

**Choice Base Credit System
(CBCS)
Syllabus**

**For
M.A in Education**

w.e.f. 2019

DEPARTMENT OF EDUCATION

ESTD-2016



ESTD- 2015

RAIGANJ UNIVERSITY

Raiganj, Uttar Dinajpur, - 733134
West Bengal, India

PROGRAMME STRUCTURE

A. TITLE OF THE PROGRAMS: Two Years Master of Arts in Education
(M.A. in Education)

B. DURATION OF THE PROGRAM

➤ Semester I and Semester III - **July to December**

➤ II and IV Semesters- **January to June**

C. Credit Structure

Semester	Mandatory CGPA Credits		Mandatory Non- CGPA Add on Subjects		
	Total Credits (Including Generic and Discipline Specific Courses)	Grand Total	Compulsory		Elective
			AEC	SEC	Co/Extra Curricular Course
Semester I	20	80	2	NA	NA
Semester II	20		NA	2	NA
Semester III	20		NA		2
Semester IV	20		NA		NA

Semester I

Course Code	Title of Course	Type of Course	Full Mark	Credit
EDUPG1201	Educational Philosophy	Core Course	100	4
EDUPG1202	Educational Psychology	Core Course	100	4
EDUPG1203	Educational Sociology	Core Course	100	4
EDUPG1204	Methodology of Educational Research	Core Course	100	4
EDUPG1305	Information and Communication Technology	Generic Elective	100	4
	Ability Enhancement Course (AEC)	Non-credit Course	50	2

Semester II

Course Code	Title of Course	Type of Course	Full Mark	Credit
EDUPG2201	Indian Education in Historical Perspectives	Core Course	100	4
EDUPG2202	Curriculum Planning & Development	Core Course	100	4
EDUPG2203	Educational Management & Administration	Core Course	100	4
EDUPG2204	Educational Measurement and Evaluation	Core Course	100	4
EDUPG2305	Fundamentals of Research Methodology	Generic Elective	100	4
	Skill Enhancement Course (SEC)	Non-credit Course	50	2

Semester III

Course Code	Title of Course	Type of Course	Full Mark	Credit
EDUPG34A1 EDUPG34E1	1. Environmental Education 2. Physical Education (Any One)	Elective	100	4
EDUPG34B2 EDUPG34F1	1. Human Rights Education 2. Education for Women Empowerment (Any One)	Elective	100	4
EDUPG3203	Inclusive Education	Core Course	100	4
EDUPG3204	Educational Technology	Core Course	100	4
EDUPG3205	Economics and Politics of Education	Core Course	100	4
	Co/Extra Curricular Course (CECC):	Non-credit Course	50	0

Semester IV

Course Code	Title of Course	Type of Course	Full Mark	Credit
EDUPG42C1 EDUPG42G1	1. Yoga and Health Education 2. Special Education	Discipline Specific Elective	100	4
EDUPG42D2 EDUPG42H1	1. Computer Education 2. Life skill Education	Discipline Specific Elective	100	4
EDUPG4403	Teacher Education	Core Course	100	4
EDUPG4804	Group Discussion/ Seminar Paper/ Viva-voce/ Book Review/ Educational Excursion (Any Two)	Core Course	100	4
EDUPG4905	Dissertation	Core Course	100	4

Semester-I

EDUPG1201: Educational Philosophy

Credit: 04

Full Marks- 100

Course Objectives: *To enable the students to:*

- 1. Develop an understanding about the contribution of Philosophy of Education as a discipline;*
- 2. Develop capacity to build an Indian philosophy of Education to set goals of Education in India;*
- 3. Acquaint themselves with the Educational contributions of some great thinkers (Indian) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;*
- 4. understandsomeconceptsrelatedtoSocialPhilosophyofEducation&buildcompetency to interpret and evaluate those concepts fully;*
- 5. develop an understanding about the contribution of Philosophy of Education as a discipline;*
- 6. acquaint themselves with the Educational contributions of some great thinkers (Western) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;*
- 7. understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully;*

Unit-I: Meaning, nature and scope of Educational Philosophy; Relationship between Education and Philosophy; Concepts of Metaphysics, Epistemology and Axiology.

Unit-II: Concept and Nature of Indian Philosophy, Branches of Indian Philosophy - Sankhya, Charvaka, Vedanta, Buddhism, Jainism, & Islam with special reference to knowledge, reality, values & their Educational implications.

Unit-III: Educational Philosophy of Rabindranath Tagore, Sri Aurobindo, Swami Vivekananda, M. K. Gandhi. and S. Radhakrishnan

Unit-IV: National Values as enshrined in the Indian Constitution & their Educational implications.

Unit-V: Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism with special reference to knowledge, reality, Values, & their Educational implications.

Unit-VI: Educational Philosophy of Rousseau, Dewey, Bertrand Russel & A.N. Whitehead.

Unit-VII: Contemporary Philosophical thoughts: Humanism, Existentialism & Marxism. Modern concept of Philosophy: Analysis- Logical Analysis: Logical Empiricism & Positive Relativism;

Suggested Readings:

1. Avinashalingam, J. S. (1947): Educational Philosophy & Swami Vivekananda Coimbatore: Sri Ramkrishna Mission Vidyala.
2. Bali, D. R. (1975): Modern Indian Thought. New Delhi: Alted Publication.
3. Brubacher, Joha. S. (1962): Modern Philosophies of Education. New York: McGraw Hill Book.
4. Chand, Jagdish. (2009): Great Indian Thinkers on Education. Delhi: Ashish Publication.
5. Das, Monoj (1999). Sri Aurobindo on Education. New Delhi: NCTE.
6. Elmhurst, Leonard (1961): Rabindranath Tagore: Pioneer in Education. London, John Murray.
7. Gandhi, M. K. (1912): True Education. Ahmadabad: Movajirm Publishing House.
8. Henderson, Stella (1947): Introduction to Philosophy of Education. Chicago: University of Chicago Press.
9. Jennifer Sterling Groff Dynamic Systems Modeling in Educational System Design & Policy. NEW APPROACHES IN EDUCATIONAL RESEARCH Vol. 2. No. 2. July 2513 pp. 72–81
10. Joad, C. E. M. (2005): Guide to Philosophy. London: Victor Gollancz, Ltd.
11. Kalinin, M.I. (1950): On Communist Education. Foreign Language Publishing House.
12. Kundu, D. & Majumdar, T. R. (1990): Modern Theory and Principles of Education. Kolkata: World Book Press
13. Michael J. Jacobson & Uri Wilensky (2006): Complex Systems in Education: Scientific and Educational Importance and Implications for the Learning Sciences. Taylor & Francis
14. Radhakrishna, S. (1929). Indian Philosophy (Vols. I & II). London: Oxford University Press.

15. Rabindra Nath Thakur: Shikhaya. VishayaBgaratiPrakashan. Kolkata
16. Ross, J.S. (1942): Groundwork of Educational Theory. London: Harrap A. Co.
17. Rusk, R. (1979): Great Educators. London: Macmillan.
18. Sharma, C. (2000): A Critical Survey of Indian Philosophy. Delhi: Saujanya Books.
19. Sharma, G. Ranjit (2003): Trends in Contemporary Indian Philosophy of Education. Atlantic publishers & distributors.
20. Taneja, V. R. (1995): Educational Thought and Practice. Jullundur: University Publishers..

EDUPG1202: Educational Psychology

Credit- 04

Full Marks- 100

Course Objectives: *To make students understand*

1. *the contribution of different schools of Psychology to Education;*
2. *the nature of various –processes of growth and development in order to develop*
3. *the concepts of remedial nature of motivations Education and educational diagnosis;*
4. *the meaning and nature of higher mental processes and their measurement;*
5. *the nature of learning and Constructivism on the basis of different theoretical perspectives;*
6. *the nature of personality and its Educational importance;*
7. *the nature of group dynamics in class room and class room climate.*

Unit-I: Schools of Psychology- Behaviorism, Gestalt, Cognitive, Psychoanalysis, Humanistic.

Unit-II: Growth and Development: Physical, Social, Emotional, Cognitive, Language and Moral.

Unit-III: Learning: concept, nature, & types; Influencing Factors of learning: attention & interest, maturation & Motivation, Remembering & Forgetting.

Unit-IV: Theories of Learning: Skinner, Hull, Tolman, Lewin; Concept Learning -Bruner.; Constructivism- Piaget, Vygotsky; Educational significance of the Theories

Unit-V: Intelligence: Concept, Theories- Cattell, Guilford, Sternberg & Gardner; Creativity: Concept, Factors, Development of Creativity; Creativity & Intelligence; Educational significance of the Theories

Unit-V: Motivation: Theories & their Educational Implications– Hierarchy of needs, Achievement motivation, Attribution Theory; Factors affecting motivation.

Unit-VII: Personality: Concept, & process of development; Theories of Personality: Eysenck, Erikson, Rogers.

Suggested Readings:

1. Atkinson, J. W. & Feather, N. T. (1966): A Theory of achievement motivation. New York: Wiley Publishers.
2. Banerjee, J. (2007): Psychology of Learning and Instruction. Kolkata: Rita Book Agency.
3. Bloom, Adina. (2007): Teaching Emotional Intelligence. California: Corwin Press.
4. Craig G.J. (1992): Human Development. New Jersey: Prentice-Hall.
5. Dutta, G. (2007): Modern Educational Psychology. Kolkata: Rita Book Agency.
6. Elias, M.J. (2006): The Educator's Guide to Emotional Intelligence. California: Corwin Press
7. Kundu, D. (1991): Modern Educational Psychology. New Delhi: Arya Book Depot.
8. Emmerling, R., Shanwal, V.K., and Mandal, M. K. (Eds). (2008): Emotional Intelligence Theoretical and Cultural Perspective. New York: Nova Science Publishers.
9. Gagne, R. M. (1970): The conditions of learning. New York: Rinehart & Winston.
10. Hall, C.S. and Libdsey, G. (1978): Theories of personality (3rd ed). New York: John Wiley.
11. Hilgard, E. O. (1976): Theories of learning (4th ed): New York: Appleton–Century Cliffs.
12. Don, Kauchak and Paul, Eggen (1999): Educational Psychology. New Jersey: Prentice-Hall.
13. Goleman, D. (1998): Working with Emotional Intelligence. New York: Bantam Books.
14. Hurlock, E. B. (1953): Child Psychology. Toronto: Mc-Grad Hill.
15. Mohan, Jitendra, (1993): Educational Psychology. New Delhi: Wiley Eastern limited.
16. Ormrod, J. E. (2007): Educational Psychology: Developing Learners. New York: Tata McGraw Hill.

17. Sprinthall , Norman A. and Sprinthall Richard C. (1990): Educational Psychology. New York: McGraw Hill Publishing Company.
18. Woolfolk, Anita. E. (2007): Educational Psychology. New York: Prentice Hall.
19. Duane Schultz, Sydney Schultz (2012):Theories of Personality.Wadsworth Cengage Learning.
20. Robert B. Ewen (2010):An Introduction to Theories of Personality. Psychology Press

EDUPG1203: Educational Sociology

Credit- 04

Full Marks- 100

Course Objectives: *To enable the Students to:*

- ❖ *develop knowledge about Education & Society;*
- ❖ *transact different determinants of Sociology in Education;*
- ❖ *apply Sociological Concepts on different segment to our Society;*
- ❖ *correlate Education & Sociology;*
- ❖ *acquaint with Sociological Aspects and its importance in our educational system.*
- ❖ *develop knowledge about Education & Society;*
- ❖ *transact different determinants of Sociology in Education;*
- ❖ *apply Sociological Concepts on different segment to our Society;*
- ❖ *correlate Education & Sociology;*
- ❖ *acquaint with Sociological Aspects and its importance in our educational system.*

Unit-I: Educational Sociology: Meaning & Concept; Relationship between Sociology and Education, Education as a process of Socialization; Education as a process of social sub-system.

Unit-II: Social Stratification: Meaning & Concept; Role of education in social stratification and social mobility; Equality of educational opportunity.

Unit-III: Social Change: Meaning & Concept; Factors affecting social change; Social group, Folkway and Mores,

Unit-IV: Education in relation to: Democracy, National Integration & International Understanding

Unit-V: Education and Culture: Concept of culture; Cultural change & lag; Education as cultural determinants; Education for Multicultural Society

Unit-VI: Education & Economic Growth: Concept of subdivided rural growth in ancient India, Changes due to foreign invasion, Urbanization, Westernization, Modernization & Globalization.; with special reference to Indian Society.

Unit-VII: Education and Backward Community: Education of the Socially and Economically disadvantaged sections of the Indian Society with special reference to Scheduled Caste, Scheduled Tribes, OBC & women.

Suggested Books

1. Bhattacharya, S. (2002): Sociological Foundation of Education. New Delhi: Atlantic Publication.
2. Biltion, Tony et. Al. (2007): Introduction of Sociology. London: Macmillan.
3. Bottomase, T. B. (1975): Sociology: A Guide to Problems & literature (Revised Education). New Delhi: Blackic and Son (India) Ltd.
4. Broom, L. & Selznick, P. (2009): Sociology: A Text with Adapted Readings. New York: Harper & Row.
5. Davis, K. & Moose, W. (1945): Some Principles of Stratification. American Sociological Review
6. Durkheim, E. (1956): Education & Sociology. Chicago: Free press.
7. Giddens, A. (1990): Sociology. Cambridge: Polity Rress.
8. Gupta, Dipankar (2008): Social Stratification. New Delhi: Oxford University Press.
9. Haralambus, M. & Heald, R. M. (1975): Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
10. Marshall, Gordon (2004): A Dictionary of Sociology (ed.). New Delhi: Oxford University Press.
11. Ottaway, A. K. C. (1962): Education & Society: An Introduction to Sociology of Education. London: Routledge & Kegan Paul
12. Parsons, Talcott (1961): The School Class as a Social System New York: Free Book.

13. Ruhela, S.P. (2002): Sociological Perspectives on School Education in India. New Delhi: Indian Publishers Distributors.
14. Sharma, K. L. (1964): Social Stratification & Mobility. Jaipur & New Delhi: Rawat Publications.
15. Srinivas, M. N. (1972): Social Change in Modern India Hyderabad: Orient Longmans.
16. Weber, Mox (1947): Class, Status & Party. India Coser&Rosonbery.

EDUPG1204: Methodology of Educational Research

Credit-04

Full Marks: 100

Objectives: *To enable the students to:*

1. *describe the nature and process of research in education*
2. *acquaint with the sources from where knowledge can be obtained*
3. *formulate research-worthy problem*
4. *describe and differentiate the various methods of sampling*
5. *construct and apply different researchtools.*
6. *develop skill to write and evaluate research report*
7. *develop the concept of quantification, measures, grouping and presentation of data*
8. *acquaintwiththedescriptiveandinferentialstatisticaltechniquesineducational research*
9. *estimate and calculate reliability, validity, regression and prediction.*

Unit I: Research: Meaning, Nature; Educational Research: Fundamental, Applied & Action, Longitudinal and Cross Sectional, & Inter- disciplinary; c) Identification of research worthy Problems; Research Designs; Research Objectives & Questions; Review of related studies

Unit-II: Hypothesis: Meaning, type, Formulation & Testing; Characteristics of Good Hypothesis; Variables: Concepts, types & Method of Control

Unit-III: Strategies of Research: Historical, Descriptive and Experimental; Importance & critical

Evaluation of the strategies; Writing Research Report: As per style & format; Evaluating a research report, its criteria.

Unit-IV: Population and Sample, Sampling methods: Probability & Non-Probability.

Unit- V: Tools and techniques of data collection: needs criteria of good research tools, Construction and uses of–observation, interview, questionnaire, rating, and attitude scale and tests of performance.

Unit-VI: Measures of Correlation- Product moment, Rank differences, bi-serial and point – biserial, partial and multiple correlations (concepts & Uses only); Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction.

Unit-VII: Parametric Statistics- Significance of Statistics, one tailed & two tailed tests, Types C. R.-test, t-test, ANOVA; Non-Parametric Statistics: Chi-Square, Median test; Standard Scores-Derived Score, Z-Score, T-score, Stanine; Interpolation

Suggested Books:

1. Best. J. W. & Kahn. J. V. (2008): Research in Education (10th edition). Delhi: Pearson Education.
2. Burns, R. B. (2000): Introduction to Research Methods. New Delhi: Sage Publication.
3. Flick, U. (2009): An introduction to Qualitative Research. Lon Angles: Sage.
4. Kerlinger, F. N. (1978): Foundation of Behaviour Research, Delhi: Surjeet Publication.
5. Koul, L. (2008): Methodology of Educational Research. New Delhi: Viksha publishing House Pvt. Ltd.
6. Lichtman, M. (2010): Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
7. Machi, L. A. (2009): The Literature Review. California: Corwin Press.
8. McNiff, Jean. (2009): Doing and Writing Action Research. Lon Angles: Sage.
9. Mertens, D. M.(1997): Research Methods in Education and Psychology. New Delhi: Sage Publication.
10. N.C.E.R.T. Fifth Survey of Educational Research: 1988-92. (Vol. I).New Delhi: NCERT.
11. Sax, Gilbert. (1979): Foundations of Educational Research. New Jersey: Prentice – Hall.

12. Seigal, Sydne, Y. (1978): Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
13. Singh, Arun Kumar. (1986): Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
14. Thomas, R. Murray (2008): Thesis and Dissertation. California: Corwin Press.
15. Tuckman. B. W. (1979): Conducting Educational Research (2dn edition). New York: Harcourt Brace Javanovich Inc.
16. Van Dalen, D. B. & Meyer, W.J. (1979): Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
17. Walford, Geoffrey. (2005): Doing Qualitative Research. London: Continuum.
18. Wiersma, W. &Jurs, S.G.(2009): Research Methods in Education. (9th edition). Delhi: Pearson Education.
19. Kundu,D. (2010): Advances in Educational Research in India Vol-I & II.New Delhi:Yash Publication.

EDUPG1305: Information and Communication Technology (ICT)

Credit- 04

Total Marks: 100

Unit-1: Information and Communication Technology: Origin, Concept, Growth and Uses; Role of ICT in Higher Education and its Advantages and Limitations.

Unit-II: Fundamentals of Computer System – Concept, Types, Components, Hardware and Software system/Approach; Using the Computer and Managing Files and Folders (What & How)

Unit-III: Basics of Internet and Emailing, Microsoft Office – Word, Excel and PowerPoint: Uses and limitations.

Unit- IV: Microsoft Word – Creating, Formatting; Application of MS Word in Education especially for Preparing Teaching-learning materials, Creating Organizational Chart, Developing Plans for Implementation.

Unit- V: Microsoft Power point: Exploring knowledge in MS PowerPoint – Beginning of Multimedia Presentation; Creating a power point presentation (.ppt) file, formatting, designing and all related activities.

Unit- VI: Microsoft Excel - Exploring knowledge in MS Excel window – Setting up the Spreadsheet to data input and analyze that; Setting up of Spreadsheet for calculating data, creating simple calculations, using built-in formulas in Excel and preparing Charts and Graphs.

Unit- VII: Exploring knowledge in Internet, E-mail, Audio-video and Data CD etc. – Understanding and Using Directories and Search Engines, Exploring Copyright Laws related to Computer and Software use, E-resources; Concept of eLearning and mLearning in Higher Education.

Suggested Readings:

1. Mrunalini, T. and Ramakrishna, A. - Information & Communication Technology (ICT) In Education, Neelkamal Publication
2. Dr. S. Arulsamy - Application of ICT in Education, Neelkamal Publication
3. Vanaja, M. and Rajasekar, S. - Information & Communication Technology (ICT) In Education, Neelkamal Pub.
4. Ronghuai Huang and Kinshuk- ICT in Education in Global Context
5. Dr. A.B. Bhatnagar and Dr. Anurag Bhatnagar - Educational Technology and ICT
6. Rajendra Kumar - Information and Communication Technologies
7. Asha Sharma - Information, Communication and Education Technology – Amit Pub.
8. Pandey, V. C. - Information and Communication Technologies, Gyan Books

Semester-II

EDUPG2201: Indian Education in Historical Perspectives

Credit- 04

Total Marks: 100

Objectives:*The students will be able to:*

1. *acquaint with the education system of India before and since independence;*
2. *recognize the development of education at different levels and aspects;*

3. *determine the current trends of education in India;*
4. *identify the important problems and their needed solutions in the field of education in India*
5. *explain the principles underlying in the Indian Constitution.*
6. *describe the recommendations of the Five Year Plans.*

Unit–I: Pre-Primary Education: Historical Review before Independence (up to - 1947); Need and importance) Progress since 1947; Problems and prospect; Present status

Unit–II: Primary & Secondary Education: Historical Review (1854-1947); Importance; Progress since 1947; Universalization of Elementary Education e) Problems and prospect; Recent Development: operation Black Board, Minimum Level of Learning, DPEP, SSA; Vocationalization of Secondary Education

Unit– III: Higher Education: Historical Review before Independence (1854-1947); Need and importance; Progress since 1947; Problems and prospects; Recent Development: Autonomous College, new educational management

Unit– IV: The Indian Constitution and Five Years Plans: Constitutional provision in education; Development of Education under Five Year Plans – Pre-Primary Education, Primary Education, Secondary Education, Higher Education, and Women Education [last 2 years]

Unit–V: Equal opportunity in Education- Caste – SCs/STs; Gender– women; Religion – minorities

Unit–VI: Education and Administration: Some Important Bodies of Education: UGC, NAAC, AICTE, NCERT, NUEPA, NCTE, DIET, SCERT and Nitiayog

Unit–VII: Modern Trends and Contemporary Issues: Distance Education, Privatization of Education, Globalization and its impact on Education, Education as a human right, Adult and Non-formal Education

Suggested Books:

1. Mukherjee, S.N. (1951) : Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
2. Nurullah, S. and Naik, J.P. (1964) : History of Education in India; Macmillan Co. Madras
3. Banerjee, J.P. (2004) : Education in India, Past, Present and Future.

4. Mukhopadhyay, M. Parhar Madhu (Ed.) (2007) :Educaion in India, Dynamics and Development, Shipra.
5. Agarwal, J.C. (2009) : Recent Developments and Trends in Education (with special reference to India), Shipra.
6. Government of India : five Year Plans.
7. Govt. of India, Ninth Five Year Plan : 1997-2001, Planning Commission.
8. Govt. of India., Tenth Five Year Plan :2002-2007, Planning Commission.
9. Agarwal, J.C. (2002) :Organisation and Practice of Modern Indian Education, Shipra.
10. Kochhar, S.K. (1981) : Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
11. Mani, G. : Education in the International Context, Sterling Publishers Pvt. Ltd.
12. Sharma, Ramnath and Sharma, Rajendra, K. (1996) : Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
13. Swain, Sanjay, K., (1997) : Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
14. Nanda, S. K. (2000) : Indian Education and its problems today, Kalyani Ludhiana, 2000
15. Mukherjee, S.N. (1961) : History of Indian Education (Modern), Acharya Book, Barada, 1961.
16. Mukherjee, S.N. (1972) : Secondary Education in India, Orient Longman, New Delhi, 1972.

EDUPG2202: Curriculum Planning & Development

Credit- 04

Total Marks: 100

Objectives: *To make students understand*

1. *the meaning, nature, concept and types of curriculum;*
2. *the different forms of Foundations of Curriculum;*
3. *nature scope and functions of Educational management;*

Unit-I: Curriculum: Meaning, Function, Types, Components, Planning & Design; Foundations of curriculum: Philosophical, Psychological, Socio-cultural & Technological.

Unit-II: Curriculum Theories & Models: Different theories- their nature & Significance; System Approach in Curriculum Development. Models of Curriculum Development.

Unit-III: Curriculum studies: Frame work, Basic Questions, Strategies & Critique: studies of National school Curriculum Frame Work-2005, Curriculum Frame Work for Quality Teacher Education (NCTE), Curriculum Frame Work for Higher Education (UGC); Impacts of Globalization on Curriculum.

Unit-IV: Curriculum Evaluation: Concept & Approaches – Formative & Summative; Different models of Evaluation.

Unit-V: Curriculum Development: meaning, nature, scope, different models of curriculum development, and theories of curriculum development.

Unit- VI: Curriculum Design: Concept, factors that influence the curriculum design (Political, social, environmental, economical, technological), models of curriculum design (objectives model, process model, Tyler’s model, Wheeler’s model and Kerr’s model), patterns of curriculum design.

Unit- VII: Curriculum change and innovation: concept, factors that influence the curriculum innovation, strategies and models of curriculum change and innovation; Educational Planning: Meaning, Importance, Planning Process & Models, 5Year plans (Last three), meaning, scope and strategies of institutional planning

Suggested Books:

1. Agarwal, J. C. I. (1990) :Curriculum Reform in India. Delhi: Doaba.
2. Brent, Allen (1978) : Philosophical Foundations for the Curriculum. Boston: Allen and Unwin.
3. Das, R. C. (1987) : Curriculum and Evaluation. New Delhi: NCERT.
4. Dell, Ronald C. (1986) : Curriculum Improvement: Decision Making & Process. (6th ed.). London: Allyn & Bacon Inc.
5. Diamond, Robert M. (1989) : Designing & Improving Courses & Curricula in Higher Education: A Systematic Approach. California: Jossey Bass Inc. Publishers.
6. English, F. W. (2000) : Deciding What to Teach and Test.CA: Corwin Press, Sage Publications, and Thousand Oaks.

7. Erickson, H. L. (2000) : Concept based Curriculum and Instruction. CA: Corwin Press, Sage Publications, Thousand Oaks.
8. Flinders D. J. (1977) :The Curriculum studies. New Delhi: Atlantic Publisher.
9. Kridel, Craig. (2510) : Encyclopedia of Curriculum Studies. New Delhi: Sage.
10. MamidiMallaReddey& Ravishankar (eds.) 1984) : Curriculum Development & Educational Technology. New Delhi: Sterling Publishers.
11. McNeill, John D. & Wiles, John. (1990) :The Essentials of Teaching: Decisions Plans and Methods. New York: Macmillan
12. NCERT. (1984) : Curriculum & Evaluation. New Delhi: NCERT.
13. NCERT. (1988) : National Curriculum for Elementary & Secondary Education: A Frame Work. New Delhi, NCERT.
14. NCERT. (2005) : National Curriculum Framework 2005. New Delhi: NCERT.
15. Romiszowaski. A. J. (1988) : The Selection Guide and Use of Instructional Media. London: Kogan Page.
16. Saylor J. Galen; William, Alexander; & Arthur J. Lewis. (1975) : Curriculum Planning for Better Teaching & Learning. (4th ed.). New York: Holt Ranehart& Winston.
17. Trum J. Lyod. (1967) : Secondary School Curriculum Improvement. New York: Prentice-Hall.
18. Tyler, Ralp W. (1962) : Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc.
19. Tyler, Ralp W. (1974) : Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press.
20. UNESCO (1981) : Curricula & Lifelong Education. Paris: UNESCO.

EDUPG2203: Educational Management & Administration

Credit- 04

Total Marks: 100

Objectives: *After completing the course the students will be able to:*

1. *define the educational administration and explain its significance in educational management.*
2. *define the organization and its relevant issues.*

3. *define supervision and elaborate the importance of it in the educational administration.*
4. *explain the administrative role of different bodies of the country.*
5. *explain the inspection process in educational institution.*

Unit - I: Educational Administration: concept, nature, importance, scope, process of educational administration; system approach in educational management; administration as a process and as bureaucracy.

Unit - II: Organization: meaning, aspects, principles of organization; importance of Decentralization in institutional organization; Supervision: meaning, purpose, principles of supervision; qualities of an effective supervision, role of a supervisor.

Unit - III: Administrative responsibilities: Administrative responsibilities of Central & State Govt. Local Bodies & Other Institutions- UGC, NCERT, SCERT, Boards of Examinations, IASE & DIET.

Unit - IV: Inspection: meaning, types, features and principles of inspection; factors influencing supervisory patterns

Unit - V: Recent Schemes and Activities of the Govt. of India in the field of secondary education: NIOS, RMSA, SEMIS (Secondary Education Management Information System); Private Public Partnership in secondary education

Unit - VI: Some administrative problems in secondary education: Access, equity and universalization of secondary education, Vocationalization of secondary education, Quality and Efficiency of secondary education, Teacher accountability and absenteeism, Problem of monitoring and supervision

Unit - VII: Modern techniques of management: TQM, SWOT, PPBS

Suggested Readings:

1. Bhagia, N.M. (1990) : Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi

2. Bush, Tony (1986) : Theories of educational management. London: Harper & Row Publishers.
3. Bush, Tony & Les, Bell (2002) : The principles & Practice of educational management. London: Paul Chapman Publishing.
4. Luthens, Fred. (1981) : Organizational Behavior, Mcgraw Hill, Tokyo.
5. Mahajan, Baldev and Khullar, K.K. (2002) : Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
6. Milton, Charles R. (1989) : Human Behavior in Organizations, Prentice Hall, Inc, USA.
7. Musaazi, J.C.S. (1982) : The Theory & Practice of educational administration. London: The Macmillan Press.
8. Mukhopadhyay, M. (2005) : Total quality management in education. New Delhi: Sage Publications.
9. Naik, J.P. (1965) : Educational Planning in India. New Delhi: Allied.
10. Naik, J.P. (1982) : The Educational Commission & After. New Delhi: Allied.
11. Roger, Smith (1995) : Successful School Management. Mcgraw Hill, Tokyo.
12. Ronald, Cambell F., et al; (1987) : A History of thought and Practice in educational administration. New York: Teachers College Press.
13. Safaya, R.N., Shaida, B.D. (1996) : School Administration and Organization. . Dhanpat Rai Publishing Company, New Delhi
14. Verma, R., (??) : Educational Administration. Anmol Publications Pvt. Ltd. New Delhi
15. Josephine Y. (2511) : School Resource Planning and Management. Shipra Publication, Delhi
16. Mohanty, J. (1994). Educational Administration Supervision and School Management, New Delhi, Deep Publications.
17. Bhatnagar, R. P., & Agrawal, V. (1997). Educational Administration, Supervision planning and Financing, Meerut: Surya Publications. p.512
18. Sindhu, I.S. (2512) : Educational Administration & Management. Pearson New Delhi
Report of the Govt. of India on Rastriya Madhyamik Shiksha Abhijan

EDUPG2204: Educational Measurement and Evaluation

Credit- 04

Total Marks: 100

Objectives: *To make students understand*

1. *the concept of measurement and evaluation in Education.*
2. *the major tests of evaluation.*
3. *the method of construction and standardization of achievement test and attitude scale.*
4. *the methods of determining the adequacy of a test through difficulty value and discriminating power.*
5. *the methods of determining the efficiency of a test through reliability and validity coefficients.*
6. *the use of derived scores in interpreting test results and use of norms.*

Unit – 1: Basic Concept: Concept and characteristics of, and inter-relationships between testing, measurement and evaluation in education; Measuring scales and errors in measurement; Process, purpose and types (placement, diagnostic, formative, and summative Evaluation)

Unit –II: Types of Test: Concept of criterion-referenced tests and norm-referenced tests; Meaning, purposes and types of achievement test, intelligence (verbal and non-verbal) test,

Unit – III: Test Construction: Types, advantages and limitations, and guidelines of writing different types of test items; General steps of test construction and standardization with special reference to achievement test, and attitude scale by Thurston and Likert’s methods.

Unit – IV: Test Adequacy: Concept and purposes of item analysis; Qualitative and quantitative approaches to item analysis; Methods of determining difficulty index and discrimination index of essay, short – answer, and objective type test items.

Unit –V: Test Efficiency: Concept of reliability, validity, objectivity, and usability as characteristics of a good test ;Types and methods of determining different types of reliability coefficients and validity coefficients; Factors affecting reliability and validity of a test.

Unit – VI: Test Norms and Scores :Meaning, types and judging adequacy of developmental norms (age, grade), and within group norms (Z –score, T –score, Percentile and Stanine); Concept of test scores and derived scores.

Unit – VII: New trends in Measurement and Evaluation: Grading system: relative merits and demerits of marking and grading; Semester system; Continuous and comprehensive evaluation; Question banks; Use of computer in evaluation.

Suggested Readings:

1. Ahuja, Premila (2008) : Group Test of Intelligence. Agra: National Psychological Corporation.
2. Anastasi, Anne (1976) : Psychological Testing (4th edition). New York: Macmillan Publishing Company.
3. Bloom, B. S. & Others. (1971) : Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Co.
4. Brown, F.G. (1976) : Principles of Educational and Psychological testing. New York: Holt Rinehart and Winston.
5. Ebel, R.L. & Frisbei, D. A. (1986) : Essentials of Education Measurement. New Delhi: Prentice-Hall India Pvt. Ltd.
6. Edwards, A.L. (1975) : Techniques of Attitude Scale Construction. Bombay: Feiffer & Simens Pvt. Ltd.
7. Freeman F. S. (1976) : Theory and Practice of Psychological testing (3rd edition). New Delhi: Oxford & IBH Publication Com.
8. Cronbach, Lee. J. (1970) : Essentials of Psychological Testing (3rd edition), New York: Harper & Row Publication
9. Harper (Jr.), A.E. & Harper, E.S. (1990) : Preparing Objective Examination: A Handbook for Teachers students and Examiners. New Delhi: Prentice-Hall India Pvt. Ltd.
10. Sax. G. (1974) : Principles of Educational Measurement and Evaluation. California: Woodworth Publishing.
11. Sodhi, T.S. (2008) : Sodhi's Attitude Scale. Agra: National Psychological Corporation.
12. Singh, A. K. & SenGupta, A. (2008) : General Classroom Achievement Test. Agra: National Psychological Corporation.

13. Singh (1990) : Criterion referenced Measurement (selected readings). New Delhi: NCERT.
14. Stanley, J.C. and Hopkins, K.D. (1978) : Educational and Psychological Measurement and Evaluation. New Delhi: Prentice-Hall India Pvt. Ltd.
15. Thorndike R. L. & Hagen. E. P. (1977) : Measurement and Evaluation in Psychology and Education (4th edition). New York: John Wiley & Sons.
16. Tuchman B. W. (1975) : Measuring Educational Outcome: Fundamental of Testing. New York: Harcourt Brace Jovanovich.
17. Wireman, W. and Jurs, S. G. (1985) : Educational Measurement and Testing. Boston: Allyn & Bacon, Inc.
18. Brian Simon(1953) :Intelligence Testing and the Comprehensive School. Lawrence & Wishart, London

EDUPG2305: Fundamentals of Research Methodology

Credit- 04

Total Marks: 100

Unit I: Research: Meaning, Nature, Characteristics; Educational Research: Fundamental, Applied & Action, Longitudinal and Cross Sectional, & Interdisciplinary; Identification of research worthy Problems; Research Design; Research Objectives & Questions; Review of related studies.

Unit – II: Hypothesis: Meaning, type, Formulation & Testing; Characteristics of Good Hypothesis; Variables: Concepts, types & Method of Control

Unit –III: Population and Sample, Sampling methods: Probability & Non Probability; Tools and techniques of data collection: needs criteria of good research tools, Construction and uses of – observation, interview, questionnaire, rating, and attitude scale.

Unit – IV: Strategies of Research: Historical, Descriptive and Experimental. Importance & critical Evaluation of the strategies; Writing Research Report: As per style & format; evaluating a research report, its criteria.

Unit – V: Educational Data- Quantitative & Qualitative; Descriptive & Inferential; Tabulations of Educational data; Graphical Presentation- Histogram, Polygon and Ogive; NPC and Non-

normality: Skewness & Kurtosis; Percentile & Percentiles Rank; Measures of Central Tendencies and variability's: Uses

Unit – VI: Measures of Correlation: Product moment, Rank differences, bi-serial and point – biserial, partial and multiple correlations (concepts & Uses only); Regression and Prediction: concepts.

Unit – VII: Parametric Statistics- Significance of Statistics, one tailed & two tailed tests, t-test, ANOVA; Non-Parametric Statistics: Chi-Square, Median test.

Suggested Readings:

1. Mangal, S.K & Mangal, S. - Research Methodology in Behavioural Sciences, PHI, Delhi
2. Kerlinger, F.N. – Foundations of behavioural research.
3. Best and Kahn. – Research in education.
4. Koul, L. – Methodology of educational research.
5. Guilford, J.P. – Fundamental statistics in psychology and education.
6. Guilford, J.P. – Psychometric methods.
7. Anastasi, A. – Psychological Testing.
8. Freeman, - Psychological testing.
9. Ferguson, G.A. – Statistical analysis in psychology and education.
10. Nunnally, J.C. – Educational measurement and evaluation.
11. Siegal, S. – Nonparametric statistics for the behavioural sciences.
12. Van Dalen, D.B. – Understanding Educational Research : an introduction.
13. W.L. Neuman – Social Research Method – Qualitative and quantitative approaches, Pearsan Education.
14. Ram Ahuja – Research Methods, Rauat Publication Jaipur and New Delhi.
15. J.W. Best & J.V. Kahn – Research in Education, Prentice Hall of India, New Delhi.
16. L. Koul – Methodology of Educational Research, Vikas Publishing House, New Delhi.
17. . Radha Mohan – Research Methodology in Education, Neelkamal Publication, New Delhi.
18. C.R. Kothari – Research Methodology - method and techniques, WishwaPrakashan, New Delhi.
19. K.S. Sidhu – Methodology Research in Education, Sterling Publishers, New Delhi.

EDUPG2606: Skill Enhancement Course (AEC):

Spoken/ Communicative English

Credit- 02

Total Marks: 50

Semester- III

EDUPG3401: 1. Environmental Education

Credit- 04

Total Marks: 100

Objectives: *The learners will be able to*

- 1. understand about the concept importance scope and aims of environmental education.*
- 2. understand the concept of environment and ecology.*
- 3. 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.*
- 4. understand the causes for environmental degradation.*
- 5. understand the need for remedial ways to protect the environment in daily life and its application.*
- 6. acquire knowledge of environmental issues and policies in India*
- 7. acquire knowledge about the international efforts for environmental protection.*

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; and Development of Environmental Education.

UNIT- II: Relationship between Man & Environment- Sociological, Ecological and Psychological perspective.

UNIT-III: Contemporary Issues of Environmental Education; Environmental eco-system: Bio-sphere, Biotic, Abiotic system, Biodiversity; Environmental resources: Natural & Human resources; Environmental hazards and disaster: Greenhouse effect, Global warming, Ozone layer depletion, Acid rain.

Unit- IV: Environmental pollution and Remedial Measures- Air pollution; Water pollution, Soil pollution, Noise pollution; Physical, Chemical, & Radiation.

UNIT-V: National and International effort of Environment- Environmental Laws: Constitutional amendments in India; Environmental policies: Brundtland Commission 1983, The Rio Summit 1992, Kyoto Conference 1997; Environmental movement: Silent valley movement, Chipko movement, Narmada bachao andolon.

UNIT-VI: Developmental Issues of Environment- Environmental attitude: Education for Sustainable development inIndia; Environmental awareness: Need for conservation, preservation and protection.

UNIT-VII: 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:

1. Sharma, R. A - Environmental Education.
2. Sharma, B. L., &Maheswari, B. K - Education for Environmental and Human value.
3. Kumar, A - A text book of environmental science.
4. Singh, Y. K - Teaching of environmental science.
5. Sharma, V. S - Environmental education.
6. Reddy, P. K., & Reddy, N. D.- Environmental Education.
7. Kelu, P - Environmental education: A conceptual analysis.
8. Agarwal, S.P. and Aggarwal, J.C - Environmental Protection, Education and Development.
9. Daubenmire, R.F.- Plants & Environment.
10. Deshbandhu and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.

11. Joy, P., & Neal, P - The handbook of environmental education.
12. Sharma, R. G - Environmental Education.
13. Verma, P.S. & Aggarwal, V.K - Environmental Biology.
14. Saxena, A.B - Environmental Education.
15. Sapru, R.K - Environmental Management in India.
16. Pal, B.P - National Policy on Environment, Department of Environment, Govt. of India.
17. Environment, Govt. of India.

EDUPG3401: 2. Physical Education

Credit- 04

Total Marks: 100

Objectives:

1. *To help student to be acquainted with the importance of physical education programme in respect to all-round development of the students and for the developing personality traits.*
2. *To enable student to be acquainted with the Bio-physical differences between boys and girls and their growth and development to provide physical education activities accordingly.*
3. *To help the students to acquire knowledge of preparing fixture, tracer making etc and to evaluate the effect of their coaching and teaching.*
4. *To enable them in planning physical education activities for success in their work and to deal with the problems face by them.*

Unit-I: Physical Education: its meaning; aims and objectives; concept of physical fitness and recreation.

Unit-II: The significance of child's growth and development to Physical Education; Bio-physical differences in Boys and Girls and their implications.

Unit-III: Physical Education in personality development; Role of physical education teachers in handling with delinquent children.

Unit-IV: Safety Education: causes of Physical Education hazards, safety measures on the playground, at the gymnasium and in the swimming pool.

Unit-V: The principles of programme building: Organization of Physical Education programme in Schools; Competition its place, values and limitations; Team and House system; Classification of Pupils; preparation fixtures (Knock – out and League).

Unit-VI: Organization of annual athletic meet including laying out a double bend track with provision of stagers; Evaluation of students’ performances in Physical Education programmes; Organizing Physical Education programme in Schools Problems and Solutions.

Practical/ Assignment (to be assessed internally) - A suggested list:

1. Conducting various games and Annual Athletic meet of their institutions.
2. Writing Practical note book on track marking including all field events.

Suggested Readings:

1. Bucher Charles A. (1972) : Foundation of Physical Education.
Mosby
1. Ganguly Subir Kumar (??) : Sharir Siksha Prosonga.
2. Bhat B.D. and Sharma S.R. (1993) : Teaching Physical and health Education. Kanishka Publishers & Distributors
3. Sathyanesan () : Principles and History of Physical Education. A.C.P.E. Karaikudi (Tamilnadu).
4. Saha A.K. (??) : Sharir Sikshar RitiNiti.
5. Saha A.K. (??) : Health and Physical Education.
6. Ghosh, N.C. Sing, D. (2011) : Mathematical Analysis of Shot Put Performance. 12th Annual Conference & National Seminar on role of Sports Science on Sports Performance and Fitness held at Dr. K.P.Basu Memorial Hall, JADAVPUR UNIVERSITY CAMPUS On 2011

EDUPG3402: 1. Human Rights Education

Credit- 04

Total Marks: 100

Objectives: *To enable students to understand:*

- 1. To understand the values and human rights in the context of Indian culture.*
- 2. To define the concept of values, and values education and to differentiate it for peace, moral, and religious education.*
- 3. To know the most relative parameter in dynamic society values need be incorporate in teaching of all subjects.*
- 4. with the moral learning in and outside the classroom.*
- 5. to develop understanding and capacity to act rightly on values through various intervention strategies.*
- 6. the students with the concepts of human rights and child rights and their education.*

Unit – I: The Socio-Cultural Context: Indian culture, values and human rights; Need and Importance of education for values and human rights in the contemporary Indian socio-cultural scenario.

Unit – II: Nature and Concept of Values in Education: Historical perspectives of values education; Values education, peace education, moral education, and religious education; Concept and types of values; Learning experiences in values; Imitation, indoctrination, inculcation, and internalization of values; Characteristics of value-based educated persons.

Unit – III: Learning, Education and Moral Values: Moral learning outside the school: Child rearing practices and moral Learning, moral learning via imitation, nature of society and moral learning, media and moral learning; Moral Learning inside the school: Form and content of moral education, moral education and the curriculum.

Unit – IV: Intervention Strategies for Values Education: Rationale Building Model; The consideration model; Values clarification Model; Social Action Model; Self-confrontation model; Just Community intervention model.

Unit – V: Concept and Provisions of Human Rights: Concept and types of human rights; Provisions of human rights in the Preamble, Fundamental Rights, and Duties of the Indian Constitution; Concept and types of Child Rights.

Unit – VI: Human Rights and Education: Roles and functions of National Human Rights Commission; Roles and functions of National Commission For Protection of Child Rights; Participation of States and NGOs in human rights and child rights network; Education for human rights and child rights.

Suggested Readings:

1. Chilana and Dewan M.I. (1989) : *The Human Values: A Task For All*. New Delhi: Concept Publishing Company.
2. Dhokalia R. P. (2001) : *Eternal Human Values and World Religions*. New Delhi: NCERT.
3. Gandhi M.K. (1927) : *An Autobiography*. Ahmedabad: Navajivar publishing House.
4. Gupta N. L. (2000) : *Human Values in Education*. New Delhi: Concept Publishing Company.
5. Harsh, R.H., Miller, J.P., and Fielding, G.D. (1975) : *Models of Moral Education: An Appraisal*. New York: Longmen Inc
6. Jed. P. K. (2002) : *Educating Human Rights*. Agra: Bhargava Book House.
7. Jois, Rama M. (1997) : *Human Rights and Indian Values*. New Delhi: NCTE.
8. Paul A, Schutz & Reinhard Pekrun (2511) : *Emotion in Education*. Academic Press.
9. Cheng, R. H. M., Lee, J. C. K. & Lo, L. N. K. (2006) : *Values education for citizens in the new century: meaning, desirability and practice*. In R. H. M. Cheng, J. C. K. Lee & L. N. K. Lo (Eds.), *Values education for citizens in the new century* (pp.1-35). Sha Tin: The Chinese University Press.
10. Kar N. N. (1999) : *Value Education: A philosophical study*. Ambala Kantt: The Associated publisher.
11. Karlekar, Malavika (1964) : *Education in India*. In Douglas Ray et al. (eds.), *Education for human Rights: An International Perspective*; Paris: UNESCO International Bureau of Education.
12. Mahanty. S. B. (1999) : *Education for Human rights*; *University News*; Vol-37, No. 49, pp. 14 – 19.

13. Paiget J. (1932) : The Moral Judgment of the Child. Chicago: The Free Press.
14. Radhakrishna, S. (1979) : An Idealist View of Life. Bombay: Blackie & Son Ltd.
15. Raths, L. E.; Harmin, M. and Simon S. B. (1978) : Values and Teachings. London: Charles & Merrill.
16. Rokeach M. (1973) : The Nature of Human Values. New York: The Free press.
17. Saraswati , S. A. (2001) : Cultivating Virtues and Cultivating Minds. Ahmedabad: Ahmedabad Management Association.
18. Saroja. N. (1994) : Gender issues in Education. Progressive Education Herald, 8 (4), 26 – 28.
19. Seshadri, C.; Khader, M. A. and Adhya, G. L. (1992) : Education in Values: A Source book. New Delhi: NCERT.

EDUPG3402: 2. Education for Women Empowerment

Credit- 04

Total Marks: 100

.Objectives:

1. *To know the expected roles (political, social and economic) of Indian women.*
2. *To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directs.*
3. *To be aware of the concept of women as change agents for the transformation of third world countries.*
4. *To be aware of the importance of girls education in this modern technological era.*

Unit-I: Empowerment and Rights of Women- Concept of women's empowerment; Women's empowerment in today's world; Women rights; Major women's movements.

Unit-II: Problems of Women in India- High rate of population growth; Literacy percentage of women; inadequate nutrition and technology; Prejudices against women.

Unit-III: Education for Women's Empowerment- Approaches to women's education; Education for achieving quality of life; Equality of opportunities and equity.

Unit-IV: Role of Women in Development- Women in developing countries with special reference to India; Women in National development; Women in decision making.

Unit-V: Girl's Education: Needs of girl education: poverty, prejudice and population explosion; Minimum level of learning in scientific literacy and computer literacy.

Unit-VI: Policies of Women Empowerment: Goal and objectives of National Policy for the Empowerment of women 2001;

Unit-VII: Researches in Women Empowerment- Need of educational research in the areas such as access to and retention in education, apathy at home, child labor, early child marriage, continuance of out-dated laws, positive attitude towards girl's education.

Suggested Readings:

1. Agarwal, S.P. (2001) : Women's Education in India. Guwahati: Eastern Book House.
2. Arya, Sadhna (1999) : Women, Gender Equality and the State. New Delhi: Deep & Deep Publicatins.
3. Dutt, Suresh (2000) : Women and Education. New Delhi: Anmol Publications.
4. Jayapalan, N.(2002) : Women and Human Rights. Guwahati: DVS Publishers.
5. Joshi, S.T. (2003) : Women and Development: The Changing Scenario. Guwahati: Nivedita Book Distributor.
6. Kuma, Hajira and Varghese, J.(2005) : Women's Empowerment: Issues, Challenges and Strategies .Regency.
7. Menon, Latika (1998) : Women Empowerment and Challenges of Change. New Delhi: Kanishka Publishers.
8. Mukherjee, Debashree (2008) : Women Education and Empowerment: A Global Perspective. ICFAI Publication.
9. Narasimhan, Sakuntala (1999) : Empowering Women. New Delhi: Sage Publications.
10. Raju, M.L. (2007) : Women Empowerment: Challenges and Strategies. New Delhi: Deep & Deep Publications.
11. Ranganathan, Sarala (1998) : Women and Social Order: A Profile of Major Indicators and Determinants. New Delhi: Kanishka Publishers.

EDUPG3203: Inclusive Education**Credit- 04****Total Marks: 100****Objectives:** *To make the student:*

1. *be acquainted with the meaning Need, Importance and Objectives and scope of Inclusive Education with special reference to India;*
2. *understand the various suggestions offered by different recent commissions and committees on education of children with special needs for realizing the goal of education for all;*
3. *grasp about educational intervention and related terms used in the context of education of children with special needs;*
4. *develop competencies in educational intervention programmes for meeting the needs of various categories of exceptional learners.*

The objectives are

5. *can explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities.*
6. *analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice.*
7. *be acquired basic knowledge on Teaching Learning Strategies, Vocational Training, Curriculum Adjustment for Disabled.*
8. *understand the policy perspectives, Schemes and role of the National Institutes and Other agencies for rehabilitation of Disabled.*
9. *realize the causes of educational backwardness of socially disadvantaged sections.*
10. *understand the various National Policies and National Commissions related to disadvantaged sections.*
11. *know about several Efforts, Schemes and Programmes for Empowerment of disadvantaged sections.*

Unit-I: 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, Inclusive Education,

Unit- II: Legal Provisions: Policies and Legislations- National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), NCF-2005, Rehabilitation Council of India Act (1992), Inclusive Education under SSA/SSM, Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

Unit- III: Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion,

Unit- IV: Children with Divers need- Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools, Concession and Facilities to Diverse Learners (Academic and Financial).

Unit- V: 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),

Unit-VI: Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

Unit-VII: 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

Suggested Books:

- 1) Ainscow, M., Booth. T (2003) : The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- 2) Ahuja. A, Jangira, N.K. (2002) : Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 120002.
- 3) Ghosh, N.C. (1999) : Identification of Prevailing Mathematical Concepts in the Indegenous Society for Developing Mathematics Teaching Methodology. N.C.E.R.T. Project report on Mathematics Education.

- 4) Bantwal, A., Nandukar, A. & R. Jalvi. (2006) Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi : Kanishka Publishers, Distributors.
- 5) Biswas, P.C. (2004) : Education of Children with Visual Impairment in Inclusive School. New Delhi : Abhijeet Publications.
- 6) Gulliford, R. & G. Upton (ed.) (1992) : Special Educational Needs. London : Rutledge.
- 7) Haring, N.G. & R.L. Schiefelbusch (des). (1967) : Teaching Special Children. New York : McGraw-Hills Book Co.
- 8) Jalvi, P., Nandukar, A. & A. Bantwal. (2006) Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi : Kanishka publishers, Distributors.
- 9) Jangira N.K. and Mani, M.N.G. (1990) : Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- 10) Jha. M.(2002) : Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- 11) Kirk, Samuel (1963) : Educating Exceptional Children. New Delhi : Oxford & IBH Publishing Co.
- 12) Maitra, Krishna (2006) : Giftedness in Action : Theory and Practice. Kaniska Publication
- 13) Mani, M.N.G. (1994) : Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
- 14) Sharma, PremLata. (1988) : A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi : NCERT.
- 15) Sharma P.L (2003) : Planning Inclusive Education in Small Schools, R .I E. Mysore

EDUPG3204: Educational Technology

Credit- 04

Total Marks: 100

Objectives: *After completing the course the students will be able to:*

1. *understand the nature and scope of educational technology and also about the various forms of technology explain the nature and application of Teaching Machine and Programmed Instruction.*

2. *apply Educational Technology in formal, non-formal, informal including open and distance education system.*
3. *give explanation and use of different media in Educational Technology.*
4. *develop instructional systems and design instructional strategies by different methods.*
5. *outline different emerging trends in Educational Technology and their use.*
6. *develop evaluation tools in different ways.*
7. *develop the ability for critical appraisal of the audio-visual medi.,*
8. *develop basic skills in the production of different types of instructional material.*
9. *know the recent innovations and future perspectives of Education Technology.*

Unit-I: Educational technology- concept, Nature and Scope, product Vs process; Forms of educational technology: teaching technology, instructional technology and behaviour technology; Approaches of educational technology: Hardware and Software;

Unit-II: Systems Approach to Education and Communication- Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies; Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.

Unit-III: Programmed Instruction: Origin and Types (Linear and Branching); Development of programmed instruction material; Importance and limitation.

Unit-IV: Media in Educational Technology: Projected and Non-projected Media; Multimedia.

Unit-V: Development of Evaluative Tools: Norm-referenced and criterion-referenced; Formative and summative

Unit-VI: Application of ET: Formal, Non-formal and Informal education; Open and Distance Learning Systems

Unit-VII: Future Priorities in ET: Computers in Educational Instructions; EDUSAT

Suggested Books:

- 1) Aggarwal J.C. (2001). Essentials of Educational Technology: Teaching Learning Innovations in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- 2) Bhat, B.D. and Sharma, S.R. (1992) : Educational Technology concept and Technique. Delhi: Kanishka Pub. House.
- 3) Chand, Tara (1990) : Educational Technology. New Delhi : Anmol Pub.
- 4) Das, R.C. (1993) : Educational Technology: a basic text. New Delhi: Sterling Pub. Private Ltd.,
- 5) Evaut, M. () The International Encyclopaedia of Educational Technology.
- 6) Graeme, K. (1969) : Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
- 7) Haas, K.B. and Packer, H.Q. (1990) : Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- 8) Kumar, N. and Chandiram, J. (1967) : Educational Television in India, New Delhi : Arya Book Depot.
- 9) Kumar, K.L. (2008) : Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- 10) Jagannath Mohanty (1992) : Educational Technology. New Delhi: Deep & Deep Pub.
- 11) Malla Reddy, M. & Ravishankar, S. (1984) : Curriculum Development and Educational Technology. New Delhi: Sterling Pub. Private ltd.
- 12) Kumar, K. L. - Educational Technology
- 13) Mukopadhyay, M. (Ed.) (1990) : Educational Technology: challenging issues. New Delhi: Sterling Pub. Privae Ltd.,

EDUPG3205: Economics and Politics of Education

Credit- 04

Total Marks: 100

Objectives: *The students will be able:*

1. *To make the students understand the concepts of economics of education, economic development human capital, and human resource development.*

2. *To understand the extent various types and levels of education contribute to economic development.*
3. *To know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in education.*
4. *To comprehend the processes of generating and utilizing sources and resources of finances for education*

Unit-I: Education and Economics: Concept and scope of economics of education; Concepts of education as consumption, and education as investment; Relationship between education and economics; Recent trends in economics of education.

Unit-II: Education and Economic Development: Concept of economic growth and economic development; Education as a prerequisite to economic development; Significance and contributions of types of education, and levels of education to economic development in India.

Unit-III: Education and Human Capital: concept of human capital, human capital and physical capital, and Schultz's Human capital Theory of Education; Process of human capital formation; Manpower approach to forecast requirement of human recourse.

Unit-IV: Education and Manpower Planning: Concepts of Human Resource Development (HRDI), and HRD Index; Need and techniques (Employer's opinion, Manpower output ratio, and International comparison method).

Unit – V: Cost-Benefits Analysis of Education: Taxonomy of cost of education: social & private, opportunity cost, unit cost (average and marginal cost); Taxonomy of benefits of education: direct benefits (social and private); indirect benefits (spill-over and externalities); Correlation, residual, and rate of return approaches to measure cost-benefits of education;

Unit-VI: Financing Education: Role of the Centre, States, and Institutions financing education; Sharing and distribution of financial responsibility in education; Mobilization and effective utilization of resources for education; Criteria for allocation of funds to education; Private and self financing educational Institutions.

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

Suggested Readings:

1. Ansari, M. A. (1987) : Education and Economic Development. New Delhi, AIU Publication.
2. Blaug Mark. (1987) : Economics of Education & the Education of an Economist. New York: University Press.
3. Blaug Mark. (1975) : An Introduction to Economics of Education. England: Penguin Books Ltd.
4. Garg, V. P. (1985) : The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.
5. Harbison & Myers .(1968) : Education, Manpower and Economics growth. New Delhi: Oxford & IBH.
6. Kneller, G. F. (1968) : Education & Economic Growth. New York: John Wiley.
7. Nagpal, C. S.& Mittal, A. C. (eds.) (1993) : Economics of Education. New Delhi: Anmol publications.
8. Pandit, H. N. (1969) : Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT
9. Prakash, Sri. & Choudhury, S. (1994) : Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
10. Pscharo Pulos. G. & Woodhall, M. (1985) : Education for Development: An Analysis Investment Choices. London: World Bank Publisher.
11. Schultz. T. W. (1963) : The Economic Value of Education. Columbia: Columbia University Press.
12. Sethi, Vinita (1997) : Educational Development and Resource Mobilization. New Delhi: Kanishka Publication.
13. Sodhi. T. S. (1978) : Education and Economics Development. Ludhiana: Mukand Publications.

14. Tilak. J.B.G. (1987) : Economics of Inequality in Education. New Delhi: Sage Publications.

15. Vaizey John. (1962) : Economics of Education. London: Faber & Faber.

EDUPG3706: Co/Extra Curricular Course (CECC): NSS etc.

Credit: 2

Full Marks: 50

Semester- IV

EDUPG4201: 1. Yoga and Health Education

Credit: 4

Full Marks: 100

Objectives: *To enable the students to:*

- 1. To understand the meaning, definition and various types of Yoga. Different Asanas, Pranayams and their effect to promote a sound physical and mental health.*
- 2. To help the students to be acquainted with importance of Health Education in Educational institution, society and to develop knowledge regarding communicable disease and first aid.*
- 3. To help the students to know the stress of modern civilization are a strain on the nerves for which Pranayam is the best antidote.*
- 4. To help the students to know the therapeutic value of Yogasans, Pranayam, Dhana, Dharana, Samadhi and the root of Yogasans to promote a sound physical, mental health.*

Unit – I: Yoga: its meaning, definition and or such practices in different civilizations; various types of Yoga including eight limbs of Yoga.

Unit – II: Physiological effects of Yoga: Exercise and physical exercise; postural defects including remedial exercise and also including Yogasanas.

Unit – III: Pranayam (controlling the breath): its definition, sectional breathing, stages, types, practice rules and therapeutic value.

Unit – IV: Yogasans: its definition, classification, therapeutic value and their effect to promote a sound physical and mental health.

Unit – V: Health Education: its meaning, scope, aims and objectives; Factors of healthful environment of an institution; Communicable disease – transmission disease; prevention and contrast. First aid knowledge – measures to be taken of Wounds, Burns, Bites, Electric injuries, Drowning, artificial respiration and external massage of the heart.

Unit – VI: Mental and Emotional Health: factors of which mental and emotional health depends; Measures to be adopted to secure the mental health of the pupil.

Suggested Readings:

1. Bajpai, R. S. (2002) : The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributors.
2. Michelle Goldberg (2515) : The Godess Pose. Knopf. ISBN 9775307593511
3. Bhattacharya, R. S. (1985) : An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.
4. Criswell, E. (1989) : How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press.
5. Datta, A. K. (1981) : Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.
6. Desikachan, T. K. V. (1995) : The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.
7. Desai M, (1975) : Nature Cure. New Delhi: S. Chand and Co. Ltd.
8. Dynamics of Yoga (1989) : Monghur : Bihar School of Yoga.
9. Feurstein G. (2002) : The Yoga Tradition. New Delhi: Bhavana Books and prints.
10. Health and Physical Education, Roy S.C.
11. Kapur C. L. (1982) : Yoga and Education. Simla Hills: SCERT Himachal Pradesh.
12. Sachitra Yoga-Vayam, Das Nilmoni () : Ironman Publishing House, kol.-9.
13. Krishna G. (1991) : Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.
14. The Science of Yoga (1988) : Monghur: Bihar School of Yoga.

15. Bhatt, B D; Sharma, S R; (1993) : Teaching of Physical and Health Education, Kanishka Publishing Delhi.
16. Yoga Asanas in theory and practice (1975) : Monghur: Bihar School of Yoga.
17. Yoga for health and peace (2001): Mumbai: Yoga Vidyaniketan.

EDUPG4201: 2. Special Education

Credit: 4

Full Marks: 100

Objectives: To enable the Students

1. Be acquainted with the meaning and scope of Special Education with special reference to India;
2. Understand the various suggestions offered by different recent commissions and committees on education of children with special needs for realizing the goal of education for all;
3. To comprehend the basic characteristics of inclusive education.
4. To comprehend the needs of inclusive education in modern society.
5. To understand the basics related to design the platform of inclusive education.
6. To comprehend the strategies to prepare a teacher for inclusive education.

Unit-I: Special Education: Meaning, Nature, Paradigm shifts; Categories of Children with special needs; Meaning and nature of educational intervention – special schools, inclusion outcome-based curriculum; concept of remedial and assistive teaching; role of technology in special education.

Unit -II: Difference between special education, integrated education and inclusive education; Advantages of inclusive education for education for all children in the context of right to education. Bases of Special Education– NEP-1986, PWD Act., 1995; National Trust for Welfare Act, 1999; Role of RCI

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

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

Unit-V: Identification of Diverse Needs for Special Education: Concept and meaning of diverse needs; Inclusion of all children with diverse needs in existing schools; Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.

Unit-VI: Brief account of existing special, integrated and inclusive education services in India; Building inclusive learning friendly classrooms, overcoming barriers for inclusion; Creating and sustaining inclusive practices; Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit-VII: Teacher Preparation and Special Education: Teaching skills and competencies; Professional ethics; Institution training teachers for Special education; Professional growth of teachers and teacher educators

Suggested Books

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

9. Sharma, Premalata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.
10. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education
11. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
12. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
13. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
14. Sharma,P.L (1988)Teacher Handbook –Helping children with special needs, Unicef assisted publication, N.C.E.R.T New Delhi

EDUPG4202: 1. Computer Education

Credit: 4

Full Marks: 100

Objectives: *The paper will enable the student:*

1. *to understand the computer concepts.*
2. *to understand the basic functionalities of the computer, its advantages and disadvantages, parts of computer and various storage devices.*
3. *to understand the working principle of computer.*
4. *to understand and use windows Microsoft Office word*
5. *to paint brush, to draw and edit pictures.*
6. *to learn Microsoft power point and create presentations.*
7. *to understand the need of Microsoft word and use to create documents.*
8. *to explore internet and browse websites and create e-mail ids.*
9. *to learn the usage of spread sheets using Microsoft excel and create statements using formulas and functions.*
10. *to create 2d and 3d charts using Microsoft excel.*
11. *to introduce multimedia and to help students prepare multimedia presentations.*

12. to develop an ability to use multimedia presentations for classroom teaching.

13. To know the copyright laws, e-Resource, e-Learning and m-Learning

Unit - I: Concepts of Computer/PC; Benefits and Limitations of Computers and PCs; Input Devices, Output devices, Processing Devices.

Unit –II: Introduction to Microsoft PowerPoint; creating and formatting a simple presentation with PowerPoint.

Unit – III: Introduction to Microsoft Office Word; Creating and formatting a documents with Microsoft office word.

Unit-IV: An overview of Networking & Introduction to the Internet: An overview of Networking; Introduction to the Internet: Uses and Limitations.

Unit – V: Introduction to Microsoft Office Excel; Creating and formatting a Simple Worksheet with Microsoft Excel & Multimedia.

Unit-VI: Copyright Laws (related to Computer and Software), Concept of E-resources; Concept, Advantages and Disadvantages of e-Learning and m-Learning.

Books

1. P.K. Sinha (2515) : Computer Fundamentals. BPB Publications
2. Savelyev, V. Venda (1989) : Higher Education and Computersation. Prgress Publishers. Moscow
3. Microsoft Project Shiksha Courseware

EDUPG4202: 2. Life Skill Education

Credit: 4

Full Marks: 100

Objectives: To enable the Students to:

1. Understand different aspects of life skills
2. Comprehend different types of life skills needs for better society

3. Conceptualise social skills, thinking skills, coping skills
4. Understand different approaches of positive psychology and its developmental aspects.

Unit-I: Basics of Life Skills: Definition and Importance of Life Skills; Livelihood Skills, Survival Skills and Life Skills; Life Skills Education, Life Skills Approach, Life Skills Based Education; Life Skills Training - Implementation Models

Unit-II: Social Skills: Self-Awareness - Definition, Types of Self, Self-Concept, Body Image, Self Esteem, Techniques used for Self-Awareness: Johari Window, SWOT Analysis; Empathy - Sympathy, Empathy & Altruism;

Unit-III: Effective Communication - Definition, Functions, Models, Barriers; Interpersonal Relationship - Definition, Factors affecting Relationships.

Unit-IV: Emotion Approaches to Positive psychology: Emotion – focused approach: subjective wellbeing, science of happiness and life satisfaction, resilience in development, the concept of flow, positive affectivity, positive emotions, social construction of self-esteem, positive psychology for emotional intelligence;

Unit-VI: Self-based approach to Positive Psychology- reality negotiation, authenticity, uniqueness seeking and humility.

Unit-V: Cognitive Focused Approaches to Positive psychology: Cognitive-focused Approach: Creativity, wellbeing- Mindfulness, Optimism, Hope Theory, Self- Efficacy, Problem Solving Appraisal and Psychological Adjustments, Setting Goals for Life and Happiness and The Role of Personal Control in Adaptive Functioning.

Unit- VII: Interpersonal Approaches: Relationship connection, Compassion, Psychology of Forgiveness, Gratitude, Love, Empathy and Altruism, Moral and Sources of Moral Motivation, Mediation and Positive Psychology;

Suggested Readings:

1. UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*, UNESCO, Paris.
2. WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, WHO, Geneva.
3. Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. Santrock W. John (2006). *Educational Psychology*. (2nd Edn.) New Delhi: Tata McGraw-Hill Publishing Company Ltd.
5. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development*, (2nd Edn.), Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
6. Debra McGregor, (2007). *Developing Thinking; Developing Learning - A guide to thinking skills in education*, Open University Press, New York, USA
7. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), *Psychology for Living-Adjustment, Growth and Behaviour Today*, Pearson Education Inc, New Delhi.
8. Mangal S.K., (2008). *An Introduction to Psychology*, Sterling Publishers Pvt. Ltd., New Delhi.
9. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
10. Nair. A. Radhakrishnan et al., (2010). *Life Skills Assessment Scale*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
11. Stella Cottrell, (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave Macmillan Ltd., New York

12. Alan Carr (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge.
13. Gillham, J.E. (Ed). (2000). The Science of Optimism and Hope: Research Essays in Honor of Martin E. P. Seligman. Radnor, PA: Templeton Foundation Press.
14. Peterson, C. & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Washington, D.C.: American Psychological Association.

EDUPG4403: Teacher Education

Credit: 4

Full Marks: 100

Objectives: *To enable the students:*

1. *to understand the meaning; scope, objectives of teacher education and its development in India.*
2. *with different agencies of teacher education India and their roles and functions.*
3. *with the various aspects of student-teaching programme, prevailing in the country.*
4. *an understanding about the important research findings in teacher-education.*
5. *with the various aspects of student-teaching programme, prevailing in the country.*
6. *an understanding about the important research findings in teacher-education*

Unit-I: Evaluation and development of teacher education; Need and importance of teacher education; Teacher education in a changing society; Recommendations of various commissions on teacher education in post-independence era; Aims and objectives of teacher education at: Elementary level Secondary level, College level.

Unit-II: Recommendations of various commissions on teacher education in post-independence era and Aims and objectives of teacher education at: elementary level secondary level, College level.

Unit-III: Student teaching programmes: Teaching objectives: Taxonomy; Teacher education and practicing school: Teacher education & community; Techniques of teacher training: core teaching skills, micro-teaching, interaction analysis; Evaluation of student teaching

Unit-IV: Models of Teaching: Main characteristics; Fundamental elements of a teaching model; - Types of modern teaching model; Advance organizer, concept attainment & Glasers Basic Teaching model; Smart class concepts.

Unit-V: Teaching as a profession: Professional organizations of various levels of teachers and their role: Performance appraisal of teachers; Faculty improvement programme for teacher education

Unit-VI: 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-VII: Area of Research: Teaching effectiveness; Modification of teacher behaviour - School effectiveness; Cognitive style & Learning style; Implementation of curricula of teacher education; Action research: significance of action research in teacher education, the roles of teacher in the action research.

Suggested Readings:

1. Aggarwal, J. C.(2009) : Teacher and Education in a Developing Society. New Delhi:Vikas Publishing house Pvt. Ltd,
2. Anand C. L. (1988) : Aspects of Teacher Education. New Delhi: Chand and Co.
3. Kauchak, D.P. & Paul, D. Eggen (1998) : Learning and Teaching. Allen & Bacon. Sydney.
4. Jangira, N.K. & Ajit Singh (1992) : Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
5. Kundu, C.L (1988) : Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi
6. MHRD (1986) : Towards a Human and Enlightened Society – Review of NPE, New Delhi.
7. MHRD (1966) : Report of the Education Commission, New Delhi.
8. NCERT (1987) : In-service Teacher Education Package for Primary School Teachers, New Delhi
9. NCERT (1991) : Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
10. NCERT (2505) : National Curriculum Framework, New Delhi.

11. NCTE (1996) : NCTE Curriculum framework for Quality Teacher Education. NCTE: New Delhi.
12. NCTE, (2504) : Teacher Education Curriculum, New Delhi.
13. Sexena N. R.(2003) : Teacher Education. Meerut:R. Lall Book Depot.
14. Sharma S. P. (2003) : Teacher Education: Principle Theories and Practices, Aspects of Teacher Education.New Delhi: Kanishka Publishers Distributors.
15. Singh, L. C. (1990) : Teacher Education in India: A Resource Book. New Delhi: NCERT
16. Wragg, E.C. (1984) : Classroom Teaching Skills, Croom Helm, London.

EDUPG4804: Viva-voce and Educational Excursion

Credit: 2+2= 4

Full Marks: 50+50=100

Objectives: *After completing the course the students will be able*

1. *To acquaint with the Practical knowledge in education.*
2. *To be aware of the concept of education in practical field for our society development.*
3. *To be aware of the importance of practical knowledge of education in this modern technological era.*

Each candidate is required to complete any two paper selected from the following paper of the syllabus (CC-13) (to be evaluated by the internal or external examiners jointly through viva-voice test) for their practical development in the area of education. A sample paper name is given on the title of the paper.

The two papers will be selected among the following:

1. Group Discussion
2. Seminar Paper
3. Viva-voce
4. Book Review
5. Educational Excursion

EDUPG4905: Dissertation

Credit: 4

Full Marks: 100

Objectives: *After completing the course the students will be able*

4. *To acquaint with the Practical knowledge in education.*
5. *To be aware of the concept of education in practical field for our society development.*
6. *To be aware of the importance of practical knowledge of education in this modern technological era.*

Each candidate is required to complete any one project selected from any area of the syllabus (CC-14) (to be evaluated by internal and external examiners jointly through viva-voice test) for their practical development in the area of education.

The dissertation shall be a practical based core paper for all the students carrying 100 marks and each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of the Education Department of Raiganj University.

The project work will have to be completed according to following steps:

- 1) Identification of the problem/topic.
- 2) Formulating the objectives – reviewing the relevant literature (if any).
- 3) Actual plan of work: Writing the hypotheses (wherever possible).
- 4) Field identification – scope and delimitations.
- 5) Nature of information /data required their sources.
- 6) Collection and organisation of data, analysing and drawing references.
- 7) Reporting Note: The project may either be a theoretical critical study or an empirical study.
- 8) The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to a current educational problem. The list of priority areas will be notified by the HOD (Head of the Department) from time to time.
- 9) Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him by the University or any other university / institution.

- 10) The dissertation shall be examined by two examiners- internal and external, and each shall receive a copy of the dissertation. They shall conduct the viva voice test jointly.
