

Banasthali Vidyapith
Department of Education

Minutes of the meeting of the Board of Studies in Education, held on 28th June, 2015 at 11.00am in the Meeting Room of Department of Chemical Engineering.

Members Present

01. Prof. D.R.Goel (External Member)
02. Prof. Ranjana Arora (External Member)
03. Dr. Madhu Mathur
04. Dr. Vandana Goswami
05. Dr. Kavita Mittal
06. Dr. Sapna Sharma
07. Dr. Meena Sirola
08. Dr. Vinita Singh Gopalkrishnan
09. Dr. Shilpi Purohit
10. Dr. Murlidhar Mishra
11. Dr. Mahesh Kumar Gangal
12. Dr. Jyoti Kumari
13. Dr. Ajay Surana (Convener)

Before proceeding with the Agenda the convener welcomed all the members of the Board of Studies and read the condolence message of former external member Late Prof. M.S.Yadav and board passed the message. (Appendix-I)

1. The board confirmed the minutes of the last meeting held on 11th March, 2012.
2. The board recommend Courses of Study, Curricula and Scheme of Examination for the following Examinations: (Appendix-II and III)
 - a. B.Ed. Examination (2015-17)
 - b. M.Ed. Examination (2015-17)

3. The board scrutinized the existing examiners panel of Education in accordance with bye-laws 15.03.02 of the Banasthali University and updated the same. The board critically analyzed the examiner's report of various examinations (2014-15) of the department and noted their suggestions for implementation.

4. Keeping in view the observation of the Vice-Chancellor, the board critically examined the question papers of periodical test and annual examination of B.Ed. & M.Ed., 2014-16 in Education. It was noted that the question papers were well framed and quality of question papers mentioned at satisfactory level for both internal as well as external examinations except of M.Ed. Course I: Philosophical Foundations of Education, in which questions were not distributed evenly as per syllabus.

(APPENDIX II)
B.Ed. PROGRAMME

Objectives of Two Year B.Ed. Programme:

The various curricular components of 2 Year B.Ed. are visualized so as to aim at the following:

1. Developing an understanding of the teaching and learning process.
2. Developing an understanding of classroom instruction in the context of school organisation and school education system.
3. Developing an understanding and appreciation for the larger societal context in which school education operates the linkages, mutual pressures and influences with other sub systems.
4. Developing basic competence in instructional skills, identifying and utilising resources within the school and outside in the community for instructional purposes.
5. Developing an understanding towards development of learner in varied social contexts.
6. Developing an understanding and skill to assess students learning comprehensively.
7. Developing an understanding about knowledge process and its relation to curriculum development.
8. Developing an understanding of various focal concerns of education, such as language diversity, inclusive education and disciplinary nature of subjects.
9. Developing essential professional capacities with positive attitudinal changes.

CURRICULAR FRAME WORK:

The curricular frame work for the two year B. Ed. Programme will comprise seven components. The details of the components with their weightage of marks will be as under -

Group A: Foundation Courses	Marks	Semester
Course A-1 Childhood and Growing Up	90	I
Course A-2 Contemporary Indian Education	90	III
Course A-3 Learning and Teaching	90	II
Course A-4 Assessment for Learning	90	III
Course A-5.1 Knowledge and Curriculum Part I	60	II
Course A-5.2 Knowledge and Curriculum Part II	60	III
Total Marks	480	

Each candidate will be offered any one of the following pedagogical school subjects. Each pedagogical school subject comprise two parts-I & II.

Group B: Pedagogy of School Subject (Any One)	Marks	Semester	
Course B1	B1.1 – English I	60	I
	B1.2 – English II	60	II
Course B2	B2.1 – Hindi I	60	I
	B2.2 – Hindi II	60	II
Course B3	B3.1 – Sanskrit I	60	I
	B3.2 – Sanskrit II	60	II
Course B4	B4.1 – General Science I	60	I
	B4.2 – General Science II	60	II
Course B5	B5.1– Mathematics I	60	I
	B5.2– Mathematics II	60	II
Course B6	B6.1 – Social Science I	60	I
	B6.2 – Social Science II	60	II
Total Marks	120		

Group C: Focal Areas of Studies	Marks	Semester
Course C1- Language across the Curriculum	75	I
Course C2- Gender, School and Society	75	III
Course C3- Creating an Inclusive School	75	II

Course C4- Understanding Disciplines and Subjects	75	III
Total Marks	300	

Group D Optional Courses (Any One)	Marks	Semester
Course D1 : SPECIAL AREA OF STUDY		
Course D1.1-Educational Technology	60	III
Course D1.2-Educational Guidance and Counseling	60	III
Course D1.3-Women Education	60	III
Course D1.4-Environmental Education	60	III
Course D1.5-Disaster Management Education	60	III
Course D2: PEDAGOGY OF SCHOOL SUBJECT		
Course D2.1- Biology	60	III
Course D2.2 - Chemistry	60	III
Course D2.3 - Home Science	60	III
Course D2.4 - Political Science	60	III
Course D2.5 - History	60	III
Course D2.6 – Economics	60	III
Course D2.7 – Geography	60	III
Course D2.8 – Commerce	60	III
Course D2.9 - Music	60	III
Course D2.10 - Physics	60	III
Course D2.11 – Computer Science	60	III
Course D2.12 – Hindi	60	III
Course D2.13 – Sanskrit	60	III
Course D2.14 – English	60	III
Course D2.15 – Mathematics	60	III
Course D2.16 - Drawing and Painting	60	III
Course D2.17- Physical Education	60	III
Course D2.18 –Textile	60	III
Course D2.19 - Theatre	60	III
Course D2.20 - German	60	III
Course D2.21 – General Science	60	III
Total Marks	60	

Note: Every student has to select one optional course either from D1- Special Area of Study or D2- Pedagogy of school subject, for course D2, post graduation in respective subject is required.

The respective subject under optional course will be decided by the Department.

Group E: Enhancing Professional Capacity (EPC) Courses	Marks	Semester
EPC1- Reading and Reflecting on Texts	45	II
EPC2 - Aesthetic Appreciation through Art and Drama	45	I
EPC3 - Critical Understanding of ICT	45	II
EPC4 - Understanding the Self and Yoga	45	I
Total Marks	180	

Group F: Field Engagement and Practice Component	Marks	Semester
Course F1 – Skill Based Teaching	60	I
Course F2 – School Exposure	45	I
Course F3 – Practice Teaching	90	I
Course F4 – Criticism Lesson	90	I
Course F5 – Final Lesson	150	II
Total Marks	435	

Group G: School Internship	Marks	Semester
-----------------------------------	--------------	-----------------

Course G1	Internship			-	30	-	270	300	108
Course G2	Field based Research Project			-	25	-	50	75	27
	Total			-	55	-	320	375	135

*Semester End Theory Exam

Scheme of Evaluation

Each Course in **Group A, B, C & D2** will have a one periodical Test to be conducted internally by the department and two practicums work to be submitted. These two components of formative assessment will have a separate weightage as given under.

For Courses of 90 marks:	Test	18 marks
	Practicums	12 marks (Each will be 6 Marks)
For Courses of 75 marks:	Test	15 marks
	Practicums	10 marks (Each will be 5 Marks)
For Courses of 60 marks:	Test	12 marks
	Practicums	8 marks (Each will be 4 Marks)

Continuous assessment for above will be conducted as per details below

For courses with 90 marks: Periodical Test will be 2 Hrs. Duration Total =18.

Three questions to be answered out of given four questions. Each question will be 6 Marks.

For 75 marks courses: Periodical Test will be 1.30 Hrs. Duration Total =15.

Three questions to be answered out of given four questions. Each question will be 5 Marks.

For 60 marks courses: Periodical Test will be 1.00 Hr. Duration Total=12 marks.

Two questions to be answered out of given three questions. Each question will be 6 Marks.

Semester assessment of these Courses:

Courses with 90 marks: 3 Hrs. duration: Five questions to be answered selecting one question from each unit; every question will be of 12 marks.

Courses with 75 marks: 2.30 Hrs. duration: Five questions to be answered selecting one question from each unit; every question will be of 10 marks.

Every Course with 60 marks 2 Hrs. duration: Five question to be answered selecting one question from each unit. Each question will be of 8 marks.

The process of assessment for all the Courses in Group D1 and E will be as follows:

Formative assessment will comprise

- (i) A Written Test: 15 marks, 1.00 Hr. Duration
 - (ii) Assessment of overall performance and participation during the year in the various practical exercise given: 20 marks
- Total 35 marks

Semester assessment will be 10 marks and will comprise assessment of performance on a time task assigned and viva-voce test by a board appointed by the Vice Chancellor consisting of Teacher Educator concerned and two teachers other than the teachers dealing with the course, with specialisation in the respective fields preferably from the Vidyapith.

Group F: Field Engagement & Practice Component This component will comprise:

- F-1 Training in instructional skills. Skill based Teaching (SBT) practice of at least 10 skills based lessons by each candidate. One lesson of integrated skills will be evaluated for duration of 30 minutes.
- F-2 Students will observe and participate in different school activities, such as classroom Observation, Examination programme, day's celebration, co-curricular activities etc.
- F-3 At least for one week, student Teacher will be engage in real class room teaching.
- F-4 One criticism lesson related to Group B pedagogy of a school subject to be given by

every candidate.

F-5 One final Test lesson will also to be given by each candidate.

In Group F Continuous assessment will include participation & performance on components F-1, F-2, F-3 & F-4. This will also include in respect of each student teacher.

- The clarity and depth of understanding of pedagogy reflected by the lesson plans prepared.
- The perceptiveness and discernment of school based activities and effectiveness reflected in observation and peer observations.

F-1, F-2, F-3 & F-4 will be assessed by the concerned teacher in consultation with the Head of Department.

In Group F Semester assessment

The Final Test for practice of teaching (F-5) will be assessed as follows.

1. Each candidate will be evaluated separately on one lesson in selected pedagogical subject from Group-B by a board of Examiners.
2. The Board will be constituted by the Vice-Chancellor comprising.
 - Two external experts each from the broad subject specialization viz. –Science education, Social Science education and language education, so that at least one expert is from student's subject specialization.
 - Head of Department.
3. Final lesson will be assessed out of 150 marks. The marks will be finalized by the Head of the Department in Consultation with other members of the Board.

Group-G School Internship

G1: Internship

This programme will comprise these below component.

- I One week observation of a regular classroom and school activities with regular School teachers.
- II a) At least 30 lesson in teaching subjects at upper primary level to senior secondary level in regular class. (related to Group B pedagogical subject).
- III Active participation and organization of school activities such as assembly, Attendance recording, lab/library management, Time Table preparation Co-curricular activities. PTM, Guidance & Counselling programme and Examination programme.
- IV Prepare and conduct one Unit test for upper primary and secondary level and prepare a Result report.

Every student will submit the following documents and reports related to internship in school.

- A- School At a Glance: A detail information about the school and its community
- B- Lesson Plan diary (on each lesson plan, lesson delivery and feedback must be checked and mentioned by regular school teacher/Authority).
- C- Report on Test conduction & Result analysis.
- D- Report on participation & Organization of School activities.

Continuous Assessment: During Internship programme a formative assessment done by the school authorities. This assessment will be in five Grade points.

A-Very Good	24-30
B-Good	18-24
C-Average	12-18
D-Below Average	6-12
E-Not Satisfactory	0-6

Continuous Assessment will be on the overall performance during the internship on the following basis-

- Regularity & Discipline
- Involvement and active participation in teaching, various school activities and programmes.

Semester Assessment:

- Submission of documents and reports of A, B, C, D and E component.
- Assessment of Documents and reports submitted by the candidate related to Components G-1 by the related pedagogical/discipline mentor. This evaluation will be done out of 150 marks.

- A presentation of School internship activities and Experiences.

This summative assessment will be done by a Board comprising three Teacher educators, respectively Science, Social Science & Language Subject areas. Head of the Department will constitute the Board as per requirement. This evaluation will be done out of 120 marks.

Course G-2 Field based Research Project

This course comprise two components

G2-(i) Research Project Plan:

Every student will prepare a research plan for field based research in guidance of Teacher Educators. Clarity and meaningfulness of the study as understood and reflected in proposal plan by student will be assessed by teacher Educators. This formative assessment will be of 25 marks.

G-2 (ii) Presentation of Research Project:

- Student will execute the Research plan during the School Internship period, in real school settings.
- A report will be prepared by student comprising findings, implication & suggestions.

This field based research Project will be presented by student in the presence of Board. Head of the department will constitute the Board of Examiners as per requirements. In each Board there must be Two Teacher Educators and each board will evaluate 20-25 students. Summative assessment of field based Research will be of 50 marks.

Standard of Passing:

- Performance of each candidate will be evaluate on the basis of the marks secured by her for each component. It is essential that all components are attempted by the student.
- A candidate who fails or does not appear any paper will be dealt as per Vidyapith rules/Bye laws.
- A Candidate who has failed at First/Second semester examination but has passed in atleast 50% of the papers prescribed for the examination be admitted to the next semester course, subject to the condition that alongwith the paper prescribed for the Third/Fourth semester examination, she will also reappear and pass in the paper (s) of the First/Second semester examination in which she failed.
- Where a candidate fails to secure the requisite minimum percentage of marks prescribed for a pass in the aggregate of all the papers, she shall be deemed to have passed in each such paper in which she has secured the marks prescribed for a pass in the aggregated.
 - for reckoning 50% of the papers at the semester examination, practical will be included and one practical will be counted as one paper.
 - If the number of papers prescribed at the semester examination is an odd number, it shall be increased by one for the purpose of reckoning 50% of the papers.
- A candidate who does pass even in 50% of the papers prescribed for the semester examination in accordance with the above rule shall not be eligible for admission to the next semester course and she will be required to appear at the previous semester examination in all the prescribed papers and practical.
- A candidate who pass in 50% or more papers in any semester examination and thereby becomes eligible for admission to the next semester examination but chooses not to do so and desires to appear in the remaining papers to that semester only or to reappear in all the prescribed papers and practical will be permitted to do so on the condition that in the latter case her previous performance will be treated as cancelled.
- Candidates reappearing at an examination in a subsequent semester shall be examined in accordance with the scheme and syllabus in force.
- Candidates shall be entitled to the award of the degree in the year in which the last failing paper(s) are cleared by them.
- It will be necessary for a candidate to pass in theory part and practical part separately.

- x. The division of the candidates shall be worked out at the end of the Final Semester Examination on the basis of the aggregate marks obtained by them at all the semester examinations taken together.
- xi. All Successful candidates will be assigned division separately in Theory and Practice Teaching components, as follows-

Division	Theory (1140)	Practice Teaching Component (810)	
I	60%	60%	}
II	48%	48%	
Pass	36%	36%	

of the aggregate marks obtained at the all semesters taken together.

For B.Ed. Courses Practice teaching component comprise Group F:Field Engagement and Practice Component (Course F1-F5) and Group G: School Internship (Comprise G1- Internship, G2-Field Based Research Project).

In this way Practice Teaching Component will be 810 marks out of 1950 sum of B.Ed. Courses marks.

(Appendix III) M.Ed. PROGRAMME

Objectives of M.Ed. Programme:

The M.Ed. Programme purports to provide a comprehensive set of inputs which are aimed at

- (i) initiating student to study Education as a discipline;
- (ii) providing an understanding of the Methodology of Educational Research;
- (iii) developing understanding of any one specialized area of Education;
- (iv) providing an understanding of Teacher Education along with relevant field experience;
- (v) providing an opportunity of self development.
- (vi) Providing an indepth understanding of Indian Secondary school Education.
- (vii) developing essential skills to work as a professional in the field; and
- (viii) preparing the student for independent field and research work.

Duration of the Programme

The M.Ed. Programme is a full-time, two years (four semester) programme. The students shall have to be on campus during this period.

Curriculum Framework: M. Ed.

Courses

Group-A- Core Courses-I

Group-B- Core Courses-II

Group-C- Area of Specialisation

Group-D- Field Experience

Group-E- Dissertation

Group A- Core Courses - I

- A1 Philosophical Foundations of Education
- A2 Sociological Foundations of Education
- A3 Historical, Political and Economic Foundations of Education
- A4 Psychological Foundations of Education
- A5 Education as an Area of Study
- A6 Curriculum Studies
- A7 Educational Research -I: Theoretical Perspective
- A8 Educational Research -II: Data Analysis and Interpretation
- A9 Conceptual Perspectives of Teacher Education
- A10 Emerging Trends and Issues in Teacher Education
- A11 Secondary Education in Contemporary India
- A12 Teaching and Learning at Secondary Stage

Group-B – Core Courses- II

- B1 Communication Skills, Self Development and Yoga
- B2 Communication Skills with ICT

Group-C- Area of Specialisation (Any one area of Specialisation)

- C A Educational Technology
 - I. Educational Technology and Instructional Process
 - II. Educational Technology in Practice
 - III. Field Engagement in Educational Technology
- CB Educational Guidance and Counselling
 - I. Principles and Procedures of Guidance and Counselling
 - II. Assessment and Counselling Process
 - III. Field Engagement in Educational Guidance and Counselling
- CC Educational Administration and Management
 - I. Educational Administration and Planning
 - II. Educational Management

- III. Field Engagement in Educational Administration and Management
- CD Educational Assessment and Evaluation
- I. Fundamentals of Educational Assessment and Evaluation
- II. Procedures of Educational Assessment and Evaluation
- III. Field Engagement in Educational Assessment and Evaluation

Group D –Field Experience

- D1 Field Experience with Teacher Education Institutions
- D2 Field Work

Group E: Dissertation

- 1 Phase-I: Problem selection and Research Proposal Designing 30 = 30 Marks
- 2 Phase-II: Submission of Research Progress Report 30 = 30 Marks
- 3 Phase-III: Post submission and Viva–voce 160+20 =180 Marks

Semester wise Scheme of Evaluation

Semester – I

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				P	T	P	T		
Group A	Core Courses-I			P	T	P	T		
A-1	Philosophical Foundations of Education	6	3 Hrs	-	30	-	60	90	32
A-2	Sociological Foundations of Education	6	3 Hrs	-	30	-	60	90	32
A-7	Educational Research–I:Theoretical Perspectives	6	3 Hrs	-	30	-	60	90	32
A-9	Conceptual perspectives of Teacher Education	6	3 Hrs	-	30	-	60	90	32
Group D	Field Experience								
D-1	Field Experience with Teacher Education Institution	12		60	-	30	-	90	32
Total of Semester I		36		60	120	30	240	450	

Semester – II

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Mark s	Min. Mark s
				P	T	P	T		
Group A	Core Courses-I			P	T	P	T		
A-4	Psychological Foundations of Education	6	3 Hrs	-	30	-	60	90	32
A-5	Education as an Area of Study	12	3 Hrs	-	-	90	-	90	32
A-8	Educational Research-II: Data Analysis and Interpretation	6	3 Hrs	-	30	-	60	90	32
Group B	Core Courses-II								
B-1	Communication Skills, Self Development and Yoga	8		-	-	60	-	60	22
Group C	Area of Specialisation (any One)								
Area A - I	Educational Technology and Instructional Process	6	3Hrs	-	30	-	60	90	32
Area B - I	Principles and Procedures of Guidance and Counselling								
Area C - I	Educational Administration and Planning								
Area D - I	Fundamentals of Educational Assessment and Evaluation								
Area A/B/ C/D-III-a	Field Engagement in Area of ET/EGC/EAM/EAE	6		45	-	-	-	45	16
Group E	Dissertation								
Phase-I	Problem Selection and Research Proposal Designing			30	-	-	-	30	11
Total of Semester-II		44		75	90	150	180	495	

Semester – III

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				P	T	P	T		
Group A	Core Courses-I			P	T	P	T		
A-3	Historical, Political and Economic Foundations of Education	6	3 Hrs	-	30	-	60	90	32
A-6	Curriculum Studies	6	3 Hrs	-	30	-	60	90	32
A-10	Emerging Trends and Issues in Teacher Education	6	3 Hrs	-	30	-	60	90	32
A-11	Secondary Education in Contemporary India	6	3 Hrs	-	30	-	60	90	32
Group B	Core Courses-II								
B-2	Communication Skills with ICT	8		-	-	60	-	60	22
Group D	Field Experience								
D-2	Field Work	12		-	-	90	-	90	32
Group E	Dissertation								
Phase-II	Submission of Research Progress Report			30	-	-	-	30	11
Total of Semester – III		44		30	120	150	240	540	

Semester – IV

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				P	T	P	T		
Group A	Core Courses-I			P	T	P	T		
A-12	Teaching and Learning at Secondary Stage	6	3 Hrs	-	30	-	60	90	32
Group C	Area of Specialisation (any One)								
Area A- II	Educational Technology in Practice	6	3 Hrs	-	30	-	60	90	32
Area B- II	Assessment and Counselling Process								
Area C-II	Educational Management								
Area D-II	Procedures of Educational Assessment and Evaluation								
Area A/B / C/D-III-b	Field Engagement in Area of ET/EGC/EAM/EAE	6		45	-	-	-	45	16
Group E	Dissertation								
Phase-III	Post submission and Viva–voce	0		70	-	110	-	180	65
Total of Semester - IV		18		115	60	110	120	405	

*Semester End Theory Exam

For the courses of 90 marks excepting A-5 and C-A/B/C/D/-III, the evaluation will be conducted as per details below:

Examination	Marks in Course	Marks in Exam	Exam Duration (in hrs.)	Total no. of Questions	Questions to be answered	Marks per Question
Final Semester Exam	90	60	3	5 (2 questions from each unit with internal choice)	5	12
Periodical		18	2	4	3	6
Sessional Work		6+6	-	-	-	-

Group-A

For Group-A (Core Courses-I) Internal Assessment (excepting A-5: Education as an Area of Study) will be made on the basis of one Periodical Test of marks 18 and two Sessional work of 6 marks each. In A-5 Internal Assessment will be made by Faculty mentor of students on the basis of foundational

understanding shown by students in given activities or tasks and understanding of institutions, systems and structure of education and also contemporary concerns of educational policies and practices.

Group-B

For Group-B-1 and B-2 (Core Courses-II) Assessment will be made on the basis of Inter Semester-Break work/projects/goals/tasks. The assessment will be done by atleast two teachers on the basis of basic understanding of the task, clarity, original thinking, expression of views in precise, accurate and clear words as well as quality of presentation(s) and or demonstration(s).

Group-C

In Group-C (Area of Specializations) for C-A/B/C/D-I and II Internal Assessment will be made on the basis of One Periodical Test of 18 marks and two Sessional work of 6 marks each. For C-A/B/C/D-III Internal Assessment will be made on the basis of class-room Teaching at B.Ed. level and Seminars. Performance will be assessed through one class-room teaching 25 marks related to their own area of specialization and one Seminar of 20 marks in each respective semester i.e. semester II and IV.

In Group C Course-A/B/C/D-III a and b attempts to actualize and of the purpose of Post Graduate programme in Education, that is, to prepare the students to become teacher educators. For this, It is necessary to expose PG students to the teaching dimension of pre-service Teacher Education Programme (TEP). Therefore each M.Ed. student will be required to give one lecture/discussion each in her subject specialization/or allied area of specialisation.

Each student will carry out this under the guidance of one teacher educator (mentor) whom she is assigned. Assessment of her lecture/discussion will be made on the basis of her preparedness, classroom organization, clarity, appropriateness and effectiveness. Each lecture/discussion of every student will be observed and assessed by at least two teachers. A final rating of each student will be arrived at by the teachers concerned and weighted upon total marks of 50 (25 marks in each respective semester).

Seminar will be assessed in respect of the students participation in the seminar session, the paper presentation in the respective semesters. The objectives of the seminar component are essentially developmental in the nature. That is, they pertain to develop higher cognitive abilities such as critical appraisal and understanding, analysis and synthesis of ideas, and certain other complex developmental behaviors such as attitude, creativity and original thinking, group interaction on subject area based issues, tolerance and expression of one's view in precise, accurate and clear words. There will be continuous observation and assessment for each student by at least two teachers. Therefore, each student shall present one paper and participate in all seminar sessions. A final rating of each student will be arrived by the teachers concerned and weighted upon a total marks of 40 (20 marks in each respective semester).

Area D: Field Experience

Field experience D-1 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. Give 1 Lecture/discussion each in her school based subject specialisation | Marks 30 |
| ii. Participate in skill based teaching practice | Marks 20 |
| iii. Organisation and guidance to student teachers guiding lesson plan | Marks 20 |
| iv. Observation of classroom teaching | Marks 20 |

D-1 (i) Each M.Ed. Student will carry 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. A final rating of each student will be arrived at by the teacher concerned and weighted upon a total marks of 30.

D-1 (ii-iv) Assessment of student's participation in these activities will be made on the basis of her involvement, regularity, clarity, appropriateness and effectiveness; teacher educator concerned will assess the assigned students independently and finalize the marks collectively upon a total of 20 marks each.

D-2 Field Work will be a series of exposure to all works, which will provide rich experience to M.Ed. students regarding short term interventions to be taken as an educationist. Therefore fieldwork will be comprehensive full length activity under the guidance of mentor that prolonged from II to III semester. This will have 90 marks with 2 assignments. These assignments will include long term activity well be planned to arrive at purpose based report. The work will be different from research dissertation in terms of; length of activity, application of research steps and application of types of research. The report should provide scope to understand the issue on the given context than to relate it to the theoretical framework.

- | | | |
|------|--------------------------------|----------------|
| (i) | Field work Reports submission | 20+20=40 marks |
| (ii) | Field work based presentations | 25+25=50 marks |

D-2 (i) Every student will be assessed by her mentor on the basis of regularity, involvement, individual efforts, clarity, meaningfulness, timely submission of the report, quality of reporting and discussion with their respective mentor during pre planning, during and after the field work.

D-2 (ii) Field work based presentations will be assessed by at least two teachers including her mentor on the basis of understanding of the work, individual efforts, procedural rigour and the clarity and precision as reflected in the presentation.

Group E – Dissertation

The dissertation shall be a core paper for all the students carrying 240 marks and each student is required to select one topic for dissertation under the guidance of a teacher educator.

Performance in dissertation will be assessed as under.

Out of total marks of 240, 20 marks will be for an external viva to be held at the end of semester. Out of remaining 220 marks 130 will be for internal and 90 marks will be for external assessment.

Out of 130 marks, 30 marks will be assigned for problem selection and research proposal designing, 30 marks for the submission of research progress report and other 70 marks will be given after submission of research report on the basis of individual effort, involvement, procedural rigor, clarity, meaningfulness and timely submission of the research report.

Viva-voce test will be conducted at the end of IV semester by a Board of Examiners (at least three members) to be appointed by the Vice-Chancellor, Banasthali Vidyapith, the members on the Board will include,

- (i) the Head of Department/One Faculty member as his/her nominee
- (ii) supervisor of the student
- (iii) one external member as an expert

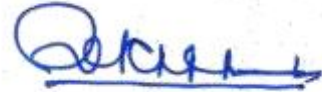
Standard of Passing:

To qualify for the award of M. Ed. Degree, a student has to successfully complete all the requirements in each component as per the stipulated time schedule announced by the Department.

- (i) A Candidate who has failed at First/Second semester examination but has passed in atleast 50% of the papers prescribed for the examination be admitted to the next semester course, subject to the condition that alongwith the paper prescribed for the Third/Fourth semester examination, she will also reappear and pass in the paper (s) of the First/Second semester examination in which she failed.
- (ii)
 - a. Where a candidate fails to secure the requisite minimum percentage of marks prescribed for a pass in the aggregate of all the papers, she shall be deemed to have passed in each such paper in which she has secured the marks prescribed for a pass in the aggregated.
 - b. for reckoning 50% of the papers at the semester examination, practical will be included and one practical will be counted as one paper.
 - c. If the number of papers prescribed at the semester examination is an odd number, it shall be increased by one for the purpose of reckoning 50% of the papers.

- (iii) A candidate who does pass even in 50% of the papers prescribed for the semester examination in accordance with the above rule shall not be eligible for admission to the next semester course and she will be required to appear at the previous semester examination in all the prescribed papers and practical.
- (iv) A candidate who pass in 50% or more papers in any semester examination and thereby becomes eligible for admission to the next semester examination but chooses not to do so and desires to appear in the remaining papers to that semester only or to reappear in all the prescribed papers and practical will be permitted to do so on the condition that in the latter case her previous performance will be treated as cancelled.
- (v) Candidates reappearing at an examination in a subsequent semester shall be examined in accordance with the scheme and syllabus in force.
- (vi) Candidates shall be entitled to the award of the degree in the year in which the last failing paper(s) are cleared by them.
- (vii) It will be necessary for a candidate to pass in theory part and practical part separately.
- (viii) The division of the candidates shall be worked out at the end of the Final Semester Examination on the basis of the aggregate marks obtained by them at all the semester examinations taken together.
- (ix) Classification of Division will be as under:
- | | | |
|-----------------|-----|---------------------------------------------------------------------------|
| Distinction | 75% | } of the aggregate marks obtained at
the all semesters taken together. |
| First Division | 60% | |
| Second Division | 48% | |
| Pass | 36% | |

Verified



Offg. Secretary
Banasthali Vidyapith
P.O. Banasthali Vidyapith
Distt. Tonk (Raj.)-304022

Banasthali Vidyapith
Department of Education

Minutes of the meeting of the Board of Studies in Education, held on December 27, 2018 at 3:00 PM in the Meeting Room of Department of Education.

Members Present

1. Dr. Ajay Surana	:	Convener
2. Prof. Kavita Mittal	:	Internal Member
3. Dr. Mahesh Kumar Gangal	:	Internal Member
4. Dr. Meena Sirola	:	Internal Member
5. Dr. Murlidhar Mishra	:	Internal Member
6. Ms. Neeti Trivedi	:	Internal Member
7. Ms. Preetam Pyari	:	Internal Member
8. Dr. Raj Kumar Tripathi	:	Internal Member
9. Dr. Sapna Sharma	:	Internal Member
10. Dr. Sapna Verma	:	Internal Member
11. Prof. Vandana Goswami	:	Internal Member
12. Dr. Vinita Singh Gopalkrishnan	:	Internal Member
13. Prof. R. P. Pathak	:	External Member

External Member Prof. K. C. Vashistha and Internal Member Dr. Shilpi Purohit, Dr. Jyoti Kumari and Dr. Mallika Shekhar couldn't attend the meeting.

The convener of Board of Studies for Education, Dr. Ajay Surana, Head, Department of Education, Banasthali Vidyapith welcomed the members, followed with the proceedings of the agenda.

1. The board confirmed the minutes of the last meeting held on 4th May, 2017.
2. The board reviewed the existing panel of examiners and suggested to update the address and contact numbers of the existing examiners for each subject at every level of examination keeping in view the by-law of the Vidyapith (15.03.02). In view of the above-updated panel is sent to the examination and secrecy section.
3. The board reviewed the Study/Curricula, Scheme of Examination and proposed revisions in various courses of study as follows:

3.1 B.Sc. B.Ed. / B.A. B.Ed. Examinations 2019-23:

i.	First Semester Examination, December, 2019	No Change
ii.	Second Semester Examination, April/May, 2020	No Change
iii.	Third Semester Examination, December, 2020	No Change
iv.	Fourth Semester Examination, April/May, 2021	Minor Change ^a
v.	Fifth Semester Examination, December, 2021	Change ^{a, b, c, d, e, g}
vi.	Sixth Semester Examination, April/May, 2022	Change ^{a, b, d, e, g}

vii.	Seventh Semester Examination, December, 2022	Change ^{a,c,d,f,g,h,i,j}
viii.	Eighth Semester Examination, April/May, 2023	Change ^k

The Board reviewed the objectives, syllabi and learning outcomes of the **B.Sc. B.Ed.** and **B.A. B.Ed.** programmes **2019-23** (related to course code ‘EDU’). Detail of the changes is given as follows:

- (a) Minor revision in the syllabus of *Pedagogy of Mathematics* (EDU 428) and *Pedagogy of Hindi* (EDU 425) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board recommended implementing the proposed revision of the **VII Semester Examination, December, 2022.**

Minor re-organization in the syllabus of *Creating an Inclusive School* (EDU 402) and *Understanding Disciplines and Subjects* (EDU 508) were proposed. Board discussed the proposed revision and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **V / VI Semester examination.**

Minor re-organization in the syllabus of *Knowledge and Curriculum* (EDU 413) was proposed. Board discussed the proposed revision and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **IV Semester examination April/ May, 2021.**

- (b) Inclusion of **Vocational Course** in V and VI semesters of **B.Sc. B.Ed.** and **B.A. B.Ed.** programmes were proposed as per the Undergraduate Programmes policy of Vidyapith. Inclusion of two courses with nomenclature 1. Computer Assisted Learning & Teaching, 2. Emerging Technologies for Learning & Teaching in the list of vocational course was proposed for undergraduate level. Board discussed the proposal in the context of the practical nature of the courses and agreed upon suggested inclusion. Board also recommended inclusion and implementing the proposed vocational courses in the syllabus of **V and VI semesters of Undergraduate Programmes from July 2019.**

- (c) In **B.Sc. B.Ed. and B.A. B.Ed.** Programmes, the shifting of course *Assessment for Learning* (EDU 502) was proposed from the syllabus of V semester to VII semester. Board discussed and agreed in view of balancing of total credit per semester. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022.**

- (d) Re-organisation of elective courses under *Pedagogical Subjects* and *Optional Courses* was proposed as **Discipline Elective Courses** with sub-headings – 1) Main Pedagogy, 2) Subsidiary Pedagogy, 3) Enhancing Professional Capacity and 4) Focal area courses.

The courses **Main Pedagogy-I, Main Pedagogy-II and Subsidiary Pedagogy** (excluding main pedagogy) were proposed under discipline elective in Semester VII, December 2022.

Board discussed and agreed upon suggested changes. Board also recommended implementing the proposed revision in the syllabus of **V Semester, December 2021, VI Semester, April/May, 2022** and **VII Semester, December, 2022**.

- (e) Under **Discipline Elective (Focal Area)** six courses were proposed for inclusion, 1. Language across the Curriculum, 2. Understanding Disciplines and Subjects, 3. Gender, School and Society, 4. Creating an Inclusive School, 5. Educational Guidance and Counseling, 6. Educational Technology. Board discussed and agreed in the view of the rising demand for elective courses. Under the Discipline Elective (Focal area), the selection of one course each for **Semester V** and **VI** was proposed. Board also recommended implementing the proposed revision in the syllabus of **V Semester, December 2021, VI Semester, April/May, 2022**.
- (f) Introduction of an **Open Elective Course** in semester VII was proposed. The student may opt any one course with not more than 4 credits as an open elective in semester VII. Board discussed and agreed in the view of rising demand for open elective courses. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022**.
- (g) In **B.Sc. B.Ed.** and **B.A. B.Ed.** Programmes, reorganization by merging of courses *Reading & Reflection on Texts Lab* (EDU 448L) and *Reading & Reflection on Texts* (EDU 448) in the syllabus of 'Enhancing Professional Capacity EPC' course was proposed as **Discipline Elective (Enhancing Professional Capacity)**. It was also proposed to include two other courses in the list of Discipline Elective (Enhancing Professional Capacity) 1) *Aesthetic Appreciation through Art & Drama*, 2) *Understanding the Self and Yoga*. Board discussed the revision proposed in the context of the practical nature of the courses and agreed with suggested changes. Board also recommended implementing the proposed revision in the syllabus of **2019-23**.
- (h) Detailed syllabus of the pedagogical courses was proposed for 4 year B.A. B.Ed. and B.Sc. B.Ed. programmes. Board discussed the syllabi of three courses 1. *Pedagogy of Physics* 2. *Pedagogy of Computer Science* 3. *Pedagogy of Drawing and Painting* and agreed upon the suggested syllabus. Board recommended implementing the proposed revision of the **VII Semester Examination, December, 2022**.
- (i) As some optional courses were not selected by the students, these courses were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the courses 1. *Disaster Management Education* (EDU 404) 2. *Environmental Education* (EDU 407) 3. *Women Education* (EDU 449) 4. *Pedagogy of Textile* (EDU 434) 5. *Pedagogy of Theatre* (EDU 435), 6. *Pedagogy of Commerce* (EDU 418), 7. *Pedagogy of German* (EDU 424), 8. *Pedagogy of Physical Education* (EDU 430). Board also recommended implementing the proposed revision in the syllabus of **VII Semester Examination, December, 2022**.
- (j) *Critical Understanding of ICT Lab* (EDU 403L) and *Critical Understanding of ICT* (EDU 403), as these courses existed in the list of vocational course (which is compulsory for Under Graduate programmes), were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the 1. *Critical Understanding of ICT*

Lab (EDU 403L) and 2. *Critical Understanding of ICT* (EDU 403). Board also recommended implementing the proposed revision in the syllabus of **VII Semester Examination, December, 2021**.

(k) Board proposed following **Reading Electives** in the curricula:

- i. Disaster Management Education
- ii. Women Education
- iii. Peace Education

Board discussed and agreed upon the suggested inclusion of reading electives. Board recommended implementing the proposed reading electives in **VIII Semester, April/May, 2023**. Programme specific outcomes and the list of disciplinary courses of the **B.A. B.Ed. and B.Sc. B.Ed.** programme **2019-23** is attached and marked as **Annexure-I and Annexure II**.

The revised syllabus, learning outcomes, list of suggested books and e-resources of the **B.A. B.Ed. and B.Sc. B.Ed.** programme **2019-23** is attached and marked as **Annexure-III and Annexure IV**.

3.2. B.Ed. Examinations 2019-21:

i.	First Semester Examination, December, 2019	Change ^{a, b, c,d,e,f}
ii.	Second Semester Examination, April/May, 2020	Minor Change ^{a,b,g}
iii.	Third Semester Examination, December, 2020	Change ^{g,h}
iv.	Fourth Semester Examination, April/May, 2021	Change ¹

The Board reviewed the objectives, syllabi and learning outcomes of the **B.Ed.** programme. Detail of the changes is given as follows:

- (a) In **B.Ed.** programme, re-organization in the syllabus of ‘Enhancing Professional Capacity EPC’ courses i.e. merging of 1) *Critical Understanding of ICT Lab* (EDU 403L) and *Critical Understanding of ICT* (EDU 403) in I Semester Examination, December, 2019 and 2) *Reading & Reflection on Texts Lab* (EDU 448L) and *Reading & Reflection on Texts* (EDU 448) in II Semester Examination, April, 2020 were proposed. Board discussed the re-organization proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I and II Semester examinations, 2019-20**.
- (b) Re-organisation of elective courses under *Pedagogical subjects* and *Optional Courses* was proposed as **Discipline Elective Courses** with sub-headings – 1) Main Pedagogy, 2) Subsidiary Pedagogy. The courses **Main Pedagogy-I, Main Pedagogy-II and Subsidiary Pedagogy** were proposed under discipline elective in Semester I and Semester II. Board discussed and agreed in the view of the rising demand for elective courses. Board also recommended implementing the proposed revision in the syllabus of **I Semester examinations, December 2019 and II Semester examinations, April/May, 2020**.

- (c) Minor revision in the syllabus of *Pedagogy of Mathematics* (EDU 428), *Pedagogy of Hindi* (EDU 425) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I Semester examination December, 2019**.
- (d) Inclusion of more pedagogical courses was proposed. Demand for more courses of pedagogy justified the inclusion of these courses. Board discussed the syllabi of three courses 1. *Pedagogy of Physics* (EDU 431) 2. *Pedagogy of Computer Science* (EDU 419) 3. *Pedagogy of Drawing and Painting* (EDU 420) and agreed upon the suggested inclusion of these courses in the syllabus. Board recommended implementing the proposed revision of the syllabus of **I Semester Examination, December, 2019**.
- (e) As some courses were not selected by the students for the last 3 years, these courses were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the courses 1. *Disaster Management Education* (EDU 404) 2. *Environmental Education* (EDU 407) 3. *Women Education* (EDU 449) 4. *Pedagogy of Textile* (EDU 434) 5. *Pedagogy of Theatre* (EDU 435) 6. *Pedagogy of German* (EDU 424), 7. *Pedagogy of Physical Education* (EDU 430). Board also recommended implementing the proposed revision in the syllabus of **I Semester Examination, December, 2019**.
- (f) An alternative online course ‘Communication Technologies in Education’ (offered by SWAYAM) for existing course namely ‘*Critical Understanding of ICT* (EDU 403L) under Enhancing Professional Capacity EPC’ course was proposed. Board discussed the introduction of the aforesaid alternative online course and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I Semester examinations, 2019-20. (Annexure-V)**

S. No	Course Name	Proposed Alternative On-line Course	URL link
B.Ed. I Semester			
1.	EDU 403L: Critical Understanding of ICT Lab	Communication Technologies in Education	https://swayam.gov.in/courses/3897-communication-technologies-in-education

- (g) Minor re-organization in the syllabus of *Creating an Inclusive School* (EDU 402), *Knowledge and Curriculum* (EDU 413) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **II Semester examination April, 2020**.

Minor re-organization in the syllabus of *Understanding Discipline and Subjects* (EDU 508) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **III Semester examination December, 2020**.

- (h) In **B.Ed.** programmes, revision in the syllabus of ‘Enhancing Professional Capacity EPC’ courses i.e. merging of 1. *Aesthetic Appreciation through Art and Drama Lab* (EDU 501L) and *Aesthetic Appreciation through Art and Drama* (EDU 501) in III Semester Examination, December, 2019, 2. *Understanding the Self and Yoga Lab* (EDU 509L) and

Understanding the Self and Yoga Lab (EDU 509) in III Semester Examination, December, 2019 were proposed. Board discussed the revision proposed and due to emphasis on practical nature of the course that the theory should be along with the lab work, the board agreed upon the suggested merging of the syllabus. Board also recommended implementing the proposed revision in the syllabus of **III Semester December, 2020**.

(i) Board proposed following **Reading Electives** in the curricula:

- Disaster Management Education
- Women Education
- Environmental Education

Board discussed with and agreed upon the suggested inclusion of Reading Electives. Board recommended implementing the proposed reading electives in the syllabus of **IV Semester, April/May, 2021**.

Programme specific outcomes and the list of courses of the B.Ed. programme is attached and marked as **Annexure-VI**

The revised syllabus, learning outcomes, list of suggested books and e-resources of the B.Ed. programme is attached and marked as **Annexure-VII**.

3.3 M.Ed. Examinations 2019-21:

i.	First Semester Examination, December, 2019	Minor Change ^{a,b}
ii.	Second Semester Examination, April/May, 2020	Minor Change ^{a,b,c}
iii.	Third Semester Examination, December, 2020	Change ^{a,b,d,e}
iv.	Fourth Semester Examination, April/May, 2021	Change ^{a,d,e,f}

The Board reviewed the objectives, syllabi and learning outcomes of the M.Ed. programme 2019-21. Detail of the changes is given as follows:

- (a) In M.Ed. programme, re-organization in the syllabus was proposed in the view of total credit scores of a PG course. All the core and discipline elective theoretical **courses of 6 credit points were proposed to be of 5 credit points** each, due to the purpose of consistency with the Vidyapith policy of total semester credit. Board discussed the re-organization proposed and agreed upon the suggestion. Board also recommended implementing the proposed revision in the **syllabus of 2019-21**.
- (b) In M.Ed. programme, re-organization in the syllabus was proposed in the view of total credits in PG course. Proposal of shifting the course *Historical, Political and Economic Foundations of Education* (EDU 714) to II Semester from I Semester, *Sociological Foundations of Education* (EDU 618) to I Semester from II Semester and *Curriculum Studies* (EDU 703) to II Semester from III Semester was discussed. Board discussed with respect to total semester credits and organisation of the courses and agreed upon the suggested changes. Board also recommended implementing the proposed revision in the **syllabus of I, II and III Semester, 2019-20**.

- (c) In M.Ed. programme, Removal of lab course, *Education as an Area of Study* (EDU 603) was proposed. Due to the nature of content as self-study, this course content is re-organized as reading elective course. Board discussed and agreed upon the suggested change. Board also recommended implementing the proposed removal of this course in the syllabus of **II Semester Examination, April/May, 2020**.
- (d) Re-organisation of elective courses under Specialized Area – Courses I, II and IIIA, B was proposed as **Discipline Elective Courses**. These courses were proposed under discipline elective in Semester III and Semester IV. Board discussed and agreed upon the suggested change. Board also recommended implementing the proposed revision in the syllabus of **2019-21**.
- (e) Board has proposed following reading electives in the curricula:
- i. Conceptual Basis of Education
 - ii. Education as Interdisciplinary knowledge
 - iii. Socio-Cultural Context of Education
 - iv. Supportive Mechanism of Education
 - v. School Context
 - vi. Peace Education
 - vii. Value Education
 - viii. Human Right Education
 - ix. Action Research for Teachers (SWAYAM Online Course) (**Annexure-V**)

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

- (f) Introduction of an **Open Elective Course** in semester VII was proposed. The student may opt any one course with not more than 5 credits as an open elective in semester VII. Board discussed and agreed in the view of rising demand for open elective courses. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022**.

Board recommended implementing the proposed reading elective one each in **III Semester Examination, July/December, 2021 and IV Semester Examination, April/May, 2020**.

Programme specific outcomes and the list of courses of the M.Ed. programme is attached and marked as **Annexure-VIII**.

The revised syllabus, learning outcomes, list of suggested books and e-resources of the M.Ed. programme is attached and marked as **Annexure-IX**.

4. The Board reviewed the admission criteria of B.A. B.Ed. and B.Sc. B.Ed. Four Year Integrated programme. Change in Subject Combination of ‘B.A. B.Ed., B.Sc. B.Ed. Four Year Integrated course’ was proposed. With respect to the selection of three academic subjects options, a variety of subject combinations are available to the students of these programmes. Board discussed the applicability of subjects in school

education and feasibility of time table along with the popularity of combinations. Board discussed the combination of subjects proposed and agreed upon the suggestion. Board also recommended implementing the proposed revision **in the admission process from session July 2019-20 Annexure-X.**

5. The board proposed to start Three Years Integrated B.Ed. M.Ed. Programme as per regulation of NCTE 2014 from session 2020-21. Board discussed its feasibility and recommended to initiate its approval process from the session 2020-21. Board also recommended and ascertained the immediate need for applying to NCTE in this connection.
6. The board proposed to increase the existing intake in Four Year Integrated programme B.A. B.Ed. and B.Sc. B.Ed., from 2 to 4 units (that will be from 100 to 200 seats). Board discussed its feasibility and recommended to increase the intake (seats) from the session 2020-21 subject to the approval of NCTE. Board also recommended and ascertained the immediate need for applying to NCTE in this connection.
7. Keeping in view the observation of the Vice-Chancellor, the board critically examined the question papers of periodical test and annual examination of B.Ed. & M.Ed., 2016-17 in Education. It was noted that the question papers were well framed and quality of question papers mentioned was of satisfactory level for both internal as well as external examinations except paper in B.Ed. (EDU 444) and M.Ed. (EDU 606). It was observed that most of the questions were of the understanding level. The board recommended to include at least one to two application based questions in question papers. It was also found that some of the language translation of the question were transcribed which needed to be rectified.

Name of Programme: M.Ed. (2019-21)

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.

MASTERS PROGRAM SPECIFIC OUTCOMES

On completion of Masters in Teacher Education:

- PO1 **Pedagogical Knowledge:** The student teacher will be to use enduring content and pedagogical knowledge to update their pedagogical skills.
- PO2 **Curricular Understanding:** The student teachers will be able to develop relevant, rigorous, stage appropriate curricula to modify curriculum and design instruction based on the individual needs of their students.
- PO3 **Assessment Style:** The student teachers will be able to use appropriate assessment strategies to assess students' learning and their own teaching.
- PO4 **Communication Skills:** The student teachers will be able to deliver and relate oral and written communication based on educational theory and research in guiding the instruction for diverse student needs.
- PO5 **Design Education Plans:** The student teachers will be able to evaluate and formulate education plans based on research and knowledge of legal requirements outlined in legislation, current issues, and/or public education stakeholders.
- PO6 **Leadership Skills:** The student teachers will be able to synthesize, evaluate, and refine information from an information base of scholarly resource.
- PO7 **Facing Professional Challenges:** The student teachers will be able to evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of an educational leader.
- PO8 **Research and Innovation in Education:** The student-teachers will be able to design and work individually and collaboratively on research-based changes and innovation in the field of Education and Teacher Education.
- PO9 **Applying statistically valid processes:** The student teachers will be able to employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state and national goals.
- PO10 **Social and Civic development:** The student-teachers will be able to leverage social and civic development of their students.
- PO11 **ICT integration:** Student-teacher will be able to integrate ICT in teaching-learning and assessment process to enrich professional practice.
- PO12 **Collaboration:** The student-teachers will be able to work collaboratively with their colleagues and the community to ensure quality of instructional program in the institution.
- PO13 **Life-long Learning:** Student- teacher will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

Semester: I July 2019-December 2019

Existing						Proposed					
FIRST SEMESTER						Course Code					
Course Code	COURSE NAME	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 602	Conceptual perspectives of Teacher Education	6	0	0	6		Conceptual perspectives of Teacher Education	5	0	0	5
EDU 605	Educational Research-I: Theoretical Perspectives	6	0	0	6		Educational Research-I: Theoretical Perspectives	5	0	0	5
EDU 612L	Field Experience with Teacher Education Institution	0	0	12	6		Field Experience with Teacher Education Institution	0	0	12	6
EDU 614	Philosophical Foundations of Education	6	0	0	6		Philosophical Foundations of Education	5	0	0	5
EDU 714	Historical, Political and Economic Foundations of Education	6	0	0	6		Sociological Foundations of Education	5	0	0	5
Total		24	0	12	30	Semester Wise Total:		20	0	12	26

Semester: II December 2019-April 2020

Existing						Proposed					
SECOND SEMESTER						Course Code					
Course Code	COURSE NAME	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 603L	Education as an Area of Study	0	0	12	6		Educational Research-II: Data Analysis and Interpretation	5	0	0	5
EDU 606	Educational Research-II: Data Analysis and Interpretation	6	0	0	6		Psychological Foundations of Education	5	0	0	5
EDU 616	Psychological Foundations of Education	6	0	0	6		Curriculum Studies	5	0	0	5
EDU 618	Sociological Foundations of Education	6	0	0	6		Emerging Trends and Issues in Teacher Education	5	0	0	5
EDU 708	Emerging Trends and Issues in Teacher Education	6	0	0	6		Historical, Political and Economic Foundations of Education	5	0	0	5
Total		24	0	12	30	Semester Wise Total:		25	0	0	25

Semester: III July 2020-December 2020

EXISTING

Course Code	COURSE NAME	L	T	P	C
EDU 703	Curriculum Studies	6	0	0	6
EDU 716	Secondary Education in Contemporary India	6	0	0	6
	Specialized Area – Course – I*	6	0	0	6
	Specialized Area – Course– III A**	0	0	6	3
EDU 713L	Field Work	0	0	12	6
EDU 601L	Communication Skills, Self Development and Yoga	0	0	6	3
EDU 702L	Communication Skills with ICT	0	0	6	3
	Total	18	0	30	33

Specialized Area – Course – I*

EDU 607	Educational Technology and Instructional Process	6	0	0	6
EDU 615	principles and Procedures of Guidance and Counselling	6	0	0	6
EDU 604	Educational Administration and Planning	6	0	0	6
EDU 613	Fundamentals of Educational Assessment and Evaluation	6	0	0	6
	Specialized Area – Course– III A**	0	0	6	3
EDU 611L	Field Engagement in Educational Technology-A	0	0	6	3
EDU 610L	Field Engagement in Educational Guidance and Counselling-A	0	0	6	3
EDU 608L	Field Engagement in Educational Administration and Management-A	0	0	6	3
EDU 609L	Field Engagement in Educational Assessment and Evaluation-A	0	0	6	3

PROPOSED

Course Code	Course Name	L	T	P	C
	Discipline Elective-I	5	0	0	5
	Discipline Elective-II	0	0	6	3
	Communication Skills, Self Development and Yoga	0	0	6	3
	Communication Skills with ICT	0	0	6	3
	Field Work	0	0	12	6
	Secondary Education in Contemporary India	5	0	0	5
	Reading Elective -I	0	0	0	2
	Semester Wise Total:	10	0	30	27

Course Code	List of Discipline Elective	L	T	P	C
	Educational Administration and Planning	5	0	0	5
	Educational Technology and Instructional Process	5	0	0	5
	Principles and Procedures of Guidance and Counselling	5	0	0	5
	Fundamentals of Educational Assessment and Evaluation	5	0	0	5
	Educational Management	5	0	0	5
	Educational Technology in Practice	5	0	0	5
	Assessment and Counselling Process	5	0	0	5
	Procedures of Educational Assessment and Evaluation	5	0	0	5
EDU 608L	Field Engagement in Educational Administration and Management-I	0	0	6	3
EDU 611L	Field Engagement in Educational Technology-I	0	0	6	3
EDU 610L	Field Engagement in Educational Guidance and Counselling-I	0	0	6	3
EDU 609L	Field Engagement in Educational Assessment and Evaluation-I	0	0	6	3
EDU 709L	Field Engagement in Educational Administration and Management-II	0	0	6	3
EDU 712L	Field Engagement in Educational Technology-II	0	0	6	3
EDU 711L	Field Engagement in Educational Guidance and Counselling-II	0	0	6	3
EDU 710L	Field Engagement in Educational Assessment and Evaluation-II	0	0	6	3

Semester: IV December 2020-April 2021

EXISTING

Course Code	COURSE NAME	L	T	P	C
EDU 717	Teaching and Learning at Secondary Stage	6	0	0	6
	Specialized Area – Course – II*	6	0	0	6
	Specialized Area – Course – III B**	0	0	6	3
EDU 705D	Dissertation*			32	16
	Total	12	0	38	31

	Specialized Area – Course – II*				
EDU 707	Educational Technology in Practice	6	0	0	6
EDU 701	Assessment and Counselling Process	6	0	0	6
EDU 706	Educational Management	6	0	0	6
EDU 715	Procedures of Educational Assessment and Evaluation	6	0	0	6
	Specialized Area – Course – III B**				
EDU 709L	Field Engagement in Educational Administration and Management-B	0	0	6	3
EDU 710L	Field Engagement in Educational Assessment and Evaluation-B	0	0	6	3
EDU 711L	Field Engagement in Educational Guidance and Counselling-B	0	0	6	3
EDU 712L	Field Engagement in Educational Technology-B	0	0	6	3

PROPOSED

Course Code	Course Name	L	T	P	C
	Teaching and Learning at Secondary Stage	5	0	0	5
	Discipline Elective-III	0	0	6	3
	Open Elective	5	0	0	5
	Dissertation	0	0	28	14
	Reading Elective-II	0	0	0	2
	Semester Wise Total:	10	0	34	29

Course Code	List of Reading Elective	L	T	P	C
	Peace Education	0	0	0	2
	Value Education	0	0	0	2
	Human Right Education	0	0	0	2
	Conceptual Basis of Education	0	0	0	2
	Education as Interdisciplinary knowledge	0	0	0	2
	Socio-Cultural context of Education	0	0	0	2
	Supportive Mechanism of Education	0	0	0	2
	Understanding School Context	0	0	0	2
	Action Research for Teachers (SWAYAM Online Course)	0	0	0	2

Name of Programme: M.Ed. (2019-21)

Course Details:

I Semester July-December, 2019

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 602: Conceptual Perspectives of Teacher Education	Upon completion of course Students will be able to - <ul style="list-style-type: none"> 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- 	References:. 1. Aggarwal, J.C. (1988). <i>Teacher Role, Status and Service Condition in India</i> . New Delhi: Dooba House. 2. Gupta, Arun K. (1984). <i>Teacher Education Current and Prospects</i> . New Delhi: Sterling Publishers Pvt. Ltd. 3. Mangla, Sheela. (2001). <i>Teacher Education: Trends and Strategies</i> . New Delhi: Radha Publications. 5. Mohanty, Jagannath. (2007). <i>Teacher Education</i> . New Delhi: Deep & Deep publications Pvt. Ltd. 6. Mohan, Radha. (2011). <i>Teacher Education</i> . New Delhi: PHI Learning Pvt. Ltd. 7. NPE. (1986). <i>National Policy on Education</i> . New Delhi : Government of India. MHRD. 8. NCTE. (1998). <i>Policy perspective in Teacher Education, Critique & Documentation</i> . New Delhi: National Council for Teacher Education. 9. POA. (1988). <i>Programme of Action on NPE-1986</i> . New	References:. Rao, Digumati Bhaskara. (1998). <i>Teacher Education in India</i> . New Delhi : Discovery Publishing House. RSEC.(1962). <i>Report of the Secondary Education Commission (1952-53)</i> . New Delhi: Government of India. REC.(1966). <i>Report of the Education Commission (1964-66) Summary and Recommendations</i> . New Delhi : Ministry of Education, Govt. of India. Saxena, N.R. and Others, (2011). <i>Teacher Education</i> . Meerut : R. Lal Book Depot. Sharma, Shashi Prabha, (2003). <i>Teacher Education Principles, Theories and practices</i> . New Delhi: Kanishka Publishers & Distributors. Singh L.C. and Sharma P.C. (1995). <i>Teacher Education and the Teachers</i> . New Delhi :Vikas Publications Varma, Neeru.(2008). <i>Teacher Education</i> . New Delhi : Ayush publisher's and distributor's. जोशी, दिनेश चन्द्र एवं चतरसिंह मेहता.(1995). <i>शिक्षक प्रशिक्षण के सिद्धांत और समस्यायें</i> . जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी. एन.सी.टी.ई.(2001). <i>अध्यापक शिक्षा में नीतिगत परिदृश्य, विवेचन एवं प्रलेखन</i> . नई दिल्ली : राष्ट्रीय अध्यापक शिक्षा परिषद्, Gupta, Arun K. (1984). <i>Teacher Education Current and Prospects</i> . New Delhi: Sterling Publishers Pvt. Ltd. सक्सेना, एन. आर. एवं अन्य.(2007). <i>अध्यापक शिक्षा</i> . मेरठ : आर० लाल बुक डिपो. शर्मा, आर. ए. (2010). <i>अध्यापक शिक्षा एवं प्रशिक्षण तकनीकी</i> .	No Change References and Web Resources updated

		<p>service teacher education.</p> <ul style="list-style-type: none"> analyze the distance mode in teacher education. 	<p>Delhi : Government of India. MHRD.</p> <p>10. Rao, Digumati Bhaskara. (1998). <i>Teacher Education in India</i>. New Delhi : Discovery Publishing House.</p> <p>12. RSEC.(1962). <i>Report of the Secondary Education Commission (1952-53)</i>. New Delhi: Government of India. MHRD.</p> <p>13. REC.(1966). <i>Report of the Education Commission (1964-66) Summary and Recommendations</i>. New Delhi : Ministry of Education, Govt. of India.</p> <p>14. Saxena, N.R. and Others, (2011). <i>Teacher Education</i>. Meerut : R. Lal Book Depot.</p> <p>15. Sharma, Shashi Prabha, (2003). <i>Teacher Education Principles, Theories and practices</i>. New Delhi: Kanishka Publishers & Distributors.</p> <p>16. Singh L.C. and Sharma P.C. (1995). <i>Teacher Education and the Teachers</i>. New Delhi :Vikas Publications</p> <p>17. Varma, Neeru.(2008). <i>Teacher Education</i>. New Delhi : Ayush publisher's and distributor's.</p> <p>18. जोशी, दिनेश चन्द्र एवं चतरसिंह मेहता.(1995). <i>शिक्षक प्रशिक्षण के सिद्धांत और समस्यायें</i>. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>19. एन.सी.टी.ई.(2001).<i>अध्यापक शिक्षा में नीतिगत परिदृश्य, विवेचन एवं प्रलेखन</i>. नई दिल्ली : राष्ट्रीय अध्यापक शिक्षा परिषद्,</p>	<p>मेरठ : आर० लाल बुक डिपो.</p> <p>शर्मा, आर. ए.(2007). <i>भारतीय शिक्षा प्रणाली का विकास</i>. मेरठ : आर० लाल बुक डिपो.</p> <p>गुप्ता, एस. पी. एवं गुप्ता, अलका . (2007). <i>मुक्त एवं दूरस्थ शिक्षा</i>. इलाहाबाद : शारदा पुस्तक भवन.</p> <p>Mangla, Sheela. (2001). <i>Teacher Education: Trends and Strategies</i>. New Delhi: Radha Publications.</p> <p>Mohanty, Jagannath. (2007). <i>Teacher Education</i>. New Delhi: Deep & Deep publications Pvt. Ltd.</p> <p>Mohan, Radha. (2011). <i>Teacher Education</i>. New Delhi: PHI Learning Pvt. Ltd.</p> <p>NPE. (1986). <i>National Policy on Education</i>. New Delhi : Government of India. MHRD.</p> <p>NCTE. (1998). <i>Policy perspective in Teacher Education, Critique & Documentation</i>. New Delhi: National Council for Teacher Education.</p> <p>POA. (1988). <i>Programme of Action on NPE-1986</i>. New Delhi : Government of India. MHRD.</p> <p>Aggarwal, J.C. (1988). <i>Teacher Role, Status and Service Condition in India</i>. New Delhi: Dooba House.</p> <p>MHRD.</p> <p>e-Resource:</p> <ul style="list-style-type: none"> 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%20Education%20-%20IV.pdf Meaning and purpose of in-service teacher education- 	
--	--	-------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>20 सकसैना, एन. आर. एवं अन्य. (2007). <i>अध्यापक शिक्षा</i>. मेरठ : आर० लाल बुक डिपो.</p> <p>21 शर्मा, आर. ए. (2010). <i>अध्यापक शिक्षा एवं प्रशिक्षण तकनीकी</i>. मेरठ : आर० लाल बुक डिपो.</p> <p>22 शर्मा, आर. ए.(2007). <i>भारतीय शिक्षा प्रणाली का विकास</i>. मेरठ : आर० लाल बुक डिपो.</p> <p>23 गुप्ता, एस. पी. एवं गुप्ता, अलका . (2007). <i>मुक्त एवं दूरस्थ शिक्षा</i>. इलाहाबाद : शारदा पुस्तक भवन.</p>	<p>http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/chapter_6.pdf</p> <ul style="list-style-type: none"> 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 	
2.	EDU 605: Educational Research-I: Theoretical Perspective	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> 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 	<p>Section-A</p> <ul style="list-style-type: none"> Research as a Scientific Inquiry and Research Problem Research: Concept & Objectives Educational Research: Meaning, Need & Importance, Characteristics & Limitations. Various types of Research: <ul style="list-style-type: none"> Basic Research, Applied Research Action Research. Identification of Research Problem: Role of experience, common sense, discussion, 	<p>Section-A</p> <ul style="list-style-type: none"> Research as a Scientific Inquiry and Research Problem Research: Concept & Objectives Educational Research: Concept, Importance, & Limitations. Various types of Research: nature and objectives <ul style="list-style-type: none"> Basic Research, Applied Research Action Research. Identification of Research Problem: Role of experience, common sense, discussion, literature Variables: Concept and Kinds. Research problem formulation <ul style="list-style-type: none"> Identification of specific research questions Defining the problem 	References and Web Resources updated

		<p>their aspects.</p> <ul style="list-style-type: none"> • reflect on methodological issues involved in educational research. • explain the process of research proposal writing. • show the skills of design a research proposal. 	<p>literature</p> <ul style="list-style-type: none"> - Variables: Concept and Kinds. - Research problem formulation <ul style="list-style-type: none"> • Identification of specific research questions • Defining the problem • Evolving a conceptual framework - Evolving a conceptual framework <ul style="list-style-type: none"> • Understanding and organizing concepts/constructs in a defined purview. • Meaning and relevance of conceptual framework. • Reviewing the related literature for formulating conceptual framework - Meaning, Sources and Importance. <p>Section-B</p> <ul style="list-style-type: none"> • Research Hypothesis - Hypothesis: Meaning, Sources, Criteria's of a good Hypothesis - Various forms of Hypothesis- Alternative, Directive, Null • Sampling design - Sources of data: Primary and Secondary - Nature of data: Primary and Secondary - Sampling design: Meaning, Steps and features. - Types of sampling: Random, Stratified, Cluster, Purposive and Incidental. 	<ul style="list-style-type: none"> • Evolving a conceptual framework - Evolving a conceptual framework <ul style="list-style-type: none"> • 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. <p>Section-B</p> <ul style="list-style-type: none"> • 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 - <ul style="list-style-type: none"> • Survey Research • Experimental Research- <ul style="list-style-type: none"> o Post Test design o Pre-Post Test design <p>Section-C</p> <ul style="list-style-type: none"> • Qualitative Research- <ul style="list-style-type: none"> o Philosophical o Phenomenological o Case Study • Various Research Tools and Techniques - Research tools: need Characteristics and limitations <ul style="list-style-type: none"> • Observation • Interview • Sociometry • Questionnaire • Standardized Psychological Test 	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<ul style="list-style-type: none"> ● Educational Research and designs - Concept, basic features and limitations of following - <ul style="list-style-type: none"> ● Survey Research ● Experimental Research- <ul style="list-style-type: none"> ○ Post Test design ○ Pre-Post Test design ○ Randomized block design <p>Section-C</p> <ul style="list-style-type: none"> ● Qualitative Research- <ul style="list-style-type: none"> ○ Philosophical ○ Phenomenological ○ Case Study ● Various Research Tools and Techniques - Concept of research tools and their need - Characteristics and limitations of following tools- <ul style="list-style-type: none"> ● Observation ● Interview ● Sociometry ● Questionnaire ● Checklist ● Standardized Psychological Test ● Rating Scales ● Research Proposal Writing <p>Practicum: Any two</p> <ol style="list-style-type: none"> 1. Designing a research proposal for any one research study. 2. Appraisal of research design. 	<ul style="list-style-type: none"> ● Rating Scales ● Research Proposal Writing <p>Practicum: Any two</p> <ol style="list-style-type: none"> 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. <p>References:</p> <ul style="list-style-type: none"> ● Best, John W., & Kahn, V. (2006). <i>Research in Education</i>. New Delhi: Pearson Education. ● Bruke, Johnson., & Christensen, Larry. (2012). <i>Educational Research</i>. New Delhi: Sage Publication. ● Fox, David J. (1969). <i>The Research Process in Education</i>, New York: Holt, Rinehart & Winston Inc. ● जैन बी. एम. (2010). <i>शोध प्रविधि एवं क्षेत्रीय तकनीक</i>, जयपुर : रिसर्च पब्लिकेशन्स. ● कपिल, एच. के. (2006). <i>अनुसंधान विधियाँ</i>, आगरा, : भार्गव बुक हाउस. ● Kerlinger, Fred N. (1973). <i>Foundations of Behavioural Research</i>. New York: Hold Rinehart & Winston IUC. ● Khanzode, V. V. (1995). <i>Research Methodology - Techniques & Trends</i>. New Delhi: P.P.H. Publishing Corporation. ● Mangal, S.K., & Mangal, S. (2018). <i>Research Methodology in Behavioural Science</i>. Delhi: PHI Learning Private Limited. ● McMillan, James H., & Schumacher, Sally. (2010). <i>Research in Education</i>. New York: Pearson Publication. ● Pal, S.K., & Saxena, P.C. (1989). <i>Quality control in Educational Research</i>. New Delhi: Metropolitan Book Company. ● Pandey, K.P. (2010). <i>Fundamentals of Educational Research</i>, Varanasi: Vishwavidyalya Prakashan. ● रायजादा, बी. एस. (2010). <i>शिक्षा में अनुसंधान के मूल</i> 	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<p>3. Presentation of a term paper .</p> <p>4. Collection of information from any primary/secondary sources.</p> <p>References:</p> <ol style="list-style-type: none"> 1. Best, John W, Research in Education, IV edition, Prentice Hall Inc., New York. 2. Borg, Walter R. & Meredith Damein Gall, 1983. Educational Research-an introduction IV edition, Longman Inc., New York. 3. Borg, Walter R, 1981. Applying Educational Research, A Practical Guide to Teacher, Longman Inc., New York. 4. Fox, David, J. 1969. The Research Process in Education, Holt, Rinehart & Winston Inc., New York. 5. Kerlinger, Fred N., 1973. Foundations of Behavioural Research, II edition, Hold Rinehart & Winston IUC, New York. 6. Pal S.K. & P.C. Saxena (eds) 1989. Quality control in Educational Research, Metropolitan Book Company, New Delhi. 7. Rummel, Francis, J. 1984. An Introduction to Research Procedure in Education, II edition, Harper & Row Publishers, New Jersey. 8. Sharma BAB, Ravindra Prasad D. Sathyanarayanan P., 1984. Research Methods in Social Science Sterling Publishers Pvt. 	<p>आधार जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <ul style="list-style-type: none"> • Rummel, J. Francis. (1984). <i>An Introduction to Research Procedure in Education</i>. New Jersey: Harper & Row Publishers. • Sharma, B., Prasad, Ravindra D., & Sathyanarayanan P. (1984). <i>Research Methods in Social Science</i>. New Delhi: Sterling Publishers Pvt. Ltd. • Subby, Reddy T.P., & Rao, Bappa. (1995). <i>Research Methodology & Statistical Measures</i>. New Delhi: Reliance Publishing House. • Travers, Robert M.W. (1964). <i>An Introduction to Educational Research</i> New York: Macmillan Co. • Yadav, M.S., & Mitra, Shib. K. (1989). <i>Educational Research - Methodological Perspectives</i>. Baroda: Centre of Advanced Study in Education, M.S. University of Baroda. <p>e-Resources</p> <ul style="list-style-type: none"> • Hypothesis and its types https://www.studyandxm.com • Hypothesis and its types https://www.researchgate.net • Educational research https://researchrundowns.com • Sampling and its types https://www.studyandxm.com 	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>Ltd., New Delhi.</p> <p>9. I Subby Reddy T.P. Bappa Rao, 1995. Research Methodology & Statistical Measures, Reliance Publishing House, New Delhi.</p> <p>10. Travers, Robert HMW, 1964, An Introduction to Educational Research Macmillan Co., New York.</p> <p>11. Yadav M.S. & Shib K. Mitra (eds.) 1989, Educational Research - Methodological Perspectives, Centre of Advanced Study in Education, M.S. University of Baroda, Baroda.</p> <p>12. Khanzode V.V. 1995, Research Methodology - Techniques & Trends, P.P. H. Publishing Corporation, New Delhi.</p> <p>13. कपिल, एच. के. (2006), अनुसंधान विधियों, आगरा, : भार्गव बुक हाउस.</p> <p>14. Pandey, K.P. (2010), Fundamentals of Educational Research, Varanasi: Vishwavidyalya Prakashan.</p> <p>15. जैन बी. एम. (2010). शोध प्रविधि एवं क्षेत्रीय तकनीक, जयपुर : रिसर्च पब्लिकेशन्स.</p> <p>16. रायजादा, बी. एस. (2010), शिक्षा में अनुसंधान के मूल आधार जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</p>		
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

3.	EDU 614: Philosophical Foundations of Education	<p>Upon completion of course Student will be able to</p> <ul style="list-style-type: none"> reflect on concept and nature of education appreciate philosophical base of education analyze Indian and Weston philosophical base for education critically analyze epistemological and Axiological issues on education apply philosophical Inquiry for analyzing the education issues 	<p>References:</p> <ol style="list-style-type: none"> Broudy, Harry S., 1965, Building a Philosophy of Education. Prentice Hall of India Pvt. Ltd., New Delhi. Butler, Donald, 1968, Four philosophics and their practice in Education, Iied. Harper and Row Publishers, New York. Dupuis, Adrain M., 1966, Philosophy of Education in Historical Perspective, Thomson Press India., New Delhi. Ellis, Arthur K. John. J. Cogan, Kenneth R. Howey, 1981, Introduction to Foundations of Education, Iied. Prentice Hall, New Jersey. Henderson, 1947, Introduction to Philosophy of Education. The University of Chicago Press, Chicago. Morrish, Ivor, 1961, Disciplines of Education, George Allen and Unwin Ltd., London. Sharma S.R. ed., 1996, Philosophy of Education, vols, I to X, Mohit Publications, New Delhi. Taneja V.R., 1977, Socio Philosophical Approach to Education, Atlantic Publishers and Distributors, New Delhi. Aggarwal, J.C., Theory and Principles of Education, Vikas publishing House Pvt. Ltd., Noida, 2007. Brubacher, John. S., Modern philosophies of Education, 3rd 	<p>References:</p> <p>Broudy, Harry S. (1965). <i>Building a Philosophy of Education</i>. New Delhi: Prentice Hall of India Pvt. Ltd.</p> <p>Brubacher, John. S. (1962). <i>Modern philosophies of Education</i> (3rd edi.). New York : Mc Grew hill book Company. Inc.</p> <p>Ellis, A.K., John Tcofan., & Kenneth R. Howey.(1986). <i>Introduction to the Foundations of education</i>. New Jercey: Prentice Hall Englewood Cliffs.</p> <p>Gupta, R. & Bajaj, M.M. (2008). <i>Principles of Education</i>. New Delhi: Sahib Publishers and distributors.</p> <p>Mishra, P.K. & Dash, P.C. (2010). <i>An Introduction to Philosophical and Sociological foundations of education</i>. New Delhi : Manglam Publication.</p> <p>Chandra, S.S. & Sharma, R.K. (2007). <i>Philosophy of Education</i>. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd.</p> <p>Ghanta, R. & Dash, B.N. (2006). <i>Foundations of Education</i>. NewDelhi : Neelkant Publishers' Pvt. Ltd.</p> <p>पाण्डेय, रामशकल.(2003). <i>उदीयमान भारतीय समाज में शिक्षक</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>सक्सेना, एन0आर0स्वरूप एवं चतुर्वेदी, शिखा.(2006). <i>उदीयमान भारतीय समाज में शिक्षक</i>. मेरठ : आर0 लाल0 बुक डिपो. बिहारी. रमन लाल, (1995). <i>शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत</i>. मेरठ : रस्तौगी पब्लिकेशन्स.</p> <p>Butler, Donald. (1968). <i>Four philosophics and their practice in Education</i> (Iied.). New York : Harper and Row Publishers,</p> <p>चौबे, सरयुप्रसाद.(1993). <i>शिक्षा के दार्शनिक, ऐतिहासिक एवं समाजशास्त्रीय आधार</i>. मेरठ : आर0 लाल0 बुक डिपो.</p> <p>ओड, एल0 के0.(2004). <i>शिक्षा की दार्शनिक पृष्ठभूमि</i>. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>गुप्त, रामबाबू(1983). <i>महान पाश्चात्य शिक्षा शास्त्री</i>. कानपुर :</p>	<p>No Change</p> <p>References and Web Resources updated</p>
----	----------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

			<p>edition, Mc Graw hill book Company, Inc, New York, 1962.</p> <p>11 Ellis, A.K., John Tcofan & Kenneth R. Howey Introduction to the Foundations of education, Prentice Hall Englewood Cliffs, New Jercey, 1986.</p> <p>12 Gupta, R and M.M. Bajaj, Principles of Education, Sahib Publishers and distributors, New Delhi, 2008.</p> <p>13 Mishra, P.K. and P.C. dash, An Introduction to Philosophical and Sociological foundations of education, Manglam Publication, New Delhi, 2010.</p> <p>14 Saxena,N.R.S., Philosophical and Sociological Foundation, R.Lall book depot, Meerut, 2011.</p> <p>15 Chandra S.S. & R.K.Sharma,Philosophy of Education, Atlantic publishers& distributors pvt. Ltd. New Delhi, 2007.</p> <p>16 Ghanta, R. & B.N.Dash,Foundations of Education, Neelkant publishers' pvt. Ltd., N.Delhi, 2006.</p> <p>17 पाण्डेय, रामशकल, उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तक मंदिर, आगरा, 2003,</p> <p>18 सक्सेना, एन0 आर0 स्वरूप एवं शिखा चतुर्वेदी, उदीयमान भारतीय समाज में शिक्षक, आर0 लाल0 बुक डिपो, मेरठ, 2006.</p> <p>19 लाल, रमन बिहारी, शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, रस्तौगी पब्लिकेशन्स,</p>	<p>सामाजिक विज्ञान प्रकाशन.</p> <p>पचौरी, गिरीश.(2003). <i>शिक्षा के दार्शनिक आधार</i>. मेरठ : आर0 लाल0 बुक डिपो.</p> <p>तिवारी, के0एन0.(2002). <i>तत्वमीमांसा एवं ज्ञान मीमांसा</i>. नई दिल्ली : मोतीलाल बनारसीदास.</p> <p>श्रीवास्तव, मदनमोहन.(2007). <i>शिक्षा के दार्शनिक परिप्रेक्ष्य</i>. वाराणसी : विजय प्रकाशन मन्दिर.</p> <p>Dupuis, Adrain M. (1966). <i>Philosophy of Education in Historical Perspective</i>. New Delhi : Thomson Press India.</p> <p>Ellis, Arthur K., Cogan, John. J., & Kenneth R. Howey. (1981). <i>Introduction to Foundations of Education</i> (Iled.). New Jersey : Prentice Hall.</p> <p>Henderson. (1947). <i>Introduction to Philosophy of Education</i>. Chicago :The University of Chicago Press.</p> <p>Morrish, Ivor. (1961). <i>Disciplines of Education</i>. London: George Allen and Unwin Ltd.</p> <p>Sharma, S.R. (Ed.). (1996). <i>Philosophy of Education</i>. Vol. I to X, New Delhi : Mohit Publications.</p> <p>Taneja, V.R. (1977). <i>Socio Philosophical Approach to Education</i>. New Delhi : Atlantic Publishers and Distributors.</p> <p>Aggarwal, J.C. (2007). <i>Theory and Principles of Education</i>. Noida :Vikas publishing House Pvt. Ltd.</p> <p>पाण्डेय, रामशकल.(1994). <i>भारतीय शिक्षा दर्शन</i>. आगरा : विनोद पुस्तक मन्दिर.</p> <p>Saxena, N.R.S. (2011). <i>Philosophical and Sociological Foundation</i>. Meerut : R.Lall Book Depot.</p> <p>e-Resources:</p> <ul style="list-style-type: none"> • 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- 	
--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>मेरठ, 1995.</p> <p>20 चौबे, सरयुप्रसाद, शिक्षा के दार्शनिक, ऐतिहासिक एवं समाजशास्त्रीय आधार, आर०लाल० बुक डिपो, मेरठ, 1993.</p> <p>21 ओड,एल०के०, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2004.</p> <p>22 गुप्त, रामबाबू, महान पाश्चात्य शिक्षा शास्त्री, सामाजिक विज्ञान प्रकाशन, कानपुर, 1983.</p> <p>23 पाण्डेय, रामशकल, भारतीय शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा, 1994.</p> <p>24 पचौरी, गिरीश, शिक्षा के दार्शनिक आधार, आर० लाल० बुक डिपो, मेरठ.</p> <p>25 तिवारी, के०एन०, तत्वमीमांसा एवं ज्ञान मीमांसा, मोतीलाल बनारसीदास, नई दिल्ली, 2002.</p> <p>26 शर्मा, सपना एवं राजेश शर्मा, 'दार्शनिक परिदृच्छा –एक विवेचन', भारतीय आधुनिक शिक्षा अप्रैल 2000, एन०सी०ई०आर०टी०, नई दिल्ली.</p> <p>27 श्रीवास्तव, मदनमोहन, शिक्षा के दार्शनिक परिप्रेक्ष्य, विजय प्रकाशन मन्दिर, वाराणसी, 2007.</p> <p>28 माथुर, एस० एस०, 'शिक्षा सिद्धांत' विनोद पुस्तक मन्दिर, आगरा.</p> <p>29 सैयदेन, के०जी०, भारतीय शैक्षणिक विचारधारा, मीनाक्षी प्रकाशन, मेरठ 1969.</p>	<p>https://www.academia.edu/8881173/MEANING_SCOPE_and_FUNCTIONS_OF_PHILOSOPHY_OF_EDUCATION</p> <ul style="list-style-type: none"> • 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-irme/papers/Vol-4%20Issue-2/Version-3/H04235154.pdf
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.	EDU 618: Sociological Foundations of Education	<p>Upon completion of course Student Teacher will be able to analyze sociological basis of education.</p> <ul style="list-style-type: none"> • 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. 	<p>References:</p> <ol style="list-style-type: none"> 1. Brembeck Cole, 1971, "Social Foundations of Education". New York (Sec.Ed.) John Wiley and sons. 2. Cook L.A. and E.F. 1960, "A Sociological Approach to Education" New York, McGraw Hill Book Co. (3rd Ed.) 3. Corwin Ronald, G 1965, "A Sociology of Education", New York Appleton Century Croft. 4. Dinkar, Ram Dhari Singh, 1970 "Sanakriti ke Char Adhyay" Patna, Udayanchal Prakashan. 5. Dube, S.C. 1967, "Modernisation and its Adaptive Demands on Indian Society", NCERT, New Delhi. 6. Havinghurst, Robert and Newgarten L., 1957 "Society and Education" Boston Allyn & Becon. 7. Kneller, George, F.1963 "Foundations of Education" New York, John Wiley and Sons. 	<p>References:</p> <ul style="list-style-type: none"> • दुबे, एस. (1994). <i>शिक्षा, समाज और भविष्य</i>. राधाकृष्ण प्रकाशन. • गुप्त, आर. बी. (1996). <i>भारतीय शिक्षा का विकास एवं सामयिक समस्याएँ</i>. आगरा: रतन प्रकाशन मंदिर. • हैलन, जी० सी. (1976). <i>सामाजिक संरचना एवं सामाजिक संस्करण</i>. मेरठ: रस्तोगी पब्लिकेशन. • जौहरी, वी० पी०, एवं पाठक, पी० डी. (2005). <i>भारतीय शिक्षा का इतिहास</i>. आगरा: विनोद पुस्तक मंदिर. • Kelsall, R.K., & Kelsall, H.M. (1974). <i>Stratification</i>. London: Longman Group Ltd. • Mann, R.S. (1979). <i>Social Structure, Social change and future trends</i>. Jaipur: Rawat Publication. • Mayhew, A. & James, H.R. <i>Development of Education system in India</i>. Dehradun: Reprint publication. • Mohanty, J. (1986). <i>Indian Education in the Emerging Society</i>. New Delhi: Sterling Publishers Pvt. Ltd. • Mohanty, J. (2000). <i>Current Trends in Higher Education</i>. New Delhi: Deep & Deep Publication Pvt. Ltd. • Prasad. (2004). <i>Education and Society (1st Ed)</i>. New Delhi: Kanishka Publishers. • रुहेला, एस. (2012). <i>भारतीय शिक्षा का समाजशास्त्र</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. • रुहेला, एस. एवं शर्मा आर. के. <i>शिक्षा का समाजशास्त्र, मूल सम्प्रत्यय और सिद्धांत</i>. लखनऊ: उत्तरप्रदेश हिन्दी ग्रन्थ अकादमी. • Ruhela. (2010). <i>Social Foundation of Education</i>. Maya Prakashan Mandir. • Saxena, N.R. (1995). <i>Principles of Education</i>. Meerut: R. Lall Book Depot. • Sharma, K. (2003). <i>Sociological Philosophy of Education</i>. New Delhi: Kanishka Publishers. 	<p>No Change</p> <p>References and Web Resources updated</p>
----	---------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

			<p>8. Madhok Balraj, 1972 "Bhartiyakaran" Lajpat Rai & Sons, New Delhi.</p> <p>9. Morsis Ben, 1972: Objectives and Perspectives in Education", Boston, Routledge Rogen Paul.</p> <p>10. Morsis Ivor, 1976: Aspects of Educational Change, London.</p> <p>11. Musgrave, P.W. 1972, "The Sociology of Education", London Methen & Co. Ltd.</p> <p>12. Gupta, S.P., Gupta, Alka, "History, Development and Problem of Indian Education," Sharda Pustak Bhawan, 2010.</p> <p>13. Lavania, M.M., Jain, Shashi K., "Sociology of Education," Research Publications, 2010.</p> <p>14. Mayhew, Arther and James, H.R., "Development of Education system in India," Reprint Publication, Dehradun.</p> <p>15. Mishra, S.K. and Puri, V.K., "Development and Planning: Theory and Practices," Himalaya Publishing House, Delhi, 1988.</p>	<ul style="list-style-type: none"> • Sherman, J., Wood, L., Sociology. (1979). <i>Traditional and Radical Perspectives</i>. New York: Harper & Raw Publishers. • शर्मा, जी. (1993). <i>शिक्षा एवं भारतीय समाज</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. • शर्मा, वाई. के. एवं शर्मा, एम. (2008). <i>शिक्षा के समाजशास्त्रीय आधार</i>. नई दिल्ली: कनिष्क पब्लिशर्स. • Sindhu, I.S. (2005). <i>Sociological Basis of Education</i>. Meerut: International Publishing House. • Singh, L.C., & Sharma, P.C. (1995). <i>Teacher Education & the Teacher</i>. New Delhi: Vikas Publishing House. • शर्मा, आर. एवं शर्मा आर. के. (2006). <i>शैक्षिक समाजशास्त्र</i>. नई दिल्ली: एटलांटिक पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स. • Srinvas, M.N. (1986). <i>India: Social Structure</i>. Delhi: Hindustan Publishing Co-operation. • Van S., & Richard D. (1979). <i>Foundations of Education Social Perspectives</i>. Prentice Hall, Inc. <p>e-Resources:</p> <ul style="list-style-type: none"> • Education and Social Mobility http://sol.du.ac.in/mod/book/view.php?id=1449&chapterid=1333 • Education and Social change http://sol.du.ac.in/mod/book/view.php?id=1449&chapterid=1332 • Social control www.yourartidibrary.com/sociology/socialcontrol the meaning-need-types and other details/8533 • Social Structure www.sociologyguide.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
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>16. Mohanty, Jagannath, "Indian Education the Emerging Society," Sterling Publishers Pvt. Ltd., New Delhi, 1986.</p> <p>17. Mohanty Jagannath, Current Trends in Higher Education, Deep & Deep Publication Pvt. Ltd. New Delhi, 2000.</p> <p>18. Prasad, Janardan, "Education and Society," Ist ed., Kanishka Publishers, 2004.</p> <p>19. Ruhela, Satyapal, "Social Foundation of Education," Maya Prakashan Mandir, 2010.</p> <p>20. Saxena, N.R. Swarup, "Principles of Education", R.Lall Book Depot, Meerut, 1995.</p> <p>21. Sharma, Yogendra K, "Sociological Philosophy of Education", Kanishka Publishers, New Delhi, 2003.</p> <p>22. Sindhu, I.S., "Sociological Basis of Education," International Publishing House, 2005.</p> <p>23. Srinvas, M.N., "India: Social Structure Delhi, Hindustan Publishing Co-operation, 1986.</p> <p>24. Van Scotter, Richard D,</p>	<p>https://targetjobs.co.uk/sites/targetjob.co.uk/files/public/education_alternatives-final-pdf-lagnt-pdf</p> <ul style="list-style-type: none"> • Alternatives in Education alternative school-ww. health of children.com/a/alternative-school.html 	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>"Foundations of Education, Social Perspectives," Prentice Hall, Inc., 1979.</p> <p>25 दुबे, श्यामाचरण शिक्षा समाज और भविष्य, राधाकृष्ण प्रकाशन, 1994.</p> <p>26 गुप्त, रामबाबू "भारतीय शिक्षा का विकास एवं सामयिक समस्यायें" रतन प्रकाशन मंदिर, आगरा, 1996.</p> <p>27 जैन, शशी के, "भारतीय शिक्षा का अध्ययन" रिसर्च पब्लिकेशन्स, नई दिल्ली, 1987.</p> <p>28 जौहरी, वी० पी० एवं पाठक, पी० डी०, "भारतीय शिक्षा का इतिहास," विनोद पुस्तक मंदिर, आगरा., 2005.</p> <p>29 हैलन, जी० सी०, "सामाजिक संरचना एवं सामाजिक संस्तरण," रस्तोगी पब्लिकेशन, मेरठ, 1976.</p> <p>30 रूहेला, सत्यपाल एवं शर्मा राजेन्द्रकुमार, "शिक्षा का समाजशास्त्र," मूल सम्प्रत्यय और सिद्धांत," उत्तरप्रदेश हिन्दी ग्रन्थ अकादमी, लखनऊ, 2007.</p> <p>31 शर्मा योगेन्द्र कुमार, मधुलिका शर्मा "शिक्षा के समाजशास्त्रीय आधार", कनिष्क पब्लिशर्स, 2008.</p> <p>32 शर्मा, गणपतिराय, "शिक्षा एवं भारतीय समाज," राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1993.</p>		
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

M.Ed. (II Semester)

December, 2019 -April, 2020

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU606: Educational Research-II: Data Analysis and Interpretation	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> • 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 	<p>References:</p> <ol style="list-style-type: none"> 1. Ferguson, G.A., 1976, Statistical Analysis in Psychology and Education, Tokyo; Mc.Graw Hill Book Co. 2. Garrett, H.E., 1969, Statistics in Psychology and Education, Bombay : Vakils Feffer and Simons Pvt. Ltd. 3. Guilford, J.P. 1956 Fundamental Statistics in Psychology and Education, Mc. Graw Hill Bookd Co., New York. 4. Kerlinger, F.N. 1983, Foundations of Behavioural Research, Surjeet Publication, Delhi. 5. Khanzode V. V., 1995, Research Methodology: Techniques and Trends, A.P.H. Publishing Corporation, New Delhi. 6. Lal, J.N. 1996, Manovigyan Aur Shiksha Main Shankhyiki, Radha Publications, New Delhi. 7. Mendenhall, William & Madelaine Ramey 1973, Statistics for Psychology, Duxbury Press, Cal. 8. Mc. Millan, H.J.& Schumacher, Sall, 1989, Research in Education, U.S.A. : Harper Colling Publishers. 	<p>References:</p> <p>Ferguson, G.A. (1976). <i>Statistical Analysis in Psychology and Education</i>. Tokyo: Mc.Graw Hill Book Co.</p> <p>Selltiz, Charie and others.(1969). <i>Research Methods in Social Relations</i>.U. K.: Methuen & Co.</p> <p>Garrett, H.E. (1969). <i>Statistics in Psychology and Education</i>. Bombay : Vakils Feffer and Simons Pvt. Ltd.</p> <p>Guilford, J.P. (1956). <i>Fundamental Statistics in Psychology and Education</i>. New York:Mc. Graw Hill Book Co.</p> <p>Kerlinger, F.N. (1983). <i>Foundations of Behavioural Research</i>. Delhi: Surjeet Publication.</p> <p>Khanzode V. V. (1995). <i>Research Methodology: Techniques and Trends</i>. New Delhi: A.P.H. Publishing Corporation.</p> <p>Lal, J.N. (1996). <i>Manovigyan Aur Shiksha Main Shankhyiki</i>. New Delhi:Radha Publications.</p> <p>Mendenhall, W. & Madelaine R. (1973). <i>Statistics for Psychology</i>. Cal:Duxbury Press.</p> <p>Mc. Millan, H.J.& Schumacher, Sall. (1989). <i>Research in Education</i>. U.S.A. : Harper Colling Publishers.</p> <p>Subbi Reddy T. & P. Bappa Rao (1995). <i>Research Methodology and Statistical Measures</i>. New Delhi: Reliance Publishing House.</p> <p>e- Resources:</p> <ol style="list-style-type: none"> 1. Pandey,P. & Pandey, M.M., 2015, Research Methodology: Tools and Techniques. Retried from: http://euacademic.org/BookUpload/9.pdf 2. Kumar, R.,2011, Research Methodology. Retried from: http://www.sociology.kpi.ua/wp- 	<p>No Change</p> <p>References and Web Resources updated</p>

			<p>9. Subbi Reddy T. & P. Bappa Rao, 1995, Research Methodology and Statistical Measures, Reliance Publishing House, New Delhi.</p> <p>10. Selltitz, Charie and others, 1969, Research Methods in Social Relations, U. K. Methuen & Co.</p>	<p>content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</p> <p>3. Kothari, C.R., 2004, Research Methodology: Tools and Techniques. Retried from: http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf</p> <p>4. http://www.stat.cmu.edu/~hseltman/309/Book/chapter2.pdf</p> <p>5. http://www.sxccal.edu/TwinningProgramme/downloads/MBA-ResearchMethodology-1stYear.pdf</p>	
2.	EDU 616: Psychological Foundations of Education	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>References:</p> <p>1 Lindgran, Herry Clay (1980) Educational Psychology in the classroom (VI edi), Oxford University Press, New York.</p> <p>2 Lefrancois, Guy R. (1982) Psychology for teaching, (II Edi), Wadsworth publishing company, California.</p> <p>3 Felker, Donall W. (1974) Building positive self concept, B V'urgess puglising company, U.S.A.</p> <p>4 Behr, A.L. (1983), Psychology and the School, Butterworths, Durban.</p> <p>5 Mangal, S.K. (2008), Advanced Educational Psychology, (II Edi), Prentice Hall of India Pvt. Ltd., New Delhi.</p> <p>6 Nambiar, K.K. Vijyan (2007), Psychology of Learning and instruction, Neelkamal publications Pvt. Ltd. New Delhi.</p> <p>7 Morris Charles, G. (1976), Psychology: An Introduction,</p>	<p>References:</p> <p>Lindgran, H.C. (1980). <i>Educational Psychology in the classroom</i>. New York: Oxford University Press.</p> <p>Bhargava, M. (1997). <i>Modern Psychological Testing and Measurement</i>. Agra: Bhargav House.</p> <p>Yadav, M.S. & T.K.S. Laxmi. (2003). <i>Conceptual Inputs for Secondary School Teachers</i>. New Delhi: NCTE.</p> <p>DuBais., Nelson.F.,George,F.A.,Lverson. & Richard, K. Staley. (1979). <i>Educational Psychology and Instructional Decisions</i>, Geogdown Antario : The Dorcy Press.</p> <p>Chauhan, S.S. (1998). <i>Advanced Educational Psychology</i>. .New Delhi: Vikas Publishers.</p> <p>Lefrancois, G. R. (1982). <i>Psychology for teaching</i>. California: Wadsworth Publishing Company.</p> <p>Felker, D.W. (1974). <i>Building Positive Self Concept</i>. USA: B V'urgess Publishing Company.</p> <p>Behr, A.L. (1983). <i>Psychology and the School</i>. Durban: Butterworths.</p> <p>Mangal, S.K. (2008). <i>Advanced Educational Psychology</i>. New Delhi: Prentice Hall of India Pvt. Ltd.</p> <p>Nambiar, K.K. Vijyan. (2007). <i>Psychology of Learning and instruction</i>. New Delhi: Neelkamal</p>	No Change References and Web Resources updated

		<ul style="list-style-type: none"> analyze the psychological process of group and apply various ways to make it effective. 	<p>Prentice Hall, New Jersey.</p> <p>8 Child Dennis (2010), Psychology and the teacher, continuum international publishing group, New York.</p> <p>9 Woolfolk, Anita (2005), Educational Psychology, Pearson Educational Pvt. Ltd., New Delhi.</p> <p>10 Bhargava, Mahesh (1997), Modern Psychological Testing and Measurement, Bhargava House, Agra.</p> <p>11 Yadav, M.S. and T.K.S. Laxmi (2003), conceptual inputs for secondary school teachers, NCTE, New Delhi.</p> <p>12 DuBais NelsonF, George F.A.Lverson and Richard K Staley (1979), Educational Psychology and Instructional Decisions, The Dorcy Press, Geogdown antario.</p> <p>13 Chauhan, S.S (1998), Advanced Educational Psychology, .Vikas Publishers, New Delhi.</p>	<p>Publications Pvt. Ltd.</p> <p>Morris,C.G. (1976). <i>Psychology: An Introductio</i>. New Jersey: Prentice Hall.</p> <p>Child, D. (2010). <i>Psychology and the Teacher</i>. New York: Continuum International Publishing Group.</p> <p>Woolfolk, A. (2005), <i>Educational Psychology</i>. New Delhi: Pearson Educational Pvt. Ltd.</p> <p>e-Resources:</p> <ol style="list-style-type: none"> Cognitive Theory of Piaget- https://www.simplypsychology.org/piaget.html Operant Conditioning Theory of Skinner- https://www.simplypsychology.org/operant-conditioning.html Motivation- http://www.yourarticlelibrary.com/motivation/motivation-theories-top-8-theories-of-motivation-explained/35377 Individual Differences- http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557 Cognitive Theory of Bruner- https://www.simplypsychology.org/bruner.html 	
3.	EDU 703 Curriculum Studies	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> define curriculum. identify the components of curriculum. describe the various principles of curriculum. explain various 	<p>References</p> <ul style="list-style-type: none"> 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 	<p>References</p> <p>Aggarwal, Deepak (2007). <i>Curriculum development: Concept, Methods and Techniques</i>. New Delhi: Book Enclave.</p> <p>Aggarwal, J.C. (1990). <i>Curriculum Reform in India- World overviews</i>. Doaba World Education Series-3 Delhi: Doaba House, Book seller and Publisher.</p> <p>Arora, G.L. (1984). <i>Reflections on Curriculum</i>. New Delhi: NCERT.</p> <p>Balsara, M. (2006). <i>Principles of curriculum construction</i>. New Delhi: Kanishka</p>	No Change References and Web Resources updated

		<p>determinants of curriculum.</p> <ul style="list-style-type: none"> describe and analyze various approaches to curriculum. describe various models of curriculum development. 	<p>seller and Publisher.</p> <ul style="list-style-type: none"> Arora, G.L. (1984): Reflections on Curriculum. NCERT. 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. Routledge. U.K. NCERT (2005): National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi. NCERT (2000): National Curriculum Framework for School Education, NCERT, New Delhi. Oliva, Peter F. (1988): Developing the Curriculum. Scott, and Foresman and Co. Ornstein, Allan C. and Francis P. Hunkins (1988): Curriculum–Foundations, Principles And Issues. Prentice Hall, New Jersey.USA. Reddy, B. (2007): Principles of curriculum planning and development. Taba Hilda (1962): Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc. 	<p>Publications.</p> <p>Dewey, John (1966). <i>The Child and the Curriculum</i>. The University of Chicago Press.</p> <p>McKernan, James (2007). <i>Curriculum and Imagination: Process, Theory, Pedagogy and Action Research</i>. London: Routledge.</p> <p>NCERT (2000). <i>National Curriculum Framework for School Education</i>. New Delhi: NCERT.</p> <p>NCERT (2005). <i>National Curriculum Framework-2005</i>. New Delhi: NCERT.</p> <p>Oliva, Peter F. (2012). <i>Developing the Curriculum</i>. New Delhi: Pearson Education.</p> <p>Ornstein, Allan C. and Francis P. Hunkins (1988). <i>Curriculum–Foundations, Principles and Issues</i>. New Jersey: Prentice Hall.</p> <p>Reddy, B. (2007). <i>Principles of Curriculum Management and Development</i>. New Delhi: Arise Publications.</p> <p>Sharma, R.A. (2007). <i>Curriculum Development and Inspection</i>. Meerut: Lall Book Depot.</p> <p>Taba, Hilda (1962). <i>Curriculum Development: Theory and Practice</i>. New York: Harcourt Brace.</p> <p>Vashist, R.P. (2007). <i>Curriculum Development</i>. New Delhi: common Wealth Publications.</p> <p>e-Resources:</p> <ul style="list-style-type: none"> 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 <p>Approaches to Curriculum Development: https://www.researchgate.net/publication/280554159_APPROACHES_TO_CURRICULUM_DEVELOPMENT</p>	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

4.	<p>EDU 708: Emerging Trends and Issues in Teacher Education</p>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> • 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 	<p>Reference:</p> <ol style="list-style-type: none"> 1 Balsara, Maitrya, "Administration and Reorganisation of Teacher," Kanishka Publishers, Distributors, New Delhi, 2002. 2 Buch, M.B, " Fourth Survey of Research in Education (1983-88) Vol.II, NCERT. 3 Demand and Supply Estimates of School Teachers and Teacher Educators (2007-08 to 2016-17) in Rajasthan, NCTE, New Delhi, 2012. 4 Goel, Aruna and Goel, S.L, "Educational Administration and Management-An Integrated Approach," Deep and Deep Publications Pvt. Ltd. New Delhi, 2009. 5 Mangla, Sheela, "Teacher Education, Trends and Strategies," Radha Publications, New Delhi, 2012. 6 Mohanty, Jagannath, "Teacher Education" Deep and Deep, New Delhi, 2007. 7 मंगल, एस० के० एवं मंगल, उमा, "शिक्षा तकनीकी" PHI , Learning Pvt. Ltd, New Delhi, 2009. 8 Paintal, Iris, "Micro Teaching-A Handbook for Teachers," Oxford University Press, Bombay, 1980. 9 Policy Perspective in Teacher Education-Critique and Documentation, NCTE, New Delhi, 1998. 	<p>Reference:</p> <p>Balsara, Maitrya. (2002). <i>Administration and Reorganisation of Teacher.</i> New Delhi: Kanishka Publishers Distributors.</p> <p>Buch, M.B. (1983-88) <i>Fourth Survey of Research in Education</i> Vol.II, New Delhi: NCERT.</p> <p><i>Demand and Supply Estimates of School Teachers and Teacher Educators (2007-08 to 2016-17) in Rajasthan.</i> (2012), New Delhi: NCTE.</p> <p>Goel, Aruna and Goel, S.L. (2009). <i>Educational Administration and Management-An Integrated Approach.</i> New Delhi: Deep and Deep Publications Pvt. Ltd.</p> <p>Mangla, Sheela, (2012). <i>Teacher Education: Trends and Strategies.</i> New Delhi: Radha Publications.</p> <p>Mohanty, Jagannath, (2007). <i>Teacher Education.</i> New Delhi: Deep and Deep Publications Pvt. Ltd.</p> <p>मंगल, एस० के० एवं मंगल, उमा. (2009). <i>शिक्षा तकनीकी</i>. नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि.</p> <p>Paintal, Iris. (1980). <i>Micro Teaching-A Handbook for Teachers.</i> Bombay: Oxford University Press.</p> <p><i>Policy Perspective in Teacher Education-Critique and Documentation.</i>(1998), New Delhi: NCTE.</p> <p>Rajpoot, J.S. (2004). <i>Encyclopaedia of Indian Education.</i>Vol. II, New Delhi: NCERT.</p> <p>शर्मा. के० आर०. दूबे, श्री कृष्ण, उपाध्याय, आर० के० तथा कुलश्रेष्ठ, मधुसूदन, लाल, (2007). <i>अध्यापक शिक्षा</i>. आगरा: राधा प्रकाशन मन्दिर.</p> <p>शर्मा, आर० ए०. (2011). <i>शिक्षा के तकनीकी आधार</i>, मेरठ : आर० लाल० बुक डिपो.</p> <p>Sharma, Shashi Prabha. (2003). <i>Teacher</i></p>	<p>No Change</p> <p>References and Web Resources updated</p>
----	------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

			<p>10 Rajpoot, J.S. , “Encyclopaedia of Indian Education,” Vol. II, NCERT, 2004.</p> <p>11 शर्मा. के० आर०., दूबे, श्री कृष्ण, उपाध्याय, आर० के० तथा कुलश्रेष्ठ, मधुसूदन, लाल, “अध्यापक शिक्षा” राधा प्रकाशन मन्दिर, आगरा, 2007.</p> <p>12 शर्मा, आर० ए०, “शिक्षा के तकनीकी आधार,” आर० लाल० बुक डिपो, मेरठ, 2011.</p> <p>13 Sharma, Shashi Prabha, “Teacher Education Principles, Theories and Practices,” Kaniska Publishers Distributors, New Delhi, 2003.</p> <p>14 Singh, L.C., “National Curriculum for Teacher Education-A Framework, 1988,” NCTE, New Delhi.</p> <p>15 Singh. L.C. and Sharma, P.C, “Teacher Education and the Teacher,” Vikas Publishing House Pvt., Ltd. New Delhi, 1995.</p> <p>16 Yadav, M.S. and Lakshmi, T.K.S., “Conceptual Inputs for Secondary Teacher Education,” NCTE, New Delhi, 2003.</p>	<p><i>Education Principles, Theories and Practices.</i> New Delhi: Kaniska Publishers Distributors.</p> <p>Singh, L.C. (1988) <i>National Curriculum for Teacher Education-A Framework.</i> New Delhi: NCTE.</p> <p>Singh. L.C. and Sharma, P.C. (1995). <i>Teacher Education and the Teacher.</i> New Delhi: Vikas Publishing House Pvt. Ltd.</p> <p>Yadav, M.S. and Lakshmi, T.K.S. (2003). <i>Conceptual Inputs for Secondary Teacher Education.</i> New Delhi: NCTE.</p> <p>e-Resources:</p> <ol style="list-style-type: none"> 1. NCFTE 2009- http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf 2. Professional Ethics- http://www.ncte-india.org/Approved%20by%20CP%20Final%20-%20Code%20of%20Professional%20Ethics%207%20Feb%2011.pdf 3. Quality Assurance in Teacher Education- https://www.scribd.com/document/168128375/Quality-Assurance-in-Teacher-Education 4. Internship Guidelines- http://ncte-india.org/ncte_new/pdf/SCHOOL%20INTERNSHIP-%20A%20FRAMEWORK%20And%20GUIDELINES.pdf 5. Research in Teacher Education- http://www.uta.fi/edu/en/research/focus.html 	
5.	EDU714: Historical, Political & Economic Foundations of Education	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> • analyze socio-historical context of Indian. • critically analyze 	<p>References:</p> <ul style="list-style-type: none"> - Dube, S.C. 1967, “Modernisation and its Adaptive Demands on Indian Society”, NCERT, New Delhi. - Gupta, S.P., Gupta, Alka, “History, Development and 	<p>References:</p> <p>Aggarwal, J. C. (2007). <i>Landmarks in the History of Modern India. Education.</i> New Delhi: Vikas Publishing house Pvt. Ltd.</p> <p>Bardhan. (1998). <i>The Political Economy of Development in India.</i> New Delhi: Oxford University Press.</p> <p>भटनागर, एस. एवं कुमार, एस. (2016). <i>समकालीन भारत और</i></p>	No Change References and Web Resources updated

		<p>various education commissions and policies in post - independence period.</p> <ul style="list-style-type: none"> • familiarize with political and economic scenario of Indian Education. • analyze and explain relationship between education and Development. • discuss political and economic issues of Education. 	<p>Problem of Indian Education,” Sharda Pustak Bhawan, 2010.</p> <ul style="list-style-type: none"> - Mishra, S.K. and Puri, V.K., “Development and Planning: Theory and Practices,” Himalaya Publishing House, Delhi, 1988. - Mohanty Jagannath, “Current Trends in Higher Education”, Deep & Deep Publication Pvt. Ltd. New Delhi, 2000. - Kumar, Krishna, 1991. <i>Political Agenda of Education: A study of Colonialist and Nationalist Ideas</i>. SAGE: New Delhi - Kumar, K., 1983. Educational experience of scheduled castes and tribes. <i>Economic and Political Weekly</i>, Vol. -17 No.36-37 Sept. 3-10 - गुप्त, रामबाबू “भारतीय शिक्षा का विकास एवं सामयिक समस्याएँ” रतन प्रकाशन मंदिर, आगरा. - जौहरी, वी० पी० एवं पाठक, पी० डी०, “भारतीय शिक्षा का इतिहास,” विनोद पुस्तक मंदिर, आगरा. - शर्मा, गणपतिराय, “शिक्षा एवं भारतीय समाज,” राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर. 	<p>शिक्षा. मेरठ: आर. लाल बुक डिपो.</p> <p>Dash, M. (2004). <i>Education in India Problems and Perspectives</i>. New Delhi: Atlantic Publishers and Distributors.</p> <p>Dhillon. (2014). <i>Emerging Trends in Indian Education</i>. Patiala: Twenty first Century Publication.</p> <p>Dube, S.C. (1967). <i>Modernization and its Adaptive Demands on Indian Society</i>. New Delhi: NCERT.</p> <p>दूबे, एस. (2009). <i>भारतीय शिक्षा का इतिहास, विकास समस्याएँ</i> इलाहाबाद: अनुभव पब्लिशिंग हाउस.</p> <p>Gupta, S.P., & Gupta, A. (2010). <i>History, Development and Problem of Indian Education</i>. Sharda Pustak Bhawan.</p> <p>गुप्त, आर. (). <i>भारतीय शिक्षा का विकास एवं सामयिक समस्याएँ</i> आगरा: रतन प्रकाशन मंदिर.</p> <p>Jhingla, M.C. (1986). <i>The Economics of Development and planning</i>. New Delhi: Denmark Publications.</p> <p>लाल, आर. बी. (2011). <i>शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार</i>. मेरठ: रस्तोगी प्रकाशन.</p> <p>Mishra, S.K., & Puri, V.K. (1988). <i>Development and Planning: Theory and Practices</i>. Delhi: Himalaya Publishing House.</p> <p>Mohanty. (2000). <i>Current Trends in Higher Education</i>. New Delhi: Deep & Deep Publication Pvt. Ltd.</p> <p>नंदा, ई. डी. एस. के., शर्मा, के., एवं राजन दिल्ली. (2011). <i>माध्यमिक शिक्षा में समकालीन मुद्दे एवं सरोकार</i>. पटियाला: 21 सेन्चुरी पब्लिकेशन.</p> <p>पचौरी, जी. (2010). <i>उदीयमान भारतीय समाज में शिक्षक</i>. मेरठ: सूर्या प्रकाशन.</p> <p>पाठक, पी. डी. (2014). <i>भारतीय शिक्षा और उसकी समस्याएँ</i> आगरा: विनोद पुस्तक मन्दिर.</p> <p>सचदेवा, एम. एस., शर्मा, के. के., साहू पी. के., कोरे सुपनिंदर. (2010). <i>शिक्षा के दार्शनिक समाजिक, आर्थिक आधार</i> पटियाला: 21 सेन्चुरी पब्लिकेशन.</p> <p>Sharma, Y. K. (2001). <i>History & Problems of Education (Vol. I)</i>. New Delhi: Kanishka</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<p>Publishers.</p> <p>Sharma, Y. K. (2014). <i>Sociological Philosophy of Education (Vol. I)</i>. New Delhi: Kanishka Publishers.</p> <p>Swaroop, N., R. (1990). <i>Principles of Education</i>. Meerut: loyal book depot.</p> <p>Todaro, P. (1983). <i>Economic Development in the third world</i>. New York:</p> <p>वर्मा, ए., के. (2005). <i>भारत में शिक्षा का विकास</i>. वाराणसी: रवि प्रकाशन.</p> <p>वर्मा, ए., के. (2008). <i>उदीयमान भारतीय समाज में शिक्षक</i>. वाराणसी: रवि प्रकाशन.</p> <p>e-Resources:</p> <ul style="list-style-type: none"> • 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
--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Name of Programme: M.Ed. III Semester 2019-21

Course Details: (To be provided in the below mentioned table)

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 601L Communication Skills, Self Development and Yoga	<p>Upon completion of course Students will be enable to</p> <ul style="list-style-type: none"> 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. 	<p>SECTION - A</p> <p>Communication Skills, Self Development and Yoga includes-</p> <ul style="list-style-type: none"> Reflection of communication skills on social and educational issues in small and large group. Inspiring Self through any one of the following selected Readings- <ul style="list-style-type: none"> 'My experiments with Truth' by Mahatma Gandhi. 'Diwaswapn' by Giju Bhai Badheka 'Geeta ka Nitishastra' by Prof. Diwaker Shastri 'Pralay Pratiksha' By Hiralal Shastri "Wings of Fire-An Autobiography", Kalam, A.P.J. 'Leader in you' Dale Carnegie <p>SECTION - B</p> <p>Self Expression through any one of the following creative writings-</p> <ul style="list-style-type: none"> Story Article Event Description/Summary Life experience Poem Drawing <p>SECTION - C</p> <ul style="list-style-type: none"> Yoga and Self Development <ul style="list-style-type: none"> Concept of yoga 	<p>SECTION - A</p> <p>Communication Skills, Self Development and Yoga includes-</p> <ul style="list-style-type: none"> Reflection of communication skills on social and educational issues in small and large group. Inspiring Self through any one of the following selected Readings- <ul style="list-style-type: none"> 'My experiments with Truth' by Mahatma Gandhi. 'Diwaswapn' by Giju Bhai Badheka 'Geeta ka Nitishastra' by Prof. Diwaker Shastri 'Pralay Pratiksha' By Hiralal Shastri "Wings of Fire-An Autobiography", Kalam, A.P.J. 'Leader in you' Dale Carnegie <p>SECTION - B</p> <p>Self Expression through any one of the following creative writings-</p> <ul style="list-style-type: none"> Story Article Event Description/Summary Life experience Poem Drawing <p>SECTION - C</p> <ul style="list-style-type: none"> Yoga and Self Development <ul style="list-style-type: none"> Concept of yoga Importance of yoga and its 	<p>Minor Change</p> <p>References and Web Resources updated</p>

			<ul style="list-style-type: none"> 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. <p>- Yoga for healthy mind and body.</p> <ul style="list-style-type: none"> o Practice of various asanas. o Practice of various skills of pranayam. <p>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.</p> <p>Mode of Transaction:</p> <ol style="list-style-type: none"> 1 Orientation/Lecture 2 Presentation 3 Demonstration 4 Drill 5 Self-Practice 	<p>importance for self development</p> <ul style="list-style-type: none"> o Pranayam- types and Importance o Three milestones of women's life and yoga . o Do's and Dont's of Asanas. <p>- Yoga for healthy mind and body.</p> <ul style="list-style-type: none"> o Practice of various asanas. o Practice of various skills of pranayam. <p>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.</p> <p>Mode of Transaction:</p> <ol style="list-style-type: none"> 1 Orientation/Lecture 2 Presentation 3 Demonstration 4 Drill 5 Self-Practice <p>References:</p> <ol style="list-style-type: none"> 1. Dale, Carnegie. (1993). <i>Leader in you; you to win friends, influence people and succeed in a changing world.</i> 2. Gupta, D.& S. (1987). <i>Yoga: its Philosophy & Religion.</i> 3. Sinha, P. (2003). <i>Yogic Cure for Common Diseases.</i> Allied Publishers Pvt. Ltd. 4. Joshi, K.S. (2003). <i>Yogic Pranayam.</i> Allied Publishers Pvt. Ltd. 5. Ananda, Sri, (1999). <i>The Complete Book of Yoga Harmony of Body and Mind.</i> Delhi : Orient paperbacks, Madarasa 	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Road, Kashmere Gate.

6. Niranjana, Paramahansa. (1993). *Yoga Darshan, Vision on Yoga Upanishads*. Bihar : Sri Panchadashnam. Paramahansa Alakh Bara, Deoghar.
7. Sharma, P. D. (1984). *Yoga Yogasana and Pranayama for Health*. Ahmedabad: Navneet Publications (I) Limited.
9. Kalam, A.P.J. (1999). *Wings of Fire-An Autobiography*. Hyderabad: Universities Press.
10. अग्रवाल, विजय. (2015). *स्टूडेंट और पर्सनैलिटी डेवलपमेंट*, Bhopal: Benten Books.
11. अग्रवाल, विजय. (2015). *स्टूडेंट और मन की शक्ति*. Bhopal: Benten Books.
12. कलाम, ए. पी. जे. (1999). *अग्नि की उड़ान- आत्मकथा*. हैदराबाद : यूनिवर्सिटीज़ प्रेस.
13. गिजुभाई, बधेका. (1991). *दिवास्वप्न*. नई दिल्ली : नेशनल बुक इंडिया.
14. दिवाकर, शास्त्री. (2008). *गीता का नीतिशास्त्र*. नई दिल्ली : सस्ता साहित्य मण्डल.
15. मोहनदास, करमचन्द गाँधी. (1970). *सत्य के प्रयोग: गांधीजी की संक्षिप्त आत्म-कथा*. दिल्ली : राजपाल.
16. योगेश कुमार शर्मा एवं प्रज्ञा शर्मा. (2003). *नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ*. जयपुर : पोइण्टर पब्लिशस.

E-Resources:

- My experiments with Truth:
<https://books.google.co.in/books?id=MUEDDAAAQBAJ&print>

[tsec=frontcover&dq=my+experiment+with+truth&hl=en&sa=X&ved=0ahUKEwiUoIWY-9HhAhWh6XMBHZP0CrAQ6AEIMDAB#v=onepage&q=my%20experiment%20with%20truth&f=false](https://books.google.co.in/books?id=c3qmIZtWUjAC&printsec=frontcover&dq=my+experiment+with+truth&hl=en&sa=X&ved=0ahUKEwiUoIWY-9HhAhWh6XMBHZP0CrAQ6AEIMDAB#v=onepage&q=my%20experiment%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%20of%20fire-%20An%20autobiography&f=false

- Yoga and Self development:
https://books.google.co.in/books?id=h8UJCAAQBAJ&printsec=frontcover&dq=yoga+and+self+development&hl=en&sa=X&ved=0ahUKEwjcs7Ot_NHhAhUh7nMBHeeOD18Q6AEIMDAB#v=onepage&q=yoga%20and%20self%20development&f=false

- Yoga and Self development:
<https://books.google.co.in/books?i>

				<p>d=tFsoDwAAQBAJ&printsec=frontcover&dq=yoga+and+self+development&hl=en&sa=X&ved=0ahUKewjcs7Ot_NHhAhUh7nMBHeeOD18Q6AEIOzAD#v=onepage&q=yoga%20and%20self%20development&f=false</p> <ul style="list-style-type: none"> • Yoga and Self development: https://books.google.co.in/books?id=wVTWjAKx0sgC&printsec=frontcover&dq=Pranayam+types+and+importance&hl=en&sa=X&ved=0ahUKEwiLzI2B_dHhAhVvXnwKHU-BCxwQ6AEIODAC#v=onepage&q&f=false • Pranayama: https://books.google.co.in/books?id=NagKQNRaLtAC&pg=PA40&dq=Pranayam+types+and+importance&hl=en&sa=X&ved=0ahUKEwiLzI2B_dHhAhVvXnwKHU-BCxwQ6AEIVzAI#v=onepage&q=Pranayam%20types%20and%20importance&f=false 	
2.	EDU 702L: Communication Skill with ICT Lab	<p>Upon completion of course Students will be enable to</p> <ul style="list-style-type: none"> • explain the concept and potential of ICT for Communication. • critically analyze and utilize the ICT for teacher-educator related work. 	<p>Course Outline:</p> <p>SECTION - A</p> <p>Communication Skill with ICT includes</p> <ul style="list-style-type: none"> • Using Gadgets for Communication (Public Address System and LCD Projector) • Inquiry for communication • (Offline and Online inquiry using digital library and ICT) <p>SECTION - B</p>	<p>Course Outline:</p> <p>SECTION - A</p> <p>Communication Skill with ICT includes</p> <ul style="list-style-type: none"> • Using Gadgets for Communication (Public Address System and LCD Projector) • Inquiry for communication • (Offline and Online inquiry using digital library and ICT) <p>SECTION - B</p> <ul style="list-style-type: none"> • Document Processing (Formatting and 	Minor Change References and Web Resources updated

		<ul style="list-style-type: none"> design appropriate ICT for Communication. apply appropriate ICT for Communication. 	<ul style="list-style-type: none"> Document Processing (Formatting and Printing of Documents) Data Processing (Using Spreadsheet Formula and Functions) Graphical Presentation (Preparation, formatting and editing the graph) <p style="text-align: center;">SECTION - C</p> <ul style="list-style-type: none"> Multimedia Presentation (slide design, animation and presentation) Ethical issues of Using ICT (Using Plagiarism Software and IPR). <p>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.</p> <p>Mode of Transaction: Orientation and Demonstration, Self Practice and Presentation.</p> <p>Reference:</p> <ul style="list-style-type: none"> CD ROM. (2005). <i>Intel Teach to the Future' programme (I.T.F.P.)</i>. Sinha, P. K. and P. S. (2005). <i>Computer Fundamentals - Concept; System and Applications</i>. New Delhi: BPB Publication. शास्त्री, ए. एवं ए. (2005). <i>कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग</i>. जयपुर : जयपुर पब्लिशिंग हाऊस. सिंह. एन. एवं ए. उ. (2001). <i>कम्प्यूटर शिक्षा</i>. आगरा : विनोद पुस्तक मन्दिर गुप्ता, एम. कु. (2005). <i>कम्प्यूटर अनुप्रयोग</i>. जयपुर : मंगलदीप पब्लिकेशन. कुमार, एवं ए. एस. ए. (2005). <i>संगणक एवं सूचना प्रौद्योगिकी</i> जयपुर : आविष्कार पब्लिकेशन. 	<ul style="list-style-type: none"> Printing of Documents) Data Processing (Using Spreadsheet Formula and Functions) Graphical Presentation (Preparation, formatting and editing the graph) <p style="text-align: center;">SECTION - C</p> <ul style="list-style-type: none"> Multimedia Presentation (slide design, animation and presentation) Ethical issues of Using ICT (Using Plagiarism Software and IPR). <p>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.</p> <p>Mode of Transaction: Orientation and Demonstration, Self Practice and Presentation.</p> <p>Reference:</p> <ul style="list-style-type: none"> CD ROM. (2005). <i>Intel Teach to the Future' programme (I.T.F.P.)</i>. Sinha, P. K. and P. S. (2005). <i>Computer Fundamentals - Concept; System and Applications</i>. New Delhi: BPB Publication. शास्त्री, ए. एवं ए. (2005). <i>कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग</i>. जयपुर : जयपुर पब्लिशिंग हाऊस. सिंह. एन. एवं ए. उ. (2001). <i>कम्प्यूटर शिक्षा</i>. आगरा : विनोद पुस्तक मन्दिर गुप्ता, एम. कु. (2005). <i>कम्प्यूटर अनुप्रयोग</i>. जयपुर : मंगलदीप पब्लिकेशन. कुमार, एवं ए. एस. ए. (2005). <i>संगणक एवं सूचना प्रौद्योगिकी</i> जयपुर : आविष्कार पब्लिकेशन. चौबे, एस. एस. (2005). <i>कम्प्यूटर एक परिचय</i> मध्यप्रदेश. भोपाल : हिन्दी ग्रन्थ अकादमी. <p>e- Resources:</p> <ul style="list-style-type: none"> Ehics and Copyright Issues in 	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<ul style="list-style-type: none"> • चौबे, एस. एस. (2005). <i>कम्प्यूटर एक परिचय</i> मध्यप्रदेश भोपाल : हिन्दी ग्रन्थ अकादमी. <p>e- Resources:</p> <ul style="list-style-type: none"> • Ethics and Copyright Issues in Using ICT: https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&d=1 • Ethics and Copyright Issues in Using ICT: https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&d=1 • ICT for Administrative Support: https://books.google.co.in/books?id=I6-Fgje2Cg8C&printsec=frontcover&dq=books+for+microsoft+word&hl=en&sa=X&ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&q=books%20for%20microsoft%20word&f=false 	<p>Using ICT: https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&d=1</p> <ul style="list-style-type: none"> • Ethics and Copyright Issues in Using ICT: https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&d=1 • ICT for Administrative Support: https://books.google.co.in/books?id=I6-Fgje2Cg8C&printsec=frontcover&dq=books+for+microsoft+word&hl=en&sa=X&ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&q=books%20for%20microsoft%20word&f=false • Document and Data Processing, Graphical & Multimedia Presentation https://www.gfmer.ch/Informatics/Presentations/postgrad2005/present 	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>KHQafBCsQ6AEIKDAA#v=onepage&q=books%20for%20microsoft%20word&f=false</p> <ul style="list-style-type: none"> • Document and Data Processing, Graphical & Multimedia Presentation https://www.gfmer.ch/Informatics/Presentations/postgrad2005/presentation.pdf • Document and Data Processing, Graphical & Multimedia Presentation http://bcihmct.ac.in/download/Unit%204%20-Internet%20Basics%20and%20HTML.pdf • Document and Data Processing, Graphical & Multimedia Presentation https://books.google.co.in/books?id=qKVCAwAAQBAJ&pg=PA665&dq=word+powerpoint+excel 	<p>ation.pdf</p> <ul style="list-style-type: none"> • Document and Data Processing, Graphical & Multimedia Presentation http://bcihmct.ac.in/download/Unit%204%20-Internet%20Basics%20and%20HTML.pdf • Document and Data Processing, Graphical & Multimedia Presentation https://books.google.co.in/books?id=qKVCAwAAQBAJ&pg=PA665&dq=word+powerpoint+excel 	
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

3.	<p>EDU 716: Secondary Education in Contemporary India</p>	<p>Upon completion of course The student teacher will be able to</p> <ul style="list-style-type: none"> • 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. 	<p>References:</p> <ol style="list-style-type: none"> 1. सक्सैना, राधारानी एवं अन्य: उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000. 2. ओड, एल०के०: शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978. 3. पाण्डे, रामशकल: शिक्षा के मूल सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 1986. 4. शर्मा, डी० एल०: शिक्षा तथा भारतीय समाज, आर लाल बुक डिपो, मेरठ, 1994. 5. Srivastava, K.K.: Philosophical Foundations of Education, Kanishka Publishers, distributors, New Delhi, 2003. 6. Taneja V.R.: Foundation of education (Philosophical and Sociological), Abhishek Publications, Chandigarh, 2002. 7. Taneja V.R.: Philosophical Approach to Education, Atlantic Publishers Distributors, Delhi, 2005. 8. Bhattacharya, Srinivas: Foundations of Education, Atlantic Publishers and Distributors, Delhi, 2003. 9. अग्निहोत्री, रवीन्द्र: आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2008. 10. सिंह, आर० पी० एवं उपाध्याय राधावल्लभ: शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 11. पाण्डेय, रामशकल: शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि, विनोद पुस्तक मंदिर, आगरा, 2005. 12. मदन, जी०आर०: समाजशास्त्र के सिद्धांत, 	<p>References:</p> <ol style="list-style-type: none"> 1. सक्सैना, राधारानी एवं अन्य (2000). उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक. जयपुर: क्लासिक पब्लिकेशन्स. 2. ओड, एल. के. (1978). शिक्षा के नूतन आयाम. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. 3. पाण्डे, रामशकल (1986). शिक्षा के मूल सिद्धांत. आगरा: विनोद पुस्तक मंदिर. 4. शर्मा, डी. एल. (1994). शिक्षा तथा भारतीय समाज. मेरठ: आर लाल बुक डिपो. 5. Srivastava, K.K. (2003). <i>Philosophical Foundations of Education</i>. New Delhi: Kanishka Publishers distributors. 6. Taneja, V.R. (2002). <i>Foundation of Education (Philosophical and Sociological)</i>. Chandigarh: Abhishek Publications. 7. Taneja, V.R (2005). <i>Philosophical Approach to Education</i>. Delhi: Atlantic Publishers Distributors. 8. Bhattacharya, Srinivas (2003). <i>Foundations of Education</i>. Delhi: Atlantic Publishers and Distributors. 9. अग्निहोत्री, रवीन्द्र (2008). <i>आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. 10. सिंह, आर. पी. एवं उपाध्याय राधावल्लभ. <i>शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत</i>. आगरा: विनोद पुस्तक मंदिर. 11. पाण्डेय, रामशकल (2005). <i>शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि</i>. आगरा: विनोद पुस्तक मंदिर. 12. मदन, जी. आर. (1988). <i>समाजशास्त्र के सिद्धांत</i>. दिल्ली: आत्माराम एण्ड सन्स. 13. Dhiman, O.P. (2007). <i>Principles and Techniques of Education</i>. Delhi: Kalpaz 	<p>No Change</p> <p>References and Web Resources updated</p>
----	----------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

			<p>आत्माराम एण्ड सन्स, दिल्ली, 1988.</p> <p>13. Dhiman O.P.: Principles and Techniques of Education, Kalpaz publications, Delhi, 2007.</p> <p>14. Pathak, R.P.: Philosophical and Sociological Foundations of Education, Kanishka Publications distributors, 2009.</p> <p>15. Sharma, B.L and Maheshwari, B.K: Education for Values, Environment” Human Rights, R.Lall Book Depot, Meerut, 2010.</p> <p>16. Reddy, V.DayaKara and Rao, Digumarti Baskara: Value Oriented Education, Discovery Publishing House, New Delhi, 2006.</p> <p>17. माथुर, एस० एस०: शिक्षा सिद्धांत विनोद पुस्तक मन्दिर, आगरा, 1978,</p> <p>18. पारीक, मथुरेश्वर एवं शर्मा, रजनी: उदीयमान भारतीय समाज और शिक्षा, शिक्षा प्रकाशन, जयपुर, 2004-05.</p> <p>19. रावत, प्यारेलाल: भारतीय शिक्षा का इतिहास, रामप्रसाद एण्ड सन्स, आगरा, 1992.</p> <p>20. Sharma, Bharti: History of Indian Education, Vohara Publishers and Distributors, New Delhi, 2004.</p> <p>21. Saini, S.K.: Development of Education in India, Socio economic and political perspective, COSMO publications, New Delhi, 1980.</p> <p>22. Sharma, R.A: Metaphysics, Epistemology, Axiology and Education, R. Lall Book Depot, Meerut, 2008.</p> <p>23. Jayapalan, N.: Problems of Indian Education, Atlantic Publishers and</p>	<p>publications.</p> <p>14. Pathak, R.P. (2009). <i>Philosophical and Sociological Foundations of Education</i>. Kanishka Publications distributors.</p> <p>15. Sharma, B.L and Maheshwari, B.K (2010). <i>Education for Values, Environment Human Rights</i>. Meerut: R. Lall Book Depot.</p> <p>16. Reddy, V., Daya Kara and Rao, Digumarti Baskara (2006). <i>Value Oriented Education</i>. New Delhi: Discovery Publishing House.</p> <p>17. माथुर, एस. एस. (1978). <i>शिक्षा सिद्धांत</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>18. पारीक, मथुरेश्वर एवं शर्मा, रजनी (2004-05). <i>उदीयमान भारतीय समाज और शिक्षा</i>. जयपुर: शिक्षा प्रकाशन.</p> <p>19. रावत, प्यारेलाल (1992). <i>भारतीय शिक्षा का इतिहास</i>. आगरा: रामप्रसाद एण्ड सन्स.</p> <p>20. Sharma, Bharti (2004). <i>History of Indian Education</i>. New Delhi: Vohara Publishers and Distributors.</p> <p>21. Saini, S.K. (1980). <i>Development of Education in India: Socio economic and political perspective</i>. New Delhi: COSMO publications.</p> <p>22. Sharma, R.A. (2008). <i>Metaphysics, Epistemology, Axiology and Education</i>. Meerut: R. Lall Book Depot,</p> <p>23. Jayapalan, N. (2005). <i>Problems of Indian Education</i>. Delhi: Atlantic Publishers and Distributors.</p> <p>24. भारत सरकार 1985., <i>शिक्षा नीति की चुनौती</i>. नई दिल्ली: शिक्षा मंत्रालय.</p> <p>25. भारत सरकार (1986). <i>नेशनल पॉलिसी ऑन एज्यूकेशन</i>. मानव संसाधन विकास मंत्रालय. नई दिल्ली: शिक्षा विभाग,</p>	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>Distributors, Delhi, 2005.</p> <p>24. भारत सरकार, शिक्षा नीति की चुनौती, शिक्षा मंत्रालय, नई दिल्ली, 1985.</p> <p>25. भारत सरकार, नेशनल पॉलिसी ऑन एज्यूकेशन, मानव संसाधन विकास मंत्रालय, शिक्षा विभाग, नई दिल्ली, 1986.</p> <p>26. Report of Secondary Education Commission: Ministry of Education & Culture, Govt. of India, 1952-53.</p> <p>27. Report of Education Commission: Ministry of Education & Culture, Govt. of India, 1964-66.</p> <p>28. Singh, L.C. Sharma, P.C., Teacher Education and Teacher, Vikas Publication House, New Delhi, 1995.</p> <p>29. Mangla, Sheela: Teacher Education, Trends and Strategies, Radha Publications, New Delhi, 2012.</p> <p>30. शर्मा, आर. ए.: शिक्षा तकनीकी, आर. लाल बुक डिपो, मेरठ, 1998.</p>	<p>26. Report of Secondary Education Commission (1952-53). <i>Ministry of Education & Culture</i>. New Delhi: Govt. of India</p> <p>27. Report of Education Commission (1964-66). <i>Ministry of Education & Culture</i>. New Delhi: Govt. of India,</p> <p>28. Singh, L.C. Sharma, P.C. (1995). <i>Teacher Education and Teacher</i>. New Delhi: Vikas Publication House.</p> <p>29. Mangla, Sheela (2012). <i>Teacher Education, Trends and Strategies</i>. New Delhi: Radha Publications.</p> <p>30. शर्मा, आर. ए. (1998). <i>शिक्षा तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p>e-Resources:</p> <ul style="list-style-type: none"> • 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 • Rashtriya Madhymik Shiksha Abhiyan http://rajrmsa.nic.in/Public/DOCView.aspx?Title=Documents&Id=1 • Secondary Education Commission (1952-53): http://dspace.gipe.ac.in/xmlui/bitstream/handle/10973/33772/GIPE- 	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<p>111964.pdf?sequence=2&isAllowed=y</p> <ul style="list-style-type: none">• 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	
--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Name of Programme: M.Ed. IV Semester 2019-21

Course Details: (To be provided in the below mentioned table)

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 717: Teaching and Learning at Secondary Stage	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> differentiate between types of learner while teaching. analyze the different factors influencing teaching learning process during class interaction. apply different type of methods and media. plan according to Phases, level and maxims of teaching. manage the classroom as a professional. 	<p>References:</p> <ol style="list-style-type: none"> Hough, John B. & James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A. Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill Company, New York, U.S.A. Weimer, Maryelen (1996), <i>Improving your classroom Teaching</i>, SAGE Publications, Inc., California, USA. Pierce Walter D., Micheal A. Lorber (1977); 'Objectives and Methods for Secondary Teaching', Prentice-Hall, Inc., New Jersey, U.S.A. Yadav, Neelam (2003); 'A Handbook of Education Technology', Anmol Publications Pvt. Ltd., New Delhi, India. Mangal, S.K. & Uma Mangal (2009); 'Essentials of Education Technology', PHI Learning Private Ltd., New Delhi. Capel, Susan, Marilyn Leask & Tony Turner (1995); 'Learning to teach in Secondary Schools', Routlage, London, England. 	<p>References:</p> <p>Hough, J. B. & James K. D. (1970). <i>Teaching: Description and Analysis</i>. U.S.A.:Addison-Wesley Publishing Company, Massachusetts.</p> <p>Cruickshank, D. R., Deborah B. J. & Kim K. M. (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</p> <p>Weimer, M. (1996). <i>Improving your classroom Teaching</i>. California, U.S.A.:SAGE Publications, Inc.</p> <p>Pierce W. D., Micheal A. L. (1977). <i>Objectives and Methods for Secondary Teaching</i>. New Jersey: Prentice-Hall, Inc.</p> <p>Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd.</p> <p>Mangal, S.K. & Uma M. (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Private Ltd.</p> <p>Capel, Susan, Marilyn L.k & Tony T. (1995). <i>Learning to teach in Secondary Schools</i>. London: Routlage.</p> <p>Rao, D.B. (2001). <i>Science & Technology Education</i>. New Delhi: Discovery House.</p> <p>Sampath, Panneevselvan, K.A. & Santhanam, S. (1994). <i>Introduction to Education Technology</i>, Steerling Publication pvt., Ltd.</p> <p>Sharma, R.A. (2000). <i>Technological Foundation of Education</i></p>	<p>No Change</p> <p>References and Web Resources updated</p>

			<p>8. Rao, D.B. (2001); 'Science & Technology Education', Discovery House, New Delhi.</p> <p>9. Sampath, K.A.Panneevselvan & S. Santhanam (1994); 'Introduction to Education Technology', Sterling Publication Pvt., Ltd.</p> <p>10. Sharma, R.A. (2000), 'Technological Foundation of Education Technology, International Publications, Meerut, India.</p> <p>11. Sood, J.K. (1989); 'New Direction in Science Teaching,' Kohli Publishers, Chandigarh.</p> <p>12. Washton, N.S. (1967); 'Teaching Science Creativity', W.B.Saunders Company, London.</p> <p>13. Sharma R.A. (1987) ' Shiksha Takniki', Loyal Book Depot, Meerut.</p> <p>14. Sharma Y.K. (2002) 'Fundamentals of Educational Technology' Kaniska Publishers, New Delhi.</p> <p>15. Saxena, N.R.S & S.C. Oberoi (1996), 'Technology of Teaching; R.L. Book, Meerut.</p> <p>16. flag lruke 2006</p> <p>17. Wragg E.C. (1996); 'Classroom Teaching Skills' Routledge, London.</p> <p>18. Kumari, Sarita (2004) 'Increasing Role of Technology in Education, Chawla Offset Press, Delhi.</p>	<p>Technology. Meerut: International Publications.</p> <p>Sood, J.K. (1989). <i>New Direction in Science Teaching</i>. Chandigarh: Kohli Publishers.</p> <p>Washton, N.S. (1967). <i>Teaching Science Creativity</i>. London: W.B.Saunders Company.</p> <p>Sharma R.A. (1987). <i>Shiksha Takniki</i>. Meerut: Loyal Book Depot.</p> <p>Sharma Y.K. (2002). <i>Fundamentals of Educational Technology</i>. New Delhi: Kaniska Publishers.</p> <p>Saxena, N.R.S & S.C. Oberoi (1996). <i>Technology of Teaching</i>. Meerut; R.L. Book.</p> <p>Wragg E.C. (1996). <i>Classroom Teaching Skills</i>. London: Routledge.</p> <p>Kumari, S. (2004). <i>Increasing Role of Technology in Education</i>. Delhi: Chawla Offset Press.</p> <p>e- Resources:</p> <p>Instructional media and Types of Media-</p> <p>http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf</p> <p>Role of Teacher in Classroom Management-</p> <p>https://books.google.co.in/books?id=dQsE9WisCIYC&printsec=frontcover&dq=teacher+and+classroom+management&hl=en&sa=X&ved=0ahUKEwi2q3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&q=teacher%20and%20classroom%20management&f=false</p> <p>Learning - inside and outside the school-</p> <p>http://www.ignouhelp.in/ignou-study-material/</p> <p>Socio-cultural background of</p>	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<p>learner- http://egyankosh.ac.in/handle/123456789/47116 Concept of Teaching, Instruction & Training- http://www.ignouhelp.in/ignou-study-material/ Phases of Teaching- http://www.ignouhelp.in/ignou-study-material/</p>	
--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Discipline Elective

1.	EDU 604 Educational Administration and Planning	<ul style="list-style-type: none"> 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. 	Reference: <ul style="list-style-type: none"> Beaby ,C.E.(1967). <i>Planning and Educational Administration</i>. Paris:UNESCO. Bhatnagar and Verma. <i>Educational Supervision</i>. Meerut : International Pub. House. Dessler, G. (2005). <i>Human Resource Management</i>. New Delhi : Pearson Prentice Hall. Edwin, F. (1984). <i>Personnel Management</i>. New Delhi: Mac Graw Hill. Fletcher, B.A.(1963). <i>Planning of Education</i>. New York: Institute of Education. Griffiths, V.L.(1962). <i>Educational Planning</i>. London :Oxford University Press. Harpinson, F. (1964). <i>Education Manpower and Economic Growth</i>. New York: McGraw Hill. Harry,J. H.(1973). <i>Educational Planning, Programming, Budgeting : A System Approach</i>. New Jersey: Prentice Hall Inc. John, R.L.and Morphat.(1964). <i>Financing the public school</i>. New Jersey: Englewood Cliffs. Kimbrough, S.Ralph, Michall & Nunnery. <i>Educational Administration</i>. New York: Mc Millan Lyons, R.F.(1967). <i>The Fundamentals of Educational</i> 	Reference: <ul style="list-style-type: none"> Beaby ,C.E.(1967). <i>Planning and Educational Administration</i>. Paris:UNESCO. Bhatnagar and Verma. <i>Educational Supervision</i>. Meerut : International Pub. House. Dessler, G. (2005). <i>Human Resource Management</i>. New Delhi : Pearson Prentice Hall. Edwin, F. (1984). <i>Personnel Management</i>. New Delhi: Mac Graw Hill. Fletcher, B.A.(1963). <i>Planning of Education</i>. New York: Institute of Education. Griffiths, V.L.(1962). <i>Educational Planning</i>. London :Oxford University Press. Harpinson, F. (1964). <i>Education Manpower and Economic Growth</i>. New York: McGraw Hill. Harry,J. H.(1973). <i>Educational Planning, Programming, Budgeting : A System Approach</i>. New Jersey: Prentice Hall Inc. John, R.L.and Morphat.(1964). <i>Financing the public school</i>. New Jersey: Englewood Cliffs. Kimbrough, S.Ralph, Michall & Nunnery. <i>Educational Administration</i>. New York: Mc Millan Lyons, R.F.(1967). <i>The Fundamentals of Educational Planning</i>, (No.21 and 22). International Institute of 	No Change References and Web Resources updated
----	--------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------

			<p>Planning, (No.21 and 22). International Institute of Educational Planning. UNESCO.</p> <ul style="list-style-type: none"> • Mckerinan ,K.R.(1973). Realistic Educational Planning. Paris: UNESCO. • Mishra, A. (1967). <i>The Financing of India</i>. Bombay: Asia Publishing House. • Mukerji, S.N.. <i>Administration of Educational Planning and Finance</i>. Baroda : Acharya Book Depot. • Musgrave, R.A.(1959). <i>Theory of Public Finance, A Study of Public Economy</i>. New York: McGraw Hill. • Naik, J.P.(1965). <i>Educational Planning in India</i>. Bombay: Allied Publishers. • Newman and Summer. <i>The process of Management : Concept, Behaviour and Practice</i>. New Delhi. • Pattnayak, B. (2005). <i>Human Resource Management</i>. New Delhi: Prentice Hall of India (Pvt.) Ltd. • Platt,W. J.(1960). <i>Research for Educational Planning</i>. UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd. • Rao, T.V. (1999). <i>Appraising and Developing Managerial Performance</i>. New Delhi: Excel Books. • Rao, V.K.(1961). <i>Education and</i> 	<p>Educational Planning. UNESCO.</p> <ul style="list-style-type: none"> • Mckerinan ,K.R.(1973). Realistic Educational Planning. Paris: UNESCO. • Mishra, A. (1967). <i>The Financing of India</i>. Bombay: Asia Publishing House. • Mukerji, S.N.. <i>Administration of Educational Planning and Finance</i>. Baroda : Acharya Book Depot. • Musgrave, R.A.(1959). <i>Theory of Public Finance, A Study of Public Economy</i>. New York: McGraw Hill. • Naik, J.P.(1965). <i>Educational Planning in India</i>. Bombay: Allied Publishers. • Newman and Summer. <i>The process of Management : Concept, Behaviour and Practice</i>. New Delhi. • Pattnayak, B. (2005). <i>Human Resource Management</i>. New Delhi: Prentice Hall of India (Pvt.) Ltd. • Platt,W. J.(1960). <i>Research for Educational Planning</i>. UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd. • Rao, T.V. (1999). <i>Appraising and Developing Managerial Performance</i>. New Delhi: Excel Books. • Rao, V.K.(1961). <i>Education and Human Resource Development</i>. Bombay: Allied Publishers. • Robin Stepher P. <i>Organizational Behaviour</i>. Prentice Hall Pub. Pvt. Ltd. • Saiyadain, M. (2003) <i>Human Resource Management</i>. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd. • Simon, Herbart A. <i>Administrative Behaviour</i>. New York : McMillan Company. 	
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p><i>Human Resource Development.</i> Bombay: Allied Publishers.</p> <ul style="list-style-type: none"> Robin Stepher P. <i>Organizational Behaviour.</i> Prentice Hall Pub. Pvt. Ltd. Saiyadain, M. (2003) <i>Human Resource Management.</i> New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd. Simon, Herbart A. <i>Administrative Behaviour.</i> New York : McMillan Company. Singh, B. (1967). <i>Education as Investment.</i> Delhi: Meenakshi Prakashan.UNESCO (1963). <i>Economic and Social Aspects of Planning.</i> Paris. Singh, N.K. (1999) <i>Human Resource Management.</i> New Delhi: Excel Books. Waber, Clarence A. <i>Fundamentals of Educational Leadership.</i> New York : Exposition Press. <p>Educational Administration- http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf</p> <p>Leading People Resource Management- http://www.csu.edu.au/data/assets/pdf_file/0007/51946/Resource-Management.pdf</p> <p>Educational leadership and management: theory, policy, and</p>	<ul style="list-style-type: none"> Singh, B. (1967). <i>Education as Investment.</i> Delhi: Meenakshi Prakashan.UNESCO (1963). <i>Economic and Social Aspects of Planning.</i> Paris. Singh, N.K. (1999) <i>Human Resource Management.</i> New Delhi: Excel Books. Waber, Clarence A. <i>Fundamentals of Educational Leadership.</i> New York : Exposition Press. <p>Educational Administration- http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf</p> <p>Leading People Resource Management- http://www.csu.edu.au/data/assets/pdf_file/0007/51946/Resource-Management.pdf</p> <p>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</p> <p>Handbook of Educational Leadership and Management- http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf</p> <p>Management and Leadership Issues for School Building Leaders- https://files.eric.ed.gov/fulltext/EJ102411</p>
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>practice- http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&rep=rep1&type=pdf</p> <p>Handbook of Educational Leadership and Management- http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf</p> <p>Management and Leadership Issues for School Building Leaders- https://files.eric.ed.gov/fulltext/EJ1024110.pdf</p> <p>Primary and Secondary Education Management Issues- https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf</p>	<p>0.pdf</p> <p>Primary and Secondary Education Management Issues- https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf</p>	
2.	<p>EDU607: Educational Technology and Instructional Process</p>	<p>Upon completion of course Student Teacher Educators will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>References:</p> <ul style="list-style-type: none"> Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company. Hough, John B. & James K. Duncan (1970). <i>Teaching: Description and Analysis</i>. Massachusetts: Addison-Wesley Publishing Company. Jyoce, B. & Weil M. (1985). <i>Models of Teaching</i>. New Delhi: Prentice Hall of India. Levine, J.M. (1989). <i>Secondary</i> 	<p>References:</p> <ul style="list-style-type: none"> Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company. Hough, John B. & James K. Duncan (1970). <i>Teaching: Description and Analysis</i>. Massachusetts: Addison-Wesley Publishing Company. Jyoce, B. & Weil M. (1985). <i>Models of Teaching</i>. New Delhi: Prentice Hall of India. Levine, J.M. (1989). <i>Secondary instruction: A manual for classroom Teaching</i>. Boston: Allyn & Becon. 	<p>No Change</p> <p>References and Web Resources updated</p>

			<p>instruction: A manual for classroom Teaching. Boston: Allyn & Becon.</p> <ul style="list-style-type: none"> • Mangal, S.K. & Mangal, Uma (2009). Essentials of Education Technology. New Delhi: PHI Learning Pvt. Ltd. • Mangal, S.K. and Uma Mangal (2009). Shiksha Takniki. New Delhi: PHI Learning Pvt. Ltd. • Percival, F. and Ellington, H. (1984). A Handbook of Educational Technology. London: Kogen Page. • 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 	<ul style="list-style-type: none"> • Mangal, S.K. & Mangal, Uma (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Pvt. Ltd. • Mangal, S.K. and Uma Mangal (2009). <i>Shiksha Takniki</i>. New Delhi: PHI Learning Pvt. Ltd. • Percival, F. and Ellington, H. (1984). <i>A Handbook of Educational Technology</i>. London: Kogen Page. • Pierce, Walter D., Micheal, A. Lorber (1977). Objectives and Methods for Secondary Teaching. New Jersey: Prentice-Hall Inc. • Rao, Usha (1991). <i>Educational Technology</i>. Bombay : Himalaya Publishing House. • Sampath, K. Panneerselvam, A. And santhanam S., (1984). <i>Introduction to Educational Technology</i>. New Delhi : Sterling Publishers. • Sharma, Mittal (1985). <i>System Approach : Its Application in Education</i>. Bombay: Himalaya Publishing House. • Sharma, R.A. (1987). <i>Shiksha Takniki</i>. Meerut : Loyal book Depot. • Sharma, R.A. (2000). <i>Technological Foundation of Education Technology</i>. Meerut: International Publications. • Sharma, R.A. (2012). <i>Technological Foundation of Education</i>. Meerut: R. Lall Book Depot. • Yadav, Neelam (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd. <p>e-Resources:</p> <ul style="list-style-type: none"> • 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
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			Technology. New Delhi: Anmol Publications Pvt. Ltd.	<ul style="list-style-type: none"> • 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/57768891/9/Understanding-Level-of-Teaching • Evaluation and Selection of Learning Resources: A Guide: www.gov.pe.ca/photos/original/ed_ESL_R_08.pdf 	
3.	EDU615: Principles and Procedures of Guidance & Counselling	<p>Upon completion of course Student Teacher Educators will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>References:</p> <ul style="list-style-type: none"> • 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, Super. (1965). Counselling in the Secondary School. New Delhi: Harper and Row. • Dosiagh, N.L. (1969). Guidance Services in India. New Delhi: Arya Book Depot. • Jones, A.J. (1951). Principles of Guidance and Pupil Personal Work. Tokyo: Mc Graw Hill. Book Co. • Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary School. Sterling Publishers Pvt. Ltd. • Mathuson, R.S. (1962). Guidance Policy & Practice. New York: Harper and Bros. • Smith, Robert. & Erickson.(1953). Organization and Administration of Guidance Service. London: Mc Graw Hill Book Co. 	<p>References:</p> <ol style="list-style-type: none"> 1. Chouhan. S.S. (1982). <i>Principles and Techniques of Guidance</i>. New Delhi: Vikash Publication House Pvt. Ltd. 2. Crow & Crow. (1964). <i>Introduction to Guidance</i>. New Delhi: Vikas Publication House Pvt. Ltd. 3. Donald, S. (1965). <i>Counselling in the Secondary School</i>. New Delhi: Harper and Row. 4. Dosiagh, N.L. (1969). <i>Guidance Services in India</i>. New Delhi: Arya Book Depot. 5. Jones, A.J. (1951). <i>Principles of Guidance and Pupil Personal Work</i>. Tokyo: Mc Graw Hill. Book Co. 6. Kochhar, S.K. (1984). <i>Educational and Vocational Guidance in Secondary School</i>. Sterling Publishers Pvt. Ltd. 7. Mathuson, R.S. (1962). <i>Guidance Policy & Practice</i>. New York: Harper and Bros. 8. Smith, Robert. & Erickson.(1953). <i>Organization and Administration of Guidance Service</i>. London: Mc Graw Hill Book Co. 9. Stoops. (1959). <i>Principles and Practices in Guidance, Guidance service</i>. London: Mc. Graw Hill Book Co. 10. दवे एवं पाठक अरविन्द (1973) <i>निर्देशन के</i> 	No Change Referereferences and Web Resources updated

			<ul style="list-style-type: none"> • Stoops. (1959). Principles and Practices in Guidance, Guidance service. London: Mc. Graw Hill Book Co. • 10. दवे एवं पाठक, अरविन्द. (1973). निर्देशन के मूल तत्व. जयपुर: राजस्थान हिन्दी ग्रंथ आकदमी. • 11. जायसवाल, एस. आर. (1987). निर्देशन एवं परामर्शन. आगरा: विनोद पुस्तक मंदिर. • 12. वर्मा एवं उपाध्याय. (1967). शैक्षिक एवं व्यावसायिक निर्देशन. आगरा: विनोद पुस्तक मंदिर. 	<p>मूल तत्व, जयपुर राज0 हिन्दी ग्रंथ आकदमी</p> <p>11. जायसवाल एस0 आर0 (1987) निर्देशन एवं परामर्शन, आगरा विनोद पुस्तक मंदिर</p> <p>12. वर्मा एवं उपाध्याय (1967), शैक्षिक एवं व्यावसायिक निर्देशन, आगरा विनोद पुस्तक मंदिर</p> <p>e-Resources:</p> <p>Concept of Guidance and counseling- http://ncert.nic.in/textbook/pdf/lehe108.pdf</p> <ol style="list-style-type: none"> 1. Organization of guidance services in schools- http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674 2. Need of Guidance and Counselling- https://www.nalandaschool.org/importance-of-guidance-and-counselling 3. Follow up services- http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682 4. Vocational development Theory of Super- https://www.careers.govt.nz/assets/pages/docs/career-theory-model-super.pdf 5. 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 	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

4	EDU 613 Fundamentals of Educational Assessment and Evaluation	<p>Upon completion of course Students will be enable to -</p> <ul style="list-style-type: none"> • 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. 	<p>References:</p> <ul style="list-style-type: none"> - Anastasi, A.(1976). Psychological Testing (Fourth Edition). New York : Macmillian Publishing Co. Inc. - Bhargava, Mahesh.(2003). Adhunik Mano Vaigyanik Prikshan Evam Mapan. Agra : H.P. Bhargava Book House. - Ebel, Robert L. & David, A. Frisbie. (1986). Essentials of Educational Measurement (Fourth Edition). New Jersey USA: Prentice-Hall, INC, Englewood Chaffs, - Ferguson, G.A. (1976). Statistical analysis in Psychology and Education. Tokyo: McGraw Hill Book Co. New York - Fredrick, B. Devis. (1964). Educational Measurement and their Interpretation. Belmont California : Wadsworth Publishing Company. INC. USA. - Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay: Vakips Fetter and Simouis Pvt. Ltd. - George, David. (2005). Trends in Measurement and Evaluation Techniques. New Delhi :Commonwealth Publishers. - Guilford, J.P. (1956). Fundamental Statistics in Psychology and Education. New York: Mac. GrewHill Book. - Gupta, S.P. (2001). Adunik Mapan Evam Mulyankan. Allahabad : 	<p>References:</p> <ul style="list-style-type: none"> - Anastasi, A.(1976). <i>Psychological Testing (Fourth Edition)</i>. New York : Macmillian Publishing Co. Inc. - Bhargava, Mahesh.(2003). <i>Adhunik Mano Vaigyanik Prikshan Evam Mapan</i>. Agra : H.P. Bhargava Book House. - Ebel, Robert L. & David, A. Frisbie. (1986). <i>Essentials of Educational Measurement (Fourth Edition)</i>. New Jersey USA: Prentice-Hall, INC, Englewood Chaffs, - Ferguson, G.A. (1976). <i>Statistical analysis in Psychology and Education</i>. Tokyo: McGraw Hill Book Co. New York - Fredrick, B. Devis. (1964). <i>Educational Measurement and their Interpretation</i>. Belmont California : Wadsworth Publishing Company. INC. USA. - Garrett, H.E. (1969). <i>Statistics in Psychology and Education</i>. Bombay: Vakips Fetter and Simouis Pvt. Ltd. - George, David. (2005). <i>Trends in Measurement and Evaluation Techniques</i>. New Delhi :Commonwealth Publishers. - Guilford, J.P. (1956). <i>Fundamental Statistics in Psychology and Education</i>. New York: Mac. GrewHill Book. - Gupta, S.P. (2001). <i>Adunik Mapan Evam Mulyankan</i>. Allahabad : Sharda Pustak Bhawan. - John, A. Green. (1963). <i>Teacher made tests</i>. New York Vanstone: Harper and Row Publishing. - Kennethl, Bean. (1953). <i>Construction of Educational and Personnel Tests</i>, New York. U.S.A. : McGraw Hill Book 	<p>No Change</p> <p>RefereRefere nces and Web Resources updated</p>
---	--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

			<p>Sharda Pustak Bhawan.</p> <ul style="list-style-type: none"> - John, A. Green. (1963). Teacher made tests. New York Vanstone: Harper and Row Publishing. - Kennethl, Bean. (1953). Construction of Educational and Personnel Tests, New York. U.S.A. : McGraw Hill Book Company. INC. - Payne, D. A. (2002). Applied Educational Assessment. CA. USA: Wards worth Thompson Learning. - Sharma, R.A. (1999). Essential of Educational Measurement and Evaluation. Meerut: R. Lal Book Depot. 	<p>Company. INC.</p> <ul style="list-style-type: none"> - Payne, D. A. (2002). <i>Applied Educational Assessment</i>. CA. USA: Wards worth Thompson Learning. - Sharma, R.A. (1999). <i>Essential of Educational Measurement and Evaluation</i>. Meerut: R. Lal Book Depot. <p>e-Resource:</p> <ul style="list-style-type: none"> • Meaning and Difference between Physical and Psychological Measurement- http://www.yourarticlelibrary.Com/statistics-2/measurement-of-data-meaning-types-and-characteristics-statistics/92436 • Relationship of Educational Evaluation with Instructional objectives- https://www.nap.edu/read/5287/chapter/6 • Formative and Summative Evaluation- https://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/ • Concept and Types of Reliability and Validity- https://chfasoa.uni.edu/reliabilityandvalidity.htm, https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/, https://www.cpp.edu/~smemerson/nbu-programeval/trochimppp/Part%203/Types%20of%20Reliability.ppt, https://socialresearchmethods.net/kb/reotypes.php 	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

5.	EDU 706: Educational Management	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>References:</p> <ul style="list-style-type: none"> • Asian Institute of Planning and Administration (1968). <i>Introduction to Educational Planning</i>. New Delhi: Asian Institute of Planning and Administration. • Beaby ,C.E.(1967). <i>Planning and Educational Administration</i>. Paris:UNESCO. • Bhatnagar and Verma. <i>Educational Supervision</i>. Meerut : International Pub. House. • Dessler, G. (2005). <i>Human Resource Management</i>. New Delhi : Pearson Prentice Hall. • Edwin, F. (1984). <i>Personnel Management</i>. New Delhi: Mac Graw Hill. • Fletcher, B.A.(1963). <i>Planning of Education</i>. New York: Institute of Education. • Griffiths, V.L.(1962). <i>Educational Planning</i>. London :Oxford University Press. • Harpinson, F. (1964). <i>Education Manpower and Economic Growth</i>. New York: McGraw Hill. • Harry,J. H.(1973). <i>Educational Planning, Programming, Budgeting : A System Approach</i>. New Jersey: Prentice Hall Inc. • John, R.L.and Morphat.(1964). <i>Financing the public school</i>. New Jersey: Englewood Cliffs. • Kimbrough, S.Ralph, Michall & Nunnery. <i>Educational</i> 	<p>References:</p> <ul style="list-style-type: none"> • Asian Institute of Planning and Administration (1968). <i>Introduction to Educational Planning</i>. New Delhi: Asian Institute of Planning and Administration. • Beaby ,C.E.(1967). <i>Planning and Educational Administration</i>. Paris:UNESCO. • Bhatnagar and Verma. <i>Educational Supervision</i>. Meerut : International Pub. House. • Dessler, G. (2005). <i>Human Resource Management</i>. New Delhi : Pearson Prentice Hall. • Edwin, F. (1984). <i>Personnel Management</i>. New Delhi: Mac Graw Hill. • Fletcher, B.A.(1963). <i>Planning of Education</i>. New York: Institute of Education. • Griffiths, V.L.(1962). <i>Educational Planning</i>. London :Oxford University Press. • Harpinson, F. (1964). <i>Education Manpower and Economic Growth</i>. New York: McGraw Hill. • Harry,J. H.(1973). <i>Educational Planning, Programming, Budgeting : A System Approach</i>. New Jersey: Prentice Hall Inc. • John, R.L.and Morphat.(1964). <i>Financing the public school</i>. New Jersey: Englewood Cliffs. • Kimbrough, S.Ralph, Michall & Nunnery. <i>Educational Administration</i>. New York: Mc Millan 	<p>No Change</p> <p>References and Web Resources updated</p>
----	------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

			<p><i>Administration</i>. New York: Mc Millan</p> <ul style="list-style-type: none"> • Lyons, R.F.(1967). The Fundamentals of Educational Planning, (No.21 and 22). International Institute of Educational Planning. UNESCO. • Mckerinan ,K.R.(1973). Realistic Educational Planning. Paris: UNESCO. • Mishra, A. (1967). <i>The Financing of India</i>. Bombay: Asia Publishing House. • Mukerji, S.N.. <i>Administration of Educational Planning and Finance</i>. Baroda : Acharya Book Depot. • Musgrave, R.A.(1959). <i>Theory of Public Finance, A Study of Public Economy</i>. New York: McGraw Hill. • Naik, J.P.(1965). <i>Educational Planning in India</i>. Bombay: Allied Publishers. • Newman and Summer. <i>The process of Management : Concept, Behaviour and Practice</i>. New Delhi. • Pattnayak, B. (2005). <i>Human Resource Management</i>. New Delhi: Prentice Hall of India (Pvt.) Ltd. • Platt,W. J.(1960). <i>Research for Educational Planning</i>. UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd. • Rao, T.V. (1999). <i>Appraising and</i> 	<ul style="list-style-type: none"> • Lyons, R.F.(1967). The Fundamentals of Educational Planning, (No.21 and 22). International Institute of Educational Planning. UNESCO. • Mckerinan ,K.R.(1973). Realistic Educational Planning. Paris: UNESCO. • Mishra, A. (1967). <i>The Financing of India</i>. Bombay: Asia Publishing House. • Mukerji, S.N.. <i>Administration of Educational Planning and Finance</i>. Baroda : Acharya Book Depot. • Musgrave, R.A.(1959). <i>Theory of Public Finance, A Study of Public Economy</i>. New York: McGraw Hill. • Naik, J.P.(1965). <i>Educational Planning in India</i>. Bombay: Allied Publishers. • Newman and Summer. <i>The process of Management : Concept, Behaviour and Practice</i>. New Delhi. • Pattnayak, B. (2005). <i>Human Resource Management</i>. New Delhi: Prentice Hall of India (Pvt.) Ltd. • Platt,W. J.(1960). <i>Research for Educational Planning</i>. UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd. • Rao, T.V. (1999). <i>Appraising and Developing Managerial Performance</i>. New Delhi: Excel Books. • Rao, V.K.(1961). <i>Education and Human Resource Development</i>. 	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p><i>Developing Managerial Performance.</i> New Delhi: Excel Books.</p> <ul style="list-style-type: none"> Rao, V.K.(1961). <i>Education and Human Resource Development.</i> Bombay: Allied Publishers. Robin Stepher P. <i>Organizational Behaviour.</i> Prentice Hall Pub. Pvt. Ltd. Saiyadain, M. (2003) <i>Human Resource Management.</i> New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd. Simon, Herbart A. <i>Administrative Behaviour.</i> New York : McMillan Company. Singh, B. (1967). <i>Education as Investment.</i> Delhi: Meenakshi Prakashan.UNESCO (1963). <i>Economic and Social Aspects of Planning.</i> Paris. Singh, N.K. (1999) <i>Human Resource Management.</i> New Delhi: Excel Books. Waber, Clarence A. <i>Fundamentals of Educational Leadership.</i> New York : Exposition Press. <p>Educational Management- http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf</p> <p>Leading People Resource Management- http://www.csu.edu.au/_data/assets/pdf_file/0007/51946/Resource-</p>	<p>Bombay: Allied Publishers.</p> <ul style="list-style-type: none"> Robin Stepher P. <i>Organizational Behaviour.</i> Prentice Hall Pub. Pvt. Ltd. Saiyadain, M. (2003) <i>Human Resource Management.</i> New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd. Simon, Herbart A. <i>Administrative Behaviour.</i> New York : McMillan Company. Singh, B. (1967). <i>Education as Investment.</i> Delhi: Meenakshi Prakashan.UNESCO (1963). <i>Economic and Social Aspects of Planning.</i> Paris. Singh, N.K. (1999) <i>Human Resource Management.</i> New Delhi: Excel Books. Waber, Clarence A. <i>Fundamentals of Educational Leadership.</i> New York : Exposition Press. <p>Educational Management- http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf</p> <p>Leading People Resource Management- http://www.csu.edu.au/_data/assets/pdf_file/0007/51946/Resource-Management.pdf</p> <p>Educational leadership and management: theory, policy, and practice-</p>	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>Management.pdf</p> <p>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</p> <p>Handbook of Educational Leadership and Management- http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf</p> <p>Management and Leadership Issues for School Building Leaders- https://files.eric.ed.gov/fulltext/EJ1024110.pdf</p> <p>Primary and Secondary Education Management Issues- https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf</p> <p>Educational Supervision- http://www.yourarticlelibrary.com/education/educational-supervision-in-india-meaning-scope-nature-and-type/45235</p>	<p>http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&rep=rep1&type=pdf</p> <p>Handbook of Educational Leadership and Management- http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf</p> <p>Management and Leadership Issues for School Building Leaders- https://files.eric.ed.gov/fulltext/EJ1024110.pdf</p> <p>Primary and Secondary Education Management Issues- https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf</p> <p>Educational Supervision- http://www.yourarticlelibrary.com/education/educational-supervision-in-india-meaning-scope-nature-and-type/45235</p>	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

6.	EDU707: Educational Technology in Practice	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> • Reflect on communication process and role of media in Education Technology. • Write, script & its recording. • differentiate between different forms of Information Technology. • appreciate the trends and thrust areas in Education Technology. 	<p>References:</p> <ol style="list-style-type: none"> 1. Levine, J.M., Secondary Instruction: A Manual for Classroom Teaching, Boston: Allyn & Becon, 1989. 2. Percival, F. and Ellington, H., A Handbook of Educational Technology, London: Kogen page, 1984. 3. Rao, Usha, Educational Technology, Bombay: Himalaya Publishing House, 1991. 4. Sanpath, K. Panneerselvam, A. and Santhanam, S., Introduction to Educational Technology, New Delhi: Sterling Publishers, 1984. 5. Sharma, Mittal, System Approach: Its Application in Education, Bombay, Himalaya Publishing House, 1985. 6. Sharma, R.,A., Shiksha Takniki, Meerut: Loyal Book Depot., 1987. 7. Woolfolk, A.E., Educational Psychology, New Jersey: Prentice Hall of India, 1990. 	<p>References:</p> <ul style="list-style-type: none"> • Kumari, Sarita. (2004). <i>Increasing role of Technology in Education</i>. New Delhi: Chawla Offset Press. • Levine, J. M. (1989). <i>Secondary Instruction: A Manual for Classroom Teaching</i>. Boston: Allyn & Becon. • Minor, Ed. and Fry, H.R. (Ed.) (1970). <i>Techniques for producing Visual Instructional Materials</i>. Tokyo: Mc-Graw Hill Book Co. • Mohanty, J. (1984). <i>Educational Broadcasting: Radio and TV in Education</i>. New Delhi: Sterling. • Passi, B. K. et.al. (Ed.) (2011). <i>Professional Development and ICT in Education</i>. New Delhi: APH. • Percival, F. and Ellington, H. (1984). <i>A Handbook of Educational Technology</i>. London: Kogan page. • Rao, Usha (1991). <i>Educational Technology</i>. Mumbai: Himalaya Pub. House. • Rao, Usha. (1991). <i>Educational Technology</i>. Bombay: Himalaya Publishing House. • Sahoo P.K. (1999). <i>Educational Technology in Distance Education</i>. New Delhi: Aravali Books International Pvt. Ltd. • Sanpath, K., Panneerselvam, A. and Santhanam, S. (1984). <i>Introduction to Educational Technology</i>. New Delhi: Sterling Publishers. • Saxena, N.R.S. & Oberoi, S.C. (1996). <i>Technology of Teaching</i>. Meerut: R.L. Book Depot. • Sharma, R., A. (2012). <i>Technological Foundation of Education</i>. Meerut: R. Lall Book Depot. • Woolfolk, A.E. (1990). <i>Educational</i> 	<p>No Change</p> <p>References and Web Resources updated</p>
----	---------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

				<p><i>Psychology</i>. New Jersey: Prentice Hall of India.</p> <ul style="list-style-type: none"> • शास्त्री, आदित्य एवं अन्य. (2005). <i>कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग</i>. जयपुर: जयपुर पब्लिशिंग हाउस. • सिंह, नीरज एवं आलोक उपाध्याय. (2001). <i>कम्प्यूटर शिक्षा</i>. आगरा: विनोद पुस्तक मन्दिर. • गुप्ता, महेश कुमार. (2005). <i>कम्प्यूटर अनुप्रयोग</i>. जयपुर: मंगलदीप पब्लिकेशन. • सिंह, सतनाम. (2006). <i>शिक्षा तकनीकी</i>. नई दिल्ली: अर्जुन पब्लिशिंग हाउस <p>e- Resources:</p> <ul style="list-style-type: none"> • epathshala- http://www.ncert.nic.in/ddetailedpathalapdf • epathshala-epathshala.nic.in • NROER-http://nroer.gov.in • NCERT-www.ncert.nic.in 	
7.	EDU 701: Assessment and Counseling Process	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>References:</p> <ol style="list-style-type: none"> 1. Chauhan S.S., 1982, Principles and Techniques of Guidance, Vikas Publishing House Pvt., Ltd., Delhi. 2. Lee, Michall James and Pallone, 1966, Guidance and Counseling in School, Mc Graw Hill Book Co. New York. 3. Moser E. Leslie & Moser Ruth Small, 1903, Counseling and Guidance: An exploration Prentice Hall Inc. Inglewood Cliffs. 4. Indian Education, Mittali Publisher, Delhi. 5. Jaiswal Sita Ram, 1984, Guidance and Counseling, Prakashan Kendra, Lucknow. 6. Dave Indu, 1983, The Basic Essentials of Counseling, Sterling publishers Pvt. Ltd., New Delhi. 7. Kochhar S.K., 1983, Guidance and Counseling in Colleges and 	<p>References:</p> <ul style="list-style-type: none"> • Chauhan, S.S. (1982). <i>Principles and Techniques of Guidance</i>. New Delhi: Vikas Publishing House Pvt. Ltd. • Dave, I. (1983). <i>The Basic Essentials of Counselling</i>. New Delhi: Sterling publishers Pvt. Ltd. • Ghones, R. N. (1995). <i>The Theory and Practice of Counselling</i>. New York: Cassell Wellington House. • Jaiswal, S.R. (1984). <i>Guidance and Counselling</i>. Lucknow: Prakashan Kendra. • Johnson, F. W. (1963). <i>Testing in Guidance and Counselling</i>. New York: MC. Graw Hill Book Co. Inc. • Johnson, F.W. (1965). <i>Theories of Counselling</i>. New York: Mc-Graw Hill Book Co. Inc. • Kinra, Asha K. (2009). <i>Guidance and Counselling</i>. New Delhi: 	No Change References and Web Resources updated

		<ul style="list-style-type: none"> • apply individual and group counseling procedures and organize counseling service for educational context 	<p>Universities, Sterling Publishers, Green Park, New Delhi.</p> <ol style="list-style-type: none"> Johnson, F. Walter, 1963, Testing in Guidance and Counseling, MC. Graw Hill Book Co. Inc. New York. OHL. Sen, Merie M., 1970, Group Counseling: Holt, Renechart Winston, New York. Johnson, F.Walter, 1965, Theories of Counseling, Mc-Graw Hill Book Co. New York. Ghones, Richard Nelson “The Theory and Practice of Counseling”, Cassell Wellington House, New York, 1995. Sink, Christopher A. “Contemporary School Counseling Theory, Research and Practice”, Lahaska Press, New York, 2005. McLead, John, “An Introduction to Counseling”, Rawat Publication. Jaipur, 2008. Kinra, Asha K.” Guidance and Counseling (PEARSON) Dorling Kindersley India Pvt.Ltd. 	<p>Pearson.</p> <p>Kochhar, S.K. (1983). <i>Guidance and Counselling in Colleges and Universities</i>. New Delhi: Sterling Publishers.</p> <p>Lee, M. J. & Pallone.(1966). <i>Guidance and Counselling in School</i>. New York: MC. Graw Hill Book Co. Inc.</p> <p>McLead, J. (2008). <i>An Introduction to Counselling</i>. Jaipur: Rawat Publication.</p> <p>Moser, E. L. & Moser, R. S. (1903). <i>Counselling and Guidance: An exploration</i>. Inglewood Cliffs: Prentice Hall Inc..</p> <p>Sen. & Merie, M.(1970). <i>Group Counselling</i>. New York: Holt Renechart Winston.</p> <p>Sink, C. A. (2005). <i>Contemporary School Counselling Theory, Research and Practice</i>. New York: Lahaska Press.</p> <p>e-Resources:</p> <ul style="list-style-type: none"> • 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 	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<ul style="list-style-type: none"> Techniques of Counseling- https://blog.udemy.com/counseling-techniques/ 	
8..	EDU 715: Procedures of Educational Assessment and Evaluation	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> 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. 	<p>References:</p> <ul style="list-style-type: none"> Asthana & Asthana .(2005). <i>Mano Vigyan our Shiksha Me Mapan Evam Mulyankan.</i> Agra : Vinod Pustak Mandir. Blaine, Wortheir & James, R. Sandir. (1987). <i>Educational Evaluation.</i> New York: Longman. U.S.A. By Cliffor, P. Froehlich & Kenneth, B. Hoyt. (1959). <i>Guidance Testing.</i> Chicago: Science Research Associates. INC. Denis, Baren & Harold, W.B. Bernard. (1958). <i>Evaluation techniques for classroom teachers,</i> New York : McGraw Hill Book Company. INC. USA. Frederick, B. Devis.(1964). <i>Educational Measurement and its Interpretation.</i> California : Wadsworth Publishing Company. INC Belmont. U.S.A. John, R. & Bor, Muth. (1973). <i>On the Theory of Achievement test Items.</i> Chicago: The University of Chicago Press. Normen, E. Gronlund. (1967) <i>Measurement and Evaluation in teaching.</i> New York: The MacMillan Company. USA. Thorndike, Robert., Elizabeth, L. & P. Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education (II Edition).</i> New York : Wiley. 	<p>References:</p> <ul style="list-style-type: none"> Asthana & Asthana .(2005). <i>Mano Vigyan our Shiksha Me Mapan Evam Mulyankan.</i> Agra : Vinod Pustak Mandir. Blaine, Wortheir & James, R. Sandir. (1987). <i>Educational Evaluation.</i> New York: Longman. U.S.A. By Cliffor, P. Froehlich & Kenneth, B. Hoyt. (1959). <i>Guidance Testing.</i> Chicago: Science Research Associates. INC. Denis, Baren & Harold, W.B. Bernard. (1958). <i>Evaluation techniques for classroom teachers,</i> New York : McGraw Hill Book Company. INC. USA. Frederick, B. Devis.(1964). <i>Educational Measurement and its Interpretation.</i> California : Wadsworth Publishing Company. INC Belmont. U.S.A. John, R. & Bor, Muth. (1973). <i>On the Theory of Achievement test Items.</i> Chicago: The University of Chicago Press. Normen, E. Gronlund. (1967) <i>Measurement and Evaluation in teaching.</i> New York: The MacMillan Company. USA. Thorndike, Robert., Elizabeth, L. & P. Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education (II Edition).</i> New York : Wiley. <p>e-Resource:</p>	<p>No Change</p> <p>References and Web Resources updated</p>

				<ul style="list-style-type: none"> ▪ 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_wrightstone.pdf ▪ ICT assisted Educational Evaluation- http://www.ictliteracy.info/rf.pdf/UsingICTQuality.pdf , https://www.Riemysore.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/vol3issue1/PartF/3-1-50-924.pdf ▪ Software Solutions for Test and Assessment Needs- https://www.addmengroup.com/test-and-assessment-software- 	
--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<p>solutions.htm</p> <ul style="list-style-type: none"> ▪ 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://psyaanalyse.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 	
--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Reading Elective

1.	<p align="center">EDU Peace Education</p>	<p>Upon completion of course Pupil Teachers will be able to:</p> <ul style="list-style-type: none"> • 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 	<p>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</p> <p>Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games</p>	<p>Course Outline:</p> <ul style="list-style-type: none"> • 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 	<p>No Change</p> <p>References and Web Resources updated</p>
----	-------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

Reference:

- 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.

e-Resources:

- <http://www.bdu.ac.in/cde/docs/ebooks/B-Education-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/>

				<p>wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf</p> <ul style="list-style-type: none"> • 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 	
2.	EDU Value Education	<p>Upon completion of course The students will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Course Outline:</p> <ul style="list-style-type: none"> • 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 	<p>Course Outline:</p> <ul style="list-style-type: none"> • 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- 	<p>No Change</p> <p>References and Web Resources updated</p>

		<ul style="list-style-type: none"> Describe the importance of value education towards personal, national and global development. 	<p>media in fostering values</p> <p>Reference:</p> <ul style="list-style-type: none"> वर्मा, जी. एस., मूल्य शिक्षा, पर्यावरण एवंमानवाधिकार, इंटरनेट नालपब्लिशिंगहाउस, मेरठ, 2008. दुबेसत्यनारायण, मूल्य शिक्षा, भारदापुस्तकभवन, इलाहाबाद, 2016 Monica J. Taylor. Values in Education and Education in Value. Rutledge. 1996. Neil Postman. The End of Education: Redefining the Value of School. Vintage publisher. 1996 http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework. www.cbseacademic.nic.in/web_material/ValueEdu/Value Education Kits.pdf Sharma, S.P. Moral and Value Education; Principles and Practices, Kanishka publishers, 2013. Kiruba Charles & V. Arul Selvi. Value Education: Neelkamal Publications, New Delhi, 2012. Passi, B.K. and Singh, P. Value Education. National Psychological Corporation, Agra. 2004. 	<p>curricular activities</p> <ul style="list-style-type: none"> Role of education in transformation of values in society Role of parents, teachers, society, peer group and mass media in fostering values <p>Reference:</p> <ul style="list-style-type: none"> वर्मा, जी. एस. (2008). मूल्य शिक्षा, पर्यावरण एवंमानवाधिकार. मेरठ : इंटरनेट नाल पब्लिशिंग हाउस. दुबे, एस. (2016). मूल्य शिक्षा. इलाहाबाद : भारदा 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. 	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<ul style="list-style-type: none"> • Chitakra, M.G.: Education and Human Values, A.P.H. Publishing Corporation, New Delhi. 2003. 	<ul style="list-style-type: none"> • 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. <p>e-Resources:</p> <ul style="list-style-type: none"> • https://en.wikipedia.org/wiki/Values_Education • www.yourarticlelibraty.com/education/value-educatio • https://www.researchgate.net/publication/235712162 Value Ed... • https://www.iitk.ac.in/hvhe/images/article-9.pdf • https://www.cukashmir.ac.in/UNIT%201%20INTRO. <p>..</p>	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<ul style="list-style-type: none"> • WWW.bhojvirtualuniversity.com/slm/B.Ed. SLM/bedt4u1.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. 	
3.	EDU Human Right Education	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Course Outline:</p> <p>Values: Dignity, liberty, equality, justice, unity in diversity Inherent, inalienable, Universal and indivisible Meaning and significance of Human Rights Education Classification of rights Classification of duties Correlation of rights and duties</p> <p>Changing dimensions of human rights and duties</p> <p>Theories of human rights</p> <p>Social movements</p> <p>Societal Problems of Human Rights in India</p> <p>Evolution</p>	<p>Course Outline:</p> <p>Values: Dignity, liberty, equality, justice, unity in diversity Inherent, inalienable, Universal and indivisible Meaning and significance of Human Rights Education Classification of rights Classification of duties Correlation of rights and duties Changing dimensions of human rights and duties Theories of human rights</p>	<p>No Change</p> <p>References and Web Resources updated</p>

			<p>Fundamental Rights</p> <p>Directive Principles of State Policy</p> <p>Fundamental Duties</p> <p>Reference :</p> <ol style="list-style-type: none"> 1. Basu, Durga Das, Human Rights in Constitutional law (New Delhi: Prentice Hall 1994) 2. Gogia, S.P., Law relating to Human Rights (2000) 3. Gupta D.N. and Singh, Chandrachur, Human Rights and Freedom of Conscience: Some suggestions for its Development and Application (2001) 4. Sinha, Manoj Kumar, Implementation of Basic Human Rights, (1999) 5. Paul, R.C. Situation of Human Rights in India (2000) 6. Alam, Aftab, ed., Human Rights in India: Issues and Challenges (New Delhi: Raj Publications, 1999). 	<p>Social movements</p> <p>Societal Problems of Human Rights in India</p> <p>Evolution</p> <p>Fundamental Rights</p> <p>Directive Principles of State Policy</p> <p>Fundamental Duties</p> <p>Reference:</p> <ul style="list-style-type: none"> • Basu, D. D. (1994). <i>Human Rights in Constitutional law.</i> New Delhi: Prentice Hall. • Gogia, S. P. (2000). <i>Law relating to Human Rights.</i> • Gupta, D. N. and Singh, C. (2001). <i>Human Rights and Freedom of Conscience: Some suggestions for its Development and Application.</i> • Sinha, M. K. (1999). <i>Implementation of Basic Human Rights.</i> • Paul, R.C. (2000). <i>Situation of Human Rights in India</i> 	
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<ul style="list-style-type: none"> Alam, A. ed. (1999). <i>Human Rights in India: Issues and Challenges</i>. New Delhi: Raj Publications 	
4	EDU -----: Conceptual Basis of Education	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> 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. 		<p>Course Outlines:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> - Content knowledge and Pedagogy knowledge - Theoretical knowledge and practical knowledge - Universal knowledge 	New Reading Elective

				<p>and contextual knowledge.</p> <ul style="list-style-type: none"> • Need for a vision of school education: <ul style="list-style-type: none"> - Flow of national goals to instructional objectives. - Child's rights. • Concepts of quality and excellence in education- it's relation to quality of life. <p>References:</p> <ul style="list-style-type: none"> • 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 Kegan & Paul. • Dewey, J. (1916/1977): 	
--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<p>Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.</p> <ul style="list-style-type: none">• 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. <p>Suggested e-material:</p>	
--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<p>Social and Cultural Issues in Education- http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf</p> <p>Education and Social Change- https://sol.du.ac.in/mod/book/view.php?id=1449&chapterid=1332</p> <p>Domain Wise Knowledge structuring- http://www.nwlink.com/~donclark/hrd/bloom.html</p> <p>Discovery as a Learner driven pedagogy- http://www.academia.edu/9838419</p>	
5	<p>EDU -----: Education as Interdisciplinary Knowledge</p>	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> • Examine issues related to education as interdisciplinary knowledge. • Appreciate interdisciplinary nature of education and it's 		<p>Course Outlines:</p> <ul style="list-style-type: none"> • Interdisciplinary nature of education; • relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics and anthropology 	<p>New Reading Elective</p>

		<p>relationships with disciplines/ subjects such as philosophy, psychology, sociology, management, economics and anthropology.</p> <ul style="list-style-type: none"> • Clarify axiological issues in education. 		<ul style="list-style-type: none"> • 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. <p>References:</p> <ul style="list-style-type: none"> • Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanque (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. 	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<ul style="list-style-type: none"> • 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. <p>Suggested e-material:</p> <p>Democracy and education-www.yourarticlelibrary.com/national-integration-in-india/47120</p> <p>https://www.indiastudychannel.com/resources/122094-concept-of-national-integration-and-obstacles-to-nation-integration</p> <p>Multidisciplinary and</p>	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				<p>Interdisciplinary Approach of Knowledge Structuring- https://www.researchgate.net/.../267939164 <u>Disciplinary Multidisciplinary Interdisciplinary- Concepts and Indicators,</u></p>	
6	<p>EDU -----: Socio-cultural Context of Education</p>	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> • 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. 		<p>Course Outlines:</p> <ul style="list-style-type: none"> • 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- 	<p>New Reading Elective</p>

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.: Harvard 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.

Suggested e-material:

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	
7	EDU -----: Supportive Mechanism of Education	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 	New Reading Elective

				<p>of schools.</p> <ul style="list-style-type: none">• Organization of learning resources–textbooks, supplementary books, workbooks, multimedia and ICT and School library. <p>References:</p> <ul style="list-style-type: none">• 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.

Suggested e-material:

Designing effective monitoring and evaluation of education systems for 2030: A global synthesis 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->

				<u>curriculum-frameworks/</u>	
8	EDU : Understanding School Contexts	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> • 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. 		<p>Course Outlines:</p> <ul style="list-style-type: none"> • 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. <p>References:</p> <ul style="list-style-type: none"> • Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press. • Dewey, J. (1916/1977): Democracy and Education: 	New Reading Elective

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.**

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

Suggested e-material:


Child friendly schools:

https://www.unicef.org/lifeskills/index_7260.html

What Makes a Child-Friendly

				<p>Learning Environment?</p> <p>https://www.unicef.org/teachers/environment/friendly.htm</p> <p>School Management Committee</p> <p>http://www.lse.ac.uk/intranet/LSEServices/governanceAndCommittees/SMC-ToR-and-membership.pdf</p> <p>School Management Committee:</p> <p>http://righttoeducation.in/forums/suggest-rte-amendments/section-21-school-management-committee</p>	
--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Verified



Offg. Secretary
Banasthali Vidyapith
P.O. Banasthali Vidyapith
Distt. Tonk (Raj.)-304022