ORDINANCES, REGULATION AND CBCS SYLLABUS FOR
MASTER OF EDUCATION (SEMESTER SYSTEM)

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

ELIGIBILITY:
Candidates seeking admission to the M.Ed. programme should have obtained at least 50% or an equivalent grade from any institution recognized by U.G.C. in the following programs;
i). B.Ed.
ii). B.El.Ed.
iii). B.A.Ed. and B.Sc. Ed. integrated or equivalent thereto.
iv). D El Ed with a Graduate Degree.

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

C. CODE	TITLE OF THE COURSES	INTERNAL	EXTERNAL	TOTAL MARKS	CREDIT	MONTH
FIRST SEMESTER						
101	Philosophical Perspectives of Education	30	70	100	5	July-November
102	Psychological Perspectives of Development	30	70	100	5	
103	Sociological Perspectives of Education	30	70	100	5	
104	Fundamentals of Research Methodology of Education	30	70	100	5	
105	Perspectives, Issues and Research in Teacher Education	30	70	100	5	
	TOTAL	**150**	**350**	**500**	**25**	
SECOND SEMESTER						
201	Historical Perspectives of Education	30	70	100	5	
202	Psychology of Cognition	30	70	100	5	January-May
203	Statistical Perspectives of Educational Research	30	70	100	5	
	PRACTICAL COURSES					
204	Internship in TEI	30	70	100	5	

205	Academic Writing
	   A. Two Seminar Presentation
	   B. One Book Review
	   C. Formulation of Research proposal
	   D. Community Work
		30	70	100	5	

	TOTAL	**150**	**350**	**500**	**25**	

THIRD SEMESTER							
301	Educational Technology and ICT			30	70	100	5	
302	Economics of Education and Global Studies			30	70	100	5	
Any one from each of the following A, B and C Groups;								
303	**A**	I. Educational Administration and Management II. Distance Education and Open Learning III. School Leadership	30	70	100	5	
304	**B**	I. Inclusive Education II. Education for Marginalized Sections of Society III. Policy Perspectives and Issues in Indian Education.	30	70	100	5	
305	**C**	I. Educational Guidance and Counseling II. Gender Sensitization And Women Education III. Planning Management and Financing of Education	30	70	100	5	
		TOTAL	**150**	**350**	**500**	**25**	
FOURTH SEMESTER								
401	Contemporary Indian Education and Emerging Trends			30	70	100	5	
402	Educational Measurement and Evaluation			30	70	100	5	
403	Curriculum Studies			30	70	100	5	
PRACTICAL COURSES								
404	Dissertation			60	140	200	10	
		TOTAL	**150**	**350**	**500**	**25**	
GRAND TOTAL				**600**	**1400**	**2000**	**100**	

Note: Third Semester — July- November; Fourth Semester — January- May

FIRST SEMESTER
COURSE CODE-101: PHILOSOPHICAL PERSPECTIVES OF EDUCATION   MM: 100
COURSE OBJECTIVES: The course aims to;
1. Develop understanding of nature and functions of philosophy of education.
2. Develop understanding of various philosophical concepts implacable in education.
3. Develop understanding of idea of education in different western schools of thought.
4. Develop understanding of idea of education in different Indian schools of thought.
5. Critical appraisal of the contributions of prominent educational thinkers to education.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	INTRODUCTION • Philosophy and Education; Concept and meaning. • Philosophy of Education: Its nature and relationship with Philosophy • Functions: Speculative, Normative and Analytical.	.5	9	July
II	WESTERN SCHOOLS OF PHILOSOPHY • Idealism. • Naturalism. • Pragmatism and • Realism with reference to metaphysical problem (Reality of nature, man and society), axiological propositions and education and epistemology and education.	1.5	27	August
III	MODERN CONCEPTS OF PHILOSOPHY • Existentialism. • Integral Humanism. • Marxism	1	18	September
IV	INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION • Buddhism. • Sankhya. • Vedanta. • Islamic Tradition.	1	18	October
V	MODERN INDIAN EDUCATORS Critical appraisal of the contribution towards education of • Vivekanand, • Sri Aurobindo, • Rabindra Nath Tagore • Paulo Friere	1	18	November

BOOKS RECOMMENDED:

Bayles, E.E. (1971): Pragmatism in Education, Philosophy of Education Series Harper Row New York.
Brubacher, J.S.: Modern Philosophies of Education.
Butler, J. Donald (1971): Idealism in Education, Philosophy of Education Series Harper Row, New York.
Dinkar, Ramdhari Singh: Sanskrit Ke Char Adhyay, UdayachalPrakashan, Patana.
Dewey, John (1974): Democracy and Education, An Introduction.
Durrant, Will: The Story of Philosophy.
Garulla, Vachaspati: *BhartiyaDarshan*.
Hirriyana, M.: The Essentials of Indian Philosophy.
Martin, Owlin, (1971): Realism in Education Philosophy, Education Series Harper Row, New York.
Max Wingo (1974): Philosophy of Education, an Introduction.
Morris, Van Cleve (1969): Modern Movements in Educational Philosophy.
Morris, Van Cleve (1971): Existentialism in Education, Philosophy of Education Series Harper Row.

Pandey, R.S. (1995): SHIKSHA DARSHAN, VinodPustakMandir, Agra.
RadhaKrishanan, S. (2000): Indian Philosophy, Vol.-i&ii, Oxford University Press, New Delhi
Tengri, Shreedattopant : DeenDayalUpadhyayaVicharDarshan Part-1. (Translated by MoreshwarTapaswi).
Tengri, Shreedattopant (1960): EKATM MANAVAD, BhartiyaPunuruthhanSamiti, Uttar Pradesh.
Tengri, Shreedattopant (1990): TATVA JIGYASHA, New Delhi; SuruchiPrakashan.
Tripathi, LalJi (2013): ARSHCHINTAN ME SHIKSHA KI PARAMPRA, New Delhi; Radha Publication
Tripathi, LalJi (2005): Being and Becoming, Gorakhpur; BasundharaPrakashan
Das, Gupta S.N.: Outlines of Indian Philosophy. Vol.6
Upadhyaya, DeenDayal: EKATM MANAVAD, New Delhi; Central office of Jan Sangha.
Upadhyaya, DeenDayal: EKATM DARSHAN, New Delhi; DeenDayalShodhsansthan

COURSE CODE-102: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION   MM: 100

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	EDUCATIONAL PSYCHOLOGY: • Concept and scope of educational Psychology: • Contribution of Psychology to Education. • Significance of knowledge of Educational Psychology for teachers.	1	18	July
II	HUMAN GROWTH AND DEVELOPMENT: • Concept and process of human development • Social, Emotional and Intellectual Development. • Development of concept formation, • Logical reasoning, • Problem solving, • Language development	1	18	August
III	ADJUSTMENT • Concept and process of adjustment. • Causes and indicators of maladjustment. • Adjustment Mechanism; Defence Mechanism- coping and life style. • Stress and Conflict management.	1	18	September
IV	GROUP DYNAMICS: • Concept, Structure and Characteristics of Classroom as a Group, • Dynamics of classroom groups, and its impact upon learning, • Interaction between teacher and learner group, • Effective classroom groups, • Leadership dynamics, Teacher as leader of group and facilitator of learning • Group process, interpersonal relations, sociometric grouping.	1	18	October
V	PERSONALITY: • Concept and development. • Theories of Personality: Allport, Sigmund Freud, Bandura and Maslow.	1	18	November

BOOKS RECOMMENDED:

Atkinson, R.L.: Introduction to Psychology (8ᵗʰ Ed.) HBT, New York, 1983.
De Cecco, J.P.: The Psychology of Learning of Instruction Prentice Hall of India, Pvt. Ltd. New Delhi.
Gage, N.L. & D.C. Berliner: Educational Psychology McNally College Publishing Co., Chicago.
Lovel, K: An Introduction to Human Development Scott, Foreman And Co. London.
Loran, J.W. & B.L. Walley: Introduction to Early Childhood Education D. VanNor Stand Co. New York.
Skinner, C.E. (ed): Elementary Educational Psychology, Revised Ed., New York, Prentice Hall Inc. 1950.
Morse, W.C. & G.M. Wingo: Psychology &Teaching (3ʳᵈ Ed.) P.B. Taraporewala Sons & Co. Pvt. Ltd. Bombay.
Oven, Steven et al: Educational Psychology: An Introduction Little, Brown & Co. Boston.
गुप्ता एस0 पी0: उच्चतरशिक्षामनोविज्ञान, शारदापुस्तकभवन, इलाहाबाद।
माथुर एस0एस0: शिक्षामनोविज्ञान, विनोदपुस्तकमंदिरआगरा।
पाण्डेय एवंश्रीवास्तवः शिक्षामनोविज्ञान, मिश्राट्रेडिंगकारपोरेशन, वाराणसी।
पाठक, पी0डी0: शिक्षामनोविज्ञान, विनोदपुस्तकमन्दिर, आगरा।
भटनागर, सुरेशः शिक्षामनोविज्ञान, आर0लाल बुकडिपो, मेरठ।
सारस्वत, मालतीः शिक्षामनोविज्ञान की रूपरेखा, आलोकप्रकाशन इलाहाबाद–3
सिंह,ए0के0: शिक्षामनोविज्ञान, भारतीभवनप्रकाशन, पटना।

COURSE CODE-103: SOCIOLOGICAL PERSPECTIVES OF EDUCATION MM: 100

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	INTRODUCTION: • Concept and nature of educational sociology. • Difference between educational sociology and sociology of education • Role of social institutions and education. • Sociological Theories of Education.	1	18	July
II	EDUCATION AND SOCIAL CHANGE: • Process of social organization, • Social stratification and education. • Social change and social mobility	1	18	August
III	EDUCATION IN DEMOCRACY • Concept of Democracy • Education and democracy. • Constitutional provisions for education in India	1	18	September
IV	STATE AND EDUCATION: • Equality of educational opportunity and education. • Equalizations with reference to gender, socially marginalized groups. • Education and Political Economy	1	18	October

V	NATIONALISM AND INTERNATIONAL UNDERSTANDING • Concept and significance of Nationalism and International Understanding • Obstacles in the path of national integration and international understanding. • Education for national integration. • Education for international understanding.	1	18	November

BOOKS RECOMMENDED:

Dinkar, Ramdhari Singh: SanskritiKe Char Adhyay, UdayachalPrakashan, Patana.
Durkhim, Emile (1956): Education and Society New York, the Free Press.
Dewey, John (1974): Democracy and Education, an Introduction.
Kamat, A.R. (1982): "Education and Social Change", Economic and Political Weekly, Vol-17, No.31, 31 July.
Naik, J.P. (1975): Equality, Quality and Quantity, New Delhi, Allied Pub.
Parsons, Talcott (1959): "The School Class As A Social System", Harvard Educational Review Vol.23, No.4,
Rao, M.S.A. (1967): Paper in the Sociology of Education, New Delhi, NCERT.
Shotton. J.R. (1998): Learning and Freedom, Sage India, New Delhi.
Shukla S. (1983): "Education, Colonialism and the New International Order" Comparative Education Review.
Shukla,S.&Krishna Kumar: Sociological Perspective in Education, Delhi Chankya Pub.1985.

COURSE CODE-104: FUNDAMENTALS OF EDUCATIONAL RESEARCH   MM: 100

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

UNIT	CONTENT	CREDIT	PERIOD	MONTH
I	INTRODUCTION TO EDUCATIONAL RESEARCH • Meaning and Definition. • Sources of Knowledge. • Functions of Educational Research. • Fundamental, Applied and Action Research. • Quantitative and Qualitative Research.	1	18	July
II	SELECTION OF RESEARCH PROBLEM • Meaning and Definition • Sources of Problem. • Criteria of Good Research Problem. • Identification of Research Problem. • Formulation of Research Problem. • Delimitations of Problem.	1	18	August

III	REVIEW OF RELATED LITERATURE
	• Meaning of related literature and its review
	• Purpose of review of related literature;
	  (i) formulation of research problem
	  (ii) formulation of hypothesis
	  (iii) Discussion of results.
	• Sources of related literature;
	  (i) Traditional (ii) e-sources.
	• Writing abstract, preparing reference cards, writing review.
		1	18	September

IV	METHODS OF EDUCATIONAL RESEARCH • Meaning and need • Historical Method • Experimental Method • Descriptive Method • Qualitative Methods; Ethnographic Study, Grounded Theory, Conversational and Discourse , phenomenological and Qualitative Case study methods.	1	18	October

V	TOOLS OF DATA COLLECTION AND REPORT WRITING
	• Types of tools of data collection
	• Construction, Administration and precautions in use of
	   i. Questionnaires,
	   ii. Rating Scales,
	   iii. Interview,
	   iv. Observation,
	   v. Content Analysis frame,
	   vi. Sociometry.
	• Characteristics of good measuring tools.
	• Chapterization in reporting different type of Researches.
	• Coherence of review, objectives, hypotheses, and data collected
	• Analysis and Results.
	• Formatting of Report
		1	18	November

BOOKS RECOMMENDED:

Aldine Kathey Charmaz: Constructing Grounded Theory Sage Publication.
Barney G. Flaser & Anselm L. Strass: The Discovery of Grounded Theory: Strategies for Qualitative Research
B.Gillham: Case Study Research Methods , Continnum, New Yark (2000)
C.Marshall & C.B. Rossman: Designing Qualitative Research (3rd Ed.) Thousand Oaks C.A. Sage,
Creswell, J.W (2002). Educational Research Planning, Conducting and Evaluating Quantitative
and Qualitative Research. New Jersey: Merill Prentice Hall.
Denzin, N.K and Lincoin, Y.S (eds.) (1994). Handbook of Qualitative Research, Thousands, CA:Sage.
Ellis, L (1994). Research Methods in Social Sciences. Madison: Brown and Benchmark
James H.Mcmillan & Sally Schumacher: Research in Education: A Conceptual Introduction
Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart Winston.
Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New Delhi:
VishwaPrakashan.
Mills, C.W (1959). The Sociological Imagination, New York: Oxford University Press.
Newman, Laurance,W: Social Research Methodology of Quantitative and Qualitative
Approach,U.SN.K. Denzin and Y.S. Lincoln: Handbook of Qualitative Research, Thousand Oaks, CA: Sags.
R.K. Yin: Case Study Research: Design and Methods (2nd edn.) Thousand Oaks, CA. Sage.
Y.S. Lincoln & E.C. Guba: Naturalistic Inquire, Beverly Hills C.A. Sage.

C.CODE-105: PERSPECTIVES, ISSUES AND RESEARCH IN TEACHER EDUCATION. MM: 100
COURSE OBJECTIVE: To enable the students to understand about the:
1. Concept aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India.
3. Different competencies essential for a teacher for effective transaction.
4. Various aspects of supervision and feedback.
5. Trends and areas of research in teacher education.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	TEACHER EDUCATION AS PROFESSIONAL EDUCATION • Concept, factors influencing teacher development. • Teacher education in India: historical perspective. • Approaches to teacher development-Traditional, Academic, Personalistic, Competency, Social Reconstructionist • Teacher Training vs. Teacher Education	1	18	July
II	IN-SERVICE TEACHER EDUCATION IN INDIA • Concept, need, areas and purpose of in-service teacher education. • Orientation, refresher, workshop, seminar and Conference- their meaning and objectives. • Organization and Evaluation of In-Service Teacher Education Program • Planning inservice teacher education programme- context, purpose, duration and budget • Designing, Assessment, Curriculum and Preparation of course materials	1	18	August
III	PRE-SERVICE TEACHER EDUCATION IN INDIA • Needs, objectives and scope. • Curriculum of Teacher Education in NCERT and NCTE documents. • Organization and Evaluation of Pre-service Teacher Education • Modes of pre-service TE: Face-to-Face and Open Distance Mode • Special Teacher Education programs. • Individualized, Group Based, Teacher Centered and Blended Approach • Simulated Teaching • Models of Teaching, Peer presentation and Tutor observation. • Internship and post internship	1	18	September
IV	RESEARCH AND DEVELOPMENT IN TEACHER EDUCATION: • Education of Teacher Educators: Preparatory Programme and Professional development of Teacher Educators at different stages • NCTE: Structure and Functions. • NCTE criteria for assessment of Teacher Education Institutions • Methodological issues of research in teacher education; Need and Areas Theoretical research versus applied research Participatory action research.	1	18	October
V	ISSUES AND TRENDS IN TEACHER EDUCATION • Inadequate planning, • Privatization. • Commercialization • Challenges in professional development of teacher • Improperly qualified teacher educators • Assurance of quality of teacher education programs • Commitment and teacher performance • Leadership competencies in planning, • Implementation and evaluation of teacher education programs	1	18	November

BOOKS RECOMMENDED:

Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.
Furlong John (2013), Education an Anatomy of the Discipline, Routledge London.
Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.
Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York
NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
NCERT, New Delhi, (2006) 6th survey of Research in Education.
Passi B.K. (eds) (1976), Becoming better teacher,Ahmedabad, Sahitya mudranalaya.
Sharma, RA,(1992): Teacher education in India, Anmol Publication
Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.
Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.
Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.
NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.
सक्सेना, मिश्रा, मोहन्तीः अध्यापक शिक्षा, आर0 लालबुकडिपो, मेरठ।
हरबर्ट, जे0 बर्न (1962): प्रारम्भिक अध्यापक प्रशिक्षण, गयाप्रसाद एण्ड सन्स, आगरा।

SECOND SEMESTER

COURSE CODE- 201: HISTORICAL PERSPECTIVES OF EDUCATION   MM: 100
COURSE OBJECTIVES: To enable student teacher to;
1. Appreciate the development of India education in Ancient and medieval India.
2. Understand the role of missionaries in development of education in India.
3. Understand that development of education is influenced by socio-political forces of the time.
4. Understand the contribution of various committees and commissions on educational set up.
5. Appreciate the development of India education in the post-independence era.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	TRADITION OF EDUCATION IN INDIA • Vedic • Buddhist and • Medieval periods	1	18	January
II	EDUCATION UNDER COMPANY RULE • Charter Act 1813 • Macaulay's Minutes and Bentinck's Resolution of 1835, • Adam's Report and its recommendation (1835, 1838). • Wood's Dispatch – 1854.	1	18	February
III	EDUCATION IN BRITISH ERA • Recommendations of Indian Education Commission (1882-83) • Lord Curzon's Educational policy, • Essential features of Sadler Commission Report-1917	1	18	March
IV	INDIANIZATION OF EDUCATION • Growth of National Consciousness. • National Education Movement • Gokhlae's Bill, • Wardha Scheme of Education-1937	1	18	April

	EDUCATION IN INDEPENDENT INDIA			
V	• University Education Commission (Radhakrishnan) • Secondary Education Commission (Mudaliar) • Education Commission (Kothari) • NPE-1986 and POA-1992.	1	18	May

BOOKS RECOMMENDED

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

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

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

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

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

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

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

COURSE CODE-202: PSYCHOLOGY OF COGNITION   MM: 100

COURSE OBJECTIVES: To enable the prospective teacher educators:
1. To develop understanding about theories of learning and its educational implications.
2. To develop understanding about concepts of motivation and transfer of learning.
3. To understand significance of intelligence in learning.
4. To understand individual difference and pupils" readiness towards learning.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	COGNITIVE DEVELOPMENT • Concepts and development of thinking and Problem Solving, • Piaget and Vygotsky's theories of Cognitive Development • Significance and Implications	1	18	January

II	LEARNING
	• Concept, Kinds, levels of learning:
	• Various theories of learning; Classical and Operant Conditioning
	        Hull's Reinforcement Theory, Tolman's Theory and
	        Lewin's field theory.
	• Factors influencing learning.
	• Educational implications of the theories of learning.
		1	18	February

III	MOTIVATION AND TRANSFER OF LEARNING • Concept and components of Motivation • Types of Motivation • Role of Motivation in learning • Concept, theories and importance of transfer of training.	1	18	March
IV	INDIVIDUAL DIFFERENCES • Concept and determinants of individual differences • Learning styles • Factors influencing Individual Differences • Educational implications of individual differences	1	18	April
V	INTELLIGENCE: Meaning and concepts. • Guilford's theory of intelligence and Gardner's concept of intelligence: main features and educational implications, • Emotional Intelligence: meaning, main features and educational implications.	1	18	May

BOOKS RECOMMENDED:

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

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

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

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

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

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

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

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

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

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

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	POPULATION AND SAMPLING • Concept of population, sample and sampling • Characteristics of good sample • Sampling Methods: Probability and non-probability. • Sample size and errors and their eradication.	1	18	January
II	HYPOTHESIS • Meaning and types • Functions of Hypothesis. • Significance of Hypothesis. • Sources of Research Hypothesis. • Characteristics of a good Hypothesis. • Need and Significance of Hypothesis testing.	1	18	February
III	STATISTICS IN EDUCATIONAL RESEARCH: • General introduction to nature of data, • Scales of measurement, • Graphical representation of data, • central tendencies, Variability, correlation and deviation • NPC and its uses. • Use of Computer for Data Analyses • Introduction to large scale data base in India • Use of large scale data in educational research • Use of software packages; SPSS • Qualitative Techniques of data analysis	1	18	March

UNIT	CONTENT	CREDIT	PERIODS	MONTH
IV	NON PARAMETRIC TESTS • Assumptions and applications of; • Chi-Square Test and Yate's Correction for Continuity. • Median Test • Sign Test • Biserial, Point Biserial, Regression and Prediction	1	18	April
V	PARAMETRIC TEST- Assumptions and applications of; • Test of Statistical Significance • Sampling Distribution • Significance of Mean, Percentages and Correlation • Significance of Difference Between two Means (t-test) • level of Significance • Degree of Freedom • One tailed and Two tailed tests • Type-I and Type-II Error in Decision Making • One Way and Two Way Analysis of Variance (ANOVA)-F test • Analysis of Co Variance (ANOCOVA)	1	18	May

BOOKS RECOMMENDED:

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

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

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

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

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

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

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

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

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

Newman,Laurance,W: Social Research Methodology of Quantitative and Qualitative Approach,USN.K. Denzin and Y.S. Lincoln: Handbook of Qualitative Research, Thousands Oaks, CA: Sags.

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

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

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

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

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

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

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

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

1. To understand the process of various institutional activities.
2. To formulate small innovative projects.
3. To construct tests for formative evaluation.
4. To guide pupil teachers in lesson planning.
5. To understand that what is effective teaching.

UNIT	CONTENT NOTE: Select at least one activity from each unit.	CREDIT	PERIODS	MONTH
I	• Observation of Institutional activities such as of teaching, conduct of practicum, preparation of TLM and designing of assessment tools etc. • Development of teaching-learning material and producing resources in concerned school subject.	1	18	January to May

II	• Formulation of a class room/school based small innovative project and its implementation. • Program evaluation.	1	18	
III	• Development of power point presentation for use in school. • Designing of formative and summative tests for use in schools.	1	18	
IV	• Observation of skill based teaching practice. • Assisting B.Ed. students in designing of lesson plan.	1	18	
V	• Preparation of observation matrixes (at least five) using systematic observation of tools such as category system or sign methods (based on observation / supervision of a school classroom teaching learning session). • Developing institutional profile in respect of scheme based on SSA and RMSA with particular reference to quality interventions.	1	18	

COURSE CODE-20-B: ACADEMIC WRITING   **MM: 100**

COURSE OBJECTIVES: To enable the teacher educators;
1. To read and review at least one educationally important book.
2. To write and present seminar papers.
3. To select and formulate a research problem.
4. To develop a defendable research proposal.
5. To have firsthand experience of extension work.

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

THIRD SEMESTER

COURSE CODE-301: EDUCATIONAL TECHNOLOGY AND ICT   **MM: 100**

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	CONCEPT OF EDUCATIONAL TECHNOLOGY • Meaning, Scope and Significance • Components of ET: Software, Hardware and Systems approach. • Educational Technology and instructional technology - bases: Science of learning, five learning types (Gagne) and conditions of learning.	1	18	July
II	DESIGNING INSTRUCTIONAL TECHNOLOGY • Communication and Teaching, Teaching and Instruction, Teaching and Training, • Conditioning &Training. • Components of communication, Classroom communication and Mass media approach in Educational Technology. • Designing Instructional Technology: • Stages of Instructional system design (Briggs and Wager).	1	18	August
III	MODELS OF TEACHING • Stages of teaching – Pre-active, Interactive & Post-active, Levels of teaching • Models of Teaching: Concept, need and families • Psychological model of teaching; Glaser's BTM, Bruner's - CAM, Ausubel's - AOM, Flanders-Social Interaction Model	1	18	September
IV	PROGRAMMED INSTRUCTION • Origin and types - linear, branching and Mathetic. Development of the programmed instructional material. • Computer Assisted Instruction (CAI) • Researches in Educational Technology.	1	18	October
V	EMERGING TECHNOLOGIES IN EDUCATION • Blended learning, Mobile learning, Flipped Learning • Concept of Open Educational Resources (OER) & various usage, Massive Open Online Course(MOOC) • Resource Centers of E.T., CIET, UGC, IGNOU, NOS, SIET, AVRC and EMRC	1	18	November

BOOKS RECOMMENDED:

Anudon, E.J. & Elizabeth: Improving, Teaching the Analysis of Classroom Verbal
(1967)   Interaction, Holt
                Rinehart and Winston, Inc. New York.

Benard, H.W.   : Psychology of Learning and Teaching, McGraw Hill, Book
(1965)   Com. New

York, London.

Bigge, Morris L. & Maurice P. Hunt (1962) : Psychological Foundation of Education. An Introduction to Human Development and Learning-Harper and Row New York.

Bloom, B.S. (1956) : Taxonomy of Educational Objectives: Cognitive Domain, Book-I McGraw, New York.

Bruner J.S. (1966) : Towards a theory of Instruction, Massachusetts Harvard University Press.

Buch, M.B. &Santhanam, M.R.(1970): Communication in Class Room, CASE, MS University, Baroda -2

Coleman, James C. (1971) : Psychology and Effective Behaivour D.B. Tareporevate and Com. Pvt. Ltd. Bombay.

Flanders, N.A. (1970) : Analyzing Teaching Behaviour, Addison Wesley Publishing Co. California.

Gage, N.L. (1964) : Theories of Teaching, NSSE University Press, 63rd Year Book, Chicago.

Gagne, Robert M. (1982) : The Condition of Learning, Holt, Rinehert and Winston Inc. New York.

Galloway, Charles (1976) : Psychology for Learning Teaching.

Mager, R.F. (1972) : Preparing Objectives for Programmed Instruction.

Markle, Susan (1964) : Good Frames and Bad - A Grammar of Programme Writing.

Pipe, Peter (1966) : Practical Programming.

Sharma, R.A. (1977) : Technology of Teaching, Modern Pub. Meerut.

Sharma, R.A. (1981) : Programmed Instruction, An Instructional Technology, International Pub. House, Meerut.

Skinner, B.F. (1953) : Science and Human Behaviour.

Skinner, B.F. (1968) : Technology of Teaching, Maredeth Co-operative, New York.

Mangal, SK : Educational Technology.

Kumar, K. L. (1996) : Educational Technology. New Age International (p) Ltd, :New Delhi.

B. Jyoce& M. Weil (2009) : Models of Teaching. Phi Learning: New Delhi

Gagne, R.M.,Briggs, L. J., & Wager, W. W. (1992) : Principles of instructional design (4th ed.). Fourth worth, Tx: Harcourt Brace Jovanvich college publishers.

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

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	ECONOMIC ASPECTS OF EDUCATION • Concept, Need, and Scope of Economics of Education. • Relationship between Education and Economics. • Education as Knowledge Economy. • Concept and components of human capital– Human capital verses physical capital. • Impact of Economics on Education.	1	18	July
II	KEY CONCEPTS OF ECONOMICS OF EDUCATION • Human Capital Formation • Quality of Life and Economic Growth. • Poverty and Income Inequalities. • Human Development Index. • Development Planning Perspectives.	1	18	August
III	COST BENEFIT ANALYSIS • Private cost and Social cost of Education, • Direct and Indirect cost of Education • Benefits of Education– direct and indirect benefits • Returns of Education • Measurement of Benefits in Education. • Problems in the measurement of cost and benefits;	1	18	September
IV	GLOBAL ASPECT AND INTERNATIONAL EDUCATION • Meaning, nature and dynamics of Globalization. • Globalization and its impact on governance of education: Decentralization and State decontrol • Internationalization of Education: Emerging partnership between institutions and modes of delivery of education services and educational implications • Emerging international structure of institutions: GATS and Regional Networks	1	18	October
V	EDUCATION AS CONSUMPTION OR INVESTMENT • Education as an Economic Good, - Education as Consumption and Investment; - Difficulties in treating Education as consumption / investment. Role of PPP in Indian Education. • Role of WTO and World Bank Education in India Education.	1	18	November

BOOKS RECOMMENDED:

Becker, G.S. (1974). Human Capital. New York: NBER.
Blang, M. An introduction to Economics of Education, Cambridge University Press
Blaug, M. (1972). An Introduction to the Economics of Education, London: Penguin
Cohn, E and T.Gaske (1989). Economics of Education, Pergamon Press, London
Cohn, E. and Gesker T. G. (1990) The Economics of Education. Oxford: Pergamon Press
Heggade, O. D. (1992) Economics of Education, Bombay: Himalaya Publishing House
Laxmidevi (ed) (1996) Encyclopedia of Education Development and Planning Economics of Education. New Delhi: Anmol Publications Pvt. Ltd.
Natarajan S. (1990) Introduction to Economics of Education, New Delhi. Sterlin
O'Donohue. M (1971) Economics Dimensions in Education, Chicago: Aldine Alterton
Patteti, A. P, &Thamarasseri, Ismail. (2014). Economics of Education.N.Delhi: APH Publishing Corp.
Tilak , J. B. G. (1987). The Economics of Inequality in Education. New Delhi: Sage Publications.
Tilak. J.E.G (1989). Economics of Inequality in Education, Sage, New Delhi.
Vaisey, J. (1972). Economics of Education, London: G Duck Worth and Co.
Varghese N.V. and J.B.G. Tilak (1991). Financing of Education in India, IIEP, Paris.
Woodhall, M. Cost – benefit Analysis in Educational planning. Columbia University Press, New York
World Bank; The world Development Report, OUP, New York

OPTIONAL PAPERS: Students will have to opt three papers one each from following
                        Group A, Group B and Group C;

GROUP-A: **PAPER-III:**
             (i). Educational Administration and Management
             (ii). Distance Education and Open Learning
             (iii). School Leadership

GROUP B: **PAPER-IV**
             (i). Inclusive Education
             (ii). Education for Marginalized Sections of Society
             (iii). Policy Perspectives and Issues in Indian Education

GROUP C: **PAPER-V**
             (i). Educational Guidance and Counseling
             (ii). Gender Sensitization and Women Education
             (iii). Educational Planning and Financing of Education

GROUP – A:
COURSE CODE-303: EDUCATIONAL ADMINISTRATION AND MANAGEMENT   MM: 100
COURSE OBJECTIVES: The course intends to enable the students;
  1. To understand concept and practices of educational administration and management.
  2. To give an overview of the historical development of educational administration and management.
  3. To explore the policies in terms of their impact on public administration and management.
  4. To understand contemporary issues in educational management.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	CONCEPTAL FRAMEWORK • Evolving theory and concepts in Educational Administration and Management. • Evolution of concept of educational administration from colonial system to present times in India. • Post-1986 policy developments, decentralization, and centrally sponsored schemes. • Scope and characteristics of Organization • Types of Educational Administration- Totalitarian, Democratic • Principles of Educational Administration	1	18	July
II	STRUCTURAL ARRANGEMENTS OF ADMINISTRATION • Regulatory, supervising and academic resource support arrangements such as state departments, inspection and supervision arrangements, • Institutional linkages and networking. • Role and Functions of Government, Local Bodies, Private Institutions and NGOs at national, state and sub-state levels; • UGC • NCTE • NCERT • SCERT • SIEMAT • RCI • State Boards of Education	1	18	August
III	FUNCTIONS OF EDUCATIONAL ADMINISTRATION • Purposing • Planning • Organization • Cooperation • Inspection and Supervision • Staff Selection • Budgeting	1	18	September
IV	ORGANIZATIONAL DEVELOPMENT • Leadership and Decision Making; Concept, types, role and theories. • Institutional conflicts; types, causes and management. • Organizational behaviour • Organizational Climate.	1	18	October

V	CONTEMPORARY ISSUES IN EDUCATIONAL MANAGEMENT • Centralization and Decentralization • Intra- and inter-sector coordination. • Voucher system and formula funding. • Autonomy and accountability. • E- Governance. • Education monitoring systems. • Qualities of Educational Administration • Management of SSA – National Mission and State implementation partners.	1	18	November

BOOKS RECOMMENDED:

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

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

Kowalski, Theodore. J (2001). Case Studies on Educational Administration (3 rd ed.) New York, Longman.

Mukhopadhyay, Marmar and Tyagi, R.S (2005). Governance of School Education in India. New Delhi, NIEPA.

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

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

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

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

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

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

Fullan, Michael (2005). Fundamental Change: International Handbook of Educational Change, Springer, The Netherlands.

Gronn, Peter (2003). New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.

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

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

Latchem, C. and Hanna, D (2001). Leadership for 21 st Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page.

Moon, Bob, Butcher, John and Bird, Elizabeth (eds.) (2000). Leading Professional Development in Education. London: Routledge.

Naik, J.P (1982). The Education Commission and After, New Delhi: Allied Publication.

NIEPA. Survey Reports of Educational Administration in different States and UTs 1991-2001, New Delhi.

Pareek, Udai. Institution Building: the Framework for Decision-making, in Ravi Mathai, UdaiPareek and T. V. Rao (eds.). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi.

Shukla P.D (1983). Administration of Education in India, New Delhi: Vikas Publishing House.

Trowler, Paul R., (ed.) (19--) Higher Education Policy and Institutional Change, Buckingham:UK

COURSE CODE-303: DISTANCE EDUCATION AND OPEN LEARNING   **MM: 100**

COURSE OBJECTIVES: The student teachers will be able to:

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

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	DISTANCE AND OPEN LEARNING • Concept and Aims of Distance Education, • Characteristics of Distance Education • Problems and its Limitations • Distance Education Vs. Conventional Mode of Education • Role of multimedia in Distance Education, -Its influences and advantages.	1	18	July
II	STUDENTS SUPPORT SERVICES IN ODL • Self-Learning Materials • Counselling • Assignments • Examination • Work Experience • Feedback • INSAT	1	18	August
III	TRENDS AND ISSUES IN ODL • Print Media vs. Multi Media • Quality Assurance in ODL • Virtualization of ODL in India • Researches in ODL	1	18	September
IV	DIGITAL TECHNOLOGY AND EDUCATION SYSTEM • Concepts of information and communication technology; • Universal access VS Digital Divide – issues and initiatives; • Challenges of Integration of ICT in School; • Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; • Role of Gyan Darshan, Gyan Vani, Sakshat, e-GyanKosh.	1	18	October
V	GENERAL INTRODUCTION TO MS OFFICE; • Uses and Functions of; MS Word, MS Power Point MS Excel	1	18	November

BOOKS RECOMMENDED:
Chatterji P.C. (1991), Broadcasting in India, New Delhi, Sage Publications
Chuhan S.S. (1983), Innovations in Teaching learning Process, N Delhi, Vikas Publishing House Pvt. Ltd.

Fry Edward B, (1963), Teaching Machines and Programmed Instruction, NY, McGraw Hill Book Co.
Honck A , (1977), Planning for Educational Mass Media, New York, Longman Group Ltd Hussein,
Khatech. M., (1973), Development of Information System for Education, New Jersey, Prentice Hall Inc.,
Kumar K.L., (1996), Educational Technology, New Delhi, New Age International (P) Ltd, Publishing
Goel M.R. (1989), Introduction to Computer Science, New Delhi, Sterling Publishers Pvt., Ltd.
RaoUsha, (1996), Educational Technology, Bombay, Himalaya Publishing House
Reher S.C. (1991) Educational Television Programme, New Delhi, deep and Deep Publications, Rajouri
Garden Venkataiah N (1996), Educational Technology, New Delhi , APH Publisher
Verma Ramesh & S. Sharma (1998): Modern Trends in Teaching Technology, ND; Anmol Publishers.

COURSE CODE-303: SCHOOL LEADERSHIP   MM: 100

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	PERSPECTIVES OF SCHOOL LEADERSHIP • School Leadership: Multiple Roles and Identities • Understanding Transformation • Transformation Work Ethos • Developing the Teachers as Professionals and their traits	1	18	July
II	TRANSFORMING TEACHING LEARNING PROCESS • School and Purpose of Education • Understanding the Child-centered pedagogy • Enhancing the Effectiveness of Classroom Processes • Classroom Management • Space Management	1	18	August
III	SCHOOL MANAGEMENT • Concept, Characteristics and Scope • Qualities and Duties of School Heads • Promoting and Working as Team Leader	1	18	September
IV	LEADING INNOVATIONS LEADING PARTNERSHIPS: • Innovations-Heart of Learning Organizations • Building a culture of Innovations in the School • Reimagining the School through Innovations • Home School Partnership • Working with the Community and system	1	18	October
V	SCHOOL ADMINISTRATION AND PLANNING • Understanding School Administration • Decision Making- Concept and Need • Institutional Planning; Concept, Types, Role and Functions • Management by Objectives • Discipline and self-governance in schools	1	18	November

BOOKS RECOMMENDED:

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

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

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

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

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

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

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

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

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

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

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

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

GROUP – B

COURSE CODE-304: INCLUSIVE EDUCATION   **MM: 100**

COURSE OBJECTIVE: To make the students to:

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	INTRODUCTION TO INCLUSION • Definition, Scope, Importance and Aims of Inclusive Education. • Concept of Handicap, Impaired and Disability. • Growth and Development of Special Education in India & Abroad. • Concept and Significance of Early Identification • Concept and Significance of Least Restrictive Environment. • Concept, Significance and Educational Intervention. • Concept, Significance and techniques of Mainstreaming. • Concept, Significance and techniques of Remedial Teaching. • Concept and Significance Universalization of Education and Special Education. • Concept, uses and organization of Resource Room. • Concept and Role of Resource and Itinerant Teacher. • Good Counselor. • Role of Peer Group, Family and Community in education of Special need Children.	1	18	July

II	LEGISLATIVE BACKGROUND • NPE-1986 & POA-1992. • PWD Act-1995 (People with Disability Act) • Constitutional Provisions for special need learners. • Rehabilitation Council of India and its Role. • Right to Education Act-2009	1	18	August
III	MENTALLY RETARDED CHILDREN • Concept, Definition and Types. • Etiology of Mental Retardation. • Characteristics of Educable and Trainable Mentally Retarded Children. • Programme of Education of Educable Mentally Retarded Children. • Programme of Education for Trainable Mentally Retarded Children	1	18	September
IV	VISUALLY IMPAIRED CHILDREN • Concept and Classification. • Etiology and General Characteristics. • Educational Programme	1	18	October
V	VARIOUS TYPES OF SPECIAL LEARNERS: Concept, Etiology, Characteristics and brief Outlines of Education; • Juvenile Delinquent Children. • Emotionally Disturbed Children. • Gifted Children • Slow Learners	1	18	November

BOOKS RECOMMENDED:

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

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

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

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

Education Commission, (1966). Education and National Development. New Delhi: Ministry of Education.

Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88100). London: Continuum.

Jha, M.M (2002). School Without Walls. Inclusive Education for All. New Delhi: Madhuban Educational Books.

Lee W.O (2004). Equity and Access to Education: Themes, Tensions and Policies, ADB, Manila.

Lipsky, P. K. and Gartner, A (1996). Equity Requires Inclusion: The Future for All Scholars with Disabilities. In C. Christensen & F. Rizvi (Eds.) Disability and the Dilemmas of Education and Justice (pp. 145-155).

Buckingham: Open University Press.

Mangal, S K: Educating Exceptional Children: An Introduction to Special Education, ND; PHI Pvt. Ltd.

Mittler, P (2000). Working Towards Inclusive Education - Social Contexts, London: David Fulton Publishers.

Mukhopadhyay, Sudesh (2005). Inclusive Education in the Context of EFA, In MithuAlur& Michael Bach, Inclusive Education from Rhetoric to Reality, Viva Books Ltd, New Delhi.

Rao, AllaAppa, Learning Disabilities, Hydrabad; Neelkamal Publication.

VISHT, ABHA RANI, VISHISHTH BALAK, AP, Agra.

SHARMA, R A. VISHISHTH SHIKSHS KA PRAROOP, R L Book Depot, Meerut.

Mukhopadhyay, S. and Mani, M.N.G (2002). Education of Children with Special Needs. In R. Govinda (Ed.), India Education Report. A Profile of Basic Education (pp. 96-108). New Delhi:Oxford University Press.

ॅकपंए ।ण् त्ण ;म्कद्ध	रू जैम भ्ंदकपबंचचमक बैपसकए ठवउइमलय ञ्रैं
कुमारसंजीव	रू विशिष्टशिक्षा, जानकीप्रकाशन, पटना एवंनईदिल्ली
दुबे, सत्य नारायण	रू विशिष्टशिक्षा, शारदापुस्तकभवन, इलाहाबाद।
पाण्डेय, बी0बी0	रू विशिष्टशिक्षा के आधार, वसुन्धराप्रकाशन, गोरखपुर।

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

COURSE OBJECTIVES: Following shall be the course objectives;

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	SOCIAL STRATIFICATION AND EDUCATION IN INDIA • Social Stratification and Mobility; concept and types • Social Unity; concept and factors • Concept and need to Education and Social Equity and Social Justice • Concept, significance and constraints of Equality of Educational Opportunity • Caste, class and gender disparities in education in India • Concept (s) of LGBTs.	1	18	July
II	MARGINALIZATION IN INDIAN CONTEXT • Marginalization; Concept, Definitions and Educational status • Types of Marginalization; Social, Political, Economic and Educational • Reasons of Marginalization; Socio-cultural, Religious, Disadvantage, Deprivation, Economic and Political • Impacts of Marginalization; Discrimination, Disadvantage, Social Exclusion, Social Disharmony and Violence and crime.	1	18	August
III	EDUCATION OF SCHEDULED CASTE AND SCHEDULED TRIBES • State Policy and Educational Disparity • Educational problems of SC and ST Sections; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality • Issues of Scheduled Caste and Scheduled Tribe Sections; Social security Educational development Vocational courses and Opportunities	1	18	September

	Contextualization of education, Partnership in governance and decision making process • Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans			
IV	EDUCATION OF WOMEN AND GIRLS • State Policy and Educational Disparity • Educational problems of Women and Girls; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality • Issues of Women and Girls Sections; Social security Educational development Vocational courses and Opportunities Contextualization of education, Partnership in governance and decision making process • Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans	1	18	October
V	EDUCATION OF MINORITIES • State Policy and Educational Disparity • Educational problems of Minorities; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality • Issues of Minorities Sections; Social security Educational development Vocational courses and Opportunities Contextualization of education, Partnership in governance and decision making process • Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans	1	18	November

BOOKS RECOMMENDED:

Ambedkar, B.R. (l948) The Untouchables: Who are They and Why They Became Untouchables. KaushalyaPrakashanBhatty, Kiran Educational Deprivation in India: A, Survey of Field Investigations. Economic and Political Weekly, July 4, 1998.

Dube, S.C. (1996) Indian society, National Book Trust, New Delhi

Gupta, Dipankar (1991), Social Stratification, New Delhi, Oxford University, Press.

Kumar, Krishna (1992) What is Worth Teaching? Orient Longman, New Delhi

D.B. Rao, The School and Community Relations: 2004, Discovery Publishing House Pvt. Ltd., New Delhi

Sharma, CB Equalizing Education in Unequal Society

SusheelaKoushik (ed.): Women's oppression: Patterns and Perspectives, New Delhi: Ajantha. 1984

UNESCO, Wasted Opportunities: When Schools Fail. Education for All, Status and Trends, Paris, UNESCO, 1998

Velaskar, Padma. 1990. Unequal Schooling as a factor in the Reproduction of Social Inequality in India. Sociological Bulletin, 39,182.

NCERT, Education of Marginalized Sections; degsnmodule6.pdf,http://www.ncert.nic.in/department/nie/desgn/pdf_files/degsnmodule6.pdf

Ahuja,Ram, Rights of Women (1992), A Feminist Perspective, New Delhi: Rawat Publications.

Basu, D.D.(2003) Shorter Constitution, Prentice Hall, New Delhi.

Centre for Development and Human Rights, (2004), The Right to Development –A Primer, New Delhi: Sage Publications.

NailaKabeer (ed), Geetha B. Nambissan, Ramya Subramanian(2003) ChildLabour and the Right to Education in South Asia, New Delhi: Sage Publications.

UNDP Bank, Human Development Report, New Delhi, 2003.

Wahid, Abdul, (2009); Minority Education In India: Issues of Access, Equity & Inclusion, Delhi; Serials Publication.

Yadappanavar, AV, (2003): Tribal education in Indai, Delhi; Discovery Publishing House.

हनफ़ीऔरहनफ़ी, स्त्रीशिक्षा, आगरा; विनोदपुस्तकमंदिर

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

COURSE OBJECTIVES: Students will be able;

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

		CREDIT	PERIODS	MONTH
I	ISSUES IN EDUCATION • Universalization of Elementary Education, • Gender, • Language, • Human Rights, • Child Rights, • Reservation Policy	1	18	July
II	PROGRAMMES AND POLICIES • SaravaSikshaAbhiyan • RashtriyaMadhyamicShikshaAbhiyan • Continuous and Comprehensive Evaluation • Right of Children for Free and Compulsory Education Act 2009, • Minimum Levels of Leaning (MLL), • Millennium Development Goals (MDGs).	1	18	August
III	CONTEMPORARY INDIAN HIGHER EDUCATION • Meaning, Aims and Functions of Higher Education, • University Grants Commission, • Association of Indian Universities, • National Council for Teacher Education • National Institute of Educational Planning and Administration. • Autonomy in Higher Education, • Major Problems in University Education	1	18	September

IV	EMERGING ISSUES IN INDIAN EDUCATION • Vocationalization and Diversification of Education, • Environmental Education, • Peace Education, • Human Rights Education • Inclusive Education.	1	18	October
V	THEORETICAL ASPECTS OF POLICY • Parameters of policy determination. • Relationship between research and policy, policy and planning and their implementation. • Framework for Policy Making in Education in India; Issues related to societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation. • Role of bureaucracy, Constitution and judicial interventions on education policy formulation shaping the policy guidelines in education. • Policy reforms through Commissions and Committees. • The role of the National Development Council and Central Advisory Board of Education (CABE) in policy formulation.	1	18	November

BOOKS RECOMMENDED:

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

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

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

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

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

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

Ghosh, Suresh Chandra (2009). The history of education in modern India 1757-2007. New Delhi: Blackswan Publication

Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.

Graves, N. (1990). Teaching for International Understanding, Peace and Human Rights. Paris: UNESCO. 8.

Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.

Kumar, K (2005). Political Agenda of Education: A Study of Colonialist and National Ideas. New Delhi: Sage Publications.

Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.

Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.

Mukerji, S.N. (1965): Education - in India – Today and Tomorrow. Baroda: Acharya Book Depot

Pathania, A (2009). Primary education in India: Programmes and schemes. Shimla: J.M.D. Publications.

GROUP – C

COURSE CODE-305: EDUCATIONAL GUIDANCE AND COUNSELING   **MM: 100**

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

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	CONCEPT AND PERSPECTIVES OF GUIDANCE • Concept, need, scope, principles and Types • Modern trends and tendencies. • History of guidance movement in India, • Suggestions for use of guidance as recommended by various education commissions. • Present situation and problems of guidance in Indian context.	1	18	July
II	COUNSELLING: • Concept, types and principle, • Process of counselling • Techniques of counseling • Role of teacher as a counselor • Characteristics of a good counselor	1	18	August
III	GUIDANCE OF CHILDREN WITH SPECIAL NEEDS Common Problems and Needs of Learners. Guidance of the gifted and creative students Guidance for Low - achiever and first generation learners.	1	18	September
IV	TYPES AND ORGANIZATION OF GUIDANCE SERVICES • Types of Guidance; educational, vocational, personal • Objectives and applied techniques. • Organization and administration of guidance program in Schools. • Guidance services at various levels of education. • Types of Guidance services: • Information service • Individual information collection • Vocational information: sources, collection and role of media • Counselling as a service of guidance • Placement services • Follow up service • Research service • Preparatory service	1	18	October
V	GUIDANCE TOOLS & USE FOR EVALUATION • Tools and Techniques of Guidance • Use of psychological tests and evaluation in guidance. • Evaluation of Guidance Programme; • Techniques of evaluation, Utility of evaluation • Use of research strategy in improvement of guidance services	1	18	November

BOOKS RECOMMENDED:

Agrawal, J.C. (1989): Education Vocational Guidance and Counselling, Dowaba House, New Delhi.
Bhatia, K.K. : Principles of Guidance and Counselling, Kalyani publishers.
Jones, Athor J. (1963): Principles of Guidance, MacHill Book Company Incorporation.

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

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

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

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

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

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	GENDER SENSITIZATION • Concept, Need, Scope • Gender studies as an academic discipline • Gender, Economy and Work Participation • Gender, globalization and education	1	18	July
II	ISSUES OF INDIAN WOMEN • Family, Caste, Class, Culture religion related issues • Women's education- gender bias in enrolment and Curriculum content • Co-education-its educational implications • Literacy and Non-formal education for women's development • Education of Girl child in India: present status and challenges ahead	1	18	August
III	WOMEN'S MOVEMENTS IN INDIA • Pre-independent, Post Independent and Current women movements • National committees and Commissions for Women • Governmental and Non-Governmental Organizations for women and Child Development, Community participation for education of the girl child. • Constitutional Provisions, Policies, Programmes for Women	1	18	September
IV	PROGRAMMES AND STRATEGIES FOR PROMOTING GIRLS'/WOMEN EDUCATION IN INDIA • Access, enrolment, retention of girls' at school stages • Mahilasamakshya, • Kasturba Gandhi BalikaVidyalaya. • Girl's education in SSA, RMSA	1	18	October
V	DEMOGRAPHIC PROFILE OF WOMEN AND HUMAN DEVELOPMENT INDICATORS • Constitutional provisions, policies, programmes for women • International policies and women's movements • Health and nutrition • Participation in decision making through decentralization • Methodologies for research on women • Gender and disability	1	18	November

BOOKS RECOMMENDED:

Letherby, G. (2003) Feminist Theory in Research and Practice. Buckingham: Open University Press.
Maynard, M. and Purvis, J. (eds) (1994) Researching Women's Lives from a Feminist Perspective, London: Taylor and Francis.
Narasaiah. M.L. (2010). Women, Children and Poverty. New Delhi: Discover Publishing House
Olesen, V. (2000) Feminisms At and Into the Millennium. In N. Denzin, and Lincoln,Y.(eds.) Handbook of Qualitative Research, (2nd Edition) London: Sage.
Parvin, M.R.(2001). Empowerment of Women: Strategies and Systems for Gender Justice. ND; DP
Rao. D.B. (2011). Education for Women. New Delhi: Discover Publishing House
Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House
Ribbens, J. and Edwards, R. (eds) (1998) Feminist Dilemmas in Qualitative Research, London: Sage.
Sindhuja, P. (2011) Economic Empowerment of Women through Self-Help Groups.ND; DPH
Skelton, C. (2009) The SAGE Handbook of Gender and Education. New Delhi: Sage
Stanley, L. (ed) Research, Theory and Epistemology in Feminist Sociology, London: Rutledge.
Weedon, C. (1996) Feminist Practice and Poststructuralist Theory (2nd ed.) Oxford: Basil Blackwell.
Weiner, G. (1994) Feminisms in Education: an Introduction. Buckingham: Open University Press

C.CODE-305: **EDUCATIONAL PLANNING AND FINANCING OF EDUCATION**   MM: 100
COURSE OBJECTIVES: To enable the students to;
1.   Understand basic concepts of educational planning and financing.
2.   Acquire knowledge of the principles and procedures of   educational planning and financing.
3.   Understand contemporary developments in educational planning and   financing.
4.   Understanding the problems and issues related to educational planning and financing.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	EDUCATIONAL PLANNING • Concept and characteristics of Educational Planning, • Types– Micro & Macro, Management Planning, Grass-root planning, Area Planning, Institutional Planning • Need & Objectives for Educational Planning • Historical background of Education Panning in India	1	18	July
II	APPROACHES TO EDUCATIONAL PLANNING • Manpower Requirement Approach; • Social Justice Approach; • Rate of Return Approach • Intra educational Extrapolation Model	1	18	August
III	CONSTRAINTS/TRENDS IN EDUCATIONAL PLANNING • Economic & Cultural Constraints; • Social and Administrative Constraints • Modern trends in Edul. Planning with reference to Five Year Plans. • District Planning in Education; Appraisal of Educational Plans and Projects, School Mapping, Micro Planning ,School Improvement Planning, Manpower Planning, Use of Microsoft Project in Planning and Monitoring of Education Development	1	18	September
	EDUCATIONAL FINANCING • Educational Expenditure			October

IV	• Budgeting; Preparation and Control • Principles of Educational Financing;	1	18	
V	CONSTRAINS AND TRENDS IN EDUCATIONAL FINANCING • Problems of Educational Financing: Internal & External; • Education as Investment and Consumption • GATS & Education • Grant in Aids System in India • Population and Enrolment Projections	1	18	November

BOOKS RECOMMENDED:

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

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

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

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

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

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

FOURTH SEMESTER

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

COURSE OBJECTIVES: Students shall be able to enable to;

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE) • Concept and programmes of : EFA • Managing SSA: Mission and State Implementation Partners • Constraints to achieve UEE: Views of Kothari Commission • National Policy on Education -1968, 1986, 1992, • Programmes in the 12th Five Year Plan • Neighbourhood School	1	18	July
II	UNIVERSALIZATION OF SECONDARY EDUCATION (USE) • Concept and objectives • Constraints to achieve USE: Mudaliar and Kothari Commission • Strategies and Initiatives to achieve USE in the 12th Five Year Plan • RastriyaMadhyamikShikshyaAbhiyan: its goals and objectives	1	18	August
III	RASHTRIYA UCCHATAR SHIKSHA ABHIYAAN - Concept, Aims, functions and programs of RUSA - Education in different Five Year Plans. - Initiatives of UGC.	1	18	September

		CREDIT	PERIODS	MONTH

IV	ISSUES RELATED TO CONTEMPORARY INDIAN EDUCATION
	• Concept and need of;
	   - Quality, Equity, Equality, Accessibility and Affirmative Action
	   - Liberalisation, Privatisation and Globalisation of Education
	   - Internationalisation of Education: Emerging partnership between institutions and modes of delivery of education services.
	   -FDI in education in India
	• Emerging international institutions: GATS, TRIPS and WIPO
	• Regional Networks
		1	18	October

V	EMERGING TRENDS;
	• Main recommendations and their implications
	   -Acharya Rammurthy Committee- 1990
	   -Yashpal Committee-1992
	   -Yashpal Committee-2009
		1	18	November

BOOKS RECOMMENDED:

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

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

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

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

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

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

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

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

COURSE CODE-402: EDUCATIONAL MEASUREMENT AND EVALUATION   **MM: 100**

COURSE OBJECTIVES: To enable the students to;

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	MEASUREMENT AND EVALUATION • Concept, nature, needs and scope, • Differentiating Testing, Assessment, Measurement and Evaluation • Models of evaluation, • Scales of Measurement.	1	18	July

II	TOOLS TECHNIQUES AND STANDARDIZATION
	• Tools of Measurement:
	   Function, types, characteristics
	• Techniques of Measurement and Evaluation:
	   Questionnaire,
	   Rating Scale
	   Sociometry
	Standardization of Achievement test
		1	18	August

UNIT	CONTENT	CREDIT	PERIODS	MONTH

III	RELIABILITY OF TEST
	• Meaning, need and Methods of Reliability;
	  Test-Retest Reliability
	  Equaling-Form Reliability
	  Split-half Reliability
	  Rational Equivalence Reliability.
		1	18	September

IV	VALIDITY OF TEST
	• Meaning and type and need of Validity;
	  Content,
	  Construct
	  Empirical,
	  Concurrent and
	  Predictive Validity.
		1	18	October

V	NORMS OF THE TEST
	• Concept, type, functions and need of ;
	  Age Norm,
	  Grade Norm,
	  Percentile and
	  Standard Score
	  Z-Scores, T-Scores, C- Scores, Stanine Scores
		1	18	November

BOOKS RECOMMENDED:

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

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

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

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

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

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

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

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

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

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

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

COURSE CODE-403: CURRICULUM STUDIES   MM: 100

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

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	AIMS AND OBJECTIVES OF EDUCATION • Introduction to Aims, Goals and Objectives of Education • Goals of Education: Levels of Goals and Formulating Goals • Educational Objectives: Types of Educational Objectives • Guidelines for Formulating Educational Objectives • Taxonomic Levels: Cognitive, Affective and Psychomotor	1	18	July

	• Domains and Approaches to Educational Objectives			
II	PERSPECTIVES ON CURRICULUM • Meaning and principles of curriculum. • Traditionalists, Conceptual-Empiricists, Reconceptualists, Social constructivists perspectives of curriculum, • Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance, • Curriculum framework-need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks	1	18	August
III	BASES OF CURRICULUM DEVELOPMENT: • Philosophical Bases: Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; • Sociological Bases: societal needs and aspirations, culture and values, social changes, knowledge explosion, globalization, and privatization. • Psychological Bases: Developmental characteristics of a learner; developmental tasks and learning theories,	1	18	September
IV	TYPES OF CURRICULUM • Types of curriculum; Subject-centered, Learner-centered, Community centered • Social Reconstructionist curriculum. • Characteristics, purpose, Role of a teacher	1	18	October
V	CONSTRUCTION AND DEVELOPMENT OF CURRICULUM • Concept of curriculum construction and Development • Curriculum development-strategies • Models of curriculum Development: Administrative; Grass root, Demonstration; System Analysis • Continuous Comprehensive Evaluation	1	18	November

BOOKS RECOMMENDED:

Berman, L.V. (1968): New Principles in the Curriculum, Ohio, Charles, E. Merrill Book.
Bob, Moon and Patricia Murphy (1999); Curriculum in Context; Paul Chapman Publishing, London
Brent, Allen, (1978): Philosophical Foundations for the Curriculum, Allen &Unwin, Bosten.
Chomsky, N (1986). Knowledge of Language; Prager, New York
Datta, D. M. (1972) Six Ways of Knowing Calcutta University Press, Calcutta.
Galen, Saylen & WA Hoet, (1974): Planning Curriculum for Schools, New York, R &W Inc.
Hoper, Richard, (1974): The Curriculum: Contest Design & Development, Edinburg; OUP
Joseph Schwab, (1969). The Practical: A language for Curriculum. School Review, November.
Keddie, N. (1971): Classroom Knowledge, in. M.F.D Young.
Kelley, A. B. (1996). The Curricular Theory and Practice; Harper and Row, U. S
Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
Nirantar (1997) Developing a Curriculum for Rural Women, Nirantar, New Delhi.
Padma M. Sarangapani (2003): Constructing School Knowledge; An Ethnography of learning in an Indian Village, Sage Publication Inc. New Delhi

COURSE CODE- 404: DISSERTATION   **MM: 200**
COURSE OBJECTIVES: To enable the students;
1. To see and draw linkages between research and educational theory being taught.
2. To conduct a research, and to write a dissertation.
3. To articulate and formulate a research problem, research questions and design.
4. To analyze data, to write the findings in an academic fashion and to present the same.

UNIT	CONTENT	CREDIT	PERIODS	MONTH
I	Dissertation Based Introduction; • Orientation to the process of formulating research problem and questions • Formulating research problem and research questions and writing introduction • Research seminars to present work-in-progress of the researchers • Sessions guiding understand the interfaces between theory and the research	1	18	January to May
II	Dissertation Based Review of Related Literature; • Orientation to the process of engaging with relevant related literature • Engaging researchers with relevant literature, both theory and research • Research seminars to present work-in-progress of the researchers • Sessions guiding understanding interfaces between literature and the research	1	18	
III	Dissertation Based Methodology; • Orientation to the expectations, processes, role of methodology in the research • Workshops on doing fieldwork, taking field-notes, referencing and scoring • Research seminars to present work-in-progress of the researchers • Sessions guiding understanding interfaces between method and the research	2.5	45	
IV	Dissertation Based Analysis and Interpretation; • Orientations to the processes of analysis and interpretation • Workshops on presentation and analysis of observations/ data • Research seminars to present work-in-progress of the researchers • Sessions guiding understanding the interfaces among data and the objectives and the review of literature	2	36	
V	Dissertation Based Results and their Implications; • Orientations to the processes of writing findings and implications • Workshops on presentation of writing findings and their implications • Research seminars to present work-in-progress of the researchers • Sessions guiding understanding interfaces among problem, findings and implications	2	36	
vi	Presenting Dissertation Research; • Orientations to the processes of writing first draft • Workshops drafting of research report • Developing first draft Feedback and finalizing the report	.5	9	
vii	Dissertation Based Bibliography and Appendices; • Orientation • Supervision • Feedback	1	18	

BOOKS RECOMMENDED:

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

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

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

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

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

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

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

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

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

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

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

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

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

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