jones, L.J. - Competing – based education : a process for the improvement of education, Prentice Hall, Inc. – N.J.
15. Holland, F.H.-Teaching the Teachers – Trends in Teacher Education, George Allen and Unwin Ltd., London.
16. King, Edmund-The Teacher Education, Holt Rinehart Loinston, London.
17. Medley, D.M.-Teacher competence and Teacher Effectiveness : A Review of Process – Product Research
18. American Association of Colleges for Edu. Washington, D.C.
19. Mehta C.S. and Joshi D.C. - Principles and problems of Teacher Education,

Rajasthan Hindi Granth Academy, Jaipur.

20. Mohan, M. and Hull R.E. - Teaching Effectiveness : Its Meaning, Assessment & Improvement, Englewood Cliffs, New Jersey.

21. Nicholas, A., George A. - Managing Educational Innovational Unwin.

22. Ornstein, A.C.-Teaching Theory into practice, Allyn and Bacon, Boston.

23. Ornstein, A.c.-Strategies for Effective Teaching, Harper & Row Publishers Inc. New York.

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25. Reddy, R.S.-Principles and Practice of Teacher Education, Rajat Publications, New Delhi.

26. Shukla, R.S.-Emerging Trends in Teacher Education Chug Publications, Allahabad.

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28. A Resource Book, NCERT, New Delhi.

29. Singh, L.C. and Sharma P.C.-Teacher Education and the Teacher, Vikas Publishing House, New Delhi.

30. Singh, L.C.-Experimentation and Innovation in School : A Handbook, NCERT, New Delhi.

31. Srivastava R.O. and Bose, K.-Theory and practise of Teacher Education in India, Chug Publications, Allahabad.

32. Upasani, N.K.-Effective College Teaching : Foundations and Strategies, Kalpana Mudranalaya, Bombay.

Semester IV
Higher Education
Paper C-6
Human Rights Education

objectives

1. To promote awareness of human rights
2. To understand the national significance of human rights
3. To recognize the violation of human rights and based to protect our rights
4. To encourage activities to protect human rights
5. To understand the need and significance of value education
6. To understand the concept of values, and classification of values
7. To understand and analyse various approaches for value education
8. To generate knowledge in value education through research
9. To recognize the relevance of value education in teacher education
10. To help the teacher educator to practice and propagate values among students
11. To understand the importance of values in life and in education.

UNIT-1

- Human rights – meaning and concept
Rights and duties Indian and international perspectives evolution of Human Rights. The historical background definition under Indian and international documents.
- Blood classification of Human Rights and Relevant constitutional provision
Right to life liberty and dignity Right to equality Right against exploitation cultural and educational Rights, economic Rights, Political Rights, Social Rights.
- Human Rights of marginalized groups
viz women, children, minorities scheduled castes and scheduled tribes

UNIT-II

- Human values-
Definition meaning and concepts. Classification of values proximate and distant intrinsic and extrinsic.
- Types of values
Biological, Psychological social and ecological determinate of values classification of values of NCERT.
- Nature and learning sources of values

Philosophy, curriculum, community , culture religion science liberative etc. Indian culture and human values. Professional ethics professionalism and love towards teaching profession

UNIT-III

- **Human Right education**
Need & framework of educational policy in India for elementary, secondary and higher secondary level.
- **Value Education**
Need and significance of value education , Definition, meaning, need and importance in the present India and global context
- **Historical background of value education**
University education commission (1948) Sri Prakash committee on religious and moral education (1951). The committee on emotional integration (1961). The Indian education commission (1964-66). Report of UNESCO (1972) suggestion on the first national moral educational conference (1981), National policy on education (1986).
- **New trends in value education**
Various approaches and methods, use of ICT for effective value education programme .

UNIT-IV

- **Impact of global dev. On ethics and values**
Conflict Of cross cultural influences, mass media, cross border education , materialistic values professional challenges and compromise, modern challenges of adolescent emotions and behaviour, sex and spirituality conformism and competition, positive and negative rights.
- **Agencies of value inculcation**
Home school, poor group, community society media and their contribution in value inculcation among students
Therapeutic measures-simple physical and meditation yoga
- **Methods of teaching human right**
Seminars , symposia, debate, brain storming , role playing, sensitization workshop.
Types of activities in school for inculcation of values prayer assembly role of curriculum

Suggested Readings-

1. Rao, R.K. (1986) Moral Education-A Practical Approach Mysore, RIMSE.
2. Venkataiah, N. (1998) Value Education, New Delhi. APH.
3. Bull, N.J. (1969) Moral Education, London: Routledge & Kegan Paul.

Dissertation (Submission & Viva Voce) External Evaluation**Practicum- All Internal Evaluation**

1. One written assignment per core subject
2. Field Attachment
3. Class room Observation

Value Added Programme
(Two in each Semester)
Graded Evaluation

Along with Compulsory Yoga Education Each Student has to select one Activity from the following in each Semester

- 1. Personality Development
- 2. Communicative English
- 3. Community Service
- 4. Village Tour
- 5. Literary Activities (Debate, Essay Writing etc.)
- 6. Cultural Activities
- 7. Awareness Campaigns
- 8. Aesthetic Activities
- 9. Any Other Activity

