



Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2021-2023)

Semester -III History and Problems of Education in INDIA Paper Code: EDUCC-301

Total Marks (70+30=100), Credits -4
Lectures = 65

Learning outcomes:

- Understand the Diverse Issues in Education
- Understand the Problems And Solutions of Diverse Issues in Education
- To understand the history of Indian Education in different periods of time.
- To understand the socio-political factors of affecting the development of education.
- To understand the contribution of various educational policies and programs during the pre and post independence.
- To understand the objectives of primary, secondary and higher education.
- To understand the role of educational agencies at the national and state level.
- To understand various challenges related to education and developing necessary remedial measures.

UNIT-I

- Vedic Period- characteristics and method of teaching, its merits and demerits,
- Buddhist characteristics and method of teaching, its merits and demerits.
- Medieval Period-characteristics and method of teaching, its merits and demerits.

UNIT II

- Macaulay's, Minutes (1835), Woods Dispatch (1854), Hunter Commission (1882), Sadler Commission (1917), Basic Education (1937),

UNIT-III

- University Education Commission (1948-49), Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66), National Policy of Education (1986), POA (1992), National Curriculum Framework for Teacher Education (2005),
- National Education Policy_2020: Teachers, Recruitment & deployment, Continuous Professional Development, Approach to Teacher Education

UNIT IV

- Contemporary Issues in Indian Education in Global Perspective: Issues pertaining to Distance Education and open learning system
- Issues relating to medium of instruction three language formula Issues in respect of emotional integration and International Understanding in the context of Globalization

UNIT-V

- Diverse Issues in Education: Education and Employment Computer Education in Schools Education of the SCs, STs, OBCs and Girls in Various age groups.
- Issues relating to quality in education and excellence Educational Programmes for disabled children. Privatization of education.



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Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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Suggested Readings:

1. Garg, B. R. Educational for Tomorrow.(Ambla Cant; International Book Agency, 1979)
2. Garg, B. R. Educational Crises in India.(Ambla Cant; International Book Agency, 1977)
3. Hughes, A. G. Education: Some fundamental Problems.Hughes, C (Longman, 1966)
4. Ivina, W. H. Work Experience in High School,Runge, W. (New York: Ronal Press, 1957)
5. Joshi, K. L. Problems of Higher Education in India(Bombay: Popular Prshashma, Pvt., Ltd., 1977)
6. Naik, J. P. The Education Commission and After.(New Delhi: Allied Publishers Pvt., Ltd., 1982)
7. Ramanathan, G. Problems of Educational Planning & NationalIntegration.
8. Ruhell, S. P. Social Determinants of Educability in India-Papers in.theSociological Context, Context of India Education. (Delhi: Jain Brothers., 1969).
9. Salamatullah Education in the Social Context.(New Delhi: NCERT, 1979)



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Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2021-2023)

Semester III Measurement and Evaluation Paper Code: EDUCC-302

Total Marks (70+30=100), Credits 4
Lectures = 65

Learning Outcomes:

- To understand the meaning, trends and functions of measurement & evaluation.
- To relate educational objectives with evaluation.
- To understand the interpretation of test scores.
- To 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
- To get acquainted with various examination reforms and alternative assessment strategies.
- To get develop ability to apply theoretical knowledge gained through the course.

UNIT I

- The Measurement and Evaluation Process: Concept, need, relevance and scope.
- Relation between measurement and evaluation. Basic principles and functions of evaluation.

UNIT II

- Evaluation and curriculum. Tools of Measurement and Evaluation: nature, purpose and types (Physical, Educational, and Psychological). Subjective and Objective Tests.

UNIT III

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

UNIT IV

- Measurement of –Achievement, Aptitude, Personality: Interpretation of scores on these tests. Behaviouristic vs. holistic approaches to measurement and evaluation. Types of Evaluation: Formative vs. Summative; Continuous vs. Interval; Semester System, Grading, Question-Bank.

UNIT V

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



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Suggested Reading:

- Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
- Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
- Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
- Anastasi, A (1982), Psychological Testing, Mac Millan, New York
- Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
- Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi
- Dweck, C. S. (2006). Mind set: The new psychology of success. New York: Ballantine Book
जय अंती है है अंकन. बड़े म नेपर आ अंकन: अनु और नजररय .
शिक्ष - शिक्षिमच. म चच-अप्र ल, 2013.
- 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.
- Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. Assessment in Education: Principles, Policies and Practices, 6(2),
- Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)
- Osterluid, S.J. (ed.) (2006) Modern Measurement: Theory, Principles and Applications of Mental Appraisal. Upper saddle River, NJ. Pearson-Merrill. Prentice Hall
- Popham W.J., (1999). Classroom Assessment: What Teachers Need to Know (2nd edition). Boston, Allyn and Bacon.
- Popham W.James. (Ed.). (1974). Evaluation in Education: Current Applications. Mr. Cutrhan Publishing Corporation. 2526 Grove Street, Barklay. California. 36
- Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16.
- ए. के. जल लुद्दीन. (म चच-अप्र ल, 2011). रटनसे अचचननम चणतक: प ठ्यय चच, शिक्षण स्त्र और मूल्य अंकनमें फेर - बदल. शिक्ष शिक्षिमच.
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Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2021-2023)

Semester-III Inclusive Education Paper Code:EDUEL-301A

Total Marks (70+30=100), Credits -4
Lectures = 65

Learning Outcomes:

- completion of the course the students shall be able to:
- Define meaning and scope of inclusive education.
- identify the assumptions of disability underlying current general and special education practices
- understand the various suggestions given by different recent commissions on education of children with disabilities for realizing the concept of “Universalization of Education”;
- explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways
- explain the meaning and implications of universal design in learning (UDL) for classroom pedagogy
- examine the different support services and collaboration for inclusive education

UNIT -I:

- 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 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
- Sensory (hearing, visual and physically challenged),
- Intellectual (gifted, and mentally challenged children),
- Developmental disabilities (autism, learning disabilities)



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Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2021-2023)

UNIT IV

- Role of teachers, resource teacher and schools working in inclusive settings
- Role of parents and community in inclusive education

UNIT V

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

Suggested Readings:

- Panda, K.C. (nd). *Education of Exceptional Children*
- Daniels, H. (1999) . *Inclusive education*. London: Kogan.
- Mangal, S.K. (2013). *Exceptional Childred*. New Delhi: PHI Learning Pvt. Ltd.
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida:Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press:Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle SchoolTeachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*. Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.
- Kluth, P. (2009). *The autism checklist: A practical reference for parents and teachers*.San Francisco, CA: Jossey-Bass.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.



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- Rose, D. A., Meyer, A. & Hitchcock, C. (2005). *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA:Harvard Education Press.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.



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Semester-III

Higher Education and Its Champions in Modern India

Paper Code:EDUEL-301B

Total Marks (70+30=100), Credits -4

Lectures = 65

UNIT I

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

UNIT-II

- Institutions of Higher Education and research in India Central, State, Private and deemed Universities. U.P.State University Act.

UNIT III

- Structure and features of university: (a) General structure of a university, (b) Role of Vice Chancellor/ President of a University

UNIT-IV

- MADAN MOHAN MALVIYA'S idea of university and higher education. Benares Hindu University, SIR SYED AHMED KHAN'S idea of university and higher education. Aligarh Muslim University
- Tagore's idea of University and Higher Education. THE VISHWA- BHARATI UNIVERSITY, SHANTI NIKETAN

UNIT-V

- MAHATMA GANDHI: SEER, PATRIOT AND VISIONARY
- Gandhian idea of university and higher education. GUJARAT VIDYAPEETHA: Aims, Organization, Special Features achievements and contributions.
- JRD TATA: VISIONARY WITH SPIRIT OF SKIES, PERFECTIONIST AND INDUSTRIALIST.



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SUGGESTED READINGS:

1. Crammer and Browne. *Contemporary Education*.
2. H.G. Good. *A History of Western Education* (1949). New York: The Macmillan Company.
3. M.K.Gandhi. *Sri KulpatijiKeBhashan*. Ahmedabad: Gujarat Vidyapeetha.
4. M.K. Gandhi. *India of my Dreams*. Ahmedabad: Navjivan Trust.
5. Paul Munroe. *A Brief Course in the History of Education* (1951). London: The Macmillan Company.
6. R. N. Tagore: *The Universal Man*.
7. *The Aligarh Muslim University Act*, New Delhi: Government of India, Ministry of Education.
8. *The Benaras Hindu University Act*
9. *The Constitution of India*, New Delhi: Government of India, Ministry of Law, Justice, and Company Affairs.
10. *The Maharaja SayajiraoGaekawad University Act, 1949*.
11. *The Visva-Bharati, SantiNiketan Central University Act*. New Delhi: Government of India.
12. www.tata.com/0_about_us/history/pioneers/index.htm
13. www.tata.com/tcs/media/20040730_jrd.htm
14. www.isro.org/krangan/krangan_lecture-01.htm



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Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2021-2023)

Semester-III

Teacher Education

Paper Code: EDUEL302A

Total Marks (70+30=100), Credits -4

Lectures = 65

Learning Outcomes:

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

UNIT- I

- Teacher Education: concept, aim, need and scope. National Policy on Education -- Review of national level recommendations and N.P.E.

UNIT- II

- Structure of Teacher Education: Aims, objectives and Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level. Teacher Education Programmes: In-Service, Pre-Service and orientation and Refresher – courses – their problems and limitations.

UNIT -III

- Teaching and Teaching Models: Nature, definition and principles of teaching, Models of Teaching, Teaching as a Profession: characteristic features of profession features of teaching for being recognized as a profession hurdles and drawbacks in the way

UNIT IV

- Teacher Effectiveness: Concept, issues, evaluation – procedures, tools, Qualities of a good teacher Innovations in Teacher Education: meaning of innovation factors and constraints in their Acceptance and implementation.

UNIT V

- Research in the area of Teacher Education: Need, areas, problems and trends.
- .Organization of Practice-teaching and Supervision of practice lessons: Block Teaching Group-teaching, intermittent-teaching, Internship related problems, observation and assessment of practice-lessons



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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
- (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). 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.
- 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.



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- 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



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Semester-III Environmental and Population Education Paper Code: EDUEL302B

Total Marks (70+30=100), Credits -4
Lectures = 65

Learning Outcomes:

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:

- Environment: Concept, types, components and socio-cultural determinants
- 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
- Managing Environmental Disasters Definition, Types of Disaster, Causes of different disasters and their effects. Disaster Management cycle. Acts & legal aspects about Disaster.

UNIT-III

- Disaster Preparedness at community level: Individual, Society or a group of independent houses, at place of work.
- Transaction Mode; **Lecture** Method, Activity based Method, Survey Method, Cooperative Learning



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UNIT IV

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

UNIT V

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

BOOKS RECOMMENDED

- Archie, M.&McCrea, E.(1996). Environmental education in theUnited States: Definition and Direction.In M. Archie(Ed.), Environmental education in theUnited States – Past, present, and future. Collected papers of the1996 National Environmental Education Summit. (pp.1-8). Burlingame, CA.
- Audet, Richard, andLudwig, Gail. (2000). GISinSchools.Redlands, CA: ESRI Press. pp. 5-12, 55-61.
- Bodzin, A. (2008)Integratinginstructional technologies in alocal watershed investigation with urban elementarylearners. TheJournal of Environmental Education, 39(2), 47-58.
- Rwal, J.C. (2007). Education for Values, Environment & Human Rights, Shipra Publications, Delhi.
- Kumar, A. (2007). A Text Book of Environmental Science, A.P.H. Publication House, New Delhi.
- Laxmi, G.V.S. (2004). Methods of teaching Environmental Science, Discovery Publishing House, New Delhi.
- Samuel, K. (2007). Environment Education: Curriculum & teaching Methods, Sarup & Sons, New Delhi.
- Satapathy, M. K. (2007). Education, Environment & Sustainable Development. Shipra Publications, Delhi.
- Yadav, P.R. (2004). Environmental Biodiversity, Discovery Publishing house, New Delhi



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- Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau.
- Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
- Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
- Kohli, V.K. & Kohli, V. (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.
- Website: www.unep.org



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Semester-III

Paper Code: EDUIN301

Credit-4

TOTAL MARKS-100

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