

VIDYASAGAR UNIVERSITY



SYLLABUS

For

M.A. in EDUCATION (CBCS)

w.e.f.

2018

VIDYASAGAR UNIVERSITY

MIDNAPORE

WEST BENGAL

PIN 721102

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

Programme Structure

SEMESTER	COURSE CODE	COURSE TITLES		FULL MARKS (INTERNAL ASSIGNMENT=10 TERM END=40)	Credit	LEARNING EXPERIENCES (HOURS)
I	EDN 101	Philosophy of Education		50	6	100
	EDN 102	Psychology of Education-I		50	6	100
	EDN 103	Psychology of Education-II		50	6	100
	EDU 104	Sociology of Education		50	6	100
	EDN 105	Issues And Trends In Education		50	6	100
	TOTAL			250	30	
II	EDN 201	Methodology of Research in Education		50	6	100
	EDN 202	Analysis of Data and Writing Research Report		50	6	100
	EDN 203	Computer Application in Education		50 *	6	100
	C-EDN 204	Environmental Education-1(CBCS)		50	4	100
	SPECIAL PAPER					
	EDN 205	EDN 205A	Teacher Education-I	50	6	100
		EDN 205B	Education of Children with diverse needs-I			100
		EDN 205C	Non Formal Education-I			100
		EDN 205D	Environmental and Population Education-I			100
	TOTAL			250	28	
III	EDN 301	Evaluation in Education		50	6	100
	EDN 302	Educational Technology		50	6	100
	EDN 303	Psychological Testing (Practicum)		50 *	6	100
	C-EDN 304	Environmental Education-2 (CBCS)		50	4	100
	SPECIAL PAPER					
		EDN -305A	Teacher Education-II	50	6	100
	EDN -305	EDN -305B	Education of Children with diverse needs-II			100
		EDN -305C	Non Formal Education-II			100
		EDN -305D	Environmental and Population Education-II			100
	TOTAL			250	28	
IV	EDN-401	Curriculum Studies		50	6	100
	EDN-402	Educational Management		50	6	100
	EDN-403	Guidance and counselling		50	6	100
	EDN-404	Comparative Education		50	6	100
	EDN-405	Project work/Two Power Point presentation on special Paper		50 *	6	150
	TOTAL			250	30	
	GRAND TOTAL			1000	116	

* INTERNAL ASSIGNMENT= 0

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.: EDN 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: <ul style="list-style-type: none">· R. N. Tagore,· Swami Vivekananda,· Aurobindo,· S. Radhakrishnan,· J. Krishnamurti. |
| Unit -4 | Educational philosophy of contributions of contemporary Western Philosophers in Education: <ul style="list-style-type: none">· J.J.Rousseau· N. Whitehead,· John Dewey,· Herbert Spencer,· Bertrand Russell, |
| Unit -5 | Modern concept of Philosophy <ul style="list-style-type: none">· 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 Publications.
- 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.: EDN 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, Guestart, 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:

- 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. N.Y. Rinehart.
- Gregory, R.J. Psychological Testing- History, Principles, and Applications (4th Edition). Pearson Education, (2005).
- Gulati, S. (Edited). Education for Creativity. NCERT. (1995).
- Hall, C.S. and Lindzey, G. (1985). Theories of Personality. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. Advanced Educational Psychology. Prentice-Hall of India Pvt. Ltd, New Delhi (2000)
- Morgan, T.C. et al. Introduction to Psychology (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi, (2003).
- Murray, H.A. (1962). Explorations in personality. N.Y. Science Editions.
- Phares, E.J. (1991) Introduction to personality. Harper Collins. N.Y. 3rd 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).

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. N.Y. Rinehart. Gregory, R.J. Psychological Testing- History, Principles, and
- Applications (4th Edition). Pearson Education, (2005). Gulati, S. (Edited). Education for Creativity. NCERT. (1995).
- Hall, C.S. and Lindzey, G. (1985). Theories of Personality. Wiley Eastern
- Ltd. 3rd Ed. Mangal, S.K. Advanced Educational Psychology. Prentice-Hall of India
- Pvt. Ltd, New Delhi (2000) Morgan, T.C. et al. Introduction to Psychology (7th Edition). Tata McGraw
- Hill Publishing Corp Ltd. New Delhi, (2003). Murray, H.A. (1962). Explorations in personality. N.Y. Science Editions.
- Phares, E.J. (1991) Introduction to personality. Harper Collins. N.Y. 3rd 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.: EDN 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.
- 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
- A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- 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.
- Siddiqui, Mujibul Hasan (2008). Philosophical and Sociological Foundations of Education (1st Edition). APH Publishing Corp. New Delhi.
- Pandit, K. L. (2003). Educational Sociology. ABD Publishers, New Delhi.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, 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. : EDN 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.
- Chakraborty, D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata: K. Chakraborty Publications.
- Dash, B.N. (2013). School organization, administration and management. New Delhi: Neelkamal Publications.
- Mohanty, J. (2012). Educational administration, management and school organization. New Delhi: Deep & Deep Publications.
- Pal, D. et al. (2014) Siksha byabsthapana. Kolkata: Rita Book Agency.
- Sing, R.P. (2007). Educational finance and the planning challenge. New Delhi: Kanishka Publishers.
- Mondal & Kar (2012). Sikshay Byabasthapana o Prjukti vidya, Rita Book.
- Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
- Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. APH Publishing Corporation, APM Publication Corporation
- Mukhopadhyay, D, Sarkar, B and Halder, T (2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata.
- Halder, T. & Nath, I (2014) Bharotyter shikshar Samprotik Bisoy. K. Chakraborti Publications, Kolkata.
- Tarafdar, M (2012) Swadhin Bharater Siksha Bikasher Dhara, K. Chakraborty Publications, Kolkata
- Chatterjee Bhaskar, (2006)– Education for All, Lotus Press, New Delhi
- Mukherjee S. N. (1976).– Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Voododara
- Report of the Education Commission, 1964-66. NCERT – Delhi
- Govt. of India – Reports of Five Year Plan, New Delhi ; Planning Commission.

SEMESTER - II

Course No. : EDN 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:

- Creswell, J.W.-Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach. PHI.

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

Course No.: EDN 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:

- Creswell, J.W.-Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach. PHI.

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

**Course No: EDN 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:

- Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.
- Rajaraman V. Fundamentals of Computers, Prentice Hall India Pvt. Limited.
- Windows 10 Bible by Wiley Publication
- Microsoft Excel Functions & Formulas by BPB Publication
- Microsoft Office Complete Reference by Tata McGraw Hill Publication.
- 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.
- Panda B.N.(2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha, India
- 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

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

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. & Aggarwal, V.K - Environmental Biology.

Course No.: EDN 205A: 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 :

- NCTE(2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission of Teachers (1983-85).
- National Curriculum Framework for Teacher Education, 2009.
- Report of the Delors Commission, UNESCO, 1996.
- National Policy of Education 1986 / 1992.
- National Curriculum Framework on School Education, 2005.
- R. Riding and S. Reynor (2001) – Cognitive Styles and Learning Strategies, London,
- David Fulton. UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005) : National Curriculum Framework.
- NCERT (2006) : Teacher Education for Curriculum renewal.
- NCTE (1998) : Perspectives in Teacher Education.
- The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.

- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- 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.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
- Tomar, S. M. (2004). Teacher Education: Making Education Effective. New Delhi: Isha Books.
- Ali, L. (2011). Teacher Education. New Delhi: APH Publishing Corporation.
- Aggarwal, J. C. (2010). Teacher and Education in a Developing Society (5th ed.). New Delhi: Vikas Publishing House.
- Mishra, L. (2013). Teacher Education: Issues and Innovation. New Delhi: Atlantic Publications.
- Pany, S. and Mohanty, S. P. (2013). Teacher Education in India. New Delhi: Shipra Publication.
- Sharma, S. R. (2008). A Handbook of Teacher Education. New Delhi: Sarup & Sons.

Course No.: EDN 205B: 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 |

- Historical development of special education
 - Present status of special education in India
- Unit – 3 Policies and Provisions: Indian perspective
 - Sadler Commission
 - Kothari Commission
 - NPE (1986)
 - POA (1992)
 - PWD (1995)
- Unit – 4 Policies and Provisions: Global perspective
 - Salamanca Statement
 - Warnock Report
- Unit – 5 Management of special education
 - 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, 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: Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson
- 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,

Course No. : EDN 205C: 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.: EDN 205 D: 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-1: 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. Odum. 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

SEMESTER – III

Course No.: EDN 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 in 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, K.D. (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
- Noll, N.H. S cannell, D.P. & Craig, R.C. (1979). Introduction to Educational Measurement. Boston: Houghton Mifflin.

- 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.
- 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). Educational and psychological measurement and evaluation (7th Edition), New Jersey: Prentice Hall of India Ltd.
- Stiggins, R. (2005). Student-involved classroom assessment. (4th ed). Columbus, Ohio: Merrill.

Course No.: EDN 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, Admontion
- 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 No.: EDN 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.: C-EDN 304: ENVIRONMENTAL EDUCATION – II (CBCS)

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.

Course No.: EDN 305A: 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.

- Ali, L. (2011). Teacher Education. New Delhi: APH Publishing Corporation.
- Aggarwal, J. C. (2010). Teacher and Education in a Developing Society (5th ed.). New Delhi: Vikas Publishing House.
- 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.
- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
- 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) Curriculum Framework of teacher Education, NCTE, New Delhi.
- National Curriculum Framework for Teacher Education, 2009.
- Pany, S. and Mohanty, S. P. (2013). Teacher Education in India. New Delhi: Shipra Publication.

- 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,
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
- 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.: EDN 305B: EDUCATIOIN 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. Allyn and Bacon
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. 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, 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: Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson
- 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,

Course No.: EDN 305C: 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:

- 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.: EDN 305D: Environmental and Population Education - II

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 Wäner 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. Odum. 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
- Waste Water Engineering – Treatment, Disposal & Reuse 3rd Ed. Metcalfe & Eddy. Inc.

SEMESTER – IV

Course No.: EDN 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 & Lael 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.
- Krug, E.A.(1956). Curriculum planning. New York: Harper and Row Publishers.
- Kalaiyaran, G.- Curriculum Development Ornstein, A.C. & Hunkins, E (1998). Curriculum. Foundations, Principles and Issues. Boston: Allyn & Bacon, Boston.
- Limon E. Kattington- Handbook of Curriculum Development.
- Munazza Mahmood- Curriculum Development.

- Pratt, D.(1980). Curriculum design and development. New York: MacmillanPublishing Co. Inc.
- Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.
- Ornestein A.C. & Hunkins, F.P.(2013); Curriculum: Foundations, Principals, and Issues;(6th Ed) Pearson Education Inc.
- Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman.
- Pathak, R. P. (2012). Philosophical and Sociological Principles of Education. Delhi: Pearson.
- 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
- 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.
- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.
- Vashist, R.P., Curriculum Development
- Walker D F: Fundamentals of Curriculum

Course No.: EDN 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.: EDN 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. Shikshay Nirdeshana O Mullayan, Classics Books, Kolkata.
- Dutta, G. & Nag, S. (2014); Sangatibidhane Nirdeshana O Paramarshadan, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); Sikshay Sangati Apasangati O Nirdeshana, Classique Books, Kolkata.

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

Course No.: EDN 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 Asia, unesco/mineda's/paris..

**Course No.: EDN 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