

About the Programme of M.A. in Education

- a) **Duration:** Two years comprising of four semesters of Six months duration.
- b) The Aggregate Marks of M.A. in Education programme is 1000 and those marks are equally distributed in to 4 semesters.
- c) Each course of 50. Marks will be of 6 credits, with 80% term end and 20% for internal assessment and CBCS will be 4 credits.

Programme Structure

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	MARKS		LEARNING EXPERIENCES (HOURS)
				INTERNAL ASSIGNMENT	TERM END	
SEMESTER-I	EDN-101	Philosophy of Education	6	10	40	100
	EDN -102	Psychology of Education-I	6	10	40	100
	EDN -103	Psychology of Education-II	6	10	40	100
	EDN -104	Sociology of Education	6	10	40	100
	EDN -105	Issues And Trends In Education	6	10	40	100
Total credit			30	Total Marks	250	

Semester	Course Code	Course Title	Credit	Marks		Learning Experiences (Hours)
				Internal Assessment	Term End	
Semester-II	EDN-201	Methodology of Research in Education	6	10	40	100
	EDN -202	Analysis of Data and Writing Research Report	6	10	40	100
	EDN -203	Computer Application in Education	6	00	50	150
	EDN -205	<u>Elective Papers-:</u> I. Teacher Education-1. II. Education of Children with diverse needs-1. III. Non Formal Education-I. IV. Environmental and Population Education-1.	6	10	40	100
	EDN -204 (CBCS-1)	Environmental Education-1.	4	10	40	100
Total Credit			28	Total Marks-250		

Semester	Course Code	Course Title	Credit	Marks		Learning Experiences (Hours)
				Internal Assessment	Term End	
Semester-III	EDN-301	Evaluation in Education	6	10	40	100
	EDN -302	Educational Technology	6	10	40	100
	EDN -303	Psychological Testing (Practicum)	6	-	50	150
	EDN -305	<u>Elective Papers-:</u> I. Teacher Education-2. II. Education of Children with diverse needs-2. III. Non Formal Education-2. IV. Environmental and Population Education-2.	6	10	40	100
	EDN -304 (CBCS-2)	Environmental Education-2.	4	10	40	100
Total Credit			28	Total Marks-250		

Semester	Course Code	Course Title	Credit	MARKS		Learning Experiences (Hours)
				Internal Assessment	Term End	
Semester-IV	EDN-401	Curriculum Studies	6	10	40	100
	EDN-402	Educational Management	6	10	40	100
	EDN-403	Guidance and counselling	6	10	40	100
	EDN-404	Comparative Education	6	10	40	100
	EDN-405	Project work/Two Power Point presentation on special Paper	6	00	50	150
Total Credit			30	Total Marks-250		

Duration of the Course:

The M.A. Course is a full time regular two academic years.

Eligibility for Admission:**Medium of Instruction:**

Either Bengali or English

Student Strength:

_____ students may be admitted

Modes of selection of candidates:**Attendance:**

M.A. being an academic course, the percentage of student attendance is 75%. However, as a non-collegiate, a student may appear at examination if he/she have at least 60% and below that a student be treated as dis-collegiate and he/she may not be able to appear in the examination.

Semester -I

Course No. 101. PHILOSOPHY OF EDUCATION

Objectives:

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

Contents:

- Unit-1 Indian School of Philosophy and their educational Implications (aims, , content, method of teaching) Samkhya, Vedanta, Nyaya, Buddhism, Jainism and Islamic tradition.
- Unit -2 Western Schools of Philosophy and their educational implications (aims, content, method of teaching) . Brief overview of Naturalism, Idealism and Pragmatism Existentialism, Realism, Marxism.
- Unit -3 Educational philosophy of contributions of contemporary Indian Philosophers in Education:
- R. N. Tagore,
 - Swami Vivekananda,
 - Aurobindo,
 - S. Radhakrishnan,
 - J. Krishnamurti.
- Unit -4 Educational philosophy of contributions of contemporary Western Philosophers in Education:
- J.J.Rousseau
 - N. Whitehead,
 - John Dewey,
 - Herbert Spencer,
 - Bertrand Russell,
- Unit -5 Modern concept of Philosophy
- Analysis – Logical analysis,
 - Logical positivism,
 - Positive relativism,

Suggested Readings:

- Bigge. Morris L. (1971). Positive Relativism: an Emergent Educational Philosophy. New York: Harper & Row.
- Bramel. D. (1971). Patterns of Educational Policy. New York: Hold Rinehart & Winston.
- Brubacher, R. S. (1955). Modern Philosophies of Education. Chicago: University Press.
- Chand, Jagdish. (2009). Western educational Philosophers. Delhi: Ashis Publication.
- Chand, Jagdish. (2009). Great Indian Thinkers of Education. Delhi: Ashis Publication.
- Curren Randall (Edited) (2003). A companion of Philosophy of Education. New York: Blackwell Publishing.
- Das, Monoj (1999). Sri Aurobindo on Education. New Delhi: NCTE.
- Dash, B. N. (1994) foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers.
- Elmhurst, Leonard (1961) Rabindranath Tagore: Pioneer in Education. London, John Murray.
- Gandhi, M. K. (1912). The Education. Ahmadabad: Movajirm Publishing House.
- Gupta, s. (2009) Education in emerging India, Delhi: Shipra Publications.
- Heyting, Frieda (Edited) (2001). Methods in Psychology of Education. London: Routledge.
- Hiriyana. M. (1995) The Essentials of Indian Philosophy, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
- Hospers. John. (1988). An Introduction to Philosophy analysis. Kolkata: Allied Publishers Private Limited.
- Kneller. G. F. V. (1971) Introduction to Philosophy of Education. New York: John Witty & Sons.
- Morris. V. (1966). Existentialism in Education. New York: Harper & Row.
- Nayak, B. K. , Foundation of Education, Cuttack, Kitab Mahal, 2006.
- O. Conner. J. (1995). An Introduction to the Philosophy of Education. Agra: Vinod Pustak Mandir.
- Ozman. H., & Carver, S. (2007). Philosophical Foundations of Education 8th Edition. New Jersey Prentice-Hall.
- Price, R. F. (1977). Marx and Education i n Russia and China. New Jersey: Rowman and Littlefield.
- Pahuja, N. P. (2007) Theory and Principles of Education, New Delhi: Anmol Publications Pvt. Ltd.
- Radhakrishna, S. (1929). Indian Philosophy (Vols. 1 & II). London: Oxford University Press.
- Sharma, R. N. Social-Poliotical Philosophy and Philosophy of religion, Delhi: Surjeet Publications.
- Saha. S. (2007). Alternative Education. Delhi: Abhijeet Publicatiions.
- Sharma, C. (2000). A Critical Survey of Indian Philosophy. Delhi: Saujanya Books.
- Sharma, G. Ranjit (2003). Trends in Contemporary Indian Philosophy of Education.
- Sharma, Y. K. (2002) The Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers.

Course No. 102. PSYCHOLOGY OF EDUCATION – I

Objectives:

To make students understand

- the development of psychology and education in different approaches.
- the contributions of different schools of psychology to education.
- the nature of various processes of growth and development in order to develop educational programmes.
- the development of Intellectual and creative potentials of individual learner in relation to education process.
- the concept of personality and different types of approaches to develop of the personality and its significance to education.

Contents:

- Unit – 1 Psychology and education –
- Significance of psychology in education
 - Modern concept of Educational psychology.
- Unit – 2 Major schools of psychology and their implication to education Behaviourism, Cognitivism, Psychodynamics, Structural, Functional, Neo-behaviourism, Gestalt, Humanistic.
- Unit – 3 Development with specific emphasis on education up to early adulthood –
- Physical development, Cognitive development including language and moral development
 - Emotional and social development
 - Approaches to developmental study (cross-sectional and longitudinal, Lifespan development, idiographic and nomothetic)
- Unit – 4 Learning: Behaviouristic theories
- Summary of the classical behaviourist theories
 - Neo behaviouristic theories and their specific contribution to education; Skinner, Tolman, Hull and Kurt Lewine
- Unit – 5 Learning theories: Cognitive constructivist theories and their specific contribution to education
- Bruner, Ausubel,
 - Constructivism – Piaget, Vygotsky .
 - Modern theories of Transfer of learning

Suggested Readings:

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

Course No. –103: PSYCHOLOGY OF EDUCATION – II

Objectives:

To make the students understand

- the meaning and nature of motivation and their educational utilization in classroom and in general.
- about the different types of memory, and its improvement.
- the concept and principles of major school of learning and their application in their learning process.
- the different instructional strategies to teach effectively of the concepts, problem solving and creative thinking.

Contents:

- Unit – 6 Influencing Factors of Learning
- Attention and Interest- Concept, Determinants and Relationship
 - Motivation- Concept, Determinants and Theories of motivation with emphasis on their educational implications; Maslow, Atkinson and McClelland
 - Memory- Neurological basis, Stage, Types and Functions- Remembering (Improvement of memory) and Forgetting (nature and causes),
 - Information processing theory of memory
- Unit – 7 Intelligence
- Structural views of intelligence – factor theories
 - Functional views of intelligence – theories of Sternberg and Gardner
 - Critical evaluation of the above mentioned theories
- Unit – 8 Creativity
- Concept and Nature . Factors and Measurement
 - Development of Creativity and nurturance
 - Relation between Creativity and Intelligence
- Unit – 9 Personality
- Concept
 - Nomothetic approach: Trait theories of Cattell and Eysenck
 - Idiographic approach: Psychodynamic theory, Big five factors, social learning and humanistic theories
 - Critical evaluation of the above mentioned theories.
- Unit – 10 Instruction
- Effective teaching and instruction
 - Instructional design; Direct and Indirect Instruction Markle, Gagne
 - Task analysis
 - Instructional strategies: Lecture, Team teaching, Seminar, Simulated teaching.

Suggested Readings:

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

Course No. 104. SOCIOLOGY OF EDUCATION

Objectives:

- To enable the learners
- To understand the relationship between education and sociology.
- to develop knowledge about education and society.
- to transact different determinants of sociology in education.
- to develop cultural concept and its educational implication to society.
- to develop the concept of equality of educational opportunity for all.

Contents:

- Unit – 1 Meaning and Nature: Educational Sociology and Sociology of Education
- Concept and characteristics of Social organization and their educational implications.
 - Factors influencing social organization – folk ways; mores; institutions and values.
- Unit – 2 Social interactions and their educational implications
- Social group inter-group relationship – group dynamics Socio-metric/dynamics study in formal groups.
 - Social stratifications and mobility – concepts and its educational implications.
- Unit – 3 Social change
- Meaning and concept with special reference to India
 - Concept of Urbanization, Modernization, Westernization and Sanskritisation and Globalization with special reference to Indian society and its educational implications.
 - Constraints of Social change.
- Unit – 4 Culture and Value:
- Meaning and nature
 - Role of education in cultural context
 - Cultural determinants of education
 - Education and cultural change
 - Value Education.
- Unit – 5 Equality of educational opportunity
- Concept of equity and equality
 - Concept of diversity and disparity
 - Education of the disadvantaged SC/ST/OBC/Minority /Women /Rural people and slum dwellers
 - Constitutional provision for the disadvantaged section

Suggested Readings:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- Apple, M.W., et al. (Ed.) (2010). The Routledge International Handbook of the Sociology of Education. London: Routledge.
- A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
- Bhat, Mohammad Sayid (2013). Educational Sociology. APH Publishing Corporation, New Delhi.
- Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
- Collins, R. (2007). Functional and Conflict Theories of Educational Stratification. In
- Das, Purba (2007). Sociological Foundations of Education (1st Edition). Authors Press, New Delhi.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir.
- Pandit, K. L. (2003). Educational Sociology. ABD Publishers, New Delhi.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
- Siddiqui, Mujibul Hasan (2008). Philosophical and Sociological Foundations of Education (1st Edition). APH Publishing Corp. New Delhi.
- Smith, Walter Robinson (2010). An Introduction to Educational Sociology. Nabu Press, USA.
- Snedden, David (2012). Educational Sociology: Introduction. Nabu Press, USA.
- Srinivas, M. N. (2000). Social Change in Modern India. Orient Longman, New Delhi.
- Tiwary, Shiv Shanker (2009). Philosophical and Sociological Foundation of Education. Kunal Books, New Delhi.

Course No.105: ISSUES AND TRENDS IN EDUCATION

Objectives:

The learners will be able to

- Learner about Indian constitution.
- Know about higher education system.
- Understand some social problems in India and the role of education.
- Know the relation of education to democracy. Politics, religion, national integration and globalization.

Contents:

Unit – 1 Indian Constitution and Education

- Fundamental rights and duties,
- Directive Principles,
- Educational Provisions.

Unit – 2 Policy Perspectives in Education

- NPE, 1986 and POA, 1992;
- NCF, 2005
- NPE, 2016

Unit –3 Issues in Education

- Democracy
- Politics
- Religion
- National integration
- Globalization
- Privatisation
- PPP in Education

Unit – 4 Social Problems in India and Role of Education

- Poverty, Illiteracy, Child abuse and Child labour
- Drug abuse and Drug addiction
- Terrorism

Unit – 5 Higher Education

- Changing concept of higher education (Academic, Professional and Vocational)
- Different modes of higher education (Conventional, ODL, e-learning, mobile learning)
- Autonomy and higher education

Suggested Readings:

- Aggrawal, J.C. (2010). Educational administration and management. New Delhi: Vikas→ Pub. House.
- Ahuja, R. (2013) Social problems in India. New Delhi: Rawat Publications.
- Bhatia, K.→ & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
- Chakraborty, D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata: K. Chakraborty→ Publications.
- Chatterjee Bhaskar,(2006)- Education for All, Lotus Press, New Delhi
- Dash, B.N. (2013). School organization, administration and management. New Delhi:→ Neelkamal Publications.
- Halder, T.→ & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications, Kolkata.
- Mohanty,J. (2012). Educational administration, management and school organization.→ New Delhi: Deep &Deep Publications.
- Mondal→ & Kar (2012). Sikshay Byabasthapona o Prjukti vidya, Rita Book.
- Mukhopadhyay,D, Sarkar, B and Halder,T(2014) Bharoter chalaman Ghatanabali,Aaheli→ Publishers, Kolkata.
- Mukherjee S. N.(1976).- Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara
- Pal, D. et al. (2014) Siksha byabsthapana. Kolkata: Rita Book Agency.→
- Report of the Education Commission, 1964-66. NCERT - Delhi Govt. of India - Reports of Five Year Plan, New Delhi ; Planning Commission.
- Sing, R.P. (2007). Educational finance and the planning challenge. New Delhi: Kanishka→ Publishers.
- Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. APH→ Publishing Corporation, APM Publication Corporation
- Tarafdar,M (2012) Swadhin Bharater Siksha Bikasher Dhara,K.Chakraborty→ Publications, Kolkata

SEMESTER - II

Course No. 201: METHODOLOGY OF RESEARCH IN EDUCATION

Objectives:

To enable the learners to

- describe the nature and process of educational research in education.
- identify and formulate research worthy problem.
- describe and differentiate the various methods of sampling.
- understand different types of education research and its methods of research.

Contents:

- Unit – 1 Educational Research: Nature and Characteristics
- Approaches: Normative and Interpretive Research
 - Classification
 - General Steps in Scientific Investigation
- Unit – 2 Identification of Research Problem
- Sources for Identification
 - Constants and Variables
 - Objectives, Hypotheses and Research Questions
- Unit – 3 Research Design
- Purpose
 - Controlling Variance
 - Ensuing Validity
 - Characteristics of Good Research Design
- Unit – 4 Sampling Design
- Probability Sampling
 - Non-Probability Sampling
 - Criteria of a Good Sample
- Unit – 5 Methods of Research
- Survey and Ex-post Facto Research
 - Experimental and Quasi experimental Research
 - Historical Research
 - Ethnographic Research

Suggested Readings:

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

Course No. 202: ANALYSIS OF DATA AND WRITING RESEARCH REPORT

Objectives:

- To enable the learners to
- develop the concepts of quantification measures, grouping and presentation of data.
- estimate and calculate correlation, regression and prediction.
- acquaint with the descriptive and inferential statistical techniques in educational research.
- develop skill to write and evaluate research report.

Contents:

Unit – 1 Types of data: Quantitative and Qualitative

- Classification, Quantification and presentation of research data
- Graphical presentation
 - (a) Histogram
 - (b) Polygon
 - (c) Ogive
 - (d) Application and use of the above in educational research

Unit – 2 Different measures of Central tendencies and variabilities:

- Concept
- Estimation
- Uses in educational research

Unit – 3 Correlation, Regression & Prediction

- Concepts, Types, Estimation
- Methods of estimation of linear regression and prediction
- Multiple regression (concepts)
- Uses in Educational Research

Unit – 4 Inferential statistics for testing null hypothesis
interpretation of results (Non Parametric & Parametric
techniques)

- Chi-square test
- Median test
- CR test
- Significance of Means
- Analysis of variance

Unit – 5 Writing of research report

- recording, organizing and reporting of investigation /experimentation as per style format, and evaluating a research report.

Suggested Readings:

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

Course No: 203.

COMPUTER APPLICATIONS IN EDUCATION (PRACTICUM)

Objectives:

The learners will be able to

- understand the fundamental knowledge of computer application.
- work on different kinds of application in education.

Contents:

- Basic concept of Computer application
- File open,
- Word document,
- PowerPoint Preparation
- Data entry in the table.
- Data analysis (measures of central tendency and dispersion, correlation)
- Graphical representation.

Suggested Reading:

- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press:– New Delhi
- Bhaskara Rao, Digumarti (2013): Vidya - Samachara Sankethika Sastram (ICT in– Education). Guntur: master minds, Sri Nagarjuna Publishers.
- Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New– Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Department of School Education and Literacy , MHRD (2012). National Policy on– Information and Communication Technology (ICT) In School Education. New Delhi
- Imison, T.– & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
- Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt.– Ltd.
- Mangal, S.K.– & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- Microsoft Excel Functions & Formulas by BPB Publication
- Microsoft Office Complete Reference by Tata McGraw Hill Publication.
- Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill– Publications.
- Panda B.N.(2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha,– India
- Rajaraman V. Fundamentals of Computers, Prentice Hall India Pvt. Limited.
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.–
- Schank, R.C. (2001) Virtual Learning New York: McGraw Hill.–
- Senapaty H.K. (2010), Package on ICT Mediated Constructivist Learning for– Professional Development of Teacher Educators, RIE, NCERT, Bhubaneswar, Odisha, India
- Shukla, Satish S. (2005). Basics of Information Technology for Teacher Trainees.– Ahmedabad: Varishan Prakashan.
- Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning– with ICT, New York: Routledge
- Windows 10 Bible by Willey Publication

Course No. 205 (I) TEACHER EDUCATION – I

Objectives:

To enable the learners to

- understand the meaning, scope, objectives of teacher education and its development in India.
- acquaint with different agencies of teacher education in India and their roles and functions.
- acquaint with the various aspects of student-teaching programmes prevailing in the country.
- develop in learners' commitment in profession.
- understand the learners the teaching and training techniques.

Contents:

- Unit – 1 Concept and significance of Teacher Education
- Development of teacher education in India
 - Recommendations of Various Commissions and committees regarding teacher education in post independence era
- Unit – 2 General and specific objectives of teacher education at different levels –
- Elementary,
 - Secondary
 - Tertiary
- Unit – 3 Teaching as a profession:
- Characteristics of teaching profession
 - Professional organization at various levels of teaching
 - Faculty improvement programme for teacher education
- Unit – 4 Levels of teaching –
- Memory,
 - Understanding
 - Reflective
- Teaching strategies –
- Pre-active,
 - Interactive
 - Post-active
- Unit – 5 Modification of teaching behaviour
- Simulation,
 - Micro-teaching
 - Interaction Analysis

Suggested Readings :

- Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
- Aggarwal, J. C. (2010). Teacher and Education in a Developing Society (5th ed.). New Delhi: Vikas Publishing House.
- Ali, L. (2011). Teacher Education. New Delhi: APH Publishing Corporation.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- David Fulton. UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum 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 Policy of Education 1986 / 1992.
- National Curriculum Framework on School Education, 2005.
- National Curriculum Framework for Teacher Education, 2009.
- NCTE (1998) : Perspectives in Teacher Education.
- NCERT (2005) : National Curriculum Framework.
- NCERT (2006) : Teacher Education for Curriculum renewal.
- NCTE(2009) Curriculum Framework of teacher Education, NCTE, New Delhi.
- NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.
- NCTE (2009) : National Curriculum Framework of Teacher Education, 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.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission of Teachers (1983-85).
- Report of the Delors Commission, UNESCO, 1996.
- R. Riding and S. Reynor (2001) – Cognitive Styles and Learning Strategies, London,
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- 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.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
- Tomar, S. M. (2004). Teacher Education: Making Education Effective. New Delhi: Isha Books.

Course No. 205(II) EDUCATION OF CHILDREN WITH DIVERSE NEEDS – I

Objectives:

To enable the learners to

- be acquainted with the meaning, background of children with diverse needs with special reference to India.
- understand the various suggestions offered by different recent commissions and committees on education of children with diverse needs for realizing the goal of education for all.
- develop skills in encouraging family and community participation in rehabilitation of the children with diverse needs of various categories.

Contents:

Unit – 1	General Concept <ul style="list-style-type: none"> • Impairment, disability and handicap • General causes of disability
Unit – 2	Background <ul style="list-style-type: none"> • Historical development of special education • Present status of special education in India
Unit – 3	Policies and Provisions: Indian perspective <ul style="list-style-type: none"> • Sadler Commission • Kothari Commission • NPE (1986) • POA (1992) • PWD (1995)
Unit – 4	Policies and Provisions: Global perspective <ul style="list-style-type: none"> • Salamanca Statement • Warnock Report
Unit – 5	Management of special education <ul style="list-style-type: none"> • Role of Govt.: Education Departments, RCI, National Institutes • Role of NGOS • Role of UNESCO

Suggested Readings:

- Allyn and Bacon Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, I. S. (1991). Successful Main streaming. Allyn and Bacon
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
- Daniels, H. (1999). Inclusive Education. London: Kogan.

- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida:→ Harcourt Brace and Company
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Publication
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to→ Exceptionality. Belmont: Wadsworth.
- Gartner, A.→ & Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A.→ & Pieningelo, R. (2007) Understanding, Developing and Writing IEPs Corwin press. Sage Publishers.
- Gore, M. C. (2004) Successful Inclusion Strategies for Secondary and Middle School→ Teachers, Crowin Press, Sage Publications.
- Hegarthy, S.→ & Alur, M. (2002) Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P.→ & Rozario, I. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage→ Publications.
- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California:→
- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3rd Ed.→ New Jersey, Pearson
- Singular Publications. Lewis, R. B.→ & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.→
- Ryandak, D. L.→ & Alper, S. (1996) Curriculum content for Students with Moderate and Severe disabilities in Inclusive Setting Boston,

Course No. 205(III) NON FORMAL EDUCATION-I

Objectives:

To enable the learners to develop about

- Meaning and various form of non-formal education.
- The knowledge about equity and equality of educational opportunity.
- The knowledge about open learning and distance learning.
- The knowledge about non-formal agencies of education.
- To understand the various factors of non-formal education.

Unit-1: Concept of non-formal education:

- Meaning of non-formal education.
- Formal and Non-formal education
- Open leaning and distance education
- Adult education.
- E-learning.

Unit-2: Philosophy of non-formal education:

- Humanism.
- Democratic principle – equality and equity.
- Deschooling, Friere's philosophy
- Learning Society.

Unit-3: Sociological factors of non-formal education:

- Education for migrants and immigrants.
- Attitude of community towards non-formal education.

Unit-4: Development of non-formal education in India:

- Recommendations of Kothari Commission.
- Social education.
- Role of Five year Plans
- National Policy of Education, 1968 and 1986.

Unit-5: Education of Children at Work:

- Child Labour Act.
- Education of working children.

Suggested Readings:

- Dr. Pandey Rameswar, Adult and Non formal Education,
- Islam Mahammad Aminul & Bahermion N.A. Non-forma Education & its socio economic impact.
- Tripathy Jitendra, Non-formal Education.
- Hossain M. Encyclopaedia of Non-formal Education.
- Amedzr D. K. Albert, Globalization – Non-formal education and Rural Development
- Latchem Colin , Open and distance Non-formal education in developing countries.
- Literacy, Formal, Non-formal Education of Bangladesh, India, Pakistan
- Rogers Alan , Non-formal Education.

Course No. – 205 (IV): ENVIRONMENTAL AND POPULATION EDUCATION - I

Objectives:

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

- Develop knowledge of environmental education and acquire environmental awareness.
- Acquire positive attitude, values and a sense of responsibility towards environment.
- Development knowledge of impact of environment on child development.
- Learn the forms and programmes of nation-wide environmental education.
- Learn the nature, scope and need of population education.
- Develop knowledge about the factors affecting population growth and understand the need for balancing the composition through distribution.
- Learn the programmes of nation-wide population education.

Contents

Unit-I: Environmental Education and Awareness:

- Meaning, Nature, Scope
- Aims and Objectives of Environmental Education,
- Need and Implementation Approach of Environmental Education,
- Concept of Environmental Awareness,
- Role of Education for creating Environmental Awareness.

Unit-2: Child and His Environment:

- Impact of Environment in Child Development,
- Social Development,
- Psychological Development.

Unit-3: Types and Programmes of Environmental Education:

- Formal Environmental Education,
- Non-formal Environmental Education,
- Informal Environmental Education.

Unit-4: Nature and Scope of Population Education:

- Meaning and Nature of Population Education,
- Aims and Objectives of Population Education,
- Need, Importance and Scope of population Education.
- Formal and Non-formal population education.

Unit-5: Population Situation and Dynamics :

- Distribution and Density,
- Population composition (age, sex, rural/ urban, world and India) factors affecting population growth, (mortality, migration and others)
- Role of youth, mass media and teacher in creating awareness of population problems.

Suggested Readings:

- Air Pollution by Sainfeld J. H. (1975)
- Air Pollution by Wack, K and Waner C. F. (1976) and William Lowry, P. (1973).
- Arjun Dev (Ed.) (2003), A Handbook of Human Rights, Creative Learning Series, NBI, New Delhi.
- Ecology of Urban India - by Pramod Singh
- Fundamentals of Air Pollution by Stern, A. C., Henry Wohlers, G. R. Richard, Boudal, W.
- Katoch S.K. (2013) Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha", published by Mohindra Capital Publishers (P) Ltd., Chandigarh.
- Mhaskar A. K. Environmental Laws NCERT (1980), Environmental Studies: Teachers Guide, New Delhi.
- NCERT (1981). Environmental Education at the School Level, NCERT, New Delhi.
- NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework (Revised Version), NCERT, New Delhi.
- NCERT (2000), National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2001), Guidelines and Syllabi for Primary Stage Upper Primary Stage, Secondary Stage and Higher Secondary Stage, NCERT, New Delhi. on United States, 1988.
- Principles of Ecology - Eugene P. Oudum. Pub. Company
- R. K. Trivedy - Handbook of Environmental Laws, Guidelines, Compliance & Standards,
- Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi, PP. 112.
- Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, New Delhi
- Sharma, B.R. (1997), Environmental and Pollution Awareness, Sathya Prakashan.
- Survey of the Environment - Annual Reports published - by The Hindu.

- T. H. Tietenberg: Environmental & Natural Resource Economics, 2nd, Ed. Scott. Foreman Tata McGraw Hill Pub. Co. 1995.
- U.S. Environmental Protection Agency, The Potential Effects of Global climate Change – Vol. 1 & 2 Environ – Media karad, India

Course No. – 204 (CBCS-I): ENVIRONMENTAL EDUCATION-I

Objectives:

The learners will be able to

- understand about the concept importance scope and aims of environmental education.
- understand the concept of environment and ecology.
- acquaint with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- understand the causes for environmental degradation.
- understand the need for remedial ways to protect the environment in daily life and its application.
- acquire knowledge of environmental issues and policies in India
- acquire knowledge about the international efforts for environmental protection.

Contents:

UNIT- I Introduction to Environmental Education

- Concept, Meaning, definition, nature, Characteristics & Scope.
- Aims and objectives, importance & significance of Environmental Education.
- Guiding principles & foundations of Environmental Education.
- Relationship between man & environment.
- Sociological, Ecological & Psychological perspective.
- Development of Environmental Education.

UNIT-2 Contemporary Issues of Environmental Education

- Environmental eco-system: Bio-sphere, Biotic, Abiotic system, Biodiversity.
- Environmental resources: Natural & Human resources.
- Environmental heritage: Rich Environmental heritage.
- Environmental hazards and disaster: Green house effect, Global warming, Ozone layer depletion, Acid rain.
- Environmental pollution: Air, Water, Soil, Physical, Chemical, Noise, Radiation.

UNIT-3 National and International effort of Environment

- Environmental Laws: Constitutional amendments in India
- Environmental policies: The Stockholm Conference 1972, Brundtland Commission 1983, Nairobi Conference 1982, The Rio Summit 1992, Kyoto Conference 1997.
- Environmental movement: Silent valley movement, Chipko movement, Narmada bachao andolon, National Test rang at Baliupal, Orissa.

UNIT-4 Developmental Issues of Environment

- Environmental attitude: Education for Sustainable development in India
- Environmental awareness: Need for conservation, preservation and protection.

UNIT-5 Education for Conservation of Environment

- Meaning, Nature and Scope
- Approaches and Strategies.
- Integration of environmental concerns in curriculum.
- Role of teacher in promoting conserve.

Suggested Readings:

- Agarwal, S.P. and Aggrawal, J.C - Environmental Protection,
- Daubenmise, R.F.- Plants & Environment.
- Deshbandhu and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.
- Education and Development.
- Joy, P., & Neal, P - The handbook of environmental education.
- Kelu, P - Environmental education: A conceptual analysis.
- Kumar, A - A text book of environmental science.
- Kumar, V.K- A Study of Environmental Pollution.
- Khoshoo, T.N - Environmental concerns and Strategies, Indian Environmental Society.
- Pal, B.P - National Policy on Environment, Department of Environment, Govt. of India.
- Reddy, P. K., & Reddy, N. D.- Environmental Education.
- Singh, Y. K - Teaching of environmental science.
- Sharma, V. S - Environmental education.
- Sharma, R. G - Environmental Education.
- Sharma, R. A - Environmental Education.
- Sharma, B. L., & Maheswari, B. K - Education for Environmental and Human value.
- Saxena, A.B - Environmental Education.
- Sapru, R.K - Environmental Management in India.
- Verma, P.S. & Agarwal, V.K - Environmental Biology.

SEMESTER – III

Course No. 301. EVALUATION IN EDUCATION

Objectives:

- To make the learners understand
 - to the basic concepts about evaluation in education
 - to the different types of techniques that are used in evaluation process.
 - To develop the testing procedure in evaluation in education.
 - To have the knowledge of the concepts of reliability and validity of evaluation I n education.
 - To the contemporary and modern types of evaluation system.

Contents:

- Unit – 1 Evaluation: Basic Concepts
 - Concept and nature of measurement and evaluation, Aims, Goals and objectives (Taxonomies of Educational Objectives)
- Unit – 2 Tools and techniques of evaluation
 - Testing, observation and inquiry
 - Criteria of a good tool
- Unit – 3 Assessing the test
 - Validity: Concept, types and assessment
 - Reliability: Concept, types and assessment
- Unit – 4 Testing
 - Norm Referenced and Criterion Referenced Measurement; concept, Use, scoring and reporting
 - Construction and standardisation of achievement tests
 - Issues and concerns with testing
- Unit – 5 Contemporary techniques of evaluation
 - Question bank, Semester, Grading, Port folio assessment
 - Computerised and on line evaluation
 - Open book examination
 - Feed back by students
 - CCE

Suggested Readings:

- Anastasi, A. (1976). *Psychological testing*. New York: Macmillan Publishing Co.
- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Burke, K. (2005). *How to assess authentic learning (4th Ed.)*. Thousand Oaks, CA: Corwin.
- Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and Assessment. An Introduction to the Tests and Measurement*. California: Mayfield Publishing Co.
- Cronbach L.J. (1970); *Essentials of Psychological Testing*, New York: Harper and Row Publisher.
- Cronbach L.J. (1964); *Essentials of Psychological Testing*, New York: Harper and Row Publisher.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ebel, R.L. and Frisbie, D.A. (1991). *Essential of Educational Measurement*, New Delhi: Prentice Hall of India Ltd.
- Edwards, A.L. (1975); *Techniques of Attitude Scale Construction*, Bombay: Ferfiter & Semens Pvt Ltd.
- Garrett, H.E. (1973). *Statistics in psychology and education (6th ed.)*. Bombay: Vakils, Feffers & Simon.
- Gronlund, N.E. & Linn, R.L. (2009). *Measurement and Assessment in teaching (10th Edn)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Hopkins, KD. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn and Bacon.
- Harper (Jr.), A.F & Harper, E.S (1990); *Preparing Objective Examination: A Handbook for Teachers, Students and Examiners*, New Delhi: Prentice Hall.
- Lindquist, E.F. (1951) *Essential measurement*. Washington: American Council of London.
- Linn, Robert L. (2000); *Measurement and Assessment in Teaching*. New Delhi: Pearson Education, Inc.

- Macmillan, J.H. (1997). Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). Introduction to Educational Measurement. Boston: Houghton Mifflin.
- Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.
- Popham, W.J. (2010). Classroom assessment: What teachers need to know (6th ed.). New York: Prentice Hall.
- Rath, R. K.(1999) Fundamentals of Educational Statistics & Measurement, Orissa: Taratarini Pustakalaya.
- Sahu, B.K. (2004) Statistics in Psychology & Education, Kalyani Publishers.
- Shepard, L.A.(2000). The role of assessment in learning culture. Educational Researcher, 4-14.
- Stanley, J.C. and Hopkins, K.D. (1990). Educatoinal and psychological measurement and evaluation (7thEdition), New Jersey: Prentice Hall of India Ltd.
- Stiggins, R. (2005). Student-involved classroom assessment. (4th ed). Columbus, Ohio: Merrill.

Course No. 302: EDUCATIONAL TECHNOLOGY

Objectives:

- The learners will be able to
- explain the meaning, nature and various forms of educational technology
 - explain different modalities of teaching and designing instructional system.
 - state and explain components and factors of communication.
 - outline different emerging trends in educational technology and their use.

Contents:

- Unit – 1: Concept, Objective and scope of Educational Technology
- Major approaches to Educational Technology-Hardware, Software
 - Various forms of Educational Technology
 - Instructional Technology and teaching Cybernetic
 - Systems approach in Education
- Unit – 2 Organising knowledge for instruction
- Cognitive skills: reasoning
 - Procedural knowledge: Know how
 - Propositional knowledge: Know why, what, when, who, where
 - Integrating
- Unit – 3 Teaching skills & their component
- Questioning skill
 - Skill of reinforcement
 - Lecturing skill
 - Skill of illustration
 - Interaction skills
- Unit – 4 Communication in Teaching
- Components of communication process – sender, media, message, receiver noise and feedback
 - Theories of communication
 - Factors affecting classroom communication
- Unit – 5 Emerging trends in ET
- Language Laboratory
 - Radio Vision
 - Teleconferencing
 - CCTV
 - EDUSAT
 - Multimedia in education

Suggested Readings:

- Aggarwal J C (2001), *Essentials of Educational Technology*, Vikash Publishing House, New Delhi
- Ahuja, N., Ahuja, T. & Holkar, A., *Need and Significance of E-learning in Education*,
- Allen, M.W. (2003). *Michael Allen's guide to E-learning*. Hoboken, New Jersey: John Wiley & Sons, Incorporated.
- Ally, M. (Ed.). (2009). *Mobile learning: Transforming the delivery of education and Training*. Athabasca University Press.
- Begum, A.J., Natesan, A.K. & Sampath, G. (2011). *ICT in Teaching Learning*, New Delhi: APH Publishing Corporation.
- George Veletsianos (2010), *Emerging Technologies in Distance Education*, Athabasca University Press, Admonton
- Mangal S K and Mangal U, (2009), *Essentials of Educational Technology*, PHI Learning Pvt. Ltd.
- Mahapatra B. C. (2005), *Information Technology and Education*, Sarup and Sons, New Delhi
- Singh C.P., (2006), *Introduction to Educational Technology*, Lotus Press
- Sharma R. N., & S.S. Chandra, (2003), *Advanced Educational Technology 2 Vols. Set*, Atlantic Publishers & Dist
- Sharma Y. K., (2005), *Fundamental Aspects of Educational Technology*, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010), *Advanced Educational Technology*, Pacific Books International.

Course – 303: PSYCHOLOGICAL TESTING (PRACTICUM)

Construction of Achievement test/Administration of Psychological test/Seminar Presentation.

(Content of the Practical will be decided by the P.G. Board of Studies in Education from time to time.)

Course No. 305(I) TEACHER EDUCATION – II

Objectives:

To enable the learners to

- understand the meaning, scope, objectives of teacher education and its development in India.
- acquaint with different agencies of teacher education in India and their roles and functions.
- acquaint with the various aspects of student-teaching programme, prevailing in the country.
- develop in learners' commitment in profession.
- understand the learners the teaching and training techniques.

Contents:

- Unit – 6 Teacher Education for Quality –
- Pre-service teacher education – concept, need, organization
 - In-service teacher education – concept, need, organization
 - Preparing teachers of special schools
- Unit – 7 Agencies of Teacher Education
- NCTE, NCERT, DIET, IASE, CTE and NUEPA
 - Role of University
- Unit – 8 Models of Teaching –
- Characteristics, elements and families of teaching models
 - Glasser's Basic Teaching Model, Advance organizer Model and Concept Attainment Model
- Unit – 9 Teacher Education through Distance Mode
- Professional preparation of Distance educators – need and strategies
- Unit – 10 Current problems in teacher education
- Recent trends and practices in teacher education in India
 - Action Research

Suggested Readings :

- Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
- Aggarwal, J. C. (2010). Teacher and Education in a Developing Society (5th ed.). New Delhi: Vikas Publishing House.
- Ali, L. (2011). Teacher Education. New Delhi: APH Publishing Corporation.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- David Fulton. UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brink Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum 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 Policy of Education 1986 / 1992.
- National Curriculum Framework for Teacher Education, 2009.
- National Curriculum Framework on School Education, 2005.
- NCERT (2005) : National Curriculum Framework.
- NCERT (2006) : Teacher Education for Curriculum renewal.
- NCTE (1998) : Perspectives in Teacher Education.
- NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.
- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
- NCTE(2009) Curriculum Framework 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.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission of Teachers (1983-85).
- Report of the Delors Commission, UNESCO, 1996.
- R. Riding and S. Reynor (2001) – Cognitive Styles and Learning Strategies, London,
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Sharma, S. R. (2008). A Handbook of Teacher Education. New Delhi: Sarup & Sons.
- Tomar, S. M. (2004). Teacher Education: Making Education Effective. New Delhi: Isha Books.
- The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.

Course No. 305(II) EDUCATION OF CHILDREN WITH DIVERSE NEEDS – II

Objectives:

To enable the learners to

- be acquainted with the meaning, background of children with diverse needs with special reference to India.
- understand the various suggestions offered by different recent commissions and committees on education of children with diverse needs for realizing the goal of education for all.
- develop skills in encouraging family and community participation in rehabilitation of the children with diverse needs of various categories.

Contents:

- Unit-6: Special educational provisions with reference to –
- Visual impairment
 - Hearing impairment
 - Cerebral palsy
- Unit-7: Special educational provisions with reference to –
- Mental retardation
 - Learning Disability
 - Autism
 - Giftedness
- Unit-8: Education for the disadvantaged groups
- S. C. & S. T.
 - Women
- Unit-9: Educational Management in Inclusive setting:
- Inclusion, Concepts and Types
 - Identification of exceptionality by the classroom teacher
 - Infrastructural management
 - Curricular Adaptation; syllabus, teaching strategy, evaluation
 - Factors for effective inclusion
- Unit-10: Society and differentially able
- Family and community
 - Rehabilitations

Suggested Readings:

- Allyn and Bacon Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems.
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Choate, J. S. (1991). Successful Mainstreaming. Allyn and Bacon
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
- Daniels, H. (1999). Inclusive Education. London: Kogan
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company
- Dessert, T. (1987). Making Ordinary School Special. Jessica Kingsley Publication
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. & Pieningelo, R. (2007) Understanding, Developing and Writing IEPs Corwin press. Sage Publishers.
- Gore, M. C. (2004) Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. & Rozario, I. (2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California:
- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996) Curriculum content for Students with Moderate and Severe disabilities in Inclusive Setting Boston, Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson

Course No. 305(III)NON FORMAL EDUCATION-II

Objectives:

The learners will be able to

- The knowledge about curriculum system of non-formal education.
- The knowledge about evaluation system in non-formal education.
- The knowledge about management and current problems of non-formal education.
- To develop the testing procedure in evaluation in non-formal education.

Contents:

Unit-6: Curriculum:

- Curriculum development for non formal education.
- Principles, objectives and contents.
- Methods of curriculum transaction.

Unit-7: Evaluation and monitoring:

- Strategies of evaluation in non-formal education.
- Supervision of non-formal education.
- Monitoring the learning outcomes.

Unit-8: Management of Non-formal education:

- Role of Government.
- Other agencies, NGO's
- Use of technology in non-formal education.

Unit-9: Problems of Non-formal education:

- Textbook and other materials.
- Manpower.
- Finance for non-formal education.
- Organizational, administrative and motivational problems.

Unit-10: Qualitative Improvement of Non-formal education:

- Research in non-formal education.
- Other approaches of qualitative improvement.
- General account of research methods in non-formal education.

Suggested Readings:

- Amedzr D. K. Albert, Globalization – Non-formal education and Rural Development
- Hossain M. Encyclopaedia of Non-formal Education.
- Islam Mahammad Aminul & Bahermion N.A. Non-forma Education & its socio economic impact.
- Latchem Colin , Open and distance Non-formal education in developing countries.
- Literacy, Formal, Non-formal Education of Bangladesh, India, Pakistan
- Pandey Rameswar, Adult and Non formal Education,
- Rogers Alan , Non-formal Education.
- Tripathy Jitendra, Non-formal Education.

Objectives:

The learners will be able to

- Develop skills to solving environmental problems which are in harmony with the environmental quality and sustainable development.
- Develop knowledge of environment management plan and environmental ethics.
- Apply the acquired knowledge & skills in their social and practical life.
- Identify the status of environmental education in India.
- Acquire knowledge about the relation between population growth and quality of life.
- Develop knowledge of various population-related policies and programmes.
- Narrate the status of population education in India.

Contents:**Unit-6: Environmental Education for Sustainable Development:**

- Natural & Man-made disasters,
- Conservation of Environmental resources,
- Reducing environmental stressors through education.

Unit-7: Environment Management and Education:

- Dimensions and approaches to Environmental Management,
- Environmental laws & policies,
- Assessment of Environmental Impact (EAI),
- Environmental Ethics,
- Environment Management Education & Training.

Unit-8: Environmental Education in India:

- Present Status.
- Initiatives for the development of environmental education.

Unit-9: Population Education & Quality of Life:

- Population in relation to socio-economic development & resource.
- Population in relation to health status.
- Health service.
- Nutrition and educational provision.
- Current status of population education in India.

Unit-10: Population Related Policies and Programmes:

- Population policy in relation to health-environmental education policies.
- Programmes related to employment.
- Social movements.
- Voluntary and International Agencies, - UNFPA, WHO, UNESCO.

Suggested Readings:

- Air Pollution by Sainfeld J. H. (1975)
- Air Pollution by Wack, K and Waner C. F. (1976) and William Lowry, P. (1973).
- Arjun Dev (Ed.) (2003), A Handbook of Human Rights, Creative Learning Series, NBI, New Delhi.
- Ecology of Urban India - by Pramod Singh
- Fundamentals of Air Pollution by Stern, A. C., Henry Wohlers, G. R. Richard, Boudal, W.
- Katoch S.K. (2013) Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha", published by Mohindra Capital Publishers (P) Ltd., Chandigarh.
- Mhaskar A. K. Environmental Laws NCERT (1980), Environmental Studies: Teachers Guide, New Delhi.
- NCERT (1981). Environmental Education at the School Level, NCERT, New Delhi.
- NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework (Revised Version), NCERT, New Delhi.
- NCERT (2000), National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2001), Guidelines and Syllabi for Primary Stage Upper Primary Stage, Secondary Stage and Higher Secondary Stage, NCERT, New Delhi. on United States, 1988.
- Principles of Ecology - Eugene P. Oudum. Pub. Company
- R. K. Trivedy - Handbook of Environmental Laws, Guidelines, Compliance & Standards,
- Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi, PP. 112.
- Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, New Delhi
- Sharma, B.R. (1997), Environmental and Pollution Awareness, Sathya Prakashan.
- Survey of the Environment - Annual Reports published - by The Hindu.
- T. H. Tletenberg: Environmental & Natural Resource Economics, 2nd, Ed. Scott. Foreman Tata McGraw Hill Pub. Co. 1995.
- U.S. Environmental Protection Agency, The Potential Effects of Global climate Change Vol. 1 & 2 Environ - Media karad, India

Course No. 304(CBCS-II) ENVIRONMENTAL EDUCATION – II

Objectives:

The learners will be able to

- orient with various components of environmental for preparing a curriculum for environmental education.
- develop various and strategies for realizing the objectives of environmental education.
- understand the status of environmental education in school curriculum.
- understand the curriculum and methods in environmental education.
- acquire knowledge about the different methods of teaching in environmental education.
- acquire knowledge of the tools and techniques for the evaluation of environmental education.
- understand about various projects in the area of environmental studies in different countries.

Contents:

Unit-6 Curriculum of Environmental Education

- Environmental Education as a separate subject, Topical units.
- Integration and Interdisciplinary approach.
- Curriculum contents and principles of Environmental Education.
- Development of curriculum for primary, secondary and higher education.

Unit-7 Methods and Strategies in Environmental Education

- Conventional Methods- discussion, seminar, workshop, dialogue, problem solving, field survey and exhibition.
- Participatory programmes.
- Relative efficiency of teaching methods.

Unit-8 Agencies of Environmental Education

- Formal and Non-formal agencies.
- Governmental and Non- governmental agencies.
- Mass media- News paper, Radio, Electronic media, Print Films, T.V and Others.

Unit-9 Evaluation & Research in Environmental Education

- Evaluation of learner & learning materials.
- Evaluation of strategies of teaching.
- Purpose of research in Environmental Education.
- Methods of research.
- Current trends of research.
- Impact of science and technology on Environmental Educational research.

Unit-10 Project Work in Environmental Education

- To complete any one project selected from any area of the syllabus (I to VIII). The project work will have to be completed according to following steps:
 - Identification of the problem/topic.
 - Formulation of objectives.
 - Review of relevant literature.
 - Writing the questions/ hypotheses.
 - Field identification.
 - Nature of information/ sources of data.
 - Collection and organization of data.
 - Analyzing
 - Drawing conclusion.
 - Reporting.

Suggested Readings:

- Agarwal, S.P. and Aggarwal, J.C - Environmental Protection, Education and Development.
- Daubenmise, R.F.- Plants & Environment.
- Deshbandhu and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.
- Environment, Govt. of India.
- Joy, P., & Neal, P - The handbook of environmental education.
- Kumar, A - A text book of environmental science.
- Kelu, P - Environmental education: A conceptual analysis.
- Kumar, V.K- A Study of Environmental Pollution.
- Khoshoo, T.N - Environmental concerns and Strategies, Indian Environmental Society.
- Pal, B.P - National Policy on Environment, Department of
- Reddy, P. K., & Reddy, N. D.- Environmental Education.
- Sharma, R. A - Environmental Education.
- Sharma, B. L., & Maheswari, B. K - Education for Environmental and Human value.
- Singh, Y. K - Teaching of environmental science.
- Sharma, V. S - Environmental education.
- Sharma, R. G - Environmental Education.
- Saxena, A.B - Environmental Education.
- Sapru, R.K - Environmental Management in India.
- Verma, P.S. & Aggarwal, V.K - Environmental Biology.

SEMESTER – IV

Course No. 401: CURRICULUM STUDIES

Objectives:

- The learners will be able to
- understand the meaning, need and theories of curriculum.
 - develop in critical understanding of curriculum development.
 - acquaint the students with preparation of materials for curriculum implementation.
 - understand the concept, nature, procedures, tools, techniques of curriculum evaluation.

Contents:

Unit – 1 **Foundation of curriculum studies**

- Meaning and need for curriculum in instructional system
- Theories of curriculum

Unit – 2 **Curriculum Development**

- Basic Principles of selection of curriculum content
- Factors responsible for innovation in curriculum change and development
- Models of curriculum development

Unit – 3 **Curriculum Implementation**

- Meaning, Strategies and implications
- Leadership role and community participation
- Instructional guides and materials for teachers and students

Unit – 4 **Curriculum Evaluation.**

- Concept, nature, objectives, procedures, techniques and tools
- Recording results, interpretation and application of evaluation results in curriculum development

Unit – 5 **The latest National Curriculum Framework – a critical overview**

Suggested Readings:

- Aggarwal, J.C. (1990); Curriculum Reform in India, New Delhi: Doaba.
- Allyn & Bacon. Brady, L. (1995). Curriculum Development, New Delhi: Prentice Hall.
- Brent, Allen. (1978); Philosophical Foundations for the Curriculum, Boston: Allen and Unwin.
- Bhalla N: Curriculum Development
- Beane, J.A., Conrad, E.P. Jr. and Samuel JA, Jr. (1986). Curriculum planning and development, Boston:
- Daniel Tanne & Lauel Tanner- Curriculum Development: Theory into Practice.
- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
- Das, R.C. (1987); Curriculum and Evaluation, New Delhi, NCERT.
- Doll, R.C. (1996).Curriculum development: Decision-making and process, Boston: Allyn & Bacon.
- Flinders, D.J (Ed) (1977); The Curriculum Studies; New Delhi: Atlantic Publishers.

- Kalaiyarasan, G.- Curriculum Development Ornstein, A.C. & Hunkins, E (1998). Curriculum. Foundations, Principles and Issues. Boston: Allyn & Bacon, Boston.
- Krug, E.A.(1956). Curriculum planning. New York: Harper and Row Publishers.
- Limon E. Kattington- Handbook of Curriculum Development.
- Munazza Mahmood- Curriculum Development.
- Pratt, D.(1980). Curriculum design and development. New York: MacmillanPublishing Co. Inc.
- Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman.
- Ornestein A.C. & Hunkins, F.P.(2013); Curriculum: Foundations, Principals, and Issues;(6th Ed) Pearson Education Inc.
- Pathak, R. P. (2012). Philosophical and Sociological Principles of Education. Delhi: Pearson.
- Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.
- Pratt. D. (1980). Curriculum design and development. New York: Mcmillan Publishing Co. Inc.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
- Saylor, J.G. & Alexander W.M.(1956); Curriculum Planning for Better Teaching and Learning: Rinehart& Company, Inc. New York.
- Sterhouse L: An Introduction to Curriculum Research and Development.
- Sharma, R.A. (2012) Curriculum Development and Instruction, Meerut: R. Lall Book Depot.
- Saylor, J.G., Alexander, W.M. and Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rienehart & Winston.
- Talla, Mrunalini (2012) Curriculum Development- Perspectives, Principles and Issues, Delhi, Chennai & Chandigarh: Pearson
- Tabah N: Curriculum Development, Theory and Practice
- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.
- Tanner, D. and Tanner, L.(1975) Curriculum development- theory and practice. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W.(1941). Basic principles of curriculum and instruction. Chicago:University of Chicogo Press.
- Vashist, R.P., Curriculum Development
- Walker D F: Fundamentals of Curriculum

Course No. 402: EDUCATIONAL MANAGEMENT

Objectives:

The learners will be able to

- understand the concepts, process, approaches and critically to the theory of management and its application in the field of education.
- understand the organizational development with all its aspects.
- understand important managerial processes and effective manager of teaching.
- understand the various agents of changes to education.

Contents:

Unit – 1

Educational administration and management

- Concept & process, Approaches, Taylor, Fayol and Weber
- Educational administration in India: Structure, Role of central govt., state govt. and local bodies.

Unit – 2

Aspects of educational management: (concepts, types, characteristics, process)

- Planning,
- Organizing
- Supervising
- Controlling

Unit – 3

Management of resources in education

- HR management in educational organization
- Motivation and group dynamics
- Financial resources: Allocation and their efficient use, brief introduction to budgeting, concept, forms and process the relationship amount central government, state government and local bodies in the context of financing of education.

Unit – 4

Professional growth of Educational Personnel

- concept, factors, personnel services, evaluation of professional growth, code of ethics of teachers.
- Leadership in educational organization; Meaning and nature styles of leadership.

Unit – 5

Modern techniques of educational management

- Programme evaluation and review technique (PERT)
- Planning programme and budgeting system (PPBS)
- Management by objectives (MBO)
- Total Quality Management (TQM), SWOT analysis
- Appraisal of the educational organization UGC, NASC, NCTE, AICTE

Suggested Readings:

- Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
- Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.

- Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
- Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.
- Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.
- Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.
- Greene, J.F. (1975): School Personnel Administration. Pennsylvania: Chilton Book Company.
- Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.
- Jolliffe, A., Ritter J. & Stevens D. (2003). The Online Learning Handbook. London: Kogan Page.
- Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.
- Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.
- Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh : Mohindra Capital Publishing.
- Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.
- Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- Mukhopadhyay, M. (2005) Total Quality Management in Education, New Delhi, Thousand Oaks, London: Sage Publications
- Philip, H.C. (1985): The World Crisis in Education Oxford University Press.
- Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.
- Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.
- Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi: Sage Publications.
- Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.
- Sharma, R.A.(2012) Educational Administration and Management, Meerut :R. Lall Book Depot.
- Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sindhu, I. S. (2008) Educational Administration and Management. Meerut: International Publishing House.
- Thakur, D.& Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.
- Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi: Discovery Publishing House.

Course No. – 403: GUIDANCE & COUNSELLING

OBJECTIVES:

The learners will be able to

- Understand the concept & nature of guidance and counselling.
- Understand different areas and types or approaches of counselling .
- Know the Guidance organizational programme.
- Understand the process of vocational guidance & career counselling.
- Take decision for counselling and jobs.

Contents:

Unit – 1- Introduction to guidance and counselling

(a) Guidance:

- Concept, nature, principles,
- Types of educational, vocational and individual guidance.

(b) Counselling:-

- Concept, nature, principles
- Difference between guidance and counselling, and counselling & psychotherapy.

Unit-2: Counselling:

- (a) Different areas of counselling (Personal, clinical, mental and rehabilitation).
- (b) Different types or approaches of counselling (directive, non-directive and elective)
- (c) Characteristics of an effective counsellor,
- (d) Role of Counsellor, Parents and Teachers in guidance and counselling.

Unit-3: Guidance Organisational programmes-

- (a) Organisation of guidance service at different levels of education.
- (b) Essentials of good guidance programme.
- (c) Kinds of services – information, testing and follow-up process in counselling.
- (d) Role of personnel in guidance programmes.

Unit-4: Vocational guidance & Career counselling –

- (a) Career & Vocational development.
- (b) School guidance programme and Behavioural counselling for vocational decisions.

Unit-5: Decision making for Jobs:

- (a) Work & Productivity.
- (b) Job analysis, job description & job satisfaction.
- (c) Decision making and group counselling.

Suggested Readings:

- Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.
- Arther J. J., (1971). Principles of Guidance Delhi : Tata Mc Graw Hill.→
- Beck, Carlton E.: Philosophical Foundations of guidance. Englewood cliffee, New Jersey, Prentice Hall.
- Bhatnagar, A.,→ & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.
- Chakrabarty, A. ShikshayNirdeshona O Mullayan, Classics Books, Kolkata.→

- Dutta, G. & Nag, S. (2014); Sangatibidhane Nirdeshana O Paramarshadan, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); SikshaySangatiApasangati O Nirdeshana, Classique Books, Kolkata.→
- Kinra A.K. Guidance and Counselling: Pearson India Education Services Pvt. Ltd.
- Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New→ Delhi: Sterling.
- Norton, K and Mcgauley, G (1998). Counselling Difficult clients. Sage Publications, New→ Delhi.
- Pal, A.K. (2014); Guidance→ & Counseling, Abhijeet Publications, Nw Delhi.
- Pal, D. (2010); Nirdeshana O Paramarsha, Central Library, Kolkata.→
- Roychowdhury, A. (2001), Manuser Mon, West Bengal State Book Council.→

Course No. – 404: COMPARATIVE EDUCATION

Objectives: The learners will be able→

- To understand the students about comparative education as an emerging discipline of education.
- To understand the various factors of comparative education.
- To understand some selected systems of education of the world.
- To analyze some selected systems of education of the world.
- To compare some selected systems of education of the world.

Contents:

Unit-I: Comparative Education:

- Meaning, Nature, Scope and Importance,
- Comparative Education as an independent academic discipline,
- Methods of comparative education,
- Fields of comparative education,

Unit-2: Factors of Comparative Education.

- Geographical, Socio-cultural, Historical, Philosophical, Economic, Scientific, Structural and Functional
- Importance of comparative education in the field of education.

Unit-3: Approaches to comparative education:

- Importance of cross-disciplinary approach in comparative education.
- Different Approaches: (i) Historical approach, (ii) Cross-disciplinary approach,

Unit-4: Comparative study of education:

- Different levels of education (Elementary and Secondary education of UK, China and Japan with special reference to India).

Unit-5: Comparative study of Higher and Teacher Education in UK, China and Japan with special reference to India.

Suggested Readings:

- Bereday, George (1964) *Comparative Method in Education*. New York: Holt, Rinehart and Winston
- Chaube, S.P. and Chaube, A (1998) *Comparative Education*, New Delhi: Vikas Publishing House Pvt.Ltd.
- Cramer J.F. and Browne C.S.(1956) *Contemporary Education*. New York: Harcourt, Brace
- Dutta, B.S.V (2004) *Comparative Education-A Comparative Study of Educational Systems*, Guwahati: DVS, Publishers & Distributors.
- Gezi, K.I. (1971) *Education in Comparative and International perspective*, New York: Halt, Rinehart & Winston, Inc.
- Hans, Nicholas (1994) *Comparative Education*
- Hans Collins (ed) (1964) *Comparative Education*, London: Routledge and Kegan Paul Limited.
- Khan, M.A. (2004) *Modern Comparative Education*, New Delhi: Anmol Publications Pvt. Ltd.
- Priestly, K.E. (1961) *Education in China*. Cornell University: Dragonfly Books.
- Rao, V.K. (2004) *Comparative education. The methods of Analysis and Enquiry*, Guwahati: DVS, Publishers and Distributors.
- Rao, V.K. eddy, R.S.(1997) *Comparative Education*. New Delhi: commonwealth Publishers.
- Sharma, R.A. (2009) *Comparative Education*, Meerut: R.Lall Book Depot.
- Sodhi, T.S. (1998) *Textbook of Comparative Education*, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sharma, Y.K. (2004) *Comparative Education*, New Delhi: Kanishka Publishers, Distributors.
- UNESCO (1971) *Developing of education in Aisa*, unesco/mineda's/paris..

**Course 405: (a) Project work on special paper
or**

(b) Two Power Point Presentation on Special Paper.

(a) Project work on special paper:-

To complete any one project selected from any areas of the syllabus of special paper. The project work will have to be completed according to following steps:-

Identification of the problem/topic

Formulation of objectives.

Review of relevant literature.

Writing the questions/hypotheses.

Field identification.

Nature of information/sources of data.

Collection and organisation of data.

Analyzing.

Drawing conclusion.

Reporting.

Note book on Project work - 40

Viva Voce - 10

(b) Two Power Point Presentation on Special Paper:

For each power point presentation:

Development of seminar paper - 10

Presentation of seminar paper - 15