# Choice Base Credit System

# (CBCS)

# Syllabus

## M.A in Education

w.e.f. 2017

## Department of Education

*(ESTD- 2015)*

# RAIGANJ UNIVERSITY

Raiganj, Uttar Dinajpur, - 733134
West Bengal, India

### TERMS & CONDITIONS OF PROGRAMME - M. A. EDUCATION

| | |
|---|---|
| Name of the Course | M. A. Education |
| Name of the Department | Department of Education, Raiganj University |
| Examination Type | Semester & Credit |
| Course Duration | 02 years (04 Semesters) |
| Total Credits | 75 |
| Eligibility | B.A. Education or Any Graduation with Education subject |
| Subject Medium | Bengali, English |
| Duration | 2 yrs. (Four Semesters System: spreading each of six months.) |
| Total Marks | 1600 (First Year - Semester I =400 & Semester II =400, Second Year - Semester III =400 & Semester IV =400) |
| Credit Points | Total 75 credits for M.A. Programme. 4 Credits for per course. Credit is construed as corresponding to approximately 30 to 40 learning hours. |

The performance of the learners shall be evaluated into two components. The learner's performance shall be assessed by Internal Assessment in the first component by conducting the Semester end Examinations in the second component. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:

Each course will have

1. 75% of marks as semester Term end Examinations
2. 25 % marks for internal assessment

Each core unit will have an internal (continues) assessment of 25 % of marks and a teacher may select a minimum of two of the following procedures:

- ➢ Written Test
- ➢ Term Paper
- ➢ Mid Term Test
- ➢ Journal / Lecture / Library Notes
- ➢ Seminar Presentation
- ➢ Short Quizzes
- ➢ Assignments
- ➢ Extension Work

**BASIC STRUCTURE**

➢ There shall be 16 Papers (14 theoretical and 2 practical) to cover the whole Syllabus and each Semester shall contain four Papers. Each Paper carries 100 marks.

➢ The Students shall be evaluated by all the teachers regularly by conducting Class Tests (as Internal Assessment), the marks of which shall be a part of their examination system. The Class Tests shall be held on the topic (s) of the theoretical papers. Each of the Semesters I, II III & IV shall carry 25 marks for evaluation by the teachers during the Course.

➢ EDN – 143 & EDN – 144 of 100 + 100 marks shall require a Submission of Dissertation Paper by each of the students, which shall be evaluated on the basis of Written submitted Report and Viva – Voice (100+50 marks). In this regard, Educational Tour or field survey is essential for each student which carries 50 marks.

| Division of Marks | | | |
|---|---|---|---|
| | **Full Marks** | **Term End Exam.** | **Internal Assessment** |
| **Semester I** | 400 | 300 | 100 |
| **Semester II** | 400 | 300 | 100 |
| **Semester III** | 400 | 300 | 100 |
| **Semester IV** | 400 | 300 | 100 |
| **Total Marks** | **1600** | **1225** | **375** |

Curriculum and Syllabus of M.A. in Education w. e .f. 2017

## Semester-I

| Code | Course | Core / Elective | Credit | Full Mark | | |
|---|---|---|---|---|---|---|
| | | | | Term End | | Tot |
| MAEDNC - 101 | Educational Philosophy | Core | 4 | 75 | | |
| MAEDNC - 102 | Educational Psychology | Core | 4 | 75 | | |
| MAEDNC - 103 | Educational Sociology | Core | 4 | 75 | | |
| MAEDNC – 104 | Methodology of Educational Research | Core | 4 | 75 | | |
| IDC-1 | Environmental | IDC | | | | |
| Total | | | 20 | 325 | 75 | 400 |

## Semester-II

| Code | Course | Core / Elective | Credit | Full Mark | | |
|---|---|---|---|---|---|---|
| | | | | Term End | Int. | Tot |
| MAEDNC – 201 | Indian Education in Historical Perspectives | Core | 4 | 75 | 25 | 100 |
| MAEDNC – 203 | Curriculum Planning & Development | Core | 4 | 75 | 25 | 100 |
| MAEDNC – 203 | Educational Management & Administration | Core | 4 | 75 | 25 | 100 |
| MAEDNC – 204 | Educational Measurement and Evaluation | Core | 4 | 75 | 25 | 100 |
| IDC-2 | | IDC | | | | |
| Total | | | 20 | 325 | 75 | 400 |

## SEMESTER-III

| Code | Course | Core / Elective | Credit | Full Mark | | |
|------|--------|-----------------|--------|-----------|---|---|
| | | | | Term End | Int. | Tot |
| MAEDNE – 301 | Elective-I (any one )<br>1. Human Rights and Values Education<br>2. Environmental Education<br>3. Economics of Education | Elective | 4 | 75 | 25 | 100 |
| MAEDNC – 302 | Comparative Education | Core | 4 | 75 | 25 | 100 |
| MAEDNC – 303 | Educational Technology | Core | 4 | 75 | 25 | 100 |
| MAEDNC – 304 | Inclusive Education | Core | 4 | 75 | 25 | 100 |
| | | | | | | |
| Total | | | 20 | 325 | 75 | 400 |

## SEMESTER-IV

| Code | Course | Core / Elective | Credit | Full Mark | | |
|------|--------|-----------------|--------|-----------|---|---|
| | | | | Term End | Int. | Tot |
| MAEDNC – 401 | Teacher Education | Core | 4 | 75 | 25 | 100 |
| MAEDNE – 402 | Elective-II (any one )<br>1. Yoga and Health Education<br>2. Capacity Building On Computer Education<br>3. Education for Empowerment of Women<br>4. Physical Education | Elective | 4 | 75 | 25 | 100 |
| MAEDNC – 403 | Submission of Dissertation | Core | 4 | 100 | | |
| MAEDNC – 404 | Dissertation Viva Voice + Educational Tour | Core | 4 | 50 + 50 | | 100 |
| Total | | | 20 | 260 | 140 | 400 |

**Course Code**: MAEDNC - 101: (Reading from left to right) EDN denotes Education as a subject discipline. 1 denotes the level at which the course offered, i.e. it is a M.A. level course. 1 in the middle denotes the semester number. And third 1 denotes paper among the semester i.e. **"**Educational Philosophy" as a first no. course in the first semester.

# DETAILS COURSES OF STUDY
## Semester-I

**MAEDNC – 101: Educational Philosophy**            **Full Marks- 75**

**Objectives:** *To enable the students to:*

- ❖ *develop an understanding about the contribution of Philosophy of Education as a discipline;*
- ❖ *develop capacity to build an Indian philosophy of Education to set goals of Education in India;*
- ❖ *acquaint themselves with the Educational contributions of some great thinkers (Indian) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;*
- ❖ *understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully;*
- ❖ *develop an understanding about the contribution of Philosophy of Education as a discipline ;*
- ❖ *acquaint themselves with the Educational contributions of some great thinkers (Western) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;*
- ❖ *understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully;*

**Unit-I:** a) Meaning, nature and scope of Educational Philosophy. Relationship between Education and Philosophy. Nature of Indian Philosophy, Developing a philosophy of Indian Education

**Unit-II:** Indian Schools of Philosophy: Sankhya, Charvaka, Vedanta, Buddhism, Jainism, & Islamic with special reference to knowledge, reality, values & their Educational implications.

**Unit-III:** Educational Philosophy of Rabindranath Tagore, Aurovinda, Swami Vivekananda, M. K. Gandhi. S. Radhakrishnan

**Unit-IV**: National Values as enshrined in the Indian Constitution & their Educational implications.

**Unit-V:** Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism with special reference to knowledge, reality, Values, & their Educational implications.

**Unit-VI**: Educational Philosophy of Rousseau, Dewey, Bertrand Russel & A.N. Whitehead.

**Unit-VII:** Contemporary Philosophical thoughts: Humanism, Existentialism & Marxism. Modern concept of Philosophy: Analysis - Logical Analysis: Logical Empiricism & Positive Relativism;

**Suggested Readings:**

1. Avinashalingam, J. S. (1947) : Educational Philosophy & Swami Vivekananda Coimbatore: Sri Ramkrishna Mission Vidyala.
2. Bali, D. R. (1975) : Modern Indian Thought. New Delhi: Alted Publication.
3. Brubacher, Joha. S. (1962) : Modern Philosophies of Education. New York: McGraw Hill Book.
4. Chand, Jagdish. (2509) : Great Indian Thinkers on Education. Delhi: Ashish Publication.
5. Das, Monoj (1999). Sri Aurobindo on Education. New Delhi: NCTE.
6. Elmhurst, Leonard (1961) : Rabindranath Tagore: Pioneer in Education. London, John Murray.
7. Forrester, J. (1991) : System Dynamics and the Lessons of 35 Years. A chapter written for De Greene, K. (eds.) : The Systemic Basis of Policy Making in the 1990s. D-4224-4.
8. Gandhi, M. K. (1912) : True Education. Ahmadabad: Movajirm Publishing House.
9. Henderson, Stella (1947) : Introduction to Philosophy of Education. Chicago: University of Chicago Press.
10. Jennifer Sterling Groff Dynamic Systems Modeling in Educational System Design & Policy. NEW APPROACHES IN EDUCATIONAL RESEARCH Vol. 2. No. 2. July 2513 pp. 72–81
11. Joad, C. E. M. (2505) : Guide to Philosophy. London: Victor Gollancz, Ltd.
12. Kalinin, M.I. (1950) : On Communist Education. Foreign Language Publishing House.
13. Kundu, D. & Majumdar, T. R. (1990) : Modern Theory and Principles of Education. Kolkata: World Book Press
14. Michael J. Jacobson & Uri Wilensky (2506) : Complex Systems in Education: Scientific and Educational Importance and Implications for the Learning Sciences. Taylor & Francis
15. Mukherjee, H. B. (1962) : Education for Fullness. Bombay: Asia Publishing. House.Weber, Christian O. (1960).Basic Philosophy of Education. New York: Macmillan
16. Radhakrishna, S. (1929). Indian Philosophy (Vols. I & II). London: Oxford University Press.
17. Rabindra Nath Thakur : Shikhaya. Vishaya Bgarati Prakashan. Kolkata
18. Ross, J.S. (1942) : Groundwork of Educational Theory. London: Harrap A. Co.
19. Rusk, R. (1979) : Great Educators. London: Macmillan.
20. Sharma, C. (2500) : A Critical Survey of Indian Philosophy. Delhi: Saujanya Books.
21. Sharma, G. Ranjit (2503) : Trends in Contemporary Indian Philosophy of Education. Atlantic publishers & distributors.
22. Taneja, V. R. (1995) : Educational Thought and Practice. Jullundur: University Publishers.
23. Vivekananda, S. (1985) : Shikhaya Prsangeya. Udbhudhan Karjyalaya. Kolkata

24. Wilds, Elmer H. & Lottich, Kenneth V. (1966).The Foundations of Modern Education. New York: Holt, Rinehart and Winston.
25. Wheat, D. (2500) : A systems approach to education policy and administration. Presented at the Systems Thinking and Dynamic Modeling Conference in Portland, Oregon.

**MAEDNC - 102: Educational Psychology**                    **Full Marks- 75**

*Objectives:* *To make students understand*

- ❖ *the contribution of different schools of Psychology to Education;*
- ❖ *the nature of various –processes of growth and development in order to develop*
- ❖ *the concepts of remedial nature of motivations Education and educational diagnosis;*
- ❖ *the meaning and nature of higher mental processes and their measurement;*
- ❖ *the nature of learning and Constructivism on the basis of different theoretical perspectives;*
- ❖ *the nature of personality and its Educational importance;*
- ❖ *the nature of group dynamics in class room and class room climate.*

**Unit-I:** Schools of Psychology: a) Behaviorism, b) Gestalt, c) Cognitive, d) Psychoanalysis, e) Humanistic.

**Unit-II:** Growth & Development: a) Physical, b) Social, c) Emotional, d) Cognitive, e) Language & Moral.

**Unit-III:** a) **Learning:** concept, nature, & types.
b) **Influencing Factors of learning:** attention & interest, maturation & Motivation, Remembering & Forgetting.
c) **Motivation:** Theories & their Educational Implications – Hierarchy of needs, Achievement motivation, Attribution Theory; Factors affecting motivation.

**Unit-IV: Remedial Education:** a) Concept & objectives, b) nature & techniques of Educational Diagnosis. c) Specific Learning disabilities- reading, Writing & Arithmetic: remedial measures.

**Unit-V:** a) **Intelligence:** Concept, Theories -Cattell, Guilford, Stemberg & Gardner.
b) **Creativity:** Concept, Factors, Development of Creativity. c) Creativity & Intelligence.
d) **Educational significance of the Theories**

**Unit-VI:** a) **Theories of Learning:** Skinner, Hull, Tolman, Lewin.
b) Concept Learning -Bruner.
c) Constructivism-Piaget, Vygotsky.
d) Educational significance of the Theories

**Unit-VII: A.** a) **Personality:** Concept, & process of development
b) **Theories of Personality:** -Eysenck, Erikson, Rogers.

**Unit-VII: B.** a) Group Dynamics in Class room, b) Group process, Characteristics of groups, c) Class room interaction- nature types d) Socio-metric grouping,

**Suggested Readings:**

1.  Atkinson, J. W. & Feather, N. T. (1966) : A Theory of achievement motivation. New York: Wiley Publishers.
2.  Banerjee, J. (2507) : Psychology of Learning and Instruction. Kolkata: Rita Book Agency.
3.  Bloom, Adina. (2507) : Teaching Emotional Intelligence. California: Corwin Press.
4.  Craig G.J. (1992) : Human Development. New Jersey: Prentice-Hall.
5.  Dutta, G. (2507) : Modern Educational Psychology. Kolkata: Rita Book Agency.
6.  Elias, M.J. (2506) : The Educator's Guide to Emotional Intelligence. California: Corwin Pres
7.  Kundu, D. (1991) : Modern Educational Psychology. New Delhi: Arya Book Depot.
8.  Emmerling, R., Shanwal, V.K., and Mandal, M. K. (Eds). (2508) : Emotional Intelligence Theoretical and Cultural Perspective. New York: Nova Science Publishers.
9.  Gagne, R. M. (1970) : The conditions of learning. New York: Rinehart & Winston.
10. Hall, C.S. and Libdsey, G. (1978) : Theories of personality (3rd ed). New York: John Wiley.
11. Hilgard, E. O. (1976): Theories of learning (4th ed) : New York: Appleton–Century Cliffs.
12. Don, Kauchak and Paul, Eggen (1999) : Educational Psychology. New Jersey: Prentice-Hall.
13. Goleman, D. (1998) : Working with Emotional Intelligence. New York: Bantam Books.
14. Hurlock, E. B. (1953) : Child Psychology. Toronto: Mc-Grad Hill.
15. Mohan, Jitendra, (1993) : Educational Psychology. New Delhi: Wiley Eastern limited.
16. Ormrod, J. E. (2507) : Educational Psychology: Developing Learners. New York: Tata McGraw Hill.
17. Saraswathi, T. S. (2503) : Gross cultural Perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage.
18. Sprinthall , Norman A. and Sprinthall Richard C. (1990) : Educational Psychology. New York: McGraw Hill Publishing Company.
19. Woolfolk, Anita. E. (2507) : Educational Psychology. New York: Prentice Hall.
20. Kundu, D.(1986) : Creativity Ego-strength and Education.Calcutta ; Modern Book Agency.
21. Duane Schultz, Sydney Schultz (2512) : Theories of Personality.Wadsworth Cengage Learning.
22. Robert B. Ewen (2510) : An Introduction to Theories of Personality. Psychology Press

**MAEDNC - 103: Educational Sociology**          **Full Marks- 75**

**Objectives:** *To enable the Students to:*

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

**Unit-I:** a) **Educational Sociology:** Meaning & Concept,
     b) Relationship between Sociology and Education,
     c) Education as a process of Socialization,
     d) Education as a process of social sub-system.

**Unit-II:** a) **Social Stratification:** Meaning & Concept
     b) Role of education in social stratification and social mobility,
     c) Equality of educational opportunity.

**Unit-III:** **Social Change:** a) Meaning & Concept,
     b) Factors affecting social change.
     c) Social group, Folkway and Mores,

**Unit-IV:** **Education in relation to:** Democracy, Religion, National Integration & International Understanding

**Unit-V**: **Education and Culture:**
     a) Concept of culture,
     b) Cultural change & lag.
     c) Education as cultural determinants.
     d) Education for Multicultural Society

**Unit-VI: Education & Economic Growth:** Concept of subdivided rural growth in ancient India, Changes due to foreign invasion, Urbanization, Westernization, French revolution, Industrial revolution. Modernization & Globalization.; with special reference to Indian Society.

**Unit-VII: Education and Backward Community:** Education of the Socially and Economically disadvantaged sections of the Indian Society with special reference to Scheduled Caste, Scheduled Tribes, OBC & women.

**Suggested Books**

1. Bhattacharya, S. (2502) : Sociological Foundation of Education. New Delhi: Atlantic Publication.
2. Biltion, Tony et. Al. (1007) : Introduction of Sociology. London: Macmillan.
3. Bottomase, T. B. (1975) : Sociology: A Guide to Problems & literature (Revised Education). New Delhi: Blackic and Son (India) Ltd.
4. Broom, L. & Selznick, P. (2509) : Sociology: A Text with Adapted Readings. New York: Harper & Row.
5. Davis, K. & Moose, W. (1945) : Some Principles of Stratification. American Sociological Review
6. Durkheim, E. (1956) : Education & Sociology. Chicago: Free press.
7. Giddens, A. (1990) : Sociology. Cambridge: Polity Rress.
8. Gupta, Dipankar (2508) : Social Stratification. New Delhi: Oxford University Press.
9. Haralambus, M. & Heald, R. M. (1975) : Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
10. Marshall, Gordon (2504) : A Dictionary of Sociology (ed.). New Delhi: Oxford University Press.
11. Ottaway, A. K. C. (1962) : Education & Society: An introduction to sociology of education. London: Routledge & Kegan Paul
12. Parsons, Talcott (1961) : The School Class as a Social System New York: Free Book.
13. Ruhela, S.P. (2502) : Sociological Perspectives on School Education in India. New Delhi: Indian Publishers Distributors.
14. Sharma, K. L. (1964) : Social Stratification & Mobility. Jaipur & New Delhi: Rawat Publications.
15. Srinivas, M. N. (1972) : Social Change in Modern India Hyderabad: Orient Longmans.
16. Weber, Mox (1947) : Class, Status & Party. India Coser & Rosonbery .

**MAEDNC - 104:  Methodology of Educational Research**                **Full Marks – 75**

**Objectives:** *To enable the students to:*

❖ *describe the nature and process of research in education*
❖ *acquaint with the sources from where knowledge can be obtained*
❖ *formulate research-worthy problem*
❖ *describe and differentiate the various methods of sampling*
❖ *construct and apply different research tools.*
❖ *develop skill to write and evaluate research report*
❖ *develop the concept of quantification, measures, grouping and presentation of data*
❖ *acquaint with the descriptive and inferential statistical techniques in educational research*
❖ *estimate and calculate reliability, validity, regression and prediction.*

**Unit I:  Research:**
   a)  Meaning, Nature, Characteristics
   b)  **Educational Research:** Fundamental, Applied & Action, Longitudinal and Cross Sectional, & Inter- disciplinary.

c) Identification of research worthy Problems,
d) Planning of Scientific Investigation & Research Designs
e) Research Objectives & Questions
f) Review of related studies

**Unit – II:** a) **Hypothesis:** Meaning, type, Formulation & Testing; Characteristics of Good Hypothesis

b) **Variables:** Concepts, types & Method of Control

**Unit –III:** a) **Population and Sample, Sampling methods:** Probability & Non Probability.

b) **Tools and techniques of data collection:** needs criteria of good research tools, Construction and uses of – observation, interview, questionnaire, rating, and attitude scale and tests of performance.

**Unit – IV:** a) **Strategies of Research:** Historical, Descriptive and Experimental. Importance & critical Evaluation of the strategies

b) **Writing Research Report:** As per style & format

c) Evaluating a research report, its criteria.

**Unit – V: Educational Data:**
a) Quantitative & Qualitative; Descriptive & Inferential
b) Tabulations of Educational data
c) **Graphical Presentation:** Histogram, Polygon and Ogive,
d) Percentile & Percentiles Rank
e) **Measures of Central Tendencies and variability's:** Uses and computation
f) Normal probability curve, characteristics and uses
g) Non-normality: Skewness & Kurtosis

**Unit – VI: Measures of Correlation**
a) Product moment, Rank differences, bi-serial and point –biserial, partial and multiple correlations (concepts & Uses only)
b) Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction.

**Unit –VII: Parametric Statistics:**
a) Significance of Statistics, one tailed & two tailed tests, Types C. R.-test, t-test, ANOVA
b) Non-Parametric Statistics: Chi-Square, Median test,
c) Standard Scores-Derived Score, Z-Score, T-score, Stanine
d) Interpolation

**Suggested Books:**

1. Best. J. W. & Kahn. J. V. (2508) : Research in Education (10th edition). Delhi: Pearson Education.
2. Burns, R. B. (2500) : Introduction to Research Methods. New Delhi : Sage Publication.
3. Flick, U. (2509) : An introduction to Qualitative Research. Lon Angles: Sage.

4. Kerlinger, F. N. (1978) : Foundation of Behaviour Research, Delhi: Surjeet Publication.
5. Koul, L. (2508) : Methodology of Educational Research. New Delhi: Viksha publishing House Pvt. Ltd.
6. Lichtman, M. (2510) : Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
7. Lunenburg, F. C. (2508) : Writing a Successful Thesis. California: Corwin Press.
8. Machi, L. A. (2509) : The Literature Review. California: Corwin Press.
9. McNiff, Jean. (2509) : Doing and Writing Action Research. Lon Angles: Sage.
10. Mertens, D. M.( 1997) :  Research Methods in Education and Psychology. New Delhi: Sage Publication.
11. N.C.E.R.T. (1997) : Fifth Survey of Educational Research: 1988-92. (Vol. I).New Delhi: NCERT.
12. N.C.E.R.T. (2506) : Sixth Survey of Educational Research: 1993-2500. (Vol. I).New Delhi: NCERT.
13. N.C.E.R.T. (2507) : Sixth Survey of Educational Research: 1993-2500.(Vol. II).New Delhi: NCERT.
14. Peterson, R. A. (2500) : Construction of Effective Questionnaires. New Delhi: Sage Publication.
15. Sapsford, Roger. (1999) : Survey Research . New Delhi: Sage Publication.
16. Sax, Gilbert. (1979) :  Foundations of Educational Research. New Jersey : Prentice – Hall .
17. Schmuck, R. A. (2506) : Practical Action Research.  California: Corwin Press.
18. Seigal,  Sydne, Y. (1978) : Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
19. Singh, Arun Kumar. (1986) : Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
20. Singh, S.P. (2502) : Research Methods in Social Sciences. Kanishka: New Delhi.
21. Stringer, E. T. (2500) : Action Research(2nd ed) New Delhi : Sage Publications.
22. Thomas, R. Murray (2508) : Thesis and Dissertation. California: Corwin Press.
23. Tuckman. B. W. (1979) : Conducting Educational Research (2dn edition). New York: Harcourt Brace Javanovich Inc.
24. Van Dalen, D. B. & Meyer, W.J. (1979) : Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
25. Walford, Geoffrey. (2505) : Doing Qualitative Research. London: Continuum.
26. Wiersma, W. & Jurs, S.G.(2509) : Research Methods in education.(9th edition). Delhi: Pearson Education.
27. Kundu,D. (2510) : Advances in educational Research in India VolI & II.New Delhi:Yash Publication.

## Semester-II

**MAEDNC - 201: Indian Education in Historical Perspectives**          **Full Marks – 75**

**Objectives:** *The students will be able to:*

- ❖ *acquaint with the education system of India before and since independence;*
- ❖ *recognize the development of education at different levels and aspects;*
- ❖ *determine the current trends of education in India;*
- ❖ *identify the important problems and their needed solutions in the field of education in India*
- ❖ *explain the principles underlying in the Indian Constitution.*
- ❖ *describe the recommendations of the Five Year Plans.*

**Unit – I: Pre-Primary Education:** a) Historical Review before Independence (up to - 1947) b) Need and importance c) Progress since 1947 d) Problems and prospect e) Present status

**Unit – II: Primary & Secondary Education:** a) Historical Review (1854-1947) b) Importance c) Progress since 1947 d) Universalization of Elementary Education e) Problems and prospect f) Recent Development: operation Black Board, Minimum Level of Learning, DPEP, SSA. g) Vocationalization of Secondary Education

**Unit – III: Higher Education:** a) Historical Review before Independence (1854-1947) b) Need and importance c) Progress since 1947 d) Problems and prospects e) Administrative and Funding f) Recent Development : Autonomous College, new educational management

**Unit – IV: The Indian Constitution and Five Years Plans:** a) Constitutional provision in education b) Development of Education under Five Year Plans – Pre-Primary Education, Primary Education, Secondary Education, Higher Education, and Women Education [last 2 years]

**Unit – V: Equal opportunity in Education:** a) Caste – SCs/STs b) Gender – women c) Religion – minorities

**Unit –VI: Education and Administration: Some Important Bodies of Education**
   a)   UGC b) NAAC c) AICTE, d) NCTV, e) NBA, f) NCERT g) NUEPA h) NCTE i) DIET j) SCERT, k) SCTE – all this are national or state level bodies. Globalization concepts has great influence to standerise indian education befetting to international standard. There are regulatory bodies of international level and all the above cited bodies have to abide by guidelines frameed by international bodies.

**Unit – VII: Modern Trends and Contemporary Issues**

a) Distance Education

b) Privatatization of Education

c) Globalization and its impact on Education d) Education as a human right

e) Adult and Non-formal Education

**Suggested Books:**

1. Mukherjee, S.N. (1951) : Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
2. Nurullah, S. and Naik, J.P. (1964) : History of Education in India; Macmillan Co. Madras
3. Banerjee, J.P. (2504) : Education in India, Past, Present and Future.
4. Mukhopadhyay, M. Parhar Madhu (Ed.) (2507) : Educaion in India, Dynamics and Development, Shipra.
5. Agarwal, J.C. (2509) : Recent Developments and Trends in Education (with special reference to India), Shipra.
6. Government of India : five Year Plans.
7. Govt. of India, Ninth Five Year Plan : 1997-2501, Planning Commission.
8. Govt. of India., Tenth Five Year Plan : 2502-2507, Planning Commission.
9. Agarwal, J.C. (2502) : Organisation and Practice of Modern Indian Education, Shipra.
10. Kochhar, S.K. (1981) : Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
11. Mani, G. : Education in the International Context, Sterling Publishers Pvt. Ltd.
12. Sharma, Ramnath and Sharma, Rajendra, K. (1996) : Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
13. Swain, Sanjay, K., (1997) : Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
14. Nanda, S. K. (2500) : Indian Education and its problems today, Kalyani Ludhiana, 2500
15. Mukherjee, S.N. (1961) : History of Indian Education (Modern), Acharya Book, Barada, 1961.
16. Mukherjee, S.N. (1972) : Secondary Education in India, Orient Longman, New Delhi, 1972.

**MAEDNC - 202: Curriculum Development & Planning**              **Full Marks-75**

**Objectives:** *To make students understand*

❖ *the meaning, nature, concept and types of curriculum;*

❖ *the different forms of Foundations of Curriculum;*
❖ *nature scope and functions of Educational management;*

**Unit-I:** a) **Curriculum:** Meaning, Function, Types, Components, Planning & Design.
b) **Foundations of curriculum:** Philosophical, Psychological, Socio-cultural & Technological.

**Unit-II:** a) **Curriculum Theories & Models:** Different theories- their nature & Significance.
b) System Approach in Curriculum Development. Models of Curriculum Development.

**Unit-III:** a) **Curriculum studies:** Frame work, Basic Questions, Strategies & Critique: studies of National school Curriculum Frame Work-2005, Curriculum Frame Work for Quality Teacher Education (NCTE), Curriculum Frame Work for Higher Education (UGC).
b) **Impacts of Globalization on Curriculum**.

**Unit-IV:** a) **Curriculum Evaluation:** Concept & Approaches – Formative & Summative. Different models of Evaluation.

**Unit-V: Curriculum Development:** meaning, nature, scope, different models of curriculum development, and theories of curriculum development.

**Unit- VI: Curriculum Design:** Concept, factors that influence the curriculum design (Political, social, environmental, economical, technological), models of curriculum design (objectives model, process model, Tyler's model, Wheeler's model and Kerr's model), patterns of curriculum design.

**Unit- VII:** a) **Curriculum change and innovation:** concept, factors that influence the curriculum innovation, strategies and models of curriculum change and innovation.
b) **Educational Planning:** Meaning, Importance, Planning Process & Models, 5Year plans (Last three), meaning, scope and strategies of institutional planning

**Suggested Books:**
1. Agarwal, J. C. I. (1990) : Curriculum Reform in India. Delhi: Doaba.
2. Brent, Allen (1978) : Philosophical Foundations for the Curriculum. Boston:  Allen and Unwin.
3. Das, R. C. (1987) : Curriculum and Evaluation. New Delhi: NCERT.
4. Dell, Ronald C. (1986) : Curriculum Improvement: Decision Making & Process. (6th ed.). London: Allyn & Bacon Inc.
5. Diamond, Robert M. (1989) : Designing & Improving Courses & Curricula in Higher Education: A Systematic Approach. California: Jossey Bass Inc. Publishers.
6. English, F. W. (2500) : Deciding What to Teach and Test.CA: Corwin Press, Sage Publications, and Thousand Oaks.
7. Erickson, H. L. (2500) : Concept based Curriculum and Instruction. CA: Corwin Press, Sage Publications, Thousand Oaks.

8.  Flinders D. J. (1977) : The Curriculum studies. New Delhi: Atlantic Publisher.
9.  Kridel, Craig. (2510) : Encyclopedia of Curriculum Studies. New Delhi: Sage.
10. Mamidi Malla Reddey & Ravishankar (eds.) 1984) : Curriculum Development & Educational Technology. New Delhi: Sterling Publishers.
11. McNeill, John D. & Wiles, John. (1990) : The Essentials of Teaching: Decisions Plans and Methods. New York: Macmillan
12. NCERT. (1984) : Curriculum & Evaluation. New Delhi: NCERT.
13. NCERT. (1988) : National Curriculum for Elementary & Secondary Education: A Frame Work. New Delhi, NCERT.
14. NCERT. (2505) : National Curriculum Framework 2505. New Delhi: NCERT.
15. Romiszowaski. A. J. (1988) : The Selection Guide and Use of Instructional Media. London: Kogan Page.
16. Saylor J. Galen; William, Alexander; & Arthur J. Lewis. (1975) : Curriculum Planning for Better Teaching & Learning. (4th ed.). New York: Holt Ranehart & Winston.
17. Trum J. Lyod. (1967) : Secondary School Curriculum Improvement. New York: Prentice-Hall.
18. Tyler, Ralp W. (1962) : Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc.
19. Tyler, Ralp W. (1974) : Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press.
20. UNESCO (1981) : Curricula & Lifelong Education. Paris: UNESCO.
21. Wheeler, D. K. (1967) : Curriculum Process. London: University of London Press

**MAEDNC - 203: Educational Management and Administration          Full marks- 75**

**Objectives:** *After completing the course the students will be able to:*

- ❖ *define the educational administration and explain its significance in educational management.*
- ❖ *define the organization and its relevant issues.*
- ❖ *define supervision and elaborate the importance of it in the educational administration.*
- ❖ *explain the administrative role of different bodies of the country.*
- ❖ *explain the inspection process in educational institution.*

**Unit - I: Educational Administration:** concept, nature, importance, scope, process of educational administration; system approach in educational management; administration as a process and as bureaucracy.

**Unit - II:** a) **Organization:** meaning, aspects, principles of organization; importance of Decentralization in institutional organization.
b) **Supervision:** meaning, purpose, principles of supervision; qualities of an effective supervision, role of a supervisor.

**Unit - III: Administrative responsibilities:** Administrative responsibilities of Central &

State Govt. Local Bodies & Other Institutions- CABE, UGC, NCERT, SCERT, Boards of Examinations, IASE & DIET.

**Unit - IV: Inspection:** meaning, types, features and principles of inspection; factors influencing supervisory patterns

**Unit - V:** Recent Schemes and Activities of the Govt. of India in the field of secondary education
- NIOS
- RMSA
- SEMIS ( Secondary Education management Information System)
- Private Public Partnership in secondary education

**Unit - VI:** Some administrative problems in secondary education

- Access, equity and  universalization of secondary education
- Vocationalization of secondary education
- Quality and Efficiency of secondary education
- Teacher accountability and absenteeism
- Problem of monitoring and supervision

**Unit - VII:** Modern techniques of management
- TQM
- SWOT
- PPBS

**Suggested Readings:**

1. Bhagia, N.M. (1990) : Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
2. Bush, Tony (1986) : Theories of educational management. London: Harper & Row Publishers.
3. Bush, Tony & Les, Bell (2502) : The principles & Practice of educational management. London: Paul Chapman Publishing.
4. Luthens, Fred. (1981) : Organizational Behavior, Mcgraw Hill, Tokyo.
5. Mahajan, Baldev and Khullar, K.K. (2502) : Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
6. Milton, Charles R. (1989) : Human Behavior in Organizations, Prentice Hall, Inc, USA.
7. Musaazi, J.C.S. (1982) : The Theory & Practice of educational administration. London: The Macmillan Press.

8.  Mukhopadhyay, M. (2505) : Total quality management in education. New Delhi: Sage Publications.
9.  Naik, J.P. (1965) : Educational Planning in India. New Delhi: Allied.
10. Naik, J.P. (1982) : The Educational Commission & After. New Delhi: Allied.
11. Roger, Smith (1995) : Successful School Management. Mcgraw Hill, Tokyo.
12. Ronald, Cambell F., et al; (1987) : A History of thought and Practice in educational administration. New York: Teachers College Press.
13. Safaya, R.N., Shaida, B.D. (1996) : School Administration andOrganization. . Dhanpat Rai Publishing Company, New Delhi
14. Verma, R., (??) : Educational Administration. Anmol Publications Pvt. Ltd.New Delhi
15. Josephine Y. (2511) : School Resource Planning and Management.  Shipra Publication,Delhi
16. Mohanty, J. (1994).Educational Administration Supervision and School Management, New Delhi, Deep Publications.
17. Bhatnagar, R. P., & Agrawal, V. (1997).Educational Administration, Supervision planning and Financing, Meerut: Surya Publications. p.512
18. Sindhu, I.S. (2512) :  Educational Administration & Management.  Pearson New Delhi
19. Report of the Govt. of India on Rashtriya Madhyamik Shiksha Abhijan

**MAEDNC- 204: Educational Measurement and Evaluation in Education     Full marks-75**

_**Objectives:**_ _To make students understand_

- ❖ _the concept of measurement and evaluation in Education._
- ❖ _the major tests of evaluation._
- ❖ _the method of construction and standardization of achievement test and attitude scale._
- ❖ _the methods of determining the adequacy of a test through difficulty value and discriminating power._
- ❖ _the methods of determining the efficiency of a test through reliability and validity coefficients._
- ❖ _the use of derived scores in interpreting test results and use of norms._

**Unit – 1: Basic Concept:** Concept and characteristics of, and inter-relationships between testing, measurement and evaluation in education; Measuring scales and errors in measurement; Process, purpose and types (placement, diagnostic, formative, and summative) of evaluation;

**Unit –II: Types of Test:** Concept of criterion-referenced tests and norm-referenced tests; Meaning, purposes and types of achievement test, intelligence (verbal and non-verbal) test,

**Unit – III: Test Construction:** Types, advantages and limitations, and guidelines of writing different types of test items; General steps of test construction and standardization with special reference to achievement test, and attitude scale by Thurston and Likert's methods.

**Unit – IV: Test Adequacy:** Concept and purposes of item analysis; Qualitative and quantitative approaches to item analysis; Methods of determining difficulty index and discrimination index of essay, short – answer, and objective type test items.

**Unit –V: Test Efficiency :**Concept of reliability, validity, objectivity, and usability as characteristics of a good test ;Types and methods of determining different types of reliability coefficients  and validity coefficients;  Factors affecting reliability and validity of a test; Attainment of  objectivity and usability of a test.

**Unit – VI: Test Norms and Scores** :Meaning, types and judging adequacy of developmental norms (age, grade), and within group norms (Z –score, T –score, Percentile and Stanine); Concept of test scores and derived scores; Methods of transforming test scores into Percentile scores, sigma scores, Z-scores,  normalized standard scores (T-scores and Stanines), and their interpretation.

**Unit – VII: New trends in Measurement and Evaluation:** Grading system: relative merits and demerits of marking and grading; Semester system; Continuous and comprehensive evaluation; Question banks; Use of computer in evaluation.

**Suggested Readings:**

1. Ahuja, Premila (2508) : Group Test of Inteligence. Agra: National Psychological Corporation.
2. Anastasi, Anne (1976) : Psychological Testing (4th edition). New York: Macmillan Publishing Company.
3. Bloom, B. S. & Others. (1971) : Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Co.
4. Brown, F.G. (1976) : Principles of Educational and Psychological testing. New York: Holt Rinehart and Winston.
5. Ebel, R.L. &. Frisbei, D. A. (1986) : Essentials of Education Measurement. New Delhi: Prentice-Hall India Pvt. Ltd.
6. Edwards, A.L. (1975) : Techniques of Attitude Scale Construction. Bombay: Feiffer & Simens Pvt. Ltd.
7. Freeman F. S. (1976) : Theory and Practice of Psychological testing (3rd edition). New Delhi: Oxford & IBH Publication Com.
8. Cronbach, Lee. J. (1970) : Essentials of Psychological Testing (3rd edition), New York: Harper & Row Publication
9. Harper (Jr.), A.E. & Harper, E.S. (1990) : Preparing Objective Examination: A Handbook for Teachers students and Examiners. New Delhi: Prentice-Hall India Pvt. Ltd.

10. Sax. G. (1974) : Principles of Educational Measurement and Evaluation. California: Woodworth Publishing.
11. Sodhi, T.S. (2508) : Sodhi's Attitude Scale. Agra: National Psychological Corporation.
12. Singh, A. K. & SenGupta, A. (2508) : General Classroom Achievement Test. Agra: National Psychological Corporation.
13. Singh (1990) : Criterion referenced Measurement (selected readings). New Delhi: NCERT.
14. Stanley, J.C. and Hopkins, K.D. (1978) : Educational and Psychological Measurement and Evaluation. New Delhi: Prentice-Hall India Pvt. Ltd.
15. Thorndike R. L. &. Hagen. E. P. (1977) : Measurement and Evaluation in Psychology and Education (4th edition). New York: John Wiley & Sons.
16. Tuchman B. W. (1975) : Measuring Educational Outcome: Fundamental of Testing. New York: Harcourt Brace Jovanovich.
17. Wireman, W. and Jurs, S. G. (1985) : Educational Measurement and Testing. Boston: Allyn & Bacon, Inc.
18. Brian Simon (1953) : Intelligence Testing and the Comprehensive School. Lawrence & Wishart, London

## SEMESTER-III

**MAEDNE - 301:**        **Elective-I**        **Full marks-75**

### 1. Human Rights and Value Education

***Objectives:*** *To enable students to understand:*

- ❖ *the values and human rights in the context of Indian culture.*
- ❖ *the concept of values, and values education and to differentiate it for peace, moral, and religious education.*
- ❖ *the most relative parameter in dynamic society values need be incorporate in teaching of all subjects.*
- ❖ *with the moral learning in and outside the classroom.*
- ❖ *to develop understanding and capacity to act rightly on values through various intervention strategies.*
- ❖ *the students with the concepts of human rights and child rights and their education.*

**Unit – I: The Socio-Cultural Context:** Indian culture, values and human rights; Need and Importance of education for values and human rights in the contemporary Indian socio-cultural scenario.

**Unit – II: Nature and Concept of Values in Education:** Historical perspectives of values education; Values education, peace education, moral education, and religious education; Concept and types of values; Learning experiences in values; Imitation, indoctrination, inculcation, and internalization of values; Characteristics of value-based educated persons.

**Unit – III: Learning, Education and Moral Values:** Moral learning outside the school: Child rearing practices and moral Learning, moral learning via imitation, nature of society and moral learning, media and moral learning; Moral Learning inside the school:  Form and content  of moral education, moral education and the curriculum.

**Unit – IV: Intervention Strategies for Values Education:** Rationale Building Model; The consideration model; Values clarification Model; Social Action Model; Self-confrontation model; Just Community intervention model.

**Unit – V: Concept and Provisions of Human Rights:** Concept and types of human rights; Provisions of human rights in the Preamble, Fundamental Rights, and Duties  of the Indian Constitution; Concept and types of Child Rights.

**Unit – VI: Human Rights and Education:** Roles and functions of National Human Rights Commission; Roles and functions of National Commission For Protection of Child Rights; Participation of States and NGOs in human rights and child rights network; Education for human rights and child rights.

**Suggested Readings:**

1. Chilana and Dewan M.I. (1989) : The Human Values: A Task For All. New Delhi: Concept Publishing Company.
2. Dhokalia R. P. (2501) : Eternal Human Values and World Religions. New Delhi: NCERT.
3. Gandhi M.K. (1927) : An Autobiography. Ahmedabad: Navajivar publishing House.
4. Gupta N. L. (2500) : Human Values in Education. New Delhi: Concept Publishing Company.
5. Harsh, R.H., Miller, J.P., and Fielding, G.D. (1975) : *Models of Moral Education: An Appraisal*. New York: Longmen Inc
6. Jed. P. K. (2502) : Educating Human Rights. Agra: Bhargava Book House.
7. Jois, Rama M. (1997) : Human Rights and Indian Values. New Delhi: NCTE.
8. Paul A, Schutz & Reinhard Pekrun (2511) : Emotion in Education. Academic Press.
9. Cheng, R. H. M., Lee, J. C. K. & Lo, L. N. K. (2506) : Values education for citizens in the new century: meaning, desirability and practice. In R. H. M. Cheng, J. C. K. Lee & L. N. K. Lo (Eds.), Values education for citizens in the new century (pp.1-35). Sha Tin: The Chinese University Press.
10. Bergmark, U., & Alerby, E. (2508) : Developing an ethical school through appreciating practice? Students' lived experience of ethical situations in school. Ethics and Education, 3, 41-55.
11. Kar N. N. (1999) : Value Education: A philosophical study. Ambala Kantt: The Associated publisher.
12. Karlekar, Malavika (1964) : Education in India. In Douglas Ray et al. (eds.), Education for human Rights: *An I*nternational Perspective; Paris: UNESCO International Bureau of Education.
13. Mahanty. S. B. (1999) : Education for Human rights; University News; Vol-37, No. 49, pp. 14 – 19.
14. Paiget J. (1932) : The Moral Judgment of the Child. Chicago: The Free Press.
15. Radhakrishna, S. (1979) : An Idealist View of Life. Bombay: Blackie & Son Ltd.
16. Raths, L. E.; Harmin, M. and Simon S. B. (1978) : Values and Teachings. London: Charles & Merril.
17. Rokeach M. (1973) : The Nature of Human Values. New York: The Free press.
18. Saraswati , S. A. (2501) : Cultivating Virtues and Cultivating Minds. Ahmedabad: Ahmedabad Management Association.

19. Saroja. N. (1994) : Gender issues in Education. Progressive Education Herald, 8 (4), 26 – 28.

20. Seshadri, C.;  Khader, M. A. and Adhya, G. L. (1992) : Education in Values: A Source book. New Delhi: NCERT.

21. UNESCO (1996) : Learning the Treasure Within. Paris: UNESCO publishing.

**Elective-I**

**2.       Environmental Education                                     Full Marks- 75**

*Objectives: The students will be able to:*

❖ *enable the students understand the concept of environmental education, the man and environment relationship, and develop an eco-friendly attitude towards environment.*

❖ *develop in students an understanding of the Issues and concerns of environment and enable them to solve those through various approaches.*

❖ *help student know the policies and laws relating to various aspects of environment and lead as law abiding citizens.*

❖ *enable the students to develop skills for integrating environmental education curriculum into curriculum at various levels of education.*

❖ *orient the students into the development and research trends in environmental education.*

**Unit -1: Basics of Environmental Education:** Concept, nature, scope, and objectives of and guiding principles for environmental education; Man – environment relationship; Ecological and psychological perspectives.

**Unit – II: Environment Issues & Concerns:** Pollution, global warming, climate change, and energy crisis;
Population explosion, industrialization, urbanization, marketization,  globalization, and privatization and their impact on environment.

**Unit – III: Environment Policies and Laws**:  Environment policies and laws with reference to land, forest, water, air, and wild life at national and international levels.

**Unit – IV: Environmental Education Curriculum:** Curriculum of environmental education in elementary, secondary, and higher education levels; Environmental education as a special subject for student teachers at elementary, and secondary level.

**Unit – V:  Approaches and Methods of Environmental Education:** Biological, technological, sociological, and Integrated approaches to deal with  environment issues and problems; Discussion, dialogue, seminar, workshop, exhibition, problem solving, field surveys, and project methods of imparting environmental education.

**Unit – VI: Trends and Research in Environmental Education:** History and development of environmental education; Recent trends in environmental education; Local and global conflicts with regard to environment; Researches in environmental education.

**Suggested Readings:**

1. Carson, R. (1962) :  Silent Spring Greenwich: A Fawcett Great Book. Fawcett Publication.
2. Carson, Sean (1978) : Environmental Education Promises and Practices. London: Edward Arnold Ltd.
3. Desh Bandhu and Chauhan, Eklavya (Ed) (1977) : Environment Education Congresses India Workshop on Environment Education Held any the Indian National Science Academy, In India Environment to Day and Tomorrow.
4. Desh Bandhu & RamNath N. L. (Eds.) (1987) : Environment Education: Education for Environmental Planning and Conservation. Dehradun: Natraj Publisher.
5. Gandhi, M. K. (1988) : Key to Health. Ahmadabad: Navjivan Publishing House.
6. Khashoo. T. W. (1984) : Environment Concerns and Strategies, New Delhi: Indian Environment Society.
7. Nasir, Sayyed Hussein, (1968) : The Encounters of Man and Nature: The spiritual crisis of Modern man. London: George Allen and Unwin Ltd.
8. NIEPA (1990) : Environmental Education Hand Book for Educational Planning and administration. New Delhi
9. Odum, Eugene, P. (1971) : Fundamentals of Ecology. Philadelphia: W. B. Saunders Company.
10. Sapru, R. K. (Ed.) (1987) : Environment Management in India. New Delhi: Ashis Publishing House.
11. Saxena, A. B. &. Others : Environment Studies Teaching through Environment. Bhopal, REC, NCERT.
12. Sharma, Gautam, (Ed.) (1989) : Environment, man and Nature. New Delhi: Reliance Publishing House.
13. Sharma R. C. (1981) : Environment Education. New Delhi; Metropolitan Book Co. Pvt. Ltd.

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**Elective-I**

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**3.  Economics of Education**                                    **Full Marks- 75**

*Objectives: The students will be able:*

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

**Unit-I: Education and Economics:** Concept and scope of economics of education; Concepts of education as consumption, and education as investment; Relationship between education and economics; Recent trends in economics of education.

**Unit-II: Education and Economic Development:** Concept of economic growth and economic development; Education as a prerequisite to economic development; Significance and contributions of types of education, and levels of education to economic development in India.

**Unit-III: Education and Human Capital:** concept of human capital, human capital and physical capital, and Schultz's Human capital Theory of Education; Process of human capital formation; Manpower approach to forecast requirement of human recourse.

**Unit-IV: Education and Manpower Planning:** Concepts of Human Resource Development (HRDI), and HRD Index; Need and techniques (Employer's opinion, Manpower output ratio, and International comparison method) of manpower approach to forecast requirements of human resource across types and levels of education in developed and developing countries.

**Unit – V: Cost-Benefits Analysis of Education:** Taxonomy of cost of education: social & private, opportunity cost, unit cost (average and marginal cost); Taxonomy of benefits of education: direct benefits (social and private); indirect benefits (spill-over and externalities); Correlation, residual, and rate of return approaches to measure cost-benefits of education; Criteria for financing education; Input-Process-Output model of Educational Production system in the context of cost effectiveness of analysis in education.

**Unit-VI: Financing Education:** Role of the Centre, States, and Institutions financing education; Sharing and distribution of financial responsibility in education; Mobilization and effective utilization of resources for education; Criteria for allocation of funds to education; Private and self financing educational Institutions.

**Suggested Readings:**

1. Ansari, M. A. (1987) : Education and Economic Development. New Delhi, AIU Publication.
2. Blaug Mark. (1987) : Economics of Education & the Education of an Economist. New York: University Press.
3. Blaug Mark. (1975) : An Introduction to Economics of Education. England: Penguin Books Ltd.
4. Garg, V. P. (1985) : The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.
5. Harbison & Myers .(1968) : Education, Manpower and Economics growth. New Delhi: Oxford & IBH.
6. Kneller, G. F. (1968) : Education & Economic Growth. New York: John Wiley.
7. Nagpal, C. S.& Mittal, A. C. (eds.) (1993) : Economics of Education. New Delhi: Anmol publications.
8. Pandit, H. N. (1969) : Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT

9. Prakash, Sri. & Choudhury, S. (1994) : Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
10. Pscharo Pulos. G. & Woodhall, M. (1985) : Education for Development: An Analysis Investment Choices. London: World Bank Publisher.
11. Schultz. T. W. (1963) : The Economic Value of Education. Columbia: Columbia University Press.
12. Sethi, Vinita (1997) : Educational Development and Resource Mobilization. New Delhi: Kanishka Publication.
13. Sodhi. T. S. (1978) : Education and Economics Development. Ludhiana: Mukand Publications.
14. Tilak. J.B.G. (1987) : Economics of Inequality in Education. New Delhi: Sage Publications.
15. Vaizey John. (1962) : Economics of Education. London: Faber & Faber.

**MAEDNC - 302: Comparative Education**          **Full marks-75**

*Objectives:* *To enable the students to:*

- ❖ *help the students to understand Comparative Education as an emerging discipline of Education.*
- ❖ *acquaint the students with factors and approaches/methods of study in Comparative Education.*
- ❖ *acquaint the students with modern trends in world education.*
- ❖ *orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends.*

**Unit-I: Introduction:** Meaning, scope, and objectives of Comparative Education.

**Unit-II: Factors:** Geographical, economic, linguistic, scientific, statistical and descriptive, analytical and synthetic factors of Comparative education.

**Unit-III: Approaches:** Philosophical, historical, sociological, psychological, cultural, spiritual and religious approaches of study in Comparative education.

**Unit-IV: Trends:** Modern trends in National and Global education.

**Unit-V: Structure and Reforms:** Basic structure of the formal education system of UK, USA, and India; Major education reforms in UK and India.

**Unit-VI: Comparative Study:** Primary Education in UK and India with reference to educational objectives, curriculum and types of schools;

**Unit-VII: Comparative Study:** Secondary Education in UK, USA, and India with reference to educational objectives, curriculum and types of schools; Principles of curriculum Development; Factors affecting Curriculum Development: Philosophical, Physiological; Sociological & Discipline oriented considerations

**Suggested Readings:**

1. Bereday, G.Z.F. (1967) : Comparative Methods in Education. New York: Oxford University Press.
2. Chaube, Sarayu Prasad (2500) : Comparative Education: a study of some contemporary national system(s) of U.S.A., U.S.S.R., Great Britain, Japan and Turkey. Agra : Ram Prasad,
3. Dutta, B.S.V. (2504) : Comparative Education: A Comparative Study of Educational Systems. Guwahati: DVS Publishers & Distributors.
4. Halls, W.D. (1990) : Comparative Education: Contemporary Issues and trends. Paris: UNESCO.
5. Issac, L. Kandel (1970) : Comparative Education
6. John, Philip H. (1971) : Comparative Education, Purpose and Methods. Australia: University of Greenland Press.
7. Kaushik, V.K. (2506) : Comparative Education, New Delhi: Anmol Publication.
8. Nicholas A. Hans (1958) : Comparative Education: A study of educational factors and traditions. London: Routledge & Kegan Paul.
9. Pandey, R.S. (2505) : Indian Educational System. Adhyayan Publisher.
10. Pawar, N.G. (2504) : Development of Education System in India. Guwahati: Eastern Book House.
11. Rao, V.K. (2504) : Comparative Education. The Methods of Analysis and Enquiry. Guwahati: DVS, Publishers and Distributors
12. Rao, V.K. & Reddy, R.S. (1997) : Comparative Education. New Delhi: Commonwealth Publishers.
13. Robert, F., Arnove, Carlos, A. &Torres (2507) : Comparative Education: The dialectic of the global and the local.
14. Sharma, Y.K. (2508) : Comparative Education. New Delhi: Kanishka Publishers.
15. Sodhi , T.S. () : A Text Book of Comparative Education. New Delhi: Vikas Publishing House Pvt Ltd.

**MAEDNC - 303: Educational  Technology**                                      **Full marks-75**

*Objectives:* *After completing the course the students will be able to:*

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

❖ *outline different emerging trends in Educational Technology and their use.*
❖ *develop evaluation tools in different ways.*
❖ *develop the ability for critical appraisal of the audio-visual medi.,*
❖ *develop basic skills in the production of different types of instructional material.*
❖ *know the recent innovations and future perspectives of Education Technology.*

### Unit-I: Nature and Scope
a) Educational technology-concept, product Vs process;
b) Forms of educational technology: teaching technology, instructional technology and behaviour technology;
c) Approaches of educational technology: Hardware and Software;

### Unit-II: Systems Approach to Education and Communication
a) Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
b) Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.

**Unit-III: Programmed Instruction:** Origin and Types (Linear and Branching); Development of programmed instruction material; Importance and limitation.

**Unit-IV: Media in Educational Technology:** Projected and Non-projected Media; Multimedia.

**Unit-V: Development of Evaluative Tools:** Norm-referenced and criterion-referenced; Formative and summative

**Unit-VI: Application of ET:** Formal, Non-formal and Informal education; Open and Distance Learning Systems

**Unit-VII: Future Priorities in ET:** Computers in Educational Instructions; EDUSAT

**Suggested Books:**
1) Aggarwal J.C. (2501). Essentials of Educational Technology: Teaching Learning Innovations in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2) Bhat, B.D. and Sharma, S.R. (1992) : Educational Technology concept and Technique. Delhi: Kanishka Pub. House.
3) Chand, Tara (1990) : Educational Technology. New Delhi : Anmol Pub.
4) Das, R.C. (1993) : Educational Technology: a basic text. New Delhi: Sterling Pub. Private Ltd.,
5) Evaut, M. ( )The International Encyclopaedia of Educational Technology.
6) Graeme, K. (1969) : Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.

7) Haas, K.B. and Packer, H.Q. (1990) : Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.

8) Kumar, N. and Chandiram, J. (1967) : Educational Television in India, New Delhi : Arya Book Depot.

9) Kumar, K.L. (2508) : Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

10) Jagannath Mohanty (1992) : Educational Technology. New Delhi: Deep & Deep Pub.

11) Malla Reddy, M. & Ravishankar, S. (1984) : Curriculum Development and Educational Technology. New Delhi: Sterling Pub. Private ltd.

12) Kumar, K. L. - Educational Technology

13) Mukopadhyay, M. (Ed.) (1990) : Educational Technology: challenging issues. New Delhi: Sterling Pub. Privae Ltd.,

14) N. C. Ghosh (2513) : Computer and Mathematics Teaching. Indian Science Cruiser, Vol.27, No. 1, January 2514.

15) N.C. Ghosh (2511) : A New Look to Mathematics Education. Journal of Centre for Pedagogical Studies in Mathematics, Vol. 31.

16) Pangotra, Nanendranath (1975) : Fundamental of Educational Technology, Chandigarh: International Pub.

17) Yk Singh, Tk Sharma, Brijesh Upadhya (2514) : Educational Technology Management & Planning, Aph Publishing Corporation, New Delhi

18) Venkataiah, N. (1996) : *Educational technology*, New Delhi: APH Publishing Corporation.

**MAEDNC - 304:**         **Inclusive Education**         **Full Mark-75**

*Objectives:* *To make the student:*

- ❖ *be acquainted with the meaning Need, Importance and Objectives and scope of Inclusive Education with special reference to India;*
- ❖ *understand the various suggestions offered by different recent commissions and committees on education of children with special needs for realizing the goal of education for all;*
- ❖ *grasp about educational intervention and related terms used in the context of education of children with special needs;*
- ❖ *develop competencies in educational intervention programmes for meeting the needs of various categories of exceptional learners.*

The objectives are

- ❖ *can explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities.*
- ❖ *analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice.*
- ❖ *be acquired basic knowledge on Teaching Learning Strategies, Vocational Training, Curriculum Adjustment for Disabled.*
- ❖ *understand the policy perspectives, Schemes and role of the National Institutes and Other agencies for rehabilitation of Disabled.*
- ❖ *realize the causes of educational backwardness of socially disadvantaged sections.*

❖ *understand the various National Policies and National Commissions related to disadvantaged sections.*
❖ *know about several Efforts, Schemes and Programmes for Empowerment of disadvantaged sections.*

## Unit-I: Introduction to Inclusive Education:
a) Definition, concept and importance of inclusive education.
b) Difference between special education, integrated education and inclusive education.
c) Advantages of inclusive education for education for all children.

## Unit- II: Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity

### • International Initiatives
a) The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
b) The World Declaration on Education for all and its Framework for Action to meet Basic -Learning needs, 1990(Article 3 Clause 5).

### • National Initiatives
a) The Indian Education Commission (1964-66).
b) Integrated Education for Disabled Children (IEDC, 1974).
c) District Primary Education Programme (DPEP).
d) The Persons with Disabilities Act (PWD Act, 1995).
e) Sarva Shiksha Abhiyan.
f) Initiatives for the gifted and talented children.

### • Current Laws and Policy Perspectives supporting IE for children with diverse needs
a) The Mental Health Act 1987.
b) The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
c) The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

## Unit- III: Preparation for Inclusive Education
a) Concept and meaning of diverse needs.
b) Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
c) Brief account of existing special, integrated and inclusive education services in India.
d) Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
e) Creating and sustaining inclusive practices.
f) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

**Unit- IV: Children with Diverse Needs**

a) Definition and characteristics of children with sensory( hearing, visual and physically challenged)intellectual ( gifted, talented and children mentally challenged children), developmental disabilities( autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

b) Importance of early detection, Functional assessment for development of compensatory skills.

c) Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

**Unit- V: Utilization of Resources**

a) Concept and importance of human and material resources.

b) Identification of concepts prevailing in the society for developing teaching methodology.

c) Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.

d) Identifying the required resources for children with varied special needs

**Unit-VI: Education of Children with** (a) Speech and Language Disorders and (b) Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**Unit-VII: Education of Children with** (a) ADHD and (b) Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**Suggested Books:**

1) Ainscow, M., Booth. T (2503) : The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.

2) Ahuja. A, Jangira, N.K. (2502) : Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.

3) Ghosh, N.C. (1999) : Identification of Prevailing Mathematical Concepts in the Indegeneous Society for Developing Mathematics Teaching Methodology. N.C.E.R.T. Project report on Mathematics Education.

4) Bantwal, A., Nandukar, A. & R. Jalvi. (2506) Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi : Kanishka Publishers, Distributors.

5) Biswas, P.C. (2504) : Education of Children with Visual Impairment in Inclusive School. New Delhi : Abhijeet Publications.

6) Gulliford, R. & G. Upton (ed.) (1992) : Special Educational Needs. London : Rutledge.

7) Haring, N.G. & R.L. Schiefelbusch (des). (1967) : Teaching Special Children. New York : MCGraw-Hills Book Co.

8) Jalvi, P., Nandukar, A. & A. Bantwal. (2506) Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi : Kanishka publishers, Distributors.

9) Jangira N.K. and Mani, M.N.G. (1990) : Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

10) Jha. M.(2502) : Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

11) Kirk, Samuel (1963) : Educating Exceptional Children. New Delhi : Oxford & IBH Publishing Co.

12) Maitra, Krishna (2506) : Giftedness in Action : Theory and Practice. Kaniska Publication

13) Mani, M.N.G. (1994) : Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.

14) Sharma, PremLata. (1988) : A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi : NCERT.

15) Sharma P.L (2503) : Planning Inclusive Education in Small Schools, R .I E. Mysore

# Semester-IV

**MAEDNC - 401: Teacher Education**                **Full Marks – 75**

*Objectives:* *To enable the students:*
- ❖ *to understand the meaning; scope, objectives of teacher education and its development in India.*
- ❖ *with different agencies of teacher education India and their roles and functions.*
- ❖ *with the various aspects of student-teaching programme, prevailing in the country.*
- ❖ *an understanding about the important research findings in teacher-education.*
- ❖ *with the various aspects of student-teaching programme, prevailing in the country.*
- ❖ an understanding about the important research findings in teacher-education

**Unit-I: Evaluation and development of teacher education**; Need and importance of teacher education; Teacher education in a changing society; Recommendations of various commissions on teacher education in post independence era; Aims and objectives of teacher education at: Elementary level Secondary level, College level.

**Unit-II: Recommendations of various commissions** on teacher education in post independence era and Aims and objectives of teacher education at : elementary level secondary level, College level.

**Unit-III: Student teaching programmes:**
**Teaching objectives:** Taxonomy
**Teacher education and practicing school:** Teacher education & community
**Techniques of teacher training:** core teaching skills, micro-teaching, interaction analysis,
**Evaluation of student teaching**

**Unit-IV: Models of Teaching:** Main characteristics; Fundamental elements of a teaching model; - Types of modern teaching model; Advance organizer, concept attainment & Glasers Basic Teaching model; Smart class concepts.

**Unit-V: Teaching as a profession:** Professional organizations of various levels of teachers and their role: Performance appraisal of teachers; Faculty improvement programme for teacher education

**Unit-VI: Types of teacher education programmes and agencies:** In-service teacher education - Pre-service teacher education; Distance education and teacher education - Orientation and Refresher courses.

**Unit-VII:** a) **Area of Research:** Teaching effectiveness; Modification of teacher behaviour - School effectiveness; Cognitive style & Learning style; Implementation of curricula of teacher education
b) **Action research:** significance of action research in teacher education, the roles of teacher in the action research.

**Suggested Readings:**

1) Aggarwal, J. C.(2509) : Teacher and Education in a Developing Society. New Delhi:Vikas Publishing house Pvt. Ltd,
2) Anand C. L. (1988) : Aspects of Teacher Education. New Delhi: Chand and Co.
3) Kauchak, D.P. & Paul, D. Eggen (1998) : Learning and Teaching. Allen & Bacon. Sydney.
4) Jangira, N.K. & Ajit Singh (1992) : Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
5) Kundu, C.L (1988) : Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi
6) MHRD (1986) : Towards a Human and Enlightened Society – Review of NPE, New Delhi.
7) MHRD (1966) : Report of the Education Commission, New Delhi.
8) NCERT (1987) : In-service Teacher Education Package for Primary School Teachers, New Delhi
9) NCERT (1991) : Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
10) NCERT (2505) : National Curriculum Framework, New Delhi.

11) NCTE (1996) : NCTE Curriculum framework for Quality Teacher Education. NCTE: New Delhi.
12) NCTE, (2504) : Teacher Education Curriculum, New Delhi.
13) Sexena N. R.(2503) : Teacher Edcuation. Meerut:R. Lall Book Depot.
14) Sharma S. P. (2503) : Teacher Education: Principle Theories and Practices, Aspects of Teacher Education.New Delhi: Kanishka Publishers Distributors.
15) Singh, L. C. (1990) : Teacher Education in India: A Resource Book. New Delhi: NCERT
16) Wragg, E.C. (1984) : Classroom Teaching Skills, Croom Helm, London.

**MAEDNE - 402:**                    **Elective – II**                    **Full Marks – 75**

## 1. Yoga and Health Education

*Objectives:* *To enable the students to:*

❖ *To understand the meaning, definition and various types of Yoga. Different Asanas, Pranayams and their effect to promote a sound physical and mental health.*

❖ *To help the students to be acquainted with importance of Health Education in Educational institution, society and to develop knowledge regarding communicable disease and first aid.*

❖ *To help the students to know the stress of modern civilization are a strain on the nerves for which Pranayam is the best antidote.*

❖ *To help the students to know the therapeutic value of Yogasans, Pranayam, Dhana, Dharana, Samadhi and the root of Yogasans to promote a sound physical, mental health.*

**Unit – I: Yoga:** its meaning, definition and or such practices in different civilizations; various types of Yoga including eight limbs of Yoga.

**Unit – II: Physiological effects of Yoga:** Exercise and physical exercise; postural defects including remedial exercise and also including Yogasanas.

**Unit – III: Pranayam (controlling the breath):** its definition, sectional breathing, stages, types, practice rules and therapeutic value.

**Unit – IV: Yogasans:** its definition, classification, therapeutic value and their effect to promote a sound physical and mental health.

**Unit – V: Health Education:** its meaning, scope, aims and objectives; Factors of healthful environment of an institution; Communicable disease – transmission disease; prevention and contrast. First aid knowledge – measures to be taken of Wounds, Burns, Bites, Electric injuries, Drowning, artificial respiration and external massage of the heart.

**Unit – VI: Mental and Emotional Health:** factors of which mental and emotional health depends; Measures to be adopted to secure the mental health of the pupil.

**Practical/ Assignment (to be assessed internally)** - A suggested list:
1. Conducting Practical/Short written test.
2. Writing Practical note book on Yogasanas and First Aid.

**Suggested Readings:**

1. Bajpai, R. S. (2502) : The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributiors.
2. Michelle Goldberg (2515) : The Godess Pose. Knopf. ISBN 9775307593511
3. Bhattacharya, R. S. (1985) : An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.
4. Criswell, E. (1989) : How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press.
5. Datta, A. K. (1981) : Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.
6. Desikachan, T. K. V. (1995) : The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.
7. Desai M, (1975) : Nature Cure. New Delhi: S. Chand and Co. Ltd.
8. Dynamics of Yoga (1989) : Monghur : Bihar School of Yoga.
9. Feurstein G. (2502) : The Yoga Tradition. New Delhi: Bhavana Books and prints.
10. Health and Physical Education, Roy S.C.
11. Kapur C. L. (1982) : Yoga and Education. Simla Hills: SCERT Himachal Pradesh.
12. Sachitra Yoga-Vayam, Das Nilmoni ( ) : Ironman Publishing House, kol.-9.
13. Krishna G. (1991) : Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.
14. The Science of Yoga (1988) : Monghur: Bihar School of Yoga.
15. Bhatt, B D; Sharma, S R; (1993) : Teaching of Physical and Health Education, Kanishka Publishing Delhi.
16. Yoga Asanas in theory and practice (1975) : Monghur: Bihar School of Yoga.
17. Yoga for health and peace (2501): Mumbai: Yoga Vidyaniketan.

<div align="center">Elective – II</div>

## 2. Capacity Building On Computer Education      Full Marks- 75

*Objectives:* The paper will enable the student:

- ❖ to understand the computer concepts.
- ❖ to understand the basic functionalities of the computer, its advantages and disadvantages, parts of computer and various storage devices.
- ❖ to understand the working principle of computer.
- ❖ to understand and use windows xp
- ❖ to paint brush, to draw and edit pictures.
- ❖ to learn microsoft power point and create presentations.
- ❖ to understand the need of microsoft word and use to create documents.
- ❖ to explore internet and browse websites and create e-mail ids.
- ❖ to learn the usage of spread sheets using microsoft excel and create statements using formulas and functions.
- ❖ to create 2d and 3d charts using microsoft excel.
- ❖ to introduce multimedia and to help students prepare multimedia presentations.
- ❖ to develop an ability to use multimedia presentations for classroom teaching.

**Unit - I: Computer Concepts.**
1.1      What is a computer? Benefits and Limitations of Computers
1.2      What makes up a PC? Input Devices, Output devices, Input / Output devices (LAN Card) processing devices (Sound Card, Microprocessor)
1.3      Using Paint, What is paint, Starting Paint, Components of the paint Interface? Drawing, Editing of pictures.

**Unit –II: Creating a simple presentation with PowerPoint**
2.1      Basic Power Point Starting PowerPoint Interface
2.2      Components of a Presentation
2.3      Creating a presentation
2.4      Applying Design Templates
2.5      Changing the Background of the Slides
2.6      Changing the Colour Scheme
2.7      Creating Slides with other layouts, the 2-column Text Slide, the text and Clip Art Slide.
2.8      Viewing a Presentation
2.9      Running and Closing a Presentation
2.10      Text and List Appearance
2.11      Manipulating Slides
2.12      Working with Objects
2.13      Printing Slides, Notes and Handouts.

**Unit - III Introduction to Microsoft Windows XP**
3.1      Software and Data
3.2      The Windows Desktop

3.3       Working with windows

3.4       Using the Start Menu

3.5       Using Applications in Windows

3.6       Working with Disks, Drives and Folders, Selecting files and folders copying and moving files and folders.

**Unit-IV: An overview of Networking & Introduction to the Internet**

    a)  **An overview of Networking:**

4a.1       What is a Network?

4a.2       Types of a Network, Local area network, Metropolitan Area Network, Wide Area Network.

    b)  **Introduction to the Internet:**

4b.1       What is the Internet? Social History of the Internet in India Advantage of the Internet

4b.2       Connecting to the Internet

4b.3       Web Addresses of URLs, Introduction to Internet Explore browsing the internet.

4b.4       Exploring the Web with Internet Explorer

4b.5       Searching the Web

4b.6       Communication with E-Mail, understanding E-Mail

4b.6.1     Characteristics of Internet E-Mail Address

4b.6.2     Characteristics of Internet E-Mail Messages

4b.6.3     Using Hotmail for Internet E-mail.

**Unit-V: Creating a Simple Document in Microsoft Word**

5.1       What is a Word Processor?

5.2       Starting Word

5.2.1     The word Interface Creating a New Document

5.3       Working in word

5.4       Working with a Document

5.5       Editing Text

5.5.1     Moving Text, Undoing and Redoing Actions Copying Text

5.5.2     Formatting Text

5.5.2.1       Changing the Font

5.5.2.2       Changing the Size, Style and colour

5.5.2.3       Changing Case

5.5.2.4       Changing Bulleted and Numbered lists

5.6       Formatting Paragraphs

5.6.1     Aligning Paragraphs, Applying paragraph Styles

5.7       Finalizing a Document

5.7.1     Inserting the Date and Time

5.7.2     Inserting and Deleting /comments

5.7.3     Inserting Clip Art

5.7.4     Adding Headers and Footers

5.8       Creating a Table

5.8.1    What is a Table?
5.8.2    Creating a New Table
5.8.3    Entering Text in a Table
5.8.4    Adding Rows to a Table, inserting Rows and Columns.

**Unit – VI: Creating a Simple Worksheet with Microsoft Excel & Multimedia**

a) **Creating a Simple Worksheet with Microsoft Excel:**

6a.1      What is Excel?
6a.1.1   What is a Spreadsheet?
6a.1.2   Spreadsheet Terms
6a.2      Starting Excel
6a.2.1   The Excel Interface
6a.2.2   Creating a New Workbook
6a.2.3   Entering Data
6a.3      Working in Excel
6a.3.1   Navigating Worksheet
6a.3.2   Selecting Cells
6a.3.3   Inserting Rows and Columns
6a.3.4   Creating a Series
6a.4      Working with a worksheet
6a.4.1   Changing the page setup
6a.4.2   Adding Headers and Footers
6a.4.3   Repeating Row or Column Labels across Pages
6a.5      Editing Worksheets
6a.5.1   Copying and Moving Labels and Values
6a.6      Working with Data in Microsoft Excel
6a.6.1   Entering a Formula
6a.6.2   Using Cell References in a formula
6a.6.3   Editing a Formula, Copying a Formula, Moving a Formula
6a.7      Functions
6a.7.1   Entering a Function
6a.7.2   Significance of Cell Range in a function
6a.7.3   Editing a Function
6a.8      Manipulating Data
6a.8.1   Sorting Data, Filtering Data, Creating Subtotals
6a.9      Creating Simple Charts
6a.9.1   The Chart Wizard

b) **Creating a Simple Worksheet with Multimedia:**

6b.1      What is Multimedia?
6b.1.1   Benefits of Multimedia
6b.1.2   Playing and Organizing Multimedia with Microsoft Windows Media Player.

**Practicum / Assignments**

(i)       Create a folder structure to store all your school related files under drive D using Windows Explorer. [Ref : Microsoft Project Shiksha Courseware chapter 6 Self Practice 6.1.1. page No 110].

(ii)      Draw the different stage involved in the development of an embryo. [ Ref **:** Microsoft Project Shiksha Courseware Chapter 8 Self Practice 8.2.1 Page No: 181].

(iii)     Draw the diagram of our National Flag and National Flower using MS Paint.

(iv)     Create a presentation on "Computers" using MS Power Point and save the presentation as Computers. [Ref **:** Microsoft Project Shiksha Courseware Chapter12 Self Practice 12.1.1 Page no: 263].

(v)      Prepare a presentation about your recent school visit made by you.  Include photos and documents in the presentation.

(vi)     Create a notice to be given to all the students about the forthcoming annual celebration to be held at the school using MS Word.

(vii)    Prepare a letter inviting the parents for PTA meeting to be held at your school using MS Word.

(viii)   Prepare a Lesson Plan for one of the subject you teach using tables.

(ix)     Create a document and type the following :

$$(a + b)^2 = a^2 + b^2 + 2ab$$
$$Zn + 2NaOH \text{ à } Na_2 ZnO_2 + H_2$$
$$^{238}U_{92} \text{ à } ^{234}Th_{90} + {}^4He_2$$

(x)      Prepare Time table for your class using MS Word.  Save the file as Time table.

(xi)     Prepare the Marks list for the students of your class, calculate the total and award grades for each student using MS Excel.

(xii)    Create a workbook to record the timetable of your class.  Add the label TIME TABLE FOR CLASS. Use a series to enter the days of the week and the period numbers. Save the workbook as Time table in your folder.

(xiii)   Start Internet Explorer and open the website http://www.indianchild .com and then click the Flag of India and view it, go back and then click on optical illusions and follow the links in the page and record your observations. [Ref **:** Microsoft Project Shiksha Courseware Chapter25. Page No 644].

(xiv)    Open Internet Explorer and view the website http://www.aponline.gov.in and note down the contact details Ministers / Department Heads of School education of Andhra Pradesh.

(xv)     Start Sound Recorder, record your voice using microphone, save the recorded sound as a .wav file and then play the file using the sound recorder. Record the steps involved in the above exercise. [Ref **:** Microsoft Project Shiksha Courseware Chapter7 Page No 150]

**Books**

1.      P.K. Sinha (2515) : Computer Fundamentals. BPB Publications
2.      A. Savelyev, V. Venda (1989) : Higher Education and Computersation. Prgress Publishers. Moscow
3.      Microsoft Project Shiksha Courseware

### Elective – II

### 3.  Education for Empowerment of Women

**Full Marks- 75**

*Objectives:*

- ❖ *To know the expected roles (political, social and economic) of Indian women.*
- ❖ *To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directs.*

- ❖ *To be aware of the concept of women as change agents for the transformation of third world countries.*

- ❖ *To be aware of the importance of girls education in this modern technological era.*

**Unit-I: Empowerment and Rights of Women:** Concept of women's empowerment; Women's empowerment in today's world; Women rights; Major women's movements.

**Unit-II: Problems of Women in India:** High rate of population growth; Literacy percentage of women; inadequate nutrition and technology; Prejudices against women.

**Unit-III: Education for Women's Empowerment:** Approaches to women's education; Education for achieving quality of life; Equality of opportunities and equity.

**Unit-IV: Role of Women in Development:** Women in developing countries with special reference to India; Women in National development; Women in decision making.

**Unit-V: Girl's Education:** Needs of girl education: poverty, prejudice and population explosion; Minimum level of learning in scientific literacy and computer literacy.

**Unit-VI: Policy and Research:** Goal and objectives of National Policy for the Empowerment of women 2501; Need of educational research in the areas such as access to and retention in education, apathy at home, child labor, early child marriage, continuance of out-dated laws, positive attitude towards girl's education.

**Suggested Readings:**

1. Agarwal, S.P. (2501) : Women's Education in India. Guwahati: Eastern Book House.
2. Arya, Sadhna (1999) : Women, Gender Equality and the State. New Delhi: Deep & Deep Publicatins.
3. Dutt, Suresh (2500) : Women and Education. New Delhi: Anmol Publications.
4. Jayapalan, N.(2502) : Women and Human Rights. Guwahati: DVS Publishers.
5. Joshi, S.T. (2503) : Women and Development: The Changing Scenario. Guwahati: Nivedita Book Distributor.
6. Kuma, Hajira and Varghese, J.(2505) : Women's Empowerment: Issues, Challenges and Strategies .Regency.

7. Menon, Latika (1998) : Women Empowerment and Challenges of Change. New Delhi: Kanishka Publishers.
8. Mukherjee, Debashree (2508) : Women Education and Empowerment: A Global Perspective. ICFAI Publication.
9. Narasimhan, Sakuntala (1999) : Empowering Women. New Delhi: Sage Publications.
10. Raju, M.L. (2507) : Women Empowerment: Challenges and Strategies. New Delhi: Deep & Deep Publications.
11. Ranganathan, Sarala (1998) : Women and Social Order: A Profile of Major Indicators and Determinants. New Delhi: Kanishka Publishers.

### Elective – II

## 4. Physical Education                                    Full Marks- 75

### *Objectives:*

* *To help student to be acquainted with the importance of physical education programme in respect to all-round development of the students and for the developing personality traits.*
* *To enable student to be acquainted with the Bio-physical differences between boys and girls and their growth and development to provide physical education activities accordingly.*
* *To help the students to acquire knowledge of preparing fixture, tracer making etc and to evaluate the effect of their coaching and teaching.*
* *To enable them in planning physical education activities for success in their work and to deal with the problems face by them.*

**Unit-I: Physical Education:** its meaning; aims and objectives; concept of physical fitness and recreation.

**Unit-II:** The significance of child's growth and development to Physical Education; Bio-physical differences in Boys and Girls and their implications.

**Unit-III:** Physical Education in personality development; Role of physical education teachers in handling with delinquent children.

**Unit-IV: Safety Education:** causes of Physical Education hazards, safety measures on the play ground, at the gymnasium and in the swimming pool.

**Unit-V: The principles of programme building:** Organization of Physical Education programme in Schools; Competition its place, values and limitations; Team and House system; Classification of Pupils; preparation fixtures (Knock – out and League).

**Unit-VI:** Organization of annual athletic meet including laying out a double bend track with provision of stagers; Evaluation of students' performances in Physical Education programmes; Organizing Physical Education programme in Schools Problems and Solutions.

**Practical/ Assignment (to be assessed internally) -** A suggested list:
1. Conducting various games and Annual Athletic meet of their institutions.
2. Writing Practical note book on track marking including all field events.

**Suggested Readings:**
1. Bucher Charles A. (1972) : Foundation of Physical Education. Mosby
1. Ganguly Subir Kumar (?? ) : Sharir Siksha Prosonga.
2. Bhat B.D. and Sharma S.R. (1993) : Teaching Physical and health Education. Kanishka Publishers & Distributors
3. Sathyanesan ( ) : Principles and History of Physical Education. A.C.P.E. Karaikudi (Tamilnadu).
4. Saha A.K. ( ??) : Sharir Sikshar RitiNiti.
5. Saha A.K. (?? ) : Health and Physical Education.
6. Ghosh, N.C. Sing, D. (2511) : Mathematical Analysis of Shot Put Performance. 12th Annual Conference & National Seminar on role of Sports Science on Sports Performance and Fitness held at Dr. K.P.Basu Memorial Hall, JADAVPUR UNIVERSITY CAMPUS on 2511

**MAEDNC - 403 & MAEDNC - 404:**
**Dissertation (Project Work in Education) + Educational Tour      Full Marks – 150 + 50 = 200**

_**Objectives:**_ _After completing the course the students will be able_
- ❖ _To acquaint with the Practical knowledge in education._
- ❖ _To be aware of the concept of education in practical field for our society development._
- ❖ _To be aware of the importance of practical knowledge of education in this modern technological era._

Each candidate is required to complete any one project selected from any area of the syllabus (EDN -111 to EDN - 142) (to be evaluated by internal and external examiners jointly through viva-voice test) for their practical development in the area of education.

The dissertation shall be a practical based core paper for all the students carrying 150 marks and each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of the Education Department of **Raiganj University**.

**The project work will have to be completed according to following steps:**
a) Identification of the problem/topic.
b) Formulating the objectives – reviewing the relevant literature (if any).
c) Actual plan of work: Writing the hypotheses (wherever possible).
i) Field identification – scope and delimitations.

ii) Nature of information /data required their sources.

iii) Collection and organisation of data, analysing and drawing references.

iv) Reporting Note: The project may either be a theoretical critical study or an empirical study.

v) The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an current educational problem. The list of priority areas will be notified by the HOD (Head of the Department) from time to time.

vi) Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him by the University or any other university / institution.

vii) The dissertation shall be examined by two examiners- internal and external, and each shall receive a copy of the dissertation. They shall conduct the viva voice test jointly.