MURSHIDABAD UNIVERSITY

Memo No.- MU(R)/1/C/572/24   **Date: 10/12/2024**

NOTIFICATION

It is notified for information of all concerned that in terms of the provision of the Murshidabad University Act, 2018, and, in existing of his powers, of the said Act, the Vice-Chancellor has, by and order dated 10.12.2024 approved the syllabi of the subject Education for semester wise programme of PG Course of study under this university, as laid down in the accompanying pamphlet.

Place: Berhampore
Date: 10.12.2024

Rajb Mukherjee
Registrar
Murshidabad University

Registrar
Murshidabad University

MURSHIDABAD UNIVERSITY

CBCS Curriculum: Post Graduate Programme in Education

Duration: Two years comprising of four semesters of six months duration

Programme Structure:

SEMESTER-I						
Course Code	Course Title	Credit	Class hour/ week	Evaluation scheme		Total Marks
				Mid-term	Term-End	
PG-EDU-CC-101	Educational Philosophy-1	4	4	10	40	50
PG-EDU-CC-102	Educational Psychology-1	4	4	10	40	50
PG-EDU-CC-103	Social and Inclusive approaches in Education	4	4	10	40	50
PG-EDU-CC-104	Research in Education-1	4	4	10	40	50
PG-EDU-CC-105	History, Politics, and Economics of Education	4	4	10	40	50
Total	05 courses	20	20	50	200	250
SEMESTER-II						
Course Code	Course Title	Credit	Class hour/ week	Evaluation scheme		Total Marks
				Mid-term	Term-end	
PG-EDU-CC-201	Educational Philosophy-2	4	4	10	40	50
PG-EDU-CC-202	Educational Psychology-2	4	4	10	40	50
PG-EDU-CC-203	Research in Education-2	4	4	10	40	50
PG-EDU-CC-204	Educational Technology	4	4	10	40	50
PG-EDU-CC-205	Teacher Education	4	4	10	40	50
Total	05 courses	20	20	50	200	250
SEMESTER-III						
Course Code	Course Title	Credit	Class hour/ week	Evaluation scheme		Total Marks
				Mid-term	Term-end	
PG-EDU-CC-301	Curriculum Studies	4	4	10	40	50
PG-EDU-CC-302	Pedagogy, Andragogy, and Assessment	4	4	10	40	50
PG-EDU-CC-303	Socialization and Education	4	4	10	40	50
PG-EDU-DSE-304	Elective Course-1 (one course to be selected from the list* of Elective courses)	4	4	10	40	50
PG-EDU-GE-315	Foundation of Education & Research	4	4	10	40	50
Total	05 courses	20	20	50	200	250
SEMESTER-IV						
Course Code	Course Title	Credit	Class hour/ week	Evaluation scheme		Total Marks
				Mid-term	Term-end	
PG-EDU-CC-401	Educational Management, Administration, and Leadership	4	4	10	40	50
PG-EDU-CC-402	Guidance and Counselling	4	4	10	40	50
PG-EDU-DSE-403	Dissertation	8	16	20	80	100
PG-EDU-DSE-404	Elective Course-2 (Second part of the selected elective course in Semester-III)	4	4	10	40	50
Total	04 courses	20	24	50	200	250
TOTAL (Semester-!,II,III,IV)	19 COURSES	80	----------------	200	800	1000

EDU- Education; CC- Compulsory Core course; DSE- Discipline specific elective course; GE– Generic elective course

*List of Elective courses

Sl. No	Course Title	Sl. No.	Course Title
A	Environmental & Population Education-1 & 2	F	Health & Yoga Education-1&2
B	Educational Evaluation-1&2	G	Distance Education-1&2
C	Development of Indian Education-1&2	H	Peace and Value Education-1&2
D	Comparative Education-1&2	I	Education for Diverse learner-1&2
E	ICT in Education-1&2		

Semester-I
Course Code: PG Edu CC 101; Course Title: Educational Philosophy-1
Credit- 4, Marks-50 (Mid-term Assessment- 10; Term-end evaluation- 40)

COURSE LEARNING OUTCOME:
To enable the students to
- discuss the impact of Philosophy on Education
- enumerate etymological aspect of Philosophy
- elaborate the influence of Indian Schools of Philosophy on Education
- justify the contribution of some eminent Indian Educational Thinkers alongwith some local educationists
- explain national values as enshrined in the Indian Constitution

COURSE CONTENT:
Unit-1: Philosophy for Education
- Meaning and Features of Education
- Meaning and Features of Philosophy
- Relation between Education and Philosophy

Unit-2: Educational Philosophy
- Concept of Educational Philosophy
- Nature and Scope of Educational Philosophy
- Significance of Educational Philosophy

Unit-3: Indian Schools of Philosophy-1
- Concept Nature, Scope and Classification of Indian Philosophy
- Nyaya
- Sankhya
- Vedanta
(With special reference to knowledge, reality, values and their educational implications)

Unit-4: Indian Schools of Philosophy-2
- Buddhism
- Jainism
- Islam
(With special reference to knowledge, reality, values and their educational implications)

Unit-5: Contribution of Indian Thinkers
- Swami Vivekananda
- Rabindranath Tagore
- M K Gandhi
- Sri Aurobindo
- J Krishnamurthy
- Savitribai Phule
- Ramendra Sundar Trivedi
- Rejaul Karim

Unit-VI: National Values as enshrined in the Indian Constitution:

Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

SUGGESTED READINGS:

1. Philosophical Foundations of Education- K K Srivastava- Kanishka
2. The Doctrines of the Great Educators- Robert R Rusk- Kanishka
3. Siksha O Darsan- Prof. D. Bhattacharayya- Pearson
4. Shikshadarshan o Shikshanitir Rouprekha- Dr. Mihir Kumar Chattapadhya- Rita Book Agency
5. B. R. Purkait – Great Educators and their Philosophies
6. A. Afsaruddin – The Philosophy of Islamic Education
7. S. C. Chatterjee and D.M. Dutta – An Introduction to Indian Philosophy, Culcutta University Press.
8. Jadunath Sinha – Indian Philosophy. M.B. publishers Pvt. Ltd. New Delhi
9. M. Hiriyanna - Outlines of Indian Philosophy, 1994, M.B. Publishers Pvt. Ltd. – Delhi.
10. Acharya Ramendrasundarer Siksha Chinta- Subimal Mitra. Dey Book Stall, Kolkata
11. Bangalir Ramendrasundar Charcha- Sompadana, Tarun Mukhopadhyay. Supreme Publishers, Kolkata
12. Rejaul Karim- Jahar Sen. Bangio Sahityo Parisad
13. Purna Manab Rejaul Karim- Jahar Sen. Prava Prakashani

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Semester-I
Course Code: PG Edu CC 102; Course Title: Educational Psychology-1
Credit-4, Marks-50 (Midterm evaluation-10, Term end evaluation -40)

COURSE LEARNING OUTCOME: On completion of the course the students will be able to:

- Discuss the nature and educational implications of different schools of psychology
- Describe the development of cognition, morality, and language aspects
- Explain the concept of individual differences and its educational implications
- Explain the meaning of mental health, anxiety, stress, conflict, and defense mechanism
- Discuss the meaning, types, and theories of Motivation
- Explain the nature and influencing factors of learning

COURSE CONTENT:

Unit-1:   **Schools of Psychology:** Behaviourism, Gestalt, Psychoanalysis, Humanistic, and Cognitive: their basic concepts and educational contributions

Unit-2:   **Growth & Development:** Concept and principles, Cognitive Processes and stages of Cognitive Development, Moral development, Language development,

Unit-3:   **Individual differences:** Individual differences: **–** Concept & Types. Role of heredity, environment and culture. Implications of individual differences for organizing educational Programmes.

Unit-4: **Mental health and Mental hygiene-** meaning, nature and need. Anxiety and Stress and their management. Conflict and Adjustment mechanism

Unit-5: **Motivation theories and their educational implications:** Hierarchy of Needs, Achievement Motivation, Attribution Theory. Factors affecting motivation of learning.

Unit-6: **Learning:** Concept, Nature & Types, Influencing Factors – Attention & Interest, Maturation and Motivation, Remembering & Forgetting. Information Processing Model. Transfer of Learning- Meaning and nature, High road and Low road transfer.

Suggested Readings:

- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A.& S.Urbina. *Psychological Testing* (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D.(1995) *Social Psychology*, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge,L.Morris.(1982): *Learning Theories for Teachers*, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R.(1986), *Theories of Learning*, (5th ed.), Prentice Hall, New Delhi.
- Chauhan, S.S.(1996). *Advanced Educational Psychology*, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper,C. *Intelligence and Abilities.* Routledge. London and New York.(1999)
- Cotton, Julie.(1995): *The Theory of Learning: An Introduction*, Kogan Page Limited, London.
- Cropley, A.J.*Creativity in Education and learning*. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) *Personality Classic Theories and Modern Research*, Pearson Education. 2nd Ed.
- Goodenough, F.L.(1949) *Mental Testing: its history, Principles and applications*. N.Y.Rinehart.
- Gregory, R.J. *Psychological Testing- History, Principles, and Applications* (4th Edition). Pearson Education,(2005).
- Gulati, S.(Edited). *Education for Creativity*. NCERT.(1995).
- Seikh, H.A. Creativity: it's recognition and development. Shilpanagari Printer, Murshidabad.
- Hall, C.S and Lindzey, G.(1985). *Theories of Personality*. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. *Advanced Educational Psychology*. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Morgan .T.C. et al. *Introduction to Psychology* (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003).
- Murray, H.A.(1962). *Explorations in personality*. N.Y.Science Editions.
- Phares, E.J.(1991) *Introduction to personality*. Harper Cllins. N.Y. 3ed Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5th Ed.(2010)
- Torrance, E.P. *Encouraging Creativity in the Classroom*. W.M.C. Brown Co. Publishers, IOWA, USA.(1972).
- Woolfolk,A. *Educational Psychology*(Ninth Edition). Pearson Education, (2004).

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Semester-I
Course Code: PG Edu CC 103; Course Title: Social and Inclusive approaches in education
Credit-4, Marks-50 (Midterm evaluation-10, Term end evaluation -40)

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COURSE LEARNING OUTCOME: On completion of the students will be able to:
- Explain the meaning and nature educational sociology and the relationship between sociology and education
- discuss the concept of social organization, social group and group dynamics
- state the interdependency between education and culture
- discuss backward communities and their education opportunity
- explain the concept, need and strategies of inclusion

COURSE CONTENT:

Unit 1: Introduction to Educational Sociology
- Meaning and nature of educational sociology
- Educational sociology and sociology of education
- Relation between education and sociology
- Methods of sociological study

Unit 2: Education and Social organization
- Social organization: Concept, types and affecting factors of social organization
- Social groups: Concept, nature types and their education relevance
- Group Dynamics: Concept and techniques of group dynamics in classroom, educational significance of group dynamics
- School and community: School-Community Relationship, strategy to improve the relationship, community participation in school

Unit 3: Education and Culture
- Concept and nature of culture
- Role of education in cultural context
- Cultural determinants of education
- Cultural change and cultural lag

Unit 4: Backward community and education opportunity
- Meaning and types of backward communities
- Education of the disadvantaged sections of society with reference to SC, ST, OBC, Women and Religious minority
- Constitutional provisions for disadvantaged sections
- Concept of equity, equality and educational opportunity

Unit 5: Concept and need for inclusion
- Rationale for inclusion and inclusive education
- Significance and implication of inclusion
- Inclusion sustainability and quality enhancement
- People with special needs: Concept categorization needs and interventions for inclusion

Unit 6: Elements and strategies of inclusion
- Attitudes and values affecting inclusion
- Process of inclusion
- Strategies and steps towards inclusion
- Role of education and planning for inclusion

Suggested Readings:
- Chube, S.P.: philosophical and sociological foundation of education.VinodPustakMandir, Agra, 1981.
- Sukla, S. & Kumar, K.: Sociological perspective in education, Chanakya Publication, New Delhi, 1985
- Brown, F.J.: Educational Sociology, PHI, 1961
- Cook, L.A. & Cook, E.: A Sociological approach to Education, McGraw Hill, New York, 1950
- Sharma, S.N.: Philosophical and Sociological Foundation of Education, Kanishka Publishers, New Delhi, 1995
- Talesra, H.: Sociological Foundation of Education, Kanishka Publishers, New Delhi, 2002
- Sharma, Y.K.: Philosophical and Sociological Foundation of Education, Kanishka Publishers, New Delhi, 2004
- Bhattacharya, D.: Education and Sociology Pearson (Bengali Version)
- Seikh, H.A.: Backwardness: A Socio-Educational Tragedy of Muslims in India, Shilpanagari Printers, Berhampur, 2006

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Semester-I
Course Code: PG Edu CC 104; Course Title : Research in Education-1
Credit-4 , Marks-50 (Midterm evaluation-10, Term end evaluation -40)

COURSE LEARNING OUTCOME:
On completion of the course the students will be able to:
- describe the nature and process of research in education
- discuss different types of research in education
- identify research-worthy problem
- narrate the design of Qualitative research
- explain the meaning and nature of variables and hypothesis
- describe and differentiate the various methods of sampling

COURSE CONTENT:

Unit-1: Meaning, Nature, and scope 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.
- Educational Research – Meaning and nature. Identification of reserach worthy problem.

Unit-2: Research Design-1:
- Historical: meaning, nature, types, importance, and Steps
- Descriptive: meaning, nature, types- Survey, Interrelationship, and Developmental studies
- Experimental: meaning, features, design, and validity

Unit-3: Research design-2:
- Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT)
- Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses),
- Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses),

Unit-4: Research design-3:
- Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design),
- Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Unit-5: Variables and Hypothesis:
- Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator),
- Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis,

Unit-6: Population and Sampling:
- Concept of Universe and Sample,
- Characteristics of a good Sample,
- Techniques of Sampling (Probability and Non-probability Sampling),

Suggested Readings:
- Creswell,J.W.-**Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach**. PHI.
- Cohen,L.,Manion,L.& Morrison,K.-**Research Methods in Education**.Routledge.
- Johnson,B.&Christensen,L.-**Educational Research-quantitative, qualitative & mixed approaches**. Sage.
- Kerlinger, F. N. – **Foundations of behavioural research**. Surajit Publication
- Mohsin, S. M. – **Research methods in behavioural science**. Orient Longman.
- Best and Kahn – **Research in education**. PHI
- Koul, L.–**Methodology of educational research**. Vikas Publishing House Pvt. Ltd.
- Anastasi, A. – **Psychological Testing**. Pearson Education.
- Freeman- **Psychological Testing**.
- Dooley,D- **Social Research Method**: Prentice Hall of India Pvt. Ltd.

- Neuman,W.L. – **Social Research Method – Qualitative and quantitative approaches**, Pearson Education.
- Ahuja,R. – **Research Methods**, Rauat Publication, Jaipur and New Delhi.
- Kothari,C.R.–**Research Methodology–method and techniques.** Wishwa Prakashan, New Delhi.
- Sukhia,S.P., Mehrotra,P.V. & Mehrotra,R.N.- **Elements of Educational Research**. Allied Publishers Ltd.

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Semester-I
Course code: PG Edu CC 105; Course Title: History, Politics, and Economics of Education
Credit-4, Marks-50 (Midterm evaluation-10, Term end evaluation -40)

COURSE LEARNING OUTCOME

After completing the course, the students will be able to

- Discuss the systems of education in ancient, medieval and British period, different committees and commissions constituted for betterment of education
- Identify the relationship between politics and education
- Understand how economics is related to education

COURSE CONTENT

Unit 1: Present relevance of the system of education in ancient and medieval India

A comparative study of Brahminic, Buddhistic and Islamic educational system with respect to:
- Aims and objectives
- Curriculum
- Method of teaching
- Teacher pupil relationship
- Discipline

Unit 2: Synoptic Review of British Period of Education
- Macaulay Minute and educational resolution of Bentinck
- Wood's Despatch
- National Education Movement.

Unit 3: Committees and commissions and their contributions in education
- National policy of education (1986,1992),
- National curriculum framework 2005,
- National knowledge commission,2007,
- Yashpal committee report,2009,
- NCFTE, 2009
- Justice Verma committee
- National education policy,2020

Unit 4: Relationship between policy and education
- Linkage between educational policy and national development, determinants of educational policy.
- Process of policy formulation: Generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation and policy impact assessment,

Unit 5: Perspectives of politics of education
- Rational choice theory of politics, education for political development and political socialization, relationship between politics and education.

Unit6: Economics of education:
- Human capital theory, cost benefit analysis vs cost effective analysis of education, Economic return to higher education.

Suggested Readings

1. Ministry of Human Resource Development. National policy on Education (PoA-1992). New Delhi: Government of India.
2. NCF (2005). National Curriculum Framework. New Delhi: NCERT.
3. Narulla, S. &Naik, J.P. (1964). MHRD. New Delhi: Govt. of India.
4. Schultz, T.W. (1972). Investment in Education. London: The University of Chicago PressLtd.
5. Kalavani ,M. Historical and Political Economy of Education in India. Samyukdha Publications
6. Tirhekar, Kaluram, Rokade. Historical and Political Economy of Education in India. Success Publications
7. Bradley Steve. The Economics of Education. ACAD Pr.

-------------END OF SEMESTER-I-------------

Semester-II
Course Code: PG Edu CC 201; Course Title: Educational Philosophy-2
Credit-4, Marks-50 (Midterm evaluation-10, Term end evaluation -40)

COURSE LEARNING OUTCOME: To enable students to
- Discuss different Western Schools of Philosophy
- Explain concepts related to social philosophy of education and build competency to interpret and evaluate those concepts
- Explain the understanding of modern concept of Philosophy
- Discuss the contributions of different Western Philosophers

COURSE CONTENT:

Unit-1: Aspects of Philosophy
- Features of Western Philosophy
- Concept of Metaphysics
- Concept of Epistemology
- Concept of Axiology

Unit-2: Concept of Western Philosophy-1
- Idealism
- Naturalism
- Pragmatism
(With special reference to aims, curriculum, method of teaching & their educational implications)

Unit-3: Concept of Western Philosophy-2
- Realism
- Marxism
- Existentialism
(With special reference to aims, curriculum, method of teaching & their educational implications)

Unit-4: Modern Concept of Philosophy
- Logical Analysis
- Positivism
- Relativism
(With special reference to knowledge, reality, values and their educational implications)

Unit-5: Contribution of Western Thinkers-1
- Jacques Rousseau
- John Dewey
- Bertrand Russell

Unit-6: Contribution of Western Thinkers-2
- Paulo Freire
- Wollstonecraft
- Nel Noddings

SUGGESTED READINGS:

1. R. R. Rusk – The Philosophical Bases of Education, University of London Press
2. B. R. Purkait – Great Educators and their Philosophies
3. Bigge. Morris L. (1971). Positive Relativism: An Emergent Educational Philosophy. New York: Harper & Row.
4. Morris. V. (1966). Existentialism in Education. New York: Harper & Row.
5. Curren Randall (Edited) (2003). A Companion of Philosophy of Education. New York: Blackwell Publishing.
6. Dash, B.N. (1994) Foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers
7. Gupta, S. (2009) Education in Emerging India, Delhi: Shipra Publications.
8. O. Conner.J. (1995). An Introduction to the Philosophy of Education. Agra: Vinod Pustak Mandir.
9. Ozman. H., & Craver,S. (2007). Philosophical Foundations of Education 8th Edition.New Jersey Prentice-Hall.
10. Kneller. G. F. V.(1971) Introduction to Philosophy of Education. New York: John Witty & Sons.
11. Pahuja, N.P. (2007) Theory and Principles of Education, New Delhi: Anmol Publications Pvt.Ltd.
12. J. C. Chakraborty (1995) – Modern Education (Usha Publishing House)

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Semester-II
Course Code: PG Edu CC 202; Course Title : Educational Psychology-2
Credit-4, Marks-50 (Midterm evaluation-10, Term end evaluation -40)

COURSE LEARNING OUTCOME: On completion of the course the students will be able to:
- Discuss different theories and their educational implications
- Explain the meaning of social intelligence, emotional intelligence, multiple intelligence
- Explain the concept of individual differences and its educational implications
- Discuss the concept, identification criteria, nurturance, and measurement of creativity
- Describe the meaning and different theories of personality
- Explain the meaning, nature, and techniques of remedial education
- Discuss the nature, types, approaches, and theories of Guidance and counselling

COURSE CONTENT:

Unit-1: **Learning theories and their implications:** Cognitive (Tolman, Lewin, Bruner) and Social theories of learning (Bandura), Constructivist learning (Vygotsky and Piaget, Factors affecting social learning, social competence, Concept of social cognition

Unit-2: **Intelligence:** Intelligence: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of

Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition, and Emotional intelligence.

Unit-3:   **Creativity:** Concept and nature, Identification of creative person. Nurturing creativity. Creativity and Intelligence. Measurement of creativity

Unit-4:   **Personality:** Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka, Big five factor). Measurement of personality.

Unit-5:   **Remedial Education:** Meaning, Needs, Objectives, Nature & Techniques of Educational Diagnosis, Specific Backwardness – Reading, Writing & Arithmetic- Causes and Remedial measures.

Unit-6:   **Guidance and Counselling:** Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centered Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Suggested Readings:
- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A.& S.Urbina. *Psychological Testing* (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D.(1995) *Social Psychology*, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge,L.Morris.(1982): *Learning Theories for Teachers*, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R.(1986), *Theories of Learning*, (5th ed.), Prentice Hall, New Delhi.
- Chauhan, S.S.(1996). *Advanced Educational Psychology*, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper,C. *Intelligence and Abilities.* Routledge. London and New York.(1999)
- Cotton, Julie.(1995): *The Theory of Learning: An Introduction*, Kogan Page Limited, London.
- Cropley, A.J.*Creativity in Education and learning*. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) *Personality Classic Theories and Modern Research*, Pearson Education. 2nd Ed.
- Goodenough, F.L.(1949) *Mental Testing: its history, Principles and applications*. N.Y.Rinehart.
- Gregory, R.J. *Psychological Testing- History, Principles, and Applications* (4th Edition). Pearson Education,(2005).
- Gulati, S.(Edited). *Education for Creativity*. NCERT.(1995).
- Seikh, H.A. Creativity: it's recognition and development. Shilpanagari Printer, Murshidabad.
- Hall, C.S and Lindzey, G.(1985). *Theories of Personality*. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. *Advanced Educational Psychology*. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)

- Morgan .T.C. et al. *Introduction to Psychology* (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003).
- Murray, H.A.(1962). *Explorations in personality*. N.Y.Science Editions.
- Phares, E.J.(1991) *Introduction to personality*. Harper Cllins. N.Y. 3ed Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5th Ed.(2010)
- Torrance, E.P. *Encouraging Creativity in the Classroom*. W.M.C. Brown Co. Publishers, IOWA, USA.(1972).
- Woolfolk,A. *Educational Psychology*(Ninth Edition). Pearson Education, (2004).

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Semester-II
Course Code: PG Edu CC 203; Course Title: Research in Education-2
Credit-4, Marks-50 (Midterm evaluation-10, Term end evaluation -40)

COURSE LEARNING OUTCOME: On completion of the course the students will be able to:
- construct and apply different research tools.
- develop skill to write and evaluate research report.
- apply descriptive and inferential statistical techniques in educational research.
- estimate coefficient of correlation, regression and prediction.

Unit-1: Development of Tools for educational research:
- Reliability, Validity, Objectivity, Norms- concept, types, and methods of estimation
- Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory),
- Techniques of Research (Observation, Interview and Projective Techniques)

Unit-2: Measurement scale and descriptive statistics:
- Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio),
- Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data),
- Meaning and nature, Causes of non-normality. Standard scores-meaning, types, and uses

Unit-3: Measures of Relationships:
- Co-efficient of correlation- Rank difference, Product moment, Biserial and Point–biserial, Tetra choric, Phi, Partial and Multiple correlations (concepts and uses only)

Unit-4: Inferential Statistics:
- Parametric and non-parametric techniques (concept), chi-square tests, CR-test, t-test, F-test (one way), Median test, ANOVA (concept), ANCOVA
- Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction (one / two predictor) and uses in educational research, Multiple Regression (concept and uses).

Unit-5: Qualitative data analysis:

- Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

Unit-6: Research Report:
- Nature and importance of reporting
- Steps of Writing a Research Proposal,
- Recording, organizing and reporting of investigation /experimentation as per style format. Evaluating a research report.

Suggested Readings:

- Creswell,J.W.-**Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach**. PHI.
- Cohen,L.,Manion,L.& Morrison,K.-**Research Methods in Education**.Routledge.
- Johnson,B.&Christensen,L.-**Educational Research-quantitative, qualitative & mixed approaches**. Sage.
- Kerlinger, F. N. – **Foundations of behavioural research**. Surajit Publication
- Mohsin, S. M. – **Research methods in behavioural science**. Orient Longman.
- Best and Kahn – **Research in education**. PHI
- Koul, L.–**Methodology of educational research**. Vikas Publishing House Pvt. Ltd.
- Anastasi, A. – **Psychological Testing**. Pearson Education.
- Freeman- **Psychological Testing**.
- Dooley,D- **Social Research Method**: Prentice Hall of India Pvt. Ltd.
- Neuman,W.L. – **Social Research Method – Qualitative and quantitative approaches**, Pearson Education.
- Ahuja,R. – **Research Methods**, Rauat Publication, Jaipur and New Delhi.
- Kothari,C.R.–**Research Methodology–method and techniques.** Wishwa Prakashan, New Delhi.
- Sukhia,S.P., Mehrotra,P.V. & Mehrotra,R.N.- **Elements of Educational Research**. Allied Publishers Ltd.

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Semester-II

Course Code: PG Edu CC 204; Course Title: Educational Technology

Credit-4, Marks-50 (Midterm evaluation-10, Term end evaluation -40)

COURSE LEARNING OUTCOME: On completion of the course the students will be able to:
- State the meaning and nature of educational technology and related terms
- Explain and cite examples of different applications of ET
- Relate ET with different theories of Psychology
- Describe different models of Instructional design
- State the nature of Computer application in educational field

- Explain the meaning of e-learning and its types
- Judge the quality of e-learning
- Discuss how to use ICT in evaluation, administration and research
- Apply his/her understanding in future life

Unit-1: Meaning, Nature, and theoretical background of Educational Technology (ET):

Meaning and nature of Educational Technology, Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, ET in formal, non-formal (Open and Distance Learning), informal and inclusive education systems. Psychological theories and Educational Technology: Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky),

Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

Unit-2: Systems approach and different Instructional design:

Nature and importance of Systems approach in education, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five Es of Constructivism, Nine Elements of Constructivist Instructional Design,

Unit-3: Computer application in Education:

Meaning of CAI, CAL, CBT, CML; Concept and Process of preparing ODLM, Concept of e learning, Approaches to e -learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning).

Unit-4: e-learning and emerging trends in the digital age:

Social learning (meaning, nature, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum),

Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application),

e-Inclusion - Concept of e Inclusion, Application of Assistive technology in e-learning

Unit-5: Quality parameters and ethical issues in e-learning:

Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Unit-6: Application of ICT in Evaluation, Administration and Research in Education:

Development of CRT, e-portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Suggested Readings:

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Aggarwal, J.C. (2003). Principles Methods and Techniques of Teaching: New Delhi: Vikas Publishing Home.
- Barbora, R.D. & Goswami, Deepali — Educational Technology

- Bhat, B. D. and Sharma, S. R. – Educational Technology Concept and Technique, Delhi : Kanishka Pub. House, 1992.
- Chand Tara – Educational Technology, New Delhi : Anmol Pub., 1990.
- Chauhan,S.S.- Innovations in Teaching Learning process. Vikas Publishing House Ltd, New Delhi
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R. C. – Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983.
- Goswami Meena, Kumari — Educational Technology
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Jagannath Mohanty – Educational Technology, New Delhi : Deep & Deep Pub. 1992
- Kulkorni, S.S. – Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mall Reddy, M. & Ravishankar, S. – Curriculum Development and Educational Technology, New Delhi : Sterling Pub. Private Ltd., 1984.
- Mangal & Mangal- Essentials of Educational Technology
- Mukhopadhyay, M. (Ed.) – Educational Technology : Challenging Issues, New Delhi : Sterling Pub. Private Ltd., 1990.
- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
- Pangotra, Nanendranath – Fundamental of Educational Technology, Chandigarh : International Pub., 1980.
- Rao, Usha – Educational Technology.
- Rao, V.K. (2003) Educational Technology, A.P.H. Publishing Corporation; New Delhi.
- Sen, Malay Kr. – Educational Technology (Bengali).
- Sharma, R.A (1983) Technology of Teaching, International Publishing House
- Sharma, R.A. – Technology of Teaching, Meerut – International Publishing House.
- Sharma, Y.K and Sharma,M. (2006) Educational Technology and Management, (Vol 1). New Delhi: Kanishka Publishers and Distributors. Sharma, Y.K and Sharma, U.M. Educational Technology and Management. (Vol 2) New Delhi: Kanishka Publishers and distributors.
- Singh, L. C. (Ed.) (2010). Educational Technology for Teachers and Educators. New Delhi: Vasunandi Publication. UNESCO (2002).
- Singh, L.C. (Ed) (2010) Educational Technology for Teachers and Educators, New Delhi.
- Skinner, B.F. – The Technology of Teaching, New York – Appleton.

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Semester-II
Course Code: PG Edu CC 205; Course Title: Teacher Education
Credit-4, Marks-50 (Midterm evaluation-10, Term end evaluation -40)

COURSE LEARNING OBJECTIVES:
After completing the course, the students will be able to
- Explain the meaning, scope, objectives of teacher education
- describe different agencies of teacher education in India and their roles and functions
- discuss various aspects of student-teaching Programme, prevailing in India
- explain teaching as profession and also professionalism
- describe different innovative measures for improving quality of teaching
- apply the knowledge in the field of teacher education

COURSE CONTENT:

Unit-1: Meaning, nature, scope, and curriculum of Teacher Education: Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels,

Unit-2: Pre-service teacher education programmes: Concept, need, purpose, and scope of Pre-service teacher education. Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

Unit-3: Views and models of Teacher education: Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit-4: In service teacher education programmes and agencies: Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

Unit-5: Profession and Professionalism: Meaning of profession, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development

Unit-6: Quality enhancement of teaching as a profession: Integration of ICT, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

Suggested Readings:

- NCTE (2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Report of the Education Commission (1964-66).

- Report of the National Commission of Teachers (1983-85).
- National Curriculum Framework for Teacher Education, 2009.
- Report of the Delors Commission, UNESCO, 1996.
- National Policy of Education 1986 / 1992.
- National Curriculum Framework on School Education, 2005.
- UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005) : National Curriculum Framework.
- NCERT (2006) : Teacher Education for Curriculum renewal.
- NCTE (1998) : Perspectives in Teacher Education.
- The Reflective Teacher: Organization of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Eribaum Associates.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-service Education, New Delhi.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
- Tomar, S. M. (2004). *Teacher Education: Making Education Effective*. New Delhi: Isha Books.

----------------------**END OF SEMESTER-II**----------------------------

Semester-III
**Course Code: PG EDU CC 301 Course Title: Curriculum Studies
Credit- 4, Marks- 50 (Mid-term Assessment-10; Term-end Evaluation-40)**

COURSE LEARNING OUTCOME:
this unit learners will be able to:
- explain the concept and fundamentals of curriculum
- Completing differentiates curriculum model from curriculum theory
- discuss and develop different models of curriculum design
- describe the process of curriculum implementation
- identify his/her role in curriculum implementation
- explain different aspects of curriculum change
- evaluate curriculum from different angles
- innovate ideas over curriculum research

COURSE CONTENT:

UNIT I: Concept and Principles of Curriculum

- Meaning, nature, and functions of curriculum as program, process and product
- Foundations of curriculum- Philosophical bases, Sociological bases, Psychological bases
- Forms of curriculum
- Curriculum framework and UGC Model curriculum-LOCF

UNIT II: Models of Curriculum Design and Development
- Curriculum theory: Meaning, classification, and functions
- Curriculum development model: Meaning, importance, and difference between models and theories
- Systems approach in curriculum development
- Technical and Non-technical models of curriculum development

UNIT III: Curriculum Implementation
- Meaning and nature of curriculum implementation
- Curriculum implementation as a Change Process
- Curriculum implementation strategies
- Role of teacher and pupil in curriculum implementation

UNIT IV: Curriculum change
- Meaning and types of Curriculum change, factors affecting curriculum change
- Approaches to curriculum change
- Force Field Analysis of curriculum change
- Role of students, teachers and educational administrators in curriculum change and improvement

UNIT V: Curriculum Evaluation
- Nature & purpose of curriculum evaluation
- Approaches to curriculum evaluation (Scientific vs Humanistic; Utilitarian vs Intuitionist; Formative vs Summative)
- Models of curriculum evaluation: CIPP model, Tyler's Model, Stakes' Model, Scriven's Model, and Kirkpatrick's Model

UNIT VI: Curriculum research

- Scope of curriculum research
- Types of Research in Curriculum Studies

Suggested Readings:
- Aggarwal, J.C. & Gupta, S. (2005). Curriculum Development. Shipra. Delhi. India.

- Bhalla & Navneet.(2007). Curriculum Development. Author Press. Delhi. India.

- Doll, W.E. (1993). A postmodern perspective on curriculum. New York, TeachersCollege Press.

- Aggrawal, D. (2007). Curriculum Development Concepts Methods and Techniques.Neha Publisher and Distributor.

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

- Bhattacharyya, D. (2017). Curriculum Studies & Evaluation: Alpana Enterprise(Bengali version).

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

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

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

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

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

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

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

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

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

- Sharma, P. (2011). Curriculum Development. APH Publishing Corporation.

- Sharma, R.A. (2009). Managing Curriculum and Instruction, R. Lall Book Depot.

- Slattery, P. (1995). Curriculum Development in the postmodern era. New York,Garland.

- Taba, H .(1962). Curriculum development: Theory and practice, New York: HarcourtBrace Jovanovich.

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

- Walker, D.F. (2003). Fundamentals of Curriculum. Lawrence Erlbaun Associates,Publishers. New Jersey.

Semester – III
Course Code: PG EDU CC 302 Course Title: PEDAGOGY, ANDRAGOGY, & ASSESSMENT,
CREDIT-4, Marks: 50 (Mid -Term Evaluation=10 Term-End Evaluation=40)

Course Learning Outcome:

After the completion of the course, the students will be able to –

- **Understand concept, nature and Importance pedagogy and pedagogical analysis.**
- **Understand concept, definition, nature and theories of andragogy.**
- **Familiarize with the assessment in Pedagogy of Education.**
- **Familiarize with the assessment in andragogy of Education.**

Course Content

Unit – I Pedagogical Analysis

- **Pedagogy – Concept, Nature & Importance.**
- **Pedagogical Analysis – Concept & Stages**
- **Critical pedagogy- meaning, need and implications**

Unit-II: Organizing Teaching

- **Teaching- meaning and nature**
- **Meaning of Memory, Understanding and Reflective Levels of teaching,**
- **Different models of teaching:**
    - **Herbartian model, Morrison model, Bigge & Hunt model, ICON model**

Unit – III Andragogy

- **Definition, Nature and Characteristic of Andragogy and Importance of Andragogy in Education**
- **Self directed learning- meaning and competencies**
- **Comparison between Pedagogy and Andragogy**
- **Theory of Andragogy (Malcom Knowles), The Dynamic Model of Learner Autonomy**

Unit-IV: Assessment in Learning:

- **Assessment- meaning, nature, and perspectives - Assessment as, of, and for learning**
- **Types of Assessment- Preparative, Formative, Summative, and Diagnostic**
- **Assessment of different domains of learning:**
    - **Cognitive (Anderson & Krathwohl), Affective (Krathwohl), Psychomotor (Dave)**

Unit – V: Assessment in Pedagogy of Education

- **Feedback Devices – Meaning, Type, Criteria, Guidance as feedback device**
- **Portfolio assessment, Reflective journal, Field engagement using Rubrics, Competency based evaluation**
- **Assessment of Teacher prepared ICT Resources**

Unit – VI: Assessment in Andragogy of Education

- **Interaction Analysis – meaning and nature**
- **Flander's Interaction Analysis**
- **Galloway's system of interaction analysis**

Suggested readings :

Aggarwal, J.C(2014) : Principles, Methods and Techniques (second revised edition), New Delhi : Vikash Publishing House Pvt. Ltd.

Bhattacharya, D & Singha, A (2018) : Teacher Education and Pedagogy, Kolkata : Alpana Enterprise.

Chakraborty, P.K. (2012) Siksha Monovigyan O SikshaPrakria Paschimbanga Rajya Pustok Parshad.

Chauhan, S.S. (1979) : Innovation in Teaching Learning Process, Delhi : Vikash Publishing House Pvt. Ltd.

Chatterjee S (2008), Siksha Prajukti (Bengali Version), Kolkata : Central Library.

Semester-III
Course Code: PG EDU CC 303; Course Title: Socialization and Education
Credit- 4, Marks- 50 (Mid-term Assessment- 10; Term-end and Evaluation- 40)

COURSE LEARNING OUTCOME:

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

- **describe the process of socialization and its process**
- **explain the concept of social change, its factors, its constraints and theories**
- **discuss the concept of social stratification and social mobility, role of education toward stratification and mobility.**
- **elucidate the emerging social issues in relation to education.**
- **discuss the concept of education in relation to Human Resource Development and Sustainable Development.**

COURSE CONTENT:

UNIT I: Education and Socialization

- **Socialization: Meaning, Nature and Importance in Education**
- **Agencies of socialization: Family, Peer-group, Community, Education Institutions and Mass media**
- **Factors of Socialization Process: Imitation, Suggestion, Identification, Language, Reward and Punishment, Advise and Counselling**
- **Concept and development of Self, Self-esteem and Social feelings**

UNIT II: Education and Social Change

- **Social Change: Concept, Nature and affecting Factors of Social Change, Education as an instrument of Social change**
- **Constraints of Social change: Caste, Ethnicity, Class, Language, Fundamentalism and Regionalism**
- **Theories of Social change: Karl Marx and Sorokin**
- **Processes of Social change: Industrialization, Urbanization, Modernization, Westernization and Sanskritization**

UNIT III: Education, Social Stratification and Mobility

- **Social Stratification: Concept and Factors**
- **Role of Education in controlling Social Stratification.**
- **Social Mobility: Concept, Types and Importance**
- **Role of Education in promoting Social Mobility**

UNIT IV: Education and Emerging Social Issues

- **Discriminatory Issues: Caste and Gender**
- **Contemporary Issues: Privatization and Globalization**
- **Value and Value Education: Concept, Nature, Classification and Inculcation of values. Meaning and Role of Value Education**
- **Quality in Education: Concept, Nature and Importance of Quality in Education**

UNIT V: Human Resource Development and Education

- **Meaning and Characteristic of Human Resource Development**
- **Significance of Human Resource Development**
- **Strategies of Human Resource Development**
- **Role of Education in Human Resource Development**

UNIT VI: Education for Sustainable Development

- **Meaning and Nature of Sustainable Development**
- **Importance of Sustainable Development**
- **Strategies of Sustainable Development**
- **Role of Education in Sustainable Development**

Suggested Readings:

- **Sukla, S. & Kumar, K.: Sociological perspective in education, Chanakya Publication, New Delhi, 1985.**

- **Brown, F.J.: Educational Sociology, PHI, 1961.**

- **Cook, L.A. & Cook, E.: A Sociological approach to Education, McGraw Hill, New York, 1950 Sharma, S.N.: Philosophical and Sociological Foundation of Education, Kanishka Publishers, New Delhi, 1995.**

- **Talesra, H.: Sociological Foundation of Education, Kanishka Publishers, New Delhi, 2002 Sharma, Y.K.: Philosophical and Sociological Foundation of Education, Kanishka Publishers, New Delhi, 2004.**

- **Bhattacharya, D.: Education and Sociology Pearson (Bengali Version)**

- **Seikh, H.A.: Backwardness: A Socio-Educational Tragedy of Muslims in India, Shilpanagari Printers, Berhampur, 2006.**

- **Sharma, K.L.: Social Stratification in India: Kanishka Publishers, New Delhi, 2002.**

- **Prasad, J.: Education and Society: Concept, Perspectives and Suppositions, Kanishka Publishers, New Delhi, 2004.**

SYLLABUS OF DISCIPLINE SPECIFIC ELECTIVE COURSE IN EDUCATION
Semester-III
Course Code: PG EDU DSE 304 (A)Course Title: Environmental and Population Education-1 Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

After end of this course learner will able to-
- **explain the meaning, concept, scope & objectives of Population Education.**
- **discuss the historical development of Population Education.**
- **describe the definition, factors, causes and prevention of population growth.**
- **explain the Population Education curriculum and policies.**
- **explain the meaning, concept, scope and objectives of environmental education**
- **discuss the historical development of environmental education.**
- **explain the concept of natural resources, renewable and nonrenewable resources**
- **discuss the conservation and management of natural resources.**

Unit-1: Meaning and Concept of Population Education
- **Meaning & Concept of Population Education**
- **Scope & objectives of Population Education.**

Unit-II: Historical Development of Population Education
- **Historical development of Population Education and education programme in India.**
- **Some major thrust areas of population education-**
  - **Family planning**
  - **Adolescent education.**

Unit-III: Population Growth and Problems in India
- **Definition of population growth.**
- **Factors influencing population growth- fertility, mortality, and migration.**
- **Causes of rapid population growth**
- **Preventive measures for rapid population growth.**

Unit-IV: Population Education Curriculum and Policy
- **Curriculum of Population education at different stages.**
- **Role of population policy in India.**
- **Role of Teacher in making awareness of population explosion.**
- **Community sensitization programme of early marriage and child labour etc.**

Unit -V. Meaning and Concept of Environmental Education

- **Meaning and nature of environmental education**
- **Scope and objectives of environmental education**
- **Historical development of Environmental education**

Unit -VI. Natural Resources
- **Concepts of Natural Resources**
- **Non -renewable and renewable resources**

- **Wise use of resources**
- **Conservation and management**

Suggested Books:

1) Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.

2) Bhardwaj, Ramesh Kumar (2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.

3) Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006

4) Raju, B. Joseph et al. (2004). Population Education. Sonali Publications, New Delhi- 110002.

5) Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002

6) Sinha, P. N (2000).Population Education and Family Planning. Auth

7)Jaisal, P .(2015)Environmental Law allahabad law agency

8)chawla,S(2007), Environmental studies

9)Dhameeja,S(2010) Environmental studies

Semester - lll
Course Code: PG EDU DSE 304(B): Course Title: Educational Evaluation - 1
Credit: 4; Marks:50 [Mid-term Assessment Term-end evaluation-40)

COURSE LEARNING OUTCOME: -

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

● **define the term ' Evaluation '**

● **describe the concept, nature & purpose of evaluation**

● **state the characteristics & explain the inter-relationship among testing, measurement,**

assessment & evaluation

● **formulate the specific instructional objectives & learning outcomes**

● **explain the different domains of educational objectives with special reference to Blooms,**

Krathwohl & Masia

● **discuss about the different tools & techniques of measurement & evaluation**

● **elaborate the criteria of good measuring instruments**

● **describe construction & standardization of psychological tools & measuring instruments**

● **explain the concept of observation as the techniques of evaluation process**

● **elaborate different types of intelligence test**

COURSE CONTENT :-

Unit - 1: Basics of Evaluation

● **Concept, Nature & Purpose**

● **General Principles & Functions**

● **Characteristics & Interrelationship among Testing, Measurement, Assessment & Evaluation**

● **Scales of Measurement- Nominal, Ordinal, Interval & Ratio**

Unit - 2: Instructional objectives & Learning outcome

● **Concept & Importance**

● **Formulation of Instructional Objectives & Learning Outcomes**

● **Taxonomy of Educational Objectives- Revised Bloom's Taxonomy of the Cognitive Domain,**

Krathwhol & Masia Taxonomy of the Affective Domain, Dev's Taxonomy of Psychomotor

domain

● **Writing objectives in Behavioral Terms**

● **Learning outcome- meaning and importance**

Unit - 3: Evaluation as a Process

- Concept, Types & Steps of Evaluation

- Preparative, Formative, Summative & Diagnostic Evaluation

- Norm - Referenced Test (NRT) & Criterion Referenced Test (CRT)

- Development of CRT

- Grading & Credit System

Unit - 4: Tools & Techniques of Evaluation

- Testing Tools :- Educational ; Essay type & Objective type, Written & Oral. Psychological ;

Personality Test - Types, Rorschach Ink - Blot Test, Interest Test - Types, Kuder - Richardson

Interest Inventory, Intelligence Test - Types, Stanford - Binet Scale

- Non - Testing Tools :- Cumulative Record Card (CRC), Portfolio, Questionnaire, Schedule,

Rating Scale, Check List, Tests & Inventories

- Techniques :- Self Reporting, Interview, Observation & Projective Techniques

Unit - 5: Criteria of a Good Measuring Instruments

- Objectivity :- meaning and importance

- Reliability :- meaning, nature, methods of estimating reliability, causes of low Reliability

- Validity :- Concept, Types, methods of estimating validity, causes of low Validity

- Norms :- Meaning, Types & Uses

- Usability :- meaning and importance

Unit - 6: Construction of Tools

- General Principles & Steps of tools construction

- Construction of Achievement Test :- Teacher made & Standardized Test.

Suggested Readings :

- Thorndike, R.M & Thorndike - Christ, T. (2014). Measurement and Evaluation in Psychology

and Education (8th ed). Pearson

- Mehrens, W.S. & Lehman I. J. (1991). Measurement and Evaluation in Education and

Psychology (4th ed). Wadsworth Thomson Learning

- Wells, C. S. & Faulkner - Bond, M. (2016). Education Measurement : Form Foundations to

Future. The Guilford Press

- Stufflebean, D. L. & Coryn, C. L. S (2014). Evaluation Theory, Models and Applications (2nd

ed). Jossey- Bass

● Kember, D. & Ginns, P. (2012). Evaluating Teaching and Learning. Routledge

● Brady, L. & Kennedy, K. (2019). Assessment and Reporting : Celebrating

● Students Achievement (5th ed). Pearson

● Schofield, H. (2020). Assessment & Testing : An Introduction. Routledge

● Tan, K. H. K. (2020). Assessment Rubrics Decoded: An Educator's Guide. Routledge

● Bloom, Benjamin S, et al. Eds. Taxonomy of Educational Objectives : Cognitive Domain, David

Makay Co. Inc.

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Semester-III

Course Code: PG EDU DSE 304(C); Course Title: Development of Indian Education-1

Credit: 4, Maximum Marks: 50 [Mid-term 10 , Term-end 40]

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Course Learning Outcome:

After completion of the course, the student will be able to

- **describe the education system of ancient & modern India**
- **discuss the education system of colonial India**
- **recognize the development of education at different levels**
- **determine the current trends of education in India**
- **identify the important problems and their needed solutions in the field of education in India**

Unit1: Development of Education in Ancient India

- **Vedic and Post Vedic Education: Key features and relevance**
- **Concept of Purushartha and its educational significance**
- **Buddhist Education: Key features and relevance. Basic teachings of Buddhism**
- **Islamic Education: Features and its relevance**

Unit 2: Development of Education during British Period
- **Macaulay's Minute, 1835 (Anglicist-Orientalist Controversy), Wood's Dispatch, 1854 & Hunter Commission-1882**
- **Resolution on Educational Policy, 1904, Gokhale's bill for compulsory primary education, 1910-12**
- **Calcutta University Commission, 1917. The Hartog Committee, 1929**
- **Wardha Scheme of Education, 1937, Sargent Report-1944, National Education Movement**

Unit 3: Development of Education in Independent India
- **University Education Commission (1948- 49)-Aims of education, curriculum and dynamic methods of teaching.**
- **Secondary Education Commission (1952-53)- Aims, Structure and Content of education**
- **Kothari Commission-1964-66: aims, objectives & significance**
- **National Policy on Education-1968: aims, objectives & significance**

Unit 4: Development of Pre-primary Education in Free India
- **Meaning of pre-primary education, Historical Context, Objectives of pre-primary education**
- **Need & Significance of pre-primary education, Progress of pre-primary education**
- **Problem and prospect of pre-primary education**
- **Present status of pre-primary education.**

Unit 5: Universalization of Elementary Education
- **Concept, Context, Aims and objectives of Elementary Education**
- **Need, Progress, Problems and Prospect of Elementary Education**
- **Government programmes and schemes for the development of universal education in India**
- **Recent Development: DPEP (District Primary Education Programme), SSM (Sarva Siksha Mission)**

Unit 6: Universalization of Secondary Education in India
- **Meaning, Need & Historical background of Universal Secondary Education**
- **Aims, Objectives, Significance & Guiding principle of Universalization of secondary education in India**
- **Recommendations of CABE Committee regarding Universalization of secondary education**

- **Problems and challenges of universal secondary education, Government programmes and schemes for promoting universal secondary education in India, Recent Development: Rashtriya Madhyamik Siksha Avijan (RMSA).**

Suggested Readings

Aggarwal, J.C. (2010) Landmarks in the History of Modern Indian Education (7th Ed) New Delhi: Vikash Publishing Pvt Ltd

Das, K.K. (1993).Development Of Education in India.New Delhi: Kalyani Publishers

Dash, B.N. (1991). Development of Education in India. New Delhi: Ajanta

Prakashan Keay, F. E. & Mitra, Sukumar (1978). A History of Education in India. New Delhi: Oxford University Press

Mukherjee, R.K. (1988). Ancient Indian Education. New Delhi: Motilal Banarsidass

Mukherjee, R.K. (1989). The Gupta Empire. New Delhi: Motilal Banarsidass Naik,

J.P. & Narullah, S. (1996) A Student‟s History of Education in India New Delhi: Mc Millan India Ltd

Rawat, P.L. (1989). History of Indian Education New Delhi: Ram Prasad & Sons.

Ghosh, S.C. (1989) : Education Policy in India since warren Hastings, Calcutta: N- Prakashan

Semester-III
Course Code: PG EDU DSE 304(D); Course Title: Comparative Education-1
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

COURSE LEARNING OUTCOME:

After completing this course, the learners will be able to:

- Explain the nature, meaning, scope and methods of Comparative Education
- Enumerate the factors of Comparative Education
- Comment on different approaches to Comparative Education
- compare the Education System of some SAARC member countries with that of India
- discuss the concept on modern trends of Global education

COURSE CONTENTS:

Unit-1: Concept of Comparative Education

- Meaning of Comparative Education.
- Nature and Scope of Comparative Education
- Significance of Comparative Education.

Unit-II: Evolution of Comparative Education

- History and Development of Comparative Education
- Different methods of Comparative Education.
- Fields of Comparative Education

Unit-III: Factors of Comparative Education

- Natural Factor
- Spiritual Factor
- Secular Factor

Unit-IV: Approaches to Comparative Education

- Cross-disciplinary Approach
- Classical Approach
- Contemporary Approach

Unit-V: Education in some SAARC member countries

- Elementary, Secondary and Higher Education
- Contemporary Education (Peace, Environmental and Life Skill Based Education).
- Teacher Education

(with special reference to Bangladesh, Pakistan and Bhutan and to compare each component with that of India)

Unit-VI: Contemporary Trends in World Education

- National and Global
- Role and activities of UNO in relation to promotion of Education
- Quality Education and role of UNESCO

SUGGESTED READINGS:

1. Rai, B.C. (2010); Comparative Education, Prakashan Kendra, Lucknow.
2. Chattoraj, S. (2010), Siksha: Deshe O Bideshe, Central Library, Kolkata 16
3. Bhattacharya,S.P.(1995), Education in the SAARC Countries, New Delhi, Regency Publications.
4. Bangladesh Bureau of Educational Information and Statistics (BANBEIS), 2006, Secondary education statistics.
5. Asad, A. (2009), Policy Review Series 2, Bangladesh Education: Practices and Challenges, ed. Mehedi, H., Humanitywatch, Khulna, Bangladesh
6. Sodhi, T.S. (2000); A Text Book of Comparative Education, Vikash Publishing House, New Delhi.
7. Sharma, Y.K. (2008); Comparative Education: A Comparative Study of Educational System, Kanishka Publications, New Delhi.
8. Munsi, K., Guha, D. (2017), Teacher Education in SAARC Countries. Abhijeet Publications, New Delhi
9. Gupta, A. (2005), International Trends in Higher Education and the Indian Scenario, Centre for Studies in Higher Education, CSHE-11-05.
10. Rani, P. G. (2007), Secondary Education in India: Development and Performance, Paper presented at the 43rd Annual Conference of the Indian Econometric Society, IIT, Mumbai, 5-7 January.
11. Royal Government of Bhutan , 10th five year plan (2008-2013), Education Sector, Policy and Planning Division, Ministry of Education, RGB.
12. Salim, A. (2004), Historical Falsehoods and Inaccuracies, in The Subtle Subversion: The State of Curricula and Textbooks in Pakistan, ed. A. H. Nayyar and Ahmad Salim, Sustainable Development Policy Institute, Islamabad.
13. Shiuna, M. & Sodiq, A. (2013), Improving education in the Maldives: Stakeholder perspectives on the Maldivian education sector, Maldives Research, UK.
14. Shrestha, M.M. (2009), A Historical development of Teacher Education.
15. Thornton, H. and Thornton, P. (2012), Institutional Assessment of Education in Bangladesh, British Council.
16. UNESCO. (2000), Higher Education in Developing Countries: Peril and Promise, The Task Force on Higher Education and Society, World Bank, Washington, D.C.
17. UNESCO. (2004), Education for All: The Quality Imperative: EFA Global Monitoring Report 2005, Paris: UNESCO.
18. UNESCO-APNIEVE. (1998), Learning to Live Together in Peace and Harmony, Bangkok, University Press.
19. Walberg, H. J. and Paik, S. J. (2000), Effective educational practices, Paris, International Academy of Education/International Bureau of Education, UNESCO.
20. World Education Forum. (2000), Dakar Framework for Action - Education for All: meeting our collective commitments, World Education Forum, Dakar, Senegal, UNESCO.

Internet Sources
Websites of Ministry of Education of all related countries.
Websites of UN, World Bank, Asian Development Bank, UNESCO, UNDP

Semester-III
Course Code: PG EDU DSE 304(E); Course Title: ICT in Education-1
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

COURSE LEARNING OUTCOME:

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

- **Understand the scope of ICT and its applications in teaching learning.**
- **Understand the means of ICT integration in teaching learning.**
- **Know the instructional applications of Internet and web resources**
- **Apply ICT in Education**
- **Collect resources by using ICT tools**

COURSE CONTENT:

Unit I-Information and Communication Technologies- an Introduction

- **Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium**
- **One-to-one, one-to-many, and many-to-many communication**
- **Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications**
- **Critical analysis of Teaching aids and their applications in instruction and learning**

Unit II- Applications of Information and Communication Technologies

- **Classroom and ICT**
- **Professional development and ICT**
- **School management and ICT**

Unit III-Internet and the World Wide Web

- **Information, services and functions of the Internet and the Web**
- **Using search engines and Web Utilities: Keywords and search strategies**
- **Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums**

Unit IV-Security Concerns Related to ICT

- **Viewing, disabling and managing interactive content**
- **Securing the computer from viruses, worms and other internet attacks**
- **Safe internet contents**

Unit V- ICT Applications in Education

- **Multimedia Content: Multimedia packages- installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity**
- **Websites with educational content: Search, locate and maintain lists of educational web sites**
- **Critically examine the content of websites; using the web as a teaching-learning resource**
- **Academic and Research content on the web: Online journals and abstraction services**

- **Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups.**

Unit VI- Recent initiatives in ICT in Education

- **MOOC (SWAYAM),**
- **LMS (MOODLE),**
- **OER,**
- **Anti-plagiarism Software**

Suggested Readings:

- **Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.**
- **Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.**
- **Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.**
- **Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.**
- **Schank, R.C. (2001) Virtual Learning McGraw Hill.**
- **Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.**
- **T.M. Srinivasan (2002), Use of Computers and Multimedia in Education**
- **Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill.**

Semester-III
Course Code: PG EDU DSE 304(F); Course Title: Health & Yoga Education -1
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

Course Learning Outcomes:

After end of this course the learner will able to

- **lead a healthy life through preservation of good health**
- **build a scenario of health education in India**
- **distinguish and discriminate between good and bad practices**
- **communicate and promote Health education**
- **exibit some meditation practices and Yoga techniques**
- **discuss various schools of Yoga**
- **elucidate the ancient system of Yoga**

Course Contents:

Unit – I   : Concepts of Health Education:

- **Significance and Importance of Health,**
- **Principles of Health Education,**
- **Dimension and Determination of Health,**
- **National Health Policy – 2002.**

Unit – II   : Health Education Scenario in India:

- **Emerging Health and Total Quality of the Educational Institutions,**
- **Identify of Educational Institutional Plants: Structure, Infrastructure and Environment,**
- **Status of Health Education in India from Pre-Natal through Higher education,**
- **Total Health Quality.**

Unit – III   : Communication, Education and Training in Health:

- **Definitions and Concepts,**
- **Health Education and Promotion,**
- **Communication in Health Education and Training,**
- **Planning of Health Education,**
- **Education and Training system in Health.**

Unit – IV: Introduction to Yoga Practice:

- **Origin of Yoga and its brief Development,**

- **Meaning of Yoga and its Importance,**
- **Yoga as a Science of Art (Yoga Philosophy),**
- **Meaning of Meditation and its Types and Principles.**

Unit – V: Schools of Yoga:

- **Classification of Yoga/ Types of Yoga,**
- **Hatha Yoga, Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga,**
- **Ashtanga Yoga.**

Unit – VI: Ancient Systems of Indian Philosophy and Yoga System:

- **Ancient System of Indian Philosophy,**
- **Yoga and Samkhya Philosophy and their Relationship.**

Suggested Books:

• D.T.Kenny, J.G.Carlson, F.J.McGuigan and J.L.Sheppard, Stress and Health – Research and Clinical Applications, Harwood, Academic Publishers, The Netherlands (2000)

• L. Ramachandran and T.Dharmaliugam, Health Education – A New Approach, Vikas Publishing House Pvt. Ltd. New Delhi (2001)

• M.C.Gupta and B.K.Mahajan, Text Book of Preventive and social Medicine, Jaypee Brothers, Medical publishers Pvt.Ltd., New Delhi, (2005)

• S.Mahoney and L.K.Olsen (Eds.), Health Education – Teacher Resource Handbook, Corwin Presee Inc. California, USA, (1993)

• S.P.Singh, Sex Education – AIDS and Sexuality, Authors Press, Delhi (2001)

• V.K.Nanda, Health Education, Anmol Publication Pvt. Ltd. New Delhi (1997)

• Swami Shivananda yoga Asanas:Divine Life Society, 1972

• Hatha Yoga Pradipika

• Jha Vinay Kant (2015), Patanjalis Yoga Sutras- Commentary By Swami Vivekananda, Solar Books, Dariya Gang, New Delhi

• NCERT yoga Syllabus

• Raja Yoga-Vivekananda Swami- Adyar publication, Madras

Semester - III
Course Code: PG EDU DSE 304(G); Course Title: Distance Education -1,
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

COURSE LEARNING OUTCOME:

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

- **define correspondence education, continuing education, adult education & online learning**
- **mention advantages and disadvantages of distance education**
- **explain the nature and importance of distance education**
- **discuss intervention strategies used for studies in distance mode**
- **describe various students support service through distance education**
- **discuss the technical and vocational programmes of distance education**
- **explain the basics of communication technology for distance education**
- **describe the uses of different media: audio- visual in distance education**
- **explain learning management system**
- **explain the different aspect, growth and present status of massive learning courses in (MOOCS) in distance education programs**

COURSE CONTENT

Unit -1: Understanding Distance Education System

- **Concept, definition, scope, objectives and features**
- **Different forms: Correspondence education, Continuing education, Adult education, Online learning, Flexible learning, Virtual learning, Blended learning**
- **Advantages and disadvantages of Distance education**
- **Differences between Formal and Distance learning**

Unit -2: Interventional Strategies in Distance Education

- **Students support various services**
- **Technical and Vocational different scheme**
- **Central and State level programs and policies**

Unit - 3: Distance Education and Communication Technology

- **Basics communication technology for distance education**
- **Media in Distance Education: Radio and Audio, Television and Video, Satellite - Based education and E-learning**
- **Communicating with Graphics, Digital Audio and Digital Video**
- **Learning Management System**

Unit - 4: Different Aspects of Distance Education

- **School Education**
- **Technical and Vocational Education**
- **Non - Formal and Continuing Education**
- **Materials Production: Audio and Video production**
- **Computer and Communication network**

Unit - 5: Interactive Multimedia in Distance Education Programs

- **Massive Open Online Courses (MOOCS)**
- **Creating materials for the Web and Web 2.0**
- **MOODLES: Nature, Scope and Importance**
- **SWAYAM: Objectives and Functions**

Unit - 6: Growth and Present Status
- **Generation of Distance Education in Indian context**
- **Problems and Some measures for strengthening Distance Education in India**
- **Role of DEB, IGNOU and NIOS**

SUGGESTED READINGS:
- **Boot,R.L & Hodgesom, V.E.(1987). Open Learning : Meaning & Experience. In V.E.Hodgesom et.al Beyond Distance Teaching towards Open Learning. London: Croom Helm.**
- **Carr,R.(1990); Open Learning : An Imprecise Term. ICDE Bulletin (22). pp. 47-49**
- **Chamberlain, M.N.(1977); The Extension of Higher Education by Mass Media. In International Review of Education,Vol, XXIII. No. 2.1.977**
- **Daniel, J. (1999); Distance Learning in the Era of Networks : What are the Key Technologies? Quoted by James C. Taylor in his paper " Mew Millennium Distance Learning "; (The World of Open and Distance Learning, ed. Reddy, V.Venugopal et.al; Viva Books.**
- **Dutta, R. (1985); Distance Education in India; Journal of Higher Education; Vol.11. No. 1 & 2.**
- **Helene, Hipp.(1997); Women Studying at a Distance : What do they Need to Succeed; Open Learning? Vol 12. No.2 pp. 41- 49**
- **Holmberg, B.(1981); Status and Trends of Distance Edu. London : Kogan.**
- **Mukhopadhya Marmer (2000); Indian Open and Distance Learning Prospects (The World of Open and Distance Learning, ed. Reddy, V.Venugopal et.al; Viva Books.**
- **Roy PKS (2006); Distance Education : The Quest for Academic Excellence, Chandigarh: Abhisek Publication.**
- **Srinivasascharyulu, G (1994); Use of Radio and Audio Visual Aids by Students at Dr. B.R. Ambedkar Open University ; Media & Technology for Human Resource Development, 6(3)**
- **Proceedings of the Round Table Conference on Distance Education for South Asian Countries (6-8 NOV, 1989), Islamabad, Pakistan, Asian Development Bank, Manila**
- **Report of the Vice Chancellor. VI th Convocation (6th May, 1995) IGNOU, New Delhi.**
- **UGC Annual Report 2004 - 05**
- **UGC. Chairman's Nehru Memorial Lecture, University of Mumbai, Nov. 24, 2006 (Available on Web).**
- **Walter Perry (1987). Open University : A personal account by the First Vice Chancellor. Milton Keynes. Open University Press.**

Semester-III
Course Code: PG EDU DSE 304(H); Course Title: Diverse Learners-1
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

COURSE LEARNING OUTCOME:

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

- **explain the concept of diverse learner and its characteristics.**
- **state the concept of Impairment, Disability and Handicap,**
- **differentiate among special education, Integrated education and inclusive education.**
- **identify the learning disability children and its different types.**
- **identify the mental retardation children and its different types.**
- **identify the Visual Impaired children and its different types.**
- **identify the Hearing-impaired children and its different types.**
- **identify the Gifted and slow learner and its educational programs.**
- **exhibit competencies regarding the different techniques of educational programs for the Diverse learner.**

Unit 1 Introduction to Diverse learners

- **Meaning of diverse learners**
- **Nature and types of diverse learners**
- **Concept of Impairment, Disability and Handicap**
- **Concept of special education, Integrated education and inclusive education.**
- **Legal provisions (PWD1995, UNCRPD)**

Unit 2 Learning Disability

- **Meaning of learning disability**
- **Types of learning disability**
- **Causes of learning disability**
- **Symptoms of learning disability**
- **Prevention and care**
- **Role of the teacher**

Unit 3 Mental Retardation

- **Meaning and definition of mentally retarded**
- **Symptoms of mental retardation**
- **Level of severity**
- **Causes of mental retardation**
- **Management and education of mentally retarded children.**
- **Role of teacher**

Unit 4. Visual Impairments

- **Meaning of visual Impairment**

- **Causes of visual impairment**
- **Symptoms of visual impairments**
- **Education and training of visually Impairment**
- **Role of teacher**

Unit 5. Hearing Impairment
- **Meaning and definition of Hearing impairment**
- **Types of Hearing Impairment**
- **Symptoms of Hearing Impairment**
- **Causes of Hearing Impairment**
- **Education and Training of Hearing Impairment**
- **Role of teacher**

Unit 6. Gifted and slow learner

- **Meaning of Gifted children**
- **Identification of Gifted children**
- **Characteristics of gifted children**
- **Educational programs for the gifted children**
- **Meaning of slow learner**
- **Identification of slow learner**
- **Educational programs for the slow learners**

Suggested Books:

Gaya Jit Singh, Jaswant Kaur Virk-Inclusive Education Paperback – Twenty First Century Publication, New Delhi(2016)

S. K Mangal, ,Shubhra Mangal-Creating an Inclusive School Paperback –PHI, New Delhi (2019)

Neena Dash-Inclusive Education for Children With Special Needs Paperback – Atlantic Publishers and Distributors Pvt. Ltd.(2006)

Hena Siddiqui -Inclusive Education Paperback – Agrawal Publication(2019)

Bharati Kaushik- Creating Inclusive Schools: Theory, Process And Practice Paperback- SAGE Publications India Pvt. Ltd.(2019)

Semester-III

Course Code: PG EDU DSE 304(I); Course Title: Peace and Value Education -1   Credit:

4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

Course Learning Outcome:

On completion of the course, it is expected that the students will be able to:
- **explain the meaning, concept, nature & importance of peace and peace education;**
- **analyze the aims and objectives, scope, and need of peace education;**
- **discuss the factors disturbing peace and barriers to peace education;**
- **describe various strategies of peace education;**
- **explain the meaning, importance and types of values**
- **state various components of value education;**
- **explain reasons of value crisis and strategies for inculcation of values.**

COURSE CONTENT:

Unit-I:
- **Introduction to Peace and Peace Education**
- **Concept and definition of Peace**
- **Peace attitude, and core values of Peace**
- **Meaning, concept, and nature of Peace Education**
- **Aims and objectives of Peace Education**
- **Scope, need and importance of Peace Education**

Unit-II: Barriers to the path of Peace and Peace Education
- **Present picture of violence across the globe**
- **Factors responsible for disturbing Peace: Unemployment, exploitation, religious bigotry, provincialism, blind-nationalism, terrorism**
- **Barriers of Peace Education: Psychological, cultural, and political**

Unit-III: Strategies of Peace Education
- **Peace Education through concepts of social harmony, democratic ideals, sustainable economic and social development, non-violence, and gender consciousness**
- **Preparation of teachers for Peace Education**
- **Organizing programmes of Peace Education at various levels of education**

Unit - IV: Basic concept of Value
- **Meaning, concept and importance of Value**
- **Types of Values: Extrinsic, intrinsic, subjective, objective, material, non-material, social, moral, and spiritual**
- **Human Values in the context of Indian culture: Truth, love, beauty, peace, social harmony, righteousness, non-violence, forgiveness, and compassion**
- **National values as enshrined in the Indian Constitution**

Unit - V: Components of Value Education
- **Concept, nature, scope and importance of Value Education**

- **Aims and objectives of Value Education**

- **Aims and objectives of Value Education**

- **Subject-competency-based Value Education: Languages, social sciences, and science**
- **Co-curricular activity-based Value Education: Social, moral, and aesthetic**

Unit VI: Value crisis and inculcation of Values
- **Causes of Value crisis in the present-day society**
- **Methods of inculcation of democratic and moral Values among learners through various educational programmes**
- **Role of family, peer-group, social organizations and mass-media**

towards promotion of Values Suggested Readings:

- **Kaur, B.(2006). *Peace Education: New Trends and Innovations*. New Delhi: Deep and Deep Publications Pvt. Ltd.**
- **Mishra, L. (2009). *Peace Education Framework for Teachers*. New Delhi: A.P.H Publishing Corporation.**
- **NCERT National Curriculum Framework (2005). *Position Paper, National Focus Group on Education for Peace*. New Delhi: NCERT.**
- **Mondal, B.C., Biswas, S.K.,& Saha, B. (eds) (2013): *Peace Education – Present and Future*. Purulia: STT College Publication.**
- **Bajaj, M. (Ed.) (2008). *Encyclopaedia of Peace Education*. Charlotte, North Carolina: Information Age Publishing, Inc.**
- **Timpson, W. M. (2002). *Teaching and Learning Peace*. Madison, Wisconsin: Atwood Publishing.**
- **Passi, B.K., & Singh, P. (1991). *Value Education*. Agra: National Psychological Corporation.**
- **Gupta, N.L. (2000).*Human Values in Education*. New Delhi: Concept Publishing Company.**
- **Dhokalia, R.P. (2001). *Eternal Human Values and World Religions*. New Delhi: NCERT.**
- **Mohakud, L.L.,& Behera, S.K. (2013). *Value Education: Dimensions and Approaches*. Kolkata: S.B. Enterprise.**
- **Rokeach, M. (1973). *The Nature of Human Values*. New York: The Free Press.**
- **Bagchi, J.P., & Teckchadani, V. (2005). *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.**
- **Shivapuri, V. (2011). *Value Education*. Varanasi: Manish Prakashan.**
- **Seshadri, C., Khader, M.A.,& Adhya, G. L. (1992). *Education in Values: A Source Book.* New Delhi: NCERT.**

SYLLABUS OF GENERIC ELECTIVE COURSE IN EDUCATION
Semester-III
Course Code: PG EDU GE 315; Course Title:
Foundation of Education & Research
Credit- 4, Marks-50 (Mid-term Assessment- 10;
Term-end evaluation- 40)

COURSE LEARNING OUTCOME: After completing this course, the learner will be able to

a. Explain the meaning, nature, bases, and agencies of Education
b. Discuss different bases in education
c. State the meaning, nature, and factors of learning

2. Explain the meaning, nature and types of research
3. Discuss some basic concept involved in research
4. State and compute some basic statistics in research
5. Write research proposal, research report and research paper

COURSE CONTENT:

Unit-1 : Foundation of Education:
- o Meaning, Nature, Scope, functions, and agencies of Education
- o Philosophical bases of Education
  - Preliminary ideas about Indian schools of philosophy (Nyaya, Sankhya, Yoga) in relation to Education
- Sociological bases of Education- Socialization and Social sub system Historical bases of Education

Unit-2 : Psychology of Learning:
- o Meaning and Nature
- o Factors (Motivation, Maturation, Memory, and Attention).
- o Theories and implication (Classical Conditioning, Operant Conditioning, Gestalt, and Constructivism)

Unit-3 : Educational Technology: Meaning, nature, and scope; Teaching- Meaning, Stages, Levels; Microteaching and Teaching skill

Unit-4 : Types of Research

- o Meaning and nature of research
- o Different types of research in Social Science
    - Basic, Applied, and Action
    - Qualitative, Quantitative, and Mixed

- Historical, Descriptive, and Experimental
    - o

Unit-5 : Review, Sample & tools in research
- o **Review of related studies:** meaning, importance in research, Research hypothesis and research question
    - Population, Sample, and Sampling Techniques-Probability (Simple Random, Stratified Random) and Non-   probability (Purposive, Snowball) sampling techniques

- o Tools of data collection-Criteria of a good research tool; Meaning, nature, merits and demerits of Observation, Interview, and Questionnaire as research tools

Unit-6 : Reporting research: Research proposal and research report- meaning, nature, and difference Basic components of reporting research

SUGGESTED READINGS:

- Chatterjee,S.C. & Dutta,D.M. **An Introduction to Indian Philosophy**
- Verma, V. **Studies in Philosophies of Education**
- Bhattacharayya, D. **Education and Philosophy**. Pearson (Bengali Version)
- Chube, S. P. **Philosophical & Sociological Foundation of Education**. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. . & Kumar, K. **Sociological Perspective in Education**, Chanakya Publication, New Delhi, 1985.
- Bhatt, B. D. & Sharma, S. R. **Sociology of Education**, Kanishka Publishers House, 1993.
- Sharma, S. N. : **Philosophical & Sociological Foundations of Education**, Kanishka Publishers, New Delhi,1995.

Sharma, Y. K. : **Philosophical & Sociological Foundations of Education**,Kanishka Publishers, New Delhi,2004

- Bhattachayya, D. **Education and Sociology**: , Pearson (Bengali Version)
- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, Vikash Publishing House Private Limited. NewDelhi.
- Chauhan, S.S.(1996). *Advanced Educational Psychology*, New Delhi, Vikas Publishing Pvt. Ltd.
- Mangal, S.K. *Advanced Educational Psychology*. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Bhat, B. D. and Sharma, S. R. **Educational Technology Concept and Technique**, Delhi : Kanishka Pub. House,1992.
- Chand Tara. **Educational Technology**, New Delhi : Anmol Pub., 1990.
- Jagannath Mohanty. **Educational Technology**, New Delhi : Deep & Deep Pub. 1992
- Aggarwal, J. C. – **Educational Technology**.
- Sen, Malay Kr. – **Educational Technology**. (Bengali version)

- Bhalla,Navneet.(2007) – **Curriculum Development**. Author Press. Delhi. India.
- Walker, D.F. (2003) – **Fundamentals of Curriculum**. Lawrence Erlbaun Associates, Publishers. New Jersey.
- Bhattacharyya, D. **Curriculum and Evaluation**:, Alapana Enterprise (Bengali version)

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Semester-IV

Course Code: PG EDU CC 401; Course Title: Educational Management, Administration, and Leadership
Credit: 4 Marks: 50 (Mid-term 10, Term-end 40)

COURSE LEARNING OUTCOME:

To enable the students to

- **explain the meaning, scope and function of Educational Management and Administration**
- **expand the idea of Management System and its implications in educational institute**
- **make differences among administration, management and supervision**
- **construct a concept on Leadership and Educational Leadership**
- **build an idea on Total Quality Management**
- **discuss the working of different Quality Assurance Agencies**

Course Contents:

Unit-1: Educational Management

- **Concept of Education Management, its nature and importance. Human Resource (HR) Management in Educational Organization.**
- **Meaning of Institutional building. Concept of Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB), Critical Path Method (CPM), Path Evaluation Review Technique (PERT).**
- **Scientific Management with special reference to Taylor, Fayol. SWOT analysis.**

Unit-II: Educational Administration

- **Concept of Educational Administration and Supervision; their meaning, nature and function. Administration as process and bureaucracy.**
- **Approaches to Administration (Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic) with special reference to Human Relation Approach**
- **Concept of Organizational Compliance, Organizational Development and Organizational Climate**

Unit-III: Leadership in Educational Institutes

- **Concept and nature of Leadership in Educational Administration.**
- **Different Approaches to leadership (Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic).**
- **Different models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory).**

Unit-IV: Quality Management

- **Idea of Quality and Quality in Educational field in India and abroad**
- **Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma.**
- **Mentors of Quality: Walter Shewart, Edward Deming, C.K Pralhad**

Unit-V: Change Management

- **Concept and significance of Change Management**
- **Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke.**
- **Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis**

Unit-VI: Quality Assurance Agencies:
- **Objective, roles and working of National Assessment Accreditation Council [NAAC]**
- **Objective, roles and working of Quality Council of India [QCI]**
- **Objective, roles and working of International Network for Quality Assurance Agencies in Higher Education [INQAAHE]**

MODE OF TRANSACTION:
- ✓ **Mostly Lecture/Discussion method**
- ✓ **Presentation through Slides**

SUGGESTED READINGS:

2. Bhatnagar, R. P. & Aggrawal,V. (2015). Educational administration. Meerut: Layal Book Depot.
3. Kochar, S.K. (2011). School administration and management. New Delhi: Sterling
4. Deshmukh, A.V. &Naik, A.P. (2010). School administration and management. Mumbai.
5. Mukherjee, P.N. (2006). Total quality management. New Delhi: PHI Learning Pvt. Ltd.
6. Jani, N. C. and Saakshi. (2005). Management,Theory and Practice. A.I.T.B.S Publishers and Distributers .New Delhi.
7.   Sherlekar, S. A. (2004). Management (Value Oriented Holistic Approach) Himalaya Publishing House, Delhi.
8.   Mukhopadhyay, M. (2001). Total quality management in education. New Delhi: NIEPA.
9. Vashist, Savita(ed.) (1998). Encyclopedia of school education and management. New Delhi: Kamal Publishing House.
10.   P. Hersey and K. Blanchard (1986) – Management of Organizational Behavior. New Delhi.
11. UNESCO (1982) – A Training Module on Institution Building and Institutional, Management, Bangkok
12. Buch, T. (1980). Approaches to school management. London: Harper and Row.

<div align="center">

Semester-IV

Course Code: PG EDU CC 402; Course Title: Guidance and Counseling

Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

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Course Learning Outcome:

After completing the course, the students will be able to

- **explain the basic concepts of Guidance & Counseling**
- **describe different tools & techniques of Guidance & Counseling**
- **discuss different types of Guidance & Counseling**

Unit 1: Fundamentals of Guidance

- **Concept & nature of Guidance,**
- **Purpose and Scope of Guidance.**
- **Need for Guidance.**

Unit 2: Educational, Vocational, Personal & Group Guidance

- **Educational Guidance- Meaning, Function at different stages of Education**
- **Vocational Guidance- Meaning, Function at different stages of Education**
- **Personal Guidance- Meaning, Importance for the Adolescents**
- **Group Guidance- Meaning & Function at different stages of Education**

Unit 3: Measurement in Guidance

- **Need for Psychological Tests and Uses of Tests**
- **Characteristics of a Good Psychological Test**
- **Different Types of Tools and techniques -Observation, case study, interview, rubrics**

Unit 4: Fundamentals of Counseling

- **Concept & Definition of Counseling**
- **Principles & Characteristics of Counseling**
- **Importance, Scope & Need of Counseling**

Unit 5: Approaches of Counseling

- **Techniques of Counseling- Directive, Non-Directive & Eclectic**
- **Individual & Group Counseling**
- **Counseling for Adjustment**

Unit 6: Various Types of Counseling

- **Educational Counseling – Meaning, Need and Scope,**
- **Methods Vocational Counseling – Meaning, Need and Scope,**
- **Methods Counseling Related to Child Protection, Child Right**

Suggested Readings

Corey. G, (2008). Theory and Practice of Counselling and Psychotherapy. USA: The Thompson Brooks.

A. Barkley (2007). Assessment of Childhood Disorders. The Guilford Press, London.

Bhattacharya, (1964), Guidance In Education, Bombay, Asian Publishing House

Crow, L.D. & Crow, A. (1951).An Introduction to Guidance, New York, American Book, Co

N.J.Merill, Prentice Hall. Sharma, R.N. (2008). Vocational Guidance and Counselling. New Delhi: Surjeet Publication.

Narayana Rao (2008). Counselling and Guidance. New Delhi: Tata Mc-Graw Hill.

Nelson-Jones, R. (2002). Basic Counselling Skills: A Helper's Manual. Sage Publications Ltd.

Pandey, K.P.(2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.

Pasrisha P. (1976). Guidance and Counselling in Indian Education, New Delhi, NCERT.

Philip C. Kendall (2000). Childhood Disorders. Psychology Press. Ltd. New York.

Safaya, (2002). Rai Guidance and Counselling, Chandigarh, Abhishek Publishers.

Samuel T. Gladding (2009). Counselling: A Comprehensive Profession. Pearson Education.

Sarason, I.G. &Sarason, B.R. (2002). Abnormal Psychology: The Problem of Maladaptive Behaviour. Pearson Education, India.

Seligman, L. (2001). Systems, Strategies and Skills of Counselling and Psychotherapy.

The Thomson Brooks. Diana Sanders (2003). Counselling for Anxiety Problems. Sage Publication Ltd. Eric J.Mash and Russel

Tim Bond (2000). Standards and Ethics for Counselling in Action. Sage Publication Ltd.

Semester-IV
Course Code: PG EDU DSE- 403; Course Title: DISSERTATION
Credit- 16, Marks-100 (Viva- 20, Term-end evaluation- 80)

COURSE LEARNING OUTCOME: After completing this course, the learner will be able to

- Explain the meaning, nature and types of research
- Discuss some basic concept involved in research
- State and compute some basic statistics in research
- Write research proposal, research report and research paper

1. Dissertation

Suggested Readings:
- Best and Kahn – **Research in education**. PHI
- Koul, L.–**Methodology of educational research**. Vikas Publishing House Pvt. Ltd.
- Guilford, J. P. – **Fundamental statistics in psychology and education**.
- Neuman,W.L. – **Social Research Method – Qualitative and quantitative approaches**, Pearson Education.
- Ahuja,R. – **Research Methods**, Rauat Publication, Jaipur and New Delhi.
- Kothari,C.R.–**Research Methodology–method and techniques.** Wishwa Prakashan, New Delhi.
- Linn, R.L. & Gronlund, N.E. **Measurement and Assessment in teaching** (8th ed.)-: Pearson Education
- Singh, A.K. **Test, Measurements and Research Methods in Behavioral Science**. Bharati Bhavan

Semester-IV
Course Code: PG EDU DSE- 404(A): Course Title: Environmental and Population
Education-2 Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

After end of this course learner will able to-
- explain the meaning and characteristics of density of population
- discuss the concept of over, under and optimum Population.
- describe the present trends of population
- explain the causes of uneven distribution of population.
- explain different kind pollution
- discuss waste management
- explain the different environmental laws and ethics.

Unit -1 Population and settlement
- **Meaning of Density of population**
- **Characteristics of population density**
- **Concept of over population, under population and optimum population**

Unit-2 Present trends of population growth
- **Trends of population growth in developed countries**
- **Trends of population growth in developing countries**

Unit- 3   Distribution of population
- **Causes of uneven distribution of population**
- **Regional distribution of world population**

Unit -4 Environmental Pollution
- **air pollution, noise pollution**
- **water, soil and marine pollution**
- **hazardous waste and their disposal**
- **recycling of waste material**

Unit -5. Environmental Education for Sustainable Development:
- **Natural and Man-made disasters**
- **Conservation of Environmental resources**
- **Assessment of Environmental impact**
- **Environmental management and education**

Unit -6. Environmental law and ethics
- **environmental legislation in India**
- **environmental ethics**

Suggested Books:

1) Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.

2) Bhardwaj, Ramesh Kumar (2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.

3) Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006

4) Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi-110002.

5) Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002

6) Sinha, P. N (2000).Population Education and Family Planning. Auth

7)Jaisal, P .(2015)Environmental Law allahabad law agency

8)chawla,S(2007), Environmental studies

9)Dhameeja,S(2010) Environmental studies

Semester-IV
Course Code: PG EDU DSE 404(B); Course Title: Comparative Education-2
Credit: 4, Maximum Marks: 50 [Mid-term 10 (Seminar presentation), Term-end 40]

COURSE LEARNING OUTCOME:

After completing this course, the learners will be able to:

- **discuss the concept of Universalization of Elementary Education in developed countries and compare with that of India**
- **analyze critically Secondary Education System in Developed countries and compare with that of India**
- **compare Higher Education system of India with that of Developed countries**
- **analyze critically Teacher Education System in Developed countries and compare with that of India**
- **compare Adult and Distance Education of developed countries with that of India**
- **describe the Education system of some developed countries and compare with that of India**

COURSE CONTENTS:

Unit-1: Universalization of Elementary Education
- **UK**
- **USA**
- **China**

(In comparison with Elementary Education of India)

Unit-II: Secondary Education
- **UK**
- **USA**
- **Japan**

(In comparison with Secondary Education of India)

Unit-III: Higher Education
- **UK**
- **USA**
- **Germany**

(In comparison with Higher Education of India)

Unit-IV: Teacher Education
- **UK**
- **USA**
- **Germany**

(In comparison with Teacher Education of India)

Unit-V: Adult and Distance Education
- **Australia**
- **Brazil**
- **China**

(In comparison with Adult and Distance Education of India)

Unit-VI: Education in Developed / Developing Countries

- **South Africa**
- **Canada**
- **Russia**

(With respect to Aims, Objectives, Methods and Policies in comparison with that of India)

SUGGESTED READINGS:

1. Rai, B.C. (2010); Comparative Education, Prakashan Kendra, Lucknow.
2. Chattoraj, S. (2010), Siksha: Deshe O Bideshe, Central Library, Kolkata 16
3. Sodhi, T.S. (2000); A Text Book of Comparative Education, Vikash Publishing House, New Delhi.
4. Sharma, Y.K. (2008); Comparative Education: A Comparative Study of Educational System, Kanishka Publications, New Delhi.
5. Gupta, A. (2005), International Trends in Higher Education and the Indian Scenario, Centre for Studies in Higher Education, CSHE-11-05.
6. Rani, P. G. (2007), Secondary Education in India: Development and Performance, Paper presented at the 43rd Annual Conference of the Indian Econometric Society, IIT, Mumbai, 5-7 January.
7. UNESCO. (2000), Higher Education in Developing Countries: Peril and Promise, The Task Force on Higher Education and Society, World Bank, Washington, D.C.
8. UNESCO. (2004), Education for All: The Quality Imperative: EFA Global Monitoring Report 2005, Paris: UNESCO.
9. Munsi, K., Guha, D. (2017), Teacher Education in SAARC Countries. Abhijeet Publications, New Delhi
10. UNESCO-APNIEVE. (1998), Learning to Live Together in Peace and Harmony, Bangkok, University Press.
11. Walberg, H. J. and Paik, S. J. (2000), Effective educational practices, Paris, International Academy of Education/International Bureau of Education, UNESCO.
12. World Education Forum. (2000), Dakar Framework for Action - Education for All: meeting our collective commitments, World Education Forum, Dakar, Senegal, UNESCO.
12. Chaube, S. P. & Chaube, A. (2004). Comparative Education, Vikas Publishing House Pvt. Ltd, New Delhi.
13. UNESCO (1971) Developing of education in Aisa, unesco/mineda's/paris.

Internet Sources
Websites of Ministry of Education of all related countries.
Websites of UN, World Bank, Asian Development Bank, UNESCO, UNDP

Semester-IV
Course Code: PG EDU DSE 404(C); Course Title: Health & Yoga Education -2
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

Course Learning Outcomes:

After end of this course the learner will able to

- state the importance of hygiene.
- develop appropriate attitude and awareness towards health-related issues.
- Elaborate various communicable and non-communicable diseases; their diagnosis and remediation.
- show awareness about the historical aspects of Yoga.
- interpret the principles of Yoga practice.
- discuss the utility of Yoga in modern life.

Course Contents:

Unit – I   : School Health Services:

- Health Status of School Children,
- School Health service in India,
- School Health Programme,
- Health and Hygiene.

Unit – II   : Health Issues and Education: Vision and Mission

- Fast Food problems and Drinking Water problem,
- Falling Heart and Brain Entertainment Ratio,
- Inflated Height-Weight Index and High and Low Blood pressure,
- Depression and Aggression.

Unit – III   : Communicable and Non-communicable Diseases:

- Heart disease, Cancer, HIV/AIDs, Leprosy, Swine flu, Avian Influenza, Human health (New threat),
- Epidemiology of Non-communicable Diseases and National Health Programmes with special emphasis on Cardio-vascular diseases (unhealthy life style), Mental Disorder and Mental Retardation,
- Blood borne disease, Autistic, Diabetes and Obesity, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention and Prognosis.

Unit – III   : Historical Aspects of Yoga:

- Historical aspects of the Yoga Philosophy,
- Yoga as reflected in Bhagwat Gita,
- Yogic Therapies and Modern Concept of Yoga.

Unit – IV   : Principles and Yoga Practice:

- Principles of Yogic Practice,
- Meaning of Asana, its Types and Principles,
- Meaning of Pranayama, its types and Principles,
- Meaning of Kriya its Types and Principles.

Unit – VI   : Yoga and Health:

- Need of Yoga for a Positive Health for the Modern Man,
- Concept of Health and Disease: Medical & Yogic perspective,
- Concept of Panch Kosa for an Integrated & Positive Health,
- Utilitarian Value of Yoga in Modern Age.

Suggested Books:

• D.T.Kenny, J.G.Carlson, F.J.McGuigan and J.L.Sheppard, Stress and Health – Research and Clinical Applications, Harwood, Academic Publishers, The Netherlands (2000)

• L. Ramachandran and T.Dharmaliugam, Health Education – A New Approach, Vikas Publishing House Pvt. Ltd. New Delhi (2001)

• M.C.Gupta and B.K.Mahajan, Text Book of Preventive and social Medicine, Jaypee Brothers, Medical publishers Pvt.Ltd., New Delhi, (2005)

• S.Mahoney and L.K.Olsen (Eds.), Health Education – Teacher Resource Handbook, Corwin Presee Inc. California, USA, (1993)

• S.P.Singh, Sex Education – AIDS and Sexuality, Authors Press, Delhi (2001)

• V.K.Nanda, Health Education, Anmol Publication Pvt. Ltd. New Delhi (1997)

• Swami Shivananda yoga Asanas:Divine Life Society, 1972

• Hatha Yoga Pradipika

• Jha Vinay Kant (2015), Patanjalis Yoga Sutras- Commentary By Swami Vivekananda, Solar Books, Dariya Gang, New Delhi

• NCERT yoga Syllabus

• Raja Yoga-Vivekananda Swami- Adyar publication, Madras

Semester - IV
Course Code: PG EDU DSE 404(D); Course Title: Distance Education -2,
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

LEARNING OUTCOME:

It is expected that on completion of the course the students will be able to
- **describe the basic structure of Higher Educational Institutions in distance mode**
- **elaborate the dual mode institutions and single mode institutions**
- **define the Consortium System, Virtual, Open and Distance Teaching Universities**
- **discuss about the Organizational Structure of Open Universities**
- **explain the Managerial aspects of Distance Education system**
- **elaborate the Strategic Planning in Open and Distance Education**
- **describe about the planning for Management of Distance Education**
- **describe about the Research Paradigm of Distance Education**
- **explain about the Economic Perspectives of Distance Education**
- **elaborate the Globalization and Distance Education System**

COURSE CONTENT:

Unit -1 : Basic Structure of Higher Educational Institutions in Distance Mode
- **Distance Education Institutions : Dual mode and Single Mode Institutions**
- **Consortium System, Virtual, Open & Distance Teaching Universities**
- **Organizational Structure of Open Universities**
- **Decision making Bodies, Regional Network and Division of Work**

Unit -2 : Managerial Aspects of Distance Education System :
- **Different perspectives**
- **Strategic planning in Open and Distance Education**
- **Material Design and Development**
- **Technology Application Management**
- **Institutions by Source of Fundings**
- **Managing the Resources**
- **Process of Program Evaluation**

Unit - 3: Planning for Management of Distance Education
- **Institutional Infrastructural facilities**
- **Institutional Objectives**
- **Curriculum Development**
- **Quality Enhancement Program**
- **Monitoring and Evaluation system**

Unit - 4: Economical Perspectives of Distance Education
- **Education as Investment**
- **Cost - Analysis Approach**
- **Generalization and Utilization of Resources**

Unit - 5: Globalization and Distance Education System
- **Concept and Nature**
- **Scope and Importance of Globalization in Distance Educational process**
- **Impact and Influence**
- **Scenario of Distance education in Japan, U.K. USA and Australia**

Unit - 6: Research in Distance Education
- **Research Paradigm in Distance education**
- **Approaches in distance education in modern times**
- **Research Areas in distance education**

Suggested Readings:
- **Agarwal, P. (2006) Higher education in India: The need for change. New Delhi. Indian Council for Research on International Economics Relations. URL: www.icreir.org/publication/working papers_180.html.**
- **Annual Report, Ministry of Human Resource Development, Government of India, 2006- 2007**
- **Cleveland- Innes M.F.& Garrison D.R. (2010) " An Introduction to Distance Education", Routledge Newyork & London.**
- **COL and Asian Development Bank.(1999)" An Overview of Open & Distance Learning Training Toolkit.**
- **Education Commission Report (1948-1949), Ministry of Education, Government of India.**
- **Grevile Rumble and Keith Harry(1982) The Distance Teaching Universities. London**
- **John Daniel. (1996) Mega- Universities and Knowledge Media. Kogan Page Limited, London.**
- **Koul, B.N.(1992) Development and delivery of distance : The Case of Indira Gandhi National Open University, In Ian Mugridge(Ed.)**
- **Kulandal Swamy, V.C.(1992) Distance Education in the Indian Context. Indian Journal of Open Learning, 1(1),pp. 1-4**
- **Prasad, V.S. (1992) Dr. B.R. Ambedkar Open University: A decennial Perspective. Indian Journal of Open Learning, 1(2), pp. 11 - 17**
- **Prasad, V.S (1998) Developed Improved Strategies towards Better students Support Services edited by P.Ramaiah and K.Murali Manohar, IDEA, Warangel.**

SEMESTER-IV
Course Code: PG EDU DSE 404(E); Course Title: Diverse Learners
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

After completion of the course, It is expected that the learners will be able to:
- discuss the concept, nature, historical perspectives, principles, need of inclusive education.
- discuss the national Policy for person with Disabilties-2006, The Rights of Person with Disabilities Bill (RPWD Bill)-2016
- discuss the role of RCI, NIOH, NIMH, NIVH
- identify the Cerebral palsy, Autism and multiple Disability children and their educational provisions.
- describe the barriers of Inclusive Education.
- explain the development of competencies for Inclusive Education and measures needed for putting inclusion in practice
- discuss on Differentiated Instruction and Inclusive Instructional Strategies at school level
- discuss the practices of Inclusive Education
- describe the Inclusive School Environment

Unit I: Historical development and programmes of Diverse learner

- **Concept, Nature and Need**
- **Historical perspective- Special education, Integrated education, Mainstreaming education-**
- **Principles of Inclusive education.**
- **National Policy for person with Disabilties-2006**
- **The Rights of Person with Disabilities Bill (RPWD Bill)-2016**
- **RCI, NIOH, NIMH, NIVH - Functions only**

Unit- 2 Cerebral palsy
- **Meaning and nature of cerebral palsy**
- **Types of cerebral palsy**
- **Educational programs and provisions for cerebral palsy**

Unit -3 Multiple Disability and Autism
- **Meaning and nature of Multiple Disability**
- **Types of multiple Disability**
- **Educational programs and provisions for multiple Disability.**
- **Meaning and nature of Autism**
- **Educational programs and provisions of Autism**

Unit 4: Competencies development for Inclusive Education
- **Barriers of Inclusive Education**
- **Development of Qualities**
- **Attitude : Concept, needs, Role of teacher**
- **Positive Behavior : Concept, needs, Role of teacher**
- **Social Skill for Inclusion: Concept, needs, Role of teacher**

- **Measures needed for putting inclusion in practice**

Unit 5: Inclusive Education and its Practices
- **Differentiated Instruction (Meaning, nature, needs)**
  - o **Peer Tutoring**
  - o **Co-operative learning**
- **Collaborative learning**
- **Inclusive Instructional Strategies at school level (Meaning, nature, needs)**
  - o **Remedial teaching.**
  - o **Team Teaching.**
  - o **Circles of Friends**

Unit -6: Inclusive School Environment
- **Infrastructural facilities for an ideal Inclusive School.**
- **Teachers Role in Inclusive Classroom**
- **Role of technology in inclusive classroom-aids and appliances**
- **Problems faced by teachers in making truly inclusive school.**

Suggested Books:

Gaya Jit Singh, Jaswant Kaur Virk-Inclusive Education Paperback – Twenty First Century Publication, New Delhi (2016)
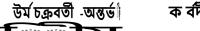
S. K Mangal, Shubhra Mangal-Creating an Inclusive School Paperback –PHI, New Delhi (2019)

Neena Dash-Inclusive Education for Children With Special Needs Paperback – Atlantic Publishers and Distributors Pvt. Ltd.(2006)

Hena Siddiqui -Inclusive Education Paperback – Agrawal Publication (2019)

Bharati Kaushik- Creating Inclusive Schools: Theory, Process And Practice Paperback- SAGE Publications India Pvt. Ltd.(2019)

Pratiksha Modi - Creating an Inclusive Education Paperback – LAP Lambert Academic Publishing (2021)

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Semester-IV

Course Code: PG EDU DSE 404(F); Course Title: Peace and Value Education -2

Credit: 4,   Maximum Marks: 50 [Mid-term 10, Term-end 40]

Course Learning Outcome:

On completion of the course, it is expected that the students will be able to:
- **describe the historical development of peace education;**
- **develop an insight into the roles of different agents in fostering peace;**
- **discuss different approaches of peace education;**
- **analyze philosophical and psychological approaches to value education;**
- **explain the importance of value-based curriculum;**
- **explain various transactional strategies of value education.**

COURSE CONTENT:

Unit-I: Historical development of Peace Education
- **Religious teachings promoting Peace**
- **Formal school-based Peace Education**
- **Peace Education in the post-Second World War society**

Unit-II: Promotion of Peace
- **Role of SAARC, UNO, UNESCO, and Amnesty International in promoting world peace**
- **Activities of International Committee of Red Cross, Global Peace-builders, and Non-violent Peace Force towards conflict resolution**
- **Peace-promotion effort of: 1) M.K. Gandhi 2) Martin Luther King Jr. 3) Mother Teresa**

Unit-III: Approaches of Peace Education
- **Stage-specific approach to Peace Education: Elementary stage, secondary stage, higher education stage, stage of life-long learning**
- **Humanistic approach to Peace Education**
- **Critical pedagogy for Peace Education**

Unit - IV: Philosophical and psychological approaches of Value Assumption and Value Education
- **Psycho-analytic approach**
- **Social learning theory approach (Bandura)**
- **Cognitive learning theory approach (Piaget)**

Unit - V: Value-based curriculum
- **Rationale for values-based curriculum school, college, and university level**
- **Strategies of integrating values in curriculum**
- **Role of teachers and teaching-learning materials in value-based curriculum**
- **Process of evaluation in the value-based curriculum**

Unit - VI: Transactional strategies of Value Education

- **Rationale building model**
- **Consideration model**
- **Value classification model**
- **Social action model**

Suggested Readings:

- Prasad, S. N. (1998).*Development of Peace Education in India (Since Independence).* Peace Education Miniprints No. 95. Lund University (Sweden): Malmo School of Education.
- UNESCO (1994). *World Directory of Peace Research and Training Institutions*. Oxford: Blackwell Publishers.
- Prasad, S.N. & Shukla, S. (Eds.). (1995). *Gandhi, Non-Violence and peace*. Ambala Cantt.: The Associated Publishers
- Galtung, J. (2000). *Searching for Peace: The Road to TRANSCEND*. London; Sterling, VA: Pluto Press in association with TRANSCEND.
- Harris, I. (2008). History of Peace Education.In Monisha Bajaj (ed.), *Encyclopaedia of Peace Education*. Charlotte, NC: Information Age Publishing.
- Barash,& David (2000). *Approaches to Peace*. New York: Oxford University Press.
- Nanda, R.T. (1997). *Contemporary Approaches to Value Education in India*. New Delhi: Regency Publications.
- Kar. N.N. (1999). *Value Education: A Philosophical Study*. Ambala Cantt: The Associated Publisher.
- Bhatt, S.R. (1986). *Knowledge, Value and Education: An Axiomatic Analysis*. Delhi: Gyan Publications.
- Raths, L. E., Harmin, M., & Simon, S. B. (1978). *Values and Teachings*. London: Charles &Merril.
- Beane, J. A. (1977). *Curriculum Integration: Designing the Core of Democratic Education*. New York: Teachers College Press.
- Chakrabarti, M. (2003). *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- CBSE (2012). *Value Education: A Handbook for Teachers*. New Delhi: Central Board of Secondary Education.

Semester-IV
Course Code: PG EDU DSE 404(G); Course Title: Development of Indian Education-2
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

Course Learning Outcome

After the completion of the course, the students will be able to

- **Identify the important problems and their needed solutions in the field of education in India**
- **Identify the educational problems faced by Backward Community**
- **Explain the principles underlying in the Indian Constitution**
- **Recognize the Modern Trends and Contemporary Issues**

Unit 1: Development of Higher Education in Free India

- **Concept of Higher Education, Objectives of Higher Education**
- **Role of Higher Education in National Development, Progress of Higher Education since 1947**
- **Problems and Challenges of Higher Education in India**
- **Recent Development: Autonomous College and RUSA, Government Programmes and Schemes for the development of Higher Education in India**

Unit 2: Organization of Education under Plans in India

- **Role of NCTE, UGC, NAAC and NCERT for the promotion of quality of education.**
- **Functions of CABE, NUEPA, DEB, SCERT and DIET in promoting Higher Education in India**

Unit 3: Education of the Socially and Economically Disadvantaged Section of the Society with Special Reference to
- **Caste – Education of SC / STs**
- **Gender – Women Education.**
- **Religion – Education of Minority.**
- **Locality – Rural Education.**

Unit 4: Recent Developments in Government policy in Education
- **National Policy of Education 1986- aims, objectives & significance**
- **Revised NPE 1992-Importance in Indian Education**
- **National Knowledge Commission, 2005- Significance**

Unit 5: Current Trends in Education
- **Right to Education Act, 2009-Importance in School Education**
- **National Policy in Education 2020- Recommendations and Significance**
- **Privatization in Education: Problems & Possibilities**
- **Open & Distance Education**

Unit 6: Contemporary Issues in Indian Education
- **Adult & Non-formal Education in India**
- **Human Rights in Education in Indian Perspective**
- **Education & Sustainable Development in India**
- **Globalization & its impact on Education**
- **Gender Equality in Education**

Suggested Readings

Ghosh,Suresh Chandra(1995),The History of education in Modern India,(1757- 1986),Orient Longman. N.C.E.R.T,.Early Childhood Education Programme(2008),New Delhi,NCERT

Sengupta,M,(2009),Early Childhood Care And Education,New Delhi,PHI Srivastava,Gouri(2000),Women,s Higher Education in the 19th Century,New Delhi,Concept Publishing Company.

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Nurullah,S and Naik,J.P History of Education in India. Macmillan Co.

Bajerjee, J.P. Education in India, Past, Present and Future.

Mukhopadhyay, M. Parhar Madhu

Nayar,Usha (2000),Education of Girls in India:Progress and Prospects,New Delhi,N.C.E.R.T. Aggarwal,J.C.,(2001) ,Modern Indian Education: History,Development and Problems,Delhi,Shipra Publication.

Aggarwal,J.C andGupta,S(2007),Secondary Education: History,Problems and Management,Delhi,Shipra Publication.

Siddiqui,Mujibul Hasan(2008),Distance Education:Theory And Research,New Delhi,APH Publishing Corporation

Sharma and Rajendra, K (1986), Problems of Education in India, New Delhi, Atlantic publishers and Distributor.

Kochhar, S.K. (2000), Pivotal Issue in Indian Education, New Delhi, Starling publisher.

Sharma,Shashi Prabha(2005),Teacher Education:Principles, Theories and Practices,New Delhi,Kanishka Publishers.

Swain,Sanay,K(1998),Trends and Issues in Indian Education ,Ludhiyana,Kalyani Publisher

Semester - IV
Course Code: PG EDU DSE 404(H); Course Title: Educational Evaluation – 2
Credit: 4; Marks:50 [Mid-term Assessment Term-end evaluation-40)

COURSE LEARNING OUTCOME

It is expected that on completion of the course the students will be able to
- **enumerate the standardization process of a test**
- **differentiate between standardized and non - standardized tests**
- **prepare different types of tests**
- **use of descriptive statistics and inferential statistics in educational evaluation,**
- **organizing data and present data in graphical form like- Histogram, Frequency Polygon and Pie chart**
- **estimate co-efficient of correlation & prediction**
- **explain the concept of Normal Probability Curve & it uses in education**
- **describe recent trends and appraisal of the present system of evaluation method**
- **discuss modern research trends in evaluation**

COURSE CONTENTS

Unit - 1: Test and their standardization
- **Measurement of Aptitude, Intelligence, Attitude, Interest**
- **Steps of Standardization**
- **Preparation of Test Manual**
- **Test Booklet and Scoring Key**

Unit - 2: Qualitative data analysis
- **Organization, analysis**
- **interpretation and validation of qualitative analysis**

Unit - 3: Quantitative data analysis
- **Central limit theorem**
- **Parametric and Non - Parametric Tests**
- **Coefficient of correlation, Multiple correlation and Regression**
- **Measures of Standard Scores and T Score**

Unit - 4: Recent Innovations in Evaluation System
- **Use of Computer- in marking, grading and reporting**
- **3D Model, Total Reflective Model, Individual Judgmental Model and CIPP Model**
- **Learning Outcome based Evaluation**
- **Choice Based Credit System (CBCS), Rubrics, Question Bank**
- **Use of ICT in Evaluation process and application.**

Unit - 5: Appraisal of the Present System of Evaluation
- **Problems and Issues in Our Present Evaluation System**
- **Examination Reforms Policies**
- **Recommendations of Commission and Committee on Reforms of Evaluation System in India**
- **UGC - Plan of Action (1973) and NPE (1986)**

Unit - 6:- Current Research Trends in Evaluation
- **Exploring the Relations Between Students' Time Management Strategies and Test Performance**
- **Online, Blended mode evaluation**
- **Open book examination and proctoring in online examination**
- **E-Portfolio**

Suggested Readings :-
- **Anastasi, A. (1976). Psychological testing. New York: Publishing Co. Inc.**
- **Bloom, B.(1956). Taxonomy of educational objectives. New York: Longmans.**
- **Bloom, B.S & Others. (1971). Handbook of formative and summative evaluation of student learning. New York: McGraw Hill Book Co.**
- **Bloom, D.F & Budd, W.C.(1972). Educational measurement and evaluation. New York: Harper and Row.**
- **Brown, F.G. (1976). Principles of educational and psychological testing. New York: Holt Rinehart and Winston.**
- **Cronbach. L.I (1970). Essentials of psychological testing (3rd edition). New York: Harper Collins**
- **Ebel, R.L. & Frisbei, D.A. (1986). Essentials of educational measurement. New Delhi: Prentice - Hall India Pvt. Ltd.**
- **Freeman, F.S. (1975). Theory and practice of psychological testing. New Delhi: Oxford IBH: Publishing Co.**
- **Harper (Jr.), A.E. & Harper, E.S. (1990). Preparing objective examination : A handbook for teacher - student and examiner. New Delhi: Prentice - HallIndia Pvt. Ltd.**
- **Kubiszyn, T. & Borich, G. (1977). Educational testing and measurement: Classroom**

Semester-IV
Course Code: PG EDU DSE 404(I); Course Title: ICT in Education-2
Credit: 4, Maximum Marks: 50 [Mid-term 10, Term-end 40]

COURSE LEARNING OUTCOME:
On completion of this course the students will be able to:
- explain the principles and functions of teacher in ICT enabled teaching-learning process
- discuss the concept of Blended learning and Flipped classroom
- describe the parts and parcels of e-learning
- apply e-assessment effectively
- collect and use resources by using latest ICT tools
- apply recent initiatives of ICT in education

Course Content:
Unit I: ICT enabled Teaching-Learning Process
- Psychological principles of ICT enabled teaching-learning process
- Role of teacher in the ICT enabled teaching-learning process
- Challenges in the ICT enabled teaching-learning process

Unit II: Emerging Trends in the ICT enabled Teaching-Learning Process
- Blended Learning
- Flipped learning
- Artificial intelligence in Education

Unit III: e-learning
- Concept of e-learning, Application of learning theories in e-learning context: Constructivism and Connectionism
- Characteristics of e-learning environment
- Model of e-learning: Community of Inquiry (CoI) Model–Garrison and Anderson (2003)

Unit IV: e-assessment
- Meaning and types of e-assessment
- Difference between paper-based assessment & e-assessment
- Systems analysis in e-assessment
- Online tools for e-assessment: Google forms, Docs, Kahoot, Socrative

Unit V: Useful ICT tools
- Web 2.0 tools,
- FOSSEE,
- N- LIST,
- Creative Commons

Unit VI: ICT initiatives in India
- Role of NCERT and CIET in development of ICT in education
- Initiatives of Government of India in promoting digital learning
- Digital literacy and e-inclusion

Suggested Readings:

- Azevedo, J., Oliveira, E. P., & Beites, P. D. (2019). E-Assessment and Multiple-Choice Questions: A Literature Review. In Handbook of Research on E-Assessment in Higher Education (pp. 1-27). IGI Global.
- Conole, G., & Oliver, M. (Eds.). (2006). Contemporary perspectives in e-learning research: themes, methods and impact on practice. Routledge.
- Crisp, G. (2007). The e-assessment handbook. New York: Continuum.
- Agarwal, J. (2009). Essentials of Educational Technology. New Delhi: Vikas Publishing House.
- Das, S.K. (2005). A Text book of Information Technology. New Delhi: Dominant Publishers and Distributors.
- K.T. Basantani, A.H. Doctor, P.G. Shinde (2011) Human Rights, Communication Skills, Environment Studies, Sheth Publishing House, Mumbai.
- Kulkarni,Sharad S(1986).Introduction to Educational Technology. New Delhi: Oxford and IBH.
- Kumar, D. (2004). Educational Technology. New Delhi: New Age International Publisher.
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- Sharma, Ram Nath(2003). Advanced Educational Technology. New Delhi: Atlantic Publishers and Distributes.
- Thamarasseri, I. & Parey, M.A. (2014). Instructional Technology. New Delhi: APH Publishing Corporation.
- Thamarasseri, I. (2009). Dictionary of ICT. New Delhi: Kanishka Publishers.
- Thamarasseri, I. (2009). ICT in Education. New Delhi: Kanishka Publishers.
- Thamarasseri, I. (2013). ICT Enabled Education. New Delhi: APH Publishing Corporation.
- Thamarasseri, I. (2017). Multimedia in Education. New Delhi: APH Publishing Corporation.
- Thamarasseri, I. (2018). Technology & Innovations in Education. New Delhi: Wisdom Press.