

Semester	I
Paper Number	
No. of credits	5 + 1
Paper Title	CC-1: Philosophy of Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>On completion of this course, it is expected that the students will be able to-</p> <ul style="list-style-type: none"> • <i>To define the concept of Philosophy and Education.</i> • <i>To examine the philosophical origin of educational theory and practice</i> • <i>To understand the nature and functions of philosophical approach of education.</i> • <i>To analyze the concept and process of acquiring knowledge and its related phenomena</i> • <i>To explain the concept of Freedom and Equality and their relevance to the field of Education.</i> • <i>To Interpret the contribution of various Indian and western schools of Philosophy in the field of education</i> • <i>To know about various Indian and western schools of philosophy and their educational implications.</i> • <i>To understand the psychological considerations of philosophy</i> • <i>To analyze the concept of comparative philosophy</i> • <i>To identify the various methods of studying the philosophy of education</i> • <i>To describe the contribution of various Indian and Western thinkers to the fields of Education.</i>
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Education and Philosophy</p> <ul style="list-style-type: none"> • Concept and definition of Education and Philosophy • Four pillars of Education • Broad and narrow theories of Education • Relationship between Education and Philosophy • Educational Philosophy and Philosophy of Education • Branches of Philosophy (Metaphysics, Epistemology, Axiology, Philosophy of mind, Philosophy of Language, Social, Moral and Political Philosophy) and their Implications for Education <p>Unit-II: Eastern Schools of Philosophy</p> <ul style="list-style-type: none"> • Concepts of knowledge, reality and values; their Educational implications for Aims, Content, Methods of Education in: <ul style="list-style-type: none"> • Samkhya • Yoga • Nyaya • Vaisheshika

- Mimamsa
- Vedanta
- Jainism
- Buddhism
- Islamic Schools

Unit-III: Western Schools of Philosophy

- Concepts of knowledge, reality and value, their educational implications for aims, contents and methods of education in:
 - Idealism
 - Realism
 - Naturalism
 - Pragmatism
 - Marxism

Unit IV: Psychological Considerations of Philosophy

- Representative proponents and thoughts related to:
 - Reconstructionism
 - Behaviourism
 - Existentialism
 - Postmodernism

Module 2: (30 marks)

Unit V: Comparative Philosophy

- Historical development of comparative philosophy
- Difficulties facing the comparative philosopher- chauvinism, skepticism, incommensurability, perennialism: prospects for comparative philosophy

Unit VI: Methods of studying Philosophy of Education

- Definition of methodology of philosophy, characteristics of philosophy:
 - Pre-Socratic philosophy
 - Dogmatism
 - Empiricism
 - Skepticism
 - Criticism
 - Rationalism
 - Dialectical method
 - Logical Empiricism (Logical Analysis)
 - Positive Relativism
- Theory of Knowledge
- Euler Diagram
- Gettier Problem
- Knowledge building

Unit-VII: Indian Educational Thinkers and their contribution in Education

- Swami Vivekananda

	<ul style="list-style-type: none"> • Rabindranath Tagore • Mahatma Gandhi • Aurobindo • Krishnamurthi <p>Unit-VIII: Western Educational Thinkers and their contribution in Education</p> <ul style="list-style-type: none"> • Plato • Aristotle • Mary Wollstonecraft • Paolo Freire • Nel Noddings
Mode of Transaction	Lecture, Discussion, Case Study, Observation, Problem solving, Film Show, Project
Practicum	<p>Students will be expected to undertake a project based on any one of the following questions or ideas arising out of different units of the syllabus:</p> <ol style="list-style-type: none"> 1. The impact of the Educational Philosophy of any of the above thinkers on the school curriculum today 2. A comparative study on any one aspect of Eastern Philosophy versus Western Philosophy
Readings	<ul style="list-style-type: none"> • Altekar, A.S. (1934). <i>Education in Ancient India</i>. Delhi: Isha Books. • Aggarwal, J.C. (1993). <i>Landmarks in the History of Modern Indian Education</i>. New Delhi: Vikas Publishing House • Broudy, H.S. (1977). <i>Building a Philosophy of Education</i>, New York: Krieger. • Brubacher, J. S. (1962) <i>Eclectic philosophy of education</i>. Prentice Hall, New Jersey: Engelwood Cliffs. • Brubacher, J. S. (1978). <i>Philosophy of higher education</i>. San Francisco: Jossey – Bass. • Chakraborty, J.C. <i>Modern Education</i>. Kolkata: Usha Publishing House • Chau M., Kerry T. (2008). <i>International perspectives on education</i>. New York: Continuum • Chaube, S.P. (1994). <i>Philosophical and Sociological Foundations of Education</i>. Agra: Vinod Pustak Mandir. • Curren, R. (2003). <i>A companion to the philosophy of education</i>. Malden Mass: Blackwell . • Dewey, J. (1944). <i>Democracy and education</i>. New York: The Free Press • Dhavan, M. L. (2005). <i>Philosophy of Education</i>, Delhi: Isha Books. • Freire, P. (1971). <i>Pedagogy of the Oppressed</i>. New York: Herden and Herden • Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). <i>Curriculum and instruction</i>. Berkeley, CA: McCutchan.

	<ul style="list-style-type: none"> • Gupta, Renu (2011): <i>Philosophical, Sociological and Economic Bases of Education</i>, Ludhiyana: Tondon Publications. • Mathur, S.S.: <i>Sociological Approach to Indian Education</i>, Vinod Pustak Mandir, Agra. • Mukharji, S. (2007), <i>Contemporary issues in modern Indian education</i>. Authors Press. • Naqi, M. (2005) <i>Modern philosophy of education</i>, New Delhi: Anmol Publication Pvt. Ltd. • Nussbaum, M. (2010). <i>Not for Profit, Why democracy needs the humanities</i>. Princeton: Princeton University Press • <i>Philosophical and Sociological Foundation of Education</i>. Meerut: Surya Publications. • Pringe, R. (2004). <i>Philosophy of education: Aims, theory, common sense and research</i>. London: Continuum • Singh, B.N. (2005). <i>Education: Social Change and Economic Development</i>, Jaipur: RBSA Publishers. • Singh, M.S. (2007). <i>Value education</i>. Delhi : Adhyayan, Publication • Sodhi, T.S. & Suri, Aruna (1998). <i>Philosophical and sociological Foundation of Education</i>, Patiala: Bawa Publication. • Taneja, V.R. (2002) <i>Foundation of Education</i>, Chandigarh: Mohindra Capital Publishers. • Wynne, J. (1963). <i>Theories of education</i>. New York: Harper and Row. Saxena, S. (2001).
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	I
Paper Number	

No. of credits	5 Theory and 1 Practicum
Paper Title	CC-2: Psychology of Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory + 1 Practicum
Course descriptive/objective	<p>On completion of this course, it is expected that the students will be able to:</p> <ul style="list-style-type: none"> • <i>Understand The different schools of Psychology and their significance in Education</i> • <i>visualize multiple dimensions and stages of learner's development and their implications on learning</i> • <i>Deduce ideas about the theories of personality, their use in the development of learner's personality.</i> • <i>Conceptualize the theories of learning, motivation and their utility in the teaching-learning process.</i> • <i>Explain the concept of growth and development and gain an understanding of different theories of development as a basis of learning.</i> • <i>Trace the changing concept of intelligence and its application and understand the concept of creativity.</i> • <i>understand individual difference and pupils' readiness towards learning</i>
Syllabus	<p>Module 1 (30 Marks)</p> <p>Unit I: Schools of Psychology and their significance in Education</p> <ul style="list-style-type: none"> • Behaviourism –characteristics and significance in Education • Cognitivism- characteristics and significance in Education • Constructivism- characteristics and types significance in Education • Humanism - characteristics and significance in Education <p>Unit II: Growth & Development with Specific Emphasis on Education</p> <ul style="list-style-type: none"> • Growth & Development –characteristics and stages. Physical and Emotional Development • Cognitive Development Including Language and Moral Development-Piaget & Kohlberg • Social and Emotional Development- Vygotsky & Erickson <p>Unit III: Personality</p> <ul style="list-style-type: none"> • Concept and nature Of Personality and Type Theory-Jung • Psychodynamic Theory (Freud) & Social Learning Theory-Bandura • Trait Theories of Cattle, Eysenck and Five Factor Model • Humanistic Theory of Rogers <p>Unit IV: Intelligence, Emotional Intelligence and Creativity</p> <ul style="list-style-type: none"> • Intelligence- Concept, nature, types and measurement

	<ul style="list-style-type: none"> • Emotional Intelligence- Concept, nature, importance and measurement • Theories of Intelligence- Cattell, Sternberg, Gardener • Creativity- Concept, Factors, Measurement and Nurturance <p>Module 2 (30 Marks)</p> <p>Unit V: Learning & Transfer of Learning</p> <ul style="list-style-type: none"> • Concept, Nature, Types • Factors affecting learning- attention, interest, maturation, motivation • Theories of learning- Tolman, Brunner, Lewin, Hull & Klob • Transfer of Learning- Concept, types, theories, importance and methods of enhancing. <p>Unit VI: Motivation</p> <ul style="list-style-type: none"> • Motivation - Concept, types, factors affecting motivation, importance in education. • Approaches to Motivation with specific emphasis on their educational implication -Maslow's Hierarchy of Needs Theory, Atkinson and McClelland's Achievement Motivation Theory, Weiner's Attribution Theory • Determinants of Motivation- Locus of Control, Anxiety, Curiosity and Interest, Learned Helplessness, Classroom Environment, Cooperative, Competitive and Independent Learning • Motivation and Learning Theories of Bruner and Bandura <p>Unit VII: Memory & Forgetting</p> <ul style="list-style-type: none"> • Brief idea about Cognitive Neuroscience. • Memory – concept, stages and types • Multisystem model of memory • Forgetting: Its Nature, Causes and importance (contemporary views) • Factors affecting memory, ways of improvement Of Memory <p>Unit VIII: Instruction and Teaching</p> <ul style="list-style-type: none"> • Teaching & Instruction- Concept and Difference • Types of Teaching – Micro-teaching, Simulated Teaching, Macro teaching, large group and small group teaching • Stages of teaching (Memory, Understanding and Reflective) • Instructional Design - Direct and Indirect Instruction, Programmed Instruction • Cognitive Styles, Learning styles and Teaching Styles
Mode of Transaction	Lecture, Discussion, Case Study, Test administration, Experiments, Problem solving, Film Show
Practicum	Administration, scoring and interpretation of any standardized tests on any one of the following attributes: <ul style="list-style-type: none"> • Achievement Motivation

	<ul style="list-style-type: none"> • Self-Concept • Learning Styles
Readings	<ul style="list-style-type: none"> • Allen, B. P. (2006). <i>Personality Theories: Development, Growth, and Diversity</i> (5th ed.). • Anastasi Anne: <i>Psychological Testing</i>, McMillan Co. New York. • Atkinson, J.W & Feather, N.T. (1960). <i>Theory of Achievement Motivation</i>, New York: Wiley Publishers. • Ausubel D.P. & Robison F.G. <i>School learning: An introduction to Educational Psychology</i>, New York Holt, Rinehart & Winston Inc 1969. • Baron, R.A (2002) <i>Psychology</i>, Fifth Edition. Singapore, Pearson Education Asia. • Benjamin B. Lahey (2002): <i>Essentials of Psychology</i>, International Edition, Mc Graw Hill • Berk L. E. (2010): <i>Child Development</i>, (8th Edition).New Delhi: PHI Learning. • Bernard H.W.: <i>Psychology of learning & Teaching</i>, New York McGraw Hill B. • Bhatnagar, S. (2002). <i>Advanced Educational Psychology</i>, Agra: Bhargava Book House. • Bichler R.F. and Jack Snowman: <i>psychology Applied to Teaching</i> Houghton Mifflin Company, Boston, 1986. • Bigge M.L.: <i>Learning Theories for Teachers</i>, Harper and Tow publishers, 1971. • Bower G.H. and Hilgard E.R.: <i>Theories of Learning</i> ,Prentice Hall of India, New Delhi. 1980 • Bron, R.A & Allyn Bacon. (2002). <i>Essentials of Psychology</i>, Guwahati: Nibedita DK Distributors. • Burger, J. M. (2010). <i>Personality</i> (8th ed.). Belmont, CA: Wadsworth Publishing • Carol S. Dweck. (2000). <i>Self-theories: their role in motivation, personality, and development (essays in social psychology)</i> Psychology Press • Chand,T. (2002). <i>Educational Psychology</i>, Agra: Bhargava Book House • Charles N. Newmark: <i>Major Psychological assessment Instruments: Allyn And Becan Inc.</i> • Cobb, N.J. (2004). <i>Adolescent: Continuity, Change and Diversity</i> (5th Edition). New York: McGrawv Hill. • Crow, R.B & Crow, A (1964). <i>Educational Psychology</i>, New Delhi: Eurasia Publishing House • Daniel Goleman ‘Working with Emotional Intelligence 1998’ • Daniel Goleman: <i>Emotional Intelligence</i>, Bantam books 1995.

	<ul style="list-style-type: none"> • Douglas J. Hacker, John Dunlosky, Arthur C. Graesser .(editors) (1998) <i>Metacognition in Educational Theory and Practice</i>, Lawrence Erlbaum Associates. Mahwah, New Jersey. Edition, 1988. • Douglas J. Hacker, John Dunlosky, Arthur C. Graesser (editors) (2009) <i>Handbook of Metacognition in Education (Educational Psychology)</i>. Routledge, Taylor and Francis, New York. • Gage and Berliner: <i>Educational Psychology</i>, Boston Houghton Mifflin Company 1984. • Gordon, William J.J. (1961) <i>Synectics: the development of creative capacity</i>. New York: Harper and row, Publishers • Guilford, J.P. (1967). <i>The Nature of Human Intelligence</i>, New York: McGraw Hill • Hall, C.S & Lindzey, G (1978). <i>Theories of Personality (3rd Ed)</i>, New York: John Wiley • Hays J.R.: <i>Cognitive Psychology, Thinking and Creating</i>. Homewood Illinois. The Dorsey • Herenhahn B.R.: ‘An Introduction to Theories of Learning Prentice Hall International • Hilgard and Atkinson: <i>Introduction to Psychology</i>, Oxford and IBH Publisher, Bombay. • Hilgard, E.O (1976). <i>Theories of Learning (4th Ed)</i>, New York: Appleton Century Crgts Woodworth • R.S. (1995); <i>A Study of Mental Life</i>, New York: Century. • Jayaswal, R.L.: <i>Foundation of Educational Psychology: Allied Publishers, Bombay. Jersey, 1989.</i> • Kundu, C.L.: <i>Personality Development</i>, Sterling publishers Pvt. Ltd., New Delhi, 1989. • Matthews, G., Deary, I. J., & Whiteman, M. C. (2009). <i>Personality Traits (3rd ed.)</i>. New York: • Mezirow, J. (2000). <i>Learning as transformation: critical perspectives on a theory in progress</i>. San Francisco: Jossey Bass. • Passi B.K.: <i>Creativity in education NPC Agra 1982.</i> • Pina Tarricone (2011) <i>The Taxonomy of Metacognition</i>. Britain, Psychology Press • S. Owen, H. Parker Blount, Heny Moscow: <i>Educational Psychology – An Introduction Little</i>, • Schunk, D. H. (2007). <i>Learning Theories: An Educational Perspective (5th Edition)</i>. New York: Prentice Hall. • Skinner C. E, (2003): <i>Educational Psychology, Fourth Edition</i>, Prentice Hall of India Private Limited, • Wiggins, J. S. (Ed.). (1996). <i>The Five-Factor Model of Personality: Theoretical Perspectives</i>. New York: Guilford Publications
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	<ul style="list-style-type: none"> • Wordsworth B.J. Piaget's: Theory of cognitive and affective Development, New York • Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H. (2007); <i>Theories of Development of Human Development</i>. Delhi: McGraw Hill. • Ormrod, J.E. (2012). <i>Essentials of educational psychology: big ideas to guide effective teaching</i>. Boston, MA: Pearson Education Inc. • Parmeshwaran, E.G and Beena, C (2002) <i>An invitation to psychology</i>, Hyderabad, India, Neel Kamal Publications. • Pina Tarricone (2011). <i>The taxonomy of metacognition</i>. Britain, Psychology Press. • R. Riding (1998): <i>Cognitive styles and learning strategies: understanding style differences in learning and behaviour</i>. London, David Fulton Publishers. • Robert J. Sternberg (2001): <i>Perspectives on thinking, learning, and cognitive styles</i>. <i>The educational psychology series</i>. Routledge publication. • Schmeck Ronald.R (1988): <i>Learning strategies and learning styles (perspectives on individual differences)</i>. Springer Publication. • Schunk, D. H. (2007). <i>Learning theories: an educational perspective (5th Edition)</i>. New York: Prentice Hall. • Weiten W & Lloyd M. A. (2007): <i>Psychology applied to modern life – adjustment in the 21st century</i>, (8th Edition) New Delhi: Akash Press Delhi, • Woolfolk, A (2009) <i>Educational psychology</i>, (12th Edition). Singapore: Pearson Education Inc.
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	I
Paper Number	
No. of credits	5 + 1
Paper Title	CC-3: Sociology of Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/objective	<ul style="list-style-type: none"> • <i>To understand the concept and nature of Educational Sociology</i> • <i>To analyze the relationship between Education and Society</i> • <i>To determine the relationship between Education and Community</i> • <i>To explore the role and impact of culture in Education</i> • <i>To state the different types of values and the role of value education</i> • <i>To appreciate the significance of national integration, secularism and international understanding</i> • <i>To explain the importance of the theories of social change</i> • <i>To evaluate the importance of the concept of democracy in education</i>
Syllabus	<p>MODULE: 1 (30 Marks)</p> <p>Unit I: Concept and nature of Educational Sociology</p> <ul style="list-style-type: none"> • Concept and definition of Educational Sociology • Relationship between Education and Sociology • Agents of socialization of the child • Sociological aspects of education • Features of sociology of education <p>Unit II: Approaches to Sociology of Education</p> <ul style="list-style-type: none"> • Symbolic Interaction, Structural Functionalism and Conflict Theory. Concept and types of Social Institutions: Role of Family, School and Society. Concept of Social Movements, • Theories of Social Movements: <ol style="list-style-type: none"> 1. Relative Deprivation Theory 2. Resource Mobilization Theory 3. Political Process Theory 4. New Social Movement Theory <p>Unit III: Social Group and Community</p> <ul style="list-style-type: none"> • Meaning of social group and community • Social Group and Group Dynamics • Educational functions of the community • Interaction between the school and community

	<ul style="list-style-type: none"> • Education as a social process • Education as socialization • Social functions of Education <p>Unit IV: Culture and Education</p> <ul style="list-style-type: none"> • Meaning of culture • Role of Education in the preservation, transmission and promotion of culture • Cultural lag and Cultural Diffusion • Impact of culture of education <p>Module 2: (30 Marks)</p> <p>Unit V: Value Education</p> <ul style="list-style-type: none"> • Meaning, nature and classification of values • Value Development and programme of values • Value education at different stages of education <p>Unit VI: Education for National Integration and International Understanding</p> <ul style="list-style-type: none"> • Education in relation to secularism • Education for National Integration • Education for International Understanding • Educational Implications of promoting secularism, national integration and international understanding <p>Unit VII: Education for Social Change</p> <ul style="list-style-type: none"> • Meaning and nature of social change • Concept of modernization and urbanization with reference to the Indian society and their educational implications • Theories of social change <p>Unit VIII: Education and Democracy</p> <ul style="list-style-type: none"> • Education and its relationship with democracy and freedom • Meaning and characteristics of democracy • Ways of cultivating democracy and freedom • Concept of equality of educational opportunities • Education of the socially and economically disadvantaged sections
Mode of Transaction	Lecture, Discussion, Case Study, Problem solving, Film Show, Seminar
Practicum	A seminar on any one issue concerning the education of the socially disadvantaged sections and prepare a file: <ul style="list-style-type: none"> • Orphans • Street children • Juvenile in Conflict with Law • Third Gender • Women

	<ul style="list-style-type: none"> • SC/ST
<p>Readings</p>	<p>Reference Books</p> <ul style="list-style-type: none"> • Adisesaiah, W.T.V. & Pawansam, R. (1974). <i>Sociology in Theory and Practice</i>, New Delhi, Santhi Publishers. • Aggarwal, J.C. (1985). <i>Philosophical and sociological bases of education</i>. New Delhi: Vikas Publishing House Pvt. Ltd. • Aikara, J. (2004). <i>Education-Sociological Perspective</i>, New Delhi, Rawat Publications. • Bhat M.S. <i>Educational Sociology</i>, APH Publications, New Delhi. • Bhatia & Bhatia. (1992). <i>Philosophical and sociological foundations of education</i>. New Delhi: Doaba House. • Bhushan, V. & Sachdeva, D.R. (2008). <i>An Introduction to Sociology</i>: New Delhi, Kitabmahal. • Brown, F.J. (1947). <i>Educational sociology</i>. New York: Prentice Hall Inc. • Chanda, S.S. & Sharma, R.K. (2002). <i>Sociology of Education</i>, New Delhi, Atlantic Publications. • Chattopadhyaya (Ed) (2002). <i>The cultural heritage of India</i>. Vedanta Press (RK Institute of Culture) • Chaube, S.P. (1994). <i>Philosophical and Sociological Foundations of Education</i>. Agra: Vinod Pustak Mandir. • Cook, L.A. & Cook, E. (1970). <i>Sociological Approach to Education</i>, New York, McGraw hill. • Dewey, J. (1916). <i>Democracy and education</i>. New York: Macmillan & Co. • Dhiman, O.P. (2008). <i>Foundations of education</i>. Lucknow: Atma Ram & Sons. • Durkheim (1956). <i>Education and sociology</i>. The free Press • Gupta, Renu (2011): <i>Philosophical, Sociological and Economic Bases of Education</i>, Ludhiyana: Tondon Publications. • Havinghurst, R,J., & Neugarton, B.L (1967). <i>Society and education</i>. Boston: Allyn and Bacon. • Hemalatha, T. (2002). <i>Sociological Foundations of Education</i>, New Delhi, Kanishka publications. • Joyee, L.E. & Sanders, M.G. (2002). <i>School, Family and Community Partnership</i>, Guwahati: Nibedita Book Distributors. • Mathur S.S. (1968). <i>A sociological approach to Indian education</i>. Agra: Vinod Pustak Mandir. • Prasad, J. (2004). <i>Education and Sociology</i>, New Delhi. Kanishka Publishers and Distributors. • Shah, B.V. & Shah, K.B. (1998). <i>Sociology of Education</i>, Jaipur: Rawat Publications.

	<ul style="list-style-type: none"> Shukla, B.V. & Shah, K.B. (1985). <i>Sociological Perspective in Education</i>, New Delhi, Chanakya Publications.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	I
Paper Number	
No. of credits	5 + 1
Paper Title	CC-4: Educational Measurement & Evaluation
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/objective	On completion of this course, it is expected that the students will be able to- <ul style="list-style-type: none"> Acquaint themselves with the basic concepts and practices of evaluation in education. Understand test construction and its process. Develop skills in scoring and reporting the evaluation Orient the students about contemporary methods of evaluation. Help the student understand the relationship between measurement and evaluation in education. Orienting the student with tools and techniques of measurement and evaluation. Develop skills and competencies required for constructing, standardizing and using various tools and

	tests for measuring both cognitive and non-cognitive aspects/domains
Syllabus	<p>MODULE 1 (30 Marks)</p> <p>Unit I: Concepts in Evaluation</p> <ul style="list-style-type: none"> • Evaluation: concept and need • Interrelationship between measurement and evaluation in education • Process and types of Evaluation • Objectives and Taxonomies of Educational Objectives • Competency Based Evaluation • Criteria for teacher evaluation (Product, Process and Presage criteria) <p>Unit II: Test Construction and its Standardization-I</p> <ul style="list-style-type: none"> • Construction of a standardized test (NRT & CRT) • Issues and Biases with Testing • Writing test items – objective type, essay type and interpretive type • Basic characteristics of good measuring instruments – Validity, Objectivity, Reliability, Usability and Norms. • Types of Reliability and Validity <p>Unit III: Scoring and Reporting in Evaluation</p> <ul style="list-style-type: none"> • True scores and Errors of Measurement • Distractor analysis and Item analysis procedures for NRT and CRT • Concepts of Percentile and Standard scores (Z-Score, Stanine & C-Score) • Concept of Mastery Learning <p>Unit IV: Contemporary Techniques of Evaluation</p> <ul style="list-style-type: none"> • Formative and Summative Evaluation • Continuous and Comprehensive evaluation (CCE). • Question Bank, Semester, Continuous Internal Assessment system, Grading, Portfolio Assessment • Computerized and Online Evaluation • Open Book Examination • Models in Educational Evaluation–3D Model, Total Model and Individual Judgment Model <p>MODULE 2 (30 Marks)</p> <p>Unit V: Basics of Measurement</p> <ul style="list-style-type: none"> • Measurement: Concept, relevance, function and scope • Levels of measurement • Limitations of test and measurement • Relationship between Measurement and Evaluation • The status of educational measurement in India

	<p>Unit VI: Assessment</p> <ul style="list-style-type: none"> • Meaning, nature, types and perspectives (assessment for Learning, and assessment of learning) • Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning • Assessment in Pedagogy of Education: Feedback Devices, Assessment of Portfolios, Reflective Journal • Rubrics for Self and Peer evaluation, Field Engagement using Rubrics • Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events) <p>Unit VII: Test Construction and its Standardization -II</p> <ul style="list-style-type: none"> • General principles of test construction and its standardization • Writing test items – objective, essay and interpretative • Comparison of teacher made test and standardized test • Process of Test Standardization • Construction and Interpretation of Interaction Matrix <p>Unit VIII: Measurement of Psychological Traits</p> <ul style="list-style-type: none"> • Need and use of psychological test in education • Achievement, and Interest • Aptitude, and Attitudes • Skills, and Personality • Creativity, and Intelligence • Subjective and Objective Tests • Sociological, Projective and Special Tests
Mode of Transaction	Lecture, Discussion, Case Study, Questionnaire construction and administration, Experiments, Problem solving, Film Show
Practicum	<ul style="list-style-type: none"> • Construct two questionnaires: One for the student and One for the teacher • Each questionnaire has 20 questions • The questionnaire for the students will be administered on 10 students of different levels in Colleges or Schools • The questionnaire for the teachers will be administered on 10 teachers of different levels in Colleges or Schools • The data will be analyzed and a report will be submitted on <u>any one</u> of the following topics: <ul style="list-style-type: none"> • The problems in Summative and Formative Evaluation faced by teachers and students of Schools or Colleges • The challenges in the Computerized and Online Evaluation System faced by students and

	teachers in Educational Institutions (Colleges or Schools)
Readings	<ul style="list-style-type: none"> • Anastasi, A: Psychological Testing (Fifth-21) Macmillan Pub. Co. Inc. New York. • Arun Kumar Singh: Tests, Measurement and Research Methods in Behavioral Sciences, New Delhi , Tata McGraw Hill Publishing Company limited,1986. • Ebel, R.L: Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. (1970). • Ferguson, G A: Statistical Analysis in Psychology and Education, McGraw Hill International Book Co. (1981). • Agarwal, Y.P. (1998), <i>Statistical Methods</i>, Sterling, New Delhi. • Lindquist, E.F ; Statistical Analysis in Educational Research; Calcutta, Oxford & IBHPublishingCo.1970. • Garrett, H.E.: Statistics In Psychology And Education: Vikas Peffer & Smara Co., Ins, NewYork. • Cronbach, L.J: Essential of Psychology Trends Harper Row, New York. • Guilford, J.P: Fundamental Statistics in Psychology and Education, McGraw Hill(1965). • K V S Sharma, (2001) Statistics made Simple Do it Yourself on PC; New Delhi, Prentice Hall of India, Private India Limited. • M Rajamanikram; Statistical Methods in Psychological and Educational Research, New Delhi, Concept Publishing Company,2001
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • For questions based on numericals, step-by-step explanation of the process and formula used and interpretation of the result along with educational implications is required • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> I. Critical Essay and Numerical Problem: Answer any two questions out of four questions (2 x 10 = 20)

	<p>II. Critical Short Notes with Numerical Problems: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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Semester	II
Paper Number	
No. of credits	5 + 1
Paper Title	CC-5: Educational Management, Administration and Leadership
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<ul style="list-style-type: none"> • <i>Understand the conceptual aspects involved in school administration and management</i> • <i>Appreciate the perspectives of administration and management of school issues, strategies and practices</i> • <i>Understand the Educational Administration and management at different levels and their functioning.</i> • <i>Understand the role of different stakeholders in management and administration of academic institutions.</i> • <i>explain the quality control measures in management</i> • <i>Develop the skills in preparing and maintaining the school records.</i> • <i>Become aware and understand about different domains of change management.</i> • <i>Understand the objective, function and working process of different Indian and International Quality Assurance Agencies</i> • <i>Justify the importance of e-governance and use of ICT for Educational Management and Administration</i>
Syllabus	<p>Module 1 (30 Marks)</p> <p>Unit-I: Educational Management and Administration-1</p> <ul style="list-style-type: none"> • Meaning, Principles, Functions and importance of Educational Management and Administration • Institutional building, POSDCORB, CPM, PERT, Management as a system • SWOT analysis, Taylorism <p>Unit-II: Educational Management and Administration-2</p>

- Educational Administration as a process
- Administration as a bureaucracy
- Human relations approach to Administration
- Organizational compliance, Organizational development, Organizational climate

Unit-III: Leadership in Educational Administration

- Meaning and Nature of Leadership in Educational Administration
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic

Unit-IV: 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

Module 2: (30 Marks)

Unit-V: Concept of Quality and Quality in Education

- Indian and International perspective
- Evolution of Quality: Inspection, Quality Control
- Quality Assurance, Total Quality Management (TQM), Six sigma
- Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

Unit-VI: 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. Appraisal Costs, Failure costs and Preventable costs
- Cost Benefit Analysis, Cost Effective Analysis.

Unit-VII: Indian and International Quality Assurance Agencies:

- Objectives, Functions, Roles and Initiatives:
 - National Assessment Accreditation Council [NAAC]
 - National Board of Accreditation [NBA]
 - Quality Council of India [QCI]
 - International Network for Quality Assurance Agencies in Higher Education [INQAAHE]
- Performance Indicators
- Role of Internal Quality Assurance Cell [IQAC]

	<ul style="list-style-type: none"> • Recommendation of NEP-2020 <p>Unit-VIII: E-governance and Information Technology</p> <ul style="list-style-type: none"> • E-governance- Concept, scope, need and importance • Models of e-governance • ICT for Educational Management and Administration
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show
Practicum	<p>Any one:</p> <ul style="list-style-type: none"> • A Case Study on best practices in School Management • A Case Study on best practices of a Corporate House and its implications in an educational institution
Readings	<ul style="list-style-type: none"> • Aggarwal, J.C. (1994) Educational Administration, Management and Supervision', New Delhi: Arya Book Depot. • Ananda W.P. Gurung (1984). <i>General Principles of Management for Educational Planner and Administrators</i>, Paris: UNESCO. • Bhagia, N.M. (1990). <i>Educational Administration in India and other Developing Countries</i>, Commonwealth Publishers, New Delhi • Bhatia, K.K & Singh, Jaswant : Principles and practice of school management, Tandan publications books Market , Ludhiana • Bhatnagar, R.P & Agarwal , Vidya : Education administration, Supervision , Planning and financing, Surya Publication, Meerut. • Bush, Tony & Les, Bell (2002). <i>The principles & Practice of educational management</i>, London: PaulChapman Publishing. • Dash. B.N. (1996) School Organization, Administration and Management', Hyderabad: Neel KamalPublications, Pvt. Ltd. • Devegouda, A.C. (1973) A Handbook of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau. • Halpin, Andrew.W (1966) Theory and Research in Administration', New York: Macmillan Company. • Koortz, Harold & Weihrich, Heinz : Essential of management an international perspective, Tata McGraw – Hill publishing Company Limited New Delhi. • Mahajan, Baldev and Khullar, K.K. (2002). <i>Educational administration in Central Government: Structures, Processes, and Future Prospects</i>. Vikas Publication house Pvt. Ltd. New Delhi. • Mathur. S.S. (1990). <i>Educational Administration and Management</i>, Ambala: Indian publication • Mukhopadhyay, M. (2005). <i>Total Quality Management in Education</i>. New Delhi: Sage Publications. • NUEPA (1971). <i>Modern Management Techniques in</i>

	<p><i>Educational Administration</i>, New Delhi: Asian Inst. Of Educational Planning and Administration.</p> <ul style="list-style-type: none"> • NUEPA (1986). <i>Educational Management in India</i>, New Delhi: NUEPA. • Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai • Paroi, Sumit, <i>e-Governance in Higher Education Institutions of West Bengal Status and Prospects</i>, [Doctoral thesis] https://shodhganga.inflibnet.ac.in/handle/10603/224024 □ • Roger, Smith (1995). <i>Successful School Management</i>, McGraw Hill, Tokyo. • Sindhu, Kulbir Singh: School organisation and administration, sterling, publishing, private Limited, New Delhi • Thakur D and Thakur, D.N. (1997): Educational Planning an Administration, Deep and Deep Publication, New Delhi.
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	II
Paper Number	
No. of credits	5 + 1
Paper Title	CC-6: Advanced Research Methodology in Education – I
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum

<p>Course descriptive/ objective</p>	<p>On completion of this course, it is expected that the students will be able to-</p> <ul style="list-style-type: none"> • <i>Understand the basic concept of research and educational research.</i> • <i>Review the educational research articles.</i> • <i>Understand the design, methods and analysis of educational research.</i> • <i>Understand the steps involved in educational research.</i> • <i>Understand the use of different tools and techniques in educational research.</i> • <i>understand objectivity and ethical concerns in educational research</i> • <i>Develop a research proposal.</i> • <i>Knowledge on Foundations of Educational Research.</i> • <i>Understand different approaches to Research: Qualitative and Quantitative.</i> • <i>Identify and select suitable research problem and provide justification.</i> • <i>Apply various methods and techniques of Educational research.</i> • <i>Comprehend some new approaches to educational research.</i> • <i>Develop ability to use statistical methods for analysis of qualitative and quantitative research data.</i>
<p>Syllabus</p>	<p>MODULE 1 (30 Marks)</p> <p>Unit I: Review of the concept and understanding of Educational Research</p> <ul style="list-style-type: none"> • Understanding the need for research: Rationale, significance, and application • Basics concept of types of research: Qualitative, Quantitative and Mixed method • Review of related literature • General steps of educational research <p>Unit II: Planning Empirical Research</p> <ul style="list-style-type: none"> • Selection of the research problem and formulation of research design, population and samples, concept of variables • Concept of assumption, objectives, research questions, hypothesis, delimitation, limitation • Research Design and Techniques: Sampling types, Probability and Non-probability sampling, criteria of good sample and sampling error

- Definition of a test, development of a standardized test: standardization and adaptation, Development of norms, Reliability, Validity, Practicality, Publishing the test manual

Unit III: Tools of Data Collection and analysis

- Concept of Tools of Evaluation, Characteristics of Tools of Evaluation, Strengths and limitations of the Tools of Evaluation, Importance of Tools of Evaluation in the teaching-learning process
- Different methods of data collection: observation, interviews, tests (Standardized Psychological Tests for attributes such as intelligence, attitude, interest, aptitude, personality: projective and non-projective; Achievement Tests; Teacher Made Tests), questionnaire, rating scale, sociometry, social drama, records and reports (anecdotal report card, cumulative record card)
- Strengths and Limitations of the different tools of data collection
- Analysis and Educational Implications of the different tools of data collection

Unit IV: Writing Research report, Ethics and referencing style

- Objectivity and ethical concerns in educational research
- Essential elements of report writing – format, style
- Referencing style: APA, MLA and others
- Manuscript/ publication of findings: basics
- Preparation and steps of research report.

MODULE 2 (30 Marks)

Unit V-Foundations of Educational Research

- Meaning and steps of Scientific Method
- Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction
- Characteristics of Scientific Method: Replicability, Precision, Falsifiability and Parsimony
- Types of Scientific Method: Exploratory, Explanatory and Descriptive
- Positivism, Post positivistic and Empiricism approach to research
- Contemporary status of scientific method

Unit VI – Major Approaches to Educational Research

- Historical research – characteristics, uses, types, sources of data, criticism of data
- Descriptive research - characteristics, uses, types
- Experimental research – experimental designs, experimental validity

Unit VII –Some New Approaches to Educational Research

	<ul style="list-style-type: none"> • Types of research: Fundamental, Applied and Action • Approaches to educational research: Quantitative and Qualitative • Qualitative Research Designs; Meaning, Characteristics, Components of design, Types of design, Steps of conducting research, Strengths and weaknesses • Grounded Theory Designs, Narrative Research Designs, Case Study, Ethnography, Ethnomethodology, Phenomenology, Mixed methods, and Naturalistic inquiry <p>Unit VIII- Analysis of Qualitative Research</p> <ul style="list-style-type: none"> • Characteristics and applications • Criticism of historical data • Coding of qualitative data – Axial coding, Selective coding • Methods of qualitative data analysis—content analysis, logical. and inductive analysis, illustrative method, analogies • Meta-analysis • Triangulation of data
Mode of Transaction	Lecture, Discussion, Case Study, Problem solving, Film Show, Seminar
Practicum	Each student has to present a Seminar on any one of the following topics: <ul style="list-style-type: none"> • Review of Literature • Qualitative Research • Quantitative Research • Mixed Research • Different Types of Sampling
Readings	<ul style="list-style-type: none"> • Aggarwal, Y.P. (1998). The Science of Educational Research: A Source book, Nirmal, Kurukshetra. • Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication. • Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. • Best, John W. and Kahn James V (1995). Research in Education, Prentice Hall, New Delhi. • Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York, Longman, Inc. • Burns, R.B. (1991). Introduction to Research in Education, Prentice Hall, New Delhi. • Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication. • Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

	<ul style="list-style-type: none"> • Fraenkel, J.R., Wallen, N.E. (1983).How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc. • Garrett, H.E. (1973). Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay. • Gravetter. F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth. • Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication. • Gupta, Santosh (1983).Research Methodology and Statistical Techniques, New Delhi: Deep and Deep Publisher. • Kaul, Lokesh (1984).Methodology of Educational Research, New Delhi: Vikas Publications. • Kerlinger, F.N. (1973).Foundations of Behavioural Research, New York: Holt, Rinehart and Winston. • Kerlinger, F.N. (1973). Foundation of Behavioral Research, Holt, Rinehart and Winston, New York. • Kumar, Ranjit (2011). Research Methods, Pearson Education, New Delhi. • Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Education and Psychology, Narola, New Delhi. • Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall. • Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication. • Mc Burney, Donal H. (1994). Research Methods, Brooks/cole publishing company, California. • Mcmillion, James H. and Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, Harper and Collins, New York. • Mouly, A.J. (1963). The Science of Educational Research, Euroasia, New Delhi. • Neuman, W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston. • R.A. Sharma; Fundamentals of Educational Research: Meerut,Loyal Book Depot,2003. • R.P.Bhatnagar (Ed.) Readings in Methodology of research in Education; Meerut , R Lall Book Depot,2002. • Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall. • Sidhu, K.S. (1987). Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd. • Srivastava, G.N.P. (1994).Advanced Research Methodology, New Delhi: Radha Publications. • Travers, R. M.W. (1978). An Introduction to Educational
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	<p>Research, Macmillan, New York.</p> <ul style="list-style-type: none"> • Travers, R.M.W. (1969). An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd. • Van Delen, D. B. (1962). Understanding Educational Research, Me Graw Hill, New York. • Van, Dalen, Debonald, B. and Meyer, William J. (1979). Understanding Educational Research: An Introduction, New York: McGraw Hill Co. • Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication. • Young, P.V. (1960). Scientific Social Surveys and Research, Prentice Hall, New York.
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	II
Paper Number	
No. of credits	5 + 1
Paper Title	CC-7: Curriculum Studies
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/objective	<ul style="list-style-type: none"> • <i>Understand the meaning, concept and types of curriculum</i> • <i>Understand the foundations of curriculum</i> • <i>Know the role of various statutory bodies in curriculum development</i> • <i>Apply various principles of curriculum development</i>

	<ul style="list-style-type: none"> • <i>Know the issues in curriculum construction and evaluation</i> • <i>Get acquainted with curricula designing, and models of curriculum</i>
<p>Syllabus</p>	<p>MODULE 1 (30 Marks)</p> <p>Unit-I: Concept of Curriculum</p> <ul style="list-style-type: none"> • Meaning, Characteristics and Types of Curriculum • Nature & Scope of Curriculum • Necessity of curriculum • Principles of curriculum construction • Curriculum as a process <p>Unit-II: Foundation and role of statutory bodies in curriculum:</p> <ul style="list-style-type: none"> • Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner’s needs and interests) • Stages in the Process of Curriculum development • Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development <p>Unit-III: Curriculum change</p> <ul style="list-style-type: none"> • 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 • Critical Evaluation of STEM Curriculum <p>Unit-IV: Curricula Studies</p> <ul style="list-style-type: none"> • Ordered Procedures for Transaction • Models of Curriculum Construction and Curriculum implementation • Content and its organization-The spiral approach • Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction <p>MODULE 2 (30 Marks)</p> <p>Unit-V: Models of Curriculum Design-I</p> <ul style="list-style-type: none"> • Traditional and Contemporary Models • Academic / Discipline Based Model • Competency Based Model • Social Functions / Activities Model [social reconstruction]

	<ul style="list-style-type: none"> • Technical and Non Technical Model of Curriculum <p>Unit-VI: Models of Curriculum Design-2</p> <ul style="list-style-type: none"> • Individual Needs & Interests Model • Outcome Based Integrative Model • Intervention Model • C I P P Model (Context, Input, Process, Product Model) <p>Unit-VII: Curriculum Evaluation-1</p> <ul style="list-style-type: none"> • Concept, nature and need of Curriculum Evaluation • Criteria and approaches for Curriculum Evaluation • Types of Curriculum Evaluation <p>Unit-VIII: Curriculum Evaluation-2</p> <ul style="list-style-type: none"> • Models of Curriculum Evaluation: Tyler’s Model, Stakes’ Model, Scriven’s Model, Kirkpatrick’s Model • Factors influencing changes in Curriculum Evaluation • Recent trends in Curricula studies and Curriculum Evaluation
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
Practicum	<p>Prepare a report on any one:</p> <ul style="list-style-type: none"> • A critical study of the undergraduate curriculum of any department under the Choice Base Credit System (CBCS) • An evaluative report on any one STEM Educational Institution/Education Institute following the STEM curriculum • A critical evaluation of any school textbook of the higher secondary curriculum with regard to the core and peripheral components • A comparative study of the CBSE curriculum and the ICSE curriculum of the Higher Secondary Stage of Education
Readings	<ul style="list-style-type: none"> • Agarwal, J. C. I. (1990) Curriculum Reform in India. Delhi: Doaba. • Biswas, N.B. (1999). Curriculum Studies: A model for SAARC Countries. New Delhi: Indian Publishers Distributors. • Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Union. • Das, R. C. (1987). Curriculum and Evaluation. New Delhi: NCERT. • Dell, Ronald C. (1986). Curriculum Improvement: Decision Making & Process. (6th ed.). London: Allyn & Bacon Inc.

	<ul style="list-style-type: none"> • Diamond, Robert M. (1989). <i>Designing & Improving Courses & Curricula in Higher Education: A Systematic Approach</i>. California: Jossey Bass Inc. Publishers. • English, F. W. (2000). <i>Deciding What to Teach and Test</i>. CA: Corwin Press, Sage Publications, and Thousand Oaks. • Erickson, H. L. (2000). <i>Concept based Curriculum and Instruction</i>. CA: Corwin Press, Sage Publications, Thousand Oaks. • Flinders D. J. (1977). <i>The Curriculum studies</i>. New Delhi: Atlantic Publisher. • Kelley, A. V. (1977). <i>Curriculum Theory and Practice</i>. London: Harper and Row. • Kridel, Craig. (2010). <i>Encyclopedia of Curriculum Studies</i>. New Delhi: Sage. • Kurg, E. A. (1977). <i>Curriculum Theory and Practice</i>. London: Harper and Row. • Mamidi Malla Reddey & Ravishankar (eds.) 1984). <i>Curriculum Development & Educational Technology</i>. New Delhi: Sterling Publishers. • McNeill, John D. & Wiles, John. (1990). <i>The Essentials of Teaching: Decisions Plans and Methods</i>. New York: Macmillan • NCERT. (1984). <i>Curriculum & Evaluation</i>. New Delhi: NCERT. • NCERT. (1988). <i>National Curriculum for Elementary & Secondary Education: A Frame Work</i>. New Delhi: NCERT. • NCERT. (2005). <i>National Curriculum Framework 2005</i>. New Delhi: NCERT. • NCERT: <i>School Curriculum Some Problems and Issues</i>, NCERT, New Delhi, 1980. • Nisbet, Stanley (1977). <i>Purpose in the Curriculum</i>. London : University of London. • Oerr, J.F. (Ed.)(1968). <i>Changing the Curriculum</i>. London: University of London Press. • Ragan, W.B (*). <i>Modern Elementary Curriculum</i>. U.S.A:Holt Rinchard and Winston INC. • Romiszowaski. A. J. (1988). <i>The Selection Guide and Use of Instructional Media</i>. London: Kogan • Page. • Sais, R.S. (1976). <i>Curriculum Principles and Foundation</i>. New York: Thomas Y. Crowdl Company. • Saylor J. Galen; William, Alexander; & Arthur J. Lewis. (1980). <i>Curriculum Planning for Better Teaching & Learning</i>. (4th ed.). New York: Holt Ranehart & Winston. • Taba, H. (1962). <i>Curriculum Development P: theory and Practice</i>. New York: Brace and World.
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	<ul style="list-style-type: none"> • Taylor, R. (*). Basic Principles of Curriculum. Chicago: Chicago University Press. • Trum J. Lyod. (1967). Secondary School Curriculum Improvement. New York: Prentice-Hall. • Tyler, Ralph W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, • Jovanovich Inc. • Tyler, Ralph W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press. • UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO. • Wheeler, D. K. (1967). Curriculum Process. London: University of London Press.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	II
Paper Number	
No. of credits	5 + 1
Paper Title	CC-8: History, Politics and Economics of Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/objective	After undergoing the course content, the student will be able to: <ul style="list-style-type: none"> • The characteristics of education in ancient India. • The characteristics and development of education in medieval India.

	<ul style="list-style-type: none"> • The milestones of educational development in India in the British period.
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I Ancient Period Synoptic study of Vedic, Brahmanic, Buddhist and Jain Education in Ancient India with respect to:</p> <ul style="list-style-type: none"> • Aims and Objectives • Subjects of Study • Methods of teaching including teacher-pupil relationship • Evaluation System • Centre of Learning • Education of Women <p>Unit II Medieval Period A brief study of education in Sultan and Mughal periods in India with special Reference to:</p> <ul style="list-style-type: none"> • Aims and Objectives • Subjects of Study • Methods of teaching including teacher-pupil relationship • Evaluation System • Centre of Learning • Education of Women <p>Unit III Colonial Period (Upto 1947)</p> <ul style="list-style-type: none"> • Early Missionary Activities • Charter Act - 1813, Oriental and Occidental controversy • Macaulay's Minute - 1935 • Adams report - 1835-38 • Education Despatch - 1854 • Stanley's Despatch – 1859 • Education Commission – 1882 • Lord Curzon with reference to University Commission - 1902 and University Act- 1904. • Sadler Commission – 1917 • Origin and Development of C.A.B.E • Hartog Committee Report - 1929 • Wood Abott report – 1937 • Wardha Scheme – 1937 • Sergeant Committee Report – 1944 <p>Unit IV Development of Education After 1947 Recommendations of different commissions</p> <ul style="list-style-type: none"> • Radhakrishnan Commission – 1948-49 • Mudaliar Commission - 1952-53 • Kothari Commission – 1964-66

- National Education Policy – 1986, POA – 1992

Module 2: (30 marks)

Unit-V Recent Initiatives in Indian Education

- Sarva Shiksha Abhiyan
- National Curriculum Framework - 2005
- Rashtriya Madhyamik Shiksha Abhiyan – 2009
- Right to Education Act - 2009
- Knowledge Commission – 2009
- Rashtriya Uchchar Shiksha Abhiyan (2013)
- NEP 2020

Unit VI Political perspective of Education

- Relationship between Politics and Education, Perspectives of Politics of Education- Liberal, Conservative and Critical
- Aims of Indian Education in the Context of Democratic, Secular, Egalitarian and Humane Society
- Relationship between Education and Democracy, Education and Political Development, Education for Political Development and Political Socialization
- Role of State and Civil Society in Education, Education and National Integration, Education for Citizenship Building
- Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice)

Unit VII Education and Economics

- Education as Consumption; Education as Investment; Recent Trends in Economics of Education.
- Economic Growth and Economic Development. Education as a Prerequisite to Economic Development.
- Concepts of Human Development Index (HDI), Millennium Development Goals (MDG)
- Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education. Signaling Theory Vs Human Capital Theory

Unit VIII- Economic Perspective of Education

- Concept and Scope of Economics of Education, Public & Private Goods, Basic Need, Human Rights
- Education as Investment, Education as Social Production, Economic Growth & Economic Development, Poverty, Inequality.
- Education and Human Development, Human Development Index (HDI)

	<ul style="list-style-type: none"> • Concept of Educational Finance, Educational finance at Micro and Macro Levels, Concept of Budgeting
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
Practicum	<p>Prepare a report on any one:</p> <ul style="list-style-type: none"> • Role of Education for sustainable development in the NPE 2020 • A critical review of the educational implications of the Right to Education Act 2009 on government and private schools • Awareness camps among girl students about various schemes and scholarships available to them
Readings	<ul style="list-style-type: none"> • Milestones in Ancient, Mediaeval Education in India – B.R. Purkait • Milestones in Modern Indian Education – B.R. Purkait • Ancient Indian Education – Nrisingha Prasad Mukhopadhyay • Ancient Indian Education – R.K. Mukherjee • Landmarks in the Modern Indian Education – J.C. Aggarwal • Milestones in Modern Indian Education – B.R. Purkait. • Modern Indian Education – Planning & Development – B.B. Bhatt • History of Education in India – B. N. Dash • Modern India Education: Policies, Progress & Problems – C.P.S. Chauhan • Educational reforms in India for the 21st century – J.C. Aggarwal
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	CC-9: Educational Technology
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>This course is designed to make the students aware about the advancement of technology and its application in the different field of education viz. Teaching and learning, evaluation, administration, development of course etc.</p> <p>It is expected that after completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • <i>Use internet technologies efficiently to access remote information, communicate and collaborate with others</i> • <i>Develop skills in using various web 2.0 and e-learning tools</i> • <i>define the concept of Educational Technology</i> • <i>Classify the models of educational technologies</i> • <i>Explain the emerging trends and role of educational technology in an instructional environment;</i> • <i>Discuss the application of educational technology in education, in general and in the teaching-learning process in particular</i> • <i>Apply the e-learning approaches of educational technology for learning.</i> • <i>Discuss the implications of various theories and principles of learning while teaching and training with technology</i> • <i>Define learning from the viewpoint of different schools of thoughts</i> • <i>Examine the implications of constructivism in teaching-learning process</i> • <i>Create E portfolios, online and offline assessment tools in education</i> • <i>Use ICT in improving educational administration</i>
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Basics of Educational Technology (ET)</p> <ul style="list-style-type: none"> • Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology

- Applications of Educational Technology in formal, non-formal (Open and Distance Learning)
- Informal and Inclusive Education Systems

Unit-II: Psychological Theories and Instructional Design

- 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)

Unit-III: Different Models of Educational Technology

- 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

Unit-IV: Application of Computers 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)

Module 2: (30 marks)

Unit-V: Emerging Trends in e-learning-1

- 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, Learning Management System, Mobile learning

Unit-VI: Emerging Trends in e-learning-2

- 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

Unit-VII: Application of Educational Technology

- 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.

Unit-VIII: Some advance issues related to ICT:

	<ul style="list-style-type: none"> • Multimedia: meaning, types, advantages and evaluation of multimedia resources • Open Educational Resources: meaning and importance, various OERs initiatives • Digital behaviour and critical issues: digital etiquettes, intellectual copyright, internet safety, internet addiction • Government plans/policies and initiatives: National Policy on Information and Communication Technology (ICT) in School Education (2012), National Mission on Education through Information and Communication Technology (ICT), ICT @ School etc.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report, MOOC
Practicum	<p>Any one:</p> <ol style="list-style-type: none"> 1. Complete any free MOOC course from SWAYAM/ equivalent platform and write a report on the educational implications 2. Prepare a critical report on the various ICTs used for education in Chitrabani, EMMRC, Kolkata or any other reputed and recognized institute of education providing multimedia education 3. Prepare a self-instructional material on the use of various ICTs in the teaching of a particular topic in a particular discipline in the secondary or higher secondary level of a school
Readings	<ul style="list-style-type: none"> • Anderson, T. (2004). The theory and practice of online learning. Edmonton, Canada: AU Press, Athabasca University. • Beetham, H., & Sharpe, R. (2007). Rethinking Pedagogy for a Digital Age. New York, USA: Routledge Publication. • Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi • Burnett, C., G. Merchant, and B. Parry, eds. 2016. Literacy, Media and Technology: Past, Present and Future. London: Bloomsbury • Bhushan, A. and Ahuja, M. (1992) Educational Technology - Theory and Practice in Teaching Learning Process. MT: Vivek Prakshan. • Clarke, A. (2008). E-Learning Skills. New York, USA: Palgrave Macmillan Publication. • Collis, B. (1996). Tele-Learning: From Television to the World Wide Web and Beyond. JALN. • COL (2005). Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers. Commonwealth of Learning available at http://oasis.col.org/bitstream/handle/11599/43/odlinstdesignHB.pdf?sequence=1&isAllowed=y • Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press • Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi • Evant, M: The International Encyclopedia of Educational Technology.

	<ul style="list-style-type: none"> • Hooker M (2009) Concept Note: The Use of ICT in Teacher Professional Development, Accessed on 16th January 2016 from http://www.gesci.org/old/files/docman/TPD_Workshop-Concept_Note.doc • Ellington H, Percival. F & Race. P (2005). Handbook of Educational Technology, Third Edition, London: Kogan Page Ltd. • Ge, X., Ifenthaler, D., & Spector, J. M. (Eds.). (2015). Emerging technologies for STEAM education: Full STEAM ahead. Springer. • Harasim, L. (2012). Learning theory and online technologies. New York, USA: Routledge Publication. • Kulkarni, S.S. (1986). Introduction to Educational Technology, New Delhi: Oxford & IBH publishing Co. • Kumar, K. L. (1996). Educational Technology, New Delhi: New Age International. • Leithwood, K., & Mcadie, P. (2006). Teaching for deep understanding. California, USA: Corwin Press, Sage Publication. • Levinson, M. (2010). From fear to Facebook: one school's journey. International Society for Technology in Education. • Loveless, A., & Ellis, V. (2001). ICT, Pedagogy and the Curriculum. New York, USA: Routledge Publication. • Maier, P., Barnett, L. Warren, A., Brunner, D. (1998). Using Technology in Teaching and Learning. London: Kogan. • Michael Spector, J. (2014). Foundations of Educational Technology. New York, USA: Routledge Publication. • Mirabito, Michael M.A. (1994). New Communication Technologies, Boston: Focal Press. • Mohanty, (1992). Educational Technology', Delhi: Deep and Deep Publication. • Naidoo, Vis (2003): ICT in Education Policy: Reflecting on Key Issues, COL, Vancouver; Canada.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p>

	IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)
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Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	CC-10: Advanced Research Methodology in Education – II
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>On completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the role and use of statistics in educational research. • Test hypotheses by using different statistical techniques. • Select the appropriate statistical methods in educational research. • Use computers for data analysis. • Develop ability to use statistical methods for analysis of research data. • Analyse quantitative data of educational research based on types of measurement. • Analyze qualitative data in educational research.
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit I: Statistics in Educational Research</p> <ul style="list-style-type: none"> • Definition and need of Statistics in Educational research • Scales of Measurement: Nominal, Ordinal, Ratio and Interval • Normal Probability Curve: An Introduction • Central Limit theorem • Population Mean, Sample mean and its estimation • Parametric and Non-Parametric Testing: Introduction <p>Unit II– NPC, Significance of the mean and Computer Aided Research Techniques</p> <ul style="list-style-type: none"> • Normal Probability Curve <ul style="list-style-type: none"> ○ Definition ○ Skewness and Kurtosis ○ Characteristics ○ Practical Applications • Normal Distribution, ‘t’ Distribution, ‘F’ Distribution and χ^2-Distribution. • Test of significance – Confidence Limit, significance testing and interpretation.

	<ul style="list-style-type: none"> • Concept of Errors- Type I and Type II, One tailed and two tailed tests. • Use of computers for Data Analysis <ul style="list-style-type: none"> ○ Encoding and Decoding data ○ Using EXCEL, SPSS, NVivo ○ Interpretation of Data <p>Unit III: Descriptive Statistics</p> <ul style="list-style-type: none"> • Organization of Data <ul style="list-style-type: none"> ○ Meaning of data ○ Methods of organizing data <ul style="list-style-type: none"> ▪ Statistical tables ▪ Rank Order ▪ Frequency Distribution (Concept, construction, Intervals, Range, Classes, cumulative frequency, and cumulative percentage frequency) • Graphical Representation of Data <ul style="list-style-type: none"> ○ Graphical distribution of ungrouped: bar graph, bar diagram, circle graph of pie diagram, pictograms, line graphs ○ Graphical distribution of grouped data: histogram, frequency polygon, cumulative frequency graph and ogive (cumulative frequency percentage curve) • Measures of central tendency: mean, median, mode of grouped and ungrouped data • Measures of relative position – Quartiles, Deciles, Percentile, percentile rank and standard score • Measures of variability: range, quartile deviation, average deviation and standard deviation of ungrouped and grouped data <p>Unit IV: Inferential Statistics, Correlation and Regression</p> <ul style="list-style-type: none"> • Parametric testing <ul style="list-style-type: none"> ○ z-test ○ t –test (two-tailed and one-tailed test) ○ Analysis of Variance (ANOVA) ○ Analysis of Covariance (ANCOVA) ○ Multivariate Analysis of Variance (MANOVA) • Non-Parametric testing <ul style="list-style-type: none"> ○ Chi Square test (test of independence, goodness-of-fit test) ○ Median test ○ Sign Test ○ Kruskal-Wallis test/H-test ○ Mann-Whitney U test • Correlation and Regression <ul style="list-style-type: none"> ○ Product moment Method
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	<ul style="list-style-type: none"> ○ Rank Difference Method ○ Scatter Diagram Methods ○ Partial Correlation ○ Multiple Correlation ○ Biserial Correlation ○ Point biserial Correlation ○ Regression equation and Regression Analysis ○ Prediction and its use <p>Module 2: (30 marks)</p> <p>Preparation of Dissertation Proposal Report and Seminar Presentation with title, Significance of the study, brief review of related studies, research question/objectives/hypotheses, study design and/or probable analysis, and educational implication (Follow APA).</p>
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Documentary, Report, Use of Computer Software Technologies
Practicum	<p>The students may undertake any one of the following activities:</p> <ul style="list-style-type: none"> ● A critical assessment of statistical techniques used in a research report ● Preparation of graphical representations of data obtained in a research study ● Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis ● Analysis of data using Statistical Packages like SPSS, Excel etc
Readings	<p>Reference Books</p> <ul style="list-style-type: none"> ● Agarwal, Y.P. (1998). Statistical Methods, Sterling, New Delhi. ● Best J. W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. ● Fraenkel, J. R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc. ● Garrett, H. E. (1973). Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay. ● Gupta, Santosh (1983). Research Methodology and Statistical Techniques, New Delhi: Deep and Deep Publisher. ● K. V. S. Sharma, Statistics made Simple Do it Yourself on PC; New Delhi , Prentice Hall of India Private India Limited, 2001.

	<ul style="list-style-type: none"> • Kaul, Lokesh (1984). Methodology of Educational Research, New Delhi: Vikas Publications. • Kurtz, A. K. and Mayo S. T. (1980). Statistical Methods in Education and Psychology, Narola, New Delhi. • Rajamanikram, M. (2001). Statistical Methods in Psychological and Educational Research New Delhi, Concept Publishing Company. • Srivastava, G. N. P. (1994). Advanced Research Methodology, New Delhi: Radha Publications. • Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication.
Evaluation	<p>Practicum : 20 Marks</p> <p>Continuous Internal Assessment: 20 marks</p> <p>Module 1: End- Semester Theory Examination: 30 marks</p> <p>Module 2:</p> <p>30 marks (Internal): Preparation of Research Proposal (15 Marks) Written Proposal and its Presentation (15 Marks)</p>
Paper Structure for End Semester	<p>Full Marks: 30 Time: 1.5 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • For questions based on numericals, step-by-step explanation of the process and formula used and interpretation of the result along with educational implications is required • Candidates are required to give their answers in their own words as far as practicable • Technical terms should be defined and explained with clarity, precision, accuracy, breadth, depth and logic <p>I. Critical Essay with Numerical Problems: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes with Numerical Problems: Answer any two questions out of four questions (2 x 5 =10)</p>

Semester	III
Paper Number	
No. of credits	5 + 1

Paper Title	CC-11: Inclusive Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to :</p> <ul style="list-style-type: none"> • <i>Understand the concept of exceptional children and their need.</i> • <i>Developmental characteristics of children with special needs- visually and hearing impaired, slow learners, mentally retarded & gifted children, learning disabled, autistic children & children with cerebral palsy.</i> • <i>Educational management for inclusive setting.</i> • <i>Develop understanding of the rationale behind Inclusion/ why of Inclusion</i> • <i>Understand the concept and significance of inclusion</i> • <i>Acquire understanding of who needs to be included</i> • <i>Understand the role of various policies and planning for Inclusion</i> • <i>Understand the importance of the role of Education for Inclusion</i>
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Concept and Need for Inclusion</p> <ul style="list-style-type: none"> • Difference between special education, integrated education and inclusive education. • Philosophical, Sociological, Economical and Humanitarian dimensions of inclusive education • Advantages of inclusive education for the individual and society. • Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations • National and International initiatives for inclusive education with reference to policy and law. • Inclusion, sustainability and quality enhancement • Inclusion and Globalization <p>Unit II: Key Elements of Inclusion</p> <ul style="list-style-type: none"> • Attitudes and values affecting Inclusion • Understanding the process of inclusion • Role of accessible and flexible curricula for Inclusion • Role of Education for Inclusion • Psychology for Special Needs <p>Unit III: Strategic Planning and Policy Reforms</p>

- Various International policies reflecting Inclusive Education: An overview
- Role of Educational Planners and Policymakers for Inclusion
- Strategies and Steps towards Inclusion
- Strategic Planning for Inclusion
- Legal and policy perspectives- Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).
- National initiatives for inclusive education – National Policy on Education (1968, 1986), POA 1992, Education in the National Policy on Disability (2006), RTE Act (2009). RPWD act 2016
- Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities

Unit-IV: Preparation for Inclusive Education

- Concept and meaning of diverse needs
- Building inclusive learning friendly classrooms: overcoming barriers for inclusion, concept of LRE
- Role of teachers, resource teachers, family and other community members for supporting inclusion of children with diverse needs
- Problems in inclusion in the real classroom situations; ways for overcoming the problems in inclusions
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
- Teacher preparation for inclusive education in the light of NCF, 2005
- Role of different national and international agencies (institutions, universities) in promoting inclusive education

Module 2: (30 marks)

Unit-V: Exceptional children & their needs

- Definition, concept and types of exceptionality
- Causes of exceptionality
- Concept of impairment, disability and handicap
- Needs and problem of exceptional children

Unit VI: Visually and Hearing-Impaired Children

- Causes and characteristics of sensory impairment – visual & auditory
- Identification of visually and hearing impaired children
- Educational provisions for visually and hearing-impaired children

	<p>Unit VII: Slow learners, Mentally retarded & Gifted Children</p> <ul style="list-style-type: none"> • Slow learners - Meaning, causes, characteristics & education of slow learner children • Mentally retarded- Meaning, types and causes of Mental retardation. Identification, characteristics, and education of mentally retarded children • Gifted- Meaning, causes, characteristics and education of gifted children <p>Unit VIII: Learning Disabled, Autistic & Cerebral Palsy Children</p> <ul style="list-style-type: none"> • Learning disabled - Meaning, types and causes of Learning Disability, Reading and Spelling difficulty • Characteristics and Measurement of Learning Disability • Education of Learning Disability • Autistic - Meaning, causes, characteristics & education of autistic children, Autism Research and Practice • Cerebral Palsy - Meaning, causes, characteristics & education of children with Cerebral Palsy
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
Practicum	Report on a visit to a school practicing inclusion and identifying and studying the Educational programme for the specific individual or group of learning-disabled students
Readings	<ul style="list-style-type: none"> • Educating Exceptional Children – S.K. Mangal • Inclusive Education – Loreman, Deppeler & Harvey • Inclusive Education for children with special needs – Neena Dash • Byatikromi Sishu – Bishnupada Nanda & Sarawata Jama
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p>

	IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)
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Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	DSE 1.1.- History of Education in West Bengal
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Educational history of West Bengal. • Academic structures of different educational sectors. • Administrative structures of education in different levels. • Recent development and trends of education in West Bengal
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Educational History of Bengal</p> <ul style="list-style-type: none"> • Education of Ancient, • Medieval Period • Educational Conditions of Bengal during early medieval period. • Educational developments in Bengal under the rules of Senas • Condition of Education in Pre-Colonial Bengal. <p>Unit II: Educational History during Colonial Period of Bengal</p> <ul style="list-style-type: none"> • Education in Bengal during Colonial Period – Features • Bengal renaissance • Missionary Activities in Education <p>Unit III: Education in West Bengal after Independence</p> <ul style="list-style-type: none"> • Education in Bengal after Independence – Features • Eminent Educationists of Bengal • Notable Institutions of Bengal • Different Education Commissions and Committees in West Bengal. <p>Unit IV: Recent Initiatives in Education of West Bengal</p> <ul style="list-style-type: none"> • SSA – RMSA, KGBV, EMRS • Incentive Schemes – Kanyashree, Sikshashree, Sabuj Sathi, • Grants – Prematric - Postmatric - Minority Scholarship, Non-NET fellowship for M.Phil & Ph.D Scholars, Uniform-

	<p>Shoe-Umbrella- Books Grants.</p> <p>Module 2: (30 marks)</p> <p>Unit-V: School Education</p> <ul style="list-style-type: none"> • West Bengal Board of Primary Education Structure, Curriculum, • West Bengal Board of Madrasah Education • Secondary & Higher Secondary Education - Structure, Curriculum • Rabindra Mukta Vidhyalaya • Different Statutory Bodies, Boards, Councils <p>Unit VI: Higher Education</p> <ul style="list-style-type: none"> • Higher Education - Structure, Colleges, Universities, Institute, Research Institutes, Centre (IIT, IIM, ISI, CSSSC, IISER) • Courses Offered, Evaluation System <p>Unit VII: Teacher Education</p> <ul style="list-style-type: none"> • Teacher Education – DI.Ed, B.Ed, M.Ed • Structure, Universities, Curriculum <p>Unit VIII: Academic Structure of Education in Different Sectors</p> <ul style="list-style-type: none"> • Others Sectors - Structure, Universities, Curriculum- <ul style="list-style-type: none"> ○ Mass Education, ○ Lifelong & Continuing Education ○ Vocational Education, ○ Medical Education, ○ Technical Education ○ Agricultural Education ○ Judicial Education ○ Open & Distance Education
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
Practicum	<p>A Report on any one of the following topics:</p> <ul style="list-style-type: none"> • A critical study of the present contribution of Christian Education to West Bengal • A comparative study between schools run by any two religious denominations in West Bengal today
Readings	<ul style="list-style-type: none"> • Reyhner, J (2004). History of Indian Education, Vohra Publishers • Ray, Niharranjan (1950). BangalirItihasa: Adi Parva, Calcutta • Sengupta, N.K. (2001). History of Bengali- Speaking People, UBS Publisher's Distribution. • Sharma, R (2006) .History of Indian Education, Shubhi

	Publishers.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	DSE 1.2.- Comparative Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to-</p> <ul style="list-style-type: none"> • <i>understand the concept, scope, need, and importance of Comparative Education</i> • <i>understand Comparative Education as a discipline</i> • <i>compare Comparative Education and International Education</i> • <i>understand the factors and forces of Comparative Education</i> • <i>develop understanding of the system of education in India and developed countries, and develop the sense of international understanding</i> • <i>Know the problems of developing countries (SAARC), their causes and solutions through education.</i> • <i>Describe the development of the field of Comparative Education.</i>

	<ul style="list-style-type: none"> • <i>Gain Knowledge about the history of Comparative Education.</i> • <i>Understand the methods of Comparative Education.</i> • <i>Identify the field of Comparative Education and its related areas for studies.</i> • <i>Understand different approaches within Comparative Education</i> • <i>Develop skill to use and valuate different methods in comparative studies.</i> • <i>Understand the principles behind analyses of educational systems in different countries.</i>
<p>Syllabus</p>	<p>Module 1: (30 marks)</p> <p>Unit-I: Concept of Comparative Education</p> <ul style="list-style-type: none"> • Genesis and Development of Comparative Education • Concept and scope of Comparative Education • Aims and Purpose of Comparative Education • Utility and limitation of Comparative Education • Challenges facing the Study of Comparative Education • Current trends and practices in Comparatives Education • Importance of Comparative Education • Comparative Education as an Academic Discipline • Comparison between Comparative Education and International Education <p>Unit II: Methods Comparative Education</p> <ul style="list-style-type: none"> • Methods in Comparative Education- <ul style="list-style-type: none"> ○ Description ○ Interpretation ○ Juxtaposition ○ Comparison <p>Unit III: Approaches Comparative Education</p> <ul style="list-style-type: none"> • Approaches of Comparative Education • Systematic Area Studies Approach George Z.F Bereday • Problem approach Brian Holmes • Scientific method Noah's and Ecksein's. • Historical Approach Nicholas Hans. • Cross Disciplinary Approaches used in Comparative Education <p>UNIT IV: Influences and Impact of Various Factors on Development of the Education System</p> <ul style="list-style-type: none"> • A Comparative Perspective: • Philosophical & Religious • Socio-cultural & Economical

	<ul style="list-style-type: none"> • Geographical & Political • Lingual & Technological <p>Module 2: (30 marks)</p> <p>Unit-V: Boundaries of Comparative education</p> <ul style="list-style-type: none"> • Equality of education • Normative boundaries • Poverty • Unemployment • Population • Explosion • Terrorism • Illiteracy <p>Unit VI: National Perspectives</p> <ul style="list-style-type: none"> • Primary Education: West Bengal and other States of India • Secondary Education: West Bengal and other States of India • Higher Education: West Bengal and other States of India • Teacher Education: West Bengal and other States of India • Adult Education: West Bengal and other States of India • Vocational Education: West Bengal and other States of India <p>Unit VII: Problems Prevailing in Developing (SAARC) Countries with Special Reference to India, Their Causes and Solution through Education</p> <ul style="list-style-type: none"> • Primary Education: SAARC Countries and India • Secondary Education: SAARC Countries and India • Higher Education: SAARC Countries and India • Teacher Education: SAARC Countries and India • Adult Education: SAARC Countries and India • Vocational Education: SAARC Countries and India <p>Unit VIII: Comparative Study of Educational Systems among Different Countries and India</p> <ul style="list-style-type: none"> • Primary Education: USA, UK, Finland, Japan, and India • Secondary Education: USA, Russia, and India • Higher Education: UK, France, and India • Teacher Education: USA, Germany, Japan, Finland and India • Adult Education: Australia, Brazil, and India
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Seminar
Practicum	Seminar on comparative analysis of education system of any two countries : USA, Canada, Australia, Finland, UK, European Countries, Japan, any SAARC Countries, any ASEAN Countries

Readings

- Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen and Unwin.
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- Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace & Company.
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- Denis, L. (1986). School curriculum planning. London: Hodder ad Stoughton.
- Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
- Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul
- Harold A. & Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company.
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- Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.
- Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup.
- Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt. Ltd.,
- Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New: IGNOU.
- William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston.
- A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, INDIA), T.S Sodhi, ISBN-13: 978-0706922257.
- Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi.
- Altbach, P.G.Trends in Comparative Education. In: Comparative Education• Review, 35(3)
- Bereday, George Z. F. Comparative method in education. New York. Holt, 1964• Reinhart & Winston, 1964.
- Brain Holmes; Comparative Education: Some considerations of method- Unwin• Education Book, Boston.
- Chaube and Chaube., Comparative Education 4. Comparative Education• Research –Approaches and Methods edt Mark Bray et.al.
- Comparative Education with Special Reference to Elementary Education, C.• Naseema & V K Jibin. Shipra Publications, 2013, ISBN: 8175416904, 9788175416901.

	<ul style="list-style-type: none"> • Comparative Education: A Comparative Study of Educational Systems, • Yogendra K. Sharm, Kanishka Publishers, 2004, 9788173916120 5 • Comparative Education: Exploring Issues in International Context by Patricia K. • Kubow and Paul R. Fossum (11 January 2006). • Comparative Education: The Construction of a Field (CERC Studies in • Comparative Education) by Maria Manzon (7 July 2011). • Comparative Education: The Dialectic of the Global and the Local by Robert F. • Arnove and Carlos Alberto Torres (13 September 2007). • Comparative Education: A Study of Educational Factors and Traditions, • Nicholas Hans, Routledge, 2011 - Education, Volume 4. Geoffery Wilford : Choice and Wquity in Education- Cassells, London. • Govinda, R. India Education Report- NIEPA, 2002. • • Hans, Nicholas: Comparative Education Routeledge and Kagan Paul, London, • 1990. • Human Development Report in South Asia 2000- the Gender Question OUP, • 2002. • International and Comparative Education (Ice Magazine): Issue 1: Volume 1 by • Stephen Griffin (27 January 2011) • International Handbook of Comparative Education (Springer International • Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26 August 2009). • International Handbook of Comparative Education, Robert Cowen; Andreas M. • Kazamias, ISBN: 9781402064036.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p>

	<p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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Semester	III
Paper Number	
No. of credits	5 + 1
Paper Title	DSE 1.3.- Pedagogy, Andragogy and Heutagogy
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/objective	<ul style="list-style-type: none"> • To understand the concept of new-learning and the principles and patterns of pedagogy • To analyze the educational implications of Paulo Freire's Pedagogy of the Oppressed • Analyzing the concept and principles of Andragogy • Synthesizing and reinventing the andragogical syllabus • Understanding the concept and impact of heutagogy • Identifying the features of self-determined learning • Evaluating the role of technology in driving changes and innovation • Identifying the frameworks using heutagogical principles in creating life-long learners
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: New Learning: Principles of Education Curriculum and Pedagogy</p> <ul style="list-style-type: none"> • Patterns of Pedagogy • Education in a state of flux • Didactic, authentic and transformative learning <p>Unit II: Paulo Freire's Pedagogy of the Oppressed</p> <ul style="list-style-type: none"> • Banking Concept • Passive and Active Learning • Culture of Silence, Social-Praxis and theory of oppression • Sources of Liberation • Critical Awareness and Education as a practice of freedom • Education as domination • Education for humanization <p>Unit III: Concept and Principles of Andragogy</p> <ul style="list-style-type: none"> • Syllabus as frames and discussions • Syllabus as contact • Syllabus as a power instrument • Syllabus as communication/signaling device • Syllabus as collaboration <p>Unit IV: Reinventing the syllabus</p> <ul style="list-style-type: none"> • Practice with andragogical syllabus

	<ul style="list-style-type: none"> • Pedagogical vs Andragogical syllabus (Risks and Payoff) <p>Module 2: (30 marks)</p> <p>Unit-V: Principles of Heutagogy</p> <ul style="list-style-type: none"> • Concept of Heutagogy • Review of Literature on Heutagogy • Challenges facing institutions today <p>Unit VI: Self-determined learning</p> <ul style="list-style-type: none"> • Features of self-determined learning (Hase and Kenyon) • Educational implications of self-determined learning <p>Unit VII: Technology driving change and innovation</p> <ul style="list-style-type: none"> • Social media • Massive Open Online Courses • Personal Learning Environments (PLE) • Prior Learning Assessment (PLA) • Competency based curriculum and e-portfolios • Digital Badges • Flipped Classrooms <p>Unit VIII: Creating life-long learners</p> <ul style="list-style-type: none"> • Reconstructing frameworks for the changes ahead <ul style="list-style-type: none"> ○ Policymakers ○ Teachers ○ Learners
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Action Research, Book Review
Practicum	Action Research on Principles of Heutagogy used in the training programme for adult learners
	Or
	Critical book review of “Pedagogy of the Oppressed” by Paulo Freire
Readings	<ul style="list-style-type: none"> • Deceeco J. P. (1970). <i>The Psychology of Learning and Instructional Technology</i>. New Delhi, Prentice Hall of India. • Flanders N. (1971). <i>Analysing Teaching Behaviour</i>. London: Addison Wesley Pub. Co. • Freire, P. (1971). <i>Pedagogy of the Oppressed</i>. New York: Herden and Herden. • Illich, I. (1970). <i>Deschooling Society</i>. London: Marion Boyars. • Joyce B., & Weil M. (1992). <i>Models of Teaching (4th edition)</i>. New Delhi: Prentice Hall of India Pvt. Ltd. • Kumar, K. (1988). <i>What is worth teaching?</i> New Delhi: Orient Longman. • Novak, Joseph & Gorwin, B. (2010). <i>Learning how to Learn</i>. New York: Cambridge University Press • Schon, D. (1987). <i>Educating the Reflective Practitioner</i>. San Francisco: Jossey – Bass.

Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	IV
Paper Number	
No. of credits	5 + 1
Paper Title	DSE 2.1- Environmental Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>On completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • <i>Understand the concept of population and environmental education.</i> • <i>Know the objectives and methods of teaching environmental and population education.</i> • <i>Be aware of population and environmental education policies.</i> • <i>Help teachers' and students analyse the various issues related to population and environmental education.</i> • <i>Help social groups and individuals to acquire a set of values for environmental protection.</i> • <i>Develop skill, acquire skills for identifying environmental problems.</i>
Syllabus	MODULE1 (30 Marks) Unit I: Introduction to Environmental Education <ul style="list-style-type: none"> • Meaning, Importance and Scope

	<ul style="list-style-type: none"> ● Aims and Objectives ● Guiding Principles and Foundations ● Developing environmental awareness ● Environmental attitude, values & pro-environmental behaviour ● Environmental ethics: Issues and possible solutions <p>Unit II: Environmental Concepts</p> <ul style="list-style-type: none"> ● Concept of Environment and Ecosystem ● Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system. ● Natural Disasters ● Environmental awareness and attitude change <p>Unit III: Environmental Degradation</p> <ul style="list-style-type: none"> ● Environmental Pollution: Air; Water; Soil ● Extinction of flora and fauna, deforestation, soil erosion ● Global Environmental Issues: Climate change, Ozone Layer Depletion, Green House Effect, Acid Rain, Nuclear Accidents and Holocaust, Melting of Polar Ice Caps ● Water conservation, Rain-water harvesting, watershed management. Resettlement and rehabilitation of people; its problems and concerns ● Need for conservation, preservation and protection of rich environmental heritage <p>Unit IV: Approaches and Methods of Environmental Education</p> <ul style="list-style-type: none"> ● Approaches to Environmental Education: Interdisciplinary and Multidisciplinary ● Methods: Discussion, Seminar, Workshop, Problem solving and Field survey ● Features of curriculum for environmental education ● Programmes of environmental education for primary, secondary and higher education institute <p>MODULE 2 (30 Marks)</p> <p>Unit V: Concept of Population Education</p> <ul style="list-style-type: none"> ● Meaning, characteristics and scope ● Population growth, variation among nations ● Methodology of population education and its importance ● Population explosion – Family Welfare Programmes, Effect on environment ● Role of Information Technology in Environment and Human Health <p>Unit VI: Population Education Policies</p> <ul style="list-style-type: none"> ● Population policy of the government of India (2000)
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	<ul style="list-style-type: none"> • Implementation programmes, population control • Population dynamics in the context of India • Population distribution, urbanization and migration <p>Unit VII: Sustainable development</p> <ul style="list-style-type: none"> • Concept of sustainable development and education for sustainable development • Urban problems and related to energy • Agenda 21 • United Nations Decade of education for sustainable development, programmes on environmental management. • The United Nations Environment Programme and the 2030 Agenda: Global Action for People and the Planet • Significance of Environmental Education for sustainable development • Sustainable life-style • NEP 2020 and Sustainable Development <p>Unit VIII: Social Issues and the Environment</p> <ul style="list-style-type: none"> • Wasteland reclamation, Consumerism and waste products. • Environmental Protection Act.; Air (Prevention and Control of Pollution) Act., Water (Prevention and control of Pollution) Act., Wildlife Protection Act., Forest Conservation Act. • Issues involved in enforcement of environmental legislation Public awareness. • Quality of life, Ecofeminism, Empowerment of women, Social pollution, and Adolescent reproductive health.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Documentation
Practicum	Documentation of any one of the following: <ul style="list-style-type: none"> • Educational visit to a nearby locality in order to prepare a documentation of environmental assets such as sea/river/forest/hill etc. • Educational visit to any one of the polluted sites in a rural, urban, industrial or agricultural setup • Urban Agriculture, Rainwater Harvesting, Renewable Energy in student's residential vicinity
Readings	<ul style="list-style-type: none"> • Asthana, D. K. (2006). Text Book of Environmental Studies. S. Chand Publishing. • Basu, M., Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India. • Basu, R. N., (Ed.) (2000). Environment. University of Calcutta, Kolkata. • Bharucha, E. (2013). Textbook of Environmental Studies for Undergraduate Courses. Universities Press.

	<ul style="list-style-type: none"> • De, A.K., (2006). Environmental Chemistry, 6th Edition, New Age International, New Delhi. • Mahapatra, R., Jeevan, S.S., Das, S. (Eds) (2017). Environment Reader for Universities, Centre for Science and Environment, New Delhi. • Masters, G. M., &Ela, W. P. (1991). Introduction to environmental engineering and science. Englewood Cliffs, NJ: Prentice Hall. • Odum, E. P., Odum, H. T., & Andrews, J. (1971). Fundamentals of ecology. Philadelphia: Saunders. • Samuel, R. S. (2019). Environmental Education (1st edition). Atlantic Publishers and Distributors Pvt Ltd, New Delhi. • Sharma, P. D., & Sharma, P. D. (2005). Ecology and environment. Rastogi Publications. • Vijayalatha, R., & Krishnamacharvulu, V. (2020). Environmental Education. Neelkamal Publications, Hyderabad.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	IV
Paper Number	MEGC412T; MEGC412P
No. of credits	5 + 1
Paper Title	DSE 2.2.- Guidance and Counselling
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	The students will be able to

	<ul style="list-style-type: none"> • <i>Develop an understanding of the concepts of guidance and Counselling.</i> • <i>Know about different areas of Counselling.</i> • <i>Create awareness about working of guidance organizations.</i> • <i>Know about the basic needs of guidance services.</i> • <i>Know about the necessity of Career Guidance & Counselling</i> • <i>Know about Mental Health & Hygiene</i> • <i>Develop an understanding of the concepts of guidance and Counselling.</i> • <i>Acquire the skills necessary for Counselling.</i> • <i>Develop the knowledge about different fields of Guidance & Counselling.</i>
<p>Syllabus</p>	<p>Module 1: (30 marks)</p> <p>Unit I: Basic concept of Guidance and Counselling</p> <ul style="list-style-type: none"> • Concept, nature and Scope of Guidance and Counselling • Difference and Relation between Guidance and Counselling • Basic principles of Guidance and Counselling, • Ethical issues in Guidance and Counselling • Counselling and Psychotherapy • Types of Guidance and Counselling • Career and Vocational guidance • Quality of a good counsellor <p>Unit II: Essential information for Effective Guidance and Counselling</p> <ul style="list-style-type: none"> • Steps in Guidance and Counselling • Different types of Guidance - Educational, Vocational & Personal. • Guidance and Counselling - Individual and Group • Guidance and Counselling at different stages of education. • Essential information for Guidance and Counselling • Personal information - information about physical, intellectual, personality & academic achievement. • Educational information – scope and opportunities available • Occupational information- scope and opportunities for employment, Career prospects. <p>Unit III: Approaches of Guidance and Counselling</p> <ul style="list-style-type: none"> • Freudian viewpoint • Neo-Freudian viewpoint (Erikson’s, Adlerian, Meyer’s and C. G. Jung’s viewpoint) • Moralistic viewpoint (Kohlberg) • Classical Conditioning (Pavlov) • Behaviouristic viewpoint (Skinner) • Humanistic viewpoint (Maslow’s and Roger’s viewpoint)

- Positive Psychology

Unit IV: Tools and Techniques

- Concept of Testing & Non-testing tools
- Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC

Module 2: (30 marks)

Unit-V: Mental Health and Hygiene

- Concept, Nature, and Scope of Mental Health and Hygiene
- Role of home and School
- Mental health of a teacher
- Stress- Nature, Type, Causes, and Consequences, Coping Strategies
- Concepts of Conflicts, Frustration, Complex and Anxiety

Unit VI: Adjustment & Maladjustment

- Concept
- Purpose
- Techniques
- Criteria of good adjustment
- Causes, Prevention and Remedies of Maladjustment
- Maladjusted behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Excessive Shyness Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Antisocial Behaviour

Unit VII: Outlook of Psychopathology & Bio Psychology

- Meaning & Concept of normality and abnormality
- Casual factors of Abnormal Behaviour – Biological & Psychological
- Classification of Abnormal Behaviour (DSM-V & ICD-10 and Assessment)
- Personality Disorders- Paranoid, Schizophrenia, Histrionic, Anti-Social, Border Line Personality Disorder, Schizoid Personality Disorder, Mood Disorders and others) - Symptoms, Causes, Treatment

Unit VIII: Therapeutic Approaches in Psychology

- Cognitive and Behavioural Therapy viz. RET, CBT, ACT, CAT etc.
- Psychoanalytic Therapy (Sigmund Freud)
- Humanistic Therapy / Roger's Client Centered Therapy
- Existential Therapy
- Indian Psychotherapy

Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Observation, Critical Review
Practicum	<p>Prepare a file on any one of the following:</p> <ul style="list-style-type: none"> • A critical review of an institution (Educational/NGO/Health/Government) providing mental health services to adolescence • Observation and critical reflection of a career counselling services provided by any government or non-government organization
Readings	<ul style="list-style-type: none"> • Aggarwal, J.C. (1989). <i>Educational and Vocational Guidance and Counselling</i>, Doaba House; Delhi • Aggarwal, J.C. (1998). <i>Career Information in Career Guidance: Theory and Practice</i>, Doaba House, Delhi. • Bond, Tim (2010). <i>Standards and Ethics for Counselling in Action</i>, SAGE Publications. • Burnard, Philip (2002). <i>Counselling Skills Training (A Sourcebook of Activities for Trainers)</i>, Viva Books Private Limited. • Cochran, Larry (1997). <i>Career Counselling: A Narrative Approach</i>, SAGE Publications • Dev, Kapil (2006). <i>Educational Counselling</i>, Pragn Publications, New Delhi • Gibson, Robert L. & Mitchell, Marianne H. (2012). <i>Introduction to Guidance and Counselling</i>, Prentice Hall of India, New Delhi. • Gupta, Manju (2003). <i>Effective Guidance & Counselling modern Methods and Techniques</i>, Mangal Deep Publications, India. • Kinra, Asha K. (2012). <i>Guidance and Counselling</i>, Pearson Publication. • Kochhar, S.K. (2010). <i>Educational and Vocational Guidance in Secondary Schools</i>, Sterling Publishers, New Delhi. • Kottler, Jeffery A. & Shepard, David S. (2009). <i>Counselling Theories and Practices</i>, CENGAGE Learning. • Lakshmi, K. S. (2006). <i>Encyclopaedia of Guidance and Counselling (Part– I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling / Part – III: Social Guidance and Counselling / Part – IV: Personal and Vocational Counselling)</i>, A Mittal Publications, New Delhi. • McLeod, John (2008). <i>An Introduction to Counselling</i>, RawatPublications.

	<ul style="list-style-type: none"> ● McLeod, John (2013). <i>Person - Centered Counselling in Action</i>, SAGE Publications. ● Nag, Dr. Subir (2012-13). <i>Counselling and Guidance</i>, Rita Publication, Kolkata. ● Nathan, Robert & Hill, Linda (2012). <i>Career Counselling</i>, SAGE Publications. ● Nelson-Jones, Richard (2008). <i>Basic Counselling Skills, A Helper's Manual</i>, SAGE Publications India Pvt. Ltd. ● Rao, S. Narayana & Sahajpal, Prem (2013). <i>Counselling and Guidance</i>, McGraw Hill Education, New Delhi. ● Sharma, Ramnath and Sharma, Rachana (2007). <i>Guidance and Counselling in India</i>, Atlantic Publishers and Distributors, New Delhi. ● Srivastava, Sushil Kumar (2007). <i>Career Counselling</i>, ATLANTIC Publishers & Distributors (P) LTD. ● Choudhury, Mohamad & Islam, Mo. Aminul (2014). <i>Counselling Psychology</i>, Mostafa Prakashani, Dhaka. ● Ghosh, Dr. Sanat Kumar, <i>Shikshay Sangati-Asangati Ebong Nirdeshana</i>, ● Nag, Dr. Subir & Datta, Dr. Gargi. <i>Sangati Bidhane Nirdeshana O Paramarshadan (Guidance and Counselling in Adjustment)</i>, Rita Book Agency. ● Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. <i>Byatikramdharmi Shishu</i>, Maola Brothers, Dhaka. ● Pal, Debashis (2001). <i>Shikshay O Brittite Nirdeshana</i>, Central Library. ● Pal, Debashis. <i>Nirdeshana O Paramarsha</i>, Central Library, Kolkata
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> ● Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) ● Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p>

	<p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10) Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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Semester	IV
Paper Number	
No. of credits	5 + 1
Paper Title	DSE 2.3.- Teacher Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to-</p> <ul style="list-style-type: none"> • <i>To understand the conceptual framework of teacher education;</i> • <i>To understand the concept of Professional ethics and objectives of teacher education;</i> • <i>To acquaint the students with emerging issues and problems of Teacher Education particularly in India.</i> • <i>To equip the students with a comprehensive knowledge of agencies of Teacher Education</i>
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Meaning and Scope of Development of Teacher Education</p> <ul style="list-style-type: none"> • Concept and scope of Teacher Education • Aims and objectives of Teacher Education at-Primary, Elementary and Secondary level • Changing context of Teacher Education in the Indian scenario • A brief review of the historical perspective of the development of teacher Education • A critical appraisal of the present system of education in India on the basis of various recommendations of commissions and committees on Teachers Education in the post-independence era (with special reference to Kothari Commission and the various National Policies of Education and with special emphasis on NEP 2020. <p>Unit II: Conceptual Framework</p> <ul style="list-style-type: none"> • 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

Unit III: Types of Teaching Education programs

- In-service Teacher Education
- Pre-service Teachers Education
- Distance Education and refresher course
- Training of Educational Administrators, Class test/tutorial
- Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Issues, concerns and problems of pre-service & in-service teacher education
- Modes of INSET: face to face, distance mode, eclectic mode. Planning and Organisation of INSET-assessment of training needs, formulation of training curriculum, preparation of course materials.
- Split Model followed in in-service training of teachers under SSA

Unit IV: Teachers and Teaching Profession

- Teaching as a profession, Concept of Profession and Professionalism, Professional ethics for teachers
- Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education,
- Teachers changing roles and responsibilities, Teacher Appraisal and accountability.
- Roles and responsibilities of teacher educators
- Preparation of teacher educators
- Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism.

Module 2: (30 marks)

Unit-V: Teacher Education Curriculum

- Teacher Education curriculum at different stages.
- Patterns of student teaching – Internship, Block teaching, teaching practice
- Techniques of Teachers’ Training – Core teaching,
- Microteaching and intersection Analysis
- Evaluation of student teaching
- Taxonomy of teacher Education
- NCFTE 2014

	<p>Unit VI: Assessment and Evaluation in Pre-Service and In-Service Teacher Education</p> <ul style="list-style-type: none"> • Assessment in Pedagogy of Education: 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. • Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction). • CCE in Teacher Education, CBCS in teacher education • Evaluation of school experience/internship programmes, Assessment of teaching proficiency: criterion, tools and techniques. • Strategies of professional development: seminars, symposium, panel discussion, conferences, self-study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes <p>Unit VII: Issues in Teacher Education</p> <ul style="list-style-type: none"> • Issues and problems of Teacher Education • Suggestions for improving the conditions of Teacher Education with special reference to NPE-1986 and NCFTE-2009, 2014 • Total Quality Management (TQM) • Teacher effectiveness- concept and components <p>Unit VIII: Agencies of Teacher Education</p> <ul style="list-style-type: none"> • National Agency: UGC (University Grants Commission), NIEPA, NCTE, RIE and NCERT, Human Resource Development Centers (HRDCs) • State level Agencies- DIET and SCERT, State Institute of Education (SIEs), IASEs.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Survey, Report, Project, Observation
Practicum	<ul style="list-style-type: none"> • A survey of the different types of educational research conducted in the area of Teacher Education during the last three years on any one of the following: <ul style="list-style-type: none"> • Schoolteachers • higher education teachers • teacher educators • An evaluative report on the role of NCTE in

	<p>improving the standards and quality of teacher education</p> <ul style="list-style-type: none"> • A project on the correlation between professional competencies of a secondary school teacher and the application of any one of the skills of teaching: <ul style="list-style-type: none"> • Introduction • Explanation • Use of Blackboard • Use of other teaching aids • Questioning • Closer • Prepare and use a Peer Group Observation Proforma on a teaching skills of a peer during a micro-teaching session and provide suggestions and feedback
<p>Readings</p>	<ul style="list-style-type: none"> • Aggarwal, J.C. (1989). <i>Educational and Vocational Guidance and Counselling</i>, Doaba House; Delhi • Aggarwal, J.C. (1998). <i>Career Information in Career Guidance: Theory and Practice</i>, Doaba House, Delhi. • Bond, Tim (2010). <i>Standards and Ethics for Counselling in Action</i>, SAGE Publications. • Burnard, Philip (2002). <i>Counselling Skills Training (A Sourcebook of Activities for Trainers)</i>, Viva Books Private Limited. • Cochran, Larry (1997). <i>Career Counselling: A Narrative Approach</i>, SAGE Publications • Crow, Lester D. & Crow, Alice (1962). <i>An Introduction to Guidance: basic principles and practices</i>, Eurasia publishing House (p) LTD, New Delhi. • Dev, Kapil (2006). <i>Educational Counselling</i>, Pragnun Publications, New Delhi • Gibson, Robert L. & Mitchell, Marianne H. (2012). <i>Introduction to Guidance and Counselling</i>, Prentice Hall of India, New Delhi. • Gupta, Manju (2003). <i>Effective Guidance & Counselling modern Methods and Techniques</i>, Mangal Deep Publications, India. • Kinra, Asha K. (2012). <i>Guidance and Counselling</i>, Pearson Publication. • Kochhar, S.K. (2010). <i>Educational and Vocational Guidance in Secondary Schools</i>, Sterling Publishers, New Delhi. • Kottler, Jeffery A. & Shepard, David S. (2009). <i>Counselling Theories and Practices</i>, CENGAGE Learning.

	<ul style="list-style-type: none"> ● Lakshmi, K. S. (2006). <i>Encyclopaedia of Guidance and Counselling (Part– I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling / Part – III: Social Guidance and Counselling / Part – IV: Personal and Vocational Counselling)</i>, A Mittal Publications, New Delhi. ● McLeod, John (2008). <i>An Introduction to Counselling</i>, Rawat Publications. ● McLeod, John (2013). <i>Person - Centered Counselling in Action</i>, SAGE Publications. ● Nag, Dr. Subir (2012-13). <i>Counselling and Guidance</i>, Rita Publication, Kolkata. ● Nathan, Robert & Hill, Linda (2012). <i>Career Counselling</i>, SAGE Publications. ● Nelson-Jones, Richard (2008). <i>Basic Counselling Skills, A Helper's Manual</i>, SAGE Publications India Pvt. Ltd. ● Rao, S. Narayana & Sahajpal, Prem (2013). <i>Counselling and Guidance</i>, McGraw Hill Education, New Delhi. ● Sharma, Ramnath and Sharma, Rachana (2007). <i>Guidance and Counselling in India</i>, Atlantic Publishers and Distributors, New Delhi. ● Srivastava, Sushil Kumar (2007). <i>Career Counselling</i>, ATLANTIC Publishers & Distributors (P) LTD. ● Choudhury, Mohamad & Islam, Mo. Aminul (2014). <i>Counselling Psychology</i>, Mostafa Prakashani, Dhaka. ● Ghosh, Dr. Sanat Kumar, <i>Shikshay Sangati-Asangati Ebong Nirdeshana</i>, ● Nag, Dr. Subir & Datta, Dr. Gargi. <i>Sangati Bidhane Nirdeshana O Paramarshadan (Guidance and Counselling in Adjustment)</i>, Rita Book Agency. ● Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. <i>Byatikramdharmi Shishu</i>, Maola Brothers, Dhaka. ● Pal, Debashis (2001). <i>Shikshay O Brittite Nirdeshana</i>, Central Library. ● Pal, Debashis. <i>Nirdeshana O Paramarsha</i>, Central Library, Kolkata
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions:

	<ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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Semester	IV
Paper Number	
No. of credits	6
Paper Title	CC12: Dissertation Report
Theory/ Composite	PRACTICUM
No. of periods assigned per week	6
Course descriptive/ objective	<p>On completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • <i>To orient students to develop a positive attitude towards educational research.</i> • <i>To enable students to identify the research problem/topic.</i> • <i>To help students to formulate research questions, objectives, hypotheses etc.</i> • <i>To enable students to make a research design or an actual plan of work.</i> • <i>To orient students with the techniques of field survey and collecting information from different sources.</i> • <i>To enable students to analysis data/information quantitatively and qualitatively and to interpret the same</i>

	<ul style="list-style-type: none"> To acquaint students with the documentation procedure of the project report. 		
Syllabus	Preparation of Dissertation Report with Title, Significance of the study, brief review of related studies, research question/objectives/hypotheses, study design, analysis, interpretation, discussion, and educational implication (Follow APA).		
Evaluation		Internal	External
	Dissertation Report Preparation	25	25
	viva-voce	25	25
	Total	100	
	Dissertation: Guideline 1. Dissertation work shall commence from semester III and shall be completed by the end of semester IV. 2. The candidate shall have to carry out research study, under supervision of a faculty in the department as allotted by the Department of Education of the institute. 3. The candidate shall have to complete the dissertation on a research study characterized by discovery of facts from the area of his/her specialization. 4. The candidate shall have to submit 3 typed copies of the dissertation duly certified by the supervisor/Guide before commencement of their examination. 5. Each dissertation shall have declaration by the candidate that the dissertation consists of the result of his/her own work and a certificate from the supervisor to the effect that the dissertation is the candidates' own work. 6. The dissertation shall be examined out of 100 marks by two examiners (internal and external) who shall conduct the viva voce jointly and submit the assigned marks to the Controller of Examinations		

Semester	IV
Paper Number	
No. of credits	6
Paper Title	Generic Elective 1: Fundamentals of Education (for the students of departments of the college other than the Department of Education)
Theory/ Composite	Composite
No. of periods assigned per week	6

Course descriptive/ objective	<p>On completion of this course, it is expected that the students will be able to</p> <ul style="list-style-type: none"> • <i>Understand the concept, objectives and characteristics of teaching</i> • <i>Justify the requirement of teaching at different levels</i> • <i>Explain the characteristics of adolescent and adult learners</i> • <i>List the factors affecting teaching</i> • <i>Explain the basic features, merit and delimitations of the different methods of teaching</i> • <i>Understand the different types of evaluation systems</i> • <i>Understand the meaning, types and characteristics of communication</i> • <i>Understand and differentiate the various types and approaches of research</i> • <i>Write thesis/article maintaining the format and styles of referencing</i> • <i>Identify the source of data and classify the data</i> • <i>Choose the right graphical representation to be used</i> • <i>Recall and explain the aims of education</i> • <i>Understand the various issues related to Education</i> • <i>Explain the importance of Information and Communication Technology in education</i>
Syllabus	<p>Module 1</p> <p>Unit I: Teaching Aptitude- 1</p> <ul style="list-style-type: none"> • Teaching: Concept, objectives, levels of teaching (memory, understanding and reflective), characteristics and basic requirements • Learner’s characteristics: Characteristics of adolescent and adult learners (academic, social, emotional and cognitive), individual differences • Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution <p>Unit II: Teaching Aptitude- 2</p> <ul style="list-style-type: none"> • Methods of teaching in institutions of higher learning: Teacher centred vs. learner centred methods; offline vs. online methods (Swayam, Swayamprabha, MOOCs etc.). • Teaching support system: Traditional, modern and ICT based • Evaluation systems: Elements and types of evaluation, evaluation in Choice Based Credit System in higher education, computer-based testing, innovations in evaluation systems <p>Unit III: Learning and Teaching</p>

	<ul style="list-style-type: none"> • Definition: Learning • Types of Learning, Types of Teaching • Transfer of Learning • Skills of Teaching <p>Unit IV: Communication</p> <ul style="list-style-type: none"> • Communication: Meaning, types and characteristics of communication • Effective communication: verbal and non-verbal, inter-cultural and group communications, classroom communication • Barriers to effective communication • Mass-media and society <p>Module 2</p> <p>Unit V: Research Aptitude</p> <ul style="list-style-type: none"> • Research: Meaning, types, and characteristics and post-positivistic approach to research • Methods of Research: Experimental, Descriptive, Historical, Qualitative and Quantitative methods • Steps of research • Thesis and article writing: Format and styles of referencing <p>Unit VI: Data Interpretation</p> <ul style="list-style-type: none"> • Sources, acquisition, and classification of data • Quantitative and qualitative data • Graphical representation (bar-chart, histograms, pie-chart, table-chart and line-chart) and mapping of data • Data interpretation <p>Unit VII: Sociological bases of Education:</p> <ul style="list-style-type: none"> • Aims of Education: Personal and Social aim • Social issues in Education –globalization, multiculturalism, secularism, education for sustainable development. • Nationalism, universalism and secularism – their interrelationship with education. <p>Unit VIII: Information and Communication Technology (ICT)</p> <ul style="list-style-type: none"> • ICT: General abbreviations and terminology • Basics of Internet, Intranet, E-mail, Audio and Video-conferencing • Digital initiatives in Higher Education • ICT and Governance
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Survey, Report, Seminar, Observation
Practicum	A seminar on any one of the following topics: <ul style="list-style-type: none"> • The Personal and Social Aims of Education from the perspective of the PG Course the student is presently

	<ul style="list-style-type: none"> pursuing • Digital initiatives in Higher Education from the perspective of the PG Course the student is presently pursuing • The importance of Quantitative and Qualitative Data from the perspective of the PG Course the student is presently pursuing • Educational implications of any one method of Educational Research (Experimental/Historical/Descriptive) on the study of a topic from the perspective of the PG Course the student is presently pursuing • Teaching the Adolescent a particular topic from the PG Course the student is presently pursuing
Readings	<ul style="list-style-type: none"> • Mohanty, J. (2001). <i>Educational Technology</i>. New Delhi: Deep & Deep Publication. • Pachauri, S. C. (2011). <i>Educational technology</i>. New Delhi: APH Publishing • Bhushan, A. & Ahuja, M. (2003). <i>Educational Technology; Theory & Practice (2nd Edition)</i>. Patiala: Bawa Publications. • Dahiya, S.S. (2008). <i>Educational technology: towards better teaches preference</i>. Delhi: Shirpa Publication. • Das, R.C. (1993). <i>Educational Technology: A Basic Text</i>. New Delhi: Sterling Publishers Private Limited. • Woolfolk, A (2009) <i>Educational psychology</i>, (12th Edition). Singapore: Pearson Education Inc. • Mangal, S.K. (2012). <i>Advanced Educational Psychology</i>. Prentice Hall India Learning Private Limited, India • Mangal, S.K. (2012). <i>Essentials of Education Psychology</i>. Prentice Hall India Learning Private Limited, India • Aggarwal, J.C. (1985). <i>Philosophical and sociological bases of education</i>. New Delhi: Vikas Publishing House Pvt. Ltd. • Aikara, J. (2004). <i>Education-Sociological Perspective</i>, New Delhi, Rawat Publications. • Dhiman, O.P. (2008). <i>Foundations of education</i>. Lucknow: Atma Ram & Sons. • Durkheim (1956). <i>Education and sociology</i>. The free Press • Hemalatha, T. (2002). <i>Sociological Foundations of Education</i>, New Delhi, Kanishka publications • Best, J. W. & Kahn, J.V. (2008). <i>Research in Education</i>, (10th edition), Prentice Hall Inc, New Delhi. • Kerlinger, F. N. (1978). <i>Foundation of Behavioural Research</i>, Surjeet Publications, Delhi. • Kothari, C. R. <i>Research methodology</i>: New Age Publications • Koul, Lokesh (1997). <i>Methodology of Educational Research</i>. (3rd revised edn). New Delhi: Vikas Publishing House.

	<ul style="list-style-type: none"> Garrett, H.E. (1982). <i>Statistics in Psychology and Education</i>. California, USA: Greenwood Press Guilford, J.P. (1965). <i>Fundamental Statistics in Psychology and Education</i>, New York: McGraw-Hill
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	IV
Paper Number	
No. of credits	6
Paper Title	Generic Elective 2: Scenario of Education in India (for the students of departments of the college other than the Department of Education)
Theory/ Composite	COMPOSITE
No. of periods assigned per week	6
Course descriptive/ objective	On completion of this course, it is expected that the students will be able to <ul style="list-style-type: none"> <i>Explain the federal structure of India and the responsibility of the government at different levels</i> <i>Explain the education pattern of India and status of different stages of Education</i> <i>Explain and justify the need of various types of education in India</i> <i>Evaluate the importance of different modes of education</i>

	<ul style="list-style-type: none"> • Analyse the various problems related with education and prescribe remedies for the same • Acquire knowledge of recommendations of various commissions after independence, policies and monitoring agencies on education • Acquire knowledge of Government initiatives for improving quality and quantity of education and research
Syllabus	<p>Module 1</p> <p>Unit I: Federal Structure in India and Education</p> <ul style="list-style-type: none"> • Parliamentary Democratic System • Shared Responsibility of Central and State Government • Role of Local Government and Institutions • Agencies of Education: Home, School, Media, Community <p>Unit II: National Education Pattern and Status of different Stages of Education</p> <ul style="list-style-type: none"> • National Education Pattern: Past and Present • Status of different Stages of Education: Elementary Education, Secondary Education, Higher Education <p>Unit III: Various Types and Modes of Education</p> <ul style="list-style-type: none"> • Various Types of Education: Academic, Professional and Vocational and Technical • Formal, Non-formal, Informal Education • Modes of Education: Regular Mode, Distance Mode with special emphasis to NIOS and IGNOU <p>Unit IV: Problems of Education in India and its remedies</p> <ul style="list-style-type: none"> • Quality and Quantity • Social Stratification and Education • Unemployment • Poverty • Population explosion <p>Module 2</p> <p>Unit V: Recommendations of Various Commissions after Independence</p> <ul style="list-style-type: none"> • Indian University Commission(1948-49) • Secondary Education Commission(1952-53) • Indian Education Commission(1964-66) • National Policy of Education(1986, POA 1992) • NEP 2020 <p>Unit VI: Policies on Education</p> <ul style="list-style-type: none"> • SSA • RTE (2009)

	<ul style="list-style-type: none"> • NCF (2005) • RMSA • RUSA <p>Unit VII: Monitoring agencies of Education</p> <ul style="list-style-type: none"> • UGC • NAAC • NCTE • NCERT • Recommendations of NEP-2020 on monitoring agencies <p>Unit VIII: Contemporary issues in Education</p> <ul style="list-style-type: none"> • Sustainable Development Goals and role of India • Globalisation and Privatisation of education • Government initiatives for improving quality and quantity of education and research: SWAYAM, SWAYAM PRABHA, IMPRINT, Uchhatar Avishkar Yojana (UAY) schemes, IMPRESS, STRIDE, Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) and others
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Survey, Report, Project, Observation
Practicum	<p>A report on any one of the following topics:</p> <ul style="list-style-type: none"> • Privatization of Education and its merits and demerits • The present role of the UGC in maintaining the standards and quality of Higher Education • The impact of the Right to Education, 2009 • A critical evaluation of NEP 2020 • Role of any one of the Agencies of Education on the learner
Readings	<ul style="list-style-type: none"> • Derek A. Neal (2018) Information, Incentives, and Education Policy. Harvard University Press. • J.C. Aggarwal (2019) Development of Education System in India. Shipra Publications, Delhi • J.C. Aggarwal (2016) Education Policy in India: 1992 and Review 2000 and 2005. Shipra Publications, Delhi • N V Varghese, Madhumita Bandyopadhyay(Ed.)-A NIEPA Publication Education, Democracy and Development: Equity and Inclusion. Shipra Publications, Delhi • Noushad Husain, MANUU College Right To Education: Retrospect and Prospects, Shipra Publications, Delhi • Kumar Krishna (1991). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi • Naik J. P. (1997). The Education Commission and After. A. P. H Publishing Corporation. • Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi • Report of the Indian University Commission(1948-49) • Report of the Secondary Education Commission(1952-53)

	<ul style="list-style-type: none"> • Report of the Education Commission (1964-66). • Report on RMSA https://www.education.gov.in/hi/sites/upload_files/mhrd/files/upload_document/JRM1.pdf • Report on RMSA http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/india_scheme_secondary_education.pdf • Report on RUSA https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/RUSA_final090913.pdf • RTE ACT 2009: The Gadget of India https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf • National Policy of Education 1986/1992. • National Education Policy 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf • National Curriculum Framework on school education, 2005 • Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi • NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>