

VIDYASAGAR UNIVERSITY

CURRICULUM

For

M.A. in EDUCATION (CBCS)

w.e.f.

2022

**VIDYASAGAR UNIVERSITY
MIDNAPORE
WEST BENGAL
PIN 721102**

About the Programme of M.A. in Education

- a) **Duration:** Two years comprising of four semesters of Six months duration.
- b) The Aggregate Marks of M.A. in Education programme is 1000 and those marks are equally distributed in to 4 semesters.
- c) Each course of 50. Marks will be of 5 credits, with 80% term end and 20% for internal assessment.

Programme Structure

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	MARKS		LEARNING EXPERIENCES (HOURS)
				INTERNAL ASSIGNMENT	TERM END	
SEMESTER-I	EDN-101	Philosophical Foundation of Education	5	10	40	100
	EDN -102	Psychological Foundation of Education	5	10	40	100
	EDN -103	Sociological Foundation of Education	5	10	40	100
	EDN -104	Issues And Trends In Education	5	10	40	100
	EDN -105	Construction of Achievement Test	5	0	50	100
Total credit			25	Total Marks	250	

Semester	Course Code	Course Title	Credit	Marks		Learning Experiences (Hours)
				Internal Assessment	Term End	
Semester-II	EDN-201	Learner & Learning Process	5	10	40	100
	EDN-202	Teacher Education	5	10	40	100
	EDN -203	Methodology of Educational Research	5	10	40	150
	EDN -204 (CBCS-1)	Environmental Education-1.	4	10	40	100
	EDN -205	Computer Application in Education	5	0	50	100
Total Credit			24	Total Marks-250		

Semester	Course Code	Course Title	Credit	Marks		Learning Experiences (Hours)				
				Internal Assessment	Term End					
Semester-III	EDN-301	Analysis of Data	5	10	40	100				
	EDN -302	Educational Technology	5	10	40	100				
	EDN-303	<u>Elective Papers:- (Any One)</u>	5	10	40	150				
		(a) Education of Learners With Divers Needs								
		(b) Women Education								
		(c) Peace and Value Education								
		(d) Life Skill Education								
	EDN-304 (CBCS-2)	Environmental Education-II	4	10	40	100				
EDN - 305		<u>Dissertation-1</u>					5	0	50	100
		Review of Literature and Identification of Research Problem								
Total Credit			24	Total Marks-250						

Semester	Course Code	Course Title	Credit	MARKS		Learning Experiences (Hours)
				Internal Assessment	Term End	
Semester-IV	EDN-401	Curriculum Studies	5	10	40	100
	EDN-402	Educational Administration & Management	5	10	40	100
	EDN-403	Pedagogy Andragogy and Assessment	5	10	40	100
	EDN-404	Elective Paper (Any One) (a) Inclusive Education (b) Open And Distance Education (c) Yoga And Health Education (d) Politics And Economics Of Education (e) Mental Health And Education	5	10	40	100
	EDN-405	Dissertation-2 Collection Analysis and Interpretation of Data	5	00	50	150
Total Credit			25	Total Marks-250		

Duration of the Course:

The M.A. Course is a full time regular two academic years.

Eligibility for Admission:**Medium of Instruction:**

Either Bengali or English

Student Strength:

_____Students may be admitted

Modes of selection of candidates:**Attendance:**

Being an academic course, the percentage of student attendance is 75%. However, as a non-collegiate, a student may appear at examination if he/she have at least 60% and below that a student be treated as dis-collegiate and he/she may not be able to appear in the examination.

Semester –I

EDN-101 PHILOSOPHICAL FOUNDATION OF EDUCATION

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- understand the contributions of Philosophy in the discipline of Education,
- understand the contribution of different schools of Indian Philosophy in the field of Education,
- understand the impact of Western Schools of Philosophy on Indian Education,
- acquaint themselves with the educational contributions of some Great Thinkers (both Indian & Western) on Education and develop competency to apply their contribution to contemporary Indian Education scenario.

LEARNING OUTCOMES:

At the end of the course, students will be able to:

- Explain the meaning of Educational Philosophy
- Describe the relationship between Education and Philosophy
- Make a comparison among the basic concepts of branches of Philosophy.

COURSE CONTENTS:

UNIT – 1: Modern Concept of Philosophy:

- Concept, Meaning, Nature of Education & Philosophy.
- Interrelationship between Education & Philosophy and its Impact.
- Concept of Educational Philosophy.
- Analysis – Logical analysis
- Positive Relativism
- Logical Positivism

Unit – 2: Indian Schools of Philosophy

- Samkhya
- Vedanta
- Nyaya
- Buddhism
- Jainism
- Islamic tradition

(With special reference to knowledge, reality, values & their educational implications: aims, curriculum, methods of teaching, teacher-students relationship and discipline.)

Unit – 3: Western Schools of Philosophy:

- Idealism
- Naturalism
- Pragmatism
- Existentialism
- Humanism
- Marxism

(With special reference to knowledge, reality, values & their educational implications: aims, curriculum, methods of teaching, teacher-students relationship and discipline.)

Unit-4: Contributions of Indian Educators:

- Vidyasagar
- R.N.Tagore
- Swami Vivekananda
- Mahatma Gandhi

- Aurobindo

Unit – 5: Contributions of western Educators

- John Dewey
- Wollstonecraft
- Savitribai Phule
- Paulo Freire
- Nel Noddings

Suggested Readings:

- Bigge, Morris L. (1971). Positive Relativism: an Emergent Educational Philosophy. New York: Harper & Row.
- Bramel, D. (1971). Patterns of Educational Policy. New York: Holt Rinehart & Winston.
- Brubacher, R. S. (1955). Modern Philosophies of Education. Chicago: University Press.
- Chand, Jagdish. (2009). Western educational Philosophers. Delhi: Ashis Publication.
- Chand, Jagdish. (2009). Great Indian Thinkers of Education. Delhi: Ashis Publication.
- Curren Randall (Edited) (2003). A companion of Philosophy of Education. New York: Blackwell Publishing.
- Das, Monoj (1999). Sri Aurobindo on Education. New Delhi: NCTE.
- Dash, B. N. (1994) foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers.
- Elmhurst, Leonard (1961) Rabindranath Tagore: Pioneer in Education. London, John Murray.
- Gandhi, M. K. (1912). The Education. Ahmadabad: Movajirm Publishing House.
- Gupta, S. (2009) Education in emerging India, Delhi: Shipra Publications.
- Heyting, Frieda (Edited) (2001). Methods in Psychology of Education. London: Routledge.
- Hiriyana, M. (1995) The Essentials of Indian Philosophy, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
- Hospers, John. (1988). An Introduction to Philosophy analysis. Kolkata: Allied Publishers Private Limited.
- Kneller, G. F. V. (1971) Introduction to Philosophy of Education. New York: John Wiley & Sons.
- Morris, V. (1966). Existentialism in Education. New York: Harper & Row.
- Nayak, B. K., Foundation of Education, Cuttack, Kitab Mahal, 2006.
- O. Conner, J. (1995). An Introduction to the Philosophy of Education. Agra: Vinod Pustak Mandir.
- Ozman, H., & Carver, S. (2007). Philosophical Foundations of Education 8th Edition. New Jersey Prentice-Hall.
- Price, R. F. (1977). Marx and Education in Russia and China. New Jersey: Rowman and Littlefield.
- Pahuja, N. P. (2007) Theory and Principles of Education, New Delhi: Anmol Publications Pvt. Ltd.
- Radhakrishna, S. (1929). Indian Philosophy (Vols. 1 & II). London: Oxford University Press.
- Sharma, R. N. Social-Political Philosophy and Philosophy of religion, Delhi: Surjeet Publications.
- Saha, S. (2007). Alternative Education. Delhi: Abhijeet Publications.
- Sharma, C. (2000). A Critical Survey of Indian Philosophy. Delhi: Saujanya Books.
- Sharma, G. Ranjit (2003). Trends in Contemporary Indian Philosophy of Education.
- ☐ Sharma, Y. K. (2002) The Doctrines of the Great Indian Educators, New Delhi, **Course No. 102. PSYCHOLOGICAL FOUNDATION OF EDUCATION**

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- understand the concept and process of Educational Psychology as an applied science.
- understand the nature of various processes of growth and development in order to develop educational programmes,

- understand the education concept of intelligence and creativity and its applications
- develop understanding of the theories of Personality and their use in the development of personality and Measurement of Personality

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain Educational Psychology as a Discipline,
- Identify how Education and Psychology affect each other,
- Demonstrate the continuum of Growth and Development during Human Life Span,
- Comprehend and compare various Approaches to Intelligence, Creativity and Personality,

COURSE CONTENTS:

- | | |
|----------|---|
| Unit – 1 | Psychology and education <ul style="list-style-type: none"> • Concept of Psychological Foundation of Education. • Relation between Education and Psychology. |
| Unit – 2 | Major schools of psychology and their implication to education –Structuralism, Functionalism, Behaviorism, Cognitivism, Psychodynamics, Gestalt, Humanistic. |
| Unit – 3 | Development with implication for Education- <ul style="list-style-type: none"> • Physical , Emotional, Social • Cognitive, Language, Moral |
| Unit – 4 | Intelligence and Creativity <ul style="list-style-type: none"> • Concept, factor theories • Assessment of Intelligence • Theories of Sternberg, Gardner and Goleman • Concept and Nature of Creativity • Factors and nurturing • Relation between Creativity and Intelligence |
| Unit – 5 | Personality <ul style="list-style-type: none"> • Nomothetic approach: Trait theories of Cattell and Eysenck • Idiographic approach: Psychodynamic theory, Big five factors, social learning and humanistic theories |

Suggested Readings:

- 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).
- 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 Collins. N.Y. 3rd 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).

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- understand the relationship between Education and Sociology,
- develop knowledge about Education and Society,
- transact different Determinants of Sociology in Education,
- develop Cultural concept and its Educational Implication to Society,
- develop the concept of Equality of Educational Opportunity for All.

LEARNING OUTCOMES:

At the end of the course, students will be able to:

- describe the basic concepts of Sociology with reference to Education,
- identify different Social Factors associated with the Education System,
- relate Social Stratification with Social Mobility and the role of Education in both,
- explain the Influence of Education on Social change.

COURSE CONTENTS:**Unit – 1 Educational Sociology and Sociology of Education**

- Approaches to sociology of education (Symbolic interaction , structural functionalism and conflict theory)
- Concept and types of social institution and their function(family, school and society)
- Factors influencing social organization – folk ways; mores; institutions and values.

Unit – 2 Social interactions and their educational implications

- Social group inter-group relationship – group dynamics Socio-metric/dynamics study in formal groups.
- Social stratifications and mobility – concepts and its educational implications.

Unit – 3 Social Changes

- Meaning and concept with special reference to India
- Concept of Urbanization, Modernization, Westernization and Sanskritisation and Globalization with special reference to Indian society and its educational implications.
- Constraints of Social change.

Unit – 4 Culture

- Role of education in cultural context
- Cultural determinants of education
- Education and cultural change

Unit – 5 Equality of educational opportunity

- Concept of equity and equality
- Concept of diversity and disparity
- Constitutional provision for the disadvantaged

Suggested Readings:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- Apple, M.W., et al. (Ed.) (2010). The Routledge International Handbook of the Sociology of Education. London: Routledge.
- Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
- Bhat, Mohammad Sayid (2013). Educational Sociology. APH Publishing Corporation, New Delhi.
- Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
- Collins, R. (2007). Functional and Conflict Theories of Educational Stratification. In
- A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- Das, Purba (2007). Sociological Foundations of Education (1st Edition). Authors Press, New Delhi.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir.
- Siddiqui, Mujibul Hasan (2008). Philosophical and Sociological Foundations of Education (1st Edition). APH Publishing Corp. New Delhi.
- Pandit, K. L. (2003). Educational Sociology. ABD Publishers, New Delhi.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
- Smith, Walter Robinson (2010). An Introduction to Educational Sociology. Nabu Press, USA.
- Snedden, David (2012). Educational Sociology: Introduction. Nabu Press, USA.
- Srinivas, M. N. (2000). Social Change in Modern India. Orient Longman, New Delhi.
- Tiwary, Shiv Shanker (2009). Philosophical and Sociological Foundation of Education. Kunal Books, New Delhi.

EDN-104: ISSUES AND TRENDS IN EDUCATION

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- learner about Indian constitution,
- understand some social problems in India and the role of education,
- know the relation of education to democracy, Politics, Secularism, national integration and globalization.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- acquaint with the social problems in India and role of education,
- understand various issues in education,
- recognize the trends in education,
- Understand the various sectors in education and their controlling agencies.

COURSE CONTENTS:

Unit – 1	Indian Constitution and Education <ul style="list-style-type: none">• Fundamental rights and duties,• Directive Principles,• Educational Provisions.
Unit – 2	Policy Perspectives in Education <ul style="list-style-type: none">• NPE, 1986 and POA, 1992;• NCF, 2005• NPE, 2020
Unit –3	Issues in Education <ul style="list-style-type: none">• Democracy• Secularism• Globalization• National integration• PPP in Education
Unit – 4	Social Problems in India and Role of Education <ul style="list-style-type: none">• Poverty, Illiteracy, Child abuse and human trafficking• Substance abuse• Terrorism• Fundamentalism
Unit – 5	Global issues of education <ul style="list-style-type: none">• Human Right Education and Children• The Millennium Development Goals (MDGs)• The Education for All (EFA) Goals• Gender Issues in Education

Suggested Readings:

- Aggrawal, J.C. (2010). Educational administration and management. New Delhi: Vikas Pub. House.
- Ahuja, R. (2013) Social problems in India. New Delhi: Rawat Publications.
- Chakraborty, D.K. (2010). Sikshayabyasthapano o parikalpana. Kolkata: K.Chakraborty Publications.
- Dash, B.N. (2013). School organization, administration and management. New Delhi: Neelkamal Publications.
- Mohanty, J. (2012). Educational administration, management and school organization. New Delhi: Deep & Deep Publications.
- Pal, D. et al. (2014) Sikshabyasthapano. Kolkata: Rita Book Agency.
- Sing, R.P. (2007). Educational finance and the planning challenge. New Delhi: Kanishka Publishers.
- Mondal & Kar (2012). Sikshayabyasthapano o Prjuktividya, Rita Book.
- Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
- Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. APH Publishing Corporation, APM Publication Corporation
- Mukhopadhyay, D, Sarkar, B and Halder, T (2014) Bharoter chalaman Ghatanabali, Aaheli Publishers, Kolkata.
- Halder, T. & Nath, I (2014) Bharotyershikshar Samprotik Bisoy. K.Chakraborti Publications, Kolkata.
- Tarafdar, M (2012) Swadhin Bharater Siksha Bikasher Dhara, K.Chakraborty Publications, Kolkata
- Chatterjee Bhaskar, (2006)– Education for All, Lotus Press, New Delhi
- Mukherjee S. N. (1976).– Education in India; Today & Tomorrow, Acharya Book Depot, 1976, Vadodara
- Report of the Education Commission, 1964-66. NCERT – Delhi
- Govt. of India – Reports of Five Year Plan, New Delhi ; Planning Commission.

EDN.105: Construction of Achievement Test

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- understand the Concept of Achievement Test
- learner about item analysis
- understand difficulty value and Discrimination.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain Concept of Achievement Test,
- acquaint item analysis,
- recognize about the item analysis,

COURSE CONTENTS:

- Criteria of a good achievement test
- Selection of objective type items in any school subject
- Item analysis
- Difficulty value and discrimination index.

Suggested Readings

- Edwards, A.L. (1975); Techniques of Attitude Scale Construction, Bombay: Ferfter & Semens Pvt Ltd.
- Garrett, H.E. (1973). Statistics in psychology and education (6th ed.). Bombay: Vakils, Feffers & Simon.
- Gronlund, N.E. & Linn, R.L. (2009). Measurement and Assessment in teaching (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.
- Hopkins, KD. (1998). Educational and Psychological Measurement and Evaluation. Boston: Allyn and Bacon.
- Harper (Jr.), A.F & Harper, E.S (1990); Preparing Objective Examination: A Handbook for Teachers, Students and Examiners, New Delhi: Prentice Hall.
- Lindquist, E.F. (1951) Essential measurement. Washington: American Council of London.
- Anastasi, A. (1976). Psychological testing. New York: Macmillan Publishing Co.
- Anderson, L. W. (2003). Classroom assessment: Enhancing the quality of teacher decision making. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Cooper, D. (2007). Talk about assessment: Strategies and tools to improve learning. Toronto, Ontario: Thomson Nelson.
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). Psychological testing and Assessment. An Introduction to the Tests and Measurement. California: Mayfield Publishing Co.
- Cronbach L.J. (1970); Essentials of Psychological Testing, New York: Harper and Row Publisher.
- Cronbach L.J. (1964); Essentials of Psychological Testing, New York: Harper and Row Publisher.
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

SEMESTER - II

Course No. 201: Learner and Learning Process

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- acquaint various learning theories and its Educational implications,
- understand the Theories of motivation and Concept, Determinants of attention
- understand the Memory, Forgetting and its Educational implications

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain various learning theories,
- comprehend and compare in between approaches to learning, motivation, Attention and memory

COURSE CONTENTS:

Unit – 1 Learning

- Concept, nature and factors of learning
- Types of learning factual, associations, conceptual, procedural, generalization, principles and rules

Unit – 2 Theories of learning

- Behaviouristic, Cognitive and Social theories of learning
- Factors affecting social learning, social competence
- Concept of social cognition, understanding social relationship and socialization goals

Unit – 3 Motivation

- Concept, Determinants
- Theories of motivation with emphasis on their educational Implications - Maslow, Atkinson and Mecclelland

Unit – 4 Attention

- Concept, Determinants of attention and their classroom application
- Attention span and its fluctuation, distraction.

Unit – 5 Memory and Forgetting

- Neurological basis stages of Memory
- Types and function of Memory and Forgetting
- Information processing theory of Memory

Suggested Readings

- Aggarwal, J.C. (1995). Essentials of Educational Psychology, New Delhi: Vikash Publishing House Private Limited. New Delhi.
- Andrews, T.W. (Ed.): (1961), Methods in Psychology. New York: John Wiley and Sons, Inc.
- Atkinson, J.W & Feather, N.T. (1960). Theory of Achievement Motivation. New York: Wiley Publishers.
- Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development. New York: Holt, Rinehart and Winston.
- Bhatnagar, S. (2002). Advanced Educational Psychology, Agra: Bhargava Book House.
- Bron, R.A & Allyn Bacon. (2002). Essentials of Psychology. Guwahati: Nibedita DK Distributors.
- Chand, T. (2002). Educational Psychology, Agra: Bhargava Book House.

- Chauhan, S.S.(1996). Advanced Educational Psychology. New Delhi:Vikas Publishing Pvt. Ltd.
- Cobb, N.J. (2004). Adolescent: Continuity, Change and Diversity (5th Edition). NewYork: McGraw Hill.
- Crow, R.B & Crow, A (1964). Educational Psychology. New Delhi: Eurasia PublishingHouse.
- Gates A .T ET. Al. (1963): Educational Psychology. New York: Mac Millan.
- Guilford, J.P. (1967). The Nature of Human Intelligence, New York: McGraw Hill.
- Hall, C.S & Lindsey, G (1978). Theories of Personality (3rd Ed). New York: John Wiley.
- Hilgard, E.R. Theories of learning. New York: Appleton Century Crafts.
- Hilgard, E.O. (1976). Theories of Learning (4th Ed). New York: Appleton Century Crgts.
- Kundu, C.L (1984). Educational Psychology. Delhi: Sterling Publishers,
- Kundu, C.L. &Tutoo, D.N. (1988). Educational Psychology. New Delhi Sterling publishers Private Ltd.
- Mangal, S.K.(2000). Advanced Educational Psychology.New Delhi: Prentice-Hall of India Pvt. Ltd, New Delhi(2000).
- Woodworth R.S. (1995); A Study of Mental Life, New York: Century.
- Woolfolk,A. Educational Psychology.(9thed). New Delhi: Pearson Education(2004).
- Zanden, J.W.V., Crandel, T.L.N. &Crandell, C.H. (2007); Theories of Human Development. Delhi: McGraw Hill.

EDN- 202: Teacher Education

COURSE OBJECTIVES:

After completion of the course learners will be able to

- Understand the Meaning, Scope, Objectives of Teacher Education and its Development in India.
- Acquaint with different Agencies of Teacher Education in India and their Roles and Functions.
- Acquaint with the Various Aspects of Student-Teaching Programmes Prevailing in the country.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain the Meaning, Scope, Objectives of Teacher Education and its Development in India.
- Discuss the different Agencies of Teacher Education in India and their Roles and Functions.
- Know the various Aspects of Student-Teaching Programmes prevailing in the country.
- Understand the various types of Teaching Models.

Unit – 1 Significance of Teacher Education

- Concept, Nature and scope of Teacher Education
- Recommendations of Various Commissions and committees regarding teacher education in post-independence era

Unit – 2 Teaching as a Profession

- Characteristics of teaching profession
- Professional organization at various levels of teaching
- Faculty improvement Programme for teacher education

Unit – 3 Agencies of Teacher Education

- NCTE, NCERT, RCI

Unit – 4 Levels and strategies of teaching

- Memory,
- Understanding
- Reflective
- Pre-active,
- Interactive
- Post-active

Unit – 5 Current problems in Teacher Education

- Recent trends and practices in teacher education in India

Suggested Readings:

- Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
- Ali, L. (2011). Teacher Education. New Delhi: APH Publishing Corporation.
- Aggarwal, J. C. (2010). Teacher and Education in a Developing Society (5th ed.). New Delhi: Vikas Publishing House.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- David, Fulton. UNESCO (2006): Teachers and Educational Quality: UNESCO Institute for Statistics Montreal.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brink's Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston: Allyn and Bacon.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.

- Mishra, L. (2013). Teacher Education: Issues and Innovation. New Delhi: Atlantic Publications.
- Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Pvt. Ltd. • National Policy of Education 1986/1992.
- National Curriculum Framework on School Education, 2005. • 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.
- 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.
- NCTE (2009) Curriculum Framework of Teacher Education, NCTE, New Delhi. National Curriculum Framework for Teacher Education, 2009

EDN – 203: METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- Describe the Nature and Process of Educational Research
- Identify and Formulate Research Worthy Problem,
- Describe and Differentiate the various Methods of Sampling,
- Understand different types of Education Research and its methods of research.

LEARNING OUTCOMES:

At the end of the course, Learners will be able to:

- discuss the meaning, steps, characteristics & types of Scientific Method, Research Objectives & Research Questions, Review of related literature,
- state about different types of Research, Approaches to Educational Research, Designs in Educational Research,
- learn about the concepts of Variables, Sampling and Hypotheses,
- Construct and use the Tools and Techniques of Research

Course Contents:

Unit – 1: Educational Research: Characteristics and Types:

- Concept ,Nature and Scope of Educational Research
- Approaches: Normative and Interpretive Research
- Classification of Educational Research
- General Steps in Scientific Investigation

Unit – 2: Identification of Research Problem:

- Sources for Identification
- Constants and Variables
- Research Questions, Objectives and Hypotheses
- Writing research proposal

Unit – 3: Research Design:

- Purpose
- Quantitative, Qualitative and mixed Design
- Characteristics of Good Research Design
- Writing Research Report

Unit – 4: Sampling Design:

- Sampling Techniques: Probability Sampling & Non-Probability Sampling
- Criteria of a Good Sample

Unit – 5: Methods of Research:

- Survey and Ex-post Facto Research
- Experimental and Quasi experimental Research
- Historical Research
- Case study

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.
- Guilford, J. P. – Fundamental statistics in psychology and education.
- Guilford, J. P. – Psychometric methods.
- Anastasi, A. – Psychological Testing.
- Pearson Education. Freeman- Psychological Testing.
- Ferguson, G. A. – Statistical Analysis in Psychology and Education.
- Nunnally, J. C. – Educational measurement and evaluation.
- Siegal, S. – Nonparametric statistics for the behavioural sciences.
- Van Dalen, D. B. – Understanding Educational Research: an introduction.
- 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. WishwaPrakashan, New Delhi.
- Sukhia, S. P., Mehrotra, P. V. & Mehrotra, R. N. – Elements of Educational Research. Allied Publishers Ltd

EDN -204 (CBCS-I): ENVIRONMENTAL EDUCATION-I COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- Understand about the concept importance scope and aims of environmental education,
- Understand the concept of environment and ecology,
- Acquaint with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education,
- Understand the causes for environmental degradation,
- Understand the need for remedial ways to protect the environment in daily life and its application,
- Acquire knowledge of environmental issues and policies in India,
- Acquire knowledge about the international efforts for environmental protection.

LEARNING OUTCOMES:

At the end of the course, students will be able to:

- Understand the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues,
- Know the relationship between man and environment and understand the need for a sustainable development,
- Understand the importance and scope of environmental education,
- Orient with various components of environments for preparing a curriculum for environmental education,
- Develop various methods and strategies for realizing the objective of environmental education
- Understand various projects in the area of environmental studies in different countries.

Course Contents:

UNIT- I Introduction to Environmental Education

- Concept, Meaning, definition, nature, Characteristics & Scope.

- Aims and objectives, importance & significance of Environmental Education.
- Guiding principles & foundations of Environmental Education.
- Relationship between man & environment.
- Sociological, Ecological & Psychological perspective.
- Development of Environmental Education.

UNIT-2 Contemporary Issues of Environmental Education

- Environmental eco-system: Bio-sphere, Biotic, Abiotic system, Biodiversity.
- Environmental resources: Natural & Human resources.
- Environmental heritage: Rich Environmental heritage.
- Environmental hazards and disaster: Green house effect, Global warming, Ozone layer depletion, Acid rain.
- Environmental pollution: Air, Water, Soil, Physical, Chemical, Noise, Radiation.

UNIT-3 National and International effort of Environment

- Environmental Laws: Constitutional amendments in India
- Environmental policies: The Stockholm Conference 1972, Brundtland Commission 1983, Nairobi Conference 1982, The Rio Summit 1992, Kyoto Conference 1997.
- Environmental movement: Silent valley movement, Chipko movement, Narmada Bachao Andolan, National Test Rang at Bhubaneswar, Orissa.

UNIT-4 Developmental Issues of Environment

- Environmental attitude: Education for Sustainable development in India
- Environmental awareness: Need for conservation, preservation and protection.

UNIT-5 Education for Conservation of Environment

- Meaning, Nature and Scope
- Approaches and Strategies.
- Integration of environmental concerns in curriculum.
- Role of teacher in promoting conserve.

Suggested Readings:

- Agarwal, S.P. and Aggarwal, J.C - Environmental Protection,
- Daubenmire, R.F.- Plants & Environment.
- Deshpande and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.
- Education and Development.
- Joy, P., & Neal, P - The handbook of environmental education.
- Kelu, P - Environmental education: A conceptual analysis.
- Kumar, A - A text book of environmental science.
- Kumar, V.K- A Study of Environmental Pollution.
- Khoshoo, T.N - Environmental concerns and Strategies, Indian Environment Society.
- Pal, B.P - National Policy on Environment, Department of Environment, Govt. of India.
- Reddy, P. K., & Reddy, N. D.- Environmental Education.
- Singh, Y. K - Teaching of environmental science.
- Sharma, V. S - Environmental education.
- Sharma, R. G - Environmental Education.
- Sharma, R. A - Environmental Education.
- Sharma, B. L., & Maheswari, B. K - Education for Environmental and Human value.
- Saxena, A.B - Environmental Education.
- Sapru, R.K - Environmental Management in India.
- Verma, P.S. & Aggarwal, V.K - Environmental Biology.

EDN- 205 COMPUTER APPLICATIONS IN EDUCATION

COURSE OBJECTIVES:

After completion of the course, Learners will be able to:

- develop skill in computation, analysis and interpretation of data by using Excel Spread sheets,
- understand the educational implications of power point presentation and its use in class room context,
- understand the applications of computer in the field of educational research (i.e., introduction to SPSS).

LEARNING OUTCOMES:

At the end of the course, students will be able to:

- Apply the knowledge of computer along with its types, components & application,
- Apply the knowledge of the Microsoft office software and its features,
- Understand internet and e-mailing along with its features and applications,
- Understand the analysing data using statistical software.

Course Contents:

- PowerPoint Preparation
- Data entry in the table.
- Data analysis (measures of central tendency and dispersion, correlation)
- Graphical representation.
- Application of Computer in educational research by different software

Suggested Reading:

- Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.
- Rajaraman V. Fundamentals of Computers, Prentice Hall India Pvt. Limited.
- Windows 10 Bible by Willey Publication
- Microsoft Excel Functions & Formulas by BPB Publication
- Microsoft Office Complete Reference by Tata McGraw Hill Publication.
- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Bhaskara Rao, Digumarti (2013): Vidya - Samachara Sankethika Sastram (ICT in Education). Guntur: master minds, Sri Nagarjuna Publishers.
- Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Department of School Education and Literacy , MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi
- Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
- Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- Panda B.N. (2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha, India
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning New York: McGraw Hill.
- Senapaty H.K. (2010), Package on ICT Mediated Constructivist Learning for Professional Development of Teacher Educators, RIE, NCERT, Bhubaneswar, Odisha, India
- Shukla, Satish S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.
- ☐ Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge

SEMESTER – III

EDN-301 ANALYSIS OF DATA

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- develop the Concepts of Quantification Measures, Grouping and Presentation of Data,
- calculate Correlation, Regression and Prediction,
- acquaint with the Descriptive and Inferential Statistical Techniques in Educational Research,
- develop skill to Write and Evaluate Research Report.

LEARNING OUTCOMES:

At the end of the course, Learners will be able to:

- Analyze Quantitative and Qualitative Data,
- Compute measures of Central tendencies, measures of variabilities, Correlation, Regression & Prediction and Inferential Statistics,
- Write Research Report and can apply the research and publication ethics (RPE) in their future Endeavour.

COURSE CONTENTS

Unit – 1: Educational Research Data

- Concept & Types of Data (Discrete & Continuous; Quantitative and Qualitative: Non-parametric)
- Classification, Quantification and presentation of data
- Graphical representation (a. histogram, b. polygon & c. ogive)
- Applications and uses of the above in Educational Research

Unit – 2: Different Measures of Central Tendencies and Variabilities

- Concept (Mean, Median & Mode; Range, Mean Deviation, Quartile Deviation & Standard Deviation)
- Uses in Educational Research

Unit – 3 Normal distribution

- Normal probability curve- properties applications
- Non- normal of asymmetric distribution
 - Skewness
 - Kurtosis

Unit – 4: Correlation, Regression & Prediction

- Concepts, Types & Estimation
- Methods of estimation of Linear Regression and Prediction
- Biserial, Point-Biserial Correlation
- Partial & Multiple Correlations

Unit – 5: Inferential Statistics for Testing Null Hypothesis and Interpretation of Results (Non Parametric & Parametric techniques)

- Chi-square test
- Median test
- Significance of Difference between Means
- Analysis of Variance (ANOVA)
- Analysis of Covariance(ANCOVA)(Concept only)

Suggested Readings:

- Ahuja,R. – Research Methods, Rauat Publication, Jaipur and New Delhi
- Anastasi, A. – Psychological Testing
- Best, J.W & Kahn, J. V. (2008). Research in Education(10th ed.). Delhi: Pearson Education
- 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. (1978). Foundations of behavioural Research. Delhi:Surajit Publication
- Mohsin, S. M. – Research methods in behavioural science. Orient Longman.Best and Kahn – Research in education. PHI
- Koul, L.(208). Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt.Ltd.
- Guilford, J. P. – Fundamental statistics in psychology and Education.
- Guilford, J. P. – Psychometric Methods.
- Pearson Education. Freeman- Psychological Testing.
- Ferguson, G. A. – Statistical Analysis in Psychology and Education.
- Nunnally, J. C. – Educational Measurement and Evaluation.
- Siegal, S. – Nonparametric statistics for the behavioural sciences.
- Van Dalen, D. B. – Understanding Educational Research: an introduction.
- Dooley,D- Social Research Method: Prentice Hall of India Pvt. Ltd.
- Neuman,W.L. – Social Research Method – Qualitative and quantitative approaches, Pearson Education.
- 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.

EDN- 302: EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- Develop the general ideas on Educational Technology.
- Understand the meaning, nature & importance of system approach and various applications of computer in education.
- acquaint with the Emerging Trends in e-learning.
- Understand the knowledge about Communication and Instructional Technology.
- Understand the uses of ICT in different sectors, advantages & disadvantages of ICT.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Describe the concept, meaning, nature and scope of Educational Technology.
- Explain meaning, nature & importance of System Approach and various applications of Computer in Education.
- Explain the Emerging Trends in e-learning.
- Describe knowledge about Communication and Instructional Technology.
- Explain the uses of ICT in different sectors, advantages & disadvantages of ICT.

COURSE CONTENTS:

Unit – 1 Organising knowledge for instruction

- Overview of some basic knowledge of Educational Technology
- Cognitive skills: reasoning
- Procedural knowledge: Know how
- Propositional knowledge: Know why, what, when, who, where
- Integrating

Unit – 2 Communication in Teaching

- Components of communication process – sender, media, message, receiver noise and feedback
- Theories of communication
- Factors affecting classroom communication

Unit–3: Models of Teaching

- Concept of Teaching, Learning and Instruction Micro-Teaching and Simulated Teaching
- Flanders's Interaction Analysis. Programmed Instruction.
- Concept and Families of Models of Teaching-AOM and CAM

Unit – 4 Emerging Trends in ET

- Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)
- Open Education Resources (Creative Commons, Massive Open Online Courses; Concept and application),

- E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003)

Unit – 5 Use of ICT in Evaluation, Administration and Research

- 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:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi
- Ahuja, N., Ahuja, T. & Holkar, A., Need and Significance of E-learning in Education,
- Allen, M.W. (2003). Michael Allen's guide to E-learning. Hoboken, New Jersey: John Wiley & Sons, Incorporated.
- Ally, M. (Ed.). (2009). Mobile learning: Transforming the delivery of education and Training. Athabasca University Press.
- Begum, A.J., Natesan, A.K. & Sampath, G. (2011). ICT in Teaching Learning, New Delhi: APH Publishing Corporation.
- George Veletsianos (2010), Emerging Technologies in Distance Education, Athabasca University Press, Edmonton
- Mangal S K and Mangal U, (2009), Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Mahapatra B. C. (2005), Information Technology and Education, Sarup and Sons, New Delhi
- Singh C.P., (2006), Introduction to Educational Technology, Lotus Press
- Sharma R. N., & S.S. Chandra, (2003), Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist
- Sharma Y. K., (2005), Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010), Advanced Educational Technology, Pacific Books International.

EDN -303: ELECTIVE PAPERS: (ANY ONE)

EDN-303(I) Education of People With Diverse Needs

COURSE OBJECTIVES:

After Completion of the course learners will be able to

- Develop the concept of Impairment, Disability and Handicap.
- Understand the types, causes & prevention of diverse learners.
- Understand the planning and management of diverse learners.
- Understand various commissions and committees of inclusive education
- Acquainted with the various strategies for planning and managing to fulfill the needs of diverse learners.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain the concept of Impairment, disability and handicap.
- Discuss the types, causes & prevention of diverse learners.
- Describe the planning and management of diverse learners.
- Explain various commission and committee of inclusive education
- Understand various strategies for planning and managing to fulfill the needs of diverse learners.

Unit-1: General Concept

- Impairment, disability and handicap
- Types, Characteristics and Educational Needs of Diverse learners
Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities,

Unit-2: Background

- Historical development of special education
- Policies and Provisions: Global perspective, Salamanca Statement, Warnock Report

Unit-3: Legal Provisions and Policies of Inclusive Education

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

Unit-4: Different types of disability

- Rehabilitation of Children with Special Needs Psycho-social problems, preventive measures
- Educational programs and placement of Children with visual Impairment and low vision
- Hearing and speech impairment, Specific Learning Disability, Locomotors disability and Neuro - muscular Disability, Emotional and Behavioral Disorder.

Unit-5: Management of special education

- Role of Govt.: Education Departments, RCI, National Institutes
- Role of NGOS
- Role of UNESCO

Practicum: Any One to be given by the Teacher

Suggested Readings:

- AllynandBaconSedlak,R.A.-&Schloss,P.C.(1986).InstructionalMethodsforStudentswithLearningandBehaviourProblems.AllynandBacon
- Bartlett,L.D.andWeisentein,G.R.(2003).SuccessfulInclusionforEducationalLeaders.NewJersey:PrenticeHall.
- Chaote,I.S.(1991).SuccessfulMainstreaming.

- Choate, J.S. (1997). *Successful Inclusive Teaching*.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P.L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Publication
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D.D. (1997) *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P.H. Brookes Publishers.
- Giuliani, G.A. & Pieningelo, R. (2007) *Understanding, Developing and Writing IEPs* Corwin press. Sage Publishers.
- Gore, M.C. (2004) *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications. Hegarthy, S. & Alur, M. (2002) *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
- Karant, P. & Rozario, I. (2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T.J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994) *Curriculum-Based Assessment in Special Education*. California Singular Publications.
- Lewis, R.B. & Doorlag, D. (1995) *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson
- McCormick, Sandra. (1999) *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications
- Ryandak, D.L. & Alper, S. (1996) *Curriculum content for Students with Moderate and Severe disabilities in Inclusive Setting* Boston.

EDN-303(II) WOMEN EDUCATION

COURSE OBJECTIVES:

After completion of the course learners will be able to

- Understand the concept and development of Women Education in India.
- Know about the problems and constraints of Women Education.
- Study the recent trends in Women Education.
- Understand the aspects relating to Women Health.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain the concept and development of Women Education in India.
- Discuss about the problems and constraints of Women Education.
- Describe the recent trends in Women Education.
- Explain the aspects relating to Women Health.

Unit-1: Introduction to Women Education

- Concept, Need, and Scope of Women Education
- Development of Women Education in the Pre-Independence Era.
- Constitutional Provisions relating to Women Education.
- Policy Perspectives of Women Education in India: POA-1972, POA-1992, NEP-2020
- Commissions and Committees on Women Education

Unit-2: Women Education: Problems and Perspectives.

- Gender Parity in Education – Enrolment Ratios, Dropout Rates, Primary Education.
- Women Education as a tool of Women Empowerment
- Major Obstacles of Women Education -Social, Political, Psychological, Economic, Cultural, and Religious, Vocational, Adult, and Non-Formal Education for Women Development.
- Women and Higher Education

Unit-3: Recent Trends in Women Education

- Women Education and Social Transformation
- Changing role of Women in the Society
- Effect of Globalization and ICT on Women Education

Unit-4: National Development and Women Education

- Role of women in National Development
- Political Participation of Women
- Role of Women in improving the Economic and Social Conditions of the Nation
- Portrayal and role of Women in Mass Media

Unit-5: Women and their Health

- Health Status of women in India – Mortality and Morbidity factors influencing Health
- National Health and Population Policies and Programmes - Maternal and Child Health, Reproductive Health and Hygiene of the Adolescent Girls, Issues of Old Age
- Health Education with special reference to Rural Women
- Common Nutritional Diseases and their Preventive Measures
- Spread of HIV and AIDS and its impact on Women; Preventive Measures

Suggested Readings:

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

EDN-303(III) PEACE AND VALUE EDUCATION

COURSE OBJECTIVES:

After completion of the course learners will be able to

- Know the Concept of Human Rights and Human Rights Education.
- Know the Characteristics, Objectives, Needs, Categories and Principles of Human Rights.
- Know the Concept of Peace and Peace Education.
- Know the Aims and Pedagogy of Peace Education.
- Know the Concept of Value and Value Education.
- Know the Need and Importance of Value Education
- Describe the Types of Human Values.
- Understand the Methods of Value inculcation.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Discuss the Concept of Human Rights and Human Rights Education.
- Explain the Concept, aims, and Pedagogy of Peace Education
- Describe the Types of Human Values.
- Discuss the methods of Value inculcation.
- Explain the Need and Importance of Value Education.
- Describe the Concept of Value and Value Education.

COURSE CONTENTS

Unit-1: Peace and Peace Education

- Concept, meaning and Types of peace
- Concept and Nature of peace Education
- Role of National and International agencies in Peace and Peace Education

UNIT-2: Pedagogy of Peace

- Pedagogy of Peace Education
- Role of Teacher in Peace Education

Unit-3: Concept of Value

- Meaning and nature, Scope of Value
- Types of values

UNIT-4: Introduction to value education

- Concept and objective, Need for value education
- Methods of Inculcation of Values among the Students: Direct and Indirect
- Role of teacher in value education
- Causes of Value Erosion

UNIT-5: Vidyasagar and Value Education

- Contribution of Iswar Chandra Vidyasagar in Value Education

Suggested Readings:

- Aggarwal, J.C. (2010). Education for Values, Environment and Human Rights. New Delhi: Shipra Publications. Balasooriya,
- A.S.(2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: UN ESCO. Bagchi,
- J.P. & Teckchadani, Vinod (2005); Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House.
- Chakrabarti, Mohit (2003); Value Education: Changing Perspectives. New Delhi: Kanishka Publishers.
- Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section,
- Programme Division, UNICEF, New York. Gupta, N.L. (2000). Human Values in Education. New Delhi: Concept Publishing Company. Kaul, A. (2011), Human Rights Education, APH Publishing Corporation, New Delhi.

- Mohanty, J. (2000), Human Rights Education, Deep and Deep Publication, New Delhi.
- Mahakud, L. & Behera, S. K. (2013) (Edit.) Value Education: Dimensions and Approaches, S. B. Enterprise, Kolkata
- Mishra, L. (2009) Peace Education Framework For Teachers, New Delhi: APH Publishing Corporation.
- Nanda, R. T. (1997); Contemporary Approaches to value Education in India. New Delhi: Regency Publications.
- Ruhela, S. P. (ed.) (1986). Human Values and Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Sanjaoba, N. (2004) Human Rights in the New Millennium, Manas Publication, New Delhi.
- Sharma, Y. K. and Katoch, K. S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Singh, V. P. (2004). "Value Inculcation Among Younger Generation: A Suggested Model," University News, Vol. 42. No. 5, pp. 11-15.
- Thomas, B. (2004); Moral and Value Education. Jaipur: Avishkar Publishers.
- UNESCO Peace Package: A Handbook for Teacher
- Venkataish, N. Ed. (1998). Value Education. New Delhi: APH Publishing Corporation.
- Verma, Yoginder (2007); Education in Human Values for Human Excellence. New Delhi: Kanishka Publishers and Distributors.

EDN-303(IV) LIFE SKILLS EDUCATION

COURSE OBJECTIVES:

After completion of the course, Learners will be able to:

- develop an understanding about concept of Life Skill Education,
- know about the scope of Life skill Education,
- know the importance and applications of Life Skills on their daily life,
- have an idea on life skill Education in India,
- understand about Different life skills laid down by who,
- understand the concept of life skills including Different types of skills.

LEARNING OUTCOMES:

At the end of the course, students will be able to:

- provide with the knowledge of necessary Life Skill for the Application in Everyday life,
- enhance the quality of addressing issue relevant to the life situations,
- enable the students to establish productive Interpersonal relationships with others,
- equip students for handling specific issues.

COURSE CONTENTS:

Unit-1: Concept of Life Skills:

- Concept of Skill and its Different Types
- Definition of Life Skills (WHO, UNICEF)
- Meaning and Scope of Life Skills and their Importance in daily life

Unit-2: Life Skill Education:

- Concept, Importance and Philosophy of Life Skill Education
- Livelihood Skill, Survival Skills and Life Skills

Unit-3: Different Types of Life Skills:

- Life Skills and other Skills
- Type of Life Skills
- Ten Core Life Skills (WHO):
 - Social and Negative Skills
 - Thinking Skills
 - Coping Skills

Unit-4: Pillars of Education and Life Skills:

- The Four Pillars of Education
 - Learning to Know
 - Learning to Do
 - Learning to Live Together
 - Learning to Be
- Learning Throughout Life

Unit-5: Life Skills Education & Curriculum:

- Growing Minds & Life Skills- 21st Century Learners' characteristics
- Integrating Life Skills (at School level and Higher Education)
- Key Steps In Life Skills Application- Process and Practices
- Life Skills & Participatory learning

Suggested Readings:

- Debra McGregor.(2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA
- Indicative questions adapted from UNICEF, Global Evaluation of Life Skills Education Programmes (2012).
- K. Ravikanth Rao and P. Dinakar- Life Skills Education

- Life Skills Education Paperback by Prof Bhagyashree A. Dudhade (Author), Neel kamal; First edition (2016).
- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair. A. Radhakrishnan et al., (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. .
- RGNID. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu
- Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
- Singh, B.D. and Menon R- Life Skills in India (2015) An Overview of Evidence and Current Practices in our Education System
- Sandhan, Society for Education & Development (2005). Life Skills Education, Training Module, Jaipur.
- Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York.
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review
- WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.
- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

EDN-303(V) GUIDANCE AND COUNSELLING THROUGH EDUCATION

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- understand the concept & nature of guidance and counselling,
- understand different areas and types or approaches of counselling,
- know the Guidance organizational programme,
- understand the process of vocational guidance & career counselling,
- take decision for counselling and jobs.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- understand guidance and Counselling in details,
- understand the mental health,
- develop the knowledge about adjustment and maladjustment,
- acquire skill to develop tools and techniques,
- understand the idea about Decision making for Jobs.

COURSE CONTENTS:

Unit – 1: Introduction to guidance and Counselling:

(a) Guidance:

- Concept, nature, principles,
- Types of educational, vocational and individual guidance.

(b) Counselling:-

- Concept, nature, principles
- Difference between guidance and Counselling, and Counselling & psychotherapy.

Unit-2: Counselling:

- Different areas of Counselling (Personal, clinical, mental and rehabilitation).
- Different types or approaches of Counselling (directive, non-directive and elective)
- Characteristics of an effective counsellor,
- Role of Counsellor, Parents and Teachers in guidance and Counselling.

Unit-3: Guidance Organizational Programmes:

- Organization of guidance service at different levels of education.
- Essentials of good guidance Programme.
- Kinds of services – information, testing and follow-up process in Counselling.
- Role of Personnel in Guidance Programmes.

Unit-4: Vocational guidance & Career Counselling:

- Career & Vocational development.
- School Guidance Programme and Behavioural Counselling for Vocational Decisions.

Unit-5: Decision making for Jobs:

- Work & Productivity.
- Job analysis, Job description & Job satisfaction.
- Decision Making and Group Counselling.

Suggested Readings:

- Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi:Doaba House.
- Arther J. J., (1971). Principles of Guidance Delhi : Tata McGraw Hill.
- Beck, Carlton E.: Philosophical Foundations of guidance. Englewood cliffes, New Jersey, Prentice Hall.
- Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.
- Chakrabarty, A. Shikshay Nirdeshona O Mullayan, Classics Books, Kolkata

- Dutta, G. & Nag, S. (2014); SangatibidhaneNirdeshana O Paramarshadan, RitaPublications, Kolkata.
- Ghosh, S.K. (2013); SikshaySangatiApasangati O Nirdeshana, Classique Books,Kolkata.
- Kochhar, S.K. (1984). Educational and Vocational Guidance in SecondarySchools. New Delhi: Sterling.
- Kinra A.K. Guidance and Counselling: Pearson India Education Services Pvt.Ltd.
- Norton,K and Mcgauley, G (1998). Counselling Difficult clients. SagePublications, New Delhi.
- Pal, A.K. (2014); Guidance & Counseling, Abhijeet Publications, Nw Delhi.
- Pal, D. (2010); Nirdeshana O Paramarsha, Central Library, Kolkata.
- Roychowdhury, A. (2001), Manuser Mon, West Bengal State Book Council.

Course Objectives:

The learners will be able to

- orient with various components of environmental for preparing a curriculum for environmental education.
- develop various and strategies for realizing the objectives of environmental education.
- understand the status of environmental education in school curriculum.
- understand the curriculum and methods in environmental education.
- acquire knowledge about the different methods of teaching in environmental education.
- acquire knowledge of the tools and techniques for the evaluation of environmental education.
- understand about various projects in the area of environmental studies in different countries.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Describe the concept of environmental education and acquire environmental awareness.
- Explain Methods and Strategies in Environmental Education.
- Know forms and programmes of nation-wide environmental education.
- Discuss about the Agencies of Environmental Education
- Discuss about the Evaluation & Research in Environmental Education

Contents:**Unit-6 Curriculum of Environmental Education**

- Environmental Education as a separate subject, Topical units.
- Integration and Interdisciplinary approach.
- Curriculum contents and principles of Environmental Education.
- Development of curriculum for primary, secondary and higher education.

Unit-7 Methods and Strategies in Environmental Education

- Conventional Methods- discussion, seminar, workshop, dialogue, problem solving, field survey and exhibition.
- Participatory programmes.
- Relative efficiency of teaching methods.

Unit-8 Agencies of Environmental Education

- Formal and Non-formal agencies.
- Governmental and Non- governmental agencies.
- Mass media- News paper, Radio, Electronic media, Print Films, T.V and Others.

Unit-9 Evaluation & Research in Environmental Education

- Evaluation of learner & learning materials.
- Evaluation of strategies of teaching.
- Purpose of research in Environmental Education.
- Methods of research.
- Current trends of research.
- Impact of science and technology on Environmental Educational research.

Unit-10 Project Work in Environmental Education

- To complete any one project selected from any area of the syllabus (I to VIII). The project work will have to be completed according to following steps:
 - Identification of the problem/topic.
 - Formulation of objectives.
 - Review of relevant literature.
 - Writing the questions/ hypotheses.
 - Field identification.
 - Nature of information/ sources of data.
 - Collection and organization of data.
 - Analyzing
 - Drawing conclusion.
 - Reporting.

Suggested Readings:

- Agarwal, S.P. and Aggarwal, J.C - Environmental Protection, Education and Development.
- Daubenmise, R.F.- Plants & Environment.
- Deshbandhu and G. Berberet- Environmental Education for conservation and Development, Indian Environment Society.
- Environment, Govt. of India.
- Joy, P., & Neal, P - The handbook of environmental education.
- Kumar, A - A text book of environmental science.
- Kelu, P - Environmental education: A conceptual analysis.
- Kumar, V.K- A Study of Environmental Pollution.
- Khoshoo, T.N - Environmental concerns and Strategies, Indian Environmental Society.
- Pal, B.P - National Policy on Environment, Department of
- Reddy, P. K., & Reddy, N. D.- Environmental Education.
- Sharma, R. A - Environmental Education.
- Sharma, B. L., & Maheswari, B. K - Education for Environmental and Human value.
- Singh, Y. K - Teaching of environmental science.
- Sharma, V. S - Environmental education.
- Sharma, R. G - Environmental Education.
- Saxena, A.B - Environmental Education.
- Sapru, R.K - Environmental Management in India.
- Verma, P.S. & Aggarwal, V.K - Environmental Biology.

EDN-305 Dissertation – I (Review of Literature and Identification of Research Problem)

Objectives:

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

- understand the importance of review of related literature and learn how to write it.
- realize the importance of the Study and Write about the need of the Study.
- learn to state the title/ problem of the research and its appropriateness/ feasibility, objectives of the study and framing of hypothesis.
- acquaint with sampling design.
- learn about guidelines, principles, and procedure of developing research tools/ questionnaire.
- describe various types of variables and relationship among them
- learn how to collect data, tabulate and analyze them qualitatively and quantitatively, according to the objectives of the study.

Frame work/ Structure of Report on Review and Data Collection

The students are required to undertake the following activities-

- A brief discussion on need and importance of review of related literature
- Write and classify research abstracts related to different variables of their own individual research work
- Analyze the studies reviewed and writing them in approved/ accepted ways. Write about the relevance of his/her study and mentioning the gap therein
- Write about justification, description of the tools/ techniques used for data collection.
- Write about methods and procedures adopted for collections of primary and secondary data, tabulate the data and titles of the table and write reference section as per APA/ HTML
- Final submission of the research proposal according to the direction.

SEMESTER – IV

EDN- 401: CURRICULUM STUDIES

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- understand the meaning, need and theories of curriculum,
- develop critical understanding of understanding principles & Models of curriculum development,
- acquaint with preparation of materials for curriculum implementation,
- understand the concept, nature, procedures, tools, techniques of curriculum evaluation.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain The Principles, Types, Components, Functions And Strategies Of Curriculum,
- Formulate Objectives Based On Educational Needs,
- Integrate Principles Of Curriculum Construction Into Actual Curriculum Preparation,
- Compare And Differentiate Between Aims, Goals, And Objectives,
- Differentiate Among Various Models Of Curriculum Development,
- Design And Create A Model Curriculum.

Unit – 1 Foundations of Curriculum:

- Concept and Principles of Curriculum
- Strategies of Curriculum Development
- Stages in the Process of Curriculum development.

Unit – 2 Foundations of Curriculum Planning

- Philosophical Bases (National, democratic)
- Sociological basis (socio cultural reconstruction)
- Psychological Bases (learner's needs and interests)
- Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development.

Unit – 3 Models of Curriculum Design

- Traditional and Contemporary Models (Academic / Discipline Based Model.
- Competency Based Model, Social Functions / Activities Model [social reconstruction]
- Individual Needs & Interests Model, Outcome Based Integrative Model , Intervention Model,
- CIPP Model (Context, Input, Process, Product Model)

Unit – 4 Curriculum and Instructional System

- Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction
- Approaches to Evaluation of Curriculum
- Approaches to Curriculum and Instruction (Academic and Competency Based Approaches),
- Models of Curriculum Evaluation (Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model)

Unit – 5 Change of Curriculum

- Meaning and types of Curriculum change
- Factors affecting curriculum change
- Approaches to curriculum change
- Role of students, teachers and educational administrators in curriculum change and improvement
- Scope of curriculum research and Types of Research in Curriculum Studies.

Suggested Readings:

- Aggarwal, J.C. (1990); Curriculum Reform in India, New Delhi: Doaba.
- Allyn & Bacon. Brady, L. (1995). Curriculum Development, New Delhi: PrenticeHall.
- Brent, Allen. (1978); Philosophical Foundations for the Curriculum, Boston: Allen and Unwin.
- Bhalla N: Curriculum Development
- Beane, J.A., Conrad, E.P. Jr. and Samuel JA, Jr. (1986). Curriculum planning and development, Boston:
- Daniel Tanne & Lael Tanner- Curriculum Development: Theory into Practice.
- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
- Das, R.C. (1987); Curriculum and Evaluation, New Delhi, NCERT.
- Doll, R.C. (1996). Curriculum development: Decision-making and process, Boston: Allyn & Bacon.
- E.A. (1956). Curriculum planning. New York: Harper and Row Publishers.
- Kalaiyaran, G.- Curriculum Development Ornstein, A.C. & Hunkins, E (1998). Curriculum. Foundations, Principles and Issues. Boston: Allyn & Bacon, Boston.
- Limon E. Kington- Handbook of Curriculum Development.
- Munazza Mahmood- Curriculum Development.
- Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.
- Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.
- Ornstein A.C. & Hunkins, F.P. (2013); Curriculum: Foundations, Principles, and Issues; (6th Ed) Pearson Education Inc.
- Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman.
- Pathak, R. P. (2012). Philosophical and Sociological Principles of Education. Delhi: Pearson.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
- Saylor, J.G. & Alexander W.M. (1956); Curriculum Planning for Better Teaching and Learning: Rinehart & Company, Inc. New York.
- Sterhouse L: An Introduction to Curriculum Research and Development.
- Sharma, R.A. (2012) Curriculum Development and Instruction, Meerut: R. Lal Book Depot.
- Saylor, J.G., Alexander, W.M. and Lewis, A.J. (1981). Curriculum planning for better teaching and learning. New York: Holt Rinehart & Winston.
- Talla, Mrunalini (2012) Curriculum Development- Perspectives, Principles and Issues, Delhi, Chennai & Chandigarh: Pearson
- Tabah N: Curriculum Development, Theory and Practice
- Tanner, D. and Tanner, L. (1975) Curriculum development- theory and practice. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W. (1941). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.
- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanovich.
- Vashist, R.P., Curriculum Development
- Walker D F: Fundamentals of Curriculum

EDN- 402: EDUCATIONAL MANAGEMENT

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- understand the concepts, process, approaches and critically to the theory of management and its application in the field of education,
- understand the organizational development with all its aspects,
- understand important managerial processes and effective manager of teaching,
- understand the various agents of changes to education.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- explain the need of good administration for educational growth and development,
- differentiate between different types of organization and supervision style,
- analyze the functions of different apex bodies relating to education in India,
- identify the various types of inspection and critical monitoring,
- analyze and apply theories of educational management in various contexts,
- critically discuss national and international policies relating to educational planning and finance,
- explain the issues in different type of educational organizations.

COURSE CONTENTS:

Unit – 1 Educational Management and Administration

- Meaning, Principles, Functions and importance
- Management as a system
- Institutional building, POSDCORB
- CPM, PERT, SWOT analysis, Taylorism

Unit – 2 Management and Administration process

- Administration as a process
- Administration as a bureaucracy
- Human relations approach to Administration
- Organisational compliance
- Organinsational development
- Organisational climate

Unit – 3 Leadership in Educational Administration

- Meaning and Nature
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic
- 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 – 4 Quality and Quality in Education

- Indian and International perspective
- Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma
- Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

Unit – 5 Change Management

- Meaning, Need for Planned change, 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

- Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE]).

Suggested Readings:

- Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
- Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.
- Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.
- Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.
- Greene, J.F. (1975): School Personnel Administration. Pennsylvania: Chilton Book Company.
- Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.
- Jolliffe, A., Ritter J. & Stevens D. (2003). The Online Learning Handbook. London: Kogan Page.
- Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.
- Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.
- Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh : Mohindra Capital Publishing.
- Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.
- Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- Mukhopadhyay, M. (2005) Total Quality Management in Education, New Delhi, Thousand Oaks, London: Sage Publications
- Philip, H.C. (1985): The World Crisis in Education Oxford University Press.
- Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.
- Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.
- Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi: Sage Publications.
- Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.
- Sharma, R.A. (2012) Educational Administration and Management, Meerut : R. Lall Book Depot.
- Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sindhu, I. S. (2008) Educational Administration and Management. Meerut: International Publishing House.
- Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.
- Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi: Discovery Publishing House.

EDN-403: Pedagogy, Andragogy and Assessment

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- Understand the basic concepts about Pedagogy, Andragogy and Assessment in Education
- Understand the different types of Techniques that are used in Evaluation Process.
- Develop the testing procedure of Evaluation in Education.
- Acquire knowledge of the concepts of Assessment of Cognitive, Affective and psychomotor domains of learning.
- Know the contemporary and modern types of Assessment System.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Describe the concepts about Pedagogy, Andragogy and Assessment in Education.
- Explain the different types of Assessment that are used in Evaluation Process.
- Know the testing procedure in Assessment in Education.
- Discuss the concepts of Assessment of Cognitive, Affective and psychomotor domains of learning.
- Describe the contemporary and modern types of Assessment System.

Unit-1 Pedagogy

- Pedagogical Analysis - Concept and Stages
- Critical Pedagogy- Meaning, Need and its implications in Teacher Education
- Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model),

Unit -2 Andragogy

- Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning
- Theory of Andragogy (Malcolm Knowles)
- The Dynamic Model of Learner Autonomy

Unit-3 Assessment

- Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning)
- Types of Assessment (Placement, formative, diagnostic, summative)
- Relations between objectives and outcomes
- Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit -4 Assessment in Pedagogy of Education

- Feedback Devices: Meaning, Types, Criteria
- Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics
- Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Unit -5 Assessment in Andragogy of Education

- Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix),
- Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

EDN -404:

ELECTIVE PAPERS: (ANY ONE)

EDN – 404(I): INCLUSIVE EDUCATION

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- explain the concept of inclusive Education & the progression from segregation towards valuing & appreciating diversity in Inclusive Education,
- explicate the National & International policies & frameworks facilitating Inclusive Education,
- enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms,
- describe the Inclusive pedagogical practices & its relation to good teaching,
- expound strategies for collaborative working and stakeholders support in implementing Inclusive Education.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain the basic concepts of Inclusive Education,
- Differentiate Special, Integrated and Inclusive Education,
- Analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice,
- Explain the Concept, Causes, Identification, Prevention and Remedies for Various Disabilities.

COURSE CONTENTS:

Unit-1: Introduction to Inclusive Education:

- Marginalization vs. Inclusion: Meaning & Definitions
- Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural and Ethnic Multiplicity
- Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit -2: Policies and Frameworks Facilitating Inclusive Education:

- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- National Education Policy (1968), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
- National Acts & Programms-IEDC (1974), PWD Act (1995), National Trust Act (1999), IEDSS (2013), PWD Act (2016), NEP-2020

Unit-3: Adaptations Accommodations and Modifications:

- Meaning, Difference, Need & Steps
- Specifics for Children with Sensory Disabilities
- Specifics for Children with Neuro-Developmental Disabilities

- Specifics for Children with Loco Motor & Multiple Disabilities
- Engaging Gifted Children

Unit-4: Inclusive Academic Instructions:

- Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment (UDL)
- Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
- Differentiated Instructions: Content, Process & Product
- Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
- ICT for Instructions

Unit-5: Supports and Collaborations for Inclusive Education:

- Stakeholders of Inclusive Education & Their Responsibilities
- Advocacy & Leadership for Inclusion in Education
- Family Support & Involvement for Inclusion
- Community Involvement for Inclusion
- Resource Mobilization for Inclusive Education

Suggested Readings:

- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, L. S. (1991). Successful Main streaming. Boston: Allyn and Bacon
- Choate, J. S. (1997). Successful Inclusive Teaching. Boston: Allyn and Bacon
- Daniels, H. (1999). Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. & Pieningelo, R. (2007) Understanding, Developing and Writing IEPs Corwin press. Sage Publishers.
- Gore, M. C. (2004) Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. & Rozario, I. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California: Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson
- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996) Curriculum content for Students with Moderate and Severe disabilities in Inclusive Setting Boston, Allyn and Bacon
- Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon

EDN – 404(II): OPEN, DISTANCE AND ONLINE EDUCATION

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

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

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education.
- familiarize with issues related to Planning, Management, Promotion and Coordination of Distance Education,
- apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
- understand the process of Designing and Development of Self-Learning Print Material,
- analyze the qualities of various media used in education and their relative merits and demerits,
- apply New Technologies in the Preparation of Print Material for Distance Learners.
- understand the Role of Different forms of Communication Media in Distance Education.

COURSE CONTENTS:

Unit-1: Development of Distance Education:

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

Unit-2: Distance Learning:

- Students Support Services in Distance Education and their Management
- Technical and Vocational Programmes in Distance Education
- Distance Education and Rural Development
- Role of DEB, IGNOU, NIOS and other prominent institutions for ODL

Unit-3: Intervention Strategies in Distance Education:

- ICT and its application in Distance Education
- Textual Material viz-a-viz Self Learning Material (SLM)
- Designing and Developing SLM
- On-line material for transaction of Curriculum

Unit-4: MOOCs and Distance Education:

- Nature, Scope and Role of MOODLE and SWAYAM for MOOCs (Massive Open On-line Courses)
- Importance of OERs (Open Educational Resources) in Distance Education

Unit-5: Quality Enhancement and Programme Evaluation:

- Programme Evaluation
- Quality assurance and Mechanism for maintenance of standards in Distance Education
- Role of DEB in Quality Enhancement

Suggested Readings:

- Boot, R.L. & Hodgeson, V.E. (1987). Open Learning: Meaning & Experience. In V.E. Hodgeson 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. InInternational Review of Education, Vol. XXIII. No. 2.1. 977.
- Daniel, J. (1999); Distance Learning in the Era of Networks: What are the KeyTechnologies? Quoted by James C Taylor in his paper “ New Millennium DistanceLearning”; (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; OpenLearning?Vol 12. No.2 pp.41-49
- Holmberg, B.(1981); Status and Trends of Distance Education. London: Kogan.
- Mukhopadhyamarmer (2000); Indian Open and Distance Learning Prospects (The Worldof Open and Distance Learning , ed..Reddy,V.Venugopal et.al.; Viva Books.
- Roy PKS (2006); Technology of Instructional Design, New Delhi, Dominant Publisher.10

EDN – 404(III): Yoga and Health Education

COURSE OBJECTIVES:

After completion of the course, learners will be able to:

- Understand the meaning and concept of yoga,
- Know the philosophical aspects of yoga,
- Know different streams of yoga and its importance to education,
- Identify some essential yoga practices for healthy living,
- Lead a health of life through preservation of good health.
- Understand and discriminate between good and bad practices.
- Develop appropriate attitude and awareness towards health related issues.

LEARNING OUTCOMES:

At the end of the course, students will be able to:

- Understand the ancient system of yoga,
- Develop awareness about the historical aspect of yoga,
- Learn to maintain a healthy condition of body and mind,
- Learn the utility of yoga in modern life.
- Know the proper idea about communicable and non-communicable diseases.

Unit 1: Introduction to Yoga

- Concept of Yoga
- Aims and Objectives of Yoga
- Origin & history of development of Yoga
- Yoga and Indian philosophy
- Ypga Sutra

Unit 2: Aspects of Yoga philosophy

- Purusha and Prakriti
- Buddhi and Ahankar
- Chitta Bhumi, Chitta Vritti, Kleshas.
- The Pramanas

Unit 3: Sreams of Yoga

- Karma Yoga, Bhakti Yoga, Jnan Yoga, Hatha Yoga, Kriya Yoga, Raja Yoga: Basic concept and Educational importance.

Unit 4: Health Education and Yoga

- Health Education : Concept and Understanding factors
- Health Education and Yoga
- Astanga Yoga (8 limbs yoga) and Patanjali
- Concept of Yoga of Aurobindo, Swami Satyananda giri and Swami Vivekananda

Unit 5: Yoga and its Relationship to Individual and Social Upliftment

- Benefits of Yoga as a way to healthy and integrated living
- Yoga as a way to Socio-moral upliftment
- Yoga as way to spiritual enlightenment

- Importance of Yoga in school curriculum.

Suggested Books:

- D.T.Kenny,J.G.Carlson,F.J.McGuiganandJ.L.Sheppard,StressandHealth
- ResearchandClinicalApplications,Harwood,AcademicPublishers,TheNetherlands(2000)L.Ra machandranandT.Dharmaliugam,HealthEducation–ANewApproach,
- VikasPublishingHousePvt.Ltd.NewDelhi(2001)M.C.GuptaandB.K.Mahajan,TextBookofPrev entiveandsocialMedicine,JaypeeBrothers,MedicalpublishersPvt.Ltd.,NewDelhi,(2005)S.Maho ney and L.K.Olsen(Eds.),HealthEducation–TeacherResource
- Handbook,CorwinPreseeInc.California,USA,(1993) S.P.Singh, Sex Education–AIDS and Sexuality, Authors Press, Delhi(2001)
- Bhattacharyya, D. (2017). Yoga Education and Understanding Self (Bengali version). Kolkata:131
- Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYM Samiti
- Bhogal, R.S. (2011). Yoga & Modern Psychology. Lonavla: Kaivalyadhama SMYM Samiti.
- Nagendra, H.R., and Nagarathana, R., (2004). Yoga practices for anxiety & depression. Bangalore: Swami Sukhabodhanandha Yoga Prakashana.
- Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
- NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
- NCERT. (2014). Population Education: Source Material, New Delhi
- NCTE. (2015). Yoga Education-Bachelor of Education Programme, New Delhi.
- Ravishankar.N.S., (2001). Yoga for Health. New Delhi: PustakMahal.
- S. P. Singh & Mukesh Yogi, (2010). Foundation of Yoga. Standard Publication, New Delhi.
- Sivananda Swami, (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.

EDN – 404(IV): POLITICS AND ECONOMICS OF EDUCATION

COURSE OBJECTIVES:

After completion of the course learners will be able to

- Understand the concepts of economics of education, economic development, human capital, and human resource development;
- Understand how to forecast human power, estimate cost-benefits of education and analysis of cost-effectiveness in education.
- Identify the relationship between politics and education.
- Understand how economics is related to education.

LEARNING OUTCOMES:

At the end of the course, learners will be able to:

- Explain the concepts of economics of education, economic development, human capital, and human resource development;
- Describe how to forecast human power, estimate cost-benefits of education and analysis of cost-effectiveness in education;
- Know Identify the relationship between politics and education.
- Explain how economics is related to education.

COURSE CONTENTS:

Unit– 1: Economics of Education

- Concept & Scope of Economics.
- Economics of Education- Concept and Significance
- Education as Consumption, Investment and Return.
- Concept & Importance of Human Capital.
- Education & Human Resource Development
- Recent trends of Economics of Education

Unit-2: Politics and Economics of Education

- Concept & nature of Politics
- Politics of Education
- Relationship among Politics, Economics and Education

Unit-3: Perspectives of Politics of Education:

- Liberal, Conservative and Critical
- Approaches to understand Politics (Behaviorism, Theory of Systems Analysis and Theory of Rational Choice)
- Education for Political Socialization

Unit– 4: Educational Finance

- Concept Cost Benefit Analysis Vs Cost Effective Analysis in Education,
- Economic returns to Higher Education, Signalling Theory Vs Human Capital Theory
- Concept of Educational Finance; Educational finance at Micro and Macro Levels
- Concept of Budgeting

Unit–5: Education and Development

- Education, Economic Growth and Rate of Return Calculations.
- Education and National Development.
- Education and the Distribution of Income.
- Education, Population Growth, Poverty and Inequality.
- Liberalization, Privatization, Globalization, and Education

Suggested Readings:

- Becker, G.S., Human Capital, (Ch.2, “Investment in Human Capital: Effect on Earnings”, NBER, New York, 1964.
- Becker, G.W., Human Capital, Princeton University Press, Princeton, 1964.
- Belfield, C., Economic Principles for Education, Edward Elgar, 2000.

- Blaug, M., "Where are we now in Economics of Education?" *Economics of Education Review*, 1970.
- Blaug, M., *An Introduction to Economics of Education*, Penguin, London, 1972.
- Blaug, M., *Economics of Education*, Penguin, London, 1970.
- Blaug, M., *Economics of Education*, Vol. I & II, Penguin Books, England, 1968.
- Bowman, M.J., et al. (Eds.), *Readings in the Economics of Education*, UNESCO, Paris, 1968.
- Chattopadhyay, S., *Education and Economics*, Oxford, 2012.
- Cohn, E., *Economics of Education*, Lexington Mass D.C. Heath Company, 1972.
- Harbison, F.H. & Myers, C.A., *Education, Manpower and Economic Growth*, McGraw-Hall, Maidenhead, 1964.
- Hedge, O., *Economics of Education*, Himalaya Publishers, New Delhi, 1998.
- Jandhya, B.G., *Economics of Inequality in Education*, Sage Publication, New Delhi, 1985.
- Perlman, R., *The Economics of Education: Conceptual Problems and Policy Issues*, McGraw-Hill Book Company, New York, 1973.
- Prakash, V. & Biswal, K., *Perspectives on Education and Development*, NUEPA, Delhi, 2008.
- Psycharapoulos, G., *Economics of Education: Research and Studies*, Pergamon Press, Oxford, 1987

EDN – 404(V) MENTAL HEALTH AND EDUCATION COURSE OBJECTIVES

After completion of the course, learners will be able to

- Understand the concept of mental health, mental hygiene, adjustment and maladjustment.
- Comprehend the concept of stress and its coping strategies.
- Understand the various behavioral problems –their causes and remedial measures.
- Understand the concept, types, and techniques of guidance and counseling.
- Know about the role of home, school and society in the areas of mental hygiene, adjustment, and guidance.

LEARNING OUTCOMES

At the end of the course, learners will be able to

- discuss the concept of mental health, mental hygiene, adjustment and maladjustment.
- explain the concept of stress and its coping strategies.
- Know the various behavioral problems –their causes and remedial measures.
- describe the concept, types, and techniques of guidance and counseling.
- Explain about the role of home school and society in the areas of mental hygiene, adjustment, and guidance.

Unit-1: Concept of Mental Health.

- Nature of Mental Health and Scope of Mental Hygiene.
- Principles of good Mental Health.
- Role of Home, School and Society in maintaining good Mental Health

Unit-2: Adjustment.

- Concept and Dynamics of adjustment
- Types of adjustment,
- Criteria & Methods of Adjustment.
- Role of Home, School, and Society for good Adjustment

Unit-3: Maladjustment

- Maladjustment–Concept and Causes
- Conflicts and Frustration
- Defense Mechanisms
- Stress–Nature, Type, Causes and Consequences
- Coping Strategies and Therapies

Unit-4: Mental Disorder

- Concept and general causes of Mental Disorder
- Modern Classification of Mental Disorder (DSM- V)
- Signs, Symptoms and Treatment of Anxiety Disorder, Phobia, Obsessive Compulsive Disorder and Depressive Disorder
- Cognitive Disorder : Symptoms and Therapeutic interventions
- Substance Abuse Disorder: Causes, Symptoms and Therapeutic interventions

Unit-5 : Support Services

- Concept and Provisions of Support Services
- Types of Support Services
- Concept, Nature, Organization and Functions of Child Guidance Clinic and Hospice
- Role of Parents, School, Society and Professionals in Child Guidance.

Suggested Readings:

- Chaturvedi, R., Guidance and Counselling Skills, Crescent Publishing Corporation, New Delhi, 2007.
- Chauhan, J. C., Mental Hygiene, McGraw Hill, New York, 1970.
- Crow, A. & Crow, D., Mental Hygiene, Macmillan, New York, 1963.
- Gibson, R. L. & Mitchell, M. H., Introduction to Counselling and Guidance (7th Edition), Pearson Education, Inc., New Delhi, 2008.

- Gururani, G.D., Textbook of Mental Health and Hygiene, Akanksha Publishing, 2006.
- Mangal, S.K., Abnormal Psychology, S.K. Mangal Books, New Delhi, 1984.
- Mangal, S.K., Essentials of Educational Psychology, PHI Learning, 2009.
- Petterson, G.H., Counselling and Guidance in Schools, McGraw Hill Book Company, London, 1962.
- Sarason & Sarason, Abnormal Psychology, Pearson, 1976

Course 405: Dissertation-II(Collection Analysis and Interpretation of Data)

Objectives: •

- The students are expected to establish link between theoretical framework and research work.
- Develop skills of formulating research problem and research questions
- Formulate objectives, hypothesis and research questions
- Design the research plan
- Develop various tools and techniques for data collection
- Search and find the primary and secondary sources of data
- Search techniques and strategies for the analysis and interpretation of data in qualitative, quantitative and mixed research
- Search about writing research report, footnotes, references and bibliography.

Course Content:

- Selection of the topic for Dissertation
- Process of conducting dissertation- It includes formulating research problem, research questions, designing a plan to study it, (Including relevant body of literature), analyze and write the findings in an academic fashion
- Chapterization of the dissertation
- Submission of the report (Time frame to be given by the department)