

**COOCH BEHAR PANCHANAN BARMA UNIVERSITY**

**Syllabus of Master of Arts (M.A.) in Education**

**(Under Choice Based Credit System)**



**Department of Education**

**Course: Master of Arts (M.A.) in Education**

**(With effect from: 2020)**

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**COOCH BEHAR PANCHANAN BARMA UNIVERSITY**

**Panchanan Nagar, Vivekananda Street, Coochbehar, West  
Bengal, India. PIN-736101**

**At a Glance:**

The Department of Education, Cooch Behar Panchanan Barma University, started with Master's Degree (M.A.) programme in Education in 2015. The Department also offers M.Phil. and Ph.D. programmes. During the past few years the department has successfully completed a number of educational activities.

**Courses Offer:**

Name of the Course	Mode	Duration
M.A. in Education	Regular	2 Years (4 Semesters)
M.Phil. in Education	Regular	2 Years (4 Semesters)
Ph.D. in Education	Regular	As per UGC

**Grading System:**

Marks in %	Grade (G)	Grade Point (P)
85 and above	O (Outstanding)	8.5 - 10
70 - 84.99	A+ (Excellent)	7.0 - 8.49
60 - 69.99	A (Very Good)	6.0 - 6.99
55 - 59.99	B+ (Good)	5.5 - 5.99
50 - 54.99	II (Above Average)	5.0 - 5.49
45 - 49.99	C (Average)	4.5 - 4.99
40 - 44.99	P (Pass)	4.0 - 4.49
Below 40	F (Fail)	0
Absent	'ab'	0

**Course Structure:**

Semester	I	II	III	IV	Total
Credit	20	20	20	20	80
Marks	400	400	400	400	1600

## **ABBREVIATIONS**

**CC:** Core Course

**GE:** Generic Elective

**DCE:** Discipline Centric Elective

**CE:** Continuous Evaluation

**A:** Attendance

**T:** Theory

## Structure of Curriculum for M.A. in Education (CBCS)

<b>Semester 1</b>						
Course Code	Course Title	CE	A	T	Credits	Marks
CC-1	Indian Philosophical Thoughts and Education	20	5	75	5	100
CC-2	Psychological Foundations of Education	20	5	75	5	100
CC-3	Sociological Foundations of Education	20	5	75	5	100
CC-4	Contemporary History, Politics and Economics of Education	20	5	75	5	100
<b>Total</b>					<b>20</b>	<b>400</b>

<b>Semester 2</b>						
Course Code	Course Title	CE	A	T	Credits	Marks
CC-5	Western Philosophical Thoughts and Education	20	5	75	5	100
CC-6	Learner and Learning Process	20	5	75	5	100
CC-7	Methodology of Educational Research	20	5	75	5	100
CC-8	Curriculum Studies	20	5	75	5	100
<b>Total</b>					<b>20</b>	<b>400</b>

<b>Semester 3</b>						
Course Code	Course Title	CE	A	T	Credits	Marks
DCE-1	Statistics in Educational Research	20	5	75	5	100
DCE-2	Teacher Education	20	5	75	5	100
DCE-3	Inclusive Education	20	5	75	5	100
GE-1*	A	20	5	75	5	100
	B					
	C					
<b>Total</b>					<b>20</b>	<b>400</b>

**\*Choose any one GE from the following**

<b>Semester 4</b>						
Course Code	Course Title	CE	A	T	Credits	Marks
DCE-4	Educational Technology	20	5	75	5	100
DCE-5	Educational Management, Administration and Leadership	20	5	75	5	100
DCE-6	Project Based Activity	20	5	75	5	100
GE-2*	A	20	5	75	5	100
	B					
	C					
<b>Total</b>					<b>20</b>	<b>400</b>

**\*Choose any one GE from the following**

## Contents of the Syllabus

### Semester 1

CC-1

Indian Philosophical Thoughts and Education

**Objectives:**

*After the completion of the course, the students will be able to-*

- *Recognize the importance and significance of Education, Philosophy and Educational Philosophy.*
- *Develop an understanding about the contribution of Indian Schools of Philosophy in the discipline of Education.*
- *Acquaint themselves with the educational contributions of some great Indian thinkers on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.*
- *Identify the national values as enshrined in the Indian Constitution and understand its educational implications.*

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**Unit-I**

Fundamentals of Educational Philosophy, Branches of Educational Philosophy

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**Unit-II**

Indian schools of Philosophy: Sankhya, Vedanta & Yoga, Neo-Humanism with special reference to their educational implications.

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**Unit-III**

Buddhism, Jainism and Islamic philosophy with special reference to their educational implications.

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**Unit-IV**

Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi, J. Krishnamurthy, Savitribai Phule

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**Unit-V**

National Values as enshrined in the Indian Constitution & their Educational implications.

### Suggested Readings:

- ❖ Agarwal, J.C. & Gupta, S. (2017). *Great Philosophers and Thinkers on Education*. New Delhi: Shipra Publications.
- ❖ Brubacher, J.S., *Modern Philosophies of Education*. New York, USA: McGraw Hill Book Company, Inc.
- ❖ Burtler, J.D., *Four Philosophies and their practices in Education and Religion*. New York, USA: Harper & Row.
- ❖ Dhiman, O.P. (2008). *Understanding Education- An Overview of Education*. Kalpaz Publication, New Delhi.
- ❖ Mukherjee, H.B. (1962). *Education for Fullness*. Bombay: Asia Publishing House.
- ❖ Nayak, B.K. (2013). *Text Book of Foundation of Education*. Cuttack, Odisha: Kitab Mahal.
- ❖ Purakait, B.R. (2000). *Principles and Practices of Education*, Kolkata: New Central Book Agency.
- ❖ Ravi, S.S. (2016). *A Comprehensive Study of Education*, Delhi: PHI Learning Pvt. Ltd.
- ❖ Rusk, R. R., *Philosophical Bases of Education*, London, U.K. Oxford University of London Press Ltd.
- ❖ Saxena, S. (2001). *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publication.
- ❖ Taneja, V.R. (2000). *Educational Thought and Practice*. New Delhi: Sterling Publishers.

CC-2

Psychological Foundations of Education

- Objectives:**
- After the completion of the course, the students will be able to-*
- Describe the contributions of different schools of psychology to education.
  - Understand the nature and processes of growth and development in order to develop educational programmes.
  - Study the various theories of motivation and its relation to learning.
  - Understand the concept, theories and assessment of personality.
  - Understand the role of Heredity, Environment and Culture to Individual Difference.
  - Describe the concept, nature and theories of transfer of learning.

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**Unit-I** Schools of Psychology – Psychoanalysis, Behaviourism, and Cognitivism

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**Unit-II** Growth and Development – Theories of Cognitive, Moral and Psycho-social Development: Jean Piaget, L. Kohlberg and E. Erikson.

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**Unit-III** Personality: Concept and Theories: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka. Measurement of Personality.

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**Unit-IV** Motivation – Theories and their educational implications – Hierarchy of Needs, Achievement Motivation, Attribution Theory. Factors affecting motivation & learning.

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**Unit-V** Individual Differences: Role of Heredity, Environment and Culture. Educational Implications of Individual Differences, Transfer of Learning-Concept and Theories.

### Suggested Readings:

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



CC-3

Sociological Foundations of Education

**Objectives:**

*After the completion of the course, the students will be able to-*

- *Develop knowledge about Education & Society.*
- *Transact different determinants of Sociology in Education*
- *Apply Sociological Concepts of different segments to our society*
- *Study different theories of Sociology & Education*
- *Enable learners to correlate Education & Economic growth*
- *Understand sociological theories and its practices in our educational system*

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**Unit-I**

Educational Sociology: Meaning and nature, Relationship between Sociology and Education. Education as a process of socialization. Education as a process of social subsystem: special characteristics.

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**Unit-II**

Education and Culture – Meaning and nature of culture, role of education in cultural context, cultural determinants of Education, cultural change & lag, Education for multicultural society.

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**Unit-III**

Social Change: Meaning & Concept, Factors affecting social change, Social group, Folkway and Mores.

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**Unit-IV**

Social Stratification: Meaning & Concept, role of education in social stratification and social mobility, Equality of educational opportunity.

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**Unit-V**

Education & Economic Growth: Concept of: Urbanization, Westernization, And Sanskritization, Modernization & Globalization.; with special reference to Indian Society.

### Suggested Readings:

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

CC-4

**Contemporary History, Politics and Economics of Education***After the completion of the course, the students will be able to-*

- Objectives:**
- To describe and evaluation of various significant educational policies and reports in post-independence period of India.
  - Critical examination of contemporary educational policies with special emphasis on their practical implications.
  - To identify significant trends, issues and challenges of all the sectors of education in connection with the process of national development.
  - Searching the gaps and limitations of the contemporary educational policies of our country.
  - To suggest future developmental strategies in order to achieve global educational standard.
  - To identify the economic determinants of education.
  - To explain various approaches and theories of economics for smooth financing and budgeting in education sector.
  - To understand significant theories and approaches with reference to the larger perspective of politics of education.

**Unit-I**

Reforms in Indian Education-I (1947-2000): Secondary Education Commission (1952), Kothari Commission (1964-66), National Policy on Education (1986 & 1992), National Commission on Teachers (1999).

**Unit-II**

Reforms in Indian Education-II (2001-2020): National Curriculum Framework (2005), National Knowledge Commission (2007), Yashpal Committee Report (2009), Justice Verma Committee Report (2012), NEP-2020.

**Unit-III**

Educational Policies and National Development: Determinants of Educational Policy and Process of Policy Formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

**Unit-IV**

Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic Returns to Higher Education, Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting.

**Unit-V**

Politics and Education: Perspective 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:

- ❖ Agarwal, P. (2009). *Indian Higher Education- Envisioning the Future*. Sage Publication.
- ❖ Aggarwal, J.C. (2013): *Recent Development and Trends in Education*, New Delhi, Shipra Publications
- ❖ Ahuja, R (2010): *Social Problem in India*, Jaipur: Rawat Publication
- ❖ Ansari, M.A. (1987). *Education and Economic Development*. New Delhi, AIU Publication.
- ❖ Chauhan, C.P.S (2010): *Modern Indian Education: Policies, Programme and Problem*, New Delhi, Kanishka publication Distribution
- ❖ Dash, B.N. (2013). *Trends & Issues in Indian Education*. Dominant Publishers & Distributors Pvt. Ltd.
- ❖ Kneller, G. F. (1968). *Education & Economic Growth*. New York: John Wiley.
- ❖ Kumar, K. (2020). *Politics of Education in Colonial India*. Routledge.
- ❖ Macedo, D. (1984). *The Politics of Education: Culture, Power and Liberation*. Praeger Publishers Inc.
- ❖ Majumdar, T. (1983). *Investment in Education and Social Choice*. Cambridge University Press.
- ❖ Prakash, Sri. & Choudhury, S. (1994). *Expenditure on Education: Theory, Models and Growth*. New Delhi: NUEPA.
- ❖ Saltman, K.J. (2018). *The Politics of Education: A Critical Introduction*. Routledge.
- ❖ Schultz. T. W. (1963). *The Economic Value of Education*. Columbia: Columbia University Press.
- ❖ Sodhi. T. S. (1978). *Education and Economics Development*. Ludhiana: Mukand Publications.
- ❖ Srinivasan, M.V. (2020). *Education in Contemporary India*. Pearson Publication, India.

## Semester 2

CC-5

### Western Philosophical Thoughts and Education

**Objectives:**

*After the completion of the course, the students will be able to-*

- *To develop an understanding about the contributions of some relevant Western Schools of Philosophy in the development of educational aims, goals, etc.*
- *To acquaint themselves with the educational contributions of some great western thinkers on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.*
- *To understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.*
- *To develop insights to apply the above competencies in the practices of education.*

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<b>Unit-I</b>	Western Schools Philosophy: Idealism, Realism, Naturalism, and Pragmatism.
<b>Unit-II</b>	Contemporary Western Philosophy: Existentialism, Humanism, Marxism.
<b>Unit-III</b>	Contribution of Great Western Educators: Rousseau, Froebel and Dewey
<b>Unit-IV</b>	Educational Philosophy of Paulo Freire, Wallstonecraft, Nel Noddings.
<b>Unit-V</b>	Modern Concept of Philosophy: Analysis – logical analysis; logical positivism and positive relativism.

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### Suggested Readings:

- ❖ A.J Ayer (ed.), Logical Positivism, Free Press.
- ❖ Bigge, Morris, L., Educational Philosophies for Teachers, Charles E. Merrill Publishing Co., Columbus.
- ❖ Brubacher, John S., Modern Philosophies of Education, McGraw Hill Book Company. Inc, New York.
- ❖ Chandra S. S., R. Sharma, Rejendra K (2002) "Philosophy of Education." New Delhi, Allantic publishers.
- ❖ Dash, B.N. Foundation of Education. Kalyani Publishers.
- ❖ Dhiman, O.P. (2008). Understanding Education- An Overview of Education. Kalpaz Publication, New Delhi.
- ❖ Freire, P. (1972) *Pedagogy of the Oppressed*, London: Penguin
- ❖ Hern, M. (1996) *Deschooling Our Lives*, Gabriola Island: New Society
- ❖ J.C. Agarwal,(2017).Theory & Principles of Education, Vikas Publishing House Pvt. Ltd.: New Delhi.
- ❖ Kilpatrick, (1963). Philosophy of Education, Macmillan & Co.: New York
- ❖ Kneller, George F. Introduction to Philosophy of Education, John Wiley and Sons, Inc., New York.
- ❖ Mukherjee, K.K. Some Great Educators of the World. Das Gupta & Co. Pvt. Ltd.
- ❖ Nayak, B.K. (2013). Text Book on Foundation of Education, Kitab Mahal, Cuttack.
- ❖ Osman & Graver (1976),*Philosophical Foundations of Education*, Charles ,Merrill Pub. Co.
- ❖ Ozman, Howard A., & Craver, Samuel M., Philosophical Foundations of Education. Allyn & Bacon. Boston
- ❖ Purkait, B.R. (2011). Great Educators and their Philosophies. New Central Book Agency.
- ❖ Rusk, Robert R.,(1963). Philosophical Bases of Education, University of London press: London
- ❖ S.P. Chaube,(2004). Foundation of Education, Vikas Publishing House Pvt. Ltd.: New Delhi.
- ❖ Seetharamu, A.S.(1999), Philosophies of Education, Ashish Publishing House: New Delhi
- ❖ Sharma, A.P. (2020). Indian and Western Educational Philosophy. Unicorn Books.
- ❖ Sharma, Y.K. (2002). The Doctrines of the Great Western Education: From Plato to Bertrand Russell. Kanishka Publishers.
- ❖ Taneja, V.R. Educational Thoughts and Practice, Sterling Publishers Pvt. Ltd.
- ❖ Winch, C. (1<sup>st</sup> edition). (1996). *Key Concepts in the philosophy of education*. Routledge.

CC-6

Learner and Learning Process

**Objectives:**

*After the completion of the course, the students will be able to-*

- *To understand the theories of intelligence with their practical implications in the process of teaching and learning.*
- *To explain the nature, factors and measurement of creativity and the way of development.*
- *To evaluate various learning theories of behaviourist, cognitive, constructivist and social schools of psychology.*
- *To describe the basic concept, principles and factors of mental health and hygiene.*

**Unit-I**

Intelligence - Concept and Theories: Guilford, Sternberg, Gardner. Assessment of Intelligence. Emotional Intelligence.

**Unit-II**

Creativity - Concept and nature. Factors of creativity. Creativity and Intelligence. Critical Thinking and Metacognition. Measurement of Creativity.

**Unit-III**

Learning Theories (Behaviourist & Cognitive): Skinner, Hull, Tolman, Gagne, Lewin.

**Unit-IV**

Learning Theories (Constructivist and Social): Bruner, Vygotsky, Bandura

**Unit-V**

Mental Health and Hygiene: Concept, meaning, nature and scope. Classification of Abnormal Behaviour: Psychosis, Neurosis, Conflict and Complex. Problem behaviour in Adolescence, Delinquency.

## Suggested Readings:

- ❖ Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, Vikash Publishing House Private Limited. New Delhi.
- ❖ Anastasi, A. & Urbina, S. (2004). *Psychological Testing* (4th Ed.). 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. (1999). *Intelligence and Abilities*. Routledge. London and New York.
- ❖ 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* (2<sup>nd</sup> Ed.), Pearson Education.
- ❖ Goodenough, F.L. (1949) *Mental Testing: its history, Principles and applications*. N. Y. Rinehart.
- ❖ Gregory, R.J. (2005). *Psychological Testing- History, Principles, and Applications* (4th Edition). Pearson Education.
- ❖ Gulati, S. (1995). *Education for Creativity (Edited)*. NCERT.
- ❖ Hall, C.S and Lindzey, G. (1985). *Theories of Personality*. Wiley Eastern Ltd. 3rd Ed.
- ❖ Mangal, S.K. (2000). *Advanced Educational Psychology*. Prentice-Hall of India Pvt. Ltd, New Delhi.
- ❖ Morgan .T.C. et al. (2003). *Introduction to Psychology* (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi.
- ❖ Murray, H.A. (1962). *Explorations in personality*. N.Y. Science Editions.
- ❖ Phares, E.J. (1991) *Introduction to personality* (3<sup>rd</sup> Ed.). Harper Cllins. N.Y.
- ❖ Santrock, J. (2010). *Educational Psychology* (5<sup>th</sup> Ed.). McGraw Hill Higher Education.
- ❖ Torrance, E.P. (1972). *Encouraging Creativity in the Classroom*. W.M.C. Brown Co. Publishers, IOWA, USA.
- ❖ Woolfolk, A. (2004). *Educational Psychology* (Ninth Edition). Pearson Education.



CC-7

**Methodology of Educational Research**

<b>Objectives:</b>	<p><i>After the completion of the course, the students will be able to-</i></p> <ul style="list-style-type: none"> <li>➤ <i>Describe the nature and process of undertaking research in education</i></li> <li>➤ <i>Describe different types and scientific methods of research.</i></li> <li>➤ <i>Develop skills to formulate research problem, objectives, research questions and hypotheses.</i></li> <li>➤ <i>Develop skills to write research proposals.</i></li> <li>➤ <i>Acquaint with the sources from where data can be obtained</i></li> <li>➤ <i>Describe and differentiate the various methods of sampling</i></li> <li>➤ <i>Develop the concept of quantification, measures, grouping and presentation of data</i></li> <li>➤ <i>Develop skills how to write, organise, synthesize, and evaluate research report</i></li> <li>➤ <i>Transmitting the idea of research ethics in conducting educational research.</i></li> </ul>
<b>Unit-I</b>	<p>Educational Research: Meaning, Characteristics and Purposes. Types-Fundamental, Applied and Action, Types of Scientific Methods-Exploratory, Explanatory &amp; Descriptive. Meaning, Criteria, Identification, Objectives, Research Questions and Hypotheses of a Research Problem in Education. Writing a Research Proposal</p>
<b>Unit-II</b>	<p>Quantitative Methods of Research: Concept and characteristics of quantitative research; Experimental Research: Characteristics, process of and variables in experimental research, Controlling of extraneous variables, True and Quasi-experimental research designs; Non-Experimental Research: Meaning, characteristics, process and designs of Causal-comparative, Correlational and Survey.</p>
<b>Unit-III</b>	<p>Qualitative and Mixed Methods of Research: Concept and characteristics of qualitative research; Process of Historical Research; Meaning, characteristics and process of conducting Case Studies, Ethnographic research and Grounded Theory in education; Meaning, rationale, and steps in conducting a mixed methods study in education.</p>
<b>Unit-IV</b>	<p>Sampling Design and Research Tools &amp; Techniques: Concept of Population, Sample unit and frame, Criteria of Sampling Design, Different Methods of Sampling (Probability and Non-Probability), Determination of Sample Size, Sampling Error and Sampling Bias. Tools of Research-Validity, Reliability and Standardization of a Tool, Types of Tools (Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques).</p>

**Unit-V**

Research Report: Collecting, Synthesizing, Recording, Organizing and Presenting the findings following methodological guideline and terminologies. Evaluating a research report. Types of Research Report- Dissertation, Research Paper and Abstracts; Plagiarism and Code of Ethics in Research.

**Suggested Readings:**

- ❖ Anderson, G. (1990). *Fundamentals of Educational Research*: The Falmer Press, London.
- ❖ Best, J.W. and Kahn, J.V. (2014). *Research in education*. New Delhi: PHI Publication.
- ❖ Campbell, D. T. & Stanley, J. C. (1963). *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally.
- ❖ Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6<sup>th</sup> Ed.). Routledge: Taylor & Francis Group.
- ❖ Cresswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4<sup>th</sup> Ed.). Pearson Publication.
- ❖ Creswell, J.W. (2018). *Educational Research: Planning, Conducting, and Qualitative Research*. Noida: Pearson Publication.
- ❖ Flick, U. (2009). *An Introduction to Qualitative Research*. Sage Publication.
- ❖ Gay, L.R. (1987). *Educational Research*, Englewood Cliffs NJ: MacMillan Publishing Company.
- ❖ Johnson, R.B. & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative & Mixed approaches* (5<sup>th</sup> Ed.). Sage Publication.
- ❖ Kerlinger, F.N. (1964). *Foundations of Behavioural Research* (2nd Ed.), Surjeet Publications, New Delhi.
- ❖ Kothari, C.R. (2006). *Research Methodology: Methods & Techniques*. India: New Age International Publishers.
- ❖ Koul, L. (1992). *Methodology of Educational Research*. Vikas Publishing House, Pvt. Ltd.
- ❖ Kumar, R. (2011). *Research Methodology- A step by step guide for beginners* (3<sup>rd</sup> Ed.). Sage Publication.
- ❖ Mangal, S.K. & Mangal, S. (2015). *Research Methodology in Behavioural Science*. New Delhi, PHI Publication.
- ❖ Marshall, C. and C. B. Rossman, C.B. (1999). *Designing Qualitative Research* (3rd ed.). Sage.
- ❖ McMillan, J.H. & Schumacher, S. (). *Research in Education- A Conceptual Introduction*. Longman.
- ❖ Saxena, N.R., Mishra, B.K. & Mohanty, R.K. (2012). *Fundamentals of Educational Research*. Meerut: R. Lal Book Depot.
- ❖ Singh, A. K. (2002). *Tests, Measurements and Research Methods in Behavioural Sciences*, Bharati Bhawan, Patna.

CC-8	<u>Curriculum Studies</u>
<b>Objectives:</b>	<p><i>After the completion of the course, the students will be able to-</i></p> <ul style="list-style-type: none"> <li>➤ <i>Understand the Concept, Principles, Strategies and Components of Curriculum Development.</i></li> <li>➤ <i>Comprehend philosophical, sociological and psychological bases of curriculum planning.</i></li> <li>➤ <i>Discuss the roles and activities of national level agencies in connection with curriculum development.</i></li> <li>➤ <i>Critical evaluation of various models of curriculum design.</i></li> <li>➤ <i>Understand various approaches of curriculum evaluation with special emphasis on instructional systems.</i></li> <li>➤ <i>Identify the important factors affecting curriculum change and the role of the stakeholders in the process of curriculum improvement.</i></li> </ul>
<b>Unit-I</b>	Curriculum Development: Concept, Principles, Strategies and Components of Curriculum Development. Foundations of Curriculum Planning: Philosophical basis (National, Democratic), Sociological bases (Socio-cultural reconstruction) and Psychological bases (Learners' need and interests).
<b>Unit-II</b>	Statutory Bodies: Bench Marking and role of National Level Statutory Bodies- UGC, NCTE and University in Curriculum development.
<b>Unit-III</b>	Models of Curriculum Design: Traditional and Contemporary Models (Academic/Discipline Based Model, Competency Based Model, Social Functions/ Activities Model [Social reconstruction]) Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model.
<b>Unit-IV</b>	Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.
<b>Unit-V</b>	Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of Students, Teachers and Educational Administrators in Curriculum Change and improvement, Scope of Curriculum research and Types of Research in Curriculum Studies.

### **Suggested Readings:**

- ❖ Beane, J.A. et.al. (1986). *Curriculum Planning and Development*, London: Allyn and Bacon, Inc.
- ❖ Doll, R.C. (1996). *Curriculum Improvements: Decision Making and Process*, Boston: Allyn & Bacon.
- ❖ Johnson, M. (1967). *Definitions and Models in Curriculum Theory- Educational Theory*.
- ❖ Kelly, A.V. (1977). *The Curriculum: theory and practices*. London: Harper and Row.
- ❖ Lulla, B.P. (1980). *Curriculum Thoughts*. Mumbai: BIE Publication.
- ❖ Mohanty, J. (1981). *Indian Education in the emerging society*. New Delhi.
- ❖ National Curriculum Framework for Teacher Education, 2009.
- ❖ National Curriculum Framework on School Education, 2005.
- ❖ NCERT (2006): *Teacher Education for Curriculum renewal*.
- ❖ NCTE (2009) *Curriculum Frame Work of teacher Education*, NCTE, New Delhi.
- ❖ Oliva, P.F. (2001). *Developing the Curriculum*, Priscilla McGeehon.
- ❖ Ornstein, A.C. & Hunkins, F.P. (1988). *Curriculum: Foundations, Principles and Issues*. New Jersey: Prentice Hall.
- ❖ Sharpes, D.K. (1988). *Curriculum Tradition and Practices*. London: Routledge.
- ❖ Smith, B.O., Stanley, W.O. & Shores, H.J. (1957). *Fundamentals of Curriculum Development*, New York: Harcourt.
- ❖ Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. London: Heinemann.
- ❖ Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York, Harcourt.
- ❖ Talla, M. (). *Curriculum Development: Perspectives, Principles and Issues*. Pearson.
- ❖ Tanner, D. & Tanner, L.N. (1980). *Curriculum Development: Theory into Practice*, New York: Macmillan.
- ❖ Wheeler, D.K. (1976). *Curriculum Process*. London: University of London.
- ❖ Wiles, J. and Bondi, J. (1989). *Curriculum Development*, Ohio: Merrill Publishing Company.

## Semester 3

DCE-1

### Statistics in Educational Research

**Objectives:**

*After the completion of the course, the students will be able to-*

- *Write the name and describe the nature of various types of data.*
- *Describe the procedures of classifying data and their graphical representation*
- *Develop an understanding about various statistical measures which are used in the analysis of quantitative data*
- *Understand the concept and use of normal probability curve*
- *Acquaint with the descriptive and inferential statistical techniques in educational research.*
- *Estimate and calculate reliability, validity, regression and prediction.*

**Unit-I**

Quantitative Data Analysis: Scales of Measurement and Graphical Representation of Data, Descriptive data Analysis (Measures of Central Tendency, Variability, Fiduciary Limits).

**Unit-II**

Normal Probability Curve- Concept, Characteristics, Uses and Causes of non-normality, standard scores- kinds, uses.

**Unit-III**

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

**Unit-IV**

Inferential Statistics and Testing hypotheses: Parametric and non-parametric, Type-I and Type-II error, t-Test, z-Test, Chi-square test, ANOVA/F-test.

**Unit-V**

Calculation of Reliability and Validity: types, different methods of estimation, importance and uses. Uses of computer software in data analysis.

### **Suggested Readings:**

- ❖ Agarwal, Y.P. (1986). *Statistical Methods- Concepts, Applications, and Computation*. Sterling Publishers Pvt. Ltd.
- ❖ Aggarwal, R.N & Asthana, V(1983): *Educational Measurement and Evaluation*, Agra: Vinod Publishing House.
- ❖ Bhat, S & Chakraborty, S.C(2013): *Research Methodology and Statistics in Education*, Kolkata: Aaheli Publishers.
- ❖ Das, N.G(2011): *Statistical Methods(Vol. II)* , New Delhi: Tata McGraw Hill Education Pvt. Ltd.
- ❖ Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*. New York: McGraw Hill.
- ❖ Garrett, H. E. (2005). *Statistics in Education and Psychology*. New Delhi: Paragon International.
- ❖ Guilford, J. P. & B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-6th edition).
- ❖ Howell, D. C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- ❖ Mangal, S.K. (2009). *Statistics in Psychology and Education*. PHI Learning Pvt. Ltd.
- ❖ Saha, K(2012): *Statistics in Education and Psychology*, New Delhi: Asian Books Pvt. Ltd.
- ❖ Seigal, S. Y. (1978). *Non-Parametric Statistics for Behavioral Science*. New Delhi: McGraw Hill.
- ❖ Shukla, K(2012): *Research Methodology and Statistics*, Ahmedabad: Satish Prakash S Shukla Publisher.
- ❖ Singh, A.K. (2019), *Test, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.

## DCE-2

Teacher Education

*After the completion of the course, the students will be able to-*

- Objectives:**
- *Understand the meaning, scope, objectives of teacher education and its development in India.*
  - *Develop the knowledge about the basic structures of teacher education at different levels in India*
  - *Acquaint with the structure and function of different agencies of teacher education in India*
  - *Develop the concept of knowledge base of teacher education from the perspectives of various educational experts*
  - *Develop the understanding of reflective teaching and the strategies to promote this teaching*
  - *Describe the components of various teaching models*
  - *Develop an understanding about the professionalism and ethics in teaching*
  - *Explain recent innovations and use of technology in teacher education*

**Unit-I**

Meaning, Nature and Scope of Teacher Education, Types of Teacher Education Programmes, Structure of Teacher Education Programme- Elementary, Secondary and Higher Secondary Levels ad Envisioned by NCERT and NCTE.

**Unit-II**

Agencies and Institutions of In-service Teacher Education at Districts, State and National Levels (SSA, RMSA, SCERT, NCERT and UGC).

**Unit-III**

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

**Unit-IV**

Professionalism and Ethics: Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual Factors affecting Teacher Development.

**Unit-V**

Innovation in Teacher Education: Teacher as a Reflective Practitioner, Cooperative and Collaborative Teacher Education, ICT integration in Teaching- e-Pathshala, e-PGpathshala, SWAYAM and MOOCs, HRDCs.

## Suggested Readings:

- ❖ Aggarwal, J.C. (2009). *Teacher and Education in a Developing Society*. New Delhi: Vikash Publishing House Pvt. Ltd.\
- ❖ Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66*. New Delhi: Author.
- ❖ Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.
- ❖ Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 &2)*. New Delhi: S. Chand & Co.
- ❖ Radha, M. (2013): *Teacher Education*. Delhi: PHI Learning Pvt. Ltd.
- ❖ Ram, S. (1999). *Current Issues in Teacher Education*, New Delhi: Sarup & Sons Publications.
- ❖ Sharma, S. P. (2007). *Teacher Education-Principles, Theories & Practices*, New Delhi: Kanishka Publications Distributors.
- ❖ Singh, L.C (1990). *Teacher Education in India: A Resource Book*, New Delhi: NCERT.



**DCE-3**

**Inclusive Education**

*After the completion of the course, the students will be able to-*

**Objectives:**

- *Explain the meaning, concept and scope of inclusive education*
- *Differentiate between impairment, disability and handicap*
- *State the different types of disability based on ICF model*
- *Identify the children with disabilities at early stages and develop intervention measures*
- *List various policies and provisions introduced for inclusive education*
- *Knowledge of curriculum, teaching strategies and teaching aids adapted for children with special needs*
- *Analyze how attitudes of peers, teachers, parents and community is necessary for facilitating inclusion*

**Unit-I**

Inclusive Education: Concept, Principles, Scope and Target groups (Diverse learners including marginalized groups and learners with disabilities). Philosophy of Inclusive Education.

**Unit-II**

Special Needs Education: Concept of Impairment, Disability and Handicap. Classification of Disabilities Based of ICF Model, Readiness of School and Models of Inclusion. Educational needs of Children with disabilities. Early identification, Assessment and Intervention Measures.

**Unit-III**

Legal Policies and Provisions: NPE 1986, POA-1992, PWD (1995), NPD (2006), NCF-2005, RCI-1992, UNESCO-Salamanca Statements.

**Unit-IV**

Curriculum Adaptation for Children with Disabilities: Curriculum and Curricular adaptation for diverse learners, Assistive and Adoptive Technology for diverse learners- Aids and Appliances, developing inclusive materials, physical environment and classroom management.

**Unit-V**

Barriers and Facilitation 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 Readings:**

- ❖ Aggarwal, J.C. (2010): Education for Disabled Children. New Delhi: Shipra Publications.
- ❖ Aiken, Lewis.R (2002). Attitudes and Related Psychosocial Constructs; Sage Publications.
- ❖ Allport, G (1 935). Attitudes: A Handbook of Social Psychology, Clark University Press, Massachusetts.
- ❖ Chauhan, S.S(1989): Education of Exceptional Children, New Delhi: Indus Publishing Company.
- ❖ Jangira, N.K. and Mukhopadhaya, S.(1987). Planning and Management of IED Programme, NCERT, New Delhi.
- ❖ Jangira, N.K., Ahuja, A and Sharma P.L. (1992). Children with Seeing Problems: Focus on Remaining Sight, Central Resource Centre, PIED, NCERT, New Delhi.
- ❖ Jangira, N.K., and Ahuja, A., (1992). Functional Assessment Guides, NCERT.
- ❖ Mangal, S.K(2015): Educating Exceptional Children: PHI Learning Pvt. Ltd.
- ❖ Mani, M.N.G (2000): Inclusive Education in Indian Context. Coimbatore: IHRDC, Sri Ram Krishna Mission Vidyalaya.
- ❖ Mithu, A & Michael , B. (2005). Inclusive Education from Rhetoric to Reality, New Delhi: Viva Books Pvt. Ltd.
- ❖ Mukhopadhaya, S., and Jangira, N.K. (1987). Source Book-Training of Teachers of Visually Impaired,, NCERT, New Delhi.
- ❖ National Curriculum Framework 2005, Position Paper on Education of Children with Special Needs
- ❖ Panda, K.C(1997): Education of Exceptional Children, New Delhi:Vikash Publication.
- ❖ Webster, A & Wood, D. (1987). Children with Difficulties. London: Cassell.

*Choose any one from the following GE*

<b>GE-1A</b>	<b>Mental Health and Hygiene</b>
<b>GE-1B</b>	<b>ICT in Education</b>
<b>GE-1C</b>	<b>Distance Education</b>

GE-1A

Mental Health and Hygiene**Objectives:**

*After the completion of the course, the students will be able to-*

- *Have a general understanding of the concept, meaning , nature and scope of mental health*
- *Be able to recognise various abnormal behaviours*
- *Be familiar with causes and remedies of different behavioural problems which exist in adolescence*
- *Develop an understanding about the psychological problems*
- *Can understand how to deal with stress and anxiety*
- *Conceptualise the need and significance of various therapies for problem behaviour*

**Unit-I**

Mental Health: Concept, Meaning, Objectives, Nature and Scope. Role of Heredity and Environment in Affecting Mental Health and Mental Hygiene

**Unit-II**

Concept of Normality and Abnormality, Classification of Abnormal Behaviour : Psychosis and Neurosis, Conflict and Complex

**Unit-III**

Causes and Remedies of Maladjustment, Problem Behaviour in Adolescence, Delinquency: Meaning, Nature and Problems.

**Unit-IV**

Aggressiveness, Substance Abuse, Stress and Anxiety: Concepts, Nature and Problems.

**Unit-V**

Therapies for Problem Behaviour: Behaviour Therapy, Cognitive Therapy, Humanistic Therapy, Psychoanalysis.

### **Suggested Readings:**

- ❖ Baron, R. A. (1999) *Psychology*. New Delhi: Prentice Hall of India.
- ❖ Chauhan, S.S. (1984) *Advanced Educational Psychology*. New Delhi: Vikas.
- ❖ Goodstein, L., Lanyon, and Addison (1979) *Behavior and Personality*. ((2nd edition), Phillippines : Wesley Publishing Company.
- ❖ Kapoor, M. (1997) *Mental Health in Indian Schools*. New Delhi: Sage.
- ❖ Kumar, V. (). *A Textbook of Abnormal Psychology*. Dominant Publishers.
- ❖ Nelson, Jones R. (1994). *The Theory and Practice of Counselling Psychology*. London: Cassel Education Ltd.
- ❖ Slavin, (1990). *Educational Psychology*. New Jersey: Prentice Hall.

GE-1B

ICT in Education

**Objectives:**

*After the completion of the course, the students will be able to-*

- *Acquire fundamental knowledge of computer, its accessories and software*
- *Familiar with the basic knowledge of MS Windows.*
- *Understand features of MS Office and their operations.*
- *Develop skill in using MS Word, MS Power Point and MS Excel.*
- *Acquire basic knowledge and skills of Internet, e-mail and web surfing.*
- *Conceptualise different digital initiatives in higher education*

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**Unit-I**

Fundamentals of Computer: Components of Hardware and Software. Windows- Booting, Elements. MS-Office (Word, Excel, Power Point). Different terminologies and abbreviations.

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**Unit-II**

e-Learning and Social Networking: Concept and Approaches to e-Learning (offline, online, synchronous, Asynchronous, Blended Learning, Mobile learning). Email, Audio and video conferencing, discussion forum, social networking sites, Blogs.

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**Unit-III**

Internet and Intranet: Meaning, history, requirements (Software and Hardware), downloading required information from the internet, process it and save it as per our requirements. HTML, ISP and surfing web sites.

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**Unit-IV**

Digital Initiatives in Higher Education: Open Education Resources (OER), Creative Common, MOOCs, SWAYAM

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**Unit-V**

E-Inclusion and Ethical Issues: Concept of E-Inclusion, Application of Assistive Technology and e-learning, Quality of E-learning- measuring quality of system, information, system, service, user satisfaction and NET benefits (D&MIS success Model, 2003), Ethical Issues for e-learner and e-teacher-teaching, learning and research.

### **Suggested Readings:**

- ❖ Leon and Leon. Introduction to Computers. Vikas Publishing House. New Delhi.
- ❖ Microsoft Excel Functions & Formulas by BPB Publication.
- ❖ Microsoft Office Complete Reference , Tata McGraw Hill Publication
- ❖ Norton, P., Introduction to Computers, 2nd Ed., Tata McGraw Hill.
- ❖ Rajaraman, V. Fundamentals of Computers. PHI Pvt Ltd.
- ❖ Rajaraman, V. Fundamentals of Computers. Prentice Hall India Pvt., Limited
- ❖ Ram, B., Computer Fundamentals: Architecture and Organization, 3rd Ed., New Age Publishers.
- ❖ Sinha, Pradeep K. and Sinha, Priti, Computer Fundamentals, Third Ed., BPB Publications.

GE-1C	<u>Distance Education</u>
<b>Objectives:</b>	<p><i>After the completion of the course, the students will be able to-</i></p> <ul style="list-style-type: none"> <li>➤ <i>Familiar with the growth and philosophy of distance education</i></li> <li>➤ <i>Conceptualize about the significance and context of emerging distance education</i></li> <li>➤ <i>Understand and analyse about the design and development of self-learning materials</i></li> <li>➤ <i>Get an idea of various aspects of learner support service</i></li> <li>➤ <i>Describe the management system of distance education</i></li> <li>➤ <i>Get an idea about different multimedia used in distance education</i></li> </ul>
<b>Unit-I</b>	Growth and Philosophy of Distance Education: Definitions and Philosophical Foundations of Distance Education. Socio-political Issues, Academic Credibility, Emerging Operational Concerns.
<b>Unit-II</b>	Design and Development of Self-learning Materials: Course and Unit Design, Organizing the Content, the Process of Course Preparation, Quality Assurance in Distance Learning Materials, Application of New Technology in Preparation of Texts.
<b>Unit-III</b>	Learner Support Service: Need and Mechanism, Institutional Arrangements for Learner Support. Interaction through Assignment Evaluation System in Distance Education: Assessment and Grading.
<b>Unit-IV</b>	Management of Distance Education: Aims and Objectives of Distance Education, Organizational structure of Higher Distance Education Institutions. Management of Distance Education systems. Issues in Planning and Management of Distance Education Institutions.
<b>Unit-V</b>	Communication Technology for Distance Education: Media in Distance Education, Radio and Audio Components, Television and Video components, Writing scripts for Audio and Video Programmes. Use of computer and Internet for Distance Education.



### **Suggested Readings:**

- ❖ Holmberg, B. (1981): *Status and Trends of Distance Education*. London: Kogan Page.
- ❖ Keegan, D. (1986): *The Foundations of Distance Education*. U.S.A.: Croom Helm.
- ❖ Keegan, D. (1990): 'Problem in defining the field of distance education'. *The American Journal of Distance Education* 17(2) 4- 11.
- ❖ Koul, B. N. (1995) "Trends, Directions and Needs: A view from Developing countries", *Open and Distance Learning Today* (Ed.) Fred Lockwood, Routledge: London.
- ❖ Koul, B.N. (1997) "Quality assurance practices and principles: The case of Indian distance education", *Perspectives on Distance Education: Quality Assurance in Higher Education: Selected Case Studies* (Ed) Alan Tait. The Commonwealth of Learning, Canada. L
- ❖ Perry, W. (1987). *Open University: A personal account of the first Vice Chancellor*, Milton Keynes, Open University Press.
- ❖ Rumble, G. and Harry, K. (1982). *The Distance Teaching Universities*. London. Croom Helm Ltd.

## Semester 4

DCE-4

### Educational Technology

*After the completion of the course, the students will be able to-*

- Objectives:**
- Explain the meaning, nature and scope of ET and its importance in Educational field.
  - Understanding the concept and processes of classroom communication and instruction.
  - Discuss about the different components and functions of teaching models.
  - Gathering practical experience towards application of various teaching models.
  - Developing the concept about the modalities of teaching, levels and phases of teaching, and maxims of teaching.
  - Developing and designing instructional system and strategies by applying different methods for the modification of teaching behaviour.
  - Planning and executing micro teaching, simulated teaching and team teaching for achieving hands on experience.

**Unit-I**

Educational Technology (ET): Meaning, Nature and Scope; ET as a system and its characteristics; ET as systems approach to education

**Unit-II**

Communication and Instruction: Concept, Nature, Process and Types of Communication; Components of Communication Process in Instructional Systems; Components of Classroom Communication. Factors affecting classroom communication.

**Unit-III**

Models of Teaching: Meaning, nature and functions; Families of Models of Teaching; Different Models of Teaching – Glaser, Bruner and Ausubel.

**Unit-IV**

Modalities of Teaching: Difference between teaching and instruction, conditioning and training; Levels of Teaching- Memory, Understanding and Reflective; Stages/phases of Teaching- Pre-active, Interactive and Post-active. Maxims of Teaching.

**Unit-V**

Modification of Teaching Behaviour: Simulation; Micro-Teaching; Flanders Interaction Analysis. Simulated teaching, Team Teaching.

### **Suggested Readings:**

- ❖ Aggrawal, J.C. (2010). *Essential of Educational Technology*, New Delhi: Vikash Publication Pvt. Ltd.
- ❖ Bhat, B. D. and Sharma, S. R. (1992). *Educational Technology Concept and Technique*, Delhi: Kanishka Pub. House.
- ❖ Chand, T. (1990). *Educational Technology*. New Delhi: Anmol Pub.
- ❖ Dahiya, S.S. (2010). *Educational Technology*, New Delhi: SHIPRA Publication.
- ❖ Das, R. C. (1983). *Educational Technology: A Basic Text*, New Delhi: Sterling Pub. Private Ltd., 1983.
- ❖ Mall Reddy, M. & Ravishankar, S. (1984). *Curriculum Development and Educational Technology*, New Delhi: Sterling Pub. Private Ltd.
- ❖ Mangal, S.K& Mangal S. (2016): *Essential of Educational Technology*, New Delhi: PHI Learning Pvt Ltd.
- ❖ Mohanty , J. (1992). *Educational Technology*, New Delhi: Deep & Deep Pub.
- ❖ Mukhopadhyay, M. (1990). *Educational Technology: Challenging Issues*, New Delhi: Sterling Pub. Private Ltd.
- ❖ Pangotra, N. (1980). *Fundamental of Educational Technology*, Chandigarh: International Pub.
- ❖ Rao, U. (2005). *Educational Technology*, Mumbai: Himalaya Publication House.
- ❖ Sharma, R.N & Chandra, S.S. (2006). *Advanced Educational Technology*, New Delhi: Atlantic.
- ❖ Sharma, Y.K. (2012). *Fundamental Aspects of Educational Technology*, New Delhi: Kanishka Publication Distributor.

DCE-5

**Educational Management, Administration and Leadership**

*After the completion of the course, the students will be able to-*

- Objectives:**
- *To give an updated understanding about the meaning, nature, scope and functions of educational management and administration.*
  - *Transmitting theoretical and practical perspective of various aspects of management, i.e., TQM, SWOT, PERT, etc.*
  - *Highlighting the objectives and functions of Indian and International Quality Assurance Agencies of education.*
  - *Evaluating the role and performance of NAAC in relation to the quality assurance of higher education in India.*
  - *Acquiring the knowledge about the concept of leadership and its various dimensions, i.e., nature, approaches and models.*
  - *An in-depth analysis about the process of educational administration and its role towards organizational development.*
  - *Critical evaluation of various Indian educational policies in connection with educational management and administration.*

**Unit-I**

Educational Management and Supervision: Meaning, Scope, Principles and Functions. Difference between general administration and educational administration and supervision. Total Quality Management (TQM, SWOT analysis), CPM, PERT, POSDCORB.

**Unit-II**

Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives of NAAC, Performance indication, Quality Council of India, Institutional Network for Quality Assurance Agencies in Higher Education (INQAHE).

**Unit-III**

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

**Unit-IV**

Educational Administration: Administration as a Process, Administration as a bureaucracy, Human relations approach to Administration, Organisational development and climate.

**Unit-V**

Policy measures relating to Educational Management in India: NPE-1986 and POA1992, NPE-2016, Educational Management and Change- meaning, need for planned change, Three-steps Model of change (Unfreezing, Moving and Refreezing).

### **Suggested Readings:**

- ❖ Aggrawal, J.C. (2010). Educational administration and management. New Delhi: Vikas Pub. House.
- ❖ Ashima V, Deshmukh & Naik A.P (2010). Educational Management. Girgaon, Mumbai: Himalaya Publishing House.
- ❖ Bhatnagar, R.P & Verma, I.B (1978). Educational Administration. Meerut, India: Loyal Book Depot.
- ❖ Chauhan, S. (2012). Educational Management. Pearson Publication
- ❖ Dash, B.N. (2013). School organization, administration and management. New Delhi: Neelkamal Publications.
- ❖ Dash, M., Dash, N. (2017). School Management. Atlantic Publishers and Distributors Pvt. Ltd.
- ❖ Kochhar, S.K. (2013). School Administration and Management. Sterling Publishers Pvt. Ltd.
- ❖ Mohanty, J. (2012). Educational administration, management and school organization. New Delhi: Deep & Deep Publications.
- ❖ Mukerji, S.N. Administration of Educational Planning and Finance. Baroda, India: Acharya Book Depot.
- ❖ Safaya, R. & Shaida, B.D. (1964). School Administration and Organization, Jalandher, India: Dhanpat Rai & Sons.
- ❖ Sindhu, I.S. (2012). Educational Administration and Management. Pearson Publication

<b>DCE-6</b>	<u><b>Project Based Activity</b></u>
<b>Objectives:</b>	Students will be able to gather practical experience about the collection of educational data and organize, analyze, synthesise of the data towards preparing a report.

**GE-2A**      **Guidance and Counselling**

*After the completion of the course, the students will be able to-*

- Objectives:**
- *To sensitize student-teachers towards need and importance of guidance and counseling.*
  - *To develop caring attitude and concern for children.*
  - *To identify the areas/situations that needs in the process of guidance and counselling.*
  - *To develop competencies to help students resolve their social, emotional, academic and career problems to achieve optimum potential.*
  - *To acquaint oneself with different techniques of guidance and counseling to deal with student problems.*
  - *To design, plan and execute guidance programmes in school.*
  - *To promote inclusive learning environment in school.*

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**Unit-I**      Basics of Educational Guidance: Meaning, Nature and Scope of Guidance. Philosophical Basis of Guidance, Different dimensions of Guidance, Types of Guidance.

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**Unit-II**      Guidance Methods and Techniques: Steps in Guidance, Group Method in Guidance, Essential information for guidance and curriculum. Different approaches to guidance.

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**Unit-III**      Essentials of Counselling: Basic concept, meaning and nature. Effective counsellor. The Counselling Skills. Techniques of Counselling.

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**Unit-IV**      Assessment in Guidance and Counselling: Understanding children, Assessment in Guidance-Quantitative and Qualitative techniques.

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**Unit-V**      Organizing Guidance and Counselling Services: Guidance- A Collaborative effort, Planning guidance programmes, guiding parents, evaluating guidance services, research and evaluation.

### **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.
- ❖ Bhatnagar, A. and Gupta, N. (1999). Guidance and Counselling (Vol. 1): a practical approach. New Delhi: Vikas Publishing House.
- ❖ Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.
- ❖ Chandra,R (2002): Guidance & Counselling, New Delhi: Kalpa Publication.
- ❖ Crow, L.D. and Crow, A. (1951). An Introduction to Guidance: Basic Principles and Practices (2<sup>nd</sup> Ed.). New York: American Book Co.
- ❖ Goswami, M (2010). Guidance & Counselling, New Delhi: New Age Publications
- ❖ Jones, A.J. (1951). Principles of Guidance (4<sup>th</sup> Ed.). New York: McGrew Hill Book Co.
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GE-2B

Environmental Education

<b>Objectives:</b>	<p><i>After the completion of the course, the students will be able to-</i></p> <ul style="list-style-type: none"> <li>➤ <i>Define the term 'Environment' and 'Environmental Education'.</i></li> <li>➤ <i>Describe the nature and scope of 'Environmental Education' and their role for creating Environmental Awareness.</i></li> <li>➤ <i>Explain the various principles underlying Environmental Education and their importance in teaching learning.</i></li> <li>➤ <i>To foster clear awareness of, and concern about ecological interdependence or sustainable development.</i></li> <li>➤ <i>To give scientific idea for reducing the environmental stress by conserving the resources through education.</i></li> <li>➤ <i>Understanding the concept of environmental management and its relation with education.</i></li> <li>➤ <i>Acquiring the knowledge of environmental laws, policies, and ethics.</i></li> <li>➤ <i>Evaluating the present status of environmental education in India and planning for future development.</i></li> </ul>
<b>Unit-I</b>	<p>Environmental Education and Awareness : Aims and Objectives of Environmental Education, Meaning, Nature, Scope, Need and Implementation Approach of Environmental Education, Concept of Environmental Awareness, Role of Education for creating Environmental Awareness.</p>
<b>Unit-II</b>	<p>Child and His Environment: Impact of Environment in Child Development, Social Development, Psychological Development.</p>
<b>Unit-III</b>	<p>Environmental Education for Sustainable Development: Natural &amp; Man-made disasters, Conservation of Environmental Resources, Reducing environmental stress through education.</p>
<b>Unit-IV</b>	<p>Environment Management and Education : Dimensions and approaches to Environmental Management, Environmental laws &amp; policies, Assessment of Environmental Impact (EAI), Environmental Ethics, Environment Management Education &amp; Training.</p>
<b>Unit-V</b>	<p>Environmental Education in India : Formal Environmental Education, Non-formal Environmental Education, Informal Environmental Education, Present Status, Initiatives for the development of environmental education.</p>

### **Suggested Readings:**

- ❖ Agarwal, S. P. & Agarwal, J.C. (1996). Environmental Protection, Education and Development, New Delhi, New Concepts.
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- ❖ Kumar, A. (2009). A Text book of Environmental Science, New Delhi, APH Publishing Corporation.
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- ❖ Odum, E. P. (1971). Fundamentals of ecology. Philadelphia: W. B. Saunders Company.
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- ❖ Sapru, R. K. (Ed.) (1987). Environment management in India. New Delhi: Ashis Publishing House.
- ❖ Saxena, A. B. et al. (). Environment studies teaching through environment. RIE, Bhopal: NCERT.
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- ❖ Sharma, Gautam, (Ed.) (1989). Environment, man and nature. New Delhi: Reliance Publishing House.
- ❖ Sharma, R.A. (2008). Environmental Education, Meerut: R.Lal Books Depot.
- ❖ Sharma, V.S. (2005). Environmental Education, New Delhi, Anmol Publications.
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GE-2C

Comparative Education

*After the completion of the course, the students will be able to-*

- Objectives:**
- Understanding the nature and scope of Comparative education.
  - Describing various methods, approaches and factors of Comparative education.
  - Conceptualizing the contemporary trends in World Education Scenario and various programmes for improving quality of education.
  - To help the students to understand Comparative education as an emerging discipline of education.
  - To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
  - To help the students to use the results of assessment made by various countries and to know the role of UNO for the promotion of education.
  - To create a perspective among the students about the implications of education for solving the prevailing problems of education in India.

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**Unit-I** Comparative Education: Meaning, Nature, Scope and Importance. Comparative Education as an academic discipline. Methods of Comparative Education. Factors of Comparative Education.

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**Unit-II** Approaches to Comparative Education: Cross-disciplinary, problem approaches and fact approaches.

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**Unit-III** Contemporary Trends in World Education Scenario: National and International, Role and Programmes of Educational Activities of UNO and its various organs in improving quality of education among the member countries.

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**Unit-IV** Secondary & Higher Education – UK, USA, Japan, Germany, and India.

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**Unit-V** Teacher Education – UK, USA, Germany, and India.

### **Suggested Readings:**

- ❖ Bereday, G. Z. F. (1964). *Comparative Method in Education*. New York, Holt, Rinehart & Winston.
- ❖ Chaube, S. P. & Chaube, A. (2004). *Comparative Education*, Vikas Publishing House Pvt. Ltd, New Delhi.
- ❖ Dutta, B.S.V. & Rao, D.B. (2004). *Comparative Education*. Discovery Publishing House, New Delhi.
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- ❖ Sharma, R.A. (2013). *Comparative Education*. Vinay Rekheja.
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- ❖ Sodhi T. S. (1988). *A Text Book of Comparative Education*. New Delhi: Association of Indian Universities.
- ❖ William, M. A. (1966). *Planning curriculum for schools*. New York: Holt, Rinehart and Winston.