

SYLLABUS OF
M. A. IN
EDUCATION
(CBCS)

DEPARTMENT OF EDUCATION
THE UNIVERSITY OF BURDWAN
BURDWAN

YEAR 2020

PROGRAMME OUTCOMES

Sl. No.	After Completing the Program, the learners will be able to:	Level of Cognitive Outcome
1	Apply Philosophical, Sociological, Psychological theories in solving Educational Problems.	Applying
2	Articulate Global Issues such as Inclusiveness, Sustainability, Human Rights etc.	Understanding
3	Use the knowledge of Historical, Political and Economical perspectives of Education in addressing the Regional, National and Global Issues	Applying
4	Plan and Design Curriculum wherever and whenever needed	Creating
5	Use the technological competency in education and in other real life situation	Applying
6	Use the learnt research competency in solving immediate and long term educational problems	Applying
7	Use the knowledge of community outreach activity in solving social problems	Applying

M.A. in Education (2 Years) Structure Template

Semester	Course Code	Course Type	Course Status	Marks Distribution(End Sem. + Int. Asst)	Credit Value of the Course
I	EDN-101	Theory	Philosophical Foundations of Education	40+10=50	5
	EDN-102	Theory	Psychological Foundations of Education	40+10=50	5
	EDN-103	Theory	Sociological Foundations of Education	40+10=50	5
	EDN-104	Theory	Historical, Political and Economic Foundations of Education	40+10=50	5
	EDN-105	Theory	Theoretical Foundations of Research	40+10=50	5
	Sem. - Total			250	25
II	EDN-201	Theory	Assessment in Education	40+10=50	5
	EDN-202	Theory	Pedagogy and Andragogy in Education	40+10=50	5
	EDN-203	Theory	Inclusive Education	40+10=50	5
	EDN-204	Theory	Teacher Education	40+10=50	5
	EDN-205	Theory	Applied Educational Research	40+10=50	5
	Sem. - Total			250	25
III	EDN-301	Theory	Educational Technology	40+10=50	5
	EDN-302	Theory	Dissertation – I	40+10=50	5
	EDN-303	Theory	Education for Sustainable Development –I / Comparative Education - I / Value and Human Rights Education– I / Guidance and Counseling in Education-I	40+10=50	5
	EDN-304	Theory	Yoga and Health Education -I/ Life-Skill Education-I/ ICT in Education – I/ Lifelong Education–I	40+10=50	5
	EDN-305	Theory	Inter-disciplinary Elective / SWAYAM	40+10=50	4

	Sem. - Total			250	24
IV	EDN-400	Practica 1	Community Outreach Activity	10+10=20	2
	EDN-401	Theory	Curriculum Studies	40+10=50	5
	EDN-402	Theory	Management and Leadership in Education	40+10=50	5
	EDN-403	Theory	Education for Sustainable Development –II/ Comparative Education - II/ Value and Human Rights Education– II / Guidance and Counseling in Education-II	40+10=50	5
	EDN-404	Theory	Yoga and Health Education -II/ Life-skill Education-II/ICT in Education – II/ Life- Long Education-II	40+10=50	5
	EDN-405	Practica 1	Dissertation -II	40+10=50	5
	Sem. - Total			270	27
Program Total				1020	101

SEMESTER - I
Duration: Six months

Course Code	Course Type	Course Status	Marks Distribution(End Sem. + Int. Asst)	Credit Value of the Course
EDN-101	Theory	Philosophical Foundations of Education	40+10=50	5
EDN-102	Theory	Psychological Foundations of Education	40+10=50	5
EDN-103	Theory	Sociological Foundations of Education	40+10=50	5
EDN-104	Theory	Historical, Political and Economic Foundations of Education	40+10=50	5
EDN-105	Theory	Theoretical Foundations of research	40+10=50	5
Sem. – Total			250	25

EDN – 101: Philosophical Foundation of Education

Full Marks: 50(40 marks theory+10 marks internal) (Lecture Hours: 80)

Course Outcomes

After completing the course, the students will be able to

- ✓ Understand the contributions of Philosophy in the discipline of Education. .
- ✓ Decipher the contributions of different schools of Indian Philosophy in the field of education.
- ✓ Understand the impact of Western School of Philosophy on Indian Education.
- ✓ Acquaint themselves with the contributions of some Indian and Western Educational Thinkers.

Contents

Unit – I: Education and Philosophy

Concept and definition of Education and Philosophy; Meaning, Nature and Scope of Educational Philosophy; Relationship between Education and Philosophy; Educational Philosophy and Philosophy of Education; Nature of Indian Philosophy

(7 Lecture)

Unit – II: Indian Schools of Philosophy and Education

Orthodox Schools: Samkhya, Yoga, Nyaya, Vaisesika, Mimamsa and Vedanta

Heterodox Schools: Buddhism, Jainism and Charvaka

Islamic Traditions

(With special reference to Knowledge, Reality and Values and their Educational implications)

(33 Lectures)

Unit – III: Western Schools Philosophy and Education

Idealism, Naturalism, Realism, Pragmatism, Marxism, Existentialism

(With special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of teaching)

(25 Lectures)

Unit – IV: Contribution of Philosophers in Education

Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, Dayananda Saraswati, J. Krishnamurthy, Savitribai Phule, Wollstencraft, Nel Noddings, Paulo Freire

(15 Lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Agrwal, J.C. (2010). Teacher and education in a developing society. Delhi: Vikash Publishing House.
- Arulsarmy, S. (2011). Philosophical and sociological perspectives on education. New Delhi: Neelkamal Publication Pvt. Ltd.
- Ayer, A.J. (1959). Logical positivism. New York: The Free Press.
- Bhatia,K.K.(2011). Philosophical and sociological foundation of education. New Delhi: Kalyani Publishers.
- Brubacher, J.S. (1939). Modern philosophies of education. New York, USA: McGraw.
- Butler,J.D.(1959). Four philosophies and their practices in education and religion. New York: Harper.
- Chaube, S.P. & Chaube, A. (2009). Foundation of education. New Dehli: Vikash Publishing House Pvt.Ltd.
- Kneller,G. F.(1971). Introduction to philosophy of education. New York, USA: Macmillan.
- Masih, Y. (2017). A critical history of western philosophy. New Delhi: Motilal Banarsidass.

- Ross, J. S. (1960). *Ground work of educational theory*. London.U.K: George G. Harrap & Co.
- Rusk, R. R. (1992). *Philosophical bases of education*. London, U.K: Oxford University of London Press Ltd.
- Sharma.C.D.(2016). *A critical survey of Indian philosophy*. New Delhi: Motilal Banarsidass
- Wingo, G.M. (1974). *Philosophies of education*. New Delhi: Sterling Publishers.

EDN - 102: Psychological Foundations of Education**Full Marks: 50 (40 marks theory+10 marks internal)****Lecture Hours: 80****Course Outcomes**

After completing the course, the students will be able to

- ✓ Understand the relationship between education and psychology.
- ✓ Understand the pros and cons of growth and development.
- ✓ Know the concept of intelligence and its theories.
- ✓ Acquaint themselves with Creativity, Motivation and Problem Solving.
- ✓ Understand the nature and theories of learning.
- ✓ Know different personality theories and to understand the concept of mental health and hygiene.

Contents**Unit - I: Introduction to Educational Psychology**

Meaning and concept of Education and Psychology; Relationship of education and psychology; Meaning, Nature and Scope of Educational Psychology

(7 lectures)

Unit - II: Growth and Development

Concept and Principles of Growth and Development; Cognitive Processes and stages of Cognitive Development

(8 lectures)

Unit - III: Intelligence

Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligences, emotional intelligence.

Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence

(25 lectures)

Unit - IV: Creativity, Motivation and Problem Solving

Creativity- Concept and Nature, Factors of Development of creativity, Measurement of Creativity

Motivation- Meaning and Nature, Hierarchy of Needs. Achievement Motivation, Attribution Theory and its educational implications

Concepts of Problem Solving, Critical thinking, Meta-cognition

(15 lectures)

Unit - V: Learning

Meaning, Nature and Principles of learning; Theories of learning: Behaviouristic, Cognitive and Social theories of learning.

Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals

(10 lectures)

Unit - VI: Personality and Mental Health

Meaning, Nature of Personality, Theories of Personality (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka)

Mental health and Mental hygiene- Meaning and Concept

(15 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Andrews, T.W. (Ed.): (1961), 'Methods in psychology', New York: John Wiley and Sons, Inc
- Atkinson, J.W & Feather, N.T. (1960). Theory of Achievement Motivation, New York: Wiley Publishers.
- Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development, New York, Holt, Rinehart and Winston
- Bhatnagar, S. (2002). Advanced Educational Psychology, Agra: Bhargava Book House.
- Bron, R.A & Allyn Bacon. (2002). Essentials of Psychology, Guwahati: Nibedita DKDistributors.
- Chand, T. (2002). Educational Psychology, Agra: Bhargava Book House
- Cobb, N.J. (2004). Adolescent: Continuity, Change and Diversity (5th Edition). New York: McGraw Hill.
- Crow, R.B & Crow, A (1964). Educational Psychology, New Delhi: Eurasia PublishingHouse
- Gates A .T ET. Al.(1963) : Educational Psychology, New York: Mac Millan
- Guilford, J.P. (1967). The Nature of Human Intelligence, New York: McGraw Hill
- Hall, C.S & Lindsey, G (1978). Theories of Personality (3rd Ed), New York: John Wiley
- Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
- Hilgard, E.O (1976). Theories of Learning (4th Ed), New York: Appleton Century Crgts
- Kundu, C.L (1984) Educational Psychology, Delhi Sterling Publishers,
- Kundu, C.L. & Tutoo, D.N. (1988). Educational Psychology, new Delhi Sterling publishers Private Ltd.

- Woodworth R.S. (1995); *A Study of Mental Life*, New York: Century.
- Zanden, J.W.V., Crandell, T.L.N. & Crandell, C.H. (2007); *Theories of Development of Human Development*. Delhi: McGraw Hill.

EDN - 103: Sociological Foundation of Education

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Make them acquaint with the concept of sociology and its relationship with education
- ✓ Acquaint them with different kind of social organisations and the role they play in education
- ✓ Help them understand how social change is related to education
- ✓ Make them understand what social stratification is, and also its facets
- ✓ Help them understand how social group functions
- ✓ Acquaint them with the concept called culture and its relationship with education
- ✓ Help them understand the relationship between value and education
- ✓ Help them understand how education can uplift the status of backward community
- ✓ Acquaint them with national values enshrined in our constitution

Contents

Unit - I: Introduction to sociology of education

Meaning and Nature of Sociology of education; Educational sociology and sociology of education; Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory)

(10lectures)

Unit - II: Social Institutions, Movements and Organizations

Concept and types of social Institutions and their functions (family, school and society)

Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

Concept and characteristics of Social organization and their educational implications

Factors influencing social organization – folk ways; mores; norms; institutions and values

(15 lectures)

Unit - III: Social Change and its Theories

Meaning and concept of Social change; Concept of Urbanization, Modernization, Westernization and Sanskritization with special reference to Indian society and its educational implications; Factors affecting social change; Constraints of social change – caste, ethnicity, class, language, religion, regionalism

Theories of Social change (Marxian theory and Sorokin's view)

Social Mobility: Meaning, Kinds, Role of education in social mobility

(15 lectures)

Unit - IV: Social stratification and Social Group

Concept of social stratification; Education and social equity; Equality of educational opportunity

Social group –Meaning, Types, inter-group relationship; group dynamic and Socio- metric study in formal groups

(10 lectures)

Unit - V: Culture and values

Meaning and nature of Culture; Role of education in cultural context; Cultural determinants of education; Education and cultural change

Values - Concepts, Nature & Classification; Need for inculcation of values. Indian traditional thought on value education

(15 lectures)

Unit - VI: Backward Community and National Values

Education of the socially and economically disadvantaged sections of the Indian Society with special reference to Scheduled Caste & Scheduled Tribes, Women and Rural Population. Factors influencing the educational progress due to the backwardness of the disadvantaged population in India

National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.

(15 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- A.R. (Ed.). Sociology of Education A Critical Reader. New York: Routledge.
- Apple, M.W. (2007). Whose Markets, Whose Knowledge? In Sadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- Aron, Reymond (1965-67). Main Currents in Sociological Thought. Vol. I and II,
- Collins, R. (2007). Functional and Conflict Theories of Educational Stratification. In Sadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- Cooley, Charles Horton (1966). Social Process. Carbondale: Southern Illinois University Press.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and Social Change in South Asia. New Delhi: Orient Longman.
- Lemert, C. (Ed.) (2004). Social Theory The Multicultural and Classical Readings. New Delhi: Rawat Pub.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir
- Ministry of Education (1966). Education and National Development. Report of the Education Commission 1964-66. New Delhi: MHRD.
- Pandey, K.P.(1983) Perspective in Social Foundations of Education, AmitaPrakashan, Gaziabad Penguin.
- Sadovnik, A.R. (2007). Theory and Research in Sociology of Education. In adovnik,
- Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Saxena, S.((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.
- Sharma, Y.S. (2004). Foundations in Sociology of Education, New Delhi: anishka Pub.Distributors.
- Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSA

- Sodhi, T.S.&Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

EDN - 104: Historical, Political and Economic Foundations of Education

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Know about different committees and commissions constituted for betterment of education.
- ✓ Identify the relationship between politics and education.
- ✓ Understand how economics is related to education.

Contents

Unit - I: Committees and Commissions' Contribution 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), National Education Policy, 2020.

(30 lectures)

Unit - II: Relationship between Politics and Education

Linkage between Educational Policy and National Development, Determinants of Educational Policy

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.

Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviourism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization

(30 lectures)

Unit - III: Economics of Education

Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education, Signalling Theory Vs Human Capital Theory,

Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

(20 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Ministry of Human Resource Development. National Policy on Education (PoA-1992). New Delhi: Government of India.
- NCF (2005).National Curriculum Framework. New Delhi: NCERT.

- Narulla, S. & Naik, J. P. (1964). Student History of Education in India. McMillian & Co., of India Pvt. Ltd.
- National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press Ltd.

EDN - 105: Theoretical Foundation of Research in Education

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Describe the concept and scope of research.
- ✓ Understand different kinds of research and their usefulness.
- ✓ Explain different kinds of variables.
- ✓ Explain the essentiality of different kinds of hypothesis.
- ✓ Understand various research tools and techniques, and when they are used.
- ✓ Decipher the pros and cons of sampling.
- ✓ Write a research proposal effectively.

Contents

Unit - I: Introduction to Educational Research

Meaning and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.

(15 lectures)

Unit – II: Different types of Research

Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical).

(15 lectures)

Unit – III: Concepts of Variables

Variables: Meaning and Concepts of Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)

(10 lectures)

Unit – IV: Concepts of Hypothesis

Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis.

(10 lectures)

Unit – V: Tools and Techniques of Research

Tools of Research - Validity, Reliability and Standardisation of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory).

Techniques of Research (Observation, Interview and Projective Techniques)

(20 lectures)

Unit: VI: Sampling and Steps of Research

Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling)

Steps of Writing a Research Proposal

(10lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Aggrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt.Ltd.Allyn & Bacon.
- Ary, D. & Jacobs, L. (2002). Introduction to research in education. Belmont-USA: Wadsworth Thomason Learning.
- Best J.W. & Kahn, J.V. (2008). Research in Education. New Delhi: Pearson Education.
- Borg, W.R. & Gall, M.D. (1989). Educational research: An introduction. New York: Longman.
- Bryman, A and Duncan C. (1990). Qualitative Data Analysis for Social Scientists.
- Buch. (2006). Surveys of Education Nos. 1,2,3, & 4, New Delhi: NCERT.
- Campbell, DT. (1966). Experimental and Quasi-Experimental Designs for Research. Chicago: McNally. Crofts,
- Campbell, W.G. & Ballou, S.V. (1974). Form and style: Theses, reports, term papers. Boston :Houghton Mifflin.
- Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: Sage Publications.
- Creswell, J.W. (2014). Educational research. Delhi: PHI learning private limited.
- Edwards, A.L.(1984). Experimental design in psychological research. New York: HarperCollins College Div. Publication.
- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer & Simons

- Gay, L.R. & Airsian, P. (2000). Educational research: competencies for analysis and application. New York: Macmillan.
- Good, C.V. (1963). Introduction to Educational Research. New York: Appleton Century
- Kerlinger, F.N. (2018). Foundation of behavioural research. Delhi: Surjeet Publication.
- Koul, Lokesh, (2002). Methodology of Educational Research. New Delhi: VikasLondon: Rourtedge.Longman.
- McMillan, J.H. (2003). Educational Research: Fundamentals for the consumer. Boston: Publication
- Smith, M.L. & Glass, G.V. (1987). Research and Evaluation in Education and the Social
- Van Dalan, D.B. (1973). Understanding Educational Research; An Introduction, New

SEMESTER - II
Duration: Six months

Course Code	Course Type	Course Status	Marks Distribution(End Sem. + Int. Asst)	Credit Value of the Course
EDN-201	Theory	Assessment in Education	40+10=50	5
EDN-202	Theory	Pedagogy and Andragogy in Education	40+10=50	5
EDN-203	Theory	Inclusive Education	40+10=50	5
EDN-204	Theory	Teacher Education	40+10=50	5
EDN-205	Theory	Applied Educational Research	40+10=50	5
Sem. – Total			250	25

EDN - 201: Assessment in Education

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Explain assessment in its length and breadth
- ✓ Demonstrate various evaluation instruments and where they are used
- ✓ Describe grading as a method of evaluation
- ✓ Construct achievement test for pedagogic purposes
- ✓ Express various ways of recording and reporting results

Contents

Unit - I: Introduction to Assessment

Assessment – Meaning, nature, perspectives (assessment for Learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

(15 lectures)

Unit - II: Feedback and Evaluation

Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources. Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction)

(25 lectures)

Unit - III: Interaction Analysis

Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix),

(15 lectures)

Unit - IV: Grading System

Meaning and Concepts, Grading as a method of evaluation: concept, type and mechanism; CBCS

(10 lectures)

Unit - V: Concepts of Achievement Test

Achievement test: Meaning, Nature, Preparation and Validation

(7 lectures)

Unit - VI: Recording and Reporting

Recording and Reporting of Result: CRC and ARC, use of ICT in evaluation (examination, recording and reporting of students' performance)

(8 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
- Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
- Anastasi, A (1982), Psychological Testing, New York Mac Millan,
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
- Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
- Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.

- Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York McGraw Hill.
- Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
- Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

EDN - 202: Pedagogy and Andragogy in Education

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- Elaborate teaching and its pros and cons.
- Describe everything about pedagogy and its analysis.
- Describe everything about andragogy.

Contents

Unit - I: Introduction to Teaching

Teaching: concept, importance, teaching at different stages (primary, secondary and tertiary). Concepts related to teaching: instruction, training, indoctrination, education, modelling, grooming.

(10 lectures)

Unit - II: Organizing Teaching

Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)

(15 lectures)

Unit - III: Introduction to Pedagogy

Concept of Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education,

(10 lectures)

Unit -IV: Pedagogical Contents

Pedagogical content knowledge–Shulman’s theory, Taxonomy of objectives–Bloom’s Revised Taxonomy at cognitive level, Krathwel’s affective level and Dave’s Psycho-motor classification.

(15 lectures)

Unit –V: Introduction to Andragogy

Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy.

(10 lectures)

Unit –V: Adult and Lifelong Education

Indian Adult/Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme and National Literacy Mission. Adult Education in Five Year Plans

(20 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
- Alford, H.J. (1968): Continuing Education - In action: Residential Centres for Lifelong Learning. New York: Wiley.
- Bhatia, S.K. & Jindal, S. (2016): A Textbook of Curriculum, Pedagogy and Evaluation. JB International.
- Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
- Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
- Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
- Jarvis, P. (1990): International Dictionary Of Adult And Continuing Education. London: Routledge.
- Jethither, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
- John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
- Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers.,
- Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
- Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
- National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
- Pareek, V.K. (1992): Adult Education. Delhi: Himansher.
- Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
- Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs. 30.
- Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
- Reddy, G.L. (1997): Role performance of Adult Education Teachers: problems and prospects. New Delhi: Discovery Pub.

- Roy, N.R. (1967): Adult Education - In India and abroad. Delhi: Chand.
- Rudestam & Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.
- Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
- Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: National Book Organisation.
- Sodhi, T.S. (1987): Adult Education: a Multidisciplinary Approach. Ludhiana: Katson Publication House.
- Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
- Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the missing millions. London: Croom Helm.
- Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.

EDN - 203: Inclusive Education

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Exhibit their basic knowledge about inclusive education
- ✓ Explain how the concept has evolved nationally and internationally
- ✓ Enhance their knowledge about different kinds of handicaps and how they can be integrated
- ✓ Understand barriers to inclusion education.

Contents

Unit - I: Introduction to Inclusive Education

Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities).Evolution of the Philosophy of Inclusive Education: Special, Integrated.

(10 lectures)

Unit -II: Concepts of Disabilities

Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities.

(20 lectures)

Unit -III: Causes, identification and Measure of Disabilities

Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

(10 lectures)

Unit – IV: Policies and Inclusive Education

Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.

(15 lectures)

Unit -V: Management of Inclusive Education

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School.

(15 lectures)

Unit -IV: Problems, Ethics and Research on Inclusive Education

Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Advani , L. & Chadha, A. (2003) : You & Your Special Child New Delhi: UBS Publishers & Distributor.
- Ainscow.M.Booth.T. (2003). The index of Inclusion: Developing, Learning and Participation in Schools, Bristol: Center for studies in inclusive Education
- Alur, M. & Timmons, V. (Eds.). (2009). Inclusive education across cultures : Crossing boundaries, sharing ideas. New Delhi : SAGE Publications India Pvt. Ltd.
- Berdine, W. H., Black Hurst , A.E. (eds.) (1980) : An Introduction to Special Education, Boston: Little, Brown and company.
- Cruickshank, W.M. (1975), Psychology of Exceptional Children and Youth, Englewood Cliffs NJ,Prentice Hall.
- Dash, M., (2000) Education of Exceptional Children, New Delhi, Atlantic Publishers and Distributors.
- Encyclopaedia of special education (1987) : vol.1, 2 ,3 Ed's Cecil r. Reynolds & Lester Mann New York John: Haley & sons.
- Hallahan, D. and Kauffman, JM (1978), Exceptional Children: An Introduction to Special Education Englewood Cliffs NJ, Prentice Hall.
- Hallahan, D.P& Kauffman, J.M.(1991) : Exceptional Children – Introduction to Special Education. Massachusetts: Allyn & Bacon.
- Hans, I. J. (2000) : Children in Need of Special Care. Human Horizons Series, Souvenir Press (E&A Ltd).

- Hegarty, S & Alur, M. (2002). Education and children with special needs : From segregation to inclusion, New Delhi : Sage.
- Jha, M. (2002). Inclusive Education for all: Schools without walls, Heinemann Educational Publishers, Multivista Global Ltd., Chennai, India
- Kirk, S.A. & Gallagher, J. J. (1989): Education of Exceptional Children. Boston: Houghton Mifflin Co.
- Mangal, S.K. & U. Mangal (2016) Creating an Inclusive School. Tandon Publications, Ludhiana
- Mangal, S.K., (2009), Educating Exceptional Children: An Introduction to Special Education, Prentice Hall of India private Limited, New Delhi.
- Mukhopadyay & Mani, M.N.G. (2002). Education of Children with Special Needs in Govinda,R. (Ed), India Education Report, Oxford University Press, New Delhi.
- National Policy for persons with Disabilities, Governemnt of India, 2006
- Panda, K.C. (1997): Education of Exceptional Children. New Delhi: Vikas Publishing House.
- Pandey, R.S. & Advani, L. (1995). Perspectives in Disability and Rehabilitation: New Delhi, Vikas publishing House.
- Persons with disabilities (PWD) Act, Governemnt of India, 1995. 15. National Trust (NT) Act, Governemnt of India, 1999.
- Rehabilitation council of India (RCI) Act, Government of India, 1992.
- Right to Education, Governemnt of India, 2009/10.
- Sharma, P.L. (1990). Teacher's handbook on IED-Helping Children with Special Needs. NCERT Publication, New Delhi.
- Sharma, P.L.(2003).Planning Inclusive Education in Small Schools, RIE, Mysore.
- Yseldyke, J.E. & Algozzine, B.(1998): Special Education. New Delhi: Kanishka Publishers Distributor.

EDN - 204: Teacher Education

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- ✓ Understand different models of Teacher Education.
- ✓ Get knowledge on In-service Teacher Education.
- ✓ Acquire wide understanding on Teaching.
- ✓ Enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

Contents

Unit - I: Introduction to Teacher Education

Meaning, Nature and Scope of Teacher Education, Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, Organization of Components of Pre-service Teacher

Education, Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

(15 lectures)

Unit - II: Models of Teacher Education

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

(20 lectures)

Unit - III: 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 at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in planning in-service teacher education programme (Purpose, Duration, Resources and Budget).

(15 lectures)

Unit - IV: Teaching as a Profession

Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.

(10 lectures)

Unit - IV: Practice for effective Teaching

Organization of Practice teaching for developing effective teacher: The Macro and Micro approach. Interaction analysis as a feedback system in teacher development, the concept of internship and its organisation; Assessment of Practice Teaching

(10 Lectures)

Unit - IV: Issues Related to teacher Education

Current Problems in Teacher Education; Integration of theory and practice, Teacher Education and community; Teacher Education and other institution

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed.) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Rutledge: New York.
- Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing,

New Delhi.

- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
- Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.

EDN - 205: Applied Educational Research

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Differentiate different scales of measurement.

- ✓ Calculate descriptive statistical techniques.
- ✓ Explain hypothesis testing.
- ✓ Elaborate qualitative data analysis –its process and design
- ✓ Write a research report.
- ✓ Use computer in data analysis.

Contents

Unit - I: Quantitative Data Analysis

Descriptive data analysis – (Measures of central tendency, variability, fiduciary limits and graphical presentation of data)

Types of Measurement Scale –Nominal, Ordinal, Interval and Ratio

(10 lectures)

Unit - II: Hypothesis Testing

Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques.

(10 lectures)

Unit - III: Inferential data analysis techniques

Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis)

(20 lectures)

Unit - IV: Qualitative Data Analysis and Research Designs

Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation.

Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses)

(20 lectures)

Unit - V: Mixed Method Designs

Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

(10 lectures)

Unit - VI: Computer in Data Analysis and Reporting

MS Word, Power Point, Excel, Typing a Research Report

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal, Kurukshetra.
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, ND
- Bryman, A and Duncan C. (1990). Qualitative Data Analysis for Social Scientists.
- Buch. (2006). Surveys of Education Nos. 1,2,3, & 4, New Delhi: NCERT.
- Burns, R.B. (1991), Introduction to research in education, prentice Hall, ND
- Campbell, DT. (1966). Experimental and Quasi-Experimental Designs for Research. Chicago: McNally. Crofts,
- Campbell, W.G. & Ballou, S.V. (1974). Form and style: Theses, reports, term papers. Boston: Houghton Mifflin.
- Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: Sage Publications.
- Creswell, J.W. (2014). Educational research. Delhi: PHI learning private limited.
- Edwards, A.L. (1984). Experimental design in psychological research. New York: HarperCollins College Div. Publication.
- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer & Simons.
- Good, C.V. and Douglas, E. S. (1954), methods in Social Research, McGraw Hill, New York
- James H. and Schumacher, S. (1989), research on Education: A conceptual Introduction , Harper and Collins, New York
- Kerlinger, F.N. (1973), foundation of Behavioral Research, Holt, Rinehart and Winston, New York
- Koul, Lokesh (2012), Methodology of Educational Research, Vikas, New Delhi
- Miller, D.C. & Salkind, N.J. (2002) handbook of Research Design and Social Measurement, Sage Publications, London
- Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi
- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
- Travers, R.M.W. (1978), An introduction to educational research, Mcmillan, New York
- Van Dalen D.B. (1962), Understanding Educational Research McGraw Hill, New York
- Young, P.V. (1960), Scientific Social Surveys and research, prentice hall, ND

SEMESTER - III
Duration: Six Months

Course Code	Course Type	Course Status	Marks Distribution(End Sem. + Int. Asst)	Credit Value of the Course
EDN-301	Theory	Educational Technology	40+10=50	5
EDN-302	Theory	Dissertation – I	40+10=50	5
EDN-303	Theory	Education for Sustainable Development –I / Comparative Education - I / Value and Human Rights Education– I / Guidance and Counseling in Education-I	40+10=50	5
EDN-304	Theory	Yoga and Health Education -I/ Life-Skill Education-I/ ICT in Education – I/ Lifelong Education-I	40+10=50	5
EDN-305	Theory	Inter-disciplinary Elective / SWAYAM	40+10=50	4
Sem. – Total			250	24

EDN - 301: Educational Technology

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Explain educational technology and theories associated with it
- ✓ Exhibit expertise in instructional activities as related to the use of technology
- ✓ Explain emerging trends in e-learning
- ✓ Be able to use their knowledge of ICT in evaluation, administration and research

Contents

Unit - I: Introduction to Educational Technology (ET)

Meaning, Nature and Scope of Educational Technology; ET as a system and its characteristics; ET as systems approach to education. ET as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology).

(15 lectures)

Unit - II: Learning Theories and Applications of Educational Technology

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

(20 lectures)

Unit - III: Instructional Designs

Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design.

(10 lectures)

Unit - IV: Computer in Education

Application of Computer in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e- learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning).

(10 lectures)

Unit - V: Emerging Trends of ET

Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research.

(15 lectures)

Unit - VI: ICT and Assessment

Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Aggarwal, J. C.(2014). Essential of educational technology. Noida, Uttar Pradesh: Vikash Publishing House.
- Arulswamy, S. & Sivakumar, P. (2010). Application of ICT in education. Hyderabad: Neelkamal Publications PVT.
- Joyce,B., Weil,M., & Calhoun,E.(2009). Models of teaching. New Delhi: PHI Learning Pvt. Ltd.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mangal,S.K. & Mangal,U.(2009). Essential of educational technology. New Delhi: Prentice Hall India Learning Pvt. Ltd.
- Mishra, S. (2008). Developing E-Learning materials: Some pedagogical concerns. Indian Journal of Open Learning, 17 (2).
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India
- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
- Senapati, H.K. (2009). ICT integrated learning materials on basic school subjects from constructivist perspectives. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
- Senapati, H.K. (2011). Pedagogy-technology integration for the professional development of Teacher Educators. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
- Sharma, R.A. (2000). Advanced educational technology. Meerut: Loyal Book Depot.
- Singh, L. C. (Ed.) (2010). Educational technology for teachers and educators. New Delhi: Vasunandi Publication.
- UNESCO (2002). Information and communication technology in education: Acurriculum for schools and programme of teacher development. Paris: UNESCO.

EDN - 302: Dissertation-I

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Identify a Research worthy Problem.
- ✓ Acquire the skills for writing research questions and hypothesis.
- ✓ Understand how to Construct a Test.
- ✓ After the course the students would have full length understanding of conducting an educational research.

Contents

Unit - I: Selection of Research Problem

Meaning and Nature of Research worthy Problem. Writing Style of a Research Problem. Steps of Selecting a Research Worthy Problem.

(10 lectures)

Unit – II: Review of Related Literature

The ‘Why’ and ‘How’ of Literature Review.
Process of writing a Review
Pros and Cons of searching a relevant problem

(10 lectures)

Unit – III: Hypothesis and Research Question

Types of research hypothesis
Techniques of stating hypotheses
Research question writing

(15 lectures)

Unit – IV: Test Construction

- a) Item Analysis
- b) Validity, Reliability, Objectivity, Usability and Norm

(25 lectures)

Unit – V: Proposal and Report Writing

- a) The ‘why’ and ‘how’ of writing a research Proposal in education
- b) Procedure of writing a research report

(10 lectures)

Unit – VI: Research Ethics

Concept of Ethical Parts in Research: (Plagiarism, Foot Note, Referencing etc.)

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: Sage Publications.
- Creswell, J.W. (2014). Educational research. Delhi: PHI learning private limited.
- Edwards, A.L.(1984). Experimental design in psychological research. New York: HarperCollins College Div. Publication.
- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer & Simons.
- Good, C.V. and Douglas, E. S. (1954), methods in Social Research, McGraw Hill, New York
- James H. and Schumacher, S. (1989), research on Education: A conceptual Introduction , Harper and Collins, New York
- Kerlinger, F.N. (1973), foundation of Behavioral Research, Holt, Rinehart and Winston, New York
- Koul, Lokesh (2012), Methodology of Educational Research, Vikas, New Delhi
- Miller, D.C. & Salkind, N.J. (2002) handbook of Research Design and Social Measurement, Sage Publications, London
- Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi

- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.

EDN - 303: Education for Sustainable Development-I
(Special Paper / Elective Paper)

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

**Course
Outcomes**

After completing the course, the learner will be able to-

- ✓ Trace out the genesis of the idea of Sustainable Development in its historical background.
- ✓ Distinguish various dimensions of Sustainable Development and their relation to Education.
- ✓ Understand the goals and challenges for Sustainable Development
- ✓ Comprehend the meaning and concept of Education for Sustainable Development (ESD) in Indian and global context.
- ✓ Bring out the need and importance of Education for Sustainable Development in relation to current issues and UN Decade of ESD.
- ✓ Analyze critically the innovative ideas, best practices and creative efforts of Schools and Universities in enhancing ESD.
- ✓ To be familiar with the efforts of International Agencies and National Governments, policies and programmes as potential strategic options for Sustainable Development.

Course Contents:

Unit-I: Basics of Sustainable Development

- ***The Concept:*** Meaning, Nature and scope, Sustainable Development and Sustainability
- ***The Genesis:*** Idea of Sustainable Development Brundtland Commission 1987, its historical development and current trend, MDG
- ***Principles & Need:*** Major Components, and Need of Sustainable Development
- ***Goals Roadmap:*** The United Nations' Decade of Education for a Sustainable Development (2005-2014), UNESCO Draft and Final Report (2014), 17 SDGs, Sustainable Development Goals (SDGs) and Global Scenario (20 lectures)

Unit II: Core Elements of Sustainable Development

- ***Social Inclusion:*** Quality of Life, Peace, Equality, Justice and Human Rights, Democratic Leadership, Freedom

- **Economic Growth:** Development, Employment, Growth with Stability, R&D, issues in health and Education
- **Environmental Protection:** Interrelating all living- nonliving things, Resources and Life support systems, Life Skills, Environmental protection
- **Culture:** Culture as Fourth Pillar of Sustainable Development by UNESCO; Local and Global culture, Learning to live together

(15 lectures)

Unit-III: Education for Sustainable Development (ESD)

- **The Idea:** Conceptual genesis of Education for Sustainable Development
- **Features:** Characteristics and inter-disciplinary nature of ESD
- **Challenges:** Global scenario of War, Terrorism, Social disintegration, Pandemic, Poverty, Child Abuse, Communal and Gender Violence, Unemployment, Illiteracy etc.

(25 lectures)

Unit IV: Global and National Initiatives

- **Policies & Programmes:** Delor's Commission Report, India's Five Year Plan and Report of NITI Aayog, NPE-1986, MGDs-2005, NCFTE-2010, National Education Policy-2020
- **Ideas of Eminent Thinkers:** Views on Sustainable Development of Mahatma Gandhi, Rabindra Nath Tagore, A.P.J Abdul Kalam and Amartya Sen.
- **Role of Academics:** Teacher as promoter of Rich Environmental, Social and Cultural Heritage., Good Practices by Educational Institutions. Pedagogical Approaches. Intellectual Property Rights
- **Role of Community:** Indigenous knowledge for Sustainable Development, Heritage of Traditional Practices in Indian Culture and Society, Swachh Bharat Abhiyan, Use of Solar Energy, Urban Transformation, National Food Security Act

(20 lectures)

Internal: Seminar presentation by the students

Suggested Readings:

- Beaumont,J.R., M.Padersen and D.B.Whittaker (1993). Managing Environment. Butterworth-Heinemann Ltd. Oxford Press.
- Desh.B. &Ramanath. N.L. (1987). Environmental Education for Environmental Education Planning and Conservation. Natraj Publication. Dehradun.
- Leelakrishnan,P. (1999). Environmental Law in India, Butterworths India, New Delhi.
- NCERT (2004). Environmental Education in Schools, NCERT, New Delhi.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi.
- Odum. E (1971). Fundamentals of Ecology. W.B. Saunders Co. London.
- Panda. V.C. (2005).Environmental Education. Isha Books. N. Delhi.
- Ramakrishnan, P.S.(2001). Ecology and Sustainable Development, N.B.T., New Delhi.
- Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) Society and Environmental Ethics, Seema Press, Varanasi.

- Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.
- Sharma. R.C. (1981).Environmental Education. Metropolitant Books Pvt. Ltd. N. Delhi
- Singh, S.K.(2008) Environmental Education and Ethics , AmritPrakashan , Varanasi.
- Singh,S.K.(2007)Environmental Education and its concern in Educational Policies in Independent India, in Trivedi, B. and Jain, S. (Ed.) Environmental Issues in India, New Delhi, Discovery Publishing House,Pp.73-82.ISBN 978-81-8356-224-9.
- World Bank. 2002. World Development Report 2002: Building Institutions for Markets. New York: Oxford University Press. On line <http://econ.worldbank.org/wdr>
- World Bank. 2003. World Development Report 2003: Sustainable Development in a Dynamic World.
- World Business Council for Sustainable Development and UNIDO. 2002. Developing Countries and Technology Cooperation. Go to link at <http://www.wbcsd.ch/newscenter/media.htm>
- World Development Report 2003. “Chapter 3, Institutions for Sustainable Development.” On line <http://econ.worldbank.org/wdr>
- World Resources Institute <http://pathways.wri.org>. Various power point presentations.
- World Resources Institute. “Earth Trends, The Environmental Information Portal.” On line <http://earthtrends.wri.org>
- World Summit on Sustainable Development. Johannesburg 2002. <http://www.johannesburgsummit.org>
- World watch Institute (2015): State of the World 2015: Confronting Hidden Threats to Sustainability, Washington, DC (Island Press)

EDN - 303: Comparative Education-I

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Understand the students about comparative education as an emerging discipline of Education.
- ✓ Understand the various factors of Comparative Education.
- ✓ Analyze contemporary trends in Education of the world with special reference to UNO and its various bodies.
- ✓ Understand the different approaches of Comparative Education.

Contents

Unit - I: Basic Concepts of Comparative Education

Meaning, Nature, Scope and Importance; Comparative Education as an independent academic discipline; Methods of Comparative Education; Fields of comparative education

(20 Lectures)

Unit – II:Factors of Comparative Education

Factors of Comparative Education: Geographical, Socio-Cultural, Historical, Philosophical, Economic, Scientific, Structural and Functional. Importance of Comparative education in the field of Education

(25 Lectures)

Unit – III: Contemporary Trends in World Education

Trends in World Education (National and International); Role & Programmes of UNO and its various official bodies in improving the quality of Education among the member countries

(15 Lectures)

Unit-IV: Approaches to Comparative Education

Importance of cross-disciplinary approach in comparative education; Different Approaches -Historical approach, Cross-disciplinary approach, and Problem approach

(20 Lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Chakravarti, B.K. (2005). A Text book of Comparative Education. Dominant Publishers and Distributors, Delhi.
- Chaube, S.P. (1985). Features of Comparative Education. Vinod Pustak Mandir, Agra.
- Hans, Nicholas (2003). Comparative Education, Routledge and Kegan Paul, England.
- Kaushik, V.K. and Sharma, S.R. (2002). Comparative Education. Anmol Publications Pvt. Ltd., New Delhi.
- Rai, B.C. (1987). Comparative Education. Prakashan Kendra, Lucknow.
- Sodhi T.S. (1994). Text book of Comparative Education, Vikash Publishing House Pvt. Limited, New Delhi.

EDN - 303: Value and Human Rights Education–I

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Orient themselves about value and its inculcation
- ✓ Understand the evolution of value
- ✓ Decipher the practical aspects of it and will try to internalise the same

Contents

Unit - I: Basic Concepts of Value Education

- a) Meaning, Need and Importance of Value Education
- b) Need and Importance of Values
- c) Indian Culture and Human Values
- d) Moral Education vis- a-vis Religious Education
- e) Methods of teaching Human Values: Direct and Indirect

(10 lectures)

Unit - II: Classifications of Value

- a) Hierarchy and classification of values
- b) Different types of values and their basis.
- c) Traditional Indian Values and modern scientific values

(10 lectures)

Unit - III: Theories of Value

Philosophical and Psychological Theories on values and value assumption; Moral Development of the Child and Approaches to Moral development:

- Bentham's utilitarianism and Kant's Categorical imperatives
- Psycho-Analytic Approach, Social Learning Theory Approach (Bandura) and Cognitive Learning Theory Approach (Piaget and Kohlberg)

(25 lectures)

Unit - IV: Social Perspectives of Value

Social perspectives of Value - Meaning and concept; Social perspectives of Value; Social consciousness and moral values

(10 lectures)

Unit - V: Strategies for value education

Transactional strategies for value education:

- a) Rationale building model, b) Consideration model, c) Value classification model, d) Social action model,
- e) Just community intervention model

(15 lectures)

Unit - V: Value on Indian perspectives

- a) National values as enshrined in the Indian constitution.
- b) Indian thinkers (Gandhi and Aurbindo) and value education.

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Bagchi, J.P. & Teckchadani, Vinod (2005). Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House
- Biehler, R. & Snowman, J. (2003). Psychology Applied to Teaching. USA: Houghton Mifflin Company.
- Chakrabarti, Mohit (2003). Value Education: Changing Perspectives. New Delhi: Kanishka Publishers.

- Dash, M. & Dash, N. (2003). Fundamentals of Educational Psychology, Delhi: Atlantic Publishers and Distributors.
- Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E.Cliffs: Prentice Hall, Inc.
- Mangal, S.K.(2011). Advanced Educational Psychology (2nd Ed.), New Delhi: PHI Learning Private Limited.
- McCown, R., Driscoll, M., Roop, P.G. (2003). Educational Psychology: A Learning Centered Approach to Classroom Practice, Allyn and Bacon Company.
- Nanda, R.T. (1997). Contemporary Approaches to value Education in India. New Delhi: Regency Publications.
- Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.
- Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
- Rokeach, M. (1973): The Nature of Human Values. New York: The Free Press.
- Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.
- Shivapuri, Vijai (2011). Value Education, Varanasi: Manish Prakashan.
- Thomas, B. (2004). Moral and Value Education, Jaipur: Avishkar Publishers.
- Verma, Yoginder (2007). Education in Human Values for Human Excellence, New Delhi: Kanishka Publishers and Distributor

EDN - 303: Guidance and Counselling-I

(Special Paper / Elective Paper)

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Understand the concept &nature of guidance.
- ✓ Understand the guidance information service.
- ✓ Understand the Guidance organizational programme
- ✓ Understand the process of vocational guidance & career counselling.

Contents

Unit - I: Basic concepts of Guidance

- a) Meaning, Nature and Principles of Guidance. Concept of Educational Guidance. Types of Educational, Vocational and Individual Guidance.

- b) Role of Parent and Teacher in Guidance.
- c) Counselor's role in guidance & Guidance personnel.
- d) Difference between guidance and counselling, and counselling & psychotherapy.

(15 Lectures)

Unit - II: Guidance Information Services

Guidance Information services – Needs, Types and Sources.

Collection & dissemination of information (educational & occupational)

(15 Lectures)

Unit - III: Guidance Organisational programmes

- a) Organisation of guidance service at different levels of education
- b) Essentials of good guidance programme.
- c) Kinds of services - information, testing and follow-up process in counselling.
- d) Role of personnel in guidance programmes

(30 Lectures)

Unit - IV: Vocational guidance & career counselling

- a) Psychology of careers & dynamics of vocational developments
- b) Job analysis, job description & job satisfaction
- c) Work & productivity
- d) Decision making and group counselling
- e) School guidance programme and Behavioural counselling for vocational decisions

(20 Lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Bhatnagar, A. and Gupta, N. (1999). Guidance and counselling: A practical approach(Vol.II). New Delhi: Vikas.
- Dave, I. (1984). The basic essentials of counseling. New Delhi: Sterling Pvt. Ltd.
- Gazda, G. R.M. (1989). Group counselling: A development approach. London: Allyn and Bacon.
- Gibson, R.L. & Mitchell, M. H. (2008). Introduction to counselling and guidance, (7th Edition) New Delhi, Pearson Education, Inc.
- Joneja, G. K. (1997). Occupational information in guidance. New Delhi: NCERT.
- Myers, G.E. (1948). Principles and techniques of vocational guidance. London: McGraw Hills Company.

- Petterson, G.H. (1962). Counselling and guidance in schools. London: McGraw Hill Book Company.
- Nugent, F. A. (1990). An Introduction to the profession of counselling. Columbus: Merrill publishing Co.
- Pietrofesa, J.J, Bernstein, B. & Stanford, S. (1980). Guidance: An introduction. Chicago: Rand McNally.
- Rao, S.N. & Sahajpal, P. (2013). Counselling and guidance (3rd Ed). New Delhi. Tata Mc. Graw Hill Publishing Company Limited.
- Rao, S.N. (1981). Counselling psychology. New Delhi: Tata McGraw Hill.
- Saraswat, R. K. & Gaur, J. S. (1994). Manual for guidance counsellors. New Delhi: NCERT.
- Saraswat, R.K. & Gaur, J.S.(1994). Manual for guidance counsellors. New Delhi: NCERT.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Counselling. Boston: Houghton Mifflin Co.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of guidance. Boston: Houghton Mifflin Co.
- Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.

EDN - 304: Yoga and Health Education -I

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Understand the meaning and concept of Yoga.
- ✓ Identify some of the misconceptions about Yoga.
- ✓ Know the Philosophical Aspects of yoga.
- ✓ Know different streams of yoga and its importance to education.
- ✓ Identify some essential yoga practices for healthy living.
- ✓ Understand the importance of Yoga and its implications to human life.
- ✓ Get a holistic view on therapeutic value of yoga practice.

Contents

Unit-I: Introduction to Yoga

Meaning and Definitions of Yoga; Origin and history of development of Yoga; Misconception about yoga; Aims and Objectives of Yoga; Status of Yoga in Indian Philosophy; Concept of Yoga sutra

(10Lectures)

Unit- II: Metaphysical and Epistemological Aspects of Yoga Philosophy

- a) Concept of Purusha and Prakriti as basic components of cosmic reality. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual. Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras.
- b) ChittaBhumi, ChittaVritti and Kleshas
- c) Nature of knowledge and knowledge getting process – the Pramanas.

(15 Lectures)

Unit-III: Streams of Yoga

Karma Yoga, Bhakti Yoga, Rāja Yoga and Gyana Yoga: Basic Concepts and educational importance.

(15 Lectures)

Unit-IV: Different type of Yoga System and its importance

Ashtanga yoga (Eight limbs Yoga) of Patanjali; Integral yoga of Aurobindo; Yogic Traditions of Ramakrishna and Swami Vivekananda

(15 Lectures)

Unit- V: Exercise of Yoga for Healthy living

Characteristics of a practitioner of yoga; Guidelines for Practicing Asanas; Different Asanas and their effects to promote a sound physical and mental health; Dhyana and its therapeutic value

(15 Lectures)

Unit-VI: Yoga and its relationship to individual and social upliftment

Benefits of Yoga as a way to healthy and integrated living; Yoga as a way to socio-moral upliftment of man; Yoga as a way to spiritual enlightenment; Importance of Yoga in School Curriculum

(10Lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Basavaraddi, I.V. (ed) (2013). A Monograph on Yogasana, New Delhi: Moraji Desai Institute of Yoga.
- Bhattacharyya, D. (2017). Yoga Education and Understanding Self (Bengali version). Kolkata:131
- Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYM Samiti.
- Bhogal, R.S. (2011). Yoga & Modern Psychology. Lonavla: Kaivalyadhama SMYM Samiti.
- Nagendra, H.R., and Nagarathana, R., (2004). Yoga practices for anxiety & depression. Bangalore: Swami Sukhabodhananda Yoga Prakashana.

- Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
- NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
- NCERT. (2014). Population Education: Source Material, New Delhi
- NCTE. (2015). Yoga Education-Bachelor of Education Programme, New Delhi.
- Ravishankar.N.S., (2001). Yoga for Health. New Delhi: Pustak Mahal.
- S. P. Singh & Mukesh Yogi, (2010). Foundation of Yoga. Standard Publication, New Delhi.
- Sivananda Swami, (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.
- Sri Ananda (2001) the complete Book of Yoga – Harmony of Body, Yog Vigyan, BharathiyaYogSansthan, Delhi.
- Swami SatyanandSaraswati. 2013. “Asana Pranayama Mudra Bandha”, Bihar School of Yoga, Munger.
- Tiwari, O. P. (2002). Asana: Why and how. India: Kanalyadhama.
- Tummers, Nanette, E., (2009) Teaching Yoga for Life. Champaign: Human Kinetics.
- Yoga Education (2015) Master of Education Programme, NCTE, New Delhi.

EDN - 304: Life Skills Education-I
(Special Paper / Elective Paper)

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

**Course
Outcomes**

After completing the course, the students will be able to

- ✓ To develop an understanding about concept of life skill education.
- ✓ To know about the scope of life skill education
- ✓ To know the importance and applications of life skills on their daily life.
- ✓ To have an idea on life skill education in India.
- ✓ To understand about different life skills laid down by WHO
- ✓ To understand the concept of life skills including different types of skills

Course Contents:

Unit-I: Concept of Life Skills

- Concept of Skill and its different Types
- Defining Life Skills (WHO,UNICEF)
- Meaning and Scope of Life Skills and their Importance in daily life
- Origin and development of ‘Life Skills’ in ancient societies

(20 lectures)

Unit-II: Life Skills Education

- Concept, Importance and Philosophy of Life Skills Education
- Livelihood Skills, Survival Skills and Life Skills
- Mahatma Gandhi;s Basic Education (*NaiTaleem*)
- Paulo Frier's '*Pedagogy of the Oppressed*'
- J. Krishnamurthy's thought- '*How to Live in this World?*'

(20 lectures)

Unit-III: Different Types of Life Skills

- Life Skills and other Skills
- Type of Life Skills
- Ten Core Life Skills (WHO):
 - ❖ Social and Negative Skills,
 - ❖ Thinking Skills,
 - ❖ Coping Skills

(25 lectures)

Unit-IV: Pillars of Education and Life Skills

- The Four Pillars of Education
 - ❖ *Learning to Know*
 - ❖ *Learning to Do*
 - ❖ *Learning to Live Together*
 - ❖ *Learning to Be*
- Learning Throughout Life

(15 lectures)

Internal: Seminar presentation by the students

Suggested Readings:

- Debra McGregor.(2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA
- Indicative questions adapted from UNICEF, Global Evaluation of Life Skills Education Programmes (2012).
- K. RavikanthRao and P. Dinakar- Life Skills Education
- Life Skills Education Paperback by Prof Bhagyashree A. Duhdade (Author), Neel kamal; First edition (2016).
- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair. A. Radhakrishnan et al., (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. .
- RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu
- Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality

- Singh, B.D. and Menon R- Life Skills in India (2015) An Overview of Evidence and Current Practices in our Education System
- Sandhan, Society for Education & Development (2005). Life Skills Education, Training Module, Jaipur.
- Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York.
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review
- WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.
- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.
- জীবনশৈলী শিক্ষা- ড. দেবাশিষ পাল, বীতা পাবিলেকশন
- মানসিক ত্বায় বড়েসি ও জীবনশৈলী শিক্ষার রেপোর্ট ড. সুবীর নাগ
- জীবনশৈলী শিক্ষা- ড. সুবীর নাগ, এনড প্রাপ্তি বীতা পাবিলেকশন
- ত্বায় ও শারীর শিক্ষা ড. দীপন চুবত, ও অরনাত সামু আহিল পি
- *Kishore KishoriderJibonKushalataSiksha M. P. Sinha& C.P. Ghoshal Progressive Publishers*

Web Sites:

- **UNESCO** - <http://www.unesco.org/>
- **UNFPA** - <http://www.unfpa.org/>
- **UNICEF** - <http://www.unicef.org/>
- **United Nations** - <http://www.un.org/>
- **WHO** - <http://www.who.int/en/>
- **India Portal** - www.indiaproPortal.gov.in

EDN - 304: ICT in Education - I

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Know the basic concepts of Computer and ICT and their educational importance.
- ✓ Get knowledge on E-learning and Blended Learning.
- ✓ Acquire knowledge about Network and Internet.
- ✓ Understand the concept and role of ICT in construction of Knowledge.
- ✓ Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups.
- ✓ Know the status of ICT in National Education Policy and Curriculum Framework.

Contents

Unit-I: Basic concepts of Computer

Meaning, Types, Benefits and Limitations of Computer; Anatomy of a Computer, Input and Output devices
Hardware- meaning and concepts, Software: meaning and types.

(10 Lectures)

Unit - II: ICT in Education

- a) ICT in Education: Meaning, Nature and Scope.
- b) Teleconferencing: Audio, Video and Computer Conferencing.
- c) Open Educational Resources (OER)
- d) Role of Information Technology in Construction of Knowledge
- e) National Policy of Education, 2020 and ICT.
- f) ICT in NCF – 2005.

(15 Lectures)

Unit – III: Psychological Principles of ICT

Factors Affecting and Facilitating ICT Learning; Application of Theories of Learning to ICT
(Behaviourism, Cognitivism, Constructivism; ICT in Adult Learning; Learning Styles

(15 Lectures)

Unit – IV: E-Learning and Blended Learning

- a) Meaning, nature, media and advantages of E-Learning.
- b) Blended Learning- Meaning, nature and process.

(10 Lectures)

Unit – V: ICT Tools for Communication

- a) Synchronous – Skype, Google talk, MSN, Search Engines, Video messaging,
- b) Asynchronous - Email, Blogs, Wiki, Podcast, YouTube, Auto-biographics, Online Forums,

(15 Lectures)

Unit-VI: Network and Internet

Meaning, Types and uses of Network; Internet- meaning and nature Differences between network and internet

(15 Lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Mangal, S. K. and Mangal Uma, (2010). Essentials of Educational Technology, PHI Learning Private Limited, New Delhi.
- Mishra, P. and Koehler, M. (2007). Technological pedagogical content knowledge (TPCK): Confronting the wicked problems of teaching with technology.
- Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. Indian Journal of Open Learning, 17 (2).
- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.

- Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.
- Panda B.N. (2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha, India
- Phelps, R., & Kerr, B. (2004). Teachers and ICT: Exploring a metacognitive approach to professional development. *Australasian Journal of Educational Technology*, 20 (1), 49-68.
- Resta, P. (Ed.) (2002). Information and Communication Technologies in Teacher Education: A Planning Guide. Paris: UNESCO.
- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.
- Rodrigues, S. (2002). Opportunistic challenges. *Teaching and learning with ICT*. New York: Nova Science Publishers, Inc.
- Senapati, H.K. (2009). ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
- Singh, Bakhshish (Ed.), *New Horizons in Distance Education*, New Delhi, Uppal Publishing House. 1995.
- Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators*. New Delhi: Vasunandi Publication.
- UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. Paris: UNESCO.
- Usha V. Reddy and Saujaya Mishra. (2003) *Educational Multimedia- A hand Book for Teacher- Developers*, CEMCA, New Delhi.

EDN - 304: Life-Long Education –I

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Understand the concept of lifelong educations and its modalities
- ✓ Decipher the need and urgency of it in the present times
- ✓ Understand the need of distance education.
- ✓ Know various theories of distance education.

Contents

Unit-I: Introduction to Lifelong Education

- a) Meaning, Nature and Scope of Lifelong Education
- b) Philosophical basis of the concept of lifelong education – humanism and existentialism
- c) Sociological basis of the concept of lifelong education: Need and importance in the contemporary world.

(10 lectures)

Unit-II: Forms of Lifelong Education

- a) Impact and concept of lifelong education on formal education;
- b) Open learning, part time education, web-based education.

(10 lectures)

Unit-III: Life Long Education for community development

- a) National level programmes for eradication of illiteracy and Development in India
- b) Continuing education programmes for community upliftment
- c) Community colleges- meaning and concepts.

(20 lectures)

Unit-IV: Introduction to Distance Education

- a) Meaning, Scope, Philosophy, Importance and Rationale of Distance Education.
- b) Need of open distance education in India.

(10 lectures)

Unit-V: Theories of Distance Education

- a) Theory of Independent Study (Charles A. Wedemeyer)
- b) Theory of Learner Autonomy (Michael G. Moore)
- c) Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter).

(20 lectures)

Unit-VI: Modalities of Distance Education

- a) Correspondence courses,
- b) Open Schools and Universities
- c) Education Broadcast: TV and Radio, CAI.
- d) Impact of information technology revolution on distance education- Internet and its uses, emergence of on-line education

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Alexgender, K.C. (1994), The Process of Development of Society. New Delhi: Sage Publication.
- Anand, S. & Sen, A.K (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UNDP
- Arunachalam. J (2005), Women's Equality – A Struggle for Survival: Gyan Publishing House, New Delhi
- Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication

- Cropley, A.J. (1977). *Life Long Education: A Psychological Analysis*, New York: Pergamon Press.
- Daniel W. (Ed.) (1987): *The Future of Literacy in Changing World*. New York, Tokyo: Pergamon Press, Oxford.
- Daswani, C.J & Shah, S.Y (Ed. 2000) *Adult Education in India: Selected Papers*, New Delhi: UNESCO.
- HUMAN DEVELOPMENT REPORT (1995). Published for the United Nations Development Programme. (UNDP). New York. Oxford. Oxford University Press.
- Inove, Y (2009) *Adult Education and Adult Learning Processes with ICT*. Guam: University of Guam.
- John, Mary E (1996) *Gender and Development in India, 1970s-1990s Some Reflections on the Constitutive Role of Contexts*, EPW, Vol. 31, Issue No. 47, 23 Nov. Learning.
- Joshi P.K. (2007): *Modern Distance Education*. New Delhi: Anmol Publications.
- Khan, I. (1994): *Distance Teaching*. Delhi: Amar Prakashan.
- Learning to be: A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.
- Macionis, J. J & Plummer, K (2005), *Sociology. A Global Introduction* (3rd ed.). Harlow: Pearson Education.
- Rajesh & Dixit, V.K. (2011) *Lifelong Learning: Issues and Challenges*, New Delhi: Global Book Organization.
- Ranode. Eknath (2001), *Sustainable Development*. India: Vivekanand Kendra Prakashan.
- Venkataiah, S. (Ed.) (2000): *Lifelong and Continuing Education*. New Delhi: Anmol Pub
- Verma, R. (2005): *Distance Education - In Technological Age*. New Delhi: Anmol Publications (Pvt) Ltd.
- Verma, R. (2007): *Education-Open and Distance Education - In Global Society*. New Delhi: Anmol
- Wagiare, S.K. & Vanashree, W. (1986): *Extension Education Elixir in Rural Development*. New Delhi: Metropolitan Book Co.

**EDN - 305: Fundamentals of Educational Psychology and Research
(Inter-Disciplinary Elective / SWAYAM Course)**

Credit - 4

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

**Course
Outcomes**

The students coming from other subject areas will

- ✓ Be able to understand and conceptualise the basics of education
- ✓ Develop conceptual understanding of Research

Contents

Unit-I: Foundation of Educational Psychology (2 Credits)

- a) Relationship of Education and Psychology: Modern trends with special reference to constructivism (7 lectures)
- b) Process of growth and development: Physical, social, emotional and intellectual; Development of concept, Logical reasoning, Problem solving and Creative thinking, Language development. (12 lectures)
- c) Individual differences: Concept and measurement with reference to Intelligence (Guilford, Sternberg, Gardner). (7 lectures)
- d) Personality: type, trait and social theories, measurement of personality. (7 lectures)
- e) Mental health and hygiene – Process of adjustment, Conflicts and Defence mechanism, mental hygiene and mental health, Sex education. (7 lectures)

Unit-II: Methodology of Educational Research and Statistics (2 credit)

Meaning nature and scope of Educational Research

Steps of educational research:

- (a) Identification of problem, (b) Formulation of the problem, (c) Statement of the problem, (d) Hypotheses-- importance , type, criteria of good hypothesis , and hypothesis testing, Formulation of the problem , (e) Analysis of the problem, (f) Evaluation of the problem.

(5 lectures)

Concept of sample and population; Sampling – concept, need, selection of representative and adequate sample, various methods of sampling

(5 lectures)

Computation of central tendencies and deviations

(10 lectures)

Normal probability curve: Concepts and its application in education.

(3 lectures)

Correlation:concept,types, Coefficient of correlation-- assumption, computation, uses and interpretation. (i) Correlation from rank difference, (ii) product moment

(12 lectures)

Regression and Prediction: Concept of simple regression equation.

(5 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Bhatnagar, S. (2002). Advanced Educational Psychology, Agra: Bhargava Book House.
- Bron, R.A & Allyn Bacon. (2002). Essentials of Psychology, Guwahati: Nibedita DK Distributors.
- Chand, T. (2002). Educational Psychology, Agra: Bhargava Book House
- Cobb, N.J. (2004). Adolescent: Continuity, Change and Diversity (5th Edition). New York: McGraw Hill.
- Crow, R.B & Crow, A (1964). Educational Psychology, New Delhi: Eurasia Publishing House
- Gates A.T ET. Al.(1963) : Educational Psychology, New York: Mac Millan
- Guilford, J.P. (1967). The Nature of Human Intelligence, New York: McGraw Hill
- Hall, C.S & Lindsey, G (1978). Theories of Personality (3rd Ed), New York: John Wiley
- Hilgard, E.R.: Theories of learning , New York: Appleton Century Crafts
- Hilgard, E.O (1976). Theories of Learning (4th Ed), New York: Appleton Century Crgts
- Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: Sage Publications.
- Creswell, J.W. (2014). Educational research. Delhi: PHI learning private limited.
- Edwards, A.L.(1984). Experimental design in psychological research. New York: HarperCollins College Div. Publication.
- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer & Simons.

SEMESTER - IV
Duration: Six Months

Course Code	Course Type	Course Status	Marks Distribution(End Sem + Int. Asst)	Credit Value of the Course
EDN-400	Practical	Study of Local Educational Problem, Case Study	10+10=20	2
EDN-401	Theory	Curriculum Studies	40+10=50	5
EDN-402	Theory	Management and Leadership in Education	40+10=50	5
EDN-403	Theory	Education for Sustainable Development-II/ Comparative Education - II/ Value and Human Rights Education-II/ Guidance and Counseling in Education-II	40+10=50	5
EDN-404	Theory	Yoga and Health Education -II/ Life-skill Education-II/ICT in Education – II/ Life- Long Education-II	40+10=50	5
EDN-405	Practical	Dissertation –II	40+10=50	5
Sem – Total			270	27

EDN - 400: COMMUNITY OUTREACH ACTIVITY

Full Marks: 20

Total Credit: 2

Course Outcomes

After going through these practical activities, the students would develop:

- ✓ A sense of community belongingness
- ✓ Will have firsthand knowledge about community
- ✓ Will make himself/herself ready to solve community problems whenever required

Activity

1. Study of Local Educational Problems: Survey/Case Study

OR

2. Visiting of an Educational Place and Writing Report

Report writing: 10 marks

Viva-voice: 10 marks

EDN - 401: Curriculum Studies

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Acquire enough understanding of curriculum and its bases
- ✓ Gain practical ideas about curriculum design
- ✓ Gain knowledge about curriculum evaluation.
- ✓ Gather knowledge about why curriculum change is required.

Contents

Unit-I: Introduction to Curriculum

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development

(10 lectures)

Unit-II: Foundations and National Bodies of Curriculum

Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development.

(15 lectures)

Unit-III: Models of Curriculum Design

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

(20 lectures)

Unit-IV: Curriculum Instruction

Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction,

(10 lectures)

Unit-V: Curriculum Evaluation

Meaning and Concept of Curriculum Evaluation; Approaches to Evaluation of Curriculum (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, and Kirkpatrick's Model.

(15 lectures)

Unit-VI: Curriculum Change and Research

Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies.

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Aggarwal, J.C. & Gupta, S. (2005) – Curriculum Development 2005. Shipra. Delhi. India.
- Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). Curriculum planning and development. Boston: Allyn & Bacon.
- Bhalla, Navneet. (2007) – Curriculum Development. Author Press. Delhi. India.
- Brady, L. (1995). Curriculum development. New Delhi: Prentice Hall.
- Doll, R.C. (1996). Curriculum development: Decesion-making and process. Boston: Allyn & Bacon.
- Doll, W.E. (1993) – A postmodern perspective on curriculum. New York, Teachers College Press.
- Krug, E.A. (1956). Curriculum planning. New York: Harper and Row Publishers.
- Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman.
- Ornstein, A.C. & Hunkins, E (1998). Curriculum. Foundations, Principles and Issues. Boston: Allyn & Bacon, Boston.
- Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.
- Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rienehart & Winston.
- Slattery, P. (1995) – Curriculum Development in the postmodern era. New York, Garland.
- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.
- Walker, D.F. (2003) – Fundamentals of Curriculum. Lawrence Erlbaum Associates, Publishers. New Jersey.

EDN - 402: Educational Management and Leadership

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Gather basic knowledge about educational management
- ✓ Understand different kinds of leadership styles and their utilities
- ✓ Understand quality management in toto

Contents

Unit-I: Introduction to Educational Management

Educational Management – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism.

(10 lectures)

Unit-II: Introduction to Educational Administration

Meaning, Principles, Functions of educational Administration; Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate

(10 lectures)

Unit-III: Leadership in Educational Administration

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

(20 lectures)

Unit-IV: Quality Management

Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance and Total Quality Management (TQM).

Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis

(15 lectures)

Unit-V: Change Management

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

(10 lectures)

Unit-VI: Quality Assurance Agencies

Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE]).

(15 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Bhatnagar, R. P. & Aggrawal, V. (2015). Educational administration. Meerut: Layal Book Depot,
- Buch, T. (1980). Approaches to school management. London: Harper and Row.
- Chalam, K.S. (2003). Introduction to educational planning and management. New Delhi, Anmol Publications Pvt. Ltd.
- Chandrasekharan P. (1997). Educational planning and management. New Delhi: Sterling Publishers Pvt. Ltd.
- Deshmukh, A.V. & Naik, A.P. (2010). School administration and management. Mumbai.
- Glasser, W. (1990). The quality schools. New York, NY: Harper Collins Publishers, Inc.
- Government of India (1986/92). National policy on education. New Delhi: MHRD. .
- Gupta, S.K. & Gupta, S. (1991). Educational administration and management. Indore: Manorama Prakashan.
- Hallak, J. (1990). Investing in the future: Setting educational priorities in the developing world. Paris: UNESCO.
- Kalra, Alka (1977). Efficient school management and role of principals. New Delhi: APH Publishing Corporation.
- Kochhar, S.K. (2011). School administration and management. New Delhi: Sterling
- Mukharjee, S.N. (1970). Administration of education, planning and finance. Baroda: Acharya Book Depot.
- Mukherjee, P.N. (2006). Total quality management. New Delhi: PHI Learning Pvt. Ltd.
- Mukhopadhyay, M. (2001). Total quality management in education. New Delhi: NIEPA.
- Shaeffer, S. (1991). Collaborating for educational change: The role of parents and the community in school improvement. Paris: UNESCO.
- Tyagi R.S. & Mahapatra P.C. (2000). Educational Administration in Orissa. New Delhi, National Institute of Educational Planning and Administration (NIEPA)
- Vashist, Savita(ed.) (1998). Encyclopaedia of school education and management. New Delhi: Kamal Publishing House.

EDN - 403: Education for Sustainable Development-II
(Special Paper / Elective Paper)

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Decipher man's relationship with the environment
- ✓ Make out how developmental activities affect environment
- ✓ Understand global environmental concerns
- ✓ Comprehend the issues and policies in environmental protection
- ✓ Correlate Economic development and opportunity cost resultant in Environmental degradation
- ✓ Sensitize the people towards sustainable development parameters in day to day life

Course Contents:

Unit-I: Environment as the Core Dimension of Sustainable Development

- Concept and Dimensions of Environment: Physical, Biological and Social.
- Importance of Environmental Education for Sustainable Development
- Human being as a rational and social partner in environmental actions
- Society and environment in India; Indian traditions, customs and culture - past and present

(20 lectures)

Unit-II: Development as Change in Environmental Factors

- Economic and social needs - as basic considerations for development
- Social factors affecting development - poverty, affluence, education, employment, child marriage and child labor; human health - HIV/AIDS, social, cultural and ethical values
- Impact of development on environment - changing pattern of land use; land reclamation, deforestation, resource depletion, pollution and environmental degradation.
- Impact of liberalization and globalization on - agriculture and industries, dislocation of manpower and unemployment, implications for social harmony

(25 lectures)

Unit-III: Environmental Management and Sustainability

- Concept and Need for environmental management vis-à-vis development;
- Aspects of environmental management - ethical, economic, technological and social Legal provisions for environmental management
- Approaches for environmental management - economic policies, environmental indicators, setting of standards, information exchange and surveillance.
- Role of society in development and environment - public awareness through education, eco- clubs, and population education programmed, campaigns, public participation in decision making.

(20 lectures)

Unit-IV: Contemporary Issues and Challenges

- Environment pollution (soil, water and air); ozone layer depletion, greenhouse effect, hazard and disaster, disaster management
- Degradation of natural resources, population explosion and related environmental problems and sustainable development
- Ecology, ecosystem, food chain and food web, biodiversity; wildlife conservation and sustainability
- Energy crisis and sources of non-conventional energy
- Climate Change and its impact on Global environment, COVID-19 and other Pandemic Issues

(15 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Agarwal, A et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman.
- Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.:Cambridge University Press.
- Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, PanjabUniversity.
- Kelu, P. (2000). Environmental Education: A Conceptual Analyses, Calicut, CalicutUniversity.
- Kumar, A. (2009). A Text book of Environmental Science, New Delhi, APH PublishingCorporation.
- Mangal, M. K., (2017). “Environmental Education”, R. LallBook Department.
- McNeill, John R. (2000). Something new under the sun: An environmental history of the twentieth Century.
- Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, PanjabUniversity.
- Nagarajan and Sivakumar.P, (2002). “Environmental Education”, Ram Publishers, Chennai.
- Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.
- Pannerselvam, A and Mohana Ramakrishnan. (2005). “Environmental science education” Sterling publication, New Delhi.
- Pepper, I.L., Gerba, C.P. & Brusseau, M.L. (2011). Environmental and pollution science. Academic Press.
- Raina, B.L.(1988): Population Policy. Delhi: B.R. Publishing Corporation.
- Raven, P.H., Hassenzahl, D.M. & Berg, L.R. (2012). Environment. John Wiley & Sons.
- Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. NewDelhi: Ashish Publishing House.
- Reddy, P.K. & Reddy, N.D. (2001). Environmental Education, Hyderabad, Neelkamal Publications.

- Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.
- Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
- Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deepand Deep Publications.
- Sharma, R.A. (2012): Environmental Education, Meerut: R. Lall Book Department.
- Sharma, V.S. (2005). Environmental Education, New Delhi, Anmol Publications.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014). Ecology, environmental science and conservation. New Delhi: S. Chand Publishing.
- Singh, Y.K. (2009). Teaching of Environmental Science, New Delhi, APH Publishing Corporation.
- UNEP (2013). Emerging issues in our global environment (year book).United Nations Environment Programme.
- United Nations Report (2003): Population Education and Development. New York: The Concise Report.

EDN - 403: Comparative Education-II

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

**Course
Outcomes**

After completing the course, the students will be able to

- ✓ Understand some selected systems of education of the world.
- ✓ Analyze some selected systems of education of the world.
- ✓ Compare some selected systems of education of the world.

Contents

Unit-I: Scenario of Elementary Education

Universalization of Elementary Education – U.K., USA and Japan with special reference to India.

(15 Lectures)

Unit-II: Scenario of Secondary Education

Secondary Education – U.K., USA and Germany with special reference to India.

(15 Lectures)

Unit-III: Scenario of Higher Education

Higher Education – UK, USA and France with special reference to India.

(17 Lectures)

Unit-IV: Scenario of Higher Education

Teacher Education – UK, USA and Germany with special reference to India

(18 Lectures)

Unit-V: Scenario of Adult and Distance Education

Adult and Distance Education (with special reference to India)–

- a) Australia
- b) China
- c) France

(15 Lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Chakravarti, B.K. (2005). A Text book of Comparative Education. Dominant Publishers and Distributors, Delhi.
- Chaube, S.P. (1985). Features of Comparative Education. Vinod Pustak Mandir, Agra.
- Hans, Nicholas (2003). Comparative Education, Routledge and Kegan Paul, England.
- Kaushik, V.K. and Sharma, S.R. (2002). Comparative Education. Anmol Publications Pvt. Ltd., New Delhi.
- Rai, B.C. (1987). Comparative Education. Prakashan Kendra, Lucknow.
- Sodhi T.S. (1994). Text book of Comparative Education, Vikash Publishing House Pvt. Limited, New Delhi.

EDN - 403: Value and Human Rights Education-II

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Know the pros and cons of human rights education.
- ✓ Understand the importance of human right education.
- ✓ Know different facets of human rights education nationally and internationally.

Contents

Unit-I: Introduction to Human Rights Education

Human Right and Human Rights Education - Concept, objectives and importance; Dimensions of Human Rights Education; Role of teacher in developing human rights awareness

(10 lectures)

Unit-II: Organizations and Human Rights Education

- a) Need and importance of human rights Education - in the existing social scenario
- b) Role of international, national bodies and state bodies in promotion of human rights education
- c) Role of media in dissemination of human rights
- d) Role of educational institutions (at school, college and higher education level) in dissemination of human rights

(20 lectures)

Unit-III: Foundations and Theories of Human Rights Education

- a) Philosophical foundations of Human Rights: Sources of Human Rights
- b) Modern Human Rights Theories.

(15 lectures)

Unit-IV: Perspectives of Human Rights Education

- a) Civil, Political, Economic, Social and Cultural Rights and corresponding obligations
- b) Human Rights of vulnerable persons and groups: Women's Rights, Rights of the Child, Migrant Workers Rights, Indigenous Peoples Rights.

(25 lectures)

Unit-V: Education in Human Rights

- a) Human Rights in India (Constitutional provisions)
- b) Right to Education and its implications.
- c) Education about Human Rights, Teacher preparation.

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.
- Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
- Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.
- Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.
- Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.

- Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.
- Symonides, J (2002): Human Rights Concept and Standards, Rawat Publications.
- Tarrow, N.B. (1987): Human Rights and Education Vol-3. Pergamon Press.

EDN - 403: Guidance and Counseling-II

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ 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 counselling.
- ✓ Understand guidance services in schools.

Contents

Unit-I: Introduction to Counselling

Meaning, Nature and Principles of Counselling; Approaches to Counselling – directive, non-directive, eclectic, role and functions of Counsellor. Professional Education of the Counsellor
(15 Lectures)

Unit-II: Theories of counselling

- Directive counselling – Concept, procedure, advantages, limitations.
- Non-directive counselling – Concept, procedure, advantages, limitations
- Eclectic counselling – Concept, procedure, advantages, limitations.

(20 Lectures)

Unit-III: Tools & techniques of Counselling

- Testing techniques - Intelligence, Achievement, Interest, Aptitude, Adjustment, Interpersonal relations, Personality (objective, self-report, projective) and Socio-metric devices.
- Non-testing techniques - systematic case study, Interview and Observation (role method)

c) Diagnosis in counselling and Follow-up process

(25 Lectures)

Unit-IV: Guidance Service

- a) Meaning of Guidance Services, Principles of Organizing Guidance Services
- b) Individual Information service: types of data to be collected about the individual student, sources of information
- c) Occupational information service: types of information materials, sources, methods of classifying and disseminating occupational information
- d) Placement Service: Educational Placement, Vocational Placement
- e) Evaluation of Guidance Programme and Follow-up Service

(20 Lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Bengalee, M.D. Guidance and Counselling, Bombay, Sheth Publishers, 1984
- Bernard, H. W. & Fullner,D.W. Principles of Guidance, A Basic Test (Indian Education), New Delhi, Allied Publishers Pvt.Ltd, 1987.
- Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y. Crowell Company.
- Bhattacharya. Guidance In Education, Bombay, Asian Publishing House,1964.
- Chandra, R Guidance and Counselling, New Delhi, Kalpaz Publishers,2002.
- Cronbach, Lee Essentials of Psychological Testing, London, Harper & Row,1964.
- Crow, L.D. & Crow, A. (1951).An Introduction to Guidance, New York, American Book, Co.
- David, A Guidance & Counselling, DVS Publishers and Distributors, Guwahati, 2004.
- Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.
- Jayaswal S. Guidance and Counselling, Lucknow, Prakashan Kendra,1981.
- Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. Mc Graw Hill.
- Kochhar, S.K Guidance in Indian Education, New Delhi, Sterling Publishers Pvt.Ltd., 1979.
- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGraw Hill.

- Pandey, K.P.(2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.
- Pasricha P. (1976). Guidance and Counselling in Indian Education, New Delhi, NCERT.
- Safaya, (2002). Rai Guidance and Counselling, Chandigarh, Abhishek Publishers.

EDN - 404: Yoga and Health Education -II

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Understand the concept of health and health education.
- ✓ Know different dimensions of human health.
- ✓ Get knowledge about good postural techniques.
- ✓ Understand the mental and emotional health.
- ✓ Identify the measures to be adopted to secure the mental health.
- ✓ Know the role of mind in promoting positive health.
- ✓ Acquire knowledge about common communicable diseases.
- ✓ Understand the nature of injuries and to provide first aid.
- ✓ Get knowledge for managing the Stresses.
- ✓ Acquire proper dietary knowledge for good life.

Contents

Unit-I: Introduction to Health Education

Concept and Dimensions (Physical, Mental, Social and Spiritual) of health; Health needs of children and adolescents, including differently-abled children; Health education: meaning aims and needs. Factors of healthful environment of an institution

(11 Lectures)

Unit- II: Communicable disease

Communicable disease- Meaning, characteristics, Mode, Control and Prevention; First aid- Meaning and Scope; Qualities and Duties of a First Aider

(9 Lectures)

Unit- III: Posture: Correct & Defects

Meaning and concept of Posture; Common postural defects and its Causes; Correct postural habits of Standing, Walking, Sitting, Reading and Writing; Importance of Correct postural habits. Role of teacher for promoting good posture

(25 Lectures)

Unit- IV: Mental and Emotional Health

Meaning, factors of Mental and emotional health; Role of mind in positive health as per ancient yogic literature; Measures to be adopted to secure the mental health of the pupil

(15 Lectures)

Unit-V: Yoga and Stress Management

Concept, Symptoms and types of Stress; Stress - a yogic perspective; Yogic practices for stress management

(10 Lectures)

Unit-VI: Food and Nutrition

Meaning of Food, Classification, and Constituents of Food, Vitamins and Deficiency Diseases,

Meaning of Nutrition, Malnutrition - Causes - Balanced Diet and Diet for Obesity and Under Weight

(10 Lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhamma SMYM Samiti.
- Charles, B. A. (1992). Foundation of physical education and sport. New Delhi: B1 Publication.
- Chandra, S., Sothi, & Krishnan.P. (2005). Health education and physical education. Delhi: Surject Publications. .
- Dr. Khatri H.L. and Dr. Lata S., (2015). Health and Physical Education. Bookman.
- Gupta A. K. (2009). Handbook of Health Education and Community Pharmacy. CBS.
- Kanele., B. S., & Kumar, C. P. (1996). Text book on health and physical education. Ludhiana: Kalyana Publishers.
- Leith, L. M. Exercise your way to better mental health. New Delhi: Friends publication.

- Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.
- Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.
- Ramachandran, L.T., & Dharmalingam. (1993). Health education. A new approach. NewDelhi: Vikas Publishers Ltd.
- Ramachandran, L.T., & Dharmalingam. (1993). Health education. A new approach. NewDelhi: Vikas Publishers Ltd.
- Udupa, K.N. (1985). Stress and Its Management by Yoga, Delhi: Motilal BanarsiDas.

EDN - 404: Life Skills Education-II

(Special Paper / Elective Paper)

Full Marks: 50 (40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to-

- ✓ Know in detail about life skills and their importance in life
- ✓ Learn how life skill education is taught with special reference to adolescence period
- ✓ Develop life skills through experiential learning
- ✓ Apply various life skills methods in coping with challenging situations in life
- ✓ Enhance life skills Education as an essential entity
- ✓ Understand various issues and conflicts that need life skills to deal with.

Course Contents:

Unit-I: Life Skills Education at Different Stages

- Dealing with issues at Adolescent phase (Peer group, Family and School)
- Adulthood and Elderly Phase- Home and Workplace Environment and issues
- Areas of Intervention- Distress, Depression, Suicidal Tendencies, Failures, Aggression and Violence
- RTE-2009 and Life Skills for Children

(20 lectures)

Unit-II: Life Skills Education & Curriculum

- Growing Minds & Life Skills- 21st Century Learners' characteristics
- Integrating Life Skills (at School level and Higher Education)
- Key Steps In Life Skills Application- Process and Practices
- Life Skills & Participatory learning

(15 lectures)

Unit-III: Teaching Methods for Life Skill Education

- Class Discussion and Debates, Brain storming, Role play and simulation , Games and Story telling
- Case studies, Decision mapping or problem trees
- Tagore and Gandhi : Experiential Learning and Learning by Doing
- ICT and 21st Century Teaching Skills

(25 lectures)

Unit-IV: Development of Policies in India & Abroad

- NPEP- (1980), Learning Without Burden (Yashpal Committee Report 1993)
- National Curriculum Framework (2005)
- CBSE and CCE (Comprehensive Continuous Evaluation 2005)
- SarvaSikshaAbhijan (SSA)
- National Education Policy -2020
- Dakar Framework,
- Hamburg Declaration (1997)
- UN Inter-Agency Meeting (1998)

(20 lectures)

Internal: Seminar presentation by the students

Suggested Reading:

- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
- J. Krishnamurti-Education and the Significance of Life.
- Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi
- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
- National Curriculum Framework- 2005.
- Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
- Sandhan, Society for Education & Development (2005). Life Skills Education, Training Module, Jaipur. SinghMadhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
- Singh, B.D. and Menon R- Life Skills in India (2015) An Overview of Evidence and Current Practices in our Education System.
- Teacher Education, Department of School Education and Literacy, MHRD, India.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- UNESCO and Indian National Commission for Co-operation with UNESCO(2001). Life Skills in Non-formal Education: A Review
- WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.

- জীবনেশ্বরী শিঃাঙ্গ-ড. দেবাশিস পাল , বীতা পাবলিকেশন
- মানিসিক বাধ্য, বড়েসি ও জীবনেশ্বরী শিঃাঙ্গ রেপোর্ট

ড. সুবীর নাগ

- জীবনেশলী শিল্পা .ড. সুবীর নাগ, ইন্ডি প্রেস বাংলা পাবলিকেশন
- বাংলা ও শারীর শিল্পা ড. দীপন চুক্তি, ও অরনাভ সামু আহিনী
- *Kishore KishoriderJibonKushalataSiksha M. P. Sinha& C.P. Ghoshal Progressive Publishers*

Web Sites:

- **UNESCO** - <http://www.unesco.org/>
- **UNFPA** - <http://www.unfpa.org/>
- **UNICEF** - <http://www.unicef.org/>
- **United Nations** - <http://www.un.org/>
- **WHO** - <http://www.who.int/en/>
- **India Portal** - www.indiaprofile.gov.in

EDN - 404: Life-Long Education –II

(Special Paper / Elective Paper)

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Decipher the concept of adult and continuing education
- ✓ Know the concepts associated with adult and continuing education
- ✓ Know programmes worked out so far for adult education

Contents

Unit – I: Introduction to Adult and Continuing Education

- Adult and Continuing Education: Evolution of concept, aims and practice
- Need and importance of Adult and Continuing Education in developing a learning society

(10 lectures)

Unit – II: Life Long Education approach on global policies

Recent Impact of Life Long Education approach on global policies:

- a) World Conference for Higher Education
- b) Millennium Development Goals
- c) Education for all.

(15 lectures)

Unit – III: Policies and Problems of Adult and Continuing Education

- a) Development with reference to National Policy of Education (1968, 1986, 1992 revised)
- b) Problems of Adult Education.

(15 lectures)

Unit – IV: Adult Education: Related Terminologies and Programmes

- a) Need and importance of Adult and Continuing Education in developing a learning society
- b) Concepts and terminologies related to Adult Education: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education and In-formal Education

(25 lectures)

Unit – V: Adult and Continuing Education in India

Indian Adult/Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme and National Literacy Mission.

(15 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Alford, H.J. (1968): Continuing Education - In action: Residential Centres For Lifelong Learning. New York: Wiley.
- Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York : Pergamon Press
- French, et. al. (Eds.) (1999): Interest Based Learning. UK: Kogan Page.
- Gorden, G. & Sharan, B. (1982): Adult Education: Foundation of Practice. New York: Harper and Row.
- Govt. of India National Adult Education Programme: An Outline, 1978.
- Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
- Houle, C.O. (1964): Continuing Your Education. New York : Mc Graw Hill Co.
- Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
- Jarvis, P. (1990): International Dictionary Of Adult And Continuing Education. London: Routledge.
- Jethither, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.

- John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
- Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
- Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.
- Learning to be: A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.
- Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
- Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
- Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
- Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.
- National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
- Pareek, V.K. (1992): Adult Education. Delhi: Himansher.
- Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs. 30. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
- Reddy, G.L. (1997): Role performance of Adult Education Teachers: problems and prospects. New Delhi: Discovery Pub.
- Roy, N.R. (1967): Adult Education - In India and abroad. Delhi: Chand.
- Rudestam & Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.
- S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
- Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
- Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: National Book Organisation.
- Sodhi, T.S. (1987): Adult Education: a Multidisciplinary Approach. Ludhiana: Katson Publication House.
- Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
- Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.

EDN - 405: Dissertation -II
(Special Paper / Elective Paper)

Full Marks: 50

Total Credit: 5

Course Outcomes

After going through these dissertation activities, the students will be able to

- ✓ Analyse the data and interpret the analysis.
- ✓ Discuss the findings.
- ✓ Write the research report.
- ✓ Communicate the idea with others.

Activity

a) Field Survey and writing	40 (Marks)
b) Viva-voice	10 (Marks)