

**CURRICULUM AND SYLLABI
FOR
M.A./M.SC. (EDUCATION) CBCS**



**Two - Years semester system
(w.e.f.- 2021-2022)**

**DEPARTMENT OF EDUCATION
UNIVERSITY OF KALYANI
KALYANI, NADIA, WEST BENGAL 741235**

27 JAN 2021

DIARY No. VC/87303



University of Kalyani

Faculty of Education
Department of Education

Dr. D. Bhattacharyya
Professor

Kalyani-741 235, Nadia, W. B., India
Phone: + 91-33-2582 8348

To,
The Honourable Vice Chancellor,
University of Kalyani, Kalyani, Nadia

Respected Sir,
I would like to request you to approve the modified curriculum of the following courses of the session started from 28th January 2021:

- 1) M.A/M.Sc in Education
- 2) B.Ed
- 3) M.Ed

The modification has been executed by means of PGBOS held on 17.01.2021 and followed by several D.C. meeting and now it has been submitted for your kind approval.
with regards,

Dibyendu Bhattacharyya

Prof Dibyendu Bhattacharyya
HOD, Education
University of Kalyani, Kalyani, Nadia

27/01/2021
HEAD
Department of Education
University of Kalyani

Approval, Sec. Fac. Council (PC)
for n.a.

[Signature]
29.01.2021
Vice-Chancellor
University of Kalyani

Systems-in-charge
for uplading
the matter
[Signature]
02-01-21



UNIVERSITY OF KALYANI
VICE-CHANCELLOR'S SECRETARIAT

27 JAN 2021

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with regards,

Debajyendu Bhattacharyya

Prof Debajyendu Bhattacharyya
HOD, Education
University of Kalyani, Kalyani, Nadia

HEAD/2021
Department of Education
University of Kalyani

M.A./M.Sc. (Education) CBCS Curriculum

Duration: Two years comprising of four semesters of six months duration

Semester-1						
Course Code	Course Title	Course Credit	Points/Marks			Learning Experiences (hours)
			Mid-term/Assignment	Term-end	Total	
1.1EDC	Educational Philosophy-I	4	20	80	100	80
1.2EDC	Educational Psychology-I	4	20	80	100	80
1.3EDC	Educational Sociology-I	4	20	80	100	80
1.4EDC	Research Methodology-I	4	20	80	100	80
Total Credit		16	Total Marks		400	
Semester-2						
2.1EDO (Open course)	Fundamentals of Education and Research (for students of other departments)	4	20	80	100	80
2.2EDC	Educational Philosophy-II	2	10	40	50	40
2.3EDC	Educational Psychology-II	2	10	40	50	40
2.4EDC	Educational Sociology-II	2	10	40	50	40
2.5EDC	History, politics & Economics of Education	2	10	40	50	40
2.6EDC	Research Methodology-II	4	20	80	100	80
Total Credit		16	Total Marks		400	
Semester-3						
3.1EDC	Curriculum Studies	4	20	80	100	80
3.2EDC	Teacher Education	4	20	80	100	80
3.3EDC	Educational Technology	4	20	80	100	80
3.4EDC	Historical Foundation of Education	2	10	40	50	40
3.5EDC	Pedagogy and Andragogy and Assessment	2	10	40	50	40
Total Credit		16	Total Marks		400	
Semester-4						
4.1EDC	Inclusive Education	4	20	80	100	80
4.2EDC	Educational Management, Administration and leadership	4	20	80	100	80
4.3EDE	<u>Elective Papers</u> 1.Environmental and Population Education 2. Measurement and Evaluation 3.Health Education 4.Development of Indian Education 5. Advanced Educational Technology 6. Advanced Teacher Education 7. Special Education 8.Yoga Education	4	20	80	100	80
4.4EDP	Dissertation (Based on Research Activities)	4		100	100	120
Total Credit		16	Total Marks		400	
Grand Total (Credit)		64	Grand Total (Marks)		1600	

(EDC compulsory paper; EDE-Elective/Optional paper; EDP -practical paper; EDO- open course)

Semester - 1

1.1 EDC: Educational Philosophy-I

Points/Marks – 80+20= 100

Learning Hours-80

Objectives:

To enable the students to

- ✓ develop an understanding about the contribution of Philosophy of Education to education as a discipline.
- ✓ develop capacity to build an Indian Philosophy of Education to set goals of education in India.
- ✓ acquaint themselves with the educational contributions of some great thinkers (both Western and Indian) on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.
- ✓ understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.
- ✓ develop insights to apply the above competencies in the practices of education.

Contents

Unit-I : Nature and Scope of Indian Philosophy. Meaning, Nature and Scope of Educational Philosophy, Relationship of Education and Philosophy, Aspects of Philosophy (Epistemology/Vidya), Reality (Metaphysics/Darshan), and Values (Axiology/Daya),

Unit-II : Indian schools of Philosophy: Nyaya, Sankhya, Yoga in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

Unit-III : Buddhism, Jainism and Islamic tradition with special reference to their philosophical aspects and educational implications.

Unit-IV : Some problems of Philosophy of Education in relation to concept, aim, curriculum, teaching and learning with respect to their philosophical aspects.

Unit-V : Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism with special reference to their philosophical aspects and educational implications.

Unit-VI : Educational Philosophy of J. J. Rousseau and J. Dewey, Bertrand Russell and A. N. Whitehead.

Unit-VII : National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit-VIII : Modern Concept of Philosophy : Analysis, logical analysis; logical positivism and positive relativism with respect to their educational implications.

Suggested Readings:

- Foundation of Education: O. P. Dhiman.
- An Introduction to Indian Philosophy, S. C. Chatterjee and D. M. Dutta.
- Four Philosophies and their practice in Education : D. J. Butler.
- Philosophy of Education : Rupert Lodge.
- Philosophy Bases of Education : R. R. Rusk.
- Studies in Philosophies of Education : V. Verma.
- Outlines of Indian Philosophy : J. Sinha.
- Philosophical Foundations of Education : K. K. Shrivastava.
- Educational Thoughts and Practice : V. R. Taneja.
- Great Educators : R. R. Rusk.
- Education and Philosophy: D. Bhattacharayya, Pearson (Bengali Version)

1.2 EDC: Educational Psychology-I**Points/Marks – 80+20= 100****Learning Hours-80****Objectives:** To make students understand

- ✓ the contributions of different schools of psychology to education.
- ✓ the nature of various processes of growth and development in order to develop educational programmes.
- ✓ the nature of learning and transfer of learning.
- ✓ the nature of motivation and its relation to learning
- ✓ the nature of mental health and adjustment.
- ✓ the concept of stress and anxiety, and its management.
- ✓ the concept of remedial education and educational diagnosis.

Contents

- Unit-1:** **Schools of Psychology:** Behaviourism, Gestalt, Psychoanalysis, Humanistic, and Cognitive: their basic concepts and educational contributions
- Unit-2:** **Growth & Development:** Concept and principles, Cognitive Processes and stages of Cognitive Development, Moral development, Language development,
- Unit-3:** **Mental health and Mental hygiene-** meaning, nature and need. Anxiety and Stress and their management. Conflict and Adjustment mechanism
- Unit-4:** **Motivation theories and their educational implications:** Hierarchy of Needs, Achievement Motivation, Attribution Theory. Factors affecting motivation of learning.
- Unit-5:** **Learning:** Concept, Nature & Types, Influencing Factors – Attention & Interest, Maturation and Motivation, Remembering & Forgetting. Information Processing Model. Transfer of Learning- Meaning and nature, High road and Low road transfer.
- Unit-6:** **Creativity:** Concept and nature, Identification of creative person. Nurturing creativity. Creativity and Intelligence. Measurement of creativity
- Unit-7:** **Individual differences :** Individual differences: – Concept & Types. Role of heredity, environment and culture. Implications of individual differences for organizing educational programmes.
- Unit-8:** **Remedial Education:** Meaning, Needs, Objectives, Nature & Techniques of Educational Diagnosis, Specific Backwardness – Reading, Writing & Arithmetic- Causes and Remedial measures.

Suggested Readings:

- Aggarwal, J.C. (1995). **Essentials of Educational Psychology**, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A.& S.Urbina. **Psychological Testing** (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D.(1995) **Social Psychology**, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge,L.Morris.(1982): **Learning Theories for Teachers**, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R.(1986), **Theories of Learning**, (5th ed.), Prentice Hall, New Delhi.
- Chauhan, S.S.(1996). **Advanced Educational Psychology**, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper,C. **Intelligence and Abilities**. Routledge. London and New York.(1999)
- Cotton, Julie.(1995): **The Theory of Learning: An Introduction**, Kogan Page Limited, London.
- Copley, A.J.**Creativity in Education and learning**. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) **Personality Classic Theories and Modern Research**, Pearson Education. 2nd Ed.
- Goodenough, F.L.(1949) **Mental Testing: its history, Principles and applications**. N.Y.Rinehart.
- Gregory, R.J. **Psychological Testing- History, Principles, and Applications** (4th Edition). Pearson Education,(2005).
- Gulati, S.(Edited). **Education for Creativity**. NCERT.(1995).
- Hall, C.S and Lindzey, G.(1985). **Theories of Personality**. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. **Advanced Educational Psychology**. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Morgan .T.C. et al. **Introduction to Psychology** (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003).
- Murray, H.A.(1962). **Explorations in personality**. N.Y.Science Editions.
- Phares, E.J.(1991) **Introduction to personality**. Harper Clins. N.Y. 3^{ed} Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5th Ed.(2010)
- Torrance, E.P. **Encouraging Creativity in the Classroom**. W.M.C. Brown Co. Publishers, IOWA, USA.(1972).
- Woolfolk,A. **Educational Psychology**(Ninth Edition). Pearson Education, (2004).

1.3 EDC: Educational Sociology-1

Points/Marks – 80+20= 100

Learning Hours-80

Objectives:

- ✓ To develop knowledge about Education & Society.
- ✓ To transact different determinants of Sociology in Education
- ✓ To apply Sociological Concepts of different segments to our society
- ✓ To study different theories of Sociology & Education
- ✓ To enable learners to correlate Education & sociology
- ✓ To understand sociological theories and its practices in our educational system

Contents

Unit-I : Meaning and nature – Educational Sociology and Sociology of Education. Relationship of Sociology and Education. Education as a process of socialization. Education as a process of social subsystem: special characteristics.

Unit- II: Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

Unit-III: Social group and Community – Social groups and group dynamics. School community relationship, changes in Indian society and their impact on Education. Socio-metric study in formal groups.

Unit-IV: Education and Culture – Meaning and nature of culture, role of education in cultural context, cultural determinants of Education, cultural change & lag.

Unit-V: Education and Backward Community – Education of the socially and economically disadvantaged sections of the Indian society with special reference to scheduled caste and scheduled tribes women and rural people.

Unit-VI: Educational and Social organization – Factors affecting social organization, social group, group dynamics in a class room situation. Folkway, mores and institutions

Unit-VII: Population: Population dynamics, population growth, components of population growth – fertility, mortality, migration, population composition, age, sex, religion, literacy, population policy in India.

Unit-VIII: Education and Leadership: the locus of leadership and roles, leaders & leadership, the dynamics of leadership, leader types and leader styles, characteristics of leaders.

Suggested Readings:

- Chube, S. P. : Philosophical & Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. . & Kumar, K. : Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985.
- Dewey, John, The School of Society, University of Chicago Press, 1936.
- Bhatt, B. D. & Sharma, S. R. : Sociology of Education, Kanishka Publishers House, 1993.
- Brown, F. J. : Educational Sociology, Prentice Hall Inc., 1961.
- Cook, L. A. & Cook, E. : A Sociological Approach to Education, McGraw Hill, New York, 1950.
- N. Jayaram : Sociology of Education in India, Raaat Publication, Jaipur, 1950.
- Sharma, S. N. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
- Sharma, K. L. : Social Stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997.
- Talesra, H. : Sociological Foundations of Education : Kanishka Publishers, New Delhi, 2002.
- Sharma, Y. K. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
- Prasad, J. : Education & Society : Concepts, perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.
- Education and Sociology: D. Bhattachayya, Pearson (Bengali Version)

1.4 EDC: Research Methodology-1**Points/Marks – 80+20= 100****Learning Hours-80****Contents****On completion of the course the students will be able to:**

- ✓ Comprehend the nature and process of research in education
- ✓ acquaint with different types of research in education
- ✓ identify research-worthy problem
- ✓ narrate the design of Qualitative research
- ✓ explain the meaning and nature of variables and hypothesis
- ✓ describe and differentiate the various methods of sampling
- ✓ estimate the value of different standardization criteria of research tools

Unit-I: Meaning, Nature, and scope of Educational Research

- Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.
- Educational Research – Meaning and nature. Identification of research worthy problem.

Unit-II: Types/approaches of research

- Fundamental, Applied and Action.
- Quantitative and Qualitative.
- Longitudinal and Cross-sectional
- Research design- meaning and nature

Unit-III: Strategies of Educational Research

- Historical, Descriptive and Experimental and their importance.

Unit-IV: Normal probability curve

- Meaning and nature, Causes of non normality. Standard scores-meaning, types, and uses

Unit-V: Development of Tools for educational research

- Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory),
- Techniques of Research (Observation, Interview and Projective Techniques)

Unit-VI: Measurement scale and descriptive statistics

- Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio),
- Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data),

Unit-VII: Measures of Relationships

- Co-efficient of correlation- Rank difference, Product moment, Biserial and Point-biserial, Tetra choric, Phi, Partial and Multiple correlations (concepts and uses only)

Unit-VIII: Population and Sampling

- Concept of Universe and Sample,
- Characteristics of a good Sample,
- Techniques of Sampling (Probability and Non-probability Sampling)

Suggested Readings:

- Creswell, J.W. - **Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach.** PHI.
- Cohen, L., Manion, L. & Morrison, K. - **Research Methods in Education.** Routledge.
- Johnson, B. & Christensen, L. - **Educational Research-quantitative, qualitative & mixed approaches.** Sage.
- Kerlinger, F. N. - **Foundations of behavioural research.** Surajit Publication
- Mohsin, S. M. - **Research methods in behavioural science.** Orient Longman.
- Best and Kahn - **Research in education.** PHI
- Koul, L. - **Methodology of educational research.** Vikas Publishing House Pvt. Ltd.
- Guilford, J. P. - **Fundamental statistics in psychology and education.**
- Guilford, J. P. - **Psychometric methods.**
- Anastasi, A. - **Psychological Testing.** Pearson Education.
- Freeman - **Psychological Testing.**
- Ferguson, G. A. - **Statistical Analysis in Psychology and Education.**
- Nunnally, J. C. - **Educational measurement and evaluation.**
- Siegal, S. - **Nonparametric statistics for the behavioural sciences.**
- Van Dalen, D. B. - **Understanding Educational Research: an introduction.**
- Dooley, D. - **Social Research Method:** Prentice Hall of India Pvt. Ltd.
- Neuman, W.L. - **Social Research Method - Qualitative and quantitative approaches,** Pearson Education.
- Ahuja, R. - **Research Methods,** Rauat Publication, Jaipur and New Delhi.
- Kothari, C.R. - **Research Methodology-method and techniques.** Wishwa Prakashan, New Delhi.
- Sukhia, S.P., Mehrotra, P.V. & Mehrotra, R.N. - **Elements of Educational Research.** Allied Publishers Ltd.

Semester – 2**2.1 EDO: Fundamentals of Education and Research (Open Course)****Points/Marks – 80+20= 100****Learning Hours-80****Objectives:** After completing this course the learner will be able to

- ✓ Explain the meaning, nature, bases, and agencies of Education
- ✓ Discuss different bases in education
- ✓ State the meaning, nature, and factors of learning
- ✓ Explain the meaning, stages, and levels of teaching
- ✓ Discuss the meaning, importance, and development of teaching skills
- ✓ State the foundation of curriculum development and analysis different curriculum frameworks
- ✓ Enumerate the meaning, nature, and types of evaluation
- ✓ Explain the meaning, nature and types of research
- ✓ Discuss some basic concept involved in research
- ✓ State and compute some basic statistics in research
- ✓ Write research proposal, research report and research paper

Contents

- Unit-I : Basic concepts of Education:** Meaning, Nature, Scope, functions, and agencies of Education
- Unit-II : Philosophical bases of Education:** Philosophical bases of Education, Preliminary ideas about Indian schools of philosophy in relation to Education
- Unit-III : Historical and Sociological Basis of Education:** Developmental history of modern Indian Education, Sociological basis of Education.
- Unit-IV : Psychology of Learning and Teaching:**
- o **Learning**
 - Meaning. Nature. Factors (Motivation, Maturation, Memory, and Attention). Theories and implication (Classical

Conditioning, Operant Conditioning, Gestalt, and Constructivism)

- o **Teaching**
 - Meaning. Stages. Levels. Teaching skill. Development of Teaching skills.
- o **Educational Technology**
 - Meaning, Nature, approaches, and Scope

Unit-V : Curriculum Development and Evaluation:

- o Concept, Types, and Principles of Curriculum
- o Foundation of Curriculum and Curriculum framework

Unit-VI : Measurement and Evaluation:

- o Meaning and nature of Measurement and Evaluation
- o Formative and Summative evaluation
- o Continuous and Comprehensive evaluation (CCE)

Unit-VII : Basic concepts in Research:

- o Meaning and nature of research
- o Different types of research in Social Science
 - Basic, Applied, and Action
 - Qualitative, Quantitative, and Mixed
 - Historical, Descriptive, and Experimental
- o Review of Related Literature- meaning and importance
- o Hypothesis and Research question
- o Population, Sample, and Sampling techniques- Probability (Simple Random, Stratified Random,) and Non-probability (Incidental, Purposive)
- o Tools of data collection- Criteria of a good research tool. Nature, Merits and Demerits of tools-Observation, Questionnaire, Interview, Likert scale

Unit-VIII : Statistics in research and Report writing:

- o Statistics in research
 - Scales of measurement
 - Central tendencies and Dispersion
 - NPC
 - Inferential statistics- Parametric and Nonparametric tests
- o Reporting of research
 - Research Proposal and Research report
 - Basic components of writing research report

Suggested Readings:

- Chatterjee, S.C. & Dutta, D.M. **An Introduction to Indian Philosophy**
- Verma, V. **Studies in Philosophies of Education**
- Bhattacharayya, D. **Education and Philosophy**. Pearson (Bengali Version)
- Chube, S. P. **Philosophical & Sociological Foundation of Education**. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. . & Kumar, K. **Sociological Perspective in Education**, Chanakya Publication, New Delhi, 1985.
- Bhatt, B. D. & Sharma, S. R. **Sociology of Education**, Kanishka Publishers House, 1993.
- Sharma, S. N. : **Philosophical & Sociological Foundations of Education**, Kanishka Publishers, New Delhi, 1995.

- Sharma, K. L. : **Social Stratification in India** : Issues & Themes, Sage Publication, New Delhi, 1997.
- Sharma, Y. K. : **Philosophical & Sociological Foundations of Education**, Kanishka Publishers, New Delhi, 2004.
- Bhattachayya, D. **Education and Sociology**: , Pearson (Bengali Version)
- Aggarwal, J.C. (1995). **Essentials of Educational Psychology**, Vikash Publishing House Private Limited. New Delhi.
- Chauhan, S.S.(1996). **Advanced Educational Psychology**, New Delhi, Vikas Publishing Pvt. Ltd.
- Mangal, S.K. **Advanced Educational Psychology**. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Bhat, B. D. and Sharma, S. R. **Educational Technology Concept and Technique**, Delhi : Kanishka Pub. House, 1992.
- Chand Tara. **Educational Technology**, New Delhi : Anmol Pub., 1990.
- Jagannath Mohanty. **Educational Technology**, New Delhi : Deep & Deep Pub. 1992
- Aggarwal, J. C. – **Educational Technology**.
- Sen, Malay Kr. – **Educational Technology**. (Bengali version)
- Bhalla,Navneet.(2007) – **Curriculum Development**. Author Press. Delhi. India.
- Walker, D.F. (2003) – **Fundamentals of Curriculum**. Lawrence Erlbaun Associates, Publishers. New Jersey.
- Bhattacharyya, D. **Curriculum and Evaluation**:, Alapana Enterprise (Bengali version)
- Best and Kahn – **Research in education**. PHI
- Koul, L.–**Methodology of educational research**. Vikas Publishing House Pvt. Ltd.
- Guilford, J. P. – **Fundamental statistics in psychology and education**.
- Neuman,W.L. – **Social Research Method – Qualitative and quantitative approaches**, Pearson Education.
- Ahuja,R. – **Research Methods**, Rauat Publication, Jaipur and New Delhi.
- Kothari,C.R.–**Research Methodology–method and techniques**. Wishwa Prakashan, New Delhi.

Semester - 2

2.2 EDC: Educational Philosophy-II

Points/Marks – 40+10=50

Learning Hours-40

Objectives:

To enable the students to

- ✓ develop an understanding about the contribution of Philosophy of Education to education as a discipline.
- ✓ develop capacity to build an Indian Philosophy of Education to set goals of education in India.
- ✓ acquaint themselves with the educational contributions of some great thinkers (both Western and Indian) on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.
- ✓ understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.
- ✓ develop insights to apply the above competencies in the practices of education.

Contents

Unit-I : Indian Schools of Philosophy : Carvaka, Vaiseshika, Vedanta in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

Unit-II : Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule;

Unit-III : Building a Philosophy of Indian Education : Main issues of development of education in India.

Unit-IV : Western Schools of Philosophy : Existentialism, Essentialism, Humanism, Progressivism, Marxism in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

Suggested Readings:

- Foundation of Education : O. P. Dhiman.
- An Introduction to Indian Philosophy, S. C. Chatterjee and D. M. Dutta.
- Four Philosophies and their practice in Education : D. J. Butler.
- Philosophy of Education : Rupert Lodge.
- Philosophy Bases of Education : R. R. Rusk.
- Studies in Philosophies of Education : V. Verma.
- Outlines of Indian Philosophy : J. Sinha.
- Philosophical Foundations of Education : K. K. Shrivastava.
- Educational Thoughts and Practice : V. R. Taneja.
- Great Educators : R. R. Rusk.
- Education and Philosophy: D. Bhattacharayya, Pearson (Bengali Version)

2.3 EDC: Educational Psychology-II**Points/Marks – 40+10=50****Learning Hours-40****Objectives:**

To make students understand

- ✓ the meaning and nature of higher mental processes and their measurement;
- ✓ The nature of learning and constructivism on the basis of different theoretical perspectives;
- ✓ the nature of personality and individual differences, and their educational importance;
- ✓ the nature of group dynamics in classroom and classroom climate.

Contents

- Unit-I: Intelligence:** Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition, and Emotional intelligence.
- Unit-II: Learning theories and their implications:** Cognitive (Tolman, Lewin, Bruner) and Social theories of learning (Bandura), Constructivist learning (Vygotsky and Piaget, Factors affecting social learning, social competence, Concept of social cognition
- Unit-III: Personality:** Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka Big five factor). Measurement of personality.
- Unit-IV: Guidance and Counselling:** Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Suggested Readings:

- Aggarwal, J.C. (1995). **Essentials of Educational Psychology**, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A.& S.Urbina. **Psychological Testing** (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D.(1995) **Social Psychology**, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge,L.Morris.(1982): **Learning Theories for Teachers**, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R.(1986), **Theories of Learning**, (5th ed.), Prentice Hall, New Delhi.
- Chauhan, S.S.(1996). **Advanced Educational Psychology**, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper,C. **Intelligence and Abilities**. Routledge. London and New York.(1999)
- Cotton, Julie.(1995): **The Theory of Learning: An Introduction**, Kogan Page Limited, London.
- Copley, A.J.**Creativity in Education and learning**. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) **Personality Classic Theories and Modern Research**, Pearson Education. 2nd Ed.
- Goodenough, F.L.(1949) **Mental Testing: its history, Principles and applications**. N.Y.Rinehart.
- Gregory, R.J. **Psychological Testing- History, Principles, and Applications** (4th Edition). Pearson Education,(2005).
- Gulati, S.(Edited). **Education for Creativity**. NCERT.(1995).
- Hall, C.S and Lindzey, G.(1985). **Theories of Personality**. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. **Advanced Educational Psychology**. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Morgan .T.C. et al. **Introduction to Psychology** (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003).
- Murray, H.A.(1962). **Explorations in personality**. N.Y.Science Editions.
- Phares, E.J.(1991) **Introduction to personality**. Harper Clins. N.Y. 3^{ed} Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5th Ed.(2010)
- Torrance, E.P. **Encouraging Creativity in the Classroom**. W.M.C. Brown Co. Publishers, IOWA, USA.(1972).
- Woolfolk,A. **Educational Psychology**(Ninth Edition). Pearson Education, (2004).

2.4 EDC: Educational Sociology-II**Points/Marks – 40+10=50****Learning Hours-40****Objectives:**

The learners would be able

- ✓To develop knowledge about Social change and constraints of social change
- ✓To transact different determinants of Sociology in Education;
- ✓To apply Sociological Concepts on different segment to our society;
- ✓To study different theories of Social change;
- ✓To understand the concept of education, social stratification and values;
- ✓To understand the concept of education in relation to economic growth,urbanization, industrialization and etc.
- ✓To understand the concept of education in relation to democracy, politics, religion, national integration globalization and leadership.
- ✓To understand sociological theories and its practices in our educational system.

Contents

Unit-I : Education and Social Change : Factors affecting social change, various instruments of social change, constraints of social change (caste, ethnicity, class, language, religion, regionalism), theories of social change (Marxian theory, Sorokin's and other views on social changes).

Unit-II : Education and Social Stratification : Role of education in social mobility, education to social equity and equality of educational opportunity.

Unit-III : Education and Values: Concepts, Nature & Classification need for inculcation of values, Indian traditional thought on value education.

Unit-IV : Education and economic growth; urbanization, industrialization, modernization, westernization & Sanskritization with special reference to Indian society and its educational implication. Education in relation to democracy, politics, religion, national integration, globalization.

Suggested Readings:

- Chube, S. P. : Philosophical & Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. . & Kumar, K. : Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985.
- Dewey, John, The School of Society, University of Chicago Press, 1936.
- Bhatt, B. D. & Sharma, S. R. : Sociology of Education, Kanishka Publishers House, 1993.
- Brown, F. J. : Educational Sociology, Prentice Hall Inc., 1961.
- Cook, L. A. & Cook, E. : A Sociological Approach to Education, McGraw Hill, New York, 1950.
- N. Jayaram : Sociology of Education in India, Raaat Publication, Jaipur, 1950.
- Sharma, S. N. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
- Sharma, K. L. : Social Stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997.
- Talesra, H. : Sociological Foundations of Education : Kanishka Publishers, New Delhi, 2002.
- Sharma, Y. K. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
- Prasad, J. : Education & Society : Concepts, perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.
- Education and Sociology: D. Bhattachayya, Pearson (Bengali Version)

2.5 EDC: History, Politics & Economics of Education**Points/Marks – 40+10=50****Learning Hours-40****Objectives:**

After completing the course, the students will be able to

- ✓ Know about different committees and commissions constituted for betterment of education.
- ✓ Identify the relationship between politics and education.
- ✓ Understand how economics is related to education.

Contents**Unit - I: Committees and Commissions' Contribution to Teacher Education**

Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), National Education Policy, 2020.

Unit - II: Relationship between Politics and Education

Linkage between Educational Policy and National Development, Determinants of Educational Policy

Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Unit:III Perspectives of Politics of Education: Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviourism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization ,Relationship Between Politics and Education,

Unit - IV: Economics of Education

Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education, Signalling Theory Vs Human Capital Theory,

Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

Suggested Readings

- Ministry of Human Resource Development. National Policy on Education (PoA-1992). New Delhi: Government of India.
- NCF (2005). National Curriculum Framework. New Delhi: NCERT.
- Narulla, S. & Naik, J. P. (1964). Student History of Education in India. McMillian & Co., of India Pvt. Ltd.
- National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press Ltd.

2.6 EDC: Research Methodology-II**Points/Marks – 80+20= 100****Learning Hours-80****Objectives**

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

- ✓ construct and apply different research tools.
- ✓ develop skill to write and evaluate research report.
- ✓ acquaint with the descriptive and inferential statistical techniques in educational research.
- ✓ estimate coefficient of correlation, regression and prediction.

Contents**Unit-I: Variables and Hypothesis:**

- Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator),
- Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis,
- Concept of Null hypothesis, testing of null hypothesis, types of Error-Type I and Type II, levels of significance, Tests of significance, Directional (one tailed) and non-directional(two tailed) tests.

Unit-II: Inferential Statistics-I

- Sampling distribution of Statistics: Parameter, statistics, sampling distributions, sampling error and standard error of statistics, degrees of freedom, confidence limits and confidence intervals.
- Parametric and non parametric techniques (concept), chi-square tests, CR-test, F-test (one way), Median test, ANOVA (concept).

Unit-III: Inferential Statistics-II

- Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction (one / two predictor) and uses in educational research, Multiple Regression (concept and uses).

Unit-IV: Qualitative data analysis

- Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

Unit-V: Qualitative research design-I

- Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT)
- Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses),
- Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses),

Unit-VI: Qualitative research design-II

- Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design),
- Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Unit-VII: Standardization of research tool and Statistical application of psychological, educational testing

- Item Analysis, Reliability, Validity, Objectivity, Norms- concept, types, and methods of estimation.
- Application of any two test from the following (Attitude, Leadership, Learning Style, Personality, Memorization and Interest Inventory)

Unit-VIII: Research Report

- Nature and importance of reporting
- Steps of Writing a Research Proposal,
- Recording, organizing and reporting of investigation /experimentation as per style format. Evaluating a research report.

Suggested Readings:

- Creswell, J.W. - **Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach**. PHI.
- Cohen, L., Manion, L. & Morrison, K. - **Research Methods in Education**. Routledge.
- Johnson, B. & Christensen, L. - **Educational Research-quantitative, qualitative & mixed approaches**. Sage.
- Kerlinger, F. N. - **Foundations of Behavioural Research**. Surajit Publication
- Mohsin, S. M. - **Research methods in behavioural science**. Orient Longman.
- Best and Kahn - **Research in education**. PHI
- Koul, L. - **Methodology of educational research**. Vikas Publishing House Pvt. Ltd.
- Guilford, J. P. - **Fundamental statistics in psychology and education**.
- Guilford, J. P. - **Psychometric methods**.
- Anastasi, A. - **Psychological Testing**. Pearson Education.
- Freeman - **Psychological Testing**.
- Ferguson, G. A. - **Statistical Analysis in Psychology and Education**.
- Nunnally, J. C. - **Educational measurement and evaluation**.
- Siegal, S. - **Nonparametric statistics for the behavioural sciences**.
- Van Dalen, D. B. - **Understanding Educational Research: an introduction**.
- Dooley, D. - **Social Research Method**: Prentice Hall of India Pvt. Ltd.
- Neuman, W.L. - **Social Research Method - Qualitative and quantitative approaches**, Pearson Education.
- Ahuja, R. - **Research Methods**, Rauat Publication, Jaipur and New Delhi.
- Kothari, C.R. - **Research Methodology-method and techniques**. Wishwa Prakashan, New Delhi.

- Sukhia,S.P., Mehrotra,P.V. & Mehrotra,R.N.- **Elements of Educational Research.**
Allied Publishers Ltd.

Semester- 3**3.1 EDC: Curriculum Studies****Points/Marks – 80+20= 100****Learning Hours-80****Objectives:** After completing the course the students will be able to

- ✓ Understand the meaning, concept and types of curriculum – planning of curriculum
- ✓ Understand the different forms of foundations of curriculum.
- ✓ Understand nature, scope and functions of curriculum theory & elements

Contents**Unit-I: Concept of Curriculum**

Meaning, Nature, Principles and functions; types and components. Curriculum as a process. Curriculum planning and design. Strategies of Curriculum Development, Stages in the Process of Curriculum development

Unit-II: Foundations and National Bodies of Curriculum

Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development.

Unit-III: Models of Curriculum Design

Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model (social reconstruction), Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, Product Model).

Unit-IV: Curriculum Instruction and modern trends

Curriculum planning -approaches & principle, e-learning design, Instructional System Design, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction,

Unit-V : Curriculum Evaluation:

Meaning, Concept and stage of Curriculum Evaluation; Approaches to Evaluation of Curriculum (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model and CIPP Model.

Unit-VI: Curriculum Change and Research

Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies.

Unit-VII: Curriculum Framework

Meaning and concepts of curriculum framework, UGC curriculum framework in the light of National Education Policy, 2020

NCTE curriculum framework 2014 and onwards

National curriculum framework, 2005

Unit- VIII: Theory and Models of Curriculum

Meaning of curriculum theory, function, classification. Difference between models and theories; Importance of models in curriculum development. Technical and Non-technical models of curriculum development.

Systems approach in curriculum development.

Suggested Books:

- Aggarwal, J.C. & Gupta, S. (2005) – Curriculum Development 2005. Shipra. Delhi. India.
- Bhalla, Navneet. (2007) – Curriculum Development. Author Press. Delhi. India.
- Doll, W.E. (1993) – A postmodern perspective on curriculum. New York, Teachers College Press.
- Slattery, P. (1995) – Curriculum Development in the postmodern era. New York, Garland.
- Taba, H. (1962) – Curriculum Development, theory & practice. New York, Harcourt Brace.
- Walker, D.F. (2003) – Fundamentals of Curriculum. Lawrence Erlbaum Associates, Publishers. New Jersey.
- Curriculum and Evaluation: D. Bhattacharyya, Alapana Enterprise (Bengali version)

3.2 EDC: Teacher Education**Points/Marks – 80+20= 100****Learning Hours-80****Objectives**

After completing the course, the students will be able to

- ✓ Understand the meaning, scope, objectives of teacher education and its development in India.
- ✓ Acquaint the students with different agencies of teacher education in India and their roles and functions.
- ✓ Understand different models of Teacher Education.
- ✓ Get knowledge on In-service Teacher Education.
- ✓ Acquire wide understanding on Teaching.
- ✓ Enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

Contents**Unit - I: Introduction to Teacher Education**

Meaning, Nature and Scope of Teacher Education, Roles and functions of School Teachers.

Unit - II: Models of Teacher Education

Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng, Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit-III: Types of Teacher Education Programmes and Agencies

In-service Teacher Education, Pre-service Teacher Education, Distance Education and Teacher Education, Orientation and Refresher Courses.

Unit- IV: Pre-service Teacher Education: Concept, Structure and Curriculum

Needs, objectives and scope of Pre-service Teacher Education

The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels,

Unit- V: Organization of Components of Pre-service Teacher Education

Organization of Components of Pre-service Teacher Education, Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

Unit - VI: In-service Teacher Education: Concepts, Organizations and Modes

Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education,

Unit - VII: Agencies and planning for In-service Teacher Education

Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in planning in-service teacher education programme (Purpose, Duration, Resources and Budget).

Unit - VIII: Teaching as a Profession

Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.

Suggested Readings

- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Rutledge: New York.
- Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
- Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.

3.3 EDC: Educational Technology**Points/Marks – 80+20= 100****Learning Hours-80****Objectives**

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

- ✓ Explain the meaning and nature of Educational technology and related terms
- ✓ Discuss different applications of ET
- ✓ Relate ET with different theories of Psychology
- ✓ Describe different models of Instructional design
- ✓ State the nature of Computer application in educational field
- ✓ Explain the meaning of e-learning and its types
- ✓ Judge the quality of e-learning
- ✓ Discuss how to use ICT in evaluation, administration and research
- ✓ Apply his/her understanding in future life

Contents**Unit-I: Meaning, Nature of Educational Technology (ET):**

Meaning and nature of Educational Technology, Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,

Unit-II: Applications of Educational Technology:

ET in formal, non formal (Open and Distance Learning), informal and inclusive education systems

Unit-III: Psychological theories and Educational Technology:

Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)

Unit-IV: Systems approach and Instructional design:

Nature and importance of Systems approach in education, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design,

Unit-V: Application of Computers in Education:

CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e -learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning).

Unit-VI: e-learning and emerging trends:

Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application),

e-Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning

Unit-VII: Quality of e-Learning and ethical issues :

Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Unit-VIII: Use of ICT in Evaluation, Administration and Research:

Development of CRT, E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Suggested Readings:

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Aggarwal, J.C. (2003). Principles Methods and Techniques of Teaching: New Delhi: Vikas Publishing Home.
- Barbora, R.D. & Goswami, Deepali — Educational Technology
- Bhat, B. D. and Sharma, S. R. – Educational Technology Concept and Technique, Delhi : Kanishka Pub. House, 1992.
- Chand Tara – Educational Technology, New Delhi : Anmol Pub., 1990.
- Chauhan,S.S.- Innovations in Teaching Learning process. Vikas Publishing House Ltd, New Delhi
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R. C. – Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983.
- Goswami Meena, Kumari — Educational Technology
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Jagannath Mohanty – Educational Technology, New Delhi : Deep & Deep Pub. 1992
- Kulkorni, S.S. – Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mall Reddy, M. & Ravishankar, S. – Curriculum Development and Educational Technology, New Delhi : Sterling Pub. Private Ltd., 1984.
- Mangal & Mangal- Essentials of Educational Technology
- Mukhopadhyay, M. (Ed.) – Educational Technology : Challenging Issues, New Delhi : Sterling Pub. Private Ltd., 1990.
- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
- Pangotra, Nanendranath – Fundamental of Educational Technology, Chandigarh : International Pub., 1980.
- Rao, Usha – Educational Technology.
- Rao, V.K. (2003) Educational Technology, A.P.H. Publishing Corporation; New Delhi.
- Sen, Malay Kr. – Educational Technology (Bengali).
- Singh, L. C. (Ed.) (2010). Educational Technology for Teachers and Educators. New Delhi: Vasunandi Publication. UNESCO (2002).
- Singh, L.C. (Ed) (2010) Educational Technology for Teachers and Educators, New Delhi.

- Skinner, B.F. – The Technology of Teaching, New York – Appleton.

3.4 EDC: Historical Foundation of Education

Points/Marks – 40+10=50

Learning Hours-40

Objectives

After completing the course, the students will be able to

- ✓ acquaint with the Brahmanic and Buddhistic System of Education
- ✓ Get knowledge about various learning Centre of Ancient Education System
- ✓ Describe the Medieval System of Education
- ✓ Discuss the Educational Contributions of Akbar and Aurangzeb
- ✓ Know about the history of education during 19th Century
- ✓ Understand the Impact of Bengal Renaissance in Education.
- ✓ Understand the contributions of some great persons to the development of Indian Education

Contents

Unit-I: Education in India during Ancient and Medieval Period

Education in Vedic Period : Salient features, Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.

Brahmanic System of Education: Aims, curriculum, Method of Teaching and evaluation system.

Centre of Learning: Takshasila, Nalanda and Vikramshila.

Comparison between Brahmanic and Buddhistic System of Education

Medieval System of Education

General Characteristics, Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught Relation and Evaluation System.

Unit-II: Education in the 19th Century in India

Charter Act of 1813, Oriental-Occidental Controversy, Macaulay's Minute, Bentick's Declaration.

Wood's Despatch: Context, Recommendations, Criticism, and Educational Significance.

Serampore Mission: Contribution of Trio to Education.

Indian Education commission 1882: Background, Composition of commission, criticism and Educational Significance.

Unit-IV: Bengal Renaissance and its Influence on Education

Meaning and Concept, Causes, Characteristics of Bengal Renaissance.

Curzon's proposal on Indian Educational reform.

Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.

Impact of Bengal Renaissance in Education.

Unit-IV: Education in India After Independence:

Indian University Commission 1948-49, Mudaliar Commission 1952-1953, Kothari Commission,

National Education policy 1986, POA-1992.

Suggested Reading

- Ghosh, Suresh Chandra (1995), The History of education in Modern India, (1757-1986), Orient Longman.
- N.C.E.R.T., Early Childhood Education Programme (2008), New Delhi, NCERT.
- Sengupta, (2009), Early Childhood Care And Education, New Delhi, PHI Private Limited.
- Mukherjee, S.N. Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S and Naik, J. P History of Education in India. Macmillan Co.
- Bajerjee, J.P. Education in India, Past, Present and Future.
- Aggaral, J. C., (2001) ,Modern Indian Education: History, Development and Problems, Delhi, Shipra Publication.
- Sharma and Rajendra, K (1986), Problems of Education in India, New Delhi, Atlantic publishers and Distributor.
- Swain, Sanay, K (1998), Trends and Issues in Indian Education , Ludhiyana, Kalyani Publisher.

3.5 EDC: Pedagogy and Andragogy and Assessment

Points/Marks – 40+10=50

Learning Hours-40

Objectives

After completing the course, the students will be able to

- ✓ Elaborate teaching and its pros and cons.

- ✓ Describe everything about pedagogy and its analysis.
- ✓ Describe everything about andragogy.

Contents

Unit-I: Concepts of Pedagogy and Andragogy

Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education,

Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model),

Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy.

Unit - II: Assessment in Learning

Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes.

Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning.

Unit - III: Assessment in Pedagogy of Education

Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Unit –IV: Assessment in Andragogy of Education

Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix),

Suggested Readings

- A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
- Alford, H.J. (1968): Continuing Education - In action: Residential Centres for Lifelong Learning. New York: Wiley.
- Bhatia, S.K. & Jindal, S. (2016): A Textbook of Curriculum, Pedagogy and Evaluation. JB International.
- Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
- Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
- Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
- Jarvis, P. (1990): International Dictionary Of Adult And Continuing Education. London: Routledge.
- Jethithar, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.

- John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
- Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.
- Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
- Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
- National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
- Pareek, V.K. (1992): Adult Education. Delhi: Himansher.
- Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
- Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs. 30. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
- Reddy, G.L. (1997): Role performance of Adult Education Teachers: problems and prospects. New Delhi: Discovery Pub.
- Roy, N.R. (1967): Adult Education - In India and abroad. Delhi: Chand.
- Rudestam & Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.
- Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
- Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: National Book Organisation.
- Sodhi, T.S. (1987): Adult Education: a Multidisciplinary Approach. Ludhiana: Katson Publication House.
- Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
- Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the missing millions. London: Croom Helm.
- Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.

Semester - 4

4.1 EDC: Inclusive Education

Points/Marks – 80+20= 100

Learning Hours-80

Objectives

After completing the course, the students will be able to

- ✓ Exhibit their basic knowledge about inclusive education
- ✓ Explain how the concept has evolved nationally and internationally
- ✓ Enhance their knowledge about different kinds of handicaps and how they can be integrated
- ✓ Understand barriers to inclusion education.

Contents

Unit - I: Introduction to Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities). Evolution of the Philosophy of Inclusive Education: Special, Integrated and their relation.

Philosophical, Sociological, Economical and Humanitarian dimensions of inclusive education system. Factors affecting inclusion

Unit -II: Concepts of Disabilities: Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities. Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

Unit – III: Policies and Inclusive Education: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.

Unit -IV: Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School.

Unit -V: Problems, Ethics and Research on Inclusive Education

Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

Unit-VI: Inclusion in operation: Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM.

Pedagogical strategies to respond to individual needs of students such as Co-operative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.

Technological advancement and its applications-ICT, Adaptive and Assistive devices, equipment, aids and appliances

Unit-VII: Teacher preparation for inclusive school: Problems in inclusion in the real class room situation, ways for overcoming the problems in inclusions.

Skills and competencies of teachers and teacher educators for secondary education in inclusive setting

Teacher preparation for inclusive education in the light of NCF-2005

Identification and overcoming barriers for educational and social inclusion

Unit-VIII: Case History: Case history taking, assessment of children with diverse needs such as MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others to know their profile and to develop Individualized Education Programme (IEP/ITP).

Identification and overcoming barriers for educational and social inclusion

Suggested Readings

- Advani , L. & Chadha, A. (2003) : You & Your Special Child New Delhi: UBS Publishers & Distributor.
- Ainscow.M.Booth.T. (2003). The index of Inclusion: Developing, Learning and Participation in Schools, Bristol: Center for studies in inclusive Education
- Alur, M. & Timmons, V. (Eds.). (2009). Inclusive education across cultures : Crossing boundaries, sharing ideas. New Delhi : SAGE Publications India Pvt. Ltd.
- Berdine, W. H., Black Hurst , A.E. (eds.) (1980) : An Introduction to Special Education, Boston: Little, Brown and company.
- Dash, M., (2000) Education of Exceptional Children, New Delhi, Atlantic Publishers and Distributors.
- Encyclopaedia of special education (1987) : vol.1, 2 ,3 Ed's Cecil r. Reynolds & Lester Mann New York John: Haley & sons.
- Hallahan, D. and Kauffman, JM (1978), Exceptional Children: An Introduction to Special Education Englewood Cliffs NJ, Prentice Hall.
- Hallahan, D.P& Kauffman, J.M.(1991) : Exceptional Children – Introduction to Special Education. Massachusetts: Allyn & Bacon.
- Hans, I. J. (2000) : Children in Need of Special Care. Human Horizons Series, Souvenir Press (E&A Ltd).
- Mukhopadyay& Mani, M.N.G. (2002). Education of Children with Special Needs in Govinda,R. (Ed), India Education Report, Oxford University Press, New Delhi.
- National Policy for persons with Disabilities, Governemnt of India, 2006
- Panda, K.C. (1997): Education of Exceptional Children. New Delhi: Vikas Publishing House.
- Pandey, R.S. &Advani, L. (1995). Perspectives in Disability and Rehabilitation: New Delhi, Vikas publishing House.

- Persons with disabilities (PWD) Act, Government of India, 1995. 15. National Trust (NT) Act, Government of India, 1999.
- Sharma, P.L. (1990). Teacher's handbook on IED-Helping Children with Special Needs. NCERT Publication, New Delhi.
- Sharma, P.L.(2003).Planning Inclusive Education in Small Schools, RIE, Mysore.
- Yseldyke, J.E. &Algozzine, B.(1998): Special Education. New Delhi: Kanishka Publishers Distributor.

4.2 EDC: Educational Management, Administration and leadership

Points/Marks – 80+20= 100

Learning Hours-80

Objectives :

After completing the course the students will be able to:

- ✓ know the nature, scope and functions of Education Management and Administration
- ✓ realize idea about the difference between administration, management and supervision
- ✓ know the management system and their applications in education institutions
- ✓ understand some idea about institutional leadership and its function in conflict management
- ✓ understand some idea about educational planning and its application
- understand about the organization system in educational institutions

Contents

Unit-I: Introduction to Educational Management: Educational Management – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism.

Unit-II: Introduction to Educational Administration: Meaning, Principles, Functions of educational Administration; Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development and Organizational climate

Unit-III: Leadership in Educational Administration: Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit-IV: Quality Management: Concept of Quality and Quality in Education. Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance and Total Quality Management (TQM).

Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis

Unit-V: Change Management: Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke

Unit-VI: Quality Assurance Agencies: Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE]).

Unit-VII: Institutional Management and leadership:

Institution building and planning, Resources Management in Educational Institution, Information management System, leadership style and related theories.

Unit-VIII: Educational Planning and leadership: Meaning , Importance, Planning Process and models.

Suggested Readings

- Bhatnagar, R. P. & Aggrawal,V. (2015). Educational administration. Meerut: Loyal Book Depot,
- Buch, T. (1980). Approaches to school management. London: Harper and Row.
- Chalam, K.S. (2003). Introduction to educational planning and management. New Delhi, Anmol Publications Pvt. Ltd.
- Chandrasekharan P. (1997). Educational planning and management. New Delhi: Sterling Publishers Pvt. Ltd.
- Deshmukh, A.V. &Naik, A.P. (2010). School administration and management. Mumbai.
- Kochar, S.K. (2011). School administration and management. New Delhi: Sterling

- Mukharjee, S.N. (1970). Administration of education, planning and finance. Baroda: Acharya Book Depot.
- Mukherjee, P.N. (2006). Total quality management. New Delhi: PHI Learning Pvt. Ltd.
- Mukhopadhyay, M. (2001). Total quality management in education. New Delhi: NIEPA.
- Shaeffer, S. (1991). Collaborating for educational change: The role of parents and the community in school improvement. Paris: UNESCO.
- Tyagi R.S. & Mahapatra P.C. (2000). Educational Administration in Orissa. New Delhi, National Institute of Educational Planning and Administration (NIEPA)
- Vashist, Savita(ed.) (1998). Encyclopaedia of school education and management. New Delhi: Kamal Publishing House.

4.3 EDE: Environmental and Population Education (Elective)

Points/Marks – 80+20= 100

Learning Hours-80

Objectives

On completion of the course the learners will be able to-

- ✓ develop knowledge of environmental education and acquire environmental awareness.

- ✓ acquire positive attitude, values and a sense of responsibility towards environment.
- ✓ learn the forms and programmes of nation-wide environmental education and identify the status of environmental education in India.
- ✓ develop skills to solving environmental problems which are in harmony with the environmental quality and sustainable development.
- ✓ develop knowledge of environment management plan and environmental ethics and apply the acquired knowledge & skills in their social and practical life.
- ✓ learn the nature, scope and need of population education.
- ✓ develop knowledge about the factors affecting population growth and understand the need for balancing the composition through distribution.
- ✓ learn the forms and programmes of nation-wide population education and narrate the status of population education in India
- ✓ acquire knowledge about the relation between population growth and quality of life.
- ✓ develop knowledge of various population-related policies and programmes

Contents

Unit-I : **Environmental Education and Awareness** : Meaning, Nature, Scope, Need, Implementation Approach, Aims and Objectives of Environmental Education.

Concept of Environmental Awareness, Role of Education for creating Environmental Awareness.

Unit-II : **Types and Programmes of Environmental Education** : Formal and Non-formal Environmental Education, Present Status and Initiatives for the development of Environmental Education.

Unit-III : **Education for Sustainable Development** : Natural & Man-made disasters, Conservation of Environmental Resources, Reducing environmental stressors through education.

Unit-IV : **Environment Management and Education** : Dimensions and approaches to Environmental Management, Environmental laws & policies, Assessment of Environmental Impact (EAI), Environmental Ethics, Environment Management Education

Unit-V : **Population Education and Population Dynamics**: Meaning, Nature, Importance, Scope, Aims and Objectives of Population Education.

Distribution and Density, Population composition (age, sex, rural / urban, world and India) affecting population growth, mortality, migration and other implications affecting population growth.

Unit-VI : Programmes of Population Education : Formal and Non-formal Population Education, Current status, Constraints to implementing Population Education.

Unit-VII : Population & Quality of Life:

Population in relation to socio-economic development & resource, Population in relation to health status, nutrition and educational provision.

Unit-VIII : Population Related Policies and Programmes : Population policies in relation to health, environment, education, employment, social movements. Voluntary and International Agencies, UNFPA, WHO, UNESCO.

Suggested Readings :

- The Handbook of Environmental Education – Joy Palmer and Philip Neal.
- Environment Protection, Education and Development – S. P. Agarwal.
- Environmental Education – K. K. Srivastava.
- Environmental Education – Roy & Reddy.
- Education for Environment and Human Values – Sharma & Maheshwari.
- The Environment and its Problems – N. Dutt and P. K. Dutt.
- Environmental Education and Training in a Developing Country- Biswas & Das.
- Environmental Education – R. A. Sharma.
- Teaching of Environmental Education – Shalini Raj.
- Environmental Science Education – A. Panneerselvam & Mohana Ramakrishna.
- Population Education – V. K. Rao.
- Population Education in India – R. P. Grover.
- Population Education – B. K. Saha
- India's Population Problem – S. N. Agarwal.
- Geography of Population Education – R. C. Chandana.
- Population Policy – B. L. Raina.
- Population Education –S. C. Mohanty.

4.3 EDE: Measurement and Evaluation (Elective)**Points/Marks – 80+20= 100****Learning Hours-80****Objectives :**

To enable the students to:

- ✓ differentiate between measurement and evaluation, their nature, scope, need and relevance;
- ✓ describe the nature, scope, types, role and relevance of educational evaluation;
- ✓ acquire the skill to construct the achievement and the psychological test scores;
- ✓ apply the knowledge of evaluation and measurement in educational setting.
- ✓ define different types of tools, their goodness and standardization procedures;
- ✓ process and interpret student's performance on tests and interpret test scores;
- ✓ acquaint with the new trends of Educational Measurement and Evaluation;
- ✓ acquaint with interpretation of test result;
- ✓ uses of measures of relationship.

Contents:

Unit-I : Nature and Role of Evaluation : Meaning of measurement and evaluation, Concept and nature of educational evaluation, Principles of evaluation, Evaluation and instructional process, Purpose and role of evaluation

Unit-II : Modes of Evaluation : Maximum and Typical performance, Fixed choice and Complex performance, Placement, Formative, Summative and Diagnostic evaluation, Norm-referenced, Criterion referenced and Self-referenced evaluation

Unit-III : Criteria of Measurement Procedure : Validity-meaning, types and measurement, Reliability- meaning and measurement, Norms-meaning, types and measurement, Usability

Unit-IV : Measurement of Achievement : Taxonomy of Educational Objectives, Instructional Objectives, Procedure for construction of Achievement test, Diagnostic test and their uses

Unit-V : Planning Test Items : Item written and selection, Administration of Test, Item analysis: difficulty index, discrimination power, problems of items analysis, item analysis by bi-serial correlation, item analysis of Diagnostic test

Interpreting Test Scores : NRT and CRT, Grade norm, Percentile

Rank, Standard Score, Local Norm, Caution in interpreting test score.

Unit-VI : Tools used for Measurement : Types of Tests, Essay and Objective type-writing and improving test items, Performance based Assessment, Portfolio Assessment.

New Trends in Measurement and Evaluation : Grading, Semester and Continuous Internal Assessment, Question Bank and its Functions, Computer in Evaluation

Unit-VII: Test and their Standardization : Meaning and types of Tests, General steps in test standardization, Uses and limitation of Tests.

Measurement of Psychological Tests: Aptitudes, Intelligence, Attitudes, Interests.

Unit-VIII: Qualitative and Quantitative Data Analysis : Qualitative Data : Organization, Analysis, Interpretation and Validation of Qualitative Analysis, Quantitative Data : Multiple Correlation and Regression.

Inferential Statistics : Central Limit Theorem, Parametric Tests and Nonparametric Tests.

Suggested Readings :

- Measurement and Assessment in teaching(8th ed.)- Robert L. Linn & Norman E. Gronlund: Pearson Education
- Essentials of Educational Measurement (5th ed.) Robert L. Eble & David A. Frisbie: Prentice Hall of India, New Delhi
- Assessing Students- how shall we know...? Derek Rowntree -Kogan Page, London
- Principle of Educational and Psychological Testing (3rd ed.)- Frederick G. Prown- Holt, Rinehart and Winter, New York
- New Approaches to Measurement and Evaluation- K.S. Singh- Sterling Publishers Pvt.Ltd.
- Test, Measurements and Research Methods in Behavioral Science- A.K. Singh: Bharati Bhavan
- Research in Education- Best, John W and James, V. Khan, New Delhi: Prentice Hall of India Pvt.Ltd.
- Taxonomy of Educational Objectives I: Cognitive Domain- Bloom, Benjamin S., et al Eds., New York: David MacKay Co, Inc
- Fundamental Statistics in Psychology and Education- Guilford, J.P. New York, McGraw-Hill Book Company
- Nonparametric Statistics for the Behavioral Sciences-Siegel, S. Tokyo: McGraw-Hill Hogakusha, Ltd
- The Factorial Analysis of Human Ability- Thomson, G. (1951) London:

University London press, Ltd.

- Measurement and Evaluation in Psychology and Education - Thorndike, Robert L. and E. Hagen New Delhi: Wiley Eastern Private Ltd.
- Multiple-Factor Analysis - Thurston, L.L., Chicago: The University of Chicago Press.

4.3 EDE: Development of Indian Education-1(Elective)

Points/Marks – 80+20= 100

Learning Hours-80

Objectives:

After end of this course the learner will be able to

- ✓ acquaint with the education system of modern India
- ✓ acquaint with the education system of colonial India
- ✓ recognize the development of education at different levels
- ✓ determine the current trends of education in India
- ✓ identify the important problems and their needed solutions in the field of education in India
- ✓ Identify the educational problems faced by Backward Community
- ✓ Explain the principles underlying in the Indian Constitution
- ✓ Describe the recommendations of the Five Year Plans
- ✓ Understand the development of educational administration in India
- ✓ Recognize the Modern Trends and Contemporary Issues
- ✓ Have some ideas about some important Bodies of Education

Contents:

Unit – I : Education after Independence in India: Constitutional provisions of Education & RTE Act, 2009, Radhakrishnan Commission (1948–49), Mudaliar Commission, (1950-52), Kothari Commission, (1964-66), NPE 1986 and Revised NPE, 1992, NPE 2020, National Knowledge Commission, 2005. Development of Education under Five Year Plans in India

Unit – II: Development of Pre-primary Education in Free India: Meaning of pre-primary education, Historical Context, Objectives of pre-primary education, Need of pre-primary education, Significance of pre-primary education, Progress of pre-primary education, Problem and prospect of pre-primary education, Present status of pre-primary education.

Unit – III : **Universalization of Elementary Education:** Concept, Context, Aims and objectives, Need, Progress, Problems and Prospect, Government programmes and schemes for the development of universal education in India, Recent Development: DPEP (District Primary Education Programme), SSM (Sarva Siksha Mission).

Unit – IV : **Universalization of Secondary Education in India :** Meaning of Universalization of secondary education, Need of universal secondary education, Historical background of USE, Guiding principle of Universalization of secondary education, Recommendations of CAGE Committee regarding Universalization of secondary education, Aims and objectives of Universalization of secondary education, Significance of Universalization of secondary education, Progress of secondary education in India, Problems and challenges of universal secondary education, Government programmes and schemes for promoting universal secondary education in India, Recent Development: Rashtriya Madhyamik Siksha Avijan (RMSA).

Unit – V : **Development of Higher Education in Free India :** Concept of Higher Education, Objectives of Higher Education, Role of Higher Education in National Development, Progress of Higher Education since 1947, Problems and Challenges of Higher Education in India, Recent Development: Autonomous College and RUSA, Government Programmes and Schemes for the development of Higher Education in India.

Unit – VI: Organisation of Education under Plans in India

- a) Role of NCTE, UGC, NAAC and NCERT for the promotion of quality of education.
- b) Functions of CAGE, NUEPA, DEB, SCERT and DIET.

Unit – VII : I: Education of the Socially and Economically Disadvantaged Section of the Society with Special Reference to

- a) Caste – Education of SC / STs
- b) Gender – Women Education.
- c) Religion – Education of Minority.
- d) Locality – Rural Education.

Unit –VIII: Contemporary Issues in Education

1. Quality Education in Indian Perspective
2. Education and Sustainable Development in India

3. Liberalization and its Impact on Education
4. Privatization and its Impact on Education in India
5. Open and Distance Education in India
6. Adult Education and Non-formal Education in India
7. Globalization and its impact on Indian Education
8. Human Right Education in Indian Perspective

Suggested Reading

- Ghosh, Suresh Chandra (1995), *The History of education in Modern India, (1757-1986)*, Orient Longman.
- N.C.E.R.T., *Early Childhood Education Programme (2008)*, New Delhi, NCERT.
- Sengupta, M. (2009), *Early Childhood Care And Education*, New Delhi, PHI Private Limited.
- Srivastava, Gouri (2000), *Women, s Higher Education in the 19th Century*, New Delhi, Concept Publishing Company.
- Dikshit, H. T., Garg, Suresh, Panda, Santosh, & Vidyashri (2002), *Access & Equity :Challenges for Open and Distance Learning*, New Delhi Kogan Page.
- Mukherjee, S.N. *Education in India, Today and Tomorrow*, Boroda Acharya Book Depot.
- Nurullah, S and Naik, J.P *History of Education in India*. Macmillan Co.
- Bajerjee, J.P. *Education in India, Past, Present and Future*.
- Mukhopadhyay, M. Parhar Madhu (Ed.
- Nayar, Usha (2000), *Education of Girls in India: Progress and Prospects*, New Delhi, N.C.E.R.T.
- Aggaral, J.C., (2001) , *Modern Indian Education: History, Development and Problems*, Delhi, Shipra Publication.
- Aggarwal, J.C and Gupta, S (2007), *Secondary Education: History, Problems and Management*, Delhi, Shipra Publication.
- Govt. Of India (1953), *Report of the Secondary Education Commission*, New Delhi ,Ministry of India.
- Rowntree, Derek (1992), *Exploring Open and Distance Education*, London, Kogan Page Limited
- Siddiqui, Mujibul Hasan (2008), *Distance Education: Theory And Research*, New Delhi, APH Publishing Corporation.
- Sharma and Rajendra, K (1986), *Problems of Education in India*, New Delhi, Atlantic publishers and Distributor.
- Kochhar, S.K. (2000), *Pivotal Issue in Indian Education*, New Delhi, Starling publisher.
- Sharma, Shashi Prabha (2005), *Teacher Education: Principles, Theories and Practices*, New Delhi, Kanishka Publishers.
- Swain, Sanay, K (1998), *Trends and Issues in Indian Education* , Ludhiyana, Kalyani Publisher.

4.3 EDE: Health Education-1(Elective)**Points/Marks – 80+20= 100****Learning Hours-80****Objectives**

After end of this course the learner will able to

- ✓ lead a health life through preservation of good health.
- ✓ understand and discriminate between good and bad practices.
- ✓ develop appropriate attitude and awareness towards health related issues.
- ✓ promote health and efficiency through organized community effort.
- ✓ develop proper idea about communicable and non-communicable disease.

Contents

Unit – I : **Scenario of Health Education in India:** Significance and importance of health, Emerging and total quality of the educational institution, Status of health education in India, Total health quality

Unit – II : **Concepts of Health:** Health Policy and Goals: Dimension and determination of health, National Health Policy – 2002.

Unit – III : Community Participation: Strategies and approaches for community participation and involvement, Responsibilities which volunteers can undertake.

Unit – IV : Information, Education, Communication and Training in Health :

Definitions and Concepts, Health education and promotion, Process of change in behaviour, Principles of health education, Communication in health education and training, Education and training methodology, Planning of health education, Levels of health education, Child to child programme, Education and training system in health and FW institution, IEC training scheme.

Unit – V : School Health Services :

- Health Status of school children, School health service in India, School health programme.

Unit – VI: Health Issues and Education - Vision and Mission : Fast food problems, Drinking water problems, Falling heart and brain entertainment ratio, Inflated height - weight index, High and low blood pressure, Depression and aggression.

Unit – VII : Communicable Diseases: Epidemiology of Communicable Diseases and National Health Programme with Special reference to HIV/ AIDS, Leprosy and Avian Influenza and human health (New threat).

Unit – VIII:Non-Communicable Diseases: Epidemiology of Non-Communicable Diseases and National Health Programmes with Special emphasis on Cardio-vascular Diseases (unhealthy life style diseases), Mental disorder and Mental retardation.

Suggested Books :

- D.T.Kenny, J.G.Carlson, F.J.McGuigan and J.L.Sheppard, Stress and Health – Research and Clinical Applications, Harwood, Academic Publishers, The Netherlands (2000)
- L. Ramachandran and T.Dharmaliugam, Health Education – A New Approach, Vikas Publishing House Pvt. Ltd. New Delhi (2001)
- M.C.Gupta and B.K.Mahajan, Text Book of Preventive and social Medicine, Jaypee Brothers, Medical publishers Pvt.Ltd., New Delhi, (2005)
- S.Mahoney and L.K.Olsen (Eds.), Health Education – Teacher Resource Handbook, Corwin Presee Inc. California, USA, (1993)
- S.P.Singh, Sex Education – AIDS and Sexuality, Authors Press, Delhi (2001)
- V.K.Nanda, Health Education, Anmol Publication Pvt. Ltd. New Delhi (1997)

4.3 EDE: Advanced Educational Technology (Elective)

Points/Marks – 80+20= 100**Learning Hours-80****Objectives**

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

- ✓ Explain the genesis and foundation of Educational technology and related terms
- ✓ Discuss the theories and models of communication
- ✓ State the role of ET in Individualised, mass, and group instruction
- ✓ Integrate technology in different subject matter
- ✓ Relate pedagogy and technology
- ✓ Apply ICT in education
- ✓ Analyse task
- ✓ Formulate instructional objectives in different domains
- ✓ Discuss the recent trends in ET

Contents**Unit-I: Conceptual orientation of Educational Technology:**

- Genesis of ET, Psychological foundation of ET.
- Cybernetics (system approach) origin, characteristics and stages;
- Application of ET in Indian classroom situation

Unit-II: Communication Technology:

- Verbal and Non-verbal interaction in classroom communication; Teacher's role in classroom communication and use of multimedia;
- Theories and models of communication;
- Mass communication; Convergence of communication and ET.

Unit-III: Instructional Techniques in ET:

- Mass Instructional Techniques,
- Individualized Instructional Techniques,
- Group Learning Techniques

Unit-IV: Integrating technology across the curriculum:

- Technology in Language instruction,
- Technology in Science instruction,
- Technology in Social studies instruction

Unit- V: Pedagogy and Technology:

- Techno pedagogical content knowledge (TPCK);
- Characteristics of digital learner;
- Integrating ICT in teaching and learning; e-learning; Limitation of technology integration;
- Technology dependence and learner autonomy.

Unit-VI: ICT in Education:

- ICT and Education; Applications of ICTs in Education.
- Computers and the Internet in teaching and learning.

- Web based Technologies; Blended Learning, Virtual Learning & Flip classes.
- ICT for professional development of Teachers.
- Issues in the use of ICTs in education.

Unit-VII: Task analysis:

- Meaning, nature, and steps.
- Formulating instructional objective in different domains of behaviour

Unit-VIII: Trends in ET:

- High-Access and Technology-Rich Learning Environment,
- Online and Blended Learning,
- Hypermedia and Multimedia.
- Technology Integration planning (TIP) model for teachers

Suggested Readings:

- Buch, M.B. (1972) Communication in classroom, CASE, Faculty of Education and Psychology, M.S. University, Baroda
- Elias, M. A. (2002) Systems Analysis and Design. New Delhi: Godgotia Publishing (Pvt.) Ltd.
- Information and communication technology in education: A curriculum for schools and programme of teacher development. Paris: UNESCO.
- Mahapatra, B.C. (2005) Information Technology and Education. New Delhi: Swarup and Sons.
- Marianne, D and Elaine D. (2005) Applying Communication Theory for Professional Life. A Practical Introduction. New Delhi: SAGE Publications.
- Mishra, P. and Koehler, M. (2007). Technological pedagogical content knowledge (TPCK): Confronting the wicked problems of teaching with technology. In C. Crawford et al. (Eds.). Proceedings of Society for Information Technology and Teacher Education International Conference 2007. Chesapeake, VA: Association for the Advancement of Computing in Education. (pp. 2214-2226).
- Pandey, V.C (2005) Frameworks for ICTs and Teacher Education. New Delhi: Isha Book Publishers. Patricia, H.A. & Richard, T.H. (1997) Organizational Communication, Empowerment in a technological society. New Delhi: AITBS Publishers and Distributors.
- Reddy, S. (2004) Education Learning and Technology – New Opportunities in Training and Development. The ICFAI University: ICFAI Books.
- Resta, P. (Ed.) (2002). Information and Communication Technologies in Teacher Education: A Planning Guide. Paris: UNESCO.
- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.
- Rogers, Everett M. (1986) Communication Technology: The new media in Society: The Free Press, New York.
- Singh, V. (2005) Practical Approach to Educational Technology. New Delhi: Akanksha Publication House.
- Stephen, G. F and et. al. (1994) Principles of Management. New Delhi: AITBS Publishers and Distributors.

- Steve, M. and Davis, K. M. (2005) Engaging Organizational Communication Theory and Research, Multiple Perspectives. New Delhi: SAGE Publications. Srinivasan,
- Stodel, E.J. et al. (2006) Learners' Perspectives on What is Missing from Online Learning: Interpretations through the Community of Inquiry Framework. The International Review of Research in Open and Distance Learning, 7(3). <http://www.irrodl.org/index.php/irrodl/article/view/325/743>. Retrieved on 19 Feb., 2007.
- T.M. (2005) Instructional Technology. New Delhi: Jaipur Pointer Publishers.
- UNESCO (2002). Information and Communication Technologies in Teacher Education A Planning Guide. Paris: Author
- UNESCO (2005). How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers. Paris: UNESCO.
- UNESCO (2008). Capacity Building for ICT Integration in Education. Retrieved from <http://portal.unesco>.
- UNESCO (2008). ICT Competency Standards for Teachers: Policy Framework. Retrieved from <http://portal.unesco>.

4.3 EDE: Advanced Teacher Education

Points/Marks – 80+20= 100

Learning Hours-80

Objectives

After completing the course the students will be able to

- ✓ Understand about the concept, aims and scope of teacher education in India with historical perspectives.
- ✓ Get knowledge about different Models of Teaching
- ✓ Acquaint the students with the various aspects of student-teaching programme, prevailing in the country.
- ✓ Comprehend different problems related to teacher education.
- ✓ Develop in the students an understanding about the important research findings in teacher-education.

Contents

Unit-I: Development of Teacher Education:

Taxonomy of Educational objectives in the light of bases of Teacher Education,
Development of Teacher Education at different time period:

- 1) Education at Earlier Vedic Period
- 2) Education of Late Vedic period or Brahmanic system of Education
- 3) Medieval Period

Unit-II Need and Importance of Teacher Education: Teacher Education in a

Changing Society, Teacher education and community, Recommendations of Various Commissions on Teacher Education in Post-Independence Era.

Unit-III: Teacher education at different level

Aims and Objectives of Teacher Education at Elementary Level, Secondary Level, College Level.

Unit-IV: Student Teaching Programmes and Techniques

Core Teaching Skills, Levels and Phases of Teaching, Practicing School, Teacher Education and Community, Micro-teaching, Simulation, Flanders Interaction Analysis, Evaluation of Student Teaching.

Unit-V: Models of Teaching

Main characteristics, Fundamental Elements of a Teaching Model, Types of Modern Teaching Model, Advance Organizer, Concept Attainment and Glaser's Basic Teaching Model

Unit-VI: Research and Development in Teacher Education

Qualitative and Quantitative approaches in Teacher Education, Research on pre-service and in-service Teacher Education and research on Teacher educators' competencies.

Unit-VII: Research on Effective Teaching and Effectiveness: Review of Effective teaching and School effectiveness research, Improving of School effectiveness research: Meta Analysis.

Unit-VIII: Management and Teacher Education: Professional development of Teachers and vertical mobility of teachers. Recent trends and practices in Teacher Education in India, UK, USA and Australia-comparative study.

Suggested Readings

- NCTE (2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Report of the Education Commission (1964-66).
- National Curriculum Framework 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.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.
- The Reflective Teacher: Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
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- to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
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 - Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
 - Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
 - Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
 - Tomar, S. M. (2004). *Teacher Education: Making Education Effective*. New Delhi: Isha Books.
 - Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.
 - Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5th ed.). New Delhi: Vikas Publishing House.
 - Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.
 - Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.
 - Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.

4.3 EDE: Special Education (Elective)

Points/Marks: 80+20=100

Learning Hours-80

Objectives

To make the student

- ✓ Be acquainted with the meaning and scope of Special Education with special reference to India,
- ✓ Understand the various suggestions offered by different recent commissions and committees on education of children with special needs for realizing the goal of education for all;
- ✓ Grasp about educational intervention and related terms used in the context of education of children with special needs;
- ✓ Develop competencies in educational intervention programmes for meeting the needs of various categories of exceptional learners.

Contents:

Unit 1 : Special Education: Meaning, Nature, Paradigm shifts; Categories and DSM of Children with special needs; Bases – NEP 1986, PWD Act. 1995; National Trust for Welfare Act, 1999; National Policy- 2006 & 2020; Role - RCI & National Institutes, NCERT, Local Bodies.

Unit II: Meaning and nature of educational intervention special schools, inclusion Outcome - based curriculum; concept of remedial and assistive teaching; role of technology in special education. Historical Perspective on Special education and organizational & Administration of special education in India.

Unit-III: Education of Children with (a) Mental Retardation and (b) Gifted & Talented and Creative (with special reference to prevalence, etiology, identification, intervention, education and prevention / fostering of each category)

Unit IV: Education of Children with (a) Visual Impairment and (b) Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Unit V: Education of Children with (a) Emotional Disturbances and (b) Autism (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Unit VI: Education of Children with (a) Speech and Language Disorders and (b) Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Unit-VII: Education of Children with (a) ADHD and (b) Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Unit-VIII: Juvenile Delinquents: Concepts, theories of Juvenile Delinquents, home environment, maladjustment, uncongenial environment, remedy and treatment and reformatory measures of JD.

Children with Cerebral Palsy: Concept, types, causes, diagnosis, prevention and treatment with managerial provisions of cerebral palsy children.

Suggested Books:

1. Bantwal. A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCL Manual, [DSE (HI)]. New Delhi : Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi : Abhijeet Publications.
3. Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
4. Haring. N.G. & R.L. Schiefelbusch (des). Teaching Special Children New York: MCGraw-Hills Book Co.
5. Jalvi, P., Nandukar, A. & A. Bantwal Introduction to hearing Impairment. RCI Manual [(DSE (HI)]. New Delhi: Kanishka publishers, Distributors.
6. Kirk. Samuel Educating Exceptional Children. New Delhi: Oxford & IBH Publishing Co.
7. Maitra, Krishna. Giftedness in Action: Theory and Practice
8. Mani, M.N.G Techniques of Teaching Blind Children: Sterling Publishers Pvt. Ltd.
9. Sharma, Prem Lata. A Teacher's Handbook on IED - Helping Children with Special Needs. New Delhi : NCERT.
10. Venkataiah. N. (ed) readings in Special Education. New Delhi Associated Publishers.

11. Vijayan, P. & S.R. Geetha. Integrated and inclusive Education. RCI Manual, [DSE (VI)]. New Delhi: Kanishka Publishers, Distributors.
12. Vijayan, P. & G. Victoria Education of Children with low Vision. RCI Manual, [DSE (VI)] New Delhi: Kanishka Publishers, Distributors.
13. Yesseldyke, J.E. & Bob Alglozzine. Special Education : a practical approach for Teachers. New Delhi: Kanishka Publishers, Distributors.

4.3 EDE: Yoga Education (Elective)

Points/Marks – 80+20= 100

Learning Hours-80

Objectives

After completing the course, the students will be able to

- ✓ Understand the meaning and concept of Yoga.
- ✓ Identify some of the misconceptions about Yoga.
- ✓ Know the Philosophical Aspects of yoga.
- ✓ Know different streams of yoga and its importance to education.
- ✓ Get knowledge about good postural techniques.
- ✓ Identify some essential yoga practices for healthy living.
- ✓ Understand the importance of Yoga and its implications to human life.

Contents

Unit-I: Introduction to Yoga

Meaning and Definitions of Yoga; Origin and history of development of Yoga; Misconception about yoga; Aims and Objectives of Yoga; Status of Yoga in Indian Philosophy; Concept of Yoga sutra

Unit- II: Metaphysical and Epistemological Aspects of Yoga Philosophy

- a) Concept of Purusha and Prakriti as basic components of cosmic reality. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual. Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras.
- b) ChittaBhumi, ChittaVritti and Kleshas
- c) Nature of knowledge and knowledge getting process – the Pramanas.

Unit-III: Streams of Yoga

Karma Yoga, Bhakti Yoga, Rāja Yoga and Gyana Yoga: Basic Concepts and educational importance.

Unit-IV: Different type of Yoga System and its importance

Ashtanga yoga (Eight limbs Yoga) of Patanjali; Integral yoga of Aurobindo; Yogic Traditions of Ramakrishna and Swami Vivekananda

Unit-V: Essentials of yoga practices

Prayer, Disciplines in Yogic Practices, Place & Timing, Diet & Schedule for Yoga Practitioner.

Unit- VI: Posture: Correct & Defects

Meaning and concept of Posture; Common postural defects and its Causes; Correct postural habits of Standing, Walking, Sitting, Reading and Writing; Importance of Correct postural habits. Role of teacher for promoting good posture

Unit-VII: Yoga and Stress Management

Concept, Symptoms and types of Stress; Stress - a yogic perspective; Yogic practices for stress management.

Unit-VIII: Yoga and its relationship to individual and social upliftment

Benefits of Yoga as a way to healthy and integrated living; Yoga as a way to socio-moral upliftment of man; Yoga as a way to spiritual enlightenment; Importance of Yoga in School Curriculum

Suggested Readings

- Basavaraddi, I.V. (ed) (2013). A Monograph on Yogasana, New Delhi: Moraji Desai Institute of Yoga.
- Bhattacharyya, D. (2017). Yoga Education and Understanding Self (Bengali version). Kolkata:131
- Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYM Samiti.
- Bhogal, R.S. (2011). Yoga & Modern Psychology. Lonavla: Kaivalyadhama SMYM Samiti.
- Nagendra, H.R., and Nagarathana, R., (2004). Yoga practices for anxiety & depression. Bangalore: Swami Sukhabodhanandha Yoga Prakashana.
- Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
- NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
- NCERT. (2014). Population Education: Source Material, New Delhi
- NCTE. (2015). Yoga Education-Bachelor of Education Programme, New Delhi.
- Ravishankar.N.S., (2001). Yoga for Health. New Delhi: Pustak Mahal.
- S. P. Singh & Mukesh Yogi, (2010). Foundation of Yoga. Standard Publication, New Delhi.

- Sivananda Swami, (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.
- Sri Ananda (2001) the complete Book of Yoga – Harmony of Body, Yog Vigyan, BharathiyaYogSansthan, Delhi.
- Swami SatyanandSaraswati. 2013. “Asana Pranayama Mudra Bandha”, Bihar School of Yoga, Munger.
- Tiwari, O. P. (2002). Asana: Why and how. India: Kanalyadhama.
- Tummers, Nanette, E., (2009) Teaching Yoga for Life. Champaign: Human Kinetics.
- Yoga Education (2015) Master of Education Programme, NCTE, New Delhi.

4.4 EDP: Dissertation

Points/Marks – 100

Learning Hours-120

Objectives: After completion the course the students will be able to:

- Review and write related literature
- Select a research problem
- Formulate research questions or hypothesis
- Collect primary or secondary data
- Analyze the data and interpret the analysis
- Discuss the findings
- Write the research report
- Communicate the idea with others

Procedure and evaluation of Dissertation and other theoretical and practical papers:

Students’ names will be allotted against different faculty members at the beginning of 3rd semester. Each student will select a research problem from his/her own choice after consulting his/her respective supervisors. Then they will start their work and the final report will be submitted at the end of 4th semester. Students will be evaluated on the basis of report writing and also viva-voce in front of internal and external examiner with presentation. The HOD will act as

coordinator at the board of the viva- voce. Following activities will have to perform throughout the session and at the end of semester all marks combining together final award list to be prepared:

Activity no 1: Emergence of the research problem to be submitted with power point presentation in an open session.

Activity no -2: A report to be placed on Review of Related literature with power point presentation in an open session.

Activity no -3: Development and standardization of tool with power point presentation in an open session and it may vary with respect to different types of research.

Activity no 4: Analysis and Interpretation to be submitted with power point presentation in an open session.

Evaluation procedure: In each activity allotted marks will be 25 and it may be started even from 3rd semester.

Marks for the assigned activity: $25 \times 4 = 100$

Marks for viva voce with overall presentation = 100
Final marks will be average of the two = $\frac{100 + 100}{2} = 100$

Evaluation Procedure of M.A/M. Sc. in Education Curricula (New Curriculum-2020-2021)

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- **For Course of 100 Marks:**
 - 6 questions out of 8 questions x 10 Marks = 60 Marks
 - 4 questions out of 6 questions x 5 Marks = 20 Marks
- **For Course of 50 Marks:**
 - 3 questions out of 5 questions x 10 Marks = 30 Marks
 - 2 questions out of 4 questions x 5 Marks = 10 Marks
- All Practicum will be evaluated by Internal Examiners .
- **Dissertation:** Dissertation (report and viva-voce) will be evaluated in presence of Internal, External and HOD where HOD will act as coordinator of viva-voce and details of evaluation procedure of dissertation which is stated above.

