

Curriculum of M.A. in Education
Under Choice Based Credit System

in

Kanyashree University

Overview of the Master of Arts in Education (M.A. in Education)

The Master of Arts in Education (M.A. in Education) is an academic program, by which learners will gather wider and more comprehensive understanding of Education as a field of knowledge and it would enable the learners to acquire knowledge, attitude and skills with respect to the subject Education. There are four pillars of Education such as Philosophy of Education, Psychology of Education, Sociology of Education and History of Education. Philosophy of Education determines aims, objectives, goals, forms, methods and meaning of education. Psychology of Education deals with scientific study of human behaviour in educational setting. It helps students to understand the development of pupils, the range and limitation of their capacities, the process by which they learn and the psychological study of their social relationship. Sociology of Education refers to how the individual experiences and shapes the way he interacts during schooling. It is the application of sociological theories, methods and discoveries to the processes of education. History of Education encompasses the study of the past that focuses on educational issues such as education system, institutions, theories, themes, educational thoughts, knowledge and skills, method of teaching, evaluation and the like. Apart from these, the major concern of Education includes Research Methodology, Educational Technology, Curriculum Studies, and Inclusive Education. On completion of the course, students will be eligible for various job positions at public and government sectors like school teachers, college teachers, teacher-educators, curriculum developers, community education officers, academic advisors, content developers, text book developers, educational consultants, training managers, human resource officers and many more.

Duration: The M.A. in Education is of two-year postgraduate degree program which comprises of four semesters.

Outline of Choice Based Credit System in M.A. in Education

The curriculum has been prepared according to Choice Based Credit System (CBCS) which offers opportunities and avenues to learn core subjects as well as exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, discipline specific elective, generic elective and ability enhancement compulsory and skill enhancement courses. The Choice Based Credit System in M.A. in Education is comprised of various choices like core courses, discipline specific elective courses, generic elective courses, ability enhancement compulsory courses and skill enhancement courses.

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and this may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - i. **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - ii. **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his/her own supported by a teacher/faculty member is called dissertation/project.
 - iii. **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: **Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC)**. "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Eligibility for Admission: The candidates having B.A. Honours in Education are eligible for taking admission in Master of Arts in Education (M.A. in Education). The opportunity is also extended to the candidates who have successfully completed bachelor degree or master degree in any academic or professional disciplines along with B.Ed with minimum 50% marks. But, the priority will be given to the candidates having B.A. Honours in Education. The reservation policy for taking admission in M.A. in Education with respect to the candidates from SC/ST/OBC categories will be followed according to government rules.

Program Outcome: Upon completion of the M.A. in Education, the students will be able:

- i. To be a postgraduate degree holder as well as a resource person.
- ii. To philosophize, psychologize and socialize different aspects of education.
- iii. To study the subject Education in holistic approach by including relevant and contemporary courses.
- iv. To evaluate critically the current issues and trends influencing the field of Education.
- v. To identify, study, and evaluate relevant research in the field of Education.
- vi. To conduct research works by identifying a problem, formulating research questions & hypotheses, designing proper methodologies, analyzing data, and drawing reasonable conclusions.

- vii. Select and utilize appropriate technologies for learning, research, professional development, and similar other activities.
- viii. To develop communication skills, pedagogical skills, life skills, mental health skills, yoga practice skills, research skills, guidance & counselling skills, and ICT skills.
- ix. To be a competent person for qualifying NET/SET in Education, conducting Ph.D in Education, pursuing B.Ed. or M.Ed. programs and many more academic or professional courses.
- x. To be a competent candidate for getting job in the field of Education and related fields at government and private sectors.
- xi. To establish effective professional relationships with a wide range of individuals in their workplace.
- xii. To be acquainted with the learning in 21st century environment.

Evaluation System: The performance of students should be assessed throughout the semester. It means assessment will be conducted continuously and comprehensively by the means like seminar presentation, assignments, term papers, case study & survey, quiz, debate & group discussion, class test, class assessment and participation in different activities. After each semester, there will be a term end examination on 40 marks for each and every course. The courses will be evaluated by the grading system, which is considered to be better than the conventional marks system.

Continuous Assessment (10)	Term End Examination (40)
Attendance	Test
Participation in activities	Short Type (5 × 4) = 20 Options 7
Seminar Presentation	
Assignment	
Term Paper	Essay Type (10 × 2) = 20 Options 4 Or
Case Study & Survey	
	Unit wise 4 questions with four options

Quiz, Debate and Group Discussion	10 × 4 = 40
Class Test	

The Structure of Curriculum of M.A. in Education

Under Choice Based Credit System

(CBCS)

in

Kanyashree University

Semester- I

Course Code	Course Type	Course Title	L	T	P	Credits	Marks
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	CC-1 (Theory)	Philosophical Foundations of Education	3	1	0	4	50
	CC-2 (Theory)	Psychological Foundations of Education	3	1	0	4	50
	CC-3 (Theory)	Sociological Foundations of Education	3	1	0	4	50
	CC-4 (Theory)	Women Education	3	1	0	4	50
	CC-5 (Theory)	Early Childhood Care and Education	3	1	0	4	50
	CC-6 (Practical)	Psychological Tests	0	0	4	4	50
		Total				24	300

Semester- II

Course Code	Course Type	Course Title	L	T	P	Credits	Marks
	CC-7 (Theory)	Curriculum Studies	3	1	0	4	50
	CC-8 (Theory)	Methodology of Educational Research	3	1	0	4	50

	CC-9 (Theory)	Indian Education in Historical and Contemporary Perspectives	3	1	0	4	50
	CC-10 (Theory)	Peace and Value Education	3	1	0	4	50
	CC-11 (Theory)	Inclusive Education	3	1	0	4	50
	CC-12 (Practical)	Educational Statistics Practical	1	0	3	4	50
		Total				24	300

Semester- III

Course Code	Course Type	Course Title	L	T	P	Credits	Marks
	CC-13 (Theory)	Educational Measurement and Evaluation	3	1	0	4	50
	CC-14 (Theory)	Educational Administration and Management	3	1	0	4	50
	CC-15 (Theory)	Educational Technology	3	1	0	4	50
	CC-16 (Practical)	Information and Communication Technology in Education Practical	2	0	2	4	50
	DSEC (I)	Teacher Education	3	1	0	4	

	(Any One)	Guidance and Counselling	3	1	0	4	50
		Education of Children with Special Needs	3	1	0	4	
	GEC	Fundamentals of Education (For other Departments) *To be selected from other Departments by M.A. Education Students	3	1	0	4	50
		Total				24	300

Semester- IV

Course Code	Course Type	Course Title	L	T	P	Credits	Marks
	CC-17 (Theory)	Politics and Economics of Education	3	1	0	4	50
	CC-18 (Theory)	Mental Health and Life Skill Education	3	1	0	4	50
	CC-19 (Practical)	Review of related Literature, Problem Identification and Preparation of Tools	0	0	4	4	50
		Population and Environmental Education	3	1	0	4	

	DSEC (II)	Yoga Education	2	0	2	4	50
	(Any One)	Pedagogical Studies	2	0	2	4	
		Dissertation and Viva	0	0	8	8	60+40=100
		Total				24	300

Abbreviations:

CC- Core Course,

GEC: Generic Elective Course

SEC- Skill Enhancement Course,

DSEC- Discipline Specific Elective Course

Semester Total

Semester	I	II	III	IV	Total
Credit	24	24	24	24	96
Marks	300	300	300	300	1200

Semester- I

Philosophical Foundations of Education

(CC: 1, Course Code:)

Objectives: The Students will be able to –

- Develop an understanding about the contribution of Philosophy of Education to education as a discipline
- Develop an insight on the contribution of Indian and Western philosophy of education
- Develop an insight on the contribution of Indian and Western Educational thinkers
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Unit I: Education & Philosophy

- a) Fundamental Philosophical Issues: Epistemological Issues, Ontological Issues, Axiological Issues
- b) Relationship between Education and Philosophy
- c) Concept, nature and scope of Educational Philosophy
- d) Nature and types of knowledge and knowledge getting process

Unit II: Indian Philosophy of Education

- a) Sankhya, Nyaya, Yoga, Vedanta Philosophy
- b) Jainism, Buddhism, & Islamic traditions

(With special reference to Concepts of Knowledge, Reality, Values, Aims of Education, Contents, Methods of Teaching and teacher-student relationship)

Unit III: Western Philosophy of Education

- 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: Contributions of Educational Thinkers

- a) Rabindranath Tagore and Swami Vivekananda
- b) Jiddu Krishnamurti & Savitribai Phule
- c) Paulo Freire, Wollstonecraft, and Nel Noddings

Unit V: Modern Concept of Philosophy

- a) Logical Analysis
- b) Positivism
- c) Positive Relativism

Suggested Readings:

- Aggarwal, J.C & Gupta, S.(2017): Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications
- Chattopadhyay, M.K & Chakraborty, K(2018): Siksha Darshan o SikshaNeetirRuplekha, Kolkata: Rita Publications.
- Chaube, S.P & Chaube, A. (2012): Foundations of Education, New Delhi: Vikash Publications.
- Ghanta, R & Das, B.N(2010) : Foundations of Education, New Delhi: Neelkamal Publication Pvt. Ltd.
- Pal, A.K(2018): Mahan SikshaBidganer Katha, Kolkata: Classique Books
- Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
- Pathak, R.K. (2016): Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publications & distributors.

- Purakait, B.R(2000): Principles and Practices of Education, Kolkata: New Central Book Agency.

Psychological Foundations of Education

(CC: 2, Course Code:)

Objectives: The Students will be able to –

- Understand the psychology of education.
- Know about nature of different aspects of psychology.
- Apply the knowledge of psychology in solving our problems of daily life
- Be acquainted with the meaning and nature of higher mental processes and their measurement
- Understand the nature of learning and Constructivism on the basis of different theoretical perspectives
- Know about the nature of personality and its Educational importance;

Unit I: Concept of Educational Psychology

- a) Meaning, Nature, Scope and Methods of Educational Psychology
- b) Interrelationship between Education and Psychology
- c) Major schools of Psychology and their contribution towards Education: (i) Structuralism, (ii) Functionalism, (iii) Behaviourism, (iv) Gestalt, (v) Psychoanalysis

Unit II: Developmental Psychology

- a) Growth and Development: Concept and principles
- b) Cognitive development- Piaget's theory and its educational
- c) Psycho-Social Development: Erikson's theory
- d) Psycho-Sexual Development: Freud's Theory
- e) Moral and Pro Social Development: Kohlberg's theory

Unit III: Psychology of Learning and Learning Process

- a) Learning – Concept, Nature and Factors of Learning – Attention, Interest, Motivation: Concept, Nature & Educational Importance, Maslow's & McClelland's Theory of Motivation
- b) Connectionism Theory: Thorndike
- c) Conditioning Theory: Pavlov & Skinner
- d) Cognitive Learning: Bruner
- e) Social Cognitive Learning: Bandura
- f) Social Constructivist Learning: Vygotsky
- g) Cognitive Field Theories: Tolman, Hull
- h) Humanistic Learning: Carl Rogers
- i) Nature and Types of Transfer of Learning

Unit IV: Intelligence and Creativity

- a) Intelligence: Concept, nature, types (Emotional Intelligence, Social Intelligence, Cultural intelligence, Artificial intelligence, Spiritual Intelligence) & measurement.
- b) Theories of intelligence: Guilford, Gardner, Sternberg
- c) Emotional intelligence: Concept, Nature & Measurement, Educational implications.
- d) EQ, IQ, CQ and SQ
- e) Creativity : Concept, Nature, Components ,Theory (Sternberg) and Nurturance

Unit V: Personality and Thinking

- a) Personality: Concept, types and traits of personality
- b) Personality Theories and their educational implications: Freud, Allport, Max Wertheimer, Kurt Koffka
- c) Measurement of Personality: Self-report and projective techniques
- d) Concepts of Problem Solving, Critical thinking, and Meta-cognition

Suggested Readings:

- Aggarwal, J.C. (1995). Essentials of Educational Psychology, Vikash Publishing House Private Limited. New Delhi.
- Chauhan, S.S.(1996). Advanced Educational Psychology, New Delhi, Vikas Publishing Pvt. Ltd.
- Dandapani, S (2001): Advanced Educational Psychology, New Delhi: Anmol Publications Pvt. Ltd.
- Pandey, K.P. (1988) *Advanced Educational Psychology*, Konark Publishers Pvt. Ltd, Delhi.
- Mangal, S.K. (2000). Advanced Educational Psychology. Prentice-Hall of India Pvt. Ltd, New Delhi.
- Sharma, Y.K.(2015): Text Book Educational Psychology, New Delhi: Kanishka Publishers House.
- Woolfolk, A, Mishra, G & Jha, A.K(2012): Fundamentals of Educational Psychology, New Delhi: Pearson.

Sociological Foundations of Education

(CC: 3, Course Code:)

Objectives: The Students will be able –

- To develop knowledge about Education & Society.
- To transact different determinants of Sociology in Education
- To apply Sociological Concepts of different segments to our society

- To enable learners to correlate Education & sociology
- To understand sociological theories and its practices in our educational system

Unit I: Education and Sociology

- a) Meaning and nature of Educational Sociology.
- b) Relationship between Sociology and Education: Educational Sociology, Sociology of Education.
- c) Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism, and Conflict Theory.
- d) Social Dynamics in Education.
- e) Education in relation to: Democracy, Religion, National Integration & International Understanding

Unit II: Education, Socialization, Social Structure and Social Mobility

- a) Social Groups and Their Educational Implication
- b) Social Groups: Nature and Type (Primary, Secondary and Formal and Informal, In -Groups and out- Groups)
- c) Agencies of Socialization: Family, Peer-group, Community, Educational Institutions, Mass-Media
- d) Social Process and Educational Importance
- e) Social Stratification: Meaning & Concept
- f) Role of education in social stratification and social mobility,

Unit III: Education, Culture and Social Change

- a) Culture: Meaning and Nature, Types, Determinants
- b) Concept of Cultural Lag, Cultural determinants in Education, Role of Education in Culture-Conservative and creative role of Education
- c) Education for Multicultural Society
- d) Social Change – Concept, Nature, Factors, and Theories (Karl Marx & P. Sorokin)
- e) Process of Social Change–Structural Process (Industrialization & Urbanization) Cultural Process: Sanskritisation & Westernization
- f) Constraints of Social Change: Caste, Class, Ethnicity, Religion & Language.
- g) Relationship between Education and Social Change

Unit IV: Gender Issues in Education

- a) Definition of gender, sex and sexuality, Difference between sex, gender and sexuality
- b) Social construction of gender.
- c) Gender bias, gender stereotyping, patriarchy and empowerment

- d) Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- e) Concept of LGBTQ and their movement.
- f) Problems faced by LGBTQ people in educational arena

Unit V: Education and Backward Community

- a) Equality of educational opportunity
- b) Education of the socially and economically disadvantaged sections of the Indian Society with special reference to:
 - i. Scheduled Caste,
 - ii. Scheduled Tribes,
 - iii. OBC
 - iv. Women
 - v. Transgender

Suggested Readings:

- Chube, S. P.: Philosophical & Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1981.
- Bhatt, B. D. & Sharma, S. R.: Sociology of Education, Kanishka Publishers House, 1993.
- Cook, L. A. & Cook, E.: A Sociological Approach to Education, McGraw Hill, New York, 1950.
- Prasad, J.: Education & Society: Concepts, perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.
- Sharma, K. L.: Social Stratification in India: Issues & Themes, Sage Publication, New Delhi, 1997.
- Sharma, Y. K.: Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
- Shukla, S. & Kumar, K. : Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985
- Talesra, H.: Sociological Foundations of Education: Kanishka Publishers, New Delhi, 2002.
- Taneja, V.R., Educational Thought and Practice, Sterling Publishers, Delhi, 1995.

Women Education

(CC: 4, Course Code:)

Objectives: The Students will be able –

- Understand the concept and development of Women Education in India;

- Know about the problems and constraints of Women Education;
- Study the recent trends in Women Education;
- Understand the aspects relating to women health.

Unit I: Introduction to Women Education

- Meaning, Concept, and Scope of Women Education
- Objectives, Need and Importance of women education
- Major Obstacles of Women Education- Social, Political, Psychological, Economic, Cultural, and Religious
- Ancient India and Medieval India: Position and Status
- Modern India: Status
- Constitutional Provisions relating to Women Education

Unit II: Commissions and Committees and Policy Perspectives of Women Education

- University Education Commission (1948-1949)
- National Committee on Women's Education (1958)
- Hansa Mehta Committee about women education (1962)
- Bhaktavatsalam committee on women education (1963)
- Kothari Commission (1964-66)
- Policy Perspectives of Women's Education in India: NPE-1968, 1986, POA-1992

Unit III: Educational Thinkers

Some landmarks on social reform movements of the 19th and 20th centuries with focus on women's experiences of education with special reference to

- Raja Rammohan Roy,
- Pandit Iswar Chandra Vidyasagar,
- Swami Vivekananda,
- Rabindranath Tagore
- Begam Rokeya.
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Unit IV: Recent trends in women education

- National Development and Women Education
- Women Education and Women Empowerment
- Political Participation of women
- Effect of Globalization on Women Education
- Effect of ICT on Women Education
- Education and Women: Primary and Secondary Education, higher Education and Professional Education
- Health Status of women in India: Mortality and Morbidity factors influencing Health

Unit V: Kanyashree Prakalpa

- Scheme and Scholarship of Girls and Women Education

- b) Kanyashree Prakalpa: Concept and background of the scheme, Target Beneficiary
- c) Objectives and importance of the scheme
- d) Components of the scheme
- e) Effects of the scheme on women education
- f) Kanyashree University and Colleges

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

Early Childhood Care and Education

(CC: 5, Course Code:)

Objectives: The Students will be able to –

- Understand the concept, scope and importance of ECCE
- Know about the contribution of educational thinkers in the field of ECCE
- Learn about the methodology of ECCE
- 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

- a) Concept of early childhood education
- b) Scope, Need and Importance of ECCE
- c) Approaches to early childhood education-formal, informal and non-formal
- d) Historical development of ECCE since Independence
- e) Women's entry into working life and its impact on children.

Unit II: Contributions of educational thinkers in ECCE

- a) Contribution of the following great educators to Pre-School Education:

- b) Rousseau, Pestalozzi, Froebel, Montessori.
- c) Gandhiji, Rabindranath Tagore and Sri Aurobindo.

Unit III: Stages and Principles of Child Development

- a) Aspects of Development – Physical and Motor, Emotional, Social Intellectual, Moral and
- b) Aesthetic
- c) Principles of development according to Piaget
- d) Nature and importance of language development
- e) Nature and importance of developing number and geometrical concepts
- f) ‘At risk’ children and Developmental delay, malnutrition, problem of first generation learners
- g) Dealing with problem behaviours (disruptive behaviour, bed time and sleeping problems, oppositional problem, eating and feeding problem)

Unit IV: Methodology

- a) Developmental tasks of the infancy period
- b) Curriculum and activities for developing
 - i. Self-expression (music and movement)
 - ii. Readiness in children (sensorial learning and motor skill)
 - iii. Academic skills (language, mathematics and environmental science)
 - iv. Creative Arts and crafts.
- c) Creating effective learning environment in the class and the role of teachers
- d) Role of play in overall development of children
- e) Use of play way approach in early childhood education

Unit V: Institutional Initiatives to Promote Early Childhood Education

- a) Organization of Pre-School Centres : Types of centres, Building and equipment, Records and reports, Staff, Programmes, Administration, Role of parents and the community and their education, role of Voluntary Agencies.
- b) Activities of the following Agencies: W.H.O., C.A.R.E., Red Cross, I.A.P.E., I.C.D.S.
- c) Convention on the Rights of the Child (CRC) 1989 and Education for All (EFA) 1990, Right to Education Act (2009)
- d) National Early Childhood Care and Education Policy (Draft 2012)
- e) Mobile Creche, Anganwadi, 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. and Burns, S, M. (Eds.), Eager to Learn: Educating our Preschoolers, National Academies Press, United States, 2001.
- Gupta, A., Early Childhood Education, Postcolonial Theory & Teaching Practices 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.
- Sharma, R., The Concept of Pre-School Education, Mahamaya Publishing House. New Delhi, 2004.

Psychological Tests

(CC: 6, Course Code:)

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 abide by 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

Unit I: Intelligence Test:

- a) Performance 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 Adjustment Inventory:
 - Bell’s Adjustment Inventory

Unit II: Personality Test: 16 PF

Unit III: Creativity Test: Saxena’s test of Creativity

Unit IV: Aptitude Test: Mechanical Aptitude Test Battery by Dr. A.N. Sharma

Unit V: Attention: Determining Attention-Attention Span

Laboratory Note Book

Semester- II

Curriculum Studies

(CC: 7, Course Code:)

Objectives: The Students will be able to –

- a) Be acquainted with the concept, development & bases of curriculum
- b) Develop the idea on various models of curriculum design
- c) Understand the concept, nature & importance of curriculum evaluation
- d) Understand the concept, need, factors & approaches of curriculum change

Unit I: Basic Concept of Curriculum

- a) Concept of Curriculum- Meaning, Nature, Types and Scope
- b) Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests)
- c) Determinants of Curriculum

- d) Instructional System, Instructional Media, Instructional Techniques and Materials in enhancing curriculum Transaction

Unit II: Curriculum Design

- a) Curriculum Design – Concept, Nature & Importance
- b) Traditional Models of Curriculum Design: Academic / Discipline Based Model, Competency Based Model.
- c) Contemporary Models of Curriculum Design: Social Activity Model (Social Reconstruction), Individual Needs & Interests Models, Outcome based Integrative Model.
- d) Recent Model of Curriculum Design: Intervention Model, CIPP Model

Unit III: Stage Specific Curriculum and Role of Agencies

- a) Stage Specific Curriculum: Pre-primary, Primary, Secondary, Higher Secondary
- b) Curriculum reforms in India: National Curriculum Frameworks
- c) Highlights of NCFTE 2009: stage- specific and subject –specific objectives of curriculum.
- d) Role of National level Statutory Bodies: UGC, NCTE and University in Curriculum Development

Unit IV: Curriculum Evaluation

- a) Curriculum Evaluation- Concept, Nature, Objectives
- b) Forms of Evaluation: Formative and Summative Evaluation
- c) Functions of Curriculum Evaluation
- d) Models of Curriculum Evaluation: Tyler’s Model, Stakes’ Model, Scriven’s Model, Kirkpatrick’s Model

Unit V: Curriculum change

- a) Meaning and types of Curriculum change,
- b) Factors affecting curriculum change,
- c) Approaches to curriculum change,
- d) Role of students, teachers and educational administrators in curriculum change and improvement

Suggested Readings:

- Aggarwal, J.C(2010): Curriculum Reforms in India, New Delhi:DOABA
- Arora, G.L. (1988): Curriculum and Quality in Education, New Delhi, NCERT.
- Bhalla, N. (2010): Curriculum Development, Delhi: Author Press.
- DAS, R.C.C.(1987): Curriculum and Education, New Delhi: NCERT.
- KELLY, A.V(1983,1999):TheCurriculum : Theory and Practice, London, Paul.
- Tylor, R.W. (1974): Basic Principles of Curriculum and Instruction, Chicago: The University of Chiago Press.
- Taba, H.(1962) –Curriculum Development, theory & practice. New York, Harcourt Brace.

- Walker, D.F. (2003) –Fundamentals of Curriculum. Lawrence Erlbaum Associates, Publishers. New Jersey.

Methodology of Educational Research

(CC: 8, Course Code:)

Objectives: The Students will be able to –

- Describe the nature and process of research in education
- Be acquainted with the sources from where knowledge can be obtained
- Formulate research-worthy problem
- Describe and differentiate the various methods of sampling
- Develop the concept of quantification, measures, grouping and presentation of data

Unit I: Foundation of Educational Research

- a) Meaning, Characteristics, Scope and Steps of Educational Research
- b) Areas of Educational Research
- c) Types of Educational Research: Descriptive vs. Analytical, Applied vs. Fundamental, Qualitative vs. Quantitative, Conceptual vs. Empirical.
- d) Inter-disciplinary approach in Educational Research

Unit II: Research Problem, Variables and Hypothesis

- a) Characteristics of good research problem, Selection of research problem
- b) Variables – Meaning, Nature and Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderating)
- c) Concept of Hypothesis and Research Questions, Sources of Hypothesis
- d) Types of Hypothesis (Research, Directional, Non directional, Null, Statistical)

Unit III: Sampling

- a) Concept of Universe, Population and Samples.
- b) Meaning, Nature and Purposes of Sampling
- c) Techniques and Methods of sampling: Probability and Non-Probability.
- d) Sampling Errors

Unit IV: Methods of Educational Research and Research Design

- a) Descriptive research: Case study, Survey, Comparative, Co-relational
- b) Historical research
- c) Experimental research

Unit V: Preparation of Research Report

- a) Preparing research synopsis
- b) Format of research report
- c) Writing research abstract
- d) Writing research paper

Suggested Readings:

- Best, J.W & Kahn, J.V(2018): Research in Education, Delhi: Pearson Education
- Cresswell, J.W(2011): Educational Research, New Delhi: PHI Learning Pvt. Ltd.
- Kaul, L(2015): Methodology of Educational Research (fourth edn.), New Delhi: Vikash Publishing House Pvt. Ltd.
- Kothari,C.R.–Research Methodology–method and techniques.Wishwa Prakashan, New Delhi
- Mangal, S.K & Mangal, S(2016): Research Methodology in Behavioural Sciences, New Delhi: PHI Learning Pvt. Ltd
- Sing, A.K(1986) Test, Measurement and Research Method in Behavioural Sciences, New Delhi: PHI Learning Pvt. Ltd.
- Pal, D(2015): Research Methodology and Statistical Techniques, Kolkata: Rita Book Agency

Indian Education in Historical and Contemporary Perspectives

(CC: 9, Course Code:)

Objectives: The Students will be able –

- Acquaint with the education system of ancient, modern and colonial India
- Recognize the development of education at different levels
- Determine the current trends of education in India
- Identify the important problems and their needed solutions in the field of education in India

Unit I: Education in India during Ancient and Medieval Periods

- Synoptic study of Vedic, Brahmanic, Buddhist, Jain and Islamic Education in Ancient and Medieval India With respect to:
 - i. Aims and Objectives
 - ii. Curriculum
 - iii. Methods of teaching

- iv. Teacher-pupil relationship
- v. Evaluation System
- vi. Centre of Learning

Unit II: Education in India during British rule

- a) Early Missionary Activities
- b) Charter Act - 1813, Oriental and Occidental controversy
- c) Adam's report (1835-1838),
- d) Macaulay's Minute on Indian Education (1835),
- e) Wood's Despatch (1854),
- f) First Indian Education Commission or Hunter Commission (1882),
- g) Indian University Commission (1902),
- h) Calcutta University Commission or Sadler Commission (1917- 1919) ,
- i) Post war Education Commission or Sargent Report .

Unit III: Education in free India

- a) Indian Education Commission or Radhakrishnan Commission (1948-1949),
- b) Secondary Education Commission or Mudaliar Commission (1952-53),
- c) National Education Commission or Kothari Commission (1964-1966),
- d) National policy of Education (1986, 2020)

Unit IV: Recent Initiatives in Indian Education

- a) SSA (2000)
- b) RTE (2009)
- c) NCF (2005)
- d) NKC (2009)
- e) RMSA (2009)
- f) RUSA (2013)

Unit V: Recent Trends in Education

- a) Constitutional provision for Education in India
- b) Globalization and Privatization in Education.
- c) Equity and Equality in Education
- d) Education & Employment.
- e) Student unrest

Suggested Readings:

- Aggaral,J.C.,(2001) ,Modern Indian Education: History, Development and Problems, Delhi,Shipra Publication.
- Aggarwal,J.C andGupta,S(2007),Secondary Education: History, Problems and Management, Delhi, Shipra Publication.
- Ahuja, R (2010): Social Problem in India, Jaipur: Rawat Publication.
- Chaube,S (2010): History and Problems of Indian Education, Agra, Agrawal Publication.
- Chauhan, C.P.S (2010): Modern Indian Education: Policies, Programme and Problem, New Delhi, Kanishka publication Distribution.
- Swain,Sanay,K(1998),Trends and Issues in Indian Education ,Ludhiyana,Kalyani Publisher.

Peace and Value Education

(CC: 10, Course Code:)

Objectives: The Students will be able to –

- Understand the meaning and role of peace education and value education in present context.
- Understand the components of peace education.
- Understand different perspectives of peace education.
- Be acquainted with methods and evaluation of value education.

Unit I: Peace Education

- a) Peace: Concept & Characteristics.
- b) Peace Education: Concept, Nature & Importance.
- c) International understanding of Peace: Functions and Importance of UNESCO & its role in Education
- d) Persons Propagating Peace: Nelson Mandela, Mother Teresa, Gandhi, Vivekananda and Dalai Lama

Unit II: Value Education

- a) Values – Concept, Characteristics & types.
- b) Value Education: Concept, Nature & Importance.
- c) Democratic & Universal Human Values: Concept, Nature & Importance
- d) Human Values: Indian Context.
- e) Value Crisis and factors of value crises

Unit III: Sources of Values and Peace in Education

- a) Sources of values and value education: Literature, Autobiography and biography of Great People, Religious literature-Vedas, Bhagavadgita, Bible etc, ,
- b) Dr. A P J Kalam’s ten points for enlightened citizenship

Unit IV: Agencies in Value and Peace Education

- a) Role of Family, Religion, Educational Institutions, Mass Media (print and Electronic), Social Media in value and peace education
- b) Role of teachers in value and peace education
- c) Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills

Unit V: Strategies of Value and Peace Education in Institutions

- a) Strategies to Value education - Direct- Curricular, Indirect Co-Curricular, personal examples
- b) Activities - Storytelling, Dramatization
- c) Integrating Peace Education -Subject context, Transaction Modes, Co-curricular activities, class-room management
- d) Education for Culture of Peace - Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level

Suggested Readings:

- Gupta, N.L (2000):Human Values in Education, New Delhi; Concept Publishing Company.
- Kar. N.N(1999): Value Education, A Philosophical Study, Ambale Cantt, The Associated Publisher.
- Chilana& Dewan, M.L(1989): The Human Values,; A Text For All, Newdelhi, Concept Publishing Company.
- Dhokalia , R.P(2001): Eternal Human Values And Word Religions. New Delhi: NCERT.
- Mohakud, L.L & Behera, S.K(2013): Value Education : Dimensions And Approachs, Kolkata : S.B. Enterprise.
- Aggrwal , J.C(2010): Education For Values, Environment and Human Rights , New Delhi, Shipra Publications.
- Mondal, B.C, Biswas, S.K & Saha, B (eds) (2013): Peace, Education-Present And Future, Purulia, STT College Publication.

Inclusive Education

(CC: 11, Course Code:)

Objectives: The Students will be able to –

- Sensitize to the concept of inclusive education and social inclusion
- Familiarize with the legal and policy perspectives behind inclusion in education
- Understand the types, probable causes, preventive measures and characteristics of different types of disability.
- Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children.
- Know how inclusion can be practiced in mainstream class.

Unit I: Introduction to inclusive Education

- a) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities),
- b) Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
- c) Advantages of inclusive education for the individual and society and Factors affecting inclusion

Unit II: Legal Provisions: Policies and Legislations

- a) National Policy of Education (1986) and Programme of Action of Action (1992),
- b) National Policy of Disabilities (2006),
- c) Persons with Disabilities Act (1995),
- d) Rehabilitation Council of India Act (1992),
- e) Inclusive Education under Sarva Shiksha Abhiyan (SSA),
- f) Features of UNCRPD and its Implication

Unit III: Defining learners with Diverse Needs

- a) Concept of Impairment, Disability and Handicap
- b) Classification of Disabilities based on ICF Model,
- c) Prevalence, Types, Characteristics and Educational Needs of Diverse learners: concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI
- d) Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

Unit IV: Planning and Management of Inclusive Classrooms

- a) Characteristics of inclusive schools
- b) Preparation for inclusive education: School's readiness for addressing learner with diverse needs
- c) Preparation Infrastructure, Human Resource and Instructional Practices,
- d) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, and School

Unit V: Curriculum and Pedagogical Strategies

- a) Curriculum and Curricular Adaptations for Diverse Learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching),
- b) Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.

Suggested Readings:

- Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya.

- Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
- GOI. (1966). Report of the education commission: Education and national development. New Delhi: Managers of Publications, Ministry of Education.
- GOI. (1986). National policy of Education. New Delhi: Managers of Publications, Ministry of Education.
- Kothari, R. G, and Mistry, H. S. (2011). Problems of students and Teachers of the special schools- A study of Gujarat state. Germany: VDM Publication.
- Mithu, A and Michael, B (2005) Inclusive Education: From rhetoric to Reality, New Delhi: Viva Books Pvt. Ltd.
- Sinha,D.K (2014) Some aspects of Inclusive Education, Parichay Prakasan,Kolkata.
- Nanda,B.P.(2008) School without walls in 21st Century: From exclusion to inclusion practices in education. Mittal Publications, New Delhi.

Educational Statistics Practical

(CC: 12, Course Code:)

Objectives: The Students will be able –

- Compute different types of Statistical Measures.
- Select appropriate data analysis techniques.
- Explain and illustrate the concept and application of measures of central tendency, dispersion and relative positions.
- Describe the meaning, assumptions, computation & uses of Parametric & Non-Parametric tests.
- Illustrate the meaning & significance of normal probability curve.

Unit I: Educational Data and its Graphical Representation

- a) Nature of educational data: Qualitative and Quantitative
- b) Scales of measurement: Nominal, Ordinal, Interval and Ratio
- c) Organization and Graphical representation of Data: Frequency distribution, Frequency Polygon, Histogram, Ogive

Unit II: Central tendency, deviation and relationship analysis

- a) Measures of central tendencies: Mean, Median, Mode;
- b) Measures of variability: Range, Mean Deviation, Quartile Deviation and Standard Deviation;
- c) Measures of relative position: Percentile, Percentile rank and standard score
- d) Concept and uses of correlation: Product moment, Rank difference Methods.

- e) Further methods of correlation: Biserial, Point-Biserial, Tetra choric and Phi Coefficient of Correlations

Unit III: Normal Probability

- a) Concept of normal distribution and normal probability curve
- b) Deviation from normality- Skewness and Kurtosis
- c) Standard scores: kinds and uses in Educational Research

Unit IV: Inferential Statistics: Parametric & Non-parametric Techniques

- a) Parametric Statistics: Confidence Level, Tests of Significance -One-tailed and two-tailed tests, Type I and Type-II Errors.
- b) Parametric Testing hypothesis: Comparison of two means- t-test (correlated and uncorrelated), t-test for small N. Analyses of Variance and Analyses of Co-variance.
- c) Non-Parametric Testing hypothesis: Chi-square test, Sign test, Median test, Mann-Whitney U test

Unit V: Qualitative Data Analysis

- a) General Approach to data Analysis
- b) Specialized Approach: Narrative analysis, Discourse Analysis, Content Analysis
- c) Directional Analysis: Inductive & thematic approach

Laboratory Note Book

Suggested Readings:

- Aggarwal, R.N & Asthana, V(1983): Educational Measurement and Evaluation, Agra: Vinod Publishing House
- Bhat, S & Chakraborty, S.C(2013): Research Methodology and Statistics in Education, Kolkata: Aaheli Publishers.
- Das, N.G(2011): Statistical Methods(Vol. II) , New Delhi: Tata McGraw Hill Education Pvt. Ltd.
- Garrett, H.E(2005): Statistics in Education and Psychology, New delhi: Paragon International.
- Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Naroda, New Delhi.
- Mangal, S.K(2013): Statistics in Education and Psychology(2nd edition), New Delhi: PHI Learning Pvt. Ltd.
- Saha, K(2012): Statistics in Education and Psychology, New Delhi: Asian Books Pvt. Ltd.
- Shukla, K(2012): Research Methodology and Statistics, Ahmedabad: Satish Prakash S Shukla Publisher.

Semester- III

Educational Measurement and Evaluation

(CC: 13, Course Code:)

Objectives: The Students will be able to –

- Differentiate between measurement and evaluation, their nature, scope, need and relevance
- Describe the nature, scope, types, role and relevance of educational evaluation
- Acquire the skill to construct the achievement test scores
- Be acquainted with the modern evaluation techniques in educational setting
- Apply the knowledge of evaluation and measurement in educational setting

Unit I: Basic concept of Measurement and Evaluation

- a) Meaning of Test, Measurement, Assessment and Evaluation
- b) Assessment and Measurement: Concept, Scope, and Need,
- c) Evaluation: Concept, Characteristics, Functions, and Basic Principles
- d) Types of Evaluation: Formative, Summative, Diagnostic

Unit II: Tools and Techniques of Measurement and Evaluation

- a) Tools of Measurement and Evaluation: Subjective and Objective Tools
- b) Essay Type Test, Objective Type Test,
- c) Norm-Referenced and Criterion-Referenced Tests
- d) Questionnaires, Interview, Rating Scale, Inventories, Schedules, and Performance Test
- e) Construction of an achievement test

Unit III: Characteristics of Good Measuring Instruments

- a) Validity and Reliability: Factors affecting reliability & validity and Types and methods of determining different types of reliability & validity.
- b) Objectivity, Norms and Usability.
- c) Methods of determining difficulty index and discrimination index of essay, short answer, and objective type test items.

Unit IV: Test Norms and Scores:

- a) Meaning, types and judging adequacy of developmental norms (age, grade), and within group norms
- b) Concept of test scores and derived scores
- c) Methods of transforming test scores into Percentile scores, sigma scores, Z-scores, normalized standard scores (T-scores and Stanines), and their interpretation

Unit V: New trends in Measurement and Evaluation:

- a) Grading system: Concept, types, merits and
- b) Comparative study of marking and grading systems;
- c) Semester system;
- d) Continuous and comprehensive evaluation;
- e) Question banks;
- f) Use of computer in evaluation

Suggested Readings:

- Measurement and Assessment in teaching (8thed.)-Robert L. Linn & Norman E. Gronlund: Pearson Education
- Essentials of Educational Measurement (5thed.) Robert L. Eble & David A. Frisbie: Prentice Hall of India, New Delhi
- New Approaches to Measurement and Evaluation-K.S. Singh-Sterling Publishers Pvt. Ltd.
- Test, Measurements and Research Methods in Behavioral Science-A.K. Singh: Bharati Bhavan

- Research in Education-Best, John W and James, V. Khan, New Delhi: Prentice Hall of India Pvt. Ltd.

Educational Administration and Management

(CC: 14, Course Code:)

Objectives: The Students will be able to –

- Know the nature, scope and functions of Educational Management and Administration
- Know the management system and their applications in education institutions
- Understand some idea about educational planning and its application understand about the organization system in educational institutions
- Explain the administrative role of different bodies of the country.
- Understand some idea about institutional leadership and its function in conflict management

Unit I: Educational Administration and Management

- Educational Management and Administration– Meaning, Principles, Scope and Importance
- Functions of Educational Management: POSDCORB
- Relation between Educational Management and administration
- Theories of Educational Administration: Classical Theory, Neo classical Theory and Modern Management Theory

Unit II: Organization and Modern Techniques of Educational Management

- Organizational compliance, Organizational development and Organizational climate
- Program Evaluation and Review Technique (PERT)
- Critical Path Method
- Planning Program and Budgeting System (PPBS)
- Total Quality Management (TQM)
- SWOT Analysis

Unit III: Leadership in Educational Administration

- Leadership: Meaning, Nature, types and importance
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic
- Models of Leadership: Blake and Mouton’s Managerial Grid, Fiedler’s Contingency Model, Tri-dimensional Model, Hersey and Blanchard’s Model
- Leader-Member Exchange Theory

Unit IV: Quality Management

- a) Concept of Quality and Quality in Education and Indian and International perspectives
- b) Inspection, Quality Control, Quality Assurance and Six sigma
- c) Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad
- d) Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives:
- e) National Assessment Accreditation Council [NAAC]- Performance Indicators,
- f) Quality Council of India [QCI],
- g) International Network for Quality Assurance Agencies in Higher Education [INQAAHE]

Unit V: Educational Planning and Change Management

- a) Educational Planning: Meaning, Nature and Approaches of Educational planning
- b) Types of Planning- Micro and Macro
- c) Change Management: Meaning, Need for Planned change,
- d) Three-Step-Model of Change (Unfreezing, Moving, Refreezing),
- e) The Japanese Models of Change: Just-in-Time, Poka yoke,

Suggested Readings:

- Anderson, D.R, D.J. Sweeney and .R. Williams(1978). Essentials of Management Science Applications to Decision Making. St. Paul, Minn: West Publishing
- Bush, T. and L.Bell (Edn.2002). The Principles and Practice of Educational Management, London: Paul Chapman
- Bush, Tony(2008). From Management to Leadership. Educational Management, Administration & Leadership. London: Sage; BELMAS, Vol. 36(2) PP 271-288
- Chandan, J.S(1987): Management Theory and Practice, Vikas Publishing House Pvt. Ltd.
- Chandrasekaran, P. (1997). Educational Planning and Management, New Delhi: Sterling Publishers Pvt. Ltd.
- Hersey, P and K. Blanchard (1986). Management of Organizational Behaviour: Utilizing Human Resources, New Delhi: Prentice Hall of India
- Massie, J.L. (1987). Essentials of Management, New Delhi: Prentice Hall of India
- Mukherjee, S.N (1970). Administration of Education, Planning and Management, New Delhi: Sterling Publishing.

Objectives: The Students will be able to –

- Apply Educational Technology in different areas of educational system.
- Explain the nature and application of Teaching Machine and Programmed Instruction
- Give explanation and use of different media in Educational Technology.
- Outline different emerging trends in Educational Technology and their use.

Unit I: Concept of Educational Technology

- a) Definition, Nature, Scope and Limitation of Educational Technology
- b) Components of Educational Technology: Hardware and Software approach.
- c) Information Technology, Communication Technology and Information & Communication Technology (ICT) and Instructional Technology
- d) Applications of Educational Technology in formal, non formal (Open and Distance Learning) and informal and inclusive education systems

Unit II: Programmed Instruction

- a) Programmed Instruction- Concepts, Characteristics, Merits and Types
- b) Linear, Branching and Mathematics: Concepts, Characteristics, Merits and Demerits
- c) Development of the programmed instruction material
- d) Teaching machines
- e) Flander's interaction Analysis Categories(FIAC)

Unit III: Instructional design

- a) Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)
- b) Systems Approach to Instructional Design
- c) Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's)
- d) Five E's of Constructivism, Nine Elements of Constructivist Instructional Design,

Unit IV: Application of Computers and Internet in Education

- a) CAI, CAL, CBT, CML
- b) Process of preparing ODLM
- c) Concept of e-learning
- d) Approaches to e- learning- Offline, Online: Synchronous, Asynchronous, Blended learning and mobile learning
- e) Virtual University, Massive Open Online Courses (MOOCs);
- f) Social networking and Education

Unit V: Techno-Pedagogic Skills

- a) Media Message Compatibility
- b) Contiguity of Various Message Forms
- c) Message Credibility & Media Fidelity
- d) Message Currency , Communication Speed & Control

e) Sender-Message-Medium-Receiver Correspondence

Suggested Readings:

- Bhat, B. D. and Sharma, S. R. –Educational Technology Concept and Technique, Delhi : Kanishka Pub. House, 1992.
- ChandTara –Educational Technology, New Delhi : Anmol Pub., 1990. Das, R. C. – Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983.
- Jagannath Mohanty –Educational Technology, New Delhi : Deep & Deep Pub. 1992
- Mall Reddy, M. & Ravishankar, S. –Curriculum Development and Educational Technology, New Delhi : Sterling Pub. Private Ltd., 1984.
- Mukhopadhyay, M. (Ed.) –Educational Technology : Challenging Issues, New Delhi: Sterling Pub. Private Ltd., 1990.
- Pangotra, Nanendranath –Fundamental of Educational Technology, Chandigarh: International Pub., 1980.
- Aggarwal, J. C. –Educational Technology.
- Sharma, Y. K. –Educational Technology

Information and Communication Technology in Education Practical

(CC: 16, Course Code:)

Objectives: The Students will be able to –

- Know about computer and use on computer in educational field
- Understand about the application of ICT in education.
- Prepare word documents by using MS Word tools
- Prepare PowerPoint presentation on an issue.
- Calculate simple statistics by using MS Excel

Unit I: Computer Fundamentals

- a) Definition of Computer, Block diagram of computers, classification of computers,
- b) Input devices (keyboard, mouse, scanner, microphone, joystick, web camera, digital camera)
- c) Processing devices (CPU and its Components)
- d) Memory Devices (Primary: RAM, ROM, and Secondary: Hard Disk, Floppy Disk, CD-ROM, and Pen Drive)

- e) Output Devices (Monitor, Printer, Speakers, LCD Projectors)
- f) Software (DOS, BASIC)
- g) OS: Functions of an OS, OS as a resource manager, Types of OS, Features of OS.
- h) Concepts of warm & cold booting, swapping, spooling and buffering.

Unit II: Digital Technology and Socio-economic Context

- a) Definition, Nature, Scope, and Components of Educational Technology (Hardware and Software approach).
- b) Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives;
- c) Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project;
- d) Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology.

Unit III: Preparation of Word Document

Preparation of a word document using MS Office on a topic including the following features:

- i. Font type-Times New Roman
- ii. Content size of font 12, heading size 14 and subheading size 12
- iii. Required information- text, visuals, and quantitative information
- iv. Using justify tools
- v. Image inserting
- vi. Table inserting
- vii. Chart inserting
- viii. Header and footer
- ix. Page Number set up

Unit IV: Preparation of Power Point Presentation

Enhancing a Presentation using MS Office PowerPoint on a topic including the following features:

- i. Creating an Outline of Presentation
- ii. Saving a Presentation
- iii. Formatting the slides
- iv. Adding a background design,
- v. Adding graphics
- vi. Adding Animations,
- vii. Slide Order,
- viii. Inserting Clip Art,
- ix. Slide Transition,
- x. Recording a sound or voice narration
- xi. Inserting a sound on a single slide

- xii. Inserting a movie clip,
- xiii. Adding a Hyperlink,
- xiv. Embedding a file,
- xv. Inserting a chart,
- xvi. Printing slides or Handouts

Unit V: Statistical Techniques in Excel/SPSS

- a) Setting up of a Spreadsheet with Rows and Columns for entering data
- b) Creation of Histogram, Polygon
- c) Calculation of Mean, Median and Mode
- d) Calculation of t-test, ANOVA and Product Moment Co-relation Co-efficient

Laboratory Note Book

Suggested Readings:

- Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge
- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Katherine Cennamo, John Ross, Peggy Ertmer. (2013). Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU
- MHRD. (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India.
- Panda B.N.(2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha, India
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning New York: McGraw Hill.
- Senapaty H.K. (2010), Package on ICT Mediated Constructivist Learning for Professional Development of Teacher Educators, RIE, NCERT, Bhubaneswar, Odisha, India

Discipline Specific Elective-I: A. Teacher Education

(DSE-IA, Course Code:)

Objectives: The Students will be able –

- To enable the students to understand the meaning, scope, objectives of teacher education and its development in India.
- To acquaint the students with different agencies of teacher education in India and their roles and functions.

- To acquaint the students with the various aspects of student-teaching programme, prevailing in the country.

Unit I: Basic Concept of Teacher Education

- Meaning, Nature and Scope of Teacher Education
- Understanding Teacher Education from the view point of Schulman, Deng and Luke & Habermas
- Development of Teacher Education in post independent India

Unit II: Recommendations of various commissions

- Contribution of Committees and Commissions to Teacher Education
- Secondary Education Commission (1953),
- Kothari Education Commission (1964-66),
- National Policy of Education (1986,1992),
- National Commission on Teachers (1999),
- National Curriculum Framework 2005,
- National Knowledge Commission (2007),
- Yashpal Committee Report (2009),
- National Curriculum Framework for Teacher Education (2009),
- Justice Verma Committee Report (2012)

Unit III: Teaching as a Profession and Teaching Model

- Concept of Profession and Professionalism,
- Teaching as a Profession,
- Professional Ethics of Teachers,
- Personal and Contextual factors affecting Teacher Development,
- Quality Enhancement for Professionalization of Teacher Education
- Teaching objectives: Taxonomy
- Models of Teaching: Concept Attainment Model (CAM), Advance Organizer Model (AOM), Inquiry Training Model (ITM)

Unit IV: In-service Teacher Education

- Concept, Need, Purpose and Scope of In-service Teacher Education,
- Organization and Modes of In-service Teacher Education,
- Agencies and Institutions of In-service Teacher Education: SSA, RMSA, SCERT, NCERT, NCTE and UGC),
- Planning in-service teacher education programme: Purpose, Duration, Resources and Budget

Unit V: Recent Trends in Teacher Education

- Reflective Teaching – Concept & Strategies
- Models of Teacher Education – Behaviouristic, Competency based & Inquiry Oriented Teacher Education Models
- Concept of Teachers in twenty first century

- d) ICT Integration in Teacher Education
- e) Innovation in Teacher Education

Suggested Readings:

- Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
- Mishra, L. (2013). Teacher Education: Issues and Innovation. New Delhi: Atlantic Publications.
- Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Pvt. Ltd.
- Pany, S. and Mohanty, S. P. (2013). Teacher Education in India. New Delhi: Shipra Publication.
- Sharma, S. R. (2008). A Handbook of Teacher Education. New Delhi: Sarup & Sons.
- Tomar, S. M. (2004). Teacher Education: Making Education Effective. New Delhi: Isha Books.

Discipline Specific Elective-I: B. Guidance and Counselling

(DSE: I B, Course Code:)

Objectives: The Students will be able–

- Help the students to understand the principles and nature of counselling.
- Make students familiar with various techniques of counselling.
- Understand the tools and techniques of guidance and counseling.
- Understand guidance services in schools.

Unit I: Concept of Guidance

- a) Guidance: Nature, Principles and Importance
- b) Types of Guidance: Concept, Nature and Educational Importance.
- c) Role of Parents, Teachers, Peer Group and Society in Guidance.
- d) Guidance Personnel: Functions and Importance.

Unit II: Concept of Counselling

- a) Counselling: Nature, Principles and Importance
- b) Types of Counselling: Concept, Nature and Educational Importance.
- c) Approaches of Counselling: Cognitive-behavioural (Albert Ellis-REBT), Humanistic Approach, Person- Centred Counselling (Carl Rogers).
- d) Theories of Counselling: Behaviouristic, Rational, Emotive and Realistic.

Unit III: Guidance Programme

- a) Educational, Vocational & Personal Guidance Programme: Concept, Nature and need.
- b) Guidance Programme in Various Levels - Primary, Secondary and Tertiary level.
- c) Child Guidance Clinic- Concept, Evolution, Structure, Functions.

- d) Hospice- Concept, Evolution, Structure, Functions.

Unit IV: Educational Guidance

- a) Principles of Educational Guidance
- b) Use of Visual aids in educational guidance
- c) Role of Government agencies
- d) Career conference
- e) Guidance to potential students
- f) Effective academic guidance

Unit V: Stress & Stress Management

- a) Stress: Concept, Nature and Classification.
- b) Stressors: Concept, Nature and Classification.
- c) Effects of Acute and Chronic Stress on Human being and their remedial Measures.
- d) Stress Management in Educational Institution: Concept, Method/ Mechanism, Importance.

Suggested Readings:

- Kochhar, S.K (2018), Guidance and Counselling in College & Universities. New Delhi: Sterling Publishers Pvt. Ltd.
- Bandhu, M & Mukherjee, R (2017), Guidance and Counselling, Kolkata: Aaheli Publication.
- Ghosh, S. K (2014), SiksherSangati-Aposangati O Nirdeshana, Kolkata: Classic Book.
- Mukhopadhyay, K (2018), Guidance and Counselling, Kolkata: Aaheli Publication
- Shrivastava, K.K (2014): Principles of Guidance and counselling, New Delhi: Kanishka Publishers Distributors.
- Goswami, M (2010): guidance & Counselling, New Delhi: New Age Publications
- Pal, A.K (2014): Guidance & Counselling, New Delhi: Abhijeet Publications
- Chandra, R (2002): Guidance & Counselling, New Delhi: Kalpa Publication.

Discipline Specific Elective-I: C. Education of Children with Special Needs

(DSE: I C, Course Code:)

Objectives: The Students will be able to –

- Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- Identify with the various types of exceptional children.
- Acquaint with the various types of impairments and their causes.
- Provide guidance in handling of exceptional children.

Unit I: Introduction to Special Education

- a) Concept of Exceptionality, Disability and Special Education: Meaning, Concept, objectives and Scope of Special Education
- b) History of Special Education
- c) Strategies of Special Education- Special school, integration and inclusive education.
- d) Agencies of Special Education- National, International, Government and Nongovernmental agencies
- e) Types of disability

Unit II: Visual Impairment and Hearing Impairment

- a) Definition, types, and etymology and Characteristics
- b) Identification and education of Hearing Impairment and Visual impairment.

Unit III: Mental Retardation

- a) Definition, types and causes of Mental retardation.
- b) Identification, Characteristics and education of mentally retarded learners

Unit IV: Gifted Children

- a) Concept of giftedness, Characteristics and problems of gifted children.
- b) Identification and education of gifted children.

Unit V: Learning Disability

- a) Definition, types and causes of Learning Disability.
- b) Characteristics and Measurement of Learning Disability.
- c) Education of Learning Disability.

Suggested Readings:

- Alur, M., & Bach, M. (2009). The journey for inclusive education in the Indian subcontinent. Routledge.
- Dash, N. (2006). Inclusive Education for Children with special needs. Atlantic Publishers & Dist.
- Fernandez, G., Koenig, C., Mani M.N.G., and Tensi, S. (1999). See with the Blind. Bangalore: Books for Change and CBM International.
- Integrated Education for Disabled Children (IEDC, 1974), , the Ministry of Social Justice and Employment, Government of India.
- Jangira, N.K. and Mani, M.N.G. (1990). Integrated Education for the Visually Handicapped: Management Perspective. Gurgaon: Academic Press.
- Rehabilitation Council of India (2000). Status Report on disability 2000.

- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education: A practical guide to supporting diversity in the classroom. Psychology Press.
- Mangal, S. K. (2007). Educating exceptional children: An introduction to special education. PHI Learning Pvt. Ltd.

Generic Elective Course: Foundations of Education

(GEC: Edu , Course Code:)

Objectives: The Students will be able –

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Unit -I: Concept of Education

- a) Narrow and Broader Concept of Education
- b) Nature, Scope and Importance of Education.
- c) Aims of Modern Education with special reference to Delor's Commission
- d) Aims of Education-Individualistic, Socialistic & Modern.
- e) Agencies of Education: Home, School, State and Mass-media

Unit -II: Factors of Education

- a) Learners: Influence of Heredity and Environment on the Learners
- b) Teachers: Qualities and Duties of a good teacher.
- c) Curriculum: Concept and Types
- d) Co-curricular Activities: Meaning, Values and Significance.
- e) Educational Institutions: Informal, Formal and Non-formal.

Unit -III: Child Centricism in Education

- a) Concept of Child-centricism in education
- b) Characteristics and significance of Child-centricism in education
- c) Concept of Play and Work.
- d) Characteristics of Play way in Education, Kindergarten, Montessori and Project method.

Unit -IV: Contributions of Great Educators

- a) Contributions of Rabindranath, Aurobindo and Begum Rokeya in Education.
- b) Contributions of Bertrand Russell in Education.

- c) Contributions of John Dewey in Education.

Unit -V: Recent trends in Education

- a) Education for Human Rights Development.
b) Education for Sustainable Development.
c) Education for National Integration and International Understanding.
d) ICT in Education

Suggested Readings:

- Aggawraj, J. C (2012): Theory & Practice of Education, New Delhi: Vikash, Publishing House Pvt. Ltd.
- Dash, B.N. (2011) Foundation of Education, New Delhi; Kalyani Publishers.
- Ghanta,R& Das, B.N (2010): Foundation of Education, New Delhi: Neelkamal Publication Pvt. Ltd.

- Mohanty, Jagannatha (1991), Foundation of Education, Cuttack – 2, Takshashila.
- Purkait, B.R (2000): Principle & Practice of Education, Kolkata: New Central Book Agency.
- Safaya, R.N. & Shaida, B.D. (2010), Modern Theory and Principles of Education, New Delhi : Dhanpatrai Publishing Company Pvt. Ltd.

Semester- IV

Politics and Economics of Education

(CC: 17, Course Code:)

Objectives: The Students will be able to understand–

- The financing of education;
- Economic value of education, including the personal and societal returns from investing in education;
- Methods by which education is financed;
- Mobilization of resources for education
- Analyses educational provisions influenced by political developments in Indian Society

Unit I: Politics and Education

- a) Relationship between Politics and Education
b) Perspectives of Politics of Education: Liberal, Conservative and Critical
c) Education for Political Development and Political Socialization

Unit II: Policies and Education

- a) Relationship between Policies and Education,
b) Linkage between Educational Policy and National Development,

- c) Determinants of Educational Policy
- d) Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Unit III: Cost Analysis

- a) Concept of Cost, factors effecting costs and Types of costs
- b) Cost of Quality: Appraisal Costs, Failure costs and Preventable costs,
- c) Cost Benefit Analysis Vs Cost Effective Analysis in Education,
- d) Economic Return to Higher Education – Signalling Theory vs. Human Capital Theory

Unit IV: Educational Finance

- a) Concept, Criteria and Sources of Educational Finance
- b) Education Finance at Micro & Macro Levels
- c) Institutional Budgeting – Concept, Nature & Importance
- d) Public Finance in Education – Concept, Evolution & Importance

Unit V: Education and Manpower Planning

- a) Manpower Planning – Concept, Nature and Relevance in Education.
- b) Human Development Index (HDI)
- c) Millennium Development Goal (MDG)
- d) Forecasting on Manpower Requirement

Suggested Readings:

- Ansari, M.A (1987): Education and Economic Development, New Delhi: AIU Publication.
- Chattapadhyay, S (2002): Education and Economic, New Delhi: Oxford University Press.
- Nagpal, C.S & Mittal, A.C(eds.) (1993):Economics of Education, New Delhi: Anmol Publication.
- Pandit, H.N (1969): Measurement of Cost Productivity &Efficiency of Education, New Delhi: NCERT.
- Sodhi, T.S (1978): Education and Economics Development, Ludhianas: Mukand Publication
- Tilak,J.B.G(1987): Economics of Inequality in Education, New Delhi:Sage Publication.

Mental Health and Life Skill Education

(CC: 18 , Course Code:)

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
- Be acquainted with the different types of life skills.
- Find the ways in which individual's personality can be built through the development of these life skills
- Apply the knowledge of life skill education in the development of quality of life of Children

Unit I: Introduction to Mental Health and Hygiene

- a) Concept of Mental Health and illness in historical perspective (Theogenic, Medical, Psychological, Psychosocial and Current)
- b) Concept and Objectives of Mental Hygiene
- c) Criteria for a Mentally Healthy Person

Unit II: Mental Health Problems among Children (Brief view) and Role of Stressors

- a) Emotional problems (symptoms, causes and management)
 - i. Over anxiousness and fear
 - ii. Obsessive compulsive disorder
 - iii. Somatoform problems
 - iv. Depression and suicide
- b) Behavioural problems (symptoms, causes and management)
 - i. Attention deficit hyperactivity disorder
 - ii. Conduct problems
 - iii. Oppositional deviance
- c) Drugs and Substance dependence
- d) Schizophrenia
- e) Other mental health problems
 - i. School refusal
 - ii. Exam fear
 - iii. Demanding and stubbornness
 - iv. Aggressive behaviour
 - v. Destructive behaviours: self – injurious behaviour

Unit III: Psycho-Therapies

- a) Concept, goals, and approaches of Psychotherapies –
- b) Salient features of Psycho-analysis
- c) Carl Roger’s Humanistic Therapy
- d) Existential Psychotherapy
- e) Behaviour Therapies: Systematic Desensitization and Aversive Conditioning

Unit IV: Concept of Life Skills

- a) Definition and Importance of Life Skills
- b) Livelihood Skills, Survival Skills and Life Skills
- c) Life Skills Education, Life Skills Approach, Life Skills Based Education

Unit V: Social Skills, Negotiation Skills and Thinking Skills

- a) Self Concept: Meaning, nature and types
- b) Components of self-concept
- c) Self-Awareness Techniques used for Self Awareness
- d) Empathy - Sympathy, Empathy & Altruism
- e) Effective Communication - Definition, Functions
- f) Interpersonal Relationship - Definition, Factors affecting Relationships
- g) Creative and Critical Thinking - Definition, Nature, Stages
- h) Problem Solving - Definition, Steps in Problem Solving
- i) Decision Making - Definition, Process, Need

Suggested Readings:

- Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952 Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
- Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
- Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
- Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
- Nair .V. Rajasenana, (2010).Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
- UNESCO (2005).Quality Education and Life Skills: Darkar Goals,UNESCO, Paris
- WHO (1999).Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.

Review of related Literature, Problem Identification and Preparation of Tools

(CC: 19, Course Code:)

Objectives: The Students will be able –

- To learn about pre-field steps of research
- To learn the scientific method of conducting review of related literature
- To find out the knowledge gap for conducting scientific study
- To identify research problem for conducting scientific study
- To prepare research tools for collecting data

Sections	Activities
I	Introduction
II	Objectives

III	Review of Related Studies (with the specific focus on Objectives, Research Questions/ Hypotheses, Methodology & Findings of the studies)
IV	A Critical Appraisal
V	Identification of the Knowledge Gap/Research Gap
VI	Identification of the Variables/ Factors
VII	Statement of the Problem
VIII	Objectives of the Study
IX	Methodology
X	Selection of Tools
XI	Preparation of Tools
XII	Standardization of Tools
XIII	Conclusion
XIV	References

Scheme of Evaluation

	Report	Viva	Total
Internal Evaluation	10	15	25
External Evaluation	10	15	25
Total	20	30	50

Discipline Specific Elective-II: A. Population and Environmental Education

(DSE: IIA, Course Code:)

Objectives: The learners will be able to –

- Acquire positive attitude, values and a sense of responsibility towards environment.
- Develop knowledge of impact of environment on child development.
- Learn the forms and programmes of nation-wide environmental education.
- Learn the nature, scope and need of population education.
- Develop knowledge about the factors affecting population growth and understand the need for balancing the composition through distribution.
- Learn the programmes of nation-wide population education.

Unit I: Concept of Population Education:

- a) Meaning, characteristics, objectives, scope and importance,

- b) Agencies of population education: Formal and Non-Formal
- c) Methods, curriculum, co-curricular activities of population education

Unit II: Concept of Environmental Education:

- a) Meaning, characteristics, scope, objectives and importance,
- b) Agencies of Environmental Education: Formal and Non-formal
- c) Developing environmental awareness,
- d) Environmental attitude, values and pro-environmental behaviour.
- e) Programs of Environmental Education for Primary, Secondary and Higher Education Institution

Unit III: Population Education Policies:

- a) Population policy of the government of India (2000),
- b) Implementation programmes, population control,
- c) Population dynamics in the context of India,
- d) Population distribution, urbanization and migration.

Unit IV: Sustainable Development and Education:

- a) Concept of sustainable development and education for sustainable development
- b) Agenda 21
- c) United Nations Decade of education for sustainable development

Unit V: Issues related to Population and Environmental Education:

- a) Quality of life
- b) Sustainable life style,
- c) Eco-feminism and Environmental Movements
- d) Empowerment of women,
- e) Environmental and social pollution,
- f) Global Environmental Issues: Ozone Layer Depletion, Greenhouse Effect and Acid Rain
- g) Adolescent reproductive health

Suggested Readings:

- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot.

- Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication.
- YadavSaroj (1988) "Population Education", Shree Publishing House, NewDelhi.
- Bhenda, A.A. &KavitkarTava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay.
- Kuppuswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay.

Discipline Specific Elective-II: B. Yoga Education

(DSEC: II B, Course Code:)

Objectives: The students will be able to -

- Understand the concept and principles of Yoga
- Develop awareness about the historical aspects of Yoga
- Learn some meditational practices and techniques
- Learn to maintain a healthy condition of body and mind
- Learn the utility of yoga in modern life

Unit I: Introduction to Yoga

- a) Concepts, Aim and Objectives of Yoga
- b) History and development of Yoga; Yoga as reflected in Bhagwat Gita
- c) Yoga & Sankhya philosophy & their relationship
- d) Significance to Yogic texts in the context of schools of yoga, Pantanjali Yoga Shastra: Ashtanga yoga and Kriya yoga in Sadhna Pada, Hathyogic texts (hatha pradaspika and ghera and sahita)
- e) Mood disturbance, Drug addiction, Phobia and anti social character- Their Yogic management.
- f) Yoga and aging, social problems.
- g) Concept of health, Spectrum and determinants of health

Unit II: Concept of health in perspective of Yoga

- a) Aim and objective of Health education
- b) Health service and guidelines instruction for guidance and counselling
- c) Needs of Yoga for positive health
- d) Need of warming up and cooling down before and after

Unit III: Stress and stress management in perspective of Yoga

- a) Stress - a yogic perspective
- b) Yoga as a way of life to cope with stress
- c) Yogic practices for stress management

- d) Cyclic meditation for stress management
- e) Concept of load yogic practices

Unit IV: Concept of Physical Education

- a) Meaning, Aims & Objectives and Scope of physical Education
- b) Relationship between Physical Education and Yoga Education; Role and significance of Yoga in Physical Education
- c) Concept of fitness: Component of health related fitness and performance related fitness
- d) Community based physical education and sports programmes
- e) Sports management system in school, college and university

Unit V: Yoga Practices

- a) Streams of Yoga
- b) General guidelines for performing Yoga practices
- c) Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana and Pranayama
- d) Bandha, Mudra & dhyana as per yogic texts
- e) Hathiyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathiyogi texts for practical yoga sessions
- f) Meditational Processes in Patanjala yoga sutras
- g) Practice of Astanga Yoga

Suggested Readings:

- Swami Shivananda Yoga Asanas : Divine Life Society, 1972.
- Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi
- Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- Universe of Swami Vivekanand & Complete Wholistic Social Development, www.icorecase.org
- Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi

Discipline Specific Elective-II: C. Pedagogical Studies

(DSEC: IIC, Course Code:)

Objectives: The students will be able to –

- Grasp the meaning, specific characteristics and modalities of pedagogy.
- Develop skills on pedagogical analysis.

- Enhance competency on teaching skills.
- Develop skills on learning design preparation.
- Develop skills on preparation of an achievement test

Unit I: Basic Concept of Pedagogy

- a) Pedagogy – Meaning, Nature, & Importance
- b) Critical Pedagogy – Meaning, Needs and its Implication in Teacher Education
- c) Organizing Teaching – Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), and Reflective Level (Bigge and Hunt teaching Model).
- d) Learning Objectives: Revised Bloom’s Taxonomy

Unit II: Pedagogical Analysis

- a) Pedagogical Analysis - Concept & Stages
- b) The Pedagogical knowledge of the content from the classes XI- XII with respect to the Subject Education on the following items:
 - › Breaking of Unit into Sub-unit with no. of Periods;
 - › Previous knowledge;
 - › Instructional Objectives in behavioural terms; Sub-unit wise concepts
 - › Teaching- Learning Strategies
 - › Use of teaching aids
 - › Blueprint for criterion reference test Items.

Unit III: Learning Designing

- a) Concept, Importance and Types;
- b) Steps of Learning Design
- c) Qualities of Good Learning Design
- d) Preparation of Learning Design with respect to the Subject Education

Unit IV: Practicing Teaching Skill

- a) Micro Teaching and Micro Lesson
- b) Simulated Teaching;
- c) Integrated Teaching/ Teaching in classroom situation
- d) Practicing micro teaching in simulated mode with 5 skills and 5 lessons based on method subject Education

Unit V: Assessment in Pedagogy of Education

- a) Feedback Devices – Meaning, types, criteria
- b) Meaning, nature & perspectives of assessment (Assessment for Learning and assessment of Learning)
- c) Types of Assessment (Placement, formative, diagnostic, summative), Competency Based Evaluation
- d) Assessment of Portfolios, Reflective Journal, Field engagement using Rubrics

- e) Preparation of an achievement test

Suggested Readings:

- Aggarwal, J.C(2014): Principles, Methods and Techniques(second revised edition), New Delhi: Vikash Publishing house Pvt. Ltd.
- Allen D & Ryan K (1969), microteaching reading Mass, Addison-wesley
- Bhattacharya, D & Singha, A (2018): Teacher Education and Pedagogy, Kolkata: ALPANA Enterprise.
- Chakraborty, P.K (2012) SikshaMonovigyan O SikshanPrakria, Kolkata: Paschimbanga Rajya Pustok Parshad.
- Chauhan, S.S(1979): Innovation in Teaching Learning Process, Delhi: Vikash Publishing House Pvt. Ltd.
- Smith B.D. (1980) A Design for a School Pedagogy, U S Govt. Washington, D.C

Dissertation and Viva

(Course Code:)

Objectives: The learners will be able–

- To proceed researches work with scientific steps.
- To collect data from field
- To acquire skills how to analyze the data
- To develop the art of writing research report
- To enhance communication skills by presenting the study in front of experts and audience
- To acquire skills how to defense of investigation

Rules & Regulations:

- i. Each and every student will be allotted to a supervisor for conducting the project/dissertation.
- ii. The topic will be selected from any Discipline Specific Elective Courses.
- iii. It will be individual.
- iv. Students have to present a synopsis/research proposal in front of experts for selecting the topic.
- v. Students need to do field work for data collection.
- vi. Students are required to prepare two copies of report. One is student copy and another copy will have to be submitted to the Department of Education.
- vii. Each and every work should be plagiarism free.
- viii. Students have to make a presentation on their researched topic followed by viva-voce during examination.