CBCS CURRICULUM
FOR
M.A/M.SC (EDUCATION)

Two-Years semester system
(w.e.f. 2022-2023)

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

M.A. /M.Sc. (Education) CBCS Curriculum
Duration : Two years comprising of four semesters of six months duration

Course Code	Course Title	Course Credit	Nature (Th/Pr)	Mid-term Exam	Term-end Exam	Total	Learning Experiences (hours)/wk
Semester-I							
EDU COR 101	Educational Philosophy-I	4	Th	10	40	50	4
EDU COR 102	Educational Psychology-I	4	Th	10	40	50	4
EDU COR 103	Educational Sociology-I	4	Th	10	40	50	4
EDU COR 104	Research Methodology-I	4	Th	10	40	50	4
EDU AECC	Pedagogy, Andragogy and Assessment	2	Th+Pr	5	20	25	4
Total Credit		**18**		**Total Marks**		**225**	
Semester-II							
EDU COR 205	Educational Philosophy-II	2	Th	5	20	25	2
EDU COR 206	Educational Psychology-II	2	Th	5	20	25	2
EDU COR 207	Educational Sociology-II	2	Th	5	20	25	2
EDU COR 208	Research Methodology-II	4	Th	10	40	50	4
EDU COR 209	Inclusive Education	4	Th	10	40	50	4
EDU GEC (open course)	Fundamentals of Education and Research (for students of other departments)	4	Th	10	40	50	4
Total Credit		**18**		**Total Marks**		**225**	
Semester-III							
EDU COR 310	Curriculum Studies	4	Th	10	40	50	4
EDU COR 311	Teacher education	4	Th	10	40	50	4
EDU COR 312	Educational Technology	4	Th	10	40	50	4
EDU COR 313	Historical foundation Education	2	Th	5	20	25	2
EDU COR 414	Educational Management, Administration and leadership	4	Th	10	40	50	4
EDU DSE 301 (any one)	A. History, Politics & Economics of Education B. Comparative Education	4	Th	10	40	50	4
EDU SEC (any one)	1. ICT: Software application 2.Psychological & Educational test	2	Th+Pr	5	20	25	4
Total Credit		**24**		**Total Marks**		**300**	
Semester-IV							
EDU DSE 402 EDU DSE 403 EDU DSE 404 EDU DSE 405 (any four)	1. Women's Education and Empowerment 2. Yoga Education 3. Guidance & Counselling 4. Early childhood care and Education 5. Education for Art and culture 6. Distance Education 7.Environmental and Population Education 8. Measurement and Evaluation 9.Health Education 10.Development of Indian Education 11. Advanced Educational Technology 12. Advanced Teacher Education	4x4=16	Th	10x4=40	40x4=160	50x4 =200	4x4=16
EDU-Dissert	Dissertation	8	Pr		100	100	16
Total Credit		**24**		**Total Marks**		**300**	
Grand Total (Credit) : 84				**Grand Total (Marks) : 1050**			

Th:Theoretical, Pr: Practical, EDU: Education, COR: Core Course, AECC: Ability Enhancement Compulsory Course, SEC: Skill Enhancement Course, GEC: Generic Elective Course, DSE: Discipline Specific Elective, Dissert- Dissertation

SEMESTER – I

Semester - I

Course code : EDU COR 101, Course Title: Educational Philosophy-I
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course learning outcomes :

After completion of this course learners will be able to:
- ○ explain the nature, scope and aspects of philosophyvis-a-vis Indian philosophy
- ○ discuss the basic tenets of different schools of Indian philosophy and also western philosophy
- ○ elucidate 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
- ○ explain different concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully
- ○ apply the above competencies in the practices of education

Course Content :

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

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

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

Unit-IV : 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 :** J.J. Rousseau, J. Dewey, Bertrand Russell, 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 & post modernization :** Analysis, logical analysis; logical positivism and positive relativism with respect to their educational implications.

Suggested Readings:

- Aggarwal, J. C. (1998): *Theory and Principles of Education*, New Delhi. Vikas Publishing House Pvt. Ltd.
- Arulsamy, S. (2011). *Philosophical And Sociological Perspectives on Education*(1[st]ed.). Hyderabad: Neelkamal Publication P Ltd.
- Bhatia, K. and Bhatia, B. D. (1992): Theory and Principles of Education, New Delhi. Doaba House Barlingay, S.S. (1965), *A Modern Introduction to Indian Logic*. Delhi. National Publishing House.
- Bhatia, K. K. & Narang, C. L. (2018). *Philosophical and Sociological Bases of Education*. Punjab: Tandon Publications.
- Bhattacharya, D. (2012). *Shikkha O Shamajtatto*. Pearson Education. [Bengali Version]
- Brubacher, J. S. (1968). *Modern Philosophies of Education*. New York, USA: McGraw-Hill.
- Butler, J. D. (1968). *Four Philosophies and their practice in Education and Religion* (3[rd]ed.). New York: Joanna Cotler Books.
- Chatterjee, S. C. & Datta, D. M. (1948). *An Introduction to Indian Philosophy* (3[rd]ed.). Calcutta: Calcutta University Press.
- Chatterjee, S.C. (1950), *The Nyaya Theory of Knowledge*. Calcutta: University of Calcutta Press

- Chatterjee, S.G. and Dutta, D.M(1960),*An Introduction to Indian Philosophy.* Calcutta: University of Calcutta Press,.
- Chaube and Chaube (2001). Foundations of Education, New Delhi, Vikash Publishing House,.
- Chaube, S. P. and Chaube, A. (2002): Western Educational Thinkers, New Delhi. Concept Publishing Company
- Datta and Chatterjee (1984). An Introduction to Indian Philosophy, University of Calcutta, Calcutta.
- Dewey, J (1961). Philosophy of Education, New Jersy. Little Field Adams & Co.
- Dhiman, O.P. (2008). *Foundations of Education.* New Delhi: A.P.H. Publishing Corporation.
- Gutek, G. L. (2009). *New Perspectives on Philosophy and Education.* NewJersey, USA: Pearson.
- Hiryanna, M. (1970). Outlines of Indian Philosophy, London. George Allen and Unwin LTD.
- Mukhopadhyay, M.et al (Eds.) (1999). Learning: The Treasure Within, Implication for Asia. NIEPA, New Delhi.
- Kneller, G. F. (1971). *Introduction to the Philosophy of Education* (2nded.). Horizon Pubs & Distributors Inc.
- Knight, G. R. (2008). *Issues and Alternatives in Educational Philosophy* (4thed.). Andrews University Press. Limited.
- Lodge, R. C. (1947). *Philosophy of Education.* USA: Harper and Brothers.
- Nayak, B. K. (2018). *Education in Emerging Indian Society* (4thed.). New Delhi: Axis Books Private
- Ozmon, H. A. & Craver, S. M. (2008). *Philosophical Foundations of Education* (8thed.). Pearson.
- Purkait, B. R. (1995): *Great educators and their Philosophies*, Kolkata.New central Book Agency (P) Ltd.
- Radhakrishnan, S. (1929). Indian Philosophy, Vol 1.(2 nd Ed.), London. Allen and Unwin.
- Rusk, R. R. (1929). *The Philosophical Bases of Education.* England: University of London Press.
- Rusk, R. R. (1969). *The Doctrines of Great Educators* (4thed.). London: Macmillan and Co Limited.
- Seetharamu, A. S. (2002): Philosophies of Education, New Delhi..A. P. H. Publishing Corporation
- Sharma, A.P. (1997): Development of Western Educational Thoughts; New Delhi.Concept Publishing Company.
- Sharma, C.(2003). A Critical Survey of Indian Philosophy, Delhi.Motilal Baranasidas Publishers PVT LTD.
- Shrivastava, K. K. (2003). *Philosophical Foundations of Education.* Delhi: Kanishka Publishers.
- Sinha J.(1952),Indian Philosophy : vol-I & vol- II, Delhi. Motilal Banarsidass Publishers Pvt. Ldt.
- Sinha, J. N. (2013). *Outlines of Indian Philosophy.* Kolkata: New Central Book Agency.
- Taneja, V. R. (2008). *Educational Thought and Practice* (15th reprint). New Delhi: Sterling Publishers Private Limited.
- Verma, V. P. (2011). *Studies in the Philosophy of Education.* Delhi: Gyananda Prakashan.
- Wingo, G. M. (1975). *Philosophies of Education: An Introduction.* New Delhi: Sterling Publishers Private Limited.

Semester - I

Course code: EDU COR 102, Course Title: Educational Psychology-I
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course learning outcomes:
After completion of this course learners will be able to:
- ⭕ discuss the contributions of different schools of psychology to education.
- ⭕ explain the nature of various processes of growth and development and apply to develop educational programmes.
- ⭕ state the nature of learning and transfer of learning
- ⭕ discuss the meaning of motivation with the theories and their educational significance
- ⭕ state the nature of mental health, mental hygiene and adjustment
- ⭕ elaborate the concept of stress and anxiety, and its management
- ⭕ explain the meaning, nature, and nurturance of creativity
- ⭕ discuss remedial education and educational diagnosis
- ⭕ describe the characteristics of specific backwardness

Course Content:

Unit-I   : Schools of Psychology
- Behaviourism, Gestalt, Psychoanalysis, Humanistic, and Cognitive: their basic concepts and educational contributions.

Unit-II   : Growth & Development
- Concept and principles,
- Cognitive Processes and stages of Cognitive Development,
- Moral development,
- Language development.

Unit-III : Mental health and Mental hygiene
- Meaning, nature and need.
- Anxiety and Stress and their management.
- Conflict and Adjustment mechanism.

Unit-IV : Motivation theories and their educational implications
- Hierarchy of Needs,
- Achievement Motivation,
- Attribution Theory
- Factors affecting motivation of learning.

Unit-V   : 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-VI : Creativity
- Concept and nature,
- Identification of creative person.
- Creativity and Intelligence
- Nurturing creativity.
- Measurement of creativity

Unit-VII : Individual Differences
- Concept & Types,
- Role of heredity, environment and culture.
- Implications of individual differences for organizing educational programmes.

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

Semester - I

Course code: EDU COR 103, Course Title: Educational Sociology-I
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course learning outcomes :
After completion of this course learners will be able to:
- ○ explain the meaning of sociology, educational sociology, relationship between sociology and education
- ○ discuss different approaches, determinants of Sociology in Education
- ○ explain the meaning and theories of social movements
- ○ apply Sociological Concepts of different segments to our society
- ○ state different theories of Sociology &Education
- ○ discuss different sociological theories and its practices in our educational system

Course Content:

Unit-I : **Educational Sociology and Sociology of Education**
- Meaning and nature
- Relationship of Sociology and Education
- Education as a process of socialization
- Education as a process of social sub-system: 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**
- Concept, Nature and Types
- Social groups and group dynamics
- School and 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 : **Equity and Equality in Education**
- Concept of Equity and Equality in educational Opportunity
- Education of the socially and economically disadvantaged sections of the Indian society: with special reference to Scheduled caste and scheduled Tribe's, 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 and population growth
- Components of population growth – fertility, mortality, and migration,
- Population composition: age, sex, religion, and literacy
- Population policy in India.

Unit-VIII : **Education and Leadership:**
- Leaders & leadership: Concept and characteristics of a good leadership
- Locus of leadership and roles,

- Dynamics of leadership,
- Leader types and leader styles,.

Suggested Readings:

- Bhatt, B. D. & Sharma, S. R.(2020). Sociology of Education. New Delhi: Kanishka Publishers House.
- Bhattacharyya, D.C (1976), *Sociology*, Kolkata. Vijoya Publishing House.
- Bhattachayya, D.(2011). Sociological Foundation of Education (Bengali). New Delhi: Pearson Education India.
- Brown, F. J.(1961). Educational Sociology (2nd Ed.). New York: Prentice Hall Inc.
- Chube, S. P. & Chaube, A.(2020). Philosophical & Sociological Foundation of Education. Agra: Vinod Pustak Mandir.
- Cook, L. A. & Cook, E. (1960). A Sociological Approach to Education (3rd Ed). New York: McGraw Hill.
- Dewey, J.(1936). The School of Society, University of Chicago Press.
- Jayaram, N.(2015). Sociology of Education in India. Jaipur: Rawat Publications.
- Kochhar,S.K.(2000),PivotalIssuesinIndiaEducation,SterlingPublishersPvt. Ltd
- Paul, D. (2020). Educational Sociology. Kolkata: Rita Publications.
- Prasad, J. (2004). Education &Society : Concepts, perspectives & suppositions, , New Delhi Kanishka Publishers.
- Saxena, N.R. (2012). Philosophical & Sociological Foundation of Education (1st Ed.). New Delhi: Surya Publication.
- Sharma, K. L.(1997). Social Stratification in India: Issues & Themes. New Delhi: Sage Publication.
- Sharma, S. N.(1995). Philosophical & Sociological Foundations of Education. New Delhi: Kanishka Publishers.
- Sharma, Y. K. (2004). Philosophical & Sociological Foundations of Education, , New Delhi. Kanishka Publishers.
- Shukla, S. & Kumar, K. (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.
- Talesra, H.(2002). Sociological Foundations of Education, , New Delhi. Kanishka Publishers

Semester - I

Course code: EDU COR 104, Course Title: Research Methodology-I
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcome:

On completion of the course the students will be able to:
- explain the nature and process of research in education
- discuss and cite examples of 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

Course Content:

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:
- Ahuja, R (2001). Research Methods. Rawat Publication, Jaipur
- Anastasi A. (1997), "Psychological Testing (7th ed.), United States, Pearson.
- Best J.B., Kahn J.B. (1998), "Research in Education (8th ed.)", Boston, Allyn and Bacon.
- Cohen. L, Manion. L & Morrison. K (2017), "Research Methods in Education (8th ed.)", V.K, Taylor & Francis.

- Cresswell J.W. (2015), "Educational Research-Planning Conducting & Evaluating Qualitative& Evaluation Research" (4th ed.), Pearson.
- Fergusion G. A. (1971), "Statistical Analysis in Psychology and Education (3rd ed.)", US. McGraw-Hill Inc.
- Freeman & Samuel F. (1962), "Theory & Practice of Psychological testing (3rd ed.)", Holt, Rinehart and Winston of Canada LTD.
- Guilford J. P. (1954), "Psychometric Methods (2nd ed.)", United States, McGraw-Hill Inc.
- Guilford J. P. (1973), "Fundamental Statistics in Psychology and Education (5th ed.)", New York, McGraw-Hill Inc.
- Johnson. B & Christensen. L (2019), "Education Research qualitative, quantitative and mixed approaches (7th ed.)", New Delhi, Sage Publication.
- Kaul L. (2009), "Methodology od Education Research (4th ed.)", Noida, Uttar Pradesh, Vikash Publications House LTD.
- Kerlinger F. N & Lee H.B. (1999), "Foundation of Behavioral Research (4th ed.)", United States, Wardsworth Publishing.
- Moshin S. M. (1986), "Research method in Behavioral Science", Hyderabad, Sangam Books LTD.
- Nunnatly J. C. (1972), "Educational Management and Evaluation. (2nd ed.)", US, McGraw-Hill Inc.
- Siegal S. (1988), "Nonparametric Statistics for the Behavioral Science (2nd ed.)", McGraw-Hill Education.
- Van Dalen, D. B. (2016), "Understanding Educational Research." McGraw-Hill.

Semester - I

Course code: EDU AECC, Course Title: Pedagogy, Andragogy, and Assessment
Credit-2: Marks-25 (Mid-term 5, Term-end 20)

Course Learning outcomes
After completing the course, the students will be able to
- ❍ explain the meaning of pedagogy, andragogy, assessment
- ❍ elaborate teaching and related models at different levels
- ❍ discuss different types of assessment
- ❍ describe the assessment of different domains of behaviour
- ❍ explain feedback devices, portfolio, reflective journal, rubrics, competency based evaluation
- ❍ describe classroom interaction analysis,

Course Content

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, Understanding, and Reflective levels of teaching; Herbartian Model, Morrison teaching Model, Bigge and Hunt teaching Model of teaching
- 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 as 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.
- Jethither, 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: Metropolitian 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 – II

Semester - II

Course code: EDU COR 205, Course Title: Educational Philosophy-II
Credit-2: Marks-25 (Mid-term 5, Term-end 20)

Course Learning outcomes
After completing the course, the students will be able to
❍ discuss the contribution of Philosophy of Education to education as a discipline
❍ discuss Indian Philosophy of Education to set goals of education inIndia.
❍ elaborate 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
❍ explain concepts related to social philosophy of education and build competency to interpret and evaluate those conceptsfully.
❍ apply the above competencies in the practices ofeducation.

Course Content

Unit-I : Indian Schools of Philosophy: Charvaka, 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, NelNoddings and SavitribaiPhule;

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:
* Aggarwal, J. C. (1998): *Theory and Principles of Education*, New Delhi.Vikas Publishing House Pvt. Ltd.
* Arulsamy, S. (2011). *Philosophical And Sociological Perspectives on Education*(1st ed.). Hyderabad: Neelkamal Publication P Ltd.
* Bhatia, K. and Bhatia, B. D. (1992): Theory and Principles of Education, New Delhi. Doaba House Barlingay, S.S. (1965), *A Modern Introduction to Indian Logic.* Delhi.   National Publishing House.
* Bhatia, K. K. &Narang, C. L. (2018). *Philosophical and Sociological Bases of Education*. Punjab: Tandon Publications.
* Bhattacharya, D. (2012). *Shikkha O Shamajtatto*. Pearson Education. [Bengali Version]
* Brubacher, J. S. (1968). *Modern Philosophies of Education*. New York, USA: McGraw-Hill.
* Butler, J. D. (1968). *Four Philosophies and their practice in Education and Religion* (3rd ed.). New York: Joanna Cotler Books.
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* Chatterjee, S.C. (1950), *The Nyaya Theory of Knowledge*. Calcutta: University of Calcutta Press
* Chatterjee, S.G. and Dutta, D.M(1960),*An Introduction to Indian Philosophy.* Calcutta: University of Calcutta Press,.
* Chaube and Chaube (2001). Foundations of Education, New Delhi, Vikash Publishing House,.
* Chaube, S. P. and Chaube, A. (2002): Western Educational Thinkers, New Delhi. Concept Publishing Company
* Datta and Chatterjee (1984). An Introduction to Indian Philosophy, University of Calcutta, Calcutta.
* Dewey, J (1961). Philosophy of Education, New Jersy. Little Field Adams & Co.
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* Gutek, G. L. (2009). *New Perspectives on Philosophy and Education*. New Jersey, USA: Pearson.

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- Ozmon, H. A. & Craver, S. M. (2008). *Philosophical Foundations of Education* (8th ed.). Pearson.
- Purkait, B. R. (1995): *Great educators and their Philosophies*, Kolkata. New central Book Agency (P) Ltd.
- Radhakrishnan, S. (1929). Indian Philosophy, Vol 1.(2 nd Ed.), London. Allen and Unwin.
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- Rusk, R. R. (1969). *The Doctrines of Great Educators* (4th ed.). London: Macmillan and Co Limited.
- Seetharamu, A. S. (2002): Philosophies of Education, New Delhi..A. P. H. Publishing Corporation
- Sharma, A.P. (1997): Development of Western Educational Thoughts; New Delhi.Concept Publishing Company.
- Sharma, C.(2003). A Critical Survey of Indian Philosophy, Delhi. Motilal Baranasidas Publishers PVT LTD.
- Shrivastava, K. K. (2003). *Philosophical Foundations of Education*. Delhi: Kanishka Publishers.
- Sinha J.(1952),Indian Philosophy-vol –I & vol- II, Delhi. Motilal Banarsidass Publishers pvt.Ldt.
- Sinha, J. N. (2013). *Outlines of Indian Philosophy*. Kolkata: New Central Book Agency.
- Taneja, V. R. (2008). *Educational Thought and Practice* (15th reprint). New Delhi: Sterling Publishers Private Limited.
- Verma, V. P. (2011). *Studies in the Philosophy of Education*. Delhi: Gyananda Prakashan.
- Wingo, G. M. (1975). *Philosophies of Education: An Introduction*. New Delhi: Sterling Publishers Private Limited.

Semester - II

Course code: EDU COR 206, Course Title: Educational Psychology-II
Credit-2: Marks-25 (Mid-term 5, Term-end 20)

Course Learning outcomes:

After completion of the course the learner will be able to:
○ explain the concept of Social intelligence, multiple intelligence, emotional intelligence , critical thinking, metacognition, and problem solving
○ describe some theories of intelligence and their implications
○ discuss some selected cognitive, social, and constructivist learning theories and their significances
○ explain the meaning of personality and some theories and their educational importance,
○ discuss the nature of guidance, types of guidance in educational field
○ elucidate different approaches and theories of counselling

Course Contents

Unit-I : Intelligence
- Concepts of Social intelligence, multiple intelligence, emotional intelligence
- Theories of Intelligence by Sternberg, Gardner and their implications
- Assessment of Intelligence,
- Concepts of Problem Solving, Critical thinking, Metacognition

Unit-II : Learning theories and their implications
- Cognitive theories of learning: Tolman, Lewin, Bruner
- Social theories of learning: Bandura;
- Factors affecting social learning, social competence, concept of social cognition
- Constructivist theories of learning: Vygotsky, Piaget

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*, NewDelhi. Vikash Publishing House Private Limited.
- 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*, , New York, Harper and Row Publishers
- Bower, G.H. and Hilgard, R.R.(1986), *Theories of Learning*, (5th ed.), NewDelhi.Prentice Hall.
- Chauhan, S.S.(1996). *Advanced Educational Psychology*, New Delhi, Vikas Publishing Pvt.Ltd.
- Cooper,C. (1999). *Intelligence and Abolities.* London and NewYork.Routledge.
- Cotton, Julie.(1995): *The Theory of Learning: An Introduction*, London.Kogan Page Limited.
- Cropley, A.J.(2001).*Creativity in Education and learning*. U.K.Kogan Page.
- 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.(2005).Psychological Testing- History, Principles, and applications (4th Edition).

PearsonEducation,

- Gulati, S.(Edited). (1995). *Education for Creativity*.NCERT.
- Hall, C.S and Lindzey, G.(1985). *Theories of Personality*. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K.(2000).*Advanced Educational Psychology*. New Delhi , Prentice-Hall of India Pvt. Ltd.
- Morgan .T.C. et al. (2003). *Introduction to Psychology* (7th Edition).New Delhi, Tata McGraw Hill Publishing Corp Ltd.
- Murray, H.A.(1962). *Explorations in personality*. N.Y. Science Editions.
- Phares, E.J.(1991) *Introduction to personality*. Harper Cllins. N.Y. 3ed Ed.
- Santrock, J. 5th Ed.(2010). Educational Psychology. McGraw Hill Higher Education.
- Torrance, E.P. (1972).*Encouraging Creativity in the Classroom*. USA, W.M.C. Brown Co. Publishers, IOWA.
- Woolfolk,A. (2004). *Educational Psychology* (Ninth Edition). Pearson Education.

Semester - II

Course code: EDU COR 207, Course Title: Educational Sociology-II
Credit-2: Marks-25 (Mid-term 5, Term-end 20)

Course Learning outcomes

After completion of the course the learners will be able to:

❍ explain different factors, instruments, and constraints of social change
❍ discuss some theories of social change
❍ elaborate the concept of social stratification, social mobility, social equity, and social equality;
❍ elucidate the concept of value and value education and their importance
❍ discuss the concept of education in relation to Urbanization, industrialization, modernization, westernization & Sanskritization
❍ discuss education in relation to democracy, politics, religion, national integration globalization and leadership.

Course Content:

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)
- Different forms of Social Changes in India: Urbanization, industrialization, modernization, westernization & Sanskritization with special reference to Indian society and its educational implication.

Unit-II : Social Stratification, social Mobility and Education:
- Concept of Social Stratification
- Relation between Stratification and Education
- Concept of Social Mobility
- Factors affecting Social Mobility
- Role of education in social mobility

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

Unit-IV : Education and Politics:
- Education in relation to Democracy
- Education and National Integration,
- Education and Globalization.

Suggested Readings:

- Bhatt, B. D. & Sharma, S. R.(2020). Sociology of Education. New Delhi: Kanishka Publishers House.
- Bhattacharyya, D.C (1976), *Sociology*, Kolkata. Vijoya Publishing House.
- Bhattachayya, D.(2011). Sociological Foundation of Education (Bengali). New Delhi: Pearson Education India.
- Brown, F. J.(1961). Educational Sociology (2nd Ed.). New York: Prentice Hall Inc.
- Chube, S. P. & Chaube, A.(2020). Philosophical & Sociological Foundation of Education. Agra: Vinod Pustak Mandir.
- Cook, L. A. & Cook, E. (1960). A Sociological Approach to Education (3rd Ed). New York: McGraw Hill.
- Dewey, J.(1936). The School of Society, University of Chicago Press.
- Jayaram, N.(2015). Sociology of Education in India. Jaipur: Rawat Publications.

- Kochhar,S.K.(2000),PivotalIssuesinIndiaEducation,SterlingPublishersPvt. Ltd
- Paul, D. (2020). Educational Sociology. Kolkata: Rita Publications.
- Prasad, J. (2004). Education &Society : Concepts, perspectives & suppositions, , New Delhi Kanishka Publishers.
- Saxena, N.R. (2012).Philosophical & Sociological Foundation of Education (1st Ed.). New Delhi: Surya Publication.
- Sharma, K. L.(1997). Social Stratification in India: Issues & Themes. New Delhi: Sage Publication.
- Sharma, S. N.(1995). Philosophical & Sociological Foundations of Education. New Delhi: Kanishka Publishers.
- Sharma, Y. K. (2004). Philosophical & Sociological Foundations of Education, , New Delhi. Kanishka Publishers.
- Shukla, S. & Kumar, K. (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.
- Talesra, H.(2002). Sociological Foundations of Education, , New Delhi. Kanishka Publishers

Semester - II

Course code: EDU COR 208, Course Title: Research Methodology-II
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes
On completion of the course the students will be able to:
○ define, differentiate and frame different types of hypothesis
○ estimate the value of chi-square test, CR-test, F-test (one way), Median test, Regression
○ analyse and interpret qualitative data in research
○ explain, elaborate, and cite examples of different qualitative and mixed research in education
○ construct and apply different research tools
○ write and evaluate research report

Course Content

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
- 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),
- Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design),

Unit-VI : Mixed research design
- 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 Proposal and Research Report
- Importance of research reporting
- Guidelines of writing a Research Proposal,
- Major components and chapterization of research reporting
- Writing reference, citation in research report as per style format
- Evaluating a research report.

Suggested Readings:

- Ahuja, R (2001). Research Methods. Rawat Publication, Jaipur
- Anastasi A. (1997), "Psychological Testing (7th ed.), United States, Pearson.
- Best J.B., Kahn J.B. (1998), "Research in Education (8th ed.)", Boston, Allyn and Bacon.
- Cohen. L, Manion. L & Morrison. K (2017), "Research Methods in Education (8th ed.)", V.K, Taylor & Francis.
- Cresswell J.W. (2015), "Educational Research-Planning Conducting & Evaluating Qualitative& Evaluation Research" (4th ed.), Pearson.
- Fergusion G. A. (1971), "Statistical Analysis in Psychology and Education (3rd ed.)", US. McGraw-Hill Inc.
- Freeman & Samuel F. (1962), "Theory & Practice of Psychological testing (3rd ed.)", Holt, Rinehart and Winston of Canada LTD.
- Guilford J. P. (1954), "Psychometric Methods (2nd ed.)", United States, McGraw-Hill Inc.
- Guilford J. P. (1973), "Fundamental Statistics in Psychology and Education (5th ed.)", New York, McGraw-Hill Inc.
- Johnson. B & Christensen. L (2019), "Education Research qualitative, quantitative and mixed approaches (7th ed.)", New Delhi, Sage Publication.
- Kaul L. (2009), "Methodology od Education Research (4th ed.)", Noida, Uttar Pradesh, Vikash Publications House LTD.
- Kerlinger F. N & Lee H.B. (1999), "Foundation of Behavioral Research (4th ed.)", United States, Wardsworth Publishing.
- Moshin S. M. (1986), "Research method in Behavioral Science", Hyderabad, Sangam Books LTD.
- Nunnatly J. C. (1972), "Educational Management and Evaluation. (2nd ed.)", US, McGraw-Hill Inc.
- Siegal S. (1988), "Nonparametric Statistics for the Behavioral Science (2nd ed.)", McGraw-Hill Education.
- Van Dalen, D. B. (2016), "Understanding Educational Research." McGraw-Hill.

Semester - II

Course code: EDU COR 209, Course Title: Inclusive Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcome:
After completing the course, the students will be able to
○ explain basic knowledge about inclusive education
○ explain how the concept has evolved nationally and internationally
○ discuss different kinks of handicaps and how they can be integrated
○ describe the barriers to inclusion and ways to overcome
○ describe different policies related to inclusive education
○ discuss the role of different stakeholders in inclusiveness

Course content:

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,
- Concession 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),
- 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.
- Alur, M. & Timmons, V. (2009). Inclusive education across cultures: Crossing boundries, sharing ideas. New Delhi : SAGE Publications India Pvt. Ltd.
- Anisscow,M. & Booth,T. (2003). The index of Inclusion: Developing, Learning and Participation in Schools. Bristol: Center for studies in inclusive Education.
- Berdine, W. H., Blackhurst, A.E. (1980). An Introduction to Special Education. Boston: Little Brown and Company.
- Dash, M. (2000). Education of Exceptional Children. New Delhi: Atlantic Publishers and Distributors.
- Hallahan, U. & Kauttman, J. (1978). Exceptional Children: An Introduction to Special Education. New Jersey: Prentice Hall.
- Hallhan, 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).
- Mann, L. & Reynolds, C.(1987). Encyclopaedia of special education .New York: John Haley & sons.
- Mukhopadyay & Mani, M.N.G. (2002). Education of Children with Special Needs in Govinda. New Delhi: India Education Report, Oxford University Press.
- 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.
- Sharma, P.L. (1990). Teacher's handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publication.
- Sharma, P.L. (2003). Planning Inclusive Education in Small Schools. Mysore: RIE.
- Yseldyke, J.E. & Algozzine, B. (1998). Special Education. New Delhi: Kanishka Publishers Distributor.

Semester - II

Course code: EDU GEC, Course Title: Fundamentals of Education and Research (open elective course for students of other departments)
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
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

Course Content:

Unit-I : **Basic concepts ofEducation:**
- Meaning,Nature,Scope,functions, and agencies ofEducation

Unit-II : **Philosophicalbases of Education:**
- Philosophical basesofEducation,
- Preliminary ideas about Indian schools of philosophy in relation to Education

Unit-III : **Historical and SociologicalBasis of Education:**
- Developmentalhistory ofmodern Indian Education,
- Sociological basisofEducation.

Unit-IV : **Psychology of Learning and Teaching:**
- Learning
- Meaning.Nature.Factors (Motivation,Maturation,Memory, andAttention). Theories andimplication (Classical Conditioning,OperantConditioning, Gestalt,and Constructivism)
- Teaching
- Meaning, stages and levels of teaching, Teaching skills and Microteaching
- Educational Technology:
- Meaning, Nature, approaches, and scpoe of ET

Unit-V : **Curriculum Development and Evaluation:**
- Concept, Types, andPrinciples ofCurriculum
- Foundation ofCurriculumandCurriculumframework

Unit-VI : **Measurement and Evaluation:**
- Meaning andnatureofMeasurement andEvaluation
- FormativeandSummative evaluation
- Continuous andComprehensive evaluation (CCE)

Unit-VII : **Basic concepts in Research:**
- Meaning andnatureofresearch
- Different types ofresearch in Social Science
- Basic,Applied,andAction
- Qualitative,Quantitative,andMixed
- Historical,Descriptive,andExperimental
- Review ofRelatedLiterature- meaning andimportance

- Hypothesis andResearch question
- Population,Sample,andSampling techniques- Probability(Simple Random,Stratified Random,) and Non-probability(Incidental, Purposive)
- 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:
- Statistics in research
- Scales of measurement
- Central tendencies and Dispersion
- NPC
- Inferential statistics- Parametric and Nonparametric tests
- Reporting of research
- Research Proposal and Research report
- Basic components of writing research report

Suggested Readings:

- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi. Vikash Publishing House Private Limited.
- Ahuja, R. (2012). Research Methods, Jaipur. Rauat Publication,
- Best and Kahn (2000). Research in education.PHI
- Bhalla, Navneet.(2007). Curriculum Development. Delhi. Author Press.
- Bhat, B. D. and Sharma, S. R. (1993) Educational Technology Concept and Technique, Delhi, Kanishka Pub. House.
- Bhattacharayya, D. Education and Philosophy. Pearson (Bengali Version)
- Bhattacharyya, D. Curriculum and Evaluation, Alapana Enterprise (Bengali version)
- Bhattachayya, D. Education and Sociology , Pearson (Bengali Version)
- Chand T. (1990). Educational Technology, New Delhi. Anmol Publication.
- Chauhan, S.S.(1996). *Advanced Educational Psychology*, New Delhi, Vikas Publishing Pvt.Ltd.
- Chube, S. P.(1981) Philosophical & Sociological Foundation of Education, Agra, Vinod Pustak Mandir.
- Mohanty J. (1992). Educational Technology, New Delhi, Deep & Deep Pub.
- Koul, L.(2018) . Methodology of educational research. Vikas Publishing House Pvt.Ltd.
- Mangal, S.K. (2000) *Advanced Educational Psychology*. New Delhi. Prentice-Hall of India Pvt. Ltd.
- Sen, M. K (2015). Educational Technology. (Bengali version)
- Sharma, K. L.(1997). Social Stratification in India: Issues & Themes, New Delhi, Sage Publication.
- Sharma, S. N.(2004) Philosophical & Sociological Foundations of Education, New Delhi, Kanishka Publishers.
- Shukla, S. & Kumar, K. (1985) Sociological Perspective in Education, New Delhi, Chanakya Publication.
- Walker, D.F. (2003). Fundamentals of Curriculum. New Jersey. Lawrence Erlbaun Associates Publishers.

SEMESTER – III

Semester - III

Course code: EDU COR 310, Course Title: Curriculum Studies
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning Outcomes:
After completion of the course the learners will be able to:
○ narrate the meaning, nature, principles, functions, process, types and components of curriculum
○ analyse different foundations and stages of curriculum planning and development
○ describe the role of different national statutory bodies in curriculum planning & development
○ discuss the kinds of models of curriculum design
○ explain various approaches and trends of curriculum instruction process
○ state the concept, stages, approaches and models of curriculum evaluation
○ narrate the meaning, types and approaches of curriculum change
○ discuss the scope & types of research in Curriculum Studies
○ describe meaning and a variety of curriculum frameworks
○ differentiate the concept of theory and model of curriculum development
○ elucidate the functions, importance and classification of curriculum theories & models

Course Content:

Unit-I : Concept of Curriculum
- Meaning, nature, principles, functions,
- Types and components, Curriculum as a process.
- Curriculum planning & design.

Unit-II : Foundations and National Bodies of Curriculum Planning & Development
- Foundations: Philosophical bases (National, democratic), Sociological bases (socio cultural reconstruction), Psychological bases (learner's needs and interests),
- Strategies & Stages of curriculum development
- National level Statutory Bodies in Curriculum Planning & Development – UGC, NCTE and University.

Unit-III : Models of Curriculum Design
- Traditional and Contemporary Models (Academic / Discipline Based),
- Competency Based Model,
- Social Functions / Activities Model (social reconstruction-based),
- 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 & principles,
- e-learning design,
- Instructional System Design, Media, Techniques and Material in enhancing curriculum Transaction,

Unit-V : Curriculum Evaluation
- Meaning, concept and stages
- Approaches to Curriculum Evaluation – Academic and Competency Based Approaches,
- Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model, CIPP Model.

Unit-VI : Curriculum Change and Research
- Meaning, types and approaches of Curriculum change,
- Factors affecting curriculum change,
- Role of students, teachers & educational administrators in curriculum change and improvement,
- Scope & types of research in Curriculum Studies.

Unit-VII : Curriculum Framework
- Meaning and concept,
- 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 Development
- Meaning, function, importance and classification of curriculum theories & models,
- Difference between theories & models;
- Technical and Non-technical models
- Systems approach in curriculum development.

Suggested Readings:

- Aggarwal, J.C. & Gupta, S. (2005). *Curriculum Development 2005*. Delhi: Shipra publications.
- Beane, J. A., Toepfer, C. F. &Alessi, S. J. (1986).*Curriculum Planning and Development*. Boston: Allyn& Bacon.
- Bhalla, N. (2007).*Curriculum Development*. Delhi: Authorspress.
- Bhattacharya, D. *Curriculum and Evaluation*.Alapana Enterprise [Bengali Version].
- Brady, L. (1995).*Curriculum Development*, Sydney: Prentice Hall.
- Doll, W.E. (1993). *A Post-Modern Perspective on Curriculum*. New York: Teachers College Press.
- Krug, E.A. (1957).*Curriculum Planning*. New York: Harper and Row Publishers.
- Marsh, C.J. & Willis, G. (1992). *Curriculum: Alternative Approaches, Ongoing Issues*(4th ed.). Pearson.
- Ornstein, A.C. &Hunkins, F. P. (1998).*Curriculum: Foundations, Principles and Issues* (3rd ed.).MA: Allyn& Bacon.
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- Walker,D.F.(2003). *Fundamentals of Curriculum: Passion and Professionalism* (2nd ed.). New Jersey: Lawrence Erlbaum Associates Publishers.

Semester - III

Course code: EDU COR 311, Course Title: Teacher Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After completing the course, the students will be able to:
- explain the meaning, scope, objectives of teacher education and its development in India.
- discuss different models of Teacher Education
- describe different types of teacher education programmes
- discuss the meaning, nature, curriculum, agencies of Pre-service and In-service teacher education
- explain teaching as a profession and its nature
- discuss professional ethics, quality enhancement and innovations in teacher education
- explore the prevailing trends in teacher education and agencies to develop and implement the concerned policies in India.

Course Content:

Unit-I : Introduction to Teacher Education
- Meaning, Nature and Scope of Teacher Education,
- Role and function 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, S (2000). Teacher Education: Trends &Strategies, Radha Publishing, New Delhi.
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- MHRD(1986). National Policy on Education and Programme of Action, Govt. of India, New Delhi.
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- MHRD(1992). Programme of Action, Department of Education, Govt. of India, New Delhi.
- Millman, J.(1988). Handbook of Teacher Education, Boverly Hills, Sage Publishing.
- Mohammad Miyan (2004).Professionalisation of Teacher Education. Mittal Publications. New Delhi.
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- NCTE (1998).Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
- NCTE (2009). National Curriculum Framework of Teacher Education, New Delhi.
- Oberoi, M.K. (1955). Professional competencies in Higher Education, New Delhi, UGC Publication.

Semester - III

Course code: EDU COR 312, Course Title: Educational Technology
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning Outcomes:
After completing this course the learners will be able to:
- define ET and other related terms
- apply ET in formal, informal and non-formal education system
- analyse different schools of psychology and their educational significance
- describe different instructional designs and models and their applications
- discuss the meaning and approaches of learning
- explain recent trends in e-learning and social learning like MOOC, Creative common etc.
- describe the model of judging the quality of Instruction system
- state ethical issues in e-learning
- describe the process of CRT development
- explain the meaning and importance of e-portfolio, online repositories, online library, and online survey tools

Course content:

UNIT-I : Concept of Educational Technology:
- Meaning and nature of Educational Technology, Information Technology, Instructional Technology
- Information and Communication Technology (ICT)- meaning and significance

UNIT-II : Applications of Educational Technology:
- Application of Educational Technology in Formal system
- Application of Educational Technology in informal system
- Application of Educational Technology in non-formal system (Open and Distance learning)
- Application of Educational Technology in inclusive system

UNIT-III : Psychological Theories and Educational Technology:
- Overview of the following schools and their implications to instructional design:
- Behaviourist
- Cognitive
- Constructivist
- Instructional strategies for:
- Large and Small group
- Formal and non-formal group

UNIT-IV : Systems Approach and Instructional design:
- Systems approach- meaning, nature, and importance in education
- Different instructional design- ADDIE, ASSURE, Dick & Carey, Mason, Nine events of instruction, 5E's of constructivism, 9 elements of constructivist instructional design

UNIT-V : Application of Computer in Education:
- Meaning of CAI,CAL,CBT,CML, ODLM
- e-learning- meaning and approaches (offline, online, synchronous, asynchronous, blended, mobile learning)

UNIT-VI : Emerging trends in e-learning:
- Social learning- meaning and use for learning
- Open education resources:
- Creative common – meaning
- MOOCs- meaning, nature, types, and advantages
- Digital divide & e-inclusion- meaning
- Assistive technology- meaning, types, applications and problems

UNIT-VII : Quality of e-learning and e-ethics:
- D&M IS Success model, 2003
- Ethical issues in e-learning

UNIT-VIII : ICT in Evaluation, Administration, and Research:
- Development of CRT
- e-portfolio- meaning and importance
- Online repositories and online library- meaning and nature
- Online survey tools- meaning and importance

Suggested Readings:

- Adam, D.M. (1985). Computers and Teacher Training: A Practical guide. New York: The Haworth Pren, Inc.
- Aggarwal J.C.(2014). Essentials of Educational Technology (3rd Ed). New Delhi: Vikas Publishing House.
- Aggarwal, J.C. (2003). Principles Methods and Techniques of Teaching. New Delhi: Vikas Publishing Home.
- Bhat, B. D. & Sharma, S. R.(1992). Educational Technology Concept and Technique. Delhi : Kanishka Pub. House.
- Chand, T.(1990). Educational Technology. New Delhi : Anmol Publications.
- Chauhan, S.S. (2018). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Ltd.
- Das, R. C.(1983). Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983.
- Goswami M. K.(2008). Educational Technology. Kolkata: Asian Books Publishers.
- Haas, K.B. & Packer, H.Q. (1990). Preparation and Use of Audio Visual Aids (3rd Edition). Wilmington: Prentice Hall, Inc.
- Kulkorni, S.S.(1986). Introduction to Educational Technology. New Delhi: Oxford and IBH Publishers Co.
- Kumar, K.L. (2008). Educational Technology (2nd Ed). New Delhi: New Age International Pvt. Ltd. Publishers.
- Mangal,S.K. & Mangal,U.(2009). Essentials of Educational Technology. New Delhi: Prentice Hall India Learning Private Limited.
- Mohanty, J.(1994). Educational Technology. New Delhi : Deep & Deep Pub.
- Mukhopadhyay, M. (1990). Educational Technology : Challenging Issues. New Delhi : Sterling Pub. Private Ltd.
- P. Coburn, P., Kelman P., Roberts, N., Snyder,T., Watt,D.,& Weiner, C. (1985). Practical Guide to Computers in Education. Wesley: Addison Publishing Company, Inc.
- Pandey, V.C. (2011). Educational Technology.Maharashtra:Isha Books Publishers.
- Pangotra, N.(1980). Fundamental of Educational Technology. Chandigarh : International Pub.
- Rao, U.(2011).Educational Technology. New Delhi: Himalaya Publishing House Pvt. Ltd .
- Rao, V.K. (2003). Educational Technology. New Delhi: A.P.H. Publishing Corporation.
- Reddy, M. & Ravishankar, S.(1984). Curriculum Development and Educational Technology. New Delhi : Sterling Pub. Private Ltd.
- Sen, M. K. (2021). Essentials of Educational Technology (3rd Ed). Kolkata.
- Singh, L. C. (2010). Educational Technology for Teachers and Educators. New Delhi: Vasunandi Publication.
- Vanaja, M. (2016).Educational Technology (7th Ed). New Delhi, Neelkamal publications pvt ltd.

Semester - III

Course code: EDU COR 313, Course Title: Historical Foundation of Education
Credit-2: Marks-25 (Mid-term 5, Term-end 20)

Course Learning Outcomes:
After completing the course, the students will be able to:
- ❍ introduce the Brahmanic and Buddhistic System of Education
- ❍ describe various learning Centre of Ancient Education System
- ❍ describe the Medieval System of Education
- ❍ discuss the Educational Contributions of Akbar
- ❍ state the history of education during 19th Century
- ❍ analyze the impact of Bengal Renaissance in Education.
- ❍ assess the contributions of some great personalities to the development of Indian Education

Course Content:

Unit-I   : Education in India during Ancient and Medieval Period
- Brahmanic System of Education: Salient features, Aims, Curriculum, Method of Teaching and Evaluation system.
- Education in Budhistic Period: Salient features, Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- Comparison between Brahmanic and Buddhistic System of Education
- Centre of Learning in Ancient India: Nawadib , Taxila, Nalanda and Vikramshila
- Medieval System of Education: Salient features, Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught Relation and Evaluation System.
- Contribution of Akbar in Education

Unit-II   : Education in the 19th Century in India
- Charter Act of 1813, Oriental-Occidental Controversy, Macaulay's Minute, Bentinck'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.
- Bengal Renaissance and its Influence on Education
  - ➢ Meaning and Concept, Causes, Characteristics of Bengal Renaissance.
  - ➢ Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
  - ➢ Impact of Bengal Renaissance in Education.

Unit-III   : Educational policy of Lord Curzon and National Education Movement
- Curzon's proposal on Indian Educational reform.
  - ➢ Simla Conference 1901
  - ➢ The Indian Universities Commission1902
  - ➢ The Indian Universities Act 1904
  - ➢ Curzon contribution in Indian Education
- National Education Movement: Concept, Causes, Phases and Impact on Education.

Unit-IV   : Education in between World Wars
- Calcutta University Commission (1917)
- Scheme of Basic Education (1937)
- Sergeant Plan (1944)

Suggested Reading:
- Aggaral, J. C., (2001) ,Modern Indian Education: History, Development and Problems, Delhi, Shipra Publication.
- Bajerjee, J.P. Education in India, Past, Present and Future.
- Chattergjee, Mithali (1999). Education in Ancient India (1st ed.). New Delhi: D.K. Print World Ltd.

- Ghosh,Suresh Chandra(1995),The History of education in Modern India,(1757-1986),Orient Longman.
- Mukharjee, S.N. (1961) History of Indian Education (Modern). Barada: Acharya Book.
- Mukherjee, S.N. (1972). Secondary Education in India. New Delhi: Orient Longman.
- Mukherjee, S.N. Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Mukhopadhyay, M., & Parhar, Madhu (Ed.). Education in India, Dynamics and Development. Delhi: Shipra Publication.
- Nanda, S.K. (2000). Indian Education and its Problems Today. Ludhiana: Kalyani Publication.
- Nurullah, S and Naik, J. P History of Education in India. Macmillan Co.
- Purkait, Biswa Ranjan (1991). Milestones in Ancient and Medieval Indian Education. Calcutta: New Central Book Agency.
- Purkait, Biswa Ranjan (1991). Milestones in Modern Indian Education. Calcutta: New Central Book Agency.
- Srivastava, Gouri (2000). Women's Higher Education in 19th Century. New Delhi: Concept Publishing Company.

Semester - III

Course code: EDU COR 314, Course Title: Educational Management, Administration and Leadership
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning Outcomes:
After completing the course the learners will be able to:
- narrate the meaning, nature, principles, functions, process and related various terms of Education Management and Education Administration
- analyse the importance of motivation in education management
- describe the effectiveness of motivation theories in human resource management in the educational institutions
- discuss the meaning, nature, styles, approaches and models of leadership in education administration
- state the concept of quality in education and the process of quality control of educational institutions
- explain the role and initiative of different quality assurance agencies of education in India
- narrate some strategies about institutional management along with the role of leaders in this regard
- describe the meaning, need and models of planned change in education management
- elucidate some idea about educational planning and its applications to educational administration and management.

Course content:

UNIT-I : Education Management:
- Meaning, Principles, Functions and Importance,
- POSDCORB, CPM, PERT,
- Management as a system, SWOT analysis, Taylorism.

UNIT-II : Education Administration:
- Meaning, Principles, Functions and Importance,
- Administration as a process, Administration as a bureaucracy,
- Organizational compliance, Organizational development and Organizational climate

UNIT-III : Motivation and Human Resource management:
- Concept, meaning and importance of motivation
- Strategies of Human Resource management in Educational Institution
- Motivation theories and their effectiveness in Education management

UNIT-IV : Leadership in Education Administration:
- Meaning, Nature, Types & Styles of leadership
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic,
- Models of Leadership: Blake and Mouton's Leadership Grid, Reddin's Tri-dimensional Model, Hersey and Blanchard's Model, Sergiovanni's Educational Leadership Model

UNIT-V : Quality Management:
- Concept of Quality in Education in Indian and International perspective,
- Evolution of Quality: Inspection & Supervision, Quality Control, Quality Assurance and Total Quality Management (TQM).
- Cost of Quality: Cost Benefit Analysis, Cost Effective Analysis
- Quality Assurance Agencies: Objectives & Functions; Roles and Initiatives of National Assessment Accreditation Council [NAAC], Performance Indicators (PI), Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

UNIT-VI : Institutional Management & Leadership:
- Concept & Need of Institutional management,
- Institution building and planning,

- Leadership in Decision making & Forecasting, Resource management, Information management and Conflict management in Educational Institution.

UNIT-VII : Change Management:
- Concept &Need of Planned change,
- Models of Change - Three Step-Model (Unfreezing, Moving, Refreezing), The Japanese Models (Just-in-Time, Poka yoke)

UNIT-VIII : Educational Planning:
- Meaning & Importance,
- Planning Process and models

Suggested Readings:

- Bhatnagar, R. P. & Aggrawal,V. (2015). Educational Administration. Meerut, Layal Book Depot,
- 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
- Kumar,S.& Rai, A.K.(2021). Educational Management Administration and Leadership, R.Lull Publication.
- Landri, P. (2020). Educational Leadership, Management, and Administration through Actor-Network Theory. United Kingdom, Taylor & Francis
- Mohanty, J.(2005). Educational Administration, Supervision and School Management, Deep & Deep Publications.
- Mukherjee, P.N. (2006). Total Quality Management. New Delhi, PHI Learning Pvt. Ltd.
- Mukhopadhyay, M. (2001). Total Quality Management in education. New Delhi, NIEPA.
- Sindhu, I. H. (2012). Educational Administration and Management. India: Pearson Education India.
- Singh,U.K.(2014). Educational Administration And Management, R.K. Publishers & Distributors
- Tomlison, H (2013). Educational Management: Major Themes in Education. United Kingdom.Taylor & Francis

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Semester - III

Course code: EDU DSE 301, Course Title: History, Politics & Economics of Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After end of the course the learners will able to:
- ❍ narrate the educational provisions in Indian Constitutions
- ❍ elaborate the contributions of various Commissions and Committees to Education in post-independent India
- ❍ describe the Educational Policy in free India
- ❍ state different educational reforms under NCF AND NCFTE.
- ❍ discuss the political perspectives of Indian Education
- ❍ elucidate the planning, financing and cost of education.
- ❍ establish the link between the educational system and economic development.
- ❍ identify the educational problems in the context of economic concepts, theories and techniques.

Course content:

Unit-I : Constitutional Provisions and Policy Perspective in Education
- Constitutional provisions for Education
- National Policy on Education – NPE 1986 and Revised NPE 1992
- NEP- 2020

Unit-II : Contribution of Various Commissions and Committees to Education in India
- University Education Commission (1948- 1949)
- Secondary Education Commission (1952- 1953)
- National Education Commission (1964- 66)
- National Commission on Teacher (1999)
- National Knowledge Commission (2007)
- Report of Yashpal Committee (2009)
- Report of Justice Verma Committee (2012)

Unit-III : National Curriculum Framework
- NCF- 2000
- NCF-2005
- NCFTE, 2009
- NCFTE, 2014

Unit-IV : Concept of Economics of Education:
- Economics of Education: Meaning, Nature, Scope and Need
- Relation between Economics and Education
- Public goods and Education
- Cost Benefit Analysis Vs Cost Effective Analysis in Education,
- Economic returns to Higher Education
- Signalling Theory Vs Human Capital Theory.

Unit-V : Economic Bases of Education:
- Basic needs of human and human right
- Poverty and Education
- Education, Equity and Income Distribution
- Economic growth and inequality
- Unemployment and Education
- Privatization and Education
- Globalization and Education
- Education and Human Resource Development and its Index

Unit-VI : Finance and Budget
- Concept of Educational Pricing and Finance

- Educational finance at Micro and Macro Levels
- Education as investment
- Measurement of contribution of Education to economic growth
- Productivity and Wastage in Education
- Education and Economic Development
- Concept of Budgeting

Unit –VII : 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: VIII : 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

Suggested Readings :

- Aggaral, J. C., (2001) ,Modern Indian Education: History, Development and Problems, Delhi, Shipra Publication
- Ghosh, Suresh Chandra(1995),The History of education in Modern India,(1757-1986),Orient Longman.
- Ministry of Human Resource Development. National Policy on Education (PoA-1992). New Delhi: Government of India.
- Mukharjee, S.N. (1961) History of Indian Education (Modern). Barada: Acharya Book.
- Mukherjee, S.N. (1972). Secondary Education in India. New Delhi: Orient Longman.
- NCF (2005).National Curriculum Framework. New Delhi: NCERT.
- Nanda, S.K. (2000). Indian Education and its Problems Today. Ludhiana: Kalyani Publication
- 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.
- Purkait, Biswa Ranjan (1991). Milestones in Modern Indian Education. Calcutta: New Central Book Agency.
- Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press Ltd.
- Srivastava, Gouri (2000). Women's Higher Education in 19th Century. New Delhi: Concept Publishing Company.
- Swain, Sanay, K(1998),Trends and Issues in Indian Education, Ludhiyana, Kalyani Publisher.

Semester - III

Course code: EDU SEC, Course Title: ICT- Software application
Credit-2: Marks-25 [Mid-term 5 Term-end 20 (Practical exam)]

Course Learning outcomes:
After completing the course, the students will be able to
- ❍ describe the SPSS interface,enter and save data, import data from Excel
- ❍ do data preparation and exploratory data analysis
- ❍ create charts, histograms and box plots
- ❍ transform variables
- ❍ carry out the power analysis for each of the statistics tests mentioned above.

Course Content:

Unit- I : Data Preparation
- Getting familiar with the interface
- Enter, save and import data from Excel
- Carry out different data preparation processes

Unit- II : Inferential Statistics for the mean and the Median
- Descriptive statistics for two or more variables
- Creating and editing charts for two or more variables
- Inferential statistics for the mean and the median

Unit- III : ANOVA and Multiple linear regression
- One-way and two-way ANOVA
- Multiple linear regression and correlation

Unit-IV : Inferential statistics for the proportion
- One-sample chi-square test
- Chi-square Test of Independence

Evaluation scheme: Students will execute different activities as sessional activities and prepare a note book of the selected sessional activities. The distribution of marks for examination is given below:
- Mid-term exam:
  - o Written assignment=5
- Term-end exam:
  - o Submission of Note book related to sessional activities=10+10 (internal evaluation)
  - o Viva-voce=20 (internal examiner)

Suggested Readings:
- Aldrich, J. O. and Cunnigham,J. B. (2015). Using IBM SPSS Statistics: An interactive hands-on approach. 2nd Edition. USA.SAGE Publications.
- Cronk, B. C. (2017). How to use SPSS: a step-by-step guide to analysis and interpretation. 9th Edition. New York , Routledge,
- Denis, D.(2019). SPSS Data Analysis for Univariate, Bivariate and Multivariate Statistics. John Wiley & Sons, Inc. Hoboken, NJ.
- Field, A. P. (2018). Discovering Statistics using SPSS (Introducing Statistical Method). 5th Edition. SAGE Publications Ltd., California, USA.
- George, D. and P. Mallery. (2018). SPSS Statistics 23 Step-by-Step: A Simple Guide and Reference 15th Edition. New York. Routledge.
- Green, Samuel B. and Neil J. Salkind.(2016). Using SPSS for Windows and Macintosh: Analysing and Understanding Data. 8th Edition.New York. Pearson.
- Ho, Robert.(2014). Handbook of Univariate and Multivariate Data Analysis and Interpretation with SPSS. 2nd Edition.USA. CRC Press, Boca Raton.
- Kerr, A. W., H. K. Hall., and S. A. Kozub. (2014). Doing Statistics with SPSS. USA. SAGE Publications.
- Leech, Nancy L.; Karen C. Barrett; and George A. Morgan. (2014). SPSS for Intermediate Statistics: Use and Interpretation. 5th Edition. USA.Routledge.

- Maujis, D. Doing Quantitative Research in Education with SPSS. 2nd Edition. USA.SAGE Publications.
- McCormick, K., J. Salcedo, J. Pock, and A. Wheeler.(2017). SPSS Statistics for Data Analysis and Visualization. John Wiley & Sons, Inc. Indianapolis, IN.
- Pallant, J. (2016). SPSS Survival Manual. 6th Edition. UK. McGraw Hill.

Semester - III

Course code: EDU SEC, Course Title: Psychological & Educational Test
Credit-2: Marks-25 [Mid-term 5 Term-end 20 (Practical exam)]

Course Learning outcomes:
After completion of the course the learners will be able to:
- explain the meaning, types, nature, merits, and demerits of test used in educational field
- construct and validate achievement test
- discuss the steps of psychological test construction and apply this in practical field
- apply standardised test, interpret and report of the interpretation

Course content:
Unit-I : **Test meaning and nature:**
- Meaning and nature of Test used n educational field
- Different types of test used in education
- Advantages and limitations of test used in education

Unit-II : **Educational Test:**
- Achievement test- meaning, nature
- Different types of test items used in achievement test- merits and demerits
- Steps of achievement test construction

Unit-III : **Psychological test:**
- Meaning and nature of psychological test
- General steps of construction of psychological test
- Ethical issues related to psychological testing

Unit-IV : **Hands on sessional activities:**
Act-1: Construction and standardisation of achievement test
Act-2: Test application and interpretation of <u>any two</u> test of the following:
a) Standardized Attitude test
b) Standardized Aptitude test
c) Standardized Interest inventory
d) Standardized Personality inventory
e) Standardized Intelligence test
f) Any other standardized Psychological Test

Evaluation scheme : Students will execute Act-1 and Act-2 as sessional acitivities and prepare a note book of the selected sessional activities. The distribution of marks for examination is given below:
- Mid-term exam:
  - Written assignment=5
- Term-end exam:
  - Submission of Note book related to sessional activities=10+10 (internal evaluation)
  - Viva-voce=20 (internal examiner)

Suggested readings:
- Aiken, L.R., & Groth- Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.
- Anastasi , A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.
- Gregory, R.J., (2004). Psychological Testing: History, Principles and Applications (4th Ed.). New Delhi: Pearson Education.
- Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge.
- Murphy, K.R., & Davidshofer, C.O. (1988). Psychological Testing: Principles and Application. New Jersey: Prentice Hall.
- Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.
- Kaplan, R.M. & Saccuzzo D.P. (2007): Psychological Testing Principles, Applications, and Issues, Wadsworth, Fifth Edition

SEMESTER – IV

Semester - IV

Course code: EDU DSE 402/403/404/405(1),
Course Title: Women's Education and Empowerment
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcome:
After completion of this course, learners will able to –
- ❍ discuss the origin and growth of female education in India
- ❍ state the contemporary situation of Women's education in India
- ❍ narrate the provisions and approaches to development of Indian women.
- ❍ assess the contribution of Raja Ram Mohan Roy and Vidyasagar for the development of women's education
- ❍ evaluate the role of Annie Bessant, Sister Nivedita, Kadambari Ganguly, Begum Rokeya, Sabitri Bai Phule in promoting Education among women in India
- ❍ analyse the obstacles of women's education in India
- ❍ explain the concept and determinants of women's empowerment
- ❍ elaborate the role of education as a vehicle of women's empowerment and capacity building
- ❍ elucidate the functions of different national & international level committees, commission and convention regarding women issues
- ❍ identify the barriers of women's empowerment and assess the role of education in this regard
- ❍ state the constitutional and legal provision for women's empowerment
- ❍ examine the importance of women health education and awareness in family, society and workplace
- ❍ describe the health education strategies and Government initiatives to reduce disease, malnutrition among women.

Course Content:

Unit-I : Origin and growth of Women's Education in India
- Women's Education – Meaning and Importance
- Women's education in Ancient and Medieval India: opportunities & issues
- Women's education in Colonial India: Issues and events

Unit-II : Contemporary situation of Women's education in India:
- Important Committees and Commissions on Women's education in Post-Independent India: National Committee on Women's Education (1958), National Council for Women's Education (1959), The Hansa Mehta Committee(1962-64), Bhaktavatsalam Committee (1963), NPE, 1986
- Govt. Interventions for Girls' and Women's education: Sarvashikshaabhiyan, Kanyashree Prakalpa
- Strategies under Various Five Year plans for the development of girls and women's Education in India (Last Two Five Years Plans)

Unit-III : Development of Women in India
- Constitutional Provisions for women's education & empowerment
- Approaches to Development of Women: Welfare Approach, Development Approach, Equity Approach & Empowerment Approach
- Contribution of some great personalities in Women's Education & Development: Raja Ram Mohan Roy, Pandit Iswar Chandra Vidyasagar
- Role of some great women personalities in education: Annie Bessant, Sister Nivedita, Kadambari Ganguly, Begum Rokeya, Sabitri Bai Phule

Unit-IV : Barriers of Women's Education
- Social, Economic, Cultural and other factors
- Obstacles in Education for socially & economically backward women,
- Obstacles in Education for physically challenged women.
- Obstacles in Higher & Professional Education for women
- Women and Right to Education (RTE)
- Functional literacy for women: Importance, Growth of Literacy - formal & Non formal

Education, Adult education

Unit-V   : Women's Empowerment through Education
- Concept, Need & Indicators of Women's Empowerment
- Determinants of Women's empowerment: Education, Health, Economic status, communication skills, Political Participation, Decision making Process.
- National Committees and Commissions for Women's Empowerment- National Policy for women empowerment (2001), National Women 's Commission and West Bengal State Women 's Commission: [objectives, structures, functions, Reports on the Status of Women]

Unit-VI   : Women's Empowerment and Capacity Building
- Women in educational management & leadership
- Empowerment strategies for capacity building & entrepreneurship
- Government Programmes and Schemes: Mahila Samakhya, Samagra Shiksha

Unit-VII : Barriers to Women's Empowerment and Role of Education
- Barriers to Women's Empowerment: Violence on Girls & Women, Sexual abuse & exploitation
- Role of education & training in preventing them: Safety of girls & women at school, home and workplace
- Strategies to women's empowerment: Cyber security (Technology as aid for safety of Women), Legal provisions, Micro credit / Micro Finance, Social welfare programme, National Policies and Government Efforts
- International Committees &Convention on Women's Empowerment-- CEDAW, 1979 (Convention on Elimination of all Forms of Discrimination against women), Beijing Conference, 1995

Unit-VIII : Women's Education and Health
- Women Health Education and Awareness: Importance in Family, Society and Workplace
- Health Education Strategies to Reduce Disease/ Malnutrition among Girls & Women, Premature motherhood , Maternal Health, Vaccinations
- Innovations in Healthcare for Women, Government Programmes on Health Education

Suggested Readings:

- Agarwal , J. C (2006) Modern Indian Education : History , Development and Problems , New Delhi , Sipra Publication
- Agarwal,Meena (2008): Education in Third World and India : a Development Perspectives, New Delhi, Kanishka Publishers
- Archana, P. Women and Family Law Reform in India: Uniform Civil Code and Gender Equality
- Bagchi ,Jasodhara (ed. 2010): Changing Status of Women in West Bengal , New Delhi, Sage,
- Goretti L. G., Rita, S. and Jebaselvi , J.(2015) , Women Empowerment : New Delhi , Neel Kamal pub.
- Joshi, Savita Thakur (1999): Women and Development: The Changing scenario, New Delhi, Mittal Publication
- Lalneih, Z (2007) : Women's Development In India : Problems and Prospects , New Delhi, Mittal Publication
- Ministry of Education and Social Welfare (1974): Toward Equality: Report of the Committee on the Status of Women in India (1974): New Delhi, Govt. of India
- Mondol ,A. and Bag, A. (2022) : Women Education in India , Kolkata, Aheli Publisher(Bengali Version)
- Nayak ,Sorojini and Jeevan (2005): Women's Empowerment in India, Jaipur, Pointer Publishers
- Roy, Rajarshi (2009): Women Education and Development : Perspectives , Issues and Concerns: Delhi: Sipra publication
- Seth, Mira (2001) : Women and Development : The Indian Experiences , New Delhi, Sage Publication
- Sharma,Aruna (2006) : Women Education and Empowerment .

- Soni, Jhospritkaur (2000) : Women Empowerment: Exploring the Facts,New Delhi, Author Press
- Talwar, Sabnam (2003): Women Education, Employment and Gender Discrimination, New Delhi , Serial Publication
- Tapan , Neeta (2000) : Need for Women Empowerment , Jaipur , Rawat Publication
- Wiklander Julia (2010) : Determinants of Women Empowerment in Rural India, An Intra – House hold Study , A thesis Paper from Lund University

Semester - IV

Course code: EDU DSE 402/403/404/405(2), Course Title: Yoga Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After completion of the course the learners will be able to:
- ✓ state the concept and principles of Yoga.
- ✓ narrate the historical aspects of Yoga.
- ✓ describe the ancient system of Indian Philosophy and Yoga System
- ✓ discuss different Yogic texts
- ✓ apply meditational practices and techniques.
- ✓ analyse the concept and educational importance of different streams of Yoga
- ✓ assess the importance of Yoga education in stress management
- ✓ discuss the essentials of Yogapractices
- ✓ explain the need of Yoga education for a positive health for the modern man
- ✓ maintain a healthy condition of body and mind by applying Yoga in their practical life
- ✓ elaborate the utility of yoga education for individual& socialupliftment.

Course content:

Unit I : **Introduction to Yoga and Yogic Practices**
- Meaning, definition, aims & objectives, needs
- Origin and history of development of Yoga, Yoga as a discipline
- Classification of Yoga and yogic texts
- Yoga sutra: Concept, Meditational processes in Pātañjala Yoga Sūtra

Unit II : **Ancient Systems of Indian Philosophy and Yoga System**
- Historical aspect of the Yoga Philosophy
- Yoga & Sankhya philosophy & their relationship
- Yoga as reflected in Bhagwat Gita
- Status of Yoga in Indian Philosophy

Unit III : **Introduction to Yogic texts**
- Significance to Yogic texts in the context of schools of yoga
- Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhnapada
- Hathyogic texts (hatha pradaspika and ghera andsahita)
- Complementarities between patanjala yoga and hath yoga
- Meditational Procesess in Patanjala yogasutras.
- Hath yoga practices: a List of selected Asana, Pranayama, Bandha, Mudra from Hathyoga texts for practical yoga sessions for advanced yoga practitioners.

Unit-IV : **Streams of Yoga: Concept & their educational importance:**
- Karma Yoga,
- Bhakti Yoga,
- Rāja Yoga
- Gyana Yoga

Unit-V : **Essentials ofYogapractices:**
- Prayer,
- Disciplines in Yogic Practices,
- Place &Timing,
- Diet &Schedule
- Practitioner

Unit-VI : **Yoga education andStress Management:**
- Concept, Symptoms and types of Stress;
- Stress-a yogic perspective;
- Yogic practices for stress management.

Unit VIII : Yoga education and Health:
- Need of yoga education for a positive health for the modern man
- Concept of health and disease: medical &Yogic perspectives
- Concept of Panch Kosa for an Integrated & positive health
- Utilitarian Value of Yoga in Modern Age.

Unit-VIII : Yoga education and its relationshipto individual& socialupliftment:
- BenefitsofYogaasa waytohealthyand integrated living;
- Yogaasawaytosocio-moral upliftmentofman;
- Yogaasawaytospiritualenlightenment;
- ImportanceofYogain 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&MukeshYogi,(2010).FoundationofYoga.StandardPublication, New Delhi.
- SivanandaSwami,(1984)YogaSamhitha,theDivineLifesociety,U.P.Himalayas, India.
- Sri Ananda (2001) The complete Book of Yoga–Harmony of Body, Yog Vigyan, Bharathiya Yog Sansthan, Delhi.
- Swami Satyanand Saraswati. 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 – Master of Education Programme (2015),NCTE Publication, St. Joseph Press, New Delhi

Semester - IV

Course code: EDU DSE 402/403/404/405(3),
Course Title: Guidance and Counselling
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After completion of the course, the learners will be able to:
- ✓ explain the meaning of guidance and counselling
- ✓ discuss different types of guidance and counselling
- ✓ describe different tests used in guidance services
- ✓ explain different theories of counselling
- ✓ suggest guidance programmes of diverse learners
- ✓ discuss recent advancement of guidance and counselling services

Course Content:

Unit-I : Concept of Guidance:
- Meaning, Nature, Scope and Principles of Guidance.
- Bases of Guidance: Philosophical, Sociological and Pedagogical.
- Types of Guidance –Social, Personal, Educational and Vocational. Individual and Group Guidance.
- Types of Guidance services
- Guidance personnel in School: Role of Teacher, Counselor and other Specialists.
- Promoting Parental Collaboration in Educational Guidance.

Unit-II : Concept of Counselling:
- Meaning, Nature, Scope and Principles of Counselling
- Difference between Guidance and Counselling
- Types of Counselling: Individual & Group Counselling, Peer Counselling, Multicultural Counselling
- Approaches of Counselling
- Basic Counselling Skills of an Effective Counsellor
- Qualities of a good Counselor

Unit-III : Career Development and Guidance:
- Theories of Career Choice and Career Development- Trait factor, Anne Roe's Theory, Holland's theory and Donald Supell's theory.
- Career Maturity and Career adjustment.
- Vocational Education and Vocationalisation of Education and Career Development.

Unit-IV : Tools and Techniques of Guidance and Counselling:
- Testing Techniques: Psychological Tests (Intelligence Tests, Aptitude Tests, Attitude Scale, Achievement Test, Interest Inventory, and Personality Test).
- Non-Testing Techniques: Anecdotal Record, Cumulative Record, Rating Scales, Observation, Case Study, Questionnaire and Interviews.
- Various Counselling Interventions: Behavioral, Cognitive and Transactional,

Unit-V : Theories of Counselling:
- Client Centered Therapy (Carl Rogers).
- Rational Emotive Therapy (Albert Ellis),
- Behavior Therapy (B.F. Skinner),
- Gestalt Therapy (Fritz Pearls),
- Psychoanalytic Therapy (Sigmund Freud).

Unit-VI : Guidance for Special Needs:
- Mentally Challenged Learners,
- Slow and Advanced Learners,
- Gifted and Creative Learners.
- Learning Disabilities.

Unit-VII : Implications of Guidance and Counselling:
- Holland's Model of Interest and its application in Selection of Career.
- Gardner's Theory of Multiple Intelligence and its application at different levels.
- Strategies for the Promotion of Mental Health of Students.
- Sources & Effects of Stress, Coping Strategies for Dealing with Stress.

Unit-VIII : Research in Guidance and Counselling:
- Need & Scope of Research in Guidance.
- Exploratory and Confirmatory Research Methods appropriate to Guidance and Counselling,
- Action Research, Experimental and Descriptive Researches like Survey & Case Study.

Suggested Readings

- Bhatla, S. (2019). *Guidance and Counselling*. India: Twenty First Century (bookman).
- Biswas, R. & Sharma, A. (2021). *Guidance and Counselling*. India: Aaheli Publishers.
- Chabra, S. (2015). *Guidance and Counselling*. New Delhi: Gen Next Publications.
- David, S. (2020). *Handbook of Therapies for School Counselling*. India: Notion Press.
- Ghosh, S. & Nag, S. (2022). Handbook of Practical Guidance and Counselling. Kolkata: Rita Publications.
- Goswami, M. (2016). *Essentials of Guidance and Counselling*. India: Lakshi Publisher.
- Lakshmi, V. & Sharma, V. (2019). *Guidance and Counselling*. India: INSC International Publishers.
- Mishra, S. (2021). *Guidance and Counselling*. India: Abs Books Publishers.
- Mondal, V. (2011). *Nirdesona o Poramorsodaner Ruprekha*. Kolkata: Rita Publications.
- Mondal, V. (2021). *Guidance and Counselling*. Kolkata: Aaheli Publishers.
- Pal, D. (2014). *Guidance and Counselling*. Kolkata: Rita Publications.
- Rao, S. N. & Sahajpal, P. (2013). *Counselling and Guidance* (3rd ed.). Chennai: McGraw Hill Education (India) Private Limited.
- Reddy, G. L., Thankachan, T. C. & Michael, R. (2021). *Guidance And Counselling* India: Neelkamal Publication.
- Samanta, T. K. & Nandan, D. (2011). *Guidance and Counselling*. (3rd ed.). Kolkata: Dasgupta and Co Ltd.
- Sawhney, N. (2017). *Basics of Guidance and Counselling*. India: Bookman Publishers.
- Sharma, D., Sharma, A. & Kumar, S. (2020). *Trending Careers: Counselling & Guidance for Students of 9th to 12th classes*. India: Notion Press Publishers.
- Singh, P. (2019). *Guidance and Counselling*. India: Shipra Publications.
- Tiwari, R. (2009). *Guidance And Counselling*. India: New Central Book Agency Pvt Ltd.

Semester - IV

Course code: EDU DSE 402/403/404/405 (4),
Course Title: Early childhood are and Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After completion of the course the learners will be able to:
- state the experiences of Childhood and Basic Concepts in Child Development.
- analyse the principles of Development and Needs and Rights of Children.
- discuss the importance of Play in Development and Prenatal Development and Care
- discuss child's Physical, Motor and Sensory Development and Cognitive Development: The Emergence of Thought
- explain child's Language Development: Learning To Speak and Socio-Emotional Development: The Early Relationships
- discuss child's Play Activities for Fostering Development and Physical and Motor Development: Increase in Mobility and Control
- estimate child's Cognitive Development towards Mental Representation and Symbolic Thinking and Language Development: From Words to Sentences
- plan child's Socio-Emotional Development: Expanding Relationships and Emerging Self and Developing Physical Strength and Motor Coordination

Course Content:

Unit-I   : The Experience of Childhood and Basic Concepts in Child Development
- Being a Child, the Socio-Cultural Context of Childhood, Social Class, Religion, Family Structure and Interrelationship and Ecological Contexts
- Scope of Child Development, Development and Child growth, Stages of Development, Areas of Development, Importance of the Study of Child Development, Universal Patterns of Development, Individual Differences in Development, Understanding Human Behaviour, Application in Day-to-Day Interactions with Children, Importance of Infancy and Early Childhood

Unit-II   : Principles of Development and Needs and Rights of Children
- Principles of Development, Direction of Development, Rate of Development, Differential role and Integration, Critical Periods, Influences on Development
- Need for Physical Care, Need for Stimulation, Need for Love and Nurturance, When Needs are Not Met, Children with Special Needs, The Rights of Children, UN Declaration of the Rights of the Child, Directive Principles of the Indian Constitution, National Policy for Children, Child Care Services, The Need for Child Care Services, Components of Child Care Services

Unit-III   : Importance of Play in Development and Prenatal Development and Care
- What is Play, Role of Play in Development, Play Promotes Cognitive Development, Play Promotes Imagination and Creativity, Play Promotes Physical and Motor Development, Play Helps in Acquiring Language, Through Play the Child Learns to be Social, Play Helps in Emotional Development, Play as a Means of Understanding Children's Development, Play and Learning, In Infancy Thought Develops Through Activity, Children Learn by Doing, Play Holds the Child's Attention, Learning Through Play is Fun, Kinds of play, Factors Affecting Play(Age, Gender, Culture, Social Class, Ecology and Setting, Media and Quality of Experience)
- Conception, Intra-uterine Growth (Period of the Ovum, Period of the Embryo, Period of the Foetus), Birth of the Child, Care of the Mother during Pregnancy   (Nutrition, Health Care, Emotional States)

Unit-IV : Physical, Motor and Sensory Development and Cognitive Development: The Emergence of Thought
- The Neonate (The First Few Hours, Capabilities of the Newborn, Care of the Neonate), The Infant(Sensory Capabilities, Physical Development, Motor Development, Importance of Physical, Motor and Sensory Development), Maturational Basis and Environmental

Influences on Physical, Sensory and Motor Development, Care of the Infant (Feeding, Health Care and Immunization, Growth Monitoring)

- What is Cognition, Thought in the First Year (TheSensory-motor Stage) , The Role of the Caregiver

Unit-V : Language Development: Learning to Speak and Socio-Emotional Development: The Early Relationships

- What is Language, Development of Language (Discriminating Speech Sounds, Beginnings of Speech) , Influences on Language Development(Biological Factors, Environmental Factors)
- The Early Interactions (Behaviours of the Caregivers, Abilities and Behaviours of the Infant) , Development of Attachment, Learning to Trust, Emotional Expressions (Stranger Anxiety, Separation Anxiety) , Day Care for Children, Role of Heredity and Environment, Interrelationship among Various Areas of Development

Unit-VI : Play Activities for Fostering Development and Physical and Motor Development: Increase in Mobility and Control

- Attitudes of the Caregiver (Sensitivity, Self-confidence,Flexibility, Child-centeredness) , Interacting with Parents, Skills of the Caregiver, Play Activities for infants (Activities for Infants up to Six Months, Activities for Infants between Seven Months and One Year), Things to Make, Physical Growth, Gross Motor Skills, Fine Motor Skills, Care of the Toddler (Feeding and Immunization)
- Social Relationships and Child-Rearing: Developing initiative, Self- Concept (Origin of the self concept and concept of gender), Child-Rearing Practices (Way of Discipline and Styles of Parental Behaviour), Providing Nurturance and Fostering Independence, Relationship with Siblings, Aggression (understanding aggressive behaviour), Empathy and Altruism (Fostering Altruism and Empathy), Friendship and Play

Unit-VII : Cognitive Development towards Mental Representation and Symbolic Thinking and Language Development: From Words to Sentences

- Thought in the Second Year : Sensory-motor Period (Sub stage Five and Sub stage Six), Pre-operational Period, Adding Words (The First Sentences, Acquiring Grammatical Structure) Language Learning: Children's 'Mistakes', How Children Use Language: Functions of Language, Variations in Language Acquisition
- Symbolic Thought and Fantasy, Some Cognitive Abilities(Taking Another Person's Perspective, Matching, Identifying Common Relations, Conservation, Classification/Grouping, Seriation, Understanding Cause and Effect Relationships) Animism, Acquiring Concepts(Concept of Number and Other Concepts), The Emerging Reasoning Skills

Unit-VIII : Socio-Emotional Development: Expanding Relationships and Emerging Self and Developing Physical Strength and Motor Coordination

- Developing Autonomy, Learning to Relate (Relating with Peers, Altruism and Empathy, Fear, Anger and Aggression), The Self-Concept, Socialization: Learning the Norms (Rewards and Punishment, Observation) , Play Activities, Things to Make
- Physical Growth, Development of Motor Skills (Gross Motor Skills, Fine Motor Skills), Fostering Physical and Motor Development (Immunization and Health Care, Nutrition), Opportunities to Practice Motor Skills
- Language Skills of the Preschool Child (Increase in Vocabulary, Understanding Language Rules, Pre-reading and Pre-writing Skills) Using Language: The Functions Serve, Factors Influencing Development, Fostering Language Development, Speech Problems in Childhood

Suggested Readings:

- Barclay, L. K (1985). *Infant Development;* Holt Rinehart and Winston, New York.
- Craig, G. J. *W, Human Development;* Rentice Hall Inc., New Jersey.
- Filkind and Weiner (1978). *Development of the Child,* John Wiley & Sons, Inc, New York,
- Ghosh, Shanti (1989). *You* and *Your Child;* Voluntary Health Assimilation of India, *Growth Monitoring Manual*
- Klaus, M.H. & P.H. Klaus (1985). *The Amazing Newborn;* Addison-Wesley Publishing Company Inc. USA.

- Kuppuswamy, B (1984). *A Text Book of Child Behaviour and Development;* Vani Educational Books. New Delhi.
- Mussen, P.B.; et al (1990). *Child Development;* Harper and Row Publishers, New York.
- National Institute of Public Co-operation and Child Development; 1988; New Delhi.
- Salkind, N.J. & S.R. Ambron (1978). *Child Development;* Holt, Rinehart *and* Wenston, Inc, New York
- Swarninathan, Mina (1989). *The First Three Years;* UNESCO Principal Regional Office for Asia and the Pacific, Bangkok.
- Swarninathan, Mina; *Play Activities for Children;* UNICEF, New Delhi.

Semester - IV

Course code: EDU DSE 402/403/404/405(5),
Course Title: Education for Art and Culture
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course learning outcomes:
After completion of the course the learners will be able to:
- ❍ narrate the meaning, nature, aims, scope and importance of Art and Art Education
- ❍ describe the historical aspects of Indian Art
- ❍ state the importance of Art in social and cultural life of human being
- ❍ discuss the relationship between Art and Education
- ❍ discuss the meaning, nature, aims and importance of Culture
- ❍ identify the relationship between Culture and Education
- ❍ elaborate the origin of Indian Culture and describe the present state of Cultural studies in India
- ❍ establish the relationship between Culture and Civilization
- ❍ analyse various approaches/methods of Cultural studies
- ❍ explain the contemporary issues and current researches in the field of Cultural education.

Course Contents :

Unit: I   : Concept of Art & Art Education:
- Meaning, Nature, , Aims, Scope, Classification & Importance of Art
- Meaning, Nature, Aims, Scope, Need of Art Education
- Beauty of Nature and Beauty of Art
- Linking Art Education with Multiple Intelligence

Unit: II   : Historical Aspects of Indian Art:
- Development of Indian Art:
    - o Pre-Historic Art Forms: Rock painting of Bhimbhetka; Harappa & Mahenjodaro civilization art forms; Buddhist art, Pal-painting, Jain painting, Mughal painting, Rajput painting, Company painting, Folk and Tribal Art
- Cultural & Religious influence of Indian Art:
    - o Hinduism, Buddhism, Jainism, Sikhism & Islam
- Intangible Cultural Heritage (ICH)

Unit-III   : Art in Social & Cultural Life:
- Art and human-nature
- Importance of Colours in socio-cultural life; Art as a medium of self-expression and identification
- Facilitating Interests regarding Art among Learners
- Basic knowledge of some famous Artists:
    - o Michael Angelo, Leonardo De Vinci, Raja Ravi Varma, M.F.Hosain

Unit-IV   : Relationship between Art and Education:
- Present position of Art in Educational structure in India;
- Relation between Involvement in Art and academic performance of learner
- Relation between Involvement in Art and development of aesthetic sense, self esteem, self-efficacy
- Planning and Implementing Art Education

Unit-V   :   Education & Culture:
- Meaning, Nature, Aims, Scope and Importance of Culture
- Culture and Civilization; Culture and Heritage
- Determinants of Culture in Education
- Role of Education in cultural context: Preservation, transmission & promotion of culture, adapting to changing cultural patterns, achieving moral & eternal values of life

Unit-VI   : Origin of Indian Culture & State of Cultural Studies:
- Culture of Ancient Civilization in India: Vedic era, Buddhist era, Medieval era & Modern era

- Effects of Industrialization on Art and Culture
- Present status of Cultural Studies in India

Unit-VII : Approaches/ Methods of Cultural-studies:
- Ethnography
- Post-structuralism
- Post-colonialism
- Recreation & Media theory: Drama studies, Film/video studies, Communication studies

Unit-VIII : Contemporary Issues in Education for Culture:
- Current researches
- Constraints in implementing Cultural Education in India:
  - Multicultural classroom, Socio-cultural barriers, Cross-cultural psychology, Sensitivity related to Cultural diversity
- Initiatives taken by educational institutions/ Govt. of India

Suggested Readings:

- Arts Education: Resource Book for Teachers, NCERT, 2006
- Brown, P. (1953). Indian Painting, Kolkata, Y.M.C.A. Publishing House
- Dutton, D. (2010). The Art Instinct, Oxford University Press
- During, S. (Ed., 2017), The Cultural Studies Reader, London and New York, Routledge Taylor & Francis Group
- Froehlich H. D. (2013).Text Books of Art Education, Vol-II, Hardpress Publishing
- Gill, Rajesh (2017), A Textbook of Art Education, Delhi, Bookman
- Hviid, P and Märtsin, M (2019). Culture in Education and Education in Culture, Springer
- Mathew, A. (1888). Culture and Anarchy, London, Smith, Elder &Co.
- Nayar, P.K. (2020). An Introduction to Culture Studies, Pearson
- Panda, Srutirupa (2012). Education, Society and Culture, Notion Press
- Prasad, J. (2005). Art Education: Concept, Epitemacy and Role,New Delhi, Kanishka Publishers Distributors
- Prosser, J. (1999). School Culture, SAGE Publications Ltd.
- Rao,K,R. and Kumar, P.A.(2017). Drama and Art in Education, Neelkamal
- Sardar, Z & Van Loon, B. (2010). Introducing Cultural Studies, London, Icon Books Ltd.
- Turner, B.H.(2018). Art Education, Forgotten Books
- Turner,B.S & Rojek,C .(2001). Society and Culture, London, Sage Publication Ltd.
- Understanding Arts and Arts Education. National Institute of Open Schooling (NIOS).
- Wyness,M. (2018). Childhood, Culture And Society, SAGE Publications Ltd

Semester - IV

Course code: EDU DSE 402/403/404/405(6), Course Title: Distance Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning Outcomes:
After completing the course the students will be able to:
- describe the growth and present status of Distance Education in India and aboard
- define different forms of Distance Education.
- appreciate different philosophies of Distance Education.
- evaluate the Staff-Development, Evaluation and Tutor system of Distance Education.
- design Self-learning materials in Distance Education.
- evaluate quality and standards of different distance learning programmes

Course Content:

Unit-I : Understanding Distance Education
- Definitions, meaning ,characteristic features, needs
- Philosophical basis of Distance Education: Views of Contemporary Thinkers
- Distance Education as an Academic Discipline.
- Advantages and Disadvantages Distance Education

Unit-II : Forms of Distance Education
- Correspondence Education
- Distance Education
- Open Education
- Comparison among Correspondence Education, Open Education and Distance Education
- Effectiveness of Distance Education

Unit-III : Growth and Present Status of Distance Education
- History & Development of Distance Education in India
- Status of Distance Education in West Bengal
- International scenario of Distance Education: Distance Education in Leading nations viz. China, USA, Australia and UK
- Policy perspectives on Distance Learning

Unit-IV : Quality in Distance Education
- Quality indicators in Distance Education
- Strategies for improving quality of Distance EducationProgramme in India
- Quality assurance and Mechanism for maintenance of standards in Distance Education;
- Role of DEB in maintaining quality of Distance EducationProgramme in India

Unit-V : Recent Issues in Distance Education
- MOOCs and Distance Education: Meaning, Nature& Scope
- Role of Module (Modular Object-Oriented Dynamic Learning Environment)
- SWAYAM for MOOCs (Massive Open On-line Courses)
- Importance of OERs (Open Educational Resources) in Open and Distance Education.
- Open and Distance Learning Materials (ODLM).

Unit-VI : Designing Self-Learning Materials:
- Different Factors in Designing Self-Learning Materials/ Factors in Designing Print Materials
- Principles of Designing Self-Learning Material
- Application of Theories of Learning and Communication in Designing Self -learning Materials for Distance Education
- Quality Assurance in Distance Learning Materials

Unit-VII : Distance Learning and use ofDifferent Media in Distance Education:
- Learners Support Service in Distance Education : Concept, Need and Mechanism
- Institutional Arrangements for Learner Support

- Technical and Vocational Programmes in Distance Education;
- Distance Education and Rural Development;
- IGNOU, NIOS and Netaji Subhas Open University for Distance Learning.
- Information and Communication Technology in Distance Education
- Use of Digital Media in Distance Education

Unit-VIII : Management, Problems and Prospect of Distance Education
- Organizational Structure of Higher Distance Education Institutions
- Management of Distance Education Systems
- Issues in Planning and Management of Distance Education Institutions
- Problems & Probable Solutions of Distance Education in India

Suggested Readings:

- Bates, A.W. (1995). Technology, Open Learning and Distance Education. London: Routledge.
- Bradley, J. & Yates, C. (Eds.) (2000). Basic Education at a Distance: World Review of Distance Education and Learning. London: Routledge Falmer.
- Cleveland-Innes M.F. &Garrison D.R. (2010). An Introduction to Distance Education. New York & London: Routledge.
- COL and Asian Development Bank. (1999) "An Overview of Open and Distance Learning: Training Toolkit.
- Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). Four Decades of Distance Education in India: Reflections on policy and practice. New Delhi: Viva Book.
- Holmberg, B.(1981); Status and Trends of Distance Education. London: Kogan.
- John Daniel. (1996) Mega-universities and Knowledge Media. London : Kogan Page Limited.
- Koul, B.N., (1992). Development and Delivery of Distance Education: the case of Indira Gandhi National Open University, New Delhi, India. In Perspectives on Distance Education: Distance Education in Single and Dual Mode Universities. Papers presented to a Symposium on Reforms in Higher Education in New Delhi, India
- Mukhopadhya, Marmor (2000); Indian Open and Distance Learning Prospects (TheWorldof Open and Distance Learning , ed..Reddy, V. Venugopal et.al.; Viva Books.
- Rowntree, Derek. (1992). Exploring open and distance learning. London : Kogan Page.
- Satyanarayana, R. (2004). Student support services and open learning. New Delhi : Mittal Publications.

Semester - IV

Course code: EDU DSE 402/403/404/405(7),
Course Title: Environmental and Population Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning Outcomes:
After completion of the course the learners will be able to:
- ❍ narrate the meaning, nature, objectives, scope, need and implementation approach of Environmental Education
- ❍ analyse the concept and role of education for creating Environmental Awareness
- ❍ show the positive attitude and responsibility towards maintenance of environmental quality
- ❍ describe the forms and programmes of nation-wide environmental education and identify the status of environmental education in India
- ❍ discuss various kinds of disasters lowering the quality of environment
- ❍ apply the knowledge and skills to solving environmental problems which are in harmony with the environmental quality and sustainable development
- ❍ explain the environmental management plans, environmental ethics & laws and apply the acquired knowledge & skills in their social and practical life
- ❍ state the nature, scope, objectives and needs of Population Education
- ❍ discuss the factors affecting population growth and need for balancing the composition through distribution.
- ❍ describe the forms and programmes of nation-wide population education and narrate the status of population education in India
- ❍ elucidate the relation between population growth and quality of life
- ❍ analyse various population-related policies and programmes
- ❍ assess the role of different voluntary and International agencies in implementing population policies efficiently

Course Contents
Unit-I   : Environmental Education and Awareness:
- Environmental Education: Meaning, Nature, Aims & Objectives, Scope, Need and Implementation Approach,
- Environmental Awareness: Concept & development, Role of Education for creating Environmental Awareness

Unit-II   : Types and Programmes of Environmental Education:
- Formal and Non- formal Environmental Education,
- Current status, Constraints to implementing Environmental Education.

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

Unit-IV : Environment Management and Education:
- Environment Management: Dimensions and approaches
- Environment Management Policy & Education: Environmental Impact Assessment (EIA), Environmental ethics, Environmental laws & policies

Unit-V   : Population Education and Population Dynamics:
- Population Education: Meaning, Nature, Importance, Scope, Aims and Objectives
- Population Distribution and Density,
- Population composition affecting population growth: age, sex, locality, mortality, migration and other implications

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:

- Agrawal, S. P.& Agrawal, J.C. (1996). Environment Protection, Education and Development, New concept pub.
- Agarwala, S.N.(1977). India's Population Problem, Tata McGraw-Hill Publishing Company
- Chandna, R.C.(2017).Geography of Population Education: Concept, Determinants and Patterns
- Chandna, R.C.(2022).Geography of Population Part 1 Concepts, Determinants and World Patterns and Part 2 India: Population and Patterns (Set of Two Books). Edition 2022
- Dutt, N and Dutt, P. K. (2002). The Environment and its Problems. Levant Books
- Grover, R.P & Bharadwaj, R.K. (2001). Population Education in India. Saujanya Books
- Makol, R. & Makol, L.(2019).Environmental Education, RAJESH MAKOL
- Meshram, V.(2017). Value and Environmental Education. Educational Publishers and Distributors
- Mishra, Svita.(2016).Environmental Education: Principles & Policies, Kalpaz Publications.
- Palmer,J. and Neal,P.(1994). The Handbook of Environmental Education, Routledge
- Pandey, V.C.(2012). Population Education, Isha Books
- Raina , B.L.(1988). The Population Challenge, B.R. Publisher
- Raina , B.L.(1994). Population Policy, B.R. Publisher
- Raj, Shalini (2004).Teaching of Environmental Education, Ivy Publishing House
- Rao, V.K (2001). Population Education
- Ravindar, C.H.(2017). Environmental Education: Issues & Concerns, Neelkamal pub.
- Reddy, D.N. & Reddy, K.P.(2016). Environmental Education, New concept pub.
- Saha, B.K. Population Education
- Sharma, Y.K. & Katoch, K.S. (2007). Education For Values, Environment and Human Rights, Regal Publications
- Sharma, R. A.. Environmental Education, Bookman publisher
- Singh,H. & Gupta,P.K. (2016).Population Education, Bookman publisher
- Srivastava, K.K. (2013). Environmental Education: Principles, Concepts and Management. Kaniska Publishing House

Semester - IV

Course code: EDU DSE 402/403/404/405(8),
Course Title: Measurement and Evaluation
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After completion of the course the learners will be able to:
- ❍ differentiate between measurement and evaluation, their nature, scope, need and relevance;
- ❍ describe the nature, scope, types, role and relevance of educational evaluation;
- ❍ 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 tests scores;
- ❍ discuss the new trends of Educational Measurement and Evaluation;
- ❍ interpret test result;

Course 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- meaning

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

Unit-V   : Planning Test Items :
- Item writing 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 Psychological Tests: Aptitudes, Intelligence, Attitudes, Interests.

- Limitation of Tests.

Unit-VIII : Qualitative and Quantitative Data Analysis :
- Qualitative Data : Organization, Analysis, Interpretation and Validation of Qualitative Analysis,
- Quantitative Data : Multiple Correlation and Regression, Central Limit Theorem, Parametric Tests and Nonparametric Tests.

Suggested Readings :

- Best, J. W. and Khan, J.V.(1996).Research in Education, New Delhi: Prentice Hall of India Pvt.Ltd.
- Bloom, B.S. et al Eds.(1956), Taxonomy of Educational Objectives: Cognitive Domain, New York: David MacKay Co,Inc.
- Frederick G. P.(1983). Principle of Educational and Psychological Testing (3rded.) , New York, Holt, Rinehart and Winter
- Frisbie,D.A.(1991). Essentials of Educational Measurement (5thed.): New Delhi, Prentice Hall of India,
- Guilford, J.P. (1956). Fundamental Statistics in Psychology and Education, New York, McGraw-Hill BookCompany
- Robert L. Linn & Norman E. Gronlund (1999).Measurement and Assessment in teaching(8thed.), PearsonEducation
- Rowntree, D. (2015). Assessing Students- how shall we know...? London, Kogan Page
- Siegel, S.(1956). Nonparametric Statistics for the Behavioral Sciences. Tokyo: McGraw-Hill Hogakusha Ltd.
- Singh,K.S. New ApproachestoMeasurementandEvaluation:Sterling Publishers Pvt.Ltd.
- Singh,A.K.(2019).Tests, Measurements and Research Methods in Behavioral Science: BharatiBhavan
- Thomson, G. (1951). The Factorial Analysis of Human Ability,London: University London press Ltd.
- Thorndike. L. and Hagen, Elizabeth (1999). Measurementand Evaluation in PsychologyandEducation, New Delhi: Wiley Eastern Private Ltd.
- Thurston, L.L. (1947).Multiple-Factor Analysis, Chicago: The University of Chicago Press.

Semester - IV

Course code: EDU DSE 402/403/404/405(9),Course Title: Health Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After end of this course the learner will able to
- ❍ lead a health life through preservation of good health.
- ❍ discriminate between good and bad practices.
- ❍ develop appropriate attitude and awareness towards health related issues.
- ❍ promote health and efficiency through organized community effort.
- ❍ explain the ideas about communicable and non-communicable disease.

Course Content

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 :
- 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 healthprogramme.

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 Readings :

- Chafetz Marion C.(1981). Health Education, Springer Science & Business Media
- Davis,J.K. and Macdonald, G.(1998). Quality, Evidence and Effectiveness in Health Promotion: Striving for Certainties,Routledge
- Gupta, M.C. and Mahajan, B.K. (2005). Text Book of Preventive and social Medicine, New Delhi, Jaypee Brothers, Medical publishers Pvt.Ltd.
- Guthrie S., Birkhead Cynthia B., Morrow Sylvia Pirani, Jones (2020). Essentials Of Public Health.Bartlett Publishers Inc.
- Kenny, D.T., Carlson, J.G., McGuigan, F.J and Sheppard, J.L. (2000). Stress and Health – Research and Clinical Applications, The Netherlands, Harwood, Academic Publishers.
- Mahoney, S. and Olsen, L.K. (Eds.) (1993), Health Education – Teacher Resource Handbook, California, USA, Corwin Presee Inc.
- Nanda, V.K. (1997). Health Education, New Delhi, Anmol Publication Pvt. Ltd.
- Ramachandran, L. and Dharmaliugam, T. (2001). Health Education – A New Approach, New Delhi, Vikas Publishing House Pvt. Ltd.
- Sen,A.(2007). Health Education and Nutrition, Gyanbooks
- Singh, S.P. (2001). Sex Education – AIDS and Sexuality, Delhi, Authors Press

Semester - IV

Course code: EDU DSE 402/403/404/405(10),
Course Title: Development of Indian Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After the completion of this course the learner will able to –
- state the education system of modern India
- describe the education system of colonial India
- explain 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
- discuss the development of educational administration in India
- assess the Contemporary Issues in the field of education
- state the role & functions of some important Bodies of Education

Course Content:

Unit – I : Education after Independence in India:
- Constitutional provisions of Education & RTE Act, 2009,
- University Education Commission (1948–49),
- Secondary Education Commission (1950-52),
- National Education 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, Historical Context, Need, Objectives & Significanceof pre-primary education
- Progress, 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 development of universal education in India,
- Recent Development: DPEP (District Primary Education Programme), SSM (SarvaSiksha Mission).

Unit – IV: Universalization of Secondary Education in India :
- Meaning, Need, Historical background, objectives, significance&Guiding principles of Universalization of secondary education,
- Recommendations of CABE Committee regarding Universalization of secondary education,
- Progress, Problems and challenges of universal secondary education in India,
- Government programmes and schemes for promoting universal secondary education,
- Recent Development: RashtriyaMadhyamikSikshaAvijan (RMSA).

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

Unit – VI : **Organisation of Education under Plans in India :**
- Role of NCTE, UGC, NAAC and NCERT for the promotion of quality of education
- Functions of CABE, NUEPA, DEB, SCERT and DIET.

Unit-VII : **Education of the Socially and Economically Disadvantaged Section of the Society with Special Reference to:**
- Caste – Education of SC / STs
- Gender – Women Education.
- Religion – Education of Minority.
- Locality – Rural Education.

Unit-VIII : **Contemporary Issues in Education**
- Quality Education in Indian Perspective
- Education and Sustainable Development in India
- Liberalization and its Impact on Education
- Privatization and its Impact on Education in India
- Open and Distance Education in India
- Adult Education and Non-formal Education in India
- Globalization and its impact on Indian Education
- Human Right Education in Indian Perspective

Suggested Reading:

- 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.
- Bajerjee, J.P. Education in India, Past, Present and Future.
- Dikshit, H.T., Garg, Suresh, Panda, Santosh, & Vidyashri (2002), Access & Equity : Challenges for Open and Distance Learning, New Delhi Kogan Page.
- Ghosh, Suresh Chandra (1995), The History of education in Modern India,(1757-1986),Orient Longman.
- Govt. Of India (1953),Report of the Secondary Education Commission, New Delhi   ,Ministry of India.
- Kochhar, S.K. (2000), Pivotal Issue in Indian Education, New Delhi, Starling publisher.
- Mukherjee, S.N. Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Mukhopadhyay, M. Parhar Madhu (Ed.
- N.C.E.R.T, Early Childhood Education Programme (2008),New Delhi, NCERT.
- Nayar, Usha (2000),Education of Girls in India : Progress and Prospects, New Delhi, N.C.E.R.T.
- Nurullah, S and Naik, J.P. (1974). History of Education in India. Macmillan Co.
- Rowntree, Derek (1992),Exploring Open and Distance Education, London, Kogan Page Limited
- Sengupta, M, (2009), Early Childhood Care And Education, New Delhi, PHI Private Limited.
- Sharma and Rajendra, K (1986), Problems of Education in India, New Delhi, Atlantic publishers and Distributor.
- Sharma, Shashi Prabha (2005),Teacher Education : Principles, Theories and Practices, New Delhi, Kanishka Publishers.
- Siddiqui, Mujibul Hasan (2008),Distance Education : Theory And Research, New Delhi,APH Publishing Corporation.
- Srivastava, Gouri (2000), Women's Higher Education in the 19[th]Century,New Delhi, Concept Publishing Company.
- Swain, Sanay,K (1998),Trends and Issues in Indian Education, Ludhiyana, Kalyani Publisher.

Semester - IV

Course code: EDU DSE 402/403/404/405(11),
Course Title: Advanced Educational Technology
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
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 a task
- ❍ formulate instructional objectives in different domains
- ❍ discuss the recent trends in ET

Course Content:

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.
- 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.

Semester - IV

Course code: EDU DSE 402/403/404/405(12),
Course Title: Advanced Teacher Education
Credit-4: Marks-50 (Mid-term 10, Term-end 40)

Course Learning outcomes:
After completing the course the students will be able to
- ❍ discuss the concept, aims and scope of teacher education in India with historical perspectives.
- ❍ describe different Models of Teaching
- ❍ explain various aspects of student-teaching programme, prevailing in the country.
- ❍ list down different problems related to teacher education.
- ❍ discuss important research findings inteacher-education.

Course Content:

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:
  a. Education at Earlier Vedic Period
  b. Education at Late Vedic period or Brahmanic system of Education
  c. Education at 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 : Aims and Objectives of Teacher education at different levels:
- 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 TeachingModel

Unit-VI : Research and Development in Teacher Education:
- Qualitative and Quantitative approaches in Teacher Education,
- Research on pre-service and in-service Teacher Education,
- 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 and vertical mobility of teachers.
- Recent trends and practices in Teacher Education in India, UK, USA and Australia-comparative study.

Suggested Readings

- Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5thed.). New Delhi: Vikas Publishing House.
- Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
- Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5thedition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New York. Rout ledge Falmer.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Eribaum Associates.
- Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
- National Curriculum Framework for Teacher Education,2009.
- National Curriculum Framework on School Education,2005.
- National Policy of Education 1986 /1992.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998): Perspectives in Teacher Education.
- NCTE (2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup& Sons Publication, New Delhi.
- Report of the Delors Commission, UNESCO, 1996.
- Report of the Education Commission (1964-66).
- Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.
- The Reflective Teacher: Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Tomar, S. M. (2004). *Teacher Education: Making Education Effective*. New Delhi: Isha Books.
- UNESCO (2006): Teachers and Educational Quality: UNESCO Institute for Statistics Montreal.

Semester - IV

Course code: EDU DISSERT, Course Title: Dissertation
Credit-8: Marks-100 (Term-end 100)

Course Learning outcomes:
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:
Students' names will be allotted against each full time faculty members at the beginning of 3rd semester. Students 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. Dissertation 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.

Evaluation Scheme

- ➢ **For Courses of 50 Marks:**
  - Mid-term exam: 10 marks (Writing assignment or written exam-decided by the department)
  - Term-end exam: 40 marks (written exam):
    - 15 marks x 1 question (out of 3) =15
    - 10 marks x 2 questions (out of 4) =20
    - 5 marks x 1 questions (out of 3) = 5

- ➢ **For Courses of 25 Marks:**
  - Mid-term exam: 5 marks (Writing assignment or written exam-decided by the department)
  - Term-end exam: 20 marks (written exam):
    - 15 marks x 1 question (out of 3) =15
    - 5 marks x 1 questions (out of 3) = 5

- ➢ **For SEC course of 25 Marks:**
  - Mid-term exam: 5 marks (Writing/practical assignment -decided by the department)
  - Term-end exam: 20 marks (practical):
    - As mentioned in the syllabus

  (Practical exam will be evaluated by internal evaluator)

- ➢ **For Dissertation course of 100 marks:**
  - Dissertation (report and viva-voce) will be evaluated by Internal supervisor, External, and HOD will act as coordinator of viva-voce.