

VIDYASAGAR UNIVERSITY



SYLLABUS

For

M.A. in EDUCATION (CBCS)

w.e.f.

October, 2016

VIDYASAGAR UNIVERSITY

MIDNAPORE

WEST BENGAL

PIN 721102

VIDYASAGAR UNIVERSITY
Curriculum and Syllabus
M.A. in Education

Semester – I & II (200 + 200)		400
(Duration one year)		
Semester III & IV (200 + 200)		400
(Duration one year)	Total Marks	800

SEMESTER- I

Course 101.	Philosophy of Education	50
Course 102.	Psychology of Education-I	50
Course 103.	Sociology of Education	50
Course 104.	Evaluation on Education	50

SEMESTER- II

Course 201.	Psychology of Education-II	50
Course 202.	Methodology of Research in Education	50
Course 203.	Elective Paper-I (Part-1)	50
Course 204.	Elective Paper-II (CBCS-1)	50

SEMESTER- III

Course 301.	Educational Technology	50
Course 302.	Analysis of Data and Writing Research Report	50
Course 303.	Elective Paper-I (Part-2)	50
Course 304.	Elective Paper-II (CBCS-2)	50

SEMESTER- IV

Course 401.	Curriculum Studies	50
Course 402.	Educational Management	50
Course 403.	Psychological Testing (Practicum)	50
Course 404.	Computer Application (Practicum)	50

Grand Total Marks	800
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List of Elective Papers (Part-1, 2) - to be selected any one of the Following:

- i. Teacher Education.
- ii. Education of Children with diverse needs.
- iii. History of Education and its modern Perspective.
- iv. Comparative Education.
- v. Guidance and Counselling.

List of CBCS paper (Part-1, 2) – to be selected of the Following:

- i. Environmental Education.
- ii. History of Education and its modern Perspective.

Duration of the Course:

The M.A. Course is a full time regular two academic years.

Eligibility for Admission:**Medium of Instruction:**

Either Bengali or English

Student Strength:

42 students may be admitted

Modes of selection of candidates:**Attendance:**

M.A. being an academic course, the percentage of student attendance is 75%. However, as a non-collegiate, a student may appear at examination if he/she have at least 60% and below that a student be treated as dis-collegiate and he/she may not be able to appear in the examination.

Semester –I

Course No. 101. PHILOSOPHY OF EDUCATION

Objectives:

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

Contents:

- Unit-1 Indian School of Philosophy and their educational Implications (aims, , content, method of teaching) Samkhya, Vedanta, Nyaya, Buddhism, Jainism and Islamic tradition.
- Unit -2 Western Schools of Philosophy and their educational implications (aims, content, method of teaching) . Brief overview of Naturalism, Idealism and Pragmatism Existentialism, Realism, Marxism.
- Unit -3 Educational philosophy of contributions of contemporary Indian Philosophers in Education:
- R. N. Tagore,
 - Swami Vivekananda,
 - Aurobindo,
 - S. Radhakrishnan,
 - J. Krishnamurti.
- Unit -4 Educational philosophy of contributions of contemporary Western Philosophers in Education:
- J.J.Rousseau
 - N. Whitehead,
 - John Dewey,
 - Herbert Spencer,
 - Bertrand Russell,
- Unit -5 Modern concept of Philosophy
- Analysis – Logical analysis,
 - Logical positivism,
 - Positive relativism,

Suggested Readings:

- 1) Jadunath Sinha – Indian Philosophy. M.B. publishers Pvt. Ltd. New Delhi – 2000
- 2) M. Hiriyanna - Outlines of Indian Philosophy, 1994, M.B. Publishers Pvt. Ltd. – Delhi.
- 3) S. C. Chatterjee and D.M. Dutta – An Introduction to Indian Philosophy, Culcutta University Press.
- 4) A. Afsaruddin – The Philosophy of Islamic Education
- 5) Mohit Chakraborty – Pioneers in Philosophy of Education, Concept. Publishing Co. New Delhi – 1995
- 6) John Dewey – Democracy and Education, Macmillan Press
- 7) A. S. Seetharamu (2002) – Philosophies of Education, APH Publishing corporation, Darya Gang, New Delhi, pp. 11-65
- 8) R. R. Rusk – The Philosophical Bases of Education, University of London Press
- 9) James S. Ross – Groundwork of Educational Theory
- 10) V. R. Taneja – Educational Thoughts and practice.
- 11) Munro – History of Education
- 12) A. Banerjee – Philosophy and principles of Education
- 13) B. R. Purkait – Great Educators and their Philosophies
- 14) J. C. Chakraborty (1995) – Modern Education (Usha Publishing House)
- 15) A. P. Sharma (1997) – Thoughts, Concept Publishing Company, New Delhi
- 16) John Dewey (1973) – The School and Society, The University of Chicago press.
- 17) Aurobindo – A New Education for a New Consciousness, Sri Aurobindo AshramTrust
- 18) K. K. Shrivastava – Philosophical Foundations of Education
- 19) J. Donald Butler (1951) – Four Philosophies and their practice in Education and Religion, Harper, New York.
- 20) Rupert Lodge – Philosophy of Education

Course No. 102. PSYCHOLOGY OF EDUCATION – I

Objectives:

To make students understand

- the development of psychology and education in different approaches.
- the contributions of different schools of psychology to education.
- the nature of various processes of growth and development in order to develop educational programmes.
- the development of Intellectual and creative potentials of individual learner in relation to education process.
- the concept of personality and different types of approaches to develop of the personality and its significance to education.

Contents:

- Unit – 1 Psychology and education –
- Significance of psychology in education
 - Modern concept of Educational psychology.
- Unit – 2 Major schools of psychology and their implication to education Behaviourism, Cognitivism, Psychodynamics, Structural, Functional, Neo-behaviourism, Gestalt, Humanistic.
- Unit – 3 Development with specific emphasis on education up to early adulthood –
- Physical development, Cognitive development including language and moral development
 - Emotional and social development
 - Approaches to developmental study (cross-sectional and longitudinal, Lifespan development, idiographic and nomothetic)
- Unit – 4 Learning: Behaviouristic theories
- Summary of the classical behaviourist theories
 - Neo behaviouristic theories and their specific contribution to education; Skinner, Tolman, Hull and Kurt Lewine
- Unit – 5 Learning theories: Cognitive constructivist theories and their specific contribution to education
- Bruner, Ausubel,
 - Constructivism – Piaget, Vygotsky .
 - Modern theories of Transfer of learning

Suggested Readings:

- 1) Normann Sprinthall and Richard – Educational Psychology, McGraw - Hill Publishing Company
- 2) J. C. Aggarwal – Essentials of Educational Psychology – Vikash Publishing House Pvt. Ltd.
- 3) C.E. Skinner – Educational Psychology (4th Edi), Prentice Hall of India Pvt. New Delhi (2001)
- 4) A. Woolfolk – Educational Psychology (9th Edi) Pearson Education (2004)
- 5) M. Long – The Psychology of Education , Rutledge Falmer, London, New York (2000)
- 6) B. E. Harlock – Developmental Psychology (4th Edi), Tata McGraw Hill publishing Com. New Delhi (1976)
- 7) S. S. Chauhan (1988) – Advanced Educational Psychology, Vikash Publishing, New Delhi
- 8) S. S. Mathur (1994) – Educational Psychology, Loyal Book Depot, Meerut
- 9) G. H. Bower and R. R. Hilgard – Theories of Learning (5th ed), Prentice Hall, New Delhi.

Course No. 103. SOCIOLOGY OF EDUCATION – I

Objectives:

To make the students

- to enable learners to correlate education and sociology.
- to develop knowledge about education and society.
- to transact different determinants of sociology in education.
- to develop cultural concept and its educational implication to society.
- to develop the concept of equality of education for all.

Contents:

- Unit – 1 Meaning and Nature: Educational Sociology and Sociology of Education
- Concept and characteristics of Social organization and their educational implications.
 - Factors influencing social organization – folk ways; mores; institutions and values.
- Unit – 2 Social interactions and their educational implications
- Social group inter-group relationship – group dynamics Socio-metric/dynamics study in formal groups.
 - Social stratifications and mobility – concepts and its educational implications.
- Unit – 3 Social change
- Meaning and concept with special reference to India
 - Concept of Urbanization, Modernization, Westernization and Sanskritisation and Globalization with special reference to Indian society and its educational implications.
 - Constraints of Social change.
- Unit – 4 Culture and Value:
- Meaning and nature
 - Role of education in cultural context
 - Cultural determinants of education
 - Education and cultural change
 - Value Education.
- Unit – 5 Equality of educational opportunity
- Concept of equity and equality
 - Concept of diversity and disparity constitutional provision for the disadvantaged section
 - Education of the disadvantaged SC/ST/OBC/Minority /Women /Rural people and slum dwellers
 - Poverty, Illiteracy, Child abuse, Drug abuse and Drug addiction and Child labour – Role of education.

Suggested Readings:

1. Educational Sociology - F.J. Brown
2. Sociology of Education in India – N. Jayaram
3. Sociological foundations of Education – Hemlata Talessra
4. Sociological Philosophy of Education – Y.K. Sharma
5. Sociological Perspectives in Education – S. C. Shukla & K. Kumar
6. Education and Society – Concepts, Perspectives & Suppositions – J. Prasad
7. Sociology of Education – Jacob Aikara
8. Indian Social Problems – Ram Ahuja
9. M. H. R. D. (1990) Towards an Enlightened and Human Society- Department of Education, New Delhi

Course No. 104. EVALUATION IN EDUCATION

Objectives:

- To make the students understand
 - to the basic concepts about evaluation in education
 - to the different types of techniques that are used in evaluation process.
 - To develop the testing procedure in evaluation in education.
 - To have the knowledge of the concepts of reliability and validity of evaluation I n education.
 - To the contemporary and modern types of evaluation system.

Contents:

- Unit – 1 Evaluation: Basic Concepts
 - Concept and nature of measurement and evaluation, Aims, Goals and objectives (Taxonomies of Educational Objectives)
- Unit – 2 Tools and techniques of evaluation
 - Testing, observation and inquiry
 - Criteria of a good tool
- Unit – 3 Assessing the test
 - Validity: Concept, types and assessment
 - Reliability: Concept, types and assessment
- Unit – 4 Testing
 - Norm Referenced and Criterion Referenced Measurement; concept, Use, scoring and reporting
 - Construction and standardisation of achievement tests
 - Issues and concerns with testing
- Unit – 5 Contemporary techniques of evaluation
 - Question bank, Semester, Grading, Port folio assessment
 - Computerised and on line evaluation
 - Open book examination
 - Feed back by students
 - CCE

Suggested Readings:

1. Branford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000), *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
2. Bruke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Crown.
3. Bruke, K., Fogarty, R., & Belgard, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Crown
4. Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Crown.
7. Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Crown.
8. Natrajan V. and Kulshreshta SP (1983). *Assessing Non-scholastic Aspects Learners Behaviour*, New Delhi: Association of Indian Universities.
9. NCERT (1985). *Curriculum and Evaluation*, New Delhi: NCERT
10. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
11. Nitko, A.J. (2001). *Educational Assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
12. Norris N. (1990) *Understanding Educational Evaluation*, Kogan Page Ltd.
13. Singh H.S. (1974) *Modern Educational Testing*. New Delhi: Sterling Publication
14. Ward & Ward (2007) *Assessment in classrooms*.
15. A. K. Singh: *Tests, Measurement and Research Methods in Behavioural Science*.
16. E. Garret: *Statistics in Psychology and Education*
17. Throndike, R. L. and S. Hegen; *Measurement and Evaluation in Psychology and Education*

SEMESTER - II

Course No. – 201: PSYCHOLOGY OF EDUCATION – II

Objectives:

- To make the students understand
- the meaning and nature of motivation and their educational utilization in classroom and in general.
- about the different types of memory, and its improvement.
- the concept and principles of major school of learning and their application in their learning process.
- the different instructional strategies to teach effectively of the concepts, problem solving and creative thinking.

Contents:

- Unit – 6 Influencing Factors of Learning
- Attention and Interest- Concept, Determinants and Relationship
 - Motivation- Concept, Determinants and Theories of motivation with emphasis on their educational implications; Maslow, Atkinson and Mecklelland
 - Memory- Neurological basis, Stage, Types and Functions- Remembering (Improvement of memory) and Forgetting (nature and causes),
 - Information processing theory of memory
- Unit – 8 Intelligence
- Structural views of intelligence – factor theories
 - Functional views of intelligence – theories of Sternberg and Gardner
 - Critical evaluation of the above mentioned theories
- Unit – 9 Creativity
- Concept and Nature . Factors and Measurement
 - Development of Creativity and nurturance
 - Relation between Creativity and Intelligence
- Unit – 9 Personality
- Concept
 - Nomothetic approach: Trait theories of Cattell and Eysenck
 - Idiographic approach: Psychodynamic theory, Big five factors, social learning and humanistic theories
 - Critical evaluation of the above mentioned theories.
- Unit – 10 Instruction
- Effective teaching and instruction
 - Instructional design; Direct and Indirect Instruction Markle, Gagne
 - Task analysis

- Instructional strategies: Lecture, Team teaching, Seminar, Simulated teaching.

Suggested Readings:

- 1) C. Cooper – Intelligence and Abilities, Rutledge, London, (1999)
- 2) A. Anastasi and S. Urbina – Psychological Testing (4th edition), Pearson Education (2004)
- 3) A. J. Cropley – Creativity in Education and Learning, Kogan Page, U.K. (2001)
- 4) S. Gulati (Edited)-(1995) – Education for Creativity. NCERT
- 5) E. P. Torrance – Encouraging Creativity in the Classroom
- 6) Friedman, H.S. and Schustack, M.W. (2003) – Personality: Classic Theories and modern research, Pearson Education, 2nd Ed.
- 7) C. S. Hall and G. Lindzey (1985) – Theories of Personality, Wiley Eastern Ltd. 3rd Ed.
- 8) E. J. Phares (1991) – Introduction to Personality , Harper Collins. N. Y. 3rd Ed.
- 9) S. K. Mangal (1993) – Advanced Educational Psychology, Prentice Hall of India

Course No. 202: METHODOLOGY OF RESEARCH IN EDUCATION

Objectives:

To enable the learners to

- describe the nature and process of educational research in education.
- identify and formulate research worthy problem.
- describe and differentiate the various methods of sampling.
- understand different types of education research and its methods of research.

Contents:

- Unit – 1 Educational Research: Nature and Characteristics
- Approaches: Normative and Interpretive Research
 - Classification
 - General Steps in Scientific Investigation
- Unit – 2 Identification of Research Problem
- Sources for Identification
 - Constants and Variables
 - Objectives, Hypotheses and Research Questions
- Unit – 3 Research Design
- Purpose
 - Controlling Variance
 - Ensuring Validity
 - Characteristics of Good Research Design
- Unit – 4 Sampling Design
- Probability Sampling
 - Non-Probability Sampling
 - Criteria of a Good Sample
- Unit – 5 Methods of Research
- Survey and Ex-post Facto Research
 - Experimental and Quasi experimental Research
 - Historical Research
 - Ethnographic Research

Suggested Readings:

1. Kerlinger, F.N. – Foundations of behavioral research.
2. Mohsin, S.M. – Research methods in behavioral science.
3. Best and Kahn. – Research in education.
4. Koul, L. – Methodology of educational research.
5. Guilford, J. P. – Fundamental statistics in psychology and education.
6. Guilford, J. P. – Psychometric methods.
7. Anastasi, A. – Psychological Testing.
8. Freeman. – Psychological testing.
9. Ferguson, G.A. – Statistical analysis in psychology and education.
10. Nunnally, J.C. – Educational measurement and evaluation.
11. Siegal, S. – Nonparametric statistics for the behavioral sciences.
12. Van Dalen, D.B. – Understanding Educational Research : an introduction.
13. David Dooley – Social Research Method : Prentice Hall of India Pvt. Ltd.
14. W.L. Neuman – Social Research Method – Qualitative and quantitative approaches, Pearson education.
15. Ram Ahuja – Research Methods, Rawat Publication Jaipur and New Delhi.
16. J.W. Best & J.V. Kahn – Research in Education, Prentice hall of India, New Delhi.
17. Radha Mohan – Research Methodology in Education, Neelkamal Publication, New Delhi.
18. C.R. Kothari – Research Methodology – method and techniques, Wishwa Prakashan, New Delhi.
19. K.S. Sidhu – Methodology Research in Education, Sterling Publisher, New Delhi.
20. S.M. Mohsin – Research Methods in Behavioral, Orient Longman.

Course No. 203 (a) TEACHER EDUCATION – I

Objectives:

To enable the learners to

- understand the meaning, scope, objectives of teacher education and its development in India.
- acquaint with different agencies of teacher education in India and their roles and functions.
- acquaint with the various aspects of student-teaching programme, prevailing in the country.
- develop in learners' commitment in profession.
- understand the learners the teaching and training techniques.

Contents:

Unit – 1 Concept and significance of Teacher Education

- Development of teacher education in India
- Recommendations of Various Commissions and committees regarding teacher education in post independence era

Unit – 2 General and specific objectives of teacher education at different levels – Elementary, Secondary and Tertiary

Unit – 3 Teaching as a profession:

- Characteristics of teaching profession
- Professional organization at various levels of teaching
- Faculty improvement programme for teacher education

Unit – 4 Levels of teaching – Memory, Understanding and Reflective

- Teaching strategies – Pre-active, Interactive and Post-active

Unit – 5 Modification of teaching behaviour

- Simulation,
- Micro-teaching
- Interaction Analysis

Suggested Readings:

1. G. Bhaskara Rao – Teacher Education in India. New Delhi, Discovery House
2. NCERT (1983) – The Teacher and Education in Emerging Indian Society, New Delhi, NCERT
3. NCERT (1998) – Curriculum Framework for Teacher Education, New Delhi, NCTE
4. B.N. Pandey (1967) – Student Teaching and Evaluation, New Delhi, NCERT
5. S. B. Bloom (1960) – Taxonomy of Educational Objectives, New York, Longmans, Green and Co.
6. L. C. Singh (1990) – Teacher Education in India, New Delhi NCERT
7. S.S. Chauhan (2000) – Teacher Education
8. S. P. Sharma – Teacher Education, Kaniska Publishers, New Delhi
9. J. C. Aggarwal (2004) – Teacher and Education in the Developing Society, New Delhi, Vikash Publishing House.
10. R. Riding and S. Reynor (2001) – Cognitive Styles and Learning Strategies, London, David Fulton.

Course No. 203(b) EDUCATION OF CHILDREN WITH DIVERSE NEEDS – I

Objectives:

To enable the learners to

- be acquainted with the meaning, background of children with diverse needs with special reference to India.
- understand the various suggestions offered by different recent commissions and committees on education of children with diverse needs for realizing the goal of education for all.
- develop skills in encouraging family and community participation in rehabilitation of the children with diverse needs of various categories.

Contents:

Unit – 1 General Concept

- Impairment, disability and handicap
- General causes of disability

Unit – 2 Background

- Historical development of special education
- Present status of special education in India

Unit – 3 Policies and Provisions: Indian perspective

- Sadler Commission
- Kothari Commission
- NPE (1986)
- POA (1992)
- PWD (1995)

Unit – 4 Policies and Provisions: Global perspective

- Salamanca Statement
- Warnock Report

Unit – 5 Management of special education

- Role of Govt.: Education Departments, RCI, National Institutes
- Role of NGOS
- Role of UNESCO

Suggested Readings:

1. R. Gulliford and G. Upton – Special Educational Needs, London, Rutledge
2. Samuel Kirk – Educating Exceptional Children. New Delhi; Oxford & IBH Pub. Co.
3. P.C. Biswas – Education of Children with Visual Impairment in Inclusive School. New Delhi; Abhijeet Publication
4. M.N. Mani - Techniques of Teaching Blind Children, Sterling Publishers Pvt. Ltd.
5. P. Vijayan and S. R. Geetha – Integrated and Inclusive Education. RCI Manual (DSE(VI)) New Delhi, Kanishka Publishers.
6. N. Venkataiah – readings in Special Education. New Delhi, Associated Publishers.
7. Krishna Maitra – Giftedness in Action ; Theory and practice
8. J.E. Yesseldyke and Bob Algozzine – Special Education; a practical approach for Teachers. New Delhi; Kanishka Publishers.

Course No. 203(C): HISTORY OF EDUCATION AND ITS MODERN PERSPECTIVE -I

Objectives:

The learners will be able to

- Acquaint with the education in ancient and medieval India, specially about aims, curriculum, methods and their relevance to present day India.
- Acquaint with the education system of India before and since independence.
- Recognize the development of education at different levels and their aspects.

Contents:

- Unit – 1 System of Education in Ancient and Medieval India
- A comparative study of Brahmanic, Buddhist, Jain and Islamic educational system reference –
 - Aims and objectives
 - Curriculum
 - Method of Teaching
 - Teacher pupil relationship
 - Discipline
 - Relevance of the above to present day
- Unit – 2 Synoptic Review of Education in the British Period with reference to –
- Maculay’s Minute and Bentinck’s Educational Resolution
 - Wood’s Despatch
 - Sadler Commission
 - Sargent Plan
 - National Education Movement
- Unit – 3 Development of Education After 1947
- University Education Commission, 1948-49
 - Secondary Education Commission, 1952-53
 - Main Recommendations of Indian Education Commission 1964-66
- Unit – 4 NPE-1986 and POA-1992 regarding the development of national system of Education
- Unit – 5 National Knowledge Commission (2005-06)

Suggested Readings:

1. Bhaskar Chatterjee – Education for All, Lotus Press, New Delhi 2006
2. S. N. Mukherjee – Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara
3. G. Pankajan – Pre-primary Education: Philosophy and Practice, Concept Publishing Co. 2005, New Delhi
4. J. P. Banerjee (1985) – Education in India: Past; Present; Future, Kol.
5. S.P. Chaube – History of Indian Education
6. A. n. Basu – Education in Modern India
7. J. C. Agarwal – Development and Planning of Modern Education
8. NCERT – Report of the Education Commission, 1964-66. Delhi
9. Govt. of India – reports of Five Year Plan, New Delhi ; Planning Commission.
10. S. P. Agrawal and J.C. Agrawal – Educational and Social Uplift of Backward Classes, Concept Publishing Company

Course No. – 203(d): COMPARATIVE EDUCATION- I

Objectives:

The learners will be able to

- Understand the nature, meaning, scope methods and issues of comparative education as emerging discipline.
- Understand various factors (geographical, socio-cultural and philosophical etc.)
- Acquaint with the various approaches to and methods of Comparative Education;
- Analyze contemporary trends in education of the world with special references to UNO and its subsidiary organizations.
- Understand the education system in India with special reference of elementary, secondary, higher and distance education.

Contents:

Unit – 1 Comparative Education

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

Unit – 2 Factors of Comparative Education:

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

Unit – 3 Approaches to Comparative Education

- Field approach of Comparative Education
- Importance of cross-disciplinary approach in Comparative Education.

Unit – 4 Contemporary trends in world education scenario

- National and International, role and programmes of educational activities of UNO.
- Various organs (UNO) on improving quality of education among the member countries.

Unit – 5 Study of Education in India

- Aims and objectives of Education
- Administration of Education
- Present System of Primary, Secondary and Higher Education
- Distance Education

Suggested Readings:

1. Comparative Education – T.S. Sodhi
2. Comparative Education – Chaube & Chaube
3. Comparative Education – Y.K. Sharma
4. Comparative Education – R. N. Sharma
5. Comparative Education – A Study of Educational Factors and traditions – N. Hans
6. Dr. K. P. Pandey (1987) – Comparative Education, Amitash Prakashan
7. D. Mukhopadhyay (2002) – Tulanamulak Siksha, Paschimanga Rajya Pustak Parsad, Kolkata.
8. Jacques Delors (1996) – The Treasure within. Paris, UNESCO
9. Edgar Faure (1972) – Learning to be; The World of Education Today and Tomorrow, Paris, UNESCO
10. Liam Grearon (Edited) – Education in the United Kingdom. David Futton Publishers, London, 2002.

Course No. – 203(e): GUIDANCE & COUNSELING - I

OBJECTIVES:

The learners will be able to

- understand the concept of guidance.
- Understand the areas of guidance.
- Aware about different types of guidance.
- develop an ethical approach to guidance.
- aware about tools and techniques for conducting guidance services.
- Understand about guidance for special learners.

Contents:

Unit – 1 Introduction to Guidance:

- Meaning, definition, nature and scope of guidance.
- Different forms or areas of guidance (group & individual)
- Different types or approaches of guidance. (educational, vocational & personal)
- Guidance at different stages of human development (childhood, adolescence, adulthood, aged)
- Basic steps and principles of guidance.
- Guidance movement in India.
- Essential for effective guidance.

Unit - 2 Guidance for Special Learners:

- Gifted, creative and slow learners.
- Learner with learning disabilities.
- Mentally retarded/ Mentally challenged.

Unit - 3 Educational, Vocational and Personal Guidance:

- Nature and purpose of educational guidance.
- Curriculum & guidance (primary, secondary, college level)
- Role of parent and teacher to educational guidance.
- Nature and purpose of vocational guidance.
- Need for vocational guidance (socio-economic & cultural context)
- Vocational development (Profession, occupation)
- Personal Guidance: Nature of emotional problem, Adjustment problems of adolescents and delinquents: prevention and treatment.

Unit - 4 Group and Individual Guidance:

- Understanding Group Membership and Behaviour in Groups (Group Dynamics)
- Characteristics of Group Guidance
- Advantages of Group Guidance
- Planning Group Guidance Sessions
- Characteristics of Individual Guidance
- Advantages of Individual Guidance

Unit – 5 Tools and Techniques in Guidance:

- Test- Intelligence test, Personality inventories, Achievement test, Aptitude test, Interest inventories.
- Projective Techniques
- Self study- Scoring, recording, observation, Interview, Case study, Case conference, CRC, ARC.

Suggested Readings:

1. Guidance and counselling in college and university - S K.Kochar.
2. Guidance and counselling- Gibson – -Pearson publisher.
3. Sangathi Bidhane Nirdeshona & paramarshadan- - Dr. Subir Nag, Gargi Dutta.
4. Carson R C & Butcher, J.N - - Abnormal psychology and modern life.
5. Kisker G .W. - -The disorganized personality.
6. Coleman,J.c- -Psychology and Effective Behaviour.
7. Sarasan and Sarasan – -The problem of maladaptive Behaviour
8. Mohanty, G - -Abnormal Psychology.
9. Chauhan, S.S – - Principle and technique of Guidance.

Course No. – 204 a (CBCS-I): ENVIRONMENTAL EDUCATION-I

Objectives:

The learners will be able to

- understand about the concept importance scope and aims of environmental education.
- understand the concept of environment and ecology.
- acquaint with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- understand the causes for environmental degradation.
- understand the need for remedial ways to protect the environment in daily life and its application.
- acquire knowledge of environmental issues and policies in India
- acquire knowledge about the international efforts for environmental protection.

Contents:

UNIT- I Introduction to Environmental Education

- Concept, Meaning, definition, nature, Characteristics & Scope.
- Aims and objectives, importance & significance of Environmental Education.
- Guiding principles & foundations of Environmental Education.
- Relationship between man & environment.
- Sociological, Ecological & Psychological perspective.
- Development of Environmental Education.

UNIT-2 Contemporary Issues of Environmental Education

- Environmental eco-system: Bio-sphere, Biotic, Abiotic system, Biodiversity.
- Environmental resources: Natural & Human resources.
- Environmental heritage: Rich Environmental heritage.
- Environmental hazards and disaster: Green house effect, Global warming, Ozone layer depletion, Acid rain.
- Environmental pollution: Air, Water, Soil, Physical, Chemical, Noise, Radiation.

UNIT-3 National and International effort of Environment

- Environmental Laws: Constitutional amendments in India
- Environmental policies: The Stockholm Conference 1972, Brundtland Commission 1983, Nairobi Conference 1982, The Rio Summit 1992, Kyoto Conference 1997.
- Environmental movement: Silent valley movement, Chipko movement, Narmada bachao andolon, National Test rang at Baliupal, Orissa.

UNIT-4 Developmental Issues of Environment

- Environmental attitude: Education for Sustainable development in India
- Environmental awareness: Need for conservation, preservation and protection.

UNIT-5 Education for Conservation of Environment

- Meaning, Nature and Scope
- Approaches and Strategies.
- Integration of environmental concerns in curriculum.
- Role of teacher in promoting conserve.

Suggested Readings:

1. Sharma, R. A - Environmental Education.
 2. Sharma, B. L., & Maheswari, B. K - Education for Environmental and Human value.
 3. Kumar, A - A text book of environmental science.
 4. Singh, Y. K - Teaching of environmental science.
 5. Sharma, V. S - Environmental education.
 6. Reddy, P. K., & Reddy, N. D.- Environmental Education.
 7. Kelu, P - Environmental education: A conceptual analysis.
 8. Agarwal, S.P. and Aggarwal, J.C - Environmental Protection, Education and Development.
 9. Daubenmise, R.F.- Plants & Environment.
 10. Deshbandhu and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.
 11. Joy, P., & Neal, P - The handbook of environmental education.
 12. Sharma, R. G - Environmental Education.
 13. Verma, P.S. & Aggarwal, V.K - Environmental Biology.
 14. Saxena, A.B - Environmental Education.
 15. Sapru, R.K - Environmental Management in India.
 16. Pal, B.P - National Policy on Environment, Department of Environment, Govt. of India.
 17. Kumar, V.K- A Study of Environmental Pollution.
- Khoshoo, T.N - Environmental concerns and Strategies, Indian Environmental Society.

Course No. 204 b (CBCS-I): HISTORY OF EDUCATION AND ITS MODERN PERSPECTIVE -I

Objectives:

The learners will be able to

- Acquaint with the education in ancient and medieval India, specially about aims, curriculum, methods and their relevance to present day India.
- Acquaint with the education system of India before and since independence.
- Recognize the development of education at different levels and their aspects.

Contents:

- Unit – 1 System of Education in Ancient and Medieval India
- A comparative study of Brahmanic, Buddhist, Jain and Islamic educational system reference –
 - Aims and objectives
 - Curriculum
 - Method of Teaching
 - Teacher pupil relationship
 - Discipline
 - Relevance of the above to present day
- Unit – 2 Synoptic Review of Education in the British Period with reference to –
- Maculay’s Minute and Bentinck’s Educational Resolution
 - Wood’s Despatch
 - Sadler Commission
 - Sargent Plan
 - National Education Movement
- Unit – 3 Development of Education After 1947
- University Education Commission, 1948-49
 - Secondary Education Commission, 1952-53
 - Main Recommendations of Indian Education Commission 1964-66
- Unit – 4 NPE-1986 and POA-1992 regarding the development of national system of Education
- Unit – 5 National Knowledge Commission (2005-06)

Suggested Readings:

1. Bhaskar Chatterjee – Education for All, Lotus Press, New Delhi 2006
2. S. N. Mukherjee – Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara
3. G. Pankajan – Pre-primary Education: Philosophy and Practice, Concept Publishing Co. 2005, New Delhi
4. J. P. Banerjee (1985) – Education in India: Past; Present; Future, Kol.
5. S.P. Chaube – History of Indian Education
6. A. n. Basu – Education in Modern India
7. J. C. Agarwal – Development and Planning of Modern Education
8. NCERT – Report of the Education Commission, 1964-66. Delhi
9. Govt. of India – reports of Five Year Plan, New Delhi ; Planning Commission.
10. S. P. Agrawal and J.C. Agrawal – Educational and Social Uplift of Backward Classes, Concept Publishing Company

SEMESTER – III

Course No. 301: EDUCATIONAL TECHNOLOGY

Objectives:

- The learners will be able to
- explain the meaning, nature and various forms of educational technology
 - explain different modalities of teaching and designing instructional system.
 - state and explain components and factors of communication.
 - outline different emerging trends in educational technology and their use.

Contents:

- Unit – 1: Concept, Objective and scope of Educational Technology
- Major approaches to Educational Technology-Hardware, Software
 - Various forms of Educational Technology
 - Instructional Technology and teaching Cybernetic
 - Systems approach in Education
- Unit – 2 Organising knowledge for instruction
- Cognitive skills: reasoning
 - Procedural knowledge: Know how
 - Propositional knowledge: Know why, what, when, who, where
 - Integrating
- Unit – 3 Teaching skills & their component
- Questioning skill
 - Skill of reinforcement
 - Lecturing skill
 - Skill of illustration
 - Interaction skills
- Unit – 4 Communication in Teaching
- Components of communication process – sender, media, message, receiver noise and feedback
 - Theories of communication
 - Factors affecting classroom communication
- Unit – 5 Emerging trends in ET
- Language Laboratory
 - Radio Vision
 - Teleconferencing
 - CCTV
 - EDUSAT
 - Multimedia in education

Suggested Readings:

1. Essentials of Educational Technology – Mangal & Mangal, PHI Learning Pvt. Ltd.
2. Educational Technology – D.D. Agarwal
3. Educational Technology – Knowledge Assessment – M. Mukhopadhyay, Shipra Publication
4. Educational Technology & Management – Y K Sharma & M. Sharma, Kaniska Publication
5. Educational Technology – J. Mohanty
6. Fundamental Aspects of Educational Technology – Y. K. Sharma
7. Educational Technology – Usha Rao
8. Siksha Prajuktibijnan – Maloy Kr. Sen
9. Sikshanan O Niredeshanar Manastatwa – D. Mukherjee and S. K. Ghosh
10. Davies, I. K. (1971), “The Management of Learning” London: Mc Graw Hill.
11. Dececco, J.P. (1988), “The Psychology of Learning and Instruction”, New Delhi, Prentice Hall.
12. Kulkarni, S. S. (1986), “Introduction to Educational Technology”, New Delhi: Oxford & IBH Publishing Company.
13. Kumar, K.L. (1996), “Educational Technology”, New Delhi: New Age International Publishers.
14. Locatis, C. N. and Atkinson F. D. (1984), “Media and Technology for Education and Training”, London: Charles E. Publishing Co.
15. Mavi, N.S. (1984), “Programmed Learning – An Empirical Approach”, Kurushetra, Vishal Publishers.
16. Joyce, B. & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall

Course No. 302: ANALYSIS OF DATA AND WRITING RESEARCH REPORT

Objectives:

- To enable the learners to
- develop the concepts of quantification measures, grouping and presentation of data.
 - estimate and calculate correlation, regression and prediction.
 - acquaint with the descriptive and inferential statistical techniques in educational research.
 - develop skill to write and evaluate research report.

Contents:

Unit – 1 Types of data: Quantitative and Qualitative

- Classification, Quantification and presentation of research data
- Graphical presentation
 - (a) Histogram
 - (b) Polygon
 - (c) Ogive
 - (d) Application and use of the above in educational research

Unit – 2 Different measures of Central tendencies and variabilities:

- Concept
- Estimation
- Uses in educational research

Unit – 3 Correlation, Regression & Prediction

- Concepts, Types, Estimation
- Methods of estimation of linear regression and prediction
- Multiple regression (concepts)
- Uses in Educational Research

Unit – 4 Inferential statistics for testing null hypothesis interpretation of results (Non Parametric & Parametric techniques)

- Chi-square test
- Median test
- CR test
- Significance of Means
- Analysis of variance

Unit – 5 Writing of research report

- recording, organizing and reporting of investigation / experimentation as per style format, and evaluating a research report.

Suggested Readings:

1. L. Koul (1998) – Methodology of Educational Research (3rd) Vikas Publishing House Pvt. Ltd.
2. C. r. Kothari (1999) – Research Methodology (2nd Ed), Wishwa Prakashan, New Delhi
3. Best J.W. and J.V. Kahn (1999) – Research in Education (7th Ed), Prentice Hall of India Pvt. Ltd.
4. Van Dalen, D. B. 91973) – Understanding Educational Research; an Introduction. McGraw Hill.
5. L. Cohen and L Manion – Research Methods in Education, Rutledge, London
6. S. K. Mangal (2002) – Statistics In Psychology and Education (2nd Ed) Prentice Hall of India Pvt. Ltd.
7. K. S. Sidhu (2002) – Methodology of Research in Education, Sterling Publishers Pvt. Ltd. New Delhi
8. H. E. Garrett (2005) – Statistics in Psychology and Education, Prentice Hall of India Pvt. Ltd.
9. G. H. Das (2001) – Statistical Methods; (V-II), M. Das and Company, Kol.
10. B. Johnson and L. Christensen (2008) – Quantitative, Qualitative and Mixed Approaches, (3rd Ed) Sage Publication, New Delhi
11. John W Creswell – Educational Research (4th Ed), Planning, Conducting and Evaluating Quantitative and Qualitative Research, PHI Learning Pvt. Ltd.,
12. R. B. Burns – Introduction to Research Methods, Sage Publication, London, 2000
13. C. V. Good – How to do Research in Education

Course No. 303(a) TEACHER EDUCATION – II

Objectives:

To enable the learners to

- understand the meaning, scope, objectives of teacher education and its development in India.
- acquaint with different agencies of teacher education in India and their roles and functions.
- acquaint with the various aspects of student-teaching programme, prevailing in the country.
- develop in learners' commitment in profession.
- understand the learners the teaching and training techniques.

Contents:

- Unit – 6 Teacher Education for Quality –
- Pre-service teacher education – concept, need, organization
 - In-service teacher education – concept, need, organization
 - Preparing teachers of special schools
- Unit – 7 Agencies of Teacher Education
- NCTE, NCERT, DIET, IASE, CTE and NUEPA
 - Role of University
- Unit – 8 Models of Teaching –
- Characteristics, elements and families of teaching models
 - Glasser's Basic Teaching Model, Advance organizer Model and Concept Attainment Model
- Unit – 9 Teacher Education through Distance Mode
- Professional preparation of Distance educators – need and strategies
- Unit – 10 Current problems in teacher education
- Recent trends and practices in teacher education in India
 - Action Research

Suggested Readings:

1. G. Bhaskara Rao – Teacher Education in India. New Delhi, Discovery House
2. NCERT (1983) – The Teacher and Education in Emerging Indian Society, New Delhi, NCERT
3. NCERT (1998) – Curriculum Framework for Teacher Education, New Delhi, NCTE
4. B.N. Pandey (1967) – Student Teaching and Evaluation, New Delhi, NCERT
5. S. B. Bloom (1960) – Taxonomy of Educational Objectives, New York, Longmans, Green and Co.
6. L. C. Singh (1990) – Teacher Education in India, New Delhi NCERT
7. S.S. Chauhan (2000) – Teacher Education
8. S. P. Sharma – Teacher Education, Kaniska Publishers, New Delhi
9. J. C. Aggarwal (2004) – Teacher and Education in the Developing Society, New Delhi, Vikash Publishing House.
10. R. Riding and S. Reynor (2001) – Cognitive Styles and Learning Strategies, London, David Fulton.

Course No. 303(b) EDUCATION OF CHILDREN WITH DIVERSE NEEDS – II

Objectives:

To enable the learners to

- be acquainted with the meaning, background of children with diverse needs with special reference to India.
- understand the various suggestions offered by different recent commissions and committees on education of children with diverse needs for realizing the goal of education for all.
- develop skills in encouraging family and community participation in rehabilitation of the children with diverse needs of various categories.

Contents:

- Unit-6: Special educational provisions with reference to –
- Visual impairment
 - Hearing impairment
 - Cerebral palsy
- Unit-7: Special educational provisions with reference to –
- Mental retardation
 - Learning Disability
 - Autism
 - Giftedness
- Unit-8: Education for the disadvantaged groups
- S. C. & S. T.
 - Women
- Unit-9: Educational Management in Inclusive setting:
- Inclusion, Concepts and Types
 - Identification of exceptionality by the classroom teacher
 - Infrastructural management
 - Curricular Adaptation; syllabus, teaching strategy, evaluation
 - Factors for effective inclusion
- Unit-10: Society and differentially able
- Family and community
 - Rehabilitations

Suggested Readings:

1. R. Gulliford and G. Upton – Special Educational Needs, London, Rutledge
2. Samuel Kirk – Educating Exceptional Children. New Delhi; Oxford & IBH Pub. Co.
3. P.C. Biswas – Education of Children with Visual Impairment in Inclusive School. New Delhi; Abhijeet Publication
4. M.N. Mani - Techniques of Teaching Blind Children, Sterling Publishers Pvt. Ltd.
5. P. Vijayan and S. R. Geetha – Integrated and Inclusive Education. RCI Manual (DSE(VI)) New Delhi, Kanishka Publishers.
6. N. Venkataiah – readings in Special Education. New Delhi, Associated Publishers.
7. Krishna Maitra – Giftedness in Action ; Theory and practice
8. J.E. Yesseldyke and Bob Algozzine – Special Education; a practical approach for Teachers. New Delhi; Kanishka Publishers.

Course No. 303(c): HISTORY OF EDUCATION AND ITS MODERN PERSPECTIVES –II

Objectives:

The learners will be able to

- Acquaint with the education in ancient and medieval India, specially about aims, curriculum, methods and their relevance to present day India.
- Acquaint with the education system of India before and since independence.
- Recognize the development of education at different levels and their aspects.

Contents:

- Unit – 6 Education in Five Year Plans
- Unit - 7 Universalisation of Secondary Education:
- Constitutional Provisions
 - Policies and Programmes
 - Right to Education and its implications for universalisation of Secondary Education
 - Strategies for realisation of targets.
- Unit - 8 Equity and Access in Education
- Equality in Educational opportunity
 - Constitutional provisions
 - Nature and forms of inequalities; Gender ,Castes, Class
 - Inequality in education
- Unit - 9 Differential school systems – school for education of the challenged.
- Unit – 10 Current Five year plan (12th)

Suggested Readings:

1. Bhaskar Chatterjee – Education for All, Lotus Press, New Delhi 2006
2. S. N. Mukherjee – Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara
3. G. Pankajan – Pre-primary Education: Philosophy and Practice, Concept Publishing Co. 2005, New Delhi
4. J. P. Banerjee (1985) – Education in India: Past; Present; Future, Kol.
5. S.P. Chaube – History of Indian Education
6. A. n. Basu – Education in Modern India
7. J. C. Agarwal – Development and Planning of Modern Education
8. NCERT – Report of the Education Commission, 1964-66. Delhi
9. Govt. of India – reports of Five Year Plan, New Delhi ; Planning Commission.
10. S. P. Agrawal and J.C. Agrawal – Educational and Social Uplift of Backward Classes, Concept Publishing Company

Course No. – 303(d): COMPARATIVE EDUCATION- II

Objectives:

The learners will be able to

- understand elementary system of education of the different countries in the world.
- analyze secondary system of education with the world.
- understand higher education system of the different countries in the world.
- understand teacher education system of the different countries in the world.
- analyze distance education system of education with the world.

Contents:

Unit – 6 Universalisation of Elementary Education –

- UK, USA, China and Japan
- With special reference to India

Unit – 7 Secondary Education

- UK, USA, China and Germany
- With special reference to India

Unit – 8 Higher Education

- UK, USA, China and France
- With special reference to India

Unit – 9 Teacher Education

- UK, USA, China and Germany
- With special reference to India

Unit – 10 Distance Education

- UK, USA, China and Japan
- With special reference to India

Suggested Readings:

1. Comparative Education – T.S. Sodhi
2. Comparative Education – Chaube & Chaube
3. Comparative Education – Y.K. Sharma
4. Comparative Education – R. N. Sharma
5. Comparative Education – A Study of Educational Factors and traditions
– N. Hans
6. Dr. K. P. Pandey (1987) – Comparative Education, Amitash Prakashan
7. D. Mukhopadhyay (2002) – Tulanamulak Siksha, Paschimbanga Rajya Pustak Parsad, Kolkata.
8. Jacques Delors (1996) – The Treasure within. Paris, UNESCO
9. Edgar Faure (1972) – Learning to be; The World of Education Today and Tomorrow, Paris, UNESCO
10. Liam Grearon (Edited) – Education in the United Kingdom. David Futton Publishers, London, 2002.

Course No. – 303(e): GUIDENCE & COUNSELING - II

OBJECTIVES:

The learners will be able to

- Understand the concept of counselling.
- Understand the areas of counselling.
- Aware about different types of counselling.
- develop an ethical approach to counseling.
- aware about tools and techniques for conducting counselling services.
- Understand about counselling for special learners.

Contents:

- Unit - 6 Introduction to Counselling:
- Meaning, definition, nature and scope of counselling.
 - Base principles of counselling.
 - Difference and relation between guidance & counselling.
 - Different forms or areas of counselling (clinical, personal, marital and rehabilitation)
 - Different types or approaches of counselling (directive, non- directive and eclectic)
 - Phases of counselling process (assessment, intervention and termination)
 - Characteristics of an effective counsellor.
 - Counselling movement in India.
 - Present status of counselling.
- Unit - 7 Counselling for Special Learners:
- Socially and Economically Disadvantaged
 - Destitute and Orphans
 - Delinquents
 - Drop-outs
 - Aids Patients
 - Drug Addicts and Alcoholics
 - Paedophiles
 - Homosexuals
- Unit - 8 Directive, Non- Directive and Eclectic Counselling:
- Nature, purpose, steps or procedure , advantage and disadvantage of Directive, Non- directive and Eclectic counselling.
- Unit - 9 Areas of Counselling:
- Family group consultation, Counselling families concerning children,
 - Counselling with parents, Counselling the delinquent, Counselling reluctant clients,
 - Marriage counselling, Premarital counselling,
 - Counselling women,
 - Genetic counselling, Counselling the handicapped,
 - Career counselling,
 - Adolescent counselling.
- Unit - 10 Techniques in Counselling:
- Various Therapy- Psychoanalytic therapy, Group therapy, Psychodrama, Chemo-therapy, Behaviour therapy, Cognitive therapy.
 - Testing- Test use and interpretation, Non test client appraisal techniques.
 - Psycho- diagnosis- Common classification system. Limitation of diagnosis.

- Counselling Interview- Essential aspects, basis procedures, problems and their handling.

Suggested Readings:

1. Guidance and counselling in college and university - S K.Kochar.
2. Guidance and counselling- Gibson – -Pearson publisher.
3. Sangathi Bidhane Nirdeshona & paramarshadan- - Dr. Subir Nag, Gargi Dutta.
4. Carson R C & Butcher, J.N - - Abnormal psychology and modern life.
5. Kisker G .W. - -The disorganized personality.
6. Coleman,J.c- -Psychology and Effective Behaviour.
7. Sarasan and Sarasan – -The problem of maladaptive Behaviour
8. Mohanty, G - -Abnormal Psychology.
9. Chauhan, S.S – - Principle and technique of Guidance.

Course No. 304 a (CBCS-II) ENVIRONMENTAL EDUCATION – II

Objectives:

The learners will be able to

- orient with various components of environmental for preparing a curriculum for environmental education.
- develop various and strategies for realizing the objectives of environmental education.
- understand the status of environmental education in school curriculum.
- understand the curriculum and methods in environmental education.
- acquire knowledge about the different methods of teaching in environmental education.
- acquire knowledge of the tools and techniques for the evaluation of environmental education.
- understand about various projects in the area of environmental studies in different countries.

Contents:

Unit-6 Curriculum of Environmental Education

- Environmental Education as a separate subject, Topical units.
- Integration and Interdisciplinary approach.
- Curriculum contents and principles of Environmental Education.
- Development of curriculum for primary, secondary and higher education.

Unit-7 Methods and Strategies in Environmental Education

- Conventional Methods- discussion, seminar, workshop, dialogue, problem solving, field survey and exhibition.
- Participatory programmes.
- Relative efficiency of teaching methods.

Unit-8 Agencies of Environmental Education

- Formal and Non-formal agencies.
- Governmental and Non- governmental agencies.
- Mass media- News paper, Radio, Electronic media, Print Films, T.V and Others.

Unit-9 Evaluation & Research in Environmental Education

- Evaluation of learner & learning materials.
- Evaluation of strategies of teaching.
- Purpose of research in Environmental Education.
- Methods of research.
- Current trends of research.
- Impact of science and technology on Environmental Educational research.

Unit-10 Project Work in Environmental Education

- To complete any one project selected from any area of the syllabus (I to VIII). The project work will have to be completed according to following steps:
 - Identification of the problem/topic.
 - Formulation of objectives.
 - Review of relevant literature.
 - Writing the questions/ hypotheses.
 - Field identification.
 - Nature of information/ sources of data.
 - Collection and organization of data.
 - Analyzing
 - Drawing conclusion.
 - Reporting.

Suggested Readings:

18. Sharma, R. A - Environmental Education.
19. Sharma, B. L., & Maheswari, B. K - Education for Environmental and Human value.
20. Kumar, A - A text book of environmental science.
21. Singh, Y. K - Teaching of environmental science.
22. Sharma, V. S - Environmental education.
23. Reddy, P. K., & Reddy, N. D.- Environmental Education.
24. Kelu, P - Environmental education: A conceptual analysis.
25. Agarwal, S.P. and Aggarwal, J.C - Environmental Protection, Education and Development.
26. Daubenmire, R.F.- Plants & Environment.
27. Deshbandhu and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.
28. Joy, P., & Neal, P - The handbook of environmental education.
29. Sharma, R. G - Environmental Education.
30. Verma, P.S. & Aggarwal, V.K - Environmental Biology.
31. Saxena, A.B - Environmental Education.
32. Sapru, R.K - Environmental Management in India.
33. Pal, B.P - National Policy on Environment, Department of Environment, Govt. of India.
34. Kumar, V.K- A Study of Environmental Pollution.
35. Khoshoo, T.N - Environmental concerns and Strategies, Indian Environmental Society.
- 36.

Course No. 304 b (CBCS-II) HISTORY OF EDUCATION AND ITS MODERN PERSPECTIVES -II

Objectives:

The learners will be able to

- Acquaint with the education in ancient and medieval India, specially about aims, curriculum, methods and their relevance to present day India.
- Acquaint with the education system of India before and since independence.
- Recognize the development of education at different levels and their aspects.

Contents:

Unit – 6 Education in Five Year Plans

Unit - 7 Universalisation of Secondary Education:

- Constitutional Provisions
- Policies and Programmes
- Right to Education and its implications for universalisation of Secondary Education
- Strategies for realisation of targets.

Unit - 8 Equity and Access in Education

- Equality in Educational opportunity
- Constitutional provisions
- Nature and forms of inequalities; Gender ,Castes, Class
- Inequality in education

Unit - 9 Differential school systems – school for education of the challenged.

Unit – 10 Current Five year plan (12th)

Suggested Readings:

1. Bhaskar Chatterjee – Education for All, Lotus Press, New Delhi 2006
2. S. N. Mukherjee – Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vododara
3. G. Pankajan – Pre-primary Education: Philosophy and Practice, Concept Publishing Co. 2005, New Delhi
4. J. P. Banerjee (1985) – Education in India: Past; Present; Future, Kol.
5. S.P. Chaube – History of Indian Education
6. A. n. Basu – Education in Modern India
7. J. C. Agarwal – Development and Planning of Modern Education
8. NCERT – Report of the Education Commission, 1964-66. Delhi
9. Govt. of India – reports of Five Year Plan, New Delhi ; Planning Commission.
10. S. P. Agrawal and J.C. Agrawal – Educational and Social Uplift of Backward Classes, Concept Publishing Company

SEMESTER – IV

Course No. 401: CURRICULUM STUDIES

Objectives:

- The learners will be able to
- understand the meaning, need and theories of curriculum.
 - develop in critical understanding of curriculum development.
 - acquaint the students with preparation of materials for curriculum implementation.
 - understand the concept, nature, procedures, tools, techniques of curriculum evaluation.

Contents:

- Unit – 1 Foundation of curriculum studies
- Meaning and need for curriculum in instructional system
 - Theories of curriculum
- Unit – 2 Curriculum Development
- Basic Principles of selection of curriculum content
 - Factors responsible for innovation in curriculum change and development
 - Models of curriculum development
- Unit – 3 Curriculum Implementation
- Meaning, Strategies and implications
 - Leadership role and community participation
 - Instructional guides and materials for teachers and students
- Unit – 4 Curriculum Evaluation.
- Concept, nature, objectives, procedures, techniques and tools
 - Recording results, interpretation and application of evaluation results in curriculum development
- Unit – 5 The latest National Curriculum Framework – a critical overview

Suggested Readings:

1. Hilda Taba (1962) – Curriculum Development: Theory and Practice; New York, Hartcourt
2. F. D. Walker (2003) – Fundamentals of Curriculum, London; I.E. Associates.
3. N. Bhalla (2007) – Curriculum Development, Author Press, New Delhi
4. G. J. Posner (1995) – analysing the Curriculu,, New ork; Mc Gaaw – Hill
5. NCTE (1998) – Curriculum Framework for Quality Teacher Education. New Delhi, NCTE
6. NCERT (2005) – National Curriculum Framework (2005). New Delhi, NCERT
7. P. Chandrasekharan (1997) – Educational Planning and Management. New Delhi
8. A. V. Kelley (1977) – The Curriculum Theory and Practice. London, Harper and Row

Course No. 402: EDUCATIONAL MANAGEMENT

Objectives:

- The learners will be able to
- understand the concepts, process, approaches and critically to the theory of management and its application in the field of education.
 - understand the organizational development with all its aspects.
 - understand important managerial processes and effective manager of teaching.
 - understand the various agents of changes to education.

Contents:

- Unit – 1 Educational administration and management
- Concept & process, Approaches, Taylor, Fayol and Weber
 - Educational administration in India: Structure, Role of central govt., state govt. and local bodies.
- Unit – 2 Aspects of educational management: (concepts, types, characteristics, process)
- Planning,
 - Organizing
 - Supervising
 - Controlling
- Unit – 3 Management of resources in education
- HR management in educational organization
 - Motivation and group dynamics
 - Financial resources: Allocation and their efficient use, brief introduction to budgeting, concept, forms and process the relationship amount central government, state government and local bodies in the context of financing of education.
- Unit – 4 Professional growth of Educational Personnel
- concept, factors, personnel services, evaluation of professional growth, code of ethics of teachers.
 - Leadership in educational organization; Meaning and nature styles of leadership.
- Unit – 5 Modern techniques of educational management
- Programme evaluation and review technique (PERT)
 - Planning programme and budgeting system (PPBS)
 - Management by objectives (MBO)
 - Total Quality Management (TQM), SWOT analysis
 - Appraisal of the educational organization UGC, NASC, NCTE, AICTE

Suggested Readings:

1. T. Bush and L. Bell (2002) – The Principles and Practice of Educational Management. London, Paul Chapman
2. Marmar Mukhopadhyay (2004) – Leadership for Institution Building in Education.
3. Udai Pareek 919810 – Beyond Management. New Delhi, Oxford 7 IBH Pub.
4. UNESCO (1982) – A Training Module on Institution Building and Institutional, Management, Bangkok
5. J.L. Massie (1987) – Essentials of Management. New Delhi
6. F. E. Fiedler 91967) – A Theory of Leadership Effectiveness, New York.
7. P. Hersey and K. Blanchard (1986) – Management of Organizational Behavior. New Delhi.

Course No. 403: COMPUTER APPLICATION (PRACTICUM)

Objectives:

The learners will be able to

- understand the fundamental knowledge of computer.
- work on computer of different kinds of application may use in education.

Contents:

- Basic concept of Computer
- File open,
- Word document,
- Paragraph typing,
- Table work,
- Header,
- Footer,
- Alignment,
- Font size,
- Data entry in the table. (overview on computer components)

Course – 404: PSYCHOLOGICAL TESTING (PRACTICUM)

Construction of Achievement test/Administration of
Psychological test/Seminar Presentation.

(Content of the Practical will be decided by the P.G. Board of
Studies in Education from time to time.)