CURRICULUM

FOR SESSION 2017 – 2019

M.A in Education

CHOICE BASED CRDDIT SYSTEM (CBCS)

KAZI NAZRUL UNIVERSITY

ASANSOL, WEST BENGAL, INDIA

M.A: 1st Semester

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
PGEDU101	Philosophical Foundations of Education	Core Paper	5 - 0 - 0	5	50
PGEDU102	Psychological Foundations of Education	Core Paper	5 - 0 - 0	5	50
PGEDU103	Sociological Foundations of Education	Core Paper	5 - 0 - 0	5	50
PGEDU104	Methodology of Educational Research	Core Paper	5 - 0 - 0	5	50
PGEDU105	Development of Communication Skills	Core Paper	3 - 0 - 4	5	50
			Total:	25	250

M.A: 2nd Semester

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
PGEDU201	Development of Education in India after Independence	Core Paper	5 - 0 - 0	5	50
PGEDU202	Curriculum Studies	Core Paper	5 - 0 - 0	5	50
PGEDU203	Analysis Techniques in Educational Research	Core Paper	5 - 0 - 0	5	50
PGEDU204	Educational Technology	Core Paper	5 - 0 - 0	5	50
PGEDU205	Education for Mental Health and Hygiene	Any One	4 - 0 - 0	4	50
PGEDU206	Psychological Practices	Minor Elective	2 - 0 - 4		
			Total:	24	250

M.A 3rd Semester					
Course Code	**Course Title**	**Course Type**	**(L-T-P)**	**Credit**	**Marks**
PGEDU301	Dissertation I(Research Proposal)	Core Paper	2 - 0 - 6	5	50
PGEDU302	Assessment in Education	Core Paper	5- 0 - 0	5	50
PGEDU303	Educational Management	Any Two Major Elective	5 - 0 - 0	5+5=10	50
PGEDU304	Guidance and Counselling in Education		5 - 0 - 0		
PGEDU305	Education for Sustainable Development		5 - 0 - 0		50
PGEDU306	Human Rights Education		5 - 0 - 0		
PGEDU307	Inclusive Education for Children With Diverse Needs	Any One Minor Elective	4 - 0 - 0	4	50
PGEDU308	Leadership in Education		4 - 0 - 0		
			Total:	24	250

M.A: 4th Semester					
Course Code	**Course Title**	**Course Type**	**(L-T-P)**	**Credit**	**Marks**
PGEDU401	Dissertation II	Core Paper	5 - 0 - 0	5	50
PGEDU402	Contemporary Issues in Education	Core Paper	5 - 0 - 0	5	50
PGEDU403	Teacher Education	Core Paper	5 - 0 - 0	5	50
PGEDU404	Open and Distance Education	Any Two Major Elective	5 - 0 - 0	5+5=10	50
PGEDU405	Global Education		5 - 0 - 0		
PGEDU406	Peace and Value Education		5 - 0 - 0		50
PGEDU407	Yoga Education		3 - 0 - 4		
PGEDU408	Computers in Education		2 - 0 - 6		
			Total:	25	250
		Total Credit and Marks		**98**	**1000**

PGEDU101: Philosophical Foundations Of EducationFull Marks: 50

Objectives:

After going through this course the students will be able to:
- understand the Indian philosophical thoughts in education
- understand the Western philosophical thoughts in education
- understand the educational ideas of great educators
- understand the modern philosophical perspectives on education

Unit-I: Indian Schools of Philosophy
- Sankhya, Vedanta, Jainism and Buddhism
- Islamic Philosophy with special reference to their educational implications

Unit-II: Western Schools of Education
- Realism, Humanism, Existentialism, Marxism with special to their educational implications

Unit-III: Great Educators
- Mahatma Gandhi & Tagore, Aurobindo& J. Krishnamurti, Pestalozzi, Montessori & Froebel

Unit-IV: Modern Concept of Philosophy Analysis
- Logical analysis, Logical empiricism, Positive relationism (Moris L. Bigge)

Recommended Books:

- Archambault, R.D. Philosophical analysis and Education (1965) Routledge and Kegan Paul, London.
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
- Breeds, F.S. (1939). Education and the New Realism. The Macmillan Company, New York
- Broudy, H.S. (1977) Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
- Broudy, H.S.(1954).Building a philosophy of Education Prentice Hall, Inc., New York.
- Brubacher, J.S. (1939.) Modern Philosophies of Education. Mc-Graw-Hill Book Company, Inc., New York.
- Butter, J.D. (1950). Four Philosophies. Princeton, New Jersey.
- Durant, W.(1938). The story of Philosophy, Garden city Publishing Company, New York.
- Edigenu&Rao, D.B.(2003). Philosophy and Curriculum. Discovery Publishing House, New Delhi.
- Edward, J.P.(1982). Philosophy of Education: Studies in Philosophies, schooling and educational policies, Prentice-Hall Inc., New Jersey.
- Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
- Gutek G.L.(1988). Philosophical and Indio-logical perspective on Education. Prentice

Hall, New Jersey.
- Hott E.B. (Ed.)(1912). The New Realism. Macmillan Co., New York.
- Illich, Ivan : Deschooling society
- Ozmon, H.A. & Carver, S.M.(1990). Philosophical Foundation of Education. Merrill Publishing Company Columbus.
- Pandey, R.S.(20003). Philosophizing Education, Kaniska Publishers, New Delhi.
- Perry, R.B.(1912). Present Philosophical Tendencies. Longmans, Green & Company, New York.
- Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press, and London.
- Peters, R.S.(ed), (1975). Concept of Education. Oxford University Press, London.
- Peters, R.S.(ed), (1975). Ethics and Education. Oxford University Press, London.
- Pratt, J.B.(1937). Personal Realism. Macmillan Inc., New York.
- Robinson D & Groves J.(2004). Introducing Philosophy, Icon Books, Cambridge.
- Robinson, D & Groves, J. (2002). Introducing Bertrand Russell, Icon Books, Cambridge.
- Robinson, D & Groves, J.(2002). Introducing Empiricism, Icon Books, Cambridge.
- Rusk, R.R.(1929). The Philosophical Bases of Education. Houghton Mifflin Company, Boston.
- Russell, B.(1995). The Analysis of Mind, Rout ledge, London.
- Russell, B.(2004). History of Western Philosophy, Rout ledge, London.
- Santayana, G.(1937). Realms of Being. Charles Scibrier's Sons, New York.

PGEDU102: Psychological Foundations Of EducationFull Marks: 50

Objectives:

After going through this course the students will be able to:

- Acquaint with the factors of learning diversity
- Understand the concept and modern theories of learning
- Know the concept of intelligence, modern approaches to it and its measurement
- Have a fundamental knowledge of personality

Unit-I: Understanding Learning Diversity

- Concept and factors affecting learning diversity
- Heredity and environment: Their roles and inter-relationship
- Types of memory, Information processing theory, causes of forgetting, economy of memorization
- Motivation: Concept, Maslow's theory, Attribution theory and their role in learning

Unit-II: Learning

- Cognitive and Psycho- analisis theory, Information procession theory, Meta Cognition,
- Social Constructivism (Vygotsky), Active Learning (Asubel, Bruner), Social Learning (Bandura)

Unit-III: Intelligence and Its Measurement

- Modern theories of Intelligence: Multiple Intelligence (Gardner), Information Processing Theory of Intelligence (Sternberg),
- Measurement of intelligence (Wechsler Bellevue Test, Performance Test, Alexander' Pass Along)
- Concept, Nature and importance of Emotional Intelligence, Daniel Goleman'sTheory of Emotional Intelligence

Unit-IV: Personality

- Concept of Personality, Theories of Personality (Allport, Freud, Eysenk, Big 5 theory), Measurement of Personality

Recommended Books:

- Allen, B. P. (2006). Personality Theories: Development, Growth, and Diversity (5th ed.).
- Anastasi Anne: Psychological Testing, McMillan Co. New York.
- Ausubel D.P. and Robison F.G.: School learning: An introduction to Educational Psychology, New York Holt, Rinehart & Winston Inc 1969.
- Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.
- Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia.
- Benjamin B. Lahey (2002): Essentials of Psychology, International Edition, McGraw Hill
- Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, New Delhi
- Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B.
- Bichler R.F. and Jack Snowman: psychology Applied to Teaching Houghton Miffin Company, Boston, 1986.
- Bigge M.L.: Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Bower G.H. and Hilgard E.R.: Theories of Learning Prentice Hall of India, New Delhi. 1980

- Burger, J. M. (2010). Personality (8th ed.). Belmont, CA: Wadsworth Publishing
- C.L. Kundu: Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989.
- Carver, C. S., &Scheier, M. F. (2008). Perspectives on Personality (6th ed.). Needham Heights, A: Allyn and Bacon.
- Charles N. Newmark: Major Psychological assessment Instruments: Allyn And Becan Inc.
- Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Daniel Goleman: Emotional Intelligence, Bantam books 1995.
- Douglas J. Hacker,JohnDunlosky, Arthur C. Graesser .(editors) (1998) Metacognition in Educational Theory and Practice, Lawrence Erlbaum Associates. Mahwah, New Jersey. Edition, 1988.
- Douglas J. Hacker,JohnDunlosky, Arthur C. Graesser .(editors) (2009) Handbook of Metacognition in Education (Educational Psychology). Routledge, Taylor and Francis, New York.
- Gage and Berlinger: Educational Psychology, Boston Houghton Miffins Company 1984.
- Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinoins. The Dorsey
- Herenhahn B.R.: 'An Introduction to Theories of Learning Prentice Hall International
- Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay.
- Mangal S.K Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd; 193.
- Moully George J: Psychology of teaching bottonAllyn&Decan Inc.
- Needham Heights, MA: Allyn and Bacon. New Delhi.
- Passi B.K.: Creativity in education NPC Agra 1982.
- PinaTarricone (2011) The Taxonomy of Metacognition. Britain, Psychology Press
- S. Owen, H. Parker Blount, Heny Moscow: Educational Psychology – An Introduction Little,
- Schunk, D. H. (2007). Learning Theories: An Educational Perspective (5th Edition). New York: Prentice Hall.
- Skinner C. E, (2003): Educational Psychology, Fourth Edition, Prentice Hall of India Private Limited,
- Wiggins, J. S. (Ed.). (1996). The Five-Factor Model of Personality: Theoretical Perspectives.New York: Guilford Publications
- Wordsworth B.J. Piaget's: Theory of cognitive and affective Development, New York

PGEDU103: Sociological Foundations Of EducationFull Marks: 50

Objectives:

After completion of the course the students will be able to:
- *understand the meaning and relationship of Education and Sociology.*
- *understand the interrelation of education and society.*
- *understand the sociological bases of education.*
- *understand the current issues in the society*

Unit-I: Sociological Bases of Education
- Relationship between Education and Sociology,
- Education as a process of socialization,
- Education as a social sub-system for progress: its characteristics and interrelationships between Education and other social sub-systems

Unit-II: Education for Social Change
- Concept of Culture, Society and Education and their interrelation,
- Cultural functions of Education,
- Concept of social change, constraints on social change(cast, class, language, religion, population and regionalism)
- Views on process of social change: Structural functionalism, Conflict theories.

Unit-III: Education in Changing Society
- Role of Education in Democracy, Modernization and Development,
- Interrelation of Education and Social Mobility,
- Interrelation of Education and Social Stratification.

Unit-IV: Contemporary Issues in the Society
- Cultural Diffusion, lag, pluralism, hegemony, harmony
- Political control on Education; Interference of politics in institutional administration and managment,
- Equality Vs Equity, The Gender Issue, Marginalized and disadvantaged sections of society with reference to SCs, STs, Women and OBCs

Recommended Books:
- Berger, P. L., and Luckmann, T. (1967). The Social Construction of Reality. Allene Lane: The Penguin Press (Set Book).
- Bhattacharya and Srinivasan. (1962). Society and Education. Calcutta: Academic Publishers.
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
- Breeds, F.S. (1939). Education and the New Realism. The Macmillan Company, New York
- Brookoner, W.B., and Gottlieb, D. (1964). A Sociology of Education (2 Ed.).New York: American Book Company.
- Broudy, H.S. (1977). Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
- Carl H Gross, C. H., Wronski, S. P., and Hanson, J. W. (1962). School & Society. Boston: D.C. Health & Co.
- Chakraborty,S.(2015). The Yellow Rose. Kolkata: Dey's Publishing House.
- Chitnis, S. (1974). Sociology of Education: A Trend Report in A Survey of Research in Sociology and Social Anthropology by ICSSR. Vol. II, p. 166-232. Bombay: Popular Prakashan (ICSSR).
- Cosia, B.R. (1971). School and Society, Prepared "The School and Society Course Team at the

Open University" in School and Society. London: The Open University Press.

• Cox, W. L., and Mercer, B. E. (1961). Education in Democracy. New York: McGraw Hill.

• Dewey, J (1963) Democracy and Education, Macmillan, New York.

• Dewey, J. (1956) The school and Society, University of Chicago Press.

• Dewey, J.(2004). Democracy and Education. Aakar Books, Delhi.

• Donald A. H., and Joel, E. G. (1967). On Education – Sociological Perspectives. New York: John Wiley and Sons Inc.

• Dukhiem, E. (1956). Education & Sociology. New York: The Free Press.

• Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.

• Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.

• Harris, E. S. (1965). Challenge and Change in American Education. California:McCutchan Publishing Corporation.

• Hott E.B. (Ed.)(1912). The New Realism. Macmillan Co., New York.

• Illich, Ivan : Deschooling society

• International Encyclopedia of Education. (1994) 2nd edition. Perganon Press.

• Kundu, D. (2010). Advances in Educational Research in India [A survey of Research in Education by ICSSR]. New Delhi: Yash Publications.

• Levitas, M. (1974). Marxist perpectives in the sociology of education. London: Routledge&Kangan Paul.

• Morris, I. (1978). The Sociology of Education - An introduction. London: William Cloves Limited.

• Moser, C.A., andCalton, G. (1979). Survey Methods in Social Investigation (2nd Ed.) California: The English Language Book Survey & Heinemann Edl. Books.

• Musgrave, P. W. (1970). Sociology, History and Education-a reader. London: Methuen & Co. Ltd.

• Nisbet, R. A. (1967). The Sociological Tradition. London: Heinemann.

• Ottaway, A. K. C. (1962). Education in Society: An introduction to sociology of education. London: Routeledge and Kegan Paul Ltd.

• Parsons, P. (1951). The Social System. USA: Free Press.

• Peters, R.S.(ed), (1975). Concept of Education. Oxford University Press, London.

• Peters, R.S.(ed), (1975). Ethics and Education. Oxford University Press, London.

• Pratt, J.B.(1937). Personal Realism. Macmillan Inc., New York.

• Premnath. (1957). The Bases of Education. Delhi: S. Chand & Co.

• Roy, R. (2007). Ethno-Pedagogy: Education of Tribes, Teachers' Training and Juxtaposition of Status. New Delhi: Shipra Publications.

• Roy, R. (ed.) (2009). Women, Education and Development. New Delhi : Shipra Publications

• Ruhela, S. P. (1969). Social determinants of Educability in India. New Delhi: Jain Brothers Publishers.

• Santayana, G.(1937). Realms of Being. Charles Scibrier's Sons, New York.

• Schlechty, P. C. (1976). Teaching and Social Behaviour. USA: Allyn and Bacon, Inc.

• Shah, B. V. (1965). Sociology of Education - An attempt at definition and scope. Sociological Bulletin, XIV (2), p. 65.

• Shukla, S. (1963). The Context of Education in Developing Societies. Delhi: CIE.

• Sieber, S. D., and Wilder, D. E. (1973). The School of Society. New York: The Free Press.

• Sprott, U. (1958). Human Groups. UK: Pelican Books.

• Swift, D. F. (1970). Basic readings in sociology of education. London: Routledge&Kegan Paul.

• Tagore, R.N.(*) Siksha. Kolkata: GranthanBivaga, Visva-Bharati.

• Tagore, R.N.(*) Siksha. Kolkata: GranthanBivaga, Visva-Bharati.

• Thirtha, T. (1974). Education and Society. Banglore: Centre for Educational Sociology.

• Tyler, W. (1977). The Sociology of Educational Inequality. London: Methuen and Co. Ltd.

• West, E. G. (1965). Education and the State. London: The Institute of Economic Affairs Ltd.

PGEDU104: Methodology Of Educational Research   Full Marks: 50

Objectives:

After completion of the course the students will be able to:

- *Understand the nature and process of undertaking research in education,*
- *understand different approaches to educational research,*
- *understand the nature and prerequisite of Research Data*
- *develop skills to write research proposals and research report*

Unit-I: Basics of Research in Education

- Meaning, Purpose, Types and Characteristics of Educational Research; Basic Research, Applied Research & Action Research in Education,
- Approaches to Research Quantitative, Qualitative and Mixed Approach ,
- Criteria & Sources for Identifying Problem,
- Formulation of Research Problem, Developing Research Questions & Hypotheses

Unit-II: Approaches to Research

- Quantitative approaches to Research: Experimental, Causal-Comparative Research and Correlational, Qualitative approaches to Research: Ethnographic, Phenomenological and Grounded Theory,
- Other Methods of Research: Historical, Case Study and Action Research.
- Meaning, Characteristics and Rationale for selecting Research Designs through Qualitative, Quantitative and Mixed Approaches

Unit-III: Sampling Design and Research Tools

- Concept of Population, Sample, Sampling error, Sampling Frame,
- Sampling Techniques- Probability & Non-Probability, Quantitative and Qualitative,
- Sources of Data- Primary and Secondary,
- Tools for Data Collection- Test, Scale, Observation, Interview, Questionnaire

Unit-IV: Research Tools, Research Proposal and Research Report

- Writing Review of Related Literature, Preparation of Research Proposal,
- Writing Research Report,
- Citing of Sources through Bibliography and References (APA Style),
- Ethics in Research

Recommended Books:

- Best. J. W. & Kahn. J. V. (2008). Research in Education (10th edition). Delhi: Pearson Education.
- Burns, R. B. (2000) Introduction to Research Methods. New Delhi : Sage Publication.
- Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
- Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication.
- Koul, L. (2008). Methodology of Educational Research. New Delhi: Viksha publishing House Pvt. Ltd.
- Lichtman, M. (2010).Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
- Lunenburg, F. C. (2008). Writing a Successful Thesis. California: Corwin Press.
- Machi, L. A. (2009).The Literature Review. California: Corwin Press.
- McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage.
- Mertens, D. M.(1997).Research Methods in Education and Psychology. New Delhi: Sage Publication.

- N.C.E.R.T. (1997).Fifth Survey of Educational Research: 1988-92. (Vol. I).New Delhi: NCERT.
- N.C.E.R.T. (2006).Sixth Survey of Educational Research: 1993-2000. (Vol. I).New Delhi: NCERT.
- N.C.E.R.T. (2007).Sixth Survey of Educational Research: 1993-2000.(Vol. II).New Delhi: NCERT.
- Peterson, R. A. (2000). Construction of Effective Questionnaires. New Delhi: Sage Publication.
- Sapsford, Roger. (1999). Survey Research . New Delhi: Sage Publication.
- Sax, Gilbert. (1979). Foundations of Educational Research. New Jersey : Prentice – Hall .
- Schmuck, R. A. (2006). Practical Action Research. California: Corwin Press.
- Seigal, Sydne, Y. (1978).Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
- Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
- Singh, S.P. (2002). Research Methods in Social Sciences. Kanishka: New Delhi.
- Stringer, E. T. (2000).Action Research(2nd ed) New Delhi : Sage Publications.
- Thomas, R. Murray. (2008). Thesis and Dissertation. California: Corwin Press.
- Tuckman. B. W. (1979).Conducting Educational Research (2dn edition). New York: Harcourt Brace Javanovich Inc.
- Van Dalen, D. B. & Meyer, W.J. (1979).Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
- Walford, Geoffrey. (2005).Doing Qualitative Research. London: Continuum.
- Wiersma, W. &Jurs, S.G.(2009).Research Methods in education.(9th edition). Delhi: Pearson Education.
- Kundu,D.(2010).Advances in educational Researchin India VolI&II.NewDelhi:Yash Publication.

PGEDU105: Development of Communication Skills Full Marks: 50

Objectives:

After going through this course the students will be able to:

- *to comprehend the concept of communication and its application for self-development*
- *train students to common words, phrases relevant to the immediate communication tasks*
- *teach students the four basic communication skills – Listening, Speaking, Reading and Writing*
- *Help students understand the mechanism of stress particularly negative emotions and self-management.*

Unit-I: Basics of Communication

- Meaning, Characteristics, Components and Nature of Communication
- Principles and Theories of Communication,
- Barriers in effective communication

Unit-II: Communication skills

- Signs, Symbols, Body Language, Media Channels, Movies as modes of communication,
- Functional, Situational, Verbal and Non-Verbal, Group, Interactive, Public, Mass Line as types of communication
- Listening skills– Active vs Passive;
- Speaking skills- Speech vs Enunciation;
- Reading skills–Focus on the Structure not on the Theme Alone
- Writing Skills – Word Match, Reading Aloud, Recognition of Attributes

Unit-III: Approaches to Self-Development

- Concept of Self-Concept, Self-Esteem, Self-Confidence, Self-Development
- Understanding self: Self Awareness-JOHARI Window
- Self-Management: Types and Management of Conflicts (Intrapersonal, Intra personal and Inter Group Conflicts)

Unit-IV: Hands on Experience

- Practical activities for developing communication skills

Recommended Books:

• Abdul Kalam, APJ, (2005) Ignited Minds. New Delhi: Penguin

• Dignen, Flinders and Sweeney. English 365. Cambridge University Press

• Goleman, Daniel. 1998. Working with Emotional Intelligence. Bantam Books. New York

• Jones, Leo and Richard Alexander. 2003. New International Business English. Cambridge University Press

• Jayakaran. 2000. Everyone's Guide to Effective Writing. 2 M Publishing International,

• Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Sudha Publications. New Delhi.

• Mohan, Krishna and MeeraBannerji, 2001, Developing Communication Skills. Macmillan.

• V. Syamala, 2002. Effective English Communication for you. Emerald Publishers, Chennai.

• Mile, D.J (2004). Power of positive thinking. Delhi: Rohan Book Company.

• Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House.

• Swaminathan. V.D &Kaliappan. K.V(2001). Psychology for Effective Living. Chennai. The Madras Psychology Society.

• Windshuttle, Keith and Elizabeth Elliot.1999. Writing, Researching and Communicating: Communication Skills for the Information Age. 3rd Reprint. Tata McGraw-Hill. Australia

• Abdul Kalam, APJ, (2014) You are Unique. New Delhi

PGEDU201: Development of Education in India after Independence	**Full Marks: 50**

Objectives:

After going through this course the students will:

- *know the Constitutional provision in India regarding education*
- *understand the different educational policies undertaken by the Government of India as reflected in different Commission and Committees*
- *know about the recent development in education as initiated by the Government of India*
- *develop an insight into some problems and issues of education in India*

Unit-I: Constitution of India

- Indian Constitution and education
- Different provisions of the constitution regarding education
- Recent changes in the Indian Constitution regarding education (special stress on Education as a Fundamental Right)
- Educational administration and Centre State relationship

Unit-II: Development of Educational and different Commission and Committees

- A synoptic discussion on different Committees and Commission (Radhakrishnan Commission 1948-49, Education Commission 1964-66, National Policies of Education 1968, 1986, Programme of Action (POA) 1992 with reference to higher education
- Elementary and secondary education
- National Curriculum Framework 2005
- National Knowledge Commission 2005

Unit-III: Recent Development of Education in India

- SarbaShiksha Mission
- RastriyaMadhyamikShikshaAbhijan (RMSA)
- RastriyaUchataroShikshaAbhijan (RUSA)
- New Education Policy 2016

Unit-IV: Some problems and issues of education in India

- Technical and vocational education
- Financing education
- Value education
- Quality control in education

Recommended Books:

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PGEDU202: Curriculum Studies	Full Marks: 50

Objectives:

After going through this course the students will be able to:
- *develop understanding of underlying principles & models of curriculum development*
- *develop understanding of underlying principles of instructional strategies*
- *develop understanding of underlying principles of evaluation*
- *develop understanding for instructional media, teaching competencies and skills*
- *develop understanding for pedagogical concerns*

Unit-I: Curriculum Design & Development
- Components and sources of Design, Design-Dimension Consideration, Representative Curriculum Designs
- Technical- Scientific Approach – The Tyler Model, The Taba Model, The System Analysis Model, Wheeler Model
- Non-technical – Non-scientific Model – The Approach in General, The Deliberation Model
- Enacting Curriculum Development, Participants in Curriculum

Unit-II: Curriculum Implementation &Evaluation
- The Nature of Implementation, Implementation as a Change Process
- Curriculum Implementation Models
- Nature & Purpose of Evaluation, Approaches to Evaluation
- Evaluations Models Testing

Unit-III: Curriculum Concerns
- International Scenario in Education- Finland, Australia, China
- UGC Model Curriculum; National Curriculum Framework of NCERT (NCF-2005); National Curriculum Framework for Teachers Education of NCTE (NCFTE-2009)
- Curriculum Framework Guidelines of UNESCO
- Four Pillars of Learning and Curriculum

Unit-IV: Instructional System & Pedagogical Concerns
- Theoretical Paradigm of Instructional Objectives
- Teacher Controlled Instruction (TCI); Learner Controlled Instruction (LCI); Group Controlled Instruction (GCI)
- Instruction; Instructional Planning - Issues in Instructional Planning, Steps in Instructional Planning;
- Instructional Strategy : Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; Systems Approach

Recommended Books:
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PGEDU203: Analysis Techniques in Educational Research	**Full Marks: 50**

Objectives:

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

- *examine relationship between and among different types of variables of a research study*
- *explain or predict values of a dependent variable based on the values of one or more independent variable*
- *estimate the characteristics of populations based on their sample data*
- *test specific hypotheses about populations based on their sample data*
- *use appropriate procedures to analysis qualitative data by using statistical packages for analysis of data*

Unit-I: Descriptive Analysis of Quantitative Data

- Nominal, Ordinal, Interval and Ratio Scale data; Tabular & Graphical representation of Data; Measures of central tendencies and dispersion; Standard Scores; Percentiles
- Normal Distribution: Characteristics of Normal Probability curve ; Applications of NPC
- Product Moment, Rank-difference, Biserial, Point-Biserial, Tetra-choric, Partial and Multiple correlations
- Linear Regression Analysis: Concept of Regression, Regression Equations & its Application

Unit-II: Inferential Statistics-I

- Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
- Testing of Hypothesis; Types of Error and Levels of Significance; Degree of Freedom
- Inferential statistics: Standard errors, confidence limit; Power of a statistical test and effect size; two tailed and one tailed tests
- Parametric & Non-Parametric Statistics

Unit-III: Inferential Statistics-II

- Testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (including small samples), Variances
- Analysis of Variance (ANOVA)
- Analysis of Co-variance (ANCOVA)
- Nan parametric tests: Chi Square, Mann-Whitney *U* test.

Unit-IV: Data Analysis in Quantitative, Qualitative and Mixed Research

- Analysis of visual data, segmenting, coding and developing category systems
- Use of Computer for Data Analysis- SPSS, EXCEL, MAXQDA, NVivo, R
- Data entry in various computer software
- Interpreting Results

Recommended Books:

-

PGEDU204: Educational TechnologyFull Marks: 50

Objectives:

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

- *Explain the meaning, nature and scope of educational technology and its importance in educational field.*

- *State and explain components and factors of communication.*

- *Suggest modification of teaching behaviours by simulation, micro teaching, Flanders' interaction analysis.*

- *Develop instructional systems and design instructional strategies by different methods.*

Unit-I: Educational Technology and Communication

- Meaning, Nature and Scope of Educational Technology

- Concept, process and types of Communication

- Components and Factors of Classroom communication

Unit-II: Modalities and Modes of Teaching

- Difference between teaching and instruction, conditioning and training

- Teaching levels: memory, understanding and reflective

- Different teaching models-Glaser, Bruner, Ausubel and Piaget

Unit-III: Modification Teaching Behaviours

- Simulation

- Micro Teaching

- Flander's Interaction Analysis

Unit-IV: Designing Instructional Systems

- Formulation of Instructional Objectives, Task Analysis

- Designing instructional strategies – Lecture, Team Teaching, Discussion, Panel Discussion, Seminars, Conference, Tutorials and Educational Games

Recommended Books:

- Alexey Semenov, UNESCO (2005). Information and Communication Technologies in School: A Handbook for Teachers

- Bhatia, K. K. (2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.

- Bhatt, B. D., Sharma, S. R. (1992).Educational technology: concept and technique. New Delhi: Kanishka.

- Dahiya, S. S. (2008). Educational technology: towards better teaches preference.

Delhi: ShipraPulication.

- Das, R. C. (1992). Educational Technology: A basic text. New Delhi: Sterling.

- Dececco, J. P. (1964). Educational Technology. New York: HRW.

- Heinich, Robert, Molenda, Michael, Russell, James D. (1989). Instructional media and the new technologies of instruction. New Delhi: Macmillan.

- Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO.

- Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook.

- Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.

- Joyce, Bruce. (2009). Models of teaching. New Delhi: Phi Learning.

- Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.

- Mangal,S. K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon.

- Pachauri, Suresh Chandra. (2001). Educational technology. New Delhi: Aph Publishing.

- Rao, V. (1991). Educational Technology. Delhi: Himalaya Publishing House.

- Sampath, K Etal (1990). Educational Technology. New Delhi: Sterling.

- Sethi, Deepa (2010). Essentials of educational technology and management. New Delhi: Jagadamba Publishing Company.

- Sharma, A. R. (2001). Educational technology. Agra: Vinod.

- Sharma, R. A. (1983). Technology of Teaching. Meerut: International.

- Singh, C. P. (2011). Advanced educational technology. New Delhi: Lotus Press.

- Verma, M. (2006). Online Teaching-Tools and Methods. New Delhi: MurariLal& Sons.

- Yadav, D. S. and Shastri, K. N. (2009). Educational technology: Delhi.

PGEDU205: Education for Mental Health and Hygiene Full Marks: 50

Objectives:

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

- *understand the concept of mental health and hygiene*
- *understand what is adjustment and maladjustment*
- *understand the factors affecting adjustment*
- *learn how mental health can be maintained*

Unit-I: Adjustment

- Concept
- Factor affecting
- Criteria of good adjustment

Unit-II: Maladjustment

- Concept
- Causes

Unit-III: Mental Health and Hygiene

- Concept, Meaning & definition
- Identification of deviant behaviour
- Role of family, peers, educational institutions and mass media in promoting mental health
- Coping strategies (Defense Mechanism)

Unit-IV: Common Hazards to Mental Health

- Conflict, stress, anxiety, depression - Meaning, Causes and Effects
- Remedial measures - counselling, psychotherapy, yoga therapy

Recommended Books:

-

PGEDU206: Psychological Practices   **Full Marks: 50**

Objectives:

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

-

Laboratory Practical
- 2 experiments are to be completed during examination – 20 Marks (external examiner only)
- Viva – 10 Marks (external examiner only)
- Note Book – 20 Marks (internal examiner only)

Experiments/ Tests
1. Learning/ Creativity
2. Reaction Time/ Intelligence
3. Attention/ Interest
4. Concept Formation/ Adjustment
5. Memory/ Motivation
6. Association/ Personality
7. Classroom Interaction/ Aptitude
8. Sociometry/ Attitude
9. Psycho-physical/ Reading Comprehension
10. Sensation and Perception/ Aspiration

Each year at least Six Experiments/ Tests are to be completed by the students under the supervision of faculties.

PGEDU301: Dissertation – I (Research Proposal)	**Full Marks: 50**

Objectives:

After completion of the course the students will be able to:

- *understand the importance of review of related literature and learn how to write it.*
- *realize the importance of the Study and Write about the need of the Study.*
- *learn to state the title/ problem of the research and its appropriateness/ feasibility, objectives of the study and framing of hypothesis.*
- *acquaint with sampling design.*
- *learn about guidelines, principles, and procedure of developing research tools/ questionnaire.*
- *describe various types of variables and relationship among them*
- *learn how to collect data, tabulate and analyze them qualitatively and quantitatively, according to the objectives of the study.*

Frame work/ Structure of Report on Review and Data Collection

The students are required to undertake the following activities-

- A brief discussion on need and importance of review of related literature
- Write and classify research abstracts related to different variables of their own individual research work
- Analyze the studies reviewed and writing them in approved/ accepted ways. Write about the relevance of his/her study and mentioning the gap therein
- Write about justification, description of the tools/ techniques used for data collection.
- Write about methods and procedures adopted for collections of primary and secondary data, tabulate the data and titles of the table and write reference section as per APA/ HTML
- Final submission of the research proposal according to the direction.

PGEDU302: Assessment in Education   **Full Marks: 50**

Objectives:

After going through this course the students will be able to:

- *understand the concept of measurement evaluation and assessment.*
- *develop the concepts of instructional objectives*
- *apply the knowledge in test construction*
- *explain the recent trends in evaluation and assessment*

Unit-I: Measurement Evaluation and Assessment
- Concept of measurement, assessment and evaluation
- Characteristics, needs and importance of assessment and evaluation
- Assessment: functions and basic principles, assessment process and steps
- Differences among the meaning and purpose of test, measurement, assessment and evaluation

Unit-II: Instructional objectives of assessment and evaluation
- Taxonomies of instructional objectives
- Types of measurement- norm referenced and criteria referenced test
- Approaches to evaluation- placement, formative and summative
- Approaches and use of assessment in educational practices

Unit-III: Test Construction
- General principles of test construction
- Steps of test construction: Teacher made test and standardized test, and the difference between the two.
- Characteristics of Standardized test: Validity, Objectivity, Reliability and Norms
- Writing test items for assessment: Objective type, essay type test, short answer type test, unit test and item analysis.

Unit-IV: Recent trends in assessment and evaluation
- Semester System
- Grading
- Continuous and Comprehensive evaluation
- Choice based credit system

Recommended Books:
-

PGEDU303: Educational Management   Full Marks: 50

Objectives:

To enable the students to:

- *acquire the concept of educational management*
- *understand the fundamentals of educational planning*
- *acquaint with the concept and theories of leadership*
- *know various management techniques*

Unit-I: Educational management techniques
- Concept & nature
- Functions
- Evolution of Scientific Management with special reference to Taylor, Elton , Mayo, Fayol and Deming
- Resource management with special reference to human resource management (Motivation & Performance Appraisal)

Unit-II: Educational Planning
- Meaning and importance
- Planning steps and Models
- Approaches to educational planning, Micro, Macro planning, School mapping

Different aspects of institutional planning

Unit-III: Leadership Building
- Concept & styles
- Theories: Path Goal, Fiedler, Blake Munton Gird Theory, Blanchard Situational Leadership Model

Unit-IV: Management Techniques
- Application of system approach for management of educational organization
- PPBS-Planning Programming Budgeting System
- SWOT Analysis
- PERT-Path Evaluation Review Technique
- TQM
- Bench – marking

Recommended Books:

- Chandan, J. S. (2007). Management Concept and Strategies. Vikas Publishing House Pvt. Ltd.
- Sherlekar, S. A. (2004). Management (Value Oriented Holistic Approach) Himalaya Publishing House, Delhi.
- Prasad, L. M. (2002). Organizational Behaviour. Sultan Chand and Sons. New Delhi
- Jani, N. C. and Saakshi. (2005). Management,Theory and Practice. A.I.T.B.S Publishers and Distributers .New Delhi.
- Gupta, S. K. and Joshi, R. (2008). Human Recourse Management, Kayani Publishers. New Delhi
- Robbins, S. P., Judge, T. A., Sanghi, S. (2009). Organizational Behaviour. Person Prentice Hall Delhi.
- Total Quality Management (2003) Besterfied, D. H., Besterfied-Michina, Besterfied, G. H.,

PGEDU304: Guidance and Counselling in Education	**Full Marks: 50**

Objectives:

After going through this course the students will be able to:

- *understand the meaning of guidance*

- *understand the meaning of counselling*

- *know various psychological testing for guidance and counselling services*

- *know the strategies for vocational guidance and counselling*

Unit-I: Guidance

- Concept, Characteristics and Principles

- Need

- Role of Teacher

- Agencies: National, State and Local Level

Unit-II: Counselling

- Concept, Characteristics and Principles

- Scope and importance

- Counselling and psychotherapy

- Counselling and adjustment

Unit-III: Psychological Testing in Guidance and Counselling Services

- Intelligence and Creativity tests

- Interest and Aptitude tests

- Personality tests

- Significance of the test results

Unit-IV: Strategies of Vocational Guidance and Counselling

- Career Corner and Career Talk

- Industrial Visit & Simulated Interviews

- Career Conference

- Vocational Counselling

Recommended Books:

PGEDU305: Education for Sustainable Development   Full Marks: 50

Objectives:

After going through this course the students will be able to:

- *understand about sustainability, sustainable development and education for sustainable development*
- *know about the goals of sustainable development from different perspectives*
- *comprehend the differences between environmental education and education for sustainable development*
- *develop an insight into management of education for sustainable development*

Unit-I: Education and Sustainable development

- Concept of sustainable development
- Nature of sustainability
- Characteristics of sustainable development
- Sustainable development in education

Unit-II: Sustainable development goals in education

- Individual goal
- National goals
- International goals (SDG)
- Goals of UNESCO

Unit-III: Environmental Education and Education for Sustainable Development (ESD)

- Importance for environment education for sustainable development in education
- Need and significance of ESD
- Ecological and psychological perspective of ESD
- Environmental hazards and pollution and importance of the knowledge of ESD

Unit-IV: Education for Management of Environment and ESD

- Management of environment for the ESD
- Natural and environmental issues and policies
- Evaluation and monitoring of environmental issues
- Strategies for sensitization to ESD

Recommended Books:

- Environmental Education (2007). Tomar, A. Kalpaz Publication, New Delhi
- Education for Sustainable Development in Further Education. Embedding

Sustainability into Teaching, Learning and the Curriculum. Ed. D. Summers,& R. Cutting.

- Education for Sustainability (1996). Sterling, Foster &KaurHuckle, Sterling Publishing Company, Canada

- Education for Sustainable Development. Challenges, Strategies and Practices in a globalizing world (2010). Ed. Nikolopoulou A., Abraham, T., Mirbaghari F. SAGE Publication

- Peace Education and SustainableDevelopment (2016). Dubey, S. K.

- Environment & Sustainable Development (2014). Ed. Fulekar, M. H., Pathak, B., Kale, P. K. (Eds). Springer Publishing Ltd. New Delhi

- Environmental Education: Principles, Concepts and Management (2016). Srivastava, K. K .Kanishka Publishers, Delhi.

- Environmental Education, Principles, Methods and Application (1980). Bakshi, T., Naveh, Z. Springer Publication

- Environmental Education (2004). Krishnamacharyulu, Neel Kamal Publication, New Delhi

- Environmental Education (2010). Dutta, S. P. NageenPrakashan Pvt. Ltd. Delhi.

PGEDU306: Human Rights Education	Full Marks: 50

Objectives:

After going through this course the students will be able to:

- *understand the meaning and concept of human rights*
- *know the constitutional provisions of human rights*
- *be aware with the importance and protection of child rights*
- *relate education with human rights*

Unit-I: Human Rights in the Socio-Cultural Context

- Meaning of human rights
- Need and importance of human rights education
- Human rights in the contemporary Indian socio-cultural scenario
- Human rights in World's perspective

Unit-II: Human Rights in Indian Constitution

- Human rights in the Preamble of Constitution
- Fundamental rights
- Fundamental duties

Unit-III: Child Rights

- Concept and meaning of child rights
- Types of child rights
- Need and importance of child rights in Indian context
- Protection of child rights
- NCPCR
- School and child rights

Unit-IV: Human Rights and Education

- Roles and functions of National Human Right Commission
- Roles and functions of National Commission for Protection of Child Rights
- Participation of States and NGOs in human rights and child rights network
- Education for human rights

Recommended Books:

- Jed, P. K. (2002). Educating Human Rights. Agra: Bhargava Book House.
- Jios, Rama M. (1997). Human Rights and Indian Values. New Delhi: NCTE

- Mahanty, S. B. (1999). Education for Human Rights; University News; Vol-37, N0. 49, pp. 14-19.

- Paiget, J. (1932). The Moral Judgment of the Child. Chicago: The Free Press.

- Radhakrishna, S. (1979). An Idealist View of Life. Bombay: Blackie & Son Ltd.

- National Council for Teacher Education. (1996). Human Rights and National Values: Self Learning Module, Volume (I-III). New Delhi.

- GN Centre for Human Rights. (1993). National Institution for the Promotion & Production of Human Rights. Geneva.

- Convention on the Rights of the Child (1991). (New York UN Department of Public Information.)

- UNESCO (1999): Human Rights of Women. Paris: UNESCO.

- UN (1998): The Universal Declaration of Human Rights 1948-1998. (New York UN Department of Public Information.)

PGEDU307: Inclusive Education for Children With Diverse Needs   **Full Marks: 50**

Objectives:

After going through this course the students will be able to:

- *understand the concept of inclusion and exclusion*
- *be acquainted with the international and national initiatives for inclusion*
- *understand the concept of children with diverse needs*
- *gain an insight on the processes of identification of children with diverse needs*
- *be acquainted with the teaching strategies for the children with different abilities*
- *gain an idea on the means of including children with diverse needs*

Unit-I: Introduction to Inclusive Education

- Definition, concept and importance
- Types of inclusion; social, economic, ability, gender, culture, language and religion
- Concept of exclusion and inclusion

Unit-II: Initiatives for Inclusion

- International initiatives: the world declaration for education for all, U NICEF World Summit for Children 1990, Salamanca Committee Report 1994, Dakar Committee Report 2000, CPRD 2016.
- National Initiatives: Kothari Commission, NPE – 1986, 1992, PIED, DPEP, PWD, SSA, RPWD 2016.

Unit-III: Children with diverse needs

- Concept of Impairment, disability and handicapped
- Concepts, types, causes, identification, role of family, teacher, peers and community for the following impairments:

  Sensory impairment - hearing and visual

  Intellectual impairment – gifted, talented, MR

  Physically challenged

  Developmental disorder – Autism, CP, LD

  Multiple Disability

Unit-IV: Identification and Teaching Learning Strategies

- Need and process of early identification
- Concept of barrier free environment
- Aids and devices – Audio-visual, Assistive devices, Multi sensory approach, Individualized education programme, CAI, ICT
- Classroom management

Recommended Books:

-

PGEDU308: Leadership in Education   Full Marks: 50

Objectives:

After going through this course the students will be able to:
- *understand the meaning of leadership*
- *know the factors affecting effective leadership*
- *acquaint with various theories of leadership and their implications in the field of education*
- *acquaint with various functions of a leader*

Unit-I: Basics of Leadership
- Meaning of leadership
- Characteristics of a good leader
- Styles of leadership
- Factors affecting effective leadership
- Measurement of leadership

Unit-II: Behavioural Theories of Leadership and their Educational Implications
- Lewin's Leadership Styles
- Ohio State Studies
- Michigan Studies
- Leadership Grid

Unit-III: Contingency Theories of Leadership and their Educational Implications
- Fiedler's Contingency theory of leadership
- Reddin's 3-D theory of leadership
- Vroom's and Yetton's Norman contingency theory
- Hersay's and Blanchard's Situational theory
- Robert House's Path-goal theory

Unit-IV: Leadership Functions/ Skills in Education
- Planning: meaning, steps, Approaches: Social Demand, Manpower Requirement, Cost-Benefit and Synthetic approaches (Basic concepts only)
- Decision making: meaning, steps and factors affecting (Basic concepts only)
- Motivating: meaning, theories: Maslow and David McClelland, motivation strategies (Basic concepts only)
- Supervising: meaning and scope (Basic concepts only)

Recommended Books:

- Allen, L. A. (1975). Professional Management. Tata McGraw-Hill.

- Beck, L. G. & Murphy, J. (1994). Ethics in educational leadership programme. Crown Press.

- Bhatnagar, R. P. &Agarwal, V. Educational administration, supervision, planning and fin

- Desai, A. R. (2005). Management and Educational Policy. New Delhi: NCERT

- Drucker, P. F. (1973). Management: Tasks, responsibilities and practices. New York: Harper & Row.

- Fred, E. F. (1967). A theory of leadership effectiveness. New York: McGraw-Hill

- Jaygopal, R. (1997). Human Resource Development: Conceptual analysis and strategies. New Delhi: Sterling Publishing Pvt. Ltd.

- Mathur, S. S. (1999). Educational Administration and Management, The associated publishers, Ambala Cant -1.

- Middlewood, D. (1999) Human Resource Management in Schools & Colleges. Lumbey Paul Chapman (SAGE, India).

- Mohanty, J. (2005). Educational Administration, Supervision and School Management. New Delhi: Deep & Deep Publications Pvt. Ltd.

- Mukherjee, S. S. Theory and Practice of Management Education in India: Today and Tomorrow.

- Prasad, J. (2003). School Organisation and Management. New Delhi:Kanishka Publishers

- Premila, C. S. (1997). Educational Planning& Management. New Delhi: Sterling Publishers Pvt. Ltd.

- Sharma, R. N. (2007). Educational Administration, Management and Organisation. Delhi: Surjitct Publications

PGEDU401: Dissertation – II Full Marks: 50

Objectives:

- *The students are expected to establish link between theoretical framework and research work.*

- *Develop skills of formulating research problem and research questions*

- *Formulate objectives, hypothesis and research questions*

- *Design the research plan*

- *Develop various tools and techniques for data collection*

- *Search and find the primary and secondary sources of data*

- *Search techniques and strategies for the analysis and interpretation of data in qualitative, quantitative and mixed research*

- *Search about writing research report, footnotes, references and bibliography*

Course Continent:

- Selection of the topic for Dissertation

- Process of conducting dissertation- It includes formulating research problem, research questions, designing a plan to study it, (Including relevant body of literature), analyze and write the findings in an academic fashion

- Chapterization of the dissertation

- Submission of the report (Time frame to be given by the department)

PGEDU402: Contemporary Issues in Education   Full Marks: 50

Objectives:

After going through this course the students will be able to:

- *comprehended the Global Issues of Education*
- *acquire the knowledge of Eualization and Universalization of Elementary and Secondary Education in Indian Context*
- *develop the knowledge about various policies on education*
- *understand community participation and development in education*

Unit-I: Global Issues of Education

- The Millennium Development Goals (MDGs)
- The Education for All (EFA) Goals
- Human Rights and Right of the Children in relation to education
- Technology and Education

Unit-II: Equalization and Universalization of Elementary and Secondary Education in Indian context

- Concept
- Needs
- Problems
- Policies to solve the Problems

Unit-III: Contemporary Issues in Education (Indian Context)

- Unemployment and National Skill Development Scheme of the Government
- Poverty
- Population explosion
- Student Unrest

Unit-IV: Community participation and development (Indian Context)

- Gender Issues in education
- Education of the deprived population
- Adult and Continuing Education
- Life Skill Education

Recommended Books:

- Aggarwal, J.C. (2010). Educational administration and management. New Delhi: Vikas Pub. House.
- Ahuja, R. (2013). Social problems in India. New Delhi: Rawat Publications.
- Chakraborty, D.K. (2010). Sikshaybyabasthapana o parikalpana. Kolkata: K. Chakraborty publications.
- Dash, B.N. (2013). School organization, administration and management. New Delhi: Neelkamal Publications.
- Mohanty,J. (2012). Educational administration, management and school organization. New Delhi: Deep & Deep Publications.
- Pal, D. et al. (2014) Sikshabyabsthapana. Kolkata: Rita Book Agency.
- Sing, R. P. (2007). Educational finance and the planning challenge. New Delhi:

Kanishka Publishers.

- Mondal&Kar (2012). SikshayByabasthapona o Projuktividya, Rita Book.
- Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
- Siddiqui, M. H. (2009). Philosophical and Sociological Foundation of Education. APH Publishing Corporation, APM Publication Corporation.
- Mukhopadhayay, D, Sarkar, B and Halder, T (2014) BharoterChalamanGhatanabali, Aheli Publishers, Kolkata.
- Halder, T. &Nath, I (2014) BharotyerShiksharSamprotikBisoy. K.Chakraborti Publications, Kolkata.
- Tarafdar, M (2012) SwadhinBharaterSikshaBikasherDhara, K.Chakroborty Publications, Kolkata

PGEDU403: Teacher Education	Full Marks: 50

Objectives:

After going through this course the students will be able to:

- *know about the concept of teacher education*
- *understand the methods of teacher education*
- *acquire knowledge about the agencies of teacher education*
- *analyze the issues concern and trends in teacher education*

Unit-I: Concept of Teacher Education

- Meaning and nature of teacher education
- Need, scope and objectives of teacher education
- Development of teacher education in India
- Changing context of teacher education in India

Unit-II: Methods of Teaches Education

- Pre service and in service teacher education
- Microteaching of Simulated teaching
- Program instruction and Action Research
- Internship of its evaluation

Unit-III: Agencies of Teacher Education in India

- NCERT
- SCERT
- NCTE (Special reference to curriculum reform in teacher education in 2014)
- IASE & CTE

Unit-IV: Issues, Concern and Trends in Teacher Education

- Current problems of teacher education
- Professional development of teachers
- Quantity control in teacher education programme
- Structure of Management of Information Service (MIS) and school mapping

Recommended Books:

-

PGEDU404: Open and Distance Education	Full Marks: 50

Objectives:

After completion of the course the students will be able to:

- *understand growth and Philosophy of Distance and Open Education Systems.*
- *apply the implications of Theories of Learning and Communication for Course Designing to Distance and open learners.*
- *understand the process of Designing and Development of Self-Learning Print Material.*
- *apply New Technologies in the Preparation of Print Material for ODLs*
- *understand the mechanism for Learner Support Services in Distance and Open Education Systems*
- *understand the Role of Different forms of Communication Media in Distance and Open Education Systems*

Unit-I: Growth & Philosophy of Distance and Open Education (DOE)

- Philosophical foundation of ODE: Concept, Features, Objectives and Scope.
- Sociological and Psychological Foundation of ODE: Concept, Features and Objectives
- Issues in Planning and Management of Distance ODE.
- Growth and present status of ODE at National and International Level

Unit-II: Design and Development of Self-Learning Print Materials

- Factors affecting Design of Print Materials.
- Implications of Theories of Learning and Communication
- The Process of Designing and Development of Self-Learning Print Material.
- Preparation of Print Material: application of relevant technologies

Unit-III: Mechanism for Learner-Support Services

- Learner Support Services: What, Why and How?
- Institutional Arrangements for Learner Support: Counselling and Tutoring Services, Practice and Media of Counselling
- Importance of Face-to-Face Sessions in ODL systems
- Interaction through Assignments, Tutoring through Correspondence.

Unit-IV: Communication Media for Distance Education

- Issues in Communication in Distance Education, Applications of Communication Technology in Distance Education.
- Media in Distance Education: Radio, Television, Computer and other ITC as Educational Media.
- Audio video production in ODE mode
- Uses of Satellite Technology and Internet for Distance Education.

Recommended Books:

- Chib, S. S. (1986): Distance Education. Chandigarh: Chadda Publication.
- Criscito Pat. (2004): Barron's Gide to Distance Learning. Barron's E Publisher.
- Daniel, J. S. et al. (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.

- Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
- Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
- Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.
- Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
- IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi.
- Joshi, P. K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
- Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
- Race, Phil (1944): The Open Learning handbook, Second Edition, London: Kogan Page.
- Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.

PGEDU405: Global Education	Full Marks: 50

Objectives:

After completion of the course the students will be able to:

-

Unit-I: Concept of Global Education

- Definition and Meaning of Global Education
- Agenda 21 Providing Education, Public Awareness and Training
- UNESCO, Declaration and Integrated framework of Action on Education for Peace, Human Rights and Democracy 1995
- United Nation Millennium Declaration 2000

Unit-II: Sinking Global Education with Transformative Learning

- General principles of global education
- An analysis of the present world situation
- A process of change towards responsible global citizenship
- Rethinking global education in 21st Century

Unit-III: Global Education Resources for Schools

- Teaching and learning websites
- Teacher professional development
- Changes in curriculum for global citizenship training
- Problems of introducing aspect of global education in Indian School

Unit-IV: Best practices in Some Countries

Recommended Books:

-

PGEDU406: Peace and Value Education   **Full Marks: 50**
Objectives: *After going through this course the students will be able to:*   • *understand the concepts of peace and value education*   • *learn how to integrate peace and value education in School Curriculum*   • *know about the various issues related to global issues and peace movement*   • *develop an insight into the roles of different agents in fostering value*
Unit-I: Concept of Peace and Value Education   • Concept of value and value education and different types of human values   • Causes of value erosion   • Concept of peace and peace education   • Aims of peace education with reference to role of UNESCO and SAARC for the establishment of peace
Unit-II: Integrating Peace and Value Education in School Curriculum   • Subject context and different perspectives of peace and value education   • Role of teachers and teaching methods: curriculum activities, classroom management, value inculcation through various activities   • Activities in the classroom: storytelling, episode writing and identifying human rights and values in learning   • Educating for a culture of peace-tolerance and respect for human right, social justice conflict resolution.
Unit-III: Global Issues and Peace Movement   • Human Rights   • Gandhiji's contribution to peace studies   • Campaign for nuclear disarmament   • Role of voluntary organization in promoting peace
Unit-IV: Fostering Value   • Role of parents   • Role of government   • Role of Mass media   • Resolution of Value Conflict
Recommended Books: •

PGEDU407: Yoga Education	Full Marks: 50

Objectives:

After going through this course, the students will be able to:

- *acquaint with the concept of Yoga*
- *understand the historical underpinnings of Yoga*
- *understand Yoga as a means of personal and social upliftment*
- *be familiar with the views of great Yoga thinkers*
- *understand various forms of Yoga*
- *practice various guiding principles of Yoga*

Unit-I: Basics of Yoga

- Meaning, Aims and Objectives and Importance of Yoga
- History of Yoga
- Streams of Yoga (Jnana Yoga, Bhakti Yoga, Karma Yoga and Raja Yoga)

Unit-II: Yoga and Health

- Yogic concept of body (Pancakosaviveka)
- Concept of Disease according to Yoga
- Yogic concept of health living (Achara, Vichara, Ahara)
- Yogic concept of holistic health- an integrated approach

Unit-III: Yogic Text

- Classification of Yoga and Yogic texts
- Understanding Astanga Yoga of Patanjali
- Hatha Yogic Practices
- Complementarily between Patanjali Yoga and Hatha Yoga

Unit-IV: Yoga and Practical Life

- Yoga practices for concentration development
- Yogic practices for memory development
- Yoga practices for development of creativity
- Yoga and Stress Management

Recommended Books:

- Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I. Atlantics Publishers and Distributors.
- Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: BharatiyaVidyaPraksana.
- Criswell, E. (1989). How Yoga Works: An Introduction to Somatic Yoga. Novata, Cailfornia: Freeperson Press.
- Coulter, H. David (2017). Anatomy of Hathayoga; MLBD, New Delhi.
- Datta, A. K. (1981). Bhaktiyoga. Bombay: BharatiyaVidyaPraksana.
- Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a Personal Practice. Rochester, Vt.: Inner Traditions International.
- Devananda, G. K. (2007). Teaching of Yoga, A P H Publishing Corporation, Delhi.
- Gore, M. M. (2017). Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi.
- Gharote, Manmath M. and Others (2008). Application in Yoga; Lonavla.

- Lyengar, B. K. S. (2009). Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd, Lucknow.
- Ravishankar, N. S. (2006). Yoga for Health, PustakMahal, Delhi.
- Saraswati, Swami Satyananda. (1969). Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger.
- Tiwari, O. P. Asana Why and How? ; Kaivalyadhama, Lonavla.

| **MAEDCNMJE405: Computers in Education** | **Full Marks: 50** |

Objectives:

At the end of the course, the student- teachers will be able to:

- *acquire knowledge of computers, its accessories and software*
- *understand the basics (fundamentals) of preparing a computer*
- *acquire the skills of operating a computer in multifarious activities pertaining to teaching*
- *understand features of MS Office and their operations*
- *develop skill in using MS-Word, Power points and Spread sheets*
- *apply the knowledge gained to process various data of students*
- *appreciate the value of CAI/ CML packages on optional subjects and use them in class room instruction*
- *acquire skill in accessing world wide web and internet and global accessing of information*
- *integrate technology in to classroom teaching learning strategies*

Unit-I: Basics of Computer

- Computer: Definition, main units – characteristics – generation of computers – classification of computers – hardware and software (definition) – Hardware: definition
- Primary storage devices : RAM, ROM and its types
- Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB)
- Introduction – Start, Save, Operate MS Windows, Windows elements – Control Menu – Program manager; working with Files – window menu – Control Panel – Print Manager – Clip Board Viewer – Paint Brush – Write-note pad - calendar – calculator – clock – computer virus: infection, causes and remedies
- **Hands on Training –** Administrative use – Letter correspondence and E-Mail

Unit-II: MS-Word and Spread Sheet

- Introduction – Concept of word processing – entering text – selecting and inserting text – making paragraph, moving and copying – searching and replacing – formatting character and paragraph – using a document – data entry, editing, saving and retrieval of data – formatting a text – manipulation of tables – columns and rows
- Basics of Spread Sheet
- **Hands on Training –**
  - ✓ Construction of a Questionnaire
  - ✓ Creating learning materials – handouts
  - ✓ Data processing, storing and retrieving simple financial transactions of the institution such as budget and accounting
  - ✓ Tabulation of results of an Academic Test
  - ✓ Use of different software for the application in educational research

Unit-III: Power Point

- Basics of power point – creating a presentation of slide – different types of slides, slide design, colour and background, manipulation and presentation of slides.

• **Hands on Training –** Multimedia presentation on topics relevant to the syllabus
Unit-IV: Internet
• Meaning – importance – types of networking – LAN, WAN, MAN – internet – Website and Web pages, Internet connectivity – Browsing the internet – Search engines, Exploring websites and downloading materials from websites • E-Mail – Sending, receiving and storing mail
Recommended Books:
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