

University of Lucknow
Master of Education (M.Ed.) Programme
Regulations 2020

1. Applicability

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

2. Minimum Eligibility for Admission

A Degree of Bachelor of Education viz. B.Ed. / B.A.B.Ed. / B.Sc.B.Ed. / B.El.Ed. / D.El.Ed. (along with an undergraduate degree with 50% in each) / or its equivalent awarded by a University or Institute established as per law and recognized as equivalent by this University with minimum 50 percentage of marks or equivalent grade, shall constitute the minimum requirement for admission to the Master of Education (M.Ed.) programme. The eligibility requirement for the admission of the candidates to M.Ed. course shall be in accordance with the eligibility criteria determined by NCTE / U.P. Government Order issued from time to time. Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central/State Government whichever is applicable.

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. Provide philosophical, psychological, sociological and other academic perspectives to develop a rationale/ right attitude towards Teacher Education to meet the challenges of the 21st century.
2. Prepare a base for creating teachers ready to follow multidisciplinary, flexible and digital friendly approach to be the torch bearers of the society.
3. Evolve curriculum required to understand and fulfill the requirements of the society.
4. Manage digitally enriched classes and cross cultural communications in inclusive environments.
5. Create globally competent, humane, interactive teachers who in turn will flow the resources of world market towards our nation.
6. Develop a bent of mind towards investigating approach (research) while covering various curricular and co-curricular activities.
7. Inculcate professional competence and missionary commitment in future teachers.

6. Course Structure

The course structure of the M.Ed. programme shall be as under:

Course No.	Name of the Course	Credit	Course Type
Semester I			
MEDCC-101	Paper -1 Philosophical Foundation of Education – Western	04	Core Course
MEDCC-102	Paper -2 Psychological Foundation of Education – Understanding Learner	04	Core Course
MEDCC-103	Paper -3 Research in Education – General Perspective	04	Core Course
MEDCC-104	Paper -4 Educational Technology	04	Core Course
MEDCC-105	Paper -5 Practicum - 1. Research Proposal for Dissertation. 2. Review writing of two Classic Books on Education	04	Core Course
MEDEL-101A/B/C	Paper -6 Guidance and Counselling / Inclusive Education / Futurology of Education	04	Elective
MEDVNC-101A/B/C/D/E/F/G/H	Paper -7 Compulsory Yoga with any one- Personality Development /	00	Value added course (Non Credited)

	Communicative English / Community Service / Village Tour / Literary Activities / Cultural Activities / Awareness Campaign / Aesthetic Activities		
	Semester Total	24	
	Semester II		
MEDCC-201	Paper -8 Philosophical Foundation of Education – Indian	04	Core Course
MEDCC-202	Paper -9 Psychological Foundation of Education – Understanding Teaching Learning Process	04	Core Course
MEDCC-203	Paper -10 Research in Education – Research Design and Tool Construction	04	Core Course
MEDCC-204	Paper -11 Practicum – 1. Psychology Practical 2. Educational Excursion	04	Core Course
MEDEL-201A/B/C	Paper -12 Group A Elementary Education – Curriculum Construction Group B Secondary Education – Curriculum Construction Group C Higher Education – Curriculum Construction	04	Elective (Select same group for both Electives)
MEDEL-202A/B/C	Paper -13 Group A Elementary Education – Policy Perspective & Problems Group B Secondary Education – Policy Perspective & Problems Group C Higher Education – Policy Perspective & Problems	04	Elective (Select same group for both Electives)
MEDVNC-201A/B/C/D/E/F/G/H	Paper -14 Compulsory Yoga with any one- Personality Development / Communicative English / Community Service / Village Tour / Literary Activities / Cultural Activities / Awareness Campaign / Aesthetic Activities	00	Value added course (Non Credited)
	Semester Total	24	
	Semester III		
MEDCC-301	Paper -15 Sociological Foundation of	04	Core Course

	Education		
MEDCC-302	Paper -16 Research in Education – Data Analysis & Report Writing	04	Core Course
MEDEL-301A/B/C	Paper -17 Group A Elementary Education – Educational Management Group B Secondary Education – Educational Management Group C Higher Education – Educational Management	04	Elective (as per selected Group in Semester II)
MEDEL-302A/B/C	Paper -18 Group A Elementary Education – Measurement & Evaluation Group B Secondary Education – Measurement & Evaluation Group C Higher Education – Measurement & Evaluation	04	Elective (as per selected Group in Semester II)
MEDIN-301	Paper -19 One month Internship, its report and viva	04	Internship
MEDIER-301A/B/C/D	Paper -20 Education for Happiness / Understanding The Self / Lifelong Learning / Any MOOC	04	Interdepartmental Course
MEDVNC-301A/B/C/D/E/F/G/H	Paper -21 Compulsory Yoga with any one- Personality Development / Communicative English / Community Service / Village Tour / Literary Activities / Cultural Activities / Awareness Campaign / Aesthetic Activities	00	Value added course (Non Credited)
	Semester Total	24	
	Semester IV		
MEDCC-401	Paper -22 Sociological Foundation of Education – Education in Emerging India	04	Core Course
MEDEL-401A/B/C	Paper -23 Group A Elementary Education – Teacher Education Group B Secondary Education – Teacher Education Group C Higher Education – Teacher Education	04	Elective (as per selected Group in Semester II)
MEDEL-402A/B	Paper -24 Global Perspective in Education/ ICT Enabled Education	04	Elective
MEDMT-	Paper -25 Dissertation and its Viva Voce	08	Master Thesis

401	with Writing a Research Paper for Publication		
MEDIRA-401A/B/C	Paper -26 Value and Peace Education / Human Rights Education / Any MOOC or ODL course	04	Intradepartmental Course
MEDVNC-401A/B/C/D/E/F/G/H	Paper -27 Compulsory Yoga with any one- Personality Development / Communicative English / Community Service / Village Tour / Literary Activities / Cultural Activities / Awareness Campaign / Aesthetic Activities	00	Value added course (Non Credited)
	Semester Total	24	
	GRAND TOTAL	96	

7. Course Outlines

SEMESTER I

MEDCC-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.

MEDCC-102: Psychological Foundation of Education - Understanding Learner

Course Outcomes

Students will be able to-

- Understand the psychological orientation to Education.
- Develop an understanding about theories of learning
- Develop an understanding of nature and causes of individual differences among the children
- Develop an understanding about learners’ development and its characteristics
- Develop an understanding of the basic concepts, methods and principles of Educational Psychology with reference to learning and teaching.
- Understand nature and process of learning in the context of various learning theories and their implications.

UNIT I
Understanding Educational Psychology

- Meaning, concept and nature of Educational Psychology (Western and Indian)
- Psychology as a science to study human behaviour
- The Methods used in Educational Psychology

UNIT II
Role of various Psychological Schools in understanding Learner

- Behaviourism
- Psychoanalysis
- Cognitive
- Humanistic

UNIT III
Growth and Development of Learner

- Concept and meaning: Growth, Development, Relationship between Growth and Development.
- Cognitive Development – stages & characteristics.
- Psycho social Development – stages & characteristics.
- Moral Development – stages & characteristics.

UNIT IV
Individual Differences and Abilities

- Individual Differences – concept, determinants.
- Intelligence – concept, theories, measurement.
- Creativity – concept, assessment, strategies to chance creativity in learners.
- Motivation – concept, types, strategies to motivate learner.

UNIT V
Personality and Adjustment of Learner

- Personality – concept, trait & type approach, assessment.
- Concept of mental health, Principles of mental hygiene, concept of abnormal psychology.
- Concept of Adjustment, concept and types of Adjustment mechanisms, factors affecting adjustment.

Suggested Readings

1. Charles E. Skinner (1995). Educational Psychology. Prentice Hall of India Limited.
2. Calvin C. Hall and Gardner G. Lindzey. Theories of Personality.
3. Rudolf Pintner, et.al. (1956). Educational Psychology.
4. George J. Mouly (1973). Psychology for Effective teaching.
5. John F. Travers (1970). Fundamentals of Educational Psychology. Pennsylvania: Houghton and Mifflin Co.

6. Jack Snowman and Robert Biehler (2000). Psychology Applied to teaching. Boston: Houghton and Mifflin Co.
7. Dennis Child (1995). Psychology and the teacher.
8. Ernest R. Hilgard (1958). Theories of Learning. New York: Appleton- Century- Crofts, Inc.
9. Laycock and Munroe (1975). Educational Psychology.
10. William C. Morse and G. Max Wingo (1970). Psychology and Teaching. Bombay: D.B. Taraporewala & Sons.
11. Crow and Crow (1979). Educational Psychology.
12. Norman L. Munn (1985). Introduction to Psychology. New Delhi: oxford IBH.
13. Marx and Hillicks.(1976). Systems and Theories in Psychology.

MEDCC-103: Research in Education- General Perspective

Course Outcomes

Students will be able to-

- Describe the nature, purpose, scope, areas, and types of research in Education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study
- Explain a sampling design appropriate for a research study
- Conduct a literature search and develop 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
- Source of knowledge, The scientific approach to knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence
- 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 et al 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.

MEDCC-104: Educational Technology

Course Outcomes

Students will be able to-

- Become effective user of technology in Education
- Develop an understanding of the nature and scope of educational technology and also about the various forms of technology
- Develop an understanding of the systems approach to Education and communication theories and modes of communication
- Produce, select and use instructional material and media effectively
- Know the instructional design and modes of development of self learning material
- Develop the ability for critical appraisal of the audio-visual media
- Develop basic skills in the production of different types of instructional material
- Be aware about the recent innovations and future perspectives of Education Technology
- Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process
- Familiarize with the new trends and techniques in Education along with e-learning

- Become good practitioners of Educational technology and e-learning
- Use the e-learning materials and media for effective learning

UNIT I

- Educational Technology : Concept, Scope, nature
- Futuristic view of Educational Technology in India
- Various approaches in Education
- Difference between teaching and Instruction, conditioning & training,
- Stages of teaching pre – active, interactive and post – active;
- Teaching at different levels: memory, understanding, reflective

UNIT II

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

UNIT III

- Various online Technologies: concept & types - Blended learning, Mobile learning, Flipped Classroom
- Open Educational Resources: Concept & various usage
- Massive Open Online Course (MOOC)

UNIT IV

- Media Selection: synchronous and asynchronous – for formal, informal and non formal settings
- Gagne’s Nine Events of Instruction
- Five ‘E’s of Constructivism
- Instructional Design Models: ADDIE, ASSURE

UNIT V

- Recent trends of Research in Educational Technology & its future with reference to Education.
- Software Designing
- Virtual Universities
- Artificial Intelligence in Education

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. Mumbai: Saith.
3. 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 Publ 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.

MEDCC-105: Practicum

1. Research Proposal for Dissertation.
2. Review Writing of two Classic Books on Education

MEDEL-101A: Guidance & 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. Traxler, A.E. Techniques of guidance, New York: Harper and Brother Publishers.

MEDEL-101B: Inclusive Education

Course Outcomes

Students will be able to-

- Know and understand concept, meaning and importance of inclusive education, need for promoting inclusive practices and roles and responsibilities of the teachers
- Understand the reasons for and suggestions of recent commissions and committees towards preparation for inclusive education.
- Know and understand meaning, status of school education of socially disadvantaged section and their problem in education
- Understand concept, meaning, characteristics and identification of inclusive education for children with giftedness, creativity, sensory, mentally challenged, developmental disabilities, special health problems, OPH,
- Understand inclusive instructional design and collaborative instruction to promote inclusion and to organize inclusive classroom.

UNIT-I

- Introduction to Inclusive Education: concept, meaning and importance of inclusive education,
- Historical perspectives of inclusive education for children with diverse need,
- Advantage of inclusive education for education of all children in the context of right to education

UNIT-II

- Inclusive Education in India: constitutional provisions, government policies and legislations, Recommendations of various Committees and Commissions - NPE, 1986, POA 1992, the Person With Disability Act (PWT ACT, 1995), Rehabilitation Council of India Act 1992.
- Current Issues in Inclusive Education and teacher preparation: Early identification and placement in inclusion; Teaching skills and competencies; Professional ethics and growth of teachers and teacher educators

UNIT-III

- Socially disadvantaged children: meaning of the scheduled caste, scheduled tribes, educationally backward, minorities girls and slum children
- Status of school education of socially disadvantaged section in India: status of enrolment at elementary stage with reference to social group's equity and access, achievement of socially disadvantaged children

- Problems in education of disadvantaged section: Problems in education of socially disadvantaged children; multicultural education; Organisation and management of school to address socio cultural diversity; addressing language issues; curricular activities for meeting diverse needs of children (socio-cultural and linguistic)

UNIT IV

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

UNIT V

- Inclusive instructional design: Inclusive curriculum; inclusive instructional strategies; Inclusive lesson planning
- Collaborative instruction for inclusion-collaboration: Co-operative learning; Peer-mediated instruction and intervention
- Inclusive classroom: physical layout of inclusive classroom; Special assistance to children; Medication in the classroom

Suggested Readings

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education
- Bajpai & Diwewdi,(2017) *Learning Disabilities: Uncover the myths*, Kalpaz Publications, New Delhi,Reference book
- Bhatnagar Asha & Gulat Sushma (1998) *Career Development of Creative Girls*
- Bhatt, B.D. & Sharma, S.R.(1992): *Women's' education and social Development*. Delhi: Kanishka.
- Chaterjee S K (2000): *Educational Development of Scheduled Castes*
- Cowles Milly (1969): *Perspective in the Education of Disadvantaged Children*
- Edwards John R: *Language and Disadvantage*
- Government of India (1986). *National Policy on Education*, Department of Education, New Delhi.
- Government of India (1992). *Programme of Action*, MHRD, Department of Education, New Delhi.
- Hegarty and Alur Mithu (2002): *Education and Children with Special Needs*
- Jacob Aikara: *Scheduled Castes and Higher Education*.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in South Asia*. *Economics and Political Weekly*,----
- NCERT (2005). *National Curriculum Framework*, New Delhi.
- NCERT (2006). *National Focus Group Report on Education of SCs and Sts*, New Delhi.
- NCERT (2006). *National Focus Group Report on Education of SCs and Sts*, New Delhi.
- Ramchandran, V. (1998): *Girls and women Education: Policies and implementation Mechanism*. Case study: India, Bangkok, UNESCO.

- Rangari A D :Indian Caste System and Education
- Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R. I E. Mysore
- Sharma Usha & Sharma B M (1995) Girls Education
- Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
- Singh U K & Nayak A K (1977) Women Education
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.
- Vishwanathan Maithili (1994) Development Orientation of Women's Education
- Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School – (Red-black line)
- Yadav S K (1986): Educational Schemes for Scheduled Castes

MEDEL-101C: 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.

MEDVNC-101A/B/C/D/E/F/G/H

Along with Compulsory Yoga Education, each Student has to select one Activity from the following in each Semester:

1. Personality Development
2. Communicative English
3. Community Service
4. Village Tour
5. Literary Activities (Debate, Essay Writing etc.)
6. Cultural Activities
7. Awareness Campaign
8. Aesthetic Activities

SEMESTER II

MEDCC-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, Christianity & 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- Brahmic and Buddhist. Delhi; Motilal Banarsidas.
8. NCERT (2004). The Mother on Education-From Reflection 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.

MEDCC-202: Psychological Foundation of Education -Understanding Teaching Learning Process

Course Outcomes

Students will be able to-

- Understand the nature and principles of teaching and learning.
- Comprehend the conditions influencing teaching and learning.
- Discuss critically the theories of learning in classroom situations.
- Organize teaching learning environment in accordance with the cognitive needs of students.
- Understand the Innovative strategies of Teaching

UNIT –I

Understanding Teaching – Learning Process

- Concept and nature of teaching and learning.
- Psychology as a tool of teaching and learning.
- Levels of teaching.
- Levels of learning.

UNIT II

Behaviouristic Approach to Learning

- Skinner’s theory of learning and its educational implications.
- Hull’s theory of learning and its educational implications.
- Tolman’s theory of learning and its educational implications.

UNIT III

Gestalt Approach to Learning

- Gestalt – Concept and Basic features.
- Kohler and Koffka’s learning theory & its educational implications.
- Kurt Lewin’s theory of learning and its educational implications.

Unit IV

Cognitive Approach to Learning

- Bandura’s socio – cognitive approach with its educational implications.
- Information – processing approach to learning.
- Constructivist approach to learning.

UNIT V

Models of Teaching

- Mastery Learning and Programmed Instruction Model.
- Concept Attainment model.
- Glaser’s Basic Model of Teaching.

Suggested Readings

1. Agarwal, J.C.: Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd
2. Agrawal, J.C.: Essentials of Educational Technology: Teaching Learning, Vikas Publishing House Pvt Ltd
3. Arun Kumar Singh: Shiksha Manovigyan, Bharti Bhawan
4. Bhatnagar, S.: Educational Psychology, Legal Book Depot, Agra
5. Bhatia, H. R.: Elements of Educational Psychology, Orient Langman Ltd., Bombay,
6. Bhatnagar, R.P. Education Psychology, Meenakshi Publications Kanpur
7. Blair, Jones and Simpson: Educational Psychology Macmillan, N.Y. 1954
8. Chauhan, S. S.: Advance Educational Psychology, Vikas Publishing House, New Delhi,
9. Crow and Crow: Educational Psychology Indian Edition (Eurasia Publishing House)
10. Dandipani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd., 2000.
11. Dangwal, Kiran L (2010): Computers in Teaching and Learning: Vinod Pustak Mandir, Agra
12. Dash, M.: Educational Psychology. New Delhi: Deep and Deep, 1991.
13. Dutt, N.K.: Psychological Foundation of Education (Doaba Publishing House)
14. Ford Percival and EllengteenHerry., A Handbook of Educational Technology, GoltRinechart and Winston, Inc. New York., 1963.
15. Hoorn, J. F. (2015). Psychological aspects of technology interacting with humans. In S. Shyam Sundar (Ed.), *The handbook of the psychology of communication technology* (pp. 176-201). New York: Wiley-Blackwell.
16. Hurlock, E. B.: Adolescent Development, McGraw Hill, New York, 1990.
17. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
18. Kamala Bhatia and B.D. Bhatia: The Principles and Methods of Teaching, Deba House 1984.

19. Kulshrestha, S.P.: ShaikshikTaknikiKeMuladhar
20. Kundu, C.L. and Tutoo, D.N.: Educational Psychology. New Delhi: Sterling
21. Mathur, S.S.: Educational Psychology Vinod Pustak Mandir, Agra
22. P. D. Pathak: Shiksha Manovigyan, Vinod Pustak Mandir, Agra

MEDCC-203: Research in Education -Research Design & Tool Construction

Course Outcomes

Students will be able to-

- Explain the characteristics and types of quantitative and qualitative research
- Understand the meaning and types of experimental designs.
- Select appropriate tool for collection of data
- Construct various tools for data collection

UNIT I

Quantitative Research Methods

- Survey studies: school survey, public opinion survey and community surveys, Self-administered survey, Telephone/ Mail survey. Job analysis, documentary analysis.
- Inter-disciplinary studies: case studies, causal comparative studies, ex- post facto studies, correlation studies, prediction studies, cross- cultural and comparative studies.
- Experimental research- Characteristics and general steps of experimental research. 'Laboratory experiments' and 'Field experiments'

UNIT II

Qualitative Research Methods

- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics
- Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research-meaning, fundamental principles, strengths and weaknesses, types and limitations

UNIT III

Experimental Designs

- Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs.
- Factorial Design.
- Single-subject Design.
- Internal and External Experimental Validity.
- Controlling extraneous and intervening variables.

UNIT IV

Tools and Techniques of Research

- Tools - Rating Scale, Attitude Scale, Questionnaire, Aptitude and Achievement Tests, Inventory
- Techniques of Research - Observation, Interview, Projective.

UNIT V

Tool Construction

- Steps for preparing a research tool
- Characteristics of a good tool
- Validity - Meaning, types, indices and factors affecting validity
- Reliability - Meaning, types, indices and factors affecting reliability
- Item Analysis - Discrimination Index, Difficulty Index
- Standardization of a tool

Suggested Readings

1. Ary, Donald et al 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: Routledge. 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.

MEDCC-204: Practicum

1. Psychology Practical –
 - (i) Any one Intelligence Test
 - (ii) Any one Personality Test
 - (iii) Study of Sociometry of a class
 - (iv) Study of meaning of various concepts related to Education
2. Educational Excursion

MEDEL-201A: Group A - Elementary Education- Curriculum Construction

Course Outcomes

Students will be able to-

- Understand the theoretical perspectives of curriculum.

- Develop analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- Develop skills to design curriculum outline for a school programme.

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

- Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach,

UNIT V

- Evaluation strategies of curricular goals, Methods & Content
- Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009
- Comparison of curriculum context of different school boards
- Development of a Module.

Suggested Readings

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005
2. NCERT, New Delhi, Curriculum and Evaluation.
3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc

4. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
5. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
6. Hass G. & Parkay F. W. (1993). Curriculum Planning: A New Approach 6th Edition; United States of America.
7. [www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu.cae/files/media_assets/Howard.pdf)
8. [www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design.aspx](http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx)
9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.

MEDEL-202A: Group A - Elementary Education- Policy Perspective & Problems

Course Outcomes

Students will be able to-

- Develop perception of the role and functions of a teacher as envisaged in the National Policy papers
- Familiarize with different projects and schemes at Primary level in Uttar Pradesh.
- Develop an understanding of the brief historical background of Indian Education with special reference to Primary Education.
- Develop an understanding of the objectives and scope of Primary Education.
- Develop an awareness of the professional Ethics.

UNIT I

- Nature and focus of Elementary Education in India
- Historical Background of Elementary Education in India - Ancient, Medieval, Pre & Post Independence period
- Aims & Objectives of Education at Elementary Level

UNIT II

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

UNIT III

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

UNIT IV

- Participation of NGOs in achieving goals of UEE

- Providing minimum facilities, improving internal efficiency of the system - teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- District Primary Education Programme - goals and strategies.
- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

UNIT V

- Problems of Elementary Education
- Emerging Quality issues in Elementary Education with reference to Pedagogy, Teacher Training, and Capacity Building.

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.

MEDEL-201B: Group B - Secondary Education- Curriculum Construction

Course Outcomes

Students will be able to-

- Understand the theoretical perspectives of curriculum.
- Develop analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- Develop skills to design curriculum outline for a school programme.

UNIT I

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

UNIT II

- Steps of Curriculum Designing at Secondary Level: -
 1. Objectives of education at Secondary level.
 2. Understanding learners at Secondary level.
 3. Selection & Organizations of learning experiences at Secondary level.
 4. Course content at Secondary level.
 5. Instructional Strategies Secondary level.
 6. Course material & Recourses Secondary level.

7. Assessment & Evaluation Strategies Secondary level.
8. Modification & Resetting of objectives Secondary level.

UNIT III

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

UNIT IV

- Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach

UNIT V

- Evaluation strategies of Curricular Goals, Methods & Content
- Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009
- Comparison of curriculum context of different school boards
- Development of a Module.

Suggested Readings

10. NCERT, New Delhi (2005) National Curriculum Framework – 2005
11. NCERT, New Delhi, Curriculum and Evaluation.
12. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
13. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
14. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
15. Hass G. & Parkay F. W. (1993). Curriculum Planning: A New Approach 6th Edition; United States of America.
16. [www.pdx.edu / sites / www.Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu.cae/files/media_assets/Howard.pdf)
17. [www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design.aspx](http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx)
18. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.

MEDEL-202B: Group B - Secondary Education- Policy Perspective & Problems

Course Outcomes

Students will be able to-

- Develop perception of the role and functions of a teacher as envisaged in the National Policy papers
- Familiarize with different projects and schemes at Secondary level in Uttar Pradesh.
- Develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.

- Develop an understanding of the objectives and scope of Secondary Education.

UNIT I

- Nature and focus of Secondary Education in India
- Historical Background of Secondary Education in India - Ancient, Medieval, Pre & Post Independence period
- Aims & Objectives of Education at Secondary Level

UNIT II

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

UNIT III

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

UNIT IV

- Participation of NGOs in achieving goals of Secondary Education
- Providing minimum facilities, improving internal efficiency of the system - teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- Rashtriya Madhyamik Shiksha Abhiyan (RAMSA) - goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

UNIT V

- Problems of Secondary Education
- Emerging Quality issues in Secondary Education with reference to Pedagogy, Teacher Training, and Capacity Building.

Suggested Readings

1. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
2. Brubacher-History and the problems of Education.
3. Chakraborty, Mohit-Modern Issues in Education New Delhi: Kanishka Publishers & Distributors.
4. Chaube, S.P. & Chaube, Akhilesh: Education in Ancient and Medieval India, New Delhi: Vikash Publishing House Pvt. Ltd.
5. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publishing House Pvt. Ltd.
6. EBY, Frederick: The Development of Modern Education N.J. Prentice Hall INC Engle Cliffs.

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

MEDEL-201C: Group C - Higher Education- Curriculum Construction

Course Outcomes

Students will be able to-

- Understand the theoretical perspectives of curriculum.
- Develop analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- Develop skills to design curriculum outline for a school programme.

UNIT I

- Curriculum - Nature, Meanings and Elements

- Types of Curriculum - Teacher centred, subject centred, Child centred, correlational, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.
- Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum
- Bases of curriculum - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement

UNIT II

- Steps of Curriculum Designing at Higher Education Level: -
- 9. Objectives of Education at Higher level.
- 10. Understanding learners at Higher level.
- 11. Selection & Organizations of learning experiences at Higher level.
- 12. Course content at Higher level.
- 13. Instructional Strategies Higher level.
- 14. Course material & Recourses Higher level.
- 15. Assessment & Evaluation Strategies Higher level.
- 16. Modification & Resetting of objectives Higher level.

UNIT III

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

UNIT IV

- Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach,

UNIT V

- Evaluation strategies of Curricular Goals, Methods & Content
- Basic features of UGC guidelines for Curriculum framing
- Comparison of Curriculum context of different Universities
- Development of a Module.

Suggested Readings

19. NCERT, New Delhi (2005) National Curriculum Framework – 2005
20. NCERT, New Delhi, Curriculum and Evaluation.
21. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
22. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
23. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
24. Hass G. & Parkay F. W. (1993). Curriculum Planning: A New Approach 6th Edition; United States of America.
25. [www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu.cae/files/media_assets/Howard.pdf)

26. www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design.aspx
27. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Holt, Rinehart & Winston Press.

MEDEL-202C: Group C - Higher Education- Policy Perspective & Problems

Course Outcomes

Students will be able to-

- Develop perception of the role and functions of a teacher as envisaged in the National Policy papers
- Familiarize with different projects and schemes at Higher Education level in Uttar Pradesh.
- Develop an understanding of the brief historical background of Indian Education with special reference to Higher Education.
- Develop an understanding of the objectives and scope of Higher Education.

UNIT I

- Nature and focus of Higher Education in India
- Historical Background of Higher Education in India - Ancient, Medieval, Pre & Post Independence period
- Aims & Objectives of Education at Higher Level

UNIT II

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

UNIT III

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

UNIT IV

- Privatization of Higher Education – Merits and Demerits
- Rashtriya Uchcha Shiksha Abhiyan (RUSA) - goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- Recommendations of Knowledge Commission
- Intellectual Property Rights

UNIT V

- Problems of Higher Education
- Emerging Quality issues in Higher Education with reference to Pedagogy, Teacher Training, and Capacity Building.

Suggested Readings

1. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
2. Brubacher-History and the problems of Education.
3. Chakraborty, Mohit-Modern Issues in Education New Delhi: Kanishka Publishers & Distributors.
4. Chaube, S.P. & Chaube, Akhilesh: Education in Ancient and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.
5. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publising House Pvt. Ltd.
6. EBY, Frederick: The Development of Modern Education N.J. Prentice Hall INC Engle Cliffs.
7. Frederick, Mayer-A History of Educational though, Ohio Charles Merrill Books Inc. 1966.
8. Good Harry, Teller James. A History of Western Education London. The Mac Millan company
9. Gupta & Pal- Great Education Allahabad. Kailash Pustak Prakashan Kaiyam Devi,
10. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha publications,.
11. Kabir, Hunayun-Education in New India, garage Allen & Union Ltd. Ruskin House Museum Street London.
12. Mukherjee, Kartick-Under development Educational policy & Planning, Asia Publishing Hour.
13. Mukherjee, Radha Kumud-Ancient Indian Education. (Brahmanic & Buddhist)New Delhi Cosmo publications, 1999
14. Mukherjee, S.N.-Education in India, Today and Tomorrow Baroda., Acharya Book Depot,
15. Munroe, Paul-Encyclopaedia of History of Education. (New updated Edition Vol. I,II,III,IV, Cosmo publications, New Delhi.
16. Naik, N.P.-The Education commission and after Bllied Publishers Private Limited.
17. Nuruallah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.
18. Oad, L.K-Current Issues in Education New Delhi.Young man & Co.
19. Pandey, R.S.-New Dimensions in Education Indian Publishers & Distributors New Delhi-110007
20. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discovery publishing House, -1998
21. Rusk R. Robert-The doctrines of the Great Educators. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,

22. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.
23. Sharma, R.N.-Indian Education into Millennium. Shubhi publications, New Delhi.
24. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,
25. Thakur, Devendra-New Education policy New Delhi; Deep & Deep Publications.

MEDVNC-201A/B/C/D/E/F/G/H

Along with Compulsory Yoga Education, each Student has to select one Activity from the following in each Semester:

1. Personality Development
2. Communicative English
3. Community Service
4. Village Tour
5. Literary Activities (Debate, Essay Writing etc.)
6. Cultural Activities
7. Awareness Campaign
8. Aesthetic Activities

SEMESTER III

MEDCC-301: Sociological Foundation of Education

Course Outcomes

Students will be able to-

- Develop adequate familiarity with social structure, class, caste and culture.
- Make a critical analysis of the social structure.
- Realize the value of Education as an instrument of social, political, economic and technological change.

UNIT I

- Sociology of Education - concept, nature, scope, functions of Sociology of Education Methods of Study; Difference between Educational Sociology and Sociology of Education
- Need for a sociological approach in Education.
- Education as social sub system - in relation to and interaction with other social institutions and sub systems as family, community, economy, political system, and religion.
- Social institutions and their role in attitude and value formation with reference to family, community, school and youth organizations

UNIT 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 and relevance

UNIT III

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

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; New York, 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.

MEDCC-302: Research in Education – Data Analysis & Report Writing

Course Outcomes

Students will be able to-

- Understand the tabular, graphical representation of data, measure of central tendency and variability, measure of relationship and normal distribution
- 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

Descriptive Statistics

- Measures of Central Tendency: Mean, Median and Mode- computation and uses
- Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and uses
- Measures of relationship: Percentiles and Percentile ranks- computation and Uses
- Normal Probability Curve – characteristics and uses

UNIT II

Descriptive Statistics

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

Inferential Statistics

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

UNIT IV

Inferential Statistics

- Non Parametric tests; Concept assumptions and uses in educational research
 - (I) Chi square test and null hypothesis

- (II) Sign test
- (III) Median test
- (IV) Kolmogorov-Smirnov test
- (V) Kruskal- Wallis test
- Computer programmes in data analysis-Excel and SPSS

UNIT V

Report Writing

- (a) Identification of a research topic: Sources and Need.
- (b) Review of related literature.
- (c) Rationale and need of the study.
- (d) Conceptual and operational definition of the terms.
- (e) Variables.
- (f) Research questions, aims, objectives and hypotheses.
- (h) Methodology, sample and tools.
- (i) Scope, limitations and delimitations.
- (j) Significance of the study.
- (k) Bibliography.
- (l) Time Frame.
- (m) Budget, if any
- (n) Chapterization

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. Mc Nemar, Q. *Psychological Statistics*, New York: Henry Holt & co.
8. Siegel, S. *Non Parametric Statistics for Behavioural Sciences*, New York: McGraw Hill
9. Tate, M.W. *Statistics in Education*, New York: McMillan Co.

MEDEL-301A: Group A - Elementary Education- Educational Management

Course Outcomes

Students will be able to-

- Understand the Concept of Management and Administration and differences between the two at Primary level

- Understand characteristics and difficulties of Primary Education
- Know the structure of Primary Education in India
- Analyze different institutions helping in policy making and rules for Primary Education.
- Understand role of Government and other institutions in financing Primary Education.

UNIT I

- Concept of Educational Management
- Concept of Educational Administration,
- Differences between the two,
- Theories of Management with latest techniques of Management at Primary level.

UNIT II

- Structure of Primary Education in India.
- Types of Primary Education Institutions -Government and private institutions
- Role of Government and self financing institutions in Primary Education

UNIT III

- Institutions of Primary Education in India.
- Role of these institutions in the development of Primary Education.
- Role of MHRD in Policy making regarding Primary Education and new policies

UNIT IV

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

UNIT V

- Problems of Primary Education in India,
- Financing Primary Education
- Efforts of institutions for Quality Control at Primary level.

Suggested Readings

1. Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
2. Agrawal, A. and Godbole, A. Shaikshik Prashasan, Prabandhan ewam Swasthya Shiksha, Alok Prakashan, 2009.
3. Craig, M.W.: Dynamics of Leadership, Bombay, Jaico Publishing House, 1985.

MEDEL-302A: Group A - Elementary Education- Measurement & Evaluation

Course Outcomes

Students will be able to-

- Understand the concepts of validity and reliability and how they relate to good assessments;
- Understand and be able to identify test item bias and best assessment practices;
- Construct well formulated instructional objectives
- Plan formal and informal assessments of student's understanding of content area knowledge based on instructional objectives;
- Design, construct, and evaluate assessment instruments

UNIT I

- Historical Background of Modern Testing
- Purpose of evaluation – diagnosis, prognosis, survey, guidance, testing etc
- Levels of Measurement
- Taxonomy of Educational Objectives

UNIT II

- Bloom's Taxonomy of Cognitive, Affective and Psychomotor domains.
- Non Standardized Test Techniques - Scale, Inventory, Observation Schedule, Interview Schedule, and Questionnaire,
- Criteria of a Good Test.

UNIT III

- Measurement of Intelligence: Intelligence Tests, Meaning types
- Measurement of personality, subjective, objectives, and projective techniques of personality assessment, their merits and limitations.
- Assessment of Affective Behaviour Outcomes.

UNIT IV

- Examination systems in India at elementary levels
- Evaluation of scholastic skills & Co-Scholastic abilities
- New Trends in Evaluation - CCE, Formative, Summative, Grading System, Marking System

UNIT V

- Test Construction: General Principles and procedural steps; precautions and common mistakes.
- Steps of Constructing Teacher Made Achievement Test,
- Steps of Standardizing Achievement Test
- Scaling – standard scores, T scores, C scores.

Suggested Readings

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.

4. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
5. Vernon, P.E. The Measurement of Abilities, London : University Press.
6. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
7. Payne, W.J. Educational Evaluation : New Jersey : Prentice Hall.
8. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.
9. Sax Gilbert. Principles of Educative measurements and Evaluation. California : Wadsworth Publishing Co. Inc.
10. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
11. Blood & Budd, W.C. Educational Measurement and Evaluation, New York : Harpen & Row.
12. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York : Dryden.
13. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
14. Nunnally, J.C. Tests and Measurements : Assessment and Predictions New York : Mc Graw Hill Book Co.
15. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
16. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York : Harcourt Brace Jovanovich Inc.
17. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
18. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.
19. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.
20. Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.
21. Ebel, R.L. Measuring Educational Achievement. New Jersey : Englewood Cliffs.
22. Guilford, J.P. Psychimatric Methods. New York : McGraw Hill Book Co.
23. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : England Cliffs.
24. Linquist, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.
25. Mchrens, W.A. & Lehman I.J. Measuement and Evaluation is Education and Psychology. New York: Holt Rinehart and Winston.
26. NCERT New Delhi. The concept of Evaluation in Education

27. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
28. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York : McGraw Hill.
29. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi : Oxford University Press.
30. Gerberick G.J. Measurement and Evaluation in the Modern School, New York : David McKay Co. Inc.

MEDEL-301B: Group B - Secondary Education- Educational Management

Course Outcomes

Students will be able to-

- Understand the Concept of Management and Administration and differences between the two at Secondary level
- Understand characteristics and difficulties of Secondary Education
- Know the structure of Secondary Education in India
- Analyze different institutions helping in policy making and rules for Secondary Education.
- Understand role of Government and other institutions in financing Secondary Education.

UNIT I

- Concept of Educational Management
- Concept of Educational Administration,
- Differences between the two,
- Theories of Management with latest techniques of Management at Secondary level.

UNIT II

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

UNIT III

- Institutions of Secondary Education in India – NCERT etc.
- Role of these institutions in the development of Secondary Education.
- Role of MHRD in Policy making regarding Secondary Education

UNIT IV

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

UNIT V

- Problems of Secondary Education in India,

- Financing Secondary Education
- Efforts of institutions for Quality Control at Secondary level.

Suggested Readings

1. Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
2. Agrawal, A. and Godbole, A. Shaikshik Prashasan, Prabandhan ewam Swasthya Shiksha, Alok Prakashan, 2009.
3. Craig, M.W.: Dynamics of Leadership, Bombay, Jaico Publishing House, 1985.

MEDEL-302B: Group B - Secondary Education- Measurement & Evaluation

Course Outcomes

Students will be able to-

- Understand the importance of Measurement & evaluation in education.
- Appreciate the need for continuous and comprehensive evaluation.
- Write educational objectives in behavioral terms.
- Construct and standardized achievement test
- Use elementary statistical techniques and interpret them.

UNIT I

- Definition and Meaning of Evaluation;
- Difference between Measurement, Assessment and Evaluation;
- Need for Continuous and Comprehensive Evaluation;
- Education as a Tri-polar Process.

UNIT II

- Meaning of Educational Objectives;
- Difference between Educational and Teaching Objectives
- Blooms' Taxonomy of Cognitive, Affective and Psychomotor domains
- Writing Objectives in Behavioral Terms

UNIT III

- Characteristics of tools of evaluation,
- Different Types of tools: Test, Scale, Inventory, Observation Schedule, Interview Schedule, and Questionnaire
- Different types of items

UNIT IV

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

UNIT V

- Test Construction: General Principles and procedural steps; precautions and common mistakes.
- Steps of Constructing Teacher Made Achievement Test,
- Steps of Standardizing Achievement Test
- Scaling – standard scores, T scores, C scores.

Suggested Readings

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York: Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York: Mc Graw Hill Book Co.
4. University Grants Commission: Report on Examination Reform – A plan of Action, New Delhi : UGC.
5. Vernon, P.E. The Measurement of Abilities, London: University Press.
6. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
7. Payne, W.J. Educational Evaluation: New Jersey : Prentice Hall.
8. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York: Harper & Row Publishers.
9. Sax Gilbert. Principles of Educative measurements and Evaluation. California: Wadsworth Publishing Co. Inc.
10. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
11. Blood & Budd, W.C. Educational Measurement and Evaluation, New York : Harpen & Row.
12. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York : Dryden.
13. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
14. Nunnally, J.C. Tests and Measurements: Assessment and Predictions New York: Mc Graw Hill Book Co.
15. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
16. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York: Harcourt Brace Jovanovich Inc.
17. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
18. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.

19. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.
20. Cronback, L.J. Essentials of Psychological Testing New York: Harper and Row Published.
21. Ebel, R.L. Measuring Educational Achievement. New Jersey: Englewood Cliffs.
22. Guilford, J.P. Psychimatric Methods. New York: McGraw Hill Book Co.
23. Helmstadter, G.C. Principles of Psychological measurement, New Jersey: England Cliffs.
24. Linquist, E.F. (ed) Educational Measurement Washington D.C.: American Council on Education.
25. Mchrens, W.A. & Lehman I.J. Measuement and Evaluation is Education and Psychology. New York: Holt Rinehart and Winston.
26. NCERT New Delhi. The concept of Evaluation in Education
27. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
28. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York: McGraw Hill.
29. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi: Oxford University Press.
30. Gerberick G.J. Measurement and Evaluation in the Modern School, New York: David McKay Co. Inc.

MEDEL-301C: Group C - Higher Education- Educational Management

Course Outcomes

Students will be able to-

- Understand the Concept of Management and Administration and differences between the two at Higher Education level
- Understand characteristics and difficulties of Higher Education
- Know the structure of Higher Education in India
- Analyze different institutions helping in policy making and rules for Higher Education.
- Understand role of Government and other institutions in financing Higher Education.

UNIT I

- Concept of Educational Management and Educational Administration, and Differences between the two,
- Theories of Management with latest techniques of Management at Higher level.

UNIT II

- Structure of Higher Education in India.
- Types of Higher Education Institutions –Fundamental Courses (Graduation, Post Graduation- Science, Arts, Commerce) and Vocational Courses (Engineering, Medical, Designing, Architecture etc)
- Role of Government and self financing institutions in Higher Education

UNIT III

- Institutions of Higher Education in India – AICTE, NCTE, MCI etc.
- Role of these institutions in the development of Higher Education.
- Role of MHRD in Policy making regarding Higher Education

UNIT IV

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

UNIT V

- Problems of Managing Higher Education in India,
- Efforts of institutions for Quality Control at Higher level.
- Financing Higher Education; Scholarships and Fellowships etc.

Suggested Readings

1. Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
2. Agrawal, A. and Godbole, A. Shaikshik Prashasan, Prabandhan ewam Swasthya Shiksha, Alok Prakashan, 2009.
3. Craig, M.W.: Dynamics of Leadership, Bombay, Jaico Publishing House, 1985.

MEDEL-302C: Group C - Higher Education- Measurement & Evaluation

Course Outcomes

Students will be able to-

- Know the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.
- Know and understand the existing models/types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
- Develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive aspects/domains.
- Understand and realise that the aims and objectives of measurement and evaluation in education is to not only help the students but to improve upon the existing educational programmes and procedures also.

UNIT I

- The Measurement and Evaluation Process: Concept, need, relevance and Scope
- Relation between measurement and evaluation
- Levels of measurement, Taxonomy of Educational objectives.
- Norm referenced and criterion referenced Test

UNIT II

- 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

- Writing of Test items: objective type, short answer/interpretive type, and essay type.
- Standardization of Measuring tools: major steps, item analysis
- Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Reliability, Norms.
- Limitations of test and measurement

UNIT IV

- Measurement of – Achievement, Aptitude, Intelligence, Attitude, Interest, skills, Personality and Values.
- Interpretation of scores on these tests.
- Examination System at Higher Level
- Recent Trends in Evaluation - Grading System, Question Bank, Formative, Summative, Continuous Comprehensive, Marking.

UNIT V

- Test Construction: General Principles and procedural steps; precautions and Common mistakes.
- Steps of Constructing Teacher Made Achievement Test,
- Steps of Standardizing Achievement Test
- Scaling – standard scores, T scores, C scores.

Suggested Readings

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
4. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
5. Vernon, P.E. The Measurement of Abilities, London : University Press.
6. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
7. Payne, W.J. Educational Evaluation: New Jersey : Prentice Hall.
8. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.
9. Sax Gilbert. Principles of Educative measurements and Evaluation. California: Wadsworth Publishing Co. Inc.

10. Egan, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
11. Blood & Budd, W.C. Educational Measurement and Evaluation, New York: Harpen & Row.
12. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York: Dryden.
13. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
14. Nunnally, J.C. Tests and Measurements: Assessment and Predictions New York: Mc Graw Hill Book Co.
15. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
16. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York: Harcourt Brace Jovanovich Inc.
17. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
18. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.
19. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York: David McKay Co.
20. Cronback, L.J. Essentials of Psychological Testing New York: Harper and Row Published.
21. Ebel, R.L. Measuring Educational Achievement. New Jersey: Englewood Cliffs.
22. Guilford, J.P. Psychometric Methods. New York: McGraw Hill Book Co.
23. Helmstadter, G.C. Principles of Psychological measurement, New Jersey: Englewood Cliffs.
24. Linquist, E.F. (ed) Educational Measurement Washington D.C.: American Council on Education.
25. Mchrens, W.A. & Lehman I.J. Measurement and Evaluation in Education and Psychology. New York: Holt Rinehart and Winston.
26. NCERT New Delhi. The concept of Evaluation in Education
27. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
28. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York: McGraw Hill.
29. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi: Oxford University Press.
30. Gerberick G.J. Measurement and Evaluation in the Modern School, New York: David McKay Co. Inc.

One month Internship, its report and viva

MEDIER-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 Compendium 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.

MEDIER-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.

MEDIER-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 programmes

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.

MEDIER-301D: Any MOOC

MEDVNC-301A/B/C/D/E/F/G/H

Along with Compulsory Yoga Education, each Student has to select one Activity from the following in each Semester:

1. Personality Development
2. Communicative English
3. Community Service
4. Village Tour
5. Literary Activities (Debate, Essay Writing etc.)
6. Cultural Activities
7. Awareness Campaign
8. Aesthetic Activities

SEMESTER IV

MEDCC-401: Sociological Foundation of Education – Education in Emerging India

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.
- Influence of education and political systems on each other.
- 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 and addressal

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,
- Educational planning- micro and macro approach.

- Population and resource,
- Planning and development of clean and green society.

UNIT IV

- Concerns and issues in education - education and democracy, constitutional provisions for education in India, education and nationalism, 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; New York, 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.

MEDEL-401A: Group A - Elementary Education- Teacher Education

Course Outcomes

Students will be able to-

- Understand the context, concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- Understand the development of elementary education in India since independence.
- Understand the relevance of strategies and programmes of UEE.
- Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.

UNIT I

- Teaching as a Profession: characteristic, features of teaching to be recognized as a profession, Hurdles and Drawbacks.
- Roles, responsibilities and accountability of teachers
- Preparation of professional personnel

- Teaching profession in Local, National and Global Perspective
- Teacher Education - Need, Concept, Aim and Scope

UNIT II

- Historical Background of Elementary Teacher Education in India
- Types of Teacher Education Programmes - In-Service, Pre-Service, Distance Education Programmes, Orientation and Refresher courses – their problems and limitations

UNIT III

- Agencies of Elementary Teacher Education: At International & National Level i.e. UNICEF, UNESCO, DIET etc.
- Models of Teaching (Concept Attainment, Inquiry Training, Inductive Thinking) & Teacher Education

UNIT IV

- Performance appraisal of teachers – issues and problems
- Inspection, Evaluation and Quality Assurance in Elementary Teacher Education
- Multi-dimensional Competency
- Teacher Behaviour & Behavioural Analysis

UNIT V

- Resource Management in Teacher Education
- Researches in the Area of Elementary Teacher Education
- Innovations in Elementary Teacher Education
- Recent Trends in Teacher Education - Competency based teacher education,
- Systems approach to teacher education and Community-centered approach to Teacher Education

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 effeciveness 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. Inc.

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

MEDEL-401B: Group B - Secondary Education- Teacher Education

Course Outcomes

Students will be able to-

- Understand the context, concept, objectives, rationale and challenges of Secondary Education
- Understand the development of Secondary education in India since independence.
- Develop an understanding of underlying principles of curriculum development and evaluation at Secondary stage
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- Understand the importance of teaching of language and mathematics at Secondary level.

UNIT I

- Teaching as a Profession: characteristic, features of teaching to be recognized as a profession, Hurdles and Drawbacks.
- Roles, responsibilities and accountability of teachers
- Preparation of professional personnel

- Teaching profession in Local, National and Global Perspective
- Teacher Education - Need, Concept, Aim and Scope

UNIT II

- Historical Background of Secondary Teacher Education in India
- Types of Teacher Education Programmes - In-Service, Pre-Service, Distance Education Programmes, Orientation and Refresher courses – their problems and limitations

UNIT III

- Agencies of Secondary Teacher Education: At International & National Level i.e. UNICEF, UNESCO, NCTE, NCERT, SCERT etc.
- Models of Teaching (Concept Attainment, Inquiry Training, Inductive Thinking) & Teacher Education

UNIT IV

- Performance appraisal of teachers – issues and problems
- Inspection, Evaluation and Quality Assurance in Secondary Teacher Education
- Multi-dimensional Competency
- Teacher Behaviour & Behavioural Analysis

UNIT V

- Resource Management in Teacher Education
- Researches in the Area of Secondary Teacher Education
- Innovations in Secondary Teacher Education
- Recent Trends in Teacher Education - Competency based teacher education, Systems approach to teacher education and Community-centered approach to Teacher Education

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 effeciveness 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. Inc.

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

MEDEL-401C: Group C - Higher Education- 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 make distinction between them.
- Know the essential competencies required in a teacher for effective transaction of the teaching – learning process and develop professional ethics and traits.
- Know 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.
- Understand the trends and problems of researches in the area of teacher education and take inspiration to undertake researches in this area.

UNIT I

- Teaching as a Profession: characteristic, features of teaching to be recognized as a profession, Hurdles and Drawbacks.
- Roles, responsibilities and accountability of teachers at Higher education level
- Preparation of professional personnel
- Teaching profession in Local, National and Global Perspective
- Teacher Education - Need, Concept, Aim and Scope

UNIT II

- Historical Background of Teacher Education at Higher level in India
- Types of Teacher Education Programmes - In-Service, Pre-Service, Distance Education Programmes, Orientation and Refresher courses at ASCs – their problems and limitations

UNIT III

- Agencies of Teacher Education: At International & National Level i.e. UNICEF, UNESCO, UGC, IASE, NCTE etc.
- Models of Teaching (Concept Attainment, Inquiry Training, Inductive Thinking) & Teacher Education

UNIT IV

- Performance appraisal of teachers at higher level – issues and problems
- Inspection, Evaluation and Quality Assurance in Teacher Education at higher level
- Multi-dimensional Competency
- Teacher Behaviour & Behavioural Analysis

UNIT V

- Resource Management in Teacher Education
- Researches in the Area of Teacher Education at Higher level
- Innovations in Teacher Education at Higher level
- Recent Trends in Teacher Education - Competency based teacher education,
- Systems approach to teacher education and Community-centered approach to Teacher Education

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

MEDEL-402A: Global Perspective in Education

Course Outcomes

Students will be able to-

- Independently and with empowerment take their place in an ever-changing, information-heavy, interconnected world
- Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- Enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- Communicate sensitively with people from a variety of backgrounds
- Work independently as well as part of a team, directing much of their own learning with the teacher as facilitator

- Consider important issues from personal, local/national and global perspectives and understand the links between them
- Critically assess the information available to them and make judgments
- Support judgments with lines of reasoning
- Have a sense of their own, active place in the world
- Empathize with the needs and rights of others

UNIT I

- Concept, nature and scope of Global perspective in Education
- Aims and Objectives of Global perspective in Education,
- Need and Importance of Global perspective in Education,
- Role of Global perspective in Teaching
- Millennium Goals in Education

UNIT II

- Models of educations in different developed and developing countries – USA, UK, Finland and India
- Gateways to instructional education, policies for online education, MOOC (Massive open online course), webinar, Cyber ethics, RTE, GATE, UNO, UNICEF, UGC, NITI Ayog.

UNIT III

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

UNIT IV

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

UNIT V

- Financing Pattern of education in different countries,
- Role of all the main stakeholders in financing education: governments, financial institutions, employers, trade unions and consumer groups,
- Economic development and financing of education,
- Mobilization of resources, Criteria of resource mobilization and resource utilization,
- Cost analysis in Education

Suggested Readings

1. Bell & Bell (2006). Education Policy and Social Class. Routledge Falmer.
2. Mathur S.S. (1990). Educational Administration and Management. The Indian Publications. India.

3. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi. 24
4. Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries. New Delhi.
5. Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NUEPA.
6. Alexander Robin (2000). Culture and Pedagogy: International Comparisons in Primary Education. Oxford. Blackwell.
7. Beauchamp Edward, R. (2003). Comparative Education Reader. New York. Routledge Falmer.
8. Bray, M (2003). Comparative Education: Continuing traditions. New Challenges and New Paradigms. London, Kluwere Academic Publishers.
9. Chabbott Colette (2003). Constructing education For Development: International Organizations and Education for All. New York. Routledge Falmer.
10. Trivedi P.R., Singh U.K. and Sudarshan K.N. (1994). Global Education: An Analysis. New Delhi. Commonwealth.
11. Watson Keith (2001). Doing Comparative Education Research: Issues and Problems. Oxford Symposium Books

MEDEL-402B: ICT Enabled Education

Course Outcomes

Students will be able to-

- Understand the key concepts and benefits of using ICT in Education.
- Effectively use ICT tools, software applications and digital resources
- Integrate ICT into teaching-learning and its evaluation
- Acquire, organize and create own digital resources
- Participate in the activities of teachers' networks
- Participate in the evaluation and selection of ICT resources
- Practice safe, ethical and legal ways of using ICT
- Use ICT for making classroom processes more inclusive and to address multiple learning abilities
- Recognize how to use the key features of a virtual learning environment

UNIT 1

- Information and Communication Technology: Meaning, Nature, Scope
- ICT enabled Education: Need and Importance, Various Applications
- Technology Convergence: Goal and Objectives, Genesis
- E-Learning : Concept, Significance, Emerging trends

UNIT II

- Web based Instruction : Concept, Features, Advantages
- Web based Instruction Design: ADDIE Model
- Social web utilities – Mail, blogs, wikis, online discussion forum
- Digital India Initiatives

UNIT III

- E- Content: Meaning Concept & Approach
- E- Libraries: Concept, benefits, Types
- Electronic Library System
- National Digital Library of India

UNIT IV

- Use of ICT in Research Process
- Use of ICT in Educational Evaluation
- ICT based Assessment Tools: iRubric, Socrative, ClassMarker, Mentimeter
- Evaluation of Open Educational Resources

UNIT V

- Ethical and Unethical Usage of ICT
- Cyber Crime: Concept, Types and Protection
- Plagiarism: Concept, Types, Plagiarism Checker Tools
- ICT in Educational Administration

Suggested Readings

1. Abdullahi, H. (2013). The Role of ICT in Teaching Science Education in Schools. *Journal of Educational and Social Research*.
2. Branch, R. M., & Kopcha, T. J. (2014). Instructional design models. In Handbook of research on educational communications and technology. Springer New York.
3. Brown, A. and Lloyd, M. (2010). SPECIAL ISSUE: Agency of information and communication technology (ICT) in enhancing teaching and scaffolding learning. *Journal of Learning Design*, 3(2).
4. Dangwal Kiran L.: (2004) Computers in Teaching and Learning: Shre Vinod Pustak Manir, Agra
5. Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Lucknow
6. Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra
7. Driscoll, M., Carliner, S. (2005) Advanced Web-Based Training : Adapting Real World Strategies in Your Online Learning, Pfeiffer.
8. Gustafson, K. L., & Branch, R. M. (2002). What is instructional design. *Trends and issues in instructional design and technology*.
9. Mason Robin & Frank R. (2006). E-learning - The key concepts. Routledge, New York.
10. Pathak, R.P. & Chaudhary, J (2012). Educational Technology, Pearson, New Delhi.
11. Richard Andrews & Caroline (2007). E-learning Research - A handbook of, SAGE New Delhi.
12. Sharma, R.N. & Chandra, S.S. (2003) Advanced Educational Technology, Atlantic Publications Distributor, New Delhi

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

MEDIRA-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.

MEDIRA-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 our 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 the teacher educator 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. Venkataiah, N. (1998) Value Education, New Delhi. APH.
3. Bull, N.J. (1969) Moral Education, London: Routledge & Kegan Paul.

MEDIRA-401C: Any MOOC or ODL Course

MEDVNC-401A/B/C/D/E/F/G/H

Along with Compulsory Yoga Education, each Student has to select one Activity from the following in each Semester:

1. Personality Development
2. Communicative English
3. Community Service
4. Village Tour
5. Literary Activities (Debate, Essay Writing etc.)

6. Cultural Activities
7. Awareness Campaign
8. Aesthetic Activities