EDUCATION

PG - Syllabus

Code	Paper Title	Credits	Marks
First Semester:			
EDU-PG-C101	Western Philosophy of Education	4	100
EDU-PG-C102	Psychological Foundations of Education-1	4	100
EDU-PG-C103	Sociological Foundations of Education	4	100
EDU-PG-C104	Educational Research Methodology	4	100
Second Semester:			
EDU-PG-C201	Indian Philosophy of Education	4	100
EDU-PG-C202	Psychological Foundations of Education-2	4	100
EDU-PG-C203	Educational Measurement and Evaluation	4	100
EDU-PG-O204	Life Long Education	4	100
Third Semester:			
EDU-PG-C301	Educational Technology	4	100
EDU-PG-C302	Development of Educational System in India	4	100
Choose any two papers from 303 to 306			
EDU-PG-O303	Curriculum Development and Instruction	4	100
EDU-PG-O304	Teacher Education	4	100
EDU-PG-O305	Environmental Education	4	100
EDU-PG-O306	Educational Administration and Management	4	100
Fourth Semester:			
EDU-PG-C401	Statistics for Educational Research	4	100
EDU-PG-C402	Dissertation	4	100
Choose any two papers from 403 to 406			
EDU-PG-O403	Guidance and Counselling	4	100
EDU-PG-O404	Inclusive Education	4	100
EDU-PG-O405	Value Education and Human Rights	4	100
EDU-PG-O406	Higher Education	4	100

EDU- PG – C-101   WESTERN PHILOSOPHY OF EDUCATION

(4-Credits)

Unit-I: Introduction

- Concept and Nature of Philosophy
- Concept, Nature and Scope of Philosophy of Education
- Relationship between Education and Philosophy
- Aims of Education in Relation to Philosophy of Life

Unit-II: Four Fundamental Western Schools of Philosophy

- Idealism,
- Naturalism
- Realism,
- Pragmatism

Unit-III: Other Western Schools of Philosophy

- Existentialism
- Essentialism
- Marxism
- Analytical philosophy

Unit-IV: Contribution of Educational thinkers

- Froebel,
- Pestalozzi,
- John Dewey,
- Paulo Freire,

Suggested Readings:

1. Brown,L.M. (1970). *Aims of Education*, New York: Teachers College Press.
2. Brubacher J.S. (2010). *Modern Philosophies of Education*, Surjeet publications.
3. Chandra, S.S & Sharma, R.K. (1996). *Principles of Education*, New Delhi: Atalantic Publishers
4. Connor. J. (1995). *An Introduction to the Philosophy of Education*, Agra: Vinod Pustak Mandir
5. Durant Will, (1991). *The Story of Philosophy*, Simon & Schuster.

6. Miri Mrinal (2014). *Philosophy and Education*, Oxford University Press.
7. Moon Bob(Ed) (2000). *International Companion to Education*: London, Routledge.
8. Moris,V. (1966). *Existentialism in Education*, New York: Harper & Row.
9. Mukherjee,R.K. (1974). *Ancient Indian Education*, New Delhi: Motilal Banarasidas
10. Ozmon, H.A.(2012). *Philosophical Foundations of Education*, Pearson Publications.

EDU-PG-C102: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-1

(4-Credits)

Unit I: Psychology, Growth & Development

- Psychology as a Scientific Study of Behaviour; Relationship between Education and Psychology

- Growth & Development: Principles, Characteristics, Stages & Determinants

- Individual Differences

- Cognitive development in learners: Views of Piaget, Bruner and Vygotsky

Unit II: Adolescence Development and Social Process

- Meaning, Relevance and Modern Views of Adolescence

- Behavioural Problems of Adolescents

- Role of Family, Peer Group and School in Adolescence development

- Physical and Mental Health of Adolescents

Unit III: Understanding the process of learning

- Meaning, Nature and Scope of Learning

- Factors affecting Learning

- Transfer of Learning & its theories

- Gagne's Hierarchical Theory of Learning

Unit IV: Theories of Learning

- Pavlov's Classical Conditioning Theory, Skinner Operant Conditioning Theory

- Thorndike Trial and Error Theory, Hull's Reinforcement Theory

- Lewin's Field Theory, Tolman's Sign Gestalt Theory

- Bandura's Social Learning Theory, Kohler's Insight Theory of Learning

Suggested Readings:

1. Atkinson, J.W & Feather, N.T. (1960). *Theory of Achievement Motivation*, New York: Wiley Publishers.

2. Bhatnagar, S. (2002). *Advanced Educational Psychology*, Agra: Bhargava Book House.

3. Bron, R.A & Allyn Bacon. (2002). *Essentials of Psychology*, Guwahati: Nibedita DK Distributors.

4. Chand,T. (2002). *Educational Psychology*, Agra: Bhargava Book House

5. Cobb, N.J. (2004). *Adolescent: Continuity, Change and Diversity* (5th Edition). New York: McGraw Hill.

6. Crow, R.B & Crow, A (1964). *Educational Psychology*, New Delhi: Eurasia Publishing House

7. Guilford, J.P. (1967). *The Nature of Human Intelligence*, New York: McGraw Hill

8. Hall, C.S & Lindsey, G (1978). *Theories of Personality (3rd Ed)*, New York: John Wiley

9. Hilgard, E.O (1976). *Theories of Learning (4th Ed),* New York: Appleton Century Crgts Woodworth R.S. (1995); A Study of Mental Life, New York: Century.

10. Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H. (2007); *Theories of Development of Human Development*. Delhi: McGraw Hill.

EDU-PG-C103   SOCIOLOGICAL FOUNDATIONS OF EDUCATION

(4-Credits)

UNIT-I: Sociology and Education

- Meaning and Nature of Education and Sociology, Its relationship
- Sociology of Education and Educational Sociology: Meaning and Nature
- School as Social System & Agency of Education
- Role of family and School in Socialization

UNIT-II: Education and Society

- Social Change: Concepts, Factors and Role of Education
- Social Stratification: Meaning and Factors
- Social Mobility: Types, Factors and Role of Education

- Education of Socially disadvantaged sections of the Society

UNIT-III: Education and Culture

- Culture, Cultural Change and Role of Education

- Modernization: Meaning and Role of Education in Modernization Process

- Globalization: Impact on Education

- Religion as Social Group: Characteristics and Functions

UNIT-IV: Education in Social Order

- Education for National Integration and International Understanding

- Education for Democracy and Citizenship

- Education for Social Harmony and Unity in Diversity

- Education for Sustainable Development and Social Heritage

Suggested Readings:

1. Adisesaiah, W.T.V. & Pawansam, R. (1974). *Sociology in Theory and Practice*, New Delhi, Santhi Publishers.

2. Aikara, J. (2004). *Education-Sociological Perspective*, New Delhi, Rawat Publications.

3. Bhushan, V. & Sachdeva, D.R. (2008). *An Introduction to Sociology*: New Delhi, Kitabmahal.

4. Chanda, S.S. & Sharma, R.K. (2002). *Sociology of Education*, New Delhi, Atlantic Publications.

5. Cook, L.A. & Cook, E. (1970). *Sociological Approach to Education*, New York, McGrawhill.

6. Hemalatha, T. (2002). *Sociological Foundations of Education*, New Delhi, Kanishka publications.

7. Joyee, L.E. & Sanders, M.G. (2002). *School, Family and Community Partnership*, Guwahati: Nibedita Book Distributors.

8. Prasad, J. (2004). *Education and Sociology*, New Delhi. Kanishka Publishers and Distributors.

9. Shah, B.V. & Shah, K.B. (1998). *Sociology of Education*, Jaipur: Rawat Publications.

10. Shukla, B.V. & Shah, K.B. (1985). *Sociological Perspective in Education*, New Delhi, Chanakya Publications.

EDU- PG – C-104   EDUCATIONAL RESEARCH METHODOLOGY

(4-Credits)

UNIT-I: Qualitative Research

- Phenomenological Research
- Ethnographic Research
- Naturalistic Enquiry
- Method of Interpretation of Qualitative Data

Unit- II. Types of Research

- Historical Research
- Descriptive Research
- Experimental Research
- Case Study

Unit- III. Formulation of Research Problem

- Formulation of research problem (Criteria and sources for identifying the problem)
- Review of related literature-sources, purpose and need at different stages of research
- Hypothesis: characteristics, types, formulation and testing
- Preparation of research proposal

Unit- IV. Sample & Research Tools

- Concept of population and sample, Characteristics of a good sample.
- Techniques: (a) Probability sampling techniques & (b) Non-probability sampling techniques
- Sampling errors and how to reduce them.
- Tools and Techniques of Data Collection: Observation; Interview; Questionnaire, Schedules, Rating Scales

Suggested Readings:

1. Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.

2. Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education.

3. Borg, W.R. and Gall, M.D. (1983). *Educational Research: An Introduction*. New York: Longman.

4. Bryman, A and Duncan C. (1990). *Qualitative Data Analysis for Social Scientists*. London: Rourtedge.

5. Kerlinger, F.N. (2010). *Foundation of Behavioural Research.* New Delhi: Surjeet Publication.

6. Koul, Lokesh, (2002). *Methodology of Educational Research*. New Delhi: Vikas Publication

7. McMillan, J.H. (2003). *Educational Research: Fundamentals for the consumer*. Boston: Allyn & Bacon.

8. Smith, M.L. & Glass, G.V. (1987). *Research and Evaluation in Education and the Social Sciences.* NJ: Prentice Hall.

9. Van Dalan, D.B. (1973). *Understanding Educational Research; An Introduction*, New York: McGraw Hill.

10. Wiersma, W. & Jurs, S. J. (2009). Research Methods in Education: An Introduction. Pearson Education

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EDU- PG – C-201   **INDIAN PHILOSOPHY OF EDUCATION**

(4-Credits)

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Unit-I: Introduction

-   Concept and Nature of Philosophy with reference to Indian Philosophy of Education.
-   Scope of Philosophy of Education with reference to Indian Philosophy of Education.
-   Educational Philosophy as a Discipline
-   Functions of Philosophy of Education

Unit-II: Indian Schools of Philosophy

Indian Schools of philosophy with special reference to the concept of knowledge, reality and values and their educational implications for aims, curriculum and method of education.

-   Sankhya
-   Vedanta

- Nyaya
- Yoga

Unit-III: Heterodox Schools of Indian Philosophy

Heterodox Indian Schools of philosophy with special reference to the concept of knowledge, reality and values and their educational implications for aims, curriculum and method of education.

- Buddhism
- Jainism
- Charvakas
- Islamic

Unit-IV: Contribution of Educational thinkers

- Swamy Vivekananad,
- Rabindranath Tagore,
- Aurobindo
- Jiddu Krishnamurti

Suggested Readings:

1. Brown,L.M. (1970). *Aims of Education*, New York: Teachers College Press.
2. Brubacher, R.S. (1955). *Modern Philosophy of Education*, Chicago: University Press
3. Chandra, S.S & Sharma, R.K. (1996). *Principles of Education*, New Delhi: Atlantic Publishers
4. Chatterji S. & Datta D. (2012). *An Introduction to Indian Philosophy*, Rupa & Co.
5. Connor. J. (1995). *An Introduction to the Philosophy of Education*, Agra: Vinod Pustak Mandir
6. Moris,V. (1966). *Existentialism in Education*, New York: Harper & Row.
7. Mrunalini T. (2008). *Philosophical Foundations of Education*, Hyderabad, Neelkamal Publications.
8. Mukherjee,R.K. (1974). *Ancient Indian Education*, New Delhi: Motilal Banarasidas
9. Radhakrishnan S. (2008). *Indian Philosophy (02 Volume)*, Oxford India Paperbacks.
10. Sharma C.D. (2016). *A Critical Survey of Indian Philosophy*, Motilal Banarsidass.

EDU-PG-C202   PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-2

(4-Credits)

Unit I: **Motivation**

- Meaning, Factors and role of Motivation
- Types of Motivation
- Atkinson's Theory of Achievement Motivation, Maslow's Self Actualization Theory
- Techniques of Enhancing Learner's Motivation

Unit II: Intelligence and its Measurement

- Intelligence: Meaning & Nature
- Types of Intelligence
- Theories of Intelligence: Guildford's Structure of Intellect Theory, Howard Gardner's Theory of Multiple Intelligence
- Measurement of Intelligence: Verbal, Non Verbal and Performance Tests

Unit III: Personality and Adjustment

- Concept and Types of Personality
- Theories of Personality: Types and Traits (Allport, Freud, Adler and Jung)
- Assessment of Personality
- Adjustment: Process of Adjustment and Adjustment Mechanisms

Unit IV: Mental Health and Hygiene

- Concept of Mental Health & Mental Hygiene
- Factors affecting Mental Health (Home, Society & School)
- Characteristics of a Mentally Healthy Person
- Relaxation and Meditation for Maintaining Good Mental Health

Suggested Readings:

1. Atkinson, J.W & Feather, N.T. (1960). *Theory of Achievement Motivation*, New York: Wiley Publishers.

2. Bhatnagar, S. (2002). *Advanced Educational Psychology*, Agra: Bhargava Book House.

3. Bruner, A.M & Shea, M.(1989). *Teaching Exceptional Student in your Classroom*, London: Allwyn & Bacon.

4. Chand, T. (2002). *Educational Psychology*, Agra: Bhargava Book House

5. Crow, R.B & Crow, A (1964). *Educational Psychology*, New Delhi: Eurasia Publishing House

6. Rayan W. Carson (1970). *Mental Health through Education*, New Delhi: Commonwealth

7. Guifford, J.P. (1967). *The Nature of Human Intelligence*, New York: McGraw Hill

8. Page. J.P (1970). *Abnormal Psychology*, New Delhi: Tata and McGraw Hill Publishers (Ind. Ed)

9. Perter, L. (2002). *Education Young Children with Special Needs*, New Delhi: Sage Publication

10. Rayan W. Carson (1970). *Mental Health through Education*, New Delhi: Commonwealth

EDU- PG – C-203   EDUCATIONAL MEASUREMENT AND EVALUATION

(4-Credits)

Unit- I. Measurement and Evaluation

- Concept of Test, Measurement and Evaluation
- Functions of Evaluation and the basic principles of Evaluation
- Scales of Measurement: Nominal, Ordinal, Interval and Ratio
- Tools of Measurement and Evaluation (Questionnaire, Schedule, Scale, Inventories, Performance tests)

Unit- II. Basic characteristics of good measuring instruments

- Reliability: Meaning, Methods and Factors Affecting Reliability
- Validity: Meaning, Types and Factors Affecting Validity
- Norms: Age, Grade, Percentage, Standard Scores (t-scores, Z-scores)
- Measurement of Intelligence, Interests, Aptitude, Attitude, Personality, Achievement

Unit- III. Test Construction

- Norm Reference Tests
- Criterion Reference Tests

- Construction and standardization of an achievement test
- Types of Achievement Tests- Essay and Objective

Unit-IV. New Trends in Examination Reforms

- Grading
- Semester system
- Continuous Internal Assessment
- Question Bank and Use of Computers in Evaluation

Suggested Readings

1. Adams, G.S. (l964). Measurement and Evaluation in Education &Psychology. New York: Rinehart and Winston.
2. Aiken, L.R. & Gary Groth Marhant (2011). Psychological Testing and Assessment (12thedition). New Delhi: Pearson.
3. Anastasi A. (1976). *Psychological Testing* (4th edition), New York: McMillan Pub Co.
4. Bloom B.S & Other (1976). *Handbook of Formative and Summative Evaluation of Student Learning*, New York: McGrew Hill Book Co.
5. Cronbach L.J. (1970). *Essentials of Psychological Testing,* New York: Harper and Row Publishers.
6. Edwards, A.L. (1975). *Techniques of Attitude Scale Construction,* Bombay: Feffer & Semens Pvt.Ltd.
7. Harper (Jr.), A.F & Harper, E.S (1990). *Preparing Objective Examination: A Handbook for Teachers, Students and Examiners,* New Delhi: Prentice Hall.
8. Linn, Robert L. (2000). *Measurement and Assessment in Teaching.* New Delhi: Pearson Education, Inc.
9. Singh (1990). Ed. *Criterion Referenced Measurement (Selected Readings)*; New Delhi: NCERT.
10. Tenbrink, T.D. (1974). *Evaluation: A Practical Guide for Teachers;* New York: Mc.Graw Hill.

EDU- PG – O204   LIFE LONG EDUCATION

(4-Credits)

Unit I. Concept and Scope of Life Long Education

- Nature and scope of lifelong education
- Philosophical and Sociological basis of concept of lifelong education
- Need and importance of lifelong education in the contemporary world.
- Impact of concept of lifelong education on formal education; open learning, part time Education and web based education

Unit -II Concept, Scope and Development of Open and Distance Education

- Distance Education: Meaning and Rationale.
- Need of open distance education in India.
- Development of Open and Distance education with reference to National Policy of Education (1968, 1986, 1992 revised).
- Problems of Distance Education and Role of Distance Education Bureau (DEB)

Unit- III. Theories and Modalities of Distance Education

- Theories of Distance Education: Theory of Independent study (Charles A. Wedemeyer) and Theory of Learner Autonomy (Michael G. Moore)
- Modalities of Distance Education- Correspondence courses, Open Schools and Universities
- Education Broadcast: TV and Radio, CAI.
- Impact of information technology revolution on distance education- Internet and its uses, emergence of on-line education.

Unit- IV. Adult Education: Related Terminologies and Programmes

- Adult and Continuing Education: Nature and Objectives
- Need and importance of Adult and Continuing Education in developing a learning society.
- Concepts and terminologies related to Adult Education: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education and In-formal Education

- Indian Adult/Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme and National Literacy Mission.

Suggested Readings:

1. Chib, S.S. (1986). *Distance Education*, Chandigarh: Chadda Publication.
2. Cropley, A.J. (1977). *Life Long Education: A Psychological Analysis*, New York: Pergamon Press.
3. Dutta, S.C. (1986). *History of Adult Education - In India*, New Delhi: IAED.
4. Jethither, B. (1996). *Adult Education & Extension*, New Delhi: APH Publishers.
5. Joshi P.K. (2007). *Modern Distance Education*, New Delhi: Anmol Publications.
6. Patil, S.P. (1996). *Problems of Adult Education Programme*, Ambala Cant: Associated Pubs.
7. Rao, V.J. (2000). *Problem of Continuing Education*, New Delhi: Discovery Pub.
8. Rudestam & Schoonholtz-Read. (2002). *Handbook of Online Learning*, Delhi: Sage Publications.
9. Venkataiah, S. (Ed.) (2000). *Lifelong and Continuing Education*, New Delhi: Anmol Pub.
10. Verma, R. (2007). *Education-Open and Distance Education - In Global Society*, New Delhi: Anmol Publications.

EDU- PG – C-301 **EDUCATIONAL TECHNOLOGY**

(4-Credits)

Unit -I. Introduction to Educational Technology

- Meaning, nature & scope of Educational Technology
- Importance of Educational Technology
- Components of Educational Technology- hardware, software
- Systems Approach in Educational Technology & Its Characteristics

Unit- II.   Behavioural and Instructional Technology

- Historical development of Educational Technology –Programmed learning, Media Application and Computer application.

- Programmed Instruction-origin, types; Linear, Branching and Computer Assisted Instruction (CAI)
- Micro-teaching
- Flander's Interaction Analysis.

Unit-III. Resources in Educational Technology and Communication.

- Audio – Visual Media –Importance and forms
- Video/Educational Television, CCTV in instruction
- Teleconferencing/Videoconferencing countrywide classroom projects satellite based instruction
- Communication: Modes, Process & Barriers.

Unit-IV. ICT in Education

- Importance, Advantages and Limitation of ICT in Education
- Need for ICT devices and their applications
- Application of ICT in classroom for professional development and school management
- Virtual reality

Suggested Readings

1. Mohanty, J. (2001). *Educational Technology*, New Delhi: Deep & Deep publication.
2. Sharma R. A. (1991). *Technology of Teaching*, Meerut: International Publishing House.
3. Skinner B. F (1968). *The Technology of Teaching*, New York: Appleton Century Croft.
4. Roy PKS (2006). *Technology of Instructional Design*, New Delhi: Dominant Publisher.
5. Vashista, S.R.(1997). *Research in Educational Technology*, Guwahati: Eastern Book House.
6. Mangal , S.K.(2009). *Essentials of Educational Technology*, Prentice Hall India Learning Private Limited.
7. Kulshreshtha S.P. & Kulshreshtha S.K.(2012). *Foundations of Educational Technology*, Meerut, Surya Pub.
8. Mohanty J. (2008). *Educational Technology*, Deep & Deep Publications Pvt. Ltd.
9. Aggarwal, J.C. (2014). *Essentials of Educational Technology*, Vikas Publishing House Ltd.

10. Sharma R.A. & Chaturvedi S.(2016). *Essentials of Educational Technology*, International Publishing

EDU-PG-C302   DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

(4-Credits)

Unit I: Historical Perspectives

- Silent Features of Vedic, Buddhists & Islamic Education
- Macaulay's Minutes (1835); Wood's Dispatch (1854)
- Lord Curzon's education policy
- National Education Movement.

Unit II: Education Committees and Commissions in Pre-independent India

- Indian Education Commission (1882-83) Indian Universities Commission (1902)
- Gokhaley Bill (1913)Calcutta University Commission (1917-19)
- Hartog Committee (1928-29), Wardha Committee(1938)
- Sargent Committee Report (1944)

Unit III: Education Commissions in Independent India

- Radhakrishnan Commission
- Mudaliar Commission
- Kothari Commission
- NPE 1986 and 1992

Unit IV: Contemporary Issues and Problems in Education

- Universalization of Elementary Education
- Universalization of Secondary Education
- Education for Women Empowerment
- Equity & Equality in Education;

Suggested Readings:

1. Aggarwal, J.C. (2000). *Landmark in the History of Modern Indian Education*, New Delhi: Vikas Publishing House.
2. Banerjee, J.P. (1994). *Education in India Vol-I & II*, Kolkata: Central Library.

3. Bhatia, R.L. (1993). *Modern Indian Education and its Problems*. New Delhi: Surjeet Publications.

4. Ghosh, S. C. (2013).*The History of Education in Modern India: 1757-2012*. Orient Blackswan

5. Mohanty, J.(1995). *Modern Trends in Indian Education*, New Delhi: Deep & Deep Publication.

6. Mukhopadhyay, B. &Barki, B. G. (1989).*Grassroots Education in India: A Challenge for Policy Makers (South Asian Publications Series)*. Stosius Inc/Advent Books Division.

7. Purkait, B.R (1997). *Milestone in Modern Indian Education,* Kolkata: New Central Book Agency Pvt Ltd.

8. Mooij, J&Majumdar, M.(2010). *Education and Inequality in India: A Classroom View (Routledge Contemporary South Asia Series)* Routledge: Chapman & Hall.

9. Rashmi, S. &Vimala R. (2009).*The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*. New Delhi: Routledge.

10.Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India.* Jaipur: A B D Publishers.

EDU- PG – O-303   CURRICULUM DEVELOPMENT AND INSTRUCTION

(4-Credits)

Unit-I: Introduction and Curriculum Planning

- Meaning and Scope of Curriculum.

- Basic Principles of Curriculum Planning.

- Foundations of Curriculum Development: Philosophical, Socio-cultural and Psychological.

- Importance of Curriculum Planning

Unit-II: Models of Curriculum Planning and Development:

- Tyler Model

- Taba Model

- Inter personal relation (Carl Roger's) Model

- Deliberation Model

Unit-III: Curriculum Design and Development

- Curriculum Development: Steps and Process

- Components of Curriculum Design

• Types of Curriculum Design: Subject- Centered, Learner Centered,   Activity- cum-Experience Centered.

• Core Curriculum & Elements of Core Curriculum as per NPE'86

Unit-IV: Curriculum Evaluation

• Need & Aspects of Curriculum Evaluation

• Approaches of Curriculum Evaluation: Formative and Summative

•Models of Curriculum Evaluation: Congruence- Contingency Model; Context-Input-Process- Product (CIPP) Model of Curriculum Evaluation

Suggested Readings:

1. Aggarwal,J.C. (1990). *Curriculum Reform in India*, New Delhi: Doaba.

2. Brent, Allen. (1978). *Philosophical Foundations for the Curriculum*, Baston: Allen and Unwin.

3. Das,R.C. (1987). *Curriculum and Evaluation*, New Delhi, NCERT.

4. Erickson, H.L.(2000). *Concept Based Curriculum and Instruction*. New Delhi: Sage Publications.

5. Ornestein A.C.& Hunkins, F.P.(2013). *Curriculum: Foundations, Principals, and Issues*: (6th Ed) Pearson Education Inc.

6. Saylor,J.G. &Alexander W.M.(1956). *Curriculum Planning for Better Teaching and Learning*, Rinehart& Company, Inc. New York.

7. Flinders, D.J (Ed) (1977). *The Curriculum Studies*, New Delhi: Atlantic Publishers.

8. NCERT (1984). *Curriculum & Evaluation*, New Delhi.

9. NCERT (1988). *National Curriculum for Elementary & Secondary Education*, New Delhi.

10. Arulsamy S. (2011). *Curriculum Development*, Hyderabad, Neelkamal Publications.

EDU- PG – O-304   TEACHER EDUCATION

(4-Credits)

Unit -I. Introduction to Teacher Education

- Meaning and Scope of Teacher Education

- Need for Education of Teachers.

- Aims and Objectives of Teachers education at Elementary, Secondary and College level

- Development of Teacher Education in India before and after Independence

Unit- II. Types of Teacher Education Programmes and Agencies

- Pre-service Teacher Education

- In-service Teacher Education

- Distance Education and Teacher Education

- Orientation and Refresher Courses

Unit- III. Innovative Approaches and Current Problems in Teacher Education

- Role of NAAC, NCTE, NCERT, SCERT and DIET for the development and innovative approaches in Teacher Education

- Teacher education and practicing schools

- Teacher education and Other Institutions

- Preparing Teachers for Special Schools

Unit-IV. Professionalism in Teacher Education

- Teaching as a Profession, Professional Ethics of a Teacher

- Performance Appraisal and Accountability of Teachers

- TQM in Teacher Education

- Areas of Research in Teacher Education

Suggested Readings:

1. Anand , C.L. (1988). *Aspects of Teacher Education,* Delhi: S. Chand and Co.

2. Govt.of India (1966). *Reports of the Education Commission*, 1963-1966, New Delhi: Ministry of Education, Govt. of India.

3. Mukerjee, S.N. (1988). *Education of the Teacher in India*, Vol. I & Vol. II, Delhi: S. Chand and   Co.

4. NCTE (1978). *Teacher Education Curriculum-A Framework*, New Delhi: NCERT.

5. Panda, B.N & Tewari, A.D (1997). *Teacher Education*, New Delhi: A.P.H. Publishing Corporation.

6. Pareek, R. (1996). *Role of Teaching Profession*, Guwahati: Eastern Book House.

7. Passi, B. K. (1976). *Becoming a Better Teacher: Microteaching Approach*, Amedabad: Sahitya Mudranalaya

8. Raina, V.T. (1998). *Teacher Education: A Perspective*, Guwahati: Eastern Book House.

9. Singh, L.C. (Ed) (1990). *Teacher Education in India- A Resource Book*, New Delhi: NCERT.

10. Tibble, J.W. (Ed) (1995). *The future of Teacher Education*, London: Routledge and Kegan Paul.

EDU-PG-O305   ENVIRONMENTAL EDUCATION

(4-Credits)

UNIT-I: Introduction to Environmental Education

- Meaning, Definition and Characteristics of Environmental Education
- Importance, Objectives, Scope and Principles of Environmental Education
- Natural Resources from the Environment
- Eco-system: Interaction between Living and Non-living

UNIT-II: Environmental Degradation

- Types of Pollution: Land, Air, Water and Noise
- Types of Environmental Hazards and Causes
- Green House Effect and Ozone layer Depletion
- Extinction of Flora and Fauna and Deforestation

UNIT-III: Social Issues in Environmental Education

- Climatic Changes and Its affect on Environment
- Population explosion and its affect on Environment
- Environmental Protection and Human Health
- Recycling and Consumerism of waste products

UNIT-IV: Management of Environment

- Environmental Management: Functions and Characteristics
- Disaster management and its Importance
- Environmental Protection Acts and Policies in India
- Environmental Education for Sustainable Development

Suggested Readings:

1. Agarwal, S.P. & Agarwal, J.C. (1996). *Environmental Protection, Education and Development*, New Delhi, New Concepts.

2. Deshbhandu & Berbert, G. (1987). *Environmental Education for Conservation and Development*, Indian Environment Society, New Delhi.

3. Dhyan, S.N. (1993). *Management of Environmental Hazards*, New Delhi: Vikas Publishing House Pvt. Ltd.

4. Kelu, P. (2000). *Environmental Education: A Conceptual Analyses*, Calicut, Calicut University.

5. Kumar, A. (2009). *A Text book of Environmental Science*, New Delhi, APH Publishing Corporation.

6. Reddy, P.K. & Reddy, N.D. (2001). *Environmental Education*, Hyderabad, Neelkamal Publications.

7. Sharma, B.L. & Maheswari, B.K. (2008). *Education for Environmental and Human Values*, Meerut: R. Lal Books Depot.

8. Sharma, R.A. (2008). *Environmental Education*, Meerut: R.Lal Books Depot.

9. Sharma, V.S. (2005). *Environmental Education*, New Delhi, Anmol Publications.

10. Singh, Y.K. (2009). *Teaching of Environmental Science*, New Delhi, APH Publishing Corporation.

EDU-PG-O-306   EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(4-Credits)

Unit I: Concept of Educational Administration and Management

- Concept, Nature, Objectives and Scope of Educational Administration.
- Basic Functions of Administration: Planning, Organizing, Directing and Controlling.
- Conceptual Framework of Educational Management as Inputs, Process and Products.
- Methods of Communication in Educational Administration.

Unit II: Educational Management in India

- Role of Centre, State and Local bodies in Education
- Constitutional Provisions for Education in India

- Centre-State relations in Education

- Role of Private enterprises, their limitations and remedial measures.

Unit III: Educational Administration in Sikkim

- Administrative Structure in Sikkim.

- Control of School Education in Sikkim.

- Functions and Problems in relation to Secondary School Administration.

- Management of Schools by the Headmasters in Sikkim in Monitoring, Supervision, Evaluation, Motivation, and Staff Development Programmes

Unit IV: Techniques in Educational Management

- Total Quality Management: Concept Features(TQM)

- Programme Evaluation and Review Technique (PERT)

- Planning , Programming, Budgeting System (PPBS)

- Management by Objectives (MBO)

Suggested Readings:

1. Aggarwal, J.C. (2002). *Principles, Methods and Techniques of Teaching*, Vikas Pulishing House, New Delhi Allan, Dwight and Kevin.

2. Ananda W.P. Gurung (1984). *General Principles of Management for Educational Planner and Administrators*, Paris: UNESCO.

3. Bhagia, N.M. (1990). *Educational Administration in India and other Developing Countries*, Commonwealth Publishers, New Delhi

4. Bush, Tony & Les, Bell (2002). *The principles & Practice of educational management*, London: Paul Chapman Publishing.

5. Mahajan, Baldev and Khullar, K.K. (2002). *Educational administration in Central Government: Structures, Processes, and Future Prospects*. Vikas Publication house Pvt. Ltd. New Delhi.

6. Mathur. S.S. (1990). *Educational Administration and Management*, Ambala: Indian publication

7. Mukhopadhyay, M. (2005). *Total Quality Management in Education*. New Delhi: Sage Publications.

8. NUEPA (1971). *Modern Management Techniques in Educational Administration*, New Delhi: Asian Inst. Of Educational Planning and Administration.

9. NUEPA (1986). *Educational Management in India*, New Delhi: NUEPA.

10. Roger, Smith (1995). *Successful School Management*, McGraw Hill, Tokyo.

EDU-PG-C401   STATISTICS FOR EDUCATIONAL RESEARCH

(4-Credits)

Unit I. Concept and Scope of Educational Research

- Methods of acquiring knowledge: tradition, experience, authority, reasoning (deductive and inductive), and scientific method.

- Meaning, Scope and Types (fundamental, applied, and action) of Educational Research

- Qualitative, quantitative and Mixed method of research

- Emerging trends in Educational research

UNIT-II: Introduction to Statistics

- Statistics, Meaning and Importance, Descriptive and Inferential Statistics.

- Organization and Tabulation of Data, Frequency Distribution.

- Graphical Representation of Data: Histogram, Frequency Polygon, Bar Diagram, Pie Diagram, Ogive.

- Measures of Central Tendency and Variability.

UNIT-III: Properties and Fundamental Statistics

- Normal Probability Curve: Characteristics.

- Significance of Statistics: Meaning, Standard Error of Mean, Levels of Significance, Significance Difference between Means, Type-I and Type-II Errors, Degrees of Freedom.

- Measures of Relationships: Meaning, Uses and Computation of Product Moment Correlation and Rank Difference Correlation.

- Analysis of Variance: Assumptions One Way Variance.

UNIT-IV: Computer Application and Inter-disciplinary Approach

- Inter Disciplinary Approach: Need, Problems and Process.

- Computer Data Processing: Data Entry and Applying Statistical Analyses.

- Computer Applications: SPSS.

- Writing of Research Report and References (APA).

Suggested Readings:

1. Agarwal, Y.P. (2013). *Statistical Methods: Concepts, Application and Computation (Revised Edition)*, Sterling Publications Pvt. Ltd, New Delhi.

2. Bhim Sain Wadwa (2010). *Research and Statistics*, Twenty First Century Publications.

3. Ferd.N. Kelinger. (2014). *Foundations of Behavioural Research*, Surgeet Publications, 15th Reprint, New Delhi.

4. Hennery. E. Garrett. (2011). *Statistics in Education and Psychology*, Revised Edition. Paragon International Publishers, New Delhi.

5. John. W. Best and James Kahn (2008). *Research in education*, 10th Edition, Pearson Prentice Hall, Delhi.

6. Kaul, Lokesh. (1984). *Methodology of Educational Research*, Vikas Publications, New Delhi.

7. Kothari, C.R. (2010). *Research Methodology: Methods and Techniques* (2nd Edition Revised), New Age International Publishers, New Delhi.

8. Kulbir Singh Sidhu (2007). *Statistics in Education and Psychology*, Sterling Publishers Pvt. Ltd, New Delhi.

9. Pathak, R.P. (2011). *Research in Education and Psychology*, Pearson: Noida.

10. Rajamanikam, M. (2000). *Statistic Methods in Psychological and Educational Research*, Concept Publishing Company, New Delhi.

EDU-PG-C402   DISSERTATION

(4-Credits)

The Dissertation shall be a compulsory paper for all the students and each student is required to select one problem for this from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiner and shall be based on the present APA Format. The dissertation shall either be a record of original work or an ordered and critical exposition of existing data base with regard to educational problem. The topic of the dissertation shall be approved by the faculty members where the student has to

present the synopsis describing problem of the study, review of literatures, methodology to be adopted including hypothesis (if any), significance of the study and probable outcome of the study.

<p style="text-align:center;">**EDU- PG – O-403   GUIDANCE AND COUNSELLING**</p>

<p style="text-align:right;">**(4-Credits)**</p>

Unit- I. Introduction to Guidance

- Concept, Need, Scope and Principles of Guidance
- Types of Guidance: Educational, Vocational, and Personal
- Role of the teacher in guidance,
- Agencies of guidance – National and State level.

Unit –II Counselling

- Concept, Nature and Principles of Counselling.
- Counselling Approaches: Directive, Non-Directive and Eclectic
- Group Counselling vs. Individual Counselling
- Characteristics of a Good Counsellor

Unit- III. Techniques of Collecting Information for Guidance

- Types of tests used in Guidance
- Testing techniques of student appraisal: Intelligence, Personality, Aptitude and Interest.
- Non-testing techniques of student appraisal: Interview, Observation, Case study, Anecdotal record and Cumulative record.
- Administering, scoring and interpretation of test scores.

Unit- IV. Guidance Services

- Concept of Guidance services and principles of organizing them.
- Types of guidance services: Individual Information Service, Occupational Information Service, Placement Service and follow –up service
- Evaluation of Guidance Programmes
- Role of principal and teachers in school guidance programmes.

Suggested Readings:

1. Bhattacharya (1984). *Guidance and Counselling,* Bombay: Sheth Publications.

2. Bernard, H.W. & Fullner, D.W. (1987). *Principles of Guidance, A Basic Test (Indian Education),* New Delhi: Allied publishers Pvt. Ltd,.

3. Jayaswal, S. (1981). *Guidance and Counselling,* Lucknow: Prakashan Kendra.

4. Kochhar, S.K. (1979); *Guidance in Indian Education,* New Delhi: Sterling Publisher Pvt.Ltd.

5. Mishra, R.C. (2005). *Guidance & Counselling* (2 vols); New Delhi: APH, Publishing Cooperation.

6. Nayak, A.K. (1997). *Guidance & Counselling*, New Delhi: APH, Publishing Cooperation.

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

8. Sharma, A. (2006). *Guidance & Counselling*, Guwahati: DVS Publishers and Distributors.

9. Vashist, S.R. (2001). *Methods of Guidance*, New Delhi: Anmol Publishing,

10. Venkataiah, S. (2000). *Vocational Education*, New Delhi: Anmol Publishing.

EDU-PG-O404   INCLUSIVE EDUCATION

(4-Credits)

UNIT-I: Perspectives in Inclusive Education

- Historical perspectives in Inclusive Education

- Approaches to disability and delivery models

- Principles of Inclusive education

- Research evidence on Inclusive education

UNIT-II: Preparation for Inclusive Education

- Concept of diverse needs in Inclusive Education

- Concept of Remedial Education, Special education, Integrated Education: Comparison with Inclusive education

- Building inclusive learning friendly class rooms, overcoming barriers for inclusion

- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs

UNIT-III: Policies and Committee Reports on Inclusive Education

- Education Committees recommendations on Inclusive education

- National policies on Inclusive education

- International Initiatives for Inclusive education

- Current laws and acts supporting inclusion of children with diverse needs

UNIT-IV: Teaching strategies and Curriculum for Inclusive Education

- Competencies and skills of teachers for Inclusive education

- Teaching strategies and equipment for Inclusive children in Class room

- NCFTE(2009) for preparing teachers and transaction models for Inclusive education

- Roles, responsibilities and professional ethics of Inclusive education teacher

Suggested Readings:

1. Ainscow.M.Booth.T. (2003). *The index of Inclusion: Developing, Learning and Participation in Schools*, Bristol: Center for studies in inclusive Education.

2. Baquer, A & Sharma, A. (1997). *Disability: Challenges Vs Responses*, CAN, New Delhi Publications, Inc-USA.

3. Cruschank, W.M. (1975). *Psychology of Exceptional Children and Youth*. Englewood Cliffs, N.J: Prentice Hall.

4. Jangira, N.K. & Mani, M.N.G. (1990). *Integrated education for Visually Handicapped*, Guragaon, Old Subjimani, Academic Press.

5. Jha, M. (2002). *Inclusive Education for all: Schools without walls*, Heinemann Educational Publishers, Multivista Global Ltd., Chennai, India.

6. Mukhopadyay & Mani, M.N.G. (2002). *Education of Children with Special Needs* in Govinda,R. (Ed), India Education Report, Oxford University Press, New Delhi.

7. Panda, K.C. (1997). *Education of Exceptional Children*, New Delhi: Vikas Publishing House.

8. Pandey, R.S. & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*: New Delhi, Vikas publishing House.

9. Sharma, P.L. (1990). *Teacher's handbook on IED-Helping Children with Special Needs*. NCERT Publication, New Delhi.

10. Sharma, P.L.(2003).*Planning Inclusive Education in Small Schools*, RIE, Mysore.

EDU-PG-O405   VALUE EDUCATION AND HUMAN RIGHTS

(4-Credits)

Unit I: Meaning, Need and Importance of Value Education

- Need and Importance of Values

- Indian Culture and Human Values

- Moral Education vis- a-vis Religious Education

- Methods of teaching Human Values: Direct and Indirect

Unit II: Moral Development of the Child

- Approaches to Moral development

- Psycho-Analytic Approach

- Social Learning Theory Approach (Bandura)

- Cognitive Learning Theory Approach (Piaget and Kohlberg)

Unit III: Human Right and Human Rights Education

- Human Rights enshrined in Indian Constitution

- Human Rights Education: Concept, objectives and importance

- Dimensions of Human Rights Education

- Role of teacher in developing human rights awareness

Unit IV: Intervention Strategies for Moral Education

- Rationale Building Model of Value Education

- Social Action Model of Moral Education

- Moral Learning inside and outside the School.

- Assessment of Moral Maturity via Moral dilemma Resolutions

Suggested Readings:

1. Bagchi, J.P. & Teckchadani, Vinod (2005). *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II*. Jaipur: University Book House.

2. Biehler, R. & Snowman, J. (2003). *Psychology Applied to Teaching*. USA: Houghton MifflinCom pany.

3. Chakrabarti, Mohit (2003). *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.

4. Dash, M. & Dash, N. (2003). *Fundamentals of Educational Psychology*, Delhi: Atlantic Publishers and Distributors.

5. Mangal, S.K.(2011). *Advanced Educational Psychology* (2nd Ed.), New Delhi: PHI Learning Private Limited.

6. McCown, R., Driscoll, M., Roop, P.G. (2003). *Educational Psychology: A Learning-Centered Approach to Classroom Practic*e, Allyn and Bacon Company.

7. Nanda, R.T. (1997). *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.

8. Shivapuri, Vijai (2011). *Value Education,* Varanasi: Manish Prakashan.

9. Thomas, B. (2004). *Moral and Value Education,* Jaipur: Avishkar Publishers.

10. Verma, Yoginder (2007). *Education in Human Values for Human Excellence*, New Delhi: Kanishka Publishers and Distributors.

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EDU- PG –C-406   HIGHER EDUCATION

(4-Credits)
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Unit- I   Introduction to Higher Education

• The Idea and Structure of Higher Education in India

• Meaning and Goals of Higher Education

• Emerging Trends in Higher Education

• Financing of Higher Education – Sources and Management

Unit -II   Higher Education in Historical Perspective

• Development of Higher Education in Free India- various Commission Reports

• National Policy on Education (Higher Education)- 1986, 1992(Revised)

• Privatization of Higher Education including self-finances

• Community colleges and their significance, Institutions

Unit -III Research in Higher Education

• Study of research and dissertation abstracts of two years back issues published in any one National /International Journal.

•Study of research trends in Indian Higher Education as depicted in surveys of Educational Research with an intent to explore the issues investigated and the research gaps.

Unit- IV. Management of Higher Education

• Ministry of Human Resources Development

 • University Grants Commission

• Association of Indian Universities

 • Contemporary issues and problems: Autonomy, Accountability, Employability.

Suggested Readings:

1. Akther, N. (2000).   *Higher Education for the Future*, Jaipur: Rawat Publications.

2. Amrit Singh & Philip G.A. (1974). *The Higher Learning in India*, Delhi : Vikash Publishing House.

3. Amrit Lal Vohra & Sharma S.R.(1990).   *Management of Higher Education in India*, New Delhi: Anmol Publications.

4. Chalam , K.S. (2005).   *Challenges of Higher Education*, New Delhi: Anmol Publication.

5. Moonis Raza (Ed) (1991). *Higher Education in India, Retrospect and Reforms*, New Delhi: Association of Indian Universities.

6. Naik, J.P. (1965). *Educational Planning in India*, Bombay : Allied Publishers.

7. Narullah Syeed & Naik , J.P. (1972). *A Student History of Education in India*, Bombay: MacMillan .

8. Sharma, R.S. (1995). *Higher   Education, Scope & Development*, New Delhi: Commonwealth Publishers.

9. Ram, A (1990).   *Higher Education in India, Issues & Perspectives*, New Delhi: Mittal Publications.

10. Shukla , C.   (2004). *Financing of Higher Education*, New Delhi: APH Publishing Corporation.