

# M.A in Education Syllabus

w.e.f. 2021



Department of Education  
Jadavpur University

Nazrul Bhavan, Jadavpur University (Main Campus)  
Kolkata - 32

## Programme Structure

- A. Title of the programme: Master of Arts in Education
- B. Duration of the programme: Two Years (Four Semesters)
- Semester I & III - July to December
  - Semester II & IV - January to June

### Semester I

Course Code	Course Title	Course Type	Marks		Teaching-learning hours
			Internal	End Semester	
EDN/PG/1.1	Philosophical Foundations of Education - I	Core Paper	20	30	56
EDN/PG/1.2	Psychological Foundations of Education - I	Core Paper	20	30	56
EDN/PG/1.3	Sociological Foundations of Education - I	Core Paper	20	30	56
EDN/PG/1.4	Methodology of Educational Research & Educational Statistics - I	Core Paper	20	30	56
EDN/PG/1.5	Information and Community Technology in Education	Core Paper (Practical)		50	28

### Semester II

Course Code	Course Title	Course Type	Marks		Teaching-learning hours
			Internal	End Semester	
EDN/PG/2.1	Philosophical Foundations of Education - II	Core Paper	20	30	56
EDN/PG/2.2	Psychological Foundations of Education - II	Core Paper	20	30	56
EDN/PG/2.3	Sociological Foundations of Education - II	Core Paper	20	30	56
EDN/PG/2.4	Methodology of Educational Research & Educational Statistics - II	Core Paper	20	30	56
EDN/PG/2.5	Educational Data Analysis through Statistical Packages	Core Paper (Practical)		50	28

### Semester III

Course Code	Course Title	Course Type	Marks		Teaching-learning hours
			Internal	End Semester	
EDN/PG/3.1	Comparative Education - I	Core Paper	20	30	56
EDN/PG/3.2	Curriculum Studies - I	Core Paper	20	30	56
EDN/PG/3.3	Educational Technology - I				
EDN/PG/3.4	Educational Measurement and Evaluation - I	Special Papers (Any 2)  *Choice of special papers will remain same in 4 <sup>th</sup> semester			
EDN/PG/3.5	Education of the Children with Special Needs - I				
EDN/PG/3.6	Teacher Education - I		20	30	56
EDN/PG/3.7	Educational Management and Administration - I				
EDN/PG/3.8	Peace Education - I				
EDN/PG/3.9	Value & Human Rights Education - I				
EDN/PG/3.10	Dissertation	*Alternative to special papers (to be decided by the department)		**100 (To be assessed in the 4 <sup>th</sup> semester examination)	

### Semester IV

Course Code	Course Title	Course Type	Marks		Teaching-learning hours
			Internal	End Semester	
EDN/PG/4.1	Comparative Education - II	Core Paper	20	30	56
EDN/PG/4.2	Curriculum Studies - II	Core Paper	20	30	56
EDN/PG/4.3	Educational Technology - II				
EDN/PG/4.4	Educational Measurement and Evaluation - II				
EDN/PG/4.5	Education of the Children with Special Needs - II	Special Papers (Any 2)			
EDN/PG/4.6	Teacher Education - II		20	30	56
EDN/PG/4.7	Educational Management and Administration - II				
EDN/PG/4.8	Peace Education - II				
EDN/PG/4.9	Value & Human Rights Education - II				
EDN/PG/4.10	Dissertation	*		**	

# Semester - I

## *Course: EDN/PG/1.1 - Philosophical Foundations of Education - I*

Full Marks: 50

### Objectives

This will enable students to

- ✓ *acquire knowledge about the meaning, nature and scope of Educational Philosophy.*
- ✓ *know and understand the various Branches of Philosophy.*
- ✓ *know and understand the relationship between Education and Philosophy.*

### Learning Outcomes

After completion of the course the students will be able to

- ✓ *explain the meaning of Educational Philosophy.*
- ✓ *explain the relationship between Education and Philosophy.*
- ✓ *make a comparison among the basic concepts of branches of philosophy.*

### Course Materials

#### **Unit-I: Essence of Philosophy and Educational Philosophy**

- Meaning, nature, scope of educational philosophy
- Need for educational philosophy, relationship between philosophy and education

#### **Unit-II: Sources of Knowledge**

- Concept, nature, types and theories of knowledge
- Knowledge getting process - Western and Indian perspective
- Educational implications of knowledge

#### **Unit-III: Indian Schools of Philosophy**

- Theist: Nyaya, Samkhya, Yoga, Vedanta philosophy
- Atheist: Jain, Buddhist, Islamic philosophy with special reference to knowledge, value, reality and educational implications.

#### **Unit-IV: Western Schools of Philosophy**

- Idealism, Naturalism, Pragmatism, Realism
- Existentialism, Marxism with special reference to knowledge, value, reality and educational implications.

## Internal assessment

Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

## Lecture /credit hours

- Class test/tutorial - 8
- Lecture/Demonstration - 48

## Suggested Readings:

1. Ghanta, R., & Dash, B. N. (2012). *Foundation of Education*. New Delhi: Neelkamal publication Pvt. Ltd.
2. Siddiqui, M.H. (2009). *Philosophical & Sociological Perspectives in Education*. New Delhi: APH Publishing Corporation.
3. Raymont, T. (2007). *The principles of Education*. Delhi: Sujeet Publication.
4. Kausik, V.K. & Sharma, S.R. (2007). *Philosophy of Education*. New Delhi: Anmol publication pvt. Ltd.
5. Chaoudhary, K. (2005). *A Handbook of Philosophy of Education*. New Delhi: Mahamaya publishing house.
6. Johri, P.K. (2005). *Philosophical Foundations of Education*. New Delhi: Anmol Publications Pvt. Ltd.
7. Chandra, S.S., & Sharma, R.K. (2004). *Philosophy of Education*. New Delhi: Atlantic Publishers & Distributors.
8. Shukla, R. (2001). *Philosophy of Education*. Jaipur: Sublime Publications.
9. Kneller, G.F. (1971). *Introduction to the Philosophy of Education*. New York: John Witty & Sons.
10. Curtir, S.J. (1968). *Introduction to the Philosophy of Education*. London University: Tutorial Press.
11. Agarwalla, S. (2019). *Philosophical Foundations of Education (1st ed.)*. Mahaveer Publications.
12. Aggarwal, J.C. (2002). *Philosophical and Sociological Perspectives on Education (1st ed.)*. Shipra Publication.

## **Course: EDN/PG/1.2 - Psychological Foundations of Education - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand the evolution of Psychology through contribution of different schools of thought*
- ✓ *understand the interrelations of Education and Psychology*
- ✓ *understand the growth and development as inevitable condition of life*
- ✓ *understand the nature of and Individual differences in learning, motivation, intelligence, creativity, and personality*
- ✓ *understand the process of counselling*

### **Learning Outcomes**

After completion of the course the students will be able to

- ✓ *explain Educational Psychology as a discipline*
- ✓ *identify how Education and Psychology affects each other*
- ✓ *demonstrate the continuum of growth and development during human life span*
- ✓ *comprehend and compare in between approaches to learning, motivation, intelligence, creativity*
- ✓ *render informal counselling to persons in need*

### **Course Materials**

#### **Unit-I: Basics of Psychology and its relation to Education**

- Educational Psychology as an emerging discipline - nature and scope.
- Schools of psychology: structuralism, functionalism, behaviourism, gestalt, constructivism, psychoanalysis
- Recent trends in educational psychology

#### **Unit-II: Psychology of human development**

- Development: concept, principles, different stages and aspects
- Theories of development: Piaget, Vygotsky, Erikson, Schachter-Singer, Kohlberg, Urie Bronfenbrenner
- Developmental contextualism: impact of socio-cultural backgrounds of the learner on development

#### **Unit-III: Psychology of individual differences**

- Concept of individual difference and its different domains
- Concept and theories of intelligence: Guilford, Sternberg, Gardner; emotional intelligence, intelligence & creativity
- Concept and theories of personality

#### Unit-IV: Mental Health & Life Skills

- Mental health: meaning & concept, normal and abnormal behaviour
- Synoptic views of meaningful classification of mental health problems
- Promotional aspect of mental health: life skills education (basic concept of ten core life skills as prescribed by WHO)

#### Internal assessment

Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

#### Teaching-learning hours

- Class test/tutorial - 8
- Lecture/Demonstration - 48

#### Suggested Readings:

1. McInerney, D. M. (2014). *Educational Psychology: Constructing Learning (6<sup>th</sup> ed)*. Pearson
2. Ormond, J. E., Anderman, E. M. & Anderman, L. H. (2020). *Educational Psychology: Developing Learners (10<sup>th</sup> ed)*. Pearson
3. Moreno, R. (2010). *Educational Psychology*. John Wiley & Sons.
4. Duchesne, S. & McMaugh, A. (2019). *Educational Psychology for Learning and Teaching (6<sup>th</sup> ed)*. Cengage Learning
5. Santrock, J. W. (2018). *Educational Psychology: Theory and Applications to Fitness and Performance (6<sup>th</sup> ed)*. New York: McGraw-Hill Education.
6. Gross, R. (2020). *Psychology: The Science of Mind and Behaviour (8<sup>th</sup> ed)*. Hodder Education
7. Schacter, D. L., Gilbert, D. T., Nock, M. K. & Wegner, D. M. (2020). *Psychology (5<sup>th</sup> ed)*. New York: Worth Publishers - Macmillan Learning.
8. Lilienfeld, S. O., Lynn, S. J. & Namy, L. L. (2018). *Psychology: From Inquiry to Understanding (4<sup>th</sup> ed)*. New York: Pearson.
9. Ciccarelli, S. K. & White, J. N. (2018). *Psychology (5<sup>th</sup> ed)*. Pearson.
10. Feldman, R. S. (2017). *Development Across the Lifespan (8<sup>th</sup> ed)*.
11. Mangal, S. K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall India.
12. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books
13. Chauhan, S. S. (2010): *Advanced Educational Psychology (7<sup>th</sup> ed)*. Vikash Publication House.
14. Maltby, J., Day, L. & Macaskill, A. (2017). *Personality, Individual Differences and Intelligence (4<sup>th</sup> ed)*. Pearson

## **Course: EDU/PG/1.3 - Sociological Foundations of Education - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *develop knowledge about Education & Society*
- ✓ *transact different determinants of Sociology in Education*
- ✓ *apply Sociological Concepts on different segment to our Society*
- ✓ *correlate Education & Sociology*

### **Learning Outcomes**

After completion of the course the students will be able to

- ✓ *describe the basic concepts of sociology with reference to education*
- ✓ *identify different social factors associated with the education system*
- ✓ *relate social stratification with social mobility and the role of education in both*
- ✓ *explain the influence of education on social change*
- ✓ *identify different social groups and their characteristics*

### **Course Materials**

#### **Unit-I: Sociological Bases of Education**

- Meaning, nature and scope of educational sociology
- Schools of sociological thought
- Approaches to educational sociology: Symbolic Interaction, Structural Functionalism, Conflict Theory

#### **Unit-II: Social Organization**

- Social organization, factors influencing social organization: Folkway, Mores, Values, Institution and its educational implications,
- Type of social institutions and their functions (family, schools & society): Meaning & Aspects
- Education as a process: a) of social system, b) of socialization, c) of social progress

#### **Unit-III: Social Structure and Education**

- Social structure and education: Group, Group Dynamics, Educational significance of group dynamics, Social Mobility, factors affecting social mobility, Education and social mobility
- Concept of social movement, theories of social movements: Relative Deprivation, Resource Mobilization, Political Process Theory & New Social Movement Theory

#### **Unit-IV: Socio-cultural Change and Education**

- Concept of culture; characteristics of culture, cultural processes and its educational implications



- Social change, cultural change, causes of cultural change, cultural lag
- Cultural intelligence, recent trends in cultural studies

### Internal assessment

Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

### Teaching-learning hours

- Class test/tutorial - 8
- Lecture/Demonstration - 48

### Suggested Readings:

1. Macionis, J. J. (2018). *Sociology (16<sup>th</sup> ed)*. Pearson
2. Ainsworth, J. (2013). *Sociology of Education: An A-to-Z Guide*. Sage Publications
3. Scott, J. (2006). *Sociology: The Key Concepts*. Routledge
4. Andersen, M. L. & Taylor, H. F. (2011). *Sociology: The Essentials (6<sup>th</sup> ed)*. Wadsworth Cengage Learning
5. Bhattacharya, S. (2002). *Sociological Foundation of Education*. New Delhi: Atlantic Publication.
6. Bilton, Tony et. Al. (2007). *Introduction of Sociology*. London: Macmillan.
7. Bottomase, T. B. (1975). *Sociology: A Guide to Problems & literature (Revised Education)*. New Delhi: Blackic and Son (India) Ltd.
8. Broom, L. & Selznick, P. (2009). *Sociology: A Text with Adapted Readings*. New York: Harper & Row.
9. Davis, K. & Moose, W. (1945). *Some Principles of Stratification*. American Sociological Review
10. Durkheim, E. (1956). *Education & Sociology*. Chicago: Free press.
11. Giddens, A. (1990). *Sociology*. Cambridge: Polity Press.
12. Gupta, Dipankar (2008). *Social Stratification*. New Delhi: Oxford University Press.
13. Haralambus, M. & Heald, R. M. (1975). *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
14. Marshall, Gordon (2004). *A Dictionary of Sociology*. New Delhi: Oxford University Press.
15. Ottaway, A. K. C. (1962). *Education & Society: An Introduction to Sociology of Education*. London: Routledge & Kegan Paul
16. Parsons, Talcott (1961). *The School Class as a Social System*. New York: Free Book.
17. Ruhela, S.P. (2002). *Sociological Perspectives on School Education in India*. New Delhi: Indian Publishers Distributors.
18. Sharma, K. L. (1964). *Social Stratification & Mobility*. Jaipur & New Delhi: Rawat Publications.
19. Srinivas, M. N. (1972). *Social Change in Modern India*. Hyderabad: Orient Longmans.
20. Weber, Mox (1947). *Class, Status & Party*. India Coser & Rosonbery.

## **Course: EDU/PG/1.4 - Methodology of Educational Research & Educational Statistics - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *know about educational research; Meaning, Steps, Characteristics & Types of Scientific Method; know about Research Objectives & Research Questions; Review of related literature; identify research worthy Problem*
- ✓ *differentiate among Types of Research, Approaches to Educational Research, Designs in Educational Research*
- ✓ *get idea about the concepts of Variables, Sampling and Hypotheses*
- ✓ *comprehend about Tools and Techniques of Research*
- ✓ *analyze both quantitative and qualitative research oriented data*
- ✓ *know about Research proposal & Research report; know briefly about Research and Publication Ethics (RPE)*

### **Learning Outcomes**

After completion of the course the students will be able to

- ✓ *tell about the meaning, steps, characteristics & types of Scientific Method, about Research Objectives & Research Questions, Review of related literature*
- ✓ *answer about different Types of Research, Approaches to Educational Research, Designs in Educational Research*
- ✓ *learn about the concepts of Variables, Sampling and Hypotheses*
- ✓ *construct and use the Tools and Techniques of Research*
- ✓ *write the Research proposal & Research report and can apply the Research and Publication Ethics (RPE) in their future endeavor*

### **Course Materials**

#### **Unit-I: Introduction to Educational Research**

- Meaning, scope and need of educational research
- Meaning and steps of scientific method, characteristics of scientific Method (Replicability, Precision, Falsifiability and Parsimony)
- Types of scientific method (Exploratory, Explanatory and Descriptive), aims of research as a scientific activity: problem-solving, theory building and prediction

#### **Unit-II: Types & Strategies of Research**

- Types of research based on purpose: Fundamental, Applied and Action
- Educational research design: Quantitative, Qualitative and Mixed-method
- Major types of research approach: Descriptive, Experimental, Historical, Grounded Theory, Narrative, Case Study, Ethnography

### Unit-III: Formulation of Research Problem

- Sources of knowledge: authority, tradition/cultural belief, personal experience, reasoning
- Concept of knowledge gap & research problem, criteria for identification of research problem, evaluation of research problem
- Hypothesis: concept & types (Research, Directional, Non-directional, Null) characteristics of a good hypothesis

### Unit-IV: Variable & Sampling

- Concept of Population and Sample, characteristics of a good sample, purpose of sampling, techniques of sampling (Probability and Non-probability Sampling)
- Constructs & Variables: meaning, types of variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- Writing of research proposal: chapterisation & key terminologies

### Internal assessment

Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

### Teaching-learning hours

- Class test/tutorial - 8
- Lecture/Demonstration - 48

### Suggested Readings:

1. Koul, L. (2008). *Methodology of Educational Research*. New Delhi: Viksha publishing House Pvt. Ltd.
2. Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education
3. Kerlinger, F. N. (1978). *Foundation of Behaviour Research*. Delhi: Surjeet Publication.
4. Creswell, J.W. (2014). *Educational research*. Delhi: PHI learning private limited.
5. Lichtman, M. (2010). *Understanding and Evaluating Qualitative Educational Research*. New Delhi: Sage.
6. Sax, G. (1979). *Foundations of Educational Research*. New Jersey: Prentice - Hall.
7. Gall, M. D., Gall, J. P. & Borg, W. R. (2015). *Applying Educational Research* (7th ed). Pearson
8. McMillan, J. H. (2016). *Fundamentals of Educational Research* (7th ed). Pearson
9. Leavy, P. (2017). *Research Design*. New York: The Guilford Press
10. McMillan, J. & Schumacher, S. (2014). *Research in Education: Evidence-Based Inquiry* (7th ed). Edinburgh: Pearson
11. Coe, R., Waring, M., Hedges, L. V. & Arthur, J (2017). *Research Methods and Methodologies in Education* (2nd ed). Sage Publications

12. Newby, P. (2014). *Research Methods for Education* (2nd ed). New York: Routledge
13. Christensen, L. B., Johnson, R. B. & Turner, L. A. (2015). *Research Methods, Design and Analysis* (12th ed). Pearson
14. Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education* (8th ed). Oxon: Routledge
15. Schreiber, J. & Asner-Self, K. (2011). *Educational Research: The Interrelationship of Questions, Sampling, Design and Analysis*. John Wiley & Sons
16. Wallen, N. E. & Fraenkel, J. R. (2011). *Educational Research: A Guide to The Process* (2nd ed). Taylor & Francis
17. Creswell, J. W. & Guetterman, T. C (2019). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (6th ed). New York: Pearson

## **Course: EDU/PG/1.5 - Information and Community Technology in Education (Practical Paper)**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand the concept of ICT along with its development and applications in Education*
- ✓ *understand the concept of computer along with its types, components & application*
- ✓ *know about the Microsoft Office software and its features*
- ✓ *know about Internet and Emailing and its features and applications*
- ✓ *know about the Copyrights laws in India*
- ✓ *know about the recent trends in ICT like, E-Learning. M-Learning, Digital Initiatives and E-Resources.*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *apply the knowledge of ICT along with its development and applications in Education*
- ✓ *apply the knowledge of computer along with its types, components & application*
- ✓ *apply the knowledge of the Microsoft Office software and its features*
- ✓ *understand Internet and Emailing along with its features and applications*
- ✓ *understand the Copyrights laws*
- ✓ *know about the recent trends in ICT like, E-Learning. M-Learning, Digital Initiatives taken by the govt. and E-Resources.*

### **Course Materials**

#### **Unit-I: Basics of ICT**

- Information and Communication Technology: concept & nature
- ICT in education: advantages & limitations
- Development of ICT: origin & growth
- Application of ICT: uses & limitations

#### **Unit-II: Basics of Computer**

- Computer: concept, types & components.
- Hardware and Software in computer: concept & features
- Using the computer and managing the files and folders
- Application of computer in education - uses & limitations

#### **Unit-III: Fundamentals of Microsoft Office**

- Microsoft Office: concept & features
- Microsoft Word: concept, features & applications

- Microsoft PowerPoint: concept, features & applications
- Microsoft Excel: concept, features & applications

#### **Unit-IV: Basics of Internet and Emailing**

- Navigating through internet
- Application of Email, mail merge, group communications
- E-Resources: exploring academic search engines

#### **Teaching-learning hours**

- Practical - 24
- Lecture/Demonstration - 4

#### **Suggested Readings:**

1. OECD, (2001). Learning to change: ICT in schools. Paris: Organisation for Economic Co-operation and Development
2. On Choy, S. & Chi Ng, K. (2007). Implementing wiki software for supplementing on-line learning. Australasian Journal of Educational Technology, 23 (2), 209-226.
3. Phelps, R., & Kerr, B. (2004). Teachers and ICT: Exploring a metacognitive approach to professional development. Australasian Journal of Educational Technology, 20 (1), 49-68.
4. Rodrigues, S. (2002). Opportunistic challenges. Teaching and learning with ICT. New York: Nova Science Publishers, Inc.
5. Yuen, A., H., K., Law, N., & Wong, K., C. (2003). ICT implementation and school leadership. Case studies of ICT integration in teaching and learning. Journal of Educational Administration, 41 (2), 158-170.
6. Davies, C., & Birmingham, P. (2002). Using ICT to enhance the learning experience in the classroom. Education Libraries Journal, 45 (1), 17-19.
7. Lim, C. P. 2007., Effective integration of ICT in Singapore schools: Pedagogical and policy implications, Education Technology Research Development, vol. 55, pp.83-116.
8. Ward, L. and Parr, J. M., 2010. Revisiting and reframing use: Implications for the integration of ICT. Computers and Education, vol, 54, pp.113-122.
9. Whelan, R., 2008. Use of ICT in education in the South Pacific: findings of the Pacific eLearning Observatory. Distance Education, vol. 29, pp.53-70.
10. Weert, T. V. and Tatnall, A., 2005. Information and Communication Technologies and Real-Life Learning: New Education for the New Knowledge Society, Springer, New York.
11. Mrunalini, T. and Ramakrishna, A. (2016). Information & Communication Technology (ICT) In Education, Delhi: Neelkamal Publication
12. Arulsamy, S. (2009). Application of ICT in Education, Delhi: Neelkamal Publication
13. Vanaja, M. and Rajasekar, S. (2016). Information & Communication Technology (ICT) In Education, Neelkamal Pub.
14. Bhatanagar A. B. & Bhatnagar, Anurag (2016). Educational Technology and ICT (1<sup>st</sup> ed). Meerut: R-Lall Publisher.

15. Sharma, Asha (2014). Information, Communication and Education Technology, Amit Pub.
16. Walia, J. S. (2019). Information Communication & Educational Technology, Meerut: Bookman

# Semester - II

## Course: EDN/PG/2.1 - Philosophical Foundations of Education - II

Full Marks: 50

### Objectives

This will enable students to

- ✓ *acquire knowledge about Indian Philosophy.*
- ✓ *know and understand the different schools of Indian Philosophy.*
- ✓ *know and understand the educational philosophy of great Indian Thinkers.*
- ✓ *acquire knowledge about the National Values and their Educational Implications.*
- ✓ *acquire knowledge and understanding about Western Schools of Philosophy.*
- ✓ *know the contributions of Western Philosophers in the field of Education.*
- ✓ *acquire knowledge and understanding about Modern Concepts of Philosophy.*

### Learning Outcomes

After completion of the course the students will be able to

- ✓ *distinguish between Orthodox and Heterodox Schools of Indian Philosophy.*
- ✓ *apply the concept of values in their life according to the Indian Schools of Philosophy.*
- ✓ *explain and evaluate the contributions of Indian Thinkers in the field of Education.*
- ✓ *follow and apply the different concepts of National Values in their daily life.*
- ✓ *make a comparison among the various Western Schools of Philosophy.*
- ✓ *explain and evaluate the contributions of Western Thinkers in the field of Education.*
- ✓ *explain and compare among the various Modern Concepts of Philosophy.*

### Course Materials

#### Unit-V: Indian Educational Thinkers

- Tagore, Gandhi, Vivekananda, Aurobindo, Krishnamurti, Sabitribai Phule

#### Unit-VI: Western Educational Thinkers

- Russel, Herbert Spencer, Paulo Freire, Ivan Illich, Nel Noddings, Wolsteincraft,

#### Unit-VII: National Values and Education in the Constitution of India

- National values as enshrined in the Constitution of India and their educational implications with special reference to secularism, democracy, and equality



## Unit-VIII: Contemporary Thoughts

- Philosophy of inclusive education
- Open and distance education
- Any other issues as prescribed

## Internal assessment

- Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

## Teaching-learning hours

- Class test/tutorial - 8
- Lecture/Demonstration - 48

## Suggested Readings:

1. Aggarwal, J.C. (2020). *Philosophical Foundations of Education*. Shri Vinod Pustak Mandir.
2. Avinashalingam, J. S. (1947): *Educational Philosophy & Swami Vivekananda*. Coimbatore: Sri Ramkrishna Mission Vidyalaya.
3. Bhattacharya, S. (2008). *Philosophical Foundation of Education*. Atlantic
4. Chand, J. (2009): *Great Indian Thinkers on Education*. Delhi: Ashish Publication.
5. Chand, J. (2006). *Philosophical Foundation of Education*. Shipra Publication.
6. Chaube, A., & Chaube, S.P. (2020). *Philosophical and Sociological Foundations of Education*. Shri Vinod Pustak Mandir.
7. Das, M. (1999). *Sri Aurobindo on Education*. New Delhi: NCTE
8. Khan, W.A. (2011). *Philosophical Foundation of Education (1st ed.)*. New Delhi: Sports Publication.
9. Nandra, I.D., Soni, J., & Yadav, S. (2019). *Philosophical Foundation of Education (1st ed.)*. Bookman.
10. Pathak, R.P. (2007). *Philosophical and Sociological Perspectives of Education (1st ed.)*. Atlantic.
11. Samuel, R.S. (2015). *Philosophical and Sociological Bases of Education*. PHI Learning Private Limited.
12. Sharma, C. (2000). *A Critical Survey of Indian Philosophy*. Delhi: Saujanya Books.
13. Noddings, N. (2018). *Philosophy of Education (4<sup>th</sup> ed)*. Routledge
14. Brent, A. (2017). *Philosophy and Educational Foundations*. New York: Routledge

## **Course: EDN/PG/2.2 - Psychological Foundations of Education - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand the growth and development as inevitable condition of life*
- ✓ *understand the nature of and Individual differences in learning, motivation, intelligence, creativity and personality*
- ✓ *understand the process of counselling*

### **Learning Outcomes**

After completion of the course the students will be able to

- ✓ *demonstrate the continuum of growth and development during human life span*
- ✓ *comprehend and compare in between approaches to learning, motivation, intelligence, creativity*
- ✓ *render informal counselling to persons in need*

### **Course Materials**

#### **Unit-V: Psychology of learning**

- Concept of learning, factors of learning, styles of learning
- Theories of learning: synoptic views of Thorndike, Pavlov, Skinner, Bandura, Ausubel, Bruner, Tolman, Lewin, Gagne
- Contemporary theories of learning (basic concepts)
- Transfer of learning: concept, types, theories and significance

#### **Unit-VI: Psychology of Motivation**

- Motivation: concept, elements and determinants or arousal factors
- Theories of motivation: Maslow, Weiner, Atkinson, Seligman
- Recent trends in theories of motivation

#### **Unit-VII: Psychology of Guidance & Counselling**

- Guidance: meaning, nature and different types
- Counselling: modern concept, do's and don'ts, and different types with special reference to Carl Roger's client-centric
- Basic criteria of counselling and modern techniques with special reference CBT and Mindfulness

#### **Unit-VIII: Recent Trends & Practices in Psychology**

- Positive psychology: basic concept, subjective wellbeing and happiness with special reference to PERMA model
- Peace psychology: basic concept, nature and scope
- Environmental and bio-behavioural psychology: basic concept
- Resilience: basic concept

## Internal assessment

- Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

## Teaching-learning hours

- Class test/tutorial - 8
- Lecture/Demonstration - 48

## Suggested Readings:

1. Schacter, D. L., Gilbert, D. T., Nock, M. K. & Wegner, D. M. (2020). *Psychology (5<sup>th</sup> ed)*. New York: Worth Publishers - Macmillan Learning.
2. Lilienfeld, S. O., Lynn, S. J. & Namy, L. L. (2018). *Psychology: From Inquiry to Understanding (4<sup>th</sup> ed)*. New York: Pearson.
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology (5<sup>th</sup> ed)*. Pearson.
4. Feldman, R. S. (2017). *Development Across the Lifespan (8<sup>th</sup> ed)*.
5. Mangal, S. K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall India.
6. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books
7. Chauhan, S. S. (2010): *Advanced Educational Psychology (7<sup>th</sup> ed)*. Vikash Publication House.
8. Schunk, D. (2020). *Learning Theories: An Educational Perspectives (8<sup>th</sup> ed)*. Pearson
9. Maltby, J., Day, L. & Macaskill, A. (2017). *Personality, Individual Differences and Intelligence (4<sup>th</sup> ed)*. Pearson
10. Cowie, H., Pecherek, A. (2018). *Counselling: Approaches and Issues in Education*. Routledge
11. Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy*. Sage Publications
12. Batra, P. & Gladding, S. T. (2018). *Counselling: A Comprehensive Profession (8<sup>th</sup> ed)*. Pearson
13. সিনহা, এম. & ঘোষাল, সি. পি. (২০১৫). স্কুল-পড়ুয়াদের মানসিক স্বাস্থ্য সমস্যা. কলকাতাঃ প্রগতিশীল প্রকাশক
14. সিনহা, এম. & ঘোষাল, সি. পি. (২০১৫). কিশোর-কিশোরীদের জীবন-কুশলতার শিক্ষা. কলকাতাঃ প্রগতিশীল প্রকাশক
15. World Health Organization (2004). *Promoting Mental Health: Concept, Emerging Evidence, Practice*. Geneva
16. Shute, R. H. & Slee, P. T. (2016). *Mental Health and Wellbeing through Schools*. Routledge
17. Thompson, N. (2019). *Mental Health and Well-being: Alternatives to the Medical Model*. Routledge
18. Patel, V. & Hanlon, C. (2017). *Where There is No Psychiatrist (2nd ed)*. RCPsych Publications
19. Rodriguez, J. (2001). *Psychology and Mental Health*. Salem Press

20. Minas, H. & Lewis, M. (2017). *Mental Health in Asia and the Pacific*. New York: Springer
21. Roth, J. C. & Erbacher, T. A. (2021). *Developing Comprehensive School Safety and Mental Health Programs: An Integrated Approach*. Routledge
22. World Health Organization (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. Geneva
23. Searle, B. A. (2008). *Well-being: In Search of a Good Life*. Great Britain: The Policy Press
24. Frankl, V. E. (1946). *Man's Search for Meaning* (Reprinted on 2008). RHUK
25. Maddux, J. E. (2018). *Subjective Well-being and Life Satisfaction*. Routledge
26. Csikszentmihalyi, M. (2002). *Flow: The Classic Work on How to Achieve Happiness*. RHUK
27. Argyle, M. (2002). *The Psychology of Happiness* (2nd ed). Routledge
28. Franklin, S. S. (2010). *The Psychology of Happiness: A Good Human Life*. Cambridge University Press
29. Noddings, N. (2003). *Happiness and Education*. Cambridge University Press
30. Selin, H. (2012). *Happiness Across Cultures: Views of Happiness and Quality of Life in Non-Western Cultures*. Springer
31. Karremans, J. C. & Papiés, E. K. (2017). *Mindfulness in Social Psychology*. Routledge
32. Srinivasan, M. (2014). *Teach, Breathe, Learn: Mindfulness in and Out of the Classroom*. Barkeley: Parallax Press
33. Brown, K. W., Creswell, J. D. & Ryan, R. M. (2015). *Handbook of Mindfulness: Theory, Research and Practice*. The Guilford Press
34. Carrion, V. G. & Rettger, J. (2019). *Applied Mindfulness: Approaches in Mental Health for Children and Adolescents*. American Psychiatric Association Publishing
35. HBR Emotional Intelligence Series (2017). *Mindfulness*. Boston: Harvard Business Review Press
36. Southwick, S. M. & Charney, D. S. (2012). *Resilience: The Science of Mastering Life's Greatest Challenges*. Cambridge University Press
37. Luthar, S. S. (2003). *Resilience and Vulnerability: Adaptation in the Context of Childhood Adversities*. Cambridge University Press
38. Burkley, E. (2018). *Motivation Science*, New York: Pearson

## **Course: EDU/PG/2.3 - Sociological Foundations of Education - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *develop knowledge about Education & Society*
- ✓ *transact different determinants of Sociology in Education*
- ✓ *apply Sociological Concepts on different segment to our Society*
- ✓ *correlate Education & Sociology*
- ✓ *be acquainted with Sociological Aspects and its importance in our educational system*

### **Learning Outcomes**

After completion of the course the students will be able to

- ✓ *practice democratic citizenship in everyday living to bring national and international integration*
- ✓ *respect the cultural diversity in India and understand the importance of education for bringing a positive cultural change*
- ✓ *sensitize themselves towards the concept of modernization, westernization, urbanization and globalization and take part in those.*
- ✓ *stand firm for the educational and other rights of socially backward people*

### **Course Materials**

#### **Unit-V: Economics, Politics and Policies of Education**

- Concept of economics of education, Cost-Benefit & Cost-Effective Analysis in education, educational budgeting
- Relationship between politics and education, education for political development and political socialization
- Contemporary Indian developmental policies and education

#### **Unit-VI: Social Impact**

- National integration, international understanding
- Urbanization, Sanskritization, Modernization, Globalization, Westernization with special reference to Indian society and its educational implications

#### **Unit-VII: Emerging Issues in Indian Societies**

- Equal opportunity in education, education and empowerment of marginalized: class, caste, gender and religion.
- Major social problems: concept, causes and remedies, poverty, unemployment, underprivileged (SC, ST, OBC)

#### **Unit-VIII: Indian & Western Social Thinkers**

- B K Sarkar, G S Ghurey, Radhakamal Mukherjee
- Emile Durkheim, Karl Marx, Talcott Parsons

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

### Teaching-learning hours

- Class test/tutorial - 8
- Lecture/Demonstration - 48

### Suggested Readings:

1. Haralambus, M. & Heald, R. M. (1975). *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
2. Marshall, Gordon (2004). *A Dictionary of Sociology*. New Delhi: Oxford University Press.
3. Ottaway, A. K. C. (1962). *Education & Society: An Introduction to Sociology of Education*. London: Routledge & Kegan Paul
4. Parsons, Talcott (1961). *The School Class as a Social System*. New York: Free Book.
5. Ruhela, S.P. (2002). *Sociological Perspectives on School Education in India*. New Delhi: Indian Publishers Distributors.
6. Sharma, K. L. (1964). *Social Stratification & Mobility*. Jaipur & New Delhi: Rawat Publications.
7. Srinivas, M. N. (1972). *Social Change in Modern India*. Hyderabad: Orient Longmans.
8. Weber, Mox (1947). *Class, Status & Party*. India Coser & Rosonbery.

## **Course: EDU/PG/2.4 - Methodology of Educational Research & Educational Statistics - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *comprehend about Tools and Techniques of Research*
- ✓ *understand both quantitative and qualitative research oriented data*
- ✓ *understand citation and reference*
- ✓ *comprehend plagiarism in research*
- ✓ *know about Research proposal & Research report; know briefly about Research and Publication Ethics (RPE)*

### **Learning Outcomes**

After completion of the course the students will be able to

- ✓ *construct and use the Tools and Techniques of Research*
- ✓ *make use of proper citation and reference in their own research report*
- ✓ *avoid plagiarism and secure originality of their work*
- ✓ *write the Research proposal & Research report and can apply the Research and Publication Ethics (RPE) in their future endeavor*

### **Course Materials**

#### **Unit-V: Tools and Techniques of Research**

- Need & criteria of good research tools, concept of validity, reliability and standardization of a tool
- Tools of research tool (Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Opinionnaire, Check List, Achievement Test, Inventory), techniques of research (Observation, Interview and Projective Techniques)
- Research and Publication Ethics (RPE), concept of plagiarism and how to avoid, citation and reference: concept and styles

#### **Unit-VI: Educational Data and Descriptive Statistics**

- Scales of measurement: nominal, ordinal, interval, ratio
- Analysing quantitative data: Descriptive analysis (measures of Central Tendency, Measures of Dispersion, measure of relative position: percentile-rank and standard scores)
- Analysis of qualitative data with emphasis on content analysis, data reduction and classification, coding, categorization; analytical induction and constant comparison; concept of triangulation

#### **Unit-VII: Probability Distribution**

- Normal Probability Curve, Correlation and Regression analysis
- Hypothesis testing: Parametric (t-test, z-test, ANOVA, ANCOVA) and Non-Parametric techniques (Chi-Square, Mann-Whitney U, Kruskal-Wallis Test,

Median Test), Type I & Type II Error, one-tailed & two-tailed test, levels of significance, power of statistical test and effect size

- Concept of Multivariate Analysis: Multiple Regression, Factor Analysis, Principle Component Analysis, Structural Equation Modeling

### Unit-VIII: Scientific Report Writing

- Writing research objectives, research questions, review of related literature
- Scientific writing for publication

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

### Teaching-learning hours

- Class test/tutorial - 8
- Lecture/Demonstration - 48

### Suggested Readings:

1. Lichtman, M. (2010). *Understanding and Evaluating Qualitative Educational Research*. New Delhi: Sage.
2. Sax, G. (1979). *Foundations of Educational Research*. New Jersey: Prentice - Hall.
3. Gall, M. D., Gall, J. P. & Borg, W. R. (2015). *Applying Educational Research* (7th ed). Pearson
4. McMillan, J. H. (2016). *Fundamentals of Educational Research* (7th ed). Pearson
5. Leavy, P. (2017). *Research Design*. New York: The Guilford Press
6. McMillan, J. & Schumacher, S. (2014). *Research in Education: Evidence-Based Inquiry* (7th ed). Edinburgh: Pearson
7. Coe, R., Waring, M., Hedges, L. V. & Arthur, J (2017). *Research Methods and Methodologies in Education* (2nd ed). Sage Publications
8. Newby, P. (2014). *Research Methods for Education* (2nd ed). New York: Routledge
9. Christensen, L. B., Johnson, R. B. & Turner, L. A. (2015). *Research Methods, Design and Analysis* (12th ed). Pearson
10. Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education* (8th ed). Oxon: Routledge
11. Schreiber, J. & Asner-Self, K. (2011). *Educational Research: The Interrelationship of Questions, Sampling, Design and Analysis*. John Wiley & Sons
12. Wallen, N. E. & Fraenkel, J. R. (2011). *Educational Research: A Guide to The Process* (2nd ed). Taylor & Francis
13. Creswell, J. W. & Guetterman, T. C (2019). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (6th ed). New York: Pearson



## **Course: EDU/PG/2.5 - Educational Data Analysis through Statistical Packages (Practical Paper)**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *know different data analysis software used in educational research*
- ✓ *understand different aspects and usage of the packages*
- ✓ *prepare dataset through computer software for using in their own research*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *operate basic functions of quantitative data analysis software e.g., MS Excel, IBM SPSS*
- ✓ *prepare a dataset using their own research data*
- ✓ *analyze data using quantitative and qualitative software*

### **Course Materials**

#### **Unit-I: Basics of MS Excel**

- Different functions and operations
- Creating a dataset
- Cleaning and organizing data
- Perform statistical operations on dataset

#### **Unit-II: Basics of IBM SPSS**

- Different functions and operations
- Creating and importing dataset
- Modifying and applying different filters to dataset
- Perform statistical operations

#### **Unit-III: Interpretation of Software Results**

- Identifying different aspects of statistical outputs
- Interpretation of computed results
- Comparing results of different statistical tests

#### **Unit-IV: Data Visualization**

- Ways of visualizing computed statistics using MS Excel
- Data visualization in IBM SPSS: bar chart, line graph, pie chart, box plot, scatter plot, histogram, polygon
- Using computer generated data visualizations in research reports

### Teaching-learning hours

- Practical - 24
- Lecture/Demonstration - 4

# Semester - III

## Course: EDU/PG/3.1 - Comparative Education - I

Full Marks: 50

### Objectives

This will enable students to

- ✓ *understand the concept and emergence of comparative education*
- ✓ *know different aspects comparative education methods*
- ✓ *know about emerging issues in SAARC countries and role of education*

### Learning Outcomes

After completion of the course, student will be able to

- ✓ *define and distinguish between different methods of comparative education*
- ✓ *explain emerging issues in light of education*
- ✓ *discuss on current trends in education across the world*

### Course Materials

#### Unit-I: Comparative Education as an Emerging Discipline

- Comparative education - meaning, nature, scope and importance
- Comparative education as an academic discipline
- Method of comparative Education -juxtaposition (Bereday model), area studies, inter educational analysis

#### Unit-II: Factors of Comparative Education

- Geographical, socio-cultural, historical
- Philosophical, economic, linguistic
- Scientific, structural and functional

#### Unit-III: Emerging Issues in SAARC Countries and Role of Education

- Problems prevailing in developing countries with special reference to India, their causes and solutions through education: poverty, unemployment, population explosion, hunger, terrorism, illiteracy
- Human Development Index, Gender Parity Index

#### Unit-IV: Contemporary Trends in World Education\*

- Contemporary trends in education - national and international, roles and programs of UNO in association with its various official organs in improving the quality of education among the member countries.

\* Any other topic as prescribed

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Bereday, G. Z. F (1964). *Comparative Method in Education*. Canada: Holt, Rinehart & Winston
2. Phillips, D. (2014). *Comparative and International Education: An Introduction to Theory, Method and Practice*. Bloomsbury
3. Holmes, B. (2018). *Comparative Education: Some Considerations of Method*. New York: Routledge
4. Hans, N. (2012). *Comparative Education: A Study of Educational Factors and Traditions*. New York: Routledge
5. Wolhunter, C. C. & Wiseman, A. W. (2019). *Comparative and International Education: Survey of an Infinite Field*. Bingley: Emerald Publishing
6. Sodhi, T. S. (2018). *Textbook of Comparative Education (6<sup>th</sup> ed.)*. New Delhi: Vikash Publishing
7. Sharma, R. S. (2005). *Comparative Perspective on Education*. ABD Publisher
8. Sharma, Y. K. (2014). *Comparative Education: A Comparative Study of Educational Systems*. Kanishka Publishing House

## **Course: EDU/PG/3.2 - Curriculum Studies - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand Principles, Types, Components, Function and Strategies of Curriculum*
- ✓ *know about different levels of educational objectives*
- ✓ *comprehend principles of curriculum construction*
- ✓ *get idea about various Models of Curriculum Development*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *explain the Principles, Types, Components, Functions and Strategies of Curriculum*
- ✓ *formulate objectives based on educational needs*
- ✓ *integrate principles of curriculum construction into actual curriculum preparation*
- ✓ *compare and differentiate between aims, goals, and objectives*
- ✓ *differentiate among various Models of Curriculum Development*
- ✓ *design and create a model curriculum*

### **Course Materials**

#### **Unit-I: Introduction to Curriculum Studies**

- Concept, meaning, nature and scope of curriculum
- Curriculum Studies: Importance, evolution and development
- Bases of curriculum development: Philosophical, Historical, Psychological, Sociological
- Discipline-oriented and administrative consideration

#### **Unit-II: Curriculum Planning and Design**

- Meaning, characteristics, importance, phases and participants of curriculum planning
- Concept, components, sources and conceptual framework of curriculum design
- Dimensions of curriculum design: scope, sequence, continuity, integration, articulation, and balance
- Representative curriculum designs: curriculum approaches
- Principles of curriculum construction
- Models of curriculum design

#### **Unit-III: Aims, Goals and Objectives, and Curriculum**

- Aims, goals and objectives
- Relationship and differences among aims, goals and objectives

- Essence/place/importance of aims, goals and objectives in curriculum
- Types of Educational and instructional objectives
- Guidelines for formulation of educational and instructional objectives
- Bloom's Taxonomy and Revised Bloom's Taxonomy

#### Unit-IV: Curriculum Development

- Meaning and concept of curriculum development
- Components of curriculum development
- Approaches of curriculum development: Technical-Scientific and Nontechnical-Nonscientific
- Models of curriculum development: Bobbit's model, Tylar's model, Taba's model, Hunkin's decision making model, Glathon's naturalistic model, Deliberation model, Demonstration model, System Analysis model

#### Internal assessment

- Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

#### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

#### Suggested Readings:

1. Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
2. Bhalla, N. (2007). *Curriculum Development*. Author Press. Delhi. India.
3. Brady, L. (1995). *Curriculum development*. New Delhi: Prentice Hall.
4. Doll, R.C. (1996). *Curriculum development: Decision-making and process*. Boston: Allyn & Bacon.
5. Doll, W.E. (1993). *A postmodern perspective on curriculum*. New York, Teachers College Press.
6. Krug, E.A. (1956). *Curriculum planning*. New York: Harper and Row Publishers.
7. Oliva, P.F., Taylor, R. T. & Gordon, W. R. (2019). *Developing the curriculum* (9<sup>th</sup> ed). New York: Pearson
8. Ornstein, A.C. & Hunkins, E (2018). *Curriculum, Foundations, Principles and Issues* (7<sup>th</sup> ed). Pearson.
9. Pratt, D. (1980). *Curriculum design and development*. New York: Macmillan Publishing Co. Inc.
10. Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). *Curriculum planning for better teaching and learning*. New York: Holt Rinehart & Winston.
11. Slattery, P. (1995). *Curriculum Development in the postmodern era*. New York, Garland.
12. Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanoich.
13. Walker, D.F. (2003). *Fundamentals of Curriculum*. Lawrence Erlbaun Associates, Publishers. New Jersey.

14. Chauhan, S. S. (1993), *Innovations in the Teaching Learning Process*, Vikas Publishing House, New Delhi.
15. Arora, G. L. (1984). *Reflections on Curriculum*, NCERT, New Delhi.
16. Ciddldwood, D. & Burton, N. (2010). *Managing the Curriculum*, Sage Publications, New Delhi.
17. Glatthorn, A. A., Boschee, F., & Whiteheed, B. M. (2009) *Curriculum Leadership: Strategies for Development and Implementation*, Sage Publications, New Delhi.
18. Julian, C. S. & Kenneth, D. H. (1978). *Education and Evaluation*, Prentice Hall of India, New Delhi.

## Special Papers\*

### **Course: EDU/PG/3.3 - Educational Technology - I**

Full Marks: 50

#### **Objectives**

This will enable students to

- ✓ *understand the nature and scope of educational technology and also about the various forms of technology explain the nature and application of Teaching Machine and Programmed Instruction.*
- ✓ *apply Educational Technology in formal, non-formal, informal including open and distance education system.*
- ✓ *give explanation and use of different media in Educational Technology.*
- ✓ *develop instructional systems and design instructional strategies by different methods.*
- ✓ *outline different emerging trends in Educational Technology and their use.*
- ✓ *develop evaluation tools in different ways.*

#### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *define various concepts relating to technology of education and technology in education*
- ✓ *understand the importance of communication process and system approach*
- ✓ *make use of different programmed instruction technique for better learning*
- ✓ *equip themselves with the knowledge and skills of different technological advancements in the field of education*
- ✓ *explore the possibilities of educational technologies for removing potential barriers to equitable, accessible and quality education for all*
- ✓ *develop the ability for critical appraisal of the audio-visual media., develop basic skills in the production of different types of instructional material.*
- ✓ *know the recent innovations and future perspectives of Education Technology*

#### **Course Materials**

##### **Unit-I: Basics of Educational Technology**

- Meaning, nature and scope of educational technology
- Components of educational technology: hardware, software, system approach
- Emerging key technologies and practices: Artificial Intelligence/Machine Learning, Blended/Hybrid Learning, Cloud computing, Learning Analytics, Adaptive Learning, Gamification, Flipped Classroom
- Future tendencies of educational technology

##### **Unit-II: Communication and Instructional Design**

- Communication System - concept, elements, types; classroom communication model, barriers of communication



- Instructional design on the basis of different learning theories: behaviourist, social cognitive, constructivist and psychoanalysis
- Recent trends in instructional design: ADDIE, ASSURE, Dick & Carrey Model, Gagne,

### Unit-III: Applications & Resources of Educational Technology

- Educational Technology in formal education, non-formal education, informal education, distance education and open learning systems, MOOCs
- Use of information technology in teaching-learning: CCTV, INSAT, tele & video conferencing, computer simulated multimedia approach
- Resource centers for Educational Technology - CIET, UGC, NOS, State ET Cell, AVRC, EMRC, NIST etc. and their activity for the improvement of teaching-learning processes.
- Problems and issues of implementation of educational technology: digital divide

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Maloy, R. W., Verock, R., Edwards, S. A. & Trust, T (2021). *Transforming Learning with New Technologies (4th ed)*. Pearson
2. Roblyer, M. D. & Hughes, J. E. (2019). *Integrating Educational Technology into Teaching: Transforming Learning Across Disciplines (8th ed)*. Pearson
3. Thomas, M. (2013). *Technologies, Innovation, and Change in Personal Learning Environments*. IGI Global
4. Spector, J. M. (2016). *Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives (2nd ed)*. New York: Routledge
5. Huang, R., Spector, J. M. & Yang, J. (2019). *Educational Technology: A Primer for 21st Century*. Singapore: Springer Nature
6. Llyod, L. & Barreneche, G. (2014). *Educational Technology for the Global Village: Worldwide Innovation and Best Practices*. Medford: Information Today Inc.
7. Smith, P. L. & Ragan, T. J. (2005). *Instructional Design (3rd ed)*. John Wiley & Sons
8. Gagne, R. M. (2010). *Instructional Technology: Foundations*. Routledge
9. Reiser, R. A. & Dempsey, J. V. (2018). *Trends and Issues in Instructional Design and Technology (4th ed)*. New York: Pearson
10. Branch, R. M. (2009). *Instructional Design: the ADDIE Approach*. New York: Springer

## **Course: EDU/PG/3.4 - Educational Measurement and Evaluation - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand the concepts of measurement and evaluation*
- ✓ *know the common evaluation methods in education*
- ✓ *understand different tests and their preparation techniques*
- ✓ *know tools and techniques of measurement*
- ✓ *comprehend current trends and practices relating to evaluation in education*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *compare between different measurement and evaluation strategies*
- ✓ *apply different scales of measurement in their everyday practices*
- ✓ *classify and compare different approaches of educational evaluation*
- ✓ *differentiate between standardized and non-standardized tests*
- ✓ *formulate instructional objectives and learning outcomes*  
*identifies uses and limitations of different tools and techniques of educational and psychological measurement and evaluation*

### **Course Materials**

#### **Unit-I: Introduction to Measurement and Evaluation**

- Meaning, Nature, Scope, Need for and Importance of Tests, Measurement, Assessment and Evaluation
- Interrelation and differences among Test, Measurement, Assessment and Evaluation
- Functions of Measurement and Evaluation
- Scales of Measurement and their Levels
- Types of Tests- Objective and subjective, power test and speed test, NRT and CRT, Teacher made test and Standardized test
- Types of Measurement- Direct, Indirect and Relative
- Assessment for Learning and Assessment of Learning
- Approaches of Evaluation- Placement, Formative, Diagnostic and Summative

#### **Unit-II: Instructional Objectives and Learning Outcomes**

- Concept and Importance of Educational and Instructional Objectives and Learning Outcomes
- Formulation of Instructional objectives and Learning Outcomes
- Taxonomy of Educational Objectives: Bloom's Taxonomy and Revised Bloom's Taxonomy

### **Unit-III: Tools and Techniques of Measurement and evaluation**

- Concept and Importance, and Classification of Tools and Techniques of Educational Measurement and evaluation; and difference between Tools and Techniques; and Types of Tools and Techniques
- Tools- Questionnaire, Schedule, Rating Scale, Check list, Tests, Inventories
- Techniques- Observation, Interview, and Projective techniques

### **Internal assessment**

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### **Teaching-learning hours**

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### **Suggested Readings:**

1. Thorndike, R. M. & Thorndike-Christ, T. (2014). Measurement and Evaluation in Psychology and Education (8th ed). Pearson
2. Mehrens, W. A. & Lehmann I. J. (1991). Measurement and Evaluation in Education and Psychology (4th ed). Wadsworth Thomson Learning
3. Wells, C. S. & Faulkner-Bond, M. (2016). Educational Measurement: From Foundations to Future. The Guilford Press
4. Stufflebeam, D. L. & Coryn, C. L. S (2014). Evaluation Theory, Models and Applications (2nd ed). Jossey-Bass
5. Kember, D. & Ginns, P. (2012). Evaluating Teaching and Learning. Routledge
6. Brady, L. & Kennedy, K. (2019). Assessment and Reporting: Celebrating
7. Students Achievement (5th ed). Pearson
8. Schofield, H. (2020). Assessment and Testing: An Introduction. Routledge
9. Tan, K. H. K. (2020). Assessment Rubrics Decoded: An Educator's Guide.
10. Routledge

## **Course: EDU/PG/3.5 - Education of the Children with Special Needs - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *be acquainted with the meaning Need, Importance and Objectives and scope of Inclusive Education with special reference to India.*
- ✓ *be acquainted with the various Legal Provisions and Policies of Inclusive Education in India.*
- ✓ *know and understand the concept, types, problems and prevention of Disabilities.*
- ✓ *acquire knowledge about the different aspects of Diverse Learners.*
- ✓ *be acquainted with the various strategies for planning and managing to fulfill the needs of diverse learners.*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *explain the basic concepts of Inclusive Education*
- ✓ *differentiate Special, Integrated and Inclusive Education*
- ✓ *analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice*
- ✓ *explain the Concept, Causes, Identification, Prevention and Remedies for Various Disabilities.*

### **Course Materials**

#### **Unit-I: Introduction to Special and Inclusive Education**

- Concept, principles and scope of Special and Inclusive Education
- Target groups of inclusive education (Diverse Learners; Including Marginalized Group and Learners with Disabilities)
- Shift in focus from Special to Integrated to Inclusive Education

#### **Unit-II: Legal Provisions and Policies of Inclusive Education**

- Legal provisions for inclusive education in the Constitution of India
- National Policy of Education (1986), Programme of Action (1992), Rehabilitation Council of India Act (1992), Persons with Disabilities Act (1995), National Curriculum Framework-2005, National Policy of Disabilities (2006)
- Inclusive education under SSA/SSM, features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its implications

#### **Unit-III: Learners with Diverse Needs**

- Prevalence, types, characteristics and educational needs of diverse learners

- Identification of diverse learners for inclusion, Therapeutic interventions for children with diverse needs; educational evaluation methods, techniques and tools
- Concession and facilities to diverse learners (academic and financial)

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Ainscow, M., & Booth, T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja, A., & Jangira, N.K. (2002). *Effective Teacher Training; Cooperative Learning Based Approach*. New Delhi: National Publishing house.
3. Alur, M., & Bach, M. (2009). *The Journey for Inclusive Education in the Indian Sub-Continent (1st ed.)*. Routledge.
4. Bantwal, A., Nandukar, A. & R. Jalvi. (2006). *Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]*. New Delhi: Kanishka Publishers, Distributors.
5. Biswas, P.C. (2004). *Education of Children with Visual Impairment in Inclusive School*. New Delhi: Abhijeet Publications.
6. Boyle et al. (Ed.). (2020). *Inclusive Education: Global Issues and Controversies: 45 (Studies in Inclusive Education)*. Sense Publishers
7. Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publishers and Distributors.
8. Dash, N. (2019). *Inclusive Education for Children with Special Needs*. Atlantic.
9. Gulliford, R., & Upton, G. (ed.). (1992). *Special Educational Needs*. London: Rutledge.
10. Haihambo, C.K. (2011). *Inclusive Education*. LAP Lambert Academic Publishing.
11. Haring, N.G., & R.L. Schiefelbusch (des). (1967). *Teaching Special Children*. New York: MCGraw-Hills Book Co.
12. Jalvi, P., Nandukar, A., & A. Bantwal. (2006). *Introduction to Hearing Impairment. RCI Manual, (DSE (HI))*. New Delhi: Kanishka publishers, Distributors.
13. Jangira N.K., & Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*. Academic Press

## **Course: EDU/PG/3.6 - Teacher Education - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand the meaning, scope, objectives of teacher education and its development in India.*
- ✓ *acquainted with different agencies of teacher education India and their roles and functions.*
- ✓ *acquainted with the various aspects of student-teaching programme, prevailing in the country.*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *identify need of teacher preparation programme at different level*
- ✓ *critically discuss the report of various commissions relating to teacher preparations*
- ✓ *follow different instructional designs and apply them for preparing their own presentations*

### **Course Materials**

#### **Unit-I: Basics of Teacher Education**

- Concept, need for and scope of teacher education, teacher education in a changing society
- Recommendations of various commissions on teacher education in post-independence era with special reference to NCFTE (2009), Justice Verma Committee Report and New Education Policy (2020)

#### **Unit-II: Knowledge Base of Teacher Education**

- Understanding Knowledge base of Teacher Education from the viewpoint of Shulman, Deng and Luke & Habermas
- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

#### **Unit-III: Perspectives on Teacher Education**

- Organization of components of pre-service teacher education transactional approaches (for foundation courses) expository, collaborative and experiential learning
- Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Kumar, P. & Wiseman, A. W. (2021). *Teacher Quality and Education Policy in India*. London: Routledge
2. Roy, K. (2019). *Teachers and Teaching: Time and the Creative Tension*. Switzerland: Springer Nature
3. Roy, K. (2003). *Teachers in Nomadic Spaces: Deleuze and Curriculum*. International Academic Publishers
4. Shulman, L. S. (2004). *The Wisdom of Practice*. Jossey-Bass
5. Shulman, L. S. (2004). *Teaching as Community Property*. Jossey-Bass
6. Karaman, A. C. & Edling, S. (2021). *Professional Learning and Identities in teaching: International Narratives of Successful teachers*. New York: Routledge
7. Connel, R. W. (2020). *Teachers' Work*. Routledge
8. Aggarwal, J. C. (2009). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing house Pvt. Ltd
9. Saxena N. R. (2003): *Teacher Education*. Meerut: Lall Book Depot.
10. Sharma S. P. (2003). *Teacher Education: Principles Theories and Practices, Aspects of Teacher Education*. New Delhi: Kanishka Publishers Distributors.
11. Martin, C. & Polly, D. (2017). *Handbook of Research on Teacher Education and Professional Development*, Hersey: IGI Global

## **Course: EDU/PG/3.7 - Educational Management and Administration - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand the educational administration and its significance in educational management*
- ✓ *know the organization and its relevant issues*
- ✓ *understand supervision and elaborate the importance of it in the educational administration*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *explain the need of good administration for educational growth and development*
- ✓ *differentiate between different types of organization and supervision style*
- ✓ *analyze the functions of different apex bodies relating to education in India*
- ✓ *identify the various types of inspection and critical monitoring*

### **Course Materials**

#### **Unit-I: Educational Management**

- Meaning and nature, importance, scope
- Relationship among management, administration, supervision and planning
- Types of educational management: centralized vs. decentralized, bureaucratic vs. technocratic, autocratic vs. democratic

#### **Unit-II: Educational Administration**

- Meaning and nature, importance, scope
- Decision making, Organizational Development, Programme Evaluation and Review of Techniques (PERT), POSDCORB
- Administrative responsibilities of central & state Govt. in education - CIBE, UGC, NUEPA, NCERT, SCERT

#### **Unit-III: Educational Planning and Supervision**

- Meaning, nature and scope of and approaches to educational planning
- Concept of educational supervision and its scope
- Functions, planning, organizations and implementations of supervisory programmes

#### **Internal assessment**

- Demonstration/presentation/group discussion/written assignment on topics of this paper



## Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

## Suggested Readings:

1. Razik, T. A. & Swanson, A. D. (2010). *Fundamental Concepts of Educational Leadership and Management (3<sup>rd</sup> ed)*. Allyn & Bacon
2. Bhagia, N. M. (1990). *Educational Administration in India and other developing countries*. Commonwealth Publishers, New Delhi
3. Bush, T. (1986). *Theories of educational management*. London: Harper & Row Publishers.
4. Mukhopadhyay, M. (2020). *Total Quality Management in Education (3<sup>rd</sup> ed)*. New Delhi: Sage Publications.
5. Naik, J. P. (1965). *Educational Planning in India*. New Delhi: Allied.
6. Naik, J. P. (1982). *The Educational Commission & After*. New Delhi: Allied.
7. Roger, S. (1995). *Successful School Management*. Mc-Graw Hill, Tokyo.
8. Ronald, C. F., et al; (1987). *A History of thought and Practice in educational administration*. New York: Teachers College Press.
9. Robbins, S. P. (2018). *Organizational Behaviour (18<sup>th</sup> ed.)*. New York: Pearson
10. Owens, R. G. & Valesky, T. C. (2015). *Organizational Behaviour in Education: Leadership and School Reform (11<sup>th</sup> ed.)*. Boston: Pearson

## **Course: EDU/PG/3.8 - Peace Education - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *know the concept of peace and value education*
- ✓ *understand the underlying factors causing violence and hampering peace*
- ✓ *conceptualize value crisis in the present-day society*
- ✓ *understand the need for value-based education for a sustainable society*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *define the concept of peace and value education*
- ✓ *connect peace with value system of the society*
- ✓ *identify the reasons underlying the distortion of peace and value*
- ✓ *mobilize themselves towards sustaining peace and value within the society*

### **Course Materials**

#### **Unit-I: Introduction to Peace Education**

- Meaning, Definition, Concept, Nature and Scope of Peace Education
- Need for and importance of peace education
- Aims and objectives of peace education at different levels
- Pillars of Peace Education
- Peace and Related Terms
- Peace and Non-violence
- Challenges and Barriers of peace education-psychological, political and cultural, socio-religious barriers, Poverty and Unemployment, Increasing stresses and conflicts, Crimes and violence, and Terrorism and wars

#### **Unit-II: Approaches and Theories of Peace**

- Approaches to peace: power politics, world order, conflict resolution, nonviolence, transformation
- Theories of peace: democratic peace theory, active peace theory, game theory
- Peace, Value, Human Rights and Sustainable Development

#### **Unit-III: Bases of Peace Education**

- Philosophical bases: philosophies of peace and peace education, key thinkers and their philosophies (Gautama Buddha, M.K.Gandhi, Rabindranath Tagore, Sri Aurobindo, Dalai Lama, Nelson Mandela, Martin Luther King, Mother Teresa) with special reference to peace
- Sociological bases: Justice, equity, critical thinking, learning to be, and learning to live together; Peace as a dynamic social mobility, Empowerment for Peace and Sustainable Peace Development; Peace movement in India:

social movements and the issues of peace: anti- nuclear movement, movement against big dams, ecology movement, and anti-globalization movements, dalit movement and new farmers movements, women's movement and tribal movement

- Religious, historical and psychological bases of peace education

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Chilana, M.R. & Dewan, M.L. (2002). The human values - A task for all. New Delhi: Concept Publishing Company.
2. Gupta, N.L. (2002). Human value in education. New Delhi: Concept Publishing Company.
3. Kalra, R.M. (2003). Value-oriented education in schools - Theory and practice. New Delhi: Shipra Publications.
4. Purkait, B.R. (2008). Principles and practices of education. Kolkata: New Central Book Agency.
5. Reddy, K.V. (2002). Changing attitudes to education in India. New Delhi: Atlantic Publishers & Distributors.
6. Christie, D. J., Wagner, R. V. & Winter, D. D. (2001). Peace, Conflict and Violence: Peace Psychology for the 21<sup>st</sup> Century. New Jersey: Prentice Hall
7. Zembylas, M., Charalambous, C. & Charalambous, P. (2016). Peace Education in a Conflict-affected Society: An Ethnographic Journey. Cambridge: Cambridge University Press
8. Blumberg, H. H., Hare, A. P. & Costin, A. (2006). Peace Psychology: A Comprehensive Introduction. Cambridge: Cambridge University Press
9. Adams, D. (1997). UNESCO and a culture of peace: Promoting a Global Movement. Paris: UNESCO
10. AIU (2000). Value Education in India. New Delhi: AIU
11. Behera, S.K. & Omotoyosi, L.K. (2020). *Education for World Peace: Issues, Challenges and New Directions*. NC, USA: Lulu Publication.
12. Behera, S.K. & Duarah, M. & Mohakud, L.L. (2017). *Value Education in the 21<sup>st</sup> Century*. New Delhi: New Delhi Publisher.
13. Chand, J. (2007). Value Education. Delhi: Anshah Publishing House.
14. Gupta, N.L. (2002 Rpt). Human value in education. New Delhi: Concept Publishing Company.
15. Jagannath, M. (2005). Teaching of Moral Values Development. New Delhi: Deep and Deep Publication.
16. Kaur, Balvinder. (2006). Peace Education: New Trends and Innovations. New Delhi: Deep & Deep Publications Private Limited

17. K. (2002). Value based leadership in education. New Delhi: Anmol Publications
18. Lakshmi, S. (1997). Challenges in Indian Education. New Delhi: Sterling Publishers Private Limited Sneha M.J and Pushpanandhan.
19. Mohakud, L.L. & Mukhopadhyay, A. (2021). *Pedagogy of Peace Education: Theories and Practices*. Bhubaneswar: Divya Publication.
20. Mohakud, L.L. & Behera, S.K. (2013). *Value Education: Dimensions and Approaches*. Kolkata: S.B. Enterprise.
21. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: APH Publishing Corporation.
22. Singh, Y. K. (2009). Value Education. New Delhi: APH Publishing Corporation.
23. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
24. Tilman, Diave. (2003). Living Values Activities for Young Adults. New Delhi: Sterling Publishers Private Limited
25. Venkataiah. N. (1998). Value education. New Delhi: APH Publishing Corporation

## **Course: EDU/PG/3.9 - Value & Human Rights Education - I**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *know the concept of human rights*
- ✓ *know the concept of value education*
- ✓ *understand the international treaties and policies on human rights education*
- ✓ *conceptualize value crisis in the present-day society*
- ✓ *understand the need human rights education*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *define the concept of value education*
- ✓ *connect value and human rights of citizens*
- ✓ *identify the reasons underlying the distortion of value and violation of human rights*
- ✓ *mobilize themselves towards establishing valued-based society and protection of human rights*

### **Course Materials**

#### **Unit-I: Human Rights: An Introduction**

- Concept, Characteristics and Significance of Human Rights
- Genesis, History and Classification of Human Rights
- Indian Constitution and Human Rights
- Famous Indian and International Activists for Protection of Human Rights.
- Universal Declaration of Human Rights, 1948

#### **Unit-II: Value Education in the Budding Indian Society**

- Concept, definition and types of values and value education
- Historical background of value education
- Aims, objectives and purpose of value education
- Characteristics of values-based educated persons
- Need, importance, role and relevance of value education in the present Indian society
- Approaches to the value education: psycho-analytic approach, cognitive development approach, learning theories approach and socio-moral approaches

#### **Unit-III: Human Rights Education**

- Concept, definition, nature and principles of HRE
- History of human rights education
- Aims and objectives of human rights education
- Need for and importance of human rights education
- Dimensions of human rights education

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Chand, J. (2007). *Value Education*. Delhi: Anshah Publishing House.
2. Chilana, M.R. & Dewan, M.L. (2002 Rpt). *The human values - a task for all*. New Delhi: Concept Publishing Company.
3. Georgi, Viola B., & Michael, Sebarich (Eds.). (2004). *International Perspectives in Human Rights Education*. Gutersloh: Bertelsmann Foundation Publishers.
4. Goet, Aruna&Goel, S.L. (2005). *Human Values and Education*. New Delhi: Deep &Deep Publication.
5. Jagannath, M. (2005). *Teaching of Moral Values Development*. New Delhi: Deep and Deep Publication.
6. Shah, G. et al., (2005). *Human Rights: Free and Equal*. New Delhi: Anmol.
7. Sharma, Y.K. (2007). *Education for Values, Environment and Human Rights*. New Delhi: Deep &Deep Publication.
8. Singh, Arunkumar (2002). *Human Rights and Human Rights Education*. Itanagar: Dr. B.B. Pandey Himalayan Publishers.
9. Singh, Y. K., & Natha, R. (2008). *Value Education*. New Delhi: APH Publishing Corporation.
10. Singh, Y. K. (2009). *Value Education*. New Delhi: APH Publishing Corporation.
11. Subramanian, K. (1990). *Value Education*. Madurai: Ravana Publication.
12. Taneja, V.R. (2005). *Socio-philosophical approach to education*. New Delhi: Atlantic Publishers & Distributors.
13. UNESCO (1997). *The Human Rights to Peace. Declaration by the Director-General*. Paris France: UNESCO. AIU (2000). *Value Education in India*. New Delhi: AIU
14. Vadkar, Praveen (2000). *Concepts, Theories and Practice of Human Rights*. New Delhi: Rajat

## **Course: EDU/PG/3.10 & 4.10 - Dissertation**

Full Marks: 100 (to be assessed in the 4<sup>th</sup> semester examination)

### **Objectives**

This will enable students to

- ✓ *develop positive attitude towards the educational research*
- ✓ *identify research problem/topic*
- ✓ *formulate research questions, objectives, hypotheses etc.*
- ✓ *make research design or actual plan of work*
- ✓ *apply techniques of field survey and collecting information from different sources*
- ✓ *analyze data/information quantitatively and/or qualitatively and to interpret that*
- ✓ *prepare documentation of the research report.*

### **Activities**

- Proposal presentation seminar with project title, significance of the study, brief review of related studies, research question/objectives/hypotheses study design and/or probable analysis (15 marks, to be examined by the faculty member)
- Project submission seminar for critical, technical and academic discussion with the worked-out project (15 marks, to be examined by the faculty members).
- Document of the project report (50 marks to be examined by the external expert and the supervisor, the average of these two marks shall constitute the final marks on the report part)
- Viva-voce examination (20 marks, to be examined jointly by supervisor, HOD and external expert).

# Semester - IV

## Course: EDU/PG/4.1 - Comparative Education - II

Full Marks: 50

### Objectives

This will enable students to

- ✓ *acquaint the student with educational systems in terms of factors and approaches of comparative education*
- ✓ *orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries*
- ✓ *understand the need and advances of research in comparative education*

### Learning Outcomes

After completion of the course, student will be able to

- ✓ *compare among different aspects of education systems across the world*
- ✓ *identify potential development areas in aspects of our education system*
- ✓ *practice innovative educational methods of different countries*

### Course Materials

#### Unit-V: Comparative study of Primary education\*

- Primary education in USA, UK, Finland, Germany and Japan  
And their comparative analysis with reference to India

#### Unit-VI: Comparative study of Secondary education\*

- Secondary education in USA, UK, Finland, Germany and Japan  
(Aims of education, curriculum, instruction methods, evaluation system)  
and their comparative analysis with reference to India

#### Unit-VII: Comparative study of Higher education\*

- Higher education in USA, UK, Finland, Germany and Japan
- Teacher education in USA, UK, Finland, Germany and Japan  
and their comparative analysis with reference to India

#### Unit-VIII: Comparative study of Extension of Education\*

- Adult education - China, Cuba and Brazil
- Distance and continuing education - Australia and UK  
and their comparative analysis with reference to India
- Need for research in Comparative Education

\* Any other related country as prescribed



### Internal assessment

- Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Bereday, G. Z. F (1964). *Comparative Method in Education*. Canada: Holt, Rinehart & Winston
2. Phillips, D. (2014). *Comparative and International Education: An Introduction to Theory, Method and Practice*. Bloomsbury
3. Holmes, B. (2018). *Comparative Education: Some Considerations of Method*. New York: Routledge
4. Hans, N. (2012). *Comparative Education: A Study of Educational Factors and Traditions*. New York: Routledge
5. Wolhunter, C. C. & Wiseman, A. W. (2019). *Comparative and International Education: Survey of an Infinite Field*. Bingley: Emerald Publishing
6. Sodhi, T. S. (2018). *Textbook of Comparative Education (6<sup>th</sup> ed.)*. New Delhi: Vikash Publishing
7. Sharma, R. S. (2005). *Comparative Perspective on Education*. ABD Publisher
8. Sharma, Y. K. (2014). *Comparative Education: A Comparative Study of Educational Systems*. Kanishka Publishing House

## **Course: EDU/PG/4.2 - Curriculum Studies - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *get idea about various Models of Curriculum Design*
- ✓ *figure out about Curriculum Transaction*
- ✓ *know the approaches and Models of Curriculum Evaluation*
- ✓ *comprehend about Curriculum Change & Scope of Curriculum Research*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *differentiate among various Models of Curriculum Design*
- ✓ *transact the Curriculum through Instructional System & Instructional Media*
- ✓ *have a clear understanding over Evaluation of Curriculum & Models of Curriculum Evaluation*
- ✓ *identify the Curriculum Change and can acknowledge the Role of Students, Role of Teachers and Role of Educational Administration in Curriculum Change as well as the Scope of Curriculum Research*
- ✓ *analyze textbook and other curriculum materials*
- ✓ *critically analyze several policies and recommendations of several committees and commissions concerning curriculum*
- ✓ *identify challenges and opportunities of our curricular practices*
- ✓ *construct and suggest own curriculum evaluation model*

### **Course Materials**

#### **Unit-V: Curriculum Implementation and Transaction**

- Concept, principles and criteria of effective curriculum implementation
- Factors affecting curriculum implementation
- Curriculum implementation models: modernist and post-modernist
- Curriculum support materials and its preparation
- Teacher as curriculum practitioner
- Concept and factors, and approaches of curriculum change

#### **Unit-VI: Curriculum Evaluation**

- Concept, and Characteristics, scope and importance of curriculum evaluation
- Approaches of Curriculum Evaluation
- Models of Curriculum Evaluation
- Participants in Curriculum Evaluation
- Models of curriculum evaluation: Congruence-contingency, CIPP
- Curriculum support materials and its evaluation

#### **Unit-VII: Policy Perspectives of Curriculum**

- Policy perspectives of curriculum- Concept and importance

- Levels of policy planning
- Personnel involved in formulating curriculum policy
- Recommendations of various commission and committees for curriculum reforms in India
- National Curriculum Frameworks (NCFs)

### Unit-VIII: Trends and Issues in Curriculum

- Issues of curriculum
- Problems and challenges of textbook and other curriculum supportive materials
- Research trends in curriculum
- Future directions for curriculum

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on each of the units (4x5)

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Arora, G. L. (1984). *Reflections on Curriculum*, NCERT, New Delhi.
2. Ciddldwood, D. & Burton, N. (2010). *Managing the Curriculum*, Sage Publications, New Delhi.
3. Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2009) *Curriculum Leadership: Strategies for Development and Implementation*, Sage Publications, New Delhi.
4. Julian, C. S. & Kenneth, D. H. (1978). *Education and Evaluation*, Prentice Hall of India, New Delhi.
5. Ornstein, A.C. & Hunkins, E (2018). *Curriculum, Foundations, Principles and Issues (7<sup>th</sup> ed)*. Pearson.
6. Pratt, D. (1980). *Curriculum design and development*. New York: Macmillan Publishing Co. Inc.
7. Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). *Curriculum planning for better teaching and learning*. New York: Holt Rinehart & Winston.
8. Slattery, P. (1995). *Curriculum Development in the postmodern era*. New York, Garland.
9. Stufflebeam, D. L. & Zhang, G. (2017). *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*. London: The Guilford Press
10. Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanoich.
11. Walker, D.F. (2003). *Fundamentals of Curriculum*. Lawrence Erlbaun Associates, Publishers. New Jersey.

## Special Papers\*

### *Course: EDU/PG/4.3 - Educational Technology - II*

Full Marks: 50

#### Objectives

This will enable students to

- ✓ *understand the concepts of teaching, training, instruction*
- ✓ *get idea about levels, stages and maxims of teaching*
- ✓ *understand the concept of teaching models*
- ✓ *comprehend microteaching, team teaching and phenomenal teaching*

#### Learning Outcomes

After completion of the course, student will be able to

- ✓ *define and differentiate between teaching, training, instruction*
- ✓ *better adopt learning strategies as per levels of teaching*
- ✓ *get optimum learning outcomes from different styles of teaching*
- ✓ *practice teaching skills by using microteaching, team teaching and phenomenal teaching methods*

#### Course Materials

##### **Unit-IV: Art & Science of Teaching**

- Modern concepts of teaching: S.M.A.R.T Teaching
- Levels of teaching memory, understanding and reflective levels
- Stages of teaching: pre-active, interactive and post-active
- Models of teaching: concept and different types

##### **Unit-V: Teaching-Learning Process & Technology**

- Web 3.0: The teaching learning process from pedagogy to heutagogy
- Technology Mediated Learning, TPACK, M-Learning, Learning Management Systems, Computer Assisted Learning

##### **Unit-VI: Modification of Teaching Behaviour**

- Formulation of instructional objectives and task analysis
- Microteaching: meaning, characteristics, procedure, major skills and role of supervisor; simulated teaching
- Flanders' interaction analysis technique and modern development

#### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

## Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

## Suggested Readings:

1. Connel, R. W. (2020). *Teachers' Work*. Routledge
2. Dell'Olio, J. M. & Donk, T. (2007). *Models of Teaching: Connecting Student Learning with Standards*. California: Sage Publications
3. Joyce, B., Weil, M. & Calhoun, E. (2015). *Models of Teaching (9<sup>th</sup> ed)*. Pearson
4. Kilbane, C. R. & Milman, N. B. (2014). *Teaching Models: Designing Instruction for 21<sup>st</sup> Century learners*. Pearson
5. Ewing, R. & five others (2020). *Teaching: Dilemmas, Challenges and Opportunities (6<sup>th</sup> ed.)*. Victoria: Cengage Learning
6. Schiering, M. S., Bogner, D. & Buli-Holmberg, J. (2011). *Teaching and Learning: A Model for Academic and Social Cognition*. New York: Rowman & Littlefield Publishers
7. Shulman, L. S. (2004). *The Wisdom of Practice*. Jossey-Bass
8. Shulman, L. S. (2004). *Teaching as Community Property*. Jossey-Bass
9. Spector, J. M. (2016). *Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives (2<sup>nd</sup> Edition)*, London: Routledge
10. Pathak, R. P. (2012). *Educational Technology*, New Delhi: Pearson
11. Lloyd, L. & Barreneche, G. I. (2014). *Educational Technology for the Global Village: Worldwide Innovation and Best Practices*, Medford: Information Today Inc.
12. Huang, R., Spector, J. M. & Yang, J. (2019). *Educational Technology: A Premier for the 21<sup>st</sup> Century*, Singapore: Springer
13. Le, T. & Le, Q. (2012). *Technologies for Enhancing Pedagogy, Engagement and Empowerment in Education: Creating Learning-Friendly Environments*, Hersey: IGI Global
14. Herring, M. C., Koehler, M. J. & Mishra, P. (2016). *Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators*, New York: Routledge
15. Vries, M. J. (2018). *Handbook of Technology Education*. Netherlands: Springer

## **Course: EDU/PG/4.4 - Educational Measurement and Evaluation - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand the test construction*
- ✓ *know different tests and their preparation techniques*
- ✓ *comprehend tools and techniques of measurement*
- ✓ *get idea about current trends and practices relating to evaluation in education*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ compare between different measurement and evaluation strategies
- ✓ apply different scales of measurement in their everyday practices
- ✓ differentiate between standardized and non-standardized tests
- ✓ develop achievement test, objective test, MCQ, questionnaire, interview schedule
- ✓ analyze and compare educational evaluation practices of different countries around the world

### **Course Materials**

#### **Unit-IV: Construction of Measurement Tools and Instruments**

- Concept and importance of test construction
- General Principles and Steps of Measuring Tool Construction: Planning, Preparation, Tryout and Evaluation (Difficulty value, Discriminating index and Distractor analysis)
- Construction of Educational and Achievement Test (Teacher made and Standardized; Objective Type and Essay Type Test Items; and NRT-CRT)
- Construction and Standardization of Psychological Tests and Measuring Instruments

#### **Unit-V: Characteristics of a Good Measuring Instrument**

- Validity, types and process of ensuring validity
- Reliability, types and process of ensuring reliability
- Objectivity
- Norms, types and process of establishing norms
- Usability

#### **Unit-VI: Recent Trends & Policy Perspectives in Evaluation Systems**

- 3D Model, Total Reflective Model, Individual Judgement Model, and CIPP Model

- Innovations in Evaluation System- Grading System, Continuous and Comprehensive Evaluation, Learning Outcome-based Evaluation, Semester System, Credit System, Rubrics, Portfolio, Grading and reporting, Open-book Examination System, Proctoring, Use of ICT in Evaluation
- Problems and Issues in Our Present Evaluation system
- Examination Reform Policies
- Commission and Committee Reports on Evaluation System in India
- Evaluation Practices in Selected Countries- India, USA, UK, China, Finland, Germany, Singapore, Australia
- Research Trends in Measurement and Evaluation

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Thorndike, R. M. & Thorndike-Christ, T. (2014). Measurement and Evaluation in Psychology and Education (8th ed). Pearson
2. Mehrens, W. A. & Lehmann I. J. (1991). Measurement and Evaluation in Education and Psychology (4th ed). Wadsworth Thomson Learning
3. Wells, C. S. & Faulkner-Bond, M. (2016). Educational Measurement: From Foundations to Future. The Guilford Press
4. Stufflebeam, D. L. & Coryn, C. L. S (2014). Evaluation Theory, Models and Applications (2nd ed). Jossey-Bass
5. Kember, D. & Ginns, P. (2012). Evaluating Teaching and Learning. Routledge
6. Brady, L. & Kennedy, K. (2019). Assessment and Reporting: Celebrating Students Achievement (5th ed). Pearson
7. Schofield, H. (2020). Assessment and Testing: An Introduction. Routledge
9. Tan, K. H. K. (2020). Assessment Rubrics Decoded: An Educator's Guide. Routledge

## **Course: EDU/PG/4.5 - Education of the Children with Special Needs - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *be acquainted with the various barriers of Inclusive Education in India.*
- ✓ *acquire knowledge and understanding the role of parents, teachers, peers and school in Inclusive Education.*
- ✓ *develop understanding about the ethical issues in Inclusive Education.*
- ✓ *develop Knowledge and understanding about the skills and competencies required for teachers and teacher educators in Inclusive setting.*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *explain the Concept, Causes, Identification, Prevention and Remedies for Various Disabilities*
- ✓ *make aware themselves about the various legal provisions and policies taken by the Government of India in Inclusive Education*
- ✓ *behave with their disabled peers in a very sensitive manner in Inclusive classroom set up*

### **Course Materials**

#### **Unit-IV: Rehabilitation of Children with Special Needs**

Psycho-social problems, preventive measures, educational programs and placement of Children with visual Impairment and low vision, Hearing and speech impairment, Specific Learning Disability, Locomotor disability and Neuro-muscular Disability, Emotional and Behavioural Disorder.

#### **Unit-V: Planning and Management of Inclusive Classrooms**

- Characteristics and identification, educational programmes for gifted, talented and creative children
- Infrastructure, human resource and instructional practices
- Curriculum and curricular adaptations for diverse learners
- Parent professional partnership: role of parents, peers, professionals, teachers, school

#### **Unit-VI: Barriers and Facilitators in Inclusive Education**

- Barriers related to attitude, social and educational
- Current status and ethical issues of inclusive education in India
- Problems in inclusion in the real classroom situation, ways for overcoming the problems in inclusions
- Skills and competencies of teachers and teacher educators for secondary education in inclusive setting



### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Hewett, F. M. & Forness, S. R. (1984). *Education of Exceptional Learners (3<sup>rd</sup> ed.)*. Allyn & Bacon
2. Jha. M. (2002). *Inclusive Education for All: Schools Without Walls*. Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
3. Kaushik, B. (2019). *Creating Inclusive Schools: Theory, Process and Practice (1st ed.)*. SAGE Publications India Pvt Ltd.
4. Kirk, S. (1963). *Educating Exceptional Children*. New Delhi: Oxford & IBH Publishing Co.
5. Liasiou, A. (2017). *Inclusive Education, Politics and Policymaking*. Bloomsbury Academic.
6. Maitra, K. (2006). *Giftedness in Action: Theory and Practice*. Kaniska Publication.
7. Mangal, S.K., & Mangal, S. (2019). *Creating an Inclusive School*. PHI Learning Pvt. Ltd.
8. Mani, M.N.G. (1994). *Techniques of Teaching Blind Children*. Sterling Publishers Pvt. Ltd.
9. Mantry, S., & Sharma, S. (2020). *Special, Integrated and Inclusive Education*.
10. Nanda, B. (2008). *School Without Walls in 21<sup>st</sup> Century: From Exclusion to Inclusion Practice in Education*. Mittal Publications
11. Panda, K. C. (2004). *Education of Exceptional Children*. New Delhi: Vikash Publishing House
12. Premavathy, G., & Vijayan, T. (2008). *Integrated and Inclusive Education*. Kanishka Publishing House.
13. Sharma, P.L. (1988). *A Teacher's Handbook on IED - Helping Children with Special Needs*. New Delhi: NCERT.
14. Sharma, P.L. (2003). *Planning Inclusive Education in Small Schools*. R.I E. Mysore.

## **Course: EDU/PG/4.6 - Teacher Education - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand the meaning, scope and types of teaching models*
- ✓ *acquainted with different approaches to teaching evaluation*
- ✓ *know about various aspects of issues relating to teacher education programmes in India*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *identify effectiveness of teaching models at different level*
- ✓ *critically discuss the teaching evaluation approaches*  
*Explore different possibilities for research in the area of teacher education*

### **Course Materials**

#### **Unit-IV: Teacher Education Curriculum**

- Structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE at elementary, secondary and higher secondary level
- Patterns of student teaching: school internship, block teaching
- Techniques of teachers' training & student-teacher evaluation with special reference to core teaching, simulated teaching, microteaching, interaction analysis

#### **Unit-V: Trends and Issues in Teacher Education**

- Innovative practices in the pedagogical process of teacher education with special reference to teaching effectiveness and school effectiveness
- Modification of teaching behaviour, preparing teachers for inclusive schools
- Problems of implementation of quality teacher education in India with special reference to teacher quality discourse

#### **Unit-VI: Professional Development of Teachers**

- Concept of profession, professionalism and teaching as a profession
- Objectives of professional development of teachers: short and long-term courses, performance appraisal of teachers
- Personal and contextual factors affecting teacher development, ICT integration, quality enhancement for professionalization of teacher education, innovation in teacher education

### **Internal assessment**

- Demonstration/presentation/group discussion/written assignment on topics of this paper

## Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

## Suggested Readings:

1. Kumar, P. & Wiseman, A. W. (2021). *Teacher Quality and Education Policy in India*. London: Routledge
2. Roy, K. (2019). *Teachers and Teaching: Time and the Creative Tension*. Switzerland: Springer Nature
3. Roy, K. (2003). *Teachers in Nomadic Spaces: Deleuze and Curriculum*. International Academic Publishers
4. Shulman, L. S. (2004). *The Wisdom of Practice*. Jossey-Bass
5. Shulman, L. S. (2004). *Teaching as Community Property*. Jossey-Bass
6. Karaman, A. C. & Edling, S. (2021). *Professional Learning and Identities in teaching: International Narratives of Successful teachers*. New York: Routledge
7. Connel, R. W. (2020). *Teachers' Work*. Routledge
8. Aggarwal, J. C. (2009). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing house Pvt. Ltd
9. Saxena N. R. (2003): *Teacher Education*. Meerut: Lall Book Depot.
10. Sharma S. P. (2003). *Teacher Education: Principles Theories and Practices, Aspects of Teacher Education*. New Delhi: Kanishka Publishers Distributors.
11. Smith, P. L. & Ragan, T. J. (2005). *Instructional Design (3<sup>rd</sup> ed)*. John Wiley & Sons
12. Herring, M. C., Koehler, M. J. & Mishra, P. (2016). *Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators*, New York: Routledge

## **Course: EDU/PG/4.7 - Educational Management and Administration - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand different theories of educational management*
- ✓ *know the importance of planning and finance in education*
- ✓ *get idea of different concepts relating to educational organizations*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *analyze and apply theories of educational management in various contexts*
- ✓ *critically discuss national and international policies relating to educational planning and finance*
- ✓ *explain the issues in different type of educational organizations*

### **Course Materials**

#### **Unit-IV: Theories and Modern Techniques of Management**

- X, Y and Z theories of management
- Total Quality Management, SWOT analysis
- Planning Programming and Budgeting Systems (PPBS)

#### **Unit-V: Planning and Finance in Education**

- Meaning and need of educational planning, approaches to educational planning and planning techniques
- Role of pupil, teachers and principal of the intuition in planning
- Educational finance: meaning, nature and source of income and item expenditure

#### **Unit-VI: Educational Organizations**

- Concept, nature, types and characteristics of educational organizations
- Process of organizational change and organization as change agents
- Conflicts: concept, nature, types and strategies for conflict management in educational organizations

### **Internal assessment**

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### **Teaching-learning hours**

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Kellermen, B. (1985). *Leadership Multidisciplinary Perspectives*. New Jersey: Prentice Hall
2. Razik, T. A. & Swanson, A. D. (2010). *Fundamental Concepts of Educational Leadership and Management (3<sup>rd</sup> ed)*. Allyn & Bacon
3. Bhagia, N. M. (1990). *Educational Administration in India and other developing countries*. Commonwealth Publishers, New Delhi
4. Bush, T. (1986). *Theories of educational management*. London: Harper & Row Publishers.
5. Mukhopadhyay, M. (2020). *Total Quality Management in Education (3<sup>rd</sup> ed)*. New Delhi: Sage Publications.
6. Naik, J. P. (1965). *Educational Planning in India*. New Delhi: Allied.
7. Naik, J. P. (1982). *The Educational Commission & After*. New Delhi: Allied.
8. Roger, S. (1995). *Successful School Management*. Mc-Graw Hill, Tokyo.
9. Ronald, C. F., et al; (1987). *A History of thought and Practice in educational administration*. New York: Teachers College Press.
10. Robbins, S. P. (2018). *Organizational Behaviour (18<sup>th</sup> ed.)*. New York: Pearson
11. Owens, R. G. & Valesky, T. C. (2015). *Organizational Behaviour in Education: Leadership and School Reform (11<sup>th</sup> ed.)*. Boston: Pearson

## **Course: EDU/PG/4.8 - Peace Education - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *understand how to promote culture of peace and values in educational institutions*
- ✓ *know the methods and approaches to peace education*
- ✓ *know about various approaches and models of value education*
- ✓ *understand global developments and its impact on values and peace*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *apply peace and value-based approach in educational and social environments*
- ✓ *distinguish between various approaches to peace and value-based education*
- ✓ *inculcate different ideas of peace in their own life*
- ✓ *debate on various issues of global impact on human values and peace*

### **Course Materials**

#### **Unit-IV: Conflict Resolution: Key for Peace Building**

- Concept, factors, bases and types of conflict
- Concept, need for and importance of conflict resolution
- Determinants, barriers, ways, means and models of conflict resolution

#### **Unit-V: Pedagogy and Curriculum of Peace Education**

- Meaning, nature, scope and principles of peace pedagogy
- Elements of effective peace education pedagogy, source of peace knowledge and practice, pedagogical skills and strategies, models of pedagogical practices in peace education, role of educational institutions in promoting peace education
- Curriculum and peace education, teacher as a peace educator (qualities and responsibilities), NCFTE 2009 on peace education

#### **Unit-VI: Policies, Programs, Initiatives, Evaluation and Research on Peace Building**

- Peace education initiatives at various level-informal education, formal education (school level, college level, higher education level)
- Global initiatives on sustaining peace: role of UNO, UNESCO, UNICEF, UNDP, UNEP, UNHCR, Amnesty International, Human Rights Commission, Red Cross Society, NCC, NSS and other NGOs
- Policies and practices of peace education, assessment and evaluation of students' peace building knowledge, skill and values: need and importance, objectives, tools and techniques and models, research trend in peace education

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Adams, D. (1997). UNESCO and a culture of peace: Promoting a Global Movement. Paris: UNESCO
2. AIU (2000). Value Education in India. New Delhi: AIU
3. Behera, S.K. & Omotoyosi, L.K. (2020). *Education for World Peace: Issues, Challenges and New Directions*. NC, USA:Lulu Publication.
4. Behera, S.K. & Duarah, M. & Mohakud, L.L. (2017). *Value Education in the 21<sup>st</sup> Century*. New Delhi: New Delhi Publisher.
5. Chand, J. (2007). Value Education. Delhi: Anshah Publishing House.
6. Gupta, N.L. (2002 Rpt). Human value in education. New Delhi: Concept Publishing Company.
7. Jagannath, M. (2005). Teaching of Moral Values Development. New Delhi: Deep and Deep Publication.
8. Kalra, R.M. (2003). Value-oriented education in schools - Theory and practice. New Delhi: Shipra Publications.
9. Kaur, Balvinder. (2006). Peace Education: New Trends and Innovations. New Delhi: Deep & Deep Publications Private Limited
10. K. (2002). Value based leadership in education. New Delhi: Anmol Publications
11. Lakshmi, S. (1997). Challenges in Indian Education. New Delhi: Sterling Publishers Private Limited Sneha M.J and Pushpanandhan.
12. Mohakud, L.L. & Mukhopadhyay, A. (2021). *Pedagogy of Peace Education: Theories and Practices*. Bhubaneswar: Divya Publication.
13. Mohakud, L.L. & Behera, S.K. (2013). *Value Education: Dimensions and Approaches*. Kolkata: S.B. Enterprise.
14. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: APH Publishing Corporation.
15. Singh, Y. K. (2009). Value Education. New Delhi: APH Publishing Corporation.
16. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
17. Tilman, Diave. (2003). Living Values Activities for Young Adults. New Delhi: Sterling Publishers Private Limited
18. Venkataiah. N. (1998). Value education. New Delhi: APH Publishing Corporation

## **Course: EDU/PG/4.9 - Value & Human Rights Education - II**

Full Marks: 50

### **Objectives**

This will enable students to

- ✓ *know the concept of different values enshrined in national and international policies, documents and treaties*
- ✓ *understand the role of media in promotion of values among the people*
- ✓ *understand need for human rights education in educational institutions*
- ✓ *know different constitutional provisions for protection of human rights*

### **Learning Outcomes**

After completion of the course, student will be able to

- ✓ *explain different national and international policies relating to values and human rights*
- ✓ *practice democracy, socialism, secularism, equality, justice, tolerance and other values in their life*
- ✓ *identify the reasons underlying the distortion of peace and value*
- ✓ *mobilize themselves towards sustaining peace and value within the society*

### **Course Materials**

#### **Unit-IV: National and International Values**

- Values enshrined in the Constitution of India - democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
- Professional values: knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious values - tolerance, wisdom, character
- Aesthetic values - love and appreciation of literature and fine arts and respect for the same.
- Role of media in developing values and morality

#### **Unit-V: Human Rights Education in Schools**

- Improving the human rights environment
- Place of human rights in curriculum.
- HRE in school levels-elementary, secondary and higher secondary
- Activities in schools for promoting human rights awareness among children.
- Role of teacher in developing human rights awareness
- Role of press and media for promotion of human rights education among the masses

#### **Unit-VI: Transactions of Human Rights**

- Formal Mechanism for the Enforcement of Human Rights (Role of Different UN Organs, International Agencies, National and State Level Agencies, NGOs in Enforcement of Human Rights).



- Constitutional Provisions for Human Rights Protection of Women, SCs, STs and Minorities.
- Composition, Functions and Powers of National and State Level Human Rights Commission
- International and National Acts and Conventions for Protection of Human Rights of Children and Women.

### Internal assessment

- Demonstration/presentation/group discussion/written assignment on topics of this paper

### Teaching-learning hours

- Class test/tutorial - 6
- Lecture/Demonstration - 50

### Suggested Readings:

1. Aggarwal, J.C. (2005). *Values, Education for Environment and Human Rights*. Delhi: Shipra Publication.
2. Andreopoulos, George J., & Richard, Pierre Claude (Eds.). (1997). *Human Rights Education for the Twenty-First Century*. Philadelphia, Pennsylvania: University of Pennsylvania Press.
3. Chand, Jagadish (2007). *Values, Education for Human Rights*. Delhi: Anshah Publishing House.
4. Chandra, Puran (2010). *Fundamentals of Human Rights Education and Training*. Delhi: Swastik Publications.
5. Cook, Rebecca (1994). *Human Rights of Women, National and International Perspectives*. Philadelphia: University of Pennsylvania Press.
6. Gupta, N.L. (2002). *Human value in education*. New Delhi: Concept Publishing Company.
7. Kalra, R.M. (2003). *Value-oriented education in schools - Theory and practice*. New Delhi: Shipra Publications.
8. Mohanty, Jaganath (2003). *Human Rights Education*. New Delhi: Deep & Deep Publication.
9. Naseema, C. (2002). *Human Rights Education- Conceptual and Pedagogical*. New Delhi: Kanishka Publishers & Distributors
10. Purkait, B.R. (2008). *Principles and practices of education*. Kolkata: New Central Book Agency.
11. Reddy, K.V. (2002). *Changing attitudes to education in India*. New Delhi: Atlantic Publishers & Distributors.

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