BANASTHALI VIDYAPITH

Master of Education

Curriculum Structure

First Semester Examination, December, 2020
Second Semester Examination, April/May, 2021
Third Semester Examination, December, 2021
Fourth Semester Examination, April/May, 2022

BANASTHALI VIDYAPITH
P.O. BANASTHALI VIDYAPITH
(Rajasthan)-304022

July, 2020

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

New Delhi, the 25th October, 1983

N O T I F I C A T I O N

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

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

N O T I C E

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

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Programme Educational Objectives

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

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

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

* To study the education as a discipline.

* To prepare competent and enlightened teachers for different levels of education in India.

* To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.

* To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.

* To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.

* Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.

* To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.

* To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.

* To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.

* To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.

* To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

Programme Outcomes

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

PO1. To use enduring content and pedagogical knowledge to update their teaching

PO2. To develop relevant, rigorous, stage appropriate curricula.

PO3. To modify curriculum and instruction based on the individual needs of their students.

PO4. To use assessment of their students' learning and their own teaching to design future planning and teaching.

PO5. To relate and deliver oral and written communication based on sound educational theory and research in guiding the instruction of diverse students and/or for public education leadership.

PO6. To evaluate and formulate education plans based on research and knowledge of legal requirements outlined in federal legislation, current issues, and/or public education stakeholders.

PO7. To synthesize, evaluate, and refine information from an information base of scholarly resources.

PO8. To evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of an educational leader, and/or advocate for learners who are exceptional.

PO9. To employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals.

PO10. To work individually and collaboratively for research-based change and innovation in Education.

PO11. To facilitate the social and civic development of their students.

PO12. To work collaboratively with colleagues and community to ensure quality of instructional programs of schools.

Curriculum Structure
Master of Education

First Year

Semester - I

Course Code		Course Name	L	T	P	C*
EDU	621	Conceptual Perspectives of Teacher Education	5	0	0	5
EDU	623	Educational Research - I: Theoretical Perspectives	5	0	0	5
EDU	627	Philosophical Foundations of Education	5	0	0	5
EDU	732	Secondary Education in Contemporary India	5	0	0	5
EDU	629	Sociological Foundations of Education	5	0	0	5
		Semester Total:	**25**	**0**	**0**	**25**

Semester - II

Course Code		Course Name	L	T	P	C*
EDU	624	Educational Research - II: Data Analysis and Interpretation	5	0	0	5
EDU	628	Psychological Foundations of Education	5	0	0	5
EDU	625	Emerging Trends and Issues in Teacher Education	5	0	0	5
EDU	620L	Field Experience with Teacher Education Institution	0	0	12	6
		Discipline Elective	5	0	0	5
		Semester Total:	**20**	**0**	**12**	**26**

Second Year

Semester - III

Course Code		Course Name	L	T	P	C*
EDU	720L	Communication Skills, Self Development and Yoga	0	0	6	3
EDU	719L	Communication Skills with ICT Lab	0	0	6	3
EDU	622	Curriculum Studies	5	0	0	5
EDU	626	Historical, Political and Economic Foundations of Education	5	0	0	5
EDU	738L	Field Work	0	0	6	3
		Open Elective	5	0	0	5
		Reading Elective - I	0	0	4	2
		Semester Total:	**15**	**0**	**22**	**26**

Semester - IV

Course Code		Course Name	L	T	P	C*
EDU	739P	Internship*	0	0	48	24
		Reading Elective - II	0	0	4	2
		Semester Total:	**0**	**0**	**52**	**26**

List of Discipline Elective

Course Code		Course Name	L	T	P	C*
EDU	724	Educational Administration and Planning	5	0	0	5
EDU	726	Educational Technology and Instructional Process	5	0	0	5
EDU	728	Fundamentals of Educational Assessment and Evaluation	5	0	0	5
EDU	730	Principles and Procedures of Guidance and Counselling	5	0	0	5
EDU	718	Assessment and Counselling Process	5	0	0	5
EDU	725	Educational Management	5	0	0	5
EDU	727	Educational Technology in Practice	5	0	0	5
EDU	731	Procedures of Educational Assessment and Evaluation	5	0	0	5
EDU	633	Inclusive Education for Children with Diverse Needs	5	0	0	5
EDU	630	Conceptual Perspectives of ICT in Education	5	0	0	5

| EDU | 631 | Emerging Trends and Issues in Inclusive Education | 5 | 0 | 0 | 5 |
| EDU | 632 | ICT for Education in Practice | 5 | 0 | 0 | 5 |

List of Reading Elective

Course Code		Course Name	L	T	P	C*
EDU	466R	Peace Education	0	0	4	2
EDU	737R	Value Education	0	0	4	2
EDU	729R	Human Right Education	0	0	4	2
EDU	721R	Conceptual Basis of Education	0	0	4	2
EDU	723R	Education as Interdisciplinary knowledge	0	0	4	2
EDU	733R	Socio-Cultural context of Education	0	0	4	2
EDU	734R	Supportive Mechanism of Education	0	0	4	2
EDU	736R	Understanding School Context	0	0	4	2
		Action Research for Teachers (SWAYAM Online Course)				

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

Student can opt open (Generic) elective from any discipline of the Vidyapith with prior permission of respective heads and time table permitting.
Every Student shall also opt for:
Five Fold Education: Physical Education I, Physical Education II,
Five Fold Education: Aesthetic Education I, Aesthetic Education II,
Five Fold Education: Practical Education I, Practical Education II
one each semester

Five Fold Activities

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

Every Student shall also opt for:
Five Fold Education: Physical Education I, Physical Education II,
Five Fold Education: Aesthetic Education I, Aesthetic Education II,
Five Fold Education: Practical Education I, Practical Education II
one each semester

Evaluation Scheme and Grading System

Continuous Assessment (CA) (Max. Marks)					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Assignment		Periodical Test		Total (CA)		
I	II	I	II			
10	10	10	10	40	60	100

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Internship

Project Evaluation Scheme

Duration	Course Code	Course Name	L	T	P	C
1 Semester (5 months) 1 Jan - 31 May	EDU 739P	Internship	0	0	48	24

Continuous Assessment (40 Marks)

1. Joining report, brief project outlay	- 10 Marks
2. Synopsis	- 10 Marks
3. Mid-term evaluation by Supervisor	- 10 Marks
4. Further evaluation by Supervisor	- 10 Marks
Total	**- 40 Marks**

End Semester Assessment (60 Marks)

1. Project Report	- 20 marks
2. Presentation	- 20 Marks
3. Viva-voce	- 20 Marks
Total	**- 60 Marks**

EDU 739P Internship

An internship in Teacher Education Institution is compulsory for M.Ed. students. Its aim is engaging the students with field-based situation and work at Secondary Teacher Education Institution. This experience will help them gain an exposure of professional working world, which will enhance their skill set, competencies and orientation toward research. This internship will be carried out by the student with mentorship of one faculty member. Internship consist the following components.

∗ Teaching activity (48 working days/8 weeks in TEIs): Teaching students who are enrolled in B.A.B.Ed./B.Sc.B.Ed./B.Ed. programs (At least 20 lectures/interactive classes)

∗ One scholarly paper/Article writing. (Research/Thematic based)

∗ Development of multimedia Teaching -learning material/resources, such as presentations (04 Slide presentations), Video-Lesson (03 audio-video lessons of 15-20 min. each) & One Text module

∗ Participation/Management in activities such as Skill-based teaching/micro-teaching, Seminar, School-based teaching, Exam-conductions, Educational field trips are recommended.

∗ Dissertation /Research project: The dissertation (12 weeks) shall be an essential component of internship. Each M.Ed. students is required to select one topic

for dissertation under the guidance of a supervisor from Department of Education.

Continuous Assessment of internship will be on overall performance of student on given components -

1. Joining report, Brief outlay   10 Mark
   (Students will submit their joining report and brief description of assigned work during internship.)
2. Synopsis -   10 Marks
   (Student will submit her research proposal design.)
3. Midterm evaluation by supervisor (Mentor) -   10 Marks
   (Midterm evaluation of development of multimedia Teaching learning material/resources.)
1. Further evaluation by supervisor (Mentor)   (Each student will submit conceptual framework and related literature review of her research topic).
   Each M.Ed. student will be assigned a supervisor from the department of Education. Supervisor will continuously assess based on student's individual efforts, procedural rigor and clarity in description.

End Semester Assessment of Internship will be carried out on the given components -

1. Internship (Field Work + Dissertation) Report - 20 Marks
   (This will include-presentation of teaching activities and development of multimedia Teaching-learning Material/Resources and Dissertation)
   a) Presentation of Internship (Field Work + Dissertation) work - 20 Marks
   b) Viva-voce -   20 Marks

(Viva-voce will be conducted for both teaching and dissertation work)

FIRST SEMESTER

EDU 621 Conceptual Perspectives of Teacher Education

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	5	0	0	5

Learning Outcomes:

Students will be able to:

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

Course Outline:

Section- A

Development and Diversification in Teacher Education .

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

Diversification in Teacher Education

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

Section- B

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

- Meaning and Purpose of Pre-Service Teacher Education.

- Expectations of teacher education programme with reference to Teacher, Learner, Institution and Society.

- Input in Pre-Service Teacher Education Programme i.e. Theoretical and Practical, effectiveness with respect to field requirement.

- Evaluation procedure in Pre-service Teacher education programme i.e. Theoretical and Practical.

- Nature, forms and Feasibility.

- Major dimensions needed in distance education.

Section- C

In-Service Teacher Education in India.

- Meaning and purpose of In-Service teacher education.

- Agencies involved- DIETs, CTEs, IASEs, ASCs, CCRT, NCERT and OUs. (with references to their purpose and programme).

- Critical Appraisal of above agencies in respect of their functions.

- Main criticism and achievement of Teacher Education.

Practicum:

1 Preparation of a Term paper on any one topic related to course content.

2 Abstract of two articles published in recent Educational Journals.

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- Gupta, Arun K. (1984). *Teacher Education Current and Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.

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- MHRD.

Web Resources:

- Teacher Education in Pre-Independence of India- https://www.researchgate.net/publication/ 329528233_Teacher_Education_in_Pre-Independence_India

- Development of Teacher Education in Post Independent India- http://oaji.net/articles/2017/1115-1491480 386.pdf

- Objective and Organization across the level of Pre service Teacher Education- http://ddceutkal.ac.in/ Syllabus/MA_Education/Paper-4.pdf

- Nature and Scope of Teacher Education- http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher %20 Education %20-%20IV.pdf

- Meaning and purpose of in-service teacher education- http://www.ncert.nic.in/departments/ nie/dse/ deptt/ activities/pdfs/chapter_6.pdf

- Distance mode in teacher education- http://www.ltd.edc.org/sites/ltd.edc.org/files/DE%20Book-final.pdf

- Brief History and Concept of Distance mode in Teacher Education- http://members.aect.org/edtech/ ed1/pdf/ 13.pdf

- ODL what, why and how- https://www.ugc.ac.in/deb/pdf/ ODLwhatwhyandhow.pdf, http://mhrd.gov.in/distance-learning

- Agencies of teacher education- http://results.mu.ac.in/ mywebtest/ MA%20Teacher%20Education/ Chapter-3.pdf

- CCRT- http://ccrtindia.gov.in/orientation.php

- DIETs, CTEs and IASE- http://mhrd.gov.in/scheme_tti

- OUs-http://www.indiaeduinfo.com/distance%20education/ distance_education_india/distance_education education.htm

- In-service teacher professional development- http://www.ncert.nic.in/departments/nie/dse/deptt/ activities/pdfs/ Chapter_6.pdf

EDU 623   Educational Research - I: Theoretical Perspective

Max. Marks : 100	**L**	**T**	**P**	**C**
(CA: 40 + ESA: 60)	**5**	**0**	**0**	**5**

Learning Outcomes:

Student will be able to:

- describe the concepts of research and educational research.

- discuss the nature and scope of educational research.

- describe and differentiate various kinds of research as well their aspects.

- reflect on methodological issues involved in educational research.

- explain the process of research proposal writing.

- show the skills of design a research proposal.

Course Outline:

Section-A

- **Research as a Scientific Inquiry and Research Problem**

  - Research: Concept & Objectives

  - Educational Research: Concept, Importance, & Limitations.

  - Various types of Research: nature and objectives

    - Basic Research,

    - Applied Research

    - Action Research.

  - Identification of Research Problem: Role of experience, common sense, discussion, literature

  - Variables: Concept and Kinds.

  - Research problem formulation

    - Identification of specific research questions & Defining the problem

- **Evolving a conceptual framework**

  - Evolving a conceptual framework

    - Understanding and organizing concepts/constructs in a defined purview.

    - Meaning and relevance of conceptual framework.

    - Reviewing the related literature for formulating conceptual framework - Sources and Importance.

Section-B

- **Research Hypothesis**
    - Hypothesis: Meaning, Sources, Criteria's of a good Hypothesis
    - Various forms of Hypothesis- Research , Directive, Null

- **Sampling design**
    - Sources of data: Primary and Secondary
    - Sampling design: Meaning, Steps and features.
    - Types of sampling: Random, Stratified, Cluster, Purposive and Incidental.

- **Educational Research and designs**

    Concept, basic features and limitations of following

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

Section-C

- **Qualitative Research**
    - Philosophical
    - Phenomenological
    - Case Study

- **Various Research Tools and Techniques**
    - Research tools: Need, Characteristics and limitations
        - Observation
        - Interview
        - Sociometry
        - Questionnaire
        - Standardized Psychological Test
        - Rating Scales

- **Research Proposal Writing**

Practicum: Any two

1. Designing a research proposal for any one research study.

2. Appraisal of research design.

3. Presentation of a term paper .

4. Collection of information from any primary/secondary sources.

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e-Resources

- Hypothesis and its types https://www.studyandexm.com

- Hypothesis and its types https://www.researchgate.net

- Educational research https://researchrundowns.com

- Sampling and its types https://www.studyandexm.com

EDU 627 Philosophical Foundations of Education

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	5	0	0	5

Learning Outcomes:

Student will be able to:

- reflect on concept and nature of education

- appreciate philosophical base of education

- analyze Indian and Western philosophical base for education

- critically analyze epistemological and Axiological issues on education

- apply philosophical Inquiry for analyzing the education issues

Course Outline:

Section-A

Education and Indian Philosophical thoughts as a bases of Education

– Contextual nature of education.

– Meaning of Philosophy of Education

– Relation between Education and Philosophy

– Need for a Philosophy of Education

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

  - Sankhaya darshan

  - Vedanta darshan

Section –B

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

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

– Mahatma Gandhi

– R. N. Tagore

– Vivekananda

– Idealism

– Naturalism

– Pragmatism

– Existentialism

Section –C

Philosophical Issues and Inquiry in Education

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

Practicum:

1. Critical Analysis of any one of the following with reference to their Philosophical, Logical basis.

    a. Indian Education System: its goals and substance

    b. Current policy on education.

2. Study any one of the philosophical schools of thought.

    a. Critically examine the selected philosophy.

    b. Nature of educational system according to selected philosophy.

    c. Report writing

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Web Resources:

- **Etymological Meaning and Nature of Education-** https://johnparankimalil.wordpress.Com /2012 /03/ 26/meaning-nature-and-aims-of-education/

- **Meaning and function of Philosophy of Education-** https://www.academia.edu/8881173/ MEANING_SCOPE_and_FUNCTIONS_OF_PHILOSOPHY_OF_ED UCATION

- **Meaning and relation of Philosophy and Education**- http://www.studylecturenotes.com/ social-sciences/education/315-meaning-a-relationship-between-philosophy-and-education

- **Mahatma Gandhi and Education-** https://www.researchgate. net/publication/319291661 Mahatma_Gandhi_views_on_Philosophy_of_Education/download

- **Swami Vivekananda and Education-** https://educational-system.blogspot.com/2012/03/ educational-contributions-of-swami. html

- **Idealism and Education-**https://catalogue.pearsoned.co.uk/assets/ hip/gb/hip_gb_pearsonhighered/ samplechapter/0132540746.pdf

- **Naturalism and Education-** http://www.yourarticlelibrary.com/ education/naturalism-meaning-principles-and-contribution-education/69153

- **Pragmatism and Education-** https://educational-system.blogspot. com/2013/02/implications-of-pragmatism-in.html

- **Existentialism and Education-** https://www.researchgate.net/ publication/320241203

- **Nature of knowledge in education-** http://egyankosh.ac.in/bitstream /123456789/10933/1/Unit-4.pdf
  http://egyankosh.ac.in/bitstream/123456789/8270/1/Unit-5.pdf,

  https://opentextbc.ca/teachinginadigitalage/part/chapter-2-the-nature-of-knowledge-and-the-implications-for-teaching/

- **Source of knowledge-** http://www.philosophy-index.com/ epistemology/sources/

  Axiology in education- http://www.iosrjournals.org/iosr-jrme/papers/ Vol-4%20Issue-2/Version-3/H04235154.pdf

EDU 732 Secondary Education in Contemporary India

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:

The student will be able to:

-   reflect diversity in Indian Society.

-   express the constitutional values as reflected in Education.

-   analyze the roles of commissions and policies in Secondary Education.

-   deal with inequality and marginalization related issues in India.

-   analyze and appraise the policy and programmes for Public Education in India.

Section - A

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

- **Constitutional Values and Education**

    Realization of following Values through Education
    - Secularism
    - Socialism
    - Democracy
    - Fraternity

Section - B

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

    - Secondary Education Commission (1952-53).
    - Education Commission (1964-66)
      (Objectives and Structure of Education, Curriculum, Methods of Teaching, Discipline, Language, Women Education, Status of Teachers).
    - NPE-1986 and its Review 1992.
    - Right to Education (RTE-2009)

Section -C

- **Inequality and Marginalization in Indian Society**

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

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

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

Critical Appraisal of Implementation of following-
- SarvaShikshaAbhiyan (SSA)
- RashtriyaMadhyamikShikshaAbhiyan(RMSA)
- Mid Day Meal (MDM)

Practicum: Any two of the following:
- One thematic term paper and its presentation in classroom.
- Organisation of a thematic exhibition
- Group Discusssion on
  - Fundamental Rights and Duties of citizens in India
  - Directive Principles of state policies.

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2. ओड, एल. के. (1978). *शिक्षा के नूतन आयाम.* जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी.

3. पाण्डे, रामशकल (1986). *शिक्षा के मूल सिद्धांत.* आगराः विनोद पुस्तक मंदिर.

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16. Reddy, V., Daya Kara and Rao, DigumartiBaskara (2006). *Value Oriented Education*. New Delhi: Discovery Publishing House.

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21. Saini, S.K. (1980). *Development of Education in India: Socio economic and political perspective*. New Delhi: COSMO publications.

22. Sharma, R.A. (2008). *Metaphysics, Epistemology, Axiology and Education*. Meerut: R. Lall Book Depot,

23. Jayapalan, N. (2005). *Problems of Indian Education*. Delhi: Atlantic Publishers and Distributors.

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30. शर्मा, आर. ए. (1998). *शिक्षा तकनीकी.* मेरठः आर. लाल बुक डिपो.

Web Resources:

- Mid day Meal:
  http://mdm.nic.in/VDO.html
- Mid day Meal (Capacity Building):
  http://mdm.nic.in/Capacity_building.html
- Mid day Meal (School Health Program):
  http://mdm.nic.in/School%20Health%20Program.html
- Mid day Meal (Community Participation):
  http://mdm.nic.in/Community%20Participation.html
- Right to Education:
  http://rte.raj.nic.in/View/ViewDocuments.aspx?id=167&type=1
- RashtriyaMadhymikShikshaAbhiyan
  http://rajrmsa.nic.in/Public/DOCView.aspx?Title=Documents&Id=1
- Secondary Education Commission (1952-53):
  http://dspace.gipe.ac.in/xmlui/bitstream/handle/10973/33772/GIPE-111964.pdf?sequence=2&isAllowed=y
- Education Commission (1963-64):
  http://www.kkhsou.in/main/education/edu_commission.html
- National Policy on Education 1986:
  www.ncert.nic.in/oth_anoun/npe86.pdf
- Review of National Policy on Education 1986:
  http://www.kkhsou.in/main/education/national_policy1992.html
  http://www.right-to-education.org/girlswomen
- Position Paper National Focus Group on Education of Children with Special Needs:
  http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf
- Policies, Programmes and Schemes for Educational Development of Children from Scheduled Castes:
  www.ncert.nic.in/departments/nie/degsn/pdf_files/degsnmodule6.pdf

EDU 629 Sociological Foundations of Education

Max. Marks : 100   **L   T   P   C**

(CA: 40 + ESA: 60)   **5   0   0   5**

Learning Outcomes:

Student will be able to:

- analyze sociological basis of education.

- explain the role of Education in Social Structure and Social Stratification.

- analyze the role of education in Social Control and Social Mobility.

- observe and analyze Social Changes in the Society.

- discuss issues related to society and education.

Course Outline:

Section - A

- **Sociological Basis of Education**

  - Sociological Foundation of Education

  - Education as process of Socialization

- **Social -Structure, Social Stratification and Education.**

  - Education and Social-Structure

    • Concept of Social-Structure

    • Characteristics of Social-Structure

    • Role of Education in Social-Structure

  - Education and Social-Stratification

    • Concept of Social-Stratification

    • Basis of Social-Stratification

    • Forms of Social-Stratification in Indian Society

- Role of Education in Social-Stratification

Section - B

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

- **Social Change and Education**
- Concept of Social-Change
- Factors affecting Social-Change
- Constraints of Social-Change
- Role of Education in Social Change

Section - C

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

Practicum: Any two of the following:

1 One thematic Term paper and its presentation in classroom.

2   Two abstracts of recent articles in journals on topics related to course content.

3   Critical appraisal of Role of Education in Social stratification and Social change.

References:

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Web Resources:

- Education and Social Mobility http://sol.du.ac.in/mod/book/view. php?id=1449&chapterid=1333

- Education and Social change http://sol.du.ac.in/mod/book/view. php?id=1449&chapterid=1332

- Social control www.yourartidelibrary.com/sociology/socialcontrol the meaning-need-types and other details/8533

- Social Structure www.sociology guide.com/social-structure

- Education Social stratification and development results.mu.ac.in/ myweb-test/ma education-sociology/chapter-4pdf

- Westernization and education unit 5 patterns of social change in India

  https://www.msuniv.ac.in/download/pdf/1944a94dece482

- Alternatives in Education- Education alternatives https://targetjobs.co. uk/sites/targetjob.co.uk/files

  /public/education_alternatives-final-pdf-lagnt-pdf

- Alternatives in Education alternative school-www. health of children. com/a/alternative-school.html

SECOND SEMESTER

EDU 624 Educational Research - II: Data Analysis and Interpretation

	L	T	P	C
Max. Marks : 100				
(CA: 40 + ESA: 60)	5	0	0	5

Learning Outcomes:

Student will be able to:

- Develop skill in presentation of data through different forms of graphs

- Analyze applications of NPC

- Interpret a given set of data after analysis

- Apply inferential statistics in data analysis

- Differentiate quantitative and qualitative methods of analysis

- Reflect on different qualitative methods of research

- Write a research report in a proper way

Course Outline:

Section-A

- **Data and Descriptive Statistics for Educational Research:**

    - Concept and difference of data and Variables (continuous and discrete)

    - Scales of measurement (nominal, ordinal, internal and ratio)

- **Uses, meaning of results and computation with help of calculator of the following statistical tools -**

    - Tabulation and graphical representation of data: histogram, frequency polygon, ogive.

    - Measures of central tendency (mean, median, mode)

    - Measures of variability (SD)

    - Percentile and Percentile Rank

- **Measures of Relationship**

Section-B

- **Normal distribution and Concept of Inferential Statistics**

  - Normal distribution-Concept of probability, NPC and its properties, use of Normal Table and applications of NPC.

  - Nature of inferential statistics, distribution of statistics and standard error, reliability of statistics.

- **Applications of Inferential Statistics**

  - Uses, meaning of the results of the following -

    o Testing the significance of difference between the following statistics for independent and correlated samples: Mean, SD. Analysis of variance (one way).

Section-C

- **Non-Parametric Statistics**-

  - Chi-square Test

- **Qualitative Data Analysis and Report writing**

  - Qualitative data - Concept

  - Content analysis - Concept and Steps

  - Trend analysis - Concept

  - Mixed Method Research - Concept and Importance

  - Interpretation of results in terms of objectives, hypothesis, earlier findings, limitation of tools, etc.

  - Preparation of Research report - format, language, style, bibliography, appendix.

Practicum:

1. Students will critically examine the analysis procedure adopted in a research study with respect to its design and objectives.

2. Student will analyse the data and prepare report.

References:

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- Kerlinger, F.N. (1983). *Foundations of Behavioural Research*. Delhi: Surjeet Publication.

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- Subbi Reddy T. & P. Bappa Rao (1995). *Research Methodology and Statistical Measures*. New Delhi: Reliance Publishing House.

Web Resources:

- Pandey,P. & Pandey, M.M., 2015, Research Methodology: Tools and Techniques. Retried from: http://euacademic.org/BookUpload/9.pdf

- Kumar, R.,2011, Research Methodology. Retried from: http://www. sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf

- Kothari, C.R., 2004, Research Methodology: Tools and Techniques. Retried from: http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf

  http://www.stat.cmu.edu/~hseltman/309/Book/chapter2.pdf

  http://www.sxccal.edu/TwinningProgramme/downloads/MBA-ResearchMethodology-1stYear.pdf

EDU 628 Psychological Foundations of Education

Max. Marks : 100	**L**	**T**	**P**	**C**
(CA: 40 + ESA: 60)	**5**	**0**	**0**	**5**

Learning Outcomes:

Student will be able to:

- describe and analyze the Psychological Foundation of Education.

- explain the meaning, nature and kinds of learning.

- discuss the basic ideas, components of major schools of learning and their contribution to Education.

- explain the concept of motivation and discuss its implication in Educational process.

- recognize and appreciate unique traits in the learner as an individual.

- describe the learner as a group member.

- analyze the psychological process of group and apply various ways to make it effective.

Course Outline:

Section - A

- **Education: Changing view**
  - Education as Psycho-Sociological process
  - Change in views of Educational components i.e. Teacher, Learner, Curriculum and Learning Experiences in respect of Psychology

- **Learningin Education**
  - **Concepts, Features of Learning Process**
  - Various forms of Learning-
    - Cognitive, Affective and Psychomotor.
    - Intended & Unintended

- **Learning Process: Behaviouristic view**
  - Classical Conditioning Theory of Pavlov.
  - Operant Conditioning Theory of Skinner.

- S-R Bond Theory of Thorndike.

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

Section - B

- **Learning Process: Cognitive view**

    - Insight Theory- Kohler

    - Social Cognitive Theory-Bandura

    - Cognitive Theory: Piaget

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

- **Learning Process: Humanistic view**

    – Humanistic Theory -Roger's

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

- **Learner: As a Group member**

    - Class group and features

    - Group Process-Interaction, Cohesiveness, Norms, Conformity of Behaviour.

    - Ways of generating a positive class-room climate.

Section - C

- **Motivation and Learning**

    - Motivation: concept and its role in Learning

    - Maslaw's Need Hierarchy Theory of Motivation.

    - McClleland's n-ach Theory of Motivation.

      (Concept, Features and their bases for Learning)

- **Learner: As an Individual**

    - Individual difference among Learner's: Concept and Types

    – Intelligence, Creativity, Attitude, Self-Concept& Personality as an Trait

      (Concept, Features and development of above traits)

Practicum: Any two

1. Administration and interpretation of a Psychological Test on a small sample on any one trait-

   Intelligence test, Attitude Test, Self concept, Creativity Personality

2. A Study of group dynamics of a class.

3. Critical appraisal of one theoretical view of learning process.

4. One thematic paper on psychology as a foundation of Education.

References:

- Lindgran, H.C. (1980). *Educational Psychology in the classroom.* New York: Oxford University Press.

- Bhargava, M. (1997). *Modern Psychological Testing and Measurement.* Agra: Bhargav House.

- Yadav, M.S. & T.K.S. Laxmi. (2003). *Conceptual Inputs for Secondary School Teachers.* New Delhi: NCTE.

- DuBais., Nelson.F.,George,F.A.,.Lverson. & Richard, K. Staley. (1979). *Educational Psychology and Instructional Decisions*, GeogdownAntario : The Dorcy Press.

- Chauhan, S.S. (1998). *Advanced Educational Psychology.*.New Delhi: Vikas Publishers.

- Lefrancois, G. R. (1982). *Psychology for teaching.* California: Wadsworth Publishing Company.

- Felker, D.W. (1974). *Building Positive Self Concept.* USA: B V'urgess Publishing Company.

- Behr, A.L. (1983). *Psychology and the School.* Durban: Butterworths.

- Mangal, S.K. (2008). *Advanced Educational Psychology.* New Delhi: Prentice Hall of India Pvt. Ltd.

- Nambiar, K.K. Vijyan. (2007). *Psychology of Learning and instruction.* New Delhi: Neelkamal Publications Pvt. Ltd.

EDU 625 Emerging Trends and Issues in Teacher Education

Max. Marks : 100	**L**	**T**	**P**	**C**
(CA: 40 + ESA: 60)	**5**	**0**	**0**	**5**

Learning Outcomes:

Student will be able to:

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

Course Outline:

Section - A

- **NCTE: Background and Curriculum framework**

    - Objectives, Organisational set up and functions of NCTE.

    - Critical Appraisal of NCFTE-2009.

- **Significant issues in TEP**

    - Co-ordinating the variety of programmes at different levels.

    - Professional Ethics.

    - Quality Assurence in Teacher Education Programme**.**

Section - B

- **Teaching Practices in Teacher Education Programme (TEP)**
    - Concept, relevance and field feasibility of-
        - Skill Based Teaching (SBT)

        - Real Classroom Teaching

        - Internship

- **Research in Teacher Education**

    - Major areas of research in Teacher Education Programme

    - Needed directions of research in TEP

    - Present scenario of research in TEP

Section - C

- **Emerging Role of Media in Teacher Education Programme**

    - Importance of Media in TEP.

    - Relevance and effectiveness of various kinds of media used in TEP.

    - Media Resource Centre-

    – CIET

    – CCRT

    – EMRC

Practicum:

1. Thematic term paper and its presentation.

2. Two abstracts of recent articles in research journals on topics related to course content.

Reference:

- Balsara, Maitrya. (2002). *Administration and Reorganisation of Teacher.* New Delhi: Kanishka Publishers Distributors.

- Buch, M.B. (1983-88) *Fourth Survey of Research in Education* Vol.II, New Delhi: NCERT.

- *Demand and Supply Estimates of School Teachers and Teacher Educators (2007-08 to 2016-17) in Rajasthan.* (2012), New Delhi: NCTE.

- Goel, Aruna and Goel, S.L. (2009). *Educational Administration and Management-An Integrated Approach.* New Delhi: Deep and Deep Publications Pvt. Ltd.

- Mangla, Sheela, (2012). *Teacher Education: Trends and Strategies.* New Delhi: Radha Publications.

- Mohanty, Jagannath, (2007). *Teacher Education.* New Delhi: Deep and Deep Publications Pvt. Ltd.

- मंगल, एस0 के0 एवं मंगल, उमाण (2009). *शिक्षा तकनीकी.* नई दिल्ली: पी. एच.आई. लर्निंग प्रा. लि.

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- *Policy Perspective in Teacher Education-Critique and Documentation.(1998),* New Delhi: NCTE.

- Rajpoot, J.S. (2004). *Encyclopaedia of Indian Education*.Vol. II, New Delhi: NCERT.

- शर्मा. के0 आर0. दूबे, श्री कृष्ण, उपाध्याय, आर0 के0 तथा कुलश्रेष्ठ, मधुसूदन, लाल, (2007). *अध्यापक शिक्षा*, आगरा, राधा प्रकाशन मन्दिर.

- शर्मा, आर0 ए0. (2011). *शिक्षा के तकनीकी आधार.* मेरठ, आर0 लाल0 बुक डिपो.

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- Singh, L.C. (1988) *National Curriculum for Teacher Education-A Framework*. New Delhi: NCTE.

- Singh. L.C. and Sharma, P.C. (1995). *Teacher Education and the Teacher.* New Delhi: Vikas Publishing House Pvt. Ltd.

- Yadav, M.S. and Lakshmi, T.K.S. (2003).*Conceptual Inputs for Secondary Teacher Education.* New Delhi: NCTE.

Web Resources:

- NCFTE 2009- http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf

- Professional Ethics- http://www.ncte-india.org/Approved%20by%20 CP%20Final%20-%20Code%20of%20Professional%20Ethics%207%20Feb%2011.pdf

- Quality Assurance in Teacher Education- https://www.scribd.com/ document/168128375/Quality-Assurance-in-Teacher-Education

- Internship Guidelines- http://ncte-india.org/ncte_new/pdf/SCHOOL% 20INTERNSHIP-%20A%20FRAMEWORK%20And%20GUIDE LINES.pdf

- Research in Teacher Education- http://www.uta.fi/edu/en/ research/focus.html

EDU 620L Field Experience with Teacher Education Institution

Max. Marks : 100	**L**	**T**	**P**	**C**
(CA: 40 + ESA: 60)	**0**	**0**	**12**	**6**

Learning Outcomes:

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

- To use enduring content and pedagogical knowledge to update their teaching

- To develop relevant, rigorous, stage appropriate curricula.

- To modify curriculum and instruction based on the individual needs of their students.

- To use assessment of their students' learning and their own teaching to design future planning and teaching.

- To relate and deliver oral and written communication based on sound educational theory and research in guiding the instruction of diverse students and/or for public education leadership.

- To evaluate and formulate education plans based on research and knowledge of legal requirements outlined in federal legislation, current issues, and/or public education stakeholders.

- To synthesize, evaluate, and refine information from an information base of scholarly resources.

- To employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals.

- To work individually and collaboratively for research-based change and innovation in Education.

- To facilitate the social and civic development of their students.

- To work collaboratively with colleagues and community to ensure quality of instructional programs of schools.

Field experience **EDU 620L** aims at providing exposure to the various dimensions of pre service TEP.

Therefore each M.Ed. student will be required to do the following with reference to B.Ed. Programme in any of Teacher Education institute or the Department of Education-

i.   Organization and Guidance to student teachers in lesson planning.

Each M.Ed. Student will   participate in Organization and Guidance to student teachers in lesson planning in teaching practice programme

ii.   Observation of classroom teaching

Each M.Ed. Student willobserve classroom teaching ofstudent-teachers and provide feedback.

iii.   One Lecture/discussion in Pedagogical subject specialization.
Each M.Ed. Student willcarry out lecture/discussion in the guidance of one Teacher Educator (mentor) whom she is assigned. This will be observed and assessed by at least two teachers. Assessment of her lecture/discussion will be made on

the basis of her preparedness, classroom organisation, clarity, appropriateness and effectiveness.

iv. **Participationin skill-based teaching practice.**

Each M.Ed. Student willparticipate in skill-based teaching practice programme they observe and provide feedback to student-teachers with the help of concerned mentors.

Activity i-ii: Assessment of student's participation in these activities will be made on the basis of her involvement, regularity, clarity, appropriateness and effectiveness. Teacher educators concerned will assess the assigned students independently and separately out of 20 marks for each one. In this way these both activities will be assessed as Continuous Assessment from out of 40 marks.

Activity iii-iv Assessment of student's participation in these activities will be made on the basis of clarity, appropriateness and effectiveness. Each activity will be assessed as a semester end assessment out of 60 marks with equal weightage.

THIRD SEMESTER

EDU 720L Communication Skills, Self Development and Yoga

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	0	0	6	3

Learning Outcomes:

Student will be able to-

- express their ideas in small and large group.

- reflect through reading of some inspirational books.

- communicate through Creative Writings.

- discuss the importance to Yoga for their well-being.

- perform Asnaas and Pranayam.

Course Outline:

SECTION - A

Communication Skills, Self Development and Yoga includes-

- Reflection of communication skills on social and educational issues in small and large group.

- Inspiring Self through any one of the following selected Readings-

  o   'My experiments with Truth' by Mahatma Gandhi.

  o   'Diwaswapn' by Giju Bhai Badheka

  o   'Geeta ka Nitishastra' by Prof. Diwaker Shastri

  o   'Pralay Pratiksha' By Hiralal Shastri

  o   "Wings of Fire-An Autobiography", Kalam, A.P.J.

  o   'Leader in you' Dale Carnegie

SECTION - B

Self Expression through any one of the following creative writings-

  o   Story

  o   Article

- o Event Description/Summary

- o Life experience

- o Poem

- o Drawing

SECTION - C

- Yoga and Self Development

    - o Concept of yoga

    - o Importance of yoga and its importance for self development

    - o Pranayam- types and Importance

    - o Three milestones of women's life and yoga

    - o Do's and Dont's of Asanas

- Yoga for healthy mind and body

    - o Practice of various asanas

    - o Practice of various skills of pranayam

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

Mode of Transaction:

1   Orientation/Lecture

2   Presentation

3   Demonstration

4   Drill

5   Self-Practice

References:

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

- Gupta, D.& S. (1987). *Yoga: its Philosophy & Religion.*

- Sinha, P. (2003). *Yogic Cure for Common Diseases.* Allied Publishers Pvt. Ltd.

- Joshi, K.S. (2003). *Yogic Pranayam.* Allied Publishers Pvt. Ltd.

- Ananda, Sri, (1999). *The Complete Book of Yoga Harmony of Body and Mind.* Delhi : Orient paperbacks, Madarasa Road, Kashmere Gate.

- Niranjanananda, Paramahamsa. (1993). *Yoga Darshan, Vision on Yoga Upnishads.* Bihar : Sri Panchadashnam. Paranahamsa Alakh Bara, Deoghar.

- Sharma, P. D. (1984). *Yoga Yogasana and Pranayama for Health.* Ahmedabad: Navneet Publications (I) Limited.

- Kalam, A.P.J. (1999). *Wings of Fire-An Autobiography.* Hyderabad: Universities Press.

- अग्रवाल, विजय. (2015). *स्टूडेन्ट और पर्सनैलिटी डेवलपमेंट,* Bhopal: Benten Books.

- अग्रवाल, विजय. (2015). *स्टूडेन्ट और मन की शक्ति.* Bhopal: Benten Books.

- कलाम, ए. पी. जे. (1999). *अग्नि की उडान– आत्मकथा.* हैदराबाद : यूनिवर्सिटीज़ प्रैस.

- गिजुभाई, बधेका. (1991). *दिवास्वप्न.* नई दिल्ली : नेशनल बुक इंडिया.

- दिवाकर, शास्त्री. (2008).*गीता का नीतिशास्त्र.* नई दिल्ली : सस्ता साहित्य मण्डल.

- मोहनदास, करमचन्द गाँधी. (1970). *सत्य के प्रयोगः गांधीजी की संक्षिप्त आत्म–कथा.* दिल्ली : राजपाल एण्ड सन्स.

- योगेश कुमार शर्मा एवं प्रज्ञा शर्मा. (2003). *नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ* जयपुर : पोइण्टर पब्लिशस.

Web Resources:

- My experiments with Truth: https://books.google.co.in/books?id= MUEDDAAAQBAJ&printsec=frontcover&dq=my+experiment+wit h+truth&hl=en&sa=X&ved=0ahUKEwiUoIWY- 9HhAhWh6XMBHZP0CrAQ6AEIMDAB#v=onepage&q=my%20e xperiment%20with%20truth&f=false

- Wings of Fire- An autobiography: https://books.google.co.in/books? id=c3qmIZtWUjAC&printsec=frontcover&dq=Wings+of+fire- +An+autobiography&hl=en&sa=X&ved=0ahUKEwi_jK3e- 9HhAhW0heYKHQpOA0cQ6AEIKjAA#v=onepage&q=Wings%20 of%20fire-%20An%20autobiography&f=false

- Yoga and Self development: https://books.google.co.in/books?id= h8UJCAAAQBAJ&printsec=frontcover&dq=yoga+and+self+develo pment&hl=en&sa=X&ved=0ahUKEwjcs7Ot_NHhAhUh7nMBHee ODl8Q6AEIMDAB#v=onepage&q=yoga%20and%20self%20devel opment&f=false

- Yoga and Self development: https://books.google.co.in/books?id= tFsoDwAAQBAJ&printsec=frontcover&dq=yoga+and+self+develop ment&hl=en&sa=X&ved=0ahUKEwjcs7Ot_NHhAhUh7nMBHeeO Dl8Q6AEIOzAD#v=onepage&q=yoga%20and%20self%20develop ment&f=false

- Yoga and Self development: https://books.google.co.in/books?id= wVTWjAKx0sgC&printsec=frontcover&dq=Pranayam+types+and+i mportance&hl=en&sa=X&ved=0ahUKEwiLzI2B_dHhAhVVXnwK HU-BCxwQ6AEIODAC#v=onepage&q&f=false

- Pranayama: https://books.google.co.in/books?id=NagKQNRaLtAC&pg=PA40& dq=Pranayam+types+and+importance&hl=en&sa=X&ved=0ahUKE wiLzI2B_dHhAhVVXnwKHU- BCxwQ6AEIVzAI#v=onepage&q=Pranayam%20types%20and%20i mportance&f=false

EDU 719L Communication Skill with ICT Lab

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **0 0 6 3**

Learning Outcomes:

Student will be able to:

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

Course Outline:

SECTION - A

Communication Skill with ICT includes

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

SECTION - B

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

SECTION - C

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

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

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

Reference:

- CD ROM. (2005). *Intel Teach to the Future' programme (I.T.F.P.).*

- Sinha, P. K. and P. S. (2005). *Computer Fundamentals - Concept; System and Applications*. New Delhi: BPB Publication.

- शास्त्री, ए. एवं ए. (2005). *कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग.* जयपुर : जयपुर पब्लिशिंग हाऊस.

- सिंह. एन. एवं ए. उ. (2001). *कम्प्यूटर शिक्षा.* आगरा : विनोद पुस्तक मन्दिर.

- गुप्ता, एम. कु. (2005). *कम्प्यूटर अनुप्रयोग.* जयपुर : मंगलदीप पब्लिकेशन.

- कुमार, एवं ए. एस. ए. (2005). *संगणक एवं सूचना प्रौद्योगिकी.* जयपुर : आविष्कार पब्लिकेशन.

- चौबे, एस. एस. (2005). *कम्प्यूटर एक परिचय मध्यप्रदेश.* भोपाल : हिन्दी ग्रन्थ अकादमी.

Web Resources:

- Ehics and Copyright Issues in Using ICT: https://sites.google. com/site/ignouhelpbooks95/Block-4%20Support%20Systems% 2C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&d=1

- Ehics and Copyright Issues in Using ICT: https://sites.google.com/ site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0 &d=1

- ICT for Administrative Support: https://books.google.co. in/books?id=I6Fgje2Cg8C&printsec=frontcover&dq=books+for+mi crosoft+word&hl=en&sa=X&ved=0ahUKEwj5p_eHmM_gAhUEEn IKHQafBCsQ6AEIKDAA#v=onepage&q=books%20for%20micros oft%20word&f=false

- Document and Data Processing, Graphical & Multimedia Presentation : https://www.gfmer.ch/Informatics/Presentations/ postgrad 2005/presentation.pdf

- Document and Data Processing, Graphical & Multimedia Presentation : http://bcihmct.ac.in/download/Unit%204%20-Internet %20Basics%20and%20HTML.pdf

- Document and Data Processing, Graphical & Multimedia Presentation : https://books.google.co.in/books?id=qKVCAw AAQBAJ &pg=PA665&dq=word+powerpoint+excel

EDU 622 Curriculum Studies

Max. Marks : 100 **L T P C**
(CA: 40 + ESA: 60) **5 0 0 5**

Learning Outcomes:

Student will be able to:

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

Course Outline:

Section - A

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

- **Foundation of Curriculum**
    - Philosophical
    - Sociological
    - Psychological

Section - B

- **Determinants of Curriculum**

    – Objectives

    – Explosion of knowledge

    – Society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.

    – Learner: growth and development.

    – Nature of subject matter/content.

Section - C

- **Approaches to Curriculum**

    – Behavioral – Rational Approach

    – Systems – Managerial Approach

    – Intellectual – Academic Approach

    – Humanistic – Aesthetic Approach

- **Models of Curriculum Development**

    – Tylers -1949 model

    – Hilda Taba - 1962 model

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

Practicum- (Any one)

- Critical Appraisal of any one of the following –

    National Curriculum Frameworks developed by NCERT -

    - NCF-2000

    - NCF- 2005

- Critical Analysis of implication of NCF- 2000 / NCF- 2005 in text books (NCERT).

- One thematic term paper

References:

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques.* New Delhi: Book Enclave.

- Aggarwal, J.C. (1990). *Curriculum Reform in India- World overviews.* Doaba World Education Series-3 Delhi: Doaba House, Book seller and Publisher.

- Arora, G.L. (1984). *Reflections on Curriculum.* New Delhi: NCERT.

- Balsara, M. (2006). *Principles of curriculum construction.* New Delhi: Kanishka Publications.

- Dewey, John (1966). *The Child and the Curriculum.* The University of Chicago Press.

- McKernan, James (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research.* London: Routledge.

- NCERT (2000). *National Curriculum Framework for School Education.* New Delhi: NCERT.

- NCERT (2005). *National Curriculum Framework-2005.* New Delhi: NCERT.

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- Ornstein, Allan C. and Francis P. Hunkins (1988). *Curriculum– Foundations, Principles and Issues.* New Jersy: Prentice Hall.

- Reddy, B. (2007). *Principles of Curriculum Management and Development.* New Delhi: Arise Publications.

- Sharma, R.A. (2007). *Curriculum Development and Inspection.* Meerut: Lall Book Depot.

- Taba, Hilda (1962). *Curriculum Development: Theory and Practice.* New York: Harcourt Brace.

- Vashist , R.P. (2007). *Curriculum Development.* New Delhi: common Wealth Publications.

Web Resources:

- Meaning and Concept of Curriculum:

  http://www.egyankosh.ac.in/bitstream/123456789/8278/1/Unit-13.pdf

- Hilda Taba (1962) Curriculum Development Model:

  https://www.youtube.com/watch?v=O14GnszVAWM

- Determinants of Curriculum:

  http://shodhganga.inflibnet.ac.in/bitstream/10603/163305/6/06_chapter%202.pdf

- Approaches to Curriculum Development:
  https://www.researchgate.net/publication/280554159_APPROACHES_TO_CURRICULUM_DEVELOPMENT

EDU 626 Historical, Political & Economic Foundations of Education

	L	T	P	C
Max. Marks : 100				
(CA: 40 + ESA: 60)	**5**	**0**	**0**	**5**

Learning Outcomes:

Student will be able to:

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

Course Outline:

Section-A

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

Section-B

- **Politics & Education**
- Constitutional provisions for Education.
- Democracy and Education.
- National integration and Education
- Politicisation of Education.
- **Economics and Education.**
- Education as Consumption
- Education as an investment
- Relationship between education & economy.

Section-C

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

Practicum: Any two of the following -

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

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

References:

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- Bardhan. (1998). *The Political Economy of Development in India.* New Delhi: Oxford University Press.

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- Dhillon. (2014). *Emerging Trends in Indian Education.* Patiala: Twenty first Century Publication.

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- Gupta, S.P., & Gupta, A. (2010). *History, Development and Problem of Indian Education.*ShardaPustakBhawan.

- Jhingla, M.C. (1986). *The Economics of Development and planning.* New Delhi: Denmark Publications.

- लाल, आर. बी. (2011). *शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार.* मेरठः रस्तोगी प्रकाशन.

- Mishra, S.K., &Puri, V.K. (1988). *Development and Planning: Theory and Practices.* Delhi: Himalaya Publishing House.

- Mohanty. (2000). *Current Trends in Higher Education.* New Delhi: Deep & Deep Publication Pvt. Ltd.

- नंदा, ई. डी. एस. के., शर्मा, के., एवंराजन ढिल्लों. (2011). *माध्यमिक शिक्षा में समकालीन मुद्दे एवं सरोकार.* पटियालाः 21 सेन्चुरी पब्लिकेशन.

- पचौरी, जी. (2010). *उदीयमानभारतीय समाजमेंशिक्षक.*मेरठः सूर्याप्रकाशन.

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- सचदेवा, एम. एस., शर्मा, के. के., साहूपी. के., कोरेसुपनिदंर. (2010). *शिक्षा के दार्शनिक समाजिक, आर्थिक आधार.* पटियालाः 21 सेन्चुरी पब्लिकेशन.

- Sharma, Y. K. (2001). *History & Problems of Education (Vol. I)*. New Delhi: Kanishka Publishers.

- Sharma, Y. K. (2014). *Sociological Philosophy of Education (Vol. I)*. New Delhi: Kanishka Publishers.

- Swaroop, N., R. (1990). *Principles of Education.* Meerut: loyal book depot.

- Todaro, P. (1983). *Economic Development in the third world.* New York:

- वर्मा, ए., के. (2005). *भारत में शिक्षा का विकास.* वाराणसीः रवि प्रकाशन.

- वर्मा, ए., के. (2008). *उदीयमान भारतीय समाज में शिक्षक.* वाराणसीः रवि प्रकाशन.

Web Resources:

- **Constitutional provision for education**

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

  www.yourarticlelibrary.com/constitution/12major-constitutional-provisions-education-in-india/45230

- **Democracy and education**

  www.yourarticlelibrary.com/democracy/relationship-between-denocracy-and-education/76841

- **International understanding**

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

- **National integration**

  www.yourarticlelibrary.com/national-integration-in-india/47120

  https://www.indiastudychannel.com/reseources/122094-concept-of-national-intergration-and-obstacles-to-nation-integration

- **NPE 1986**

  www.ncert.nic.in/0th_anoun/npe.86.pdf

- **Secondary Education Commission**

  www.yourarticlelibrary.com/education/secondary-education-commission-1952.53/76815

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

  www.yourarticlelibrary.com/society/indian-society/modernisation-and-its-impact-on-indian-society/47106

EDU 738L Field Work

Max. Marks : 100 **L T P C**
(CA: 40 + ESA: 60) **0 0 6 3**

Learning Outcomes:

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

- To use enduring content and pedagogical knowledge to update their teaching
- To develop relevant, rigorous, stage appropriate curricula.
- To modify curriculum and instruction based on the individual needs of their students.
- To use assessment of their students' learning and their own teaching to design future planning and teaching.
- To relate and deliver oral and written communication based on sound educational theory and research in guiding the instruction of diverse students and/or for public education leadership.
- To evaluate and formulate education plans based on research and knowledge of legal requirements outlined in federal legislation, current issues, and/or public education stakeholders.
- To synthesize, evaluate, and refine information from an information base of scholarly resources.
- To employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals.
- To work individually and collaboratively for research-based change and innovation in Education.
- To facilitate the social and civic development of their students.
- To work collaboratively with colleagues and community to ensure quality of instructional programs of schools.

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

Seminar – Each student will present two seminar related to the topic/issue of Teacher Education/Area of specialization.

Each student will prepare her seminar paper under the guidance of one Teacher Educator (Mentor) whom she is assigned.

Seminar paper formation will be 40 Marks (Continuous Assessment) and presentation of paper in Seminar will be 60 Marks (End Semester Assessment)

Discipline Elective - I

EDU 724 Educational Administration and Planning

Max. Marks : 100	**L T P C**	
(CA: 40 + ESA: 60)	**5 0 0 5**	

Learning Outcomes:

Student will be able to:

- analyze fundamental of Educational Management.

- describe the development of Educational Administration.

- visualize Educational Administration as a process.

- Critically evaluate status of Educational Administration in India.

- critically analyze Educational planning in India.

Course Outlines:

SECTION - A

Fundamentals and Development of Educational Administration

- Concept and Nature of Educational Administration

- Scope of Educational Administration

- Relationship among Management, Administration, Supervision and Planning

- Development of Modern Concept of Educational Administration from 1900 to present day

    • Taylorism

    • Administration as a process

    • Human relation approach to Administration

SECTION - B

Educational Administration as a process and level

- Process of Educational Administration

- Concept, Importance and Process of Communication in Educational Administration

- Concept, Importance and Process of Decision Making in Educational Administration

- Structure of Educational Administration at various levels

    • National Level

    • State Level

    • District Level

    • Institutional Level

SECTION - C

Unit-V: Educational Planning

- Meaning, Nature and need of Educational Planning

- Basic Principles of Educational Planning

- Approaches of Educational Planning-

    • Social demand approach

    • Man-power approach

    • Return of investment approach

- Institutional Planning-Concept, need, principles and procedure

Practicum: Any two of the following:

1. Thematic Term Paper and its presentation in classroom.

2 Presentation of Process of Educational Administration with suitable examples.

3 Critical Appraisal of Approaches to Educational Planning.

4 Identification of Research Areas in Educational Administration & Planning.

Reference:

• Beaby, C.E.(1967). *Planning and Educational Administration.* Paris:UNESCO.

• Bhatnagar and Verma. *Educational Supervision*. Meerut : International Pub. House.

• Dessler, G. (2005). Human Resource Management. New Delhi : Pearson Prentice Hall.

• Edwin, F. (1984). Personnel Management. New Delhi: Mac Graw Hill.

• Fletcher, B.A.(1963*). Planning of Education.* New York: Institute of Education.

• Griffiths, V.L.(1962). *Educational Planning.* London :Oxford University Press.

• Harpinson, F. (1964). *Education Manpower and Economic Growth.* New York: McGraw Hill.

• Harry,J. H.(1973). *Educational Planning, Programming, Budgeting : A System Approach.* New

• Jersey: Prentice Hall Inc.

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- Musgrave, R.A.(1959). *Theory of Public Finance, A Study of Public Economy.* New York: McGraw Hill.

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- Rao, V.K.(1961). *Education and Human Resource Development.* Bombay: Allied Publishers.

- Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.

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- Singh, B. (1967). Education as Investment. Delhi: Meenakshi Prakashan.UNESCO (1963). Economic and Social Aspects of Planning. Paris.

- Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books.

- Waber, Clarence A. *Fundamentals of Educational Leadership*. New York : Exposition Press.

Web Resources:

- Educational Administration-
http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf

- Leading People Resource Management-
  http://www.csu.edu.au/__data/assets/pdf_file/0007/51946/Resource-Management.pdf

- Educational leadership and management: theory, policy, and practice-
  http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&rep=rep1&type=pdf

- Handbook of Educational Leadership and Management-
  http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf

- Management and Leadership Issues for School Building Leaders-
  https://files.eric.ed.gov/fulltext/EJ1024110.pdf

- Primary and Secondary Education Management Issues-

  https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf

EDU 726 Educational Technology and Instructional Process

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

Student will be able to:

- clarify the concept and nature of Educational Technology.

- apply systems approach in Education.

- develop Programmed instruction material.

- clarify the phases and levels of Teaching.

- appraise and use various Models of Teaching.

Course Outline:

Section-A

- **Perspective of Educational Technology**
  - Concept and Nature of Educational Technology
  - Other related terms-Teaching Technology, Instructional Technology, Behavioural Technology
  - Approaches of Educational Technology-Hardware, Software, Systems approach
  - Major resource centers in Educational Technology in India -CIET, CEC: Purpose and Functions

- **Systems Approach to Education**
  - Systems approach-Definition, Characteristics
  - Education as a system
  - Designing and Analyzing system
  - System Model-Open and Closed
  - Implication of systems approach in Education

Section-B

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

- **Self Instructional Techniques in Education**
  - Programme Instruction-concept and characteristics
  - Forms of PLM-Linear, Branching Programming
  - Phases of PLM Development-
    i. Planning/Preparation
    ii. Programme writing

iii.   Try out and revision

– Implications and limitations of PLM

Section-C

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

Practicum: (any two of the following)

1. Propose a lesson plan and implement on the basis of any one model of teaching.

2. Preparation and Try out of programmed Materials.

3. Study of a Teacher behavior in any instructional situation by the use of Flandrs Interaction Analysis.

References:

- Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009). *The Act of Teaching.* New York: McGraw-Hill Company.

- Hough, John B. & James K. Duncan (1970). *Teaching: Description and Analysis.* Massachusetts: Addison-Wesley Publishing Company.

- Jyoce, B. & Weil M. (1985). *Models of Teaching.* New Delhi: Prentice Hall of India.

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- Pierce, Walter D., Micheal, A. Lorber (1977). Objectives and Methods for Secondary Teaching. New Jersey: Prentice-Hall Inc.

- Rao, Usha (1991). *Educational Technology.* Bombay : Himalaya Publishing House.

- Sampath, K. Panneerselvam, A. And santhanam S., (1984). *Introduction to Educational Technology.* New Delhi : Sterling Publishers.

- Sharma, Mittal (1985). *System Approach : Its Application in Education.* Bombay: Himalaya Publishing House.

- Sharma, R.A. (1987). *Shiksha Takniki.* Meerut : Loyal book Depot.

- Sharma, R.A. (2000). *Technological Foundation of Education Technology.* Meerut: International Publications.

- Sharma, R.A. (2012). *Technological Foundation of Education.* Meerut: R. Lall Book Depot.

- Yadav, Neelam (2003). *A Handbook of Education Technology.* New Delhi: Anmol Publications Pvt. Ltd.

Web Resources:

- Educational Technology:

  http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf

- Technology Education vs. Educational Technology:

  http://iteaconnect.org/TAA/Resources/TAA_Differences.html

- Educational Technology:

  http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf

- Models of Teaching:

  http://thesecondprinciple.com/teaching-essentials/models-teaching

- Understanding Level of Teaching:

  https://www.scribd.com/doc/57768891/99/Understanding-Level-of-Teaching

- Evaluation and Selection of Learning Resources: A Guide:

  www.gov.pe.ca/photos/original/ed_ESLR_08.pdf

EDU 728 Fundamentals of Educational Assessment and Evaluation

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	5	0	0	5

Learning Outcomes:

Students will be enable to:

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

- discuss the relationship of Instructional Process and Educational Evaluation.

- discuss selection and use the various items used in Educational Evaluation.

- selection and use of the Characteristics of Evaluation Tools.

- analyze the Trends in Educational Evaluation.

- reflect the skills necessary for determining the degree of reliability and validity of a test.

Course Outline:

Section - A

Concept Need and Instructional process of Educational Assessment and Evaluation.

- Concept of Educational Assessment and Evaluation

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

Section - B

Estimation of Reliability and Validity of Tools and Assessment

- Estimation of Reliability
    - Test-Re-Test Method
    - Split half method
    - Parallel form method
    - Kuder-Richerdson
- Factors of influencing Reliability
- Estimation of Validity (Co relational and factor analysis)
- Factors of influencing validity
- Interrelationship of Reliability and Validity

Section - C

Recent Trends in Educational Evaluation

Meaning, Advantages and limitations of

- Semester system
- Open Book exam
- Grading and its determination
- Continuous Comprehensive Evaluation
    - Functions
    - Action Plan
    - Critical Appraisal

- Meta-evaluation: Concept need and Guide line to conduct Transparency in Educational Evaluation.

Practicum: Any two of the following-

i.   Determining the reliability of an Educational Test.

ii.   Determining the validity of an Educational Test.

iii.   Reporting the result of any achievement test in terms of grading.

iv.   Analysis and Presentation of a report on CCE action plan.

v.   Preparation of a term paper on any one topic related to course content.

References:

- Anastasi, A.(1976). *Psychological Testing (Fourth Edition).* New York : Macmillian Publishing Co. Inc.

- Bhargava, Mahesh.(2003). *Adhunik Mano Vaigyanik Prikshan Evam Mapan.* Agra : H.P. Bhargava Book House.

- Ebel, Robert L. & David, A. Frisibie. (1986). *Essentials of Educational Measurement (Fourth Edition).* New Jersey USA: Prentice-Hall, INC, Englewood Chaffs,

- Ferguson, G.A. (1976). *Statistical analysis in Psychology and Education.* Tokyo: McGraw Hill Book Co. New York

- Fredrick, B. Devis. (1964). *Educational Measurement and their Interpretation.* Belmout California : Wadsworth Publishing Company. INC. USA.

- Garrett, H.E. (1969). *Statistics in Psychology and Education.* Bombay: Vakips Fetter and Simouis Pvt. Ltd.

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- Guilford, J.P. (1956). *Fundamental Statistics in Psychology and Education.* New York: Mac. GrewHill Book.

- Gupta, S.P. (2001). *Adunik Mapan Evam Mulyankan.* Allahabad : Sharda Pustak Bhawan.

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- Kennethl, Bean. (1953). *Construction of Educational and Personnel Tests,* New York. U.S.A. : McGraw Hill Book Company. INC.

- Payne, D. A. (2002). *Applied Educational Assessment.* CA. USA: Wards worth Thompson Learning.

- Sharma, R.A. (1999). *Essential of Educational Measurement and Evaluation.* Meerut: R. Lal Book Depot.

Web Resources:

- Meaning and Difference between Physical and Psychological Measurement- http://www.yourarticlelibrary.Com /statistics-2/measurement-of-data-meaning-types-and-characteristics-statistics/92436

- Relationship of Educational Evaluation with Instructional objectives- https://www.nap.edu/read/5287/chapter/6

- Formative and Summative Evaluation- https://cft.vanderbilt.edu/ student-assessment-in-teaching-and-learning/

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

EDU 730 Principles and Procedures of Guidance and Counselling

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	5	0	0	5

Learning Outcomes:
Student will be able to:
- explain the concepts of guidance and counselling, their need and application to the process of education.

- discuss the basic principles of guidance and counseling

- analyze the theoretical background of vocational development and guidance activities.
- describe the organizational frame work of various guidance services in schools.

Course Outline:

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

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

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

Practicum: Any two of the following

a. One term paper related to guidance and counselling.
b. Visiting and reporting guidance work being done at University employment information and guidance bureau or employment exchange or in a school.
c. Students should prepare a plan for a guidance programme for a secondary/senior secondary school.
d. Identification of Guidance needs of the school students and give them proper guidance.
e. Organising an activity for Guidance & Counselling of school students.

References:

- Chouhan. S.S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikash Publication House Pvt. Ltd.
- Crow & Crow. (1964). *Introduction to Guidance*. New Delhi: Vikas Publication House Pvt. Ltd.
- Donald, S. (1965). *Counselling in the Secondary School*. New Delhi: Harper and Row.
- Dosiajh, N.L. (1969). *Guidance Services in India. New Delhi:* Arya Book Depot.
- Jones, A.J. (1951). *Principles of Guidance and Pupil Personal Work*. Tokyo: Mc Graw Hill. Book Co.
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- दवे एवं पाठक अरविन्द. (1973). *निर्देशन के मूल तत्व*. जयपुरः राज0 हिन्दी ग्रंथ आकदमी.
- जायसवाल एस0 आर. (1987). *निर्देशन एवं परामर्शन*. आगराः विनोद पुस्तक मंदिर.
- वर्मा एवं उपाध्याय. (1967). *शैक्षिक एवं व्यावसायिक निर्देशन*. आगराः विनोद पुस्तक मंदिर.

Web Resources:

- Concept of Guidance and counseling-
  http://ncert.nic.in/textbook/pdf/lehe108.pdf
- Organization of guidance services in schools-
  http://www.yourarticlelibrary.com/education/guidance-in-

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

EDU 718 Assessment and Counseling Process

Max. Marks : 100   **L   T   P   C**

(CA: 40 + ESA: 60)   **5   0   0   5**

Learning Outcomes:

Students will be able to:

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

Section-A

- **Assessment in Counseling**

  - Concept and nature of assessment in Counseling

  - Need of assessment in Counseling

  - Basic consideration in assessment for Counseling.

- Various techniques of assessment for Counseling

- **Psychological Tests in Guidance and Counseling**
  - Purpose and use of Psychologicaltests for
  - Administration
  - Classroom
  - Guidance and Counseling
- Basic considerations in selection and use of PsychologicalTests.

Section-B

- **Psychological Tests as a clinical tools**
  - Projective test - Concept and Features.
  - Standardized Tests- Concept and Features.
  - Non-Standardized Tests- Concept and Features.

- **Approaches of counseling**
  - Different approaches of Counseling
  - Person-Centered Approach
  - Cognitive Approach
  - Behavioural Approach

    (Concept, basic assumptions, Goals &Techniques)

Section-C

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

- **Counseling in Group**
  - Concept of Group counseling
  - Need for Group counseling.
  - Techniques of Group counseling.
  - Limitations of Group counseling.

Practicum: Any two of the following-

1. Administration, Scoring and interpretation of a psychological test for students counseling.

2. Analysis of any one counseling approach given in syllabus.

3. Identification of problems suitable for group counseling.

4. Observation of functioning a counseling centre and presentation of a report.

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Web Resources:

- Importance of Assessment- http://vincentians.com/en/the-importance-of-assessment-and-decision-making-procedures-in-the-counseling-process/

- Approaches of Counseling- https://www.skillsyouneed.com/learn/counseling-approaches.html

- Individual and Group Counseling- http://acacsac.org/individual-and-group-counseling/

- Individual Counseling- https://www.csuci.edu/caps/individual-counseling.htm

- Techniques of Counseling- https://blog.udemy.com/counseling-techniques/

EDU 725 Educational Management

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	5	0	0	5

Learning Outcomes:

Student will be able to:

- explain the fundamentals of Educational Management.

- explore resource Management in Education.

- clarify roles and responsibilities of Academic Leaders in Educational Management.

- act as an Educational Supervisor.

- identify specific issues in Educational Management.

Course Outlines:

SECTION - A

Fundamentals of Educational Resource Management

- Concept of Educational Management

- Nature and Scope of Educational Management

- Scope of Educational Management

- Basic Principles of Education Management

- Process of Educational Management

- Nature and Characteristics of Resources in Education

- Need of Resource Management in Education

SECTION - B

Leadership and Resource in Educational Management

- Meaning and Nature of Leadership

- Leadership Styles: concept and classification

- Role and qualities of Educational Leader/Manager

- Kinds of Resource : Human, Physical and Finance

- Utilization and Management of Resources in Educational Institutions

SECTION - C

Supervision and Specific Issues in Educational Management

- Concept and Nature of Educational Supervision

- Basic Principles of Educational Supervision

- Importance of Educational Supervision

- Evaluation of the effectiveness of Educational Supervision

- Total Quality Management (TQM)

- Autonomy in Educational Management

- Accountability in Educational Management

- Modernization of Educational Supervision

Practicum: (Any two of the following)

1. Thematic Term Paper and its presentation in classroom.

2. Design and Presentation of a plan reflecting process of Educational Management.

3. Exhibition of Specific-Issues in Educational Management through Poster.

4. Identification of Research Areas in Educational Management.

References:

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• Bhatnagar and Verma. *Educational Supervision*. Meerut : International Pub. House.

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- Harry,J. H. (1973). *Educational Planning, Programming, Budgeting : A System Approach.* New Jersey: Prentice Hall Inc.

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- Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books.

- Waber, Clarence A. *Fundamentals of Educational Leadership*. New York : Exposition Press.

Web Resources:

- Educational Management- http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf

- Leading People Resource Management- http://www.csu.edu.au/__data/assets/pdf_file/0007/51946/Resource-Management.pdf

- Educational leadership and management: theory, policy, and practice-http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&rep=rep1&type=pdf

- Handbook of Educational Leadership and Management-http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf

- Management and Leadership Issues for School Building Leaders-https://files.eric.ed.gov/fulltext/EJ1024110.pdf

- Primary and Secondary Education Management Issues-https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf

EDU 727 Educational Technology in Practice

Max. Marks : 100   **L T P C**
(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:

Student will be able to:

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

Course Outline:

Section-A

- **Communication & Media**
  - Communication Process
    - Concept of Communication, Principles, Modes & Barriers.
    - Classroom Communication (Verbal & Non-Verbal)
  - Media in Instruction
    - OHP, Slide Projector, Epidiascope, CD Player
      (Features, Need & Application)
    - Selection of Media in Teaching.

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

Section-B

- **Distance Learning Systems**
  - Distance Education: Concept, Services, Counseling & Evaluation
  - Virtual Classroom, MOOCs

- **Information Technology for Education**
  - E-Learning: Concept, Features, Advantage & Disadvantages
  - M-Learning: Concept, Features, Advantage & Disadvantages

Section-C

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

Practicum: (Any Two)

1. Power Presentation on any topic (at least 20 slides).

2. Audio Recording of any Educational Phenomenon.

3. Report on Research Areas in Education Technology.

References:

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- Saxena, N.R.S. & Oberoi, S.C. (1996). *Technology of Teaching.* Meerut: R.L. Book Depot.

- Sharma, R., A. (2012). *Technological Foundation of Education.* Meerut: R. Lall Book Depot.

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- सिंह, सतनाम. (2006). *शिक्षा तकनीकी,* नई दिल्ली, अर्जुन पब्लिशिंग हाउस

Web Resources:

- **e-pathshala-**http://www.ncert.nic.in/ddetailed pathalapdf

- **e-pathshala-**epathshala.nic.in

- **NROER-**http://nroer.gov.in

- **NCERT-**www.ncert.nic.in

EDU 731 Procedures of Educational Assessment and Evaluation

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	5	0	0	5

Learning Outcomes:

Students will be enable to:

- discuss the knowledge of various Educational Evaluation Techniques.

- reflect the necessary skill of constructing an Educational Achievement Test.

- analyze and use the process of Test Standardization.

- selection and use of the competencies for measuring psychological traits of students.

- criticize the role of ICT in Educational Evaluation.

- reflect the skills of administration and interpretation of educational and psychological Test.

Course Outline:

Section - A

Tools and Techniques of Educational assessment

- Evaluation Techniques-Testing and Non-Testing

- Classification of Educational and Psychological tools

- Need of different tools for educational assessment

- Test Items: Need, Kinds and Precautions in item construction

- Planning and construction of Teacher made Achievement test.

- ICT assisted Educational Evaluation:

  - Main features of ICT and its advantages in educational evaluation

  - Brief study of useful software

Section- B

Test and its Standardization

- Planning and construction of Teacher made Diagnostic test

  - Administration and scoring of a test

  - Interpretation of test scores

- Process of test standardization (tryout, norms establishment and estimation of Reliability and Validity)

- Item analysis –meaning and determination of difficulty level and discriminating index of an item

- Concept, Need and Type of Norms and its limitations

Section- C

Measuring Psychological Traits and ICT assisted Educational Evaluation

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

  - Intelligence,

  - Personality,

  - Aptitude and

  - Interest

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

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

• Administration and Interpretation of one standardized Psychological.

• Construction administration and interpretation of a teacher made achievement test.

• Construction and tryout of a diagnostic test.

• Preparation of an evaluation report with the help of ICT.

• Preparation of a term paper on any one topic related to course content.

References:

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• Thorndike, Robert., Elizabeth, L. & P. Hagen. (1961). *Measurement and Evaluation in Psychology and Education (II Edition).* New York : Wiley.

Web Resources:

- Psychological test- http://www.healthofchildren.com/knowledge/ Psychological_testing.html

- Evaluation Techniques: Testing and Non-Testing -

- https://www.scribd.com/presentation /269533056 /Assessment-of-Learning-1-Chapter-1-Test-Non-test-Measurement-Assessment-and-Evaluation

- Teacher made Achievement test- http://www.yourarticlelibrary.com/ statistics-2/teacher-made-test-meaning-features-and-uses-statistics/92607   , http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_196112_wrights tone.pdf

- ICT assisted Educational Evaluation- http://www.ictliteracy.info/ rf.pdf/UsingICTQuality.pdf , https://www. Rie mysore.ac.in/ict/ unit__9__ict_in_assessment.html

- Main features of ICT and its advantages in educational evaluation- http://edtechreview.in/trends-insights/insights/959-advantages-of-using-ict-in-learning-teaching-processes,

  http://www.iosrjournals. Org /iosr-jrme/papers/Vol-1%20Issue-4/ B0140308.pdf

  http://www.allresearchjournal. com/archives/2017/ vol 3issue1/ PartF/3-1-50-924.pdf

- Software Solutions for Test and Assessment Needs- https://www.addmengroup.com/test-and-assessment-software-solutions.htm

- Brief study of useful software- https://antibullyingsoftware.com/ blog/technology-in-education/11-types-of-education-software-available-to-schools/

- Process of test standardization- https://www.edglossary.org/ standardized-test/

- Measuring Intelligence- https://opentextbc.ca/introductionto-psychology/chapter/9-1-defining-and-measuring-intelligence/

  http://www.aboutintelligence.co.uk/what-intelligence.html

  https://psychaanalyse.com/ pdf/ THE_MEASUREMENT_OF_INTELLIGENCE.pdf

- Measuring Personality-http://www.yourarticlelibrary.com/statistics-2/measurement-of-personality-4-methods-statistics/92641

  https://www.personality-and-aptitude-career-tests.com/personality-measurement. html

- Measuring Interest- http://www.yourarticlelibrary.com/statistics-2/interest-definition-types-and-measurement-statistics/92639

- Measuring Aptitude- http://www.yourarticlelibrary.com/statistics-2/aptitude-tests-definition-measurement-and-uses-statistics/92658 ,
  https://www.ericdigests.org/pre-9218/aptitude.htm

EDU 633 Inclusive Education for Children with Diverse Needs

		L	T	P	C
Max. Marks : 100		**5**	**0**	**0**	**5**
(CA: 40 + ESA: 60)					

Learning Outcomes:

Students will be able to:

- analyze diversity in Indian Society & Classroom.
- differentiate Special Education, Integrated Education & Inclusive Education.
- deal with the diverse needs of children.
- elucidate the Inclusion of Physically, mentally challenged & Socially disadvantaged, children.
- discuss the role of Teachers, Parents & Professionals in Inclusive Education.

Section-A

Diversity and Education

- Concept of Diversity
- Diversities in Indian Society
    - Religion
    - Caste
    - Economic
    - Culture
- Diversities as reflected in classroom
- Concept and Principles Inclusive Education
- Difference between Special Education, Integrated Education and Inclusive Education

Section-B

Inclusion of Physically Challenged Children

- Meaning, Characteristics, Challenges faced by CWSN, Role of Teachers, Parents and Professionals, Aids &Equipment's and School Settings with reference to Children With:
    - Visual Handicap
    - Hearing Disability
    - Speech Handicap
    - Orthopedic Disability
    - Multiple Handicap

Section-C

Inclusion of Children with Diverse Needs (Mentally & Socially)

- Meaning, Characteristics, Challenges faced by CWSN, Role of Teacher, Parent and Professionals, Aids &Equipments and School Settings with reference to Children With:
    - Learning Disability
    - Giftedness
    - Creativity
    - Mental Retardation
    - Delinquency
    - Socially Disadvantaged

Practicum: (Any two)

- Thematic term paper on any one topic
- Visit and report of an Inclusive school
- Exhibition on Inclusive Education

References:

- Belsara, M. (2011). *Inclusive Education for Special Children*. New Delhi: Kanishka Publication.

- Dash, M. (2003). *Education of Exceptional Children*. Atlantic Publishers & Distributors (P) LTD.

- Dash, N. (2005). *Inclusive Education: For Children with Special Needs*. Atlantic Publishers & Distributors (P) LTD.

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- झाह, एम. एम. (2003). *समावेशी शिक्षा.* नई दिल्ली : प्रकाशन.

Web Resources:

- Inclusive Education- https://education.cu-portland.edu/blog/classroom-resources/inclusive-education/

- Delinquent Children- http://shodhganga.inflibnet.ac.in/bitstream/10603/145628/6/06_chapter2.pdf

- Learning Disability https://www.naset.org/fileadmin/user_upload/LD_Report/Issue__3_LD_Report_Characteristic_of_LD.pdf

- Assistive Technology for CWSN -
  https://www.unicef.org/disabilities/files/Assistive-Tech-Web.pdf

- Role of Teacher for CWSN-
  https://childdiary.net/blog/2016/06/03/tips-for-teachers-of-children-
  with-special-needs/

EDU 630 Conceptual Perspectives of ICT in Education

Max. Marks : 100	**L**	**T**	**P**	**C**
(CA: 40 + ESA: 60)	**5**	**0**	**0**	**5**

Learning Outcomes:

The students will be able to;

- Explain the meaning, nature, scope and evolution of ICT and multimedia in education.

- Examine the teaching learning-system and potential of ICT and its effectiveness in Education

- Design, develop and use various digital teaching learning resources.

- Analyze various resource center's for education.

Section-A

- **Effectiveness of Education through ICT**

  1. Concept, nature and evolution of Information Technology (IT) and Information and

     Communication Technology (ICT).

  2. Teaching-learning system:

     a. Design, development and potential of ICT in classroom

     b. Education Policies related to ICT in education.

     c. Approaches to ICT

     d. Emergence of new information technology

        -convergence of computing and telecommunications.

3. Integrating multimedia in Education,

4. Power-Point Presentations: Common features of presentations, their functions and use; Using presentations in the classroom

Section-B

- **Web Based Learning and Communication Technology**

    1. www, Domain, Hosting, Browser, Search Engine

    2. Internet: Internet application in class rooms Teaching

    3. Academic and Research content on the web: Online journals and abstraction services

    4. Role of ICT in Management of Institutions and Systems

    5. School: Admissions, student flow, personnel, staff development, facilities, Library, Laboratory.

Section-C

- **Computer Assisted Learning & Resource centers of ICT**

    1. Computer assisted instruction(CAI)

    2. Computer based training(CBT)

    3. Smart classes:-concept, infrastructure, uses and limitations

    4. Resource Centers for Educational Technology, CIET, UGG, IGNOU, NOS, State ET cell, AVRC, EMRC, NIST their activity for improvement of teaching learning.

Practicum -Any one

1. Develop one module of Personalized System of Instruction

2. Check a document regarding its authenticity using plagiarism software and submit its summary report

3. Develop one module of Computer Assisted Instruction

References:

1. Abbott, Chris. ICT: Changing Education. Routledge

2. Anderson, Neil. Equity and Information Communication Technology (ICT) in Education, Peter lang Pub. New York.

3. Bracey, Bonnie and Culver, Terry. Harnessing the Potential of ICT for Education: A MultistakeholderApproach. United Nation Publication.

4. Huang, Ronghuai et. al. ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer.

5. Pelgrum , Willem J. and Law , Nancy. 2003. ICT in Education around the World: Trends in Bonnie Bracey, Terry Culver Problems and Prospects. UNESCO, International Institute for Educational Planning.

6. Selwood, Ian D.et. al. Management of Education in the Information Age: The Role of ICT. Kluver Academics.

7. Vrasidas, Charalambos et. al. ICT for Education, Development,and Social Justice. IAP Inc.

8. Alexey Semenov, UNESCO, (2015): Information and Communication Technolies in Schools: A Handbook for Teachers.

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10. Das, R.C. (1993) Educational Technology: A Basic Text, New Delhi, Sterling Publishers.

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15. Mukhopadhyay, M. (1990):): Educational Technology – Challenging Issues, New Delhi, Sterling Publishers Pvt. Ltd.

16. N. Sareen, Information and Communication Technology, Anmol Publication.

17. Rosenberg, M.J. (2001): e-learningNew York: McGraw Hill.

18. Chandra, R. (2005). Virtual Education & Education futures. Delhi, Kalpaz Pub.

19. Gaur, A.S. & Sanjaya, S.G. (2009). Statistical Methods for Practice and Research. Los Angeles, Response Business Book, Sage Pub.

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23. Kumar, K.L. (2008). Educational Technology. New Delhi, New age International Publisher.

24. Mangal,S.K. (2010). Essentials of Educational Technology. New Delhi, PHI Learning Pvt.Ltd.

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26. Passi, B.K. (1999). Computer & Control Learning. Agra, Bhargava Book House.

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28. Salkind, N.J. (2008). Statistics for people who hate Statistics. Los Angeles, Sage Pub.

29. Sankhala, D. (2006). Educational Technology. New Delhi, Adhyayan Pub.

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31. Wempen, F. (2000). Office 2000 Professional fast & easy. New Delhi, BPB Pub.

32. Yogish, S.N. (2007). Statistical Method. Jaipur, Mangaldeep Publ.

EDU 631 Emerging Trends and Issues in Inclusive Education

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

Students will be able to:

- discuss the National Initiatives for Inclusive Education.
- apply various pedagogical strategies in Inclusive Education.
- identify curriculum adaptation for Inclusive Education in school.
- describe the provisions of Evaluation for Inclusive Education.
- discuss major thrust areas in Inclusive Education.

Section-A

National & International Initiatives for Inclusive Education

- Rehabilitation Council of India (RCI) Act 1992
- Right of Persons with Disabilities (RPWD) Act 2016
- National Education Policy, 2019
- National Policy of Disabilities, 2006
- United Nations convention on the Rights of Person with Disabilities (UNCRPD)

Section-B

Pedagogical Strategies

- Concept, Procedure, Advantages and Limitations
  - Individualized Education Programme (IEP)
  - Peer Tutoring
  - Co-operative Learning
  - Multi-Sensory Teaching
- Planning & Management of Inclusive Classroom
- Curriculum Adaptation- Concept & Aspects
- Provisions of evaluation in CBSE

Section-C

Major Issues in Inclusive Education

- Challenges in Inclusive Education
- Ethical Issues of Inclusive Education
- Teacher Education and Inclusive Education
- Inclusive Education and Support Services

Practicum: (Any two)

- Thematic term paper on any one topic
- Four abstracts of latest articles on Inclusive Education
- A report on research trends of Inclusive Education in India
- Presentation of a Seminar on any one thrust area of Inclusive Education.

References:

- Belsara, M. (2011). *Inclusive Education for Special Children*. New Delhi: Kanishka Publication.

- Dash, M. (2003). *Education of Exceptional Children*. Atlantic Publishers & Distributors (P) LTD.

- Dash, N. (2005). *Inclusive Education: For Children with Special Needs.* Atlantic Publishers & Distributors (P) LTD.

- Dash, N. (2003). *Integrated Education for Children with Special Needs.* New Delhi: Dominant Publishers and Distributors.

- Davis, A. G., Rimm Sylvior B. (1985). *Education of the crafted and talented.* New Tersely: Prentice Hall.

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- Loreman, T., Deppeler, J., Harvey, D., Allen & U. (2005). *Inclusive Education: A Practical Guide to Supporting Diversity in the Classroom.* London: Routtedge falmer.

- Mangal, S. K. (2007). *An Introduction to Special Education.* New Delhi: PHI Learning.

- Manivannan, M. (2010). *Understanding Education Psychology.* New Delhi: Neelkamal Publication.

- Menon, L. (2016). *Handbook of Special and Inclusive Education.* New Delhi: Kanishka Publishers & Distributors.

- Nagaraju, M. T. V. (2014). *Inclusive Education.* New Delhi: Publishers Distributors.

- Puri, M. & George, A. (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners-Written Walls, without Boundaries.* New Delhi: Sage Publications.

- Ramaswamy, B. (2013). *Planning & Management of Special & Inclusive Education.* New Delhi: Kanishka Publishers Distributors.
- Reddy, G. Lokanadha Reddy, Ramar R., S. R.T., Shhailaja M. (2017). *Dynamics of Disabilities Education and Social Considerations,* New Delhi: Neelkamal Publications Educational Publishers.
- Sharma, B. (2011). *Inclusive Education: Needs, Practices and Prospects.* Kanishka Publishers.
- Sharma, R. A. (2011). *Fundamentals of Special Education.* Meerut: R. Lall Book Depot.
- Vijyan, Premavathy and G., T. Edited by Mittal, S. R. (2014). *Integrated and Inclusive Education, Rehabilitation Council of India in association.* New Delhi: Kanisha Publishers.
- Virk, J. (2010). *Fundamentals of Inclusive Education.* Patiala: Twenty fist century Pub.
- Sharma, Y. K. & Sharma, M. (2014). *Inclusive Education-Planning and Management curriculum.*New Delhi: Kanishka Publishers & Distributors.
- शर्मा, आर. ए. (2013). *विशिष्ट शिक्षा प्रारूप.* मेरठ : आर. लाल, बेगम ब्रिज रोड.
- सिंह, डी. (2015).*समावेशी शिक्षा.* नई दिल्ली : जगदम्बा पब्लिशिंग कम्पनी.
- झाह, एम. एम. (2003).*समावेशी शिक्षा.*नई दिल्ली : प्रकाशन.

Web Resources:
- RCI Act- http://rehabcouncil.nic.in/writereaddata/rti_manual.PDF
- NCF 2005- http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf
- Cooperative Learning- https://serc.carleton.edu/introgeo/cooperative/whatis.html
- Multi-Sensory Learning- http://www.calverteducation.com/learning-motivation/an-introduction-to-multi-sensory-learning
- RMSA- Guidelines for Inclusive Education - http://rmsaindia.gov.in/images/IEDSS_Guidelines.pdf
- Cooperative Learning- lhttps://www.teachervision.com/professional-development/cooperative-learning
- IEP - https://www.verywellfamily.com/essential-parts-of-an-individual-education-program-2162702

EDU 632 ICT for Education in Practice

Max. Marks : 100   **L T P C**

(CA: 40 + ESA: 60)   **5 0 0 5**

Learning Outcomes:
- use various technology-orientedpedagogy in classroom
- discuss on various Govt. initiatives.
- use computer technology for sharing the information and ideas through the Blogs and Chatting groups,
- browse research studies carried in the Internet and using of online journals and online books,
- contribute in professional forums and professional associations.

Section-A

- **Technology Pedagogy Integration and Learning Management System (LMS)**
  - TPCK, Blended Learning, Flip Learning (Tools, Strategies and Advantages)
  - IWB, Smart classrooms, Display Boards, Projector, Document Camera, OCR devices, OMR devices, tablets, podcasting hardware, digital podium, m-learning, e-learning (Concept and Uses)
  - LMS in education: Concept, Standards, application (Google classroom, Moodle with hands on experiences, Technology enabled lesson plan)
  - Digital Learning Management of e-learning: On-line learning, Virtual classrooms, MOOC, webinar, web conferencing

Section-B

ICT: Open Access and Government Initiatives
- Concept of Openness and open access , mandates and policies; issues
- Concept of IPR-copy right, trademarks and patents , Various legal instruments related to copy right, open licences
- Open Education Resources (OER)-conceptual issues; Incentives, benefits and Barriers
- SWAYAM, NISHTHA, Digilocker, ICT for School Schemes (Concept and Uses)

Section-C

Use of ICT in Evaluation, Administration, Research and Professional Development of Teachers
- E-portfolios, Online Repositories, Online Libraries, Online and Offline assessment tools

- Professional Development through ICT: Online forums, Net conferences, Teleconferencing by using 3G Mobile technology, Web conferences, Interacting with web sites, Social network etc.,
- ICT based Resources: Online books and journals, online thesis and dissertations, online conferences related to research, web casting, online surveys of educational research.

Practicum -Any one
- Critical analysis of a computer based research report.
- One term paper on role of Govt. initiatives for integration of ICT with education
- PPT presentation on LMS.
- Form a Goggle classroom group and discuss on one of the topic.

References:
- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).
- Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

Web resources
- Naidu, S (2006). E-Learning: A Guidebook of Principles, Procedures and Practices. Retrieved from oasis.col.org
- Naidu, S (2006). E-Learning: Commonwealth Educational Media Centre For Asia. Retrieved from https://cemca.org.in

List of Reading Elective

EDU 466R Peace Education

	L	T	P	C
Max. Marks : 100				
(ESA:100)	0	0	4	2

Learning Outcomes:

The Students will be able to:

- Clarify the concept of Peace education

- Assess need for peace education

- Appraise the peace initiatives and movements for peace

- Organize curricular and co-curricular activities for promotion of peace in school

Course Outline:

- Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario, Strategies for peace education

- Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996 , UNESCO's Conference for peace and International Understanding, Tokyo, 1999 , Creation of UNO, UNESCO, UNICEF

- Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games

References:

- Harris, I. & Morrison, M. (2003). *Peace Education.* New York: McFarland & Co. Chapter 3.

- Montessori, M. (1972). *Education and peace.* Chicago: Henry Regnery. .

- NCERT. (2004). *Peace Education: Self Instructional Package for Teacher Education.* New Delhi: NCERT.

- NCERT. (2006). *NCF 2005 Position Paper, National Focus Groups on Education for Peace.* New Delhi.

Web Resources:

- http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf,

- https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...

- https://minds.wisconsin.edu/bitstream/handle/1793/.../MarkellLockwood.pdf?...1...y

- https://www.isesco.org.ma/wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf

- https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence

- https://en.unesco.org/70years/building_peace

- www.un.org/documents/ga/docs/51/plenary/a51-395.htm

EDU 737R Value Education

Max. Marks : 100   **L   T   P   C**
(ESA: 100)   **0   0   4   2**

Learning Outcomes:

The students will be able to:

- Assess the need and importance of values and its classification in contemporary society.

- Prioritize the values needed for peaceful society.

- Demonstrate awareness for role of education in building value as dynamic social reality.

- Describe the importance of value education towards personal, national and global development.

Course Outline:

- Values and Human Life

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

- Need for value education in the contemporary society

- Value Education and Personal Development

- Teaching approaches and strategies to inculcate values through curricular and co-curricular activities

- Role of education in transformation of values in society

- Role of parents, teachers, society, peer group and mass media in fostering values

Reference:

- वर्मा, जी. एस. (2008). *मूल्य शिक्षा, पर्यावरण एव मानवाधिकार.* मेरठ : इंटरनेशनल पब्लिशिंग हाउस.

- दुबे, एस. (2016). *मूल्य शिक्षा.* इलाहाबाद : शारदा पुस्तक भवन.

- Monica, J. T. (1996).*Values in Education and Education in Value*. Rutledge.

- Neil, P. (1996). *The End of Education: Redefining the Value of School.* Vintage publisher.

- Sharma, S. P. (2013). *Moral and Value Education; Principles and Practices.* Kanishka publishers.

- Kiruba, C. & V. Arul S. (2012). *Value Education.* New Delhi: Neelkamal Publications.

- Passi, B. K. and S. (2004). *P. Value Education.* Agra: National Psychological Corporation.

- Chitakra, M. G. (2003). *Education and Human Values.* New Delhi: A.P.H. Publishing Corporation.

Web Resources:

- https://en.wikipedia.org/wiki/Values_Education

- www.yourarticlelibraty.com/education/value-educatio

- https://www.researchgate.net/.../235712162_Value_Ed...

- https://www.iitk.ac.in/hvhe/imges/article-9.pdf

- https://www.cukashmir.ac.in/.../UNIT%201%20INTR0...

- WWW.bhojvirtualuniversity.com/slm/B.Ed._SLM/bedtsst4u1.pdf

- www.cbseacademic.nic.in/web_material/ValueEdu/Value Education Kits.pdf

- http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework.

EDU 729R Human Right Education

Max. Marks : 100   **L T P C**
(ESA:100)   **0 0 4 2**

Learning Outcomes:

Student will be able to:

- The student teachers directly engaged in the promotion of human rights and duties.

- Discuss the changing dimensions of human rights and duties.

- Explain Societal Problems of Human Rights in India.

Course Outline:

- Values: Dignity, liberty, equality, justice, unity in diversity

- Inherent, inalienable, Universal and indivisible

- Meaning and significance of Human Rights Education

- Rights and Fundamental Rights

- Duties and Fundamental Duties

- Correlation of rights and duties

- Changing dimensions of human rights and duties

- Theories of human rights

- Social movements

- Societal Problems of Human Rights in India

- Evolution of Human Rights

- Directive Principles of State Policy

Reference:

- Basu, D. D. (1994). *Human Rights in Constitutional law.* New Delhi: Prentice Hall.

- Gogia, S. P. (2000). *Law relating to Human Rights.*

- Gupta, D. N. and Singh, C. (2001). *Human Rights and Freedom of Conscience: Some suggestions for its Development and Application.*

- Sinha, M. K. (1999). *Implementation of Basic Human Rights.*

- Paul, R.C. (2000). *Situation of Human Rights in India*

- Alam, A. ed. (1999). *Human Rights in India: Issues and Challenges.* New Delhi: Raj Publications.

EDU 721R Conceptual Basis of Education

Max. Marks : 100	L	T	P	C
(ESA: 100)	0	0	4	2

Learning Outcomes:

Students will be able to:

- Express the nature of education as a discipline/an area of study.

- Reflect upon aims of Indian Education in the context of a democratic, secular, socialist, egalitarian and a humane society.

- Clarify the concept of knowledge and knowledge construction.

Course Outlines:

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

- Education as a discipline or area of study

- Aims of Indian Education in the context of a democratic, secular, socialist, egalitarian and a humane society

- Concept of knowledge and knowledge construction between:

  - Content knowledge and Pedagogy knowledge

  - Theoretical knowledge and practical knowledge

  - Universal knowledge and contextual knowledge

- Need for a vision of school education:

  - Flow of national goals to instructional objectives

  - Child's rights

- Concepts of quality and excellence in education- it's relation to quality of life

References:

- Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

- Dearden R. F. (1984). Theory and practice in Education. Routledge K Kegan & Paul.

- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.

- NCERT (2005). National curriculum framework, New Delhi.

- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.

- MHRD, (1992), Programme of action. Govt. of India, New Delhi.

- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.

- Peters, R.S. (1967), The Concept of education, Routledge, United Kingdom.

Web Resources:

- Social and Cultural Issues in Education- http://www.eolss.net/ sample-chapters/c04/e6-61-01-04.pdf

- Education and Social Change- https://sol.du.ac.in/mod/ book/view.php?id=1449&chapterid=1332

- Domain Wise Knowledge structuring- http://www.nwlink.com/ ~donclark/hrd/bloom.html

- Discovery as a Learner driven pedagogy- http://www.academia. edu/9838419

EDU 723R Education as Interdisciplinary Knowledge

Max. Marks : 100	**L**	**T**	**P**	**C**
(ESA: 100)	**0**	**0**	**4**	**2**

Learning Outcomes:

Students will be able to:

- Examine issues related to education as interdisciplinary knowledge.

- Appreciate interdisciplinary nature of education and it's relationships with disciplines/ subjects such as philosophy, psychology, sociology, management, economics and anthropology.

- Clarify axiological issues in education.

Course Outlines:

- Interdisciplinary nature of education;

- Relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics and anthropology

- Contribution of science and technology to education

- challenges of science and technology education

- Axiological issues in education: role of peace, values and aesthetics in education.

References:

- Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

- Dearden R. F. (1984). Theory and practice in Education. Routledge K Kegan & Paul.

- NCERT (2005). National curriculum framework, New Delhi.

- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.

- MHRD, (1992), Programme of action. Govt. of India, New Delhi.

- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.

- Peters, R.S. (ed), (1975). The Philosophy of education. Oxford University Press, London.

Web Resources:

- Democracy and education-www.yourarticlelibrary.com/ democracy/ relationship-between-denocracy-and-education/76841

- National integration- www.yourarticlelibrary.com/national-integration-in-india/47120

- https://www.indiastudychannel.com/reseources/122094-concept-of-national-intergration-and-obstacles-to-nation-integration

- Multidisciplinary and Interdisciplinary Approach of Knowledge Structuring-https://www.researchgate.net/.../ 267939164_Disciplinary_Multidisciplinary_Interdisciplinary-Concepts_and_Indicators

EDU 733R Socio-Cultural Context of Education

			L	T	P	C
Max. Marks : 100

(ESA: 100)

L T P C

0 0 4 2

Learning Outcomes:

Students will be able to:

- Clarify Social purposiveness of education.

- Examine issues related to Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.

- Reflect upon Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.

Course Outlines:

- Social purposiveness of Education.

- Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity

- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality

- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and disabilities

References:

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.

- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.

- NCERT (2005). National curriculum framework, New Delhi.

- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.

- MHRD, (1992), Programme of action. Govt. of India, New Delhi.

- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.

- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.

- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.

Web Resources:

- Social and Cultural Issues in Education- http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf

- Multilingualism in India-http://shodhganga.inflibnet.ac.in/ bitstream/10603/11248/9/09_chapter%202.pdf

- New Concepts of Equality of Educational Opportunity-http://www.hrpub.org/download/20180228/UJER6-19510774.pdf

EDU 734R Supportive Mechanism of Education

Max. Marks : 100 **L T P C**
(ESA: 100) **0 0 4 2**

Learning Outcomes:

Students will be able to:

- Identify various issues related to Teacher Education as reflects in NCF (2005).

- Analyze functions of various academic and administrative Governmental/autonomous agencies for School Education.

- Examine critically the concerns arises from vision of school education and teacher education.

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

Course Outlines:

- Teacher Education as reflects in NCF (2005)

- Functions of Academic and Administrative Governmental/ autonomous Agencies for School Education

- Complementarities' in participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community

- Monitoring and evaluation of schools

- Organization of learning resources–textbooks, supplementary books, workbooks, multimedia and ICT and School library

References:

- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.

- NCERT (2005). National curriculum framework, New Delhi.

- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.

- MHRD, (1992), Programme of action. Govt. of India, New Delhi.

- Art Kleiner et.al (1994) , The Fifth Discipline Field book: Strategies for Building a Learning Organization, Nicholas Brealey Publishing (Gopsons Papers Ltd.), Noida.

Web Resources:

- Designing effective monitoring and evaluation of education systems for 2030: A global synthesiss of policies and practices-http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/me-report.pdf

- Monitoring and Evaluation in Education-https://www.academia.edu/4942025/Monitoring_and_Evaluation_in_Education

- National Curriculum Framework -

  http://epathshala.nic.in/programmes/national-curriculum-frameworks/

EDU 736R Understanding School Contexts

Max. Marks : 100   **L   T   P   C**
(ESA: 100)   **0   0   4   2**

Learning Outcomes:

Students will be able to:

- Contribute in creating Learner friendly school environment..

- Analyze role of personals in school management: teachers, headmasters, and administrators..

- Critically reflect Teacher's autonomy and accountability.

Course Outlines:

- Learner friendly school environment

- Role of personals in school management: teachers, headmasters, and administrators

- Nurturing School as subsystem of society

- Role of school management committee in school management

- Teacher's autonomy and accountability

References:

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.

- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.

- NCERT (2005). National curriculum framework, New Delhi.

- MHRD. (1992), National policy on education (revised) Gov. of India, New Delhi.

- MHRD. (1992), Programme of action. Govt. of India, New Delhi.

- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.

Web Resources:

- Child friendly schools:-https://www.unicef.org/lifeskills/index_7260.html

- What Makes a Child-Friendly Learning Environment?https://www.unicef.org/teachers/environment/friendly.htm

- School Management Committee:-http://www.lse.ac. uk/intranet/LSEServices/governance andCommittees/SMC-ToR-and-membership.pdf

- School Management Committee: http://righttoeducation.in/forums/suggest-rte-amendments/section-21-school-management-committee

Online Course

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

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