PROF. RAJENDRA SINGH (RAJJU BHAIYA) UNIVERSITY, PRAYAGRAJ

Structure of Syllabus for the
Program: PG, Subject: M.Ed. (Master of Education)

Structure of Syllabus Developed by			
Name of BoS Convener/ BoS Member	**Designation**	**Department**	**College/ University**
Prof. Dr. Geeta Shukla	Convenor	Faculty of Education	Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

Course Code		Course Title	Credits	T/P	Evaluation	
					CIE	ETE
A	B	C	D	E	F	G
SEMESTER I (YEAR I)						
E060501T	CORE	PHILOSOPHICAL PERSPECTIVE OF EDUCATION	5	T	25	75
E060502T	CORE	EDUCATIONAL TECHNOLOGY	5	T	25	75
E060503T	CORE	CURRICULAM CONSTRUCTION	5	T	25	75
E060504T	FIRST ELECTIVE (Select any one)	POLICY PERSPECTIVE & PROBLEMS	5	T	25	75
E060505T		INCLUSIVE EDUCATION				
E060506P	SECOND ELECTIVE (Select any one)	REVIEW WRITING OF TWO RESEARCH PAPERS	4	P	50	50
E060507P		READING OF TWO CLASSIC BOOKS AND REVIEW WRITING				
SEMESTER II (YEAR I)						
E060601T	CORE	PSYCHOLOGICAL PERSPECTIVES OF EDUCATION	5	T	25	75
E060602T	CORE	RESEARCH METHODOLOGY IN EDUCATION	5	T	25	75
E060603T	CORE	EDUCATIONAL MANAGEMENT	5	T	25	75
E060604T	THIRD ELECTIVE (Select any one)	MEASURMENTS & EVALUATION	5	T	25	75
E060605T		GLOBAL PERSPECTIVE IN EDUCATION				
E060606P	FOURTH ELECTIVE (Select any one)	PSYCHOLOLOGY PRACTICAL	4	P	50	50
E060607P		COMMUNITY SERVICE/VILLAGE TOUR/AWARENESS CAMPAIGN				
SEMESTER III (YEAR II)						
E060701T	CORE	HISTORICAL AND SOCIOLOGY PERSPECTIVE OF EDUCATION	5	T	25	75
E060702T	CORE	STATISTICS IN EDUCATION	5	T	25	75
E060703T	CORE	GUIDANCE & COUNSELING	5	T	25	75
E060704T	FIFTH ELECTIVE (Select any one)	ICT ENABLED EDUCATION	5	T	25	75
E060705T		DISTANCE AND OPEN EDUCATION				
E060706P	SIXTH ELECTIVE (Select any one)	EDUCATIONAL TOUR AND REPORT PRESENTATION	4	P	50	50
E060707P		CLASS ROOM OBSERVATION AND REPORT PRESENTATION				

SEMESTER IV (YEAR II)						
E060801T	CORE	LEARNER AND DEVELOPMENT	5	T	25	75
E060802T	CORE	TEACHER EDUCATION	5	T	25	75
E060803T	SEVENTH ELECTIVE (Select any one)	HUMAN RIGHTS IN EDUCATION	4	T	25	75
E060804T		ENVIRONMENTAL EDUCATION				
E060805R	MRP	MAJOR RESEARCH PROJECT/DISSERTATION	10	R	50	50

NOTE:

1. **Do not mark any Code/Information in Column-A, it will be indorsed by the University.**
2. **T/P** in Column-E stands for **Theory/Practical**.
3. **CIE** in Column-F stands for **'Continuous Internal Evaluation'** and depicts the maximum internal marks. Respective examination will be conducted by subject teacher.
4. **ETE** in Column-G stands for **'External Evaluation'** and depicts the maximum external marks. Respective Examination will be conducted by the University.
5. Column-B defines the nature of course/paper. The word **CORE** herein stands for **Compulsory Subject Paper**.
6. Column-D depicts the credits assigned for the corresponding course/paper.
7. **First Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
8. **Second Elective:** It will designate a Practical Paper or equivalently a Field Visit or Project Presentation. In case of Field Visit, student is required to submit a detailed report of the visit for the purpose of evaluation. The report should include the observational features and benefits of the visit. In case of Project Presentation, the student may be assigned to go for a survey/practical or theoretical project/assignment or seminar with presentation.
9. **Third Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
10. **Fourth Elective:** It will accommodate a practical paper or Industrial Training or Project Presentation. In case of Industrial Training, student may be allowed for the summer training and is required to submit a detailed training report including training certificate for the evaluation.
11. **Fifth Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
12. **Sixth Elective:** It will be a Practical Paper or equivalently a Project Presentation based on Survey/ Seminar/ Assignment. In case of Project Presentation, student has to submit an exhaustive report on respective topic and to face an open presentation for the evaluation.
13. **Seventh Elective:** It will be a Generic Elective. The student may study or receive training of the any subject of his interest (depends on the availability in his institution of enrollment).
14. **Master Research Project:** It will be a Major Research Project or equivalently a research-oriented Dissertation on the allotted topic. The student will have to complete his/her research project under any supervisor. The supervisor and the topic for research project shall be allotted in second semester. The student straight away will be awarded 05 credits if he publishes a research paper on the topic of Research Project or Dissertation.

Semester – I

Compulsory Paper – I

Course Code: E060501T

Philosophical perspective of Education

Course Content –

Unit I – Education and Philosophy

- Education – Meaning, Nature and Concept
- Philosophy – Meaning Nature and Concept
- Relationship between Education and Philosophy

Unit II – Fundamental Philosophical issues

- Idealism, Realism, Naturalism, Pragmatism, Humanism, Existentialism and Marxism special reference to knowledge, reality and values.
- Their contribution to the field of educational objectives and aims.

Unit III – Indian Schools of Philosophy

- Vedic, Sankhya, Yoga, Nyaya, Vedanta (Advait, Viisit Vedanta)
- Critical appreciation of the contribution of Indian Philosophy Hindusing, Buddhishm, Jainism, Chritianity and Islam.
- Their application in day to day teaching learning process in Education.

Unit IV – Educational Thought of great Philosophers

- Indian – Swami Vivekanand, Mahatma Gandhi, Sri Arvindo, Ravindra Nath Tagore, J.K. Krishnamurti
- Western-Plato, Herbert Spencer, John Dewey, Rousseau.

Suggested Readings :-

- Kabir Humayun (1961) Philosophy of Education Asia Publishing House, Bonday.
- लाल एवं पैलारे (2007) शैक्षिक चिन्तन एवं प्रयोग, आर. लाल बुक डिपो, मेरठ
- माथुर, एस.एस0. (2008) शिक्षा के दार्शनिक तथा सामाजिक आधार अग्रवाल पब्लिकेशन, आगरा–5
- Radha Krishnan- Indian Philosophy 1-2
- पाण्डेय, रामशकल (2001) शिक्षा के दार्शनिक तथा समाजशास्त्रीय आधार, विनोद पुस्तक मन्दिर, आगरा
- Delors, Jacques, et al; (1996), Learning: The Treasure within Report of the International Commission of Education for 21st Century, UNESCO
- Dewey, J. (1996), Democracy and Education: An Introduction into Philosophy of Education, New York, The Free Press.
- K. Patirick (1963), Philosophies of Education, Mac Millan & Co. New York.
- Kabir Humayun (1961), Philosophy of Education, Asia Publishing House Bombay.
- Lal, RB Evam Palore (2007), Shaishik Chintan Evam Prayog, R. Lal Book Depot. Meerut. (in Hindi)
- Pathak, R. P. (2012), Philosophical and Sociological Principles of Education, Pearson Education, New Delhi.
- Satya Pal Ruhela, (1999)] Sociology of Education, Associated Publishers, New Delhi
- Wingo G. Max (1975), Philosophies of Education, Sterling Publication Pvt. Ltd., New Delhi.

Educational Technology

Course Code: E060502T

Marks- Internal **: 25**
External **: 75**
Total **: 100**

UNIT – I

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

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

UNIT – II

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

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

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

UNIT – III

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

UNIT – IV

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

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

Various Virtual Universities.

Concept of Artificial Intelligence.

Suggested Readings

1.   Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.

2.   Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limitea

3.   Bengalee, Coomi (1986). Introduction to educational technology: innovations in education.

4.   Mumbai: Saith.

5.   Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.

6.   Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi:

7.   Kanishka Publg House.

8.   Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.

9.   Dangwal, Kiran L (2010) . Computers in Teaching and Learning. Vinod Pustak Mandir: Agra

10.   Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.

11.   Dasgupta, D. N. Communication and Education, , Pointer Publishers

12. Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.

13. Information and Communication Technologies in Education: A Curriculum for School and

14. Programme of Teacher Development, Handbook of UNESCO

15. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO

16. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.

17. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.

18. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.

19. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.

20. Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.

21. O. P. Dham , e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asis Education and Communication,

22. O. P. Dahama & O. P. Bhatnagar, Education and Communication for development, Oxford & IBH Publishing company, New Delhi

23. Pachauri, Suresh Chandra (2011). Educational technology. Aph Publishing Corporation: New Delhi.

24. Rastogi Satish (1998). Educational technology for distance education. Jaipur: Rawat Publication.

25. Robert, Heinich (1990). Instructional media and the new technologies of instruction. London: John Wiley and Sons.

26. Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

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

28. Sethi, Deepa (2010). Essentials of educational technology and management. Jagdamba Publishing Company: Delhi

29. Sharma, A.R. (2001). Educational technology. Agra: Vinod.

30. Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.

31. Singh, C.P. (2011). Advanced educational technology. Lotus Press: New Delhi

32. Sleeman, P.J., Cobun, Ted C, Rockwell, D. M.(1979). Instructional media and technology: a guide to accountable learning systems. New York: Longman.

33. Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.

34. Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.

35. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons

36. Walia, J. S. (2003). *Educational technology.* Jalandhar: Paul.

SEMESTER - I

Compulsory Paper - III

Secondary Education
Curriculum Construction

Course Code: E060503T

Marks : **100**
Internal : **25**
External : **75**

UNIT – 1

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

UNIT – 2

Steps of Curriculum Designing at Primary Level: -

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

UNIT – 3

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

UNIT – 4

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

Suggestion Readings: -

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005

2. NCERT, New Delhi, Curriculum and Evaluation.

3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc

4. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.

5. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284

6. Hass G. & Parkay F. W. (1993. Curriculum Planning: A New Approach 6th Edition; United States of America.

7. www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf

8. www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design aspx

9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.

SEMESTER - I

Secondary Education

Elective Paper
Policy Perspective& Problems

Course Code: E060504T

Marks: **100**
Internal: **25**
External: **75**

UNIT I

Nature and focus of Secondary EducationIn India

Historical Background of Secondary Education In India- Ancient, Medievel, Pre & Post Independencs.

Aims & Objectives of Education At Secondary Level.

UNIT II

Policies and Programmes related to Secondary Education in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)

: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT III

Participation of NGOs in achieving goals of Universal Secondary Education. Providing minimum facilities, improving internal efficiency of the system- teacher empowerment and incentive schemes; managing learning in multigrade contexts.

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

UNIT IV

Problems of Secondary Education.

Emerging Quality Issues in Secondary Education With Reference to-

- Pedagogy
- Teacher Training
- Capacity Building.

Suggested Readings-

1. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
2. Brubacher-History and the problems of Education.
3. Chakraborty, Mohit-Modern Issues in Education New Delhi:Kanishka Publishers & Distributors.
4. Chaube, S.P. & Chaube, Akhilesh: Education in Antiant and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.
5. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publising House Pvt. Ltd.
6. EBY, Frederick : The Development of Modern Education N.J.Prentice Hall INC Engle eliffs.
7. Frederick, Mayer-A History of Educational though, Ohio Charles Merrill Books Inc. 1966.
8. Good Harry, Teller James. A History of Western Education London. The Mac Millan company
9. Gupta & Pal- Great Education Allahabad.. Kailash Pustak Prakashan Kaiyam Devi,

10. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha publications,.

11. Kabir, Hunayun-Education in New India, garage Allen &Union Ltd. Ruskin House Museum Street London.

12. Mukherjee, Kartick-Under development Educational poliag & Planning, Asia Publishing Hour.

13. Mukherjee, Radha Kumud-Ancient Indian Education. (Brahmanic & Buddhist)New Delhi Cosmo publications, 1999

14. Mukherjee, S.N.-Education in India, Today and Tomorrow Baroda., Achraya Book Depot,

15. Munroe, Paul-Encyclopaedia of History of Education. (New updated Edition Vol. I,II,III,IV, Cosmo publications, New Delhi.

16. Naik, N.P.-The Education commission and after Bllied Publishers Private Limited.

17. Nuruallah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.

18. Oad, L.K-Current Issues in Education New Delhi.Young man & Co.

19. Pandey, R.S.-New Dimensions in Education Indian Publishers & Distributors New Delhi-110007

20. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discovery publishing House, -1998

21. Rusk R. Robert-The doctrines of the Great Educators. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,

22. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.

23. Sharma, R.N.-Indian Education into Millennium. Shubhi publications, New Delhi.

24. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,

25. Thakur, Devendra-New Education policy New Delhi; Deep & Deep Publications.

26. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.

27. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd.,

28. Basu, B.D.- History of Education in India, cosmos publications, 1989.

29. Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi

Semester - I

Elective Paper

Marks- Internal : **25**
External : **75**
Total : **100**

Inclusive Education
Course Code: **E060505T**

UNIT-I

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

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

Current issues in inclusive education and teacher preparation:

Early identifications and placement in inclusion

Teaching skills and competencies

Professional ethics and growth of teachers and teacher educators

UNIT-II

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

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

problems in education of disadvantaged section:-

Problems in education of socially disadvantaged children, multicultural education. Organisation and management of school to address socio cultural diversity, addressing language issues, curricular activities for meeting diverse need of children-socio-cultural and linguistic

UNIT III

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

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

Implication for academic inclusion at elementary education

UNIT IV

Inclusive instructional design:

-Inclusive curriculum -inclusive instructional strategies

-Inclusive lesson planning

collaborative instruction for inclusion-collaboration

- Co-operative learning

-Peer-mediated instruction and intervention

inclusive classroom:-physical layout of inclusive classroom

Special assistance to children

Medication in the classroom

Suggested Readings-

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education
- Bhatnagar Asha & Gulat Sushma (1998) Career Development of Creative Girls
- Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi: Kanishka.
- Chaterjee S K (2000): Educational Development of Scheduled Castes

- Cowles Milly (1969): Perspective in the Education of Disadvantaged Children
- Edwards John R: Language and Disadvantage
- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
- Hegarty and Alur Mithu (2002): Education and Children with Special Needs
- Jacob Aikara: Scheduled Castes and Higher Education.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,----
- NCERT (2005). National Curriculum Framework, New Delhi.
- NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.
- NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.
- Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
- Rangari A D :Indian Caste System and Education
- Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- Sharma Usha & Sharma B M (1995) Girls Education
- Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.

- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
- Singh U K & Nayak A K (1977) Women Education
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational evelopment, July.
- Vishwanathan Maithili (1994) Development Orientation of Women's Education
- Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School – (Red-black line)
- Yadav S K (1986): Educational Schemes for Scheduled Castes

Semester – II

Compulsory Paper – I

Psychological perspective of Education

Course Code : E060601T

Course Content –

Unit - I : Introduction

- Educational Psychology : Concept Concern and scope of Educational Psychology.
- Major schools of Psychology and its contribution to Education- Structuralism, Associationsim, Gestalt, Behaviourism, Psycho-analytic, Humanistic and cognature, constructive

Unit-II : Development

- Concept, Principles, Stages
- Factors influencing development- Genetic, Biological, Environmental and Physical and their relative role.
- Theories of Development
    - Piaget
    - Freud
    - Efikson
    - Kohelberg

Unit-III : Learning and Motivation

- Learning concept, kind, levels, transfer of learning, factors influencing learning
    - Classical Theory (Pavlov)
    - Operant Conditioning (Skinner)
    - Insight Theory (Kohelberg)

- Reinforcement Theory (Hull)
- Educational implications of theories of Learning

Unit-IV : Intelligence

- Intelligence and cognitive abilities- Nature and theories of intelligence, one factor, tow factor, Grilford's Model.

Unit-V : Personality

- Concept : Indian and Western, Development Structure, Dynamics of personality, Theories of personality- Allport, Erickson Theory of Fraid.
- Role of Shrimad Bhagvat Geeta, Veda, Upnishad and Yoga in personality Develpment.
- Assessment of personality
- Projective Techniques; Rorshach, CAT

Suggested Readings –

1. R.L. Jayswal- Foundation of Educational Psychelogy, Allied Publishers, Bombay, Jersy, 1989
2. S.K. Mangal- Advanced Educational Psychology New Delhi, Prentice Hall of India, Pvt. Ltd.
3. C.L. Kundu- Personality Development Sterling Publisher Pvt. Ltd. New Delhi, 1989.
4. Hilgard and Atkinson, Introduction to Psychology, Oxford and IBH Publisher Bombay.

Semester – II

Compulsory Paper - II

Research Methods in Education

Course Code : E060602T

Course Content –

Unit - I : Educational Research : Conceptual Issues.

- Meaning, Nature, scope, Need and Purpose of Educational Research
- Types of Research- Fundamental, Applied and Action Research

Unit-II : Formulation or Research Problem

- Criteria and Sources for identifying the Research Problem
- Characteristics of a good Research Problem
- Reviewing Literature and writing the rationale for any Research Problem based on review
- Delineating and operationalizing variables.

Unit-III : Developing Assumptions and Hypotheses

- Hypothesis- Nature, Type and Sources
- Role of Hypothesis in theory building

Unit-IV : Sampling

- Concept of population and sample
- Determiners of sample size
- Various methods of probability and non-probability sampling.
- Characteristics of a good sample

Unit-V : Tools and Techniques of Data Collection

- A Good Research Tool
- Observation Rating, Scale, Interview, Questionnaire, Schedule, Psychological, Test, Projective and sociometric ....

Unit-VI : Writing Research Proposal and Report

- Formats, Style, and Essential Elements of Research Proposal for Doctoral Degrees and Research Project for submission to funding Agencies.
- Criteria for Evaluation of a Research Report

Suggested Reading –

1. ए0जी0 भटनागर एवं अनुराग (2011)– शैक्षिक अनुसंधान की कार्य प्रणाली : मेरठ P.Lal Book Depot.

2. Y P Agrawal- The Science of Educational Research- A Source Book sterling Publisher Pvt. Ltd. Delhi.

3. S.P. Gupta (2003) सांख्यिकीय विधियाँ, शारदा पुस्तक भवन, इलाहाबाद।

4. R.A. Sharma- Fundamentals of Educational Research- Meerut Loyal Book Depot (2003)

5. Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Sterling Publishers Pvt Ltd, Delhi.

6. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi

7. Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.

8. Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.

9. Gpta, S.P., (2003), Sankhyikiya Vidhiyan, Sharda Pustak Bhavan, Allahabad.

10. Kapil, H.K. (1983) Anusandhan ke Mul Tatva evam Sankhyiki, Bhargav Book Depot, Agar.

11. Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.

12. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.

13. Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.

14. Mouly, A.J. (1963), The Science of Educational Research, Eurosia, New Delhi.

15. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.

16. P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Mac Graw Hill,New York.

17. Sharma R.A. ;Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003

18. Gupta, S.P. (2010) Anushandhan Sandarshika, Sharada Pustak Bhavan, Allahabad.

Semester - II

Compulsory Paper - III

Secondary Education
Educational Management

Course Code: E060603T

Marks- Internal : 25

External : 75

Total : 100

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

- Financing secondary Education, Scholarships and free education etc.
- Concept of Evaluation at secondary level

- Methods of evaluation at secondary level
- Evaluation Procedure and Quality Control
- Good evaluation procedure
- Criteria of Evaluation at secondary level

Suggested Readings:

1 Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.

2 Agrawal, A. and Godbole, A.:Shaikshik Prashasan , Prabandhan and swasthya shiksha,Alok Prakashan, 2009.

3 Armstrong, M. : Management Processes and Functions, London Short, Run Press 1990.

SEMESTER II

Elective Paper

Secondary Education
Measurement & Evaluation

Course Code: E060604T

Marks- Internal: **25**
External : **75**
Total: **100**

UNIT I

Definition and Meaning of Evaluation; Difference between Measurement,

Assessment and Evaluation; Importance of Evaluation;

Need for Continuous and Comprehensive

  Evaluation; Education as a Tri-polar

  Process.

Unit - II

Meaning of Educational Objectives; Difference

between Educational and Teaching Objectives;

Taxonomy of Educational Objectives; Writing

Objectives in Behavioural Terms

Unit - III

Characteristics of tools of evaluation,

Different Types of tools: Test, Scale, Inventory,

Observation Schedule, Interview Schedule, and Questionnaire,

 Criteria of a Good Test;

Blooms' Taxonomy of Cognitive, Affective and Psychomotor domains.

Different types of items, Steps in Constructing Teacher Made Achievement

Test, Steps in Standardizing Achievement Test,

Unit – IV

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

Suggested Readings-

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.

2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.

3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.

4. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.

5. Vernon, P.E. The Measurement of Abilities, London : University Press.

6. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.

7. Payne, W.J. Educational Evaluation : New Jersey : Prentice Hall.

8. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.

9. Sax Gilbert. Principles of Educative measurements and Evaluation. California : Wadsworth Publishing Co. Inc.

10. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.

11. Blood & Budd, W.C. Eduacational Measurement and Evaluation, New York : Harpen & Row.

12. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York : Dryden.

13. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.

14. Nunnally, J.C. Tests and Measurements : Assessment and Predictions New York : Mc Graw Hill Book Co.

15. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.

16. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York : Harcourt Brace Jovanovich Inc.

17. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.

18. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.

19. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.

20. Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.

21. Ebel, R.L. Measuring Educational Achievement. New Jersey : Englewood Cliffs.

22. Guilford, J.P. Psychimatric Methods. New York : McGraw Hill Book Co.

23. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : England Cliffs.

24. Linfquist, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.

25. Mchrens, W.A. & Lehman I.J. Measuement and Evaluation is Education and Psychology. New York: Holt Rinehart and Winston.

26. NCERT New Delhi. The concept of Evaluation in Education

27. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.

28. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York : McGraw Hill.

29. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi : Oxford University Press.

30. Gerberick G.J. Measurement and Evaluation in the Modern School, New York : David McKay Co. Inc.

Elective Paper

GLOBAL PERSPECTIVE IN EDUCATION
Course Code: E060605T

UNIT -1

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

UNIT- 2

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

Unit -3

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

Unit – 4

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

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

Suggested Readings-

- Bell & Bell (2006). Education Policy and Social Class. Routledge Falmer.
- Mathur S.S. (1990). Educational Administration and Management. The Indian Publications. India.
- Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi. 24
- Tilak, J.B.G. (1993). External and Internal Resourse Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries. New Delhi.
- Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NUEPA.
- Alexander Robin (2000). Culture and Pedagogy: International Comparisons in Primary Education. Oxford. Blackwell.
- Beauchamp Edward, R. (2003). Comparative Education Reader. New York. Routledge Falmer.
- Bray, M (2003). Comparative Education: Continuing traditions. New Challenges and New Paradigms. London, Kluwere Academic Publishers.
- Chabbott Colette (2003). Constructing education For Development: International Organizations and Education for All. New York. Routledge Falmer.
- Trivedi P.R., Singh U.K. and Sudarshan K.N. (1994). Global Education: An Analysis. New Delhi. Commonwealth.
- Watson Keith (2001). Doing Comparative Education Research: Issues and Problems. Oxford Symposium Books

Semester III

Compulsory Paper– I

Marks- Internal : **25**

Course Code : E060701T

External : **75**

Total : **100**

Historical & Sociological Perspective of Education

UNIT I
Education in Ancient India

- Aims of Education in Ancient India
- Salient features of Vedic, Brahmaric, Buddhist Education
- Factors in flueneing, Education System, Political, Demogrphical and Socio-economical conditions, Religion, Philosophy
- Advent of a new culture
- Parallel System of Hindu and Muslim Education
- The state and Education; Contribution of the Medieval Rulers towards Education

UNIT II
Education in British Period & Independence India

- Significance of Missionary work
- Western education throgh the charter of 1813
- Oriental – Occidental controvery
- University Education Commission Recommendation (1948)
- Secondary Education commission Recommendation (1952-53)
- Indian Education commission (1964-66)
- Challenge to Education Policy Perspectives NPE (1986)
- POA 1992
- Changing perspective of education policy with reference to the fonces of LPG
- National knowledge commission (2005)

UNIT III

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

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

UNIT IV

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

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

Social change-concepts, patterns and theories of social change, education as an instrument, factor and reflection of social change. Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity.
Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A.Sorokin and Charles Cooley,Human rights and value education

Suggested Readings-

1. Aggarwal, J.C. : Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; NewYork, Prentice Hall Inc.

4. Chattopadhyaya (ed)- The cultural Heritage of India.

5. Dewey, J.- Democracy and Education; New York, Macmillan & Co.

6. Dewey. J.- Democracy and Education, Mac Million Co.

7. Dhiman, O.P.- Foundations of Education; Allahabad, Atma Ram & Sons.

8. Durkheim-Education and Sociology.- The free Press

9. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten;Allyn and Bacon.

10. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.

11. Agrawal J.C. (1998) Landmark in the History of Modern Indian education, New Delhi Vikas Publishing House

12. Santosh Kumar Das, (1993) The Educational system of Ancient Hindus Calcutta

13. एस0पी0 गुप्ता (2014) भारतीय शिक्षा का इतिहास, विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद ।

14. Nurulla, Syed and Maik J.P. (1945) A student's History of education in India (1800-1964) Bombay

15. Tilak JBG (2013) Higher Education in India; in serch of equality, Qualigy and quality New Delhi orient Blackswan

Semester III

Compulsory Paper II

Marks- Internal : **25**

Course Code: E060702T

External : **75**

Total : **100**

Statistics in Education

UNIT-I:

Descriptive Statistics- I

1. Measures of Central Tendency: Mean, Median and Mode- computation and uses

   Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and uses

   Measures of relationship: Percentiles and Percentile ranks- computation and Uses

2. Measures of Association; Linear Correlation- concept, types, coefficient of correlation; assumptions, computation , uses and interpretation of rank order and product- moment correlation

3. Assumptions and uses of other types of correlation- Biserial, Point Biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation

4. Regression and prediction: concept of regression, regression equations (involving two variables only) and their uses, accuracy of prediction

UNIT-II:

Inferential Statistics- I

5. Concept of Population, Sample and Sampling error; Parameter and Statistic, Degree of freedom

6. Standard error, confidence limits and confidence intervals.

7. Concept and testing of null hypothesis, Type-I and Type-II errors, Levels of significance, One tailed and two tailed tests

8. Parametric tests:

   (I)   t- test,

(II)   F – test Analysis of Variance (ANOVA) - one way and two way, Analysis of Covariance (ANCOVA), and their uses in educational research

UNIT-III:
Inferential Statistics- II

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

UNIT IV
Report Writing

Identification of a research topic: Sources and Need.

(b) Review of related literature.

(c) Rationale and need of the study.

(d) Conceptual and operational definition of the terms.

(e) Variables.

(f) Research questions, aims, objectives and hypotheses.

(h) Methodology, sample and tools.

(i) Scope, limitations and delimitations.

(j) Significance of the study.

(k) Bibliography.

(l) Time Frame.

(m) Budget, if any.

(n) Chapterisation.

SUGGESTED READING

1. Edwards, A. L. *Statistical Methods for Behavioural Sciences*, New York: Holt, Rinehart and Winston.

2. Ferguson, G. *A Statistical Analysis in Psychology and Education*, New York: McGraw Hills.

3. Fisher, R.A. *Statistical Methods for Research Workers*, New York: hafner Publishing Co.

4. Garret, H.E. *Statistics in Psychology and Education*, Bombay: Vakils

5. Guilford, J. P. & B. Fruchter. *Fundamental Statistics in Education and Psychology*, Tokyo: McGraw Hill

6. Lindquist, E. F. *Statistical Analysis in Educational Research*, Boston: Houghton Mifflin Co

7. Mc Nemar, Q. *Psychological Statistics*, New York: Henry Holt & co.

8. Siegel, S. *Non Parametric Statistics for Behavioural Sciences*, New York: McGraw Hill

9. Tate, M.W. *Statistics in Education*, New York: McMillan Co.

Compulsory Paper- III

Guidance & Counseling
Course Code: E060703T

UNIT I

. Guidance and counseling; issues and problems; role of teacher

. Educational Guidance: basic assumptions and principles

Curricular choice and its implications for Career guidance; Guidance and curriculum and the class room learning.

. Vocational Guidance: basic principles, Vocational choice as a development process

• Nature of work and Job analysis, dissemination of occupational information: vocationalisation of secondary education and career development

Personal Guidance : basic assumptions; types of behavioral problems of school stage students.

UNIT II

Guidance services: Individual Inventory and Information counseling Group Guidance services, Placement services and Follow-up services.

• Guidance of children with special needs, role of teacher.

. Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.

• Evaluation of Guidance programmes

UNIT III

. Guidance and Appraisal of the Individual: meaning, need ,purpose and place of appraisal in Guidance.

. Techniques of Appraisal: Testing techniques - tests (viz. Intelligence, Aptitude, Knowledge and Achievement), Interest tests and Personality Measures, Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools.

UNIT IV

Guidance and Counseling in Groups: Nature, aim, Principles and procedure;
Group Counselling Vs Individual counseling; counselling for adjustment.

Types of group activities-their merits and demerits

Current Trends, Concerns and Demands in Guidance.

Place of counseling in personal guidance

Suggested Readings-

1.   Chauhan, S.S. Principles and techniques of guidance New Delhi, Vikas publishing House.

2.   Dave, I The basic Essentials of counselling. New Delhi : sterling Publishers.

3.   Erickion, C.E. (Ed.) A. Basic text for guidance workers, New York : Prentice Hall.

4.   Jones, A.J. Principles of Guidance and pupil personnel work, New York, McGraw Hill.

5.   Jones, A.J. Principles Principles of guidance. New Delhi : Mc Graw Hill publishing company.

6.   Kochhar, S.K. Educational and vocational guidance in secondary schools New Delhi : sterling publishers.

7.   Meyers, G.E., Principles and techniques of vocational guidance, New York : Mc Crrow Hill.

8.   Nayak, A.K. guidance and counselling, New Delhi : APH publishing corporation.

9.   Pandey, K.P. Educational and vocational guidance in India varanasi : Vish wavidyalaya Prakashan.

10.   Smith, G.E. Principles and practices of the guidance program : A Basic Text Book, New York, Mac Millan Company.

11.   Traxller, A.E. Techniques of guidance, New York : Harper and Brother Publishers.

Marks- Internal : **25**

Elective Paper

External : **75**

Total: **100**

ICT Enabled education
Course Code: E060704T
UNIT -I

Concept, nature and scope of ICT in education, Contemporary importance of ICT, Need and Importance of ICT in education, Role of ICT in Teaching.

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

UNIT -II

Planning for creations and selecting appropriate ICT tools, Producing ICT creations for specific audiences and / or purposes, Considering audience feedback, evaluating products.Using software and online resources to create products, Using a broad range of ICT tools for products, wizards, graphic .

Social web utilities – mail, blogs, wikis, online discussion forum, Using social utilities safely, ethical and unethical ICT communications, online Sharing, cyber crime, Avoiding being a victim of cyber crime, Online Identity and protection -Using usernames and passwords, Respecting the privacy of others

UNIT III

E- Content: Meaning Concept & development.

Student centric learning environment.

E- Libraries

Open Educational Resources for Various levels of Education.

UNIT IV

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

Technology in promoting higher order thinking skills.

ICT as a resource & Communication Tool.

Using ICT to Transform Educational Institutions.

Suggested Readings-

1. Dangwal Kiran L.: (2004) Computers in Teaching and Learning:Shre Vinod Pustak Manir, Agra

2. Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Allahabad

3. Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra

4. Mason Robin & Frank R. (2006) . E-learning - The key concepts. Routledge, New York.

5. Pathak, R.P. & Chaudhary, J (2012). Educational Technology, Pearson, New Delhi.

6. Richard Andrews & Caroline (2007). E-learning Research - A handbook of, SAGE New Delhi.

7. Sharma, R.N. & Chandra, S.S. (2003) Advanced Educational Technology, Atlantic Publications Distributor, New Delhi

Online references-

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

ICT Resources for Assessment- Helen Barrett (2012), 'mPortfolios, Step-by-Step Model', available:

https://sites.google.com/site/mportfolios/home/step-by-step-model

JISC (2010), 'Effective Assessment in a Digital Age: A guide to technology-enhanced assessment and

feedback',   available:
http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassas s_eada.

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

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

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

Semester - III

Elective Paper

Distance and Open Education
Course Code: E060705T

Recall and explain the concept scope and applications of distance education. Describe history and future of distance education. Explain in own words the factors involving distance education. Identify the steps for the preparation of self-instructional materials- SIM or self-learning materials (SLM) define roll of mass media in distance education.

Unit-I

Concept of distance education:

I- Related terms with Distance education

II- Non-formal education.

III- De-schooling education.

IV- Open education.

V- Scope of distance education.

Unit-II

History, importance and future of distance education in India:

I- Present status.

II- History of distance education

III- Need and importance of distance education.

IV- Future of distance education in India

V- Academic discipline in distance education

Unit-III

Mass media in distance education:

I- print and non-print media

II- Audio visual computer based media.

III- Learning through media

IV- Utility and possibilities of distance education.

Unit-IV

Distance educator, distance learners and self-learning materials:

I- Distance educators and their types

II- Professional training in distance education.

Different types of distance learners and their possible problems:

I- Student counselling service in distance education.

II- Continuous assessment in distance education.

Unit-V

Self-learning materials and its preparation:

I- Preparation of self-learning materials (SLM).

II- Self-instructional materials (SIM) format.

III- Distance education as investment for learners.

IV- India Gandhi National Open University (IGNOU).

V- Uttar Pradesh Rajarshi Tandon Open University (UPRTOU)

References:

Gupta S.P. and Alka : Durast Shiksha, Sharda Pustak Bhavan, Allahabad

Ramanujam A.R. (1995): Reflections of distance education for India, New Delhi, Mahak Publications Pvt. Ltd.

मुक्त एवं दूरस्त शिक्षा पर स्वाध्ययन सामग्री, UPRTOU Allahabad (UGFODL)

शर्मा आर.ए. : दूरवती शिक्षा, आर.एल. बुक डिपो, मेरठ

Marks- Internal : **25**

Compulsory Paper - I

External : **75**

Total : **100**

Learner and Development
Course Code: E060801T

UNIT –I

- Development- Stage, Principles, Nature- Nurture balance
- Language Development- Factors Influencing it, Theories
- Stress- Concept, Factors influencing Stress among Learners

UNIT –II

- Cognitive Development- Stages, Theories of Piaget and Burner and their Educational Implications
- Moral Development- Factors Influencing it, Theories of Freud, Piaget, Kohlberg and Turiel, Moral Judgement and Moral Behaviour

UNIT –III

- Development of Social Competence- Concept, Factors Influencing it.
- Development of Emotional competence- Concept, Factors Influencing it.

UNIT –IV

- Intelligence- Concept, Theories, Measurement of Intelligence
- Personality- Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell, Measurement of Personality
- Mental Health- Concept, Process of Adjustment, Conflict, Defence Mechanism

Practicum   Marks

1. Preparation of a Development Profile of one Student   5
2. Testing of Personality and Intelligence of Students   5
3. Two sessional test   10+10

Total   **30**

Suggested Readings

Bischof	: Interpreting Personality Theories
Blum	: Psychoanalytic Theories of Personality
Bass & Berg	: Objective Approaches to Personality Assessment
Holland Lindzey	: Theories of Personality
Wadsworth, B.J.	: Piaget for the Classroom
Slavin, R.E.	: Educational Psychology
Mangal, S.K.	: Advance Educational Psychology
Brainerd	: Piaget theory of Intelligence
Bruner	: Relevance of Education
Mehta, C.S.	: Shiksha ki Prakirya
Flavell	: Developmental Psychology
Bee	: Developing Child
Misra, K.S.	: Shiksha Manovigyan ken aye kshitij
Jersild	: Psychology of Adolescence

SEMESTER - IV

Marks- Internal : **25**

External : **75**

Total : **100**

Compulsory Paper - II

TEACHER EDUCATION
Course Code: E060802T

UNIT -I

Teacher Education in India: Historical Context

- Evolution and Development of Teacher Education in India

    -Before Independence Period

    -After Independence Period

- Recommendations made by various Commissions and Committee's on Teacher Education in Post Independent India.

UNIT -II

Teaching as a Profession & Various Levels

- Profession- Concept and Characteristics
- Teaching Profession- Concept and Characteristics
- Professional Development- Aims and Activities
- Competency Based Teacher Education, Accountability in Teacher Education
- Pre-Service Teacher Education
- In-service Teacher Education
- Induction

UNIT -III

Agencies of Teacher Education and its Role

- NCTE, UGC, NUEPA and NCERT
- SCERT, DIET, SIEMAT and UGC-ASC
- Comparative study of Teacher Education in Russia, UK, USA and in India

UNIT -IV

Emerging Trends in Teacher Education

- Total Quality Management in Teacher Education
- Performance Based Appraisal System – Academic Performance Indicator (PBAS-API)
- Code of Professional Ethics
- E-learning in Teacher Education (Computer and Mobile)
- Teacher Education through Distance Mode
- Integration of ICT in Teacher Education
- Two- years B.Ed and M.Ed programme- concept and rationale.
- School Internship- Concept and Objective
- Research Trends in Teacher Education

Suggested Readings:

- NCERT (2005). National Curriculum Framework, New Delhi
- NCERT (2005). National Focus Group on Teacher Education, New Delhi
- NCTE (1996). Curriculum Framework for Teacher Education, New Delhi
- NCTE (1998). Policy Perspectives in Teacher Education, New Delhi

- NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi
- Radha Mohan (2011). Teacher Education, New Delhi: Prentice Hall of India Limited
- Ravi Kant Chopra (1993). Status of Teachers in India, NCERT, New Delhi
- Report of the Batra Committee
- Report of the Justice Verma Commission
- Report of the Kothari Commission
- Report of the National Policy on Education (1986)
- Programme of Action (1992)
- Stinnett, T.M. (1965) The Profession of Teaching, New Delhi: Prentice Hall of India (Private) Limited
- Walia, K (2003). Teacher Commitment, New Delhi: NCERT

Semester –IV

Elective Paper

Marks- Internal : **25**
External: **75**
Total : **100**

Human Rights Education
Course Code: E060803T

objectives

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

UNIT-1

- Human rights – meaning and concept

  Rights and duties Indian and international perspectives evolution of Human Rights.The historical background definition under Indian and international documents.

- Blood classification of Human Rights and Relevant constitutional provision

  Right to life liberty and dignity Right to equality Right against exploitation cultural and educational Rights, economic Rights,Political Rights, Social Rights.

- Human Rights of marignalized groups

  vizwomen,children, minorities scheduled castes and scheduled tribes

UNIT-II

- Human values-

  Definition meaning and concepts. Classification of values proximate and distant intrinsic and extrinsic.

- Types of values

  Biological, Psychological social and ecological determinate of values classification of values of NCERT.

- Nature and learning sources of values

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

UNIT-III

- ### Human Right education
  Need & framework of educational policy in India for elemantary, secondary and higher secondary level.

- ### Value Education
  Need and significance of value education , Definition, meaning, need and importance in the present India and global context

- ### Historical background of value education
  University education commission (1948)Sri Prakash committee on religious and moral education (1951).The committee on emotional integration (1961).The Indian education commission (1964-66).Report of UNESCO(1972) suggestion on the first national moral educational conference(1981),National policy on education(1986).

- ### New trends in value education
  Various approaches and methods, use of ICT for effective value education programme .

UNIT-IV

- ### Impact of global dev. On ethics and values
  Conflict Of cross cultural influences, mass media, cross border education , materialistic values professional challenges and compromise, modern challenges of adolexant emotions and behaviour, sex and spirituality conforism and competition, positive and negative rights.

- ### Agencies of value inculcation
  Home school, poor group, community society media and their contribution in value inculcation among students
  Theraufatic measures-simple physical and meditation yoga

- ### Methods of teaching human right
  Seminars , symposia, debate, brain storming , role playing, sensitization workshop. Types of activities in school for inculcation of values prayer assembly role of curricula m

Suggested Readings-

1.Rao,R.K.(1986)Moral Education-A Practical Approach Mysore,RIMSE.

2.VenKataiash,N.(1998)Value Education,New Delhi.APH.

3.Bull,N.J.(1969)Moral Education,London:Routledge& Kegan Paul.

Semester -IV

Elective Paper

Environmental Education
Course Code: E060804T

Unit-1

• Concept and Definition of environment, different aspects of environment.

• Concept of Ecosystem, Man and environment relationship .

• Environmental Degradation including pollution, deforestation, natural calamities, biodiversity

extinction, global warming and energy crisis.

• Environmental Awareness and management conservation protection and Sustainable

Development.

Unit-II

• Environmental education: Concept objective and need.

• Methods of teaching in environmental education seminar. work shop, problem solving. Field

trips and surveys, projects, exhibitions and other methods .

Unit-III

• Interdisciplinary and Multidisciplinary approach of including environmental education in the

school curriculum.

• Use of Media and Technology in environmental education .

Unit-IV

• Curricular and Co-curricular activities in environmental education including tree plantation.

Awareness. campaigns and community work.

• Concept and techniques of evaluations with references of environmental Awareness skill,

Attitudes and values.

Suggested Readings

1. Agarwal, J.C. Education for values, environment & Human Rights. Shipra Publication,

Delhi 2007

2. Centre for environment education. Essential

Ahmadabad I 994

3. Kumar, Arvind. A Text Book of Environmental Science, A.P.H. Publication House, New

Delhi-2007

4. Laxmi, G.V.S. Methods of teaching environmental Science, Discovery Publishing House,

New Delhi 2004

5. Samuel, K. Environment Education : Curriculum & teaching methods. Sarup and sons, ,

New Delhi-2007

6. Satopathy, M.K. Education, Environment & Sustainable Development, Shipra Publication,

Delhi 2007

With Regards,

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