DEPARTMENT OF EDUCATION
VINAYA-BHAVANA (INSTITUTE OF EDUCATION)
VISVA-BHARATI, SANTINIKETAN

COURSE STRUCTURE, EXAMINATION ORDINANCE AND COURSES OF STUDY OF THE MASTER OF ARTS IN EDUCATION (M.A. IN EDUCATION) PROGRAMME

The two-year Master of Arts in Education (M.A. in Education) Programme is offered as a full time programme having four semesters. It is primarily based on University Grants Commission guidelines for designing curricula keeping in view the Semester System of Higher Education.

A. COURSE STRUCTURE:

The two-year Master of Arts in Education (M.A. in Education) Programme spread over four semesters consists of sixteen (16) courses including fourteen (14) core courses, and two (02) elective courses. The core courses and elective courses are of six (06) credits each. All the courses lead to a total of 96 credits and every student admitted to the Department will have to complete these credits to be eligible to receive the Degree in Master of Arts in Education (M.A. in Education) from the University. Out of two (02) Elective courses: Elective-I (EDN-334) will be offered in Semester-III, and Elective-II (EDN-344) will be in Semester-IV. Each elective course has four alternatives and a student is required to choose any one out of these. The details of semester-wise courses are as follows:

Semester-I (July to December)

Course	Title of the Course	Core/ Elective	Credit Point	Contact Hour	Full Mark	
					End. Sem.	Cont. Assm
EDN -311	Philosophical Foundations of Education	Core	6	6 x 16	70	30
EDN-312	Psychological Foundations of Education	Core	6	6 x 16	70	30
EDN-313	Sociological Foundations of Education	Core	6	6 x 16	70	30
EDN-314	Methodology of Educational Research	Core	6	6 x 16	70	30
Sub-Total			24	384	400	

Semester – II (January to June)

Course	Title of the Course	Core/ Elective	Credit Point	Contact Hour	Full Mark	
					End. Sem.	Cont. Assm
EDN -321	Techniques of Analysis in Educational Research	Core	6	6 x 16	70	30
EDN-322	Development of Education in India	Core	6	6 x 16	70	30
EDN-323	Curriculum Studies	Core	6	6 x 16	70	30
EDN-324	Educational Planning and Management	Core	6	6 x 16	70	30
Sub-Total			24	384	24	

Semester-III (July to December)

Course	Title of the Course	Core/ Elective	Credit Point	Contact Hour	Full Mark	
					End. Sem.	Cont. Assm
EDN -331	Dissertation-I (Review and Proposal)	Core	6	6 x 16	100	
EDN-332	Assessment in Education	Core	6	6 x 16	70	30
EDN-333	Educational Technology	Core	6	6 x 16	70	30
EDN-334	**Elective I (Any one)**	Elective	6	6 x 16	70	30
	EDN-334.1: Environmental Education					
	EDN-334.2: Economics of Education					
	EDN-334.3: Inclusive Education					
	EDN-334.4: Open and Distance Learning					
	Sub-Total		**24**	**384**	**400**	

Semester -IV (January to June)

Course	Title of the Course	Core/ Elective	Credit Point	Contact Hour	Full Mark	
					End. Sem.	Cont. Assm
EDN -341	Dissertation-II (Report Writing and Viva-Voce)	Core	6	6 x 16	100	
EDN-342	Educational Thought and Practices of RabindranathTagore	Core	6	6 x 16	70	30
EDN-343	Yoga Education	Core	6	6 x 16	70	30
EDN-344	**Elective II (Any one)**	Elective	6	6 x 16	70	30
	EDN-344.1: Peace and Values Education					
	EDN–344.2: Teacher Education					
	EDN–344.3: Education for Differently Abled					
	EDN–344.4: Comparative Education					
	Sub-Total		**24**	**384**	**400**	
	GRAND TOTAL		**96**	**1536**	**1600**	

B. PROGRAMME TRANSACTION

The Medium of Instruction and Examination in the M.A. in Education Programme shall be English. The mode of transaction inside and outside classroom involves lectures, discussions, presentations, demonstrations, seminars, individual assignments, and group works.

C. EXAMINATION ORDIINANCE

1. Two-year M.A. in Education Programme follows semester system with continuous assessment as an integral part of it.
2. The Medium of Instruction and Examination shall be English.
3. The duration of semesters shall normally be as follows: Semester I & III (Odd Semesters): July to December, Semester II & IV(Even Semesters): January to June
4. Each semester shall end with a terminal examination i.e. End Semester Examination. The End Semester Examination of Semester I & III shall preferably be held between 1st to 20th December and the End Semester Examination of Semester II & IV shall preferably be held between 26th April to 15th May in each academic session.

5. (a) In each theory course (except EDN-312), 30% of the total marks (30 marks out of 100) will be earmarked for continuous assessment. The 30 marks out of 100 will be distributed as follows: 20 marks for two written internal tests and 10 marks for one assignment followed by presentation or viva-voce. (b) In course EDN-312: Psychological Foundations of Education, out of 70 marks earmarked for End Semester Examination 50 marks for Theory Examination of 2 hrs duration and 20 marks for Psychological Practical Examination for 3 hours duration; out of 30 marks earmarked for continuous assessment 20 marks for two written internal tests and 10 marks for psychological practical. (c) The answer scripts of theory courses will be assessed as per university examination ordinance.

6. (a) Semester-III offers a part of the course on Dissertation (Course No. EDN-331: Review and Proposal)) and Semester-IV offers the remaining part of it (Course No. EDN-341: Report Writing and Viva-Voce). The students shall have to complete and submit their dissertation two weeks before starting of the End Semester Examination of Semester-IV.

7. (a) All the faculty members will evaluate 100 marks (50 for Review Work + 50 for Research Proposal) for presentation of the review and the research proposal by the candidate. The final marks will be calculated by averaging the marks given by all the faculty members present during the presentation. This has to be completed before two weeks of the commencement of End Semester Examination of Semester-III. (b) A board of two (02) examiners consisting of the supervisor (internal examiner) and the external examiner, recommended by the Board of Studies in Education will evaluate the Report Writing on dissertation for 70 marks and Viva-Voce Examination on dissertation for 30 marks in Semester-IV. The marks given by both internal and external examiners will be averaged to get final mark.

8. (a) The supervisors will be allotted by the Departmental Committee immediately after commencement of third semester, which will be approved in Board of Studies (BOS) in Education. (b) For evaluating the Dissertation one external examiner will preferably be allotted for ten students. Thus one external examiner (preferably an Associate Professor or Professor) shall be invited from other Universities for every ten students. (c) A list of four numbers of external experts along with another alternative list of external experts may be decided by Departmental Committee at the beginning of the fourth semester, which will be approved in Board of Studies (BOS) in Education. In case any examiner from among the four experts does not agree or give consent to act as an external examiner, any one from the alternative list may be invited to act as external examiner

9. Question Paper setters, moderators, examiners, and review examiners of theory courses shall be recommended by the Board of Studies (BOS) in Education.

10. A Board of Moderators will consist of four members: one External Expert (not below the rank of Associate Professor), two faculty members of the Department, and Head of the Department.

11. The Department will announce the elective courses to be offered at the beginning of Semester III and IV. Students shall formally choose any course they intend to take within one week of the commencement of the classes.

12. The duration of each theory course in the End Semester Examination will be of three (03) hours for total marks of 70, except Dissertation (EDN-331 and EDN-341) and EDN-312: Psychological Foundations of Education. In EDN-312, there will be End Semester Examination (Theory) of 2 hrs duration for 50 marks and End Semester Examination (Psychological Practical) of 3 hours duration for 20 marks.

13. The pass marks for each of the theory courses, and the Dissertation will be 40 % of the total marks. Candidates who fail to secure 40 % marks in any course of any even/odd semester will be declared as failed in that particular course. A candidate may appear as Back Candidate in that course and s/he will get two consecutive chances to clear a course of any End Semester Examination including the first chance, and s/he will be allowed to avail these chances only with the odd and even semesters as the case may be.

14. The marks of the continuous assessment should be displayed in the Department seven days prior to forward the same to the office of the examinations. In case any student finds any mistake in his/ her marks s/he should apply in writing to the HOD within a period of seven days from the date of display of marks for necessary correction. Once the marks of the continuous assessment are submitted to the office of the Deputy Registrar

(Examinations) by the Department, the marks cannot be changed. All marks under continuous assessment should reach to the office of the Deputy Registrar (Examinations) at least ten days before the commencement of each Semester Examination.

15. There shall be a Departmental Internal Assessment Committee (DIAC) which will meet periodically to carry out the following functions:
    (a) To assist the Head of the Department in implementing the programme of continuous assessment.
    (b) To receive marks from the Head of the Department and tabulate them.
    (c) To maintain a Marks Register.
    (d) The composition of DIAC will be Head, and three faculty members of the department nominated by the Head.

16. Within seven days of the internal tests, respective teachers shall submit their marks in the prescribed format to the HOD.

17. The HOD will call a meeting of the faculty members at least twice in a semester in order to make an overall assessment of the course and reviewing the progress of students' courses.

18. In order to be eligible to appear the End Semester Examination students must attain the required percentage of attendance as per the existing University rules. A self-declaration in this regard has to be submitted by every student at the time of admission duly signed by the students and his/her parent(s)/guardian.

19. There is provision of review courses following declaration of End Semester Examination as per the university examination rules.

20. In case a student fails to appear in the End Semester Examination of a given Semester but appears in continuous assessment of the courses, his/her marks of continuous assessment will remain valid during his/her next chances. But if a student remains absent or scores low or nil marks in continuous assessment, s/he will not be permitted to reappear for continuous assessment after the Semester is over.

21. (a) In the course Credit (C) System, the Grade and Point (P) earned by a candidate on the basis of his/her performance in various assessment including the performance in End Semester Examination shall be as follows:

Marks obtained	Grade	Point (P)	Remarks
90 % and above	S	10:00	Special
80 % to below 90 %	O+	9:00	Outstanding
70 % to below 80 %	O	8:00	Very Good
60 % to below 70 %	A	7:00	Good
50 % to below 60 %	B	6:00	Fair
40 % to below 50 %	C	5:00	Poor
Below 40 %	F	1:00	Fail

(b) The results of a candidate will indicate the Grade Point Average (GPA) earned by him/her in various assessment including the performance in End Semester Examination and the Cumulative Grade Point Average (CGPA) of all subsequent Semesters on a 10 point scale in which

- **Grade Point = Credit X Point = C X P**

- $$\textbf{GPA} = \frac{\sum \textbf{C x P}}{\sum \textbf{C}} = \textbf{(Sum of Grade Points)} \div \textbf{(Total Credit)}$$

- The CGPA of Semester Examinations is computed as follows:

$$\textbf{CGPA} = \frac{\sum \textbf{Grade Points}}{\sum \textbf{Credits}} \textbf{ of Semesters}$$

$$= \sum \textbf{(Grade Points of Semesters)} \div \sum \textbf{(Credit Points of Semesters)}$$

Example:

Course No	Written	Internals	Total	Grade	Point (P)	Credit (C)	Grade Point (C x P)
01	60	25	85	O+	9	4	36
02	50	18	68	A	7	4	28
03	35	20	55	B	6	4	24
04	55	20	75	O	8	4	32
				Total : 16		120	

GPA = 120 / 16 = 7.5

Final Result

Semester	Credit	Grade Point
I	16	120
II	16	110
III	16	130
IV	16	120
Total :	64	480
CGPA = 480/64= 7.5		Final Grade = O

On the basis of CGPA, Final Grade in the Semester Examination shall be as follows:

S	More than 9 – 10
O +	More than 8 – 9
O	More than 7 – 8
A	More than 6 – 7
B	More than 5 – 6
C	More than 4 - 5

22. The prevalent rules and regulations pertaining to examinations already enunciated and incorporated in University Statutes and Ordinances from time to time are applicable to the cases to which it pertains.

D. COURSES OF STUDY

SEMESTER-I

EDN-311: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives:
On completion of the course, it is expected that the students will be able to:
- *recognize the importance and significance of studying philosophical enquiry as basis of education,*
- *apply the propositions of different philosophical schools in educational practices,*
- *familiar with the contributions of classical philosophies towards education,*
- *comprehend the contemporary developments in educational field and apply those, and*
- *realize the multicultural merger in Indian philosophy and its impact on modern Indian educational thoughts.*

Course Contents:
Unit-I: Basic Concepts of Philosophy and Education: Meaning, Nature Scope and Objectives of Education and Philosophy, Relationship between Philosophy and Education; Concept of Educational Philosophy and Philosophy of Education.

Unit-II: Issues of Philosophy of Education: Meaning, Nature and Educational Importance of Metaphysics; Meaning, Kinds, Sources and Theories of Epistemology; Meaning, Types, Needs and Educational Implications of Axiology; Concept of Religion, Freedom and Discipline w.r.t. Philosophy of Education.

Unit-III: Orthodox Classical Indian Philosophies: *Upanishads, Shrimad Bhagavad Gita, Advaita Vedanta, Sankhya and Nyaya* philosophy with special reference to Aims of Education, Pedagogy and Ideals of Education along with their Educational Implications.

Unit-IV: Heterodox Indian Philosophies: Jainism, Buddhism, Materialism of Charvak, Sikh and Islamic philosophy of education with special reference to Aims of Education, Pedagogy and Ideals of Education along with their educational implications.

Unit-V: Western Schools of Philosophy: Idealism, Naturalism, Pragmatism, Realism, Existentialism, Marxism, Logical Positivism and Humanism with special reference to their Educational Implications.

Unit-VI: Educational Thinkers: Western Thinkers: J. Dewy, Bertrand Russell and Paulo Friere; Indian Thinkers: Mahatma Gandhi, Swami Vivekananda and J. Krishnamurtti

Suggested Readings:
Aggarwal J.C. & Gupta, S. (2006). Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications.
Ahmed, S. (2007). World's Great Educationists. New Delhi: Anmol Publications Pvt. Ltd.
Al-Attas and Naqiub, S. M. (1979). Aims and Objectives of Islamic Education. Jeddah: King Abdul University.
Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi: Sanjay Prakashan.
Black, N. et al. (2003). Philosophy of Education. UK: Blackwell Publishers.
Broudy, H.S. (1955). Building a Philosophy of Education, New Delhi: Prentice Hall of India.
Chaube, S.P. & Chaube, A. (1994). Foundations of Education. New Delhi: Vikas Publications.
Dehlavi, S. (2009). Sufism-The Heart of Islam. New Delhi: Harper Collins India.
Eastern & Western, D. (1949). The Life of Swami Vivekananda. Almora: Advaita Ashram.
Henry, F. (2002). A Study of Gandhi's Basic Education. New Delhi: National Book Trust
Idris, S. (1968). The way of the Sufi. New Delhi: Amaryllis.
Jasta, H.R. (1999). Spiritual Values and Education. New Delhi: Prabhat Prakashan.
Khan, M.S. (1986). Islamic Education. New Delhi: Anish Publishing House.

Kumar, S. (2000). Educational Philosophy in Modern India. New Delhi: Anmol Publications Pvt. Ltd.

Mc Dermott, J. J. (1973). The Philosophy of John Dewey Vol. 2. New York: Putnam Merrill.

Mohanty, J. (1982.). Indian Education in the Emerging Society, New Delhi: Sterling.

Mookerji, R. (1960). Ancient Indian Education – Brahmanical and Buddhist. Delhi: Motilal Banarsidas.

Mukeraji, S.N. (1961). History of Education in India. Baroda: Acharya Book Depot.

Mukerjee, H.B. (1962). Education for Fullness. Bombay: Asia Publishing House.

Myers, E. (1964). Arabic Thought and the Western World in the Golden Age of Islam. New York: Frederick Ungar.

Nandra, I.S. (2010). Philosophical, Sociological and Economic Bases of Education. Patiala: Twenty First Century Publications.

Patel, M. S. (1953). Educational Philosophy of Mahatma Gandhi. Ahmadabad: Navajeevan,

Pathak, R. P. (2007). Philosophical and Sociological Perspectives of Education. New Delhi: Atlantic Publishers.

Rande, E. (1963). Vivekananda's rousing call to nation. Calcutta: Swastik Prakasham.

Rena, R. (1971). Introduction to Indian Philosophy. New Delhi: Tata Mac. Graw Hill Row.

Sharma, P. (2006). Philosophy of Education. New Delhi: APH Publishing Corporation.

Sharma, S.R. (1997). Philosophy of Education in India. New Delhi: Mohit Publications.

Ziauddin Alavi, S.M. (1995). Muslim Educational Thought in the Middle Ages. New Delhi: Atlantic Publishers.

EDN-312: PSYCHOLOICAL FOUNDATIONS OF EDUCATION

Course Objectives:

On the Completion of the Course Students will be able to:

- *conceptualize the theories of learning, motivation and their utility in the teaching- learning process,*
- *understand the concept of development, individual differences, and gain an understanding of different theories of development and its implications,*
- *understand the concept of intelligence, types of intelligence, theories of intelligence and its educational implications,*
- *understand the concept of personality from indian, western perspective and its theories, and develop the knowledge about adjustment, and*
- *get practical exposure about various psychological tests, experiments and demonstrate their understanding.*

Course Contents:

Unit-I: Theories of Learning and Motivation: Concept of Learning and its Perspective; Piaget's Cognitive Learning, Bandura's Social Cognitive Learning Theory, Vygotsky's Social Constructivist Learning and their Educational Implications; Concept and Nature of Motivation, Maslow's Theory of Motivation, McClelland's theory of Motivation & their Educational Implications.

Unit-II: Human Development: Various Dimensions of Human Development; Piaget's Theory of Cognitive Development, Erikson's Theory of Psycho-Social Development, Kohlberg's theory of Moral Development, Freud's Theory of Psycho-Sexual Development and their Educational Implications.

Unit-III: Intelligence: Concept of Intelligence, Emotional Intelligence and Spiritual Intelligence; Theories of Intelligence: Guilford's Theory of Structure of Intellect, Howard Gardner's Multiple Intelligence Theory and its educational implications, Daniel Golemen's theory of Emotional Intelligence and its Educational Implications.

Unit-IV: Personality and Adjustment: Concept of Personality from Indian and Western Perspective, Theory of *Triguna*, Freud's Theory of Personality, Allport's Trait Theory, Assessment of Personality through Different Techniques; Concept, Types and Factors

involved in Failures of Adjustment, Mechanism of Adjustment, School and Classroom Practices for enhancing Adjustment.

Unit-V: Psychology Practical (Any Two Psychological Tests): a) Intelligence Tests, b) Personality Tests, c) Interest Inventories, d) Attitude Scales, e) Creativity Tests, f) Aspiration Scale.

Unit-VI: Psychology Practical (Any Two Psychological Experiments): a) Association , b) Memory, c) Attention, d) Perception, e) Transfer of Learning , f) Concept formation.

Suggested Readings:

Anastasi, A. & Urbina, S. (2010). Psychological Testing (7th Edition). New Delhi: PHI Learning Pvt. Ltd.

Aurobindo, S. (1997). Essays on the Gita (Vol.19).Pondicherry: Sri Aurobindo Ashram Publication Department.

Baron, R.A. (2002). Psychology (5th Edition). Singapore: Pearson Education Asia.

Best, J. W. & Kahn, J.V. (2008). Research in Education (10th Edition). Delhi: Pearson Education.

Chauhan, S.S. (2009). Advanced Educational Psychology (7th Edition). New Delhi: Vikas Publishing House.

Dandapani, S. (2001). Advanced Educational Psychology (2nd Edition). New Delhi: Anmol Publications Pvt. Ltd.

Dunlosky, J. & Metcalfe, J. (2008). Metacognition (1st Edition). Sage Publications, Longman.

Hacker,D.J;Dunlosky, J.& Graesser,A.C.(2009). Handbook of Metacognition in Education. New York: Routledge, Taylor and Francis.

Hurlock, E.B.(2010). Child Development (6th Edition). New Delhi:Tata McGraw Hill Education Pvt. Ltd.

Kundu, C.L. (1989). Personality Development. New Delhi: Sterling publishers Pvt. Ltd.

Mangal, S.K. (2011).Essentials of Educational Psychology. New Delhi: Prentice-Hall of India Pvt. Ltd.

NCERT (2005). National Curriculum Framework.New Delhi: NCERT.

Rajamanickam, M.(1925). Experimental Psychology with Advanced Experiments. New Delhi: Concept Publishing Company.

Santrock, J. W. (2006). Educational Psychology, Classroom Update: Preparing for PRAXIS and Practice. TATA McGraw-Hill.

Woolfolk, A; Misra, G .& Jha, A.K. (2012). Fundamentals of Educational Psychology (11th Edition). New Delhi: Pearson.

EDN-313: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Objectives:

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

- *comprehend sociological foundations of education,*
- *familiarize with the sociological inquiry and its relevance in the process of education,*
- *interpret social structure, culture and social inequality in indian society,*
- *recognize the role of education in a changing social context,*
- *provide an understanding of certain current problems and issues of education in the social context,*
- *recognize the contribution of sociology towards the discipline, education,*
- *recognize the relevance of educational sociology as forming ground of the discipline, 'education' , and*
- *analyze the sociological and cultural dimensions of education and the related issues in pretext of present era.*

Course Contents:
Unit-I: Sociological Foundations of Education: Concept of sociology and educational sociology; Relationship between sociology and education; Nature, scope, function, and importance of Educational Sociology.

Unit-II: Role of Education for Socialization: Concept and nature of socialization; Role of education in the process of socialization; Family, school, community, religion, culture and economy as agents of socialization; Socialization and Caste, Class, Language, Religion, population and regionalism.

Unit-III: Education for Social Change: Meaning, nature of Social change and its impact on Modernization, Development and Technology; Relationship between Education and social change; Role of Family, school, media and religion promoting social change; Impact of modernization, technology and development on social change.

Unit-IV: Education and Social Stratification: Education as a social system, as a social process and a process of social progress; Meaning, nature, types and factors of Social stratification; Education and social stratification; Education as a potential equalizing social force-Equality of educational opportunities.

Unit- V: Impact of Education: Meaning, factors and types in social mobility; Role of education in social mobility; Impact of Education on socially and economically disadvantaged section of society with special reference to SC's, ST's, Women's, Transgender, and Rural population.

Unit-VI: Current Trends: Concept of secularism and its educational implications; Political control and interference in the administration and management of educational institutions; Concept of acculturation and its impact on education and society; Concept and impact of globalization and privatization on education and society.

Suggested Readings:
Bhattacharya & Srinivasan. (1962). Society and education. Calcutta: Academic Publishers.
Blackledge, D. & Hunt, B. (1985). Sociological interpretations of education. London: Croom Helm.
Bowen, J and Hobson, P.R. (1974). Theories of education. London: John Wiley and sons
Brookoner, W.B. & Gottlieb, D. (1964). A sociology of education. New York: American Book Company.
Brown, S. I. (1947). Educational sociology. New Delhi: Prentice Hall.
Bruner, J.S. (1964).The process of education. Delhi: Atmaram and Sons.
Burgess, R.G. (1986). Sociology, education and schools: An introduction to the sociology of education. London: B.T. Bastford Ltd.
Chitnis, S. (1974). Sociology of education: A trend report in a survey of research in sociology and social anthropology. New Delhi: ICSSR.
Cook, L.A. & Cook, E.E.A. (1960). Sociological approach to education. New York: McGraw Hill.
Cox, W. L., & Mercer, B. E. (1961). Education in democracy. New York: McGraw Hill.
Dewey, J. (1956). The school and society. Chicago: University of Chicago Press.
Dewey, J. (1963). Democracy and education. New York: Macmillan.
Dukhiem, E. (1956). Education and sociology. New York: The Free Press.
Freire, P. (1993). Pedagogy of the oppressed (new revised edition). Penguin Books.
International encyclopedia of education. (1994). 2nd edition. Perganon Press.
Mannheim, K. & Steward, W.A.C. (1962). An introduction to sociology of education. London: Routledge and Kegan Paul.
Morris, I. (1978). The sociology of education: An introduction. London: William Cloves Limited.
Ottaway, A. K. C. (1962). Education in society: An introduction to sociology of education. London: Routeledge and Kegan Paul.
Ottaway, A.K.C. (1955). Education and society. London: Routledge and Kegan Paul.

Parsons, P. (1951). The social system. USA: Free Press.

Peters, R.S. (ed), (1975). Concept of education. London: Oxford University Press.

Premnath. (1957). The bases of education. Delhi: S. Chand & Co.

Ruhela, S. P. (1969). Social determinants of educability in India. New Delhi: Jain Brothers Publishers.

Sharma, R. (1996). A handbook of sociology. New Delhi: Anmol Publication.

Sharma, S. R. & Kaushik, V. (2005). Education and social change. New Delhi: Anmol Publications.

Singh, Y. (2007) Sociological foundation of education. New Delhi : A.P.H. Publishing Corporation.

Sprott, U. (1958). Human groups. UK: Pelican Books.

Swift, D. F. (1970). Basic readings in sociology of education. London: Routledge & Kegan Paul.

Tagore, R. N. (*) Siksha. Kolkata: Granthan Bivaga, Visva-Bharati.

EDN-314: METHODOLOGY OF EDUCATIONAL RESEARCH

Course Objectives:

On completion of this course, it is expected that the students will be able to:
- *comprehend the nature and process of undertaking research in education,*
- *understand different approaches to educational research,*
- *select the method appropriate for undertaking a research problem, and*
- *develop research proposal and write a ood research report.*

Course Contents:

Unit-I: Concept of Research in Education: Meaning and purposes of educational research; Basic research, applied research and action research in education; Processes of educational research; Meaning, criteria, identification, objectives, research questions and hypotheses of a research problem in education.

Unit-II: Quantitative Methods of Research: Concept and characteristics of quantitative research; Experimental Research: Characteristics, process of and variables in experimental research, Controlling of extraneous variables, True and Quasi-experimental research designs; Non-Experimental Research: Meaning, characteristics, process and designs of Causal-comparative, Correlational and Survey.

Unit-III: Qualitative and Mixed Methods of Research: Concept and characteristics of qualitative research; Process of Historical Research; Meaning, characteristics and process of conducting Case Studies, Ethnographic research and Grounded Theory in education; Meaning, rationale, and steps in conducting a mixed methods study in education.

Unit-IV: Sampling Designs: Concept of population, sample, sampling unit, and sampling frame; Meaning and criteria of sampling design; Random, Stratified, Systematic, Cluster and Purposive sampling designs; Determination of sample size; Sampling error and sampling bias.

Unit-V: Research Tools: Meaning, types, nature and importance of Test, Inventory, Scale, Questionnaire, Check List, Schedule, Interview, Observation and Participant Observation in quantitative, qualitative and mixed research methods.

Unit-VI: Research Proposal, Report and Ethics: Structure and style of academic research and project research proposals; Structure and style of research report; Code of ethics in research; Plagiarism.

Suggested Readings:
Best, J. W. & Kahn, J. V. (2008). Research in education (10th edition). Delhi: Pearson Education.

Borg, W. R. & Gall, M. D. (1983). Educational research: An introduction. New York: Longman, Inc.

Burns, R. B. (2000). Introduction to research methods. New Delhi: Sage Publication.

Christensen, L. (2007). Experimental methodology. Boston: Allyn & Bacon.

Flick, U. (2009). An introduction to qualitative research. Lon Angles: Sage.

Fraenkel, J. R. & Wallen, N. E. (1996). How to design and evaluate research in education. New York: McGraw Hill.

Jill, P. & Penny, L. (2005). Researching learning difficulties- A guide for practitioners. Paul Chapman Publishing.

Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publications.

Kerlinger, F. N. (1978). Foundation of behaviour research, Delhi: Surjeet Publication.

Koul, L. (2008). Methodology of educational research. New Delhi: Viksha publishing House Pvt. Ltd.

Kundu, D. (2010). Advances in educational research in India. Vol. I & II. New Delhi: Yash Publication.

Lichtman, M. (2010). Understanding and evaluating qualitative educational research. New Delhi: Sage.

Lunenburg, F. C. (2008). Writing a successful thesis. California: Corwin Press.

Machi, L. A. (2009). The literature review. California: Corwin Press.

Mertens, D. M. (1997). Research methods in education and psychology. New Delhi: Sage Publication.

Peterson, R. A. (2000). Construction of effective questionnaires. New Delhi: Sage.

Sapsford, R. (1999). Survey research. New Delhi: Sage Publication.

Sax, G. (1979). Foundations of educational research. New Jersey : Prentice – Hall .

Scott, D. and Usher, R. (1996). Understanding educational research. New York: Rout ledge.

Shank, G.D. (2002). Qualitative research. Columbus, Ott: Merill: Prentice Hall.

Singh, A. K. (1986). Test, measurement and research methods in behavioral sciences. New Delhi: McGraw Hill.

Sixth survey of educational research: 1993-2000. (Vol. I). (2006). New Delhi: NCERT.

Sixth survey of educational research: 1993-2000. (Vol. II). (2007).New Delhi: NCERT.

Stake, R. E. (1995). The art of case study research. Thousand Oaks: C.A: Sage.

Thomas, R. M. (2008). Thesis and dissertation. California: Corwin Press.

Travers, R. M. W. (1978). An introduction to educational research (4th edition). London: MacMillan.

Walford, G. (2005). Doing qualitative research. London: Continuum.

Wiersma, W. & Jurs, S.G. (2009). Research methods in education (9th edition). Delhi: Pearson Education.

EDN -321: TECHNIQUES OF ANALYSIS IN EDUCATIONAL RESEARCH

Course Objectives:
  On completion of this course, it is expected that the students will be able to:
  - *understand the nature of data and their description,*
  - *predict value of a dependent variable based on the values of one or more independent variables,*
  - *formulate and test specific hypotheses,*
  - *generalize quantitative and qualitative data with confidence, and*
  - *use appropriate techniques of analyses to analyze quantitative and qualitative data.*

Course Contents:
Unit-I: Descriptive Analyses: Data Types: Discrete and continuous; Quantitative and Qualitative, Parametric and Non-parametric; Normal Distribution: Characteristics, measures, and applications of Normal Probability Curve.

Unit-II: Correlation Analysis: Biserial and Point-Biserial correlations, Tetrachoric and Phi correlations, Partial and Multiple correlations; Linear Regression Analysis: Concept of regression, regression equation and its application.

Unit-III: Basics of Inferential Analysis: Basic Concept: Null and alternative hypotheses, level of significance, confidence limit, types of errors, one-tailed test and two-tailed test of significance, degree of freedom; Estimation of a Parameter: Statistic and parameter; Sampling distribution, sampling error and standard error; Significance of Mean, Standard Deviation and Percentage; Estimation of a parameter.

Unit-IV: Parametric Inferential Analysis: Testing of Hypotheses; Significance of Differences (small and large samples; independent and correlated samples) between Means Proportions, and Variances; Concept and uses of Analysis of Variance (ANOVA) and Analysis of Co-variance (ANCOVA); Concept of t-test and F-test; One way ANOVA and Two-way ANOVA.

Unit-V: Nonparametric Inferential Analysis: Assumptions of nonparmetric analysis; Concept of t-distribution, normal distribution and Chi Square distribution; Chi Square Tests: Goodness-of-fit test and Test of Independence; Median Test; Mann-Whitney *U* test; Basic ideas of using of Software for analyzing quantitative data.

Unit-VI: Qualitative Data Analysis: General Approach to Data Analysis: Coding, memoing, segmenting, categorization; Specialized Approach: Narrative analysis (interpretive), Discourse analysis (Language), Grounded theory analysis (Grounded theory); Directional Analysis: Inductive approach for conceptualizing the data, Thematic approach for identifying clusters and patterns in data; Basic ideas of using of Software for analyzing qualitative data.

Suggested Readings:
Asthana, H. S. & Bhushan, B. (2007). Statistics for Social Sciences. New Delhi: Prentice Hall.
Best and Kahn (2011). Research in Education. New Delhi: PHI.
Cononver, W. J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
Ferguson, G. (1981). A Statistical Analysis in Psychology and Education. New York: McGraw Hill.
Garrett, H. E. (2005). Statistics in Education and Psychology. New Delhi: Paragon International.
Gibbons, J. D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.

Glan, G. V. & Hopkins, K. D. (1996). Statistical Methods in Education and Psychology. (3rd edition). Boston: Allyn & Bacon.

Guilford, J. P. & B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-6th edition).

Henry, G. T. (1995). Graphing Data: Techniques for Display and Analysis. Thousand Oaks, CA: Sage.

Howell, D. C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.

Huck, S. W. (2007). Reading Statistics and Research. Boston: Allyn & Bacon.

Miles, M. B. & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook. Thousand Oaks, CA: Sage.

Popham & Sirohic (1993). Educational Statistics: Use and Interpretation. New York: Harper and Row.

Seigal, S. Y. (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.

EDN-322: DEVELOPMENT OF EDUCATION IN INDIA

Course Objectives:

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

- *conceptualize the objectives, Agencies, Curriculum, Teaching Method, Teacher Pupil relationship and discipline, Merits and Demerits of Vedic, Buddhist and Muslim Education System,*
- *familiar with the contribution of various major Committees and Commissions on Education set up during British period,*
- *acquire the knowledge of Policies and Programmes related to various level of education since independence, and*
- *recognize the importance of recent initiatives in the field of education and the provisions made for realizing it.*

Course Contents:

Unit-I: Education in Ancient India: Objectives, Agencies, Curriculum, Teaching Method, and discipline in Vedic and Buddhist Education; Educational institutions/ Centres of higher learning in Ancient India.

Unit-II: Education in Medieval India: Nature, Objectives, Types and implications of Islamic Education; Parallel systems of Hindu and Muslim education.

Unit-III: Education in British India (1854 to 1904): Recommendations of Early Missionary Activities and Raja Rammohan Roy; Macaulay's Minutes (1835); Wood's Despatch (1854); Hunter Commission (1882); Indian Universities Commission (1902) and Indian Universities Act (1904).

Unit-IV: Education in British India (1904 to 47): Calcutta University Commission 1017-19; Basic Education and Zakir Hussain Committee (1938); Sergeant Report (1944); Growth of National Consciousness and National Education Movement.

Unit-V: Education in Post-Independent India: Education as Fundamental Right, Directive Principles of State Policy; Salient features and recommendations of University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1964-66); National Policy on Education (1986); Programme of Action (1992).

Unit-VI: Recent Initiatives in Indian Education: Delors Commission 1996, National Knowledge Commission (2006); Right to Education Act-2009; and NPE Draft 2016.

Suggested Readings:
Aggarwal, J. C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.

Aggarwal, J. C. (2013). Landmarks in the history of Modern Indian Education (7th edition). New Delhi: Vikas Publishing House Pvt. Ltd.

Altekar, A. S. (1951). Education in ancient India. Banaras: The India Book House.

Banerje, J. P. (1985). Education in Indian Past, Present and Future. Vol. 1. Calcutta: Central Library.

Biswas, A. & Agrawal, S. P. (1994). Development of Education in India: A historical survey of educational documents before & after independence. New Delhi: Concept Publication.

Chatterjee, C. (1957). Vedantic Education. Lucknow: Gouranga Cultural Research Institute.

Dutta, D. M. (1958). Six ways of Knowing. Calcutta: University Press.

Hiriyana, M. (1949). The Essentials of Indian Philosophy. London: George Allen & University.

Hiriyana, M. (1983). Outlines of Indian Philosophy. Bombay: Blackie & Son.

Keay, F. E. (1980). Ancient Indian Education: Origins, Development & Ideals. New Delhi: Cosmo Publications.

Khan, M. S. (1990). Education, Religion & the Modern Age. New Delhi: Asia Publications House.

Mitra, V. (1964). Education in Ancient India. New Delhi: Arya Book Depot.

Mookherjee, R. K. (1960). Ancient Indian Education: Brahminical & Buddhist. Delhi: Motilal Banarasi Das.

Nurullah S. S. & Naik J. P. (1951). History of Education in India (1800-1947). Calcutta: Macmillan & Co Ltd.

EDN-323: CURRICULUM STUDIES

Course Objectives:

On the completion of the course students will be able to:
- *develop understanding of underlying approaches to curriculum and curriculum design,*
- *develop understanding of underlying principles of curriculum development and implementation,*
- *develop understanding of underlying principles of curriculum evaluation, and*
- *develop understanding on National and International curriculum concerns.*

Course Contents:

Unit-I: The Field of Curriculum: Curriculum Approaches: Behavioral, Managerial, Systems, Academic, Humanistic, Reconceptualist; Definition and Foundations (Philosophical) of Curriculum; Curriculum Design: Components of Designs, Design Dimension Considerations; Planned & Unplanned Curriculum

Unit-II: Curriculum Development: Curriculum Development: Technical-Scientific Approach (Tyler and Taba) and Non Technical-Non Scientific Approach (Approach in General and Deliberation Model), Enacting Curriculum Development, Participants in Curriculum Development.

Unit-III: Curriculum Implementation: The Nature of Implementation, Implementation as a Change Process, Curriculum Implementation Models.

Unit-IV: Curriculum Evaluation: Nature & Purpose of Evaluation, Approaches to Evaluation (Scientific Vs Humanistic; Utilitarian Vs Intuitionist; Formative Vs Summative), Evaluations Models (Scientific, Humanistic, Action-Research), Testing (NRT & CRT); Human Issues of Evaluation.

Unit-V: National Curriculum Concerns: UGC Model Curriculum; National Curriculum Framework of NCERT (NCF-2005); National Curriculum Framework for Teacher Education of NCTE (NCFTE-2009);

Unit-VI: International Curriculum Concerns: International Scenes in Education- Finland, Australia, China; Curriculum Framework Guidelines of UNESCO.

Suggested Readings:

Arora, G.L. (1988). Curriculum and quality in education, New Delhi: NCERT.

Goodson, I. F. (1994). Studying curriculum: Cases and methods. Buckingham: Open University Press.

Gwynn, J.M. (1960). Curriculum principles and social trends. New York; The Macmillan Company,

Mamidi, M. R. and Ravishankar, S. (eds.).Curriculum development and educational technology, New Delhi: Sterling Publishing Pvt. Ltd.

NCERT (2005). National curriculum:A Framework. New Delhi: NCERT.

Oliva, P. F.(1988).Developing the curriculum(2nd edition). Scotland Foresman and Company.

Popham, W.J. (1993). Educational evaluation, New York : Allyn & Bacon.

Pratt, D. (1980). Curriculum design and development. New York: Harcourt Brace Jovanovich Inc.

Pratt, D. (1995). Curriculum development. Open University Press.

Saylor, J., Galenr, W. M. Alexander and Arthur J. L. (1980). Curriculum planning for better teaching and learning (4 th edition). New York: Hold Renehart and Winston

Taba, H .(1962). Curriculum development: Theory and practice, New York: Harcourt BraceJovanovich.

Tyler, R.W.(1974).Basic principle of curriculum and instruction. Chicago: The University of Chicago Press.

EDN-324: EDUCATIONAL PLANNING AND MANAGEMENT

*Course Objectives***:**

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

- *understand the concept, importance and approaches of educational planning,*
- *understand how to develop plan in education,*
- *develop knowledge of managing human, financial and other resources, and*
- *develop skills how to reduce conflicts, manage the changes and apply techniques for better management of educational institutions.*

Course Contents:

Unit-I: Conceptual Framework of Educational Planning: Concept and Importance of Planning in Education; Concept of Annual Plan, Rolling Plan and Five Year Plan; Concept of Educational planning; Social Demand, Rate of Return, and Manpower Requirement Approaches to Planning in Education; Five Year Plans relating to Education.

Unit-II: Structure and Procedures of Educational Planning: Structure of Educational Planning at the Centre and the State; Functions of Agencies of Educational Planning at the Centre and States; Structure and Role of NITI Ayog; Procedures for Developing Plans for Education at State and Centre Levels.

Unit-III: Conceptual Framework of Educational Management: Educational management in Ancient and Mediaeval Period of India; Development of Management Thoughts and Practices with reference to F.W. Taylor, Henry Fayol and Elton Mayo; Concept, Elements, Components and Principles of Educational Management; Application of Systems Approach for Management of Educational Organizations.

Unit-IV: Management of Human Resource: Concept of Human Resource; Code of Ethics for Teachers, Students and Non-Teaching Staff; Factors facilitating Professional Growth of Teachers; Nature of and Techniques for Management of Intra-Personal and Inter-Personal Conflicts; Leadership styles.

Unit-V: Management of Financial Resource: Types of sources of income (public & private); Mobilization of Financial Resources; Economization of Expenditure in Education; Planning Programming Budgeting System (PPBS); Types, Forms, and Process of Budgeting in an Educational Organization.

Unit-VI: Techniques and Policy Perspective of Educational Management: Policy Measures relating to Educational Management in India: NPE 1968, NPE 1986 (1992), POA 1092, Draft NPE 2016; Management Techniques of MBO, PERT and SWOT Analysis; Educational Management and Change.

Suggested Readings:

Aggarwal, J. C. (1995).Educational planning, budgeting and financing. New Delhi: Arya Book Depot.

Bhagia. H. M. et al. (1990).Educational administration in India and other developing countries. New Delhi: Commonwealth Publication.

Bhatanaga, R. P. & Aggarwal, V. (1996).Educational administration supervision planning and financing. Meerut: R. Lal Book Depot.

Chatterjee, S.K. (1996). Development administration. Delhi: Surjeet Publication.

Desai, A. R. (2005). *Management and educational policy*. New Delhi: NCERT

Drucker, P.F. (1973).Management: Tasks, responsibilities and practices. New York: Harper & Row.

Flippo, E. B. (1984).Personnel management (7th edition). New York: McGraw Hill.

Fred, E. F. (1967). A theory of leadership effectiveness. New York, McGraw-Hill.

Goel, S. D. (1987).Modern management techniques. New Delhi: Deep and Deep.

Government of India. ( ). Tenth, Eleventh and Twelfth Five year Plans. New Delhi: Planning Commission.

Gupta, C. B. (1992).Contemporary management .New Delhi: Ashis Publishing House.

Jaygopal, R. (1997).Human resource development : Conceptual analysis and strategies. New Delhi: Sterling Publishing Pvt. Ltd.

Luthans, Fred. (1996).Organizational behavior. Tokyo: McGraw Hill International Book Co.

Mathur, S.S. (1999): Educational Administration and Management. Ambala Cant: The Associated Publishers.

Merredydd, H. & et.al. (1985). Managing education. New York: Holt Rinehart.

Middlewood, D. (1999). human resource management in schools and colleges. Lumbey Paul Chapman (SAGE, India).

Mukherjee, S.S. (No Date).Theory and practice of management education in India : Today and Tomorrow.

NIEPA.(1971).Modern management techniques in educational administration. New Delhi: Asian Institute of Educational Planning and Administration.

Padmanabhan, C. B. (1998).Educational financing and structural adjustment policies in India. Delhi: Common Wealth.

Premila, C. S. (1997). Educational planning and management. New Delhi: Sterling Publishers Pvt. Ltd.

Sharma, R.N. (2007).*Educational administration, management and organization*. Delhi: Surjitct Publications

Stoner, James A. F., Freeman, R. E. & Gibert, D. R. (2005).Management(6th Edition).Delhi: Allen, L. A. (1975). Professional Management. Tata Mc Graw-Hill.

EDN-331: DISSERTATION-I (REVIEW AND PROPOSAL)

Students are required to review studies in their respective interest area of research and present a proposal of a research problem in education.

EDN-332: ASSESSMENT IN EDUCATION

Course Objectives:
On completion of the course the students will be able to:
- *develop the concept of assessment and its basic principles,*
- *aware of assessment tools and techniques and how to determine their efficiency,*
- *construct varieties of items and develop different assessment tools and techniques, and*
- *grade and compare their performance across subjects and grade.*

Course Contents:
Unit-I: Basics of Assessment: Concept, Characteristics and Interrelationship among Testing, Measurement, Assessment and Evaluation; Assessment as a Process; General Principles of Assessment; Procedures of Assessment; Scales of Measurement; Measurement Errors.

Unit-II: Tools and Techniques of Assessment: Achievement Tests, Intelligence Tests, Aptitude Tests, Questionnaire, Rating Scale, Check List, Observation, Interview as Tools and Techniques of Assessment; Norm Referenced Test and Criterion Referenced Test.

Unit-III: Efficiency of Assessment Tools and Techniques: Concept and Types of Reliability; Concept and Types of Validity; Estimation Reliability and Validity; Factors affecting Reliability and Validity; Objectivity; Usability; Types, Characteristics and Establishment Norms.

Unit-IV: Basics to Assessment Tools and Techniques Construction: Taxonomy of General and Specific Instructional Objectives; Table of Specifications; General Principles of Item Writing; Specific Principles of Writing Essay and Objective Types of Items; Constructing Performance Tasks and Interpretive Exercises; Determination of Difficulty Values and Discrimination Indices of Test Items.

Unit-V: Construction of Assessment Tools and Techniques: Steps of Test Standardization; Preparation of Test Manual, Test Booklet and Scoring Key; Construction of a Questionnaire; How to conduct Observation and Participant Observation; How to conduct Interview.

Unit-VI: Expression of Students' Performance: Transformation of Raw Scores to Derived Scores such as Percentiles, Sigma Scores, Z-Scores, T-Score, and Stanine; C-Scale**;** Marking and Grading; Choice Based Credit System and Transfer of Credits.

Suggested Readings:
Anastasi, A. (1976). Psychological testing. New York: Memillan Publishing Co. Inc.
Bloom, B. (1956). Taxonomy of educational objectives. New York: Longmans.
Bloom, B. S. & Others. (1971). Handbook of formative and summative evaluation of student learning. New York: McGraw Hill Book Co.
Bloom, D. F. & Budd, W. C. (1972). Educational measurement and evaluation. New York: Harper & Row.
Brown, F.G. (1976). Principles of educational and psychological testing. New York: Holt Rinehart and Winston.
Cronbach, L. J. (1970). Essentials of psychological testing (3rd edition), New York: Harper & Row

Ebel, R.L. &. Frisbei, D. A. (1986). Essentials of education measurement. New Delhi: Prentice-Hall India Pvt. Ltd.

Freeman, F. S. (1975). Theory and practice of psychological testing. New Delhi: Oxford IBH, Publishing Co.

Harper (Jr.), A.E. & Harper, E.S. (1990).Preparing objective examination: A handbook for teachers students and examiners. New Delhi: Prentice-Hall India Pvt. Ltd.

Kubiszyn, T. & Borich, G. (1977). Educational testing and measurement: Classroom

Linn, R. L. & Miller, M. D. (n.d.). Measurement and Assessment in Teaching(9th ed.), India: Pearson Education

Sax. G. (1974).Principles of educational measurement and evaluation. California: Woodworth Publishing.

Singh, A. K. & Sen Gupta, A. (2008). General classroom achievement test. Agra: National Psychological Corporation.

Stanley, J.C. and Hopkins, K.D. (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice-Hall India Pvt. Ltd.

Thorndike R. L. &. Hagen. E. P. (1977).Measurement and evaluation in psychology and education (4th edition). New York: John Wiley & Sons.

Tuchman B. W. (1975). Measuring educational outcome: Fundamental of testing. New York: Harcourt Brace Jovanovich.

Wireman, W. and Jurs, S. G. (1985). Educational measurement and testing. Boston: Allyn & Bacon, Inc.

Wittrock, M. C. & Wiley, D. E. (ed.) (1970). The Evaluation of instruction. New York: Holt Rinehart.

EDN–333: EDUCATIONAL TECHNOLOGY

Course Objectives:
On completion of this course, it is expected that the students will be able to:
- *understand the concept, nature, scope and significance of educational technology,*
- *use technology in teaching and learning process,*
- *apply ICT for management of classroom and institution, and*
- *manage change based on emerging trends in educational technology.*

Course Contents:

Unit-I: Basics of Educational Technology: Concept, nature, scope and significance of Educational Technology; Technology in Education and Technology of Education; Teaching Technology, Instructional Technology and Behaviour Technology; Hardware and Software; Systems Approach; Cybernetics.

Unit-II: Communication & Communication System: Concept, Nature, Process, Modes and Barriers of Communication; Effective Classroom Communication & Role of Teacher; Basic knowledge of Communication Systems (Telephone System, Cellular Systems, Packet Data Systems, Satellite Systems, Microwave Systems, Fiber Optic Systems)

Unit-III: Instructional Technology: Levels of Teaching; Phases of Teaching; Modification of Teaching Behaviours: Micro Teaching; Simulated Teaching, Flanders' Interaction Analysis; Instructional Strategies; Personalized System of Instruction (PSI).

Unit-IV: Application of ICT: Concept of ICT; ICT Recourses; ICTs in Teaching Learning; Applications of ICTs in Classroom, Institutions and Professional Development of teachers.

Unit-V: Research in ET: Teleconferencing, CAI, Problems of new technology; Current researches in educational technology and ICT; Academic and Research content on the web: Online journals and abstraction services; e-Education and E-content development.

Unit-VI: Emerging Trends in ET: EDUSAT, NME-ICT, MOOCs, Major Institutions of Educational Technology in India and their role teaching learning: CIET, AVRC, EMRC, CEC-UGC.

Suggested Readings:

Agrawal, J.C. (2006). Essentials of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House.

Alexey, Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.

Haseen, Taj (2006):Modern Educational Technology. Agra : H.P Bhargava Book House.

Horton, W. (2001): Designing web-based Training. NY: John Wiley & Sons.

Mcqual, D. (1997). Mass Communication Theory. Los Angeles: Sage.

Naidu, Som (2002).Learning and Teaching with Technology: Principles and Practices. London: Kogan Page.

Newby, T., Stepich, D., Lehman, J., and Russell, J. (2005). Educational Technology for Teaching and Learning (3rd edn.) London:Pearson

Pathak, G. P. (2007). Education and Communication Technology. New Delhi: Reference Press.

Ratnajeevan, S. (2005). ICT for Teachers. New Delhi: Foundation Books.

Roblyer, M. and Doering, Aaron (2009). Integrating ET into Teaching (International Edition5th). London:Pearson

Rosenberg, M. J. (2001) e-learning. New York: McGraw Hill.

Sallis, E. and Jones, G. (2002) Knowledge Management in Education. London: Kogan Page Ltd.

Sampath K. and Others (2004). Introduction to Educational Technology. New Delhi: Sterling.

Schank, R. C. (2001) Virtual Learning. New York: McGraw Hill.

Sharma, R. N. & Chandra, S.S. (2006). Advanced Educational Technology. New Delhi: Atlantic.

Srinivasan, T.M. (2002), Use of Computers and Multimedia in Education. New Delhi: Aavishkar Publications.

Thamarasseri, Ismail (2009).Information and Communication Technology in Education. New Delhi: Kanishka Publishers

EDN-334: ELECTIVE - I (ANY ONE)

EDN-334.1: ENVIRONMENTAL EDUCATION

Course Objectives

It is expected that on completion of the course, the students will be able to:

- *conceptualize the concept of environmental education, the man and environment relationship, development of environmental education and to develop an eco-friendly attitude towards environment,*

- *be familiar with the issues and concerns of environment and enable them to solve those through various approaches,*

- *enhance the awareness of the students related to environment especially about ecosystem, and to develop an attitude to participate in various environmental programme for sustainable development,*

- *exposed to the policies and laws relating to various aspects of environment and lead as law abiding citizens, and*

- *develop skills for integrating environmental education curriculum into curriculum at various levels of education.*

Course Contents:

UNIT-I: Introduction to Environmental Education: Concept, Characteristics and Scope of Environmental Education; Objectives, Principles and Importance of Environmental Education; Human interventions in the Natural Resources and its consequences at Local, National and International level; Eco-system: Interaction between Living and Non-living.

UNIT-II: Environmental Degradation: Types of Pollution: Land, Air, Water and Noise; Types of Environmental Hazards**;** Green House Effect and Ozone layer Depletion**;**Deforestation and Extinction of Bio-diversities, Flora & Fauna.

UNIT-III: Social Concerns about Environment: Climatic Changes, Natural Calamities and their effect on Environment; Population explosion and its effect on Environment;Social Movement for Conservation of Environment; Recycling and Consumerism of waste products.

UNIT-IV: Management of Environment: Environmental Management: Functions and Characteristics; Environmental Protection Acts and Policies in India, Role of UNESCO-UNEP, NCERT, and NGOs in protecting the environment.

UNIT-V: Disaster Management: Disaster management and its Importance; Role of Government Agencies in Disaster management; Disaster management and Environment Protection; Scope of Disaster management curriculum.

UNIT- VI: Sustainable Development: Environmental Education for Sustainable Development in relation to Brundtland Commission-1987 and Decade of ESD 2005-2014, Implications of Decade of ESD.

Suggested Readings:
Agarwal, S. P. & Agarwal, J.C. (1996). Environmental Protection, Education and Development, New Delhi, New Concepts.

Beaumont, J. R., Padersen, M. & Whittaker, D. B. (1993). Managing environment. Butterworth- Heinemann Ltd. Oxford Press.

Deshbhandu & Berbert, G. (1987). Environmental Education for Conservation and Development, Indian Environment Society, New Delhi.

Dhyan, S.N. (1993). Management of Environmental Hazards, New Delhi: Vikas Publishing House Pvt. Ltd.

Kelu, P. (2000). Environmental Education: A Conceptual Analyses, Calicut, Calicut University.

Kumar, A. (2009). A Text book of Environmental Science, New Delhi, APH Publishing Corporation.

NCERT. (2004). Environmental education in schools. (2004). New Delhi: NCERT.

Odum, E. P. (1971). Fundamentals of ecology. Philadelphia: W. B. Saunders Company.

Panda. V. C. (2005).Environmental education. New Delhi: Isha Books.

Reddy, P.K. & Reddy, N.D. (2001). Environmental Education, Hyderabad, Neelkamal Publications.

Sapru, R. K. (Ed.) (1987). Environment management in India. New Delhi: Ashis Publishing House.

Saxena, A. B. et al. (). Environment studies teaching through environment. RIE, Bhopal: NCERT.

Sharma, B.L. &Maheswari, B.K. (2008). Education for Environmental and Human Values, Meerut: R. Lal Books Depot.

Sharma, Gautam, (Ed.) (1989). Environment, man and nature. New Delhi: Reliance Publishing House.

Sharma, R.A. (2008). Environmental Education, Meerut: R.Lal Books Depot.

Sharma, V.S. (2005). Environmental Education, New Delhi, Anmol Publications.

Singh, Y.K. (2009). Teaching of Environmental Science, New Delhi, APH Publishing Corporation.

Teachers' handbook on environmental education for the higher secondary stage. (2011). New Delhi: DESM, NCERT.

EDN-334.2: ECONOMICS OF EDUCATION

Course Objectives:

On the completion of the course students will be able to:
- make the students understand the concepts of economics of education, economic development human capital, and human resource development,
- understand the extent various types and levels of education contribute to economic development,
- know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in education, and
- comprehend the processes of generating and utilizing sources and resources of finances for education.

Course Contents:

Unit-I: Education and Economics: Concept and Scope of Economics of Education; The relationship between education and the economic system; Education as consumption and Education as investment.

Unit-III: **Trends in Economics of Education:** Economic Growth and Economic Development; Education as a Prerequisite to Economic Development; Experiences in Economics of Education from USA, UK, Australia and China.

Unit-III: Education and Human Capital: Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; Process of Human Capital Formation; Human Capital Theory; Quality of Life And Economic Growth; Investment Criteria on Education.

Unit-IV: Education and Manpower Planning: Concepts of Human Development Index (HDI); Millennium Development Goals (MDG); The 'relevance' of man power planning in education; screening models and education; Forecasting on manpower requirement.

Unit-V: Cost-Benefit Analysis: Cost analysis in education (Social & Private, Opportunity Cost, and Unit Cost); Concept of Cost Consciousness in Education; External and Internal Efficiency of Education; Institutional Budget; Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Cost – Benefit Analysis in Education.

Unit-VI: Financing of Education: Educational Financing; Criteria for Financing in Education; institutional Budget; Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Public Finance in Education.

Suggested Readings:

Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.

Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd.

Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press.

Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.

Harbison & Myers .(1968). Education, Manpower and Economics growth. New Delhi: Oxford & IBH.

Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley.

Nagpal, C. S. and Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications.

Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT

Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NUEPA.

Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press.

Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications.

Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.

Vaizey John. (1962). Economics of Education. London: Faber & Faber.

EDN-334.3: INCLUSIVE EDUCATION

Course Objectives:
On the completion of the course students will be able to:

- *explain the concept, characteristics, causes and educational provisions for various disabilities,*
- *analyze special education, integrated education and inclusive education practices and identify and utilize existing resources for promoting inclusive practice,*
- *realize educational problems of socially disadvantaged sections and marginalized genders,*
- *acquire basic knowledge on teaching learning strategies, vocational training and curriculum adjustment for disabled, and*
- *know about several efforts, schemes and programmes for empowerment of disadvantaged sections and Marginalized Genders*

Course Contents:

Unit-I: An Introduction to Inclusive Education: Inclusive Education: Meaning, Concept and Objectives**;** Historical Perspective of Inclusive Education (In India and the Abroad);: Types, Concepts, Characteristics, Causes of Disabilities.

Unit-II: Teaching Strategies for Disabled: Concept of Impairment, Disability and Handicap; Special, Integrated and Inclusive Education**;** Need of Early identification and Assessment; Curriculum adaptation, Classroom Management, Teaching Strategies, Individualized Education Programme**.**

Unit-III: Policy Perspective and Legal Framework: Provisions of Indian Constitution, RCI Act (1992), PWD Act (1995), National Trust Act (1999), National Institutes for disabled, National Handicap Finance and Development Corporation.

Unit-IV: Educational Empowerment of Minorities: Educational Problems and Present Educational Status of Minorities; National Commission and Schemes/ Programmes for Educational Empowerment of Minorities.

Unit-V: Educational Empowerment of Weaker Sections (SCs, STs, and OBCs): Educational Problems and Present Educational Status of Weaker Sections; Indian Constitution and Weaker Sections, National Commission for Weaker Sections, Schemes and Programmes for Educational Empowerment.

Unit-VI: Educational Empowerment of Marginalized Genders: Educational Problems, Present Educational Status and Schemes/ Programmes for Educational Empowerment of Women**;** Third Gender: Concept, Equalize acceptance, Social Equality; Equal Rights and Opportunities; Human Rights issues.

Suggested Readings:
Aggarwal, J.C. (2013). *Landmarks in History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

Agrawal, R. (2011). *Education for Disabled Children*. New Delhi: Shipra Publications.

Ainscow, M. & Booth, T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools. Bristol*: Centre for Studies in Inclusive Education.

Baver, A. M. & Shea, M. (1989). *Teaching exceptional students in your classroom*. Boston: Allyn and Bacon.

Chauhan, S. S. (1989). *Education of Exceptional Children*. New Delhi: Indus Publishing Company.

Dash, N. (2006). *Inclusive Education*. New Delhi: Atlantic Publication.

Hallahan, D.P. & Kauffman, J.M. (2010). *Exceptional Learners Introduction to Special Education.* Oxford: Oxford University Press.

Jha, M. (2002). *Inclusive Education for All: Schools without Walls*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.

Mangal, S.K. (2007). *Educating Exceptional Children: An Introduction to Special Education.* Delhi: PHI Learning Private Limited.

Mani, M.N.G. (2000). *Inclusive Education in Indian Context*. Coimbatore: IHRDC, Sri Ramakrishna Mission Vidyalaya.

Martha, L. T., James, E. Y. & Algozzine, B. (1999*). Critical Issues in Special Education. Vol. I & II*. Massachusetts: Houghton Mifflin Harcourt (HMH).

National focus group report on education of SCs and STs-2006, New Delhi; NCERT.

Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publication.

Punani, B. and Rawal, N.S. (2000). *Visual Impairment Hand Book.* Ahmedabad: Blind People's Association.

Punani, B. and Rawal, N.S. (2004). *Manual Community Based Rehabilitation.* Ahmedabad: Blind People's Association.

Sharma, P.L. (2003). *Planning Inclusive Education in Small Schools*. Mysore: RIE Mysore

UNESCO. (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris

EDN-334.4: OPEN AND DISTANCE LEARNING

Course Objectives

It is expected that on completion of the course, the students will be able to:

- *comprehend the nature and importance of distance education,*
- *be familiar with various students support service through distance education,*
- *be exposed to intervention strategies used for studies in distance mode, and*
- *develop ability for evaluating quality and standards of different open and distance learning programmes.*

Course Contents:

Unit-I: Development of Distance Education: Concept, Characteristics and importance of Distance Education; Distinction between Open and Distance Learning; Development of Distance Education; Policy perspectives on ODL

Unit-II: Distance Learning: Students Support Service in Distance Education and their Management; Technical and Vocational Programmes in Distance Education; Distance Education and Rural Development; Role of DEB, IGNOU, NIOS and other prominent institution for ODL.

Unit-III: Intervention Strategies in Distance Education: ICT and its application in Distance Education; Textual Material viz-a-viz Self Instructional Material (SIM); Designing and Developing SIM; On-line material for transaction of Curriculum.

Unit-IV: MOOCs and Distance Education: Nature, Scope and Role of **Moodle** and SWAYAM for MOOCs (Massive Open On-line Courses); Importance of OERs (Open Educational Resources) in Distance Education.

Unit-V: Quality Enhancement and Programme Evaluation: Programme Evaluation; Quality assurance and Mechanism for maintenance of standards in Distance Education; Role of DEB in Quality Enhancement.

Unit-VI: International Status of Distance Education: Nature, Role and Scope of Distance Education in Leading nations viz. China, USA, Australia and UK; India's International Status and Presence; Problems and Probable Solutions to Distance Education in India.

Suggested Readings:

Boot,R.L & Hodgesom,V.E.(1987). Open Learning: Meaning & Experience. In V.E.Hodgesom et.al Beyond Distance Teaching towards Open Learning. London: Croom Helm.

Carr,R.(1990); Open Learning: An Imprecise Term. ICDE Bulletin (22).pp.47-49

Chamberlain, M.N.(1977).; The Extension of Higher Education by Mass Media. In International Review of Education, Vol. XXIII. No. 2.1. 977.

Daniel, J. (1999); Distance Learning in the Era of Networks: What are the Key Technologies? Quoted by James C Taylor in his paper " New Millennium Distance Learning"; (The World of Open and Distance Learning, ed..Reddy,V.Venugopal et.al.; Viva Books.

Dutta, R..(1985); Distance Education in India; Journal of Higher Education; Vol.11. No. 1&2.

Helene, Hipp.(1997); Women Studying at a Distance: What do they Need to Succeed; Open Learning?Vol 12. No.2 pp.41-49

Holmberg, B.(1981); Status and Trends of Distance Education. London: Kogan.

Mukhopadhya Marmer (2000); Indian Open and Distance Learning Prospects (The World of Open and Distance Learning , ed..Reddy,V.Venugopal et.al.; Viva Books.

Roy PKS (2006); Technology of Instructional Design, New Delhi, Dominant Publisher.10

Sharma, S.K (2004); Distance Education: The Quest for Academic Excellence, Chandigarh: Abhisek Publication.

Srinivasascharyulu, G (1994); Use of Radio and Audio Visual Aids by Students at Dr. B. R. Ambedkar Open University; Media & Technology for Human Resource Development, 6 (3)

EDN-341: DISSERTATION -II (REPORT WRITING AND VIVA-VOCE)

Students are required to write and submit a research report on their respective research problem in education and appear before a Viva-Voce Examination.

EDN -342: EDUCATIONAL THOUGHT AND PRACTICES OF RABINDRANATH TAGORE

Course Objectives:
It is expected that on completion of the course, the students will be:
- *familiar with the genesis of educational experiences of Rabindranath,*
- *understand the emergence of the experiments, practiced by Rabindranath,*
- *acquainted with the Experiences of Rabindranath in the far-east and west through his speeches and writings, that possess contribution in shaping his ideas on education,*
- *accustomed with the aims of life, education, curricula and teaching as also methodologies for achieving the aims,*
- *comprehend and Imbibe the thoughts of Rabindranath on emancipation of human and societies, and*
- *compare the Educational thoughts of Rabindranath and the 'show-cased' practices.*

Unit-I: Genesis of Educational Experiences: Childhood experiences of education at *Jorashanko*: The strenuous educational experiences in the *'regime of the servants'* to Oriental Seminary, Normal School, Bengal Academy and St. Xavier's School; Differing experiences in Peneti, Bolpur and London University: Impact over educational thoughts in pretext of differing socio-cultural context.

Unit-II: Emergence of Experiments: Social, political, cultural, economic, educational and literary consciousness and experiments as depicted in the literary works of Rabindranath till the beginning of twentieth century; Genesis of *Brahmacharyashram, Patha-Bhavana, Siksha Shatra* and *Samsadas* for mass education: similarities and diversities in aims and functioning.

Unit-III: Experiences of Tagore in the Far East and West: Experiences transacted in educational reforms, gained by Rabindranath in Far East and West i.e., in *Japan, Russia, Bali, Java, Kuala Lumpur, Malacca, Penang, Siam, Singapore, Paris, Persia, Sri Lanka, England and United States*: Letters, writings and speeches by Tagore : Impacts thereof.

Unit-IV: Tagorian Thoughts on 'Life and Education': Aims of life, aims of Education, aims of Curricula and aims of Teaching: Methodologies thereof as practiced in Visva-Bharati: *'Visva-Bharati only as an idea almost alone in the mind of Tagore'*.

Unit-V: Thoughts on emancipation of human and societies: Concept of Nation, Nationalism and Education: Religion of man; Internationalism and Education: The universal man; Education of the Humanist: Peace for universe.

Unit-VI: Practices: Education and Life; Education and nature; Education and society; Revisiting educational experiments of Rabindranath in the Independent India: during 1947 till 1961, 1961 till mid nineties and in the new millennium: Metamorphosis and causes thereof; Realities: Branding, showcasing and marketing Rabindranath in *Jorashanko*, *Gretar Santiniketan* and *Shelaidaha*.

Suggested Readings:
Ayyub, A. S. (1980), Tagore's Quest, Papyrus
Dasgupta, T. (1993), Social Thought of Rabindranath Tagore: A Historical Analysis, Abhinav Publications (published 1 October 1993), ISBN 9788170173021

Datta, P. K. (2002), Rabindranath Tagore's The Home and the World: A Critical Companion (1st ed.), Permanent Black (published 1 December 2002), ISBN 9788178240466

Dutta, K., Robinson, A. (1995), Rabindranath Tagore: The Myriad-Minded Man, Saint Martin's Press (published December 1995), ISBN 9780312140304

Hogan, P. C.; Pandit, L. (2003), Rabindranath Tagore: Universality and Tradition, Fairleigh Dickinson University Press (published May 2003), ISBN 9780838639801

Kripalani, K. (2005), Tagore—A Life, National Book Trust of India, ISBN 9788123719597

Lago, M. (1977), Rabindranath Tagore, Boston: Twayne Publishers (published April 1977), ISBN 9780805762426

Mukherjee, H.B. (1962). Education for fullness: A study of the educational thoughts and experiments of Rabindranath Tagore. Bombay: Asia Publishing House.

Ray, M. K. (2007), Studies on Rabindranath Tagore, **1**, Atlantic (published 1 October 2007), ISBN 9788126903085.

Roy, B. K. (1977), Rabindranath Tagore: The Man and His Poetry, Folcroft Library Editions, ISBN 9780841473300

Sen, A. (2006), The Argumentative Indian: Writings on Indian History, Culture, and Identity (1st ed.), Picador (published 5 September 2006), ISBN 9780312426026

Sigi, R. (2006), Gurudev Rabindranath Tagore—A Biography, Diamond Books (published 1 October 2006), ISBN 9788189182908

Sinha, S. (2015), The Dialectic of God: The Theosophical Views Of Tagore and Gandhi, Partridge Publishing India, ISBN 9781482847482

Som, R. (2010), Rabindranath Tagore: The Singer and His Song, Viking , ISBN 9780670082483

Thompson, E. (1926), Rabindranath Tagore: Poet and Dramatist, Pierides Press, ISBN 9781406789270

Urban, H. B. (2001), Songs of Ecstasy: Tantric and Devotional Songs from Colonial Bengal, Oxford University Press (published 22 November 2001), ISBN 9780195139013.

EDN-343: YOGA EDUCATION

Course Objectives:
It is expected that on completion of the course, the students will be able to:
- *comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahtat) and Ahamkar,*
- *understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration,*
- *understand the socio-psychological basis leading to a dynamic transformation of personality, and*
- *understand the scientific basis and therapeutic values of yoga.*

Course Contents:
Unit-I: Introduction to Yoga Education: The Meaning and Concept of Yoga; Development of Yoga Education; Needs and Principles of Yoga Education; Types of Yoga : Jnana Yoga, Karma Yoga, Bhakti Yoga, Integral Yoga, Hatha Yoga, Kundalini and Raja Yoga, Yoga as a way to socio-moral upliftment of humans and Yoga as way to spiritual enlightenment.

Unit-II:: Metaphysical Bases of Yoga: Concept of Purusha (pure consciousness) and Prakriti (Unconscious root cause) as basic components of cosmic reality; Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of Prakriti of the individual; Mana (The Mind), Jnanendriya (Sensory Organs), Karmendriyas (Motor Organs),Tanmatras (The Subtels) and Five Mahabhutas; Concept of Ishvara.

Unit-III: Limbs of Yoga: The five Yamas (observances); The five Niyamas (abstinences); Asans (The right postures); Pranayam (Controlling the Breath); Pratyahara (Controlling the

Senses); Dharana (Concentration); Dhyana (Meditation) ; Samadhi (Liberation) and Their Educational Implications.

Unit-IV: Conceptualization of Bandha and Mudra : Concept of Bandha, Types of Bandha & their Advantages; Concept of Mudra , Types of Mudra and Their Therapeutic Advantages.

Unit-V: Scientific Bases of Yoga Education: Importance of International Day of Yoga , Role and Functions of Ayush, Scientific guidelines for Yoga Practices;   Therapeutic Advantages of Surya Namaskar; Asanas and Pranayamas.

Unit-VI: Yoga Thinkers: Maharshi Patanjali, B K S Lyengar,   Baba Ramdev and Sri Sri Ravishankar.: Contributions towards Yoga Education.

Suggested Readings:
Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributiors.
Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.
Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press.
Datta, A. K. (1981). Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.
Desai, M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd.
Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.
Devananda, G.K. (2007). Teaching of Yoga,A P H Publishing Corporation,Delhi
Dynamics of Yoga (1989). Monghur : Bihar School of Yoga.
Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints.
Kapur, C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh.
Krishna, G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.
Ravishankar, N. S.(2006).Yoga for Health,Pustak Mahal, Delhi
The Science of Yoga (1988). Monghur: Bihar School of Yoga.
Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga.

EDN-344: ELECTIVE-II (ANY ONE)

EDN-344.1: PEACE AND VALUES EDUCATION

Course Objectives:
It is expected that on completion of the course, the students will be able to:
- *recognize the importance of peace, values and human rights in the context of Indian culture,*
- *comprehend the concept of peace, peace education, value, and values education,*
- *develop capacity to act rightly on peace and values in and outside the classroom through various intervention strategies,*
- *be familiar with the concepts of human rights, and*
- *understand the need of human rights for peace- and values-governed life of individuals.*

Course Contents:
Unit-I: The Socio-Cultural Context: Historical Perspective of Values Education; Indian Culture, Values and Human Rights; Need and Importance of Education for Peace, Values and Human Rights in the Socio-Cultural Context of Contemporary India.

Unit-II: Nature and Concept of Peace Education: Concept of Peace and Core Values of Peace inherent in it; National integration, International Understanding and Peace; Concept, Need and Importance of Peace Education; Characteristics of Peace Loving Persons.

Unit-III: Nature and Concept of Values Education: Concept and Types of Values; Concept of Values Education; Moral Values; Democratic Values as reflected in the Constitution of India; Universal Human Values; Characteristics of Values-Based Educated Persons.

Unit-IV: Approaches to Education in Peace and Values: Learning Experiences in Peace and Values through Imitation, Indoctrination, Inculcation, and Internalization; Approaches promoting Peace and developing Values among Individuals.

Unit-V: Interventional Models for Education in Peace and Values: Rationale Building Model, Values Clarification Model, Self-Confrontation Model and Just Community Intervention Model for Education in Peace and Values.

Unit-VI: Concept of Human Rights: Concept, Evolution and Types of Human Rights; Human Rights as reflected in the Preamble, Fundamental Rights and Directive Principle of the State Policy in India. Roles of National Human Rights Commission in India; Human Rights as prerequisites for Peace-Loving and Values-Governed Life of Individuals.

Suggested Readings:
Chilana & Dewan, M. I. (1989). The human values: A task for all. New Delhi: Concept Publishing Company.
Dhokalia, R. P. (2001). Eternal human values and world religions. New Delhi: NCERT.
Gandhi, M. K. (1927). An autobiography. Ahmedabad: Navajivar publishing House.
Gupta, N. L. (2000). Human values in education. New Delhi: Concept Publishing Company.
Harsh, R. H., Miller, J. P., & Fielding, G. D. (1980). Models of moral education: An appraisal. New York: Longmen Inc.
Jed, P. K. (2002). Educating human rights. Agra: Bhargava Book House.
Jois, R. M. (1997). Human rights and Indian values. New Delhi: NCTE.
Kar, N. N. (1999). Value education: A philosophical study. Ambala Cantt: The Associated publisher.
Karlekar, M. (1964). Education in India. In Douglas, R. et al. (Eds.), Education for human Rights: An international perspective. Paris: UNESCO International Bureau of Education.
Mahanty, S. B. (1999). Education for human rights. University News, Vol-37, No. 49, pp. 14 – 19.
Paiget, J. (1932). The moral judgment of the child. Chicago: The Free Press.
Radhakrishna, S. (1979). An idealist view of life. Bombay: Blackie & Son Ltd.
Raths, L. E., Harmin, M. & Simon, S. B. (1978). Values and teachings. London: Charles & Merril.
Rokeach, M. (1973). The nature of human values. New York: The Free press.
Saraswati, S. A. (2001). Cultivating virtues and cultivating minds. Ahmedabad: Ahmedabad Management Association.
Saroja, N. (1994). Gender issues in education. Progressive Education Herald, 8 (4), 26 – 28.
Seshadri, C., Khader, M. A. & Adhya, G. L. (1992). Education in values: A source book. New Delhi: NCERT.
UNESCO. (1996). Learning the treasure within. Paris: UNESCO publishing.

EDN–344.2: TEACHER EDUCATION

Course Objectives

It is expected that on completion of the course, the students will be able to:
- *comprehend the meaning, scope, objectives of teacher education,*
- *be acquainted with the origin and development of teacher-education,*
- *analyze different policy measures and recommendations in the field of teacher education,*
- *be acquainted with different agencies of teacher education in india and their roles and functions,*

- *be accustomed with various aspects of teaching programmes, prevailing in the country.*
- *explore the trends of teacher-education,*
- *recognize the important research findings in teacher-education, and*
- *compare the education systems prevailing in our country with other country*

Course Contents:

Unit-I: Development of Teacher Education: Nature, scope, and significance of Teacher Education; Development of Teacher Education in Pre-independent and Post-independent India; Roles and functions of NCTE, NCERT and UNESCO as agencies of Teacher Education.

Unit-II: Teacher Education System in India: Policy measures and Structure of Teacher Education; Pre-service, In-service, and Integrated Teacher Education programmes; School Internship; NCF 2005, NCFTE 2009 and Justice Verma Committee Report 2013.

Unit-III: Types and Modes of Teacher Education System: Preparation of Teachers for Work education, Vocational education, Art and Craft education, Music and Special education; Face To Face, Distance Education, and Online Teacher Education programmes

Unit-IV: Innovative Practices in Teacher Education: Cooperative and Collaborative Teacher Education, Constructivist and Reflective Teacher Education; Teaching Strategies and Techniques, Learning Style; e-Pathshala, e-P. G. Pathshala, SWAYAM and MOOCs (Massive Open On-line Courses), HRDCs.

Unit-V: Professionalism in Teacher Education: Concept of Professionalism, Developing Professionalism of Teacher Educators, Professional Ethics of Teachers and Teacher Educators; Teacher preparation for ECE, Elementary Schools and Secondary Schools.

Unit-VI: Quality concerns of Teacher Education:, Recognition of Teacher Education Institutions by NCTE; Assessment and Accreditation of Teacher Education Institutions by NAAC and NABET under QCI; Teacher Education Activities under SSA, RMSA and RTE.

Suggested Readings:

Aggarwal, J. C. (2009).Teacher and Education in a Developing Society. New Delhi: Vikas Publishing house Pvt. Ltd,

Fives, H. & Gill, M. Gregoire (Ed.) (2015). International Handbook of Research on Teachers' Beliefs. New York: Routledge.

Giroux, H. (1988). Teachers as Intellectuals .USA: Bergin & Garvey Publishers Inc.

Giroux, H. (2012). Paulo Freire and the Pedagogy of Bearing Witness in Education and the Crisis of Public Values. New York: Peter Lang Publication.

Joyce, B., and Weal, M. (2003).Modals of Teaching (7thEd.). Boston: Allyn & Bacon.

Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.

NCERT (2005). National Curriculum Framework.

NCERT (2006). Position Paper on Teacher Education. New Delhi: National Council for Educational Research and Training.

NCERT (2006). Teacher Education for Curriculum Renewal.

NCTE (1996).NCTE Curriculum framework for Quality Teacher Education. NCTE: New Delhi.

NCTE (1998). Perspectives in Teacher Education.

NCTE (2009). National Curriculum Framework for Teacher Education.

NCTE (2013), Justice Verma Committee Report.

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

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

Sharma S. P. (2003). Teacher Education: Principle Theories and Practices, Aspects of Teacher Education. New Delhi: Kanishka Publishers Distributors.

Singh, L. C. (1990).Teacher Education in India: A Resource Book. New Delhi: NCERT

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

EDN-344.3: EDUCATION FOR DIFFERENTLY ABLED

Course Objectives

It is expected that on completion of the paper, the students will be able to:
- *be acquainted with concept, importance and objectives of special education,*
- *comprehend the concept, characteristics, causes, prevention and remedies for various disabilities,*
- *analyze special education, integrated education and inclusive education practices and identify and utilize existing resources for promoting inclusive practice,*
- *acquire basic knowledge on teaching learning strategies, vocational training and curriculum adjustment for disabled, and.*
- *be familiar with the policy perspectives, schemes and role of the national institutes and other agencies for rehabilitation of disabled.*

Course Contents:

UNIT-I: An Introduction to Differently-Abled Education: Concept of Differently-abled and Exceptional children; Causes lying behind Exceptionality; Various disabilities: Types, Concepts, Characteristics; Concept of Impairment, Disability and Handicap.

UNIT-II: Concept and Provisions of Special Education: Special Education: Meaning, Definition and Objectives; Historical Perspective of Special Education (In India and the World); Integrated and Inclusive Education; Models of Inclusive Education.

UNIT-III: Teaching Learning Strategies for Disabled: Need of Early identification and Assessment; Curriculum adaptation, Classroom management, Peer tutoring; Use of Information and Communication Technologies; Individualized Education Programme.

UNIT-IV: Policy Perspective and Legal Framework: Rehabilitation Council of India, Ministry of Social Justice and Empowerment; PWD Act (1995), National Trust Act (1999), National Institutes for Handicapped.

UNIT-V: Schemes and Concessions for Disabled: Integrated Education for the Disabled Children, Sarva Siksha Abhiyan, Inclusive Education for Child and Youth with Disabilities, District Primary Education Programme, Project Integrated Education for Disabled; Transport Concession, Age Concession, Reservation, Exemption from Examination Fee and Family Pension.

Unit-VI: Current Issues and Teacher Preparation: Vocational Training, Employment and Rehabilitation of disabled; Role of National Handicap Finance and Development Corporation for the employment of disabled; Training to teachers and other rehabilitation personnels.

Suggested Readings:
Aggarwal, J. C. (2013). Landmarks in history of modern Indian education. New Delhi: Vikas Publishing House Pvt. Ltd.

Agrawal, R. (2011). Education for disabled children. New Delhi: Shipra Publications.

Ainscow, M. & Booth, T. (2003). The index for inclusion: Developing learning and participation in schools. Bristol: Centre for Studies in Inclusive Education.

Baver, A. M. & Shea, M. (1989). Teaching exceptional students in your classroom. Boston: Allyn and Bacon.

Chauhan, S. S. (1989). Education of exceptional children. New Delhi: Indus Publishing Company.

Hallahan, D.P. & Kauffman, J.M. (2010). Exceptional learners: Introduction to special education. Oxford: Oxford University Press.

Jha, M. (2002). Inclusive education for all: Schools without walls. Chennai: Heinemann Educational publishers, Multivista Global Ltd.

Mangal, S. K. (2007). Educating exceptional children: An Introduction to special education. Delhi: PHI Learning Private Limited.

Mani, M. N. G. (2000). Inclusive education in Indian context. Coimbatore: IHRDC, Sri Ramakrishna Mission Vidyalaya.

Martha, L. T., James, E. Y. & Algozzine, B. (1999). Critical issues in special education. Vol. I & II. Massachusetts: Houghton Mifflin Harcourt (HMH).

N.C.E.R.T. (2006). National focus group report on education of SCs and STs. New Delhi, NCERT.

Panda, K. C. (1997). Education of exceptional children. New Delhi: Vikas Publication.

Punani, B. & Rawal, N. S. (2000). Visual impairment hand book. Ahmadabad: Blind People's Association.

Punani, B. & Rawal, N. S. (2004). Manual community based rehabilitation. Ahmedabad: Blind People's Association.

Sharma, P. L. (2003). Planning inclusive education in small schools. Mysore: RIE Mysore.

U.N.E.S.C.O. (2004). Education for all: The quality imperative. EFA global monitoring Report. Paris.

EDN-344.4: COMPARATIVE EDUCATION

Course Objectives:

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

- *comprehend the Concepts, Meaning, Nature, Objectives, Purpose and Scope of Comparative Education,*
- *be acquainted with various national educational systems in terms of factors and approaches of Comparative Education,*
- *familiar with the methods and approaches to study Comparative Education,*
- *deduce skills to assess the efficacy of educational systems of various countries in terms of system and structure,*
- *be acquainted with modern trends in world education in terms of policy and practices and*
- *demonstrate the implications of Education for solving problems of Education in India.*

Course Contents:

Unit-I: Understanding Comparative Education: Concept and Scope of Comparative Education; Genesis and Development of Comparative Education, Factors influencing Comparative Education; Determinants of National Education System.

Unit-II: Perspectives in Comparative Education: Comparative education as an academic discipline, and applied discipline of education; Perspectives in Comparative Education; WCCES (World Council of Comparative Education Societies).

Unit-III: Approaches to Comparative Education: Juxtaposition, Area study, Case study, Historical; Delors Commission Report 1996; Role of UNO & UNESCO.

Unit-IV: Stages of Education across Nations: School and Higher Education in India, U.S.A., U.K., China and Finland.

Unit-V: Types of Education across Nations: Vocational and Teacher Education in India, Norway, Australia and Finland.

Unit-VI: Problems of Education in Third World Countries: Problems of education in Pakistan, Brazil, Cuba and Africa.

Suggested Readings:

Georgie, D. M. (1978). Education in modern Egypt: Ideals and realities. London: Routledge and Kegan Paul.

Green, J. L. (1981). Comparative education and global village. Shivaji Road, Meerut: Anu Book.

Hans, N. (1965). Comparative education. London: Routledge and Kegan Paul Ltd.

James, H. R. & Mathew, A. (1988). Development of Education System in India. New Delhi: D.K. Publication.

Kandel, I. L. (1963). Studies in comparative education. New York: George Harrup.

Parmaji, S. (1984). Distance education. New Delhi: Sterling Publishers Pvt. Ltd.

Postlethwaite & Neville, T. (1988). the encyclopedia of comparative education and national systems of education. New York: Pergamon Press.

Reddy, R. G. (1988). Studies in distance education association of indian universities. New Delhi: IGNOU.

Sharma, Y. K. (2008). Comparative education. New Delhi: Kanishka Publishers.

Sodhi T. S. (1988). A text book of comparative education. New Delhi: Association of Indian Universities.

William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston.

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