M.A./M.Sc. (Education) CBCS Curriculum

1. Duration: Two years comprising of four semesters of six months duration

2. Programme Structure:

First Semester

Course Code	Course Title	Course Credit	Points/Marks			Learning Experiences (hours)
			Mid-term/ Assignment	Term -end	Total	
EDC-01	Educational Philosophy-1	4	20	80	100	80
EDC-02	Educational Psychology-1	4	20	80	100	80
EDC-03	Educational Sociology-1	4	20	80	100	80
EDC-04	Research Methodology-1	4	20	80	100	80
Total Credit		**16**	**Total Marks**		**400**	
Second Semester						
EDC-05	Educational Philosophy-2	4	20	80	100	80
EDC-06	Educational Psychology-2	4	20	80	100	80
EDC-07	Research Methodology-2	4	20	80	100	80
EDO-01 (Open course)	Fundamentals of Education and Research **(for students of other departments)**	4	20	80	100	80
Total Credit		**16**	**Total Marks**		**400**	
Third Semester						
EDC-08	Curriculum Development	4	20	80	100	80
EDC-09	Educational Sociology-2	4	20	80	100	80
EDE-01	Elective Papers **1.**Educational Technology-1 **2.**Teacher Education-1 **3.**Environmental and PopulationEducation-1 **4.**Measurement and Evaluation-1 **5.**Development of Indian Education-1 **6.**Health Education-1	4	20	80	100	80
EDP-01	ICT	2		50	50	80
EDP-02	Proficiency based activities on Elective paper	2		50	50	80
Total Credit		**16**	**Total Marks**		**400**	
Fourth Semester						
EDC-10	Education Management	4	20	80	100	80
EDC-11	Comparative Education	4	20	80	100	80
EDE-02	Elective Papers **1.**Educational Technology-2 **2.**Teacher Education-2 **3.**Environmental and Population Education-2 **4.**Measurement and Evaluation-2 **5.**Development of Indian Education-2 **6.**Health Education-2	4	20	80	100	80
EDP-03	Dissertation	4		100	100	120
Total Credit		**16**	**Total Marks**		**400**	
Grand Total (Credit)		**64**	**Grand Total (Marks)**		**1600**	

(EDC compulsory paper; EDC-Elective/Optional paper; EDP -practical paper; EDO- open course)

First Semester

EDC-01: Educational Philosophy-1

Points/Marks – 100   **Learning Hours-100**

Objectives:

To enable the students to

- develop an understanding about the contribution of Philosophy of Education to education as a discipline.
- develop capacity to build an Indian Philosophy of Education to set goals of education in India.
- acquaint themselves with the educational contribution s of some great thinkers (both Western and Indian) on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.
- understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.
- develop insights to apply the above competencies in the practices of education.

Contents

Unit-I   :   Meaning, Nature and Scope of Educational Philosophy, Nature of Indian Philosophy, Relationship of Education and Philosophy.

Unit-II   :   Indian schools of Philosophy: Nyaya, Sankhya, Yoga with special reference to their educational implications.

Unit-III :   Buddhism, Jainism and Islamic tradition with special reference to their educational implications.

Unit-IV   :   Some problems of Philosophy of Education in relation to concept, aim, curriculum, teaching and learning in respect to Western philosophy.

Unit-V   :   Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism with special reference to aims, curriculum and methods of teaching.

Unit-VI   :   Educational Philosophy of J. J. Rousseau and J. Dewey, Bertrand Russell and A. N. Whitehead.

Suggested Readings:

- Foundation of Education: O. P. Dhiman.

- An Introduction to Indian Philosophy, S. C. Chatterjee and D. M. Dutta.

- Four Philosophies and their practice in Education : D. J. Butler.

- Philosophy of Education : Rupert Lodge.

- Philosophy Bases of Education : R. R. Rusk.

- Studies in Philosophies of Education : V. Verma.

- Outlines of Indian Philosophy : J. Sinha.

- Philosophical Foundations of Education : K. K. Shrivastava.

- Educational Thoughts and Practice : V. R. Taneja.

- Great Educators : R. R. Rusk.

- Education and Philosophy: D. Bhattacharayya, Pearson (Bengali Version)

EDC-02: Educational Psychology-1

Points/Marks – 100   **Learning Hours-100**

Objectives: To make students understand

- the contributions of different schools of psychology to education.
- the nature of various processes of growth and development in order to develop educational programmes.
- the nature of learning and transfer of learning.
- the nature of motivation and its relation to learning
- the nature of mental health and adjustment.
- the concept of stress and anxiety, and its management.
- the concept of remedial education and educational diagnosis.

Contents

Unit-I   :   **Schools of Psychology –** Behaviourism, Gestalt, Psychoanalysis, Humanistic, and Cognitive: their basic concepts and educational contributions:

Concept of stress and its management. Text Anxiety.

Unit-II   :   **Growth and Development –** Physical, Social, Emotional, Intellectual, Language and Moral: characteristics and educational programmes.

Mental Health and Adjustment: concepts and relations. Conflicts and Complexes. Frustrations and anxiety. Adjustment mechanisms.

Unit-III   :   **Learning –** Concept, Nature & Types, **Influencing Factors –** Attention & Interest, Maturation and Motivation, Remembering & Forgetting. Information Processing Model.

Unit-IV   :   **Motivation** – **Theories and their educational implications** – Hierarchy of Needs, Achievement Motivation, Attribution Theory. Factors affecting motivation of learning.

Unit-V   :   **Transfer of Learning –** Concept, Importance, Nature & Types. Contemporary views of general transfer & specific transfer. Theories. Methods of enhancing transfer.

Unit-VI   :   **Remedial Education –** Meaning, Needs, Objectives, Nature & Techniques of Educational Diagnosis, Specific Backwardness – Reading, Writing & Arithmetic- Causes and Remedial measures

Suggested Readings:

- Aggarwal, J.C. (1995). ***Essentials of Educational Psychology***, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A.& S.Urbina. ***Psychological Testing*** (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D.(1995) ***Social Psychology***, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge,L.Morris.(1982): ***Learning Theories for Teachers***, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R.(1986), ***Theories of Learning***, (5th ed.), Prentice Hall, New Delhi.
- Chauhan, S.S.(1996). ***Advanced Educational Psychology***, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper,C. ***Intelligence and Abilities.*** Routledge. London and New York.(1999)
- Cotton, Julie.(1995): ***The Theory of Learning: An Introduction***, Kogan Page Limited, London.
- Cropley, A.J.***Creativity in Education and learning***. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) ***Personality Classic Theories and Modern Research***, Pearson Education. 2nd Ed.
- Goodenough, F.L.(1949) ***Mental Testing: its history, Principles and applications***. N.Y.Rinehart.
- Gregory, R.J. ***Psychological Testing- History, Principles, and Applications*** (4th Edition). Pearson Education,(2005).
- Gulati, S.(Edited). ***Education for Creativity***. NCERT.(1995).
- Hall, C.S and Lindzey, G.(1985). ***Theories of Personality***. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. ***Advanced Educational Psychology***. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Morgan .T.C. et al. ***Introduction to Psychology*** (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003).
- Murray, H.A.(1962). ***Explorations in personality***. N.Y.Science Editions.
- Phares, E.J.(1991) ***Introduction to personality***. Harper Cllins. N.Y. 3ed Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5th Ed.(2010)
- Torrance, E.P. ***Encouraging Creativity in the Classroom***. W.M.C. Brown Co. Publishers, IOWA, USA.(1972).
- Woolfolk,A. ***Educational Psychology***(Ninth Edition). Pearson Education, (2004).

EDC-03: Educational Sociology-1

Points/Marks – 100   **Learning Hours-100**

Objectives:

- To develop knowledge about Education & Society.
- To transact different determinants of Sociology in Education
- To apply Sociological Concepts of different segments to our society
- To study different theories of Sociology & Education
- To enable learners to correlate Education & sociology
- To understand sociological theories and its practices in our educational system

Contents

Unit-I : **Meaning and nature –** Educational Sociology and Sociology of Education. Relationship of Sociology and Education. Education as a process of socialization. Education as a process of social subsystem: special characteristics.

Unit-II : **School and Community –** School community relationship, changes in Indian society and their impact on Education. Socio-metric study in formal groups.

Unit-III : **Education and Culture –** Meaning and nature of culture, role of education in cultural context, cultural determinants of Education, cultural change & lag.

Unit-IV : **Education and Backward Community –** Education of the socially and economically disadvantaged sections of the Indian society with special reference to scheduled caste and scheduled tribes women and rural people.

Unit-V : **Educational and Social organization –** Factors affecting social organization, social group, group dynamics in a class room situation. Folkway, mores and institutions

Unit-VI : **Population:** Population dynamics, population growth, components of population growth – fertility, mortality, migration, population composition, age, sex, religion, literacy, population policy in India.

Suggested Readings:

- Chube, S. P. : Philosophical & Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. . & Kumar, K. : Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985.
- Dewey, John, The School of Society, University of Chicago Press, 1936.
- Bhatt, B. D. & Sharma, S. R. : Sociology of Education, Kanishka Publishers House, 1993.
- Brown, F. J. : Educational Sociology, Prentice Hall Inc., 1961.
- Cook, L. A. & Cook, E. : A Sociological Approach to Education, McGraw Hill, New York, 1950.
- N. Jayaram : Sociology of Education in India, Raaat Publication, Jaipur, 1950.
- Sharma, S. N. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
- Sharma, K. L. : Social Stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997.
- Talesra, H. : Sociological Foundations of Education : Kanishka Publishers, New Delhi, 2002.
- Sharma, Y. K. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
- Prasad, J. : Education & Society : Concepts, perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.
- Education and Sociology: D. Bhattachayya, Pearson (Bengali Version)

EDC-04: Research Methodology-1

Points/Marks – 100   **Learning Hours-100**

Objectives: to enable the students to

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

Contents

Unit-I   :   Research – Meaning, Nature, Characteristics and steps of scientific inquiry. Educational Research – Meaning, Characteristics and Types-Fundamental, Applied and Action, Longitudinal and Cross-sectional, Quantitative and Qualitative research paradigm

Unit-II   : Steps of scientific investigation. Identification of research-worthy problem. Review of related studies. Understanding constructs and variables, Formulating of and needs for different types of testable hypothesis and its testing mechanisms. Research Design.

Unit-III   :   Sampling- Meaning of Population, Sample & Sampling design. Purpose of sampling, procedure for selecting representative and adequate sample, Different methods of sampling used in educational research (both probability and non-probability)- procedure, merits & demerits.

Unit-IV   :   Classification and qualification and presentation of research data- Levels of measurement, Tabular and Graphical presentation – Histogram, Polygon, Pie and Ogive. Statistical description with different types of measures of central tendencies and variabilities

Unit-V   :   Normal probability curve- Concept, Characteristics, Uses and Causes of non-normality, standard scores- kinds, uses in educational research, sampling distribution of mean and other statistics,

Unit-VI   :   Measures of Relationships- Co-efficient of correlation- Rank difference, Product moment, Biserial and Point–biserial, Tetra choric, Phi, Partial and Multiple correlations (concepts and uses only)

Suggested Readings:

* Creswell,J.W.-**Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach**. PHI.
* Cohen,L.,Manion,L.& Morrison,K.-**Research Methods in Education**.Routledge.
* Johnson,B.&Christensen,L.-**Educational Research-quantitative, qualitative & mixed approaches**. Sage.
* Kerlinger, F. N. – **Foundations of behavioural research**. Surajit Publication
* Mohsin, S. M. – **Research methods in behavioural science**. Orient Longman.
* Best and Kahn – **Research in education**. PHI
* Koul, L.–**Methodology of educational research**. Vikas Publishing House Pvt. Ltd.
* Guilford, J. P. – **Fundamental statistics in psychology and education**.
* Guilford, J. P. – **Psychometric methods**.
* Anastasi, A. – **Psychological Testing**. Pearson Education.
* Freeman- **Psychological Testing**.
* Fergusion, G. A. – **Statistical Analysis in Psychology and Education**.
* Nunnally, J. C. – **Educational measurement and evaluation**.
* Siegal, S. – **Nonparametric statistics for the behavioural sciences**.
* Van Dalen, D. B. – **Understanding Educational Research: an introduction.**
* Dooley,D- **Social Research Method**: Prentice Hall of India Pvt. Ltd.
* Neuman,W.L. – **Social Research Method – Qualitative and quantitative approaches**, Pearson Education.
* Ahuja,R. – **Research Methods**, Rauat Publication, Jaipur and New Delhi.
* Kothari,C.R.–**Research Methodology–method and techniques.** Wishwa Prakashan, New Delhi.
* Sukhia,S.P., Mehrotra,P.V. & Mehrotra,R.N.- **Elements of Educational Research**. Allied Publishers Ltd.

Second Semester

EDC-05: Educational Philosophy-2

Points/Marks – 100   **Learning Hours-100**

Objectives:

To enable the students to

- develop an understanding about the contribution of Philosophy of Education to education as a discipline.
- develop capacity to build an Indian Philosophy of Education to set goals of education in India.
- acquaint themselves with the educational contribution s of some great thinkers (both Western and Indian) on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.
- understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.
- develop insights to apply the above competencies in the practices of education.

Contents

Unit-I   :   **Indian Schools of Philosophy :** Carvaka, Vaiseshika, Vedanta with special reference to their educational implications;

Unit-II   :   **Educational Philosophy of** Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi;

Unit-III :   **Building a Philosophy of Indian Education :** Main issues of development of education in India.

Unit-IV   :   **Western Schools of Philosophy :** Existentialism, Essentialism, Humanism, Progressivism, Marxism with special reference to their educational implications for aims, contents and methods of teaching;

Unit-V   :   **National Values** as enshrined in the Indian Constitution and their educational implications;

Unit-VI   :   **Modern Concept of Philosophy :** Analysis – logical analysis; logical positivism and positive relativism;

Suggested Readings:

- Foundation of Education : O. P. Dhiman.

- An Introduction to Indian Philosophy, S. C. Chatterjee and D. M. Dutta.

- Four Philosophies and their practice in Education : D. J. Butler.

- Philosophy of Education : Rupert Lodge.

- Philosophy Bases of Education : R. R. Rusk.

- Studies in Philosophies of Education : V. Verma.

- Outlines of Indian Philosophy : J. Sinha.

- Philosophical Foundations of Education : K. K. Shrivastava.

- Educational Thoughts and Practice : V. R. Taneja.

- Great Educators : R. R. Rusk.

- Education and Philosophy: D. Bhattacharayya, Pearson (Bengali Version)

Second Semester

EDC-06: Educational Psychology-2

Points/Marks – 100   **Learning Hours-100**

Objectives:

To make students understand

- the meaning and nature of higher mental processes and their measurement;
- The nature of learning and constructivism on the basis of different theoretical perspectives;
- the nature of personality and individual differences, and their educational importance;
- the nature of group dynamics in classroom and classroom climate.

Contents

Unit-I   :   **Intelligence** - concept and nature. **Theories and their educational significance –** Cattell, Guilford, Sternberg, Gardner. Measurement of Intelligence. Emotional Intelligence.

Unit-II   :   **Creativity** - Concept and nature. Factors of creativity. Development of creativity. Measurement of creativity, Creativity and Intelligence.

Unit-III :   **Learning Theories (Behaviourist & Cognitive)**: Skimer, Hull, Tolman, Gagne, Lewin.

Unit-IV   :   **Learning Theories (Constructivist)**: Bruner, Vygotsky, Piaget.

Unit-V   :   **Personality** - concept and nature. **Theories and their educational implications –** Cattell, Eysenck, Jung, Erikson, Rogers, Big five factors. Measurement.

Unit-VI   :   **Individual differences –** Concept & Types. Role of heredity, environment and culture. Implications of individual differences for organizing educational programmes.   Socio-emotional Climate of classroom.

Suggested Readings:

- Aggarwal, J.C. (1995). ***Essentials of Educational Psychology***, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A.& S.Urbina. ***Psychological Testing*** (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D.(1995) ***Social Psychology***, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge,L.Morris.(1982): ***Learning Theories for Teachers***, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R.(1986), ***Theories of Learning***, (5th ed.), Prentice Hall, New Delhi.
- Chauhan, S.S.(1996). ***Advanced Educational Psychology***, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper,C. ***Intelligence and Abolities.*** Routledge. London and New York.(1999)
- Cotton, Julie.(1995): ***The Theory of Learning: An Introduction***, Kogan Page Limited, London.
- Cropley, A.J.***Creativity in Education and learning***. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) ***Personality Classic Theories and Modern Research***, Pearson Education. 2nd Ed.
- Goodenough, F.L.(1949) ***Mental Testing: its history, Principles and applications***. N.Y.Rinehart.
- Gregory, R.J. ***Psychological Testing- History, Principles, and Applications*** (4th Edition). Pearson Education,(2005).
- Gulati, S.(Edited). ***Education for Creativity***. NCERT.(1995).
- Hall, C.S and Lindzey, G.(1985). ***Theories of Personality***. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. ***Advanced Educational Psychology***. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Morgan .T.C. et al. ***Introduction to Psychology*** (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003).
- Murray, H.A.(1962). ***Explorations in personality***. N.Y.Science Editions.
- Phares, E.J.(1991) ***Introduction to personality***. Harper Cllins. N.Y. 3ed Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5th Ed.(2010)
- Torrance, E.P. ***Encouraging Creativity in the Classroom***. W.M.C. Brown Co. Publishers, IOWA, USA.(1972).
- Woolfolk,A. ***Educational Psychology***(Ninth Edition). Pearson Education, (2004).

Second Semester

EDC-07: Research Methodology-2

Points/Marks – 100   **Learning Hours-60**

Objectives: To enable students to

- construct and apply different research tools.
- develop skill to write and evaluate research report.
- acquaint with the descriptive and inferential statistical techniques in educational research.
- estimate and calculate reliability, validity, regression and prediction.

Contents

Unit-I   :   Strategies of Educational Research: Historical, Descriptive and Experimental and their importance.

Unit-II   :   Tools and techniques of data collection: Need. Criteria of good research tools. Construction and uses of – Observation, Interview, Questionnaire, Rating and Attitude scale, and Performance test.

Unit-III   :   Research Report: recording, organizing and reporting of investigation /experimentation as per style format, and evaluating a research report. Research proposal.

Unit-IV   :   Inferential Statistics for testing null hypotheses and interpretation of results parametric and non parametric techniques (concept), chi-square tests, CR-test, F-test (one way), Median test, ANOVA (concept)

Unit-V   :   Reliability and Validity: concepts and operational definitions and types, different methods of estimation, importance and uses.

Unit-VI   :   Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction (one / two predictor) and uses in educational research, Multiple Regression (concept and uses).

Suggested Readings:

- Creswell,J.W.-**Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach**. PHI.
- Cohen,L.,Manion,L.& Morrison,K.-**Research Methods in Education**.Routledge.
- Johnson,B.&Christensen,L.-**Educational Research-quantitative, qualitative & mixed approaches**. Sage.
- Kerlinger, F. N. – **Foundations of behavioural research**. Surajit Publication
- Mohsin, S. M. – **Research methods in behavioural science**. Orient Longman.
- Best and Kahn – **Research in education**. PHI
- Koul, L.–**Methodology of educational research**. Vikas Publishing House Pvt. Ltd.
- Guilford, J. P. – **Fundamental statistics in psychology and education**.
- Guilford, J. P. – **Psychometric methods**.
- Anastasi, A. – **Psychological Testing**. Pearson Education.
- Freeman- **Psychological Testing**.
- Fergusion, G. A. – **Statistical Analysis in Psychology and Education**.
- Nunnally, J. C. – **Educational measurement and evaluation**.
- Siegal, S. – **Nonparametric statistics for the behavioural sciences**.
- Van Dalen, D. B. – **Understanding Educational Research: an introduction.**
- Dooley,D- **Social Research Method**: Prentice Hall of India Pvt. Ltd.
- Neuman,W.L. – **Social Research Method – Qualitative and quantitative approaches**, Pearson Education.
- Ahuja,R. – **Research Methods**, Rauat Publication, Jaipur and New Delhi.
- Kothari,C.R.–**Research Methodology–method and techniques.** Wishwa Prakashan, New Delhi.
- Sukhia,S.P., Mehrotra,P.V. & Mehrotra,R.N.- **Elements of Educational Research**. Allied Publishers Ltd.

Second Semester
EDO-01: Fundamentals of Education and Research
(Open Course)

Credit points/Marks-100   **Learning Experiences-80**

Objectives: After completing this course the learner will be able to

- Explain the meaning, nature, bases, and agencies of Education
- Discuss different bases in education
- State the meaning, nature, and factors of learning
- Explain the meaning, stages, and levels of teaching
- Discuss the meaning, importance, and development of teaching skills
- State the foundation of curriculum development and analysis different curriculum frameworks
- Enumerate the meaning, nature, and types of evaluation
- Explain the meaning, nature and types of research
- Discuss some basic concept involved in research
- State and compute some basic statistics in research
- Write research proposal, research report and research paper

Contents

Unit-I   :   **Foundation of Education:**

- o Meaning, Nature, Scope, functions, and agencies of Education
- o Philosophical bases of Education
    - ▪ Preliminary ideas about Indian schools of philosophy in relation to Education
- o Sociological bases of Education
- o Historical bases of Education

Unit-II   :   **Psychology of Learning and Teaching:**

- o Learning
    - • Meaning. Nature. Factors (Motivation, Maturation, Memory, and Attention). Theories and implication (Classical Conditioning, Operant Conditioning, Gestalt, and Constructivism)
- o Teaching
    - • Meaning. Stages. Levels. Teaching skill. Development of Teaching skills.
- o Educational Technology
    - • Meaning, Nature, approaches, and Scope

Unit-III   :   **Curriculum Development and Evaluation:**

- o Concept, Types, and Principles of Curriculum
- o Foundation of Curriculum and Curriculum framework

Unit-IV : **Measurement and Evaluation:**

- o Meaning and nature of Measurement and Evaluation
- o Formative and Summative evaluation
- o Continuous and Comprehensive evaluation (CCE)

Unit-V : **Basic concepts in Research:**

- o Meaning and nature of research
- o Different types of research in Social Science
    - • Basic, Applied, and Action
    - • Qualitative, Quantitative, and Mixed
    - • Historical, Descriptive, and Experimental
- o Review of Related Literature- meaning and importance
- o Hypothesis and Research question
- o Population, Sample, and Sampling techniques- Probability (Simple Random, Stratified Random,) and Non-probability (Incidental, Purposive)
- o Tools of data collection- Criteria of a good research tool. Nature, Merits and Demerits of tools-Observation, Questionnaire, Interview, Likert scale

Unit-VI : **Statistics in research and Report writing:**

- o Statistics in research
    - • Scales of measurement
    - • Central tendencies and Dispersion
    - • NPC
    - • Inferential statistics- Parametric and Nonparametric tests
- o Reporting of research
    - • Research Proposal and Research report
    - • Basic components of writing research report

Suggested Readings:

- • Chatterjee,S.C. & Dutta,D.M. **An Introduction to Indian Philosophy**

- • Verma, V. **Studies in Philosophies of Education**

- • Bhattacharayya, D. **Education and Philosophy**. Pearson (Bengali Version)

- • Chube, S. P. **Philosophical & Sociological Foundation of Education**. Vinod Pustak Mandir, Agra, 1981.
- • Shukla, S. . & Kumar, K. **Sociological Perspective in Education**, Chanakya Publication, New Delhi, 1985.
- • Bhatt, B. D. & Sharma, S. R. **Sociology of Education**, Kanishka Publishers House, 1993.
- • Sharma, S. N. : **Philosophical & Sociological Foundations of Education**, Kanishka Publishers, New Delhi, 1995.

- Sharma, K. L. : **Social Stratification in India** : Issues & Themes, Sage Publication, New Delhi, 1997.
- Sharma, Y. K. : **Philosophical & Sociological Foundations of Education**, Kanishka Publishers, New Delhi, 2004.
- Bhattachayya, D. **Education and Sociology**: , Pearson (Bengali Version)
- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, Vikash Publishing House Private Limited. New Delhi.
- Chauhan, S.S.(1996). *Advanced Educational Psychology*, New Delhi, Vikas Publishing Pvt. Ltd.
- Mangal, S.K. *Advanced Educational Psychology*. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Bhat, B. D. and Sharma, S. R. **Educational Technology Concept and Technique**, Delhi : Kanishka Pub. House, 1992.
- Chand Tara. **Educational Technology**, New Delhi : Anmol Pub., 1990.
- Jagannath Mohanty. **Educational Technology**, New Delhi : Deep & Deep Pub. 1992
- Aggarwal, J. C. – **Educational Technology**.
- Sen, Malay Kr. – **Educational Technology**. (Bengali version)
- Bhalla,Navneet.(2007) – **Curriculum Development**. Author Press. Delhi. India.
- Walker, D.F. (2003) – **Fundamentals of Curriculum**. Lawrence Erlbaun Associates, Publishers. New Jersey.
- Bhattacharyya, D. **Curriculum and Evaluation**:, Alapana Enterprise (Bengali version)
- Best and Kahn – **Research in education**. PHI
- Koul, L.–**Methodology of educational research**. Vikas Publishing House Pvt. Ltd.
- Guilford, J. P. – **Fundamental statistics in psychology and education**.
- Neuman,W.L. – **Social Research Method – Qualitative and quantitative approaches**, Pearson Education.
- Ahuja,R. – **Research Methods**, Rauat Publication, Jaipur and New Delhi.
- Kothari,C.R.–**Research Methodology–method and techniques.** Wishwa Prakashan, New Delhi.
- Linn, R.L. & Gronlund, N.E. **Measurement and Assessment in teaching** (8th ed.)-: Pearson Education
- Singh, A.K. **Test, Measurements and Research Methods in Behavioral Science**. Bharati Bhavan

Third Semester
EDC-08: Curriculum Development

Points/Marks – 100   **Learning Hours-60**

Objectives: After completing the course the students will be able to
- Understand the meaning, concept and types of curriculum – planning of curriculum
- Understand the different forms of foundations of curriculum.
- Understand nature, scope and functions of curriculum theory & elements

Contents

Unit-I   :   **Concept of Curriculum :**
                      Meaning, Nature, and functions; types and components. Curriculum as a process. Curriculum planning and design.

Unit-II   :   **Foundations of Curriculum :**
                      Philosophical, Sociological, and Psychological foundations.

Unit-III   :   **Models of Curriculum :**
                      Meaning of curriculum theory, function, classification. Difference between models and theories; Importance of models in curriculum development. Technical and Non-technical models of curriculum development.
                      Systems approach in curriculum development.

Unit-IV   :   **Curriculum Studies:** Framework, Basic questions, strategies and Critique : Studies of National School Curriculum Framework-2005; Curriculum Framework for Quality Teacher Education (NCTE); Curriculum Framework for Higher Education (UGC).

Unit-V   :   **Curriculum Evaluation:**
                      Concept and approaches – formative and summative, perspectives of curriculum evaluation; Stages of curriculum evaluation, Need, and Curriculum evaluation model.

Unit-VI   :   **Modern Trends in curriculum:**
                      Trends of Modern Curriculum; Curriculum Planning: Approaches & Principles; Transaction & Evaluation of curriculum in distance education; e-learning & curriculum

Suggested Books:

- Aggarwal, J.C. & Gupta, S. (2005) – Curriculum Development 2005. Shipra. Delhi. India.

- Bhalla,Navneet.(2007) – Curriculum Development. Author Press. Delhi. India.

- Doll, W.E. (1993) – A postmodern perspective on curriculum. New York, Teachers College Press.

- Slattery, P. (1995) – Curriculum Development in the postmodern era. New York, Garland.

- Taba, H.(1962) – Curriculum Development, theory & practice. New York, Harcourt Brace.

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

- Curriculum and Evaluation: D. Bhattacharyya, Alapana Enterprise (Bengali version)

Third Semester

EDC-09: Educational Sociology-2

Points/Marks – 100   **Learning Hours-60**

Objectives:

- To develop knowledge about Social change and constraints of social change
- To transact different determinants of Sociology in Education;
- To apply Sociological Concepts on different segment to our society;
- To study different theories of Social change;
- To understand the concept of education, social stratification and values;
- To understand the concept of education in relation to economic growth,urbanization, industrialization and etc.
- To understand the concept of education in relation to democracy, politics, religion, national integration globalization and leadership.
- To understand sociological theories and its practices in our educational system.

Contents

Unit-I : **Education and Social Change :** Factors affecting social change, various instruments of social change, constraints of social change (caste, ethnicity, class, language, religion, regionalism), theories of social change (Marxian theory, Sorokin's and other views on social changes).

Unit-II : **Education and Social Stratification :** Role of education in social mobility, education to social equity and equality of educational opportunity.

Unit-III : **Education and Values:** Concepts, Nature & Classification need for inculcation of values, Indian traditional thought on value education.

Unit-IV : Education in relation to economic growth; urbanization, industrialization, modernization, westernization & Sanskritization with special reference to Indian society and its educational implication.

Unit-V : Education in relation to democracy, politics, religion, national integration, globalization.

Unit-VI : **Education and Leadership:** the locus of leadership and roles, leaders & leadership, the dynamics of leadership, leader types and leader styles, characteristics of leaders.

Suggested Readings:

- Chube, S. P. : Philosophical & Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. . & Kumar, K. : Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985.
- Dewey, John, The School of Society, University of Chicago Press, 1936.
- Bhatt, B. D. & Sharma, S. R. : Sociology of Education, Kanishka Publishers House, 1993.
- Brown, F. J. : Educational Sociology, Prentice Hall Inc., 1961.
- Cook, L. A. & Cook, E. : A Sociological Approach to Education, McGraw Hill, New York, 1950.
- N. Jayaram : Sociology of Education in India, Raaat Publication, Jaipur, 1950.
- Sharma, S. N. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
- Sharma, K. L. : Social Stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997.
- Talesra, H. : Sociological Foundations of Education : Kanishka Publishers, New Delhi, 2002.
- Sharma, Y. K. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
- Prasad, J. : Education & Society : Concepts, perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.
- Education and Sociology: D. Bhattachayya, Pearson (Bengali Version)

Third Semester
EDE-01: Educational Technology-1(Elective)

Points/Marks – 100   **Learning Hours-60**

Objectives:
After completing the course the students will be able to
- explain the meaning, nature and scope of ET and its importance in Educational field state and explain components and factors of communication.
- state and explain components and factors of communication.
- explain the different modalities of teaching and designing instructional system.
- define and explain models of teaching and its application.
- suggest modification of teaching behaviours by Simulation, Micro Teaching Flanders' Interaction Analysis.
- develop instructional systems and design instructional strategies by different methods.

Contents

Unit-I   :   **Meaning and Nature of Educational Technology (ET):** Meaning, Nature and Scope; ET as a system and its characteristics; ET as systems approach to education.

Unit-II   :   **Communication and Instruction :** Concept, Nature, Process and Types of Communication; Components of Communication Process in Instructional Systems; Components of Classroom Communication (interactive, verbal and non-verbal); Factors affecting classroom communication.

Unit-III   :   **Modalities of Teaching:** Difference between teaching and instruction, conditioning and training; Levels of Teaching- Memory, Understanding and Reflective; Stages/phases of Teaching- Pre-active, Interactive and Post-active.

Unit-IV   :   **Models of Teaching:** Meaning, nature and functions; Families of Models of Teaching; Different Models of Teaching – Glaser, Bruner, Ausubel and Piaget.

Unit-V   :   **Modification of Teaching Behaviour:** Simulation; Micro-Teaching; Flander's Interaction Analysis

Unit-VI   :   **Designing Instructional Systems:** Formulation of instruction objectives; Task Analysis; Designing Instructional Strategies – Lecture, Team Teaching, Discussion, Panel Discussion, Seminars, Conferences, Tutorials and Educational Games.

Suggested Readings :

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

Third Semester
EDE-01 : Teacher Education-1 (Elective)

Points/Marks – 100   **Learning Hours-60**

Objectives :

After completing the course the students will be able to

- To enable the students to understand the meaning, scope, objectives of teacher education and its development in India.
- To acquaint the students with different agencies of teacher education in India and their roles and functions.
- To acquaint the students with the various aspects of student-teaching programme, prevailing in the country.
- To develop in the students an understanding about the important research findings in teacher-education.

Contents

Unit-I   :   **Evaluation and Development of Teacher Education :** Need and Importance of Teacher Education, Teacher Education in a Changing Society, Recommendation of Various Commissions on Teacher Education in Post Independence Era, Aims and Objectives of Teacher Education at Elementary Level, Secondary Level, College Level.

Unit-II   :   **Student Teaching Programmes :** Teaching Objectives : Taxonomy, Teacher Education and Practicing School, Teacher Education and Community, Techniques of Teacher Training : Core Teaching Skills, Micro-teaching, Interaction Analysis, Evaluation of Student Teaching.

Unit-III :   **Models of Teaching :** Main characteristics, Fundamental Elements of a Teaching Model, Types of Modern Teaching Model, Advance Organizer, Concept Attainment and Glasers Basic Teaching Model

Suggested Readings :

- NCTE(2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission of Teachers (1983-85).
- National Curriculum Framework for Teacher Education, 2009.
- Report of the Delors Commission, UNESCO, 1996.
- National Policy of Education 1986 / 1992.
- National Curriculum Framework on School Education, 2005.

- UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.

- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.

- NCERT (2005) : National Curriculum Framework.

- NCERT (2006) : Teacher Education for Curriculum renewal.

- NCTE (1998) : Perspectives in Teacher Education.

- The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.

- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.

- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Eribaum Associates.

- NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.

- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.

- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.

- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.

- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.

- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.

- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.

- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.

- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.

- Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.

- Tomar, S. M. (2004). *Teacher Education: Making Education Effective*. New Delhi: Isha Books.

- Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.

- Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5th ed.). New Delhi: Vikas Publishing House.

- Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.

- Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.

- Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.

Third Semester
EDE-01 : Environmental and Population Education-1 (Elective)

Points/Marks–100   **Learning Hours-60**

Objectives:

On completion of the course the learners will be able to-

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

Contents

Unit-I : **Environmental Education and Awareness :** Aims and Objectives of Environmental Education, Meaning, Nature, Scope, Need and Implementation Approach of Environmental Education, Concept of Environmental Awareness, Role of Education for creating Environmental Awareness.

Unit-II : **Child and His Environment:** Impact of Environment in Child Development, Social Development, Psychological Development

Unit-III : **Types and Programmes of Environmental Education :** Formal Environmental Education, Non-formal Environmental Education, Informal Environmental Education.

Unit-IV : **Nature and Scope of Population Education :** Meaning and Nature of Population Education, Aims and Objectives of Population Education, Need, Importance and Scope of Population Education.

Unit-V : **Population Situation and Dynamics :** Distribution and Density, Population composition (age, sex, rural / urban, world and India) affecting population growth, mortality, migration and other implications affecting population growth.

Unit-VI : **Programmes of Population Education :** Formal and Non-formal Population Education, Role of youth, mass media and teacher in creating awareness of population problems.

Suggested Readings :

- The Handbook of Environmental Education – Joy Palmer and Philip Neal.

- Environment Protection, Education and Development – S. P. Agarwal.

- Environmental Education – K. K. Srivastava.

- Environmental Education – Roy & Reddy.

- Education for Environment and Human Values – Sharma & Maheshwari.

- The Environment and its Problems – N. Dutt and P. K. Dutt.

- Environmental Education and Training in a Developing Country- Biswas & Das.

- Environmental Education – R. A. Sharma.

- Teaching of Environmental Education – Shalini Raj.

- Environmental Science Education – A. Panneerselvam & Mohana Ramakrishna.

- Population Education – V. K. Rao.

- Population Education in India – R. P. Grover.

- Population Education – B. K. Saha

- India's Population Problem – S. N. Agarwal.

- Geography of Population Education – R. C. Chandana.

- Population Policy – B. L. Raina.

- Population Education –S. C. Mohanty.

Third Semester
EDE-01 : Measurement and Evaluation-1 (Elective)

Points/Marks – 100   **Learning Hours-60**

Objectives :

To enable the students to:

- differentiate between measurement and evaluation, their nature, scope, need and relevance;
- describe the nature, scope, types, role and relevance of educational evaluation;
- acquire the skill to construct the achievement and the psychological test scores;
- apply the knowledge of evaluation and measurement in educational setting.

Contents:

Unit-I   :   Nature and Role of Evaluation : Meaning of measurement and evaluation, Concept and nature of educational evaluation, Principles of evaluation, Evaluation and instructional process, Purpose and role of evaluation

Unit-II   :   Modes of Evaluation : Maximum and Typical performance, Fixed choice and Complex performance, Placement, Formative, Summative and Diagnostic evaluation, Norm-referenced, Criterion referenced and Self-referenced evaluation

Unit-III :   Criteria of Measurement Procedure : Validity-meaning, types and measurement, Reliability- meaning and measurement, Norms-meaning, types and measurement, Usability

Unit-IV   :   Measurement of Achievement : Taxonomy of Educational Objectives, Instructional Objectives, Procedure for construction of Achievement test, Diagnostic test and their uses

Unit-V   :   Planning Test Items : Item written and selection, Administration of Test, Item analysis: difficulty index, discrimination power, problems of items analysis, item analysis by bi-serial correlation, item analysis of Diagnostic test

Unit-VI   :   Tools used for Measurement : Types of Tests, Essay and Objective type-writing and improving test items, Performance based Assessment, Portfolio Assessment

Suggested Readings :

- Measurement and Assessment in teaching(8th ed.)- Robert L. Linn & Norman E. Gronlund: Pearson Education

- Essentials of Educational Measurement (5th ed.) Robert L. Eble & David A. Frisbie: Prentice Hall of India, New Delhi

- Assessing Students- how shall we know...? Derek Rowntree -Kogan Page, London

- Principle of Educational and Psychological Testing (3rd ed.)- Frederick G. Prown- Holt, Rinehart and Winter, New York

- New Approaches to Measurement and Evaluation- K.S. Singh- Sterling Publishers Pvt. Ltd.

- Test, Measurements and Research Methods in Behavioral Science- A.K. Singh: Bharati Bhavan

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

- Taxonomy of Educational Objectives I: Cognitive Domain- Bloom, Benjamin S., et al Eds., New York: David MacKay Co, Inc

- Fundamental Statistics in Psychology and Education- Guilford, J.P. New York, McGraw-Hill Book Company

- Nonparametric Statistics for the Behavioral Sciences-Siegel, S. Tokyo: McGraw-Hill Hogakusha, Ltd

- The Factorial Analysis of Human Ability- Thomson, G. (1951) London: University London press, Ltd.

- Measurement and Evaluation in Psychology and Education- Thorndike, Robert L. and E. Hagen New Delhi: Wiley Eastern Private Ltd.

- Multiple-Factor Analysis-Thurston, L.L., Chicago: The University of Chicago Press.

Third Semester
EDE-01:Development of Indian Education–1(Elective)
Points/Marks – 100   **Learning Hours-60**

Objectives :
After end of this course the learner will able to
- acquaint with the education system of modern India
- acquaint with the education system of colonial India
- recognize the development of education at different levels
- determine the current trends of education in India
- identify the important problems and their needed solutions in the field of education in India

Contents:
Unit – 1 : **Indian Education in Historical Perspective :** Charter of 1813 and its educational significance, Macaulay's Minute and its importance, Awakening of Bengal and the impact on education, Wood's Despatch (1854) and its educational significance, Hunter Commission (1882) and its educational impact, Curzon's Educational Reforms (1899–1905), National Educational Movement (1905–1937) and its impact on Education, Sadler Commission (1917) and its impact on education, Sergent Plan Report (1944) and its impact on education.

Unit – II : **Education after Independence :** Constitutional provisions of Education & RTE Act, 2009, Radhakrishnan Commission (1948–49), Mudaliar Commission,(1950-52), Kothari Commission,(1964-66), NPE 1986 and Revised NPE, 1992, National Knowledge Commission, 2005.

Unit – III : **Development of Pre-primary Education in Free India :** Meaning of pre-primary education, Historical Context, Objectives of pre-primary education, Need of pre-primary education , Significance of pre-primary education, Progress of pre-primary education, Problem and prospect of pre-primary education, Present status of pre-primary education.

Unit – IV : **Universalization of Elementary Education :** Concept, Context, Aims and objectives, Need, Progress, Problems and Prospect, Government programmes and schemes for the development of universal education in India, Recent Development: DPEP (District Primary Education Programme), SSM (Sarva Siksha Mission).

Unit – V : **Universalization of Secondary Education in India :** Meaning of Universalization of secondary education, Need of universal secondary education, Historical background of USE, Guiding principle of Universalization of secondary education, Recommendations of CABE

Committee regarding Universalization of secondary education, Aims and objectives of Universalization of secondary education, Significance of Universalization of secondary education, Progress of secondary education in India, Problems and challenges of universal secondary education, Government programmes and schemes for promoting universal secondary education in India, Recent Development: Rashtriya Madhyamik Siksha Avijan (RMSA).

Unit – VI : Development of Higher Education in Free India : Concept of Higher Education, Objectives of Higher Education, Role of Higher Education in National Development, Progress of Higher Education since 1947, Problems and Challenges of Higher Education in India, Recent Development: Autonomous College and RUSA, Government Programmes and Schemes for the development of Higher Education in India.

Suggested Reading:

- Ghosh,Suresh Chandra(1995),The History of education in Modern India,(1757-1986),Orient Longman.
- N.C.E.R.T,.Early Childhood Education Programme(2008),New Delhi,NCERT.
- Sengupta,M,(2009),Early Childhood Care And Education,New Delhi,PHI Private Limited.
- Srivastava,Gouri(2000),Women,s Higher Education in the 19th Century,New Delhi,Concept Publishing Company.
- Dikshit,H.T.,Garg,Suresh,Panda,Santosh, &Vidyashri(2002),Access &Equity :Challeges for Open and Distance Learning,NewDelhi Kogan Page.
- Mukherjee, S.N. Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah,S and Naik,J.P History of Education in India. Macmillan Co.
- Bajerjee, J.P. Education in India, Past, Present and Future.
- Mukhopadhyay, M. Parhar Madhu (Ed.
- Nayar,Usha (2000),Education of Girls in India:Progress and Prospects,New Delhi,N.C.E.R.T.
- Aggaral,J.C.,(2001) ,Modern Indian Education: History,Development and Problems,Delhi,Shipra Publication.
- Aggarwal,J.C andGupta,S(2007),Secondary Education: History,Problems and Management,Delhi,Shipra Publication.
- Govt. Of India(1953),Report of the Secondary Education Commission, New Delhi   ,Ministry of India.
- Rowntree,Derek(1992),Exploring Open and Distance Education,London,Kogan Page Limited
- Siddiqui,Mujibul Hasan(2008),Distance Education:Theory And Research,New Delhi,APH Publishing Corporation.

- Sharma and Rajendra, K (1986), Problems of Education in India, New Delhi, Atlantic publishers and Distributor.
- Kochhar, S.K. (2000), Pivotal Issue in Indian Education, New Delhi, Starling publisher.
- Sharma,Shashi Prabha(2005),Teacher Education:Principles, Theories and Practices,New Delhi,Kanishka Publishers.
- Swain,Sanay,K(1998),Trends and Issues in Indian Education ,Ludhiyana,Kalyani Publisher.

Third Semester
EDE–01 : Health Education-1(Elective)

Points/Marks – 100   **Learning Hours-60**

Objectives :

After end of this course the learner will able to

- lead a health life through preservation of good health.
- understand and discriminate between good and bad practices.
- develop appropriate attitude and awareness towards health related issues.
- promote health and efficiency through organized community effort.
- develop proper idea about communicable and non-communicable disease.

Contents :

Unit – 1 : **Concepts of Health – Health Policy and Goals :** Health dimension and determination of health, National Health Policy – 2002.

Unit – II : **Community Participation :** Strategies and approaches for community participation and involvement, Responsibilities which volunteers can undertake.

Unit – III : **Environmental Health :** Safe water, Endemic Fluorosis, National rural water supply and sanitation programme, Rural and urban sanitation, Safe disposal of human excreta, Soil pollution, Air pollution, Noise pollution.

Unit – IV : **Occupational Health :** Pneumoconiosis, Diseases caused by lead and its toxic compounds, Effect of heat, Radiation, Diseases caused by compressed air, hearing impairment caused by noise, Diseases caused by vibration, Occupation dermatosis, Carbon-monoxide (CO) poisoning, Coal mines and other mines – health problems, Industrial accidents, Prevention and control of occupational hazards.

Suggested Books :

- D.T.Kenny, J.G.Carlson, F.J.McGuigan and J.L.Sheppard, Stress and Health – Research and Clinical Applications, Harwood, Academic Publishers, The Netherlands (2000)

- L. Ramachandran and T.Dharmaliugam, Health Education – A New Approach, Vikas Publishing House Pvt. Ltd. New Delhi (2001)

- M.C.Gupta and B.K.Mahajan, Text Book of Preventive and social Medicine, Jaypee Brothers, Medical publishers Pvt.Ltd., New Delhi, (2005)

- S.Mahoney and L.K.Olsen (Eds.), Health Education – Teacher Resource Handbook, Corwin Presee Inc. California, USA, (1993)

- S.P.Singh, Sex Education – AIDS and Sexuality, Authors Press, Delhi (2001)

- V.K.Nanda, Health Education, Anmol Publication Pvt. Ltd. New Delhi (1997)

Third Semester
EDP-01: ICT

Points/Marks – 50   **Learning Hours-100**

Objectives

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

➢ acquire fundamental knowledge of computers, its accessories and software.
➢ acquire the basic knowledge of MS Windows.
➢ understanding features of MS Office and their operations.
➢ develop skill in using MS Word, MS Power Point and MS Excel.
➢ acquire basic knowledge of inter, www, e-mail and web surfing.

UNIT - I: Fundamental of Computer

Computer: Definition, main units, characteristics, generation of computers, classification of computers, computer hardware and software definition and classification, input / output devices, CPU, Memory – RAM, ROM, FDD, HDD, CD, DVD, Pen Drive.

UNIT – II: MS – WINDOWS

Introduction – Start (Booting), Windows Elements, desktop, icon, tool, recycle bin, menu, file manager, control panel, print manager, clip board, paint, notepad

UNIT – III: Application Softwares

(a) MS Word – Features, use and assignments.
(b) MS Excel – Features, use and assignments.
(c) MS Power Point – Features, use and assignments.

UNIT – IV: Internet

Internet: meaning, history, requirements (Software and Hardware), downloading required information from the internet, process it and save it as per our requirements., HTML, ISP and surfing web sites.

Electronic Mail: meaning, requirement, features, various parts of an E-Mail ID, composing a mail, sending a mail, receiving a mail, opening, saving and managing mail.

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Suggested Readings:

- Fundamentals of Computers by V. Rajaraman, Prentice Hall India Pvt., Limited
- Windows 10 Bible by Wiley Publication
- Microsoft Excel Functions & Formulas by BPB Publication
- Microsoft Office Complete Reference by Tata McGraw Hill Publication

Third Semester
EDP-02: Proficiency based activities on Elective paper

Points/Marks – 50   **Learning Hours-60**

Objectives: After completion of the course the learner will be able to:

- Demonstrate different skills in their respective optional paper
- Apply their understanding in practical field
- Communicate their understanding with others in different context
- Collect and analyse data from the field

Content:

This course is based on different optional courses under the course no. EDO-01 (Educational Technology-1, Teacher Education-1, Environmental and PopulationEducation-1, Measurement and Evaluation-1, Development of Indian Education-1, Health Education-1). The activities of the course depend on the nature of the optional papers.

The activities of the courses are (any one):

1. Preparation of Term paper and its presentation
2. Preparation and presentation of powerpoint of a selected topic
3. Field study
4. Development of learning material
5. Development of Test etc.

Fourth Semester
EDC-10 : Education Management

Points/Marks – 100   **Learning Hours-60**

Objectives :
After completing the course the students will be able to:
- know the nature, scope and functions of Education Management and Administration
- realize idea about the difference between administration, management and supervision
- know the management system and their applications in education institutions
- understand some idea about institutional leadership and its function in conflict management
- understand some idea about educational planning and its application understand about the organization system in educational institutions

Contents :

Unit-1   :   Education Management: Concept, Nature, Scope and Evolution of Scientific Management thought, Different Approaches to management thought, Functions and special features of Education management, System approach in Education Management, Communication in education management

Unit-2   :   Education Administration and Supervision : Meaning, Nature, Functions, Types and Fields of Education Administration, Administrative responsibilities of Central and State Government, Supervision, Local bodies and other institutions-CABE, UGC, NCERT, SCERT, Boards of Examinations, IASE and DIET supervision- needs and mechanisms.

Unit-3   :   Educational Planning and Organization: Meaning, importance, Planning process and Models of Planning, Last three Five-Year Plans of India, Meaning, Nature and characteristics of organization, Steps, importance and structure of organization, Decentralization and Delegation of authority.

Unit-4   :   Institutional Management: Concept, Nature of Institutional Management, Institutional building and Planning, Resource management in educational institution, Information management systems in education, Decision making and Forecasting.

Unit-5   :   Motivation and Human Resources: Concept, meaning and importance of motivation, Motivation theories and their effectiveness, Concept, meaning and strategies of Human Resource management

Unit-6   :   Leadership Building: Meaning, definition and features of Leadership, Styles and types of leadership, Qualities and functions of a leader, Difference between leadership and management

Suggested Readings :

- Anderson, D.R, D.J. Sweeney and .R. Williams(1978). *Essentials of Management Science Applications to Decision Making*. St. Paul, Minn: West Publishing

- Bush, T. and L.Bell (Edn.2002). *The Principles and Practice of Educational Management*, London: Paul Chapman

- Bush, Tony(2008). *From Management to Leadership. Educational Management, Administration & Leadership*. London: Sage; BELMAS, Vol. 36(2) PP 271-288

- Chandan, J.S(1987): *Management Theory and Practice*, Vikas Publishing House Pvt. Ltd.

- Chandrasekaran, P. (1997). *Educational Planning and Management,* New Delhi: Sterling Publishers Pvt. Ltd.

- Massie, J.L. (1987). *Essentials of Management*, New Delhi: Prentice Hall of India

- Hersey, P and K. Blanchard (1986). *Management of Organizational Behaviour: Utilizing Human Resources,* New Delhi: Prentice Hall of India

- Mukherjee, S.N (1970). *Administration of Education, Planning and Management*, New Delhi: Sterling Publishing.

Fourth Semester
EDC-11: Comparative Education

Points/Marks – 100   **Learning Hours-100**

Objectives:

After completing this course, the learner will be able to

- state the nature, meaning, scope methods and issues of Comparative Education as emerging discipline,
- discuss various factors (geographical, socio-cultural and philosophical etc.) contributing to education systems,
- explain various approaches to and methods of Comparative Education,
- analyze contemporary trends in education of the world with special references to UNO and its subsidiary organizations.
- Analyse some selected systems of education of the world;
- Analyze critically selected systems of education of the world;
- Compare selected systems of education of the world;

Course Content

Unit-I   : **Comparative Education:** Meaning, Nature, Scope and Importance. Comparative Education as an academic discipline. Methods of Comparative Education. Factors of Comparative Education.

Unit-II   : **Approaches to Comparative Education:** Cross-disciplinary, problem approaches and facto approaches.

Unit-III   : **Contemporary Trends in World Education Scenario :** National and International, Role and Programmes of Educational Activities of UNO and its various organs in improving quality of education among the member countries.

Unit – IV : Secondary Education – UK, USA, Japan, Germany, and India.

Unit – V   : Higher Education – UK, USA, Germany, France, and India.

Unit – VI : Teacher Education – UK, USA, Germany, and India.

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

Fourth Semester
EDE-02 : Educational Technology-2 (Elective)

Points/Marks – 100   **Learning Hours-60**

Objectives:

To enable the students to

- explain the nature and application of Teaching Machine and Programmed Instruction.
- apply Educational Technology in formal, non-formal, informal including open and distance educational system.
- give explanation and use of different media in Educational Technology.
- outline different emerging trends in Educational Technology and their use.
- develop evaluation tools in different ways.

Contents

Unit-I : **Teaching Machine :** Origin and nature.

Programmed Instruction: Origin and Types (Linear and Branching); Development of programmed instruction material; importance and limitation.

Unit-II : **Media in Educational Technology:**

- Projected and Non-projected Media,
- Multimedia.

Unit-III : **Development of Evaluative Tools:**

- Norm-referenced and criterion-referenced
- Formative and summative

Unit-IV : **Application of ET in :**

- Formal, Non-formal and Informal Education
- Open and Distance Learning Systems.

Unit-V : **Emerging Trends in ET :**

Language Laboratory, Radio vision, Teleconferencing, CCTV

Unit-VI : **Future Priorities in ET:**

- Computers in Educational Instructions
- EDUSAT

Suggested Readings :

- Bhat, B. D. and Sharma, S. R. – Educational Technology Concept and Technique, Delhi : Kanishka Pub. House, 1992.

- Chand Tara – Educational Technology, New Delhi : Anmol Pub., 1990.

- Das, R. C. – Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983.

- Jagannath Mohanty – Educational Technology, New Delhi : Deep & Deep Pub. 1992

- Mall Reddy, M. & Ravishankar, S. – Curriculum Development and Educational Technology, New Delhi : Sterling Pub. Private Ltd., 1984.

- Mukhopadhyay, M. (Ed.) – Educational Technology : Challenging Issues, New Delhi : Sterling Pub. Private Ltd., 1990.

- Pangotra, Nanendranath – Fundamental of Educational Technology, Chandigarh : International Pub., 1980.

- Aggarwal, J. C. – Educational Technology.

- Sharma, Y. K. – Educational Technology.

- Kumar, K. L. – Educational Technology.

- Sampath – Educational Technology.

- Rao, Usha – Educational Technology.

- Sen, Malay Kr. – Educational Technology.

Fourth Semester
EDE-02 : Teacher Education-2 (Elective)

Points/Marks – 100   **Learning Hours-60**

Objectives:

* To enable the students to understand the meaning, scope, objectives of teacher education and its development in India.
* To acquaint the students with different agencies of teacher education in India and their roles and functions.
* To acquaint the students with the various aspects of student-teaching programme, prevailing in the country.
* To develop in the students an understanding about the important research findings in teacher-education.

Contents :

Unit-I : **Teaching as a Profession :** Professional organizations of various levels of teachers and their role : Performance appraisal of teachers, Faculty improvement programme for teacher education

Unit-II : **Types of Teacher Education Programmes and Agencies :** In-service Teacher Education, Pre-service Teacher Education, Distance Education and Teacher Education, Orientation and Refresher Courses.

Unit-III : **Area of Research :** Teaching Effectiveness, Modification of Teacher Behaviour, School Effectiveness, Cognitive Style and Learning Style, Implementation of Curricula of Teacher Education.

Suggested Readings :

* NCTE(2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.

* Report of the Education Commission (1964-66).

* Report of the National Commission of Teachers (1983-85).

* National Curriculum Framework for Teacher Education, 2009.

* Report of the Delors Commission, UNESCO, 1996.

* National Policy of Education 1986 / 1992.

* National Curriculum Framework on School Education, 2005.

* UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.

* NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.

* NCERT (2005) : National Curriculum Framework.

- NCERT (2006) : Teacher Education for Curriculum renewal.
- NCTE (1998) : Perspectives in Teacher Education.
- The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Eribaum Associates.
- NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
- Tomar, S. M. (2004). *Teacher Education: Making Education Effective*. New Delhi: Isha Books.
- Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.
- Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5th ed.). New Delhi: Vikas Publishing House.
- Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.

- Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.

- Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.

Fourth Semester
EDE-02 : Environmental and Population Education-2 (Elective)

Points/Marks–100   **Learning Hours-60**

Objectives :

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

- Develop skills to solving environmental problems which are in harmony with the environmental quality and sustainable development.
- Develop knowledge of environment management plan and environmental ethics.
- Apply the acquired knowledge & skills in their social and practical life.
- Identify the status of environmental education in India.
- Acquire knowledge about the relation between population growth and quality of life.
- Develop knowledge of various population-related policies and programmes
- Narrate the status of population education in India

Contents :

Unit-I   :   Environmental Education for Sustainable Development : Natural & Man-made disasters, Conservation of Environmental Resources, Reducing environmental stressors through education.

Unit- II   :   Environment Management and Education : Dimensions and approaches to Environmental Management, Environmental laws & policies, Assessment of Environmental Impact (EAI), Environmental Ethics, Environment Management Education & Training.

Unit- III :   Environmental Education in India : Present Status, Initiatives for the development of environmental education

Unit-IV   :   Population & Quality of Life : Population in relation to socio-economic development & resource, Population in relation to health status, health service, nutrition and educational provision.

Unit-V: Population Related Policies and Programmes : Population policy in relation to health-environmental education policies, Programmes related to employment, social movements, Voluntary and International Agencies, UNFPA, WHO, UNESCO.

Unit-VI   :   Population Education in India: Current status**,** Constraints to implementing Population Education.

Suggested Readings :

- The Handbook of Environmental Education – Joy Palmer and Philip Neal.
- Environment Protection, Education and Development – S.P.Agrawal.
- Environmental Education – K.K. Srivastava.
- Environmental Education – Roy & Reddy.
- Education for Environment and Human Values – Sharma & Maheshwari.
- The Environment & its Problems – N.Dutt and P.K.Dutt.
- Environmental Education and Training in a Developing Country –Biswas & Das
- Environmental Education – R.A.Sharma
- Teaching of Environmental Education – Shalini Raj
- Environmental Science Education – A.Panneerselvam & Mohana Ramakrishnan
- Population Education – V.K Rao
- Population Education in India – R.P.Grover
- Population Education – B.K.Saha
- India's Population Problem – S.N.Agrawal
- Geography of Population Education – R.C.Chandana
- Population Policy – B. L. Raina
- Population Education – S. C. Mohanty

Fourth Semester
EDE-02 : Measurement and Evaluation-2 (Elective)
Points/Marks – 100   **Learning Hours-60**

Objectives :

To enable the students to :
- define different types of tools, their goodness and standardization procedures;
- process and interpret student's performance on tests and interpret tests scores;
- acquaint with the new trends of Educational Measurement and Evaluation;
- acquaint with interpretation of test result;
- uses of measures of relationship.

Contents :

Unit-I : **Test and their Standardization** : Meaning and types of Tests, General steps in test standardization, Uses and limitation of Tests.

Unit- II : **Measurement of Psychological Tests :** Aptitudes, Intelligence, Attitudes, Interests.

Unit-III : **Qualitative and Quantitative Data Analysis :** Qualitative Data : Organization, Analysis, Interpretation and Validation of Qualitative Analysis, Quantitative Data : Multiple Correlation and Regression.

Unit-IV : **Inferential Statistics :** Central Limit Theorem, Parametric Tests and Nonparametric Tests.

Unit-V : **Interpreting Test Scores :** NRT and CRT, Grade norm, Percentile Rank, Standard Score, Local Norm, Caution in interpreting test score.

Unit-VI : **New Trends in Measurement and Evaluation :** Grading, Semester and Continuous Internal Assessment, Question Bank and its Functions, Computer in Evaluation

Suggested Readings :

1. Measurement and Assessment in Teaching (8th ed.) – Robert L. Linn & Norman E. Gronlund : Pearson Education.

2. Essentials of Educational Measurement (5th ed.) Robert L. Ebel & David, A. Frisbie : Prentice Hall of India, New Delhi.

- Assessing Students – how shell we know ... ? Derek Rowntree – Kogan Page, London.

- Principle of Educational and Psychological Testing (3rd ed.). – Fredrick G. Prown – Holt, Rinehart and Winter, New York.

- New Approaches to Measurement and Evaluation – K. S. Singh – Sterling Publishers Pvt. Ltd.

- Test, Measurements and Research Methods in Behavioural Science – A. K. Sing : Bharati Bhawan.

- Research in Education – Best, John W. and James, V. Kahn, New Delhi, Prentice-Hal of India Pvt. Ltd.

- Taxonomy of Educational Objectives I : Cognitive Domain – Bloom, Behjamin S, et al. Eds., New York : David Makay Co., Inc.

- Fundamental Statistics in Psychology and Education – Guildford, J. P. New York, McGraw-Hill Book Company.

- Non-parametric Statistics for the Behavioural Sciences – Siegel, S. Tokyo : McGraw-Hill, Hogakusha, Ltd.

- The Factorial Analysis of Human Ability – Thomson, G. (1951), London : University of London Press Ltd.

- Measurement and Evaluation in Psychology and Education – Thorndike, Robert L. and E. Hagen, New Delhi : Wiley Eastern Private Ltd.

- Multiple-Factor Analysis : Thurstone, L. L., Chicago : The University of Chicago Press.

Fourth Semester
EDE–02:Developmentof Indian Education–2(Elective)

Points/Marks – 100   **Learning Hours-60**

Objectives:

- Identify the educational problems faced by Backward Community
- Explain the principles underlying in the Indian Constitution
- Describe the recommendations of the Five Year Plans
- Understand the development of educational administration in India
- Recognize the Modern Trends and Contemporary Issues
- Have some ideas about some important Bodies of Education

Unit – I: Education of the Socially and Economically Disadvantaged Section of the Society with Special Reference to

a) Caste – Education of SC / STs

b) Gender – Women Education.

c) Religion – Education of Minority.

d) Locality – Rural Education.

Unit – II: Quality in Education

a) Concept.
b) Context.
c) Need.
d) Indicators
e) Role of NCTE, UGC, NAAC and NCERT for the promotion of quality of education.
f) Strategies of promoting quality of education under plans.

Unit – III: Educational Administration and Finance

a) Meaning, nature and function of Educational Administration.

b) Development of Educational Administration in India.

c) Functions of CABE, NUEPA, DEB, SCERT and DIET.

d) Financing Education.

f) Educational Supervision – Meaning, Nature and Function.

Unit –I V: Vocational and Technical Education in India

a) Concept.

b) Context.

c) Need.

d) Progress since 1947.

d) Problems and Prospect.

e) Govt. Policies and Programmes.

Unit – V: Development of Education under Plans in India

1. Educational Planning: Meaning, Nature, function and approach.
2. Development of Elementary education under plans
3. Development of Secondary education under plans.
4. Development of Higher education under plans.
5. Development of Women Education under plans.

Unit –VI: Contemporary Issues in Education

1. Peace Education
2. Education and Sustainable Development in India
3. Liberalization and its Impact on Education
4. Privatization and its Impact on Education
5. Open and Distance Education
6. Adult Education and Non-formal Education
7. g)Globalization and its impact on Education
8. Human Right Education

Suggested Reading:

- Ghosh,Suresh Chandra(1995),The History of education in Modern India,(1757-1986),Orient Longman.
- N.C.E.R.T,.Early Childhood Education Programme(2008),New Delhi,NCERT.
- Sengupta,M,(2009),Early Childhood Care And Education,New Delhi,PHI Private Limited.
- Srivastava,Gouri(2000),Women,s Higher Education in the 19th Century,New Delhi,Concept Publishing Company.
- Dikshit,H.T.,Garg,Suresh,Panda,Santosh, &Vidyashri(2002),Access &Equity :Challeges for Open and Distance Learning,NewDelhi Kogan Page.
- Mukherjee, S.N. Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah,S and Naik,J.P History of Education in India. Macmillan Co.
- Bajerjee, J.P. Educaion in India, Past, Present and Future.
- Mukhopadhyay, M. Parhar Madhu (Ed.

- Nayar,Usha (2000),Education of Girls in India:Progress and Prospects,New Delhi,N.C.E.R.T.

- Aggaral,J.C.,(2001) ,Modern Indian Education: History,Development and Problems,Delhi,Shipra Publication.

- Aggarwal,J.C andGupta,S(2007),Secondary Education: History,Problems and Management,Delhi,Shipra Publication.

- Govt. Of India(1953),Report of the Secondary Education Commission, New Delhi   ,Ministry of India.

- Rowntree,Derek(1992),Exploring Open and Distance Education,London,Kogan Page Limited

- Siddiqui,Mujibul Hasan(2008),Distance Education:Theory And Research,New Delhi,APH Publishing Corporation.

- Sharma and Rajendra, K (1986), Problems of Education in India, New Delhi, Atlantic publishers and Distributor.

- Kochhar, S.K. (2000), Pivotal Issue in Indian Education, New Delhi, Starling publisher.

- Sharma,Shashi Prabha(2005),Teacher Education:Principles, Theories and Practices,New Delhi,Kanishka Publishers.

- Swain,Sanay,K(1998),Trends and Issues in Indian Education ,Ludhiyana,Kalyani Publisher.

Fourth Semester
EDE–02 : Health Education-2(Elective)

Points/Marks – 100   **Learning Hours-60**

Objectives:
- To lead a healthy life through preservation of good health.
- To understand and discriminate between good and bad practices.
- To develop appropriate attitude and awareness towards health related issues.
- To promote health and efficiency through organized community effort
- To develop proper idea about communicable and non-communicable diseases.

Contents:

Unit – I : School Health Services

- Health Status of school children, School health service in India, School health programme;

Unit – II : Information, Education, Communication and Training in Health

- Definitions and Concepts, Health education and promotion, Process of change in behaviour, Principles of health education, Communication in health education and training, Education and training methodology, Planning of health education, Levels of health education, Child to child programme, Education and training system in health and FW institution, IEC training scheme.

Unit – III : Epidemiology of Communicable Diseases and National Health Programme with Special reference to HIV/ AIDS, Leprosy and Avian Influenza and human health (New threat).

Unit – IV : Epidemiology of Non-Communicable Diseases and National Health Programmes with Special emphasis on Cardio-vascular Diseases (unhealthy life style diseases), Mental disorder and Mental retardation.

Suggested Books :

- D.T.Kenny, J.G.Carlson, F.J.McGuigan and J.L.Sheppard, Stress and Health – Research and Clinical Applications, Harwood, Academic Publishers, The Netherlands (2000)
- L. Ramachandran and T.Dharmaliugam, Health Education – A New Approach, Vikas Publishing House Pvt. Ltd. New Delhi (2001)
- M.C.Gupta and B.K.Mahajan, Text Book of Preventive and social Medicine, Jaypee Brothers, Medical publishers Pvt.Ltd., New Delhi, (2005)
- S.Mahoney and L.K.Olsen (Eds.), Health Education – Teacher Resource Handbook, Corwin Presee Inc. California, USA, (1993)
- S.P.Singh, Sex Education – AIDS and Sexuality, Authors Press, Delhi (2001)
- V.K.Nanda, Health Education, Anmol Publication Pvt. Ltd. New Delhi (1997)

Fourth Semester
EDP-03: Dissertation

Points/Marks – 100   **Learning Hours-120**

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

- Review and write related literature
- Select a research problem
- Formulate research questions or hypothesis
- Collect primary or secondary data
- Analyse the data and interpret the analysis
- Discuss the findings
- Write the research report
- Communicate the idea with others

Procedure and evaluation of Dissertation:

Students' names will be allotted against different faculty members at the beginning of 3rd semester. Each student will select a research problem from his/her own choice after consulting his/her respective supervisors. Then they will start their work and the final report will be submitted at the end of 4th semester. Students will be evaluated on the basis of report writing and also viva-voce in front of internal and external examiner. The HOD will act as coordinator at the board of the viva-voce.