Supratim
~~Place~~ Place it to the next F.C. meeting
13/5/19

RECEIVED
Office of the Secretary, FCACL
University of North Bengal
1. No. ACL/19/315 Date 8-5-19 Time.....
2. No. ..... Date..... Time.....

To
The Secretary
Faculty Council for P.G. Studies in Arts, Commerce & Law
University of North Bengal

Date: 08.05.2019

Sir,

Please find enclosed the draft of the syllabus (CBCS) for M.A. in Education. The syllabus covers all the relevant courses of four semesters. I on behalf of the Department of Education sending you the syllabus with the consent of teachers of the Department in the absence of the P.G. Board of Studies in Education which is yet to be constituted.

Kindly direct the needful in this regard.

Thank you,

Yours faithfully

Chakrabarti 08.05.2019

(Dyutish Chakrabarti)
Head,
Department of Education
NBU

Forwarded to the Dean, FCACL, NBU
14/5/19

To be placed at the next F.C. meeting
Sanction by Dr. Dhar
14/5/2019.

for consideration of: Secretary, (Arts Commerce & Law)

UNIVERSITY OF NORTH BENGAL

DEPARTMENT OF EDUCATION

SYLLABUS
FOR
M.A. IN EDUCATION
(UNDER CBCS)

CREDIT PER SEMESTER: 16
TOTAL CREDITS IN FOUR SEMESTERS: 64

(TO BE IMPLEMENTED FROM THE SESSION 2019-20)

M.A. (Education) Syllabus, 2018

1st Semester of M.A. in Education						
			Points/Marks			
Course Code	**Course Title**	**Course Credit**	**Assignment**	**Term -end**	**Total**	**Learning Experiences (Hours)**
C101	Philosophical Foundation of Education	4	20	80	100	64
C102	Psychological Foundation of Education	4	20	80	100	64
C103	Educational Sociology	4	20	80	100	64
C104	Introduction to Educational Research	4	20	80	100	64
Total Credit		**16**	**Total Marks**		**400**	

2nd Semester of M.A. in Education						
			Points/ Marks			
Course Code	**Course Title**	**Course Credit**	**Assignment**	**Term -end**	**Total**	**Learning Experiences (Hours)**
C201	Theories & Practices of Educational Philosophy	4	20	80	100	64
C202	Theories & Practices of Educational Psychology	4	20	80	100	64
C203	Quantitative Methods in Educational Research	4	20	80	100	64
E204 Or E205	*Elective Papers* Teacher Education Or Educational Development In North Bengal	4	20	80	100	64
Total Credit		**16**	**Total Marks**		**400**	

3rd Semester of M.A. in Education						
			Points/ Marks			
Course Code	**Course Title**	**Course Credit**	**Assignment**	**Term -end**	**Total**	**Learning Experiences (Hours)**
C301	Educational Management& Administration	4	20	80	100	64
C302	Curriculum Construction	4	20	80	100	64
C303	History of Indian Education	4	20	80	100	64
E304 Or E305 OE306 Or OE307	*Elective Paper* Educational Measurement and Evaluation Or Comparative Education *Open Elective Paper* Environmental Education Or Women Education	4	20	80	100	64
Total Credit		**16**	**Total Marks**		**400**	

4th Semester of M.A. in Education						
			Points/ Marks			
Course Code	**Course Title**	**Course Credit**	**Assignment**	**Term -end**	**Total**	**Learning Experiences (Hours)**
C401	Educational Technology	4	20	80	100	64
C402	Inclusive Education	4	20	80	100	64
E403 Or E404	*Elective Paper* Guidance & Counselling Or Special Education	4	20	80	100	64
C405	Dissertation	4	Viva 20	80	100	64
Total Credit		**16**	**Total Marks**		**400**	
Grand Total (Credit)		**64**	**Grand Total (Marks)**		**1600**	

1ST SEMESTER OF M.A. IN EDUCATION

C101: Philosophical Foundation of Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- recognize the importance, contribution and significance of studying Philosophical enquiry as foundation of Education,
- understand the propositions of different philosophical schools in Educational theories &practices,
- familiarize with the contributions of great Indian thinkers to Educational Philosophy,
- realize National Values in Education.

Course Contents:

Unit-I: Basics of Philosophy and Education: Meaning, Nature, Scope and Objectives of Education &Philosophy - Relationship between Philosophy &Education - Concepts of Educational Philosophy &Philosophy of Education.

Unit-II: **Indian Schools of Philosophy**: Nyaya, Sankhya, Yoga with special reference tothe concept of Knowledge, Reality, Values and their Educational implications (Aims, Curriculum and Methods of Teaching).

Unit-III: **Great Indian Thinkers:** Contributions of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi and J. Krishnamurthy to Educational Philosophy.

Unit-IV: **Western Schools of Philosophy:** Idealism, Realism and Naturalism with special reference to the concept of Knowledge, Reality, Values and their Educational implications (Aims, Curriculum and Methods of Teaching).

Unit-V: National Values in Education: National Values as enshrined in the Indian Constitution - Socialism, Secularism, Justice, Liberty, Democracy, Equality and Freedom with special reference to Education.

References:

1. J. C. Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi, 2006.
2. S. P. Chaube & A. Chaube, Foundations of Education, Vikas Publications, New Delhi, 2010.
3. J. C. Aggarwal & S. Gupta, Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi, 2006.
4. S. H. Ansari, Philosophical Foundations of Education, Sanjay Prakashan, New Delhi, 2003.

5. J. C. Aggarwal, Philosophical Foundations of Education, Book Man Publishers, New Delhi, 2017.
6. Y. K. Singh, Philosophical Foundation of Education, APH Publishing House, New Delhi, 2007.
7. K. K. Shrivastava, Philosophical Foundations of Education, Kanishka Publishers, New Delhi, 2003.
8. S. C. Chatterjee & D. M. Datta, An Introduction to Indian Philosophy, Rupa Publications, Kolkata, 2012.
9. V. P. Verma, Studies in The Philosophy of Education, Gyan Books Pvt. Ltd., New Delhi, 2002.
10. J. Sinha, Outlines of Indian Philosophy, Central Book Agency, New Delhi, 2013.
11. V. R. Taneja, Educational Thoughts and Practices, Sterling Publishers Pvt. Ltd., New Delhi, 1995.
12. R. R. Rusk, The Philosophy Bases of Education, University of London Press, 1962.

C102: Psychological Foundation of Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about Psychological basis of Education,
- conceptualize individual differences of the learners in the light of various dimensions of Human Development& their Educational Implications,
- acquaint with psychological principles, techniques, theories of Learning process and transfer of Learningto facilitate teaching-learning,
- realize the emerging demands of Education of Exceptional Children.

Course Contents:

Unit-I: Basics of Educational Psychology: Meaning, Nature, Scope and Objectives of Educational Psychology - Relationship between Psychology & Education - Schools of Psychology (Structuralism, Functionalism, Behaviourism, Gestalt, Psychoanalysis, Humanistic and Cognitive), their basic concepts &Educational Contributions.

Unit-II: Human Development: Concept of Growth &Development -Characteristics &Stages of Development - Factors influencing Development (Genetic, Biological andEnvironmental) - Various Dimensions of Human Development (Physical, Motor, Language, Emotional andAesthetic Development) - Development of Concept formation, Logical reasoning, Problem solving and Creative thinking - Theories of Development (Piaget's Theory of Cognitive Development, Erickson's Theory of Psycho-Social Development, Kohlberg's Theory of Moral Development and Freud's Theory of Psycho-Sexual Development) & their Educational Implications.

Unit-III: Learning process: Concept, Nature and Types of Learning -Factors influencing Learning -Attention & Interest - Maturation & Motivation - Remembering & Forgetting – Behaviourist Learning Theories (Thorndike, Pavlov andSkinner), Gestalt Theory, Cognitive field Theories (Tolman & Lewin) Drive reduction (Hull), Reception learning (Ausubel), Modeling &

Observation Learning (Bandura), Social Constructivist Learning (Vygotsky), Conditions of Learning (Gagne), Discovery Learning (Bruner) - Educational Implications.

Unit-IV: Transfer of Learning: Concept, Importance, Nature and Types - Contemporary views of General transfer & Specific transfer -Theories of Transfer of learning (Thorndike, Judd, Gestalt and Bagley) - Methods of enhancing Transfer in teaching-learning.

Unit-V: Education of Exceptional Children: Concept, Nature, Detection or Identification and Remedial Education Techniques of Exceptional Children - Creative, Gifted, Backward, Mentally Retarded and Children with Learning disabilities (Reading, Writing and Calculating).

References:

1. S. K. Mangal, Advanced Educational Psychology, Prentice-Hall of India Pvt. Ltd., New Delhi, 2000.
2. S. K. Mangal, Essentials of Educational Psychology, Prentice-Hall of India Pvt. Ltd., New Delhi, 2011.
3. S. S. Chauhan, Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi, 1996.
4. J. C. Aggarwal, Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi, 2011.
5. S. Dandapani, Advanced Educational Psychology, Second Edition, Anmol Publications Pvt. Ltd., New Delhi, 2001.
6. A. Anastasi & S. Urbina, Psychological Testing, Fourth Edition, Pearson Education, New Delhi, 2004.
7. A. Woolfolk, Educational Psychology, Nineth Edition, Pearson Education, New Delhi, 2004.
8. A. Woolfolk, G. Misra & A.K. Jha, Fundamentals of Educational Psychology, Eleventh Edition, Pearson Education, New Delhi, 2012.
9. E. R. Hilgard & G. H. Bower, Theories of Learning, Fourth Edition, Prentice-Hall of India Pvt. Ltd., New Delhi, 1977.
10. E. B. Hurlock, Adolescent Development, McGraw-Hill Inc., New York, U.S., 1973.

C103: Educational Sociology

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about basic Concepts of Educational Sociology,
- conceptualize Social Change, Social Stratification, Social Mobility, Social Movements,Social Group andtheir inter-relationship with Education,
- realize Social Equity &Equality of Educational Opportunities of disadvantaged people.

Course Contents:

Unit-I: Basics of Educational Sociology: Meaning, Nature and Scope of Educational Sociology &Sociology of Education-Education as a process of Socialization &Social-subsystem - Social

determinants of Education (Home, School, Peer Group, Community, Caste, Class, Culture, Language, Religion, Population, Regionalism, Politics, State-policy, Economic issues, Democracy, Media, Technology and Modernization) - Approaches to Sociology of Education (Symbolic Interaction, Structural Functionalism and Conflict Theory).

Unit-II: Social Change, Social Stratification & Mobility: Meaning, Nature and Factors of Social Change & Social Stratification - Constraints of Social Change in India (Caste, Ethnicity, Class, Language, Religion and Regionalism) - Education as a Vehicle of Social Change - Role of Education in Social Stratification &Mobility.

Unit-III: Social Movements: Meaning & Nature of Social Movements - Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory).

Unit-IV: Social Group: Nature & Types of Groups - Formation of Classroom Groups & Cliques - Group Dynamics in a classroom situation - Sociometry - Factors affecting Social Group - Impact of Groups on Education.

Unit-V: Education and Social Equity: Social Equity &Equality of Educational Opportunities with special reference to Paulo Freire, Wollstonecraft and Savitribai Phule-Problems of Education of Disadvantaged People (Women, Transgender, Physically & Mentally Challenged, Social & Economic disadvantaged community, Backward religious minority, SC, ST &OBC) - Constitutional provisions in India - Education for National Integration and International understanding - Education in tackling Terrorism and maintaining Global peace.

References:

1. J. C. Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi, 2006.
2. S. P. Chaube, Philosophical & Sociological Foundation of Education, Vinod Pustak Mandir, Agra, 1981.
3. S. Shukla &K. Kumar, Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985.
4. B. D. Bhatt &S. R. Sharma, Sociology of Education, Kanishka Publisher, New Delhi, 1993.
5. N. Jayaram, Sociology of Education in India, Rawat Publication, Jaipur, 2015.
6. S. N. Sharma, Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
7. K. L. Sharma, Social Stratification in India: Issues & Themes, Sage Publication, New Delhi, 1997.
8. H. Talesra, Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2002.
9. Y. K. Sharma, Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
10. Y. K. Singh, Sociological Foundation of Education, A.P.H. Publishing Corporation, New Delhi, 2007.
11. L. A. Cook & E. Cook, A Sociological Approach to Education, McGraw Hill, New York, 1950.
12. R. G. Burgess, Sociology, Education and Schools: An Introduction to the Sociology of Education, B.T. Batsford Ltd., London, 1986.

C104: Introduction to Educational Research

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- comprehend the basic Concepts, Qualitative Research Designs and Planning of Educational Research,
- familiarize with Sampling & Data collection,
- prepare a Research report & realize the Code of Ethics in Research.

Course Contents:

Unit-I: Basics of Educational Research: Concept, Nature (Replicability, Precision, Falsifiability and Parsimony), Types (Exploratory, Explanatory and Descriptive) of Scientific Research- Concept, Aims, Scope, Stepsand Types (Fundamental, Applied &Action Research, Longitudinal & Cross-sectional Research, Quantitative, Qualitative &Mixed method Research), Research Designs (Descriptive, Experimental and Historical) of Educational Research - Qualities of a Researcher.

Unit-II: Qualitative Research Designs: Grounded Theory Designs (Nature, Types, Steps, Merits and Demerits) - Narrative Research Designs (Concept, Nature and Steps), Case Study (Concept, Nature, Components, Types, Steps, Merits and Demerits), Ethnography &Mixed Method Designs (Concept, Nature, Types, Steps, Merits and Demerits) - Qualitative Data Analysis (Data Reduction & Classification, Analytical Induction & Constant Comparison and Triangulation).

Unit-III: Planning of Educational Research: Sources, Selection, Statement and Evaluation of a Research Problem - Steps of Writing Research Proposal - Concept, Nature, Sources, Types, Formulation and Testing of Hypothesis.

Unit-IV: Sampling & Data Collection: Concept of Population & Sample - Selection of a good Sample, Techniques of Sampling & Sampling Error - Concept & Types (Independent, Dependent, Extraneous, Intervening and Moderator) of Variables - Experimental Research Design (Nature & Types) - Criteria of a Good Experimental Design - Concept & Types of Data - Scales of Measurement (Nominal, Ordinal, Interval and Ratio scale) - Tool Development & Adaptation (Reliability &Validity) - Methods of Data Collection (Rating & Attitude Scale, Aptitude & Achievement Test, Inventory, Questionnaire, Schedule, Checklist, Observation, Interview and Projective Techniques).

Unit-V: Writing a Research Report: Format of Research Report - Referencing style & Bibliography - Code of Ethics in Research & Plagiarism - Publication of Research findings.

References:

1. L. Koul, Methodology of Educational Research, Fourth Edition, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
2. S. K. Mangal, Statistics in Education & Psychology, Second Edition, Prentice Hall India Learning Private Ltd., New Delhi, 2002.

3. H. E. Garrett, Statistics in Psychology and Education, Sixth Edition, Paragon International Publishers, New Delhi, 2009.
4. C. R. Kothari, Research Methodology: Methods and Techniques, New Age International Pvt. Ltd., New Delhi, 2004.
5. S. P. Sukhia, P. V. Mehrotra & R. N. Mehrotra, Elements of Educational Research, Allied Publishers Ltd., New Delhi, 1976.
6. Y. P. Aggarwal, Statistical Methods: Concepts, Application and Computation, Sterling Publishers Pvt. Ltd., New Delhi, 2012.
7. M. D. Gall, J. P. Gall & W. R. Borg, Educational Research-An Introduction, Eighth Edition, Pearson Education, Boston, MA, 2007.
8. J. W. Best & J. V. Kahn, Research in Education, Tenth Edition, Pearson Education, Boston, MA, 2006.
9. J. W. Creswell, Educational Research- Planning, Conducting, and Evaluating Quantitative and Qualitative Approach, Pearson Education, Boston, MA, 2012.
10. L. Cohen, L. Manion & K. Morrison, Research Methods in Education, Sixth Edition, Routledge Publishers, London, 2007.
11. F. N. Kerlinger, Foundations of Behavioural Research: Educational and Psychological Inquiry, Holt, Rinehart and Winston Inc., New York, 1964.
12. D. B. Van Dalen, Understanding Educational Research: An Introduction, Fourth Edition, McGraw-Hill Inc., New York, 1979.

2ND SEMESTER OF M.A. IN EDUCATION

C201: Theories & Practices of Educational Philosophy

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- understand the propositions of Indian, Oriental and Western Schools of Philosophy in Educational theories &practices,
- familiarize with the contributions of great Western thinkers to Educational Philosophy,
- realize the modern concept of Philosophy.

Course Contents:

Unit-I: Indian Schools of Philosophy: Carvaka, Vaiseshika, Vedanta with special reference to the concept of Knowledge (Vidya), Reality, Values, Dayanand Darshan and their Educational implications (Aims, Curriculum and Methods of Teaching).

Unit-II: Oriental Schools of Philosophy: Brahmanic, Buddhism, Jainism and Islamic tradition with special reference to the concept of Knowledge, Reality, Values and their Educational implications (Aims, Curriculum and Methods of Teaching).

Unit-III: **Western Schools of Philosophy:** Pragmatism, Existentialism, Marxism with special reference to the concept of Knowledge, Reality, Values and their Educational implications (Aims, Curriculum and Methods of Teaching).

Unit-IV: **Great Western Thinkers:** Contributions of Rousseau, Dewey, Bertrand Russell, A. N. Whitehead, Froebel, Montessori and Nel Noddings to Educational Philosophy.

Unit-V: **Modern Concept of Philosophy:** Logical analysis, Logical empiricism and Positive relativism (Morris L. Prigge).

References:

1. J. C. Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi, 2006.
2. S. P. Chaube & A. Chaube, Foundations of Education, Vikas Publications, New Delhi, 2010.
3. J. C. Aggarwal & S. Gupta, Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi, 2006.
4. S. H. Ansari, Philosophical Foundations of Education, Sanjay Prakashan, New Delhi, 2003.
5. J. C. Aggarwal, Philosophical Foundations of Education, Book Man Publishers, New Delhi, 2017.
6. Y. K. Singh, Philosophical Foundation of Education, APH Publishing House, New Delhi, 2007.

7. K. K. Shrivastava, Philosophical Foundations of Education, Kanishka Publishers, New Delhi, 2003.
8. S. C. Chatterjee & D. M. Datta, An Introduction to Indian Philosophy, Rupa Publications, Kolkata, 2012.
9. V. P. Verma, Studies in The Philosophy of Education, Gyan Books Pvt. Ltd., New Delhi, 2002.
10. J. Sinha, Outlines of Indian Philosophy, Central Book Agency, New Delhi, 2013.
11. V. R. Taneja, Educational Thoughts and Practices, Sterling Publishers Pvt. Ltd., New Delhi, 1995.
12. R. R. Rusk, The Philosophy Bases of Education, University of London Press, 1962.

C202: Theories & Practices of Educational Psychology

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about Concept, Nature, Theories & their Educational implications of Intelligence, Personality & Motivation,
- conceptualize distinguished significant terms of Psychology & their Educational Implications,
- acquaint with the concept of Mental Health & Hygiene,
- realize the necessities of Guidance & Counselling.

Course Contents:

Unit-I: Intelligence: Concept, Nature and Types - Theories & their Educational Implications (Spearman, Thurston, Guilford, Sternberg and Gardner) - Measurement of Intelligence.

Unit-II: Personality: Concept & Nature - Types of Personality Theories - Type Theory (Jung), Trait Theory (Allport & Big-five factors), Type-cum-Trait Theory (Eysenck), Psychoanalytic Theory (Freud), Gestalt Theory (Wertheimer & Koffka), Humanistic Theory (Maslow & Rogers), Learning theories of Personality (Bandura) and their Educational Implications - Measurement of Personality.

Unit-III: Motivation: Concept & Nature - Concept of Needs, Drives and Motives - Theories & their Educational Implications (Maslow, Weiner, McLelland andAtkinson).

Unit-IV: Significant Terms of Psychology: Concept, Nature and their Educational Implications - Problem Solving, Critical thinking, Metacognition, Attention, Memory, Creativity and Aptitude.

Unit-V: Mental Health & Guidance: Concept of Mental Health & Hygiene - Process of Adjustment, Conflicts and Defense Mechanism - Concept, Principles and Types of Guidance & Counselling - Tools & Techniques of Guidance (Records, Scales, Tests, Techniques and Interview) - Organizing Guidance services at different levels of education with Academic & Occupational Information, Testing, Counselling & Follow-up.

References:

1. S. K. Mangal, Advanced Educational Psychology, Prentice-Hall of India Pvt. Ltd., New Delhi, 2000.
2. S. K. Mangal, Essentials of Educational Psychology, Prentice-Hall of India Pvt. Ltd., New Delhi, 2011.
3. S. S. Chauhan, Advanced Educational Psychology, New Delhi, Vikas Publishing House Pvt. Ltd., New Delhi, 1996.
4. J. C. Aggarwal, Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi, 2011.
5. S. Dandapani, Advanced Educational Psychology, Second Edition, Anmol Publications Pvt. Ltd., New Delhi, 2001.
6. A. Anastasi & S. Urbina, Psychological Testing, Fourth Edition, Pearson Education, New Delhi, 2004.
7. A. Woolfolk, Educational Psychology, Nineth Edition, Pearson Education, New Delhi, 2004.
8. A. Woolfolk, G. Misra & A. K. Jha, Fundamentals of Educational Psychology, Eleventh Edition, Pearson Education, New Delhi, 2012.
9. E. R. Hilgard & G. H. Bower, Theories of Learning, Fourth Edition, Prentice-Hall of India Pvt. Ltd., New Delhi, 1977.
10. E. B. Hurlock, Adolescent Development, McGraw-Hill Inc., New York, U.S., 1973.

C203: Quantitative Methods in Educational Research

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- familiarize with basic treatment of data by Statistical & Graphical procedures,
- understand Normal Distribution & its uses,
- draw inferences through various Parametric & Non-parametric statistical procedures,
- assess the Degree of association through different types of Correlation,
- predict statistically through Regression analysis.

Course Contents:

Unit-I: Statistical Treatment of Data: Concept & Need of Statistics in Educational Research - Tabular & Graphical presentation of Data (Bar Diagram, Histogram, Polygon, Ogive and Pie Diagram) - Measures of Central Tendency (Mean, Median and Mode) - Measures of Dispersion (Range, Quartile deviation and Standard Deviation).

Unit-II: Normal Distribution: Concept, Characteristics and Uses - Normal Probability Curve - Deviation from normality (Skewness & Kurtosis) - Measures of relative positions - Sigma scores, Standard Scores (T & Z Scores), Percentiles and Percentile Rank.

Unit-III: Parametric Inferential Statistics: Concept of Hypothesis & Null Hypothesis - Concept & Measurement of Errors - Standard error, Confidence Interval, Fiduciary Limits, Level of Significance and interpretation, Degrees of Freedom - Type I & Type II Error - One-tailed & Two-tailed tests - Estimation of Statistic & Parameter - Parametric testing - *t* tests (Small &

Large; Independent & Correlated samples) - z test, One-way & Two-way ANOVA, ANCOVA and their Applications.

Unit-IV: Non-Parametric Inferential Statistics: Use of Non-Parametric tests - Chi-square test (Equality, Normality & Test of Independence), Median test, Mann-Whitney *U* test and Wilcoxon Test.

Unit-V: Relation & Prediction: Correlation - Pearson's Product Moment, Spearman's Rank, Biserial, Point Biserial, Tetrachoric, Phi-coefficient, Partial and Multiple Correlation - Significance of Correlation - Regression (Concept, Regression equation & Line; Multiple Regression and Prediction).

References:

1. S. K. Mangal, Statistics in Education & Psychology, Second Edition, Prentice Hall India Learning Private Ltd., New Delhi, 2002.
2. L. Koul, Methodology of Educational Research, Fourth Edition, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
3. H. E. Garrett, Statistics in Psychology and Education, Sixth Edition, Paragon International Publishers, New Delhi, 2009.
4. C. R. Kothari, Research Methodology: Methods and Techniques, New Age International Pvt. Ltd., New Delhi, 2004.
5. S. P. Sukhia, P. V. Mehrotra & R. N. Mehrotra, Elements of Educational Research, Allied Publishers Ltd., New Delhi, 1976.
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7. M. D. Gall, J. P. Gall & W. R. Borg, Educational Research-An Introduction, Eighth Edition, Pearson Education, Boston, MA, 2007.
8. J. W. Best & J. V. Kahn, Research in Education, Tenth Edition, Pearson Education, Boston, MA, 2006.
9. J. W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Approach, Fourth Edition, Pearson Education, Boston, MA, 2012.
10. L. Cohen, L. Manion & K. Morrison, Research Methods in Education, Sixth Edition, Routledge Publishers, London, 2007.
11. F. N. Kerlinger, Foundations of Behavioural Research: Educational and Psychological Inquiry, Holt, Rinehart and Winston Inc., New York, 1964.
12. D. B. Van Dalen, Understanding Educational Research: An Introduction, Fourth Edition, McGraw-Hill Inc., New York, 1979.

E204: Teacher Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about the basic concepts of Teacher Education,
- familiarize with theEvolution & Development of Teacher Education,
- conceptualize Pedagogy, Andragogy and their Assessments,
- analyse numerous Technologies used in Teacher Education programme,
- explore Teacher Education as a field of Research.

Course Contents:

Unit-I: Introduction to Teacher Education: Concept, Nature, Scope and Types of Teacher Education - Changing notion of Teachers in India (from Guru to Professional) - Teacher Training Vs Teacher Education - Teacher Education view point of Schulman, Deng and Luke & Habermas) - Models of Teacher Education (Behaviouristic, Competency-based and Inquiry Oriented) - Concept of Professionalism & Professional Organisations for various levels of Teachers and their Roles - Professional Ethics of Teachers and Teacher Educators.

Unit-II: Evolution and Development of Teacher Education: Concept, Purpose, Scope, Planning & Budgeting of Pre-service & In-service Teacher Education - Roles & Functions of DIET, SSA, RMSA, SCERT, NCERT, NCTE, UGC, NAAC, NUEPA and UNESCO as agencies of Teacher Education - Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning - Personal & Contextual factors affecting Teacher Development - Quality Enhancement for Professionalization of Teacher Education - Innovation in Teacher Education.

Unit-III: Pedagogy & Andragogy: Concept and Stages of Pedagogy - Concept & Need of Critical Pedagogy & its implications in Teacher Education - Organizing Teaching (Memory Level- Herbartian, Understanding Level- Morrison, Reflective Level- Bigge and Hunt) - Concept, Principles, Competencies of Andragogy - Theory of Andragogy (Malcolm Knowles, The Dynamic Model of Learner Autonomy).

Unit-IV: Assessment of Pedagogy & Andragogy: Pedagogy Assessment - Taxonomies of Instructional Objectives - Assessment of Cognitive (Anderson & Krathwohl), Affective (Krathwohl) and Psychomotor Domains (Dave) of learning - Meaning, Types and Criteria of Feedback Devices - Guidance as Feedback Devices (Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics and Competency Based Evaluation) - Andragogy Assessment - Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix) - Teacher Evaluation (Product, Process and Presage criteria) - Assessment of Teacher Prepared ICT Resources.

Unit-V: Technology in Teacher Education: Concept & Levels of teaching - Instructional Objectives - Lesson Planning, Learning Design, Pedagogical Analysis, Core teaching skills, TLMs, Micro teaching, Simulation, Role Playing and Action Research - Construction of Rubrics for Self and Peer evaluation - Methods of Teaching - Application of ICT in teaching-learning

situation - Teaching Internship & Evaluation - Reflective Teaching & its Strategies - Research on Teacher Education in India.

References:

1. J. C. Aggarwal, Teacher and Education in a Developing Society, Vikas Publishing House, New Delhi, 2010.
2. S. P. Sharma, Teacher Education, Principles, Theories and Practices, Kanishka Publishers, New Delhi, 2003.
3. D. B. Rao, Teacher Education in India, Discovery Publishing House, New Delhi, 2015.
4. R. Mohan, Teacher Education, PHI Learning Pvt. Ltd., New Delhi, 2011.
5. P. Aggarwal, Teacher Education, Saurabh Publishing House, New Delhi, 2010.
6. S. M. Tomar, Teacher Education: Making Education Effective, Isha Books, New Delhi, 2004.
7. L. Ali, Teacher Education, APH Publishing Corporation, New Delhi, 2011.
8. S. Pany & S. P. Mohanty, Teacher Education in India, Shipra Publication, New Delhi, 2014.
9. NCFTE, National Curriculum Framework of Teacher Education, New Delhi, 2009.
10. NCERT, Teacher Education for Curriculum Renewal, New Delhi, 2006.
11. NCTE, Policy Perspectives in Teacher Education, New Delhi, 1998.
12. B. Joyce & M. Weil, Models of Teaching, Seventh Edition, Allyn and Bacon, Boston, 2003.

E205: Educational Development in North Bengal

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about the Educational Development in different Districts of North Bengal during Pre-independence Period,
- explore the development of Primary, Secondary and Higher Education in North Bengal during Post-independence Period,
- analyse Educational Development among the Scheduled Tribes of North Bengal.

Course Contents:

Unit-I: Educational Development in Darjeeling District (Pre-independence Period): Background - Govt. effort to spread Education - Contribution of the Christian Missionaries in the development of Education - Contribution of Private Enterprise in promoting Education.

Unit-II: Educational Development in Cooch Behar District (Pre-independence Period): Background - Development of Primary, Secondary and Higher Education - Artisan School - Sanskrit Tol - Women Education - Muslim Education - Night School - Boarding Schools & Colleges - Religion & Social Position of the Students.

Unit-III: Educational Development in Jalpaiguri District (Pre-independence Period): Background - Development of Primary & Secondary Education - Training School - Education of Tea Garden Labourers' Children - Christian Missionaries activities.

Unit-IV: Development of Primary, Secondary & Higher Education in North Bengal (Post-independence Period): Contribution of the Christian Missionaries - Contribution of the family of Cooch Behar Prince - Contribution of Local Govt. & Private Enterprise in the Educational Development - Contribution of NBU in the Educational enlightenment of North Bengal.

Unit-V: Educational Development among the Scheduled Tribes of North Bengal: Various Scheduled Tribes of North Bengal & their Habitats - Their Occupation - Different forms of Tribal Language, Literature, Art and Culture - Available Educational Opportunities for the Scheduled Tribes & their Advancement.

References:

1. C. Chakraborty, Development of Education in Selected Districts of West Bengal with special reference to the Nineteenth Century, Ph.D. Thesis, NBU, 1988.
2. S. S. Choudhury, Education & Social Change among the Scheduled Tribes of North Bengal, Ph.D. Thesis, NBU, 1984.

3RD SEMESTER OF M.A. IN EDUCATION

C301: Educational Management & Administration

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about Management, Administration and Leadership in Education,
- conceptualize Change Management, Quality and Economics in Education,
- realize the necessities of Politics & Policies in Education.

Course Contents:

Unit-I: Educational Management & Administration: Concept, Principles, Functions and Importance - Institutional Management- Management as a System - Administration as a Process & a Bureaucracy - Human relations approach to Administration - Organisational Compliance, Development and Climate - POSDCORB, CPM, PERT, SWOT analysis and Taylorism.

Unit-II: Leadership in Educational Administration: Concept, Nature & Approaches to leadership (Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic) - Models (Blake-Mouton Managerial Grid, Fiedler's Contingency, Hersey-Blanchard, Tri-dimensional, Leader-Member Exchange Theory).

Unit-III: Change Management & Quality in Education: Concept & Need for Planned change & Quality in Education (Indian & International perspective) - Three-Step-Model of Change - The Japanese Models of Change (Just-in-Time & Poka yoke) - Evolution of Quality (Inspection, Quality Control, Quality Assurance, TQM and Six sigma) - Thinkers of Quality Management (Walter Shewart, Edward Deming and C.K. Pralhad).

Unit-IV: Economics of Education: Concept of Economics of Education, Educational Finance & Budgeting - Educational Finance at Micro & Macro Levels - Economic returns to Higher Education (Signaling Theory Vs Human Capital Theory) - Cost of Quality (Appraisal, Failure and Preventable Costs, Cost Benefit Analysis, Cost Effective Analysis) - Indian & International Quality Assurance Agencies - Objectives, Functions, Roles, Performance Indicators and Initiatives (NAAC, QCI, INQAAHE).

Unit-V: Politics, Policies and Education: Relationship between Politics, Policies and Education - Perspectives of Politics of Education (Liberal, Conservative and Critical) - Approaches (Behaviouralism, Systems Analysis and Rational Choice) - Education for Political Development & Socialization - Linkage between Educational Policy & National Development - Determinants & Process (Existing Situation Analysis, Generation & Evaluation of policy options, Policy Decision, Planning of policy implementation, Policy Impact Assessment and subsequent Policy Cycles).

References:

1. R. Jaygopal, Human resource development: Conceptual analysis and strategies, Sterling Publishing Pvt. Ltd., New Delhi, 1997.
2. R. P. Bhatnagar & V. Agarwal, Educational Administration, Supervision, Planning & Financing, R Lall Book Depot, Meerut, 2003.
3. A. Goel & S. L. Goel, Educational Administration and Management: An Integrated Approach, Deep & Deep Publications, New Delhi, 2009.
4. N. Bhatt, Higher Education Administration & Management, Sublime Publications, Jaipur 2004.
5. C. S. Premila, Educational planning & management, Sterling Publishers, New Delhi, 1994.
6. J. Mohanty, Educational Administration, Supervision and School Management, Deep and Deep Publications, New Delhi, 2002.
7. B. D. Bhat & S. R. Sharma, Education Administration: Emerging Trends, Kaniskha Publishing House, New Delhi, 2007.
8. E. Mark Hanson, Educational Administration and Organisational Behaviour, Allyn and Bacon, Boston, 1996.
9. T. Bush & L. Bell, The Principles and Practice of Educational Management, SAGE, U.K., 2002.
10. D. Middlewood & J. Lumby, Human resource management in schools and colleges, Paul Chapman, University of Michigan, 1999.

C302: Curriculum Construction

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about Knowledge, Curriculum and Syllabus,
- analyse Curriculum Construction, Change and Development,
- conceptualize the process of Curriculum Implementation & Evaluation,
- familiarize with National & International Curriculum Concerns,
- explore Modern Trends & Research in Curriculum.

Course Contents:

Unit-I: Knowledge & Curriculum: Concept of Knowledge, Distinguish between Knowledge & Information, Selection of Knowledge in designing Curriculum - Concept, Nature, Types and Components of Curriculum - Distinguish between Syllabus & Curriculum - Philosophical (National & Democratic), Sociological (Socio-cultural Reconstruction) and Psychological Bases (Learner's needs & interests).

Unit-II: Curriculum Construction & Development: Principles & Strategies of Curriculum Construction & Development - Concept, Types, Factors and Approaches to Curriculum Change - Role of students, teachers and Educational Administrators in Curriculum Change - Instructional System, Media, Techniques and Material in enhancing Curriculum Transaction - Traditional &

Contemporary Models (Academic/Discipline & Competency Based, Social Functions/Activities, Individual Needs & Interests, Outcome Based Integrative, Intervention and CIPP Models).

Unit-III: Curriculum Implementation & Evaluation: Concept, Nature and Models of Curriculum Implementation, Implementation as a Change Process - Curriculum Evaluation - Concept, Nature and Purpose of Evaluation, Approaches to Curriculum Evaluation (Scientific Vs Humanistic; Utilitarian Vs Intuitionist and Formative Vs Summative), Evaluations Models (Tyler, Stakes, Scriven and Kirkpatrick Models) - Human Issues of Curriculum Evaluation.

Unit-IV: National & International Curriculum Concerns: Recommendations of Basic Education, Mudaliar and Kothari Commissions - UGC Model Curriculum, NCF (1970, 1986 & 2005) and NCFTE (2009) - Vision in Curriculum Documents of NCERT & NCTE at Elementary, Secondary and Higher Secondary Levels - International Scenario in Curriculum Construction (Finland, Australia, China and USA) - Curriculum Framework Guidelines of UNESCO (Learning: The Treasure Within) & their Implications for Curriculum.

Unit-V: Modern Trends & Research in Curriculum: Transaction & Evaluation of curriculum in Open & Distance Education - Leaning materials preparation for ODL & Massive Open Online Courses - Self-learning packages, Modules preparation - E-learning (Offline, Online, Synchronous, Asynchronous, Blended Learning and Mobile Learning), E-inclusion, E-portfolios and E-content Development - Quality of E-learning & its Measurement - Net Benefits (D&M IS Success Model, 2003) - Ethical Issues for E-learner & E-teacher - Research in Curriculum Construction, Development & Evaluation.

References:

1. J. C. Aggarwal & S. Gupta, Curriculum Development, Shipra Publications, Delhi, 2005.
2. N. Bhalla, Curriculum Development, Authorspress, New Delhi, 2007.
3. H. Taba, Curriculum development; Theory and Practice, Harcourt, Brace & World, New York, 1967.
4. D. F. Walker, Fundamentals of Curriculum: Passion & Professionalism, Routledge, New York, 2010.
5. C. J. Marsh, Key Concepts for understanding curriculum, Routledge, New York, 2009.
6. A. C. Ornstein, E. G. Pajak, & S. B. Ornstein, Contemporary Issues in Curriculum, Sixth Edition, Pearson, London, 2015.
7. M. Print, Curriculum development and design, Second Edition, Allen and Unwin, Australia, 1993.
8. I. F. Goodson, Studying Curriculum: Cases and Methods, Open University Press, U.K., 1994.
9. A. V. Kelly, The Curriculum: Theory and Practice, SAGE, London, 2009.

C303: History of Indian Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- conceptualize the features of Education in Ancient & Medieval India,
- familiarize with the Education in India during British Rule,
- acquire the knowledge about Education in Post-Independent India,
- recognize the importance of recent initiatives in the field of Indian Education.

Course Contents:

Unit-I: Education in Ancient India: Objectives, Agencies, Curriculum, Discipline, Teacher and Teaching Methods in Vedic & Buddhist Education - Educational Institutions & Centres of Higher Learning in Ancient India.

Unit-II: Education in Medieval India: Objectives, Agencies, Curriculum, Discipline, Teacher and Teaching Methods in Brahmanic & Islamic Education in the Medieval India.

Unit-III: Education in India during British Rule: Recommendations of Early Missionary Activities & Raja Rammohan Roy - Adam's report (1835-1838) - Macaulay's Minutes (1835) - Wood's Despatch (1854) - First Indian Education Commission or Hunter Commission (1882) - Indian Universities Commission (1902) & Indian Universities Act (1904) - Calcutta University Commission or Sadler Commission (1917-19) - Basic Education & Zakir Hussain Committee (1938) - Post-war Education Commission or Sergeant Report (1944).

Unit-IV: Education in Post-Independent India: Recommendations of University Education Commission or Radhakrishnan Commission (1948-1949) - Secondary Education Commission or Mudaliar Commission (1952-1953) - National Education Commission or Kothari Commission (1964-1966) - National Policy on Education (1986) - Programme of Action (1992).

Unit-V: Recent Initiatives in Indian Education: Delor's Commission (1996) - National Commission on Teachers (1999) - SSA (2000) - NCF (2005) - National Knowledge Commission (2007) - Yashpal Committee Report (2009) - NCFTE (2009) - Right to Education Act (2009) - Justice Verma Committee Report (2012) - RUSA (2013) - NPE Draft (2016) - Functions of CABE, NUEPA, DEB, DIET and SCERT - Role of UGC, NAAC, NCTE and NCERT for the promotion of Quality Education in India.

References:

1. B. R. Purkait, Milestone in Modern Indian Education, New Central Book Agency, New Delhi, 2012.
2. S. Nurullah & J. P. Naik, A Students' History of Education in India, Macmillan Publishers India, Mumbai, 2000.
3. A. S. Altekar, Education in Ancient India, Gyan Books, New Delhi, 2010.
4. S. P. Chaube, History of Education in India, Ram Narain Lal Beni Madho, Allahabad, 1965.

5. S. C. Ghosh, The History of Education in Modern India (1757-2012), Fourth Edition, Orient Blackswan Pvt. Ltd., New Delhi, 2013.
6. E. Sreedharan, A Textbook of Historiography 500 B.C. to A.D. 2000, Orient Longman, New Delhi, 2004.
7. R. Thapar, The Past as Present: Forging Contemporary Identities Through History, Aleph Book Company, New Delhi, 2014.
8. J. C. Aggarwal, Modern Indian Education: History, Development and Problems, Fourth Edition, Shipra Publications, New Delhi, 2008.
9. J. C Aggarwal & S. Gupta, Secondary Education and Management: History, Problems and Management, Shipra Publications, New Delhi, 2008.
10. J. C. Aggarwal, Landmarks in the History of Modern Indian Education, Seventh Edition, Vikas Publishing House Pvt. Ltd., New Delhi, 2013.
11. M. S. Khan, Education, Religion and Modern Age, APH Publishing House, New Delhi, 2010.
12. R. K. Mookerji, Ancient Indian Education: Brahmanical & Buddhist, Eighth Edition, Motilal Banarsidass, New Delhi, 2016.
13. F. E. Keay, Ancient Indian Education: An Inquiry into Its Origin, Development, and Ideals, Oxford University Press, London, 1918.

E304: Educational Measurement and Evaluation

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about Educational Measurement, Tests and Evaluation,
- familiarize with the tools of Measurement,
- explore new trends in Evaluation.

Course Contents:

Unit-I: Educational Measurement: Concepts, Nature and Principles - Scales of Measurement - Validity (Concept, Types and Measurement) - Reliability (Concept & Measurement) - Norms (Concept, Types and Measurement) - Objectivity (Concept & Characteristics) - Errors in Measurement.

Unit-II: Educational Evaluation: Concept, Nature and Principles - Evaluation & Instructional process - Relationship between Measurement & Evaluation - Importance of Evaluation in Education - Modes of Evaluation (Maximum & Typical performance; Fixed choice & Complex performance; Formative, Summative and Diagnostic evaluation).

Unit-III: Educational Tests: Concept, Types, Uses and Limitation - Difference between Test, Examination and Evaluation - Test-Item writing, selection and Administration of Test - Item analysis (Concept, Uses, Problems, Difficulty index and Discrimination power) - Steps in Test Standardization - Characteristics of a good Test.

Unit-IV: Tools of Measurement: Achievement Test (Concept, Classification and Uses) - Taxonomy of Educational Objectives & Procedure for Achievement Test Construction - Essay-type Tests (Merits & Demerits) - Objective Tests (Types, Merits and Demerits) - Intelligence Tests - Aptitude Tests - Personality Tests - Interest Inventories - Attitude Scales - Diagnostic Tests - NRT & CRT.

Unit-V: New Trends in Evaluation: Grading, Semester, CCE, CRC, Question Bank and Computers in Evaluation - Factor Analysis - Path Analysis - Concept & Analysis of data using Software such as Excel & SPSS.

References:

1. A. K. Singh, Tests, Measurements and Research Methods in Behavioural Sciences, Bharati Bhawan, New Delhi, 2009.
2. B. Asthana, Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra, 2016.
3. R. Mohan, Measurement, Evaluation and Assessment in Education, PHI Learning, New Delhi, 2016.
4. J. Vidyasagar, Measurement and Evaluation in Education, Neelkamal Publications, Hyderabad, 2016.
5. M. Goswami, Measurement and Evaluation in Psychology and Education, Neelkamal Publications, Hyderabad, 2011.
6. R. L. Thorndike & E.P. Hagen, Measurement and Evaluation in Psychology and Education, Fourth Edition, Wiley Eastern Private Ltd., New Delhi, 1979.
7. R. L. Ebel & D. A. Frisbie, Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd., New Delhi, 1991.
8. M. J. Allen & W. M. Yen, Introduction to Measurement Theory, Waveland Press Inc. Illinois, 2004.
9. M. D. Miller, R. L. Linn & N. E. Gronlund, Measurement and Assessment in Teaching, Eleventh Edition, Pearson Education, London, 2013.

E305: Comparative Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about the basic concepts of Comparative Education,
- conceptualize the approaches and theories of Comparative Education,
- analyse the perspectives in Comparative Education,
- distinguish between various stages & types of Education across Nations.

Course Contents:

Unit-I: Basics of Comparative Education: Concept, Nature, Scope and Importance - Factors of Comparative Education (*1. Natural* - Racial, Linguistic, Historical, Geographical, Economic, Political and Social; *2. Spiritual* - Religious, Philosophical and Moral; *3. Secular* - Humanism,

Socialism, Nationalism and Democracy) - Comparative Education as an Academic & Applied discipline of Education.

Unit-II: Approaches & Theories of Comparative Education: Approaches of Comparative Education (Philosophical, Historical, Sociological, Psychological and Scientific Approaches) - Comparative perspectives of Kandel-Bereday's Area Studies - Bray & Thomas Cube-Multi-Level Analysis.

Unit-III: Perspectives in Comparative Education: National & International Role & Programmes of UNO & UNESCO for Quality improvement of Education - Comparative issues in Educational Administration of India, US, UK, Japan and South Asian countries (China & Singapore) - Inter-state Comparison of India regarding Educational Administration - Professional Societies (WCCES & Regional Organisations).

Unit-IV: Stages of Education across Nations: Comparative study of the Primary, Secondary and Higher Education system of USA, UK, Japan, and India.

Unit-V: Types of Education across Nations: Comparative study of Vocational, Distance, Adult and Teacher Education system of Australia, UK, China, and India.

References:

1. A. Chaube & S. P. Chaube, Comparative Education, Vikas Publishing, New Delhi, 2001.
2. B. C. Rai, Comparative Education, Prakashan Kendra, Lucknow, 1972.
3. B. K. Chakravarti, A Text book of Comparative Education, Dominant Publishers and Distributors Pvt. Ltd., New Delhi, 2012.
4. Y. K. Sharma, Comparative Education: A Comparative Study of Educational Systems, Kanishka Publishers, New Delhi, 2004.
5. T. S. Sodhi, Text book of Comparative Education, Vikash Publishing House Pvt. Ltd., New Delhi, 1998.
6. P. K. Kubow & P. R. Fossum, Comparative Education: Exploring Issues in International Context, Pearson, London, 2007.
7. D. Rowntree, Exploring Open and Distance Learning, Routledge, London, 1996.

OE306: Environmental Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about the basic concepts of Environmental Education,
- familiarize with the Agencies & Curriculum of Environmental Education,
- conceptualize various policies & programmes of Environmental Education,
- analyse strategies of Environmental Management & Sustainable development,
- know about Population Dynamics & Family life Education.

Course Contents:

Unit-I: Introduction to Environmental Education: Concept of Environment & Ecosystem - Concept, Scope, Objectives, Approaches and Methods of Environmental Education - Environmental Awareness & Attitude change - Impact of Environment in Child, Social and Psychological Development - Environment Management & Training (Concept, Dimensions and Approaches) - Disasters (Concept, Types and Management) - Environmental Degradation - Environmental Pollution (Concept, Types and Remedial Measures) - Social Movement for Conservation of Environment - Recycling and Consumerism of waste products - Environmental Management (Functions & Characteristics).

Unit-II: Agencies & Curriculum of Environmental Education: Agencies of Environmental Education (Formal, Non-formal, Governmental and Non-Governmental Agencies) - Mass Media (Newspaper, Radio, Electronic media and others) - Curriculum of Population & Environmental Education - Integration & Correlation of curriculum - Environmental Education for Primary, Secondary, Higher Education and Teacher Education - Environmental Education & Co-curricular activities.

Unit-III: Indian & Global Perspectives: Environmental Education in India - Present Status & Initiatives for the Environmental development - Environmental Laws, Policies and Acts - Role of UNESCO, UNEP, NCERT and NGOs in protecting the Environment - EIA - Environmental Ethics - Global Environmental Issues (Ozone Layer Depletion, Green House Effect and Acid Rain) - Need for Conservation, Preservation and Protection of rich Environmental Heritage - Researches on Environmental Education.

Unit-IV: Population Dynamics: Concept, Objectives, Components and Characteristics - Population explosion & its effect on Environment - Population control measures - Family Life Education, Health Education and Reproductive health.

Unit-V: Sustainable Development: Meaning, Components, Dimensions and Need of Sustainable Development - Paradigm shift from Environmental Education to Sustainable Development - Four Pillars of Sustainable Development by UNESCO - Sustainable Development Goals (SDGs) & NITI Ayog - Kalam's Vision 2020 & PURA - Sen's Capability Approach - Swachch Bharat Abhiyan - Corporate Social Responsibility (CSR) - Community Colleges as reflections of Innovative Ideas, Policies, and Programmes of Sustainable Development.

References:

1. S. P. Agarwal & J. C. Aggarwal, Environment Protection, Education and Development, New Concepts Publishers, New Delhi, 1996.
2. K. K. Srivastava, Environmental Education: Principles, Concepts and Management, Kanishka Publishing House, New Delhi, 2013.
3. V. K. Rao & R. S. Reddy, Environmental Education, Commonwealth Publishers, New Delhi, 2004.
4. B. L. Sharma & V. K. Maheshwari, Education for Environment and Human Values, R. Lall Book Depot, Meerut, 2002.
5. R. A. Sharma, Environmental Education, R. Lall Book Depot, Meerut, 2015.
6. V. K. Rao, Population Education, APH Publishing Corporation, New Delhi, 2001.
7. J. C. Aggarwal, Population Education, Shipra Publications, New Delhi, 2009.
8. R. C. Chandna, Geography of Population: Concepts, Determinants and Patterns, Kalyani Publishers, Ludhiana, 2015.
9. B. L. Raina, Population Policy, B. R. Publishing Corporation, New Delhi, 1988.
10. V. C. Pandey, Population Education, Gyan Publishing House, New Delhi, 2005.
11. P. Neal & J. Palmer, The Handbook of Environmental Education, Routledge, London, 1994.

OE307: Women Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about Women Studies & Education,
- conceptualize the concept of Feminism,
- know about the Justice for Women,
- explore Women Education as a field of Research.

Course Contents:

Unit-I: Education for Women: Concept, Need and Scope of Women Education - Gender bias in Curriculum & its Implementation; Enrolment & Dropouts; Educational Values - Vocational, Adult, Distance and Teacher Education of Women.

Unit-II: Women Studies: Concept, Need and Scope - Women Studies as an Academic Discipline - Women Movements (Pre-independent, Post-independent and Current movements of Women) - Recommendations of National Commissions & Committees for Women - Duties & Responsibilities of Government Organisations & NGOs regarding Women & Child care.

Unit-III: Feminism: Concept, Nature and Types (Liberal, Marxist Feminism, Radical and Socialist Feminism) - Family, Caste, Class, Culture, Religion, Social System and Exploitation of Indian Women.

Unit-IV: Justice for Women: Indian Constitutional provisions for Women - Legal protection for Women - Personal Laws - Labour Laws - Violence against Women - Human Trafficking - Human Rights for Women - Impact of Media on Women.

Unit-V: Research on Women Education: Significance & Limitations of Research in Women Education - Research Design & Methods - Survey, Diagnostic, Action Research and Case Studies.

References:

1. K. Roy, The Power of Gender and the Gender of Power: Explorations in Early Indian History, Oxford University Press, New Delhi, 2010.
2. N. Tiwari, Panchayati Raj & Women Empowerment, New Century Publications, New Delhi, 2016.
3. J. A. S. Sen, Trafficking in Women and Children: Myths and Realities, Concept Publishing Company Pvt. Ltd., New Delhi, 2009.
4. R. Nandlal, Destiny of Women, Abhishek Publications, New Delhi, 2005.
5. D. Chakraborty, Atrocities on Indian Women, Ashish Publication House, New Delhi, 1999.
6. N. Mishra, Woman Laws against Violence and Abuse, Pearl Books, New Delhi, 2008.
7. A. Desai, Women Teacher Training, Alpha publication, New Delhi, 2008.
8. C. Rajkumari, Women's Resource and National Development: A Perspective, Sterling Publishers Pvt. Ltd., New Delhi, 1992.
9. G. Srivastava, Women's Education in India - Issues and Dimensions, Concept Publishing Company Pvt. Ltd., New Delhi, 2005.

4TH SEMESTER OF M.A. IN EDUCATION

C401: Educational Technology

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about the basic concepts of Educational Technology,
- conceptualize Instructional Design & Models of Teaching,
- analyse the role of Educational Technology in Communication & Classroom Interaction,
- explore various Teaching Aids & emerging trends of Educational System.

Course Contents:

Unit-I: Basics of Educational Technology: Concept, Nature, Scope and Significance- Hardware, Software and Systems Approach - Types & Forms of Educational Technology- Cybernetics - Difference between Teaching & Instruction; Conditioning & Training - Levels & Phases of Teaching - Teaching Skills & Methods - Microteaching - Simulation - Programmed Instruction - Task analysis - Team Teaching.

Unit-II: Instructional Design: Learning Theories and Instructional Strategies (Large Vs Small & Formal Vs Non-formal Groups) - Systems Approach to Instructional Design & its Models (ADDIE, ASSURE, Dick & Carey, Charlotte Mason, Gagne's Nine Events of Instruction and Five E's of Constructivism).

Unit-III: Models of Teaching: Characteristics, Types and Elements of a Teaching Model - Glaser's Basic Teaching Model - Advance Organizer Model - Concept Attainment Model - Inquiry Training Model.

Unit-IV: Communication and Classroom Interaction: Basic Communication Model - Flander's Interaction Analysis - ICT (Concept, Characteristics, Application, Evaluation, Administration and Research) - Virtual Communications in Social Networking Sites (Role, Advantages and Disadvantages) - Social Learning, Use of web 2.0 tools, Social Networking, Blogs and Chats - Online Repositories & Libraries - Online & Offline assessment tools (Online survey tools or Test generators).

Unit-V: Teaching Aids & Trends of Educational System: Teaching Aids & Role of Teacher - Edgar Dale's Model - Classification of TLMs - Applications of Educational Technology in Formal, Non-formal, Informal and Inclusive education systems - Emerging Trends in Educational Technology (Smart Classroom, Language Laboratory, Teleconferencing, CCTV, INSAT, EDUSAT, Internet and Broadband)- CAI, CAL, CBT, CML and CAE - Significance of Virtual & Mass Media in Education - Researches in Educational Technology.

References:

1. J. C. Aggarwal, Essentials of Educational Technology, Vikas Publishing, New Delhi, 2014.
2. S. K. Mangal, Essentials of Educational Technology, PHI Learning, New Delhi, 2009.
3. Y. K. Singh, T. K. Sharma & B. Upadhyay, Education Technology: Teaching Learning, APH Publishing, New Delhi, 2008.
4. S. Ratnajeevan, Information and Communications Technology for Teachers, Foundation Books, New Delhi, 2005.
5. T. M. Srinivasan, Use of Computers and Multimedia in Education, Aavishkar Publications, New Delhi, 2002.
6. I. Thamarasseri, Information and Communication Technology in Education, Kanishka Publishers, New Delhi, 2009.
7. B. R. Joyce, M. Weil & E. Calhoun, Models of Teaching, Seventh Edition, Allyn and Bacon Publishers, Boston, 2004.
8. R. E. Mayer, Multimedia Learning, Second Edition, Cambridge University Press, New York, 2009.
9. M. J. Rosenberg, E-learning: Strategies for Delivering Knowledge in the Digital Age, McGraw-Hill, New York, 2001.

C402: Inclusive Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding and Teaching Strategies of Inclusive Education,
- realize the Necessities & Procedures of Educational Empowerment of Disadvantaged Sections & Marginalized Genders,
- familiarize with the Policies, Legislations and Research in Inclusive Education in India.

Course Contents:

Unit I: Basics of Inclusive Education: Concept, Principles and Scope - Factors Affecting Inclusive Education - Children at Risk for Exclusion from Education System & Need of Early identification and Assessment - Target Groups (Diverse learners, Marginalized group and Learners with Disabilities) - Concept of Impairment, Disability and Handicap - Classification of Disabilities based on ICF Model, Readiness of School & Models of Inclusion - Concept, Nature, Causes, Prevention and Types of disabilities - Educational Needs & Evaluation Methods of Differently Abled - Evolution of the Philosophy: Special, Integrated and Inclusive Education.

Unit II: Teaching Strategies for Inclusion: Role of Teachers & other Stakeholders of Education System in Creating an Inclusive Classroom - Infrastructure, HR, Instructional Design, Curricular Adaptations and Adaptive Technology for Diverse Learners - Process for Inclusive Classroom (Individualized Education Plan & Remedial Teaching).

Unit III: Policy and Legal Perspectives for Inclusion: Indian Constitutional Provisions - Policies, Legislations (NPE, 1986; POA, 1992; Rehabilitation Council of India Act, 1992; PWD,

1995; SSA, 2001; NCF, 2005; National Policy of Disabilities, 2006 & UNCRPD) and its Implication.

Unit IV: Educational Empowerment of Disadvantaged Sections: Problems, Present Status, Schemes and Programmes for Educational Empowerment of CWSNs, Minorities, Women, Third Gender, SCs, STs, OBCs and Socio-Economic-Cultural-Geographical Disadvantaged Sections - Related Recommendations of Indian Education Commissions & Committees.

Unit V: Inclusive Education in India: Attitudinal, Social & Ethical Issues and Barriers & Facilitators of Inclusive Education in India - Research Trends of Inclusive Education in India.

References:

1. S. S. Chauhan, Education of Exceptional Children, Indus Publishing Company, New Delhi, 1989.
2. N. Dash, Inclusive Education, Atlantic Publication, New Delhi, 2006.
3. M. Jha, Inclusive Education for All: Schools without Walls, Pearson Education India, Noida, 2007.
4. M. N. G. Mani, Inclusive Education in Indian Context, IHRDC, Sri Ramakrishna Mission Vidyalaya, Coimbatore, 2000.
5. B. Punani, N. S. Rawal and J. Sajit , Manual for Community Based Rehabilitation, Blind People's Association, Ahmedabad, 2004.
6. P. L. Sharma, Planning Inclusive Education in Small Schools, RIE Mysore, Mysore, 2003.
7. S. K. Yadav, Education of Scheduled Castes, Commonwealth Publishers, New Delhi, 1981.
8. S. K. Chatterjee, Educational Development of Scheduled Castes: Looking Ahead, Gyan Publishing House, New Delhi, 2001.
9. N. Dash, Inclusive Education for Children with Special Needs, Atlantic Publication, New Delhi, 2006.
10. M. Ainscow & T. Booth, The Index for Inclusion: Developing Learning and Participation in Schools, Centre for Studies in Inclusive Education, Bristol, 2003.
11. A. M. Baver & M. Shea, Teaching Exceptional Students in Your Classroom, Allyn and Bacon, Boston, 1989.

E403: Guidance & Counselling

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about Guidance & Counselling services & their organisation,
- familiarize with Mental Health,
- conceptualize Adjustment & Maladjustment.

Course Contents:

Unit I: Concept of Guidance: Concept, Characteristics, Need and Scope of Guidance - Types of Guidance (Personal, Educational and Vocational Guidance for Exceptional children) - Steps in Guidance - Management of resources in Guidance programme - Skill of using ICT, Internet and Resource sharing.

Unit II: Organization of Guidance Services: Individual & Group Guidance Services - Organization of Guidance Service at Different Levels of Education (Primary, Secondary and Higher Education Level) - Tools used in Guidance for Data Collection (Cumulative Records, Rating Scales, Interview, Psychological Tests and Online Testing) - Role of Home, School and Community in Providing Guidance Service.

Unit III: Counselling Services: Concept, Characteristics, Need and Scope of Counselling - Types of Counselling (Individual, Group, Directive, Non-Directive and Eclectic) - Areas of Counselling (Clinical, Personal, Marital and Rehabilitation) - Approaches of Counselling (Albert Ellis's REBT & Carl Rogers's Humanistic-Person-centred Counselling) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality) - Qualities of an Effective Counsellor - Organization of Counselling Service for Special Children, Career Planning, Stress Management and Coping.

Unit IV: Mental Health: Counselling for Attention Deficit, Hyperactivity, Sleeping Disorder, Anxiety, Phobia, Conduct Disorder, Disrupt Behaviour Disorder and Adolescent Problems - Role of Parents, Teachers and Guidance Personnel in promoting Mental Health.

Unit V: Adjustment and Maladjustment: Concept of Adjustment - Adjustment & Adaptability - Psychodynamic & Socio-cultural concept of Adjustment - Criteria of good Adjustment - Concept of Maladjustment - Conflict & Frustration - Biological & Environmental Maladjusted Pattern of Behaviour in Childhood & Adolescence and their Counselling.

References:

1. S. P. Sharma, Career Guidance and Counselling: Principles and Techniques, Kanishka Publishers, New Delhi, 2009.
2. R. Aggarwal, Educational, Vocational Guidance and Counselling: Principles, Techniques and Programmes, Shipra Publication, New Delhi, 2006.
3. R. Aggarwal, Elementary Guidance and Counselling, Shipra Publication, New Delhi, 2010.
4. R. L. Gibson & M. H. Mitchell, Introduction to Counselling and Guidance, Prentice Hall, New Delhi, 2015.
5. S. K. Kochhar, Educational and Vocational Guidance in Secondary Education, Sterling Publications, New Delhi, 2007.
6. S. S. Mathur, Fundamentals of Guidance & Counselling, Second Edition, Aggarwal Publication, Agra, 2007.
7. K. Geldard & D. Geldard, Counselling Children: A Practical Introduction, SAGE, Great Britain, 2011.
8. G. Proctor, Values and Ethics in Counselling and Psychotherapy, SAGE Publication Ltd., U.K., 2014.
9. D. Tantam, Emotional Well-Being and Mental Health: A Guide for Counsellors and Psychotherapists, SAGE Publication Ltd., U.K., 2014.

E404: Special Education

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- develop understanding about the basic concepts of Special Education,
- familiarize with the Education of Physically & Mentally Exceptional Children,
- conceptualize Education of Backward & Delinquent Children,
- explore the Policies & Provisions of CWSNs.

Course Contents:

Unit I: Basics of Special Education: Concept, Need, Problems, Types and related Characteristics of CWSNs - Need of early Identification & Assessment - Concept, Nature, Scope, Types and Basic Principles of Special Education - Historical Background of Special Education in India & abroad.

Unit II: Education of Physically Exceptional Children: Concept, Types, Characteristics, Identification, Causes and Problems of Physically Exceptional Children (Neurological-Loco-Motor Challenged, Visually Impaired, Speech-Hearing Impaired, Cerebral Palsy, Autism Spectrum Disorder and Multiple Disabilities) - Required Teaching Strategies, Curriculum adaptation, Classroom Management, Peer-tutoring, Co-operative learning, Use of ICT and Individualised Education Programme (IEP).

Unit III: Education of Mentally Exceptional Children: Concept, Types, Characteristics, Identification, Causes and Problems of Mentally Exceptional Children (Mentally Retarded, Learning Disabilities, Gifted, Emotionally Disturbed & Multiple Disabilities) - Required Teaching Strategies, Curriculum adaptation, Classroom management, Peer-tutoring, Co-operative learning, Use of ICT and IEP.

Unit IV: Education of Backward & Delinquent Children: Concept, Types, Characteristics, Identification, Causes and Problems of Backward & Delinquent Children - Required Teaching Strategies, Curriculum adaptation, Classroom management, Peer-tutoring, Co-operative learning, Use of ICT and IEP.

Unit V: Policies & Provisions of CWSN: Constitutional Provisions - POA (1992) - Central & State Government Schemes, Policies and Provisions for CWSNs - Disability Act (1995), PWD Act (1995), National Trust Act (1999), SSA (2001), RTE Act (2009) and Rights of Person with Disabilities (2016) - Apex Bodies on Special Education (RCI, NIMH, NIVH and NIOH) - Rehabilitation Council of India, Ministry of Social Justice & Empowerment and National Institutes for Handicapped - Rehabilitation of CWSNs (Role of Peers, Family, Community, Government and NGOs).

References:

1. S. S. Chauhan, Advanced Educatonal Psychology, Vikas Publishing House, New Delhi, 1993.

2. S. K. Mangal, Educating Exceptional Children: An Introduction to Special Education, PHI Learning Pvt. Ltd., New Delhi, 2007.
3. R. Agrawal, Education for Disabled Children, Shipra Publications, New Delhi, 2011.
4. K. C. Panda, Education of Exceptional Children, Vikas Publication, New Delhi, 1997.
5. B. Punani & N. S. Rawal, Visual Impairment Hand Book, Blind People's Association, Ahmedabad, 2000.
6. R. S. Pandey & Lal Advani, Perspectives in Disability and Rehabilitation, Vikas Publishing House, New Delhi, 1995.
7. L. G. Cohen & L. J. Spenciner, Assessment of Children and Youth with Special Needs, Pearson Education, New Delhi, 2009.
8. J.G. Richardson, J. J. W. Powell, Comparing Special Education: Origins to Contemporary Paradoxes, Stanford University Press, USA, 2011.
9. D. P. Hallahan & J. M. Kauffman, Exceptional Learners: An Introduction to Special Education, Oxford University Press, Oxford, 2010.
10. A. M. Baver & M. Shea, Teaching Exceptional Students in Your Classroom, Allyn and Bacon, Boston, 1989.

C405: Dissertation

Maximum Marks: 100 **Learning Hours: 64**

Course Objectives:

On completion of the course, it is expected that the students will be able to:

- review related Literature,
- select a Research Problem,
- formulate Research Questions or Hypothesis,
- collect Primary or Secondary Data,
- analyse the data and interpret the Analysis,
- discuss the Findings,
- write the Research Report,
- explore and enrich in Research field,
- communicate with others about his/ her Research.

Procedure & Evaluation of Dissertation:

Each student will select a Research Problem from his/ her own choice. After submission of the final Research Report students will be evaluated on the basis of the Report and Viva-Voce.