

Diamond Harbour Women's University

Department of Education

Master of Arts in Education

**Under Choice Based Credit System (CBCS)
(W. e. f. Session 2023-2025)**

Duration: Two years (4 Semesters)**Vision:**

This syllabus will help students gain insight into modern techniques of education together with their application in varied fields like management and educational administration under *Choice Based Credit System*. The aim is to help them learn about quality enhancement in education, along with understanding the related theories and approaches of the discipline. The students will realize the importance of leadership in education and how it can be developed. They will also understand about educational organizations, their types and the process of their optimal development.

Objectives:

The objectives of the programme are to help the students to-

1. gather specialized understanding of the discipline.
2. know about the founders of the discipline.
3. understand the theoretical perspectives of education.
4. utilize this knowledge in furthering their careers.
5. understand the social, economic, political, intellectual or cultural attitudes of education.
6. realize the importance of leadership in education and how it can be developed.

About the Programme:

1. Aggregate Marks of the M.A. programme = 1000 marks divided into 4 semesters.
2. Each semester will comprise of 5 courses of 50 marks each.
3. Each course of 50 marks will be of 4-credits, with 80% for final assessment and 20% for internal assessment (which will include presentations, topic-specific assignments and mid-term tests etc.) [as per UGC Norms, 1 credit = 15 lecture-hours].

DIAMOND HARBOUR WOMEN'S UNIVERSITY

MASTER OF ARTS IN EDUCATION

Semester-based Curriculum Structure under

Choice Based Credit System

Semester-I: July-December

Course Code	Course	Lecture Hours per week	Teaching/ Practical hours per week	Credit	Total Marks per Semester
EDU/CC/4101	Philosophical Foundation of Education	4	1	4	50
EDU/CC/4102	Psychological Foundation of Education-I	4	1	4	50
EDU/CC/4103	Sociological Foundation of Education	4	1	4	50
EDU/CC/4104	Curriculum Studies	4	1	4	50
EDU/CC/4105	Research Methodology-I	4	1	4	50
	Semester-I: Total	20	5	20	250

Semester-II: January-June

Course Code	Course	Lecture Hours per week	Teaching/ Practical hours per week	Credit	Total Marks per Semester
EDU/CC/4201	Mental Hygiene and Adjustment	4	1	4	50
EDU/CC/4202	Psychological Foundation of Education-II	4	1	4	50
EDU/CC/4203	Contemporary Issues in Indian Education	4	1	4	50
EDU/CC/4204	Education of Children with Special Needs	4	1	4	50
EDU/CC/4205	Research Methodology-II and Computer Application	2	3	4	50
	Semester-II: Total	18	7	20	250

Semester-III: July-December

Course Code	Course	Lecture Hours per week	Teaching/ Practical hours per week	Credit	Total Marks per Semester
EDU/CC/5101	Educational Management, Administration and Leadership	4	1	4	50
EDU/CC/5102	Psychological Tests and their Administration	1	4	4	50
EDU/CE/5103	Elective (any 1):				
5103 A	Mental Health and Life Skill Education				
5103 B	History of Education				
5103 C	Environmental Education	4	1	4	50
5103 D	Value Education				
5103 E	Economics of Education				
EDU/OE/5104	Open Elective (any 1) <i>Offered by the Department of Education to Students of other Departments</i>				
5104 A	Women Education and Health	4	1	4	50
5104 B	Research Methodology in Social Science				
EDU/OE/5105	Open Elective (any 1) <i>Offered by the Department of Education to Students of other Departments</i>				
5105 A	History of Education	4	1	4	50
5105 B	Fundamentals of Educational Philosophy				
	Semester-III: Total	17	8	20	250

Semester-IV: January-June

Course Code	Course	Lecture Hours per week	Teaching/ Practical hours per week	Credit	Total Marks per Semester
EDU/CC/5201	Teacher Education	4	1	4	50
EDU/CC/5202	Educational Technology	4	1	4	50
EDU/CC/5203	Measurement and Evaluation in Education	4	1	4	50
EDU/CE/5204	Elective (any 1):				
5204 A	Population Education				
5204 B	Early Childhood Care and Education	4	1	4	50
5204 C	Guidance and Counselling				
5204 D	Yoga Education				
5204 E	Higher Education				
EDU/CC/5205	Dissertation/ Project Work	1	4	4	50
	Semester-IV: Total	17	8	20	250

Philosophical Foundation of Education

EDU/CC/4101

Objectives:

The students will be able to-

- know about the contribution of philosophy in the discipline of education.
- critically appraise the contribution of UNESCO Report 1996.
- understand the contribution of Indian and Western philosophy of education.
- recognize the contribution of Indian and Western Educational thinkers.

Unit I: Educational Philosophy (11 class hours)

- a) Education and Philosophy: Meaning, Nature, and Concepts
- b) Education and Philosophy: Scope and Relationship
- c) Need and Significance of Educational Philosophy
- d) Modern Concept of Philosophy: Analysis – Logical Empiricism

Unit II: Indian Philosophy of Education (11 class hours)

- a) Vedanta Philosophy of Education
- b) Buddhist Philosophy of Education
- c) Jain Philosophy of Education
- d) Islamic Philosophy of Education
(Basic concept with special reference to the concept of knowledge, discipline, teacher-pupil relationship, and value)

Unit III: Schools of Philosophy in Education (12 class hours)

- a) Idealism
- b) Realism
- c) Naturalism
- d) Pragmatism
- e) Existentialism
(Education Implications of these schools with special reference to the basic tenets, aims and objectives of education, curriculum, methodology of teaching, teacher-pupil relationship, freedom and discipline)

Unit IV: Indian Educational Thinkers (13 class hours)

- a) Rabindranath Tagore
- b) M.K. Gandhi
- c) J. Krishnamurti
- d) Savitribai Phule

Unit V: Western Educational Thinkers (13 class hours)

- a) Plato
- b) Comenius
- c) Rousseau
- d) Paulo Freire

Suggested Readings:

- Aggarwal, J. C. & Gupta, S., *Great Philosophers and Thinkers on Education*, Shipra Publications, New Delhi, 2006.
- Ahmed, S., *World's Great Educationists*, Anmol Publications Pvt. Ltd., New Delhi, 2007.
- Ansari, S. H., *Philosophical Foundations of Education*, Sanjay Prakashan, New Delhi, 2003.
- Butler, J.D., *Four Philosophies and their Practice in Education and Religion*, Third Edition, Harper & Row Co., New York, 1968.
- Brubacher, J.S., *Modern Philosophies of Education*, Tata McGraw-Hill Publishing Co. Pvt. Ltd., New Delhi-Bombay, 1950.
- Cahn, S.M., *The Philosophical Foundations of Education*.
- Shukla, C. S., *Development of Educational System in India*. Loyal Book Depot, Meerut.
- John, D., *Democracy of Education*, Mac Millan, New York, 1963.
- Kabir, H., *Philosophy of Education*, Asia Publishing House, Bombay, 1961.
- Kabir, H., *Education in Modern India*, Middlesen, England, 1971.
- Kripalani, K., *Rabindranath Tagore*, OUP, London, 1963.
- O' Connor, D. J., *An Introduction to the Philosophy of Education*, Routledge & Kegan Paul, London, 1957.
- Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan & Co.Ltd.
- Rusk, R.R., *The Philosophical Bases of Education*, University of London Press Ltd., London, 1928.
- Rusk, R. R. & Scotland, J., *Doctrines of the Great Educators*, (Fifth Edition), The Macmillan Press Ltd., New York, 1979.
- Seetharamu, A.S., *Philosophies of Education*, APH Publishing, Delhi, 1978.
- Sharma, Y.K., *The Doctrines of the Great Indian Educators*, Kanishka Publishers, New Delhi, 2002.

Psychological Foundation of Education-I

EDU/CC/4102

Objectives:

The students will be able to-

- understand the psychological orientation to education;
- know about the nature of different aspects of psychology;
- apply the knowledge of psychology in solving the problems of daily life;
- understand the process and various stages of growth and development;
- understand the relationship between intelligence and creativity;
- get acquainted with the concept of learning and motivation;
- develop an understanding about learners' learning, cognitive, and thinking styles;
- promote understanding of the major theoretical traditions in learning;
- comprehend the relevance of various psychological theories in classroom context.

Unit I: Psychological Orientation to Education (10 class hours)

- a) Meaning, Nature and Scope of Educational Psychology, Interrelationship between Education and Psychology
- b) Contribution of various Schools with reference to teaching and learning- Structuralism, Functionalism, Behaviourism, Cognitivism, Humanistic, and Psychoanalytic Schools
- c) Methods used in Educational Psychology- Observation, Experimental, Case Study, Developmental, Longitudinal, and Cross-Sectional
- d) Recent trends in Educational Psychology

Unit II: Process of Growth and Development (10 class hours)

- a) Growth and Development: Concept and Principles
- b) Cognitive Processes and Stages of Cognitive Development
- c) Language Development- Behaviouristic, Nativist, and Interactionistic Theories of Language Development (brief outline)
- d) Problem Solving and Critical Thinking
- e) Moral Development

Unit III: Intelligence and Creativity (15 class hours)

- a) Approaches to Intelligence from Unitary to Multiple: Concepts of Social Intelligence, Multiple Intelligence, Emotional Intelligence
- b) Theories of Intelligence by Sternberg and Gardner
- c) Assessment of Intelligence
- d) Creativity- Concept, Nature, and Theories (Guilford and Torrance)
- e) Measurement and nourishment of Creativity, Relationship between Intelligence and Creativity.

Unit IV: Learning, Learners' Learning Styles and their Motivation (10 class hours)

- a) Learning- Concept, Nature and Types, Factors influencing Learning
- b) Learning Styles- Visual, Aural, Verbal, Physical, Logical, Social, and Solitary
- c) Cognitive Styles- Field Dependent-Field Independent, Deep-Surface, Reflective-Impulsive
- d) Thinking Styles- Synthesis, Idealist, Pragmatic, Analyst, and Realist
- e) Motivation- Concept, Types, Its relation with Learning, Classroom motivational techniques; Achievement Motivation, Attribution Theory

Unit V: Theoretical Approaches to Learning (15 class hours)

- a) Principles and Theories of Learning: Behaviouristic, Cognitive and Social Theories of learning
- b) Gagne's Hierarchy of Learning, Constructivism- Bruner's and Vygotsky's theory of Learning
- c) Reception Learning of Ausubel, Experiential Learning by Kolb (Concept)
- d) Bloom's Mastery Learning and Self Learning
- e) Transfer of Learning- Meaning, Types, Theories (Theory of Identical Elements and Theory of Generalizations) and Educational Implications

Suggested Readings:

- Ausubel, D. F. & Robinson, F. S., *An Introduction to Educational Psychology*, Holt Rinehart & Winston, New York, 1969.
- Baron, R. A., *Psychology*, Porling Kindersley & Pearson Education, New Delhi, 2007.
- Bigge, M. L. & Hunt, M. P., *Psychological Foundations of Education: An Introduction to Human Development and Learning*, Harper & Row, New York, 1968.
- Bower, G. H. & Hilgard, E. R., *Theories of Learning*, Prentice-Hall, New York, 1981.
- Deshpabhu, S., *Educational Psychology and Child Development*, Kanishka Publishers, New Delhi, 1998.
- Feldman, R. S., *Understanding Psychology*, Tata McGraw-Hill, New York, 2011.
- Gardner, H. E., *Multiple Intelligences: New Horizons*, Basic Books, New York, 2006.
- Getzels, J. W. & Jackson, P. W., *Creativity and Intelligence*, John Wiley & Sons, Inc., New York, 1962.
- Glover, J. A., Ronning, R. R., & Reynolds, C. R. (Eds.), *Handbook of Creativity*, Springer, New York, 1989.
- Hergenhahn, B. R. & Olson, M. H., *An Introduction to Theories of Learning*, PHI Learning Pvt. Ltd., New Delhi, 2010.
- Hurlock E. B., *Child Development*, Tata McGraw-Hill, New York, 2008.
- Kakkar, S. B., *Perspectives in Educational Psychology*, Atlantic Publishers, New Delhi, 1996.
- Mangal, S. K., *Advanced Educational Psychology*, Prentice-Hall of India Pvt. Ltd., New Delhi, 2003.
- Miller, P. A., *Theories of Development Psychology*, Worth Publishers, New York, 2010.

- Minton, S. J., *Using Psychology in the Classroom*, Sage, London, 2012.
- Mishra, B., *Education and Child Development*, Mohit Publication, New Delhi, 2006.
- Ormrod, J. E., *Human Learning*, Pearson, Boston, 2012.
- Pandey, K. P., *Advanced Educational Psychology*, Konark Publishers Pvt. Ltd., Delhi, 1988.
- Rastogi, K. G., *Educational Psychology*, Rastogi Publications, Meerut, 1983.
- Skinner, C., *Educational Psychology*, Prentice-Hall of India Pvt. Ltd., New Delhi, 1984.
- Woolfolk, A., *Educational Psychology*, Pearson Education, New Delhi, 2004.

Sociological Foundation of Education

EDU/CC/4103

Objectives:

The students will be able to-

- understand the relationship between Sociology and Education.
- understand the functions of Education as a sub system of the society.
- get acquainted with the conservative and creative role of culture in education.
- know about the current social issues in Indian Education.

Unit I: Educational Sociology: Meaning, Nature and Scope (12 class hours)

- a) Relationship between Sociology and Education
- b) Meaning and Nature of Educational Sociology
- c) Education as a Sub System of Society: Its Structure and Functions
- d) Social Interactions and their Educational Implications
- e) Education and Society: Education as a process of Socialization and Social Enrichment

Unit II: Social Structures and Education (10 class hours)

- a) Education and Social Change
- b) Barriers on Social Change (Caste, Ethnicity, Class, Language, Religion, Population, and Regionalism)
- c) Education as related to Social Stratification and Social Mobility
- d) Social Organizations
- e) Factors influencing Social Organizations: Folkways, Mores, Institutions, Values

Unit III: Culture and Education (12 class hours)

- a) Culture – Meaning and Nature, Concept of Cultural Lag
- b) Cultural determinants in Education
- c) Characteristics and dimensions of culture
- d) Role of Education in Culture – Conservative and creative role of Education
- e) Need for Composite Culture

Unit IV: Social Principles and Education (14 class hours)

- a) Socio-economic factors and their impact on Education
- b) Impact of Politics and Religion on Education
- c) Education in relation to Freedom, Democracy, National Integration and International Understanding
- d) Impact of Urbanization, Modernization, and Globalization on Education

Unit V: Emerging Social Issues in Indian Education (12 class hours)

- a) Education for World Peace
- b) Education for Human Development- Parameters of Human Development Index
- c) Need for Attitudinal Change and Role of Education
- d) Women and Social Change: Role of Education

Suggested Readings:

- Aggarwal, J.C., *Theory and Principles of Education: Philosophical and Sociological Bases of Education*, Vikas Publishing House, 1986.
- Banerjee, A. C. & Sharma, S.R., *Sociological and Philosophical Issues in Education*, Book Enclave, Jaipur, 1999.
- Brown, F.J., *Educational Sociology*, Prentice Hall, New York, 1947.
- MacIver, R. M. & Page, C. H., *Society: An Introductory Analysis*, Rinehart, New York, 1949.
- Prasad, J., *Education and Society: Concepts, Perspectives and Suppositions*. Kanishka Publishers, New Delhi, 2004.
- Ravi, S. S., *Philosophical and Sociological Bases of Education*, PHI Learning, 2015.
- Sharma, S. N., *Philosophical and Sociological Foundation of Education*, APH Publishing, New Delhi, 2008.
- Sharma, Y. K., *Foundations in Sociology in Education*, Kanishka Publishers, New Delhi, 2004.
- Srinavas, M. N., *Social Change in Modern India*, Allied Publication, Bombay, 1967.

Curriculum Studies

EDU/CC/4104

Objectives:

The students will be able to-

- understand the concept, types, bases and determinants of curriculum;
- know different approaches of planning and designs of curriculum development;
- apply the models of curriculum implementation;
- comprehend the process of curriculum evaluation;
- know about the contemporary trends in curriculum implementation.

Unit I: Concept, Types, Bases and Determinants of Curriculum (12 class hours)

- a) Concept of Curriculum- Meaning, Nature and Scope
- b) Types of curriculum- Subject-centric: Differentiated and Undifferentiated, Learner centric: Activity-cum experience based and Constructivism based
- c) Bases of Curriculum- Philosophical, Psychological and Sociological.
- d) Determinants of Curriculum- Aims and Objectives, Knowledge resources, Teachers and other human supports, Learners and their requirements for knowledge development, Infrastructure, Technology and Administration; Characteristics of a good curriculum

Unit II: Curriculum Planning, Development and Implementation (12 class hours)

- a) Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model
- b) Competency Based Model, Social Functions / Activities Model [social reconstruction]
- c) Individual Needs & Interests Model, Outcome Based Integrative Model
- d) Intervention Model, C I P P Model (Context, Input, Process, Product Model)

Unit III: Curriculum Evaluation (14 class hours)

- a) Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction
- b) Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches)
- c) Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model
- d) Curriculum Support Materials- Roles and Types

Unit IV: Curriculum Development in India (12 class hours)

- a) Curriculum Implementation since New Education Policy- Primary, Secondary, and
- b) Higher Education levels
- c) Implementation of Curriculum Framework Report (NCTE, 2005)
- d) Implementation of Curriculum Review Committee Report (UGC)

- e) CBC System

Unit V: Issues and Trends in Curricular Development (10 class hours)

- a) Concept of Uniform Pattern and Multidisciplinary Approach
- b) Meaning and types of Curriculum change, Factors affecting curriculum change Approaches to curriculum change
- c) Role of students, teachers and educational administrators in curriculum change and improvement
- d) Scope of curriculum research and Types of Research in Curriculum Studies

Suggested Readings:

- Agarwal, J. C., Curriculum Development, 2005.
- Arora, G. L., Reflections on Curriculum, NCERT, New Delhi, 1984.
- Chauhan, S. S., Innovations in the Teaching Learning Process, Vikas Publishing House, New Delhi, 1993.
- Chikumbu, T. J & Makamure, R., Curriculum Theory, Design and Assignment (Module13), The Common wealth of Learning, Canada, 2000.
- Ciddldwood, D. & Burton, N., Managing the Curriculum, Sage Publications, New Delhi, 2010.
- Dewey, J., The Child and the Curriculum, The University of Chicago Press, Chicago, 1996.
- Diamond, R. M. Designing and Improving Courses in Higher Education: A Systematic Approach, Jossey-Bass Inc. Publication, California, 1986.
- Doll, R. C., Curriculum Improvement: Decision Making Process, Allyn & Bacon Inc., London, 1986.
- Erickson, H. L., Concept Based Curriculum and Instruction: Teaching Beyond the Facts, Corsion Press Inc., California, 2002.
- Glatthorn, A. A., Boschee, F., & Whitehead, B. M., Curriculum Leadership: Strategies for Development and Implementation, Sage Publications, New Delhi, 2009.
- Joseph, P. B, et al. Cultures of Curriculum (Studies in Curriculum Theory), Teachers College Press, New York, 2000.
- Julian, C. S. & Kenneth, D. H., Education and Evaluation, Prentice Hall of India, New Delhi, 1978.
- Kelly, A. V., The Curriculum Theory and Practice, Harper & Row, London, 1982.
- McKernan, J., Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, Routledge, London, 2007.

Research Methodology-I

EDU/CC/4105

Objectives:

The students will be able to-

- understand the nature and process of research in Education;
- know about different types of educational research;
- formulate research problems, variables and hypotheses;
- describe and differentiate the various methods of sampling;
- construct and apply different research tools;
- understand the statistics of probability distribution;
- write and evaluate the research report.

Unit I: Nature and Scope of Educational Research (14 class hours)

- a) Meaning, Nature, Characteristics, Need and Purpose
- b) Scientific Method- Meaning, Characteristics, Steps, and Types (Exploratory, Explanatory, and Descriptive)
- c) Educational Research- Fundamental, Applied & Action, Longitudinal and Cross-sectional & Interdisciplinary
- d) Major Approaches to Research- Qualitative and Quantitative Research
- e) Research Design- Descriptive Research, Ex-post-facto Research, Experimental Research, and Historical Research

Unit II: Formulation of Research Problem (12 class hours)

- a) Identification of Research worthy Problems
- b) Review of Related Studies
- c) Variables-Meaning, Concepts, Nature and Construct, and Types (Independent, Dependent, Extraneous, Intervening, and Moderator)
- d) Hypothesis- Concept, Sources, and Characteristics, Types (Research, Directional, Non-directional, Null) and Formulation

Unit III: Collection of Data (18 class hours)

- a) Population, Sample, Characteristics of a good sample, and Sampling Methods- Probability and Non-probability
- b) Sources of Data
- c) Tools and Techniques of Data collection- Needs, Criteria of good research tools, Construction of a tool
- d) Types of Research tools- Questionnaire, Rating Scale, Attitude Scale, Aptitude Test and Achievement Test, Inventory
- e) Techniques of Research- Observation, Interview, Projective Techniques

Unit IV: Statistics of Probability Distribution (8 class hours)

- a) Normal Distribution and Normal Probability Curve- Concept, Characteristics, and Uses
- b) Non-normality- Causes and Types.
- c) Standard Scores and its uses in Educational Research

Unit V: Research Report (8 class hours)

- a) Writing a Research Proposal
- b) Writing Research Report: As per APA style
- c) Evaluating a Research Report, its criteria
- d) Bibliography & Reference

Suggested Readings:

- Alasuutari, Pertti, Bickman, Leonard & Brannen, J. (Eds.), *The Sage Handbook of Social Research Methods*, Sage Publications, Los Angeles, 2008.
- Babbie, E., *The Practice of Social Research*, Thomson and Wadsworth, London, 2004.
- Baker, T. L., *Doing Social Research*, McGraw-Hill, New York, 1990.
- Banerjee, A., *Students and Radical Social Change*, The University of Burdwan, Burdwan, 2003.
- Bergman, M. M., On Concepts and Paradigms in Mixed Methods Research, *Journal of Mixed Methods Research*, 4, 171, 2010.
- Best, J. & Kahn, J., *Research in Education*, Allyn & Bacon, London, 1993.
- Bryman, A., *Social Research Methods*, Oxford University Press, New York, 2002.
- Creswell, J. W., et al, *Best Practices for Mixed Methods Research in the Health Sciences*, OBSSR, 2008.
- Denscombe, M., Communities of Practice: A Research Paradigm for the Mixed Methods Approach, *Journal of Mixed Methods Research*, 2, 270, 2008.
- Goode, G. & Hatt, P. K., *Methods in Social Research*, McGraw-Hill, New York, 1952.
- Greene, J. C., Is Mixed Methods Social Inquiry a Distinctive Methodology?, *Journal of Mixed Methods Research*, 2, 7, 2008.
- Gupta, S. P., *Statistical Methods*, Sultan Chand and Sons, New Delhi, 2011.
- Koul, L., *Methodology of Educational Research*, Vikas Publishing, New Delhi, 1996.
- Krishnaswami, O. R. & Ranganatham, M., *Methodology of Research in Social Sciences*, (2nd ed.), Himalaya Publishing House, New Delhi, 2005.
- Levin, J. & Fox, J. A., *Elementary Statistics in Social Research*, Pearson, New Delhi, 2006.
- Seale, C., *Social Research Methods: A Reader*, Routledge, London, 2004.
- Srinivas, M. N., *The Field Worker & the Field: Problems and Challenges in Sociological Investigation*, OUP, Delhi, 1980.
- Young, P. V., *Scientific Social Surveys and Research*, Prentice Hall India, New Delhi, 1964.

Mental Hygiene and Adjustment

EDU/CC/4201

Objectives:

The students will be able to-

- understand the concept of mental health, mental hygiene, adjustment and maladjustment.
- comprehend the concept of stress and its coping strategies.
- understand the various behavioural problems – their causes and remedial measures.
- understand the concept, types, and techniques of guidance and counseling.
- know about the role of home, school and society in the areas of mental hygiene, adjustment, and guidance.

Unit I: Introduction to Mental Hygiene (10 class hours)

- a) Concept of Mental Health
- b) Concept, Nature and Scope of Mental Hygiene
- c) Principles of good Mental Health
- d) Role of Home, Society and School in maintaining good Mental Health

Unit II: Introduction to Adjustment (12 class hours)

- a) Concept and Types of adjustment
- b) Dynamics of Adjustment
- c) Criteria of good Adjustment
- d) Methods of Adjustment
- e) Role of Home, School, and Society for good Adjustment

Unit III: Maladjustment (12 class hours)

- a) Maladjustment – Concept and Causes
- b) Conflicts and Frustration
- c) Defense Mechanisms
- d) Stress – Nature, Type, Causes and Consequences
- e) Coping Strategies and Therapies

Unit IV: Abnormality (14 class hours)

- a) Concept of Normality and Abnormality
- b) Modern Classification of Abnormality (DSM IV)
- c) Signs and Symptoms of Anxiety Disorder – Generalized Anxiety Disorder, Phobia and Obsessive Compulsive Disorder
- d) Signs and Symptoms of Depressive Disorder and Cognitive Disorder

- e) Signs and Symptoms of Personality Disorder and Substance Abuse Disorder

Unit V: Guidance and Counselling (12 class hours)

- a) Concept and Principles of Guidance and Counselling
- b) Types of Guidance and Counselling
- c) Tools and Techniques of Guidance and Counselling
- d) Concept, Nature, Organization, and Functions of Child Guidance Clinic
- e) Role of Experts in Child Guidance Clinic

Suggested Readings:

- Chaturvedi, R., *Guidance and Counselling Skills*, Crescent Publishing Corporation, New Delhi, 2007.
- Chauhan, J. C., *Mental Hygiene*, McGraw Hill, New York, 1970.
- Crow, A. & Crow, D., *Mental Hygiene*, Macmillan, New York, 1963.
- Gibson, R. L. & Mitchell, M. H., *Introduction to Counselling and Guidance (7th Edition)*, Pearson Education, Inc., New Delhi, 2008.
- Gururani, G. D., *Textbook of Mental Health and Hygiene*, Akanksha Publishing, 2006.
- Mangal, S. K., *Abnormal Psychology*, S. K. Mangal Books, New Delhi, 1984.
- Mangal, S. K., *Essentials of Educational Psychology*, PHI Learning, 2009.
- Petterson, G. H., *Counselling and Guidance in Schools*, McGraw Hill Book Company, London, 1962.
- Sarason & Sarason, *Abnormal Psychology*, Pearson, 1976.

Psychological Foundation of Education-II

EDU/CC/4202

Objectives:

The students will be able to-

- know the basic concepts of memory and forgetting;
- comprehend the concept and theories of personality;
- know about the various methods of assessing personality;
- develop an understanding of concept, models, and types of meta-cognition;
- understand the learners in psychosocial contexts;
- develop an understanding of classroom as a social group;
- understand the nature of group dynamics in classroom and its climate.

Unit I: Memory and Forgetting (10 class hours)

- a) Memory- Concept; Mechanism of the process of Memorization
- b) Types and Models of Memory
- c) Methods of improving Memory
- d) Forgetting- Concept and Types
- e) Theories and Causes of Forgetting

Unit II: Personality (15 class hours)

- a) Personality- Concept and Nature
- b) Dynamics and Structure of Personality
- c) Theories of Personality- Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka
- d) Methods of Personality Assessment-
 - Subjective Method- Case Study and Interview
 - Objective Method- The Sixteen Personality Factor Questionnaire (16PF) and Minnesota Multiphasic Personality Inventory (MMPI)
 - Projective Method- Rorshach Ink Blot Test (RIB) and Thematic Apperception Test (TAT)

Unit III: Metacognition (15 class hours)

- a) Meaning, Components, and Difference between Cognition and Metacognition
- b) Models of Metacognition- Flavell's Model, Brown's Model, Tobias and Everson's Hierarchical Model
- c) Developmental processes in Metacognition
- d) Types of Metacognition- Conscious versus Automatic Metacognitive Process, General versus Domain Specific Metacognition

- e) Educational Implications of Metacognition

Unit IV: Psychosocial Dimensions of Learners' Contexts (10 class hours)

- a) Social Learning- Concept, Factors affecting Social Learning; Social Competence
- b) Concept of Social Cognition
- c) Understanding Social Relationship and Socialization Goals
- d) Addressing Classroom Aggression- Types (Bullying, Punishment, Vandalism, Cyber Violence) and their effects
- e) Measures to manage aggressive behaviour

Unit V: Psychology of the Classroom as a Social Group (10 class hours)

- (a) Meaning, Nature and Characteristics of classroom group
- (b) Group Dynamics- Group process, Interpersonal relations
- (c) Classroom Interaction- Nature and Types
- (d) Sociometric Grouping
- (e) Socio-emotional climate of the classroom and influence of teacher characteristics on students

Suggested Readings:

- Allen, B. P., *Personality Theories: Development, Growth and Diversity*, Allyn & Bacon, Boston, 2003.
- Allport, G. W., *Pattern and Growth in Personality*, Holt Rinehart & Winston, New York, 1961.
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- Hergenhahn, B. R. & Olson, M. H., *An Introduction to Theories of Personality*, Pearson, New Jersey, 2003.
- Hurlock, E. B., *Personality Development*, Tata McGraw-Hill, New York, 1955.

- Krishnamacharyulu, V., *Classroom Dynamics*, Neelkamal Publications Pvt. Ltd., Hyderabad, 2016.
- Leadbetter, J., Morris, S., Timmins, P., Knight, G., & Traxson, D., *Applying Psychology in the Classroom*, Routledge, London & New York, 1999.
- Minton, S. J., *Using Psychology in the Classroom*, Sage, London, 2012.
- Rubie-Davies, C. M., Stephens, J. M., & Watson, P., *The Routledge International Handbook of Social Psychology of the Classroom*, Routledge, Oxon & New York, 2015.
- Sala, S. D. (Ed.), *Forgetting*, Routledge, London & New York, 2010.
- Sanders, C. E. & Phye, G. D. (Eds.), *Bullying: Implications for the Classrooms*, Elsevier Academic Press, San Diego, 2004.
- Terwilliger, R. *Creating Classroom Climate: A Program of Competency Development for Assessing and Controlling Social-Emotional Climate in the Classroom*, Kendall Hunt, Dubuque, 1972.

Contemporary Issues in Indian Education

EDU/CC/4203

Objectives:

The students will be able to-

- know about the Constitutional provision for Education especially for disadvantaged group;
- understand the problems, effectiveness, application, present relevance of different Education Commissions;
- understand the problems, effectiveness, application, present relevance of different Education policies after independence;
- compare the functions of different administrative bodies of Education;
- know the modern trends and issues in Education.

Unit I: The Indian Constitution (12 class hours)

- a) Constitutional provision for Education in India
- b) Values enshrined in the Indian Constitution
- c) Equity and Equality in Education: S.C, S.T, Women, Minorities, Language
- d) Five-Year Plans (Last 3 Plans)

Unit II: Education Commissions in India (12 class hours)

Education Commission after independence: problems, effectiveness, application, present relevance:

- a) Mudaliar Commission (1952-53)
- b) Kothari Commission (1964-66)
- c) National Policy of Education (1986,1992)
- d) National Commission on Teachers (1999)

Unit III: Education Policies in India (14 class hours)

Education Policies after independence: problems, effectiveness, application, present relevance:

- a) National Curriculum Framework 2005, National Knowledge Commission (2007)
- b) Yashpal Committee Report (2009)
- c) National Curriculum Framework for Teacher Education (2009)
- d) Justice Verma Committee Report (2012)

Unit IV: Administrative Bodies of Education (12 class hours)

- a) UGC
- b) NAAC

- c) NUEPA
- d) NCTE

Unit V: Modern Trends & Issues in Education (10 class hours)

- a) Globalization and its impact on Education
- b) Distance Education
- c) Education as a Human Right
- d) Inclusiveness in Education

Suggested Readings:

- Agarwal, J. C., Modern Indian Education, Shipra.
- Agarwal, J. C., Recent Developments and Trends in education (With Special Reference to India), Shipra.
- Banerjee, J. P., Education in India, Past, Present and Future, Central Library, Calcutta, 1998.
- Cole, M., Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class, Routledge, New York, 2011.
- Kochhar, S. K., Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
- Mukherjee, S. N., History of Education (Modern), Acharya Book, Baroda, 1961.
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- Thakur, D. & Haque, H., Adhunik Bharater Shikshar Dhara, Rita Publication, Kolkata 2010.
- Sharma, R. & Sharma, R. K., Problems of Education in India, Atlantic Publishers & Distributors, New Delhi, 1996.
- Swain, S. K., Trends and Issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.

Education of Children with Special Needs

EDU/CC/4204

Objectives:

The students will be able to-

- understand the meaning and scope of Special Education with special reference to India.
- know about the different types of children with special needs.
- understand the various causes, preventive measures, educational programmes with respect to impairment of the children.
- understand the gifted and creative children and their educational programmes.
- know the functions of different organizations, institutes, and provisions for the children with special needs.

Unit I: Concept, Nature and Provisions of Inclusive Education in India (11 class hours)

- a) Definition of Inclusive Education; its Nature, Scope and Target Group
- b) Concept and Types of Exceptional Children: Impaired, Disabled, Handicapped, Gifted and Creative
- c) History of Origin and Development of Special Education and Welfare Activities for the Children with Special Needs in India
- d) Planning and Management of Inclusive Classroom

Unit II: Education of Mentally Retarded, Autism, Orthopaedically Handicapped, Visually Impaired, and Hearing Impaired Children (21 class hours)

- a) Definition, Classification, and Characteristic Features
- b) Causes and Preventive Measures
- c) Identification and Early Intervention
- d) Educational Programmes

Unit III: Education of Learning Disabled, Emotionally Disturbed, ADHD, and Juvenile Delinquent Children (11 class hours)

- a) Definition, Classification, and Characteristic Features
- b) Causes and Preventive Measures
- c) Identification and Early Intervention
- d) Educational Programmes

Unit IV: Education of the Gifted and Creative Children (6 class hours)

- a) Definition, Classification, and Characteristic Features
- b) Identification and Necessity of Early Intervention
- c) Educational Programmes for fostering

Unit V: Organization and Administration of Special Education in India (11 class hours)

- a) Constitutional Provisions
- b) Recommendations suggested in the National Policy of Education (1986) and POA (1992), RCI Act (1992), PWD Act (1995), The National Trust Act (1998), National Policy for Persons with Disabilities (2006)
- c) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of Inclusive Education in India, Research Trends of Inclusive Education in India

Suggested Readings:

- Bantwal, A., Nandukar, A., & Jalvi, R., *Fundamental of Hearing Impairment and Audiological Management. RCI Manual, [DSE (HI)]*, Kanishka Publishers & Distributors, New Delhi.
- Biswas, P. C. *Education of Children with Visual Impairment in Inclusive School*, Abhijeet Publications, New Delhi.
- Debnath, D. & Debnath, A. K., *Byatikromdharmi Shishu o Taar Shiksha*, Rita Book Agency, Kolkata, 2014.
- Gupta, P. K., *Education for Creativity: Training, Research and Implications*, Cosmo Publications, New Delhi, 2006.
- Kirk, S., *Educating Exceptional Children*, Oxford & IBH Publishing Co., New Delhi.
- Maitra, K., *Giftedness in Action: Theory and Practice*.
- Mani, M. N. G., *Techniques of Teaching Blind Children*, Sterling Publishers Pvt. Ltd.
- Mangal, S. K., *Introduction to Exceptional Children*, Prentice Hall Learning Pvt. Ltd., New Delhi, 2011.
- Nanda, B. P. & Zaman, S. *Exceptional Children*, Maowla Brothers, Dhaka, 2010.
- Nanada, B. P., *Inclusive Education*, Classic Books, Kolkata, 2014.
- Torrance, E. P., *Guiding Creative Talent*, Prentice-Hall of India Pvt. Ltd., New Delhi, 1969.

Research Methodology-II and Computer Application

EDU/CC/4205

Objectives:

The students will be able to-

- understand the process of analyzing data based on Educational Research;
- know about the nature of graphical representation of data;
- apply the measures of central tendency;
- understand the measures of association and its application in analysis;
- apply qualitative and quantitative data analysis;
- apply the inferential statistics- parametric and non-parametric;
- apply the MS Excel for descriptive statistics and SPSS Programme for different graphical representation and statistical analysis.

Unit I: Educational Data & Descriptive Statistics (12 class hours)

- a) Educational Data- Qualitative and Quantitative, Descriptive and Inferential
Organization of Data- Tabulating, Labeling
- b) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio),
- c) Quantitative Data Analysis – i) Descriptive data analysis (Measures of central tendency, variability- Range, Mean Deviation, Quartile Deviation, and Standard Deviation)
ii) Graphical presentation of data- Frequency Polygon, Histogram, Ogive, and Pie-chart, Percentile and Percentile Rank)

Unit II: Inferential Statistics (18 class hours)

- a) Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques
- b) Inferential data analysis, Use and Interpretation of statistical techniques: Correlation- Coefficient of Correlation- Concept and Uses; Scatter Diagram, Product Moment and Rank Difference
- c) Further Methods of Correlation- Biserial, Point Biserial, Tetrachoric, and Phi-coefficient
- d) t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis).

Unit III: Qualitative Data Analysis (8 class hours)

- a) Data Reduction and Classification
- b) Analytical Induction and Constant Comparison
- c) Concept and Process of Triangulation

Unit IV: Qualitative Research Design (14 class hours)

- a) Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT)
- b) Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design)
- c) Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses)
- d) Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses)
- e) Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Unit V: Computer Application for Data Analysis (8 class hours)

- a) SPSS- Descriptive Statistics
- b) SPSS-Graphical Representation: Histogram, Polygon, Pie-chart, Multi-lines graph
- c) SPSS-Correlations, t-test, ANOVA, Regression Analysis.

Suggested Readings:

- Allen, C. & Klooster, *Computers and Information Processing.*, South-Western Publishing Co., USA., 1990.
- Anastasi, A. & Susana, U., *Psychological Testing*, Prentice Hall, New Delhi, 1997.
- Aggarwal, Y. P. *Statistical Methods*, Sterling Publishers Pvt. Ltd., New Delhi, 1998.
- Anfara, V & Mertz, N. T. *Theoretical Frameworks in Qualitative Research*, Sage Publication, 2006.
- Babola, D. T., *Microsoft World*, Prentice Hall of India Pvt. Ltd., New Delhi, 1998.
- Basandra, S. K., *Computers Today*, Galgotia Publishers Pvt. Ltd., New Delhi, 2001.
- Best, J. & Kahn, J., *Research in Education*, Allyn & Bacon, London, 1993.
- Cohen, L. & Manion, L., *Research Methodology in Education*, Routledge, London, 1996.
- Creswell, J. W., *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Merrill Prentice Hall, New Jersey, 2002.
- Dixit, M., *Internet: An Introduction*, Tata McGraw- Hill Publishing Company Ltd., New Delhi, 2003.
- Garrett, H. E. & Woodworth R. S., *Statistics in Psychology and Education*, Feffer & Simpsons Pvt. Ltd., Bombay, 1986.

- Guilford, J. P., *Fundamental Statistics in Psychology and Education*, Mc Graw Hill, London, 1942.
- Gupta, S. P., *Statistical Methods*, Sultan Chand & Sons, New Delhi, 2011.
- Healey, J. F., *Statistics: Tool for Social Research*, (6th ed.), Wadsworth, Australia, 2002.
- Koul, L., *Methodology of Educational Research*, Vikas Publishing, New Delhi, 1996.
- Krishnaswami, O. R. & Ranganatham, M., *Methodology of Research in Social Sciences* (2nd ed.), Himalaya Publishing House, New Delhi, 2005.
- Mangal, S. K., *Statistics in Psychology and Education*, Tata McGraw-Hill, New Delhi, 1987.
- Srivastava, G. N. P., *Advanced Research Methodology*, Radha Publications, New Delhi, 1994.

Educational Management, Administration and Leadership

EDU/CC/5101

Objectives:

The students will be able to-

- understand the concept and various aspects of Planning;
- develop the concept of Educational Management;
- realize the need and importance of leadership in educational organizations;
- understand the concept and need of educational management of resources;
- know about the modern techniques of management.

Unit I: Educational Management and Administration (15 class hours)

- a) Meaning, Principles, Functions and Importance of Educational Management and Administration
- b) Institutional Building
- c) POSDCORB, CPM, PERT, Management as a System, SWOT Analysis
- d) Taylorism, Administration as a Process, Administration as a Bureaucracy, Human Relations Approach to Administration
- e) Organizational Compliance, Organizational Development, Organizational Climate

Unit II: Leadership in Educational Administration (15 class hours)

- a) Meaning and Nature
- b) Approaches to Leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic
- c) Models of Leadership (Blake and Mouton's Managerial Grid, Fieller's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit III: Quality in Education (10 class hours)

- a) Concept of Quality and Quality in Education: Indian and International Perspective
- b) Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma
- c) Quality Gurus: Walter Shewart, Edward Deming C. K. Pralhad

Unit IV: Change Management (10 class hours)

- a) Meaning of Change Management, Need for Planned Change
- b) Three-Step-Model of Change (Unfreezing, Moving, Refreezing)
- c) The Japanese Models of Change: Just-in-Time, Poka yoke

- d) Cost of Quality: Appraisal Costs, Failure Costs and Preventable Costs, Cost Benefit Analysis, Cost Effective Analysis
- e) Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])

Unit IV: Concept of Economics of Education (10 class hours)

- a) Cost Benefit Analysis Vs Cost Effective Analysis in Education
- b) Economic Returns to Higher Education, Signaling Theory Vs Human Capital Theory
- c) Concept of Educational Finance
- d) Educational Finance at Micro and Macro Levels
- e) Concept of Budgeting

Suggested Readings:

- Chalam, K. S., *Introduction to Educational Planning and Management*, Anmol Publications Pvt. Ltd., New Delhi, 2003.
- Flippo, E. B., *Personnel Management*, McGraw Hill, New York, 1984.
- Goel, S. D., *Modern Management Techniques*, Deep & Deep, New Delhi, 1987.
- Laurence, J. C., *Educational Planning and Management*, Rajat Publications, Delhi, 2010.
- Mohanty, J., *Educational Administration, Supervision and School Management*, Deep & Deep, New Delhi, 2005.
- Mukhopadhyay, M., *Total Quality management in Education*, Sage Publications Ltd., New Delhi, 2005.
- Sindhu, I. S., *Educational Administration and Management*, Pearson, New Delhi, 2012.
- Verma, R., *Educational Administration*, Anmol Publications Pvt. Ltd., New Delhi, 2005.

Psychological Tests and their Administration

EDU/CC/5102

Objectives:

The students will be able to-

- comprehend the basic idea behind Psychological Testing;
- know about the different types of Psychological Tests;
- administer the Psychological Tests on subjects;
- learn the different methods of scoring according to the scoring keys;
- interpret the scores derived from the different Psychological Tests.

Psychological Tests:

For each test the students will follow the following steps as per the Manual of the Test

- a) Basic Concept about the Test
- b) Application of the Test
- c) Scoring
- d) Interpretation of data

Each student will take any four (4) out of the following ten (10) Psychological Tests of which two (2) Verbal Tests and Two (2) Non-verbal Tests.

Each student will have to select **two tests (one verbal test and one non-verbal test)** out of **four (two verbal tests and two non-verbal tests)** tests in the examination. Marks will be distributed as follows:

- i) Administration of two Tests: $15 \times 2 = 30$ Marks (Test Administration-8 + Scoring-5 + Interpretation-2= 15)
 - ii) Laboratory Note Book: 10 Marks
 - iii) Viva-voce: 10 Marks
- Answer Scripts, Laboratory Note Book and Viva-voce Examination (examined jointly by Supervisor and the External Examiner in presence of H.O.D.)

1) Intelligence Test:

- a) Non-verbal Test:
 - Alexander Pass-a-Long Test of Intelligence
 - Koh's Block Design Test

b) Verbal Test:

- Indian Adaptation of Binet-Simon Test (1960)
- Raven's Progressive Matrices Standard- Indian Norms

2) Creativity Test:

- a) Non-verbal Test of Creative Thinking (any Indian Test)
- b) Verbal Test of Creative Thinking (any Indian Test)

3) Adolescent Girls' Empowerment Scale

4) Leader Behaviour Scale

5) Cyber Crime Awareness Scale

6) Human Rights Awareness Scale

7) Internet and Social Networking Sites Attitude Scale

8) Multiphasic Interest Inventory

9) Attitude Scale towards Research

10) Adjustment Inventory:

- Bell's Adjustment Inventory

Mental Health and Life Skill Education

EDU/CE/5103A

Objectives:

The students will be able to-

- know about the Mental Health problems of children;
- understand the etiology and preventive measures of Mental Health problems;
- apply the knowledge of Mental Health in solving mental problems of children;
- apply the knowledge of Life Skill Education in the development of quality of life of children.

Unit I: Concept of Health and Mental Health (12 class hours)

- a) Concept of Mental Health
- b) Role of Mental Health
- c) Role of teacher in maintaining student Mental Health
- d) Role of parents in maintaining student Mental Health

Unit II: Mental Health Problems among Children (Brief View), Role of Stressors and their Effect on Education (12 class hours)

- a) Emotional Problems (Symptoms, Causes, and Management)
 - Over Anxiousness and Fear
 - Obsessive Compulsive Disorder
 - Somatoform Problems
 - Depression and Suicide
- b) Behavioural Problems (Symptoms, Causes, and Management)
 - Attention Deficit Hyperactivity Disorder
 - Conduct Problems
 - Oppositional Deviance
- c) Drugs and Substance Dependence

Unit III: Severe Mental Health Problems (12 class hours)

- a) Schizophrenia
- b) Other Mental Health Problems and their effect on Education
 - School Refusal
 - Exam Fear
 - Demanding and Stubbornness
 - Aggressive Behaviour, Destructive Behaviour, Self-Injurious Behaviour
 - Headache

Unit IV: Adolescence and High Risk Behaviour (12 class hours)

- a) HIV and STIs Infections
- b) Guidance and Counselling
- c) Relaxation Techniques
- d) Behaviour Management

Unit V: Life Skills Education (12 class hours)

- a) Definition and Components of Life Skills
- b) Life Skill- A Life Course Approach (WHO)
- c) Role of Life Skills in promotion of Mental Health
- d) Communication Skills- Component, Types, and Ways to improve Interpersonal
- e) Communication
- f) Career Planning and Career Guidance

Suggested Readings:

- Carson, B. & Mineka, S., Abnormal Psychology and Modern Life, Pearson, New Delhi, 2003.
- Gelder, M., Gath, D., Mayou, R., & Cowen, P., Oxford Text Book of Psychiatry, Oxford University Press, Oxford, 1999.
- Gupta, N., Abnormal Psychology, ABD Publishers, Jaipur, 2006.
- Kapur, M., Counselling Children with Psychological Problems, Pearson, New Delhi, 2011.
- Mangal, S. K., Abnormal Psychology, Sterling Publishers Limited, New Delhi, 1984.
- Mohanty, G., Abnormal Psychology, Kalyani Publishers, New Delhi, 1984.
- Nanda, B. P., Ghosh, S. K., & Ghosh, S. (Eds.), Drugs and Substance Abuse Problems, Rabindra Bharati University, Kolkata, 2010.
- Nanda, B. P., Behaviour Modification (in Bengali), Classic Books, Kolkata, 2014.
- Sengupta, M., Manaswasta Vigyan, The World Press Pvt. Ltd., Kolkata, 2004.
- Shukla, K. C. & Chand, T., Abnormal Psychology, Commonwealth Publishers, New Delhi, 2005.
- Tiwari, G. & Pal, R., Abnormal Psychology: A Dynamic Approach, Vinod Pustak Mandir, Agra, 1984.

History of Education

EDU/CE/5103B

Objectives:

The students will be able to-

- understand the relevance of ancient and medieval education in present times;
- know about the British System of education in pre-independent India;
- get acquainted with development of education in post- independent India;
- comprehend the recent development of education in India;
- develop an understanding about the trend of development of women education in
- India.

Unit I: Relevance of System of Education in Ancient and Medieval India at Present Times (10 class hours)

- a) Brahmanic System of Education
- b) Buddhist System of Education
- c) Jain System of Education
- d) Islamic System of Education

(A Comparative Study with Special Reference to Aims and Objectives, Curriculum, Method of Teaching, Teacher-Pupil Relationship, and Discipline)

Unit II: Synoptic Review of British System of Education (12 class hours)

- a) Macaulay's Minute
- b) Wood's Despatch
- c) Sadler Commission
- d) National Education Movement
- e) Sargent Plan

Unit III: Development of Education after Independence, 1947 (12 class hours)

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d) NPE-1968, NPE-1986 and PoA-1992
- e) NPE-2016

Unit IV: Right Based Education in India (12 class hours)

- a) National Knowledge Commission Report (2005-06)
- b) SSA
- c) RTE Act-2010

- d) RMSA and RUSA
- e) Educational Provisions in the last three Five Year Plans

Unit V: Development of Women Education in India (14 class hours)

- a) Women Education in Ancient and Medieval India
- b) Synoptic Review of Women Education in British System of Education
- c) Social Reform Movement in India- Contribution of Brahma Samaj, Arya Samaj, and Prarthana Samaj for Women Education
- d) Development of Women Education after Independence- National Committee on Women Education (1957-59), Smt. Hansa Mehta Committee in 1961, Shri M. Bhaktavatsalam Committee-1964, 'Towards Equality'-1974
- e) Feminist Thinkers- Raja Ram Mohan Roy, Ishwarachandra Vidyasagar, Sarojini Naidu, Durga Bai, Dr. B. R. Ambedkar, and E. V. Ramasamy

Suggested Readings:

- Aggarwal, J. C., Recent Developments and Trends in Education, Shipra Publications, Delhi, 2009.
- Aggarwal, J. C., Educational Reforms in India for the 21st Century, Shipra Publications, Delhi, 2010.
- Aggarwal, J. C., Education Policy in India - 1992 and Review 2000 and 2005, Shipra, Delhi, 2011.
- Biswas, A. & Agarwal, S. P., Development of Education in India: A Historical Survey of Educational Documents Before and After Independence, Concept Publishing Company, New Delhi, 1994.
- Chand, J., Education in India during British period, Anshah Publishing House, Delhi, 2007.
- Chand, J., Education in India after Independence, Anshah Publishing House, Delhi, 2007.
- Gupta, A., Educational in the 21st Century: Looking Beyond University, Shipra, Delhi, 2010.
- Lal, R. B. & Sinha. G., Development of Indian Education and Its Problems, R. Lall Book Depot, Meerut, 2011.
- Mukherjee, S. N., History of Education (Modern), Acharya Book, Baroda, 1961.
- Purkait, B. R., Milestones in Modern Indian Education, New Central Book Agency, Kolkata, 1992.
- Seema, S., History of Education, Anmol Publications, New Delhi, 2004.
- Shukla, K. K., Development of Education System in India, R. Lall Book Depot, Meerut, 2011.

Environmental Education

EDU/CE/5103C

Objectives:

The students will be able to-

- understand the concept, nature, and importance of Environmental Education;
- learn the objectives and goals of Environmental Education.;
- gain an insight into the relation between environmental awareness and environmental action;
- understand the concept of education for sustainable development;
- acquire knowledge about physical environment, pollution and its causes, and major environmental problems in India;
- acquire knowledge about the international efforts for environmental protection;
- understand the status of Environmental Education at different stages of curriculum and teaching methods;
- acquire knowledge about the research trends in Environmental Education;
- know about tools and techniques for the evaluation of Environmental Education.

Unit I: Concept and Nature of Environmental Education (12 class hours)

- a) Definition, Meaning, and Concept of Environmental Education
- b) Objectives and Goals of Environmental Education
- c) Principles of Environmental Education
- d) Need for Environmental Education
- e) Environmental Education and Education for Sustainable Development

Unit II: Physical Environment and Pollution (12 class hours)

- a) Concept of Ecosystem and Ecology
- b) Bio diversity
- c) Meaning and Definition of Environmental Hazards and Pollution
- d) Types of Pollution- Land, Water, Air, Noise and respective Control Measures
- e) according to Rio Conference
- f) Climate Change, Ozone Layer Depletion

Unit III: Efforts for the Protection of Environment and Pollution Control (12 class hours)

- a) International efforts for Pollution Control
- b) Commissions and Committees launched by World Bodies (United Nations) for
- c) Environmental Protection

- d) Environmental Awareness and Literacy and Environmental Action Competence
- e) Developing Sustainable Lifestyle Practices
- f) Environmental Ethics

Unit IV: Environmental Education and Curriculum (12 class hours)

- a) Infusion and Infused Models of Environmental Education Curriculum (National a) Green Corps and GLOBE Programme)
- b) Environmental Education at different stages of education
- c) Different Methods of Teaching Environmental Education
- d) Tools and Techniques of Evaluation of Environmental Education
- e) Research Trends in Environmental Education

Unit V: Major Environmental Problems and the Environment Related Policies in India (12 class hours)

- a) Link between Environment and Development
- b) Waste Management
- c) Poverty and Environmental Degradation
- d) Consumerism and Citizens' Action
- e) Environmental Legislations and Acts

Suggested Readings:

- Agarwal, S. P. & Aggarwal, J. C., Environmental Protection, Education and Development, New Concepts, New Delhi, 1996.
- Chakrabarty, B., Ray, A., Basu Majumdar, J., & Ray, S., Manush O Paribesh, Paschimbanga Rajya Pustak Parshat, Kolkata, 2005.
- Chhokar, K. B., Pandya, M., & Raghunathan, M. (Eds.), Understanding Environment, Sage Publications Ltd., New Delhi, 2004.
- Chong, S., Teaching Environmental Education: Trends and Practices in India, Sage Publications Ltd., New Delhi, 2016.
- Das, S., Paribesh Shiksha, Books Way, Kolkata, 2012.
- Kelu, P., Environmental Education: A Conceptual Analysis, Calicut University, Callicut, 2000.
- Kumar, A., A Text Book of Environmental Science, APH Publishing Corporation, New Delhi, 2009.
- Nag, S. & Samanta, T., Jana Sankhya O Paribesh Shiksha, Rita Publication, Kolkata, 2005.
- Pachauri, S., Environmental Education, Pearson, Delhi, 2012.
- Reddy, P. K. & Reddy, N. D., Environmental Education, Neelkamal Publications, Hyderabad, 2001.

- Satpathy, M. K. (Ed.), Education Environment and Sustainable Development, Shipra Publication, Delhi, 2007.
- Sharma, B. L. & Maheswari, B. K., Education for Environmental and Human Value, R. Lall Books Depot, Meerut, 2008.
- Sharma, R. A., Environmental Education, R. Lall Books Depot, Meerut, 2008.
- Sharma, V. S., Environmental Education, Anmol Publication, New Delhi, 2005.
- Sharma, Y. K. & Katoch, K. S., Education for Values, Environment and Human Rights, Deep & Deep, New Delhi, 2007.
- Singh, Y. K., Teaching Environmental Science, APH Publishing Corporation, New Delhi, 2009.

Value Education

EDU/CE/5103D

Objectives:

The students will be able to-

- understand the concept, nature, and purpose of Value Education;
- know the types of values and the relevance of Value Education;
- differentiate such values from religious education and moral training;
- think about and reflect on different values;
- make human and social choices and expressing them in relation to themselves, others, the community and the world at large;
- choose their own personal, social, moral and spiritual values and be aware of practical methods for developing values.

Unit I: Concept and Relevance of Value Education (12 class hours)

- a) Definition, Concept, and Nature
- b) Learning sources of Values
- c) Purposes of Value Education
- d) International Peace and Value
- e) Relevance of Value Education in the Present Day

Unit II: Human Values and Social Values (12 class hours)

- a) Definition of Human Values- Self Confidence- Self Discipline- Self Assessment-Self Restraint- Self Motivation
- b) Determination- Ambition- Contentment- Humility and Simplicity- Sympathy and Compassion
- c) Gratitude- Forgiveness- Honesty- Courtesy
- d) Definition of Social Values- Faith, Service, and Secularism- Social Sense and Commitment, Social Awareness
- e) Brotherhood- Responsibility- Co-operation- Freedom

Unit III: Professional Values (12 class hours)

- a) Definition- Competence- Confidence- Devotion to Duty- Efficiency- Accountability
- b) Respect for Learning- Willingness to Learn- Open and Balanced Mind- Team Spirit- Professional Ethics
- c) Willingness for Discussion- Aims- Effort- Avoidance of Procrastination and Slothfulness- Alertness

Unit IV: Moral and Spiritual Values (12 class hours)

- a) Good manners at home and outside- Equality
- b) Purity of Thought, Speech, and Action- Understanding the role of Religion- Faith- Understanding the commonness of Religions- Mutual Respect of different Cultures
- c) Unity in Diversity- Living Together- Tolerance- Non-Violence- Unified effortstowards Peace- Patriotism

Unit V: Methods of Value Education- Value Inculcation Approaches (12 class hours)

- a) Value Clarification Approaches
- b) Strategies for resolving the conflict among values
- c) Value Inclusive Approach: Physical, Social, Moral, and Religious values in the negative context
- d) Behavioural Values- Concept and Definition

Suggested Readings:

- Anchukandam, T. & Kuttainimathathil, J. (Eds.), Grow Free Live Free, Krisitu Jyoti Publications, Bangalore, 1995.
- Chakravarthy, S. K., Values and Ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
- Daniel, J. T. K. & Selvamony, N. (Eds.), Value Education Today: Explorations in Social Ethics, Madras Christian College, Tambaram & ALACHE, New Delhi, 1990.
- Davidar, V., Being Made Whole, Haggai Institute, Hyderabad, 2000.
- Dhokalia, R. P., Eternal Human Values, NCERT-Campus Sri Aurobindo Marg., New Delhi, 1992.
- Ignacimuthu, S. J., Values for Life, Better Yourself Books, Bandra, Mumbai, 1999.
- Jacob, M. (Ed.), Resource Book for Value Education, Institute for Value Education, New Delhi, 2002.
- Kaul, G. N., Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
- NCERT, Education in Values, New Delhi, 1992.
- Ruhela, S. P., Human Values and Education, Sterling Publications, New Delhi, 1986.
- Swami Budhananda, How to Build Character: A Primer, Ramakrishna Mission, New Delhi, 1983.
- Swami Vivekananda., Education, Sri Ramakrishna Math., Chennai, 1957.
- Values (Collection of Essays), Sri Ramakrishna Math, Chennai, 1996.

Economics of Education

EDU/CE/5103E

Objectives:

The students will be able to-

- understand the concepts of economics of education, economic development, human capital, and human resource development;
- know the concept of cost and pricing of education;
- understand how to forecast human power, estimate cost-benefits of education and analysis of cost-effectiveness in education;
- develop an understanding of education both as consumption and investment;
- develop an understanding of the financial aspects of education;
- understand the relationship between education and employment;
- develop an understanding of labour markets;
- understand the relationship between education and economic development;
- comprehend the processes of generating and utilizing sources and resources of finances for education.

Unit I: Introduction: Basic Concept (12 class hours)

- a) Meaning, Nature, and Scope of Economics
- b) Economics of Education: Meaning, Scope, Need, Significance, and Recent Trends
- c) Education as Consumption, Investment, and Return
- d) Concept and Importance of Human Capital, On-the Job Training
- e) Education and its Relation to Human Resource Development

Unit II: Cost and Pricing of Education (12 class hours)

- a) Concept of Cost of Education, Types of Educational Costs: Direct Cost, Indirect Cost Private Cost, Social Cost, and Opportunity Cost
- b) External and Internal Efficiency of Education
- c) Micro and Macro Aspects of Costing of Education
- d) Calculation- Private Marginal and Cost Benefit Ratio
- e) Cost Effectiveness Analysis in Education

Unit III: Financing of Education(12 class hours)

- a) Educational Financing
- b) School Finance and Institutional Budget
- c) Public Finance in Education
- d) Funding of Higher Education

- e) Cost Analysis in Education, Student Fees and Loans

Unit IV: Education and Employment(12 class hours)

- a) Education and Labour Market
- b) Labour Market Theories in Education
- c) Internal Labour Markets and Education
- d) Youth Unemployment and Education
- e) Migration of Skilled Manpower and Concept of Brain Drain

Unit V: Education and Economic Development(12 class hours)

- a) Education, Economic Growth and Rates of Return Calculations
- b) Education and National Development
- c) Education and the Distribution of Income
- d) Education, Population Growth, Poverty and Inequality
- e) Liberalization, Privatization, Globalization, and Education.

Suggested Readings:

- Becker, G. S., Human Capital, (Ch. 2, “Investment in Human Capital: Effects on Earnings”, NBER, New York, 1964.
- Becker, G. W., Human Capital, Princeton University Press, Princeton, 1964.
- Belfield, C., Economic Principles for Education, Edward Elgar, 2000.
- Blaug, M., “Where are we now in Economics of Education?” Economics of Education Review, 1970.
- Blaug, M., An Introduction to Economics of Education, Penguin, London, 1972.
- Blaug, M., Economics of Education, Penguin, London, 1970.
- Blaug, M., Economics of Education, Vol. I & II, Penguin Books, England, 1968.
- Bowman, M. J., et al. (Eds.). Readings in the Economic Of Education, UNESCO, Paris, 1968.
- Chattopadhyay, S., Education and Economics, Oxford, 2012.
- Cohn, E., Economics of Education, Lexington Mass D.C. Health Company, 1972.
- Harbison, F. H. & Myers, C. A., Education, Manpower and Economic Growth, Mc Graw-Hill, Maidenhead, 1964.
- Hedge, O., Economics of Education, Himalaya Publishers, New Delhi, 1998.
- Jandhya, B. G., Economics of Inequality in Education, Sage Publication, New Delhi, 1985.
- Majumder, T., Investment in Education and Social Choice, Orient Longman/Cambridge University Press, 1983.
- Parnes, H. S., Forecasting Educational Needs for Economic and Social Development, OECD, Paris, 1962.

- Perlman, R., *The Economics of Education: Conceptual Problems and Policy Issues*, McGraw-Hill Book Company, New York, 1973.
- Prakash, V. & Biswal, K., *Perspectives on Education and Development*, NUEPA, Delhi, 2008.
- Psycharapoulos, G., *Economics of Education: Research and Studies*, Pergoman Press, Oxford, 1987.
- Robinson, E. A. G. & Vaizey, J. E. (Eds.), *The Economics of Education*. (Proceedings of an International Economic Association Conference), Macmillan, London, 1966.
- Sacharopoulos, G. P. & Woodhall, M., *Education for Development*, Oxford University Press, New York, 1985.
- Schultz, T. W., *The Economic Values of Education*, Columbia University Press, New York, 1963.
- Sheehan, J., *The Economics of Education*, George Allen & Unwin Ltd., London, 1973.
- Thurow, L. C., *Investment in Human Capital*, Wadsworth Publishing Co., Belmont, 1970.
- Vaizey, J., *The Economics of Education*, Penguin, London, 1962.

Women Education, Health and Welfare

EDU/OE/5104A

Objectives:

The students will be able to-

- understand the concept and development of Women's Education in India;
- know about the problems and constraints of Women's Education;
- study the recent trends in Women's Education;
- understand the aspects relating to women's health.

Unit I: Introduction to Women's Education (12 class hours)

- a) Concept, Need, and Scope of Women's Education
- b) Development of Women's Education in the Pre-Independence Era
- c) Constitutional Provisions relating to Women's Education
- d) Policy Perspectives of Women's Education in India: NPE-1968, 1986, POA-1992
- e) Commissions and Committees on Women's Education

Unit II: Women's Education- Problems and Perspectives (12 class hours)

- a) Gender Parity in Education- Enrolment Ratios, Dropout Rates, Primary Education
- b) Women's Education as a tool of Women Empowerment
- c) Major Obstacles of Women's Education- Social, Political, Psychological, Economic, Cultural, and Religious
- d) Vocational, Adult, and Non-Formal Education for Women's Development
- e) Women and Higher Education

Unit III: Recent Trends in Women's Education (12 class hours)

- a) Women's Education and Social Transformation
- b) Changing role of women in the society
- c) Effect of Globalization on Women's Education
- d) Effect of ICT on Women's Education
- e) Approaches to Women's Education

Unit IV: National Development and Women's Education (12 class hours)

- a) Role of women in National Development
- b) Political Participation of women
- c) Role of women in improving the economic and social conditions of the Nation
- d) Portrayal and role of women in Mass Media

Unit V: Women and their Health (12 class hours)

- a) Health Status of women in India- Mortality and Morbidity factors influencing Health
- b) National Health and Population Policies and Programmes- Maternal and Child Health, Reproductive Health and Hygiene of the Adolescent Girls, Issues of Old Age
- c) Health Education with special reference to rural women
- d) Common Nutritional Diseases and their Preventive Measures
- e) Spread of HIV and AIDS and its impact on women; Preventive measures

Suggested Readings:

- Agarwal, S. P., Women's Education in India, Eastern Book Depot, Guwahati, 2001.
- Gupta, N. L., Women Education through Ages, Eastern Book Depot, Guwahati, 2000.
- Hart, H. R., Belsey, A. M., & Taemo, E., Integrating Maternal and Child Health Services with Primary Health Care, WHO Geneva, B. R. Publishing Co., New Delhi.
- Joshi, S. T., Women and Development: The Changing Scenario, Mittal Publications, New Delhi, 1999.
- Kumar, R., Women and Leadership, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Kumar, R., Women in Politics, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Sharma, N., HIV-AIDS in Women and Children, Pearl Books, New Delhi, 2007.
- Sharma, U., Women Education in Modern India, Commonwealth Publisher, New Delhi, 1995.
- Shanthi, K., Women in India: Retrospect and Prospect, Anmol Publishers Pvt. Ltd, New Delhi, 2005.

Research Methodology in Social Sciences

EDU/OE/5104B

Objectives:

The students will be able to-

- understand the nature and process of research in Education;
- know about different types of educational research;
- formulate research problems, variables and hypotheses;
- describe and differentiate the various methods of sampling;
- construct and apply different research tools;
- understand the process of analyzing data based on Educational Research;
- apply the MS Excel for descriptive statistics and SPSS Programme for different graphical representation and statistical analysis.
- write and evaluate the research report.

Unit I: Nature and Scope of Social Science Research (12 class hours)

- a) Meaning, Nature, and Characteristics
- b) Need and Purpose
- c) Educational Research- Fundamental, Applied & Action, Longitudinal and Cross-sectional & Interdisciplinary
- d) Qualitative and Quantitative Research
- e) Major Approaches to Research- Research Design- Descriptive Research, Ex-post-facto Research, Experimental Research, and Historical Research

Unit II: Formulation of Research Problem (12 class hours)

- a) Identification of Research worthy Problems
- b) Research Objectives and Questions
- c) Review of Related Studies
- d) Variables- Nature and Types
- e) Hypothesis- Characteristics, Types, and Formulation

Unit III: Collection of Data (12 class hours)

- a) Population, Sample and Sampling Methods- Probability and Non-probability
- b) Sources of Data
- c) Tools and Techniques of Data collection- Needs, Criteria of good research tools, Construction of tool

- d) Types of Research tools and techniques- Documents, Scrutiny, Observation, Questionnaire, Interview, Rating Scale, Attitude Scale, and Performance Test

Unit IV: Data Analysis and Computer Application (15 class hours)

- a) Educational Data- Qualitative and Quantitative, Descriptive and Inferential Organization of Data- Tabulating, Labeling
- b) MS Word- Use of General Word Processing, Use of Reference
- c) MS Excel- Descriptive Statistics-Mean, Median, and Mode, Range, Mean Deviation, Quartile Deviation, and Standard Deviation
- d) SPSS- Descriptive Statistics, Graphical Representation: Histogram, Polygon, Pie-chart, Multi-lines graph, Correlations, t-test, ANOVA

Unit V: Research Report (9 class hours)

- a) Writing Research Report: As per APA style & format
- b) Evaluating a Research Report, its criteria
- c) Reference & Bibliography.

Suggested Readings:

- Alasuutari, Pertti, Bickman, Leonard & Brannen, J. (Eds.), *The Sage Handbook of Social Research Methods*, Sage Publications, Los Angeles, 2008.
- Allen, C. & Klooster, *Computers and Information Processing*, South-Western Publishing Co., USA., 1990.
- Aggarwal, Y. P. *Statistical Methods*, Sterling Publishers Pvt. Ltd., New Delhi, 1998.
- Babbie, E., *The Practice of Social Research*, Thomson and Wadsworth, London, 2004.
- Baker, T. L., *Doing Social Research*, McGraw-Hill, New York, 1990.
- Banerjee, A., *Students and Radical Social Change*, The University of Burdwan, Burdwan, 2003.
- Bergman, M. M., On Concepts and Paradigms in Mixed Methods Research, *Journal of Mixed Methods Research*, 4, 171, 2010.
- Best, J. & Kahn, J., *Research in Education*, Allyn & Bacon, London, 1993.
- Bryman, A., *Social Research Methods*, Oxford University Press, New York, 2002.
- Creswell, J. W., et al, *Best Practices for Mixed Methods Research in the Health Sciences*, OBSSR, 2008.
- Denscombe, M., Communities of Practice: A Research Paradigm for the Mixed Methods Approach, *Journal of Mixed Methods Research*, 2, 270, 2008.
- Goode, G. & Hatt, P. K., *Methods in Social Research*, McGraw-Hill, New York, 1952.

- Greene, J. C., Is Mixed Methods Social Inquiry a Distinctive Methodology?, *Journal of Mixed Methods Research*, 2, 7, 2008.
- Gupta, S. P., *Statistical Methods*, Sultan Chand and Sons, New Delhi, 2011.
- Koul, L., *Methodology of Educational Research*, Vikas Publishing, New Delhi, 1996.
- Krishnaswami, O. R. & Ranganatham, M., *Methodology of Research in Social Sciences*, (2nd ed.), Himalaya Publishing House, New Delhi, 2005.
- Levin, J. & Fox, J. A., *Elementary Statistics in Social Research*, Pearson, New Delhi, 2006.
- Mangal, S. K., *Statistics in Psychology and Education*, Tata McGraw-Hill, New Delhi, 1987.
- Seale, C., *Social Research Methods: A Reader*, Routledge, London, 2004.
- Srinivas, M. N., *The Field Worker & the Field: Problems and Challenges in Sociological Investigation*, OUP, Delhi, 1980.
- Young, P. V., *Scientific Social Surveys and Research*, Prentice Hall India, New Delhi, 1964.

History of Education

EDU/OE/5105A

Objectives:

The students will be able to-

- understand the relevance of ancient and medieval education in present times;
- know about the system of education in pre-independent India;
- get acquainted with development of education in post- independent India;
- understand the contemporary developments of education in India;
- develop a clear perspective about the developmental phases of women education in India.

Unit I: Education in the Ancient and Medieval India Times (9 class hours)

- a) Vedic and Brahmanic System of Education
- b) Buddhist System of Education
- c) Jain System of Education
- d) Islamic System of Education

(A synoptic study of the system of education in Ancient and Medieval India)

Unit II: Education during the British Period (12 class hours)

- a) Advent of the Missionaries in India – Educational initiatives of the Serampore Mission, Charter Act of 1813, Oriental-Occidental Controversy, Macaulay’s Minute and Bentick’s Education Policy
- b) Bengal Renaissance
- c) Wood’s Despatch of 1854, Educational Reforms of Lord Curzon
- d) Sadler Commission
- e) National Education Movement, Sargent Report

Unit III: Development of Education during the Post-Independence era (15 class hours)

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d) NPE-1968, NPE-1986 and PoA-1992, NPE-2016
- e) Provisions related to education in the 10th, 11th and 12th Five Year Plans

Unit IV: Recent Developments in Education (12 class hours)

- a) National Knowledge Commission Report (2005-06)
- b) SSA
- c) RTE Act-2010
- d) RMSA and RUSA

e) Educational Agencies – UGC, NAAC, DPEP, DIET, NCERT and SCERT.

Unit V: Women Education in India (12 class hours)

- a) Status of the education of women during the Vedic and Medieval Period
- b) Development of Women Education during the British period
- c) Social Reform Movements for the progress of women education
- d) Development of Women Education during the post-independence period
- e) Feminist Thinkers- Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Sarojini Naidu, Durga Bai, Begum Rokeya and E. V. Ramasamy

Suggested Readings:

- Aggarwal, J. C., *Recent Developments and Trends in Education*, Shipra Publications, Delhi, 2009.
- Aggarwal, J. C., *Educational Reforms in India for the 21st Century*, Shipra Publications, Delhi, 2010.
- Aggarwal, J. C., *Education Policy in India - 1992 and Review 2000 and 2005*, Shipra, Delhi, 2011.
- Biswas, A. & Agarwal, S. P., *Development of Education in India: A Historical Survey of Educational Documents Before and After Independence*, Concept Publishing Company, New Delhi, 1994.
- Chand, J., *Education in India during British period*, Anshah Publishing House, Delhi, 2007.
- Chand, J., *Education in India after Independence*, Anshah Publishing House, Delhi, 2007.
- Ghosh, S.C., *The History of Education in Modern India 1757-2007*. Orient BlackSwan. New Delhi, 1995.
- Gupta, A., *Educational in the 21st Century: Looking Beyond University*, Shipra, Delhi, 2010.
- Jayapalan, N., *History of Education in India*, Atlantic Publishers and Distributors, Delhi, 2004.
- Lal, R. B. & Sinha. G., *Development of Indian Education and Its Problems*, R. Lall Book Depot, Meerut, 2011.
- Mukherjee, S. N., *History of Education (Modern)*, Acharya Book, Baroda, 1961.
- Nurullah, S., Naik, J.P., *A History of Education in India (During the British Period)*. Bombay, Calcutta, Madras, London: Macmillan & Co. Ltd. 1951.
- Purkait, B. R., *Milestones in Modern Indian Education*, New Central Book Agency, Kolkata, 1992.
- Seema, S., *History of Education*, Anmol Publications, New Delhi, 2004.
- Sharma, R.N., *History of Education in India*, Atlantic Publishers and Distributors, Delhi, 2004.

Fundamentals of Educational Philosophy

EDU/OE/5105B

Objectives:

The students will be able 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 Western and Indian) on education and develop competency to apply their contributions, especially 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 the above competencies in the practices of education.

Unit-I: Educational Philosophy (9class hours)

- a) Meaning, Nature and Scope of Educational Philosophy,
- b) Nature of Indian Philosophy,
- c) Relationship of Education and Philosophy.

Unit-II: Indian schools of Philosophy (12class hours)

- a) Nyaya, Sankhya, Yoga,
- b) Buddhism,
- c) Jainism and
- d) Islamic

(with special reference to their educational implications)

Unit-III: Western Schools of Philosophy (15 class hours)

- a) Idealism,
- b) Realism,
- c) Naturalism,
- d) Pragmatism
- e) Existentialism and Humanism

(with special reference to aims, curriculum and methods of teaching)

Unit-IV: Great Educational Thinkers of the East (12class hours)

- a) Swami Vivekananda,
- b) Rabindranath Tagore,
- c) Aurobindo,
- d) M. K. Gandhi.

Unit-V: Great Educational Thinkers of the West (12class hours)

- a) J. J. Rousseau
- b) J. Dewey,
- c) Bertrand Russell
- d) A.N. Whitehead

Suggested Readings:

- Aggarwal, J. C. & Gupta, S., *Great Philosophers and Thinkers on Education*, Shipra Publications, New Delhi, 2006.
- Ahmed, S., *World's Great Educationists*, Anmol Publications Pvt. Ltd., New Delhi, 2007.
- Ansari, S. H., *Philosophical Foundations of Education*, Sanjay Prakashan, New Delhi, 2003.
- Butler, J.D., *Four Philosophies and their Practice in Education and Religion*, Third Edition, Harper & Row Co., New York, 1968.
- Brubacher, J.S., *Modern Philosophies of Education*, Tata McGraw-Hill Publishing Co. Pvt. Ltd., New Delhi-Bombay, 1950.
- Cahn, S.M., *The Philosophical Foundations of Education*.
- Shukla, C. S., *Development of Educational System in India*. Loyal Book Depot, Meerut.
- John, D., *Democracy of Education*, Mac Millan, New York, 1963.
- Kabir, H., *Philosophy of Education*, Asia Publishing House, Bombay, 1961.
- Kabir, H., *Education in Modern India*, Middlesen, England, 1971.
- Kripalani, K., *Rabindranath Tagore*, OUP, London, 1963.
- O' Connor, D. J., *An Introduction to the Philosophy of Education*, Routledge & Kegan Paul, London, 1957.
- Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan & Co.Ltd.
- Rusk, R. R., *The Philosophical Bases of Education*, University of London Press Ltd., London, 1928.
- Rusk, R. R. & Scotland, J., *Doctrines of the Great Educators*, (Fifth Edition), The Macmillan Press Ltd., New York, 1979.
- Seetharamu, A.S., *Philosophies of Education*, APH Publishing, Delhi, 1978.
- Sharma, Y.K., *The Doctrines of the Great Indian Educators*, Kanishka Publishers, New Delhi, 2002.

Teacher Education

EDU/CC/5201

Objectives:

The students will be able to-

- understand about the concept, scope, need, and aims of Teacher Education in India with its historical perspectives;
- become aware of the teaching profession and the professional ethics;
- comprehend the role and functions of various agencies associated with Teacher Education;
- understand the current problems in Teacher Education;
- get acquaintance with the research trends and experimentation in Teacher Education.

Unit I: Concept of Teacher Education and its Historical Perspective (15 class hours)

- a) Meaning, Concept, and Scope of Teacher Education
- b) Need and Significance of Teacher Education
- c) Aims and Objectives of Teacher Education at Elementary, Secondary, and College levels
- d) Models of Teacher Education
- e) Reflective Teaching

Unit II: Teaching as a Profession (9 class hours)

- a) Concept of Profession and Professionalism- Teaching as a Profession- Code of Professional Ethics for teachers
- b) Quality Assurance in Teacher Education and Quality Control
- c) Professional organizations for various levels of teachers and their role
- d) Performance Appraisal of teachers
- e) Faculty Improvement Programme for Teacher Education

Unit III: Types of Teacher Education Programmes and Agencies (9 class hours)

- a) In-service Teacher Education
- b) Pre-service Teacher Education
- c) Teacher Education in ODL Mode
- d) Orientation and Refresher Courses
- e) Role of NCTE, DIETs, and IASE

Unit IV: Current Problems (12 class hours)

- a) Teacher Education and practicing schools
- b) Teacher Education and other institutions

- c) Teacher Education and community
- d) Preparing teachers for special schools
- e) Implementation of curricula of Teacher Education

Unit V: Research and Innovations in Teacher Education (15 class hours)

- a) Purpose of research in Teacher Education
- b) Scope of Teacher Education research
- c) New trends in Teacher Education research
- d) Innovative practices at Elementary and Secondary levels- Micro teaching, Simulated Social Skill Training, Team Teaching
- e) Areas of Research:
 - Teacher effectiveness
 - Criteria of admission
 - Modification of teacher behaviour
 - School effectiveness

Suggested Readings:

- Aggarwal, J. C., *Teacher's Role, Status, Service Conditions and Education in India*, Doaba House, Delhi, 1988.
- Chakrabarti, M., *Teacher Education: Modern Trends*, Kanishka Publishers, New Delhi, 1998.
- Chaurasia, G., *New Era in Teacher Education*, Sterling Publishers, New Delhi, 1967.
- Cheng, Y. C., Chow, K. W., & Tsui, K. T., *New Teacher Education for the Future: International Perspectives*, Kluwer Academic Publishers, The Netherlands, 2001.
- Dash, M., *Education in India: Problems and Perspectives*, Atlantic Publishers & Distributors, New Delhi, 2004.
- Dikshit, S. S., *Teacher Education in Modern Democracies*, Sterling Publishers, New Delhi, 1969.
- Elahi, N., *Teacher Education in India*, APH Publishing Corporation, New Delhi, 2008.
- Harvard, G. R. & Hodkinson, P. (Eds.), *Action and Reflection in Teacher Education*, Ablex Publishing Corporation, New Jersey, 1994.
- Hemchand, T. K., *Problems of Teacher Education*, Crescent Publishing Corporation, New Delhi, 2009.
- Mehra, C., *National Survey of Elementary Teacher Education in India*, NCERT, New Delhi, 1970.
- Mohalik, R., *Inservice Teacher Education*, Mahamaya Publishing House, New Delhi, 2010.
- Mohan, R., *Teacher Education*, PHI Learning Pvt. Ltd., New Delhi, 2011.
- *National Curriculum Framework*, NCTE, New Delhi, 2009.

- *National Policy on Education (Modified)*, Department of Education, Ministry of Human Resource, Govt. of India, New Delhi, 1992.
- *National Policy on Education: A Policy Perspective*, Ministry of Human Resource, Govt. of India, New Delhi, 1986.
- Paneer Selvam, S. K., *Global Trends in Teacher Education*, APH Publishing Corporation, New Delhi, 2009.
- Rajput, J. S. & Walia, K., *Teacher Education in India*, Sterling Publishers, New Delhi, 2002.
- Selkirk, A., & Tichenor, M., *Teacher Education: Policy, Practice and Research*, Nova Science Publishers, Inc., New York, 2009.
- Singh, U. K. & Sudarshan, K. N., *Teacher Education*, Discovery Publishing House, New Delhi, 2003.
- Srivastava, R. C., *Teacher Education in India: Issues and Perspective*, Regency Publications, New Delhi, 1997.
- Vasishtha, K. K., *Teacher education in India: A Study in New Dimensions*, Concept Publishing Company, New Delhi, 1979.
- Wideen, M. & Grimmett, P. P., *Changing Times in Teacher Education*, Falmer Press, London, 1995.

Educational Technology

EDU/CC/5202

Objectives:

The students will be able to-

- understand about the meaning, nature and scope and significance of E.T. and its important components in terms of hardware and software;
- distinguish between communication and instruction so that they can develop and design and sound instructional system;
- acquaint with levels, strategies and models of teaching for future improvement; understand about the importance of programmed instructions and r researches in E.T;
- acquaint with emerging trends in ET along with resource centers of E.T.

Unit I: Concept, Meaning, and Components of ET (12 class hours)

- a) Concept of Educational Technology
- b) Meaning, Nature, Scope, and Significance
- c) Components of E.T- Software and Hardware
- d) Educational Technology an Instructional Technology

Unit II: Communication in Instruction (12 class hours)

- a) Communication Technology & Information and Communication Technology (ICT) and Instructional Technology
- b) Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist,
- c) Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)
- d) Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)

Unit III: Teaching Levels and Strategies (10 class hours)

- a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education,
- b) Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model),
- c) Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles),
- d) The Dynamic Model of Learner Autonomy

Unit IV: Teaching Models and CIA: (15 class hours)

- a) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- b) Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design,
- c) Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- d) Models of Teaching- Concept, Characteristics, Types (Ausubel, Bruner, CAM)

Unit V: Assessment in Andragogy of Education - Interaction Analysis: (11 class hours)

- a) Flanders' Interaction analysis,
- b) Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix),
- c) Criteria for teacher evaluation (Product, Process and Presage criteria,
- d) Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Suggested Readings:

- Abbott, C., ICT: Changing Education, Psychology Press, UK, 2001.
- Huang, R. & Kinshuk, Jon K. Price, ICT in Education in Global Context: Emerging Trends Report 2013-2014, Springer, Heidelberg, 2014.
- Khan, N., Educational Technology, Rajat Publications, New Delhi, 2004.
- Mambi, A. J., ICT Law Book: A Source Book for Information and Communication Technologies, Mkukina Nyota Publishers Ltd, Tanzania, 2010. Mangal, S. K. & Mangal, U., Essentials of Educational Technology, PHI Learning Pvt. Ltd, New Delhi, 2010.
- Mehra, V., Educational Technology, S. S. Publishers, New Delhi, 2004.
- Pelgrum, W. J. & Law, N., ICT in Education around the World: Trends, Problems and Prospects (Volume 77 of Fundamentals of educational planning), International Institute for Educational Planning, UNESCO, 2003.
- Sharma, R. A., Technological Foundations of Education, R. Lall Book Depot, Meerut 2006.
- Vrasidas, C., Zembylas, M., & Glass, G. V., ICT for Education, Development, and Social Justice: Current Perspectives on Applied Information Technologies, Centre for the Advancement of Research & Development in Educational Technology, 2009.

Measurement and Evaluation in Education

EDU/CC/5203

Objectives:

The students will be able to-

- understand the basic concepts and practices adopted in Educational Measurement and Educational Evaluation;
- understand relationship among Assessment, Measurement, and Evaluation in education;
- know tools and models of Measurement and Evaluation;
- understand the Assessment in Pedagogy of Education;
- develop their skills and competencies in constructing and standardizing a test;
- understand how various requirements of education are measured, evaluated, interpreted, and their results are recorded to help the learners.

Unit I: Measurement and Evaluation Process (13 class hours)

- a) Measurement- Concept, Scope, and Need, Taxonomies of Educational Objectives; Norm-Referenced and Criterion-Referenced Measurement
- b) Assessment – Meaning, nature, perspectives (assessment for Learning, and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning
- c) Evaluation- Concept, Characteristics, Functions, and Basic Principles, Interrelationship between Measurement and Evaluation in Education
- d) The Status of Educational Measurement in India

Unit II: Tools and Models of Measurement and Evaluation (14 class hours)

- a) Tools of Measurement and Evaluation- Subjective and Objective Tools, Essay Type Test, Objective Type Test, Questionnaires, Interview, Rating Scale, Inventories, Schedules, and Performance Test
- b) Model in Measurement and Evaluation- 3D Model, Total Reflection Model, and Individual Judgment Model

Unit III: Assessment in Pedagogy of Education (8 class hours)

- a) Feedback Devices: Meaning, Types, Criteria
- b) Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics

- c) Competency Based Evaluation
- d) Assessment of Teacher Prepared ICT Resources

Unit IV: Standardization of Measuring Instrument (15 class hours)

- a) General Principles of Test Construction and Steps involved in Standardizing of a Test
- b) Basic Characteristics of good Measuring Instruments- Validity, Objectivity, Reliability, Usability, and Norms
- c) Analysis and Selection of Test Item
- d) Test Standardization- Methods for Estimating Test Reliability, Test Validation Procedures
- e) Norm-Referenced and Criterion-Referenced Tests, Scaling, Standard score, T-score and C-score

Unit V: Psychological Tests as Measuring Instruments (10 class hours)

Type, Characteristics, and Need of Measurement Tools for the following:

- a) Intelligence
- b) Personality
- c) Creativity
- d) Aptitude
- e) Interest

Suggested Readings:

- Anastasi, A., *Psychological Testing (Fifth-21)*, Macmillan Pub. Co. Inc., New York, 1976.
- Singh, A. K., *Tests, Measurement and Research Methods in Behavioral Sciences*, Tata McGraw Hill Publishing Company Limited, New Delhi, 1986.
- Bhargav, M., *Adhunic Manovagyanic Parikshan Avam Mapan*, H. P. Bhargav Book House, Agra, 2003.
- Ebel, R. L., *Essential of Educational Measurement*, Third Will Prentice Hall Inc., New Jersey, 1970.
- Ferguson, G. A. & Takane, Y., *Statistical Analysis in Psychology and Education*, McGraw-Hill, 1989.
- Garrett, H. E., *Statistics in Psychology and Education*, Bombay Vakils Feffer & Simous Pvt. Ltd., 1969.
- Gupta, S. P., *Adhunic Mapan Avam Mulyankan*, Sharda Pustak Bhawan, Allahabad, 2001.
- Sharma, R. A., *Essentials of Educational Measurement and Evaluation*, R. Lall Book Depot, Meerut, 1999.

Population Education

EDU/CE/5204A

Objectives:

The students will be able to-

- understand the concept and nature of Population Education;
- explain the population situation in the world and in India;
- understand the role of various agencies in Population Education;
- explain the concept of population dynamics;
- explain the indices of quality of life;
- explain the consequences and impact of population growth on health of population;
- know about the various population theories;
- discriminate between Population Education through formal and non-formal modes in India.

Unit I: Concept and Nature of Population Education (12 class hours)

- a) Population Education: Meaning, Need, Importance, Objectives, and Scope
- b) Population situation in major world regions- Population situation in India
- c) Recommendation of UNESCO and UNDP
- d) Emergence of Population Education in India with reference to NPE (1986)
- e) Organizations and agencies of Population Education in India: UGC, NCERT, UNFPA, GOI, NGOs

Unit II: Population Composition (12 class hours)

- a) Age Structure
- b) Family Welfare Programmes
- c) Fertility- Concept, Determinants and Measurement of Fertility
- d) Mortality- Concept, Determinants and Measurement of Mortality
- e) Population Dynamics

Unit III: Population Growth and Quality of Life (12 class hours)

- a) Concept of Small Family Norm
- b) Indices of Quality of Life- Health, Nutrition, Education, Employment, Housing, and
- c) Communication
- d) Population Growth- Its consequences and impact on health of population
- e) Primary Health Care- Safe motherhood and Integrated Child Development
- f) Women Empowerment and Legal Provisions

Unit IV: Relationship between Population Growth and Development (12 class hours)

- a) Population Growth and Human Resource Development
- b) Population and Economic Development
- c) Population and Global Food Situation
- d) Population and Sustainable Development
- e) Population and Employment

Unit V: Status of Population Education in India through Formal and Non-formal Education Sectors (12 class hours)

- a) Population Education in Vocational Education (NCERT)
- b) UGC guidelines for Population Education
- c) Population Education in Eleventh and Twelfth Five Year Plans
- d) Population Education in Adult Literacy Programmes
- e) Population Education at various levels of education- Teaching methods for Population Education

Suggested Readings:

- Aggarwal, J. C., Population Education, Shipra Publications, New Delhi, 2009.
- Department of Economic and Social Affairs Population Division of the United Nations Secretariat, Population, Education and Development, United Nations Publications, New York, 2003.
- Grover, R. P. & Bhardwaj, R. K., Population Education in India, The Associated Publisher, Chennai, 2001.
- Kamat, H. D. & David, A., Population Education, Crescent Publishing Corporation, New Delhi, 2007.
- Mishra, B. C. & Patnaik, S., Adult Attitude towards Population Education, Discovery Publishing House, New Delhi, 2003.
- Pandey, V. C. (Ed.), Population Education, Isha Books, Delhi, 2006.
- Priscilla, R. & Tinker, I., Population: Dynamics, Ethics and Policy, American Association for the Advancement of Science, Washington, D.C., 1975.
- Raina, B. L., Population Policy, B. R. Publishing Corporation, Delhi, 1988.
- Rao, D. B. & Basha, S. J., Teachers' Population Education Awareness, Discovery Publishing House, New Delhi, 2004.
- Rao, V. K., Population Education, APH Publishing Corporation, New Delhi, 2007.
- Reddy, M. V. L., Population Education: Misconceptions and Clarifications, APH Publishing Corporation, New Delhi, 2002.
- Sahu, B. K., Aids and Population Education, Sterling Publishers Pvt. Ltd., 2006.

- Sharma, Y. K., Population Education: Concepts, Principles and Approaches, Kanishka, New Delhi, 2005.
- Singh, U. K. & Sudershan, K. N., Population Education, Discovery Publishing House, New Delhi, 2006.
- UNESCO, Teaching Methodologies for Population Education: Inquiry/Discovery Approach, Values Clarification, ERIC Clearinghouse, Washington, D.C., 1986.
- Veer, U., Modern Teaching of Population Education, Anmol Publications Pvt. Ltd., Delhi, 2005.

Early Childhood Care and Education

EDU/CE/5204B

Objectives:

The students will be able to-

- understand the concept, and importance of ECCE;
- learn about the scope and approaches to ECCE;
- know about the contribution of educational thinkers in the field of ECCE;
- learn about the methodology of ECCE especially play way method;
- know about different types of institutions for ECCE;
- develop an insight into children at risk and remedial measures thereon;
- learn about the various programmes and schemes related to ECCE undertaken by the Government of India.

Unit I: Early Childhood Care and Education (10 class hours)

- a) Concept of Early Childhood Care and Education
- b) Scope, Need, and Importance of ECCE with reference to NPE-2016
- c) Approaches to Early Childhood Education- Formal, Informal, and Non Formal
- d) Contributions of Educational Thinkers in ECCE- Froebel, Montessori, Pestalozzi, Gandhi, and Rabindranath (Brief discussions)

Unit II: Methodology of ECCE (14 class hours)

- a) Developmental Tasks of the Infancy Period
- b) Curriculum and Activities for Developing
 - Self Expression (Music and Movement)
 - Readiness in Children (Sensorial Learning and Motor Skill)
 - Academic Skills (Language, Mathematics, and Environmental Science)
- c) Role of Play in Overall Development of Children
- d) Use of Play Way Approach in Early Childhood Education

Unit III: Institutions of ECCE (12 class hours)

- a) Types of Institutions for ECCE (Day Care Centres/ Crèches/ Preschools/Kindergartens, Non-Formal Preschool Education), Its Importance
- b) Physical Facilities in Schools- Furniture, Equipments, Indoor and Outdoor Spaces
- c) Supportive Staff and Services (Public Distribution, Water, Sanitation), Experts, Resource Persons, and Administrative Personnel
- a) Financial Resources

Unit IV: Identifying And Guiding Children ‘At Risk’ (12class hours)

- a) ‘At Risk’ Children
- b) Developmental Delay, Malnutrition, Problem of First Generation Learners
- c) Working with Parents and Members of the Community, Women’s Entry into Working Life, Its Impact on Children
- d) Dealing with Problem Behaviours (ADD, AHDH, Bed Time and Sleeping Problems, Oppositional Problem, Eating and Feeding Problem)

Unit V: Policies and Programmes Launched by the Government of India to Promote Early Childhood Education (12class hours)

- a) Historical Development of ECCE since Independence
- b) National Early Childhood Care and Education Policy (Draft 2012)
- c) Convention on the Rights of the Child (CRC) 1989 and Education for All (EFA) 1990, Right to Education Act (2009)
- d) Mobile Crèche, Anganwadi, ICDS, Day Care, Mid Day Meal Programme

Suggested Readings:

- Anandalakshmy, S., Activity Based Learning: A Report on an Innovative Method in Tamil Nadu, 2009.
- Berk, L., Child Development, Allyn & Bacon, New York, 2006.
- Bowman, B. T., Donovan, S., & Burns, S. M. (Eds.), Eager to Learn: Educating Our Preschoolers, National Academies Press, United States, 2001.
- Gupta, A., Early Childhood Education, Postcolonial Theory and Teaching Practice in India- Balancing Vygotsky and Vedas, Palgrave Macmillan, New York, 2006.
- Myers, R. G., “In Search of Quality in Programmes of Early Childhood Care and Education (ECCE)”, Paper prepared for the 2005 EFA Global Monitoring Report, 2004.
- “National Focus Group on Early Childhood Education”, Position Paper, NCERT, 2006.
- “National Focus Group on Teacher Education For Curriculum Renewal”, Position Paper, NCERT, 2006.
- National Focus Group on Curriculum, Syllabus, Position Paper, NCERT, 2006.
- Sen Gupta, M., Early Childhood Care and Education, PHI Learning Pvt. Ltd., New Delhi, 2009.
- Shukla, R. P., Early Childhood Care and Education, Sarup & Sons, New Delhi, 2004.
- Swaminathan, M., The First Five Years: A Critical Perspective on Early Childhood Care and Education in India, Sage, New York, 1998.
- “Select Issues Concerning ECCE India”, Background paper prepared for the Education for All Global Monitoring Report, 2007.
- Sharma, R., Methods of Teaching in Pre-School, Mahamaya Publishing House, New Delhi, 2004.

Guidance and Counselling

EDU/CE/5204C

Objectives:

The students will be able to-

- understand the meaning of Guidance and Counselling;
- get a clear concept of the tools and techniques used in collecting information for Guidance;
- know the meaning of Guidance Services;
- understand the Guidance needs of children;
- understand the basics of Child Guidance Clinic.

Unit I: Concept of Guidance (10 class hours)

- a) Meaning, Concept, and Nature of Guidance
- b) Need and Scope of Guidance
- c) Types of Guidance- Educational, Vocational, Social, Moral (Their Need, Role and Importance)
- d) Individual and Group Guidance
- e) Role of Teacher in Guidance

Unit II: Concept of Counselling (10 class hours)

- a) Meaning and Nature of Counselling
- b) Principles of Counselling
- c) Approaches to Counselling- Directive, Non-Directive, and Eclectic
- d) Role and Functions of a Counsellor
- e) Essential Qualities of a good Counsellor

Unit III: Tools and Techniques of Collecting Information for Guidance (15 class hours)

- a) Types of Tests- Testing Techniques
- b) Tests of Intelligence, Aptitude, Interest, Achievement, and Personality
- c) Uses and Drawbacks of Testing Techniques in Guidance
- d) Non-Testing Techniques- Observation, Questionnaire, Rating Scale, Inventories, Interviews, Anecdotal Records, Cumulative Records, and Case Study

Unit IV: Guidance Services (15 class hours)

- a) Meaning of Guidance Services
- b) Essentials of a good Guidance Programme

- c) Individual Information Service and Occupational Information Service
- d) Placement Service
- e) Evaluation of Guidance Programme and Follow up Service

Unit V: Guidance Needs of Students and Child Guidance Clinic (10 class hours)

- a) Home and School Centred Problems
- b) Adjustment Needs of Adolescents
- c) Need and Importance of Child Guidance Clinic
- d) Organization of Child Guidance Clinic
- e) Personnel involved in Child Guidance Clinic

Suggested Readings:

- Cronbach, L., Essentials of Psychological Testing, Harper & Row, London, 1964.
- Gibson, D., Introduction to Counselling and Guidance, Pearson Education, New Delhi, 2007.
- Gibson, R. L. & Mitchell, M. H., Introduction to Counseling and Guidance, PHI Learning Pvt. Ltd., New Delhi, 2007.
- Jayaswal, S., Guidance and Counselling, Prakashan Kendra, Lucknow, 1981.
- Kochhar, S. K., Guidance in Indian Education, Sterling Publishers Pvt. Ltd., New Delhi, 1979.
- Nayak, A. K., Guidance and Counselling, APH Publishing Cooperation, New Delhi, 1997.
- Yadav, S., Guidance and Counselling, Anmol Publishing, New Delhi, 2005.

Yoga Education

EDU/CE/5204D

Objectives:

- Understand the basic concept of Yoga.
- Understand the relationship between Yoga and various Indian Philosophies.
- Knowing the historical aspects of Yoga.
- Understand the practical aspects of Yoga for maintaining good health.

UNIT - I: Meaning and Concept (12class hours)

- a) Introduction to Yoga
- b) Practices of Yoga – e.g. Kriyas, Yama, Niyama, Asana and Pranayama
- c) Bandh, Mudra and Dhyana
- d) General guidelines for performing Yoga Practices
- e) Research based principles of Yoga

UNIT - II: Yoga and Ancient system of Education (12class hours)

- a) Ancient Indian Philosophy on Yoga
- b) Yoga and Sankhya Philosophy and their relationship
- c) Yoga and Vedanta Philosophy
- d) Yoga and Brahmanic system of Education
- e) Yoga and Buddhist system of Education

UNIT – III: Historical Aspects of Yoga (12class hours)

- a) Historical aspect of Yoga Philosophy
- b) Yoga as reflected in Bhagwad Gita
- c) Yoga in Epics (Ramayan and Mahabharat)
- d) Yoga in Puranas
- e) Philosophy of Shri Aurobindo, Yoga traditions of Swami Vivekananda

UNIT – IV: Yoga Texts (12class hours)

- a) Patanjali Yoga Shastra
- b) Hathyogic Texts
- c) Asanas
- d) Pranayam
- e) Meditation

UNIT – V: Yoga and Health (12class hours)

- a) Need of Yoga for positive health
- b) Concept of Health and Yoga
- c) Utilitarian value of Yoga
- d) Yoga and Women's Health
- e) Yoga and Mental Health

Suggested Readings:

- Dasgupta, S.N., *Hindu Mysticism*, Motilal Banarsidass, Delhi, 1927.
- Fenerstein, G., *The Yoga Tradition: It's History, Literature, Philosophy Practice*, Bhavana Books and Prints, 2002.
- Goyandaka, J., *Shrimad Bhagavadgita Tattvavivechani*, Geeta Press, Gorakhpur, 1961.
- Iyengar, B.K.S., *Light on Yoga*. London, UNWIN Paperbacks. 1976.
- Karel, W., *Yoga and Indian Philosophy*. Motilal Banarasidas, Delhi, 1979.
- Kenghe, C.T., *Yoga As Depth – Psychology & Parapsychology, vol. Historical Background*, Varanasi, Bharata Manisha. 1975.
- Larson, G.J. & Others, *Encyclopedia of Indian Philosophies, Vol – XII*. Motilal Banarsidass, Delhi. 2008.
- Nagendra, H.R., *Yoga in Education*. Swami Vivekananda Yoga Prakashna, Bangalore. 2002.
- Niranjanananda Sarswathi, Swami, *Prana Pranayama, Prana Vidya*, Munger, Bihar School of Yoga. 1994.
- Pandian. S.K., *The Hidden Heritage (Chapter-I)*. Sterling Publishers Pvt. Ltd., New Delhi. 1987.
- Radhakrishnan, S., *Indian Philosophy, Vols. I and II*. Allen & Unwin, London.
- Ramesh Babu. K., *Aasana Sutras (techniques of Yoga aasanas based on traditionalHatha Yoga literature)*, Vizianagaram, Home of Yoga Publications. 2011.
- Sharma, *Yoga Philosophy in Relation to other Systems of Indian Thought*. University of Kolkata, 1924.
- Swámi Satyananda, *Yoga Education for Children*. Saraswati, Yoga Publication Trust, Munger. 1990.
- Sharma, C.D., *A Critical Survey of Indian Philosophy*. Motilal Babarsidas, Delhi.
- Satyananda Saraswati, Swami. *Asana, Pranayama, Mudra, Bandha*, Munger, Yoga Publications Trust. 2002.

Higher Education

EDU/CE/5204E

Objectives:

- Know the concept of Higher education
- Understand the aims and objectives of Higher Education
- Know about various Commissions and Policies on Higher Education
- Know about the different transactional process of Higher Education
- Understand the contemporary issues related to Higher Education

Unit I: Concept of Higher Education (12class hours)

- f) Concept of Higher education
- g) Need and importance of Higher Education
- h) Aims and objectives of Higher Education
- i) Historical development of Higher Education in India- Vedic Age, Buddhist Period, Islamic Period
- j) Access and Equity in Higher Education.

Unit II: Development of Higher Education in Modern India (12class hours)

- f) Development of Higher Education in pre-independent era- Woods Despatch, Calcutta University Commission
- g) Development of Higher Education in post-independent period- Radhakrishnan Commission, Kothari Commission
- h) Policies on Higher Education- NPE 1968, NPE1986, POA
- i) Higher education envisaged in the five year plans
- j) Other Reports- Private University Bill, Birla Ambani Report, Dellar's Report, National Knowledge Commission

Unit III: Transactional Process of Higher Education (12class hours)

- f) Teacher-centred lecture, demonstration , team teaching
- g) Learner-centred programmed learning, Personalized system of instruction
- h) Computer assisted instruction
- i) Other methods- seminar, workshop tutorials, group discussion, assignment project
- j) Higher education through distance mode

Unit IV: Administration of Higher Education (12class hours)

- f) Constitutional Provision
- g) Role of Central and State Government in financing in higher education

- h) Need for quality assurance in higher education
- i) Role of UGC, NAAC
- j) Autonomy in Higher Education

Unit V: Issues in Higher Education (12class hours)

- (a) Social and Economic relevance
- (b) Globalization, liberalization and privatization
- (c) Engendering higher education
- (d) Higher education for the differently-able
- (e) Multi-media and Higher Education

Suggested Readings

- Agarwal, Bined C. (Ed.) (2003), Higher Education through Television, concept publication, New Delhi.
- Amrik Singh and Altback P.G. (ed.) (1924) :Higher Education in India, Vikas Publishing, Delhi
- Amrik, Singh (1985): Redeeming Higher: Essays in Educational Policies, Ajanta Delhi.
- Carser, Charles (1980): Higher Education for the future, Oxford.
- Chauhan, C.P.S. (1990): Higher Education in India, Ashish Publishing Corporation, NewDelhi.
- Jeramiah, M.S. (2012): The quality of Higher Education: Income, Expenditure, disparityand its effects, Shipra Publication, Delhi.
- Kaul, J.N. (1924): Higher Education in India: two Decades of Planned Drift, Shimla, IIAS.
- Government of India (2013) : Twelve Five Year Plan
- Mishra, Loknath (2013): Internationalization of Higher Education, Shipra Publication, New Delhi.
- Reddy, G. Ram (1945): Higher Education in India, Sterling Publication, New Delhi.
- Siddiqui, M.H. (2003): Higher Education: A Research Approach, Aligarh Muslim University Press, Aligarh.

Dissertation/ Project Work

EDU/CC/5205

Objectives:

The students will be able to-

- develop positive attitude towards educational research;
- identify research problems/ topics;
- formulate research questions, objectives, hypotheses, and so on.
- create research design or actual plan of work;
- know the techniques of field study, collection of information from different sources;
- analyze data/ information quantitatively and/or qualitatively and to interpret them;
- understand the documentation procedure of the project report.

Activities:

- b) Dissertation/Project Proposal Presentation (5 marks to be examined jointly by Supervisor, All Faculties, and Head of the Department)
- c) Dissertation/Project Report (40 marks to be examined by the External Examiner and the Supervisor; the average of these two shall constitute the final marks on the report part)
- d) Viva-voce Examination with/without Presentation (5 marks to be examined jointly by Supervisor and the External Examiner)