

Syllabus

M.A. (Education)

w.e.f. 2017-18

**DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF HARYANA**

University Logo

University Logo is conceived with a globe at its centre surrounded by holy trinity of three arcs and at the bottom is a shloka taken from 'Neeti Shatkam' written by Bharti Hari.

The arc at the bottom depicts an open book and a Veena, symbolising University's commitment to meeting the quest for acquiring knowledge, learning, enlightenment and promoting art and culture.

The arc at the right depicts processes of science, technology and adventurism symbolising the University's commitment to promoting scientific progress and creating a culture of creativity, innovation and enquiring approach.

The arc at the left depicts nature symbolising University's commitment to promoting education inculcating respect for environment, ecology and living in harmony with nature.

The globe at the centre surrounded by the human chain and the pigeon flying above expresses University's belief that commitments represented by the trinity of three arcs shall lead to global peace, prosperity and human solidarity - the real spirit of education.

The shloka at the bottom conveys that 'education' is the unrivalled treasure of all.

Vision Statement

To develop enlightened citizenship for a knowledge society for peace and prosperity of individuals, nation and the larger world through promotion of innovation, creative endeavors and scholarly inquiry

Mission Statement

- To be a leading model by defining learning, teaching and discovery in a global, national and local context
- To strive to create a learning ambience with diverse cultural backgrounds and enhance student's acquisition of useful knowledge, skills and analytical abilities through innovative teaching and holistic learning environment
- To facilitate cutting edge research in emerging areas and expanding research in traditional areas
- To progressively expand in phases academic and research areas to be pursued by the University from time to time into their diversified focuses
- To focus on relevance, quality and excellence in each area and discipline of study that University is to pursue
- To develop partnership with international and national institutions and facilitate providing international linkages for contextual and cultural learning for both faculty and students

- To involve stakeholders including Government, Industry, Community and others in providing relevant and quality education
- To create and maintain highest level of integrity, ethics and values on Campus and ensure zero tolerance for lack of these core commitments

University Objectives

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology; and
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

Central University of Haryana

The Central University of Haryana, established by MHRD, under the Central Universities Act-

2009 (Act No. 25 of 2009) made a spirited beginning under the leadership of its sagacious and visionary founder Vice-Chancellor Prof. Mool Chand Sharma, from a rented building in Gurgaon as transit office and Narnaul B.Ed. college building as campus. It has now shifted to its Permanent Campus sprawling over 488 acres of land at Jant-Pali Villages, Mahendergarh district of Haryana. The University, fully funded by the UGC, is all set to emerge as a seat of great learning in the Southern Haryana under the leadership of its reverent and visionary Acting Vice-Chancellor Prof. U. P. Sinha. Being at the nascent stage of establishment, the University immediately after getting possession of the land at Jant-Pali, Mahendergarh acted through various empowered Committees and Groups to chart out the course of development. After duly considering the recommendations of various empowered committees the Executive Council of the University approved the road map for the first phase of development of the campus on the site at Jant-Pali, Mahendergarh. The first phase of development comprises the construction of boundary wall and a block of four buildings. The construction of boundary wall is complete and the four blocks are functional to run the academic programmes. These blocks host separate hostels for boys and girls, modest accommodation for faculty and other staff, academic wing with class rooms, seminar rooms, tutorial rooms, laboratories, libraries, conferencing facilities, etc. These buildings will be integrated as a part of hostel zone when the development of the Campus enters in the final phase. Marching ahead on the journey of promoting grassroot research and fruitful engagement with society many brainstorming sessions of idea generation are held. After comprehensive deliberations University has adopted “**Multidisciplinary Approach to Inclusive Education**” as motto.

DEPARTMENT OF EDUCATION

Department of Education is one of the oldest departments of studies of the University opened in the academic year 2010-11 by offering MA (Education) programme. The *Department of Education* is functioning under the School of Arts, Humanities and Social Sciences, the oldest & founding school of the University. This school started functioning during the academic year 2009-10 and right now have the following departments

- Department of Economics
- Department of Education**
- Department of History & Archaeology
- Department of Political Science
- Department of Psychology &
- Department of Sociology

Department of Education offers PG programme (MA-Education) of two years duration which are divided into four semesters & based on choice based credits system (CBCS). During the Academic Year 2014-15, department is offering research programme of M.Phil. (Education) and PhD (Education).

Course Structure for M. A. Education under Choice Based Credit System

Total Credit =96

Semester I

S.No.	Course code	Course title	L	T	P	Credit
1.	SAHS ED 01 101 C 3104	Philosophical Foundations of Education – I	3	1	0	4
2.	SAHS ED 01 102 C 3104	Sociological Foundations of Education – I	3	1	0	4
3.	SAHS ED 01 103 C 3104	Psychological Foundations of Education – I	3	1	0	4
4.	SAHS ED 01 104 C 3104	Research Methods in Education	3	1	0	4
5.	SAHS ED 01 105 C 3104	Life Skills in Education	3	1	0	4
6.		<i>To be taken from other department</i>				4
Total Credit =24						

Semester II

1.	SAHS ED 01 201 C 3104	Philosophical Foundations of Education – II	3	1	0	4
2.	SAHS ED 01 202 C 3104	Sociological Foundations of Education – II	3	1	0	4
3.	SAHS ED 01 203 C 3104	Psychological Foundations of Education – II	3	1	0	4
4.	SAHS ED 01 204 C 3104	Statistical Methods in Education	3	1	0	4
5.	SAHS ED 01 205 C 3104	Inclusive Education	3	1	0	4
6.	Any one of the following three courses		3	1	0	4
	SAHS ED 01 206 DCEC 3104	Education for Learner with Diverse Needs				
	SAHS ED 01 207 DCEC 3104	Environmental Education				
	SAHS ED 01 208 DCEC 3104	Professional Development of Teachers				
Total Credit =24						

Semester III

1.	SAHS ED 01 301 C 3104	Educational Technology	3	1	0	4
2.	SAHS ED 01 302 C 3104	Teacher Education	3	1	0	4
3.	SAHS ED 01 303 C 3104	Curriculum Development and Instruction	3	1	0	4
4.	SAHS ED 01 304 DCEC 0202	Seminar Paper (Compulsory)	0	2	0	2
5.	To be taken from other department					4
6.	Any one of the following two courses		3	1	0	4
	SAHS ED 01 305 DCEC 3104	Educational Administration and School Leadership				
	SAHS ED 01 306 DCEC 3104	Educational Guidance & Counselling				
	SAHS ED 01 307 DCEC 3104	Educational Administration, Management and leadership in School Education (MOOC)				
Total Credit =22						

Semester IV:

Skill Enhancement Elective Course (Compulsory and exclusively for Education students)

S.No.	Course code	Course title	L	T	P	Credit
1.	SAHS ED 01 401 C 0018	Dissertation	0	0	18	18
<i>Select any one group (two courses) from the following:</i>						
Group I	SAHS ED 01 402 C 3104	Gender, School and Society-I	3	1	0	4
	SAHS ED 01 403 C 3104	Gender, School and Society-II	3	1	0	4
Group II	SAHS ED 01 404 C 3104	Measurement and Evaluation in Education-I	3	1	0	4
	SAHS ED 01 405 C 3104	Measurement and Evaluation in Education-II	3	1	0	4
Group III	SAHS ED 01 406 C 3104	Educational Leadership, Planning and Management-I	3	1	0	4
	SAHS ED 01 407 C 3104	Educational Leadership, Planning and Management-II	3	1	0	4
	SAHS ED 01 408 C 0000	Self-Study Report (Non-Credit)	0	0	0	0
Total Ccredit =26						

List of Generic Elective Course (GEC) offered by the department to students of other departments Offered in Semester I

S.No.	Course code	Course title	L	T	P	Credit
Offered in Semester I						
1.	SAHS ED 01 101 GE 3104	Educational Management and Planning	3	1	0	4
2.	SAHS ED 01 102 GE 3104	Women Education	3	1	0	4
Offered in Semester III						
3.	SAHS ED 01 301 GE 3104	Life Skills Education	3	1	0	4
4.	SAHS ED 01 302 GE 2024	Yoga Education	2	0	2	4
5.	SAHS ED 01 303 GE 3104	Value and Peace Education	4	0	0	4

SEMESTER-I

COURSE-I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION- I COURSE

CODE: SAHS ED 010101C 4004

Credits 4

No. of Lectures: 48

Course Objectives: After studying of the course, students will be able to

- Understand the nature and scope of Philosophy of Education,
- Understand the different branches of Philosophy
- Appreciate the Western schools of Philosophy and its application in Education,
- Understand the contemporary philosophers and their contribution in Education

Unit-I: Education and Educational Philosophy

- Meaning, nature and importance of Educational Philosophy
- Relationship between Education and Philosophy
- Aims of Education in relation to Philosophy of life
- School Education and contemporary challenges in schools

Unit-II: Philosophical Domains

- Fundamental Philosophical Domains: Metaphysics, Epistemology and Axiology
- Meaning, types, sources and methods of acquiring valid knowledge
- Procedure of bridging the gap in the process of knowledge construction: school knowledge and out of school knowledge, theoretical knowledge and practical knowledge

Unit –III: Schools of Philosophy

- Idealism, Naturalism, Pragmatism and Existentialism with reference to knowledge, reality and value and its educational implications

Unit-IV: Contemporary Philosophers and their contribution in Education

- Educational philosophy of Paulo Friere and Ivan Illich
- Educational philosophy of Aurbindo
- Educational philosophy of Vivekanand

Transactional Strategies:

Lecture cum discussion, Study of biographies of personalities, Power Point presentations, library assignments, reading of related articles on education, etc.

Tasks & Assignments: Any one of the following :(10marks)

- Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic.
- Prepare a report on School Education and contemporary challenges in schools.
- Write a script on Educational philosophy of Paulo Friere /Ivan Illich / Aurbindo / Vivekanand.

Evaluation Strategies

Unit tests, project assignments and group discussions.

Recommended Books:

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
- Banerjee A.C. & Sharma S.R. (1999): Sociological and Philosophical issues in Education, Jaipur : Book Enclave.
- Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.
- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bross.
- Challenges of Education – A policy perspective, (1985) Ministry of Education, New Delhi. Govt. of India.
- Chaube, S.P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.

□ Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: VinodPustakMandir.

□ Gupta, Rainu (2011): *Philosophical, Sociological and Economic Bases of Education*, Ludhiana :Tondon Publications.

□ Govt. of India: Programme of Action-National policy on Education, Ministry of Human Resources Development, New Delhi, 1986

□ Joshi, K.L. (1977). *Problems of higher Education in India*. Bombay: Popular Prakashan.

□ Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.

□ Kneller, G.F. (1993). *Foundation of Education*, New York: John Wiley & Sons, Inc.

□ Kneller, John F. (1978), *Contemporary Educational Theory*. John Wiley and Sons.

□ K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education*. New Jersey: Prentice Hall.

□ Max Muller F. (1956). *The six systems of Indian Philosophy*. Calcutta: Sushil Gupta.

□ McChellan, J.E. (1976). *Philosophy of Education*. New Jersey: Prentice Hall.

□ Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston: HoughtonMifflin.

□ Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications.

□ O'Connor, J. (1995). *An introduction to Philosophy of Education*. Agra: VinodPustakMandir.

□ Pandey, R.S. (2013). *Education in Emerging Indian Society*. Agra: Aggarwal Publications.

□ Pandey, R.S. (1997) : *East West Thoughts on Education*, Allahabad : Horizon Publishers.

□ Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: Vinod Pustak Mandir.

□ Part Joe (1963). *Selected readings in the Philosophy of Education*. New York: McMillan.

□ Paulo Freire (1996) *Pedagogy of the Oppressed*, Penguin Books.

□ Sodhi T.S. & Suri A. (1998) : *Philosophical and Sociological Foundation of Education*, Patiala : Bawa Publications.

□ Taneja, V.R. (2005). *Foundation of Education*, Chandigarh: Abhishek Publishers.

□ Walia, J.A. (2011): *Philosophical, Sociological and Economic Bases of Education*, Jalandhar: Ahim Paul Publishers.

□ Walia, J.A. (2011): *Modern Indian Education and its Problems*, Paul Publishers, Gopal Nagar, Jullundhur City.

□ ओड, एल के (1990) शिक्षा के दार्शनिक एवं समाजशास्त्रीय भूमिका, मैकमिलन, नई दिल्ली।

□ पाण्डेय आर.एस. (1988) शिक्षा दर्शन, विनोद पुस्तक मंदिर, आगरा (उ.प्र.)।

□ रस्क आर.एस. (1990) शिक्षा के दार्शनिक आधार-राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।

□ पाण्डेय, दुर्गादत्त (1995) चिंतन के विविध आयाम, प्रमानिक पब्लिकेशन्स, इलाहाबाद (उ.प्र.)।

□ डागर, बी.एस. (1988) मूल्य शिक्षा, हरियाणा हिंदी ग्रंथ अकादमी, चण्डीगढ़।

□ ब्रूबेकर जे.एस. (1969) मार्डन फिलासफीज ऑफ एजूकेशन, मैक ग्रा हिल पब्लिशिंग हाउस, नई दिल्ली।

□ हार्न.एच.एस. (1980) डेमोक्रेटिक फिलासाफी ऑफ एजूकेशन, मैकमिलन न्यूयार्क।

□ रेमण्ट (1982) प्रिन्सपल्स ऑफ एजूकेशन लांगमैन ग्रीन, लंदन।

□ ज्ञा, नगेंद्र (1990) वैदिक शिक्षा पद्धति और आधुनिक शिक्षा पद्धति, वेंकटेश प्रकाशन, नई दिल्ली।

□ मिश्र भास्कर (1988) वैदिक शिक्षा मिमांसा महर्षि संदीपनी वेद विद्या प्रतिष्ठान, उज्जैन।

COURSE-II
SOCIOLOGICAL FOUNDATIONS OF EDUCATION-I
COURSE CODE: SAHS ED 010102 C 4004

Credits 4

No. of Lectures: 48

Course Objectives: To enable the students to understand about the

- Culture of India and role of education to make a composite culture,
- Different agencies of socialization and their impact on education,
- Need and importance of national integration and international understanding,
- Role of education in economic development
- Role of education for SCs, STs and Minorities
- Concept of Human Rights and role of education to check the violation of human rights

Unit-I: Education and Culture

- Concept of Culture and Multi-culturism
- Cultural determinants of education
- Role of education in transmission of cultural heritage
- Agencies of Socialization—Family, Peer group, Community, school
- Mass Media and its impact on education and society

Unit-II: Education and Development: Contemporary issues

- Education for National and Emotional Integration
- Education for International Understanding
- Education and Economic Development Impact of LPG on education.
- ICT and Cyber space – Impact on the Indian Youth

Unit-III: Education for Inclusion

- Education for Socially and Economically disadvantaged sections of the society with special reference to SCs, STs, Differently-abled, Dalits, Women, Rural population and Minorities
- Concept of Equality and educational opportunities in the country
- Education and women empowerment
- Inclusion through Sarv Shiksha Abhiyan (SSA) and RTE Act, 2009.

Unit-IV: Human Rights

- Human Rights and child rights- definition and background
- Violation of Human rights, child rights and role of education in promotion and protection
- Concept of inclusive education, inclusive school and classroom

Transactional Strategies:

Lecture cum discussion, Power Point presentations, library assignments, reading of related articles on education, etc.,

Tasks & Assignments: Any one of the following :(10marks)

- Identify the place of violation of child rights and try to identify causes and suggest solutions.
- Prepare a report on implementation of RTE Act, 2009 in nearby school and presentation in a seminar.
- Prepare a case study on inclusive school and classroom from any school and presentation in a seminar.
- Assignments based on self-study on status of various schemes in government schools for socially and economically disadvantaged sections and presentation in a seminar.

Evaluation Strategies

Unit tests, project assignments and group discussions.

Recommended Books:

- Adishesiah, W.T.V. &. Pavanasam.R. (1974).*Sociology in Theory and Practice*, New Delhi: Santhi Publishers.

- Barry, H. & Johnson, L.V. (1964). *Classroom Group behaviour: Group Dynamics in Education*. New York: John Wiley & Sons.
- Bhattacharya, S. (1996): *Sociological Foundation of Education*. New Delhi: Atlantic Publishers and Distribution.

- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Cook L, A. & Cook, E. (1970). *Sociological Approach to Education*. New York, McGraw Hill.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin.
- Dewey John (1940). *Democracy & Education*. New York: Mac Millan.
- D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
 - J.A. Walia, (2011): *Modern Indian Education and its Problems*, Paul Publishers, Gopal Nagar, Jullundhur City.
- Jayaram, (1990). *Sociology of Education*, New Delhi: Rawat.
- Kneller, George F., *Foundations of Education*, John Willey and Sons, 1978 .
- Mathur S.S., (2008): *A Sociological approach to Indian Education*, Agra : Vinod Pustak Mandir.

- Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian education*, New Delhi: Kanishka Publishers.
- Mohanty J. (1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers.
- Ruhela S.P. (1970) *Sociological Foundation of Education in Contemporary India*, Dhanpat Rai, Delhi.

- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.
- Swift, D. F. (1970). *Basic Readings in the Sociology of Education*, London: Routledge and Kegan Paul.
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PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I

COURSE CODE: SAHS ED 010103 C 4004

Credits 4

No. of Lectures: 48

Course Objectives: After studying of the course, students will be able to

- understand the relationship between Educational and Psychology,
- visualise multiple dimensions and stages of learner's development and their implications on learning,
- compare the cognitive, emotional, behavioural difficulties of children and adolescents,
- critically analyse the process of learning from the point of view of Cognitive Psychology and the implications of constructivist learning
- apply the motivation theories in classroom learning
- demonstrate emotional intelligence in various arenas of life.

Unit-I: Conceptual Framework of Educational Psychology

- Educational Psychology: Concept, scope and significance
- Methods of Educational Psychology: Experimental, case-study and observation
- Significance of educational psychology in terms of the learners, teachers, teaching learning process and school effectiveness.

Unit-II: Understanding the Learners and their Development

- Growth and Development: Principles and Stages
 - Cognitive, Social, Moral and Emotional Development in different stages
 - Psychological Development theories with educational implications:
Erikson's theory, Marcia's Identity status theory
 - Development of Moral Reasoning – J Kohlberg and Gillman theory
 - Cognitive Development: Piaget and Vygotsky theory

Unit-III: Motivation

- Motivation: Concept, types and strategies
- Essential Ingredients to Motivation: Value and Expectancy
- Theories of Motivation: Self Efficacy Theory of Bandura, Murray's Taxonomy of needs, Maslow's Hierarchy of Needs
 - Conducive class room climate for motivating and meeting the needs of students
- Transfer of Learning or Training: Principles and types

Unit-IV: Intelligence

- Concept, nature and factors affecting Intelligence
- Theories of Intelligence-Charles Spearman-Two Factor theory, Louis Thurston-Primary Mental Ability theory, Howard Gardner-Multiple Intelligence theory
- Measurement of Intelligence: verbal, non-verbal and performance tests
- Emotional Intelligence: Concept and significance

Transaction Mode

Lecture, Collaborative group work in school (Interview of teachers, Classroom Observation), Role play, presentation, Movie screening, Problem Based Learning

Assignments/ Field work/Practical (any one of following)

1. Visit a school to study the psychological environment of the school; and prepare a report based on your observations and experiences.
2. Write a story using applications of Maslow theory, Comparative analysis of theories of transfer of learning, Book reading of motivational book.

3. Case study of contextual challenges of adolescents
4. Develop a drama script on the applications of Identity status theories
5. Brainstorming session on intelligence and emotional intelligence
6. One term paper and three abstracts of articles published in some Educational Standard Journals

Recommended Books:

- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et al. (1983). *Introduction to Psychology*. New York: Harcourt Brace Jovanovich Inc.
- Anastasi (1990). A.: *Psychological Testing*, New York: MacMillan Co.
- Barbara M Newman & Philip R Newman (2007). *Theories of Human Development*, Lawrence Erlbaum Associates, Inc.
- Brysbaert, M., & Rastle, K. (2013). *Historical and conceptual issues in psychology* (2nd ed.). Harlow: Pearson.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Buss D. M. & Larsen R.J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Corr, P.J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge: Cambridge University Press.
- Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
- Fernald, L.D. & Fernald P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Hurlock, E.B. (1997) *Child Development*. Tata McGraw Hills.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
- Klausmeier, Herbert J. (1985). *Educational Psychology*. New York: Harper and Row, Pub.
- Morris E. Eson, (1972). *Psychological Foundation of Education*. New York: Holt, Rinehart.
- Nye, D. Robert. 1996. *Three Psychologies: perspectives from Freud, Skinner, and Rogers*. International Thomson Publishing Company, New Paltz.

COURSE-IV

RESEARCH METHODS IN EDUCATION- I

COURSE CODE: SAHS ED 010104 C 4004

Credits:4

No. of lectures:48

Course Objectives: After studying of the course, students will be able to

- Describe the nature, scope, and types of research in education
- Understand the process of identification of a Research Problem
- Explain the characteristics, types and formulation of Hypothesis
- Understand the significance of review of related literature, identify the sources of review of related research and conduct literature search.
- Develop the capability to prepare a research proposal
- Know about and critically study the various types of Research

- Meaning, need and importance of Research
- Types of research: Fundamental, Applied and Action Research
- Scientific research: Steps of scientific research,
- Concept and scope of Educational research
- Emerging trends in Educational research

Unit-II: Formulating Research Problems

- Identification of Research problem
- Delineating and Operationalizing Variables
- Review of related literature
- Hypothesis: Characteristics, types and formulation
- Preparation of research proposal

Unit-III: Sampling

- Concept of Population and Sample
- Sampling techniques
- Characteristics of a good sample
- Sampling Error

Unit-IV: Types of Research

- Descriptive Research
- Experimental Research
- Historical Research
- Case Study

Transaction Mode: Lecture, Symposium, Workshop, Panel Discussion, Discussion, Problem solving, self study

Sessional /Practicum/Field work (Any one of the following) :

1. Review of two research papers published in refereed international journals, one quantitative and the other qualitative focussing on the difference in research methodology and sampling
2. Conduct a study of research papers to have a familiarity with the process of identification of problem, framing of hypothesis, significance of reviewing related literature and research methodology and on the basis of the study prepare a concept paper on the above themes.
3. Develop a research proposal for M.Ed. Dissertation and its seminar presentation.
4. Prepare a paper interpreting graphical representation of data given in an official research document like National Sample Survey Organization (NSSO) database, Human Development Reports, Census report, Economic Surveys etc.

Recommended Books

- Bailey, K.D. (1982). Methods of Social Research. New York: The Free Press.
- Best J.W. & Kahn, J.V. (2008). Research in Education. New Delhi: Pearson Education.
- Borg, W.R. and Gall, M.D. (1983). Educational Research: An Introduction. New York: Longman.
- Bryman, A and Duncan C.(1990). Qualitative Data Analysis for Social Scientists.London: Routledge.
- Buch (Ed) :Surveys of Education. Nos. 1,2,3,& 4, New Delhi: NCERT.
- Encyclopaedias of Education Research, (1990) New York: McMillan.
- Kerlinger, F.N. (2010). Foundation of Behavioural Research. New Delhi: Surjeet Publication.
- Koul, Lokesh,(2002). Methodology of Educational Research. New Delhi: Vikas Publication
- McMillan, J.H. (2003). Educational Research: Fundamentals for the consumer. Boston: Allyn& Bacon.14

- Miller, D.C. & Salkind, N.J. (2002) handbook of Research Design and Social Measurement, Sage Publications, London.
- Smith, M.L. & Glass, G.V. (1987). Research and Evaluation in Education and the Social Sciences. NJ: Prentice Hall.
- Springer, K. (2009) Educational Research: A contextual approach. United Kingdom: John Wiley and Sons.
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
- Van Dalen, D.B. (1973). Understanding Educational Research; An Introduction, New York: McGraw Hill.

Life Skills in Education
Course code- SAHS ED 010105 C 4004

Credits-4

No. of Lectures-48

Course Objectives: After studying the course, the students will be able to-

- To understand the concept of life skills and its evolution.
- To recognize and analyse the importance of life skills education by studying the reports of international organizations and committees.
- To understand the thinking skills and coping skills and subsequently will be able to design activities to develop thinking skills and coping skills.

Unit 1: INTRODUCTION and EVOLUTION OF THE CONCEPT OF LIFE SKILLS

- Definition and Importance of Life Skills
- Genesis of the Concept
- UN Inter-Agency Meeting
- Hamburg Declaration
- Quality Education and Life Skills: Dakar Framework
- Life Skills Education in the Indian Context

Unit 2: THINKING SKILLS

- Thinking
 - Nature, Elements of Thought
 - Types of Thinking
- Creative and Critical Thinking
- Problem Solving
 - Definition, Steps in Problem Solving
 - Factors Influencing Problem Solving
- Decision Making
 - Definition, Process, Need
 - Consequences, Models of Decision Making
 - Goal Setting

Unit 3: COPING SKILLS

- Coping with Emotions
 - Definition, Characteristics, Types of emotions
 - Causes and effects of different emotions
 - Strategies of coping with emotions
 - Strategies to develop skills of managing emotions: Classroom discussion; Brainstorming; Role-plays, Audio and visual activities e.g Arts, Music, Theatre, Dance; Case Studies, Storytelling, Debates
- Coping with Stress
 - Definition, Stressors
 - Sources of Stress
 - The General Adaptive Syndrome Model of Stress
 - Coping Strategies

Unit 4: Unit 4:

SOCIAL SKILLS AND NEGOTIATION SKILLS

- Introduction Life Skills: Generic, Problem Specific and Area Specific Skills
- Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self Awareness: Johari Window, SWOT Analysis
- Empathy - Sympathy, Empathy & Altruism
- Effective Communication - Definition, Functions, Models, Barriers
- Interpersonal Relationship - Definition, Factors affecting Relationships

PROJECT WORK

Under Life Skills Project the students are expected to design activities to develop the following ten life skills.

1. Self-Awareness 2. Empathy 3. Problem Solving 4. Decision Making 5. Effective Communication 6. Interpersonal Relationships / Friendships 7. Creative Thinking 8. Critical Thinking 9. Coping with Emotions and 10. Coping with Stress.

The Thinking skills and coping skills will be demonstrated through Role-plays, Arts, Music, Theatre, Dance, Storytelling, Debates etc. on diverse issues in the form of workshops.

Transaction Mode

Lecture Method, Activity based Method, Survey Method, Cooperative Learning

Prescribed Books:

1. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.

2. Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA

3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for Living Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.

4. Hockenbury (2010). Discovering Psychology, Worth Publishers. New York

5. Jane S Halonen, John W. Santrock, (2009), Psychology: Context & Application, McGraw-Hill Companies Inc., Third Edition, USA

6. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

7. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62
- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.

- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
- Kumar .J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd
- Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
- Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.
- Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review
- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi
- Tull, M., Post Traumatic Stress (PTSD), How to Monitor Your Emotions and Increase Emotional Awareness <http://ptsd.about.com/> Accessed 30/01/2010.
- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from:
<http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf> ·
- Life Skills Based Education. (2011). Wikipedia. Retrieved from:
http://en.wikipedia.org/wiki/Life_skills-based_education ·
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from:
http://www.cbse.nic.in/cce/life_skills_cce.pdf ·
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from:
<http://www.nied.edu.na/publications>

GENERIC ELECTIVE COURSE
Educational Management and Planning
SAHS ED 010101 GE 4004

Credits 4

No. of lectures: 48

Course Objectives: After studying the course, students will be able to

- Understand the basic concepts of Educational Administration
- Understand the various Constitutional and Legal Framework related with Education
- Understand the Institutional Mechanism for Educational Planning and Administration in India
- Understand the Role and Functions of Various Government Agencies in Education
- Understand the Current/ Emerging Issues in Educational Administration

Unit-I: Basic Concepts

- Meaning and Nature of Educational Management
- Scope of Educational Management

Unit-II: Performance and Resource Management in Educational Institutions

- Monitoring of school performance
- Performance appraisal of the teachers.
- Financial and administrative management of educational institutions.
- Nature and characteristics of resource available in education.
- Need for resource management in education.
- Material resources.

Unit III- Educational Planning

- Concept of Educational Planning
- Need and importance of Educational Planning
- Process of Educational Planning
- Educational Planning in India: Agencies and Process
- Education under Five Year Plans in India
- Appraisal of Educational Planning in India

Unit-IV: Institutional Mechanism for Educational Planning and Administration in India

- Role and Functions of Department of Culture and Education of the Union Ministry of Human Resource Development
- Role and Functions of Department of Education in States with special reference to Haryana
- Role and Functions of University Grants Commission
- Role and Functions of Technical Bodies such as NUEPA, CABE, NCERT, NCTE, SCERTs

Transaction Mode

Lecture Method, Activity based Method, Survey Method, Cooperative Learning

Assignment/Field Work/Practicum

: Institutional Based Activities, Presentations, text book Review

Suggested Readings:

- Aggarwal, D.D. (2007). Educational Administration in India. ISBN: 8176257729. www.easternbookcorporation.com/moreinfo
- Batra, Sunil (2003). From School Inspection to School Support. .
- Cambollell, R.F. and Gregg, R.T. (ed.) (1957). Administrative Behaviour in Education. Harpar
- Gupta, L.D. (1983). Educational Administration at College Level. New Delhi: Oxford and IBH.
- Kaufman, Herman, Watters (eds.) (1996). Educational Planning: Strategic Tactical Operational. Tecnomic.

- Less Bell & Howard Stevenson (2006). Education Policy: Process, Themes and Importance. Routledge
- Momahan, G. and Harbert, H.R. (1982). Contemporary Educational Administration. New York: Macmillan Publishing .
- NwankwoJohm I, (1982). Educational Administration (Theory and Practice) New Delhi: Vikas Publishing House
- Tilak, J.B.G. (1992). Educational Planning at Grassroots. New Delhi: Ashish Publications
 - HkVukxj] lqjs'k ¼1998½ 'kSf{k d çca/ku vkSj f'k{k dh leL;k;sa] vkj- yky cqd fMiks] esjB ¼m-ç-½
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GENERIC ELECTIVE COURSE

Women Education

Course Code: SAHS ED 010102 GE 4004

Credits-4

No. of lectures 48

OBJECTIVES: After studying the course, students would be able to:

- explore intersections between gender and education
- (de)constructing and reinforcing of genders (via schooling)
- Implications for teaching, society, and social justice, as well as relationships among different cultural categories
- Critical reassessment of own socialisation process to become sensitive to the life-worlds of learners coming from diverse contexts

COURSE CONTENTS

UNIT-I Social construction of gender: Socialization

- Gender, sex, patriarchy and feminism
- Gender identity; the media, gender roles and stereotypes; class, caste,
- community and gender relations

UNIT-II Gender and Schooling – Education for gender equity

- Case studies of interventions in school education
- Reflections from the field and strategies for change

UNIT-III Theories on Gender and Education: Application in the Indian Context

- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

Unit IV Gender Issues in curriculum

- Construction of gender in curriculum framework since Independence: An analysis
- Gender and the hidden curriculum
- Teacher as an agent of change

Method of teaching: Lecture, debate, documentary screening, field visit, role play, Problem based learning

Assignment/Field work/Practicum

- Preparation of tools to analyse reflection of gender in curriculum
- Preparation of checklist to map classroom processes in all types of schools
- Field visits to schools, to observe the schooling processes from a gender perspective.
 - Preparing analytical report on portrayal of women in print and electronic media
 - Project on analysing the institution of the family
 - Marriage, reproduction
 - Sexual division of labour and resources
- Debates and discussions on violation of rights of girls and women
- Analysis of video clipping on portrayal of women in media
- Collection of folklores reflecting socialisation processes
- One term paper and three abstracts of articles published in some Educational Standard Journal

Recommended Books

- Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications

- Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME
- Ruhela, S. (1988). Understanding the Indian Women Today; Delhi: Indian Publishers Distributors
- Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House
- Batra, G.S. and Dangwal, R.C. (eds), Globalisation and Liberalisation: New Developments, Deep & Deep, New Delhi, 2004.
- Boserup, E. Women's Role in Economic Development, St. Martin Press, New York, U.S.A., 1970.
- Govt of India, Blue Print of Action Points and National Plan of Action for Women, 1976, Department of Social Welfare, New Delhi.
- Govt of India, National Policy of Education, Deptt. Of Education, Ministry of Human Resource Development, 1986, New Delhi.
- Govt of India, Shramshakti: Report of the National Commission on Self-Employed Women and Women in the Informal Sector, New Delhi, 1988.
- Govt. of India, Five Year Plans (1st to 10th), Planning Commission, New Delhi.
- Gupte, Shakuntla, Women Development in India, Anmol Pub, New Delhi, 2005.
- Handbook of Policy and Related Documents on Women in India, National Institute of Public Co-operation and Child development, New Delhi, 1988.
- Mathu, Anuradha (ed) Facets of Women's Development, Kalpaz Pub, Delhi, 2006.
- National Perspective Plan for Women, 1988-2000, Department of Women and Child Development, Ministry of HRD, New Delhi, 1988.
- Report on Gender and Poverty—Published by the World Bank, 1990.
- Sahoo, R.K., Tripathy, S.N., Self Help Groups and Women's Empowerment, Anmol Publications, New Delhi, 2006.
- South Asia Human Development Reports 2000 and 2004, Mahbub ul Haq Human Development Centre.
- UNDP Human Development Reports, 1995-2005.
- Adler, Nancy, Jand Dafna, N, Izrael, (eds), Women in Management Worldwide, M.F. Sharpe Inc, New York, 1989.
- Breaking through the Glass Ceiling: Women in Management, ILO, Geneva, update 2004.
- Cooper, Cary, Land Davidson, Marilyn, Women in Management, Heinemann, 1984.
- Henning, M, and Jar dim, A, The Managerial Women, Pan Books, London, 1977. Powell, Gary N, Women and Men in Management, Sage Publication

SEMESTER-II

COURSE-I
PHILOSOPHICAL FOUNDATIONS OF EDUCATION-II
COURSECODE: SAHS ED 01 02 01 C4004

Credits 4

No. of Lectures: 48

Course Objectives: To enable the students to understand about the

- Meaning, types and different functions of Education,
- Significances of different agencies of Education,
- Impact of Philosophy on Education,
- Indian Philosophies with special reference to their Educational Implications,
- Contribution of Indian and Western Educational Thoughts

Unit-I Education and Philosophy

- Education: Meaning, Nature and Process
- Types of Education: Formal, Informal and Non-formal Education
- Agencies of Education and their functions
- Impact of Philosophy on Education and vice-versa

Unit-Indian Schools of Philosophy and Education

Study of following schools of thoughts and Educational Implications:

- Sankhya, Vedanta and Nyaya
- Buddhism and Jainism
- Islam and Sikhism

Unit-III Modern Indian Educational Thinkers and contribution in education

- Philosophy of Rabindranath Tagore
- Philosophy of Mahatma Gandhi,
- Philosophy of S.Radhakrishnan,
- Philosophy of J. Krishnamurti

Unit-IV Western Educational Thinkers and contribution in education

- Rousseau,
- Frobel,
- Montessori
- Dewey

Transactional Strategies:

Lecture cum discussion, Study of biographies of personalities and films on them and their works followed by discussions, Power Point presentations, library assignments, reading of related articles on education, etc.,films/documentary on Bhagwadgeeta

Tasks & Assignments: Any one of the following :(10marks)

- Write a script on Educational development in ancient India after classroom discussion on the script.
- Write about contribution on education by Rabindranath Tagore / Mahatma Gandhi/S.Radhakrishnan / J. Krishnamurti
- Identify the different agencies of education and explain them briefly.

Evaluation Strategies

Unit tests, project assignments and group discussions.

Recommended Books:

- Agrawal J.C. (2003). *Philosophical and Sociological perspectives on Educations*, New Delhi: Shipra Publications.
- Banerjee A.C. & Sharma S.R. (1999): *Sociological and Philosophical issues in Education*, Jaipur : Book Enclave.
- Bhaum, Archia-I (1962). *Philosophy, An Introduction*. Bombay: Asia Publishing House.
- Bhattacharya and Srinivas (1977); *Society and Education*, Calcutta: Academic Publication.

- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Brubacher, John S (1962). *Eclectic Philosophy of Education*. New Jersey: Prentice Hall, Englewood Cliffs.
- Butler, J.D. (1969). *Four Philosophies*. New York, Harper and Bross.
 - Chaube, S.P. (2007). *Foundations of Education*, New Delhi: Vikas Publishing House.

- Chube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: VinodPustakMandir.
- Durant, Will (1955). *The story of Philosophy*. London: Eastern Boon.
 - Gupta, Rainu (2011): *Philosophical, Sociological and Economic Bases of Education*, Ludhiana :Tondon Publications.
 - Gupta, Rainu (2012): *Shiksha Ke Darshnik, Samajshastriya aur Arthik Adhar*, Tondon Publications, Ludhiana.
 - J.A. Walia, (2011): *Philosophical, Sociological and Economic Bases of Education*, Jalandhar: Ahim Paul Publishers.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.
- Kneller, John F. (1978), *Contemporary Educational Theory*. John Wiley and Sons.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education*. New Jersey: Prentice Hall.
- Max Muller F. (1956). *The six systems of Indian Philosophy*. Calcutta: Sushil Gupta.
- McChelellan, J.E. (1976). *Philosophy of Education*. New Jersey: Prentice Hall.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Boston: HoughtonMifflin.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications.
- Navratham R. (1958): *New frontiers in east-west Philosophies of Education* Orient, Bombay.
- O'Connor, J. (1995). *An introduction to Philosophy of Education*. Agra: VinodPustakMandir.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: VinodPustakMandir.
- Part Joe (1963). *Selected readings in the Philosophy of Education*. New York: Mac Millan.
- Sodhi T.S. & Suri A. (1998) : *Philosophical and Sociological Foundation of Education*, Patiala : Bawa Publications
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- ik.Ms; vkj-,l- ¼1988½ f'k {kk n'kZu] fouksn iqLrd eafnj] vkxjk ¼4m-ç-½A
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- Mxkj]ch-,l- ¼1988½ ewY; f'k {kk] gfj;k.kk fganh xzaFk vdkneh] p.Mhx<A
- czwcdj ts-,l- ¼1969½ ekMZu fQyklQht vkWQ ,twds'ku] eSd xzk fgy ifCyf'kax gkml] ubZ fnYyhA
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of Education. New York: McMillan

COURSE-II
SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II
COURSECODE: SAHS ED 01 02 02 C 4004

Credits 4

No. of Lectures: 48

Course Objectives: After studying of the course, students will be able to

- understand the meaning and nature of educational sociology and sociology of Education,
- understand the relationship between Education and sociology,
- appreciate the Indian society and its structure,
- understand the importance of Globalization and privatization in Education.
- analyses the factors of social change.

Unit-I: Concept of Educational Sociology and Sociology of Education

- Concept of Educational Sociology and its functions
- Relationship of Sociology and Education
- Education as a socially contrived system influenced by social, cultural, political, economical and technological factors

Unit-II: Education and Society

- Agencies of education and their relationship
- Social purpose of education, school-community relationship
- Education as related to social stratification and social mobility

Unit-III: Education as a means of social change

- Social change: its meaning and concept and determinants of social change
- Constraints on social change in India: Caste, Class, Religion, Language, Regionalism and Ethnicity.
- Education as an instrument of social change and socialization

Unit-IV: Education and current issues

- Education for Secularism and Democracy
- Modernization and Education
- Globalization and Privatization of Education and impacts on Indian Society

Transactional Strategies:

Lecture cum discussion, Power Point presentations, library assignments, reading of related articles on education, etc.

Tasks & Assignments: Any one of the following :(10marks)

- Students will be required to submit a long essay of 5000 – 7000 on Education and current issues.
- Prepare a report on school community relationship.
- Write an essay on education as an instrument of social change and Socialization.

Evaluation Strategies

Unit tests, project assignments and group discussions.

Recommended Books:

- Aggarwal, J.C. (2005): Theory and Principles of Education Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd.
- Bhattacharya and Srinivas (1977); Society and Education, Calcutta: Academic Publication.
- Bhattacharya,S. (1996): Sociological Foundation of Education. New Delhi: Atlantic Publishers and Distribution.

- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Cook L, A. & Cook, E. (1970). *Sociological Approach to Education*. New York, McGraw Hill.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin.
- D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.
- Education for all (1993) *The Indian Scene*, Ministry of Education, New Delhi :Govt. of India.
- Ghosh, S.C. (2013). *The History of Education in Modern India 1757-2012 (4th Edition)*. New Delhi: Orient Black Swan.
- Gore M.S. (1967) *Papers in the Sociology: Education in India*, NCERT, New Delhi.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Jayaram, (1990). *Sociology of Education*, New Delhi.
- Mathur S.S., (2008): *A Sociological approach to Indian Education*, Agra : Vinod Pustak Mandir.
- Ministry of Education (1978). *Report of the Education Commission (1964-66)*, New Delhi : Govt. of India.
- Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian education*, New Delhi: Kanishka Publishers.
- Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers.
 - Prakash, Ved and Biswal, K. (2012). *Perspectives on Educational Development: Revisiting Education Commission and After*. New Delhi: NUEPA.
- Ruhela S.P. (1970) *Sociological Foundation of Education in Contemporary India*, Dhanpat Rai, Delhi.
- Shukla Sureshchandra (1985) *Sociological Perspectives in Education A Reader*, Chanakya Publication, Delhi.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication
- ☑ ikBd] vkj-ih- ,oa Hkkj}kt vferk ik.Ms; ¼2013½ Hkkjrh; lekt esa f'k{kk dk mn;heku ifjn';] dfu"dk çdk'ku] ubZ fnYyhA
- ☑ jeu fcgkjh yky ¼1995½ mn;hkeu Hkkjrh; lekt esa f'k{kk] vkj-yky çqd fMiks] esjB ¼m-ç-½A
- ☑ ikBd] vkj-ih- ,oa pkS/kjh] jtuh tks'kh ¼2013 f'k{kk fl]kar] dfu"dk çdk'ku½] ubZ fnYyhA
- ☑ ik.Ms; ds-ih- ¼2005½ f'k{kk ds nk'kZfud ,oa lkekftd vk/kkj] fo'ofokj; çdk'ku] okjk.klh ¼m-ç-½A

COURSE-III
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-II
COURSE CODE: SAHS ED 01 02 03 C 4004

Credits-4

No. of Lectures-48

Course Objectives: To enable the students to understand about the

- conceptualise a framework for understanding and evaluating teaching-learning situation as well as the method of analysing and reflecting upon learning episodes
- learn the factors affecting learner's environment and assessment
- visualise multiple dimensions and stages of learner's development and their implications on learning
- assess personalities and modified their teaching strategy according to needs of students use adjustment strategies in their day to day life

Unit-I: Concept and Theories of Learning

- Learning: Concept and process
- Theories of Learning: Pavlov, Thorndike, Skinner
- Theory of Learning by Insight: Kohlberg
- Edwin Ray Guthrie theory, Tolman theory

Unit-II: Personality and its theories

- Personality: Concept, development
- Trait theories: Cattell and Allport
- Psychoanalytic theory: Sigmund Freud
- Personality Assessment: subjective, objective and projective techniques

Unit-III: Creativity

- Creativity: Concept, dimensions and identification of creative children
- Identification of Creative child
- Role of Education for fostering Creativity
- Measurement of creativity- Self Made Questionnaire

Unit-IV: Psychology of Adjustment

- Adjustment: Concept, Criteria
- Mental Health: Frustration, Conflict
- Stress: sources, categories of stressors, Stress Management
- Adjustment (Defence) Mechanisms

Transaction Mode

Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self-study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; Library study and project work.

Assignment/Field Work/Practicum (any one of the following)

1. Analysis of a case of maladjusted adolescent learner
2. Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
3. Analysis of learning situations through case study, presentation before a group followed by discussion

4. Identification of group learning and self-learning strategies following constructivist approach and their field-testing
5. Analysis of learning situations through case study, presentation before a group followed by discussion

Recommended Books:

- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jorovich Inc.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Chauhan, S.S. (2005). *Advanced Educational Psychology*. Vikas Publishing Home, New Delhi.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Cruickshank, W.M. (1980). *Psychology of Exceptional Children and Youth*. N.J: Prentice Hall.
- Fernald, L.D. & Fernald, P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.
- Gazzaniga, M. S. (1973). *Fundamental of Psychology*, N. Y. Academic Press.
- Hurlock, E. B. (1997). *Child Development*. Tata McGraw Hills.
- Klausmeier, Herbert J (1985). *Educational Psychology*. New York: Harper and Row, Pub.
- Laak, J.F.J., Gokhale, M., & Desai, D. (Ed.). (2013). *Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting*. New Delhi: Sage.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper and Row.
- Morris E. Eson, (1972). *Psychological Foundation of Education*. New York: Holt, Rinehart.
- O'Reilly, M., and Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage.
- Robert R. Baron (2001) *Psychology*. Prentice Hall of India.
- Paul R Pintrich and Dale H Schunk, (1996) *Motivation in Education: Theory, Research & applications* Prentice-Hall, Inc.

Transaction Mode:

Problem based learning, discussion, studying additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for assignments.

Assignment/Field Work/Practicum : (Select any one for the session)

1. Review of two research papers, one based on parametric tests and the other based on nonparametric tests
2. Select a research problem for survey of neighborhood area on any educational aspect and apply measures of central tendency and measures of dispersion on the collected data
3. Choose data from surveys done by government and select few variables from them to conduct any one type of parametric or nonparametric tests.
4. Prepare a report on the survey conducted focusing on the statistical methods used and the results.

Recommended Books:

- Aggarwal Y. P. (1988): Statistical Methods. New Delhi: Sterling.
- Best, John W and Kahn James V. (2003). Research in Education. Prentice Hall, New Delhi.
- Borg, W. R. and Gall, M. D. (1983). Educational Research-An Introduction, New York, Longman, Inc.
- Edwards A.U.M.L. (1961). Statistical Methods for the Behavioural Sciences. New York: Rinehart and Company.
- Ferguson, George. A. (1976). Statistical Analysis in Psychology and Education. New York: Mc Graw Hill.
- Garrett, H.E. (1981). Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simon.
- Guilford, J. P. & Benjamin, F. (1973). Fundamentals statistics in Psychology and Education. New York: Mc Graw Hill.
- Kurtz, A. K. & Mayo S. T. (1980). Statistical Methods in Education and Psychology: New Delhi: Narosa Publishing House.
- Lindquist, E.F. (1970). Statistical Analysis in Educational Research, New Delhi: Oxford and IBH.
- Mann, P. S. (2010) Introductory Statistics. John Wiley.
- Newman, W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Boston
- Salkind, N. J. (2014) Statistics for people who (think they) hate statistics. United States: SAGE Publications Inc
- Siegel's (1986). Non-parametric Statistics. New York: Mc Graw Hill.
- Singh A. K. (1986). Test, Measurement and Research Method in Behavioral Sciences. New Delhi: Mc Graw Hill.
- Tate, M.W. (1965). Statistics in Education and Psychology. New York :Macmillan.
- Shavelson, R.J. (1996). Statistical reasoning for the behavioral sciences (3rdEd.). Boston: Allyn & Bacon.

COURSE-V
INCLUSIVE EDUCATION
COURSECODE: SAHS ED 01 02 05 C 2002

Credits 4

No. of lectures: 48

Course Objectives: To enable the students to

- Understand the concept, meaning and significance of inclusive education,
- Understand the nature of difficulties encountered by children
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Acquire knowledge and understanding of class-room management for educating children with special problems/disabilities,
- Develop awareness about different organizations dealing with special education – both governmental and non-governmental,

Unit 1: Introduction and issues in Inclusive Education

- Historical Perspective and importance of Inclusive education
- Difference between special education, integrated education and inclusive education
- Advantages of Inclusive education for education of all children in context of RTE Act, 2009

Unit II: Policy Perspectives for inclusive education

- Sarv Siksha Abhiyan
- National Curriculum Framework, 2005
- Educational provisions in Person with Disability Act.1995
- Rehabilitation Council of India Act, 1992
- Salamanca Statement and Framework for action on special need education, 1994
- Dakar Framework for Action Education for All,2000
- The Rights of Persons with Disabilities Bill - 2016**

Unit III: Children with Diverse Needs

- Definition, characteristics, causes, problems, identification and educational provisions of children with diverse needs
- a) Sensory (hearing, visual and physically challenged),
- b) Intellectual (gifted, and mentally challenged children),
- c) Developmental disabilities (autism, learning disabilities)

Unit IV: Preparation for Inclusive Education

- Role of teachers, resource teacher and schools working in inclusive settings
- Role of parents and community in inclusive education
- Review existing educational programmes offered in schools for inclusive education)

Transactional Strategies:

Lecture cum discussion, Power Point presentations, visit of school and special school, reading of related articles on inclusive education, etc.,

Tasks & Assignments: Any one of the following :(10marks)

- Study & review any two national policies in the light of inclusive education.
- Prepare a case study on inclusive school and classroom from any school.
- Make a critical appreciation of Right to Education Act ,2009 in the context of inclusive education.
- Visit to special schools and prepare a list of tools for identification and their use.

Evaluation Strategies

Unit tests, project assignments and group discussions.

Recommended Books

- Adrian A., John E. (1998). Educating children with Special needs. New Delhi: Prentice Hall. 31

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*
- Alur, M. and Bach, M. (2010). *The Journey for inclusive Education in the Indian Subcontinent*. New York: Routledge
- Baquer, A. & Sharma, A. (1997). *Disability: Challenges Vs. responses*, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall
- Chaote J. S. (1991). *Successful mainstreaming*, New York: Allyn& Bacon
- Daniels, H. (1999). *Inclusive Education*, London: Kogan
- Deiner, P.L. (2000). *Resource for teaching children with diverse abilities*, Florida: Harcourt Brace & Company
- Dessent, T. (1987). *Making ordinary school special*, Jessica Kingsley Publishing
- Giuliani, G. A. & A., M. (2002). *Education of children with special needs: From segregation to inclusion*, New Delhi: Sage Publications
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai.
- Maitra, Krishna (2008): *Inclusion issues and perspectives (For Teachers, Teachers' Educators and Parents)* :Kanishka Publishers ,Distributors New Delhi.
- RCI (2008). *Status of Disability in India*. New Delhi.

- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs*, N. C. E R T Publication.
- 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 (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

COURSE-I

Education for learners with diverse Need Course Code: SAHS ED 01 02 07 C 4004

Credits 4

No. of lectures: 48

Objectives: On completion of this course, the students will be able to

- Understand the concept, meaning and significance of inclusive education,
- Understand the nature of difficulties encountered by children
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Acquire knowledge and understanding of class-room management for educating children with special problems/disabilities,
- Develop awareness about different organizations dealing with special education – both governmental and non-governmental,

Unit I- Introduction to Inclusive Education

- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for the individual and society.
- National and International initiatives for inclusive education with special reference to UNESCO Salamanca Statement (1994), RPWD Act, 2016

Unit II-Preparation for Inclusive Education

- Educational approaches and measures for meeting the diverse needs with special reference to least restrictive environment, early identification and intervention, ECCE and IEP
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs
- Techniques and methods used for adaptation of content, laboratory skills and play material

Unit III- Children with Diverse Needs: Resources and Evaluation

- Definition, characteristics education and evaluation of children with:
 - Sensory (hearing, visual and physically challenged)
 - Intellectual (gifted, talented and children mentally challenged children),
 - Developmental disabilities (autism, cerebral palsy, learning disabilities),
- Role of class teachers and resource teacher in inclusive education

Unit IV-Teacher Preparation for Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- Role of different national agencies institutions like NIVH, NIMH, and **Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities** in promoting inclusive education.

- Planning and conducting research activities for inclusion and research.

Transactional Strategies:

Lecture cum discussion, Power Point presentations, visit of school and special school, reading of related articles on inclusive education, etc.,

Tasks & Assignments: Any one of the following :(10marks)

- Study & review any two national policies in the light of inclusive education.

- Prepare a case study on inclusive school and classroom from any school.
- Make a critical appreciation of Right to Education Act in the context of inclusive education.
- Visit to special schools and prepare a list of tools for identification and their use.

Evaluation Strategies

Unit tests, project assignments and group discussions.

Recommended Books

- Adrian A., John E. (1998). Educating children with Special needs. New Delhi: Prentice Hall.
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*
- Alur, M. and Bach, M. (2010). The Journey for inclusive Education in the Indian Subcontinent. New York: Routledge
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall
- Chaote J. S. (1991). Successful mainstreaming, New York: Allyn& Bacon
- Daniels, H. (1999). Inclusive Education, London: Kogan
- Deiner, P.L. (2000). Resource for teaching children with diverse abilities, Florida: Harcourt Brace & Company
- Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing
- Giuliani, G. A. & A., M. (2002). Education of children with special needs: From segregation to inclusion, New Delhi: Sage Publications
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai.
- Maitra, Krishna (2008): Inclusion issues and perspectives (For Teachers, Teachers' Educators and Parents) :Kanishka Publishers ,Distributors New Delhi.
- RCI (2008). Status of Disability in India. New Delhi.

- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs*, N. C. E R T Publication.
- 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 (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

COURSE-II

ENVIRONMENTAL EDUCATION COURSECODE: SAHS ED 01 02 08 C 4004

Credits 4

No. of lectures: 48

Course Objectives:

To make the students to:

- develop a foundational knowledge of environmental education.
- understand the importance of developing an environmentally literate population.
- critically examine environmental issues in nearby area.
- understand how local, regional, state, national, and international laws and regulations influence environmental decisions.
- be able to locate and use environmental education teaching and learning materials.
- integrate instructional technology into environmental education settings.

UNIT-I: Method and Approaches of Environmental Education

- Strategies and approaches, treating environment education as a separate subject, integration and interdisciplinary approaches.
- Methods – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- Role of Media

UNIT-II Environmental Issues and Curriculum

- Programme of environmental education for school
- Environmental education for higher education
- Environmental education for sustainable development
- Environmental education and women

UNIT-III: Managing Environmental Disasters

- Definition, Types of Disaster, Causes of different disasters and their effects.
- Disaster Management cycle.
- Acts & legal aspects about Disaster.
- Disaster Preparedness at community level: Individual, Society or a group of independent houses, at place of work.

UNIT-IV:

Transaction Mode

Lecture Method, Activity based Method, Survey Method, Cooperative Learning

Assignment/Field Work/Practicum

: Institutional Based Activities, Presentations, Poster making

Recommended Books

- Archie, M. & McCrea, E. (1996). Environmental education in the United States: Definition and Direction. In M. Archie (Ed.), Environmental education in the United States – Past, present, and future. Collected papers of the 1996 National Environmental Education Summit. (pp. 1-8). Burlingame, CA.
- Audet, Richard, and Ludwig, Gail. (2000). GIS in Schools. Redlands, CA: ESRI Press. pp. 5-12, 55-61.

Bodzin, A. (2008) Integrating instructional technologies in a local watershed investigation with urban elementary learners. The Journal of Environmental Education, 39(2), 47-58.

- Bodzin, A. (2002).LEOEnviroSciInquiry: Using the Web to learn environmental sciences.Learning andLeadingwith Technology,29 (5)32-37.
- Braus, J. (1999). Powerful Pedagogy– UsingEEto achieveyoureducation goals.InL. Mabb (Ed.), EEducator SpecialIssue: Advancing Education Reform(pp. 17-24). NAAEE: Rock Springs,GA.
- Braus, J. &Disinger, J. (1996).Educational roots of environmental education in theUnited States andtheir relationship to its current status.In M.Archie (Ed.), Environmental education in theUnited States– Past, present, andfuture.

Elective Course-III
Professional Development of Teachers
Course Code: SAHS ED 01 02 09 C 4004

Credits 4

No. of lectures: 48

Objectives: On completion of this course the students will be able to:

- gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- understand the roles and responsibilities of teachers and teacher educators.
- use various methods of teaching for transacting the curriculum.
- critically examine the role and contribution of various regulating agencies.
- reflect on the issues and problems related to teacher education in the country
- appraise the existing teacher education curriculum.
- develop understanding regarding organization and supervision School Experience .
- develop understanding of various strategies of teachers' professional development

Unit I: Teachers and Teaching Profession

Development of teacher education in India post-independence period; recommendations of various commissions and committees concerning teacher education system.

- Concept of Profession and Professional ethics for teachers
- Teachers changing roles and responsibilities
- Issues, concerns and problems of teacher education

Unit II- Pre-service and in-service Teacher Education

- Pre-Service and in-service Teacher Education: concept and objectives
- Components and modes of pre-service and in-service teacher education
- Roles and functions of various agencies like UGC, NCERT, NCTE, NUEPA, SCERTs IASEs, CTE, DIETs'

Unit III- Instructional strategies in Teacher Education

- Methods and Techniques in pre-service: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming, seminar, Workshops, Team Teaching, Use of ICT, , projects and assignments.
- Strategies of professional development for in-service: workshops, seminars, symposium, panel discussion, conferences, book clubs, extension lectures, refresher courses, orientation programmes
- Internship: concept, planning and organization.

Unit IV-Assessment and Evaluation in Teacher Education

- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Methods and tools of evaluation- survey, case study, observation, observation, rating scales, interview

Transactional Strategies:

Lecture cum discussion, Power Point presentations, visit of school during internship, reading of related articles on teacher education, etc.

Tasks & Assignments: Any one of the following :(10marks)

- A work study project related to teacher education, problems and suggest improvement possibilities.

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

Evaluation Strategies

Unit tests, project assignments and group discussions.

Suggested readings:

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCERT (2006): The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines,.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a changing World. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA. \
- Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.

- Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

SEMESTER–III

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

Transaction Mode:

Lecture-cum-Discussion, brain storming, group discussion, presentations; Panel discussion; Seminar presentations, Group exercises, Problem based learning, Lab work

Sessional /Practicum/Field work (Any one of the following)

The students may undertake any one of the following activities:

- Prepare a concept paper on “The worldwide emerging trends in educational technology making education accessible”.
- Observational studies-Observation of various teaching strategies in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers.
- Preparation and presentation of slides for teaching any topic at the school level.
- Creation of educational blog with minimum 5 postings
- Preparation of multimedia presentation on innovations in education technology using resources from minimum five online resources.
- Detailed analysis report of content and course design of one MOOC course related to education

Recommended Books

- Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evaut, M. The International Encyclopaedia of Educational Technology.
- Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
- Irvine Belson, S. (2003). Technology for Exceptional Learners. Boston: Houghton Mifflin. ISBN : 0-618-07359-0
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Kulkarni, S. S. (1986), Introduction to Educational Technology, New Delhi: Oxford-IBH Pub.Co.
- Mattoo, B. K., New Teaching Technology for Elementary School Teachers, New Delhi: Federation of Management of Educational Institutions.
- Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK.
- Murunalini, T. (1997), Education and Electronic Media, New Delhi: ABH Publishing Corporation.
- NCERT(2006) Position Paper on Educational Technology by National Focus group.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
- Sharma, R. A. (2001), Technological Foundations of Education, Meerut: R. Lal Book Depot.
- Sharma, R. A. (2000), ShaikshikProdyogiki, Meerut: R. Lal Book Depot (Hindi).
- Sampathet. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994): Distance Education, New Delhi: Commonwealth Publishers.

- Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, Allied Publishers Ltd., New Delhi.
- Venkataiah, N. (1996): Educational technology, New Delhi: APH Publishing Corporation
- Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York

COURSE-II
TEACHER EDUCATION
COURSE CODE SAHS ED 01 03 02 C 4004

Course Objectives: To enable the students to

- understand the concept of Teacher Education
- critically examine the growth and development of teacher education in the country
- develop necessary skills in Teacher Education
- develop insight into the problems of Teacher Education at different levels.
- develop understanding regarding organization and supervision School Experience Programme
- understand new trends, and techniques in Teacher Education
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education

Unit- I: Introduction to Teacher Education

- Concept, importance and Objectives of teacher education at different levels.
- Pre-service and in-service Teacher Education – Concept and Significance
- Current problems of teacher education and practicing schools

Unit – II Innovative Methods in Teacher Education

- Expectations of NCF 2005, and RTE Act, 2009 from teacher as a professional practitioner.
- An Introduction to NCFTE-2009.
- Instructional strategies in Teacher Education: Lecture and discussion, Seminars, Workshops, Symposium, Group Discussion, Brain storming
- Innovative Methods- Action Research, Microteaching, Macro-teaching, Programmed Learning, Demonstrations, Experimentation

Unit- III Ethics in Teacher Education

- Role and functions of NCERT and NCTE in Teacher Education
- Code of Conduct and Ethics of Teaching Profession.
- The changing roles and responsibilities of teachers
- Preparing teacher for Inclusive classroom.

Unit- IV Internal and External Evaluation

- Internal Assessment: Aspect of Internal Assessment, Weightage for Internal assessment,
- External Evaluation: Practice Teaching – Final Lesson, Theory papers
- CCE in Teacher Education

Transactional Strategies:

Lecture cum discussion, Power Point presentations, visit of school during internship, reading of related articles on teacher education, etc.

Tasks & Assignments: Any one of the following :(10marks)

- A work study project related to teacher education, problems and suggest improvement possibilities.
- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

Evaluation Strategies

Unit tests, project assignments and group discussions

Suggested readings:

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCERT (2006): The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines,.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). Models of Teaching (7th Ed.). Boston: Allyn & Bacon.
- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA. \
- Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

COURSE -III
CURRICULUM DEVELOPMENT AND
INSTRUCTION
COURSE CODE:SAHS ED 01 03 03 C 4004

Credits-4

No. of Lectures-48

Course Objectives: To enable the students to

- Explain various determinants of curriculum
- analyse various approaches to curriculum development
- examine curriculum design, process and construction of curriculum development from various perspectives.
- develop insight and appreciation for curriculum designed by various agencies.
- develop activities and tools for curriculum evaluation

Unit-I: Conceptual Framework of Curriculum Development

- Curriculum: Concept, Characteristics, and types
- Curriculum development: Principles, Process
- Structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Foundations of curriculum development

Unit-II: Organisation of Different Components of Teacher Education Curriculum

- Andragogy: Concept, principles
- Transactional approaches for the foundation courses: Expository, Participatory, Collaborative, Peer Coaching, and Inquiry
- School based practicum and internship: Concept and scope, issues and challenges
- Modes of pre-service teacher education: face-to-face (linear and integrated), distance and online- relative merits and limitation

Unit-III: Models of Curriculum Development

- Instrumental model
- Communicative model
- Pragmatic model

Unit-IV: Curriculum Evaluation

- “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs
- Tools and Techniques of Curriculum evaluation:
 - Observation
 - classroom interaction (with teacher and in peer group, group work)
 - Oral: pretesting, diagnostic questions
 - Interview: consulting users of curriculum
 - Project work: Peer evaluation, maintaining portfolio of the work and their presentation.
- Issues in Curriculum evaluation
- Textbook evaluation

Transaction Mode

Panel Discussion, Self reading, Hands- on-experiences, Lecture cum discussion, interviews

Assignment/Field Work/Practicum

- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Student will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.
- Student will identify various issues in transacting Curriculum in Teacher Education institute.
- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

Recommended Books

- Aggarwal, J. C (1990). *Curriculum Reform in India*: Delhi, Doaba.
- Aggrawal, J.C. and Gupta, S. (2005) Curriculum development. New Delhi: Shiprapublisher
- Brent, Allen (1978). *Philosophical foundations for the Curriculum*. Boston, Allen and Unwin,
- Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): *Handbook of Formative and summative Evaluation Student Learning*. New York: McGraw Hill.
- Bruner, J.S. (1966): *Towards a Theory of Instruction*. Cambridge: Mass, Harvard University Press.
- Caskey, M. M. (2002). Chapter 6: Authentic curriculum—strengthening middle level education. In A. Anfura & S. Staecki (Eds.), *Middle school curriculum, instruction and assessment* (pp. 103–118). Greenwich, CT: Information Age Publishing.
- Dell, Ronald C. (1986). *Curriculum Improvement: Decision Making & Process*, (6th edition). London: Allyn & Bacon.
- Education Scotland. (2012). Process of change. Retrieved February 7, 2012, from <http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/howwasthecurriculumdeveloped/processofchange/index.asp>
- Eurybase. (2009/2010). Organization of the education system in Finland: 2009/2010. Retrieved from http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/FI_EN.pdf
- Forsyth, I., Jolliffe, A. & Stevens, D. (1999). *Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers*. London: Kogan Page.
- Khamari, J. and Mahapatra, S. N.: An Investigation into the Relevance of Present M. Ed. Curriculum in the Universities of Chhattisgarh State. *IOSR Journal of Research & Method in Education*, Volume 1, Issue 5 (May-June, 2013), P P 01-08 (www.iosrjournals.org)
- McKernan, J. (2008). *Curriculum and imagination: Process theory, pedagogy and action research*. New York, NY: Routledge.
- MHRD (1993): *Learning Without Burden* (Yashpal Committee Report). New Delhi.
- MHRD (2012) *Vision of Teacher Education in India Quality and Regularity Perspective* (Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India), Department of School Education & Literacy, MHRD, Government of India, New Delhi
- National Curriculum Framework (2005): New Delhi: NCERT.
- Ornstein, A.C. and Hunkins, F.P. (1988): *Curriculum: Foundations, Principles and Issues*. London: Prentice Hall International Ltd.
- Ornstein A. C., & Hunkins, F. P. (2009). *Curriculum foundations, principles and issues*. (5th edition). Boston, MA: Allyn and Bacon
- Pratt, D. (1980): *Curriculum Design and Development*. N.Y.: Harcourt.

**EDUCATIONAL ADMINISTRATION AND SCHOOL LEADERSHIP
COURSE CODE: SAHS ED 01 03 06 C 4004**

Credit: 4

No. of Lectures: 48

Objectives of the Course: •

- To develop a critical understanding of the notion of school organization and
- To develop a comprehensive understanding of context-specific notions of school effectiveness.
- To develop an understanding of school leadership and challenges to administration.
- To help in making overt connections between field-based project work, educational leadership and change awareness.
- To develop an understanding of the system of education, its relationship with school curriculum and its impact on pedagogic processes in the classroom.

Course Content:

Unit I: Basic Concepts

- Meaning, Nature and Scope of Educational Administration
- Development of Modern Concept of Educational Administration
- Types of schools within different administration bodies.
- Roles and responsibilities of education functionaries.
- Concepts of school culture, organization, leadership and management.
- Role of school activities such as assemblies, annual days etc., in the creation of school culture.

Unit II: School Effectiveness and School Standards •

- School effectiveness -meaning and its assessment.
- Understanding and developing standards in education.
- Classroom management effective communication and motivational skills.
- Learner- centered educational and inclusive Education.

Unit III: School Leadership

- Administrative and academic leadership
- Styles of leadership
- Team leadership
- Pedagogical leadership
- Leadership for motivation and change

Unit IV: Change Facilitation in Education

- Sarva Shiksha Abhiyan (SSA) experiences and RMSA
- Equity in Education • Incentives and schemes for girl child
- Issues in educational and school reform
- Preparing for and facilitating change in education through Teacher Education system as prime mover.
- Role and functions of IASEs, DIETs, CTE • Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT etc.
- Accountability and Continuous Professional Development

Transaction Mode: Lecture Method, Activity based Method, Survey Method, Cooperative Learning

Assignment/Field Work/Practicum

: Institutional Based Activities, Presentations, Seminar, Workshop, Panel Discussion

Suggested Readings:

- Aggarwal, D.D. (2007). Educational Administration in India. ISBN: 8176257729. www.easternbookcorporation.com/moreinfo
- Batra, Sunil (2003). From School Inspection to School Support. .
- Cambollell, R.F. and Gregg, R.T. (ed.) (1957). Administrative Behaviour in Education. Harpar
- Early, P. and D. Weindling (2004). A changing discourse: from management to leadership.
- Fullan, M. (1993) Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA (2012). Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6)
- Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24- 40; 128-1
- Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58.
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EDUCATIONAL GUIDANCE AND COUNSELLING

COURSE CODE: SAHS ED 01 03 07 C 4004

Credits 04

No. of lectures-48

Objectives : On completion of this course the students will be able to:

- Recognize the different areas of counselling
- Understand the essential services involved in school guidance programme
- Understand the resources required and their optimum use in managing a school guidance programme
- Understand the concept and process of counseling in group situation
- Analyse the relationship between guidance and counselling
- Develop acquaintance with various techniques of group guidance
- Appreciate the need and importance of guidance and counselling
- Become acquainted with the skills and qualities of an effective counsellor

Unit I- Understanding Educational and Career Guidance

- Guidance: Concept, Need, Scope
- Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- School Guidance: a collaborative effort of school and community
- Organisation of Guidance programmes in schools

Unit II- Types techniques of Guidance

- Types of Guidance: Educational, Vocational/Career and Personal Individual guidance and group guidance
- Advantages of group guidance
- Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.
- Types of guidance services: orientation, information, counselling, placement, follow-up, and research & evaluation
- School guidance committee: constitution, roles and functions
- Placement services
- Role of principal and teachers in school guidance programmes.

Unit III- Counselling and its relation with guidance

- Meaning & nature of counseling: Nature, Scope and stages
- Objectives of counselling: resolution of problems, modification of behaviour, promotion of mental health
- Relationship between guidance and counselling
- Place of counseling in the total guidance programme
- Counselling Techniques-person centred and group centred, cognitive interventions, behavioural interventions, and systematic interventions strategies.
- Skills and qualities of an effective counsellor
- Professional ethics

UNIT IV- Types and areas of counselling

- Process of group counselling
- Area of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups
- Peer counselling: Its concept and the relevance to the Indian situation
- Steps and skills in group counseling process

Transaction mode :

Lecture cum discussion, Activity based learning, peer review, field work

Assignment/Field Work/Practicum

1. Administration of one standardized test on aptitude/Interest/Adjustment/Personality
2. Job analysis of teacher at elementary/secondary stage
3. Preparation of a blue print, for setting up a school guidance programme
4. Report of a visit to the local employment exchange.
5. Study of an adolescent for guidance.

Recommended Books:

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).Guidance andCounselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).Guidance andCounselling, Vol. II: A Practical Approach. NewDelhi: Vikas.
- Egan, Gerard (1994). TheSkilled Helper. 5thEd. California: Brookes Cole PublishingCo.
- Gazda George R.M.(1989). Group Counselling: A Development Approach.London: Allyn and Bacon.
- Gibson, R.L.&Mitchell,M.H. (2014). Introductionto Guidance. New York:McMillan.
- Gladding, Samuel, T.(1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt.Ltd.
- Nugent, Frank A. (1990). An Introductionto the Profession ofCounselling. Columbus: Merrill publishingCo.
- Pietrofesa,J.J, Bernstein,B., &Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (2013). CounsellingPsychology. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. &Gaur,J.S.(1994). Manual for Guidance Counsellors. NewDelhi” NCERT.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).Guidance andCounselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).Guidance andCounselling, Vol. II: A Practical Approach. NewDelhi: Vikas.
- Joneja, G. K. (1997).Occupational Information inGuidance. New Delhi: NCERT. publishing house.
- Mohan, S. (1998). Careerdevelopment in India: Theory, researchand development,New Delhii: Vikas PublishingHouse.
- Osipow, S. H. &Fitzgerald, L.F. (1996). Theories ofCareer Development. (4th ed.). Boston: Allyand Bacon.
- Siddiqui, Mujibul H. (2014). Guidance and Counselling. New Delhi: APH Publishing Corporation.
- Saraswat, R. K. &Gaur,J.S. (1994). Manual for Guidance Counsellors. NewDelhi: NCERT.

GENERIC ELECTIVE COURSE

LIFE SKILLS in EDUCATION

COURSE CODE SAHS ED 01 03 01 GE 4004

Credits-4

No. of Lectures-48

Course Objectives: After studying the course, the students will be able to-

- To understand the concept of life skills and its evolution.
- To recognize and analyse the importance of life skills education by studying the reports of international organizations and committees.
- To understand the thinking skills and coping skills and subsequently will be able to design activities to develop thinking skills and coping skills.

Unit 1: INTRODUCTION and EVOLUTION OF THE CONCEPT OF LIFE SKILLS

- Definition and Importance of Life Skills
- Genesis of the Concept
- UN Inter-Agency Meeting
- Hamburg Declaration
- Quality Education and Life Skills: Dakar Framework
- Life Skills Education in the Indian Context

Unit 2: THINKING SKILLS

- Thinking
 - Nature, Elements of Thought
 - Types of Thinking
- Creative and Critical Thinking
- Problem Solving
 - Definition, Steps in Problem Solving
 - Factors Influencing Problem Solving
- Decision Making
 - Definition, Process, Need
 - Consequences, Models of Decision Making
 - Goal Setting

Unit 3: COPING SKILLS

- Coping with Emotions
 - Definition, Characteristics, Types of emotions
 - Causes and effects of different emotions
 - Strategies of coping with emotions
 - Strategies to develop skills of managing emotions: Classroom discussion; Brainstorming; Role-plays, Audio and visual activities e.g Arts, Music, Theatre, Dance; Case Studies, Storytelling, Debates
- Coping with Stress
 - Definition, Stressors
 - Sources of Stress
 - The General Adaptive Syndrome Model of Stress
 - Coping Strategies

Unit 4:

SOCIAL SKILLS AND NEGOTIATION SKILLS

- Introduction Life Skills: Generic, Problem Specific and Area Specific Skills
- Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self Awareness: Johari Window, SWOT Analysis
- Empathy - Sympathy, Empathy & Altruism
- Effective Communication - Definition, Functions, Models, Barriers
- Interpersonal Relationship - Definition, Factors affecting Relationships

PROJECT WORK

Under Life Skills Project the students are expected to design activities to develop the following ten life skills.

1. Self-Awareness 2. Empathy 3. Problem Solving 4. Decision Making 5. Effective Communication 6. Interpersonal Relationships / Friendships 7. Creative Thinking 8. Critical Thinking 9. Coping with Emotions and 10. Coping with Stress.

The Thinking skills and coping skills will be demonstrated through Role-plays, Arts, Music, Theatre, Dance, Storytelling, Debates etc. on diverse issues in the form of workshops.

Transaction Mode

Lecture Method, Activity based Method, Survey Method, Cooperative Learning

Prescribed Books:

1. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA
3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for Living Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.
4. Hockenbury (2010). Discovering Psychology, Worth Publishers. New York
5. Jane S Halonen, John W. Santrock, (2009), Psychology: Context & Application, McGraw-Hill Companies Inc., Third Edition, USA
6. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
7. Nair. A. Radhakrishnan et al., (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
8. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62
- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
- Kumar .J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd
- Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
- Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.
- Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review

- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi
- Tull, M., Post Traumatic Stress (PTSD), How to Monitor Your Emotions and Increase Emotional Awareness <http://ptsd.about.com/> Accessed 30/01/2010.
- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: <http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf> .
- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_education .
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf .
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: <http://www.nied.edu.na/publications>

SEMESTER–III

GENERIC ELECTIVE COURSE

Yoga Education

SAHS ED 01 03 02 GE 4004

Total -4 Credits (THEORY-2 Credits+ PRACTICAL-2 Credits)

Course Objectives: After studying the course students will be able

- To enable to know the historical and philosophical background of Yoga
- To popularize yoga education among the masses.
- Promoting health awareness towards holistic approach of health.
- To promote preventive measures for sound health.
- To acquire the skills for physical fitness, learn correct postural habits
- To enable them to apply Yogic knowledge in educational and stress related situations.
- To acquaint and create interest for the major Yogic practices and meditations

Theory-2 Credits

Unit 1: Historical Development, Philosophy and importance of Yoga (1 credit)

- Meaning of Yoga & its importance
- Understanding yoga. - Yoga as a way to healthy and integrated living
- Ashtanga Yoga of Patanjli (Eight-limbed practice of Yoga)
- The Streams of yoga and characteristics of Yoga Practitioner
- Renowned Yoga Centers- History, activities and contribution to Yoga

Unit 2: Applied Yoga (1 credit)

- Yogic Concept of Holistic Health and Constituents of Balanced diet
- Formation of Yoga practice module for various age groups
- Effects of Yogic practices - Yoga for concentration, Yoga for solution of Frustration, anger, Conflict and depression, Yoga for health, Yoga for personality development, Yoga for stress management, Yoga for memory development

Practical Work: 2 Credits

UNIT-1 (1 credit)

- A) Preparing a Workbook on mentioned Yogic activities (selected Asanas with their effects on Human Body, Mind, Senses and Intellect.)
- B) Preparation of an album related to your participation in various yoga activities (showing your own pictures in action).
- C) Each Student will be assigned to prepare and teach two lessons on different aspects of Yoga in nearby school.
- D) Participation in yoga events-Yoga week, Seminar, Workshop, Exhibition, Quiz etc.

UNIT-11 (1 credit)

Practice of Followings:

(i) -PRAYER

Learning and performing of basic yogic activities, asanas and pranayam, Kriyas.

Yogic Exercises -Surya Namasakar

Kriya -Jal Neti

Asanas : Practice all and (For Final practical Participate in any four Asanas selecting one from each categories + two Pranayama of the following:

A. STANDING POSE 1. Tadasana, 2.. Konasana , 3. Natraj asana.

B. SITTING POSE-1.Vajrasana 2.Vakrasana 3. Paschimottan asana

C. LYING POSE (SPINE FACING GROUND)

1.Sarvangasana 2. Halasana 3.Uttanpadasana

D. LYING POSE (STOMACH FACING GROUND)

1.Bhujangasana, 2.Shalabhasana 3.Dhanurasana 4.Makarasana

Pranayama- Correct Breathing Exercise, Anulome-vilom, Kapalbhati, Bhramari, Ujjayi, Bhastrika and Bhramari

Reference Books:

- Bijlani, Ramesh. (2010). Back to health through Yoga. New Delhi, Rupa & Co
- Brahmachari, Swami Dharendra Yogic, Sukshma Vyayama, Dharendra Yoga Publications, New Delhi. Brahmachari, Swami Dharendra Yogasana Vijnana, Dharendra Yoga Publications, New Delhi.
- Basavaraddi, I.V. & Others,(2011) Yogasana, A Comprehensive description about Yogasana, MDNIY, New Delhi,.
- Basavaraddi, I.V. & Others (2011) Yogic Sukshma Evam Sthula Vyayama, MDNIY, New Delhi,.
- Iyengar, B.K.S. (2008). Light on Yoga. New Delhi, Harper Collins.
- Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
- NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
- NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Swami Satyanand Saraswati. 2013. "Asana Pranayama Mudra Bandha", Bihar School of Yoga, Munger
- Tiwari, O.P. Asana Why and How. MDNIY, New Delhi
- Yogasana. Gore M. M. Anatomy and Physiology of Yogic Practices.
- Swami Gitananda Giri The Ashtanga Yoga of Patanjali.

GENERIC ELECTIVE COURSE
VALUE AND PEACE EDUCATION
SAHS ED 01 03 03 GE 4004

Credit 4

No. of Lectures-48

Course Objectives:After studying the course, students will be able to:

- understand the need and importance of Value and Peace Education.
- understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.
- Orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
- understand the process of moral development vis-à-vis their cognitive and social development.
- Orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

UNIT I- UNDERSTANDING VALUES AND PEACE

- Values: Meaning, Scope of Value Education, Objectives of Value Education, Classification, Value education-its purpose and significance in the present world.
- Peace: Concept of peace and peace education, Aims and objectives of peace Education, Status of peace education in the curriculum , and importance of peace education.

UNIT II – SOURCES OF VALUES AND PEACE

- Sources of value education- Literature, Autobiography and biography of Great People, Religious literature-Vedas, Bhagavadgita etc. ,
- Dr. A P J Kalam’s ten points for enlightened citizenship.
- Role of teachers in value and peace education.

UNIT III- SOCIAL AGENCIES IN VALUE AND PEACE EDUCATION

- Value Crisis and factors of value crises
- Role of Family, Religion, Educational Institutions, Mass Media (print and Electronic), Social Media in value and peace education

UNIT IV- STRATEGIES OF VALUE AND PEACE EDUCATION IN INSTITUTIONS

- Strategies to Value education - Direct- Curricular, Indirect Co-Curricular, personal examples,
- Activities - Storytelling, Dramatization etc.
- Integrating Peace Education -Subject context, Transaction Modes, Co-curricular activities, class-room management,
- Education for Culture of Peace - Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level.
- Highlights of various philosophies of peace, of Gandhi, Vivekananda, Dalai Lama, initiatives at National and International levels.
- Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.

Recommended Books

- Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
- Arora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
- Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
- Bandiste, D.D, (1999): Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi
- Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
- Chakrabarti, Mohit (2014). Value Education: Changing Perspectives. New Delhi: Kanishka Publishers and Distributors
- Das, M.S. & Gupta, V.K (1995) : Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi.
- Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- Goel, Aruna and Gupta, N.L. (2000). Human Values in Education. New Delhi: Concept Publishing Company.
- Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
- Kumar, M. (Ed). (1994). Non-violence, contempory issues and challenges. New Delhi: Gandhi peace foundation.
- Kumar, Vinay (2013). Promotion of Ethics and Human Values: Perspectives, Challenges and Opportunities. Patiala: Twenty First Century Publications.
- Mohanty, Jagannath (2005). Teaching of Moral Values: Development, New Trends and Innovations. New Delhi: Deep and Deep Publications.
- M.G.Chitakra (2003): Education and Human Values, A.P.H.Publishing Corporation, New Delhi.
- Morrison, M. L. (2003). Peace education. Australia: McFarland
- NCERT(1992), Education in Values, New Delhi.
- Pandya, Rameshwari & Mathu, Anuradha (2004). Imbibing Value Education: Various perspectives. New Delhi: Kalpaz Publications
- Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
- Rajput, J.S. (2006). Human Values and Education. New Delhi: Pragun Publications.
- Ram Chandra (2003). Morals and Value Education. Jaipur: Book Enclave.
- Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Sandhu, P. K. (2010) Value Education (Punjabi). Patiala: Publication Bureau of Punjabi University.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
- Satchidananda, M.K (1991): Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi.
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication
- Venkataiah, N. (1998). Value Education. New Delhi: APH Publishing Corporation. 57

- UNESCO Publication. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.

Gender, School and Society-I
Course Code- SAHS ED 01 04 02 C 4004

Credit 4

No. of Lectures-48

Objectives

The student teacher will be able to:

- Develop gender sensitivity among the student teachers.
- Develop clarity about the concept of gender and sexuality.
- Understand the gender issues faces by school.
- Aware about the role of education in relation to gender issues.
- Understand the gender issues faced by society and educational implications.
- Aware about constitutional provisions of human rights and women rights.

Unit 1: Introduction to Gender, Gender Roles and Development

- Introduction
- Definition of Gender
- Difference between Gender and Sex
- The Concept of Gender, sexuality and Development
- Gender Dynamics and Development
- Basic Gender Concepts and Terminology with special reference to Indian view
- Social Construction of Gender
- Types of Gender Roles as stressed since ancient period
- Gender Roles and Relationship Matrix
- Gender-based Division and Valuation of Work
- Exploring Attitudes towards Gender

Unit 2: Gender and School

- Gender bias in school enrolments, dropouts, household responsibilities, societal attitudes towards Girl's education, value accorded to women's education.
- Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond.
- Adult education and non-formal education for women's development.
- Importance of vocational training and income generation for women.
- Representation of gendered roles, relationships and ideas in textbooks and curricula.
- How schools nurture or challenge creation of young people as masculine and feminine selves.
- Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity.

Unit 3: Gender and Education

- Gender issues integrated in course.
- Teaching Strategies to develop gender sensitivity.
- Critical evaluation of textbook with respect to gender.

Unit 4: Gender Society

- History and current scenario of Indian Women: Status of women in ancient India.
- Concept of Patriarchy and Matriarchy and issues related to Indian Women.
- Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state.
- Stereotypes in society.

Transactional Strategies

Lecture, Lecture-cum-discussion, Case Study, Field Visits, Problem solving based on close study of local/regional level problems of gender issues, Film Show (selected documentary films).

Suggested Readings

- Aggrawal, N. (2002). *Women and law in India*. New Delhi: New Century Pub.
- Agnes, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. New Delhi: Oxford University Press.
- Goonesekere, S. (ed.) (2004). *Violence, law and women's rights in South Asia*. New Delhi: Sage.
- Jaising, I. (ed.) (2005). *Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia*. New Delhi: Women Unlimited.
- Kapur, R. (1992). From theory to practice: Reflections on legal literacy work with women in India. In M. Schuler, & S.R. Kadirgamar (eds.), *Legal Literacy: A tool for women's empowerment* (pp. 93-115). New York: UNIFEM.
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- Siddiqi, F.E. & Ranganathan, S. (2001). *Handbook on women and human rights*. New Delhi: Kanishka Publishers.
- Stone, L. & James, C. (2011). Dowry, bride-burning, and female power in India. In C.B. Brettell & C.F. Sargent (eds.), *Gender in cross-cultural perspective* (5 ed., pp. 308-317). New Delhi: PHI Learning Private Limited.
- NCERT (2014), Training and Resource Material on Adolescence Education, New Delhi.

Web resources

- Sensitivity in Media Operations and Content (2012) UNESCO
<http://unesdoc.unesco.org/images/0021/002178/217831e.pdf>,
- Video on Gender Equality Improving - EFA Crowdsourcing Challenge, 2012, UNESCO, published by The Pearson Foundation, 3 minutes,
http://www.unesco.org/archives/multimedia/index.php?s=film_details&pg=33&id=2367
- Position Paper National Focus Group on Gender Issues in Education, NCERT
- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/gender_issues_in_education.pdf
- Assessment and Certification of Adult Learners: The Indian Model,
http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/A.M.%20Rajasekhar.pdf
- <http://www.aeparc.org/>
- <http://nroer.in/home/>

Gender, School and Society-II
Course Code- SAHS ED 01 04 03 C 4004

Credit 4

No. of Lectures-48

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, gender parity, equity and equality and patriarchy
- understand some important landmarks in connection with gender and education in historical and contemporary period
- learn about gender issues in school, and its intersection with class, caste, religion and region
- become aware of the processes of socialization at home and school that act as shaping factors in personality formation of the school-going child (in Indian contexts)
- reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'

UNIT 1: Gender Issues

- Gender and patriarchy, Gender bias, gender stereotyping, Equity and equality in relation with caste, class, religion ethnicity, disability and region.
- Historical backdrop: some landmarks from social reform movements
- Theories on gender and education: Application In Indian context
 - a) Socialization theory
 - b) Gender difference
 - c) Structural theory
 - d) Deconstructive theory
- Gender Identities and Socialization Practices in family, schools and other formal and informal organization
 - Teacher as an agent of change

UNIT 2: Understanding the nature and processes of socialization

- At home: family as a social institution, parenting styles and their impact, transmission of parental expectations and values
- Socialization and the community: neighborhood, extended family religious group and their socialization functions, mutual dependence of man and society
- At school: impact of entry to school, relation between school and society, value formation in the context of schooling {role of schooling in developing national, secular and humanistic values }
- Understanding interface between home, community and school.

UNIT 3: Issue related to women/girl child

- Female infanticide and feticide,
- Sex ratio,
- Honour killing,
- Dowry,
- Child marriage,
- Property rights,
- Divorce, widowhood,
- Combating the societal outlook of objectification of the female body.

Unit IV Gender Issues in curriculum

- Construction of gender in curriculum framework since Independence: An analysis
- Gender and the hidden curriculum
- Teacher as an agent of change

Tasks & Assignments: Any one of the following

- Field visit to schools, to observe the schooling processes from gender perspective
- Collection of folk lore's reflecting socialization process.
- Any other project given by the institution

Transactional Strategies

Lecture, Lecture-cum-discussion, Case Study, Field Visits, Problem solving based on close study of local/regional level problems of gender issues, Film Show (selected documentary films).

SUGGESTED READINGS

- Havinghurst, R. (1995). Society and education. Boston; Allyn and Bacon.
- Inkeles, A. (1987). What is sociology? New Delhi: Prentice Hall of India.
- M.H.R.D. (1990). Towards an enlightened and human society. New Delhi: Dept. of Education.
- Kamat, A.R.(1985). Education and social change in India. Mumbai: Samaiya Publishing House.
- Maunheim,K.(1962). An Introduction to Sociology of Education. London: Routledge and Kegan Paul.
- Pandey, K.P. (1983). Perspectives in Social Foundations of Education, Ghaziabad: AmitashPrakashan
- Bussolo (2009).Gender Aspects of the Trade and Poverty Nexus: A Macro-Micro Approach (English): Palgrans Mac Millan U.K.
- Geetha, V. and Revathi.A. (2011). The truth About Me: A Hijra Life story: Penguin Pubishing Group.
- Raimedhi, I. (2015). My Half of the sky. Sage Publications India Pvt. Ltd.
- Tendon, N. (2008).Feminism: A paradigm Shift. Atlantic Publisher.
- Mathu, A. (2007). Gender and development in India 01. Gyan Book Pvt. Ltd.

MEASUREMENT AND EVALUATION IN EDUCATION-I

Course Code- SAHS ED 01 04 04 C 4004

Credit 4

No. of Lectures-48

Objectives:

To enable students:

- a) To understand the meaning, trends and functions of measurement & evaluation.
- b) To relate educational objectives with evaluation.
- c) To understand the interpretation of test scores.
- d) develop basic skills and competencies in the use of various types of evaluation and assessment tools and techniques, their administration, analysis, interpretation, reporting and feedback scores
- f) To get acquainted with various examination reforms and alternative assessment strategies.
- g) To get develop ability to apply theoretical knowledge gained through the course.

Unit 1- Basics of Measurement and Evaluation

- a) Concepts of measurement and evaluation with reference to process of education.
- b) Functions of measurement and evaluation in education.
- c) Educational Measurement trends.
- d) Types of Evaluation- formal, informal, oral, written, formative, summative.
- e) Relationship between educational objectives, learning experiences and evaluation.

Unit 2-Nature and administration of tests.

- a) Criteria of good test.
- b) Types of tests: Psychological, reference, diagnostic
- c) Steps of construction and administration of researcher made test.
- d) Standardization of test.
- e) Administrative concerns.
- f) Measuring individuals with disabilities.

Unit 3- Tools and Techniques for Educational Evaluation and Assessment

- Tools: Questionnaire, scales, profile, portfolio, achievement tests, standardized tests, criterion referenced tests, culture fair tests, minimum competency tests, differential test batteries
- Item writing techniques and item banking
- Techniques: Self report, interviews, observation, practicals, case studies, Analysis of evidences in humanistic studies

Unit 4 - Examination reforms

- a) Grading, marking and credit system.
- b) Alternative assessment strategies- rubric, performance based assessment.
- c) Question Bank.
- d) Continuous and comprehensive evaluation.
- e) Moderation and reevaluation.
- f) Online assessment tools.

Transaction Mode

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; penal discussion; peer group discussion

SELECTED READINGS

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
5. Anastasi, A (1982), Psychological Testing, Mac Millan, New York
6. Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
7. Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi
8. Dweck, C. S. (2006). Mind set: The new psychology of success. New York: Ballantine Book
 ्रैजयांतींकर. बड़ेपैमानेपरआंकलन: अनुभिऔरनजररया. शिक्षा- विमिच. मार्च-अप्रैल,2013.
9. Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), Sage handbook of research on classroom assessment. California, USA: Sage.
10. Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. Assessment in Education: Principles, Policies and Practices, 6(2),
11. Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)
12. Osterluid, S.J. (ed.) (2006) Modern Measurement: Theory, Principles and Applications of Mental Appraisal.Upper saddle River, NJ. Pearson-Merrill. Prentice Hall
13. Popham W.J., (1999). Classroom Assessment: What Teachers Need to Know (2nd edition). Boston, Allyn and Bacon.
14. Popham W.James. (Ed.). (1974). Evaluation in Education: Current Applications. Mr. Cutrhan Publishing Corporation. 2526 Grove Street, Barklay. California. 36
15. Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16.
16. ए. के. जलालुद्दीन. (मार्च- अप्रैल, 2011).रटनसेअर्चननमाचणतक: पाठ्यर्याच, शिक्षणिस्रऔरमूल्यांकनमेंफेर –बदल. शिक्षाविमिच.
17. Black, P. (2015). Formative assessment – an optimistic but incomplete vision. Assessment in Education: Principles, Policy & Practice, 22(1).

MEASUREMENT AND EVALUATION IN EDUCATION-II

Course Code- SAHS ED 01 04 05 C 2002

Credit 4

No. of Lectures-48

Objectives:

After completion of the course Pupil teacher/learner is expected to be able to:

- understand the nature and philosophy of assessment and evaluation
- analyse the significance of assessment in the teaching learning process
- comprehend various models, approaches and theories of educational measurement and assessment
- use suitable measurement theory and evolve appropriate assessment and evaluation strategies in evaluation studies
- develop evaluation studies and carryout them using the basics of educational evaluation and assessment

Unit I- Educational Assessment and Evaluation – Strategies and Approaches

- The nature and philosophy educational assessment and evaluation
- Development of evaluation models and approaches of assessment
- Purpose and goals of evaluation studies and assessment studies in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions

Unit II- Measurement Theories

- Measurement in Educational Research
- Measurement theories- Generalisability theory, Item response theory
- Measurement Models- Time score model, latent trait model, Rasch measurement model
- Validation of assessment: concept and methods of ascertaining validity. (Content related, criterion related, construct and predictive)
- Issues related to Validity: Qualitative
- Reliability: concept, theory of reliability; methods of ascertaining reliability. (test-retest, equivalent forms, split-half, reliability based on item statistics)
- Item analysis
- Scaling methods and test norms

Unit III- Dimensions of Educational Evaluation and Assessment

- Diagnostic evaluation
- Curriculum evaluation
- Institutional evaluation
- Programme evaluation
- Meta evaluation
- Development in educational evaluation and assessment

Unit IV- Issues Related to Educational Assessment and Evaluation

- Role of Evaluator • Ethics of the evaluation studies
- Professional standards for educational evaluation
- Assessments for use at country level: Context and emergence of National testing, Aims and Organisation of National testing, Use and Impact of National Test Results
- International Assessment Tools
 1. International Large-Scale Assessments: Context and emergence, Aims and organization and use and impact and types of International Assessments
 2. SABER- Systems Approach for Better Educational Results

Transaction Mode

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; panel discussion; peer group discussion

Suggested List of Assignments

- Construction of questionnaire/achievement test in any subject/rating scale etc.
- Development of observation schedule/interview schedule/diagnostic test
- Term paper on any topic selected by the students

References

- .
- NCERT(2007) National Focus Group Paper on Examination Reforms
- Shepard, L. A. (2000). The role of assessment in a learning culture. Educational Researcher. Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan (<http://www.ashanet.org/projectsnew/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf>)
- Bartram, D., and R.K. (Ed.). (2005). Computer Based Testing and Internet: Issues and Advances. Somerset, NJ: Wiley Inc.
- Bell, C.S. and Harris D. (Ed.). (1990). Assessment and Evaluation World yearbook of Education.
- Berk, R.A. (1984). A Guide to Criterion Referenced Test Construction. Baltimore: The Johns Hopkins University Press.
- Berman, R.L. (2001) Generalisability Theory New York: Springer-Verlag

- Bloom, B.S., Madaus, G.F. and Hastings, T.J. (1981). *Evaluation to Improve Learning*. New York: Mc. Graw Hills.
- Bond, T.G. and Fox C.M. (2001) *Applying the Research Model: Fundamental Measurement in the Human Sciences*. Mahwah, NJ: Lawrence. Erlbaum Associates
- Chase, C.I. (1999) *Contemporary Assessment for Educators*. New York: Longman
- Cizek, G.J. (1999) *Cheating Tests: How to do it, Detect it and Prevent it*. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Cizek, G.J. (Ed.). (2001). *Setting Performance Standards: Concepts, Methods and Perspectives*. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Cronbach, L.J. (1970). *Essential of Psychological Testing (3rd edition)* New York: Harper and Row Publishers
- Dave, R.H. and Patel, P.M. (1972) *Educational Evaluation and Assessment*. NCERT. New Delhi.
- Drasgow, F and Olson-Buchanan, J.B. (Ed.) (1999) *Innovations in Computerised Assessment*. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Edward E.L. (1969). *Techniques of Attitude Scale Construction*. Bombay Vakils, Feffer and Simons Pvt.Ltd.
- Groenen, P Borg, I (1997) *Modern Multidimensional Scaling: Theory and Application* New York: Spinger- Verlag.
- Grunlund, Norman, E. (1976). *Measurement and Evaluation Testing (3rd edition)* New York: Mc Millan.
- Halaslyna, T.M. and Downing, S.M. (Ed.) (2006). *Handbook of Test Development*. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Hopkins, Kennett, D. (1998). *Educational and Psychological Measurement and Evaluation*. Allyn and Bacon • Linguist, E.F. (Ed.) *Educational Measurement*. American Council of Education, Washington D.C.
- Mehrens, W.A. and Lehmann, I.J. (1987). *Using Standardized Tests in Education (List; Edn.)* New York: Longman.
- Noll, V.H. and Scannel, D.P. (1972). *Introduction to Educational Measurement (3rd edition)* New York: Houghton Maffin.
- NCERT (2005) *National Curriculum Framework: New Delhi*.
- Ebel, R.L. and Frisbe, D.A. (1990) *Essentials of Educational Measurement*, prentice Hall, New Delhi
- Byrnes, D.A. (1989), *Attitudes of students, parents and educators toward repeating a grade*. In L.A.
- Shepard & M.L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.
- Darling-Hammond, L. (1998), *Alternatives to grade retention*. *The School Administrator*, 55,7.

Educational Leadership, Planning and Management-I

Course Code- SAHS ED 01 04 06 C 4004

Credit 4

No. of Lectures-48

Course Objectives:After studying the course, students will be able to

- Understand the basic concepts of Educational Administration
- Understand the various Constitutional and Legal Framework related with Education
- Understand the Institutional Mechanism for Educational Planning and Administration in India
- Understand the Role and Functions of Various Government Agencies in Education
- Understand the Current/ Emerging Issues in Educational Administration

Unit-I: Basic Concepts

- Meaning and Nature of Educational Management
- Scope of Educational Management

Unit-II: Performance and Resource Management in Educational Institutions

- Monitoring of school performance
- Performance appraisal of the teachers.
- Financial and administrative management of educational institutions.
- Nature and characteristics of resource available in education.
- Need for resource management in education.
- Material resources.

Unit III- Educational Planning

- Concept of Educational Planning
- Need and importance of Educational Planning
- Process of Educational Planning
- Educational Planning in India: Agencies and Process
- Education under Five Year Plans in India
- Appraisal of Educational Planning in India

Unit-IV: Leadership in Education & Theories of Leadership

- **Concept of Leadership, Leader and Manager,**
- **Fourteen Principals of Management by Henri Fayol**

Transaction Mode

Lecture Method, Activity based Method, Survey Method, Cooperative Learning

Assignment/Field Work/Practicum

: Institutional Based Activities, Presentations, text book Review

Suggested Readings:

- Aggarwal, D.D. (2007). Educational Administration in India. ISBN: 8176257729. www.easternbookcorporation.com/moreinfo
- Batra, Sunil (2003). From School Inspection to School Support. .
- Cambollell, R.F. and Gregg,R.T. (ed.) (1957). Administrative Behaviour in Education. Harpar
- Gupta,L.D. (1983). Educational Administration at Callege Level. New Delhi: Oxford and IBH.
- Kaufman, Herman, Watters (eds.) (1996). Educational Planning: Strategic Tactical Operational. Tecnomic.
- Less Bell & Howard Stevenson (2006). Education Policy: Process, Themes and Importance.Routledge

- Momahan, G. and Harbert, H.R. (1982). Contemporary Educational Administration. New York: Macmillan Publishing .
- NwankwoJohm I, (1982). Educational Administration (Theory and Practice) New Delhi: Vikas Publishing House
- Tilak, J.B.G. (1992). Educational Planning at Grassroots. New Delhi: Ashish Publications
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
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- 'kekZ ,oa lDlsuk ¼2010½ 'kSf{kd ç'kklu ,oa çca/ku] vkj- yky cqd fMiks] esjB ¼m-ç-½

Educational Leadership, Planning and Management-II

Course Code- SAHS ED 01 04 07 C 4004

Credit 4

No. of Lectures-48

Unit-I: Introduction to Educational Management & Communication

- Concept, Scope, Principles of Educational Management
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.
- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

Unit-II: Educational Planning at Secondary Level, Education and Man Power Planning

- Concept, needs and goals of Educational Planning Secondary Level
- Principles of Educational Planning Secondary Level
- Approaches of Educational Planning Secondary Level
- Educational planning in India since Independence at Secondary Level
- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

Unit-III: Leadership in Education & Theories of Leadership

- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.
- Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
- Hersey and Blanchard's Situational Theory

Unit-IV: Institutional Mechanism for Educational Planning in India

- Role and Functions of Department of Culture and Education of the Union Ministry of Human Resource Development
- Role and Functions of Department of Education in States with special reference to Haryana
- Role and Functions of University Grants Commission
- Role and Functions of Technical Bodies such as NUEPA, CUBE, NCERT, NCTE, SCERTs

Transaction Mode

Lecture Method, Activity based Method, Survey Method, Cooperative Learning

Assignment/Field Work/Practicum

Institutional Based Activities, Presentations, text book Review

Suggested Readings:

- Altrichter, H. and Elliot, J. (2000). Images of Educational Change. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). Managing People, New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management, (Edited, Ed.) New Delhi: Sage Publications.

- Bush, T. (2013). Educational Management, Administration & leadership. New Delhi: Sage Publications.
- Chauhan, S. (2012). Educational Management, New Delhi: Pearson Publication.
- Dawra, S. (2003). Management Thought, New Delhi: Mohit Publication.
- Harigopal, K. (2001). Management of Organizational Change, New Delhi: Response Books.
- Luthans, F. (2005). Organisational Behaviour, New York: McGraw – Hills Inc.
- Lunenburg, F.C. & Orenstein, A.C. (2012). Educational Administration- Concept & Practices, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). The Higher Education Manager's Handbook, New York and Canada: Routledge.
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- Owens, R.C. (2001). Organizational Behaviour in Education, Boston: Allyn and Bacon.
- Prasad, A. (2007). University Education Administration and the Law, New Delhi: Deep & Deep Publications.
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- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). Actualizing Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). Educational Administration Policy, Planning and Survey. New Delhi: Kunal Books.
- Sharma, R. A. (2009). Educational Administration & Management. Meerut: R Lal Book Depot.
 - Sindhu, I.S. (2012). Educational Administration & Management. New Delhi: Pearson Publications

Self-Study Report (Non-Credit) Course Code- SAHS ED 14 02 SSR

Self-Study Report consist of any of any activity assigned by teacher viz.

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) for school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values among children.
- Any awareness campaign activity
- Any other suggested by the department.