University of Lucknow
Master of Arts (M.A.) in Education Programme
Regulations 2020

1. **Applicability**

   These Regulations shall apply to the Master of Arts (M.A.) in Education programme from the session 2020-21.

2. **Minimum Eligibility for Admission**

   A three/four years Bachelor's degree (with Education as a subject of study) or its equivalent awarded by a University or Institute established as per law and recognized as equivalent by this University with minimum 45 percentage of marks or equivalent grade, shall constitute the minimum requirement for admission to the M.A. in Education programme.

3. **Programme Objectives**

   To prepare students to –
   1. Master over the prescribed academic content with reflective thinking approach.
   2. Critically examine different prevailing and anticipated issues dealing with local to global levels.
   3. Preserve the academic ingredients rooted to Indian culture, heritage and values.
   4. Create new knowledge for giving a befitting shape to the Indian Society for meeting 21st century requirements.
   5. Cherish knowledge with multidisciplinary approach.
   5. Extend the benefits of generated knowledge to all the stake holders.
   6. Shift the focus from individual self to collective self.

4. **Programme Outcomes**

   After completing Master's programme, students will be able to -
   1. Demonstrate competence on academic ingredients from philosophical, psychological, social and scientific perspective.
   2. Reflect critical and collaborative/cooperative abilities to not only understand but also provide guidance for coming generations.
   3. Not just cover the curriculum but discover the curriculum to enrich their knowledge.
   4. Interlink existing knowledge with the new generated knowledge with the help of research and collaborative efforts.
   5. Demonstrate the skills to serve the society from the knowledge generated in higher education institutes.
   6. Develop their personality to make themselves valuable at national as well as international level.

5. **Specific Programme Outcomes**

   After completion of this programme, students will be able to –
   1. Explore the basis of Education to develop Education subject as an enriched body of knowledge.
   2. Infer the real meaning of Education and its catalyst power to enrich the strength of the stake holders.
   3. Generate critical thinking regarding issues related to modern trends, anticipated educational challenges and global scenario.
   4. Develop research capabilities to create new knowledge for better understanding of the society.

5. Enrich conceptual, transactional and judging capacities to make them techno driven, socially comprehensive and leaders of the society.
6. Establish linkages between rooted to culture and committed to progress academic environment.
7. Show the competencies to be academically rich with explorative approach to move from individual self to collective self.

6. Course Structure

The course structure of the M.A. in Education programme shall be as under:

Course No.	Name of the Course	Credit	Course Type
	Semester I		
EDUCC-101	**Paper -1** Philosophical Foundation of Education – Western	**04**	**Core Course**
EDUCC-102	**Paper -2** Sociological Foundation of Education	**04**	**Core Course**
EDUCC-103	**Paper -3** Educational Psychology: Learner	**04**	**Core Course**
EDUCC-104	**Paper -4** Introduction to Research in Education	**04**	**Core Course**
EDUCC-105	**Paper -5** Practicum – 1. Critical Analysis of any two Educational Schemes 2. Psychology Practical	**04**	**Core Course**
EDUVC-101A/B	**Paper -6** Guidance and Counselling / Educational Management & Administration	**04**	**Value added course (Credited)**
	Semester Total	**24**	
	Semester II		
EDUCC-201	**Paper -7** Philosophical Foundation of Education – Indian	**04**	**Core Course**
EDUCC-202	**Paper -8** Education and Social Concerns	**04**	**Core Course**
EDUCC-203	**Paper -9** Educational Psychology: Learning	**04**	**Core Course**
EDUCC-204	**Paper -10** Methodology of Educational Research	**04**	**Core Course**
EDUCC-205	**Paper -11** Measurement and Evaluation	**04**	**Core Course**
EDUCC-206	**Paper -12** Practicum – 1. Research Proposal for Dissertation 2. Tool Construction for Research	**04**	**Core Course**

EDUVNC-201A/B/C/D	**Paper -13** Personality Development / Communication Skill / Ethics in Social Media / Cyber Security	**00**	**Value added course (Non Credited)**
	Semester Total	**24**	
	Semester III		
EDUCC-301	**Paper -14** Historical Background of National Educational Needs	**04**	**Core Course**
EDUCC-302	**Paper -15** Statistics in Education – Introduction	**04**	**Core Course**
EDUEL-301A/B	**Paper -16** Teacher Education / Futurology of Education	**04**	**Elective**
EDUEL-302A/B	**Paper -17** Inclusive Education / Champions of Higher Education	**04**	**Elective**
EDUIN-301	**Paper -18** Internship for one month in any Educational Institution with its Case Study	**04**	**Summer Internship**
EDUIER-301A/B/C/D	**Paper -19** Education for Happiness / Understanding The Self / Lifelong Learning / Any MOOC	**04**	**Interdepartmental Course**
	Semester Total	**24**	
	Semester IV		
EDUCC-401	**Paper -20** Educational Technology	**04**	**Core Course**
EDUEL-401A/B	**Paper -21** Innovations in Education / Statistics in Education – Advanced	**04**	**Elective**
EDUEL-402A/B	**Paper -22** Environmental and Population Education / Curriculum Development	**04**	**Elective**
EDUMT-401	**Paper -23** Dissertation and its Viva Voce with Writing a Research Paper for Publication	**08**	**Master Thesis**
EDUIRA-401A/B/C	**Paper -24** Value and Peace Education / Human Rights Education / Any MOOC or ODL course	**04**	**Intradepartmental Course**
	Semester Total	**24**	
	GRAND TOTAL	**96**	

7. Course Outlines

SEMESTER I

EDUCC-101: Philosophical Foundations of Education – Western

Course Outcomes

Students will be able to-

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

UNIT I
- Philosophy: a directive doctrine and a liberal discipline
- Normative, Speculative & Analytical functions of Philosophy
- Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic

UNIT II
- Metaphysical Problems & Education - related to Man, Nature, Society
- Epistemological Issues & Education - regarding Knowledge related to critical analysis, scientific approaches etc.
- Axiological Issues & Education - concept of Value, Eternal Values (from seminal to quintessential), role of Peace & Aesthetics in Education, Logic in Education, Ethics in Education.

UNIT III
- Impact of Philosophical Suppositions on Education: Idealism, Realism, Naturalism – with special reference to the concepts of knowledge, reality, values & their educational implications.

UNIT IV
- Impact of Philosophical Suppositions on Education: Pragmatism, Existentialism, Marxism, Scientific Humanism – with special reference to the concepts of knowledge, reality, values & their educational implications.

UNIT V
- Modern Trends in Philosophy: Reconstructionism, Logical Positivism, Grounded Theory, Naturalistic Inquiry, Interpretativism
- Educational Thinking of Great Radicalists - Paulo Freire, Ivan Illich

Suggested Readings

1. Dewey, John (1916) Democracy and Education. New York: Macmillan & Co.
2. Freire, Paulo (1972) Pedagogy of the Opressed, Harmondworth: Penguin Books.

3. Illich, Ivan D (1971) De-Schooling Society. New York: Harper & Row
4. Butler J. Donald (1968) Four Philosophies and their Practice in Education and Religion. NewYork & London: Harper & Row.
5. Broudy, Harry S. (1965) Building a Philosophy of Education New Delhi: Prentice Hall.
6. Brubacher, John S. (1962) Modern Philosophies of Education. Tokyo: Mcgraw-Hill Book Company, Inc.
7. Rousseau, J. J. (1914) Emile, London: Every Man's Library, Dent.
8. Russell, Bertrand (1925) On Education, London: Unwin Paperbacks.
9. Russell, Bertrand (1945) A History of Western Philosophy.

EDUCC-102: Sociological Foundation of Education

Course Outcomes

Students will be able to-
➢ Develop adequate familiarity with social structure, class, caste and culture.
➢ Understand the concept and need of sociological foundation of Education
➢ Make a critical analysis of the social structure.
➢ Respect the cultural identity of each person
➢ Realize the value of Education as an instrument of social, political, economic and technological change.

UNIT I

- Sociology of Education - concept, nature, scope, 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.

UNIT II

- Social Organization - social groups, social differentiation and stratification - characteristics and influencing factors
- Social systems - functional and structural subsystem, education as a sub system of social system
- Social Mobility – concept, need

UNIT III

- Socialization - concept, mechanism and theories of socialization; Education and socialization; need of socialization;
- Social change - concept, theories of social change; education as an instrument, factor and reflection of social change
- Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity

UNIT IV

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

UNIT V

- 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; Lucknow, 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.

EDUCC-103: Educational Psychology: Learner

Course Outcomes

Students will be able to -
➢ Understand psychology as a scientific discipline and its applications to Education.
➢ Understand the nature of development and appreciate the common characteristics, needs and behavioural problem of children and adolescents at successive stages of development.
➢ Appreciate and synthesize the basic concepts of major learning theories and their educational implications.
➢ Understand the nature and functioning of personality and adjustment mechanism.

UNIT-I
- Education and Psychology: Concept and relationship
- Concept of Educational Psychology
- Scope of Educational Psychology
- Methods used in Educational Psychology

UNIT-II
- Human Growth and Development: Concept and relationship
- Stages of Development
- Determinants of Development – Heredity and Environment
- Developmental tasks

UNIT III
- Physical Development: concept, stages and characteristics
- Mental Development: concept formation, imagination, problem solving, reasoning
- Language Development
- Cognitive development: Piaget's theory

UNIT - IV
- Emotional Development: stage-wise characteristics, concept of emotional intelligence
- Social Development: Stage-wise characteristics
- Moral Development: Stages and characteristics

UNIT V
- Individual differences: concept and determinants - heredity and environment
- Sources of individual differences- Attitude, Achievement, Interests, Values, Abilities
- Mental Health & Hygiene: Concept, Principles of mental hygiene
- Defense mechanism – concept and types.

Suggested Readings
1. Allport, G.W. - Patterns and Growth in personality. New York Rinehart & Winston.
2. Anastasi, A. - Psychological testing. New York: Mac Millan publishing company.
3. Bernard, H.W. - Psychology of learning and teaching. New York: Mc Graw Hill.
4. Blum, G.S. Psycho-analytic theories of personality. New York McGraw Hill.
5. Carroll, H.A. - Mental Hygiene: The Dynamics of Adjustment: New York: Angle Wood Cliffs.
6. Chauhan, S.S., Advanced Educational Psychology, New Delhi vikas publishing House.
7. De cecco, J.P. & Crawford, W. - The psychology of Learning and instruction : Educational psychology. New Prentice Hall of India.
8. Dollard, J. and Miller, N.E. - Personality and psychotherapy: an analysis in terms of learning. Thinking, culture. New York McGraw Hill.
9. Hall, C.S., Lindzey, G., and compbell, J.B. - Theories of personality New York: John Wiley and sons.
10. Hilgard, E.R. and Bower, G.H. - Theories of learning. New Delhi: Prentice Hall of India Ltd.
11. Hjelle, L.A. & Ziegler, D.J. - Personality theories: Basic assumptions Research and Applications. New Delhi,Mc Graw Hill
12. Hurlock, E. - Adolescent development. New York: Mc Graw
13. Hurlock, E. - Child development. New York: Mc Graw Hill
14. Kuppuswamy, B. - An Introduction to social psychology Bombay: Media promoters & Publishers Pvt. Ltd.
15. Lazarus, R.S. Personality and Adjustment New Jersey: Prentic Hall.
16. Skinner, C.E. - Educational Psychology. New Delhi: Prentice Hall of India.
17. Sorenson, H. - Psychology in Education. New York: Mc Graw Hill.

18. Wolman, B.B. - Contemporary Theories and systems in Psychology. New York: Harper & Row.
19. Woodworth, R.S. - Contemporary schools of Psychology: London Methuen & C0. Ltd.

EDUCC-104: Introduction to Research in Education

Course Outcomes

Students will be able to-
➢ Describe the nature, purpose, scope, areas, and types of research in Education.
➢ Explain the characteristics of basic, applied and action research.
➢ Explain a sampling design appropriate for a research study
➢ Conduct a literature search for developing a research proposal
➢ Prepare a research proposal

UNIT I
Research in Education-Conceptual issues

- Meaning, purpose, scope and areas of Educational Research
- Kinds of Educational Research: basic & applied, and action research, and their characteristics
- Approaches to Research in Education: qualitative, quantitative and mixed and their characteristics, Types of research under each paradigm

UNIT II
Developing Assumptions and Hypotheses

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

UNIT III
Sampling

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

UNIT IV
Planning a Research Study

- Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources
- Research Ethics

UNIT V
Preparation of a Research Proposal

- Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposal.

Suggested Readings

1. Ary, Donald etal 1972- Introduction to Research in Education N.Y., Holt, Rinehart and Winston.
2. Best, J.W. - Research in Education, New Delhi, Prentice Hall of India.
3. Broota, K.D. - Experimental Design in Behavioural Research New Delhi, Wiley Eastern Ltd. 1992.
4. Cohen, L. & Mauion L. Research methods in Education Routledye.
5. Ebel, R.L. A Guide to Educational Research. Boston: Allyan & Bacu Inc, 1965
6. Festinger, V. and Katz - Research Methods in Behavioural Sciences. N.Y., Bold Dry Den, 1981.
7. Fox, D.J. - The Research process in Education in U.S.A. Holt Pinchart & Wilson Inc. U.S.A. (Available at Lyall Book Depot Bhopal M.P.
8. Fox, D.J. The Research Process in Education, New York: Holt Rinehart and Winston Inc, 1969.
9. Freeman F.S.: Theory and Practice of Psychological Testing, New Delhi, Bombay Calcutta, Oxford & SBH pub. Co.
10. Good, C.V. - Essentials of Educational Research Methodology and Design, N.Y., Appleton Century Crofts, 1941.
11. Gronlund, N.E.-Measurement and Evaluation in Teaching, N.Y., MacMillan, 1981.
12. Gupta, S.P. Statistical Methods Sherda Pustak Bhawan, Allahabad 1997.
13. Hdmstadter, G.C. Research concepts in Human Behaviour, Education, Psychology sociology. New York: Meredith Corporation, 1970.
14. Kaul, L. Methodology of Educational Research, New Delhi, Vikas Pub. House., 1984
15. Kerlinger, F.N. - Foundations of Behavioural Research, Delhi, Surjeet Publications, 1978.
16. Kunker, P.J. and M.C.Grath, J.E. Research on Human Behaviour a systematic Guide to Method. New York: Holt, Rinchart and Winston Inc,1972
17. Lincoln Y.S. & Gupta EG. : Naturalistic Inquiry New Delhi, Sage Publications Pvt Ltd.
18. Martin Fishbein, Reading in Attitude theory and Measurement, New York John. Wiley & Sons Inc, 1967.
19. Mertens D.M.: Research Methods in Education and Psychology integrating diversity with quantitative and qualitative approaches Sage Publications.
20. Mouly Gwrge, J. The science of Educational Research. New Delhi: Eurasia Publishing House Pvt Ltd., 1964
21. Nannally J.C.: Educational Measurement & Evaluation McGraw Hill Book Comp.

22. Popper, K.R. The logic of scientific Discovery. London: Routecdge. And kegan paul, 1959.
23. Siddhu, K.S. - Methodology of Research in Education, Bombay, Sterling Publishers, 1963.
24. Siegel S. - Non parametric statistics for the Behavioural Sciences. New York : Mc Graw Hill Book Co., 1988
25. Singh, A.K. : Test, Measurements and Research Methods in Behavioural Sciences, Patna, Bharti Bhawan (P&D), 1997.
26. Sodhi, A.N. and Singh, A. - Research Methodology in Social Sciences, Bombay, Himalaya Pub. House.
27. Sukhia, S.P., et al-Elements of Educational Research.
28. Travers, R.M.W. - An introduction to Educational Research, N.Y., MacMillan, 1978.
29. Traverse, R. M. W. An introduction to Educational research, New York: The Mcmillan Publishing Co. 1986.
30. Van Dalen D.B. : Understanding Education Research an Introduction, New York, McGraw Hill Book Company.
31. Van, Delen et al - Understanding Educational Research, N.Y., McGraw Hill Co.

EDUCC-105: Practicum

1. Critical Analysis of any two Educational Schemes
2. Psychology Practical –
(i) Any one Intelligence Test
(ii) Any one Personality Test
(iii) Study of Sociometry of a class
(iv) Study of effect of Mental Work and Fatigue on Learning

EDUVC-101A: Guidance and Counselling

Course Outcomes

Students will be able to-
➢ Understand the concepts, needs and view point about Guidance and Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.
➢ Get acquainted with the organizational framework and procedures of Guidance- Services in educational institutions.
➢ Know and use the tools and techniques required for providing guidance and counseling services to students.

UNIT I

- Guidance and Counselling; concept, nature, scope and purpose, relationship with Education; types; issues and problems; role of teacher
- Educational Guidance: basic assumptions and principles
- Curricular Choice and its implications for Career guidance;
- Guidance and Curriculum
- Guidance and class room learning

UNIT II
- Vocational Guidance: basic assumptions and principles
- Vocational Choice for self development as well as national development
- Nature of Work and Job Analysis,
- Dissemination of Occupational Information
- Vocationalisation of Secondary Education and career guidance
- Personal Guidance: basic assumptions and principles
- Types of behavioral problems of school stage students and role of a teacher.
- Place of counselling in Personal Guidance

UNIT III
- Guidance Services - Individual Inventory; Information Service; Counselling Service; Group
- Guidance Service, Placement Service and Follow-up Service
- Guidance of Children with Special Needs and role of a teacher
- Organization of a Guidance programme and its principles - at elementary, secondary, college and university levels
- Evaluation of a Guidance programme

UNIT IV
- Appraisal of an Individual: meaning, need, purpose and place of appraisal in Guidance of an individual.
- Techniques of Appraisal: Testing techniques - tests viz. Intelligence, Aptitude, Achievement, Interest and Personality Measures
- Non-Testing Techniques – Rating Scales, Questionnaires, Inventories, Records and Sociometric tools.

UNIT V
- Guidance and Counselling in Groups: nature, aim, principles and procedure;
- Comparison of Group Counselling and Individual Counselling;
- Counselling for adjustment
- Types of Group Guidance and Counselling Activities - their merits and demerits
- Current Trends, Concerns and Demands in Guidance.

Suggested Readings

1. Chauhan, S.S. Principles and techniques of guidance New Delhi, Vikas publishing House.
2. Dave, I. The basic Essentials of Counselling. New Delhi: Sterling Publishers.
3. Erickson, C.E. (Ed.) A. Basic text for guidance workers, New York: Prentice Hall.
4. Jones, A.J. Principles of Guidance and pupil personnel work, New York, McGraw Hill.
5. Jones, A.J. Principles 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: McGraw Hill.
8. Nayak, A.K. guidance and counselling, New Delhi : APH publishing corporation.
9. Pandey, K.P. Educational and vocational guidance in India Varanasi: Vishwavidyalaya Prakashan.
10. Smith, G.E. Principles and practices of the guidance program: A Basic Text Book, New York, Mac Millan Company.

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

EDUVC-101B: Educational Management & Administration

Course Outcomes

Students will be able to-
➢ Understand the concepts scope, functions, principles and approaches of administrations and management and the relation between the two.
➢ Have a comprehensive view of management trends and approaches that evolved over a period of almost 100 years.
➢ Get acquainted with the different types of administrative, management and supervisory problems that are confronted by our educational system, institutions and practices.
➢ Know the methods and strategies of management and planning required for meeting the educational challenge.
➢ Understand about the various leadership styles and the type required by teachers and administrators.

UNIT-I
- Administration and Management; concept meaning, scope and functions; differences and relationship between the two, concept of scientific Management.
- Modern concept of educational Administration: Training the course of development from 1900 to the present.
- Administration- as a process; as a bureaucracy.
- Human relations approach to Administration and Management; organizational Behaviour approach and systems approach, functions of Educational Managers.
- Special and Modern Trends in Educational Management and Administration; Decision making, organizational compliance, organizational Development, PERT.
- Researches (important) relating to Educational Management.
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UNIT II
- Educational Administration : Levels classification of Administrative problems
- Personnel Administration; Meaning, importance, functions and special features.
- Controlling and Leadership in Educational Management: Centralization vs. Decentralization, PERT, PPBS Control and methods of control; diameter, unity of command.
- Leadership: Meaning, nature, Theories and leadership styles; Leadership and motivation of the work personnel's; Leader-Effectiveness and Adaptability description.
- System Evaluation; Programme Evaluation and Evaluation of Functionaries,

UNIT III
- Educational supervision: Meaning, nature, need scope and approaches (traditional and Modern supervision); supervision as educational leadership.
- Inspection vs. Supervision, Academic vs. Administrative supervision.
- Supervision-functions, techniques, methods and problems; supervision as evaluation for performance and accountability.

UNIT IV

- Planning: as a rational approach and process of management towards goal achievement.
- Planning strategy and Policy and Programme: means to realize objectives in terms of decision-making, programme-development and forecasting".
- Educational Planning: concept, meaning, need, Types and functions, Approaches: Manpower approach, social demand approach, cost-effectiveness approach and social-justice approach.

UNIT V

- Planning of supervisory programmes-organization and implementation.
- Institutional Planning: Meaning, importance and procedure; organizing, directing and recruiting and planning for Human Resources-Training coordinating and controlling; budgeting, recording and reporting.

Suggested Readings

1. Bhatnagar, R.P., Agrawal Vidya-Educational Administration.
2. Shukla P.D.-Administration of Education in India.
3. Kimbrough and Nunnary,M.T.-Educational Administration : An Introduction.
4. Desai D.N. - Outlines of Educational Administration How in India, Ahmedabad, A.R. Seth & Co. 1964.
5. Getzxels, J.W. - Educational Administration as a Social Process, New York, 1968 Marker and Row.
6. Halping, A.W. - Theory and Research in Educational Administration, Collier Mac.
7. Kochar, SK - Secondary School Administration, Jalandhar University, Publications 1994.
8. Naik J.P. - Institutional Planning, New Delhi, Asian Institute of Planning and Administration, 1969.
9. Mukherjee S.N. - Secondary School Administration Baroda, Archarya Book Depot.
10. Safaya R. Shaida B.D. - School Administration and Organisation, Delhi Dhampat Rai & Sons 1964.
11. Owenss, Rober G - Organizational Behaviour in Schools Prentice Hall, N.J. 1970.
12. Boadmein Charles W. - Democratic Supervision.
13. Shikhia, S.P. - Edcuation and Administration, Agra, Vinod Pushtak Mandir.
14. Khan & Khan - Educational Administration New Delhi : Ashish Publishing Hoboes.

SEMESTER II

EDUCC-201: Philosophical Foundation of Education – Indian

Course Outcomes

Students will be able to-
➢ Describe the basic features of Indian Philosophy.
➢ Describe the historical background of Indian Philosophy
➢ Compare between Orthodox & Heterodox traditions of Indian Philosophy

➤ Describe and explain the main characteristics of Indian System of Philosophy.
➤ State the main tenets of Schools of Indian Philosophy.
➤ Identify the significant features of Schools of Indian Philosophy and examine them in the modern Indian Context.
➤ Discuss and enumerate the ultimate and proximate aims and goals of Education in Indian Philosophical Traditions for the present Indian Education System.
➤ Elucidate the contributions to educational thinking of great Indian Thinkers.
➤ Discuss about the values enshrined in the Constitution of India.

UNIT I
- Introduction of Indian Philosophy: Basic features and characteristics of Indian Philosophy.
- Historical review of Indian Philosophy
- Brief Sketch of Indian systems (Ancient & Medieval).
- Classification of Indian Philosophical System.

UNIT II
- Indian Schools of Philosophy: Orthodox - Six Philosophies (Shat Darshan): Samkhya, Yoga, Nyaya, Vaisheshika, Uttar Mimansa, Poorva Mimansa; With special reference to the concept of knowledge, reality, values and their educational Implications .

UNIT III
- Indian Schools of Philosophy: Herterodox - Jainism, Buddhism, Charvaka, Christianism & Islamic traditions – with special reference to the concept of knowledge, reality, values and their educational Implications.

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

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

Suggested Readings

1. Advaita Ashram, (1989). The Complete Works Of Swami Vivekananda.Mayawati Memorial, Vol 1-10 Calcutta: Advaita Ashram.
2. Altekar, A.S.(1951). Education in Ancient India. Benaras: The India Book House.
3. Dutta, D.M.(1958) Six Ways Of Knowing. Calcutta : University Press.
4. Elmhirst, Leonard.(1961). Rabindranath Tagore: Pioneer in Education. London: John Murray.
5. Gandhi, M.K.(1951) Basic Education. Ahmedabad: Navajival Publishing House.
6. Gandhi, M.K.(1952). True Education. Ahmedabad: Navajivan Publishing House.
7. Mookerjee, R.K.(1960) Ancient Indian Education- Brahmical and Buddhist. Delhi; Motilal Banarsidas.
8. NCERT (2004). The Mother on Education-From Reflction To Action. New Delhi: NCERT.
9. RadhaKrishnan, S. Contemporary Indian Philosophy.

10. Radhakrishnan, S. A Source Book on Indian Philosophy, Paper Back.
11. Sahitya Akademi (1961). Rabindranath Tagore ,Centenary Volume 1861-1961.New Delhi:
12. Tagore, Rabindranath (1931) The Religion Of Man ,New Delhi: Rupa &Co,Reprint.
13. Tagore, Rabindranath, (1961). Towards Universal Man, Delhi : Asia Publishing House.
14. Sri.AurobindoAshram (1997). Sri Aurobindo and the Mother on Education.Pondicherry: Sri Aurobindo Ashram.

EDUCC-202: Education and Social Concerns

Course Outcomes

Students will be able to-
- ➢ Understand the concepts and processes of social institutions, social organizations and social stratification.
- ➢ Make penetrating analysis of the social structure and know about the significant and instrumental role of education in bringing about social, political, technological, industrial and economic changes in a society.
- ➢ Develop a sociological outlook towards education for becoming capable of directing the course of development of education.
- ➢ Know and become sensitive to the issues of equality, excellence, and inequalities in education.

UNIT I

- Education in Indian society - nature, concepts and basic postulates of Indian society
- Knowledge about Indian constitution and its directive principles, value enshrined in Indian constitution.
- Educational opportunities and excellence - equality vs. Equity, inequalities in Indian social system with special reference to socially and economically disadvantaged groups - SC, ST, gender and habitation (rural, urban, hilly region) measures

UNIT II

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

UNIT III

- Modernization, urbanization, westernization, globalization and their impact on education and society,
- Role of community in solving problems in the field of education
- Education as an investment - human resource development,
- Population and resource,

UNIT IV

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

UNIT V

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

Suggested Readings

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; Lucknow, 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.

EDUCC-203: Educational Psychology: Learning

Course Outcomes

Students will be able to-
- Understand Psychology as a scientific discipline and its applications to education
- Understand the nature of development and to appreciate the common characteristics, needs and behavioural problem of children and adolescents at successive stages of development
- Appreciate and synthesize the basic concepts of major learning theories and their educational implications
- Understand the nature and functioning of personality and adjustment mechanism

UNIT I

- Concept, meaning and nature of learning
- Factors affecting learning
- Intelligence: concept, theories and measurement

UNIT II

- Theories of learning: Pavlov, Thorndike, Skinner
- Gestalt: Kohler, Koffka, Kurt lewin
- Difference between above mentioned theories of learning

UNIT III

- Motivation: concept, types, motivational strategies
- Transfer of Learning: concept and theories
- Memory and Forgetting: concept, factors affecting memory

UNIT IV

- Personality: concept, nature and determinants
- Trait and Type approach to Personality
- Assessment of Personality

UNIT V

- Exceptional Children: concept and its classification
- Educationally Backward children: concept, problems and educational provisions
- Gifted Children: concept, problems educational provisions

Suggested Readings

1. Allport, G.W. - Patterns and Growth in personality. New York Rinehart & Winston.
2. Anastasi, A. - Psychological testing. New York: Mac Millan publishing company.
3. Bernard, H.W. - Psychology of learning and teaching. New York: Mc Graw Hill.
4. Blum, G.S. Psycho-analytic theories of personality. New York McGraw Hill.
5. Carroll, H.A. - Mental Hygiene: The Dynamics of Adjustment: New York: Angle Wood Cliffs.
6. Chauhan, S.S., Advanced Educational Psychology, New Delhi vikas publishing House.
7. De cecco, J.P. & Crawford, W. - The psychology of Learning and instruction: Educational psychology. New Prentice Hall of India.
8. Dollard, J. and Miller, N.E. - Personality and psychotherapy: an analysis in terms of learning. Thinking, culture. New York McGraw Hill.
9. Hall, C.S., Lindzey, G., and Compbell, J.B. - Theories of Personality New York: John Wiley and sons.
10. Hilgard, E.R. and Bower, G.H. - Theories of learning. New Delhi: Prentice Hall of India Ltd.
    11. Hjelle, L.A. & Ziegler, D.J. - Personality theories: Basic assumptions Research and Applications. New Delhi,Mc Graw Hill
12. Hurlock, E. - Adolescent development. New York: Mc Graw
13. Hurlock, E. - Child development. New York: Mc Graw Hill
14. Kuppuswamy, B. - An Introduction to social psychology Bombay: Media promoters & Publishers Pvt. Ltd.
15. Lazarus, R.S. Personality and Adjustment New Jersey: Prentic Hall.
16. Skinner, C.E. - Educational Psychology. New Delhi: Prentice Hall of India.
17. Sorenson, H. - Psychology in Education. New York: Mc Graw Hill.
18. Wolman, B.B. - Contemporary Theories and systems in Psychology. New York: Harper & Row.
19. Woodworth, R.S. - Contemporary schools of Psychology: London Methuen & C0. Ltd.

EDUCC-204: Methodology of Educational Research

Course Outcomes

Students will be able to-
- ➢ Explain the characteristics and different types of research
- ➢ Understand the meaning and types of different research designs.
- ➢ Select appropriate research design
- ➢ Review related researches
- ➢ Understand limitations of different types of researches

UNIT I
QUALITATIVE RESEARCH

- Qualitative Research – Meaning, Nature, Concept
- Main steps of Qualitative Research
- Sources of Data
- Qualitative research approaches - Phenomenology, Ethnography, Case studies and Grounded theory- characteristics, limitations
- Study of some recent Qualitative Research studies reported in educational research literature

UNIT II
THE HISTORICAL RESEARCH

- Nature of historical knowledge, Principles and main steps of historical research, new trends in historical approaches to education, Limitations of historical research
- Sources of data: Classification of historical sources and documents.
- Validation of sources and documents: External and Internal Criticism.
- Some important historical researches

UNIT III
THE SURVEY RESEARCH

- Concept need and types of survey studies: school survey, public opinion survey and community surveys. Self- administered survey, Telephone/ Mail survey
- Design and steps in survey research
- Survey instruments and devices. Reliability and validity of instruments.

UNIT IV
THE EXPERIMENTAL RESEARCH

- Characteristics and general steps of experimental research
- 'Laboratory experiments' and 'Field experiments.'
- Variables, Controls, and the Experimental design. External and internal validity of experimental research.
- Study of some recent experimental studies reported in educational research literature.

UNIT V
MIXED RESEARCH

- Mixed Research – Meaning, Nature, Concept
- Main steps of Mixed Research
- Sources of Data

- Mixed Research - meaning, fundamental principles, strengths and weaknesses, types and limitations
- Study of some recent Mixed Research studies reported in educational research literature

Suggested Readings

1. Ary, Donald etal 1972- Introduction to Research in Education N.Y., Holt, Rinehart and Winston.
2. Best, J.W. - Research in Education, New Delhi, Prentice Hall of India.
3. Broota, K.D. - Experimental Design in Behavioural Research New Delhi, Wiley Eastern Ltd. 1992.
4. Cohen, L. & Mauion L. Research methods in Education Routledye.
5. Ebel, R.L. A Guide to Educational Research. Boston: Allyan & Bacu Inc, 1965
6. Festinger, V. and Katz - Research Methods in Behavioural Sciences. N.Y., Bold Dry Den, 1981.
7. Fox, D.J. - The Research process in Education in U.S.A. Holt Pinchart & Wilson Inc. U.S.A. (Available at Lyall Book Depot Bhopal M.P.
8. Fox, D.J. The Research Process in Education, New York: Holt Rinehart and Winston Inc, 1969.
9. Freeman F.S.: Theory and Practice of Psychological Testing, New Delhi, Bombay Calcutta, Oxford & SBH pub. Co.
10. Good, C.V. - Essentials of Educational Research Methodology and Design, N.Y., Appleton Century Crofts, 1941.
11. Gronlund, N.E.-Measurement and Evaluation in Teaching, N.Y., MacMillan, 1981.
12. Gupta, S.P. Statistical Methods Sherda Pustak Bhawan, Allahabad 1997.
13. Hdmstadter, G.C. Research concepts in Human Behaviour, Education, Psychology sociology. New York: Meredith Corporation, 1970.
14. Kaul, L. Methodology of Educational Research, New Delhi, Vikas Pub. House., 1984
15. Kerlinger, F.N. - Foundations of Behavioural Research, Delhi, Surjeet Publications, 1978.
16. Kunker, P.J. and M.C.Grath, J.E. Research on Human Behaviour a systematic Guide to Method. New York: Holt, Rinchart and Winston Inc,1972
17. Lincoln Y.S. & Gupta EG. : Naturalistic Inquiry New Delhi, Sage Publications Pvt Ltd.
18. Martin Fishbein, Reading in Attitude theory and Measurement, New York John. Wiley & Sons Inc, 1967.
19. Mertens D.M.: Research Methods in Education and Psychology integrating diversity with quantitative and qualitative approaches Sage Publications.
20. Mouly Gwrge, J. The science of Educational Research. New Delhi: Eurasia Publishing House Pvt Ltd., 1964
21. Nannally J.C.: Educational Measurement & Evaluation McGraw Hill Book Comp.
22. Popper, K.R. The logic of scientific Discovery. London: Routecdge. And kegan paul, 1959.
23. Siddhu, K.S. - Methodology of Research in Education, Bombay, Sterling Publishers, 1963.

24. Siegel S. - Non parametric statistics for the Behavioural Sciences. New York : Mc Graw Hill Book Co., 1988
25. Singh, A.K. : Test, Measurements and Research Methods in Behavioural Sciences, Patna, Bharti Bhawan (P&D), 1997.
26. Sodhi, A.N. and Singh, A. - Research Methodology in Social Sciences, Bombay, Himalaya Pub. House.
27. Sukhia, S.P., et al-Elements of Educational Research.
28. Travers, R.M.W. - An introduction to Educational Research, N.Y., MacMillan, 1978.
29. Traverse, R. M. W. An introduction to Educational research, New York: The Mcmillan Publishing Co. 1986.
30. Van Dalen D.B. : Understanding Education Research an Introduction, New York, McGraw Hill Book Company.
31. Van, Delen et al - Understanding Educational Research, N.Y., McGraw Hill Co.

EDUCC-205: Measurement and Evaluation

Course Outcomes

Students will be able to-
1. Know the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.
2. Understand the existing models/types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
3. Develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive measures and tests.
4. Understand and realize the utility of measurement and evaluation in education.

UNIT I
- The Measurement and Evaluation Process: Concept, need, relevance and scope.
- Levels of measurement
- Relation between measurement and evaluation.
- Norm referenced and criterion referenced measurement.
- Basic principles and functions of evaluation.
- Taxonomy of Educational objectives and role of measurement and evaluation.

UNIT II
- Models in Evaluation – 3 D Model, Total Model and Individual Judgment Model.
- Tools of Measurement and Evaluation: nature, purpose and types (Physical, Educational, and Psychological).
- Subjective and Objective Tests.
- Questionnaires, Scales, Schedules and Inventories.
- Performance, Sociological, Projective and Special Tests.

UNIT III
- Norm referenced and criterion referenced Test.
- Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Reliability, Norms.
- Limitations of test and measurement.
- Scaling – standard scores, T scores, C scores.

UNIT IV
- Measurement of –
  Achievement, Aptitude, Intelligence, Attitude, Interest, Skills, Personality and Values
- Types of Evaluation: Formative vs. Summative; Continuous vs. Interval; Semester System, Grading, Question-Bank.

UNIT V
- New Trends in Evaluation – Broad and Narrow Evaluation; Qualitative vs. Quantitative; Behaviouristic vs. wholistic approaches to measurement and evaluation.
- Use of computers in Data Analysis.

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

19. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York : Harcourt Brace Jovanovich Inc.
20. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
21. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.
22. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.
23. Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.
24. Ebel, R.L. Measuring Educational Achievement. New Jersey : Englewood Cliffs.
25. Edwards, A.L. Techniques of Altitude Scale Construction. Bombay : Vakils, Feffer and Simons Pvt. Ltd.
26. Guilford, J.P. Psychimatric Methods. New York : McGraw Hill Book Co.
27. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : England Cliffs.
28. Krathwohl, D.R. et al. Taxonomy of Educational objectives Hanbdbook II, Affective Domain, New York : Dand McKay Co.
29. Linfquist, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.
30. Mchrens, W.A. & Lehman I.J. Measuement and Evaluation is Education and Psychology. New York: Holt Rinehart and Winston.
31. NCERT New Delhi. The concept of Evaluation in Education
32. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
33. Anastasi, A. Psychological Testing, New York: MacMillan.
34. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York : McGraw Hill.
35. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi : Oxford University Press.
36. Gerberick G.J. Measurement and Evaluation in the Modern School, New York : David McKay Co. Inc.
37. Gronlund, N.E. Measurement and Evaluation in Teaching.
38. Wrightstone, J.W. Justman J. and Robbins, I Evaluation in Modern Education, New Delhi : Eurasia Publishing House.
39. Kerlinger, F.N. Foundations of Behavioural Research, Education and Psychological Enquiry New York : Holt Rinehart & Winston.

EDUCC-206: Practicum

1. Research Proposal for Dissertation
2. Tool Construction for Research

EDUVNC-201A: Cyber Security

EDUVNC-201B: Personality Development

EDUVNC-201C: Communication Skill

EDUVNC-201D: Ethics in Social Media

SEMESTER III

EDUCC-301: Historical Background of National Educational Needs

Course Outcomes

Students will be able to-
- ➢ Acquire proper knowledge of thoughts and practice of Western and Indian Educators in the development of Indian Education.
- ➢ Know about Greece and Roman Educational System.
- ➢ Acquaint themselves with the successive stage of development of Education in India and Europe.
- ➢ Compare the Indian Education with that of other countries of the world.

UNIT - I
- Education in ancient Greece and Roman Education system.
- Educational system in medieval European period
- Growth and development of medieval University.
- Origin of Renaissance and Reformation: its. Educational effects

UNIT-II
- Development of educational thoughts with special reference to Pestolozzi, Froebel, Dewey & Russell.
- Development of Educational thoughts with reference to the basic ideas of Vivekanada, Rabindra Nath Tagore, Gandhi and Aurobindo.

UNIT- III
- Landmark in History of Education in Ancient India:
  a) Education in Vedic And Buddhist period
  b) Education in Medieval Period

UNIT - IV
- Major landmarks in Indian education during British period. Early Missionary Activity, charter Act of 1813, oriental-occidental controversy and Macaulay's, Minute, Wood's Despatch, Hunter Commission, Indian Universities Commission, Sargent Report.

UNIT - V
- Development of education in post independence period with special reference to the University education commission, Secondary education commission, Kothari Commission, Education Policy on Education-1986, Programme of Action 1992. Yashpal committee Report 1993.

Suggested Readings
1. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
2. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd.,
3. Basu, B.D.- History of Education in India, cosmos publications, 1989.
4. Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi

5. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
6. Brubacher-History and the problems of Education.
7. Chakraborty, Mohit-Modern Issues in Education New Delhi:Kanishka Publishers & Distributors.
8. Chaube, S.P. & Chaube, Akhilesh: Education in Antiant and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.
9. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publising House Pvt. Ltd.
10. EBY, Frederick : The Development of Modern Education N.J.Prentice Hall INC Engle eliffs.
11. Frederick, Mayer-A History of Educational though, Ohio Charles Merrill Books Inc. 1966.
12. Good Harry, Teller James. A History of Western Education London. The Mac Millan company
13. Gupta & Pal- Great Education Allahabad.. Kailash Pustak Prakashan Kaiyam Devi,
14. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha publications,.
15. Kabir, Hunayun-Education in New India, garage Allen &Union Ltd. Ruskin House Museum Street London.
16. Mukherjee, Kartick-Under development Educational poliag & Planning, Asia Publishing Hour.
17. Mukherjee, Radha Kumud-Ancient Indian Education. (Brahmanic & Buddhist)New Delhi Cosmo publications, 1999
18. Mukherjee, S.N.-Education in India, Today and Tomorrow Baroda., Achraya Book Depot,
19. Munroe, Paul-Encyclopaedia of History of Education. (New updated Edition Vol. I,II,III,IV, Cosmo publications, New Delhi.
20. Naik, N.P.-The Education commission and after Bllied Publishers Private Limited.
21. Nuruallah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.
22. Oad, L.K-Current Issues in Education New Delhi.Young man & Co.
23. Pandey, R.S.-New Dimensions in Education Indian Publishers & Distributors New Delhi-110007
24. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discovery publishing House, -1998
25. Rusk R. Robert-The doctrines of the Great Educators. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,
26. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.
27. Sharma, R.N.-Indian Education into Millennium. Shubhi publications, New Delhi.
28. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,
29. Thakur, Devendra-New Education policy New Delhi; Deep & Deep Publications.
30. Tiwari, D.D.-Education at the Cross Roads Allhabad .Chugh

EDUCC-302: Statistics in Education – Introduction

Course Outcomes

Students will be able to-
➢ Know the concept and use of Statistics
➢ Understand the levels of Measurement
➢ Understand the tabular and graphical representation of data
➢ Understand the measures of central tendency and variability

- ➢ Understand measures of association, its assumption and uses
- ➢ Know the concept of Normal probability of Distribution and its implications

UNIT-I

- Statistics: concept, uses and types
- Data: meaning, types, Tabular representation
- Levels of measurement: Nominal, Ordinal, Interval and Ratio.

UNIT-II

- Graphical presentation of Data: Histogram, frequency Polygon, Pie diagram, Bar diagram
- Measures of Central Tendency: Mean, Median and Mode- computation and uses

UNIT-III

- Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and applications
- Measures of relationship: Percentiles and Percentile ranks- computation and uses

UNIT-IV

- Measures of Association; Correlation- concept, types, coefficient of correlation; assumptions, computation
- Uses and interpretation of Rank Order and Product- Moment Correlation

UNIT-V

- Normal Distribution, characteristics of Normal Probability Curve and its applications, Deviations from normality
- Test of Normality: Shapiro-Wilk test

Suggested Readings

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. McNemar, 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.

EDUEL-301A: Teacher Education

Course Outcomes

Students will be able to-

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

UNIT I

1. Teacher Education: concept, aim, need and scope.
2. Teacher Education in a changing society: A brief industrial perspective of the concept of teacher education in Indian context
   - Development of teacher education in India from ancient, medieval, British to Post Independence period.
   - Needs of the learners, educational system and the teacher education Programme.
3. The current Teacher Education system in India: analytical study and critical appraisal of the recommendations of various commissions and committees of the post independence era for teacher education.
4. National Policy on Education -- Review of national level recommendations and N.P.E.

UNIT II

5. Structure of Teacher Education: Salient features – relevance, flexibility, integration and interdisciplinary. Aims, objectives and Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level.
   - Norms and guidelines for teacher education at different stages.
   - Appraisal of current curricula and reforms proposed by N.C.T.E. and N.C.E.R.T. for different levels.
   - Levels and types of teacher education courses – (two year, under graduate, one year, post-graduate, four year integrated).
6. Teacher Education Programmes: In-Service, Pre-Service, Distance Education programmes and Orientation and Refresher – courses – their problems and limitations.

UNIT III

7. Agencies of teacher Education: their roles and scope
   - International level – U.N.E.S.C.O.
   - National level   -- U.G.C., N.C.E.R.T., I.A.S.E., C.A.S.E.

- State level   -- S.C.E.R.T., D.I.E.T.
8. Current problems of Teacher Education Institutions: Teacher Education and problems of practicing schools.
   - Community and other institutions
   - Preparation of teachers for special schools
   - Teacher's curricula and its implementation.

UNIT IV

9. Teaching and Teaching Models: Nature, definition and principles of teaching
    - Models of Teaching -- Concept Attainment, Inquiry – Training, Problem -solving and instructive thinking models - aims, purposes and paradigms.
10. Teaching as a Profession: characteristic features of profession, features of teaching for being recognized as a profession, hurdles and drawbacks in the way.
    - Roles, responsibilities and accountability of teachers
    - Professional   organization of teachers at various levels of education and their roles.
    - Performance appraisal of teachers – issues and problems.
    - Preparation of professional personnel.
    - Teaching profession in future.
11. Teacher Effectiveness: Concept, issues, evaluation – procedures, tools and related problems in the context of each.
    - Qualities of a good teacher – cognitive, affective and Psychomotor.
12. Recent Trends in Teacher Education: Competency based teacher education, Systems approach to teacher education, Community – centered approach to teacher education.

UNIT V

13. Research in the area of Teacher Education: Need, areas, problems and trends.
14. Innovations in Teacher Education: meaning of innovation, factors and constraints in their acceptance and implementation.
15. Organization of Practice-teaching and Supervision of practice lessons: Block Teaching Group-teaching, intermittent–teaching, Internship related problems, observation and assessment of practice-lessons.

Suggested Readings

1. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.
2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.
3. Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad.
4. Biddle, B.J.-Encyclopedia of Teaching
5. Biddle B.J. and Ellene W.J. (Ed.) -Contemporary Research on Teacher Effectiveness, Holt, Rinehart & Wilson, NewYork.
6. Berch, M.B. Chaurasia, G. Doyle, K.O. (Ed.)- Communication in classroom, Baroda, CASE
7. New Era in Teaching, Sterling Publishers New Delhi.
8. Evaluating Teaching, Health and Co. Massachussets.
9. Ebel, R.L. (Ed.)-Encyclopedia of Educational Research Rand and Mc Nally Chicago.
10. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand Mc Nally, Chicago.
11. Gage, N.L.- Teacher effectiveness and Teacher Education: The search for a scientific bases, Palo Alto, California.
12. Gupta Y.K.- Contemporary Research in Teacher Effectiveness, Shree Publishing House, New Delhi.

13. Flanders, N.A.- Analyzing Teachers Behaviour, Adderson-Wesley Publishing Co.
14. Inc.
15. Hall, G.E./Jones, L.J. - Competing – based education : a process for the improvement of education, Prentia Hall, Inc. – N.J.
16. Holland, F.H.-Teaching the Teachers – Trends in Teacher Education, George Allen and Unwin Ltd., London.
17. King, Edmund-The Teacher Education, Holt Rinehart Loinston, London.
18. Medley, D.M.-Teacher competence and Teacher Effectiveness : A Review of Process – Product Research
19. American Association of Colleges for Edu. Washington, D.C.
20. Mehta C.S. and Joshi D.C. - Principles and problems of Teacher Education, Rajasthan Hindi Granth Academy, Jaipur.
21. Mohan, M. and Hull R.E. - Teaching Effectiveness : Its Meaning, Assessment & Improvement, Englewood Cliffs, New Jersey.
22. Nicholas, A., George A. - Managing Educational Innovational Unwin.
23. Ornstein, A.C.-Teaching Theory into practice, Allyn and Bacon, Boston.
24. Ornstein, A.c.-Strategies for Effective Teaching, Harper & Row Publishers Inc.
25. New York.
26. Reddy, R.S.-Directory and Handbook of Teacher Education, APH Publishing Corporation, New Delhi.
27. Reddy, R.S.-Principles and Practice of Teacher Education, Rajat Publications, New Delhi.
28. Shukla, R.S.-Emerging Trends in Teacher Education Chug Publications, Allahabad.
29. Singh L.C. (Ed.)-Teacher Education in India
30. A Resource Book, NCERT, New Delhi.
31. Singh, L.C. and Sharma P.C.-Teacher Education and the Teacher, Vikas Publishing House, New Delhi.
32. Singh, L.C.-Experimentation and Innovation in School : A Handbook, NCERT, New Delhi.
33. Srivastava R.O. and Bose, K.-Theory and practise of Teacher Education in India, Chug Publications, Allahabad.
34. Upasani, N.K.-Effective College Teaching: Foundations and Strategies, Kalpana Mudranalaya, Bombay.

EDUEL-301B: Futurology of Education

Course Outcomes

Students will be able to-
 ➢ Develop an insight and futuristic vision.
 ➢ Become sensitive to the futuristic problems of education and society.
 ➢ Have awareness about the environment around them.
 ➢ Solve the futuristic problems of Education.

UNIT I
- Meaning, Characteristics and Scope of Future Studies; Its relationship with Education.
- Future Studies in Education; need and different factors viz. Social, Economical, Environmental and Technological factors.
- Strategic Planning. Development of Knowledge, Disciplinary, Inter-disciplinary and Multidisciplinary and Transdisciplinary. Experimental Learning and Constructivism.

- Social Change and Social Mobility, characteristics and factors, role of Education. Population Growth, Environmental deterioration, Gender Consciousness, Globalization, Educational Future.

UNIT II
- Value crisis in Future perspective, Religion blended with scientific temper. Enrichment of Inner experience of Men-Awakening Intention, Human Values Development.
- Future of Education – Learning to Be, Education for 21st Century – Delors Commission Report – Four Pillars of Learning, Challenges of Learning Society. Structure and Process of Future of Education: Education for all – Education as Fundamental Rights.

UNIT III
- Future of Elementary, Secondary and Higher Education System, Lifelong and Continuing Education. General vs. Professional Education, Life Oriented Education.
- Emergence of Open Learning Society, Characteristic of open learning system, Open Schooling and University, Virtual Classrooms, Open learning system in India and Abroad.

UNIT IV
- Future of Information and Communication Technology (ICT); ICT in Education.
- Indian experiences, Impact of Technology System on Structure and Functioning of Education. Educational Technology vs. efficiency and effectiveness of education system. Systems approach, Networking.
- Future Learners, Teachers and Parents, Futuristic Curriculum, Classroom, Methodology and Evaluation.

UNIT V
- Role of National and International Organizations in Futurising Education. Role of UNESCO and World Bank in Futuristic Education.
- Methods of Future Studies: Forecasting methods, Qualitative techniques, Scenario Writing, Brain Storming, Free-wheel, and Delphi.
- Quantitative Methods of Future Studies: Trend analysis, Linear and Curvilinear trends, Time series, Regression Equation, Analysis, Decision making.

EDUEL-302A: Inclusive Education

Course Outcomes

Students will be able to-
- Familiarize with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- Identify and understand the problems of socially disadvantaged children
- Identify and address the diverse needs of all learners.
- Acquaint with the trends and issues in Inclusive Education
- Develop capacity for creating an inclusive School
- Appreciate various inclusive practices to promote Inclusion in the classroom

UNIT I

- Inclusive Education: Concept, Meaning and Importance of Inclusive Education; Objectives of Inclusive Education; Models of Inclusion; Difference between Special Education and Inclusive Education. Historical perspective of inclusive Education for children with special needs.

UNIT II

- Inclusive Education in India: Constitutional provisions Person With Disability PWD Act 1992 (Revised), Rehabilitation Council of India RCI Act, RTE Act 2009.
- National institutes of Special Education

UNIT III

- Socially disadvantaged children: Meaning of socially disadvantaged children (ST, SC, OBC, Minority, Girls and Slum children).
- Discrimination based on gender, caste and minority, Forms of disadvantage,
- Problems of socially disadvantaged children

UNIT IV

- Children with special needs: Concept, Meaning, Classification, Characteristic and identification of gifted children.
- Types of disabilities. Characteristics, Cause and identifications of the Educational needs of mental disabilities, physical disabilities and learning disabilities

UNIT V

- Inclusive practices in the classroom. Pedagogical strategies: co-operative learning strategies, peer tutoring, social learning and multisensory teaching.
- Supportive services available in school to facilitate inclusive special teacher, speech therapist, physiotherapy, occupational therapist and Counselor.

Suggested Readings

1. fof"k'V ckyd % अमिता बाजपेई
2. Bajpai & Diwewdi,(2017) Learning Disabilities: Uncover the myths,Kalpaz Publications, New Delhi,Reference book
3. Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.
4. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
5. Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
6. Blackurst & Berdine (1981), Introduction to Special Education
7. Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon
8. Daniels, Harry (1999) .Inclusive Education, London: Kogan.
9. Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
10. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub
11. Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
12. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
13. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
14. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.

EDUEL-302B: Champions of Higher Education

Course Outcomes

Students will be able to-
- ➤ Understand the relevance of Higher Education
- ➤ Familiarize with the great personalities of Higher Education and their contribution towards nation building
- ➤ Appreciate the philosophy and uniqueness of famous Universities
- ➤ Identify and understand the problems of Higher Education

UNIT I

- The mother universities- Bologna, Oxford, and Paris
- The idea of The University: Newman, Karl Jaspers, Jawaharlal Nehru, Mahatma Gandhi
- Higher Education in *The Constitution of India*. Institutions of Higher Education and research in India: (a) Professional, Technical and General Education, (b) Formal and distance education, (d) Research

UNIT II

- Central, State, Private and deemed Universities. State University Acts. Administration of Higher Education in U.P. state
- Structure and features of university: (a) Act/ Charter, Statutes, and Ordinances, (b) General structure of a university, (c) Role of Vice Chancellor/ President of a University

UNIT III

- MAHATMA GANDHI: SEER, PATRIOT AND VISIONARY
  Gandhian idea of university and higher education. GUJARAT VIDYAPEETHA: Aims, Organization, Special Features achievements and contributions.
- RAVINDRA NATH TAGORE: PROPONENT OF THE IDEA OF 'UNIVERSAL MAN' AND 'SYNTHESIS OF EAST & WEST' Tagore's idea of universal man, and synthesis of east and west. Tagore's idea of University and Higher Education. THE VISVA- BHARATI UNIVERSITY, SANTI NIKETAN: Its history and constitution, Special Features and achievements.

UNIT IV

- MAHARAJA SAYAJI RAO GAEKAWAD: MODERNIST & PHILANTHROPIST
  Contemporary historical scene and establishment of THE BARODA COLLEGE. THE M.S.UNIVERSITY OF BARODA: Organization, Special Features, achievements and Contributions of the University.
- JRD TATA: VISIONARY WITH SPIRIT OF SKIES, PERFECTIONIST AND INDUSTRIALIST.

Tata's vision of Higher Education and Research in Science, Tata funded Institutes: TIFR, TISS, Indian Institute of Science, JRD Tata Eco- Technology Centre, Tata Cancer Research Institute, and National Centre for Performing Arts.

UNIT V

- MADAN MOHAN MALVIYA: HUMANIST AND EDUCATOR
  His idea of university and higher education. BENARAS HINDU UNIVERSITY: History of its Making, Its constitution, Special Features, and Contributions.
- SIR SYED AHMED KHAN: CHAMPION OF HIGHER EDUCATION OF MUSLIMS
  His life, Mission and the idea of university and higher education. THE ALIGARH MUSLIM UNIVERSITY: Contemporary conditions and factors behind its establishment. Constitution, special features, achievements and contrbutions of Aligarh Muslim University.

Suggested Readings

1. M.K.Gandhi. *Sri Kulpati ji Ke Bhashan*. Ahmedabad: Gujarat Vidyapeetha.
2. M.K. Gandhi. *India of my Dreams.* Ahmedabad: Navjivan Trust.
3. *The Maharaja Sayajirao Gaekawad University Act, 1949*.
4. *The Benaras Hindu University Act*
5. *The Aligarh Muslim University Act*, New Delhi: Government of India, Ministry of Education.
6. R. N. Tagore: *The Universal Man.*
7. *The Visva- Bharati, Santi Niketan Central University Act*. New Delhi: Government of India.
8. www.tata.com/0_about_us/history/pioneers/index.htm
9. www.tata.com/tcs/media/20040730_jrd.htm
10. www.isro.org/krangan/krangan_lecture-01.htm
11. *The Constitution of India*, New Delhi: Government of India, Ministry of Law, Justice, and Company Affairs.
12. *Oxford University Act, 1200 AD*.
13. H.G. Good. *A History of Western Education* (1949). New York: The Macmillan Company.
14. Paul Munroe. *A Brief Course in the History of Education (1951).* London: The Macmillan Company.
15. Crammer and Browne. *Contemporary Education.*
16. *Report of the University Education Commission (1948-49).* New Delhi: Min. of Education, Government of India.
17. *Report of Education Commission (1964-66).* New Delhi: Ministry of Education, Government of India.
18. Powar, K. B. and K. L. Johar (Eds.) *Private Initiatives in Higher Education (2004).* New Delhi: Sneh Prakashan and Amity Foundation for Higher Learning.
19. *Handbook of Indian Universities. (Ppublished every year)* New Delhi: Association of Indian Universities.
20. Association of Indian Universities. *Society, Education and Development (1998).* New Delhi: AIU. 21. Association of Indian Universities. *Quality Assurance in Distance Higher Education (1999).* New Delhi: AIU.
22. Association of Indian Universities. *Accountability and Autonomy in Higher Education (1998).* New Delhi: AIU.
23. Association of Indian Universities. *Information Technology in Higher Education (2000).* New Delhi: AIU.
24. Association of Indian Universities. *Value Education in India (2000).* New Delhi: AIU.

25. Association of Indian Universities. *Management of University Administration (2004)*. New Delhi: AIU.
26. *Commonwealth Directory of Universities.* (2003) London: British Common Wealth.
27. *The Uttar Pradesh State Universities Act, 1975.*
28. Rice, A.K. *The Modern University*, 1970. London: Tavistock Publications.
29. Kapur, J.N. *Current Issues in Higher education in India* (1975). New Delhi: S. Chand & Co. (Pvt.) Ltd.
30. Mathur, M. V, R. K. Arora, and Meena Rastogi (1994) *Indian University System*. New Delhi: Wiley Eastern Limited.
31. *University News,* Association of Indian Universities, AIU House, 16, Indrajit Gupta Marg (Kotla Marg), New Delhi.

EDUIN-301: Internship

Internship for one month in any Educational Institution with its Case Study

EDUIER-301A: Education for Happiness

Course Outcomes

Students will be able to-
- ➢ Understand the concept of happiness and its interrelationship with education.
- ➢ Understand the role of happiness in education.
- ➢ Understand the demand of happiness in education and its reality (issues and problems) in Indian education system.
- ➢ Accustom with the underpinnings of happiness in various schools of philosophy.
- ➢ To know the perspective of various eastern and western philosophers on happiness.
- ➢ Understand the concept of education for happiness and its salient features.
- ➢ Understand the importance of education for happiness and implement in their teaching.

UNIT I
- Happiness: Concept, meaning and nature of happiness, domains of happiness and its factors.
- Demand of education for happiness in 21st century, issues and problems (Primary, Secondary and Higher level of education).
- Notion of the good life.

UNIT II
- Education: Concept, meaning and nature of education, aspects of education and functions of education.
- Role of the happiness in education
- Relationship between happiness and education, positive discipline

UNIT III
- Historical background of happiness: Eastern.
- Eastern: Upanishad, Bhagvad Gita, Buddha, Sad-Darshan, Charvaka, Aurobindo, Vivekanand, J. Krishnamurti and Osho.

UNIT IV

- Historical background of happiness: Western.
- Western: Socrates, Aristotle, Kant, Russell, Bentham and Mill, Seligman

UNIT V
- Education for happiness: concept and meaning and salient features.
- National Policy on Education 1986 and National Education Policy 2019
- Centres of Happiness: Aims and vision.

Suggested Readings
1. Haribhadra (1986). Sad-Darsana Samuccaya (A Copendium of Six Philosophies). Delhi: Eastern Book Linkers
2. Aurobindo (1977). Sri Aurobindo and the Mother on Happiness and Peace. Pondicherry: Sri Aurobindo Society.
3. Kapoor, Subodh (2002). Encyclopaedia of Upanisads and its Philosophy (Vol. 4). New Delhi: Cosmo Publications
4. Osho (2008). Joy: The Happiness that comes from within. NY: St. Martin's Press.
5. Russell (n.d.). The Conquest of Happiness.
6. Kant (2012). Critique of Judgement. NY: Dover Publications, Inc.
7. Wike, V.S. (1994). Kant on Happiness in Ethics. Albany: State University of New York Press.
8. Krishnamurti (1927). The Kingdom of Happiness. NY: Boni & Liveright.

EDUIER-301B: Understanding The Self

Course Outcomes

Students will be able to-
➢ Gain an understanding of the central concepts in defining 'self' and 'identity'
➢ Reflect critically on factors that shape the understanding of 'self'
➢ Build an understanding about themselves i.e. the development of self as a person as well as a teacher
➢ Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher.
➢ Develop effective communication skills including the ability to listen, observe etc.
➢ Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings.
➢ Appreciate the critical role of teachers in promoting 'self' and students 'well-being'

UNIT I
Understanding of Self & Identity

- Self: Meaning, Concept, Characteristics, its Educational implication
- Identity: Meaning, Concept, Characteristics, its Educational implication
- Identifying factors in the development of 'self' and in shaping identity

UNIT II
Development of Self and Outer Influences

- Building an understanding about philosophical and cultural perspectives of 'self' as teacher
- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity

UNIT III

Development of Self and Yoga

- Yoga: Concept, Steps
- Exploring, reflecting self through yoga in becoming a teacher

UNIT IV

Development of Self and Ego

- Ego: Concept, Characteristics; three levels of mind: Id, Ego & Superego
- To explore ego as self, Defence mechanism
- Understanding the role of teacher as facilitator and partner in well-being among learners

UNIT V

Development of Self and Emotion

- Emotion: Concept, Characteristics, factors
- Understanding emotions: Happiness, Anger, Disgust & Love
- To develop self through emotions and developing well-being among teacher and learners

Suggested Readings

1. Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
2. Bhattacharjee, D. K. (Ed). (2010). Psychology and Education – Indian Perspectives. New Delhi: NCERT.
3. Dalal, A.S. (d.) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry: Sri Aurobindo Ashram.
4. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO: Education Commission Report.
5. Goel, D.R. (2005). Quality Concerns in Education. Baroda: Centre for advanced study in Education, M. S. University of Baroda.
6. Gulati, S., & Pant, D. (2012). Education for Values in Schools – A Framework. New Delhi: NCERT.
7. Krishnamurti, J. (1998). On Self-knowledge. Chennai: Krishnamurti Foundation India.
8. Krishnamurti, J. (2000). Education and Significance of Life. Chennai: Krishnamurti Foundation India.
9. Mukunda, K.V. (2009). What did you ask at school today? Harper Collins: A handbook of child learning.
10. Olson, D.R, & Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development: New models of learning, teaching and schooling (pp. 9 -27). Cambridge, MA: Basil Blackwell.

11. Pant, D. & Gulati, S. (2010). Ways to Peace–A Resource Book for Teachers. New Delhi: NCERT.
12. Venkateshamurthy, C. G., & Rao, A.V.G (2005). Life Skills Education Training Package. Mysore: R.I.E.

EDUIER-301C: Lifelong Learning

Course Outcomes

Students will be able to-
➢ Improve understanding regarding gerontology and its various dimensions,
➢ Educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges,
➢ Promote awareness regarding national policies and programs in context of ageing and adult continuing education.

UNIT I
- An introduction to gerontology
- Nature, scope and rationale
- National policies and programms

UNIT II
- Health issues and management
- Adjustment issues and mental health after retirement.
- Stress of caregivers, geriatric counselling.

UNIT III
- Approach of gerontology, third age education, social cohesion.
- Participatory and qualitative ageing,
- Employment opportunities

UNIT IV
- Ageing workforce as a resource,
- Adult continuing education and lifelong learning strategies,
- Skills enhancement

UNIT V
- Some success stories and practical exposure
- Case study of old age homes and communities
- Hands-on experience of students

Suggested Readings
- Agewell Foundation (2010). Changing Trends of Old Age. New Delhi: Agewell Research and Advocacy Centre.
- Chadha, N.K., & Bhatia, H. (2009).Physical performance and daily activities of elderly in an urban setting: A study, Department of Adult, Continuing Education and Extension, University of Delhi.
- Kam, Ping kwong (2003).Empowering Elderly: A Community work approach Community development journal, Oxford: Oxford Journal.

- Lloyd, peter (2002).The Empowerment of the elderly people .London: School of Social Sciences, University of Sussex.
- Ministry of Law and Justice, Government of India (2007).The Maintenance and Welfare of Parents and Senior Citizens Act, New Delhi: Government of India.
- Shah, S.Y. (2003).Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

EDUIER-301D: Any MOOC

SEMESTER IV

EDUCC-401: Educational Technology

Course Outcomes

Students will be able to-
➢ Know about basics of educational technology
➢ Understand the concept of teaching, of teaching phase and levels of teaching
➢ Understand communication, models and different methods of getting learning and information
➢ Familiarize with new trends and techniques in education along with web based Instruction
➢ Become good practitioner of Educational technology
➢ Use the e-learning materials and media for effective learning;
➢ Develop an awareness about the recent innovations and future prospects of Education Technology

UNIT- I
- Educational Technology- Meaning & Definitions, scope and significance.
- Development of Educational Technology
- Technology in Education and Technology of Education
- Forms of Educational Technology
- Difference among Educational Technology, Instructional Technology and Information Technology
- Concept of Systems Approach in Education

UNIT-II
- Concept of teaching: Meaning, definition, nature and scope of teaching.
- Taxonomy of teaching objectives; Writing teaching objectives in behavioral terms
- Modalities of teaching: Conditioning, Training, Instruction and Indoctrination,
- Difference between teaching and Instruction, conditioning & training,
- Phases of teaching: Pre-active, Interactive and Post-active phase of teaching
- Levels of Teaching: Memory, Understanding and Reflective levels

UNIT-III

- Concept of Communication
- Models of Teaching: -Definition and characteristics and Families
  (i) Information processing models (ii) Inquiry training model (iii) Concept attainment Model (iv) Advance organizer model (v) Social interaction model (vi) Jurisprudential model. (vii) Personal development model (viii) Non directive teaching, modification: Programmed Instruction.

- Teaching machines, Overhead projector (OHP), LCD Projector, Role of Computers in Education, Instructional Television, Closed circuit television (CCTV) and uses.
- Blended learning; Mobile learning (M learning). Web Based Instruction (WBI),
- Concept of OER and MOOCs
- Virtual Universities; Concept of Artificial Intelligence

UNIT – IV

- Edger Dale's Cone of experience,
- Gagne's Nine Events of Instruction,
- Programmed Instruction
- Five 'E's of Constructivism
- Role and Importance of major institutions of educational technology in India – UGC, IGNOU, CIET, SIET, NOS, NIST, CEC and EMMR

UNIT – V

- Concept of Distance Education: Meaning, nature and scope of distance education;
- Differences in distance and open Learning,
- Methods of distance education, Evaluation strategies in Distance Education; Counseling in Distance Education.
- Problems of Distance Education.
- Recent trends of Research in Educational Technology
- Futuristic view of Educational Technology in India

Suggested Readings

1. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited
2. Bengalee, Coomi (1986). Introduction to educational technology: innovations in education.
3. Mumbai: Saith.
4. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
5. Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi:
6. Kanishka Publg House.
7. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.
8. Dangwal, Kiran L (2010) . Computers in Teaching and Learning. Vinod Pustak Mandir: Agra

9. Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.
10. Dasgupta, D. N. Communication and Education, , Pointer Publishers
11. Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.
12. Information and Communication Technologies in Education: A Curriculum for School and
13. Programme of Teacher Development, Handbook of UNESCO
14. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO
15. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
16. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
17. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
18. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
19. Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.

EDUEL-401A: Innovations in Education

Course Outcomes

Students will be able to-
➢ Develop awareness of various innovative practices and experiments in education.
➢ Develop awareness in contemporary modern issues and inspiring Innovations around the Globe**.**
➢ Develop innovative trends for growth and healthy living.
➢ Develop understanding of technical devices for inspiring innovations around the Globe.

UNIT I
Innovation

- Innovation– Meaning, concept, need and scope in view of technological, social change & scientific temper, Obstacles in innovation, role of Education in overcoming obstacles and in bringing innovations.

UNIT II
Innovative classroom

- Innovative Classroom: Musical & Theatrical, Classroom without four walls, Drama in Education, Understanding social & environmental issues and local culture, Self realization, Creative expression by drama.

UNIT III
Innovative Experiment

- Case Studies of Innovations in reference to Educational Institutions (CASE Baroda, Shantiniketan, Vidya Bhawan Udaipur), Innovative approach of Inclusive Education.
- Innovative Experiments in Education: Banasthali Vidyapeeth, SNDT University, People Science Movement, Hoshingabad Science Teaching Project. Educational rights of Transgender Community with special reference to Supreme Court judgment of 2014.

UNIT IV
Innovative trends

- Some Innovative trends in teaching: Cooperative Learning Strategies, Constructivism, Concept Mapping, Simulation (Role Play), Reciprocal Peer Teaching, Inter & Multi Disciplinary Approach.
- Innovative programmes and Schemes for social development in the field of education: Positive Parenting, Aganwadi, Life skills Education, disaster management, Entrepreneurship development in Education, Pratham, Eklavya.

UNIT V
Inspiring Innovations around the Globe
- Some Inspiring Innovations in Education around the Globe: Robert Teacher, Forest Kindergarten, Free University Education, 3D Learning, Literacy Brigades, Teacher Autonomy, the Paperless Classroom.
- Changing face of School and University in the age of information and communication technology, E-learning in Education, Interactive Radio, EDUSET, Internet, Tele-conferencing, Virtual reality, Swayam.

Suggested Readings
1. Badheka, G. (1988). Divaswapna (K. Triwedi, Trans.). India: National Book Trust.
2. Chauhan S.S. (1994). Innovations in teaching learning process. New Delhi: Vikas Publishing House P. Ltd.
3. Kuroyanagi, T. (1981). Totto-Chan (D. Britton, Trans). Tokyo: Kodansha Publishers Ltd.
4. Laxmi, S. (1989). Innovations in Education. Delhi: Sterling Publishers Pvt. Ltd.
5. NCERT (1979). Experimentation & Innovations in School: A handbook. New Delhi: NCERT.
6. Radjou, N., Prabhu, J. & Ahuja, S. (2015). Jugaad. Gurgaon: Random House Group Ltd.
7. Shivani (1986). Amader Shantiniketan. New Delhi: Rajkamal Publication.

EDUEL-401B: Statistics in Education – Advanced
Course Outcomes

Students will be able to-
- Understand the nature of Data and measures of relationship
- Understand measures of association, its assumption and uses, regression and prediction
- Know the concept of population, sample and sampling technique, Degree of freedom, Standard error, confidence, confidence intervals, null hypothesis and Parametric test.
- Understand non parametric tests and computer programmes like SPSS

UNIT-I
- Assumptions and uses of other types of correlation- Biserial, Point Biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation
- Regression and prediction: concept of regression, regression equations (involving two variables only) and their uses, accuracy of prediction

UNIT-II
- Concept of Population, Sample and Sampling error; Parameter and Statistic, Degree of freedom
- Standard error, confidence limits and confidence intervals
- Concept and testing of null hypothesis, Type-I and Type-II errors, Levels of significance, One tailed and two tailed tests

UNIT-III
- Parametric tests: meaning, assumption, uses and types
- Calculation, Interpretation and uses of
  a. t- test (for related and unrelated groups),
  b. One way Analysis of Variance (ANOVA)

UNIT-IV
- Non Parametric tests: Concept, assumptions
- Calculation, Interpretation and uses of
  a. Chi square test,
  b. Sign test,

UNIT-V
- Calculation, Interpretation and uses of
  a. Krushkal Wallis test
  b. Median test,
- Use of Computer in data analysis- Excel, SPSS

Suggested Readings
6. Edwards, A. L. *Statistical Methods for Behavioural Sciences*, New York: Holt, Rinehart and Winston.
7. Ferguson, G. *A Statistical Analysis in Psychology and Education*, New York: McGraw Hills.
8. Fisher, R.A. *Statistical Methods for Research Workers*, New York: hafner Publishing Co.
9. Garret, H.E. *Statistics in Psychology and Education*, Bombay: Vakils
10. 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
10. McNemar, Q. *Psychological Statistics*, New York: Henry Holt & co.
11. Siegel, S. *Non Parametric Statistics for Behavioural Sciences*, New York: McGraw Hill
12. Tate, M.W. *Statistics in Education*, New York: McMillan Co.

EDUEL-402A: Environmental and Population Education
Course Outcomes

Students will be able to-
- ➢ Understand and know the concept, importance scope and aims of environmental education.
- ➢ Know about the various methods strategies and techniques of teaching environmental education for realizing its objectives and feel and develop concern about environmental issues.
- ➢ Know about the possible environmental hazards and enable them to combat, cope and eradicate their possible negative effects.

➢ Get acquainted with the various basic components of environment essentially required for developing an environmental education curriculum.
➢ Understand and become familiar with various projects, studies etc. being carried out in different countries of the world and utilize the resources for solving their own problems.

UNIT I

1. Environment: Concept, types, components and socio-cultural determinants.
2. Human Ecology: Concept, environment and adaptation.
   • Impact of human activities on environment.
   • Environmental hazards: environmental pollution (its types also); extinction of flora and fauna; deforestation; soil erosion.
   • Need for sustainable development and its meaning and implications.

UNIT II

3. Environmental Education: Concept, importance, scope, aims-objectives and guiding principles and foundations.
   • Relationship between environment and education – ecological and psychological perspective.
   • Content, objectives, methods and approaches (as a separate subject: as topical unit, as integrated and interdisciplinary subject) and strategies of environmental education at different educational levels.
   • Role of media.

UNIT III

4. Environmental degradation: meaning and areas.
   • Causes and factors responsible for the lowering of environmental quality.
5. Eco-environmental concerns in India: Present scenario and future needs.
6. Environmental management: concept, planning, organization and agencies.
   • National schemes and movements related to environmental protection.
   • Environmental laws and constitutional provisions.

UNIT IV

7. Population Education: concept, objectives, scope and approaches.
   • Population explosion and environment.
8. Population scenario in world perspective: size and composition of population.
   • Demographic distribution and density of population with special reference to India.
9. Population Dynamics: determinants of population growth.
   • Traditional and sociological, economic and political, biological and psychological Factors in population.

UNIT V

10. Problems of Population Growth: family life, health and nutritional problems (with special reference to developing countries)
11. Population growth and Population policies: major institutions involved in population policies and implementation of programmes for population control.
12. Role of Teacher in Population Education:
    - as facilitator of knowledge .
    - as community leader in the process of social change.

Suggested Readings

1. Agarwal, A and Narain, S,-Towards a Green World, Centre for Science and Environment New Delhi.
2. Agarwal, A. and Narain, S. (Eds.)-The state of India Environment, Centre for Science and Environment. New Delhi.
3. Agnihotri-Environmental planning, Wiley Ltd., New Delhi.
4. Bandhu, D. & Berberet, G. (Eds.)- Environmental Education for conservation and development. Proceedings of second International conference on Environmental Education, New Delhi, 1985.
5. Bandhu, D. and Ramanathan, N.L. (Eds.)-Education for Environmental planning and conservation. Indian Environmental society, New Delhi, 1982.
6. Botkin and Keller-Environmental Studies, Bell and Howell Co., U.S.A.
7. Our common Future-Report of the world commission on Environment and Development, Oxford University Press, New Delhi.
8. Pandey, K.P. and Pandey, S-Paryavaran Shiksha avam Bhartiya Sandarbh, Bhartiya Prayavaran Shiksha Parishad.
9. Prakash, R : Man, science and Environment, Wiley, New Delhi.
10. Prasad-Environmental pollution, Wiley, New Delhi.
11. Rao- Environment Pollution Control, Wiley, New Delhi.
12. Ray-Pollution and Health Wiley, New Delhi.
13. Saxena-Environmental Education. Bhargava Book House,
14. Sodthwick, C.H-Ecology and the Quality of our Environment. Van Nostrand Co., London.
15. Swarup, R. et al-Environmental Health Education and Public understanding. Mittal Publications, New Delhi.
16. Shukla-Environmental Resources Conservations, New Royal Book Co., Lucknow.
17. Shukla-Concepts in Environmental Impact Analysis, New Royal Book Co., Lucknow.
18. Shukla-Ecology and Environment, New Royal Book Co., Lucknow.
19. Turk and Writes-Environmental Science, W.B. Sounders Co., London.
20. Tripathi-Advances in Environmental science, New Royal Book Co., Lucknow.
21. Varshney-Environmental Challenges, Wiley Ltd., New Delhi.
22. Wahi-Environmental Management. Wiley Ltd., New Delhi.
23. Agarwala, S.N.-India's Population Problem, McGraw Hill Pub. Co. Ltd., New Delhi.
24. Agarwala, S.N.-India's Population, Asia, Publishing House, New Delhi.
25. Anant Padmanabhan and Chandra, Ramesh (Ed.)-Population Education in Class Room, NCERT, New Delhi.
26. Bose, Ashish et. al.- Population studies in India, Vikas Publishing House Pvt., New Delhi.
27. Bose, Ashish-Studies in India's Urbanization 1901-71, Tate McGraw Hill Co., New Delhi.
28. Bose, Ashish (Ed.)- Pattern of population change in India, Allied publishers, New Delhi.
29. Sahu, Binod Kumar-Population Education, New Delhi-110016 published by sterling publishers Pvt. Ltd.

EDUEL-402B: Curriculum Development

Course Outcomes

Students will be able to-
➢ Understand the underlying bases principles, and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved that must be taken into account when developing a curriculum.
➢ Acquaint with various curricular types and their designs, process and construction.
➢ Know about curricular content, curriculum implementation and the process of curriculum evaluation.

- Know and understand issues, trends and researches conducted in India in the area of curriculum and curriculum development.
- Design and develop a curricular framework with given objectives in a particular field of formal study.

UNIT I
- Curriculum: Concept and meaning.
- Curriculum, syllabus and Textbooks – selection, gradation and organization of subject matter
- Bases, determinants and motives of curriculum – Philosophical, Psychological, Sociological and discipline oriented considerations.
- Basic elements and principles of curriculum.
- Curriculum theories and procedures.

UNIT II
- History of curriculum development.
- Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary, Window-shopping, Frontline, Crash, Spinal.

UNIT III
- Curriculum design and organization: Components, source, principles and approaches.
- Models of Curriculum: Different models of curriculum development – Administrative Line Staff (Taxler), Grassroot-level planning (Hilda Taba), Demonstration, System analysis.
    - Criteria for selecting a model.

UNIT IV
- Curriculum Construction – principles and approaches; deduction of curriculum from aims and objectives of education.
- Curriculum Implementation: Models and Strategies; Leadership role and community participation.
- Role of curriculum support materials and Types and place materials and media (aids) to be used.
- Process of curriculum implementation in India.

UNIT V
- Curriculum Evaluation: Importance and Models of curriculum evaluation.
- Types of curriculum evaluation (formative, summative).
- Interpretation of evaluation results and the methods.
- Issues and Trends in curriculum development and curriculum research in India. Suggestions and recommendations in curriculum development – as per University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1966) and NPE (1986).

Suggested Readings
1. Berman, L.U.: New Principles in the Curriculum, Ohio, Charles, E. Merril Book, 1968.

2. Bigge, M.L. & Hunt, M.P. : Psychological Foundations of Education, Harper & Row, New Delhi, 1968.
3. Brent, Allen : Philosophical Foundations for the Curriculum, Allen & Unwin, Boston, 1978.
4. Brent, R.Ken & Uurub, A. : Secondary School Curriculum, Lexingtons D.C. Health, 1969.
5. CERI : Hand Book on Curriculum Development, Organisation for Economic Cooperation and Development, Australia, 1975.
6. Dewey, JI : Democracy and Education, Macmillan Co., New York, 1961
7. Daview, I. : Objectives in Curriculum Design, McGraw Hill, London, 1976.
8. Dougles, H.P. : High Schools Curriculum, Ronald Press, New York, 1974
9. Education Commission (1964-66)
10. Galen Saylor & William Alexander Holt, : Planning Curriculum   for Schools, New York, Rinehart & Winston Inc. 1974.
11. Golby, M.(ed.) : Curriculum Design, Open University, London,
    1975.
12. Gwynn, J.M. & Chase, J.B. : Curriculum Principles and Social Trends, Macmillan Co., New York, 1969.
13. Hilda Taba : Curriculum Development : Theory & Practice, New York, Harcourt Brace, Jovanovich Incb. 1962.
14. Hoper, Richard : The Curriculum : Context, Design and Development, The Open University Press, Edinburg, 1973.
15. Howson, Geoffery (ed.) : Developing a New Curriculum, Heinumunn, London, 1972.
16. Ingram, B.J. : Curriculum Integration and Lifelong Education, Pergamon Press and the UNESCO Institute for Education, Hamburg, 1979
17. Iswarbhat Patel Committee (1977)
18. Kelley, A.C. : Curriculum Theory of Practice, Harper & Row, London 1977.
19. Lawtan. D. : Class, Culture and the Curriculum, Roultege and Rogan Paul Ltd., London, 1975.
20. Mamidi. M.R. and Ravishankar : Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983
21. Mehdi, B., Arora, G.L. & Goyal, B.R.: Our Curriculum Concerns, NCERT, New Delhi, 1981.
22. Miceael, W.A. : Ideology and Curriculum, Rourledge & Kegan Paul, London, 1979.
23. National Policy on Education, 1986
24. Nicholes S.H. and Nicholas, A. : Developing Curriculum, George Allen and Unwin, Boston, London, 1976
25. Oriosky, D.E. and Smith, B.O. : Curriculum Development Issues and Insights, Rand McNally College Publishing Company, USA, 1976.
26. Programme of Action, 1987.
27. Radhakrishnan, S. : Hindu Views of Life, George Allen & Unwin, New York, 1954.
28. Ramkrishna Mission : The Cultural Heritage of India, Vol. II, Calcutta, 1969.
29. Richmand, K.W. : The Cultural Heritage of India, Vol. II, Calcutta, 1969.
30. Rouhela, A.P. & Vyas, K.S. : Sociological Foundations of Education in India, Dhanpat Rai & Sons, Delhi.
31. Saylor, J.G. and Alexander, W.H. : Curriculum Planning for Modern Schools, Holt, Rinehart and Winston, Inc. USA. 1966.
32. Syllabi for Primary and Secondary Level prepared by N.C.E.R.T.
33. Tanner, D. : Secondary Curriculum : Theory and Development, McMillan Co., New York, 1971
34. This Robert, S. : Curriculum, Principles and Foundations, thomas Growell Co., New York, 1976.
35. N.C.T.E. Curriculum Framework 1978, 1988.

EDUMT-401: Dissertation and its Viva Voce with Writing a Research Paper for Publication

EDUIRA-401A: Value and Peace Education

Course Outcomes

Students will be able to-
- ➢ Understand the nature and classification of values.
- ➢ Understand the importance of values in human life.
- ➢ Examine the role of values in Education.
- ➢ Understand the concept of world peace from different perspective.

UNIT I
- Meaning, Need and importance of value education in the present world.
- Value system – Role of culture and civilization.
- Concept of values in behavioural sciences, nature and sources of values, determinants of values (Biological, Social, Psychological, Ecological) – their bearing on education in varying degrees, Indian culture and values.

UNIT II
- Classification of values: Material, Social, Moral and Spiritual; Inculcation of values through education, Theories of value, Positive and negative values. Role of education to overcome negative values.
- Ethical values- Professional ethics, Mass media ethics, advertising ethics; Influence of ethics on family life.
- Family values- Components, structure and responsibilities of family, Neutralization of anger, Adjustability, Threats of family life, Status of women in family and society, Caring for needy and elderly, Time allotment for sharing ideas and concerns.

UNIT III
- Levels of values realization, value conflict and their resolution, development of values as a personal and life long process.
- Social awareness, Consumer awareness, Consumer rights and responsibilities, Redressal mechanisms.

UNIT IV
- Effect of international affairs on values of life, Issue of Globalization- Modern warfare-terrorism, Environmental issues- mutual respect of different cultures, religions and their beliefs.
- Concept of World Peace in Indian Perspective- Vasudhaiv Kutubakam, Sarv Dharm Sambhav. Definition, Need and Importance of World Peace.

UNIT V
- Relevance of World Peace in Global World : First world war- causes, countries involved and result, Establishment of League of Nation, Second World War: causes, countries involved and result, Establishment of United Nations Organization (U.N.O.)
- Some Important Organizations in the world for World Peace: viz. United Nations Educational Scientific and Cultural Organization (UNESCO), UNO (year of establishment, Motto, Member countries, Head Quarters) Theosophical Movement and Communal Harmony for Peace.

Suggested Readings

1. Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R. Pub
2. Chakravarthy, S. K. (1999).Values and ethics for Organizations: theory and Practice. New Delhi: Oxford University Press.
3. Chitakra, M. G. (2003): Education and Human Values. New Delhi: A.P.H. Publishing.
4. Das, M. S. & Gupta, V.K. (1995). Social Values among Young adults: A changing Scenario New Delhi: M.D. Publications.
5. Department of Educational Psychology and Foundations of Education (n.d.). Education for Values in Schools: A Framework. New Delhi: NCERT.
6. Rao, R. K.(1986).Moral Education: A Practical Approach. Mysore: RIMSE.
7. Ruhela, S. P. (1986). Human Values and education. New Delhi: Sterling Publications.
8. Satchidananda, M. K. (1991). Ethics, Education, Indian Unity and Culture. Delhi: Ajantha Publications.
9. Swami Budhananda (1983). How to Build Character: A Prime. New Delhi: Ramakrishna Mission.
10. VenKataiash, N. (1998).Value Education, New Delhi: APH.

EDUIRA-401B: Human Rights Education

Course Outcomes

Students will be able to-
➢ Promote awareness of human rights
➢ Understand the national significance of human rights
➢ Recognize the violation of human rights and based to protect oue rights
➢ Encourage activities to protect human rights
➢ Understand the need and significance of value education
➢ Understand the concept of values and classification of values
➢ Understand and analyse various approaches for value education
➢ Generate knowledge in value education through research
➢ Recognize the relevance of value education in teacher education
➢ Help to practice and propagate values among students
➢ 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
- Classification of Human Rights and Relevant Constitutional provisions
  Right to life, liberty and dignity; Right to equality; Right against exploitation; Cultural and educational Rights, economic Rights, Political Rights, Social Rights.
- Human Rights of marginalized groups - women, children, minorities, scheduled castes and scheduled tribes, destitute etc.

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 by NCERT.
- Nature and learning sources of values - Philosophy, curriculum, community, culture, religion, science etc.
- Indian culture and human values.
- Professional ethics, professionalism and love towards teaching profession

UNIT-III
- Value Education - Need and significance of value education, Definition, meaning, need and importance in the present Indian 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), suggestions 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 an effective value education programme.

UNIT-IV
- Human Right Education - Need and framework of educational policy in India for elementary, secondary and higher secondary level.
- Impact of Global development on Ethics and Values - Conflict of cross cultural influences, mass media, cross border education , materialistic values, professional challenges and compromise, modern challenges of adolescence, emotions and behaviour, sex and spirituality, conformism and competition, positive and negative rights.

UNIT-V
- Agencies of Value Inculcation - Home, school, poor group, community, society, media and their contribution in value inculcation among students
  Therapeutic measures - simple physical exercises, yoga and meditation
- Methods of teaching Human Rights - Seminars , symposia, debate, brain storming , role playing, sensitization workshop.
- Types of activities in school for inculcation of values - prayer assembly etc.

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.

EDUIRA-401C: Any MOOC or ODL Course