SEMESTER - I

COURSE I- Philosophical Foundations of Education (Part one)
Full Marks 50

Objectives : To enable the students to develop the following objectives –

- to understand the contributions of Philosophy in the discipline of Education.
- to develop the contributions of different schools of Indian Philosophy in the field of education.
- to understand the impact of Western School of Philosophy on Indian Education.
- to understand some concepts related to social Philosophy of education and build competency to interpret and evaluate those concepts fully.
- to acquaint themselves with the contributions of some Indian and Western Educational Thinkers.

Contents

Unit – I: Education & Philosophy
- (a) Concept and definition
- (b) Nature and Scope   A . D
- (c) Relationship

Unit – II: Indian Schools of Philosophy:
- (a) Samkhya, — M ✓ EP
- (b) Vedanta - e
- (c) Nyaya, ✓   J. N. P
- (d) Buddhism-
- (e) Jainism—
- (f) Islamic Traditions- M

(with special reference to Concept, Reality and Values and their educational implications)

Unit – III: Western Schools Philosophies
- (a) Naturalism-
- (b) Idealism-   D . K
- (c) Pragmatism - M.E

(with special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of Education)

Unit – IV: Contribution of Western Philosophers in Education:
- (a) Froebel,-   A. B
- (b) Herbert Spencer,-

(c) John Dewey
(d) Bertrand Russell.
(e) A.N.Whitehead

References

1.Educational Philosophy-S.Seetharamu.

2. Educational Philosophy-Viswal

3.Bharatiya Darshan- Dipak Bagchi

4.Philosophical Bases of Education-R.R.Rusk

5.Outlines of Indian Philosophy-J.Sinha

6.Philosophical Foundations of Education-K.K.Shrivastava

7.Great Educators-R.R.Rusk

8.Educational Thoughts and Practice-V.r.Taneja

9.Critical Survey of Indian Philosophy-Chandradhar Sharma)

10.Contemporary Indian Philosophy-B .K .Lal

SEMESTER - I

COURSE II- <u>Psychological Foundations of Education</u> (Part one)

Full Marks 50

Objectives : To enable the students to develop the following objectives -

To understand the relationship between education and psychology and the methods of educational psychology

- to understand the contributions of different schools of Psychology to Education.
- to understand the nature of various process of growth & development in acquiring educational Programs.
- to understand the nature, types and theories of learning .
- to understand the concept,importance and types of transfer of learning.

Unit – I : (i) Meaning of Education and Psychology:
        (a) Relationship of education and psychology
        (b) Scope of Educational Psychology

    (ii) Methods of Educational Psychology:
        (a) Experimental
        (b) Clinical
        (c) Differential

Unit – II : Major Schools of Psychology –

    (a) Behaviourism,
    (b) Cognitivism.
    (c) Gestalt,
    (d) Psychoanalysis
Their contribution towards education

Unit – III: Growth and Development–

    (a) Physical,

    (b) Social,

    (c) Intellectual,

    (d) Emotional

    (e) Moral

Their characteristics and role in educational processes.

Unit – IV: (i) Learning–

    (a) Concept, Nature & Types.

    (b) Factors of learning their characteristics and

        relation with learning.

  (ii) Theories of Learning –

    (a) Skinner,

    (b) Hull,

    (c) Tolman,

    (d) Lewin, Gagne,

    (e) Concept learning – Bruner,

    (f) Constructivism – Piaget, Vygotsky.

Unit – V: Transfer of Learning –

    (a) Concept, importance,

    (b) Nature & Types,

    (c) Contemporary views regarding general **transfer** & specific

        transfer.

    (d) Theories and Methods of enhancing **transfer of learning**.

Reference books-

1. Educational Psychology-C.E.Skinner

2. Text book of Educational Psychology-Y.K.Sharma

3. The Advanced Educational Psychology,The Psychology of the Learner-

      M.M.Fernandes

4. Educational Psychology-Anita Wolfolk

.Essentials of Educational Psychology-S.K.Mangal

5. Foundations of Education-G.Arunamohan

7. The Structure of Learning- Gardner & Gardner

8. Educational Psychology –Kakkar

9. Psychological Foundations of Education-Prem Prakash

SEMESTER - I

COURSE III- <u>Sociological Foundations of Education</u> (Part one)

Full Marks: 50

Objectives : To enable the students to develop about -

· Meaning and Nature of Education, Society, Educational Sociology, Sociology of Education.

· Social group,social stratifications and their educational implications.

· Application of social change and social mobility on different segments to our society.

· The Concept nature and role of Culture,cultural determinants and cultural change

· Education and backward community

<u>Content</u>

Unit – I: (a) Meaning and Nature : Educational Sociology and Sociology of Education

(b) Concept and characteristics of Social organization and their educational implications.

(c) Factors influencing social organization – folk ways; mores; institutions and values

UNIT-II: Social interactions and their educational implications

(a) Social group inter-group relationship – group dynamic and metric study in formal groups.

(b) Social stratifications – concepts of social stratification and its educational implications.

UNIT-III: Social change:

(a) meaning and concept with special reference to India.

(b) Concept of Urbanization, Modernization, Westernization and Sanskritisation with special reference to Indian society and its educational implications.

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(c) Social Mobility: Meaning, Kinds, Importance in educational context

UNIT-IV: Culture:

A - B

    (a) Meaning and nature
    (b) Role of education in cultural context
    (c) Cultural determinants of education
    (d) Education and cultural change.

Unit – V: Education and Backward Community:

A.D + A.B

    (a) Education of the socially and economically disadvantaged sections of the Indian Society with special reference to scheduled caste & scheduled tribes, women and rural population.
    (b) Factors influencing the educational progress due to the backwardness of the disadvantage population in India.

Reference Books

1. Educational Sociology-F.J.Brown

2. Sociology of Education in India-N. Jayaram

3. Sociological foundations of Education-Hemlata Talessra

4. Sociological Philosophy of Education-Y.K.Sharma

5. Sociological Perspectives in Education-S.C. Shukla &K. Kumar

6. Education and Society-Concepts , Perspectives & Suppositions-J. Prasad

7. Sociology of Education –Jacob Aikara

8. Indian Social Problems-Ram Ahuja

9. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department
  of Education , New Delhi

10. Sociology of Education: An introduction- Mossish, Loor (1972),. George Lalen
    and Unwin, London

11. Perspective in Social Foundations of Education - Pandey, K.P.(1983), Amita
    Prakashan, Gaziabad

12. Philosophical and Sociological Foundations of Education - Saxena, S.(2001).
    Meerut: Surya publications.

COURSE IV- <u>Comparative Education</u> (Part one)

Full Marks: 50

Objectives : To enable the students to develop about -

· To understand the students about comparative education as
emerging discipline of Education.

· To understand the various factors of Comparative Education

· To analyze contemporary trends in Education of the world
special reference to UNO and its various bodies.

· To understand the different approaches of Compara
Education.

<u>Contents</u>

Unit – I: Comparative Education:

    (a) Meaning, Nature, Scope and Importance;

    (b) Comparative Education as an independent acad
discipline;

    (c) Methods of Comparative Education;

    (d) Fields of comparative education;

Unit – II: Factors of Comparative Education:

    (a) Geographical, Socio-Cultural, Historical, Philosophical,
Economic, Scientific, Structural and Functional.

    (b) Importance of Comparative education in the field of
Education

Unit – III: Contemporary Trends in World Education:

    (a) National and International,

    (b) Role & Programmes of UNO and its various official bodie
improving the quality of Education among the member
countries.

Unit-IV: Approaches to comparative education:

    a) Importance of cross-disciplinary approach in comparati
education

    b) Different Approaches -

        (i) Historical approach,

        (ii) Cross-disciplinary approach, and

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(iii) Problem approach.

Reference Books

1. Comparative Education-T.S. Sodhi
2. Comparative Education- Chaube & Chaube
3. Comparative Education –Y. K. Sharma
4. Comparative Education –R.N. Sharma
5. Comparative Education-A Study of educational Factors andTradition
   Hans

SEMESTER - II

COURSE V - Philosophical Foundations of Education (Part tw

Full Marks 50

Objectives : To enable the students to develop about-

The analysis of modern concept of philosophy

-The Role of Indian schools of Philosophy in Education System.

The Role of Western schools of Philosophy in Education System

· Contributions of some Indian Philosophers and Educationis

· National values as enshrined in the Indian constitution
their educational implications.

·

Contents

Unit-I : Analysis Modern concept of Philosophy :

(i) logical analysis;

(ii) logical positivism;

(iii) positive relativism;

Unit-II : Indian Schools of Philosophy :

(i) Vaisihika,

(ii) Vedanta,

(iii)Charvaka

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(with special reference to their educational implications for aims, contents and methods of teaching)

Unit-III: Western Schools of Philosophy:

    (i)   Existentialism, Essentialism,

    (ii) Humanism,

    (iii) Marxism

(with special reference to their educational implications for aims, contents and methods of teaching)

Unit –IV: Educational Philosophy of

    (i) M.K. Gandhi,

    (ii) Aurobindo,

    (iii)R.N.Tagore

    (iv)S.Radhakrishnan

    (v) J.Krishnamurti

(with special reference to their educational implications for aims, contents and methods of teaching)

Unit-V: National values as enshrined in the Indian constitution and their educational implications;

Reference Books

Some more references -

1. Gore, M.S. (1984) *Education and Modernization in India*, Rawat Publishers, Jaipur

2. Hanighurst, Robert et al. (1995) *Society and Education*, Baston: Allyn and Bacon.

3. Kamat, A.R. (1985) *Education and Social Change in India*, Bombay Samaiya
   Publishing Co.,

4. Maubnhein K.(1962) *An Introduction to sociology of Education*, Routledge and Kegan Paul, London

5. M.H.R.D. (1990) *Towards an Enlightened and Human Society*. Department of Education , new Delhi

6. Mossish, Loor (1972), *Sociology of Education:An introduction*. George Lalen and Unwin, London

7. Pandey, K.P.(1983) *Perspective in Social Foundations of Education*, Amita Prakashan, Gaziabad

8. Saxena, S.((2001) *Philosophical and Sociological Foundations of Education.* Meerut: Surya publications.

9. Singh, B.N.(2005) *Education: Social Change and Economic Development,* Jaipur: RBSA Publishers.

10. Sodhi, T.S.& Suri, Aruna (1998) *Philosophical and Sociological Foundations* of Education, Patiala: Bawa Publication.

SEMESTER - II

COURSE VI Psychological Foundations of Education (Part two)

Full Marks 50

Objectives : To enable the students to develop about -

- Meaning and Nature of Intelligence.
- Nature and Theories of Learning.
- Creativity and Motivation.
- Nature of personality, individual differences and their educational implications.
- Meaning and forms of Students' Diversity

Unit – I : Intelligence –
   (a) Concept and Nature
   (b) Theories and their educational significance
      (i)   Cattell,
      (ii)   Guilford,
      (iii) Gardner Measurement,
      (iv)   Problem solving
      (v)   Measurement of Intelligence

Unit- II : Theories of Learning
      (i)   Tolman
      (ii)   Lewin
      (iii) Gagne
      (iv)   Concept learning – Bruner
      (v)   Constructivism – Piaget, Vygotsky

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Unit – III : Creativity & Motivation

Creativity-

(a) Concept and Nature

(b) Factors of Development of creativity

(c) Measurement of Creativity

Motivation –

(a) Hierarchy of Needs,

(b) Achievement Motivation

(c) Attribution Theory and its educational implications

Unit – IV : Personality –

(a) Concept and Nature

(b) Theories & Educational implications – Cattell, Eysenck, Jung, Erickson,

(i) Individual differences and its implications for organizing educational programmes.

Unit-V: Students' Diversity –

i) Definition and nature

ii) Different Forms of students' diversity -

(a) Learning Disability,

(b) Giftedness,

(c) Socio-economic disadvantaged learners

(d) Mental Retardation

Reference books-

Some more references

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston

2. Allport, G.W. (1954), personality , New York, Holt, 1954

3. Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston

4. Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiely and Sons, Inc

5. Baller. Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston

6. Baurn, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Han book of Psychology , health & Medicine, Cambridge: Cambridge University Press

7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay: D.B.
Tarapoewwala Sons & Co.

8. Dicapro, N.S. (1974)Personality Theories, New York, Harper

9. Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, New York: The Mac Millan Co.

10. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehart and Winston

11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: Mac Milla

12. Hilgard , E.R.: Theories of learning , New York: Appleton Century Craft

13. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 198

14. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988

15. Shanker Udey, (1965)Development of personality

16. Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) Textbook of Psychiatry New
Delhi: jaypee Broterhs Medical Publishers (P) Ltd.

17. Talbott; J.A. Hales, R.E. & Yodofsy, S.G. (1994) Textbook of Psychiatry, New
Delhi: Jaypee Brothers Medical Publishers (P) Ltd.

18. Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , procedures   and Applications, London: Allyn Bacon

SEMESTER - II

COURSE VII Sociological Foundations of Education (Part two)
Full Marks 50

Objectives: To enable the students to develop about -

- The knowledge about Social Change.

- The knowledge about Social stratification.

To know the relationship between Education and values.

- Education and its relation to Democracy, Politics, Religion, National integration and Globalisation
- To understand some social problems in India and the role of Education
- To understand the relationship between education and leadership.

Unit – I : Education and Social Change –
  (i)   Factors affecting social change
  (ii)   Constraints of social change – caste, ethnicity, class, language religion, regionalism.
  (iii) Theories of Social change (Marxian theory and Sorokin's view)

Unit – II : Education and Social stratification –
  (i)   Role of education in social mobility
  (ii)   Education to social equity
  (iii) Equality of educational opportunity

Unit – III : Education and Values –
  (i)   Concepts, Nature & Classification,
  (ii)   Need for inculcation of values,
  (iii) Indian traditional thought on value education

Unit – IV : Education in relation to
  (i)   democracy
  (ii)   Politics
  (iii) Religion
  (iv)   National integration
  (v)   Globalization

Unit – V : Social Problems in India and Role of Education to minimize-
  (i)   Poverty, Illiteracy, Child abuse and Child labour
  (ii)   Drug abuse and Drug addiction
  (iii) Terrorism

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Unit – VI : Education and Leadership :

       (i) The locus of leadership and roles

       (ii) Leaders & leadership

       (iii) The dynamics of leadership

       (iv) Types of leader & leadership styles

       (v) Characteristics of leaders.

Reference Books

Some more Reference Books

1. Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers,
   Jaipur

2. Hanighurst, Robert et al. (1995) Society and Education, Baston: Allyn Bacon.

3. Kamat, A.R. (1985) Education and Social Change in India, Bombay Samaiya
   Publishing Co.,

4. Maubnhein K.(1962) An Introduction to sociology of Education, Routl and Kegan Paul, London

5. M.H.R.D. (1990) Towards an Enlightened and Human Society.
Department
   of Education , New Delhi

6. Mossish, Loor (1972), Sociology of Education: An introduction. Georg Lalen
   and Unwin, London

7. Pandey, K.P.(1983) Perspective in Social Foundations of Education, A Prakashan, Gaziabad

8. Saxena, S.((2001) Philosophical and Sociological Foundations of Education.
   Meerut: Surya publications.

9. Singh, B.N.(2005) Education: Social Change and Economic Developm Jaipur: RBSA Publishers.

10. Sodhi, T.S.& Suri, Aruna (1998) Philosophical and Sociological Foundations
    of Education, Patiala: Bawa Publication.

SEMESTER - II

COURSE - VIII : Comparative Education (Part two)

Full Marks 50

Objectives: To enable the students to develop about -

- To understand some selected systems of education of the world.

- To analyze some selected systems of education of the world.

- To compare some selected systems of education of the world.

Contents : Comparative study of the Education System with reference to the following Units -

Unit – I   : Universalization of Elementary Education – U.K., USA and Japan with special reference to India.

Unit – II   : Secondary Education – U.K., USA and Germany with special reference to India.

Unit – III : Higher Education – UK, USA and France with special reference to India.

Unit – IV : Teacher Education – UK, USA and Germany with special reference to India

Unit-V   : Adult and Distance Education (with special reference to India)–

    (i)   Australia

    (ii)   China

    (iii) France

Reference Books
Some more reference materials

1. Bexday, G.Z.L.(1964) Comparative Methods in Education.
   ND Oxford and IBH Publishing Co.

2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company

3. Denis Lawten.(1986) School Curriculum Planing, London Hodder and Stoughton.

4. Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.

5. Harold Alberty.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.

6. Harold, B.Alberty& Elsic, J. Alberty (1963). The Curriculum. N.Y,The MacMillan Company.

7. Hugh Sockelt.(1976) Designing the Curriculum Design.(London) McGraw Hill,

8. Ivor, K.Davies.(1976) Objectives in Curriculum Design,London, McGraw Hill.

9. John, D.McNeil (1977).Curriculum Boston. Little Brown and Company.

SEMESTER –III

COURSE – IX : Methodology of Educational Research (Part one)
Full Marks 50

OBJECTIVES

To enable the students to

*Describe the nature and process of research in education

*Find the tools and techniques of data collection

*Describe the reliability and validity

*Develop the concept of quantification, measures, grouping & presentation of data

Know Normal Probability Curve

Know measures of relationship

Contents

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Unit-I: (i) Methods of acquiring scientific knowledge: Tradition, experience, reasoning – inductive and deductive

(ii) Nature and scope of educational research:

    (a) Meaning, nature and limitations

    (b) Need and purpose of Educational Research

    (c) Scientific enquiry and theory development

    (d) Fundamental, Applied and Action Research

    (e) Quantitative and Qualitative Research

Unit-II : (i) Tools & techniques of data collection

 (ii) Criteria of good research tools

 iii) Characteristics and uses of-

    (a) Observation

    (b) Interview

    (c) Questionnaire

    (d) Rating scale

    (e) Attitude scale and

    (f) Tests of performance

Unit-III: Reliability & validity:

 i) concept & types

 ii) Different methods of estimation

 iii) Importance in educational research

Unit—IV: (i) Types of data: Quantitative and qualitative

(iii)Classification, Quantification and presentation of Research data, (iii) Graphical presentation-

    (a) Histogram

    (b) Polygon

    (c) Ogive

    (d) Application and uses of the above in Educational Research

(iv) Statistical description with different measures of Central tendencies and Variabilities

Unit—V: Normal Probability Curve:

      (i) concept, characteristics and uses

      (ii) Causes of non normality

      (iii) Standard scores-kinds and uses in Educational Research

Unit—VI: Measures of relationship:

      (i) Co-efficient of correlations –

        (a) rank difference

        (b) product moment

        (c) Biserial correlation

        (d) Point biserial correlation

        (e) Partial and Multiple correlations (concepts and uses only)

Reference books

1. Research Methods in Education-L. Cohen; K. Morrison
2. Psychological Testing-Anastasi & Urbina
3. Statistics in Psychology and Education-S. K .Mangal
4. Research Design-J.W. Creswell
5. How to do Research in Education-C.V .Good
6. Statistics in Psychology and Education-H.E. Garrett & R .S Woodworth
7. Foundations of Research-de Marris & Lappan
8. Research in Education-Best & Kahn

SEMESTER –III

COURSE X —Educational Technology & Educational Management

Educational Technology
Full Marks 50

OBJECTIVES

To enable the students to

*Explain the meaning nature and scope of Educational Technology (ET)

*Explain the different models of teaching

*Develop & design instructional systems

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*Learn to apply communication in teaching

*Learn to modify teaching behavior

Learn emerging trend in ET

Contents

Unit-I :   (a) Concept, Objective and Scope of Educational Technology

(b) Major approaches of Educational Technology-Hardware, Software.

(c) Various forms of Educational Technology

(d) Instructional Technology of Teaching Cybernetic

(e) Systems approach in Education

Unit- II : Models of Teaching :

(a)   Concept, Description, Families and application of Models

(b)   Teaching models –

(i) Ausubel

(ii) Bruner

(iii)Skinner

Unit-III :   Designing Instructional Systems -

(i) Formulation of instructional objectives

(ii) Task Analysis

(iii) Instructional Strategies-

(a) lecture

(b) team teaching

(c) seminar

(d) simulated teaching

Unit-IV :   Communication in Teaching-

(i) Components of communication process - sender, media, message, receiver noise and feedback

(ii) Theories of communication

(iii) factors affecting classroom communication

Unit-V: Modification of Teaching Behavior –

23

(i) Microteaching

(ii) Flanders' Interaction Analysis

(iii) Simulation

Unit-VI: Emerging trend in ET-

(i) Language Laboratory

(ii) Radio Vision

(iv) Teleconferencing

(v) CCTV

(vi) Multimedia in education

Reference Books

1 Essentials of Educational Technology-Mangal & Mangal)

2. Educational Technology-D.D.Aggarwal

3. Educational Technology-Knowledge Assessment-M.Mukhopadhyay

4. Educational Technology &Management-Y K Sharma & M.Sharma

5. Educational Technology-J. Mohanty

6. Fundamental Aspects of Educational Technology- Y. K .Sharma

7. Educational Technology – Usha Rao

8. Siksha Prajuktibijnan—Maloy Kr. Sen

9. Sikshan O Nirdeshanar Manastatwa – D. Mukherjee and S.K Ghosh

10. Davies, I.K.(1971), "The Management of Learning" London: Mc Graw Hil

11. Dececco, J.P.(1988), "The Psychology of Learning and Instruction"' New Delhi,   Prentice Hall.

12. Kulkarni, S.S.(1986),"Introduction to Educational Technology", New Delhi :   Oxford & IBH Publishing Company.

13. Kumar, K.L. (1996), "Educational Technology", New Delhi: New Age International Publishers.

14. Locatis, C.N. and Atkinson F.D.(1984),"Media and Technologyfor Education   and Training", London: Charles E. Publishing Co.

15. Mavi, N.S.(1984), "Programmed Learning- An Empirical Approach", Kurushetra, Vishal   Publishers.

16. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice H

17. Mukhopadhyay,(1990) M.(Ed.) "Educational Technology", New Delhi : Sterling.

18. Pandey, K.P.(1980), "A First Course in Instructional Technology:, Delhi: Amitash Parkashan.

19. Pandey, S.K.(1997) "Teaching Communication, New Delhi, Commonwealth   Publishets.

SEMESTER –III

COURSE XI — Special Paper (Any one of the following)-

(1). Teacher Education (Part one)

Full Marks - 50

Objectives :

* To know   a brief review of the origin and development of Teacher Education in India

*   To acquaint the concept, scope and objectives of teacher education at different levels;

*   To understand the levels of teaching and modification of teaching behaviour

*   To acquaint the students with   teaching strategies;

*   To acquaint the students with different teaching models ;

Contents :

Unit-I: (a) A brief review of the origin and development of teacher education in

India

(b) A critical appraisal of the present system of teacher Education in

India - a study of the various recommendations of commissions and

committees in post independence era

Unit-II: (a) Concept, scope and objectives of Teacher Education at different levels

(Elementary, Secondary and Tertiary)

(b) Development and Evaluation of Teacher Education with special

reference to Kothari Commission

(c) Teacher Education in the light of NPE 1986 and NCFTE-2009

Unit-III: (a) Levels of teaching-

(i) Memory

(ii) Understanding

(iii) Reflective levels

(b) Modification of Teaching Behavior –

(i) Microteaching

(ii) Interaction Analysis

(iii) Simulation

Unit-IV: (a) Teaching strategies- Pre-active, Interactive and Post-active

(b) Integrated approach to Teacher Education

(c) Evaluation of teaching effectiveness

Unit-V: (a) The Teaching Model –

(i) Characteristics, Fundamental Elements and Families of Teaching Models.

(b) Types of Modern Teaching Model-

(i) Glasser's Basic Teaching Model

(ii) Advance Organizer Model

(ii) Concept Attainment Model

(c) Socialized approach –

(i) Teaching Thinking

(ii) Teaching problem solving

(iii) Teaching self learning

Reference Books:

1. Teacher Education : Principles, theories and practices – Sashi Prabh Sharma

2. Technology of Teaching – A.R. Sharma

3. Characteristics of Teacher – Ryan and G. Davis

4. Teacher Education in India – A Resource Book – L. C. Singh (ed), NCERT

5. Teacher Education in India- V. K. Kohli

6. Better Teacher Education - K. K. Shrimali

7. Teacher Education in India – K. K . Vasisth

8. Teacher Education – B.N. Panda and A.D. Tiwari

(2). Guidance and Counseling (Part one)
Full Marks - 50

Objectives:

To enable the students to

- Understand the concept &nature of guidance
- Understand the guidance information service
- Understand the Guidance organizational programme
- Understand the process of vocational guidance & career counseling

Unit-I: (a) Guidance-
- (i) Concept, nature, principles
- (ii) Types of educational, vocational and individual guidance

(b) Role of parent and teacher in guidance

(c) Counselor's role in guidance & Guidance personnel

(d) Difference between guidance and counselling, and counselling & psychotherapy.

Unit- II: Guidance Information services –

(a) Needs & types; Sources

(b) Collection & dissemination of information (educational & occupational)

Unit- III: Guidance Organisational programmes-

(a) Organisation of guidance service at different levels of education

(b) Essentials of good guidance programme.

(c) Kinds of services - information, testing and follow-up process in counselling.

27

(d) Role of personnel in guidance programmes

Unit- IV: Vocational guidance & career counseling –

   (a) Psychology of careers & dynamics of vocational developments

   (b) Job analysis, job description & job satisfaction

   (c) Work & productivity

   (d) Decision making and group counseling

   (e) School guidance programme and Behavioral counseli vocational decisions

Reference Books:

1. Guidance and Counseling in Secondary School – S.K. Kochar
2. Guidance and Counseling – Gibson
3. Principles of Guidance and Counselling – K.K. Shrivastava
4. Fundamentals of Mental Health Education – Sashi Prabha Sh
5. Abnormal Psychology : The Problems of Maladaptive Behavio Sarason and Sarason
6. Abnormal Psychology and Modern Life –Carson and Butcher
7. Essentials of Abnormal Psychology – Labh Sing and G.P. Tiw
8. Abnormal Behaviour and Personality- T. Millon and R. Millon
9. Fundementals of Guidance and Counselling – S.S. Mathur

3. Measurement and Evaluation in Education (Part one

Full Marks - 50

Objectives :

To enable the student to :

1.   Understand the nature of educational measurement and eval

2. Become familiar with the characteristics of good measuring ins in education;

3. Learn the new trends in measurement and evaluation

4. Learn the construction and standardization of test

5. Learn the processing of evaluation of data.

6.Learn common type of test norms.

Contents :

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Unit-I: Educational Measurement and Evaluation

(a) Nature and scope of educational measurement and evaluation

(b) Levels of Measurement

(c) Evaluation: Functions and basic principles of evaluation

(d) Concept of Formative and summative evaluation

Unit –II : (a) Tools of measurement and evaluation -

(i) essay test

(ii) objective test

(iii) scales

(iv) questionnaires schedules

(v) Inventories

(vi) performance tests

(b) Characteristics of good measuring instrument-

(i) Validity

(ii) Reliability

(iii) Norms, usability & objectivity

Unit –III : New Trends in Measurement and Evaluation-

(a) Grading system: Relative merits and demerits

(b) Semester system

(c) Continuous and Comprehensive evaluation

(d) Question banks

(e) Computer in Educational Evaluation

Unit –IV : (a) Construction and standardization of a test.

(b) Measurement of aptitudes, intelligence, attitudes & interests

Unit –V : (a) Processing Evaluation of Data

(c) Test scores- raw and derived

(d) Methods of interpreting test scores - Interpretation of C. R.T., N. R.T. Scores, Derived scores - Z - score, Standard scores, T-scores, Stanine and Percentile scores

Unit-VI Common type of test norms - Age Norm, Grade Norm, Standard scores norms, Percentile, Decile and Stanine norms.

Reference Books:

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.

2. Aggarwal, Y.P.(1998), Statistical Methods : Concepts, Applications a Computation, New Delhi Sterling.

3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measureme Evaluation, Agra Vinod.

4. Anastasi, A (1982), Psychological Testing, New York Mac Millan,

5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.

6. Garrett, H.E.(1973), Statistics in Education and Psychology,Bombay Vakils, Feffer and Simons.

7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, N York Mac Millan.

8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Edu New York Mc Graw Hill.

9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evalua Education and Psychology, New York Holt, Rinehart and Winston.

10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluatio Psychology and Evaluation, New York Wiley.

4. Curriculum Development (Part one)

Full Marks-50

Objectives :

*   To develop in students the concept and need of curriculum.

*   To acquaint the students with the bases and determinan curriculum ;

*   To develop understanding in the students the innovation curriculum design and development.

* To develop among students the approaches to curriculum design;

* To acquaint the students with the process for curriculum organisa

Contents :

Unit – I: Concept, Bases and Determinants of Curriculum:

(a) Concept and need for curriculum in instructional systems

(b) Tangible, Hidden and Core Curriculum

Unit – II : (a) Bases and Determinants of Curriculum –

(i) Philosophical

(ii) Psychological

(iii) Sociological

(iv) Technological

(v) Discipline oriented considerations

(b) Characteristics of a good curriculum.

Unit – III : Curriculum Design & Development

(a) Concept and Criteria of Curriculum Development: Scope, Sequence   and Relevance etc

(b) Basic Consideration of Curriculum Planning

(c) Models of Curriculum Planning

(d) Curriculum Development: Steps and Process

Unit –IV : Approaches to Curriculum Design :

(i) Subject-Centred, Board field & Activity-cum-Experience Centred

(ii) Undifferentiated and Differentiated

(iv) Systems approach

(iv) Brahmer's approach

(v) Competency-based

(vi) Modular Approach – Self learning material

Unit – V : Process for Curriculum Organization :

(a) Objectives - general, specific and instructional;

(b) Selection of curriculum materials

(c) Criteria of selection.

Reference Books:

31

2. Brent, Allen *Philosophical foundations for the Curriculum*, Boston, and Unwin, 1978.

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

4. Dell, Ronald C. *Curriculum Improvement: Decision Making & Proces* edition). London, Allyn & Bacon, Inc. 1986.

5. Diamond, Robert M. *Designing & Improving Courses & Curricula in Education A systematic Approach*, California, Jossey Bass Inc.Publ

6. English, F.W, *Deciding What to Teach and Test*, CA, Corwin Press, Publications, Thousand Oaks, 2000.

7. Erickson, H. L, *Concept based Curriculum and Instruction*, CA, Cor Press, Sage Publications, Thousand Oaks, 2000.

8. Flinders D. J (Ed) *The Curriculum Studies*, New Delhi, Atlantic Pub

9. Mamidi, Malla Reddey & Ravishankar(eds) *Curriculum Developmen Educational Technology*, New Delhi, Sterling Publishers, 1984.

10. NCERT *Curriculum & Evaluation*, New Delhi, NCERT, 1984.

11. NCERT *National Curriculum for Elementary & Secondary Educatio 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, H Rinehart & Winston, 13. Trum J. Lyod. *Secondary School Curriculum Improvement*, New York,

     Prentice Hall, 1967.

14. Tyler, Ralp. W. *Curriculum Development: Theory and Practice*, New Harcourt Brace, Jovanovich Inc., 1962.

15. Tyler, Ralp. W. *Basic Principles of Curriculum & Instruction*, Chica University of Chicago Press, 1974.

16. UNESCO *Curricula & Lifelong Education*, Paris, UNESCO.1981

17. Wheeler D.K. *Curriculum Process*, London, University of London P

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SEMESTER—III

COURSE – XII : Practical based on Educational Psycholog
Full Marks 50

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LABORATORY PRACTICALS

Minimum of 2 experiments and 2 tests to be completed:

Experiments/ Tests

1. Learning Creativity
2. Reaction Time Intelligence
3. Attention Interest
4. Concept Formation Adjustment
5. Memory Motivation
6. Association Personality
7. Classroom Interaction Aptitude
8. Sociometry Attitude
9. Psycho-physical Reading Comprehension
10. Sensation and Perception Aspiration

Evaluation Scheme

Practical note Book = 10

Semester Exam   = 40 (30 for practical work and 10 for Viva Voce)

SEMESTER—IV

COURSE XIII — Methodology Educational Research (Part two)

Full Marks 50

OBJECTIVES

To enable the students to understand

- Different methodologies of educational research
- Population and sampling
- Inferential statistics for testing null hypothesis
- Estimate and calculate regression & prediction
- Formulation and identification of research problem
- Emerging trends in Educational Research

Contents

Unit-I: Methodologies of educational research:

      (i) Historical

      (ii) Descriptive

      (iii) Experimental

33

Unit-II: Population and sampling—

       (i) Meaning, purpose

       (ii) Procedure for selecting representative sample.

       (iii) Methods of sampling in educational research

       (iv) Sampling errors and how to reduce them

Unit—III: (a) Inferential statistics for testing null hypothesis

       (b) Interpretation of results:

         (i) Non Parametric & Parametric techniques

         (ii) chi square test,

         (iii) Median test,

         (iv) CR-test,

         (v) F-test (one way)

Unit –IV: (a) Regression & prediction –

       (i)   concepts, types

       (ii) methods of estimation of linear regression & predicti

       (iii) Uses in educational Research

       (iv) Multiple regression (concepts & uses)

Unit-V: (a) Formulation of research problem

       (b) Criteria and sources for identifying the problem

       (c) Delineating and operationalizing variables

       (d) Review of related literature: Importance and various source including internet

       (e) Developing hypothesis in various types of research

       (f) Writing a Research Report – Criteria and steps

Unit- VI: Emerging trends in educational research

SELECTED READINGS

1. Aggarwal, Y.P. (1998), *The Science of Educational Research:* A Sourc
Book,
Nirmal , Kurukshetra

2. Best, john W. and Kahn James V (1995), *Research in Education*, Prentice Hall, ND

3. Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, ND

4. Edward, Allen L (1968), *experimental Designs in psychological Research,* Holt,
Rinehart and Winston, New York

5. Good, C.V. and Douglas, E. S. (1954), *methods in Social Research* , Mc Graw Hill, New York

6. Kerlinger, F.N. (1973*), foundation of Behavioral Research,* Holt, Rinehart and Winston, New York

7. Koul, Lokesh (1988), *Methodology of Educational Research,* Vikas, New Delhi

8. James H. and Schumarcher, S. (1989), *research on Education: A* conceptual Introduction , Harper and Collins, New York

9. Mouly, A.J. (1963), *the Science of Educational Research,* Eurasia, New Delhi

10. Neuman, W.L. (1997), *Social Research Methods:* Qualitative and Quantitative
Approaches , Allyn and Bacon, Boston

11. Travers, R.M.W. (1978), *An introduction to educational research,* Mcmillan,   New York
12. Van Dalen, D.B.(1962), *understanding Educational research* , Mc Graw Hill New York

13. Young, P.V. (1960), *Scientific Social Surveys and research,* prentice hall, ND

14. Miller, D.C. & Salkind , N.J. (2002) *handbook of Research Design and Social*
Measurement , Sage Publications , London

15. Ruane, Janet M (2004), Essentials of Research Methods to Social Science   Research, Blackwell Publications Ltd.

16. Van Dalen D.B. (1962), Understanding Educational Research Mc Graw Hill, New York

SEMESTER—IV

COURSE XIV —Educational Technology & Educational Management

Objectives -

_To enable the students to develop the following objectives.

- To understand the nature , scope and functions of Educationa
  Management .
- To have an idea about the difference between administration,
  management and supervision.
- To have some ideas about educational planning.
- To understand institutional management.
- To understand motivation and human resource development in
  education.
- To understand leadership building in education.

Contents

UNIT- I : (a) Educational Management –

(i) Concept, Nature and Evolution of Scientific Manag

(b) Different types of Educational Management –

(i) Taylorism

(ii) Fayolism

(ii) Demingism (Quality Management)

(c) Functions and Special features of Educational Manageme

(d)   Systems approach in Educational Management

UNIT- II : (a) Educational Administration and Supervision –

(i)   Meaning, Nature, Functions

(ii) Types and Fields of educational administration

(b) Administrative responsibilities of Central and state Gover

Local bodies and other institutions – CABE, UGC, NCERT,

SCERT,   NCTE, their needs and Supervision mechanisms.

UNIT – III : (a) Educational Planning –

(i)   Meaning, importance, planning process and method

(b) Five Year Plans (last two plans) – objectives and thrust a

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UNIT- IV : (a) Institutional Management

(b) Institution building and Planning

(c) Resource Management in educational Institution

UNIT- V : (a) Motivation and Human Resource Development in Education-

(i) Motivation theories -Maslow, Mc Gregor,Herbertz

(b) Human Resource Development Strategies in education and their   effectiveness.

UNIT –VI : (a) Leadership Building in Education-

(i) Concept, Style and Effectiveness

(ii) Evaluation tools

(b) Barriers to Quality Management in education and Remedial Measures.

Reference Books:

1. Principles of Management – H . Koontz and C. O' Donnell
2. Studies in Business Management – C. Mridha
3. Principles of Management – G.R. Terry
4. Management Principles and Practices- P. D. Mc Farland
5. Administration of Education in India – P.D. Shukla
6. The Planning Process, A Fact Design: Y . Dror
7. School Planning and Management: A Democratic Approach- T. K. D. Nair
8. Educational Management – Chalam
9. Educational Management, Planning and Finance – Amrish Kr Ahuja

SEMESTER—IV

COURSE XV —One Special Paper (Part two)

(1). Teacher Education (Part two)

Full Marks – 50

Objectives:

To enable the students to

Understand teacher education for quality and

Different agencies of Teacher education

Concept of good teacher

Organisation of practice teaching

Current problems in teacher education

Various issues and recent trends & practices in teacher educat

Contents:

Unit –I : (a) Teacher Education for Quality–

    (i) Pre-service and in-service Education- concept, p organization

    (ii) Agencies of Quality Control : NCTE, NCERT, DIET, IASE and NIEPA

Unit –II : (a) The concept of a good teacher-

    (i) Roles and functions in a developing society;

    (ii) Professional commitment of teachers in India.

Unit –IIII : (a) Organization of Practice teaching for developing eff
teacher:
    (i) The Macro and Micro approach

    (ii) Interaction analysis as a feedback system in teach development

    (iii) The concept of internship and its organisation.

    (iv) Assessment of Practice Teaching.

Unit –IV : (a) Current Problems in Teacher Education:

    (b) Integration of theory and practice.

    (c) Teacher Education and community

    (d) Teacher Education and other institutions.

Unit –V : (a) Issues related to professional ethics of teachers an
observance

(b) Implementation of curricula of Teacher Education.

(c) Recent trends and practices in Teacher Education in India, U. K., U. S. A. and Japan - comparative study

Reference Books:
Further References

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of india, MHRD, ND.

2. Delors, J. (1996) Learning: The treasure with in UNESCO Publishing.

3. Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.

4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.

5. Mangla, Sheela (2000), Teacher Education: Trends &Strategies, New Delhi, Radha Publishing.

6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.

7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.

8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, ND.

9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.

10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

(2). Guidance and Counseling (Part two)

Full Marks – 50

Objectives :

1.   To help the students to understand the principles and nature of counselling .

2.   To make students familiar with various techniques of counselling.

3. To understand the tools and techniques of guidance and counse

4. To understand guidance services in schools.

Unit- I : Counselling

(a) Nature and Principles of Counselling

(b) Approaches to Counselling – directive, non-directive, eclecti

and functions of Counsellor

(c) Professional Education of the Counsellor

Unit – II : Theories of counselling

(a) Directive counselling – Concept, procedure, advantages, limit

(b) Non-directive counselling – Concept, procedure, advantages,
limitations

(c)Eclectic counselling – Concept, procedure, advantages, limitat

Unit- III: (a) Tools & techniques of Guidance & Counselling

(b) Testing techniques - Intelligence, Achievement, Inte

Aptitude, Adjustment, Interpersonal relations, Person

(objective, self- report, projective) and Sociometric devices.

(c) Non-testing techniques - systematic case study, Interview

Observation (role & method)

(d) Diagnosis in counselling and Follow-up process

Unit – IV : Guidance Service

(a) Meaning of Guidance Services, Principles of Organizing Guidance
Services

(b) Individual Information service: types of data to be collected about t
individual student, sources of information

(c) Occupational information service: types of information materials,
sources, methods of classifying and disseminating occupational
information

(d) Placement Service: Educational Placement, Vocational Placement

(e) Evaluation of Guidance Programme and Follow-up Service

Reference Books:
Further references

40

. Bengalee, M.D. *Guidance and Counselling*, Bombay, Sheth Publishers, 984

. Bhattacharya. *Guidance In Education*, Bombay, Asian Publishing ouse, 1964.

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

Chandra, R *Guidance and Counselling*, New Delhi, Kalpaz ablishers, 2002.

Cronbach, Lee *Essentials of Psychological Testing*, London, Harper & Row, 1964.

Crow, L.D. & Crow, A.. *An Introduction to Guidance*, New York, American ook, Co., 1951.

David, A *Guidance & Counselling*, DVS Publishers and stributors, Guwahati, 2004.

Jayaswal S. *Guidance and Counselling*, Lucknow, Prakashan ndra, 1981.

Kochhar, S.K *Guidance in Indian Education*, New Delhi, Sterling blishers Pvt.Ltd., 1979.

. Pasrisha Prem. *Guidance and Counselling in Indian Education*, New lhi,

NCERT, 1976.

. Safaya, Rai *Guidance and Counselling*, Chandigarh, Abhishek blishers,

2002.

. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y. Crowell Company.

Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. Mc aw Hill.

Myres, G.E: Principles and Techniques of Vocational Guidance, New k, McGraw Hill.

Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and :on.

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

3. Measurement and Evaluation in Education (Part two)

Full Marks – 50

Objectives :

To enable the student to :

1. Understand common type of test norms.

2. Know the concept computation and significance of correlation

3. Learn the tests of significance.

Unit – I: Common type of test norms - Age Norm, Grade Norm, Standard scores norms, Percentile, Decile and Stanine norms

Unit-II : Correlation : Concept, Computation and significance of the following :

(i) Biserial correlation

(ii) Point-Biserial Correlation

(iii) Tetrachoric correlation

(iv) Phi-coefficient

(v)Partial Correlation

(vi) Multiple Correlation

Unit-III : Tests of Significance

(i) **Parametric statistics** : Concept of null Hypothesis, Testing of null hypothesis, Types   of Error -Type I and Type II, Levels of Significance, Tests of Significance, Directional   (one-tailed) and Non-directional (two-tailed) tests.

(ii) Testing the significance of difference between the following statistics for independent and correlated sample - Means, standard deviation and coefficient of correlation including) concept, use of Fisher's Z-table (CR & t-tests)

(iii)) Analysis of variance (one way and use) and covariance (one way and use)

(iv) Nonparametric statistics : Chi-square test - concept, computation and use of chi-   square table; Concept, uses and computation of sign test and median test.

Reference Books:

Further references

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.

2. Aggarwal, Y.P. (1998), Statistical Methods : Concepts, Applications and Computation, New Delhi Sterling.

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4. Anastasi, A (1982), Psychological Testing, New York Mac Millan,

5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.

6. Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.

7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.

8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.

9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.

10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

4. Curriculum Development (Part two)

Full Marks – 50

Objectives:

1. To acquaint the student with the process of curriculum development.
2. To orient the students with curriculum improvement through innovation and change
3. To develop skills for curriculum implementation.
4. To make the students understand in curriculum evaluation.
5. To understand the views of different commissions and committees on curriculum in India.

CONTENTS

Unit - I : (a) Process of Curriculum Development:

        (i) Scientific and analytic process

        (ii) Learners' needs and problems, procedures

        (iii)Systems analysis

Commission ~~~~ by Indian Education
by NCERT, (1964 - 65), NEP (1986) on subsequent ventures taken
NCTE, UGC, etc. in developing curriculum at various
levels of study.

Unit -II : (a) Curriculum Improvement through Innovation and Change :

(i) Basic principles involved in curriculum change;

(ii) Factors responsible for innovation in curriculum change and development;

(b) Modern trends in curriculum innovation in various subjects - Sciences, Humanities, Languages and Social Sciences.

(c) Curriculum improvement through research, cooperative action judgmental, experimental, analytical and consensus

Unit – III: (a) Curriculum Implementation:

(i) Leadership role

(ii) Community participation

(b)Curriculum and Instructional guides and materials for teachers and students : Textbook –

(i)Criteria for writing good textbook,

(ii) Production and rationalization to textbooks

(iii) Teachers' Hand / Guide Book

(iv) Students'Worksheet/ Guidebooks

Unit – IV: (a) Curriculum Evaluation :

(i)Concept, nature, objectives, procedures, techniques & criteria (ii) tools of curriculum evaluation - tests, scales, rating, scales, observational technique

(b) Recording results, interpretation and application of evaluation results in curriculum development

Unit – V: (a) Views of the following Commissions, Committees, etc. on Curriculum in India -

(i) University Education Commission, 1948.

(ii) Secondary Education Commission, 1952.

(iii) Education Commission, 1964 - 66.

(iv) New Education Policy (1986) and subsequent Programme of Action

(b) Curriculum Review Committee, UGC and other later approaches

(c) Issues, Recent Trends and Researches in Curriculum In India

Reference Books:

Given in Semester III

COURSE XVI —Project /Dissertation/Presentation of Seminar Papers/Term paper (on Spl. Paper)

Full Marks 50

Special Paper

Development of Seminar Paper	10
Presentation of Seminar Paper	15
Total -	**25**

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