

**Department of Education
Harichand Guruchand University**



**Curriculum for
Two Year M.A. Programme**

(As per UGC Regulations & Guidelines,)

Harichand Guruchand University

PROFESSOR (DR.) TAPAN KUMAR BISWAS
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Memo No. 15/HGU/21-22/SC-Education

Date: 08/06/2021

Order

In view of greater academic interest of the university, a Syllabus Committee for Education is being constituted with following members to formulate the syllabus of Education at Masters Level following the UGC Guidelines, if any, in this respect. The Members are as follows:

- | | | |
|--------------------------------|---|-----------------|
| 1. Professor Nimai Chand Maiti | - | Chairman |
| 2. Professor Sambhu Charan Roy | - | Member |
| 3. Professor Jayanta Mete | - | Member |
| 4. Dr. Prakash Biswas | - | Member |
| 5. Dr. Sunil Kumar Baskey | - | Member |
| 6. Dr. Prohlad Roy | - | Member Convener |

Each Semester consists of five (05) papers and each paper contains 50 marks with 05 credit points. In the 4-Semesters Master course, the total marks would be 1000 with 100 credit points. In the 2nd Semester, the 1st Paper is designated as Choice Based Credit System (CBCS) Paper and the course curriculum of the paper is to be designed in such a manner that the 2nd Semester students of other subjects may take the same as their CBCS Paper.

This course would run as a regular Course of the university. The Committee is hereby requested to submit their syllabus in Ms-Word Format through email vchgu2021@gmail.com within 15th July, 2021 in order to commence the said course from 2021-22 academic session.

Tapan Kumar Biswas

(Professor Tapan Kumar Biswas)

**Vice-Chancellor
Harichand Guruchand
University
24 Pgs.(N), 743245, W.B.**

Copy for information and necessary action to :

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Department of Education

Harichand Guruchand University

Course Structure, Examination Ordinance and Courses of Study of the Two Year

M.A. (Master of Arts in Education) Programme under Semester System

A. Background & Guiding Principles

Preparation of the curriculum for two-year M.A.in Education Programme is primarily based on the UGC Regulations & Guidelines Norms & Standards and New Curriculum Framework; National Curriculum Framework, New Delhi; UGC guidelines for designing curricula for Choice Based Credit System (CBCS) of Higher Education and educational thoughts and practices of shri shri Harichand Thakur and Guruchand Thakur.

B. About the Programme:

The Master of Arts (Education.) Programme is offered as a full-time programme having four semesters spanned in two years.

C. Eligibility Conditions (Essential):

The applicants for entrance test and career marking shall be drawn having the following:

1. Bachelor Hons. degree with minimum 55% marks or B Grade in Grading System for UN-RESERVED & OBC (A & B) Category and Pass Marks for SC & ST Category. SC, ST, OBC and PWD Reservation policy will be followed as per Regulations of West Bengal Government.

D. Admission Criteria

Admission to M.A. in Education. Two-year programme will be as per UGC norm.

E. Course Structure:

The Master of Arts (Education.) programme will be of two years duration consisting of four semesters. Candidates who will successfully complete the four-semester course will be eligible for the M.A. in Education Degree.

Semester I (July to December)

Course Code	Subject	Core/ Open	Credit Point	Contact Hour per week	Full Mark	
					End. Sem. Exam	Sessional Work/ Internal

EDN-111	Educational Thoughts And Practices Of Harichand & Guruchand Thakur	Core	5	5x16	40	10
EDN-112	Philosophical Foundation Of Education	Core	5	5x16	40	10
EDN-113	Psychological Foundation Of Education	Core	5	5x16	40	10
EDN-114	Sociological Foundation Of Education	Core	5	5x16	40	10
EDN-115	Educators of Bengal And Their Educational Thoughts	Core	5	5x16	40	10
TOTAL			25	400	200	50

Semester: II (January to June)

Course Code	Subject	Core/ Open	Credit	Contact Hour Per Week	Full Mark	
					End. Sem. Exam	Sessional Work
EDN-121	Development Of Indian Education	Core	5	5x16	40	10
EDN-122	Curriculum Studies And Education	Core	5	5x16	40	10
EDN-123	Comparative Education	Core	5	5x16	40	10
EDN-124	Education And Conceptualization Innovative Ideas	Core	5	5x16	40 (PRACTIC AL)	10(PRACTI CAL)

EDN-125	Educational Measurement And Evaluation	Core	5	5x16	40	10
TOTAL			25	400	250	

Semester-III (July to December)

Course Code	Subject	Core/Op en	Cr edi t	Contact Hour per week	Full Mark	
					End Term	Sessional
EDN- 131	Methodology Of Educational Research	Core	5	5x16	40	10
EDN-132	Educational Management	Core	5	5x16	40	10
EDN- 133	Yoga Education And Personality Development	Core	5	5x16	40	10
EDN-134	Techniques Of Analysis In Educational Research	Core	5	5x16	40	10
EDN-135	Special Paper (Elective, Any One)					
EDN-135.01	Dalit Education	Elective	5	5x16	40	10
EDN-135.02	Inclusive Education	Elective	5	5x16	40	10
EDN-135.03	Human Rights, Peace And Values Education	Elective	5	5x16	40	10
EDN-135.04	Environmental And Population Education	Elective	5	5x16	40	10
EDN-135.05	Health Education	Elective	5	5x16	40	10

EDN-135.06	Online, Open And Distance Education	Elective	5	5x16	40	10
TOTAL			25	400		250

Semester-IV (January to June)

Course Code	Subject	Core/Open	Credit Point*	Contact Hour per week	Full Mark		
					End. Exam	Sem.	Sessional Work
EDN-141	Dissertation- (Report Writing And Viva-Voce)	Core	5	5x16	40		10
EDN-142	Educational Technology	Core	5	5x16	40		10
EDN-143	Education For Sustainable Development	Core	5	5X16	40		10
EDN-144	Educational Report Writing And Presentation	Core	5	5X16	40(PRACTICAL)		10(PRACTICAL)
EDN-145	Special Paper (Elective, Any One)						
145.01	Economics Of Education	Elective	5	5X16	40		10
145.02	Guidance & Counselling Through Education	Elective	5	5X16	40		10
145.03	Folk Education	Elective	5	5X16	40		10
145.04	Computer Applications In Educational Research	Elective	5	5X16	40		10
145.05	Curriculum, Pedagogy & Assessment In Education	Elective	5	5X16	40		10

145.0 6	Teacher Education	Elective	5	5X16	40	10
145.0 7	Women Education	Elective	5	5X16	40	10
TOT AL			25	400	250	

E. Programme Transaction

1. The two years M.A in Education programme involves lectures, discussions, practicum, student presentations, group work, field based assignments, sessional tasks and seminars all components must be having ICT as an integral part.
2. Internship shall be conducted rigorously as mentioned in M.A (Education) curriculum.
3. Keeping in view the Philosophy & Spirit of Harichand ,Guruchand and versatile personality and their thoughts & experiments for the different aspects of education, every feasible course must have one paper on ideology of Harichand and Guruchand concerning the respective courses.

F. Examination Ordinance

1. Master of Arts (Education) Programme would follow Semester system with continuous and comprehensive assessment as an integral part.
2. The Medium of Instruction and Examination will be Bengali & English.
3. The duration of Semesters shall normally be as follows: **Semester I & III: July to December, Semester II & IV: January to June**
4. Each semester shall end with a terminal examination i.e. Semester End Examination. The Semester End Examination of Semester I & III shall be preferably in the **2nd week of December** and the Semester End Examination of Semester II & IV shall be preferably in the **2nd week of May** in each academic session.
5. (a) In each theory course/paper, 20% of the total marks (10 marks out of 50) will be earmarked for continuous assessment. The 10 marks out of 50 will be distributed for Internal test/ Sessional activities including practicum of each paper/ Assignment followed by presentation.
(b) The Internal test for each paper in Semester I & III shall be held preferably before Puja Vacation. Similarly, the internal test for each paper in Semester II & IV shall be held preferably in second week of March.
(c) All questions in theory papers for End Semester examinations shall be set internally. The assessment of the answer scripts of these papers shall also be done internally.

(d) Department shall offer a Course on Dissertation (Course No. EDN-141) in Semester – IV. The students shall have to complete and submit their dissertation two weeks before starting of the Semester Examination of Semester – IV.

- i. The supervisor (internal examiner), the Head (or his/her nominee) and One External Expert will evaluate 10 marks for presentation of the Research Proposal by the candidate on calculating average marks given by Internal Examiner, Head & External Expert. This has to be completed before commencement of end semester examination of Semester – III.
 - ii. 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 dissertation for 50 marks on calculating average marks given by both internal & external examiner and Viva-Voce Examination on dissertation (on average basis) in Semester-IV.
6. (a) The supervisors will be allotted by the Departmental Committee immediately after commencement of third semester, which will be ratified in Board of Studies (BOS) in Education.
(b) For evaluating the Dissertation preferably external examiner be given, therefore for one unit of M.A.in Education programme total three external examiners shall be invited of which preferably at least two external examiners shall be invited from any Universities of India/abroad
(c) Medium of dissertation shall be in Bengali or English.
(d) Three names to be given for inviting external experts along with six alternative names in case any examiner from the first set does not agree or give consent to act as an external examiner.
7. Paper setters, moderators, examiners, and review examiners of theory papers shall be recommended by the Board of Studies (BOS) in Education.
8. A Board of Moderators consisting all Faculty Members of the Department, Head of the Department, one External Expert and the course coordinator as recommended by the BOS in Education.
9. Evaluation of answer scripts shall be done within 10 days from completion of examination of each paper of every semester examination.
10. The Department will announce at the beginning of each Academic Year details of the courses / papers [Core Course (CC), Elective course (EC) and Practicum] that will be offered under each Semester. Students shall be required to formally choose the elective courses they intend to take in any Semester within one week of the commencement of the classes.
11. The duration of each theory paper in the Semester Examination will be of three (02) hours for total marks of 40, except Dissertation.
12. Question pattern shall be:

Type of Question	Maximum no. of Questions	No. of questions to be attempted	Marks	Total
Long Answer	03 (1 from each unit)	01	10X1	10
Short Answer	05	03	5X3	15
Very Short Answer	08	05	2X5	10
Multiple Choice Questions	08	5	1X5	5
Total	24	14		40

13. The pass marks for each of the Theory papers, Practicum and the Dissertation will be 40 % of the total marks. Candidates who fail to secure 40 % marks in any course/ paper of any even/odd Semester will be declared as failed in that particular paper / course. A candidate may appear as Back candidate in that course / paper and she/he will have two consecutive chances to clear a course / paper of any Semester Examination including the first chance, and sh/he will be allowed to avail these chances only with the odd and even semesters as the case may be. Ordinarily there will be no special chance.
14. The marks of the continuous assessment should be displayed in the Department 7 days prior to forward the same to the office of the examinations. In case any student finds any mistake in his/ her marks he/ she should apply in writing to the HOD within a period of 7 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 Controller of Examinations by the department, the marks cannot be changed. All marks under continuous assessment should reach to the office of the Controller of 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:
- To assist the Head of the Department in implementing the programme of Internal Assessment.
 - To receive marks from the Head of the Department and tabulate them.
 - To maintain a Marks Register.
 - The composition of DIAC will be Head, Course Coordinator and two nominated (by the Head) faculty members of the department.

16. Within 7 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 two times in a semester in order to make an overall assessment of the course and reviewing the progress of students.
18. (a) In case a candidate fails to appear in the terminal examination of a given Semester but appears in continuous assessment of the courses/papers, his/her marks of continuous assessment will remain valid during his/her next chances. But if a candidate remains absent or scores low or nil marks in continuous assessment, she/he will not be permitted to reappear for continuous assessment after the Semester is over.
- (b) Candidates should have an average attendance of 80% in Course Work & 90% in Practicum of every Semester to be eligible to appear for the terminal examination of a given Semester. Candidates having 75% and more but less than 80% attendance may be allowed to appear in the Semester Examination after paying the requisite fine as decided by the University from time to time. Candidates having less than 75% attendance will not be allowed to appear in end semester examination. 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 parents/guardians.
- (c) In the course Credit (C) System, the Grade and Point (P) earned by a candidate on the basis of his / her

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

performance in the Semester Examination shall be as follows:

- (e) The results of a candidate will indicate the Grade Point Average (GPA) earned by a candidate in a Semester Examination and the Cumulative Grade Point Average (CGPA) of all subsequent Semesters on a 10-point scale in which

$$\text{Grade Point} = \text{Credit} \times \text{Point} = C \times P$$

$$\sum C \times P$$

GPA = ----- = (Sum of Grade Points) ÷ (Total Credit)

$$\sum C$$

The CGPA of Semester Examinations is computed as follows:

\sum Grade Points

CGPA = ----- of Semesters

\sum Credits

= \sum (Grade Points of Semesters) ÷ \sum (Credit Points of Semesters)

Example:

Course No	Written	Internals	Total	Grade	Point (P)	Credit (C)	Grade Point (C x P)
01	34	8.5	42.5	O ⁺	9	5	45
02	28	6	34	A	7	5	35
03	21	6.5	27.5	B	6	5	30
04	31	6.5	37.5	O	8	5	40
05	38	9	47	S	10	5	50
Total : 25		200					

GPA = 200 / 25 = 8

Final Result

Semester	Credit	Grade Point
I	25	200
II	25	200
III	25	200
IV	25	200
V	25	200
Total :	125	1000

CGPA = 1000/125= 8

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

- (f) The prevalent rules and regulations pertaining to examinations already enunciated and incorporated in University Statutes and Ordinances from time to time are still applicable to the cases to which it pertains. These rules and regulations have not been reproduced in the clauses for semester, continuous assessment and choice-based credit system.

Semester- I
Master of Arts (Education)
EDN-111
Educational Thoughts and Practices of Harichand & Guruchand Thakur

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

1. understand the philosophical perspectives of Shri Shri Harichand Thakur and Guruchand Thakur
2. understand the concept of Matuaism
3. develop understanding about the educational movement that emerged with Shri Shri Harichand Thakur and Guruchand Thakur
4. understand the socio-cultural aspects of the Matua community

Learning Outcomes: At the end of this course students will be able to ---

1. identify the basic tenets of Matuaism.
2. describe the contribution of Shri Harichand and Guruchand Thakur with respect to social and educational movements.

Unit	Course Content	Contact Hours	Contact Hours
Unit -I	Philosophical Perspectives of Shri Shri Harichand Thakur. Origin and development of Matuaism. Life and works of Shri Shri Harichand Thakur and Guruchand Thakur.	16	01
Unit -II	Shri Shri Harichand Thakur's view on the Reformation of Social Education, Religious Education, Non-formal Education, Cultural Education, Value Education, and Spiritual Education.	16	01
Unit -III	Education for Lifestyle and health, Education for family planning and heredity, Education for Commerce and Agriculture, Education for Politics.	16	01
Unit-IV	Education movement of Harichand and Guruchand Thakur. Role of Harichand and Guruchand Thakur for Education of the untouchable, Adibasi, Backward class, Dalit	16	01

	Communities, Physically Disabled people and women. Introduction of Inclusive Education system. Impact of Matua philosophy on Education.		
Unit-V	Establishment of formal Educational Institutions (Pathshala, Primary & Secondary Schools, General & Engineering Colleges) for all Communities and Genders by Harichand Thakur and Guruchand Thakur and their followers.	16	01
Total		80	05

Practicum:

Interview of a Expert of Matuasm.

Suggested Readings:

- Banglar Sikshabid O Samaj Sanskarak Sri Sri Hari-Guruchand (Editor Prohlad Roy), Published By Matuasiksha O Sahityagabesonaparisad And Backward Classes Welfare Deptt.,Govt. Of West Bengal(2010).
- Development Of Mass Education The Contribution Of Harichand and Guruchand by Prohlad Roy. Laxmi Books Publications,Maharashtra. (2012). ISBN 978-81-92843-1-
- The Voice Of Time :Educational And Social Thoughts. Prohlad Roy, Laxmi Books Publications,Maharashtra. (2012).. ISBN 978-81-92843-0-6
- Development of Mass Education The Contribution Of Hariguruchand Prohlad Roy. Laxmi Books Publications,Maharashtra. (2012). ISBN 978-81-92843-1-
- Bandhyopadhyay, Ashok Kumar (Bhangabda-1416). Sri Bhagabatsandarva. Calcutta. Sanskrita Pushtak Bhandar.
- Bandyopadhyay,Sekhar(2011): Caste Protest and Identity in Colonial India The Namasudras of Bengal,1872-1947, Second Edition. Oxford university press.
- Basu, Dr. Sudha (1980). Bhagabate Srikrishna. Calcutta. Dey's Book Store.
- Bhattacharya, Bishnupada (bangabda- 1400). Gaudiya Vaisnava Sampradaya Bhaktirasa o Alamkarshastra. Kolkata. Ananda Publishers Private Ltd.
- Bhattacharya, Sri Gopalgobinda (2013). Gaudiya Vaisnava Dharma o Sadhana. Kolkata. Girija Library.
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- Chakraborty, Janardan (1997). Sri Radhatattva o Sri Chaitanya-Sanskriti. 7Calcutta. Calcutta University Press.
- Chatterjee, Bankim Chandra (2004) . Krishnacharitra. Kolkata. Tuli o Kalam.
- Dasgupta, Shashibhushan (Bangabda- 1359). Sri Radhar Kramabikash Darshane o Sahitye. Calcutta. A. Mukherjee and Co. Ltd.
- Dasgupta, Shibaprasad (2011). Vaisnava Bhabdharar Prasangikata. Calcutta. Sanskrita Pushtak Bhandar.
- Gobinda, Swami B.S. (2002). Revealed Truth. Nabadwip. Sri Chaitanya Saraswati Math.
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- Haldar , Dr. Paramananda (Bangabda-1393). Matua Dharma Darshan. Kolkata. Lakshmi Printers.
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- Mukhopadhyay, Pranati (2003). Sadhak o Sadhana. Kolkata. Punashcha.
- Prabhupada, Srila Abhaycharan Bhaktivedanta Swami (1992). Bhaktirasamrita Sindhu. Mayapur. Bhaktivedanta Book Trust.
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- Prabhupada, Srila Bhakti Siddhanta Saraswati (2015). Kolkata. Gaudiya Mission.
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- Ramanujacharya, Sri Jatindra (Bangabda-1377).Vedarthasangraha. Khardah. Sri Balaram Dhamma Sopan
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- Tirtha Maharaj, Tridandi Goswami Bhakti Pradip (1999). The teachings & Philosophy of Lord Chaitanya. Kolkata. Gaudiya Mission.
- Vinode, Srila Thakur Bhakti (2007). Jaiva Dharma. Kolkata. Sri Chaitanya Research Institute.
- Yati, Tridandi Bhakti Prajnan (2001). Sri Sandilya Bhakti Sutra. Mayapur. Sri Chaitanya Math.

Semester- I

Master Of Arts (Education)

EDN-112

Philosophical Foundation Of Education

Course Objectives:

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

1. understand about the relationship between Philosophy and Education
2. know the contributions of various Indian schools of philosophy to the field of education
3. understand about the Impact of western philosophy on Indian education,
4. understand about the contributions of great Indian and western thinkers on education
5. understand about the contemporary philosophical thoughts and their bearing on education

Learning Outcomes: At the end of this course students will be able to ---

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Meaning, Nature and Objectives of Education & Philosophy - Indian and Western Perspectives. • Concept of Educational Philosophy and Philosophy of education, Interrelationship between Education and Philosophy and Impact of Philosophy on Education. 	16	01
Unit-II	<ul style="list-style-type: none"> • Indian Philosophy - Vedic system, Jainism, Buddhism, Materialism of Charvak and their impact on Content and Process of education 	16	01

Unit-III	<ul style="list-style-type: none"> Western Philosophy- Idealism, Naturalism, Pragmatism, and Realism, Humanism, Metaphysics and their impact on Content and Process of education. 	16	01
Unit-IV	<ul style="list-style-type: none"> Indian Educators - Rabindranath Tagore, Mahatma Gandhi, Swami Vivekananda, Dr. B.R.Ambedkar, Maulana Abul Kalam Azad, Sadhu RamchandMurm. 	16	01
Unit-V	<ul style="list-style-type: none"> Western Educators - Socrates, Plato, and Aristotle, John Dewey, Karl Marx, Mark Twain, Paulo Reglus Neves Freire 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

- Prepare a report on Epistemology of Any Indian Schools of Philosophy
 - describe various schools of Indian and Western philosophies
 - depict the interrelationship between philosophy and education.

Prepare a report on Epistemology of Any Western Schools of Philosophy.

Suggested Readings:

- Dalit Education: The Planning Of Rabindranath Tagore & Mahatma Gandhi. Prohlad Roy Lap Lambert Publication, AV AKADEMIKERVERLAG GMBH & CO. KG, HEINRICH-BCKING STR,6-8,66121 SAARBRUCKEN, DEUTSCHLAND/Germany, (2013) ISBN 978-3-659-43761-8
- The View Of Tagore Studies. Prohlad Roy LapLambert Publication, AV AKADEMIKERVERLAG GMBH & CO. KG, HEINRICH-BCKING STR,6-8,66121 SAARBRUCKEN, DEUTSCHLAND/Germany, (2013) ISBN 978-3-659-38578-0
- Education Thoughts and Philosophy of Rabindranath Tagore. Prohlad Roy LapLambert Publication, , AV AKADEMIKERVERLAG GMBH & CO. KG, HEINRICH-BCKING STR,6-8,66121 SAARBRUCKEN, DEUTSCHLAND/Germany, (2013) ISBN 978-3-659-32371-3
- Educational Thoughts of Mao Tse-tung and It's Importance in Contemporary Situation. Prohlad Roy(1st Author) & Ananya Patra, LAP LAMBERT ACADEMIC PUBLISHING,GERMANY.(2019) ISBN-978-620-0-48570-0
- Contribution of Birsa Munda in Education and Revolutionary Works, Prohlad Roy (1st Author) Menuka Munda & Baburam Murmu. LAP LAMBERT ACADEMIC PUBLISHING, GERMANY. (2020) ISBN-978-620-0-50609-2
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Semester- I
Master of Arts (Education)
EDN-113
Psychological Foundation Of Education

Course Objectives:

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

1. understand the theories of Learning and their Utility in the Teaching Learning Process
2. acquaint the learner with the process of development and assessment of various abilities and traits
3. understand the Changing Concept of Intelligence and its application
4. enable the learner to understand implication of Psychology theories for education
5. develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality

Learning Outcomes: At the end of this course students will be able to ---

1. describe various learning theories in association with their educational implications
2. explain various concepts on the theories of Intelligence and Personality

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Psychology as scientific study and its concerns. Methods of study in psychology- introspection/self-reporting- observation, survey, case study, interview • Learning: Nature and concept of learning, Approaches to learning: Behaviouristic, Cognitive and their educational implications. Detailed study of: (i) The Social Cognitive Theory with special reference to Bandura. (ii) The Information Processing Theory with special reference to Norman, Ausubel and Bruner. 	16	01

Unit-II	<ul style="list-style-type: none"> • Constructivism & learning: Principles of Constructivism, Constructivism in educational theory and practice, Types of Constructivism, Implications of Constructivism in Education. • Metacognition: Meaning, Components and difference between Cognition and Meta- Cognition and educational implications. 	16	01
Unit-III	<ul style="list-style-type: none"> • Development –Methods of study, developmental tasks. An outline on Rabindranath Tagore’s concerns on Child Psychology & Development. • Personal Development-Nature of Self-concept and self esteem; Psychological Development: Prosocial Behaviour (Eisenberg) • Cognitive development –concept and development of thinking and problem solving, Piaget’s Theory of Cognitive Development. Language Acquisition with reference to Lev Vygotsky • Affective development – Concept and development of attitudes, interests, values and emotions. 	16	01
Unit-IV	<ul style="list-style-type: none"> • Intelligence: Nature and Evaluation of the Concept • Theories of Intelligence: <ul style="list-style-type: none"> (i) Psychometric theories with special reference to the Guilford’s SOI Model (ii) The Information Processing Approach with special reference to Sternberg’s Triarchic Theory (iii) Howard Gardner’s Multiple Intelligence Theory. Implications of theories of Intelligence in Education • Measurement of Intelligence: Individual and Group, Verbal, Non-Verbal and Performance Tests for measuring intelligence • Emotional Intelligence: Concept, Meaning with special reference to Daniel Goleman, Relationship between 	16	01

	Intelligence and Emotional Intelligence, Implications of EI in day to day life.		
Unit-V	<ul style="list-style-type: none"> • Personality: its nature and theories with special reference to developmental and factor-analytical approaches • Theories of Personality: <ul style="list-style-type: none"> a) Psychoanalytical Theory: Freud, Adler and Jung b) Humanistic Theory: Roger c) Biological and Genetic Theory: Eysenck and Eysenck Arousal Theory e) Trait and Type Theories <ul style="list-style-type: none"> • Assessment of Personality: subjective, objective and projective methods, Projective tests of measurement of personality; Psychology of Adjustment: integrative and disintegrative adjustment; causes of disintegration and their control. 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

- * A case study of any one child with disability from secondary school and outline an individualized educational plan for him/her followed by preparation of a report
- * Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications
- Development of a profile of students of a class by using appropriate Assessment procedures
- Analyze the type of strategies adopted by a classroom teacher in organizing learning.

Suggested Readings:

- Absurd psychology and modern Bengali poetry Prohlad Roy. Laxmi Books Publications, Maharashtra. . (2012). ISBN 978-81-92843-2-0
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- Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.
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- Michael Green: Theories of Human Development prentice Hall, Englewood cliffs, New

- Moully George J: Psychology of teaching bottonAllyn& Decan Inc.
- Needham Heights, MA: Allyn and Bacon. New Delhi.
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- S. Owen, H. Parker Blount, Heny Moscow: Educational Psychology – An Introduction Little,
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Prentice Hall.

- Skinner C. E, (2003): Educational Psychology, Fourth Edition, Prentice Hall of India Private Limited,
- Wiggins, J. S. (Ed.). (1996). The Five-Factor Model of Personality: Theoretical Perspectives. New York: Guilford Publications
- Wordsworth B.J. Piaget's: Theory of cognitive and affective Development, New York

Semester- I
Master of Arts (Education)
EDN-114
Sociological Foundation of Education

Course Objectives:

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

1. comprehend the social context of education and its operational dimensions as a social sub-system
2. recognize the role of education in a changing social context
3. provide an understanding of certain current problems and issues of education in the social context
4. recognize the relevance of Educational Sociology as forming ground of the discipline, 'Education'

- analyze the sociological and cultural dimensions of Education and the related issues in pretext of present era

Learning Outcomes: At the end of this course students will be able to ---

- discuss the relationship between education and sociology.
- explain various sociological issues in relation to education.

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> Relationship of Sociology & Education; Meaning, Nature and Scope of Educational Sociology & Sociology of Education Education as a process of socialization: Education as a process in the social system Enculturation, acculturation and impact of technology 	16	01
Unit-II	<ul style="list-style-type: none"> Functions of Education, Functions of preservation of culture: Transmission of culture, Interpretation of Culture, Concept of social change and impact of: Modernization, Technology, Development Structural functionalism, Conflict theories 	16	01
Unit-III	<ul style="list-style-type: none"> Social aspects of Education: Education for Development and modernization, Social purpose of Education, Education for Social Progress Education as a factor affecting social change & Equating: Language & Culture in pretext of educational system; Education as a condition for social change; Education as an instrument of social change 	16	01
Unit-IV	<p>Culture: Diffusion, lag, pluralism, hegemony, harmony, action and synthesis</p> <ul style="list-style-type: none"> Politicization of education: Political control on Education Concerns of Rabindranath Tagore, Harichand & Guruchand Thakur on Sociological Perspectives of Education Glimpses on development of Education in Post Independent Period; Education as a system developed by the society based on: 	16	01

	social, cultural, political, economic, and technological factors.		
Unit-V	<ul style="list-style-type: none"> • Problem of relevance of education in a changing context of One-world Culture, National Initiatives and agencies, Role of UNO and agencies • Educating the masses The needy and the disadvantaged sections The Gender Issue : women-education and the transgender-education Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society 	16	01
Total		80	05

Practicum:

Write a Report on social theory of any sociologist in this curriculum.

Suggested Readings:

- Banglar Sikshabid O Samaj Sanskarak Sri Sri Hari-Guruchand (Editor Prohlad Roy), Published By Matuasiksha O Sahityagabesonaparisad And Backward Classes Welfare Deptt.,Govt. Of West Bengal(2010).
- Development Of Mass Education The Contribution Of Harichand and Guruchand by Prohlad Roy. Laxmi Books Publications,Maharashtra. (2012). ISBN 978-81-92843-1-
- The Voice Of Time :Educational And Social Thoughts. Prohlad Roy, Laxmi Books Publications,Maharashtra. (2012).. ISBN 978-81-92843-0-6
- Francis Bacon’s ‘OF EASSYS’ the view of culture of Education. Prohlad Roy LapLambert Publication, (2014) ISBN 978-3-659-53718-9
- Mythological Education In Oral Literature Study On Tribes Of Arunachal Pradesh & West Bengal. Prohlad Roy LapLambert Publication, AV AKADEMIKERVERLAG GMBH & CO. KG, HEINRICH-BCKING STR,6-8,66121 SAARBRUCKEN, DEUTSCHLAND/Germany, . (2013) ISBN 978-3-659-43795-3
- Educational Thoughts of Mao Tse-tung and It’s Importance in Contemporary Situation. Prohlad Roy(1st Author) & Ananya Patra, LAP LAMBERT ACADEMIC PUBLISHING,GERMANY.(2019) ISBN-978-620-0-48570-0
- Cultural Value And Education:The Thoughts Of Matthew Arnold, Prohlad Roy Laxmi Book Publication, Solapur, Maharastra, (2014) ISBN-978-1-312-79142-8
- Sociol Change The View Of Sociologists, Prohlad Roy, Laxmi Book Publication, Solapur, Maharastra, (2014) ISBN-978-1-312-79141-1
- Contribution of Birsa Munda in Education and Revolutionary Works, Prohlad Roy (1st Author) Menuka Munda & Baburam Murmu. LAP LAMBERT ACADEMIC PUBLISHING, GERMANY. (2020) ISBN-978-620-0-50609-2
- Dr.B.R.Ambedkarer Jatiyo Samhati Bhavnay Siksha O Samaje Samrakshan,Prohlad Roy,Laxmi Book Publication,Maharastra, (2014)Isbn- 9781312759978
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- Morris, I. (1978). The Sociology of Education - An introduction. London: William Cloves Limited.
- Moser, C.A., and Calton, G. (1979). Survey Methods in Social Investigation (2nd Ed.) California: The English Language Book Survey & Heinemann Edl. Books.
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- Nisbet, R. A. (1967). The Sociological Tradition. London: Heinemann.
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Semester- I
Master Of Arts (Education)
EDN-115

Educators of Bengal and their Educational thoughts

Course Objectives:

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

1. examine issues related to education as interdisciplinary knowledge
2. understand the socio-cultural context of education
3. reflect on the multiple contexts in which the school and teacher education institutions are working
4. understand the basic concepts/issues of education
5. discuss the emerging dimensions of education

Learning Outcomes: At the end of this course students will be able to ---

1. discuss the contribution of various educators in Bengal

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Education System in Bengal: Brahmin Education, Buddhist Education, Islamic Education, Christian Missionaries Education, British Education, Dalit Education, Swadeshi Siksha, Right to Education for All as per Constitution after Independence. 	16	01
Unit-II	<ul style="list-style-type: none"> • Bengalee Educators and their Educational thoughts : Atish Dipankar,(Buddhist Education) Jalandharipad,(Yoga,Spiritual and Social Education) Shil Bhadra,(University Education) Chaitanya,(Spiritual and Social Education) 	16	01

Unit-III	<ul style="list-style-type: none"> Raja Rammohan Roy,(Western and Vedic Education) Harichand Thakur(Spiritual Social Education), Iswar Chandra Vidyasagar(Modern Education), Guruchand Thakur(Education for Untouchable and Backward Class),PanchananBarma, Rabindranath Tagore(Education for alround Development), Lalon Fakir,(Education for Humanism) Begum Rokeya ,(Modern Education) Swami Vivekananda & Aurobinda(Spiritual education) Rathindranath Tagore, Adwaita Mallabarmar's works on Education, (Job based Education) Jagadish Chandra Bose(Science and Environmental Education), Prafulla Chandra Ray(, Education for Commerce,), MeghnathSaha(,Science Education,Education for Planning and Management) SatyendranathBasu(Science Education) 	16	01
Unit-IV	<ul style="list-style-type: none"> Contribution of Bengalee Representatives as Educationist in Indian Education Committees/Commissions: Hunter Commission, Calcutta University Commission, MudaliarCommission, Kothari Commission, NCF-2005, National Education Policy (1986,1992&2020) Contribution of Bengalee Educationist in West Bengal State Education Committees/Commissions: Ashoke Mitra Commission, Pabitra Sarkar Commission, Abhik Kumar Majumder Committee 	16	01
Unit-V	<ul style="list-style-type: none"> Contribution of Visva-Bharati in National Education Movement, National Education Policy Vs West Bengal State Education Policy 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Assignments based on self-study on identified themes such as-
 - critical analysis of the ways in which schooling

- teaching-learning and curriculum contribute to social inequality
 - young children and social policy etc and presentation in a seminar.
2. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
 3. Visit any school from rural/urban area and find out vision of school on education.

Suggested Readings:

- Banglar Sikshabid O Samaj Sanskarak Sri Sri Hari-Guruchand (Editor Prohlad Roy), Published By Matuasiksha O Sahityagabesonaparisad And Backward Classes Welfare Deptt.,Govt. Of West Bengal(2010).
- Development Of Mass Education The Contribution Of Harichand and Guruchand by Prohlad Roy. Laxmi Books Publications,Maharashtra. (2012). ISBN 978-81-92843-1-
- The Voice Of Time :Educational And Social Thoughts. Prohlad Roy, Laxmi Books Publications,Maharashtra. (2012).. ISBN 978-81-92843-0-6
- Dalit Education: The Planning Of Rabindranath Tagore & Mahatma Gandhi. Prohlad Roy Lap Lambert Publication, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2013) Isbn 978-3-659-43761-8
- The View Of Tagore Studies. Prohlad Roy Lap Lambert Publication, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2013) Isbn 978-3-659-38578-0
- Education Thoughts And Philosophy Of Rabindranath Tagore. Prohlad Roy Lap Lambert Publication, , Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2013) Isbn 978-3-659-32371-3
- Educational Thoughts and Experiments of Rathindranath Tagore in Visva-Bharati, Santiniketan. Prohlad Roy(1st Author)& Mandira Singha, HING,GERMANY. (2020),, ISBN-978-620-0-57070-3
- Science Education: The Context of Acharya Jagadish Chandra Bose, Prohlad Roy(1st Author), & Hemanta Mal, Germany: Lap Lambert Academic Publishing, 2020. ISBN: 978-6139999033.
- Activities of Raja Ram Mohan Roy in the Development aAnd Proliferation of Modern Education in India, Prohlad Roy(1st Author), & Nafisa Sanam, Germany: Lap Lambert Academic Publishing, 2020. ISBN 978-6202919074.
- Educational Thought and Contemplation Of Bankim Chandra Chattopadhyay: Reflection Indian Mindset, Prohlad Roy(1st Author), & Samsunnesa Khatun, Germany: Lap Lambert Academic Publishing, 2020. ISBN 978-6139999033.
- Bruner, J S (1996) The culture of education Cambridge, MA :Harward University press.
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- William Boyd & Edmund King (1981). History of western Education.
- Chatterjee, C: Vedantic Education, British Book Depot
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- Brubacher, T.S (1955) Modern philosophy of Education. University of Chicago press.
- Kneller, G.F (1971) Introduction to the philosophy of Education. New York, John Willey & Sons.
- Mukherjee, R.K (1974). Ancient Indian Education, Motilal Banarasidas
- O'connor, D.J (1957). An introduction to the philosophy of education London. Routledge Kegan Paul.

Semester- II

Master of Arts (Education)

EDN-121

Development of Indian Education

Course Objectives:

To enable students to:

1. Understand the objectives, Agencies, Curriculum, Teaching Method, Teacher Pupil relationship and discipline, Merits and Demerits of Vedic Budhist and Muslim Education System.
2. Understand the contribution of various major Committees and Commissions on Education set up from time to time.
3. Acquire the knowledge of Policies and Programmes related to universalization of Elementary and Secondary Education.
4. Understand the importance of Right to Education Act (2009) and the provisions made for realizing it.

Learning Outcomes: At the end of this course students will be able to ---

1. discuss contributions of various Committees and Commissions on Education in India
2. discuss various Policies and Programmes related to the education system in India

Unit	Course Content	Contact Hours	Contact Hours
UNIT- I	<ul style="list-style-type: none"> • Vedic Education, Buddhist Education, Islamic Education: Objectives, Curriculum, Teaching Method, Teacher Pupil relationship and discipline, • 	16	01
UNIT- II	<ul style="list-style-type: none"> • Salient Educational features of Early 19th Century and recommendations: Macaulay's Minutes (1835), Wood's Despatch (1854), Hunter Commission (1882), Sadler Commission (1917), Zakir Hussain Committee (1938), Sargent Report (1944) 	16	01
UNIT- III	<ul style="list-style-type: none"> • Salient features and recommendations: University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1964-66) National Education Policy (1986 & 2020) and Programme of Action (1992) • National Curriculum Frame Work (2005) 	16	01
UNIT- IV	<ul style="list-style-type: none"> • Recommendations of National Knowledge Commission Report (2006) • Right to Education Act-2009 and its Provision • Universalization of Elementary and Secondary Education: Policies and programmes for realizing and improvement- SSA (2000) RMSA (2009) 	16	01
UNIT-V	<ul style="list-style-type: none"> • Lord Curzon's Educational Policy, Growth of National Consciousness, National Education Movemen 	16	01

	<ul style="list-style-type: none"> • Education in Indian Constitution: Education as Fundamental Right, Directive Principles of State Policy 		
Total		80	05

Practicum:

- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
- Visit any school from rural/urban area and find out vision of school on education.

Suggested Readings:

1. Aggarwal, J. C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Aggarwal, J.C. (2013). Landmarks in the History of Modern Indian Education: Seventh Edition. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Altekar, A. S. (1951). Education in Ancient India. Banaras: The India Book House.
4. Biswas, A. & Agrawal, S. P. (1994). Development of Education in India: A Historical survey of Educational Documents before & after Independence. New Delhi: Concept Publication.
5. Chatterjee, C. (1957). Vedantic Education. Lucknow: Gauranga Cultural Research Institute.
6. Dutta, D. M. (1958). Six Ways of Knowing. Calcutta: University Press.
7. Hiriyana, M. (1983). Outlines of Indian Philosophy. Bombay: Blackie & Son.
8. Hiriyana, M. (1949). The Essentials of Indian Philosophy .London: George Allen & University.
9. Banerje, J.P. (1985). Education in Indian Past, Present and Future. Vol. 1. Calcutta: Central Library.
10. Keay, F. E. (1980). Ancient Indian Education: Origins, Development & Ideals. New Delhi: Cosmo Publications.
11. Khan, Md. Shasif (1990). Education, Religion & the Modern age. New Delhi: Asia Publications House.
12. Mitra, Veda (1964). Education in Ancient India. New Delhi: Arya Book Depot.
13. Mookherjee, R. K. (1960). Ancient Indian Education: Brahminical & Buddhist. Delhi: Motilal Banarasi Das.
14. Nurullah S. S. and Naik J. P. (1951). History of Education in India (1800-1947). Calcutta: Macmillan & Co Ltd.

Semester- Ii
Master Of Arts(Education)
EDN-122
Curriculum Studies And Education

Course Objectives:

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

1. develop understanding of underlying Principles & Model of curriculum development
2. develop understanding of underlying principles of instructional strategies
3. develop understanding of underlying principles of evaluation
4. develop understanding for instructional media, teaching competencies and skills
5. develop understanding for pedagogical concerns

Learning Outcomes: At the end of this course students will be able to ---

1. discuss various concepts associated with curriculum development
2. discuss various approaches and models of curriculum

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Components and sources of Design, Design-Dimension Considerations • Technical-Scientific Approach- The Tyler Model, The Taba Model, The Task Analysis Model 	16	01
Unit-II	<ul style="list-style-type: none"> • Non-technical,Non-scientific Model- The Approach in General, The Deliberation Model • Enacting Curriculum Development, Participants in Curriculum Development 	16	01
Unit-III	<ul style="list-style-type: none"> • The Nature of Implementation, Implementation as a Change Process • Curriculum Implementation Models • Nature & Purpose of Evaluation, Approaches to Evaluation • Evaluations Models, Testing 	16	01
Unit-IV	<ul style="list-style-type: none"> • UGC Model Curriculum; National Curriculum Framework of NCERT (NCF-2005); National Curriculum Framework for Teacher Education of NCTE (NCFTE-2009) 	16	01
Unit-V	<ul style="list-style-type: none"> • Theoretical Paradigm of Instructional Objectives 	16	01

	<ul style="list-style-type: none"> • Teacher Controlled Instruction (TCI); Learner Controlled Instruction (LCI); Group Controlled Instructional (GCI) • Instruction; Instructional Planning- Issues in Instructional Planning, Steps in Instructional Planning; Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; Systems Approach 		
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

- Preparation of an observation schedule for curriculum implementation in any one-school subject.
- Observation and identification various methods, media & approaches used in implementation of curriculum for particular school subject/or course in teacher education
- Design an instructional plan of a unit in a subject at elementary level Prepare unit test, administer the test, determine gaps in attainment of objectives and plan remedial instructions

Suggested Readings

1. Arora, G.L. (1988). Curriculum and Quality in Education, NCERT, New Delhi.
2. Goodson, I.F. (1994). Studying Curriculum: Cases & Methods, Open University Press, Buckingham.
3. Gwynn, J.M. (1960). Curriculum Principles and Social Trends, The Macmillan Company, New York.
4. NCERT (2005). National Curriculum- A Framework, NCERT, New Delhi.
5. Popham, W.J. (1993). Educational Evaluation, Allyn& Bacon, New York.
6. Pratt, David. (1995). Curriculum Development, Open University Press.
7. Mamidi,MallaReddy and S.Ravishankar (eds.),Curriculum Development and Educational Technology, New Delhi: Sterling Publishing Pvt. Ltd.
8. Oliva, Peter F.(1988).Developing the Curriculum(2ndedition).Scotland Foresman and Company.
9. Pratt, David. (1980). Curriculum Design and Development. New York, Harcourt Brace Jovanovich Inc.
10. Saylor, J. Galenr William M. Alexander and Arthur J. Lewis. (1980). Curriculum Planning for Better Teaching and Learning (4 th edition). New York: Hold Renehart and Winston

11. Taba, Hilda .(1962). Curriculum Development: Theory and Practice, New York, Harcourt BraceJovanovich.18.TylerRalphW.(1974)Basic Principle of Curriculum and Instruction. Chicago, the University of Chicago Press.

Semester- II
Master Of Arts (Education)
EDN-123
Comparative Education

Course Objectives:

1. help the students to understand Comparative Education as an emerging discipline of Education.
2. Acquaint the students with educational systems in terms of factors and approaches of Comparative Education.
3. acquaint the students with the methods of study in Comparative Education.
4. Orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trends.
5. Acquaint students with the concept of syllabus, course structure and evaluation system prevailing in different education systems.

Learning Outcomes: At the end of this course students will be able to ---

3. acquaint the students with modern trends in world education.
4. orient the students to understand different structures of education sustain in different countries in terms of the prevailing trends.
5. Create a perspective in the students about the implications of Education for solving the prevailing problems of Education in India.

Unit	COURSE CONTENT	CONTACT HOURS	CREDIT POINTS
UNIT -I	<ul style="list-style-type: none"> • Comparative Education: Meaning; Major concepts; Objectives; and Scope. • Factors influencing Comparative education (Cultural, Geographical, economic, linguistic, scientific, , philosophical, moral, religious, socialism, humanism, Internationalism, nationalism, democratic); 	16	01

Unit- II	<ul style="list-style-type: none"> • Historical Development of Comparative Education • Salient features of Education system of Japan, Finland, Russia, U.S.A., Cuba, U.K, China, Bangladesh & India • Major educational reforms in Finland, Japan, China, Russia and UK through Mother Tongue. • Modern trends in National and Global education 	16	01
Unit-III	<p>A comparative analysis of different education systems with special reference to Educational structure, Methods of Instruction and Evaluation system:</p> <ul style="list-style-type: none"> • Primary Education and Secondary Education: with reference to Japan, Finland, Russia, U.S.A., U.K, China & India. 	16	01
Unit-IV	<ul style="list-style-type: none"> • Teacher Education and Higher Education: With reference to USA, Russia, UK & India. • Adult Education: Australia, Brazil, India. • Vocalization of Secondary Education in U.K., U.S.A. & India • Poverty, Unemployment, Population explosion, Terrorism, Untouchability and Communalism, Economic under-developments: Their effects on Education and solution. • Globalization, Neo-Liberal Policies, Equality and Equity; and Centralization Vs De-Centralization of Government forces: Their causes and solution through education: 	16	01
Unit -V	<ul style="list-style-type: none"> • Comparative Education and its relationship with Education system. <p>Reasons for studying Comparative Education: With reference to educational issues, transactional issues, theory and practices and educational problems in India</p>	16	01

Total		80	05
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Practicum (Any one given by Teacher)

Suggested readings:

- Secondary Education Comparative Delineation, Prohlad Roy, Lap Lambert Publishing, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2012) Isbn 978-3-659-29784-7
- Primary Education A Comparative Appraisal, Prohlad Roy, Lap Lambert Publishing, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2012) Isbn978-3-659-27503-6
- Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.
- Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup.
- Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt. Ltd.,
- Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New: IGNOU.
- William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston.
- Sharma, Y.K. (2008). Comparative Education. New Delhi: Kanishka Publishers.
- Espstein, Erwin, H., (1987), Against the Currents: A Critique of Ideology inComparative Education, Compare, 17, No. 1.
- Green, J.L. (1981), Comparative Education and Global Village, Anu Book,Shivaji Road Meerut. .
- Georgie, D.M. (1978), Education in Modern Egypt: Ideals and Relities, Routledge and Kegan Paul; London, Hexely and Boston.
- Hans, Nicholas (1965), Comparative Education, Routledge and Kegan Pau Ltd., London.
- James, H.R. & Mathew, A. (1988), Development of Education System in India, D.K. Pubisher Distributors (P.) Ltd., Ansari Road, Daryaganj, New
- Roy, P.(2012): Secondary Education, Comparative Delineation , LAP
- Roy, P.(2012):Primary Education : A comparative Appraisal, LAP
- Roy, P.(2013):Paradoxical View and Content Analysis in Quality Education, Lap

Semester- II

Master Of Arts (Education)

EDN-124

Education and Conceptualization Innovative Ideas

Course Objectives

1. The activities will be attached with their respective teachers to arrange the programme
2. Visit of Education Institutions or Education Research Institutes followed by preparation of a report
3. Conducting a Community Engagement and Social Responsibility followed by preparation of a report.

Learning Outcomes: At the end of this course students will be able to -

Unit	Course Contents	Contact Hours	Credit points
Unit I	Conceptualization Innovative Ideas, Concept of Community Engagement and Social Responsibility; (10)	16	01
Unit II	Conceptualizing Innovative Ideas and Programmes/Activities to promote the social responsibility towards the community. (10)	16	01
Unit III	Organization of Blood Donation Camp, Tree Plantation, Cleanliness/Sanitation; Teaching Children In Village/Slums Or Forestation Program, And Prepare A Report On It. (10)	16	01
Unit IV	Visit of Education Institutions or Education Research Institutes followed by preparation of areport.(10)	16	01
Unit V	Hands-On Experience and Report Preparation, Organization of Awareness of Programme of Clean Air (Environment), Clean Drinking Water (Health) and Clean Streets (Sanitation);(10)	16	01
Total		80	05

Practicum (Any one given by Teacher)

Semester- II
Master Of Arts (Education)
EDN-125

Educational Measurement and Evaluation

Objectives:

To enable the students to:

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

Learning Outcomes: At the end of this course students will be able to ---

- process and interpret student's performance on tests and interpret tests scores;
- acquaint with the new trends of Educational Measurement and Evaluation;
- acquaint with interpretation of test result;
- uses of measures of relationship.

Contents:

Unit	Course Contents	Contact Hours	Credit points
Unit-I	Meaning of measurement and evaluation, Concept and nature of educational evaluation, Principles of evaluation, Evaluation and instructional process, Purpose and role of evaluation.	16	01
Unit-II	Criteria of Measurement Procedure, Validity-meaning, types and measurement, Reliability- meaning and measurement, Norms-meaning, types and measurement, Usability	16	01
Unit-III	Measurement of Achievement, Taxonomy of Educational	16	01

	Objectives, Instructional Objectives, Procedure for construction of Achievement test, Diagnostic test and their uses		
Unit-IV	Planning Test Items, Item written and selection, Administration of Test, Item analysis: difficulty index, discrimination power, problems of items analysis, item analysis by bi-serial correlation, item analysis of Diagnostic test, Interpreting Test Scores, NRT and CRT, Grade norm, Percentile Rank, Standard Score, Local Norm, Caution in interpreting test score. New Trends in Measurement and Evaluation, Grading, Semester and Continuous Internal Assessment, Question Bank and its Functions, Computer in Evaluation	16	01
Unit-V	Qualitative and Quantitative Data Analysis, Qualitative Data, Organization, Analysis, Interpretation and Validation of Qualitative Analysis, Quantitative Data, Multiple Correlation and Regression. Inferential Statistics Central Limit Theorem, Parametric Tests and Nonparametric Tests.	16	
Total		80	05

Suggested Readings:

- Teaching Techniques and Learning Style Paperback – Import, 10 February 2021 by Prohlad Roy (Author), Sk Rashidul Haque (Author), Afazuddin Sk (Author)
- Measurement and Assessment in teaching(8th ed.)- Robert L. Linn & Norman E. Gronlund: Pearson Education
- Research In Education, Prohlad Roy(2nd Author) Laxmi Book Publication, Solapur, Maharashtra, (2014) ISBN-978-1-312-45763-8
- Essentials of Educational Measurement (5th ed.) Robert L. Eble & David A. Frisbie: Prentice Hall of India, New Delhi
- Assessing Students- how shall we know...? Derek Rowntree -Kogan Page, London

- Principle of Educational and Psychological Testing (3rd ed.)- Frederick G. Prown- Holt, Rinehart and Winter, NewYork
- New Approaches to Measurement and Evaluation- K.S. Singh- Sterling Publishers Pvt.Ltd.
- Test, Measurements and Research Methods in Behavioral Science- A.K. Singh: Bharati Bhavan
- Research in Education- Best, John W and James, V. Khan, New Delhi: Prentice Hall of India Pvt.Ltd.
- Taxonomy of Educational Objectives I: Cognitive Domain- Bloom, Benjamin S., et al Eds., New York: David MacKay Co,Inc
- Fundamental Statistics in Psychology and Education- Guilford, J.P. New York, McGraw-Hill BookCompany
- Nonparametric Statistics for the Behavioral Sciences-Siegel, S. Tokyo: McGraw- Hill Hogakusha,Ltd
- The Factorial Analysis of Human Ability- Thomson, G. (1951) London: University London press,Ltd.
- MeasurementandEvaluationinPsychologyandEducation-Thorndike,Robert L. and E. Hagen New Delhi: Wiley Eastern Private Ltd.

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

Semester- III
Master Of Arts (Education)
EDN-131
Methodology Of Educational Research

Course Objectives:

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

1. describe the nature and process of research in education
2. describe and differentiate the various methods of sampling
3. construct and apply different research tools
4. develop skills to write and evaluate research report

5. write references according to latest APA style

Learning Outcomes: At the end of this course students will be able to ---

1. develop deeper understanding of the various processes of Educational Research
2. develop concepts on preparing a research proposal

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Meaning, Nature & Scope of Educational Research • Fundamental, Applied & Action Research, Qualitative Vs Quantitative Research, Longitudinal & Cross-Sectional Research • Criteria & Sources for Identifying Problem, Formulation of Research Problem • Developing Assumptions, Research Questions & Hypotheses 	16	01
Unit-II	<ul style="list-style-type: none"> • Descriptive Research, Survey Research, Historical Research • Experimental Research- Designs & Validity, Ex-post facto Research; Action Research • Qualitative Research- Phenomenological Research, 	16	01
Unit-III	<ul style="list-style-type: none"> • Ethnographic Research, Ethno-methodological Research, Grounded Theory, Narrative Research, Case Studies • Mixed Method Research 	16	01
Unit-IV	<ul style="list-style-type: none"> • Sources of Data- Individual, Institution & Library • Population & Sample, Sampling Techniques- Probability & Non Probability, Sampling Errors & Their Control • Tools for Data Collection- Test, Scale, Observation, Interview, Questionnaire • Item Writing & Analysis for different Tools 	16	01
Unit-V	<ul style="list-style-type: none"> • Writing Research Proposal • Ethics of the Research. • Citing References, Writing Review of Literature • Writing Research Reports, Presentation of Research Reports • Referencing- APA style 	16	01
Total		80	05

Practicum:

Undertake the following activities:

Preparing of Research Proposal for Dissertation with
Reviewing a Research Paper/Dissertation/Chapter from a Research Book,
visiting to nearby community & identifying research problems from the field and
developing a need-based research tool.

Suggested Readings:

- Research in Education, Prohlad Roy(2nd Author) Laxmi Book Publication, Solapur, Maharashtra, (2014) ISBN-978-1-312-45763-8
- Paradoxical view and Content Analysis in Quality Education. Prohlad Roy LapLambert Publication, AV AKADEMIKERVERLAG GMBH & CO. KG, HEINRICH-BCKING STR,6-8,66121 SAARBRUCKEN, DEUTSCHLAND/Germany(2013), ISBN 978-3-659-32859-6
- Teaching Techniques and Learning Style Paperback – Import, 10 February 2021 by Prohlad Roy (Author), Sk Rashidul Haque (Author), Afazuddin Sk (Author)
- Best. J. W. & Kahn. J. V. (2008). Research in Education (10th edition). Delhi: Pearson Education.
- Burns, R. B. (2000) Introduction to Research Methods. New Delhi: Sage Publication.
- Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
- 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.
- 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.
- McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage.
- Mertens, D. M.(1997).Research Methods in Education and Psychology. New Delhi: Sage Publication.
- N.C.E.R.T. (1997). Fifth Survey of Educational Research: 1988-92. (Vol. I). New Delhi: NCERT.
- N.C.E.R.T. (2006). Sixth Survey of Educational Research: 1993-2000. (Vol. I). New Delhi: NCERT.
- N.C.E.R.T. (2007). Sixth Survey of Educational Research: 1993-2000. (Vol. II). New Delhi: NCERT.
- Peterson, R. A. (2000). Construction of Effective Questionnaires. New Delhi: Sage Publication.

- Sapsford, Roger. (1999). Survey Research. New Delhi: Sage Publication.
- Sax, Gilbert. (1979). Foundations of Educational Research. New Jersey: Prentice – Hall.
- Schmuck, R. A. (2006). Practical Action Research. California: Corwin Press.
- Seigal, Sydne, Y. (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
- Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
- Singh, S.P. (2002). Research Methods in Social Sciences. Kanishka: New Delhi.
- Stringer, E. T. (2000). Action Research (2nd ed) New Delhi: Sage Publications.
- Thomas, R. Murray. (2008). Thesis and Dissertation. California: Corwin Press.
- Tuckman. B. W. (1979). Conducting Educational Research (2^{dn} edition). New York: Harcourt Brace Javanovich Inc.
- Van Dalen, D. B. & Meyer, W.J. (1979). Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
- Walford, Geoffrey. (2005). Doing Qualitative Research. London: Continuum.
- Wiersma, W. & Jurs, S.G. (2009). Research Methods in education. (9th edition). Delhi: Pearson Education.

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

Semester- III
MASTER OF ARTS (EDUCATION)
EDN-132
Educational Management

Course Objectives:

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

1. Explain the concept, functions, theories and types of educational planning, and management.

2. Understand and evaluate the role of Educational stakeholders, Teachers, Managers, and Parents in Educational management at the level of Elementary Education.
3. Evaluate the present administrative structure of Education in India.
4. Explore the Role of SMC and School Development Plan in Elementary Education as according to RTE-2009 by field visits.
5. Understand and evaluate the role of communication and leadership in School.

Learning Outcomes: At the end of this course students will be able to ---

1. discuss various theories of educational management
2. discuss various leadership styles and skills required in the process of managing educational institutions

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Concepts of Management: Meaning, nature and objectives of educational management, Scientific Management theory, Human Relation theory, POSDCORB theory • Modern Trends in Management: Decision Making Process, Factors influencing decision making, Organisational development, Organisational behaviour and Human resource management in Educational Organisations • Concept of TQM in Education: Quality Indicators in SSA and its implementation 	16	01
Unit-II	<ul style="list-style-type: none"> • Agencies of Educational Administration at Centre and States: Role of NCERT, CBSE, KVS, NVS, State Boards, Local Governments and Panchayats • Educational supervision: Types and methods of supervision, 	16	01
Unit-III	<ul style="list-style-type: none"> • Classroom management, dynamics of classroom teacher as facilitator and leader of teaching and learning process. • Leadership and different styles of Leadership, Information and Communication process 	16	01
Unit-IV	<ul style="list-style-type: none"> • planning: perspective planning and institutional planning; Relationship between planning and policy making, 	16	01

	<ul style="list-style-type: none"> Challenges and Problems of Educational planning, SWOT Analysis; Educational Planning in India: Achievements and Failures since independence Educational Policies-NPE-1986 & 1992, UEE (SSA) & USE (RMSA) & salient features of National Education Policy-2020 		
Unit-V	<ul style="list-style-type: none"> Types of Schools in India: Rural and Urban, Public and Private, Minority Institutions, Tribal Schools and Residential Schools RTE-2009 and Management: Role of School Management Committees and School Development Plan 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Visit a local school and evaluate the role of School Management Committee during last 2 years and prepare a report with pictures, photographs and sketches.
2. Conduct interviews of the teachers and students of various schools and Prepare a report based on their educational aspirations and problems with reference to the effectiveness of management
3. Conduct a study on 'Good Practices' in various schools and prepare a report including leadership, communication process, information system, data management etc.

Suggested Readings:

- Akbar, N. A., (2003). Educational Management: New prospects, Bombay: PeacockPublications
- Amarjit, Singh (Ed.), Classroom Management, KaniskaPublishers,New Delhi, 2001.
- Balsara, Maitrya. (2002).Administration and Recognition of TeacherEducation, New Delhi: Kaniska Publishers
- Desai, A. R. (2005) Management and Educational Policy, New Delhi: NCERT
- Prasad, J., (2003) School Organisation and Management, New Delhi: .Kaniska Publishers
- Ramani, K. V.(2004) .A Textbook of Educational Management, New Delhi: DominantPublishers
- Agarwal,J.C. (2007): Development of Educational system in India, (Revised Edition)Delhi: Shipra publications
- Khanna S.D, et.al., (2000): Educational Administration, planning, Supervision and Financing, Delhi: Doaba House, book sellers & publishers,

- Mathur S.S. (1990): Educational administration and Management. Ambala Cantt: The India Publications,
- Mishra R.C. (2007): History of Education Administration, S.B. Nangia New Delhi: A.P.H.Publishing Corporation
- Mohanty J (2005): Educational Administration, Supervision and School Management, New Delhi: Deep & Deep publications Private Limited
- Ostrander Raymond H, Ray C. Deity (1968): A values approach to Educational Administration, New York.: American Book Company
- Prakash, (2005): Educational Planning, New Delhi: Gyan Publishing House
- Sharma R.N. (2007): Educational Administration, Management and Organization, Delhi: Subject Publications
- Sikand, Yoginder (2005) Bastions of the Believers, Madarsa and Islamic Education in India, New Delhi: Penguin India
- Jhingran, Saral (2010) Madarsa Education in Modern India- A Study, New Delhi: Manohar
- Suhrawardi, S. (2001) Awarif-ul-Maarif, tr. Shams Barelvi, New Delhi: Farid Book Depot
- Das, S.K. (1924) Education System of the Ancient Hindus, Kolkata
- Jaffar, S.M. (1972). Education in Muslim India. Delhi: Idarah-I-Ababiyat.
- Mukherjee, R.K. (1960). Ancient Indian Education. Delhi: Moti Mahal.
- Nurullah& Naik (1951). History of Indian Education. Bombay: Macmillan & Co.
- Altakar A.S. (1957). Education in Ancient India. Varanasi: Nand Kishore Publication.

Semester- III

Master Of Arts (Education)

EDN-133

Yoga Education And Personality Development

Course Objectives:

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

1. comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahtat) and Ahamkar.

2. understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.

Learning Outcomes: At the end of this course students will be able to ---

1. understand the socio-psychological basis leading to a dynamic transformation of personality
2. understand the scientific basis and therapeutic values of yoga.

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality • Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual • Sub-divisions of Ahamkar – Mana (The Mind), Karmendris, Jnanendris, Tanmatras (The Suksham Sharer) and • Five Mahabhutas, Concept of Isvara 	16	01
Unit-II	<ul style="list-style-type: none"> • History of Yoga: The meaning and definitions of Yoga; Scope and Needs of Yoga, • Principles of Yoga, Types of Yoga : Hatha Yoga, Kundalini Yoga, Integral Yoga, Mantra Yoga, Jnana Yoga, Karma Yoga, Bhakti Yoga, and Raja Yoga, as a way to healthy and integrated living; 	16	01
Unit-III	<ul style="list-style-type: none"> • Yoga as a way to socio-moral upliftment of man; Yoga as way to spiritual enlightenment • Yoga Thinkers : Maharshi Patanjali, Jalandhari Pa, Mina Nath, Goroksha Nath,, Swami Vivekananda , 	16	01
Unit-IV	<ul style="list-style-type: none"> • The five Yamas (observances); The five Niyamas (abstinences); Asanas (The right postures); • Pranayam (controlling the breath); Pratyahara (controlling the senses); Dharana (concentration) and its methods; • Dhyana (meditation) and its kinds; Samadhi and its various types. 	16	01
Unit-V	<ul style="list-style-type: none"> • Traits of Personality, Types of Personality, Meaning of Personality Development, Factors of Personality Development, Factors Influencing Growth of Personality 	16	01

	<ul style="list-style-type: none"> Therapeutic values of yoga, Beauty of Surya Namaskar and Different Asanas and their effects to promote a sound physical and mental health; Place of Yoga in Curriculum 		
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Performance of Surya Namaskar or Other Asanas
2. Seminar Presentation
3. Field Study to Know the Position of Yoga

Suggested Readings:

- Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributors.
- 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.
- Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.
- Ravishankar N. S.(2006).Yoga for Health,Pustak Mahal, Delhi
- Devananda G.K. (2007). Teaching of Yoga,A P H Publishing Corporation,Delhi
- Roy S.C.,RathS.K.& Pal Tapas (2014). Yoga Education,BridgeCenter, Romania,E U.
- Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd.
- 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.
- The Science of Yoga (1988). Monghur: Bihar School of Yoga.
- Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga.
- Yoga for health and peace (2001). Mumbai: Yoga Vidyaniketan.

Semester- III
Master of Arts (Education)
EDN-134

Techniques Of Analysis In Educational Research

Course Objectives:

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

1. understand the nature of data in educational research,
2. present research data graphically
3. examine relationship between different variables
4. estimate the characteristics of populations,
5. formulate and test specific hypotheses, and
6. use appropriate analysis techniques to analyse qualitative data.

Learning Outcomes: At the end of this course students will be able to ---

1. perform research related activities in various fields of Education using Quantitative, Qualitative and Mixed approaches

Course Contents:

Unit	Course Contents	Contact Hours	Credit Points
Unit-I:	Descriptive Analysis: Data Types: Discrete and continuous; Quantitative and Qualitative, Parametric and Non-parametric; Mean, Median, Variance and Standard Deviation; Product Moment, Rank Order, Biserial, Point-Biserial correlations, Partial and Multiple correlations; Characteristics, measures, and applications of Normal Probability Curve.	16	01
Unit-II	Basics of Inferential Analysis: Null and alternative hypotheses, level of significance, confidence limits, 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	16	01

Unit-III	Parametric Inferential Analysis: Testing of Hypotheses; Significance of the Differences (small and large samples; independent and correlated samples) between means, proportions, and variances; Concept and uses Analysis of Variance (ANOVA) and Analysis of Co-variance (ANCOVA).	16	01
Unit-IV	Nonparametric Inferential Analysis: Assumptions of nonparametric analysis; Chi Square Test of Goodness-of-fit test and Independence; Median Test; Mann-Whitney U test; Basic ideas of using of Software for analyzing quantitative data.	16	01
UNIT-V	Qualitative Data Analysis:General Approach to Data Analysis: Coding, 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	16	01
Total		80	05

Practicum (Any One):

1. Assessment of using statistical techniques in specific research problems
2. Conversion of raw scores to sigma scores, T-scores or/and percent
3. Presentation of data in histogram, polygon or/and ogive
4. Formulating a situation specific hypothesis and test it
5. Coding and segmenting certain qualitative data

Suggested Readings:

- Paradoxical View And Content Analysis In Quality Education. Prohlad Roy Laplambert Publication, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany(2013), Isbn 978-3-659-32859-6

- Teaching Techniques and Learning Style Paperback – Import, 10 February 2021 by Prohlad Roy (Author), Sk Rashidul Haque (Author), Afazuddin Sk (Author)
- Asthana, H.S. & Bhushan, B. (2007): Statistics for social sciences. New Delhi: Prentice Hall.
- Conover, 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., and B. Fruchter. (1987). Fundamental statistics in education and psychology. Tokyo: McGraw Hill (Student-Sixth 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 and Sirohic (1993). Educational statistics

Semester- III

Master of Arts (Education)

Special Paper (Elective, Any One)

EDN-135(.01)

Dalit Education

Course Objectives:

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

1. understand the basic concepts of Dalit Education
2. gain knowledge on the origin and development of Dalit Education in India
3. know about various education movements that took place for Dalit community across the world
4. gather knowledge on the contribution of various Dalit leaders in India
5. know about various legal provisions, schemes and programmes introduced for the empowerment of Dalit community
6. acquire knowledge on various Dalit writings

Learning Outcomes: At the end of this course students will be able to ---

1. discuss various concepts of Dalit education
2. develop understanding on the contributions of various Dalit leaders and writers

UNIT	COURSE CONTENT	CONTACT HOURS	CREDIT POINTS
UNIT -I	<ul style="list-style-type: none"> • Dalit Education: Meaning, Concept, Objectives and scope of Dalit Education, • Origin and Development of Dalit Education in India and the World (From Ancient Period to Present Time.) 	16	01
UNIT- II	Educational Movements for Dalit Community in India, U.S.A., South Africa,England.	16	01
UNIT- III	Contribution of Dalit Leaders in Education, Jyotiba Phule, Sabitribai Phule, Dr.B.R.Ambedkar,Harichand Thakur,Guruchand Thakur,Periyar Ramswami, Mahatma Gandhi, Jogendranath Mondal,	16	01
UNIT- IV	Social Justice and Empowerment of Dalit (SCs, STs, OBCs): Reasons of Educational backwardness, Indian Constitution and Weaker Sections, National Commission for Weaker Sections, Schemes and Programmes for Educational Empowerment	16	01
UNIT- V	Educational Thoughts in Writings of Dalit Authors: AdwaitaMallabarman(BHARATER CHITHI PARLBERK KE), Dr.B.R.Ambedkar(INHILIATION OF CASTE) ,Baby Halder(ALO-ANDHARI),	16	01
TOTAL		80	05

Practicum (Any one given by Teacher)

Suggested Readings:

- Dr.B.R.Ambedkarer Jatiyo Samhati Bhavnay Siksha O Samaje Samrakshan,Prohld Roy,Laxmi Book Publication,Maharastra, (2014)ISBN- 9781312759978
- Dalit Education: The Planning Of Rabindranath Tagore & Mahatma Gandhi. Prohld Roy Lap Lambert Publication, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2013) Isbn 978-3-659-43761-8

- Education For Dalit, Prohlad Roy. Lap Lambert Publishing, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2013) Isbn 978-3-659-32181-8
- Educational Thoughts Of Mao Tse-Tung And It's Importance In Contemporary Situation. Prohlad Roy(1st Author) & Ananya Patra, Lap Lambert Academic Publishing,Germany.(2019) Isbn-978-620-0-48570-0
- Contribution Of Birsa Munda In Education And Revolutionary Works, Prohlad Roy (1st Author) Menuka Munda & Baburam Murmu. Lap Lambert Academic Publishing, Germany. (2020) Isbn-978-620-0-50609-2
- Academic Discourse on the Thoughts of Dr. B. R. Ambedkar: Need and Relevance in Present Context, Prohlad Roy, Germany: Lap Lambert Academic Publishing, 2020. ISBN: 978-620-2-52553-4.
- Kshirsagar, R.K. (2017). Dalit Movement in India and Its Leaders (1857-1956). New Delhi: Prints Publications Pvt Ltd
- Hardtmann, Eva-Maria. (2009). The Dalit Movement in India: Local Practices, Global Connections. New Delhi: OUP
- Srivastava, S. (2008). Dalit Movement In India: Role Of B R Ambedkar: Book Enclave
- Singh, A. K. (2012). The Dalit Movement in India : Local Practices and Global Connections: Centrum Press
- Jaiswal, S.(2000). Caste origin function &Dimension of Change. New Delhi: Manohar Publishers.
- Kotani. H.(1997). Caste System Untouchability & the Depressed. New Delhi: Manohar Publishers.

Semester- III
Master Of Arts (Education)
Special Paper (Elective, Any One)
EDN-135(.02)
Inclusive Education

Course Objectives:

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

1. acquire the concept, Importance and Objectives of inclusive education
2. explain the Concept, Characteristics, Causes, Prevention and Remedies for Various Disabilities
3. understand the policy perspectives, Schemes and role of the National Institutes and Other agencies for rehabilitation of Disabled
4. realize the causes of educational backwardness of socially disadvantaged sections
5. know about several Efforts, Schemes and Programmes for Empowerment of disadvantaged sections

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Inclusive Education: Meaning, Concept, Objectives, Concerns of Harichand and Guruchand on Inclusive Education • Concept of Special Education, Historical Perspective (In India and the World) • Various disabilities: Types, Concepts, Characteristics, causes, Prevention and Remedies 	16	01
Unit-II	<ul style="list-style-type: none"> • Need and process of early identification • Special, Integrated and Inclusive Education 	16	01

	<ul style="list-style-type: none"> • Curriculum adaptation, Classroom Management, Peer tutoring, Assistive devices, Barrier free Environment, Teaching Strategies, Multi-Sensory Approach • Vocational Training, Employment and Rehabilitation, Individualized Education Programme 		
Unit-III	<ul style="list-style-type: none"> • Provisions of Indian Constitution, RCI Act (1992), PWD Act (1995), National Trust Act (1999), National Institutes and National Handicap Finance and Development Corporation • Concessions: Transport, Age Concession, Reservation, Exemption from Examination Fee, Family Pension 	16	01
Unit-IV	<ul style="list-style-type: none"> • Empowerment of Minorities: Educational Problems, National and State Commissions, Recommendations of various Commissions, Schemes and Programmes for Educational Empowerment. • Empowerment of Weaker Sections (SCs, STs, OBCs): Reasons of Educational backwardness, Indian Constitution and Weaker Sections, National Commission for Weaker Sections, Schemes and Programmes for Educational Empowerment. 	16	01
UNIT-V	<ul style="list-style-type: none"> • Education, Recommendations of various committees and commissions, Schemes and Programmes for Educational Empowerment. • Child Rights and Education: Child Labour, Recommendations of various committees and commissions, National Policy for Children • Empowerment of Women: Women, Problems of Women 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Visit any one Institution for Children with Visually Impairment, Hearing Impairment, Mental Retardation or Orthopaedically Handicapped and make a report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services.

2. Case Study of any two Children with Disability and make an Individualized Education Programme.
3. Conduct surveys of various schools to identify various forms of inequality with reference to Disadvantaged Sections of the society and submit a report.

Suggested Readings:

- Educational Thoughts of Mao Tse-tung and It's Importance in Contemporary Situation. Prohlad Roy(1st Author) & Ananya Patra, LAP LAMBERT ACADEMIC PUBLISHING,GERMANY.(2019) ISBN-978-620-0-48570-0
- Contribution of Birsa Munda in Education and Revolutionary Works, Prohlad Roy (1st Author) Menuka Munda & Baburam Murmu. LAP LAMBERT ACADEMIC PUBLISHING, GERMANY. (2020) ISBN-978-620-0-50609-2
- 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. & Rawal, N.S. (2000). Visual Impairment Hand Book. Ahmedabad: 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
- UNESCO. (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

Semester- III
Master Of Arts (Education)
Special Paper (Elective, Any One)
EDN-135(.03)

Human Rights, 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, child rights and human rights in the context of
 - Indian culture,
 - Comprehend the concept of values, values education, peace, and peace education and
 - Develop capacity to act rightly on moral values, democratic values and human values in and outside the classroom through various values activities, and
 - Perform their roles in safeguarding Child Rights and Human Rights.
- **Course Contents:**

Unit	Course Contents	Contact Hours	Credit points
Unit I:	Historical Perspective of Values Education; Need and Importance of Education for Peace, Values and Human Rights in the Socio-Cultural Context of Contemporary Indian Society.	16	01

Unit II	Concept and Types of Values; Concept, Need and Importance of Values Education; Moral Values; Democratic Values as reflected in the Constitution of India; Universal Human Values; Characteristics of Values-Governed Teachers and Learners.	16	01
Unit III:	Concept of Peace; Peace Attitude, Peace Knowledge and Core Values of Peace,; Concept, Need and Importance of Peace Education; Characteristics of Peace Loving Teachers and Learners.	16	01
Unit IV:	Inculcation and Imbibing of Moral Values (Honesty, Compassion, Forgiveness, Punctuality and Cleanliness), Democratic Values (Equality, Justice, Liberty, Fraternity and Individual Dignity), and Human Values (Righteous Conduct, Truth, Peace, Love and Nonviolence) through Values Activities.	16	01
Unit V	Concept, Types of Human Rights and Child Rights; Human Rights as reflected in the Preamble, Fundamental Rights and Directive Principle of the State Policy in India; Roles of Teachers in safeguarding Child Rights and Human Rights.	16	01
Total		80	05

Practicum (Any one given by Teacher)

Suggested Readings:

- Educational Performance And Liability Of National Child Labour Project Prohlad Roy, Lap Lambert Publishing, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2013) Isbn- 978-3659495595
- Human Rights In Ancient Indian Society An Educational Retrospect, Prohlad Roy, Lap Lambert Publishing, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2012) Isbn 978-3-659-27747-4
- Educational Thoughts Of Mao Tse-Tung And It's Importance In Contemporary Situation. Prohlad Roy(1st Author) & Ananya Patra, Lap Lambert Academic Publishing,Germany.(2019) Isbn-978-620-0-48570-0
- Contribution Of Birsa Munda In Education And Revolutionary Works, Prohlad Roy (1st Author) Menuka Munda & Baburam Murmu. Lap Lambert Academic Publishing, Germany. (2020) Isbn-978-620-0-50609-2
- 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 & Merrill.
- 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.

Semester- III
Master Of Arts (Education)
Special Paper (Elective, Any One)
EDN-135(.04)
Environmental and Population Education

Course Objectives

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

- Develop knowledge of environmental education and acquire environmental awareness.
- acquire positive attitude, values and a sense of responsibility towards environment.
- learn the forms and programmes of nation-wide environmental education and identify the status of environmental education in India.
- develop skills to solving environmental problems which are in harmony with the environmental quality and sustainable development.
- develop knowledge of environment management plan and environmental ethics and apply the acquired knowledge & skills in their social and practical life.
- learn the nature, scope and need of population education.
- develop knowledge about the factors affecting population growth and understand the need for balancing the composition through distribution.
- learn the forms and programmes of nation-wide population education and narrate the status of population education in India
- acquire knowledge about the relation between population growth and quality of life.
- develop knowledge of various population-related policies and programmes

Course Contents

Unit	Course Contents	Contact Hours	Credit points
Unit-I	Meaning, Nature, Scope, Need, Implementation Approach, Aims and Objectives of Environmental Education. Concept of Environmental Awareness, Role of Education for creating Environmental Awareness.	16	01
Unit-II	Types and Programmes of Environmental Education, Formal and Non-formal Environmental Education, Present Status and Initiatives for the development of Environmental Education	16	01
Unit-III	Environment Management and Education, Dimensions and approaches to Environmental Management, Environmental laws & policies, Assessment of Environmental Impact (EAI), Environmental Ethics, Environment Management Education	16	01
Unit-IV	Meaning, Nature, Importance, Scope, Aims and Objectives of Population Education. Distribution and Density, Population composition (age, sex, rural / urban, world and India) affecting population growth, mortality, migration and other implications affecting population growth.	16	01
Unit-V	Population policies in relation to health, environment, education, employment, social movements. Voluntary and International Agencies, UNFPA, WHO, UNESCO.	16	01
Total		80	05

Practicum (Any one given by Teacher)

Suggested Readings:

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

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

Semester- III

Master Of Arts (Education)

Special Paper (Elective, Any One)

EDN-135(.05)

Health Education

Course Objectives

After end of this course the learner will able to

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

- ✓ develop proper idea about communicable and non-communicable disease.

Course Contents

Unit	Course Contents	Contact Hours	Credit points
Unit – I	Significance and importance of health, Emerging and total quality of the educational institution, Status of health education in India, Total health quality	16	01
Unit – II	Health Policy and Goals: Dimension and determination of health, National Health Policy – 2002. Planning of health education, Levels of health education, Child to child programme,	16	01
Unit – III	Definitions and Concepts, Health education and promotion, Process of change in behaviour, Principles of health education, Communication in health education and training, Education and training methodology, Education and training system in health and FW institution, IEC training scheme.	16	01
Unit – IV	Fast food problems, Drinking water problems, Falling heart and brain entertainment ratio, Inflated height - weight index, High and low blood pressure, Depression and aggression.	16	01
Unit – V	Epidemiology of Communicable Diseases and National Health Programme with Special reference to Covid-19, HIV/ AIDS, Leprosy and Avian Influenza and human health (New threat)	16	01
		80	05

Practicum (Any one given by Teacher)

Suggested Books :

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

Semester- III

Master Of Arts (Education)

Special Paper (Elective, Any One)

EDN-135(.06)

Online, Open And Distance Education

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

Contents:

Unit	Course Content	Contact Hours	Credit points
Unit-I:	Development of Online learning and Distance Education and its Concept, Characteristics and importance; Distinguish among the Online, Open and Distance Learning; Policy perspectives on Online, Open and Distance Learning.	16	01
Unit-II:	Students Support Service in Online, Open and Distance Education and their Management; Role of DEB, IGNOU, NIOS and other prominent institution for Open and Distance Learning	16	01
Unit III	Nature, Scope and Role of SWAYAM for MOOCs (Massive Open On-line Courses); Importance of OERs (Open Educational Resources) in Distance Education	16	01
Unit-IV.	Quality Enhancement and Programme Evaluation. Use of ICT (Technologies, Apps, Inter-net, Mobile, Laptop etc.) International Status of Online, Distance Education. Problems and Probable Solutions to Online and Distance Education in India.	16	01
Unit-V	The affects of Online Education system on Physical health, Mental health, Socio-Economic structure, Educational Research, Culture and Values.	16	01
Total		80	05

Practicum (Any one given by Teacher)**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.

Mukhopadhyamarmer (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.

Srinivasacharyulu, 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)

Semester-IV

Master of Arts (Education)

EDN-141

Dissertation- (Report Writing And Viva-Voce)

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

Semester- IV

Master Of Arts (Education)

EDN-142

Educational Technology

Course Objectives:

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

1. understand the concept and various forms of educational technology

2. design instruction in various systems of education
3. know the instructional design and modes of development of self learning material
4. understand the scope of ICT and its applications in teaching learning
5. know the recent innovations and future perspectives of Education Technology

Unit	Course Content	Contact Hours	Credit Points
Unit-I	Educational technology-concept, Type & Form of educational technology, Instructional Strategies and Media: Mass Media & Multimedia Approach in Education,	16	01
Unit-II	Systems Approach to Education and its Components, <ul style="list-style-type: none"> • Communication- Concept, Nature, Process, Modes and Barriers of Communication, • Effective Classroom Communication & Role of Teacher, 	16	01
Unit-III	<ul style="list-style-type: none"> • Basics of ICT, Concept of e-learning, • ICT in Classroom: Uses & Feasibility, • National Policy on ICT in School Education, • ICT and SMART Classrooms, Virtual Reality, 	16	01
Unit-IV	<ul style="list-style-type: none"> • Applications of ET in formal, non-formal (Open and Distance Learning) informal and inclusive education systems • Evaluation and Educational Technology • New Technologies – Videotapes, Radiovision, Teleconferencing, Internet Components e-mail, file transfer, web pages, web sites for accessing information, • Search engines & method of online educational searching, • Online books, journals, dissertations, thesis, surveys of educational research • Open access resources for research 	16	01
Unit-V	<ul style="list-style-type: none"> • CCTV, INSAT, EDUSAT, Internet, Broadband • Resource Centre for ET: CIET & EMRCs 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.
2. Visit to local TV/Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
3. Preparation of a report on interventions of educational technology in the current practices of teacher training programmes in India.

Suggested Readings:

- Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Bhatia, K.K. (2001). Foundation of teaching learning process. Ludhiana: Tandon Publishers.
- Bhatt, B. D., Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi: Kanishka.
- Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shipra Publication.
- Das, R.C. (1992). Educational Technology: A Basic Text. New Delhi: Sterling.
- Dececco. J.P. (1964). Educational Technolgy, New York: HRW.
- Heinich, Robert, Molenda, Michael, Russell, James D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan.
- Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO.
- Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook.
- Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
- Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
- Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
- Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiana: Tandon.
- Pachauri, Suresh Chandra (2011). Educational technology. New Delhi: Aph Publishing.
- Rao. V. (1991). Educational Technology. Delhi: Himalayan Publishing House.
- Sampath, K Etal (1990). Educational Technology. New Delhi : Sterling.
- Sethi, Deepa (2010). Essentials of educational technology and management. New Delhi: Jagdamba Publishing Company.

- Sharma, A.R. (2001). Educational technology. Agra: Vinod.
- Sharma. R.A. (1983). Technology of Teaching. Meerut: International.
- Singh, C.P. (2011). Advanced educational technology. New Delhi: Lotus Press.
- Verma, M. (2006). Online Teaching-Tools and Methods. New Delhi: Murari Lal & Sons.
- Yadav, D. S. and Shastri, K.N.(2009). Educational technology

Semester- IV.

Master Of Arts (Education)

EDN-143

Education For Sustainable Development

Course Objectives:

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

1. understand the meaning, concept, nature and need of environmental education and sustainable development
2. acquire an awareness of and sensitivity to the total environment and its allied problems
3. develop environmental education curriculum
4. acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education
5. realise the importance and need of environmental ethics

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Sustainability- concept, need place in national and international policies • Education for Sustainability - Concept, nature and national policies, international concerns and genesis, goals, objectives and guiding principles 	16	01

Unit-II	<ul style="list-style-type: none"> • Man-nature relationship, human being as an active agent of nature • Quality perspective: Global Changes and quality of Life 	16	01
Unit-III	<ul style="list-style-type: none"> • Degradation of natural resources, population explosion and related Economical problems and sustainable development in Education • Ecology, ecosystem, food chain and food web, biodiversity; wildlife conservation and sustainability • Energy crisis and sources of non-conventional energy 	16	01
Unit-IV	<ul style="list-style-type: none"> • Education for Sustainability in Curriculum - need and principles, Integration and interdisciplinary approaches • Development and Analysis of sustainable education curriculum and Syllabus for different levels (Role of NCERT,UGC and educational institutions) • Methods – discussion, seminar, workshop, dialogue, problem solving, field surveys, projects and exhibition, Role of media 	16	01
Unit-V	<ul style="list-style-type: none"> • Professional Ethics and accountability for sustainable development in Education, Concept and Need, • Sustainability crisis and crisis of survival, challenges and remedies through education • Research trends of ethics of sustainable development in Education 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Conduct programs to develop eco-literacy among prospective elementary teachers.
2. Conduct a study on Environment friendly behaviour among prospective elementary teachers.
3. Make a project on contemporary issues/ policies regarding environment and sustainable development.

Suggested Readings:

- Education and Sustainable Development: in Thoughts of Rabindranath Tagore, Prohlad Roy(1st Author), Afazuddin Sk & Sk Rashidul Haque, Germany: Lap Lambert Academic Publishing, 2021. ISBN: 978-6203306088

- Carson, R. (1962). *Silent Spring* Greenwich: A Fawcett Great Book. Fawcett Publication.
- Carson, Sean (1978). *Environmental Education Promises and Practices*. London: Edward Arnold Ltd.
- DeshBandhu and Chauhan, Eklavya (Ed) (1977). *Environment Education Congresses India Workshop on Environment Education Held at the Indian National Science Academy, In India Environment to Day and Tomorrow*.
- DeshBandhu&RamNath N. L. (Eds.) (1987). *Environment Education: Education for Environmental Planning and Conservation*. Dehradun: Natraj Publisher.
- Gandhi, M. K. (1988) *Key to Health*. Ahmadabad: Navjivan Publishing House.
- Khashoo. T. W. (1984). *Environment Concerns and Strategies*, New Delhi: Indian Environment Society.
- Nasir, Sayyed Hussein, (1968). *The Encounters of Man and Nature: The spiritual crisis of Modern man*. London: George Allen and Unwin Ltd.
- NIEPA (1990). *Environmental Education Hand Book for Educational Planning and administration*. New Delhi
- Odum, Eugene, P. (1971). *Fundamentals of Ecology*. Philadelphia: W. B. Saunders Company.
- Sapru, R. K. (Ed.) (1987). *Environment Management in India*. New Delhi: Ashis Publishing House.
- Saxena, A. B. & Others(). *Environment Studies Teaching through Environment*. Bhopal, REC, NCERT.
- Sharma, Gautam, (Ed.) (1989). *Environment, man and Nature*. New Delhi: Reliance Publishing House.
- Sharma R. C. (1981). *Environment Education*. New Delhi; Metropolitan Book Co. Pvt. Ltd.
- Beaumont, J.R., M. Padersen and D.B. Whittaker (1993). *Managing Environment*. Butterworth- Heinemann Ltd. Oxford Press.
- Desh. B. & Ramanath. N.L. (1987). *Environmental Education for Environmental Education Planning and Conservation*. Natraj Publication. Dehradun.
- Leelakrishnan, P. (1999). *Environmental Law in India*, Butterworths India, New Delhi.
- NCERT (2004). *Environmental Education in Schools*, NCERT, New Delhi.
- NCERT (2011). *Teachers' Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi.
- Odum. E (1971). *Fundamentals of Ecology*. W.B. Saunders Co. London.
- Panda. V.C. (2005). *Environmental Education*. Isha Books. N. Delhi.

- Ramakrishnan, P.S.(2001). Ecology and Sustainable Development, N.B.T., New Delhi.
- Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) Society and Environmental Ethics, Seema Press, Varanasi.
- Sharma. R.C. (1981).Environmental Education.Metropolitant Books Pvt. Ltd. N. Delhi
- Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.
- Singh, S.K.(2008) Environmental Education and Ethics , Amrit Prakashan , Varanasi.
- Singh,S.K.(2007)Environmental Education and its concern in Educational Policies in Independent India, in Trivedi, B. and Jain, S. (Ed.) Environmental Issues in India, New Delhi, Discovery Publishing House,Pp.73-82.ISBN 978-81-8356-224-9.

Semester- IV

Master Of Arts (Education)

EDN-144

Educational Report Writing And Presentation

1. Seminar (individual and group) will be conducted, preferably, in the areas on issues, trends and good practices in Educational Institutions and Educational Research Institutions. Seminar Paper prepare and presentation (10+10=20)

2.Visit of Matua Institutions or Matua Research Institution or Matua Village followed by preparation of a report on their Culture, Education, Health and Lifestyle. Report and Viva-voce (20+10=30)

Semester- IV

Master Of Arts (Education)

Special Paper (Elective, Any One)

EDN-145(.01)

Economics Of Education

Course Objectives:

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

1. To make the students understand the concepts of economics of education, economic development human capital, and human resource development.
2. To understand the extent various types and levels of education contribute to economic development.
3. To know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in education.
4. To comprehend the processes of generating and utilizing sources and resources of finances for education

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Concept and Scope of Economics of Education; Concepts of Education as Consumption • Education as Investment; Recent Trends in Economics of Education 	16	01
Unit-II	<ul style="list-style-type: none"> • Education as a Prerequisite to Economic Growth and Development • Taxonomy of Cost of Education: Social & Private 	16	01
Unit-III	<ul style="list-style-type: none"> • Concept & Process of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; • Quality of Life And Investment Criteria on Education; Rate of Return 	16	01
Unit-IV	<ul style="list-style-type: none"> • Concepts and Techniques of Human Development Index (HDI), Millennium Development Goals (MDG) in education • Types and Levels of Education in Developed and Developing Countries 	16	01
Unit-V	<ul style="list-style-type: none"> • , • Correlation, Residual, Rate of Return Approaches to Measure Cost-Benefits of Education; Criteria for Financing Education; Input-Process-Output Model of Educational Production System in the Context of Cost Effectiveness of Analysis in Education. 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Survey of School and prepare a report on economic input & output.

2. Website survey of few good university and prepare a report on their approach towards 'Economics of Education'
3. Interview of few selected School Principal on 'Economics of Education' and analyze their understanding.

Suggested Readings:

1. Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.
2. Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press.
3. Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd.
4. Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.
5. Harbison & Myers. (1968). Education, Manpower and Economics growth. New Delhi: Oxford & IBH.
6. Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley.
7. Nagpal, C. S. & Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications.
8. Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT
9. Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
10. PscharoPulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher.
11. Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press.
12. Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication.
13. Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications.
14. Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.
- Vaizey John. (1962). Economics of Education. London: Faber & Faber

Semester- IV
Master Of Arts (Education)
Special Paper (Elective, Any One)
EDN-145(.02)

Guidance & Counselling Through Education

Course Objectives:

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

1. understand the meaning, characteristics, types, nature, scope and ethical issues of guidance and counselling
2. acquire knowledge about guidance and counselling services, techniques of data collection and skills & qualities required to be a counsellor
3. identify the children and adolescents who require guidance and counselling; collect data and organize guidance and counselling services in their educational institution
4. know about mental hygiene and health of children at school, with special reference to the needs of the adolescents

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Meaning, characteristics, principles nature and scope of Guidance. • Types of guidance- educational, vocational and personal.. • Mode of guidance service- individual and group Relationship, Comparison and ethical issues in guidance 	16	01
Unit-II	<ul style="list-style-type: none"> • Techniques and tools for collecting data for guidance. Cumulative records, Rating scales, Interview and Psychological tests, (Intelligence, Aptitude, Interest, Creativity and Personality) and Career Information, and Resource Sharing. • Types of guidance service- Orientation, Information, Individual Inventory, , Preparation, Placement, Follow-up, and Research & Evaluation. • Role of home, school and community in providing guidance service 	16	01

Unit-III	<ul style="list-style-type: none"> • Meaning, characteristics, principles, nature, and scope of Counselling. • Types of counselling - individual and group (Meaning, characteristics, principles nature and scope of each type) & Approaches of counselling- Directive, Non-directive and Eclectic. Essential skills & qualities of an effective counsellor. 	16	01
Unit-IV	<ul style="list-style-type: none"> • Techniques of Counselling: Testing and Non Testing techniques. Steps in counselling- Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview, . • Method & procedures of Counselling- psychoanalytic, behaviouristic and humanistic. 	16	01
Unit-V	<ul style="list-style-type: none"> • Meaning and process of adjustment, Causes of maladjustment (physical, emotional, mental and social), Maladjusted pattern of behaviour in infancy and childhood – Attention, Deficit, Hyperactivity, Feeding and Eating and Sleeping disorder, Anxiety and Phobia, Autism, Conduct Disorder, • Techniques of stress management, conflict resolution and mediation and violence prevention programs and models. • Identification of educational, vocational and personal problems of children and adolescents (with reference to the special needs children) and contemporary techniques of counselling- Role Play and Art Therapy, Solution Focused Therapy and Interpersonal Therapy. 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a counsellor and prepare a brief report.
2. Prepare any one type of Cumulative Record Card.
3. Administer a test of Intelligence on a group of high school students and prepare a report.

Suggested Readings:

- Aggarwal, R. (2006). Educational, Vocational Guidance and Counselling. New Delhi: Shipra Publication.
- Aggarwal, R. (2010). Elementary Guidance and Counselling. New Delhi: Shipra Publication.
- Anastasi, A. & Urbina, S. (1997). Psychological Testing. New Jersey: Prentice Hall.
- Bhatnagar, A. and Gupta, N. (Eds.) (1999). Guidance and Counselling: A theoretical Perspective- Volume-I. New Delhi: Vikas Publishing.
- Bhatnagar, A. and Gupta, N. (Eds.) (1999). Guidance and Counselling: A theoretical Perspectiv- Volume-II. New Delhi: Vikas Publishing.
- Edwards, D. (2014). Art Therapy. Great Britain: Sage.
- Feltham, C. and Horton, I. (Ed.) (2012). The Sage Handbook of Counselling and Psychotherapy. Great Britain: Sage.
- Fisher, C.B. (2012). Decoding the Ethics Code. USA: Sage.
- Geldard, K. and Geldard, D. (2009). Counselling Adolescents: The Proactive Approach for Young People.. Great Britain: Sage.
- Geldard, K. and Geldard, D. (2011). Counselling Children: A Practical Introduction. Great Britain: Sage.
- Gibson, R. L. & Marianne M. H. (2008). Introduction to Counselling and Guidance. New Delhi: Prentice Hall.
- Houser, R.A. and Thoma, S. (2013). Ethics in Counselling and Therapy. USA: Sage.
- Howard, S. (2011). Psychodynamic Counselling in a Nutshell. Great Britain: Sage.
- Jones, R. N. (2012). Theory and Practice of Counselling and Therapy. UK: Sage.
- Knox, R. and Cooper, M. (2015). The Therapeutic Relationship in Counselling & Psychotherapy. Great Britain: Sage.
- Kochhar, S. K. (2006). Educational and Vocational Guidance in Secondary Education. New Delhi: Sterling Publications.
- Lapworth, P. and Sills, C. (2009). Integration in Counselling and Psychotherapy:Developing a Personal Approach. Great Britain: Sage.
- Mathur, S S (2007). Fundamentals of Guidance & Counselling, 2nd Edition. Agra: Aggarwal Publication.
- McCormick, E.W. (2012). Change for the Better.Great Britain: Sage.

- Mearns, D., Thorne, B and McLeod, J. (2013). *Person-Centred Counselling in Action*. Great Britain: Sage.
 - Naik, D. (2007). *Fundamentals of Guidance and Counselling*. New Delhi: Adhyayan publishers.
 - Nayar, U. S. (Ed.) (2012). *Child and Adolescent Mental Health*. Mumbai: Sage.
 - Pandey, V.C. (2006). *Educational Guidance & Counselling*. New Delhi: Isha Books.
 - Proctor, G. (2014). *Values & Ethics in Counselling and Psychotherapy*. Great Britain: Sage.
 - Rao, S. N.(2006). *Counselling and Guidance*. New Delhi: McGraw hill.
 - Reeves, A. (2015). *Working with Risk*. Great Britain: Sage.
 - Rijn, B. V. (2015). *Assessment & Case Formulations*. London: Sage.
 - Robson, M., Pattison, S. and Beynon, A. (Eds.) (2015). *The Handbook of Counselling Children & Young People*. Great Britain: Sage.
 - Saraswat, R. K. & Gaur, J. S. (1994). *Manual for Guidance Counselors*. NCERT: New Delhi.
 - Saxena, A. (2006). *Organization of Guidance Service*. New Delhi: Rajat Publications.
 - Saxena, A. (2007). *Introduction to Educational & Vocational Guidance*. New Delhi: Rajat Publications.
- Sharma, S. (2007). *Career Guidance & Counseling*. New Delhi: Kanishka Publishers.
- Tantam, D. (2014). *Emotional Well-Being and Mental Health*. Great Britain: Sage.
 - Varky, B. G. & Mukhopadhyay, M. (2006). *Guidance and Counselling*. New Delhi: Sterling Publications.
 - Wilmshurst, L. (2011). *Child and Adolescent Psychopathology: A Casebook*. USA: Sage.

Semester- IV
Master Of Arts (Education)
Special Paper (Elective, Any One)
EDN-145(.03)
Folk Education

Course Objectives:

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

1. Understand the significance of studying Folk education.
2. Apply the concepts of different Folk schools in educational practices.
3. Understand the contribution of Folklore to education.
4. Comprehend the contemporary development in educational field and apply them.
5. Realize the spiritual traditions of knowledge in ancient and medieval India and their contribution to educational thoughts and understanding of human being.
6. Realize the multicultural merger in Indian Folk Education and its impact on Modern Indian Educational Thoughts.

Unit	Course Contents	Contact Hours	Credit points
Unit-I	<p>Folk Education: Basic Concepts</p> <ul style="list-style-type: none"> • Folk Education: Definition, Concept, Nature, functions and relationship with reference to epistemology, metaphysics, ethics & Aesthetics. <p>Folk Education in Sahajia, Sufism, Baul, Matuatism, Baishnabism, Naturalism, Idealism, Realism and Pragmatism</p>	16	01
Unit-II	<p>Folk Education in Oral Tradition</p> <ul style="list-style-type: none"> • Folk Education in Fairy Tale, Fables, Proverb, Balad, Folk Drama, Folk Dance, Folk song (jatra, Ramayana Palagaanof Folk Society.) <p>Folk Education in Ramayana, Mahabharata, Bhgavata</p>	16	01

Unit-III	Applied Folk Education and Spiritual Traditions <ul style="list-style-type: none"> Application of Folk Education by Goutam Buddha, Mahavir, Mozes, Jesus Christ, Hazarat Mohammad, Guru Nanak, Santa Kabir, Santa Dadu, Sri Chaitanya, Harichand, Guruchand, Ramkrishna, Lalon Fakir, Bijoy Sarkar 	16	01
Unit-IV	Loko-SikshaSamsad and Rabindranath Tagore, Folk Museum, Folk Art and Architecture, , Folk Life style, Folk Culture,	16	01
Unit-V	Folk Research & Methodology in Education, Finding of Folk Society, Politics, Economics, Technology and Science through Education	16	01
Total		80	05

Practicum: (Any One)

- Assignment on any topic of folk education through field survey).
- Preparation of a Report an presentation on the Contribution made by any Folklorist for the development of Education in the present-day scenario.

Suggested Readings:

- Work Education: Recapitulation on Vinaya Bhavana of Visva- Bharati. Prohlad Roy, Lap Lambert Publication, AV AKADEMIKERVERLAG GMBH & CO. KG, HEINRICH-BCKING STR,6-8,66121 SAARBRUCKEN, DEUTSCHLAND/Germany (2013), ISBN: 978-3-659-45701-2
- Expression: Education, Literature, And Society, Prohlad Roy Laxmi Books Publication. Solapur, Maharastra. ISBN 978-81-924687-8-5
- Banglar Sikshabid O Samaj Sanskarak Sri Sri Hari-Guruchand (Editor Prohlad Roy), Published By Matuasiksha O Sahityagabesonaparisad And Backward Classes Welfare Deptt.,Govt. Of West Bengal(2010).
- Development Of Mass Education The Contribution Of Harichand and Guruchand by Prohlad Roy. Laxmi Books Publications,Maharashtra. (2012). ISBN 978-81-92843-1-
- The Voice Of Time :Educational And Social Thoughts. Prohlad Roy, Laxmi Books Publications,Maharashtra. (2012).. ISBN 978-81-92843-0-6
- Francis Bacon's 'OF EASSYS' the view of culture of Education. Prohlad Roy LapLambert Publication, (2014) ISBN 978-3-659-53718-9

- Mythological Education In Oral Literature Study On Tribes Of Arunachal Pradesh & West Bengal. Prohlad Roy LapLambert Publication, AV AKADEMIKERVERLAG GMBH & CO. KG, HEINRICH-BCKING STR,6-8,66121 SAARBRUCKEN, DEUTSCHLAND/Germany, . (2013) ISBN 978-3-659-43795-3
- Educational Thoughts of Mao Tse-tung and It's Importance in Contemporary Situation. Prohlad Roy(1st Author) & Ananya Patra, LAP LAMBERT ACADEMIC PUBLISHING,GERMANY.(2019) ISBN-978-620-0-48570-0
- Contribution of Birsa Munda in Education and Revolutionary Works, Prohlad Roy (1st Author) Menuka Munda & Baburam Murmu. LAP LAMBERT ACADEMIC PUBLISHING, GERMANY. (2020) ISBN-978-620-0-50609-2

Semester- IV

Master Of Arts(Education)

Special Paper (Elective, Any One)

EDN-145(.04)

Computer Applications In Educational Research

Course Objectives:

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

1. develop awareness about uses of computer applications in Educational Research,
2. develop understanding about the various aspects of data analysis software,
3. understand the process of locating the research studies on Internet and use of online journals and online books,
4. analyze their own data through different computer software like SPSS

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Internet Components e-mail, file transfer, web pages, web sites for accessing information, • Search engines & method of online educational searching, • Online books, journals, dissertations, thesis, surveys of educational research • Open access resources for research 	16	01

Unit-II	<ul style="list-style-type: none"> • Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office); • Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics. 	16	01
Unit-III	<ul style="list-style-type: none"> • Creating graphs and charts. Creating a table by using wizard, • Creating Quarries and Using Quarries, Data filtering in Access by using quarries. 	16	01
Unit-IV	<ul style="list-style-type: none"> • Introduction to SPSS, Creating a database file in SPSS; Editing of data, insert variable, insert cases, merge a file with same variables and different variables, • Importing and exporting data file, working with output; Creating graphs and interactive graphs; Creating tables, Creating Cross tables, • Analysis of descriptive statistics and Correlation and Regression, • Analysis of Parametric & Non-parametric tests 	16	01
Unit-V	<ul style="list-style-type: none"> • Use of Word processors in preparing a report. • Various formats of a research report. • International standards for writing, citing and reporting in research. • Editing text; Compilation of report using appropriate software packages 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

1. Critical analysis of database software including open source.
2. Critical analysis of the different research reports based on data analysis and interpretation.
3. Preparation and presentation of research report based on empirical data.

Suggested Readings:

- Adam, D.M. (1985). Computers and Teacher Training: A Practical guide. New York: The Haworth Pren, Inc.
- Christian C. (1998). The ABC's of Internet, New York:BPB Publication.
- Desmode W.E.,(1985). Computers and their Uses, New Delhi: Prentice Hall.
- Lee, William W; Diana L Owens (2001) Multimedia-Based Instructional Design: Computer-Based Training. New Delhi: Jessey-Bass.
- Leon (2000). Internet for Everyone. New Delhi: Vikas Publications.
- Rajaraman, V., (1999). Fundamentals of Computer, New Delhi: Prentice Hall.
- Rejeseakaran S. (2007). Computer Education and Educational Computing, New Delhi: NeelKamal Publishing Pvt. Ltd.
- Sanders, D.H., (1999). Computers Today, Mc Graw Hill International Edition.
- Stephen, M.A. and Stanely, R. (1985). Computer Based Instruction: Methods and Development, NJ: Prentice Hall.

Semester- IV

Master Of Arts (Education)

Special Paper (Elective, Any One)

EDN-145(.05)

Curriculum, Pedagogy & Assessment In Education

Course Objectives:

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

1. develop an understanding of underlying principles of curriculum development and assessment at elementary stage
2. develop the capability to use effectively various methods and approaches of teaching various subjects at elementary level
3. recognize the need of curriculum, pedagogy and assessment in elementary education
4. reflect on the need and importance of work experience, art education and health and physical education
5. understand the importance of teaching of language and mathematics at elementary level.

Course Contents:

Unit	Course Contents	Con tact Hou rs	Credit points
Unit I	Curriculum for equality; Concept of Uniformity & Flexibility in Curriculum; Text Book and National Standards in Curriculum; Curriculum, Textbook and Syllabus; Four Pillars of Education (UNESCO's Report on 'Learning: the Treasure Within') and their implications for Curriculum.	16	01
Unit II	Basic Considerations; Derivation and Statement of Objectives; CAP Classification of Educational Objectives, Identification of the Courses of the Study; Developing Curriculum for Different Courses; Developing Curriculum Materials; Developing Evaluation Procedures and Materials; Curriculum Implementation and Curriculum Evaluation.	16	01
Unit III	Concept of Pedagogy, Andragogy and Heutagogy; Types of Pedagogy; Understanding Classroom Contexts; Creating Child Friendly Learning Environment; Reflective Teacher and Teaching, Some Conventional and Unconventional Approaches of Teaching, Individualized Instruction; Group Controlled Instruction and Teacher Controlled Instruction.	16	01

Unit IV	Concept of Testing, Measurement, Assessment and Evaluation; Assessment as a Process; General Principles of Assessment; Assessment Procedures in Teaching; Teacher-made Tests, Teacher-made Diagnostic Tests; Observation Techniques, Performance Rating Scales as tools and techniques of Assessment.	16	01
Unit V	Transformation of General Educational Objectives to Instructional Objectives; Specific Principles of Writing Essay and Objective Types of Items; Continuous Assessment of Pupil's Academic and Coacademic Performances; Transformation of Raw Scores to Percentiles, Sigma Scores, Z-scores, Stanines, T-scores; Method of Grading Pupil's Performance.	16	01
Total		80	05

Practicum (Any one given by Teacher)

Suggested Readings:

- Pedagogy of Teaching Geography Prohlad Roy(1st Author)A.P. H. Publishing Corporation, New-Delhi; 2018 ,ISBN: 978-93-88316-026
- Paradoxical View And Content Analysis In Quality Education. Prohlad Roy Laplambert Publication, Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany(2013), Isbn 978-3-659-32859-6
- Language Teaching, Curriculum And Problems An Analysis, Prohlad Roy, Lap Lambert Publishing, , Av Akademikerverlag Gmbh & Co. Kg, Heinrich-Bcking Str,6-8,66121 Saarbrucken, Deutschland/Germany, (2012) Isbn978-3-659-29113-5
- Paradoxical View And Content Analysis In Quality Education. Prohlad Roy Laplambert Publication, Av
- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
- Bruner, J. S. (1960). The Process of Education, Cambridge, MA: Harvard University Press.
- Bruner, J. S. (1966). Toward a Theory of Instruction. Cambridge, MA: Belkapp Press.

- Bruner, J. S. (1971). *The Relevance of Education*. New York, NY: Norton
- Bruner, J. S., Goodnow, J. J., Austin, G. A. (1986). *A study of thinking*. New Brunswick, NJ: Transaction Press.
- Bruner, J.S. (1986). *A Study of Thinking*. New Brunswick, NJ: Transaction Press.
- Chastain, K. (1970): *The Development of Modern Language Skills – Theory to Practice*. Rand Menally & Co., Chicago.
- Erickson, H.L. (2002): *Concept-based Curriculum and Instruction*. Crown Press, Inc. California.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Johann Karl Friedrich Rosenkranz (1848) Pedagogics as a System. Translated 1872 by Anna C. Brackett, R.P. Studley Company
- Johann Karl Friedrich Rosenkranz (1899). The philosophy of education. D. Appleton and Co.
- Montessori, M. (1909). *Il MetododellaPedagogiaScientificaaapplicatoAll'educazione Infantile Nelle Case dei Bambini*.
- Montessori, M. (1910). *AntropologiaPedagogica*.
- Montessori, M. (1921). *Manuale di PedagogiaScientifica*.
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- The Study of Primary Education – A Source Book, Volume I & II, 1984
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.
- Vygotsky, D. (1962). Thought and Language. Cambridge, MA: MIT Press.
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- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally& Co., Chicago.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
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- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Mentally College Public Co, Chicago.
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- The Study of Primary Education – A Source Book, Volume I & II, 1984
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

Semester- IV

Master Of Arts (Education)

Special Paper (Elective, Any One)

EDN-145(.06)

TEACHER EDUCATION

Course Objectives:

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

1. understand the meaning; scope, objectives of Teacher Education and its development in India
2. acquaint the students with different agencies of Teacher Education India and their roles and functions
3. acquaint the students with the various aspects of student-teaching programme, prevailing in the country
4. develop in the students an understanding about the important research findings in Teacher-Education
5. enable the students to understand the trends of Teacher-Education

Unit	Course Content	Contact Hours	Credit Points
Unit-I	<ul style="list-style-type: none"> • Pre-service & in-service teacher education: Concept, Nature, Objectives and Scope; Role of NCERT & NCTE • Organization, Transaction and Evaluation of different components of teacher education curriculum; Transactional Approaches 	16	01
Unit-II	<ul style="list-style-type: none"> • Teacher development- concept & approaches, Teacher's expertise- Berliner's stages of development of a teacher • National & State Policies on Teacher Education, Different organizations & agencies involved in teacher education- roles, functions & networking 	16	01
Unit-III In-service teacher education	<ul style="list-style-type: none"> • In-service teacher education programme under DPEP, SSA & RMSA • Preparation of teachers for art, craft, music, physical education & special education- need, existing programmes & policies 	16	01
Unit-IV	<ul style="list-style-type: none"> • Structure of teacher education system in India- its merits & limitations • Systemic factors influencing the quality of secondary school teachers • Universalisation of Secondary Education & its implications for teacher education at secondary level 	16	01

Unit-V	<ul style="list-style-type: none"> Challenges in professional development of teachers Issues related to enhancing teacher competence, commitment and teacher performance 	16	01
Total		80	05

Practicum:

Undertake **anyone** of the following activities:

- Study of annual reports of SCERT/RIE/NCERT/NUEPA/NCTE/UGC to identify the various programmes for professional development of teachers
- Critical study of an in-service teacher education programme in terms of their need, relevance, duration, planning, organization & outcome
- A review of researches in any one area of research in teacher education and write the policy implications

Suggested Readings:

- Aggarwal, J. C. (2009). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing house Pvt. Ltd,
- Anand C. L. (1988). Aspects of Teacher Education. New Delhi: Chand and Co.
- Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
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- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): Educating the Reflective Practitioner: 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
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.

- NCTE (1998): Perspectives in Teacher Education
- NCFTE (2009-10) National Curriculum for Teacher Education
- NCTE (2013) Justice Verma Committee Re

Semester- IV
Master Of Arts (Education)
Special Paper (Elective, Any One)
EDN-145(.07)
Women Education

Course Objectives

The students will be able to-

- understand the concept and development of Women's Education in India;
- know about the problems and constraints of Women's Education;
- study the recent trends in Women's Education;
- understand the aspects relating to women's health.

Unit	Course contents	Contact Hours	Credit points
Unit I	Concept, Need, and Scope of Women's Education. Development of Women's Education. Constitutional Provisions and Reservation relating to Women's Education. Policy Perspectives of Women's Education in India: NPE-1968, 1986, POA-1992, NEP-2020, Commissions and Committees on Women's Education.	16	01

Unit II	Contribution of SabitribaiFule, Rani Rasmani, HarichandThakur,Ishwarchandra Vidyasagar, Guruchand Thakur, Rabindranath Tagore, Dr.B.R.Ambedkar, Begum Rokeya in education for women.	16	01
Unit III	Major Obstacles of Women's Education for Patriarchal Social System, Political, Psychological, Economic, Cultural, and Religious Tradition.	16	01
Unit IV	National Development and Women's Education, Role of women in improving the economic and social conditions of the Nation, Approaches to Women's Education	16	01
Unit V	Women's Education and Social Transformation, Changing role of women in the society, Social Justice and Empowerment of women, Woman Rights for Equality, Effect of Globalisation on Women's Education.	16	01
Total		80	05

Practicum (Any one given by Teacher)

Suggested Readings:

- Agarwal, S. P., Women's Education in India, Eastern Book Depot, Guwahati, 2001.
- Gupta, N. L., Women Education through Ages, Eastern Book Depot, Guwahati, 2000
- Hart, H. R., Belsey, A. M., & Taemo, E., Integrating Maternal and Child Health Services with Primary Health Care, WHO Geneva, B. R. Publishing Co., New Delhi.
- Joshi, S. T., Women and Development: The Changing Scenario, Mittal Publications, New Delhi, 1999.
- Kumar, R., Women and Leadership, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Kumar, R., Women in Politics, Anmol Publishers Pvt. Ltd., New Delhi, 2000.
- Sharma, N., HIV-AIDS in Women and Children, Pearl Books, New Delhi, 2007
- .Sharma, U., Women Education in Modern India, Commonwealth Publisher, New Delhi, 1995

Shanthi, K., Women in India: Retrospect and Prospect, Anmol Publishers Pvt. Ltd, New Delhi, 2005.