

Syllabus
In
Education
For Two Year Post Graduate Programme

NEP-2020



Department of Education
Bodoland University
Kokrajhar-783370

Year-2024

PROGRAMME OUTCOMES

1. A student who completes M.A. Education programme would have a wholesome understanding of the multidimensional process of education and would therefore be able to design curricula and engage in the process of teaching at the undergraduate level.
2. The programme provides for equipping the participants of engaging societal and environmental views thereby creating awareness and equipping preparedness to face situations.
3. Students will be acquainted with the process of curriculum development.
4. Students will understand and be able to examine higher education in India.
5. Students will understand and be able to conduct psychological tests and experiments.
6. Students will become familiar with educational technology and will be able to utilize it whenever and wherever applicable.
7. Students will realize the significance of early childhood education for later development and education and will become fit for dealing with or opening of early childhood education centres.
8. Students will be prepared for research after introducing them to research methodology, statistics in education and testing and evaluation.
9. Students will understand and be able to examine systems of education in different countries of the world in a comparative perspective.
10. Students will understand the right type of education for exceptional children.
11. Students will understand the processes of educational planning and management.
12. Students will be able to do field work, study the community and come out with some solutions for solving their problems.
13. Students will be acquainted with research process and will be able to conduct research on their own.

2-Year PG Programme Structure

Curricular Components	Two- Year PG Programme			
	Minimum Credits			
1 st Year	Course Level	Coursework	Research Thesis/Project	Total Credits
1st Semester	400	24	-----	40
2 nd Semester	400	16	-----	
Students who exit at the end of 1 st Year shall be awarded a Postgraduate Diploma				

2 nd Year					
3 rd & 4 th Semester	Coursework (or)	500	40	-----	40
	Coursework & research (or)	500	20	20	40
	Research	-----	-----	40	

PG Programme (One Year) for 4-yr UG (Hons./Hons. With Research)

Curricular Components	PG Programme (One Year) for 4-yr UG (Hons./Hons. With Research) Minimum Credit			
	Course Level	Course Work	Research thesis/Project	Total Credits
Coursework	500	40	-----	40
Research	----	-----	40	
Coursework + Research	500	20	20	40

SEMESTERWISE COURSE STRUCTURE

SEMESTER-1

Paper Code	Paper Name	Credits	Contact Hours	L+T+P	Internal	External	Marks
EDNADL 14014	Advanced Educational Psychology	4	60	2+1+1	30	70	100
EDNADL 14024	Educational Thought and Practice	4	60	3+1+0	30	70	100
EDNADL 14034	Human Right Education	4	60	3+1+0	30	70	100
EDNADL 14044	Distance and Continuing Education	4	60	3+1+0	30	70	100
EDNADL 14054	Research Methodology	4	60	3+1+0	30	70	100

Total	20	150	14+5+1	150	350	500
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SEMESTER-II

Paper Code	Paper Name	Credits	Contact Hours	L+T+P	Internal	External	Marks
EDNSPL 15064	Higher Education in India	4	60	3+1+0	30	70	100
EDNSPL 15074	Inclusive Education	4	60	3+1+0	30	70	100
EDNSPL 15084	Education and Women Empowerment	4	60	3+1+0	30	70	100
EDNSPL 15094	Rural Education in India	4	60	3+1+0	30	70	100
EDNSPL 15104	Comparative Education	4	60	3+1+0	30	70	100
Total		20	300	15+5+0	150	350	500

SEMESTER-III

Paper Code	Paper Name	Credits	Contact Hours	L+T+P	Internal	External	Marks
EDNSPL 25014	ICT in Education	4	60	3+1+0	30	70	100
EDNSPL 25024	Statistics in Education	4	60	3+1+0	30	70	100
EDNSPL 25034	Early Childhood Care and Education	4	60	3+1+0	30	70	100
EDNSPL 25044	Curriculum Studies in Education	4	60	3+1+0	30	70	100
EDNSPL	Psychological	4	60	3+1+0	30	70	100

25054	Practical						
Total		20	300	15+5+0	150	350	500

SEMESTER-IV

Paper Code	Paper Name	Credits	Contact Hours	L+T+P	Internal	External	Marks
EDNSPL 25064	Education for Sustainable development	4	60	3+1+0	30	70	100
EDNSPL 25074	Life Skills Education	4	60	3+1+0	30	70	100
EDNSPL 25084	Gender, School & Society	4	60	3+1+0	30	70	100
EDNSPL 25094	Economics in Education	4	60	3+1+0	30	70	100
EDNSPL 25104	Entrepreneurship in Education	4	60	3+1+0	30	70	100
Total		20	300	15+5+0	150	350	500

DETAILED SYLLABUS

1st Semester

Paper Title: Advanced Educational Psychology

Paper Code: EDNADL14014

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable the students to understand the concept, relation between education and psychology and different methods of educational psychology.
- To enable the students to understand the concept of learning, motivation, theories of learning and motivation.
- To acquaint the students with the concept of intelligence and creativity nature and different theories.
- To enable the students to understand the concept of personality, mental health & adjustment-theories of personality & preservation of mental health.

Course Learning Outcomes:

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

- Describe the meaning, Nature and scope of Educational Psychology
- Explain the applications of Educational Psychology in teaching and learning
- Describe the meaning, nature, factors affecting and theories of learning
- Explain the concept, types and theories of Intelligence
- Appraise the concept of creativity, Personality, Mental Health and Adjustment

Course Contents:

Unit - I: Introduction to Educational Psychology

- Educational Psychology :Concept, Nature, Need and Scope
- Methods of Educational Psychology: Introspection, Observation, the Clinical method, Survey method, Scientific Enquiry method, Psychophysical method, Experimental and Developmental method
- Contributions of the following Schools of Psychology towards Education: Behaviourism, Structuralism, Functionalism and Cognitivism
- Application of Educational Psychology in teaching and learning process

Unit - II: Learning and Motivation

- Learning: Nature, Types and Factors of Learning
- Motivation: Concept, Functions, Importance, Techniques and Role of Motivation in Learning

- Theories of Learning and their Educational Implications: Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Thorndike's (S-R Reinforcement Theory), Gestalt Theory of learning and Gagne's Hierarchical Theory of Learning
- Theories of Motivation: Maslow's theory of Self-Actualization, Atkinson's Theory of Achievement Motivation and Murray's theory of Motivation

Unit - III: Intelligence and Creativity

- Intelligence: Concept, Nature, Types of Intelligence
- Creativity: Meaning, Characteristics, Types, Relationship between Creativity and Intelligence & Qualities of a Creative Person
- Theories of Intelligence: Spearman's Two Factor Theory, Thurston's Group Factor Theory, Multifactor Theory & Structure of Intellect (SOI) by Guilford
- Theories of Creativity: Taylor's Level Theory of Creativity, Theory of Environmentally Acquired Creativity, Arieti's Theory of Creativity & Psychoanalytical Theory of Creativity
- Piaget's Theory of Intellectual Development
- Problems of Creative Children in Education & Development of Creativity in Children

Unit - IV: Personality and Adjustment

- Personality: Meaning, Definitions, Characteristics of Personality
- Adjustment: Concept, Characteristics of Adjustment Mechanisms, Types of Adjustment Mechanisms, Neurotic Adjustment Mechanisms & Psychotic Adjustment Mechanisms
- Type theories of Personality: Ayurvedic's Classification of Personality type, Hippocrate's Classification, Kretschmer's Classification & Sheldon's Classification
- Psychoanalytical Theory (Freud And Jung), Carl Roger's Self Theory of Personality
- Preservation of Mental Health at Home, School and Society

Activities/Practicum/Assignment

- Presenting the Educational Psychological topics in classroom seminar
- Field trip to School, special school, School for exceptional children.
- Visit to orphanage, Juvenile homes to study frustration, anxiety and complexes of children.

Suggested Readings:

1. Chauhan S.S, Advanced Educational Psychology, Vikas Publishing House PVT. LTD
 2. Agarwalla, Dr.S, Educational Psychology, Bookland Panbazar, Guwahati-1
 3. Sharma R.N. Educational Psychology, Guwahati, Dvs Publication 2002
 4. Woodworth, R.S Psychology: A Study of Mental Life. New York
 5. Bhatia, H. R., Elements Of Educational Psychology, Calcutta: Orient Longman, 1968
 6. Crow L.D. & Crow A. – Educational Psychology, New Delhi: Eurasia Publishing House, 1973
 7. Gates, A.I. Et Al., Educational Psychology, 3rd Ed., New York: Macmillan, 1948
 8. Hunt, M.P.- Psychological Foundations Of Education
 9. Mangal, S.K. – Advanced Educational Psychology, New Delhi, Prentice Hall. 2000.
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1st Semester

Paper Title: Educational Thought and Practice

Paper Code: EDNADL14024

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand philosophy of different thinkers and their contribution to present educational thought.
- To learn about the views of the Indian and western philosophers on different field of education.

Learning outcomes:

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

- Understand the relationship of philosophy and education.
- Understand the significant contribution of great philosophers in the field of education and utility of their views and inventions in present-day life.

Course Contents:

UNIT- I: Srimanta Sankardev and Gurudev Kalicharan Brahma

- **Srimanta Sankardeva**
 - Life sketch and philosophy of life.
 - Views of Sankardeva on Education and practices.
 - Educational system of Satras and Namgharas and their relevance in the modern era.
- **Gurudev Kalicharan Brahma**
 - Life sketch and philosophy of life.
 - His contribution in the field of education.
 - Role as a social and religious reformer.

UNIT- II: Mahatma Karamachand Gandhi and Rabindranath Tagore

- **M.K. Gandhi**
 - Life sketch of Mahatma Gandhi, His philosophy of life.
 - Gandhi's Educational Philosophy.
 - Gandhi's significant contribution to education with special reference to- Aims, Curriculum, Methods of teaching, Basic education, Value education.
- **Rabindranath Tagore**
 - Life sketch of Rabindranath Tagore, His philosophy of life.
 - Tagore's view on Education and International relationship.

- Tagore's significant contribution to education with special reference to- Aims, Skill based education, value education and Role of teachers in education.

UNIT- III: Dr A.P.J. Abdul Kalam & J. Krishnamurthi

- **Dr A.P.J. Abdul Kalam**
 - Life Sketch and philosophy of life.
 - Views of Kalam on educational philosophy and practices.
 - Kalam's Education Model for the 21st Century.
- **J. Krishnamurthi**
 - Life Sketch and philosophy of life.
 - Views of Krishnamurthi on educational philosophy and practices.
 - Krishnamurthi and present-day Education.

UNIT- IV: JJ Rousseau and John Henrich Pestalozzi

- **JJ Rousseau**
 - Life sketch of Rousseau and philosophy of life.
 - Educational philosophy and His contribution to education & society
 - Stages of Human Development, Aims, Curriculum, teaching Methods and Role of teachers.
- **John Henrich Pestalozzi**
 - Life sketch of Pestalozzi, His philosophy of life.
 - Educational philosophy and His Significant contribution to education- Aims, Curriculum, Methods of Teaching and Role of teachers.
 - Philosophy of Pestalozzi in the present education system

Suggested Readings:

1. Mukherjee, K. K.—Some Great Educators
2. Rusk, R. Doctrine of Great Educators, Mc. Millian
3. Chaube, S.P.- Ideals of the Great Western Educators- Nilkamal Publications.
4. Goswami, M. K.- Educational Thought and Essays, New Delhi, Asian Book Pvt. Ltd.
5. Bezbarua, L. (2004). Mahapurush Sri Sankardev aru Sri Madhavdev. Guwahati: Jyoti Prakashan
6. Abdul Kalam, A.P.J. (1998). India 2020, A vision for the New Millennium, Penguin Books India Ltd.
7. Dr. Chitum Basumatary. Kalicharan Brahma and his vision.
8. Kumud Ranjan Basumatary. Socio-Political awakening of the BODOS Contribution of Gurudev Kalicharan Brahma, OCCAM ACADEMIC PRESS(1 JANUARY 2021)
9. Kabir Humayun(1971) Education in Modern India. Middlesen. England.
10. Kirilenko,G. And Korshunova,L.(1988).What is philosophy? (Hindi translation by J.C.Pandey),Jaipur:Rajasthan Pupils Publishing House,Pp.272
11. Mathur S.S. (2008) 'Shiksha ke Darshanik tatha Samajik Aadhaar', Agarwal Publications Agra-s.

12. Park, J. Selected Readings in the Philosophy of Education, London, Macmillan and Co.Ltd.P.440.
13. Rusk, R.R. (1928) The Philosophical Bases of Education ,London ,University of London Press Ltd.,P205.
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1st Semester

Paper Title: Human Right Education

Paper Code: EDNADL14034

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the fundamental concept and constitutional perspectives of Human Rights.
- To know the principles and curriculum of human rights education at different levels of Education.
- To know the enforcement and mechanisms of human rights.
- To know the different agencies for human rights education.
- To know about the human rights towards different Marginalized Sections.

Course Learning Outcomes:

On Successful Completion of this Course, Students will be able to:

- Explain the concept and principles of human rights education, and at the different levels of education.
- Examine the protective measures from different violence.
- Elucidate the role and functions of the UN, UNESCO, NGO, and Mass Media.
- Explain the different human rights acts for the marginalized sections.

Course Contents:

UNIT-I: Human Rights and Human Rights Education

- Concept and History of Human Rights
- Concept, Objectives, and Principles of Human Rights Education
- Needs and Importance of Human Rights Education
- Human Rights Education at School levels: Elementary, Secondary and Higher Secondary
- Indian Constitution of Human Rights

UNIT-II: Violation of Human Rights and Dealing with the Consequences

- Societal:

- (a) Violence against women: Causes, Consequences and Protection
- (b) Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse)
- Political:
 - (a) Terrorism - Concept, Types, Causes, Consequences, and Measures
 - (b) Regionalism- Causes, Consequences, and Measures
- Human Rights Related to: Racial discrimination, Aged, Differently Abled, Women, Transgender

UNIT –III: Human Rights Protection Mechanism

- UN and Promotion and Protection of Human Rights
- Universal Declaration of Human Rights (1948)
- Human Rights and the Indian Constitution
- National Human Rights Commission (NHRC)
- State Human Rights Commission (SHRC)
- Protection of Human Rights Act, 1993
- National Commissions for Protection of Child Rights (NCPCR)

UNIT-IV: Agencies and Transacting Human Rights Education

- Role of UNESCO, UNICEF and WHO
- Role of the National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC)
- Role of Educational Institutions, Teachers, Mass Media, and NGO's
- Methods of Teaching Human Rights - Drama and Role Play, Brainstorming, Lectures, Discussion, Seminars and Workshops, and Projects
- Co-curricular Activities for Human Rights Education- Visits to Orphanages and Old Age Homes, Celebration of International Days, Collecting Documents on Human Rights, Displaying Human Rights Materials on Bulletin Boards, and Organizing Debate

Suggested Readings:

1. Kapoor, S.K (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency.
 2. Kaur, Manjit (2008), Teaching of Human Rights. New Delhi: A.P.H. Publishing Corporation.
 3. Chand, Jagdish (2007). Education for Human Rights. New Delhi: Anashah Publishing House.
 4. Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications.
 5. Naseema, C. (2008). Human Rights Education Theory and Practice. New Delhi: Shipra Publications.
 6. Gogoi, Purandar (2004) , Manab Adhikar, Gauhati: Banalata.
 7. Reddy & Others (2015). Human Rights Education. Hyderabad: Neelkamal Publications Pvt. Ltd
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1st Semester

Paper Title: Distance and Continuing Education

Paper Code: EDNADL14044

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the concept, objectives, scope and significance of distance and continuing education.
- To understand different aspects of continuing and distance education.
- To understand the ICT and learner support services in distance education.
- To understand the problems and prospect of distance education.
- To know the role of distance and continuing education in Community development.

Course Learning Outcomes:

On successful completion of this course, students will be able to:

- Understand the meaning and definition of distance, continuing education and its characteristics.
- Learn about different types and aspects of distance and continuing education.
- Understand the role mass media in continuing education.
- Understand the methodology of continuing education
- Identify the major problems of continuing education in India

Course Contents:

UNIT-I: Distance Education

- Meaning, Objectives, characteristics, and Need of Distance Education.
- Curriculum transaction in Distance Education, Designing and preparing self-instructional material in Distance Education, Role of Teachers in Distance Education
- Distance Teaching-Learning system in India, Mode of Distance Education- Correspondence courses, Open Schools and Universities, Education Broadcast: TV Radio, CAI,ICT etc.
- Distance Education in the Globalizing Era: Critical Analysis on the Promise and Reality, Different agencies for distance education.
- Distance education for rural development, women empowerment, and professional development. Problems and prospects of distance education

UNIT-II: Continuing Education

- Meaning, nature, objectives, scope, and significance of Continuing education.
- Methods&Techniques, Aids, and devices of continuing education.
- Role of print and electronic mass media in Adult/ Continuing Education.

- Learner Support Services; SLM, E-Bidya, SWAYAM, e Pathsala, E-learning, Blended learning, OER, MOOCs., Shaakshar Bharat Mission with special reference to Assam.
- Role of continuing education in planned development of society, social change through continuing education. Continuing Education and occupational development.

UNIT-III: Continuing Education Programmes in India

- Fundamental Education, Adult Education, Extension Education, Social Education.
- Farmers Functional Literacy programme (1967), Non-formal Education programme for Women and Youth (1975).
- National Adult Education Programme (1978), National Literacy Mission (1988), Total Literacy Campaign & Post Literacy Campaign
- Continuing education through the ODL system
- Open University, Correspondence courses, Conventional universities in continuing education.

Unit-IV: Organization and Administration of and Continuing Education

- Planning and organization of Continuing education program.
- Training facilities for functionaries available at various levels – National, State, District, Local level.
- UGC policy on Adult/ Continuing and extension education and Lifelong learning.
- Role of NGO in Adult/ Continuing education programme.
- Problems of Continuing Education in India.
- Monitoring, Evaluation and Research in Adult/ Continuing education

Suggested readings:

1. Bordia A. And other 9ed). Adult Education in India, Indian Adult Education, New Delhi.
2. Daswani C.J., and Shah S.Y., (eds), Adult Education in India, Selected papers, UNESCO, New Delhi, 2000.
3. Desai A.K. Adult Education in developing countries Directorate of Adult Education, The Long March to Literacy, Government of India, New Delhi – 17.
4. Dutta, S.C., History of Adult Education in India, IAEA, New Delhi, 1986.
5. Lowe John, The education of Adult: A world perspective, Paris UNESCO press, 1975.
6. Ministry of Human Resource Development, New Policy on Education, Government of India, New Delhi – 1986.
7. Shah, S.Y., An Encyclopaedia of Indian Adult Education, National Literacy Mission, MHRD, Government of India, New Delhi – 1999.
8. Training of Adult Education Functionaries: A Handbook, Ministry of Education & Social Welfare, New Delhi – 1977.
9. Department of Adult Education, Learning for participation: an approach to training in adult education, Government of India, New Delhi
10. Chandra, Dr. Soti Shivendra (2005). Adult and Non-Formal Education. Delhi: Surajeet Publications.

11. Das, Dr. Lakshahira (1999). Adult Continuing Education. Guwahati: Amrita Prakashan.
12. Mohanty, S. (2012). Lifelong and Adult Education. New Delhi: APH Publishing House.
13. Novak. K & T.R. Catlin.(2021).UDL and Blended Learning.
14. H.P.Robert, Global demand for Borderless online Degrees, Published by IGI Global.
15. H.Caroline & D.Richard (1651).Distance learning and University effectiveness.Published by information science publishing.

1st Semester

Paper Title: Research Methodology in Education

Paper Code: EDNADL14054

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the conceptual framework of educational research.
- To enable the students to understand the conceptual framework of research design.
- To acquaint with the various types of variables and hypotheses in research.
- To gain an understanding of the multiple tools and techniques in research.
- To familiarize the students with the structure of writing a research proposal and research report.

Course Learning Outcomes:

On Successful Completion of this Course, Students will be able to:

- Explain the concept of educational research.
- Distinguish between the various types and methods of educational research.
- Classify the types of qualitative and quantitative research in education.
- Identify the research variables and formulate research hypotheses.
- Discuss the tools/techniques, and steps of preparing the research tools.
- Explain the structure of writing a research proposal and research report.

Course Contents:

UNIT- I: Basic Concept of Educational Research

- Meaning, nature, and significance of Research in Education
- Ethical considerations in Educational Research: Sources Acquiring Knowledge, Scientific Method
- Types of Educational Research: Fundamental, Applied, and Action Research
- Qualitative and Quantitative Research in Education
- Methods of Educational Research: Historical, Descriptive, and Experimental Research.

UNIT- II: Research Variables and Hypothesis

- Variables: Meaning, Types of Variables (Independent, Dependent, Extraneous, Intervening, and Moderator), Controlling Extraneous and Intervening variables
- Review of Related Literature: Purpose, Needs and Organization
- Hypothesis: Concept, Source & Types of Hypotheses, Characteristics of a Valid Hypothesis, Testing of Hypothesis, Significance of Test, Errors in Testing of Hypothesis

UNIT -III: Research Design and Data Collection

- Research Design: Meaning, Purpose, and Components of Research Design
- Sources of Data Collection: Primary and Secondary Data
- Concept of Population and Sample
- Techniques of Sampling, Types of Probability and Non-Probability Sample
- Characteristics of a Good Sampling
- Purpose of Sampling

UNIT- IV: Research Tools and the Research Report

- Types of Tools: Rating scale, Attitude scale, Opinionnaire, Questionnaire, Checklist, Inventory, Observation, Interview, and Psychological Test
- Steps of Preparing a Research Tool: Validity and Reliability - Concepts and Types Method of Estimating Reliability, Item Analysis: Steps involved in Item – Analysis
- Preparation of the Research Proposal: Steps involved in Preparing a Research Proposal
- The Research Report: Format of the Research Report, Style of Writing, and Evaluation of the Research Report

Suggested Readings:

1. Anderson, G (1990): Fundamentals of Educational Research: The Falmer Press, London
2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
5. Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merrill, Prentice Hall.
6. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors. Sharma,
7. S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd. Travers,
8. Sidhu Kulbir Singh. Methodology of Research in Education. Sterling publishers pvt limited.
9. Ghosh and Singh. Research Methodology. Mamtesh Rastogi Publication.

2nd Semester

Paper Title: Higher Education in India

Paper Code: EDNSPL15064

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the concept of higher education and the constitutional provision concerning higher education.
- To understand the structure and importance of higher education in India.
- To enable the students to know about different committees of higher education.
- To acquaint the students with the emerging issues and remedial measures related to higher education.
- To understand the changing paradigms in the field of higher education.

Course Learning Outcomes:

On Successful Completion of this Course, Students will be able to:

- Discuss the concept and importance of the higher education system.
- Elaborate the constitutional provisions and the development of higher education during pre and post-independence periods.
- Illustrate the Governance system of higher education.
- Examine the issues and their remedies relevant to higher education.
- Explain the emerging trends in higher education.

Course Contents:

UNIT- I: Introduction to Higher Education in India

- Concept and Objectives of Higher Education in India
- Importance of Higher Education in the Present Context
- Development of Higher Education in India during the Pre-Independence: Sadler Commission (1917-19), and Sargent Report (1944) and Post-Independence Period: Radhakrishnan Commission (1948-49), Kothari Commission (1964-66) and National Knowledge Commission (2006)
- Constitutional Provision Regarding Higher Education

UNIT-II: Management and Financing of Higher Education

- University Grants Commission (UGC)
- Rashtriya Uchchar Shiksha Abhiyan (RUSA)
- All India Council for Technical Education (AICTE)
- Council of Scientific and Industrial Research (CSIR)
- Indian Council of Social Science Research (ICSSR)
- Indian Council of Agriculture Research (ICAR)
- Association of Indian Universities (AIU)

- National Assessment and Accreditation Council (NAAC)
- Higher Education Financing Agency (HEFA)

UNIT-III: Issues in Higher Education and Remedial Measures

- Issues Related to Access and Equity and Remedial Measures
- Issues Related to quality and excellence and Remedial Measure
- Quality Assurance and Accreditation in Higher Education
- Higher Education and Growing Unemployment and Remedial Measure
- Professional Ethics and Measures to Improve Professional Ethics
- Values and Ethics in Education
- Causes of Ethical Deterioration in the Indian Higher Education System and Remedial Measures

UNIT-IV Changing Paradigms in Higher Education

- Globalization in Higher Education: Effect of Globalization in Higher Education, Education under GATS
- Privatization and Commercialization in Higher Education: Importance and Problems
- Autonomy in Higher Education
- Innovation in Higher Education
- Use of ICT and new Technologies in Higher Education
- Higher Education in National Education Policy (NEP) 2020

Suggested Readings:

1. Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education. S. Chand Publication.
2. Arya, P. P. (2006). Higher Education and Global Challenges. Guwahati: DVS Publishers.
3. Deka. B. (2014). Higher Education in India, Development and problems, Published by Atlantic Publication.
4. Deshpandey, H. V. (2020). Higher Education in India: New Perceptions and Perspectives, Published by Notion Press.
5. Mohanty, J. (2002). Current trends in Higher education, Deep and Deep publisher.
6. Rawat. P.L (2019). History of Indian Education, Ramprashad Publication.
7. Rathore. M. S. Foundation Course on NAAC accreditation.
8. Shreeve. A & Orr. S (2019). Art and design pedagogy in Higher Education: Knowledge, Values and Ambiguity in the Creative Curriculum. Routledge publications

2nd Semester

Paper Title: Inclusive Education

Paper Code: EDNSPL15074

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives

- To enable the students to understand the concept, principle, and scope of inclusive education.
- To familiarize students with the national and international policies and programmes for inclusive education.
- To develop knowledge about the types of special learners and design strategies for adapting curriculum to the special learners.
- To identify the different assistive devices that can be useful for special needs students.
- To gain an understanding of the development and management of inclusive classrooms.

Course Learning Outcomes:

At the end of this course, the student will be able to:

- Understand the support needs of differently abled students.
- Explain the principles of differentiated instructions and assessment.
- Explain the concepts of inclusive, special, and integrated education.
- Explain the different national and international policies and programmes for inclusive education.
- Classify different types of special learners and design strategies for adapting curriculum to the needs of special learners.
- Illustrate different assistive devices useful for various categories of learners.
- Uses appropriate techniques to identify and nurture special learners in an inclusive classroom setting.

Course Contents:

Unit I: Introduction to Inclusive Education

- Inclusive Education: Concept, Principles, Scope, and Target Groups (Diverse learners; Including Marginalized groups and Learners with Disabilities)
- Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
- Difference between Special, Integrated, and Inclusive education
- Social, psychological, and educational contexts of inclusion

Unit II: Policy Perspectives FOR Inclusive Education

- Policies and Legislations (National Policy of Education (1986), Programme of Action (1992)
- NEP 2020
- Persons with Disabilities Act (1995)
- National Policy of Disabilities (2006)

- National Curriculum Framework (2005)
- Concession and Facilities to Diverse Learners (Academic and Financial),
- Rehabilitation Council of India Act (1992)
- Dakar Framework for Action Education for All, 2000
- The Rights of Persons with Disabilities Bill, 2016
- Inclusive Education under Samagra Shiksha Abhiyan (SSA)

Unit III: Understanding Disabilities

- Exceptionality: Positive, Negative and Multiple deviation
- Concept of Impairment, Disability and Handicap
- Classification of Disabilities based on the ICF Model
- Readiness of School and Models of Inclusion
- Concept, Characteristics, Types, Causes, Identification, and Educational Provisions for the following children: Intellectual, Orthopaedic, Visual, Hearing, and Multiple Disabilities
- Children with developmental disorders: Cerebral Palsy, Autism, Learning Disabled

Unit IV: Planning and Management of Inclusive Classrooms

- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India
- Infrastructure, Human Resource, and Instructional Practices,
- Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching)
- Parent - Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

Suggested Readings

1. Adrian A., John E. (1998). Educating children with Special needs. New Delhi: Prentice Hall.
2. Bartlett, L. D., & Weisentein, G. R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.
3. Chaote, J. S. (1991). Successful mainstreaming. Allyn and Bacon. Choate, J. S. (1997). Successful inclusive teaching. Allyn and Bacon.
4. Daniels, H. (1999). Inclusive education. London: Kogan.
5. Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.
6. Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub. Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
7. Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
8. Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.

9. Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press, Sage Publishers.
 10. Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
 11. Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publication.
 12. Kluth, P. (2003). "You are going to love this kid!" Teaching students with autism in the inclusive classroom. Baltimore: Paul Brookes.
 13. Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream.4th Ed. New Jersey: Pearson.
 14. McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
 15. Manoj Kumar Dash. Inclusive Education (A New Dimension). Bhargava Publication. 2013.
 16. Panda, K.C. (--). Education of Exceptional Children.
 17. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
 18. Reddy; Ramar and Kusuma. Education and Children with Special Needs. New Delhi; Discovery (DPH) 2003.
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2nd Semester

Paper Title: Education and Women Empowerment

Paper Code: EDNSPL15084

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To develop awareness among the students on women's empowerment.
- To enhance the student's knowledge about the changing role of women in India.
- To help the students understand gender discrimination in Indian Society.
- To enable the students to understand the rights of women.
- To gain an understanding of the students on the importance of women's education.

Course Learning Outcomes:

On Successful Completion of this Course, Students will be able to:

- Describe the concept of women empowerment.
- Explain the changing scenario of women in India.
- Examines the constitutional provisions and rights of women.
- Analyze the importance of education for women.
- Discuss the prevailing status and issues of women in India.

Course Contents:

UNIT- I: Concept of Women Empowerment

- Concept of Women's Empowerment: Meaning, Forms, Needs and Importance
- Dimension of Women's Empowerment: Social, Religious, Economics, Educational and Political
- Women Empowerment: Issues and Challenges
- Role of Education for Women Empowerment
- Role of NITI Ayog in Launching the Women Entrepreneurship Platform (WEP)

UNIT- III: Constitutional Provision and Rights of Women

- Constitutional Provision for Equality of Women (Educational and Legal Provisions)
- UN Convention for the Elimination of Discrimination against Women (CEDAW)
- National Council for Women Education
- Property Right
- National Policy for Empowerment of Women, 2001
- Domestic Violence Act, 2005

UNIT-III: Women and Education

- Historical Perspective of Women Education
- Needs and Importance of Women Education
- Importance of Women Education Scheme for Women Equality
- Women in Higher Education and Problems
- Women Employment in General and Professional Education
- Women Education for Socio-Economic Development

UNIT-IV: Status and Issues of Women

- Health Issues: Malnutrition, Fertility Rate, Sex Ratio, Maternal Morbidity, Maternal Mortality, Infant Mortality
- Education: Literacy & Gender Bias in Enrolment, Curriculum and Dropout
- Work Related Issues: Existing Prejudices, Sexual Harassment, Gender Discrimination
- Political Participation: Lack of Women's Representation, Political Participation of Indian Women
- Social Issues: Family Planning and Welfare, Divorce, Rape, Domestic Violence Against Women

Suggested Readings:

1. Agarwal J.C. (1976). Indian Women: Education and Status, Arya Book Depot, New Delhi
2. Agarwal, N. (1993). Women Education & population in India. Chaug Publications, Allahabad
3. Agarwal, S.P. (2001). Women's Education in India, Guwahati, Eastern Book House.

4. Andal, N. (2002). Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
 5. Bhatia, R.L & Ahuja, B.N. (2006). Modern Indian Education and its Problem, Surjeet Publications, Delhi India.
 6. Bhatt B.D & Sharma S.R (1992). Women's Education and Social Development, Kanishka publishing House, Delhi.
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2nd Semester

Paper Title: Rural Education in India

Paper Code: EDNSPL15094

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course objectives:

- To understand the concept and strategies of rural development.
- To understand the importance of rural education.
- To know the government efforts for Rural Education.
- To gain knowledge about Professional social work.

Course Learning Outcomes:

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

- Discuss the approaches to Rural Development in India.
- Identify the purposes and uses of Digital Initiatives in India.
- Describe the Primary and secondary family welfare in India.
- Apply the uses of ICT's for Rural Development in India.

Course Contents:

UNIT- I: Rural Development & Planning

- Rural Education: Concept, Objectives, Scope, Goals, Rural-Urban Differences, Indicators of Rural Development, Rural Dynamics
- Strategies of Rural Development
- Need and importance of Rural Development
- Concept of Rural Area, Size and structure of Indian rural economy, Characteristics of rural sectors, Role of agricultural and non-agricultural sector, Causes of Rural Backwardness
- Rural Development Planning: Concept, Objectives, Nature, Scope, Importance - Planning process, multi-level planning, District Planning, Grassroots level planning

- Role of Zillaparishads, Mandal parishads and Grampanchayats in Rural planning and Development.

UNIT- II: Agricultural Education & Government initiatives for rural education

- Schemes: Jahawar Navodaya Vidyalaya, Eklavya Model Residential School (EMRS), Samagra Shiksha , Shiksha karmi , Kasturba Gandhi Balika Vidyalaya project and its contribution towards Rural Development.
- Digital initiatives: SWAYAM, SWAYAM PRABHA , MOOCs, PATHSHALA, DIKSHA, National Digital Library (NDL).
- Role of Education in Rural Development
- Agricultural Education: Concept, nature, scope, types, need and significance, Agricultural education in India, Agricultural education and development, Role of Agricultural Universities and Training institutions in Rural development.
- Extension Education: Aims, Principles, Role of Extension Education in Rural Development.

UNIT- III: Approaches, Professional Social work for Rural Development & Poverty Alleviation Programmes

- Approaches to Rural Development in India -Broad Front Approach, Sectoral approach, participatory approach, area approach and target group approach.
- Professional social work: Meaning, definition, objectives and nature, Steps of social work.
- Government schemes for rural development.
- Poverty Alleviation Programmes: Inception, Objectives, Mission, Prime Minister
- Rozgar Yojana-Gramin(PMRY-G), Pradhan Mantri Awaas Yojana-Gramin(PMAY-G), Pradhan Mantri Gram Sadak Yojana(PMGSY), Mahatma Gandhi National Rural employment generation programme(MNREGP), Rashtriya Mahila Kosh(RMK).
- Programme of Development finance Corporations: National Rural Livelihoods Mission (DAY-NRLM), Deen Dayal Upadhyay Gramin Kaushalya Yojana (DDU-GKY).

UNIT -IV: ICT in Rural Development & Rural Industrialization

- ICT in Education: meaning, nature and scope.
- Role of ICTs for Rural Development in India.
- Strength and weakness of ICT's in Rural India.
- Applications of ICT's for Rural Development in India.
- Rural Industrialization: Concept, Need and Importance of Rural Industrialization in the context of Rural Development, Gandhian Approach to Rural Industrialization, Appropriate Technology for Rural Industries.
- Rural Industrial Sectors: Small Scale, Handloom, Agro-based Industries, Rural Artisans, Handicrafts and Sericulture

Suggested Readings:

1. Laxman and Morayan- Rural development in India.
2. K. Venkata Reddy-Rural Development in India - poverty and Development.
3. Archana Gour- Integrated Rural Area Development.
4. Adivi Reddy. A. Extension education, Sri Lakshmi Press, Bapatla. 1971.
5. Dhahama O.P. & Bhatnagar, O.P., Education and Communication for Development, Oxford & IBH Publishing Co., New Delhi.
6. Venkata Reddy, K. Agriculture and Rural Development (Emerging Trends and Right Approach to Development), Himalaya Publishing House Pvt., Ltd., Mumbai, 2012.
7. Ministry of Human Resource development. Sakshar Bharath, Govt. of India.
8. M.H.R.D (2000). Scheme of Jan Shikshan Sansthan (Institute of People's Education): Guidelines for Management, Planning and Programming, Directorate of Adult Education, Dept. of Elementary Education & Literacy, Govt. of India, New Delhi.
9. Battacharya S.N. :Rural Industrialization in India
10. Bepion Behari :Rural Industrialization in India
11. Rao R.V. :Rural Industrialization in India
12. .Akinbode, A. (1988). "The conceptual framework for rural development in developing countries".Research for Development, 5, (1&2), 8-9.
13. Gopinath Rao, P. 2006. Rural Development and Sustainable Livelihood Security. Delhi:
14. Global Network. Government of India (GOI). 2008. Eleventh Five Year. Plan 2007-201 2. Vul.11. New Deb:Planning Commission.
15. Gopinath Rao, P. 2006. Rural Development and Sustainable Livelihood Security. Delhi: Global Network.
16. Rao, M. V., Dheeraja, C., Hanumantha Rao, K., and Saurabh Kumar. 2010. Status Rajpovr on Convergence Initiatives of MGNREGS in India. Hyderabad: National Institute of Rural Development.
17. Singh. Katar. 2009. Rural Development Principles, Policies ad Management. New Delhi: Sage Publications.

2nd Semester

Paper Title: Comparative Education

Paper Code: EDNSPL15104

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives

- To understand the meaning & purposes of comparative education.
- To assess the efficiency of educational system of various countries.

- To acquaint with the various agencies of imparting education for peace and global consciousness.
- To develop an understanding to solve the prevailing problems of education in developing countries

Course Learning Outcomes:

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

- Understand comparative education, the approaches used in it and factors determining the educational system of a country
- Compare the systems of education- constitutional provisions for education, educational administration and finance in India, USA, UK, Finland and Japan
- Compare education at different stages - pre-primary, primary, secondary, higher secondary, higher education and teacher education in India, USA, UK, Finland and Japan

Course Contents

Unit-I: Introduction to Comparative Education

- Meaning, Purpose and Scope of Comparative Education
- Approaches/Methods of Comparative Education: Historical and Descriptive
- Factors Determining the Educational System of a Country: Geographical, Political, Religious, Socio-Cultural, Philosophical and Historical
- Problems of education in the world.
- Contributions of various system of Education

Unit-II: Comparative Perspective on Education System in Some Countries & Trends in World Education

- Constitutional Provisions for Education in India, USA, UK, Finland and Japan
- Educational Administration in India, USA, UK, Finland and Japan
- Educational Finance in India, USA, UK, Finland and Japan
- Trends in World Education
- Borderless education
- Educational Activities of the UNO

Unit-III: Comparative Perspective on Education at Different Stages in Some Countries

- Pre-Primary Education in India, USA, UK, Finland and Japan
- Primary Education in India, USA, UK, Finland and Japan
- Secondary Education in India, USA, UK, Finland and Japan
- Higher Secondary Education in India, USA, UK, Finland and Japan
- Higher Education in India, USA, UK, Finland and Japan
- Teacher Education in India, USA, UK, Finland and Japan

Unit-IV: Unit –V: Problems of Education in Developing Countries with special reference to India and their solutions through Education

- Illiteracy
- Poverty,
- Population Explosion
- Political Instability
- Economic Underdevelopment
- Unemployment, Terrorism, Casteism, Communalism, Healthcare & Climate Change
- Equalization of Educational Opportunities

Suggested Readings

1. Chakravarti, M. (2005). Education in the 21st century. New Delhi: Kalpaz Publications.
2. Chaube, S.P., & Chaube, A. (1993). Comparative education. New Delhi: Vikas Publishing House Pvt.Ltd.
3. Collin, H. (Ed.). (1974). World perspective. Allied Publishers.
4. Department of Education (1937). General survey of education in Japan. Tokyo.
5. Grammer, J.F., & Brown, G.S. (1956). Contemporary education: A comprehensive study of national systems.
6. Hans, N. (1936). Comparative education. American View of Educational Research.
7. Kandel, R.L. (1933). Studies in comparative in education. George G. Harrap and Co., Ltd.
8. Kenneth, R.K. (1956). Education in USA. London: Alwen Ltd.
9. Khan, Mohammada Abbas (2004). Modern comparative education. New Delhi: Anmol Publications Pvt.Ltd.
10. Khana, P.K. (2005). Education in the new millenium. ABD Publishers.
11. Matthews, Mervyn (1982). Education in the Soviet Union; Policies and Institutions since Stalin.UK:George Allen and Unwin Publishers Ltd.
12. Philip, E.Johns (1971). Comparative Education: Purposes and Methods. Australia: University of Greenland Press.
13. Rao, V.K., & Reddy, R. (2004). Comparative Education. New Delhi: Common Wealth Publishers.
14. Russel, J.D., & Judd, C.H. The American Educational System.
15. Sharma, A.P. (1972). Contemporary Problems of Education. New Delhi.
16. Smith , W.O.L. Education in Great Britain. Oxford University Press.
17. Ulich, Robert (2006). The Education of Nations; A Comparison in Historical Perspectives. Delhi: Surjeet Publications.
18. Ward, H. The Education System of England and Wales and its Recent History.
19. Sharma, R.N. (2005). Comparative Education. Delhi: Surjeet Publications.
20. Sharma, R.S. (2005). Comparative Perspectives on Education. Jaipur: ABD Publishers.
21. Sharma, Y.K. (2005). Comparative Education: A Comparative Study of Educational Systems. New Delhi: Kanishka Publishers & Distributors.

22. Sharma, Promila (2009). Encyclopedia of Comparative Education. Ashish Publishing House.
23. Sodhi, T.S. (2004). Textbook of Comparative Education. New Delhi: Vikas Publishing Home Private Limited. Distributors: UBS Publishers & Distributors Private Limited.
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3rd Semester

Paper Title: ICT in Education

Paper Code: EDNADL25014

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the Concept, need and importance of ICT.
- To prepare the students to become ICT-skilled teachers.
- Get acquainted with ICT-supported teaching and learning strategies.
- Prepare the students to use appropriate ICT facilities.
- Get acquainted with the new trends in ICT. Get information about computerized multimedia

Learning Outcomes:

- Understand how to learn complex ideas and carry out challenging tasks employing tools of modern technology.
- Learn to integrate technology effectively into teaching and learning.
- Learn to utilize their knowledge, beliefs and skills toward meaningful learning making full use of the tools of modern technology.
- Acquire skills toward employing e-resources for learning and to interact with ICT devices confidently.
- Become competent globally, with enhanced learning and teaching skills

Course Contents:

UNIT-I: INTRODUCTION TO ICT IN EDUCATION

- Concept, need and importance of ICT in education; ICT as a means to connect with the world; The global classroom and global learner

- Paradigm shift due to ICT from Teaching to Learning: Curriculum (ii) Methods of Teaching (iii) Role of Teacher (iv) Classroom Environment (v) Evaluation procedure (vi) Education Management
- Challenges and barriers to the integration of ICT in Indian classrooms
- ICT skilled teacher; ICT skills and qualities of ICT teacher
- Safe use of ICT; Virus management, Net safety, Legal and Ethical issues

UNIT-II: ICT SUPPORTED TEACHING LEARNING STRATEGIES

- Computer-aided learning; E-learning and Web base learning: concept, features and educational application
- Co-operative and Collaborative learning: concept, features and educational application
- Project-based learning: concept, features and educational application
- Communication tools: Mobile, e-mail, chat Online conferencing, Blog, Wikipedia, Internet forum, Newsgroups, Different mobile apps
- Social networking as an Effective communication tool.

UNIT-III: NEW TRENDS IN ICT

- Productivity tools: Word processing, Spreadsheets, Presentations, Databases, Digital animation, Photo and video editing software, Windows movie maker, Concept mapping tools and their impact on learning
- Virtual Classroom: concept, elements, advantages and limitations
- Smart classroom: concept, elements, advantages and limitations; Projectors, Interactive Whiteboards/Smartboards
- Edusat: concept, elements, advantages and limitations
- Online learning resources: E-Library, Websites, Apps, and Web 2.0 Technology, Commercial or Licensed ICT resources, Reference sites, Professional group sites, National and International portals of the Ministries of Education, Open educational repositories, FUSE (Find Use Share Educate)

UNIT-IV: MULTIMEDIA IN ICT

- Concept of educational media; Role of media in instruction
- Instructional media, message and methods; Educational use of radio and television, Internet
- Concept and uses of computerized multimedia; Designing of instructional media
- Custom development of resources: User Generated Content (UGC); Multimedia design, steps and pedagogical application.
- E-content Design and Development; ADDIE model; UGC Guidelines for e-content development; Appropriateness, Cost and Copyrights. Trends and Research in ICT.

Suggested Readings:

1. Alessi, S. M., & Trollip, S. R. (1991). Computer based instruction. New Jersey : Prentice Hall.
2. APLET (). All ten volumes of aspects of educational technology. London: Pitman.
3. Association of Indian Universities.(2000). Information technology in higher education. New Delhi: Author.
4. Azarmsa, R.(1991). Educational computing: Principles and applications. Englewood Cliffs, NJ: Educational Technology Publication.
5. Gagne', R. M., & Briggs, L. J. (1979). Principles of instructional design. (2 nd ed.)New York: Holt, Rinehart, and Winston.
6. Gerlach, V. S. & Ely, D. P. (1971). Teaching and media: A systematic approach. Englewood cliffs, NJ: Prentice-Hall.
7. Hackbarth, S.(1996). The Educational Technology handbook. Englewood Cliffs, NJ: Educational Technology Publication.
8. Khan, B. H. (Ed.) (1997). Web-based instruction. Englewood Cliffs, NJ: Educational Technology Publication.
9. Percival, F. & Ellington, H. (1984). A handbook of educational technology. London: Kogan Page.
10. Richey, R. (1986). The theoretical and conceptual bases of instructional design. London: Kogan Page.
11. Romizowski, A. J.(1986). Developing auto-instructional material. London: Kogan Page.
12. Vaishnav, R. 2013 : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany
13. Vaishnav ,R. & Parasher G.S.2010 : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi
14. Eric, Frick.(2017). Information Technologies Essentials- Basic Foundations for Information Technology Professionals. Amazon Digital Services
15. Law, Nancy., Pelgrum, Willem, J. & Plomp, Tjreed (2008). Pedagogy and ICT uses in Schools around the World : Findings from the IEA SITES 2006 study (CERC studies in Comparative Education)

3rd Semester

Paper Title: Statistics in Education

Paper Code: EDNADL25024

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To enable the students to understand the basic concept of statistics.
- To acquaint the students with different statistical procedures used in education.

- To develop the ability to represent educational data through graphs.
- To give detailed knowledge about descriptive statistics.
- To familiarize the students about the Normal Probability Curve and its application in education.

Course Learning Outcomes:

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

- Understand statistical principles and its uses.
- Develop the level of performances for knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Acquire knowledge on the basics statistics by making valid generalizations from sample data
- Acquire competency as well as recognize pitfalls in using statistical methodology and carry out effective research work for societal development
- Greater appreciation for the importance of statistical literacy in today's rich data world

Course Contents:

Unit-I: Basics of Educational Statistics

- Statistics: Meaning, Need and importance of statistics in education, Branches of statistics- descriptive and inferential, Nature of Educational Data
- Frequency Distributions: Compilation, Classification and Tabulation of data
- Measures of central tendency and their uses. Mean, Median Mode, Advantages and Disadvantages
- Measures of variability and their uses. Range, Quartile Deviation, Average Deviation, Standard Deviation, Advantages and Disadvantages
- Graphical representation of data: histogram, frequency polygon, Ogive, and other types of graphs, Uses of statistics in Education and Research

Unit-II: Correlation and Regression

- Meaning and types of Correlation, Coefficient of Correlation
- Difference between rank difference and Product moment method
- Coefficient of Correlation by Rank Difference Method and Product Moment Method; Interpretation of Result, Scatter Diagram
- Concept of Regression lines and Regression Equation
- Regression & Prediction

Unit-III: Normal Distribution

- The Normal Distribution, Normal Probability curve- Its meaning, Characteristics and Properties, Importance of NPC
- Deviation from Normality: Skewness and Kurtosis.
- Table of Areas under the Normal Curve

- Measures of Asymmetry or Divergence from Normality
- Application of Normal Probability Curve

Unit –IV: T-Test, Z-Test, Chi-Square, ANOVA and ANCOVA

- Concept of - Sample Size, Large and Small Sample, One-Tailed and Two-Tailed Test
- Application of T-Test and Z-Test to Determine the Level of Significance
- Chi Square test and its nature, Assumption of Chi Square test, Uses and Significance of Chi – Square test, Chi Square as a Goodness of Fit, Chi-Square Test of Equality, Normality And Independence
- Meaning, Nature, and uses of the Analysis of Variances (ANOVA), Assumptions of ANOVA
- One Way Analysis of Variances, Two Way Analysis of Variances, Differences between One Way and Two-Way Analysis of Variances, Steps in calculating Analysis of Variances, Limitations of ANOVA, Analysis of Covariance (ANCOVA)

Suggested Readings:

1. Garret, H E(2014),Statistics in Psychology and Education,Mumbai,Vakils,Feffer and Simons Ltd.
 2. Binod k Sahu(1998),Statistics in psychology and Education,New Delhi, Kalyani Publishers
 3. Mangal S K(2005)statistics in Psychology and Education,New Delhi, Prentice Hall of India
 4. Sarma,Mukul ,Prarambhik Parisankhya bijnan aru Saikhik Parimapon
 5. Goswami, Marami(2012) Measurement and Evaluation in Psychology and Education, Hyderabad, neel Kamal Publication.
 6. Saha,Kaberi(2012) Statistics in Education and Psychology, New Delhi, Asian Books Pvt. Ltd.
 7. Text Books
 8. Gupta. S.P.(2004).Statistical Methods (3rd edition), Sultan Chand & Sons, Educational Publishers ND.
 9. Sharma, T.R. and Bhargava, V. (2005) Elementary Statistics in Education and Psychology Agra: Bhargava Book House.
 10. Goon A.M., Gupta M.K. & Dasgupta B. (1994): An Outline of Statistical Theory (Volumes 1 & 2), World Press Publications
 11. Henry.E.Garrett.(2009). Statistics in Psychology and Education (6th edition). Paragon international publishers Elhance, D.N. and Elhance, V. (2002). Practical Problems in Statistics. Allahabad: Kitab Mahel.
 12. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn& Bacon.
 13. Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.
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3rd Semester

Paper Title: Early Childhood Care and Education (ECCE)

Paper Code: EDNASPL25034

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives

After completing this course the students will be able to:

- Evaluate the contributions of some philosophers and educationists to early childhood education
- Plan early childhood education centre and programme
- Understand developmental objectives and activities during early childhood period
- Know how to assess children's development and learning

Course Learning Outcomes:

- Discuss the recommendations of NEP 2020 on Early Childhood Care and Education (ECCE)
- Explain the relevance of ECCE- critical periods and factors affecting development.
- Enumerate the methods of studying children, Role of an ECCE Teacher, Involvement of Parents and Community and Understanding Diversity

Course Contents:

Unit – I: Introduction to Early Childhood Care & Education & Nutrition and Health Needs of the child.

- Understanding the context of the child - gender, social class, caste, religion, family structure, location- Rural / Urban / Tribal
- Relevance of ECCE- critical periods and factors affecting development.
- Rights of Children Survival, development, protection and participation
- Ensuring optimal health and growth measuring head circumference height, weight MUAC, use of growth chart, malnutrition.
- Common childhood illnesses, Prevention and Management (Immunization schedule)
- Nutrition importance of BF, Complementary feeding-Food of groups and balanced meal, planning, Safe handling of food.
- First Aid and handling Emergencies -simple injury, Sprain, Burns WHO- 2006- growth standards
- Hygienic care practices specially when handling children in group situations

Unit-II: Perspective on Early Childhood Education and Planning of the Centre and Programme

- Recommendations of NEP 2020 on Early Childhood Care and Education (ECCE)
- Contributions of Philosophers and Educationists to Early Childhood Education (ECE): Jean Jacques Rousseau, F.W. August Froebel, Maria Montessori, Gijubhai Bhadeka and Tarabai Modak.
- Planning of ECE Centre: Infrastructure /Physical Environment, Teaching Staff, Admission Procedure and Records & Registers
- Planning of Programmes and Equipment & Materials
- Principles of Planning and Preparation of Yearly Plan, Weekly Schedule and Daily Routine
- Preparation of Theme Based Lesson Plans

Unit-III: Developmental Objectives, Activities and Assessment of Children during Early Childhood Period

- Physical and Motor Development: Objectives and Activities
- Language Development: Objectives and Activities
- Socio-emotional Development: Objectives and Activities
- Cognitive Development: Objectives and Activities
- Development of Creative Expression and Aesthetic Appreciation: Objectives and Activities
- Assessment of Children's Development and Learning

Unit-IV: Methods of studying children, Role of an ECCE Teacher, Involvement of Parents and Community and Understanding Diversity

- Cross-sectional and longitudinal approaches, Observation techniques, Interview, questionnaire, Projective techniques, Case study, Anecdotal records, Art as a form of communication and Portfolio
- Roles and responsibilities of an ECCE teacher and Qualities of an effective ECCE teacher
- Involvement of Parents and Community: Need for parent and community awareness, Role of parents and community in functioning of an ECCE centre
- Parents, school and children: Benefits for parents, school and children , Ways of communicating with parents and Ways of Teaching out to parents & community
- Understanding Diversity: Factors leading to diversity and their implications, Differences in home and school languages, Influence of gender and caste stereotype on children's development, Promoting equitable participation of all in learning and play

Suggested Readings:

1. Aggarwal, J.C. (2009). Early childhood care and education. New Delhi: Neha Publishers & Distributors.
2. Aggarwal J.C. (1990). Methods and materials of nursery education. Delhi: Doaba House.

3. Day, Barbara (1983). Childhood education: Organizing learning activities. New York: Mac Millan.
 4. Grewal J.S. (1984). Early childhood education. Agra: National Psychological Corporation.
 5. Kaul, V. (1991). Early childhood education. New Delhi: NCERT.
 6. Kaul, V., & Bhatnagar, R. (1992). Early childhood education - A trainer`s handbook. New Delhi: NCERT.
 7. Ministry of Women and Child Development, MHRD, GOI. (2014). National early childhood care and education (ecce) curriculum framework. New Delhi. Author.
 8. Ministry of Women and Child Development, MHRD, GOI. (2014). Quality standards for early childhood care and education (ECCE). New Delhi. Author.
 9. Mohanty, J., & Mohanty, B. (1994). Early childhood care and education (ECCE). New Delhi: Deep & Deep Publications.
 10. Muralidharan, R.,& Asthana, S. (1991). Stimulation activities for young children. New Delhi: NCERT.
 11. Muralidharan, R., & Banerji, U. (1969). A guide for nursery school teachers. Delhi:NCERT.
 12. Pankajam, G. (1994). Pre-school education: Philosophy and practice. Ambala Cantt: The Indian Publications
 13. Pankajam, G. (2005). Pre–primary education: Philosophy and practice. New Delhi: Concept Publishing Company
 14. Rao, V.K. (2004). Early childhood care and education. New Delhi: Common Wealth Publications.
 15. Shukla, R.P. (2008 reprint). Early childhood care and education. New Delhi: Sarup and Sons.
 16. Siddigi, N., Bhatia, S., & Biswas, S. (2005 reprint). Early childhood care and education. Delhi: Doaba House.
 17. Singh, B. (1997). Pre-school education. New Delhi: APH Publications.
- Swaminathan, M. (1991). Play activities for young children. New Delhi: UNICEF

3rd Semester

Paper Title: Curriculum Studies in Education

Paper Code: EDNSPL25044

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To acquaint the students with the concept and development of curriculum as a field of study.
- To enable the students to understand the various aspects of curriculum and systematic arrangements of different curriculum components.

- To allow the students to know the process of Identification of learning activities and experiences; Content and its organization; Curriculum support materials.
- To familiarize the students with the planning, design, development and Evaluation of the curriculum.

Course Learning outcomes:

- Understand the concept, needs and scope of curriculum in relating to curriculum development
- Know the bases of curriculum and importance of technology integration in transacting curriculum
- Identify the problems of the existing curriculum.
- Know new trends and innovative practices in curriculum development

Course Contents:

Unit-I: Introduction and Curriculum Planning

- Meaning, nature, and scope of Curriculum, Principles and needs of curriculum
- Basic Consideration of Curriculum Planning
- Models of Curriculum construction; Competency based and concept-based curriculum
- Foundations of Curriculum Development: Historical, Philosophical, Sociological, Psychological, Technological
- History of curriculum development in India and Abroad

Unit-II: Curriculum Design & Development

- Concept and Criteria of Curriculum Development: Scope, Sequence, Relevance, Articulation etc.
- Features, Need and Components of Curriculum Design
- Source of curriculum design, Curriculum design principles and process
- Types of Curriculum Design, Core Curriculum, Subject-Centred, Activity-cum-Experience Centred curriculum, Child centred curriculum, Eclectic curriculum
- Curriculum Development: Objectives, basic elements, Steps and Process; Technology integration in classroom and its importance

Unit-III: Instructional Materials and Curriculum Transaction

- Textbook and Allied Teaching and Learning Materials
- Analysis of Aims and Objectives, Analysis of Curricular Content
- Identification of learning activities and experiences; Preparation of Text Book
- Designing units; Suitable Presentation Modes or methods
- Teacher as Curriculum Practitioner, Instructional Planning for Effective Teaching

Unit-IV: Curriculum Evaluation & Change

- Meaning of Curriculum Evaluation, Need for Curriculum Evaluation
- Aspects of Curriculum Evaluation, Formative and summative evaluation
- Source of curriculum evaluation, Models of Curriculum Evaluation

- Concept of curriculum change; Factors Influencing Change in Curriculum
- Trends in curriculum development, Research in Curriculum

Suggested Readings:

1. Aggarwal. J. C1 Curriculum Reform in India: Delhi, Doaba, 1990.
2. Brent, Allen Philosophical foundations for the Curriculum, Boston, Allen and Unwin, 1978.
3. Das, R.C. Curriculum and Evaluation, New Delhi. NCERT, 1987.
4. Dell, Ronald C. Curriculum Improvement: Decision Making & Process, (6th edition). London, Allyn & Bacon, Inc. 1986.
5. Diamond, Robert M. Designing & Improving Courses & Curricula in Higher Education A Systematic Approach, California, Jossey Bass Inc. Publishers, 1989.
6. English, F.W, Deciding What to Teach and Test, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
7. Erickson, H. L, Concept based Curriculum and Instruction, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
8. Flinders D. J (Ed) The Curriculum Studies, New Delhi, Atlantic Publishers, 1977.
9. Mamidi, Malla Reddey & Ravishankar(eds) Curriculum Development & Educational Technology, New Delhi, Sterling Publishers, 1984.
10. NCERT Curriculum & Evaluation, New Delhi, NCERT, 1984.
11. NCERT National Curriculum for Elementary & Secondary Education, A Frame Work, New Delhi, NCERT, 1988.
12. Saylor J. Galen, William Alexander & Arthur J. Lewis Curriculum planning for Better Teaching & Learning (4th edition), New York, Holt Rinehart & Winston, 1980.
13. Trum J. Lyod. Secondary School Curriculum Improvement, New York, Prentice Hall, 1967.
14. Tyler, Ralp. W. Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc., 1962.
15. Tyler, Ralp. W. Basic Principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
16. UNESCO Curricula & Lifelong Education, Paris, UNESCO.1981
17. Wheeler D.K. Curriculum Process, London, University of London Press, 1967.

3rd Semester

Paper Title: Psychological Practical

Paper Code: EDNSPL25054

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives

- Knowledge on how to conduct psychological test and experiment
- Understand the procedure of doing project work
- Apply theoretical knowledge to real life situation
- Evaluate the outcomes of test and experiment and writing of reports

Course Contents:

Part A: Psychological Experiments (Any Six)

- Learning
- Reaction Time
- Attention Time
- Concept Formation
- Memory
- Association
- Classroom Interaction
- Sociometry
- Psycho – Physical
- Sensation and Perception

Part B: Psychological Tests (Any Six)

- Creativity
- Intelligence
- Interests
- Adjustments
- Motivation
- Personality
- Aptitude
- Attitude
- Reading Comprehension
- Aspiration

Instructions:

1. The student is required to perform at least 12 psychological practical (6 psychological Test and 6 psychological Experiment).
2. The student is required to prepare two note Books:
 - A. One for psychological Test.
 - B. One for psychological Experiment.
3. Marks for practical examination will be distributed as:

- A. Psychological Test=20
 - B. Psychological Experiment=20
 - C. Viva-voce=20
 - D. Note Book=10
 - E. Internal Assessment = 30
6. Examiners:
- A. External Examiner (one)
 - B. Internal Examiner (one)

Suggested Readings:

1. Kumar, K. (2004). Encyclopedia of Experimental Psychology. New Delhi: Anmol Publication Pvt. Ltd.
2. Leach, J. (1996). Running Applied Psychology Experiments. UK: Open University Press.
3. Matheson, D.W, Bruce, R.L, Beauchamp, K.L. (1970). Introduction to Experimental Psychology. USA: Rinehart and Winston.
4. McGuigan (1990).Experimental Psychology. New Delhi: Prentice Hall of India.
5. Myers, A. & Hansen, C. H. (2011).Experimental Psychology. UK: Centage Learning.
6. Pareek, U. &Rao, T. V. (2000).First Handbook of Psychological and Social Instruments. New Delhi: Concept Publishing Company.
7. Parameswaran (1984). Experimental Psychology. Bombay: Allied Publishers.
8. Pestonjee, D.M. (1997).Third Handbook of Psychological and Social Instruments, (Vol I & II). New Delhi: Concept Publishing Company.
9. Sharma, R.N., Sharma, R. & Sharma R. (2006).Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
10. Sheridan, C. L. (1972). Readings for Experimental Psychology.USA:Holt, Rinehart and Winston

4th Semester

Paper Title: Education for Sustainable development

Paper Code: EDNADL25064

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To understand the concept of sustainable development

- To enable the students to learn the nature, scope and need of sustainable development
- Examine the historical policy perspectives of sustainable development
- Explain the 17 SDGs and their specific learning objectives

Course Learning Outcomes:

- Understand the role of education in attaining SDGs
- Develop and execute strategies to attain a specific SDG in Community setting
- Develop the skill of executing the issues of SD, SDG and ESD among the larger audience
- Popularize the concept of SD, SDG and ESD among the community members

Course Contents

Unit-I: Introduction to Sustainable Development and SDG's

- Concept, Nature, Scope, 5 Ps, axioms of sustainable Development
- Need and importance of sustainable development
- Historical and Policy Perspectives of Sustainable development
- Sustainable development: World & Indian Perspective
- Introduction to 17 SDG's
- Challenges and strategies of attaining SDG's in developed and developing nations
- SDG Index: Concept, application and present status
- Special focus on SDG4: Quality Education and lifelong learning
- Focus of NEP 2020 ON SDG

Unit-II: Education for Sustainable Development

- Cross cutting key competencies for achieving all SDGs
- Specific learning objectives for different SDGs
- Berlin Declaration 2021 on ESD
- Education as a key instrument to achieve SDGs
- Integrating ESD in curriculum and Textbook
- Integrating ESD in Teacher Education
- Delivering ESD in classroom and other learning setting
- Innovative Pedagogy to impart ESD: Multidisciplinary, interdisciplinary and participatory approach
- Assessment of ESD learning outcome
- Role of Education in Sustainable Development

Unit-III: Development, Sustainability, Climate Change, Health and Food Security

- Concept of Global Commons and Climate Change
- International Conventions on Sustainable Development
- Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities
- Relationship between Sustainable Development and Food Security
- Role of Green and Converging Technologies in Health, Sanitation and Food Security

- Role of Policy Innovations in Sustainable Development
- Recognition of Ecological Limits of Equity and Justice
- Alternative Ways of Resource Generation and Capacity Enhancement
- Role of Non-State Stakeholders in Sustainable

Unit- IV: Dimensions of Sustainable Development

- Social Dimension
 - Workers' health and safety.
 - Impact on local communities, quality of life.
 - Benefits to disadvantaged groups, for example, the disabled.
- Economic Dimension
 - Creation of new markets and opportunities for sales growth.
 - Cost reduction through efficiency improvements and reduced energy and raw material inputs.
 - Creation of additional value.
- Environmental Dimension
 - Reduced waste, effluent generation, emissions into the environment.
 - Reduced impact on human health.
 - Use of renewable raw materials.
 - Elimination of toxic substances.

Suggested Readings:

1. Baumol, W.J. & Benhabile, J. (1984). Chaos: Significance, Mechanism, and Economic applications. *Journal of Economic Perspective*. 3(1), 77-105.
2. Ciriacy-Wantrup. (1952). *Resource Conservation: Economics and Policies*. Berkeley and Los Angeles: University of California Press.
3. Dasgupta, P. & Maler, K.G. (1990). *The Environment and Emerging Development Issues* Proceedings of the World Bank, Annual Conference on Development Economics. Washington: World Bank.
4. Dasgupta, P. (1993). *An Enquiry into Wellbeing and Destitution*. Oxford: Clarendon Press.
5. Kothari, A. (1993). Is Sustainable Development Desirable and Possible? *The Indian Journal of Public Administration*. 39(3), 249-253.
6. Redclift, M. (1987). *Sustainable Development*. London: Methuen.
7. World Bank. (1992). *World Development Report 1992, Development and the Environment*. New York: Oxford University Press.
8. World Commission on Environment and Development (WCED). (1987). *Our Common Future. The Brundtland Report*, World Commission for Environment and Development. Delhi, India: Oxford University Press
9. Bawa, K.S. & Seidler, R. (2009). *Dimensions of Sustainable Development*. Oxford: EOLSS Publishers.

10. Duran, D.C., Gogan, L.M., Artene, A. & Duran, V. (2015). The Components of Sustainable Development – A Possible Approach. *Procedia Economics and Finance*. 26, 806-811.
 11. Hardisty, E. P. (2010). *Environmental and Economic Sustainability*. CRC Press.
 12. Higgins, L.K. (2015). *Economic Growth and Sustainability – Systems Thinking for a Complex*
 13. Mahajan, A.P. (2019). *Development Administration*. New Delhi, India: Sage Publishers.
 14. Rogers, P.P., Jalal, K.F. & Boyd, J.A. (2008). *An Introduction to Sustainable Development*. Glen Educational Foundation, Inc.
 15. Sen, A. (1999). *Development as Freedom*. Delhi, India: Oxford University Press.
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4th Semester

Paper Title: Life Skills Education

Paper Code: EDNADL25074

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To equip students with essential life skills for their personal and professional growth.
- To develop competencies to classify different types of life skills.
- To provide students with the necessary skills and tools to plan and manage their career path.
- To experience self-awareness and develop ways to face the demands and challenges of their lives.
- To explore ways of practicing life skill education.

Course Learning Outcomes:

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

- Explain the essential life skills needed for their personal and professional growth.
- Identify their ability to face different challenges and problems.
- Discuss the importance and strategies of various cognitive skills
- Assess and identify their own life skills.
- Evaluate the various methods of developing life skills.

Course Contents:

Unit-I: Introduction to Life Skills Education

- Concept and definition of Life Skills, Types of Life Skills
- Core Life Skills: The Ten core Life Skills as laid down by WHO
- The Four Pillars of Education: Learning to Know, Learning to Do, Learning to Be, Learning to Live Together

- Objectives of Life Skills Education, Importance of Life Skill Education
- Importance of life skills for personal and professional growth
- Opportunities and Challenges in Application of Life Skills Education

Unit-II: Cognitive Skills

- Self-awareness Skills: Meaning and importance of self-awareness, Strategies for developing self-awareness
- Problem-solving Skills: Meaning and significance of problem-solving skills, Essential steps in problem-solving
- Critical Thinking Skills: Meaning and importance of critical thinking skills, Significance of identifying assumptions, biases, and fallacies, Strategies for developing critical thinking skills
- Creative Thinking Skills: Meaning and importance, creative process, Methods of enhancing creative thinking skills

Unit-III: Social and Emotional Skills

- Interpersonal Skills: Meaning, Importance, Components, and Types
- Communication Skills: Meaning, Importance of Effective Communication, Understanding different communication styles
- Empathy: Meaning, Importance of Empathy, Strategies for applying empathy in romantic, family, and professional relationships, Barriers to empathy, and strategies for overcoming them
- Stress and Emotion: Meaning and significance of stress and emotion, Impact of stress and emotion on physical and mental health, Techniques for managing stress and emotions

Unit-IV: Methods of Developing Various Life Skills

- Methods and Techniques of Developing Emotional and Social Skills among Children: Story Telling, Role Playing, Group Discussion, Community Service, Educational Trips, Incidental Teaching, Problem Solving Techniques, Project Work
- Methods and Techniques of Developing Thinking Skills among Children: Socratic Method, Problem Solving, Debates, Riddles and Puzzles, Seminars, Quizzes, Brain Storming, Inductive-Deductive Method and Extempore Activities
- Significance of Yogic Exercises in Developing Life Skills among Children

Suggested Readings

1. Adler, R. B., Rosenfeld, L. B., & Proctor II, R. F. (2001). *Interplay: The process of interpersonal communication*. Oxford University Press.
2. Bhagyashree, A.D., (2016). Life skills education. Bookman.
3. Jain, Usha & Jain, Rajiv Kumar. (2014). Life skills – A guide to steer life. Vayo Education of India.
4. James, Larry. (2006). The first book Life Skills. Mumbai. Embassy Books.
5. Joshi Rokeach (1973). The nature of human values. New York: The Free Press
6. Ravikanth R. K. & Dinakar, P. (2018). Life skills educations, New Delhi: Neelkamal Publications

7. SCERT. Life Skills Education-Guidebook for Teachers (SCERT)
 8. Sengararvelu, G. (2011). Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd.
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4th Semester

Paper Title: Gender, School and Society

Paper Code: EDNADL25084

Paper Credit: 04

Total No. of Lectures: 60

Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives

- To familiarize with the concepts of gender and sex.
- To understand the gender identity and socialization process.
- To identify the various factors leading to gender discrimination.
- To acquaint with the gender roles in textbooks and curricula.
- To familiarize with the provisional laws concerning gender.

Course Learning Outcome

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

- Describe the concept of gender and sex.
- Explain the gender roles and identity in society and school.
- Identify gender roles in textbooks and curriculum
- Discuss the various factors leading to inequalities in schooling

Course Contents:

Unit -I: Gender and Sex

- Concept of Gender and Sex, Difference between Gender and Sex
- Gender roles and identity: nature, and determinant factors
- Gender socialisation: agents of gender socialisation
- Transgender: concept, and representation of transgender in society

Unit -II: Gender and Society

- Gender as the determiner of self-concept
- Gender discrimination in the society: meaning and nature
- Areas and causes of gender socialization
- Gender discrimination at different levels of social institutions: family, society, religious and political institutions

- Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc)

Unit-III: Gender and School Curriculum

- Role of school, peers, teachers, curriculum, and textbooks in challenging gender inequalities or reinforcing gender parity
- Gender issues in the aspects of a curriculum, gender and equal curriculum
- Gender stereotypes in school: gender focus and sensitization in school, gender roles and responsibilities assigned in schools and classrooms
- Gender concerns related to Access, Enrolment, Retention, Participation and Achievement

Unit-IV: Gender and Law

- Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking).
- Women's Reservation Bill 2008 – history and current status
- Protection of women under the constitution of India.
- Laws Related to Women's Rights:
 - PC PNDT (Pre Conception and Pre-Natal Diagnostic Techniques Act 1994)
 - Female feticide, domestic violence act 2005
 - Sexual harassment at the workplace (Prevention Prohibition and Redressal, Act 2013)
 - The Indecent Representation of Women Prohibition Act 1986
 - Cybercrime against women under IT Act 2000

Suggested Readings

1. Agne, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. Oxford University Press. Bordia, A. (2000). Education for gender equity: The LokJumbish experience. *Prospects*, 30, 313-329.
2. Bhasin, Kamla (2000). *Understanding Gender*. New Delhi: Kali for Women.
3. Conway, J. K., Bourque. S. C., & Scott, J. W. (1987). *Introduction: The concept of gender*. MIT Press.
4. Devendra, K. (1994). *Changing status of women in India*. Vikas Publishing.
5. Maswood, S. (2004). *Law relating to women*. Orient Law House.
6. Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
7. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society*. Patiala: Twenty first century publications.
8. Srinivastav Gauri,(2012). *Gender and Peace in textbooks and schooling process*, New Delhi, Concept Publishing Company Pvt.Ltd.,

Paper Code: EDNADL25094

Paper Credit: 04

Total No. of Lectures: 60 Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To develop an understanding of concepts and principles of economics in education and educational finance.
- To develop critical thinking on various issues and challenges of the economics of education.
- To acquaint the students with the taxonomy of cost and benefits of education and cost efficiency in education.
- To familiarize the pupils with different aspects of financing education in India.
- To develop interest in research on the issues of Economics of Education.

Course Learning Outcomes:

- The students will understand the meaning, nature, scope and importance of the economics of education.
- The students will know about the Historical development of the Economics of Education and research trends in the economics of education
- The students will understand the theoretical considerations of human capital and investment theory in education.
- The students will know the concept of the education market.
- To acquaint the students with concept of production in Education.

Course Contents:

Unit-1: Introduction to Economics of Education

- Concept, Nature and Scope of Economics of Education.
- History of Economics of Education (World and Indian Perspectives)
- Functions and importance of Economics of Education; Economic transactions concerned with Education
- Economics of Education in formulation of Educational Policies
- Economics of Education from Micro and Macro Perspectives

Unit-II: Human Capital & Investment Theory in Education

- Concept of Human Capital and Human capital formation; Theoretical considerations of Human capital: Contribution of T. Schultz, G. Becker, Mincer
- Relation between Education and Economic development; Human Capital, Knowledge and Growth about Endogenous growth theory, Romer Model, Solow Model, Lucas Model,

- Concept of investment in Education; Personal, Social and National aspects of Investment in Education,
- The main factors of private rate of return to education. Non-pecuniary, Private Returns and Social Returns to Education
- Investment in Education: Social Choice Approach and Capability Approach

Unit-III: Education Market & Production in education

- Concept and Features of Education Market; Education as Public good, Merit good and Private good; Commodification of Education in WTO/GATS framework; Education as an industry (concept and characteristics)
- Education as a consumption activity (concept, significance); The problem of educated unemployment, underemployment and brain drain; remedial measures.
- Concept of Production function in Education; the production of education like the production of other goods.
- Family Effects in the Production of Education; choice and Competition Effects in the Production of Education
- Input-output analysis: Concept of input and output in the delivery of education.

Unit-IV: Cost Benefit Analysis & Educational Finance in India

- Concept and importance of CBA; Techniques of CBA; Application of CBA in Education; Taxonomy of Cost of Education, Taxonomy of Benefits of Education; Concept and significance of cost in Education; Cost Efficiency and Cost Effectiveness in Education
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs; Factors of cost escalation in education sector; Remedies for cost escalation in education
- Concept, and importance of educational finance; Nature & Principles of educational finance, Sources and agencies of financing education; Maintenance of accounts in educational institutions, Budgeting: Concept and process of budgeting
- Theoretical considerations of Financing of education, Trend of Financing of Education in India; Challenges and Strategies of Financing of Education
- Role of Centre, State and Institutions for Financing of education in India; Private initiatives and PPP in Financing of Education, Exploring options for financing Higher education; Research areas and Research trends in Economics of Education

Suggested Readings:

1. Akinyemi, S. (2010). The Economics of Education. Nigeria: Strategic Book Publishing and Right Co.
2. Ansari, M.M. (1987) Education and Economic Development. New Delhi: AIU Publication.
3. Chattopadhyay. S. (2012). Education and Economics Disciplinary evolution and policy discourse. New Delhi: Oxford University Press.

3. Checchi, Daniele. (2006), The Economics of Education: Human Capital, Family Background and Inequality. Cambridge University Press.
 4. Garg, V.P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.
 5. Johnes. G, & Johnes. J. (2004). International handbook on Economics of Education, (Ed.) USA: Edward Elgar Publishing Ltd.
 6. Harbison & Myers. (1968). Education, Manpower and Economic Growth. New Delhi; Oxford & IBH. (Indian Edition).
 7. Nagpal C.S. & Mittal A.C. (1993). Economics of Education, (Ed.), New Delhi; Anmol Publications
 8. Pandit, H.N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi; NCERT.
 9. Psachaeopoulos, George. (1987). Economics of Education Research and Studies. Elsevier Science Ltd.
 10. Rajaiah, B. (1987). Economics of Education, Delhi; Mittal Publications.
 11. Schultz, T.W. (1963). The Economic Value of Education, Columbia; Columbia University Press.
 12. Sharma, R.A. (2007). Economics of Education. Meerut; R. Lall Book Depot.
 13. Sethi, Vinita. (1997). Educational Development and Resource Mobilization, New Delhi; Kanishka Publication.
 14. Singh. B. Economics of Indian Education (Ed.),New Delhi; Meenakshi Prakashan,
 15. Sodhi, T.S. (1978). Education and Economics Development, Ludhiana; Mukand Publication.
 16. Vaizey John (1962). Economics of Education, London; Faber & Faber.
 17. Varghese & Tilak. (1962). The financing of Indian Education, India; project paper of International Institute of educational planning.
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4th Semester

Paper Title: Entrepreneurship in Education

Paper Code: EDNADL25104

Paper Credit: 04

Total No. of Lectures: 60 Total Marks= 100 (T70+IA30)

All the Units carry equal Marks

Course Objectives:

- To familiarise the students with the fundamental perspectives of entrepreneurship in education and sensitization to entrepreneurship as a career
- To enable the students to know the challenges and future perspectives related to educational entrepreneurship.

- To let the students understand the nature & significance of entrepreneurship in life and contribution as responsible educational entrepreneurs
- To know the tools, models and theories helpful for entrepreneurial education and help others to motivate for educational entrepreneurship
- To analyse critically the contemporary concerns and issues related to educational entrepreneurship

Course Learning Outcomes:

- The students will understand entrepreneurship in Education, the Entrepreneurial school system, and the role of education innovation in entrepreneurship development which will encourage them to work as educational entrepreneurs.
- The students will know about entrepreneurship in education and the shortcoming related to the contemporary concerns of education policy and practices.
- They will be able to apply the key constructs of applied ethics of entrepreneurship
- They will be able to justify the need and importance of ethics of entrepreneurship and implement them in an entrepreneurial career.
- The students will be able to understand the needs and importance of entrepreneurship in Education and apply it in practical education and practical life

Course Contents:

UNIT-I: Introduction to Entrepreneurship

- Concept of Entrepreneur and Entrepreneurship; Classification of Entrepreneurs, Characteristics of Entrepreneurs; Entrepreneurial opportunities
- Functions of Entrepreneurs and Contributions of Entrepreneurs
- Multidisciplinary approach to entrepreneurship
- Entrepreneurial competencies and social skills; Entrepreneurs are born or made.
- Barriers to entrepreneurship; National policies for skill development & entrepreneurship; Success factors of entrepreneurs

UNIT-II: Entrepreneurship in Education

- Meaning, nature & scope of entrepreneurship in education
- Needs & significance of entrepreneurship education
- Entrepreneurship education in India; Institutions conducting entrepreneurial development programs in India
- Challenges and future perspectives of entrepreneurship education.
- Rural, Social and women entrepreneurship.

UNIT-III: Relation of Entrepreneurship and Education

- Relation between Entrepreneurship and Education
- The role of education in the entrepreneurial process and development

- Tools, models and theories helpful for entrepreneurial education
- Ethics in entrepreneurship; Value creation as the common core of entrepreneurship education.
- Generation of employment; Complementing and supplementing balanced economic growth and development of the society.

UNIT-IV: Educational Entrepreneurs

- Educational entrepreneurship and educational entrepreneurs
- Educational entrepreneurship: Opportunities & Ideas
- Social entrepreneurship and social entrepreneurs
- Innovation in entrepreneurship development
- Research and trends in Entrepreneurship education; Needs, obstacles and opportunities

Suggested Readings:

1. Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). Entrepreneurship, New York: McGraw Hill Education.
 2. Bornstein, David & Davis, Susan (2010). Social Entrepreneurship: What Everyone Needs to Know, New York : Oxford University Press.
 3. Catherall, Richard & Richardson Mark (2017). Social entrepreneurship in Education, Manchester: British Council.
 4. Lackeus, Martin (2015). Entrepreneurship in Education, What, why, When & How, European Commission, LEED (Local Economic and Employment Development), Paris: OECD28
 5. Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). Teaching Entrepreneurship: A Practice-Based Approach, Cheltenham: Edward Elgar Publishing Ltd.
 6. Raj Shankar (2012). Entrepreneurship Theory & Practice, Noida: McGraw Hill Education.
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