

**WITH EFFECT FROM THE ACADEMIC YEAR (2017-2018)**

**Approved in the meeting of the Departmental Committee in Education on 10.08.2017**  
**Approved in the meeting of the Board of Studies in Education 20.09.2017**

**CURRICULUM**  
**TWO-YEAR MASTER OF ARTS PROGRAMME IN EDUCATION**  
**UNDER**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**



**DEPARTMENT OF EDUCATION**  
**RABINDRA BHARATI UNIVERSITY**  
**56A, B.T. ROAD, KOLKATA 700050, W.B.**  
**2017**

## **TWO-YEAR MASTER OF ARTS PROGRAMME IN EDUCATION UNDER CBCS**

### **AFFILIATION**

The programme shall be governed by the Department of Education, Faculty of Arts, Rabindra Bharati University, 56A,B.T.Road, Kolkata 700050

### **PROGRAMME STRUCTURE**

The M. A. Programme in Education is divided into four Semesters to be known as Semester-I, Semester-II, Semester-III and Semester-IV. Duration of each semester is six month.

### **CBCS COURSE STRUCTURE FOR MA PROGRAMME IN EDUCATION UNDER SEMESTER SYSTEM**

#### **Semester I**

COURSES	Core/Elective	Credit Hours Class	Credit Hours Tutorial	Total Credit Hours	Score
EDN CC: 1.1 Philosophical Foundations of Education I	Core	4	1	5	50
EDN CC: 1.2 Philosophical Foundations of Education II	Core	4	1	5	50
EDN CC: 1.3 Psychological Foundations of Education I	Core	4	1	5	50
EDN CC: 1.4 Psychological Foundations of Education II	Core	4	1	5	50
EDN CC: 1.5 Sociological Foundations of Education I	Core	4	1	5	50
	Total	20	05	25	250

#### **Semester II**

COURSES	Core/Elective	Credit Hours Class	Credit Hours Tutorial	Total Credit Hours	Score
EDN CC: 2.1 Sociological Foundations of Education II	Core	4	1	5	50
EDN CC: 2.2 Methodology of Educational Research I	Core	4	1	5	50
EDN CC: 2.3 Methodology of Educational Research II	Core	4	1	5	50
EDN CC: 2.4 Comparative Education I	Core	4	1	5	50
EDN CC: 2.5 Comparative Education II	Core	4	1	5	50
	Total	20	05	25	250

### Semester III

COURSES	Core/Elective	Credit Hours Class	Credit Hours Tutorial	Total Credit Hours	Score
EDN CC: 3.1 Curriculum Studies I	Core	4	1	5	50
EDN CC: 3.2 Curriculum Studies II	Core	4	1	5	50
EDN CC: 3.3 Teacher Education I	Core	4	1	5	50
*EDN CEC: 3.1 <u>Any one of the following:</u> Educational Administration and Supervision I Educational Technology I Environmental and Population Education I Psychology of Intelligence and Creativity I	Compulsory Elective	4	1	5	50
*EDN CEC: 3.2 <u>Any one of the following:</u> Educational Administration and Supervision II Educational Technology II Environmental and Population Education II Psychology of Intelligence and Creativity II	Compulsory Elective	4	1	5	50
	Total	20	05	25	250

### Semester IV

COURSES	Core/Elective	Credit Hours Class	Credit Hours Tutorial	Total Credit Hours	Score
EDN CC: 4.1 Teacher Education II	Core	4	1	5	50
*EDN CEC: 4.1 <u>Any one of the following:</u> Educational Administration and Supervision III Educational Technology III Environmental and Population Edn. III Psychology of Intelligence and Creativity III	Compulsory Elective	4	1	5	50
*EDN CEC: 4.2 <u>Any one of the following*:</u> Educational Administration and Supervision IV Educational Technology IV Environmental and Population Education IV Psychology of Intelligence and Creativity IV	Compulsory Elective	4	1	5	50
**EDN OEC: 4.1 <u>Any one of the following:</u> Human Rights Education Guidance and Counselling in Education	Optional Elective	4	1	5	50
**EDN OEC: 4.2 <u>Any one of the following:</u> Value Education Distance Education	Optional Elective	4	1	5	50
	Total	20	05	25	250
	Grand Total	80	20	100	1000

\*Any one of the following combinations of courses among EDN CEC: 3.1, EDN CEC: 3.2, EDN CEC: 4.1 and EDN CEC: 4.2 is to be chosen by the students:

(a) EDN CEC: 3.1-Educational Administration and Supervision I  
EDN CEC: 3.2- Educational Administration and Supervision II  
EDN CEC: 4.1- Educational Administration and Supervision III  
EDN CEC: 4.2- Educational Administration and Supervision IV

(b) EDN CEC: 3.1-Educational Technology I  
EDN CEC: 3.2- Educational Technology II  
EDN CEC: 4.1- Educational Technology III  
EDN CEC: 4.2- Educational Technology IV

(c) EDN CEC: 3.1-Environmental and Population Education I  
EDN CEC: 3.2- Environmental and Population Education II  
EDN CEC: 4.1- Environmental and Population Education III  
EDN CEC: 4.2- Environmental and Population Education IV

(d) EDN CEC: 3.1-Psychology of Intelligence and Creativity I  
EDN CEC: 3.2- Psychology of Intelligence and Creativity II  
EDN CEC: 4.1- Psychology of Intelligence and Creativity III  
EDN CEC: 4.2- Psychology of Intelligence and Creativity IV

\*\* EDN OEC: 4.1 and EDN OEC: 4.2 courses are open to all students of different MA Programmes under the Faculty of Arts of the Rabindra Bharati University.

### **SCHEME OF EXAMINATIONS**

1. English or Bengali shall be the medium of instruction and examination.
2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the Rabindra Bharati University.

3. The System of evaluation shall be as follows:

Each course will carry 50 marks, of which 20% marks shall be reserved for internal assessment based on classroom participation, seminar, tests, viva-voce, field work, assignment, practical and attendance in the classes. Any student who fails to participate in classes, seminars, tests, viva-voce, practical and field work will not be allowed to appear in the end semester examination in the specific course and no Internal Assessment score will be awarded. The remaining 40 marks in each course shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be two hours.

# DETAILED COURSE CONTENTS

## SEMESTER I

### EDN CC: 1.1PHILOSOPHICAL FOUNDATIONS OF EDUCATION I

#### Objectives:

To be able to  
Understand the relationship between Education and Philosophy  
know the western philosophical views about Education  
Inculcate the modern concept& analysis of philosophy

#### UNIT 1: Philosophy for Educational Practice

Philosophy-Its meaning and definitions  
Metaphysics and major concerns related to metaphysics.  
Epistemology and major epistemological problem of the 21st century, Dimensions of knowing: Truth, vicarious and direct knowing, subjective and objective knowledge, and a priori and a posteriori knowledge  
Axiology and major axiological problem of the 21st century  
Ethics: conceived vs. operative values, Good and the good, ends and means, morality and religion.  
Aesthetics: the aesthetic experience, art for art's sake, art for our sake

#### UNIT II: Introduction to Philosophy of Education

Relationship between education and philosophy  
Meaning, nature and scope of philosophy of education  
Functions of philosophy of education  
Education in relation to philosophy of life

#### UNIT III: Western Schools of Philosophy of Education

Metaphysics, Epistemology and Axiology of Idealism, Realism, Pragmatism, Marxism and Existentialism as philosophies of education  
Implications of Idealism, Realism, Pragmatism, Marxism and Existentialism for the goals of education, curriculum, and instruction  
Modern concepts of philosophy: analysis- logical analysis, logical empiricism and positive relativism

**References:**

Bigge, Morris L.(1971). Positive Relativism: An Emergent Educational Philosophy. New York: Harper & Row.

Bramel, D.(1971). Patterns of Educational Policy.New York: Hold Rinehart &Winston.

Brubacher, R. S.(1955). Modern Philosophies of Education. Chicago: University Press.

Curren Randall (Edited) (2003).A Companion to Philosophy of Education.New York: Blackwell Publishing.

Heyting, Frieda (Edited)(2001). Methods in Philosophy of Education.London: Routledge.

Hospers, John. (1988). An Introduction to Philosophical Analysis. Kolkata: Allied Publishers Private Limited.

Kneller, G. F.V. (1971). Introduction to Philosophy of Education. New York: John Witty & Sons.

Morris, V. (1966). Existentialism in Education. New York: Harper & Row.

O'Connor. J.(1995). An Introduction to the Philosophy of Education. Agra:VinodPustakMandir.

Ozman, H., & Craver, S. (2007). Philosophical Foundations of Education, 8th Edition. New Jersey: Prentice-Hall.

Price, R. F.(1977). Marx and Education in Russia and China. New Jersey: Rowman and Littlefield.

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**EDN CC: 1.2PHILOSOPHICAL FOUNDATIONS OF EDUCATION II****Objectives:**

To be able to

know the philosophical views of Indian Schools of philosophy about Education

Analyze the social context of social philosophy bearing upon Education

Know the recommendations of National Knowledge Commission

**UNIT 1: Indian Schools of Philosophies of Education**

Atheistic Schools: Buddhism, Jainism and Islamic Traditions with special reference to knowledge, reality and values and their educational implications

Theistic Schools: Nyaya, Sankhya and Vedanta with special reference to knowledge, reality and values and their educational implications

## **UNIT II: Social Philosophy of Education**

National values as enshrined in the Indian constitution: Democracy & Education, Freedom & Authority in Education, Equality vs Equity in Education  
Education without walls: Illich's De-schooling society, Friere's Conscientisation, Wedemeyer's Independent Study

## **UNIT III: Education for the Modern World**

Learning : The Treasure Within (The International Commission on Education for the Twenty-first Century, 1996): Areas of focus, major recommendations and impact  
'Report to the Nation 2006' (The National Knowledge Commission, 2006): Areas of focus, major recommendations and impact

### **References:**

Chatterjee, S, & Datta, D. (1948). An Introduction to Indian Philosophy, 3<sup>rd</sup> Edition. Calcutta: University Press

Sharma, C. (2009). A Critical Survey of Indian Philosophy. Delhi: Motilal Banarsidas Publishers Private Limited

Pandey, R. S. (1996). An Introduction to Major Philosophies of Education. Agra: Vinod Pustak Mandir.

Saha, S. (2007). Alternative Education. Delhi: Abhijeet Publications

## **EDN CC: 1.3 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION I**

### **Objectives:**

To able the students to

Understand about the contribution of different schools of Psychology to Education with respect to definition, nature and factors influencing learning,

Inculcate the different theories of learning, concept of motivation and its relationship to learning,

Know the meaning and nature of higher mental processes,

Develop the knowledge about nature of creativity and its development

### **UNIT 1: Educational Psychology as Applied Field**

Educational Psychology as applied field

Scope and Nature of Educational Psychology

Contribution of the following schools of Psychology towards Education :

Behaviourism, Gestalt, Humanistic, Psychoanalytical

### **UNIT II: Process of Growth and Development**

Physical, intellectual, social, emotional and moral

Development of concept, logical reasoning, problem solving, language

Individual differences: determinants, role of heredity and environment,

educational implications

### **UNIT III: Intelligence and Creativity**

Theories of intelligence: Guilford's Structure of Intellect; Sternberg's, Gardner's theory of Intelligence, Daniel Goleman's Theory of Emotional Intelligence  
Concept, nature and fostering of creativity, relationship between creativity and intelligence  
Measurement of intelligence and creativity

#### **References:**

Butcher, H.J. (1970). Human Intelligence; Its Nature and Assessment. London: Butler & Tanner Ltd.

Gardner, H. (1993). Multiple Intelligences. New York: Basic Books

Goleman, D. (1995). Emotional Intelligence. New York: Bantam Books

Woodworth, R.S. (1948). Contemporary Schools of Psychology. Calcutta: Asia Publishing House

Hilgard, E.O. (1976). Theories of Learning (4th Edition), New York

Hurlock, E.B. (1981). Developmental Psychology: A Life Span Approach. New York: Tata McGraw Hill.

## **EDN CC: 1.4 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION II**

### **Objectives:**

To be able to  
How to motivate the school children in classroom  
Understand the meaning and concept of personality of an individual  
Inform the role of parents in developing healthy adjustment mechanisms among the children  
Acquaint with Specific needs and traits of exceptional children.

### **UNIT I: Motivation and Learning**

Meaning and factors affecting motivation, Atkinson's Theory of Achievement Motivation, Maslow's Self-actualization Theory, role of motivation in learning  
Meaning and Nature of Learning, Hull's Reinforcement Theory, Gagne's Hierarchical Theory of Learning, Lewin's Field Theory, Tolman's Sign Gestalt Theory, Brunner's Theory of Teaching  
Transfer of learning and its theories

### **UNIT II: Personality, Mental Health and Adjustment**

Theories of personality: Allport, Cattell, Erickson, Freud, Jung and Carl Roger's theory of personality, Measurement of personality



Mental health: Concept and characteristics. Role of home, school and society in promoting mental health

Adjustment: Adjustment mechanisms and implications for education. Causes of maladjustment and their remedies

### **UNIT III: Psychology and Education of Exceptional Children**

Challenged children: Intellectual impairments, sensory impairments (visual & auditory), locomotor and neurological impairments- Characteristics, causes and educational programmes

Gifted children: Characteristics, their needs and educational programmes

Learning disabled children: Characteristics, types, causes and educational programmes

#### **References:**

Adams, H. E. (1972). Psychology of Adjustment. New York: Ronald

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

Hallahan, D., Kauffman, J., and Lloyd, J. (1985). Introduction to Learning Disabilities (2nd Edition). Englewood Cliffs, NJ: Prentice-Hall

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

Torrance, E.P. (1962). Guiding Creative Talent. Englewood Cliffs, NJ: Prentice-Hall

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

Maslow, A. (1954). Motivation and Personality. New York: Harper & Row.

Shankar, U. (1976). Exceptional Children. New Delhi: Sterling Publishers.

### **EDN CC: 1.5 SOCIOLOGICAL FOUNDATIONS OF EDUCATION I**

#### **Objectives:**

To be able to

Understand the social approaches to education

Know the agencies & their importance to socialized their children

Develop an interpersonal relationships among the students

#### **UNIT I: Concept and Approaches**

Relationship between Sociology and Education

Meaning, scope and uses of Sociology of Education

Sociological approaches to education and their limitations

#### **UNIT II: Education and Socialisation**

Culture -Concept, culture and personality  
Agencies of socialisation -family, peer group, community, institutions of formal education, and mass media  
Concept of self, Development of self and theories of self-esteem (Cooley, Mead, Erickson and Rogers)

### **UNIT III: Social Groups and their Educational Implications**

Social groups –Nature and types (primary, secondary and tertiary, formal and informal; in-groups and out-groups); their educational relevance.  
Group dynamics- cohesion and conflict; conflict resolution.  
Interpersonal relationships in classrooms: classroom climate; organizational climate- type, dimensions and educational effects.

### **References:**

- Barry, H. & Johnson, L.V.(1964). Classroom Group Behaviour: Group Dynamics in Education. New York: John Wiley & Sons
- Blackledge, D. & Hunt, Barry(1985) Sociological Interpretations of Education.London
- Chanda S. S. & Sharma R.K.(2002) Sociology of Education. New Delhi: Atlantic Publishers
- Cook L, A. &Cook,E. (1970).Sociological Approach to Education. New York: McGraw Hill
- Durkheim, E.(1966). Education and Sociology. New York: The Free Press
- Inkeles, A. & Smith.(1982). Becoming Modern. New York: Hanoman
- Joyee. L. Epstein &SandersM.G(2002).School, Family and Community partnership. Guwahati: Nivedita Book Distributors
- Mohanty, J.(1982). Indian Education in Emergency Society. New Delhi: SterlingPublishers
- Shukla, S. &Kumar,K.(1985). Sociological Perspective in Education. New Delhi, Chanakya Publication
- Swift, D. F. (1970).Basic Readings in the Sociology of Education. London: Routledge and Kegan Paul

## **SEMESTER II**

### **EDN CC: 2.1 SOCIOLOGICAL FOUNDATIONS OF EDUCATION II**

#### **Objectives:**

To be able to

Understand the social approaches to education

Know the agencies & their importance to socialized their children

Develop an interpersonal relationships among the students

#### **UNIT I: Education as Social System**

Education as a factor of social stratification and social mobility

Equality for social justice and peace.

Concept of community, school-community relationships and their educational importance

#### **UNIT II: Education and Social Change**

Social Change: Factors and Theories of social change (Marx and Sorokin)

Process of social change:

(a) Structural Processes: Industrialisation, Urbanisation, Modernisation

(b) Cultural Processes: Sanskritisation and Westernisation

Role of education in modernisation and social change

Constraints of social change in India (caste, ethnicity, class, language and religion)

#### **UNIT III: Education and Social Issues**

Inequality of educational opportunity and their impact on social growth and development role of education for bringing equity

Socially and economically disadvantaged sections (scheduled caste, scheduled tribes, women and rural population) of the society- needs, problems and educational interventions

Education in relation to democracy, freedom, politics, nationalism and international understanding

#### **References:**

Havighurst, R. J. and Neugarten, B. L. (1962). Society and Education: Allyn and Bacon

Taylor, W. (1979) Sociology of Educational Inequality. London: Methuen & Co Ltd

Salamatulla. (1979). Education in Social Context. New Delhi: NCERT

Srinivas, M. N. (2000). Social Change in Modern India. New Delhi: Orient Longman

Singh, Yoginder. (1986). Modernization of Indian Tradition. New Delhi: Rawat Publications

## **EDN CC: 2.2 METHODOLOGY OF EDUCATIONAL RESEARCH I**

### **Objectives:**

To be able to

Understand about the sources of information from where knowledge could be obtained;  
nature, scope and limitation of educational research;

Know the modalities necessary for formulating research problem; obtaining the data, analyzing and drawing for solving an educational problem

Adopt the approaches that are available for conducting the educational research and

Preparing and communication of result - the research report.

### **UNIT I :Educational Research**

Methods of acquiring knowledge: Tradition, experience, authority, reasoning (deductive and inductive), and scientific inquiry.

Educational Research :Meaning , scope and need

Research Problem: Identification and formulation

Hypothesis: Characteristics, types and formulation

### **UNIT II: Methods and Types of Research**

Historical Research: Need and significance, sources and collection of data, establishing validity and interpretation of data

Descriptive Research: Need and importance, steps and interpretation, types-survey studies, case study, correlation studies

Experimental Research: Nature & procedure, validity-internal & external, role of control, ex post facto research, designs-single group and parallel group

Types of Educational Research: fundamental, applied, and action

### **UNIT III: Research Tools and Sample**

Research Tools: Characteristics of a good research tool, Techniques and tools of data collection -

Documentary sources, Observation, Questionnaires and schedules, Interview, Rating scales and Tests

Sampling : Population and Sample, Methods-(i) Probability Sampling - Random, Systematic,

Stratified and Cluster (ii) Non-Probability Sampling- Purposive, Quota and Incidental, Sampling error.

The research report: Writing and Evaluation

### **Reference:**

Best, J.W. & Kahn, J.V. (1989). Research in Education, New Delhi: Prentice Hall

Good, C.V, Barr & Douglas, E. Scates. (1962). Methodology of Educational Research

Guilford, J.P. (1984). Psychometric Methods. New Delhi: Tata McGraw-Hill publishing

Kerlinger F.N. (1978). Foundation of Behaviour Research. Delhi: Surjeet Publications

Koul, L.(1998).Methodology of Educational Research.New Delhi: Vikash Publications

Sax,G. Empirical Foundation of Educational Research.NewJersey:Englewood Cliffs

Sukia S. .P, &OthersElements of Educational Research. Bombay: Allied Publishers

Tuckman, B.W.(1979).Conducting Educational Research(2<sup>nd</sup> edition). New York: Harcourt Brace Javanovich, Inc.

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## **EDN CC: 2.3METHODOLOGY OF EDUCATIONAL RESEARCH II**

### **Objectives:**

To be able to

Acknowledge how to collect data for research work

Know the modalities necessary for Statistical analysis

Prepare and analyse the result - the research report.

### **UNIT I: Educational Data**

Types of data: Qualitative and Quantitative-their sources, nature and characteristics

Qualitative Data: Analysis- content analysis, analyses of interview-based and observation-based data

Quantitative Data: Scales of measurement-nominal, ordinal, interval and ratio

### **UNIT II :Correlation and Prediction**

Coefficient of Correlation: Rank Difference Method and Pearson's Product Moment Method for grouped and ungrouped data

Partial & Multiple Correlation, Regression and Prediction from simple Regression Equation

Further Methods of Correlation: Biserial, Point-Biserial, Tetrachoric and Phi-coefficient of correlation

### **UNIT III :Inferential Statistics**

Significance of Mean: Concept of parameter and statistics, sampling distribution of Mean, Standard Error of Mean, confidence intervals and levels of confidence for the true mean

Parametric Statistics: Significance of the difference between means (t test) involving only two groups- (a) Means of two independent large samples,(b) Means of two small independent samples,(c) Two correlated means.

Concept of one-tailed and two tailed tests, Concept of Type I and Type II errors.

Significance of the difference between means (F test) involving more than two groups -One way ANOVA

Non-Parametric Statistics: Chi-square test and Median test

## **References:**

- Bogdan, R and Steven, T.(1975). Introduction to Qualitative Research Methods. New York: John Wiley and Sons
- Broota, K.D.(1992). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern Limited
- Garrett. H.E(1988). Statistics in Psychology and Education. Bombay: Vakils, Feffer& Simons Ltd
- Guilford, J.P. &Fruchter, B.(1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill
- Seigal, Sydne, Y. (1978).Non-parametric Statistics for Behavioural Science. New Delhi: McGraw Hill
- Singh, Arun Kumar.(1986). Test, Measurement and Research Methods inBehavioural Sciences.New Delhi: McGraw Hill
- Strauss, A and J, Corbin.(1998). Basics of qualitative Research. London: Sage

## **EDN CC: 2.4Comparative Education I**

### **Objectives:**

To  
help the students to understand comparative education as an emerging discipline of Education;  
acquaint the students with educational systems in terms of factors and approaches of Comparative Education;  
orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries

### **UNIT I :Concept of Comparative Education**

Meaning and scope of Comparative Education  
History and Development of comparative Education.  
Importance of the study of Educational Systems in a comparative perspective

### **UNIT II: Methods of Comparative Education**

Area Studies (Descriptive and Interpretation)  
Comparative Study (Description of Educational System, Juxta position, Comparison)  
Distinction between Comparative education and International Education.

### **UNIT III: Factors and Forces Influencing theory and Practice of Education**

Racial,Religious and Linguistic  
Historical, Sociological and Cultural  
Scientific, Economicaland Political

## **References:**

- Bereday, George(1964) Comparative Method in Education .New York: Holt, Rinehart
- Chaube, S.P. and Chaube, A (1998) Comparative Education, New Delhi: Vikas Publishing House Pvt.Ltd.
- Hans, Nicholas (1994) Comparative Education, New Delhi: University Book Stall
- Khan, M.A. (2004) Modern Comparative Education, New Delhi.
- Moehlman and Roucek, ed (1952)Comparative Education. New York: Dryden Press
- Rao, V.K. & Reddy, R.S.(1997) Comparative Education, New Delhi: Commonwealth
- Sharma R.S.(1962) Comparative Educational Administration. London: Prentice Hall.
- UNESCO(1971) Developing of Education in Asia, Unesco/Mineda's/Paris,
- Mukherji,S.N; Education in India, Today and Tomorrow. Baroda:AcharyyaBook Depot
- Pawar, N.G.(1998) Modern Education in Japan.New Delhi: Anmol Publications Pvt. Ltd.
- Price, R.F (2005)Education in Modern China. London: Routledge
- Priestley, K.E (1961) Education in China.CornellUniversity:Dragonfly Books

## **EDN CC: 2.5Comparative Education II**

### **Objectives:**

To enable to  
use the results of assessment made by various countries  
know the role of UNO and its various bodies for the promotion of Indian Education  
create a perspective in the students about the implications of education for solving the prevailing problems of Education in India.

### **UNIT I :Study of Education System(Primary Education, Secondary Education, Higher Education,Teacher Education and Distance Education) in DevelopedCountries- U.K., U.S.A. and Australia with reference to the following:**

- Aims and objectives of Education
- Structure and curriculum of Education
- Administration of Education.

**UNIT II : Study of Education System (Primary Education, Secondary Education, Higher Education, Teacher Education and Distance Education) in Developing Asiatic Countries- Japan, China, Pakistan and India with reference to the following:**

Aims and objectives of Education  
Structure and curriculum of Education  
Administration of Education.

**UNIT III: Education for Peace and Global Consciousness**

Educational for Global consciousness and development,  
Education for Environmental Protection  
Role of UN and SAARC  
Education Programmes of UNESCO.

**References:**

Andreas, M.K.(1965) Tradition and Change in Education: A Comparative Study, London: Prentice Hall, Inc.

Bel, R.E., Fowler, G and Little, K (1985) Education in Great Britain and Ireland: a source book. University Press of America

Beuchamp, E.R and Rubinger, R(1989) Education in Japan: a source book. University of Michigan: Garland

Gezi, K.I.( 1971) Education in Comparative and International Perspective, New York: Holt, Rinehart & Winston, Inc.

Hall, R.K (1949) Education for a New Japan. New Haven: Yale University Press

Hans Collins (ed)(1964) Comparative Education, London, Routledge & Kegan Paul

Hughes, J.M. and Schultz, F.M(1985). Education in America. Pennsylvania State University: University Press of America

Lester Smith, W.O.(1967) Education in Great Britain. University of Michigan: Oxford University Press



## **SEMESTER III**

### **EDN CC: 3.1Curriculum Studies I**

#### **Objectives:**

To be able to

Help the students to know the concept & objectives of curriculum

Acquaint with different models of curriculum development

Know theFactors of curriculum implementation

#### **UNIT I: Curriculum as a field of study**

Definition, elements, purposes and types of curriculum

Curriculum theory and practice: Curriculum as a body of knowledge to be transmitted, curriculum as a product, curriculum as a process and curriculum as a praxis

Foundations of Curriculum:Philosophical, Psychological, Socio-cultural, and Science and technology

#### **UNIT II: Curriculum Development**

Curriculum Development Approaches: Administrative Model, Grass-root

Model, Demonstration Model and Systems Analysis

Curriculum Development Models: Tyler's Model, Taba's Model, Oliva's Model, Beauchamp's Model, Wheeler's Model, Kerr's Model,NichollsModel and Dynamic

Model of Skilbeck

Curriculum Content:Selection,sequence,continuity,structure& integration of content

#### **UNIT III Curriculum Implementation**

Meaning of curriculum implementation

Factors of curriculum implementation: The teacher, the learners, resource materials and facilities,interest groups,the school environment, culture and ideology, instructional supervision and assessment

#### **References:**

Beauchamp, G. A. (1981). Curriculum theory (4th ed.). Itasca, IL: Peacock

Brent, Allen.(1978) Philosophical foundations for the Curriculum, Boston: Allen and Unwin.

Bobbitt, F. (1918) The Curriculum, Boston: Houghton Mifflin

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

Goodlad, J. Curriculum inquiry:The study of curriculum practice.NewYork:McGraw

Grundy, S. (1987). Curriculum: product or praxis? Lewes: Falmer Press

- Kelly, A. V. (1983; 1999) *The Curriculum. Theory and practice* 4e, London: Paul
- McNeil, J. D. (1985). *Curriculum: A comprehensive introduction* (3rd ed.). Boston: Sowell,
- Taba, H. (1962) *Curriculum Development: Theory and practice*, New York: Harcourt Brace and World.
- Tanner, D. and Tanner, L. (1995). *Curriculum Development: Theory into Practice* (3rd ed.). Englewood Cliffs, NJ: Merrill.

## **EDN CC: 3.2Curriculum Studies II**

### **Objectives:**

- To be able to
- Implement the need-based curriculum
- Understand issues ,trends& research in the area of curriculum
- Orient the students with curriculum design, process & construction of curriculum development

### **UNIT I: Curriculum Evaluation**

- Approaches of curriculum evaluation: Bureaucratic Evaluation, Autocratic Evaluation, Democratic Evaluation, Norm-Referenced Evaluation, Criterion-Referenced Evaluation
- Functions of Curriculum Evaluation
- Forms of Evaluation: Formative and Summative evaluations.

### **UNIT II: Curriculum Change and Innovation**

- Meaning and sources of curriculum change and innovation, Types and forms of changes.
- Models for Curriculum Change and Innovation: Research, development and diffusion model, Problem-Solving model, Social interaction model
- The Innovation Process: Steps, planning and conditions for successful implementation of innovations

### **UNIT III: Curriculum Research**

- Issues and trends in curriculum development, curriculum research in India
- Suggestions and recommendations in curriculum development as per the following commissions: Education Commission (1966), International commission on Education for the Twenty-first century (1996), and The National Knowledge Commission (2006)

### **References:**

- Das, R.C. (1987) *Curriculum and Evaluation*, New Delhi: NCERT
- Doll, R. C. (1986). *Curriculum improvement: Decision making and process* (6th ed.). Boston: Allyn & Bacon.
- Kerr, J.F. (Ed) (1968) *Changing the Curriculum*, London: University of London Press

NCERT(1984) Curriculum & Evaluation, New Delhi: NCERT

Nicholls,A.andNicholls,H.S.(1972)Developing a Curriculum A Practical Guide, London: George Allen and Unwin Ltd.

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Wiseman, S and Pidgeon, D.(1970) Curriculum Evaluation, Slough: NFER

## **EDN CC: 3.3Teacher Education I**

### **Objectives:**

To enable the students to  
understandthe concept of teacher education  
understand the methodology of teaching  
buildfavourable attitude towards teacher education  
familiarize with the latest development in teacher education

### **UnitI: Basic Concept of Teacher Education**

Concept and Development of Teacher education.  
Teacher training versus Teacher Education.  
Development of Teacher Education in India.  
Pre-independence & Post-indepence Period.  
Recommendation of Kothari Commission &National policy of Education( 1986) on Teacher Education.  
Management of Teacher Education  
Role of NCTE , NCERT , NUEPA , SCERT and DIET.  
Role of Universities, Govt. and private institution.

### **Unit II: Objectives of Teacher Education**

General and specific objectives at different stages.  
Pre-primary, Primary, Secondary, Higher Education.  
Teaching as a profession  
Characteristics of Teaching profession.  
Professional organizations at various levels.  
Professional development - Faculty improvement programmes.

### **Unit III: Technology in Teacher Education**

Techniques of teacher training - Core teaching, skills, Microteaching , Simulation.  
Instructional designs - Lecture, demonstration, project, tutorial, seminar, conference, workshop, team-teaching.  
Use of ICT in teacher education.

**References:**

Teacher Education in India: Issues & Perspectives: R.C. Srivastava

Innovations in Teacher Preparation ... Richard Hartshorne, Tina L. Heafner,

Teacher Education in India: A Study in New Dimensions · K. K. Vasishtha

**EDN CEC: 3.1 Educational Administration and Supervision I****Objectives:**

To enable the students to

Understand the development of modern concept of Educational Administration

Inform about the meaning & nature of leadership in Educational Administration

Acquaint with monitoring agencies in Educational Administration

**UNIT I: Concept of Educational Administration**

- (a) Nature and scope of educational administration.
- (b) Basic principles of Administration.
- (c) Educational Administration: Approaches (Taylorism, Administration as a process, as a Bureaucracy, Human relation approach to administration) and emerging trends.
- (d) Basic functions of Administration—Planning, Organising, Directing and Controlling.

**UNIT II: Process of Educational Administration**

- (a) Administrative Processes in educational settings: a) Management by Objectives (MBO), b) Organizational Development and Compliance, c) Decision Making, d) Communication.
- (b) The structure of administration in the field of Education in India.
- (c) Objectives and functions of National level bodies for Educational Administration: UGC, MHRD, NCERT, CAGE, NUEPA, RCI, AICTE, NCTE AND NAAC.

**UNIT II: Leadership in Educational Administration**

- (a) Meaning, Nature, and Styles of leadership.
- (b) Theories of leadership.
- (c) Leadership traits and skills: Implication for Education Administrators.
- (d) Community participation in Educational Administration.

**PRACTICUM(Any one):**

1. Students to make an appraisal of the administrative structure of secondary education in West Bengal.
2. Students to choose a topic of interest from any area of Educational Administration and Supervision I and collect materials to develop a thorough knowledge on it
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

**References:**

- Aggrawal, J. C. (2010). Educational administration and management. New Delhi :Vikas Pub. House.
- Bala, M. (1990). Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Bhatnagar, R.P. and Aggarwal, V. (1987). Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
- Chand, T. & Prakash, R. (1997). Advanced Educational Administration. New Delhi: Kanishka Publishers.
- Gakhar, S.C. (2005). Educational Administration and Management. N.M.Publishcation.
- Greene, J.F. (1975). School Personnel Administration. Pennsylvania: Chilton Book Company.
- Khan, N.S. & Khan, M.S. (1980). Educational Administration. New Delhi: Ashish Publishing House.
- Lulla, B.P. & Murthy, S.K. (1976). Essential of Educational Administration. Chandigarh: Mohindra Capital Publishing.
- Mukherji, S.N. (1970). Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- Thakur, D. & Thakur, D.N. (1996). Educational Planning and Administration. New Delhi: Deep and Deep Publications.
- Chandrakanth L.S.(1957). Educational Administration, What is means, Delhi, Manager of Publications.
- Henry, H.B.(1955). Changing concepts in Education Administration, University of Chicago Press.

**EDN CEC: 3.1Educational Technology I****Objectives:**

- To enable the students to understand the meaning, nature, scope and Significance of educational technology and its important components.
- To help the students to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint students with levels, strategies and models of teaching for future Improvement.
- To acquaint the students with various behaviour modification techniques..
- To enable the students to understand applications of ICT in teacher education centres of educational technology

**UNIT I: Concept and Approaches of Educational Technology**

- Meaning, Nature, Scope and Significance of Educational Technology
- Types of Educational Technology: Psycho-technology, Planning Technology and Management.
- Technology in Education and Technology of Education
- Difference among Educational Technology, Instruction Technology and Information
- Hardware and Software approaches of Educational Technology
- Multi-Media Approaches in Educational Technology-Meaning, Uses and Limitation.

**UNIT II: Communication Process and Instructional System**

- Concept, nature, process, significance and types of communication

- Model of communication
- Barriers of Communication.
- Components of communication process in instructional systems
- Components of Classroom communication (interactive, verbal and non-verbal)
- Factors affecting classroom communication

## UNIT III: Designing Instructional System

- Concept and importance of designing instructional system
- Steps of Gagne’s instructional system designing.Bloom’s taxonomy of educational objectives and hierarchy of objective in the cognitive, affective and psychomotor domains, formulation of instructional objectives.
- Task analysis.
- Designing instructional strategies – Lecture, team teaching, discussion, panel discussion, seminars, conferences, tutorials and educational games.

PRACTICUM(Any one):

1. Students to create educational blog with minimum 10 posting.
2. Students to choose a topic of interest from any area of Educational Technology I and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience through PowerPoint.

## References:

- Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.
- Ahuja, M. (2007):Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.
- Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd& Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.
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- .Joyce B. & Weil M. (1992):Models of Teaching (4<sup>th</sup> edition),New Delhi,Prentice Hall of India.. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
- . Mohanty, (1992):.Educational Technology. New Delhi: Deep and Deep Publications.
- . Russell, M. (1993): Instructional Media (4<sup>th</sup>Ed.). Canada: Macmillan Publishing Company.

- . J.C. Agarwal :Essentials of Educational Technology: Teaching Learning in Education
- . Dr. A.R. Sharma :Educational Technology
- .UshaRao :Educational Technology
- Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, Allied PublishersLtd., New Delhi.
- Venkataiah, N. (1996): Educational technology, New Delhi: APH Publishing CorporationWalterA Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York

## **EDN CEC: 3.1Environmental and Population Education I**

### **Objectives:**

To enable the learners to

- understand the scope and importance of environmental education.
- acquaint with environmental stressors and environmental management education.
- know about environmental pollutants & its harmful effect.
- inculcate rational values towards environmental heritage

### **UNIT I Introduction to Environmental Education**

- Meaning, definition and characteristics of environmental education
- Importance, objectives, scope and guiding principles of environmental education.
- Development of environmental education since 1965

### **UNIT II Environmental Degradation**

- Factors of degradation of environment – adverse socio – economic impacts of degradation of environment
- Meaning and causes of air, water , sound , soil pollution and preventive measures
- Global environmental issues-ozone layer depletion ,global warming ,greenhouse effect and acid rain.

### **UNIT –III Environmental Management and Protection**

- Need, characteristics and dimensions of environmental management.
- Needand objectives of conservation. Factors responsible for extinction of flora &fauna. Measures to conserve flora and fauna in the environment.
- Environmental conservation & protection of rich environmental heritage .

### PRACTICUM(Any one):

1. Students to prepare at least two posters &models each on global warming &green house effect.
2. Students to preparation of a reporton any area of Environmental and Population Education Iand collect materials to develop a thorough knowledge on it
- 3.Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

**References :**

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.:Cambridge University Press.
- 2.Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- 3.Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal Publications
- 4.Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.

**EDN CEC 3.1 Psychology of Intelligence and Creativity I****Objectives:**

To enable the students understand

- the concept of and scope of intelligence
- the theories of intelligence
- the techniques of measurement of intelligence

**UNIT I: Nature and Concept of Intelligence:**

Historical development of the concept of intelligence, Meaning and definitions of intelligence.

Concept of intelligence quotient (IQ), calculation of ratio IQ, deviation IQ, environmental effects on IQ

Importance of intelligence in education, work and real life

**UNIT II: Theories of Intelligence:**

Spearman's g theory versus multiple factor models (Gf-Gc theory, Vernon's group Factors and the Cattell-Horn-Carroll (CHC) theory of intelligence.

The Berlin Intelligence Structure Model (BIS), Gardner's multiple intelligences, Sternberg's Triarchic theory, Guilford's structure of the intellect.

**UNIT II: Measurement of Intelligence:**

Classification of intelligence tests.

Descriptions and uses of few verbal, non verbal and performance tests of Intelligence.

Utility of intelligence tests in education.

**PRACTICUM (Any one):**

1. Students to administer one Intelligence test, score and interpret test scores
2. Students to choose a topic of interest from any area of Psychology of intelligence and creativity I and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.



**References:**

- Butcher, H.J.(1970).human Intelligence: Its Nature and Assessment. London; Methuen &Co .Ltd.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2008). Introduction to psychology (7th edition). Bombay, Tata-McGraw Hill.
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- Sternberg, Robert J (1990). Metaphors of Mind: Conceptions of the Nature of Intelligence. Cambridge University Press.

**EDN CEC: 3.2 Educational Administration and Supervision II****Objectives:**

To enable the students to

- Acquaint with Issues and Problems of Educational Administration
- Acquaint with the advisory & supervisory structures
- Acquaint with Supervisory Programmes

**UNITI: Educational Supervision**

- (a) Meaning and nature (Supervision as a process, service activity and leadership).
- (b) Functions and types of educational supervision.
- (c) Problems of educational supervision.

**UNIT II: Supervisory Programmes in Education**

- (a) Planning supervisory programmes.
- (b) Organizing supervisory programmes.
- (c) Implementing supervisory programmes.
- (d) Problems of supervisory programmes.

**UNIT III: Implications for Administration and Supervisions of**

- (a) Organizational Climate
- (b) Job Satisfaction
- (c) Motivation
- (d) Conflict management for Administrators and Supervisors

**PRACTICUM(Any one):**

1. Students to make an appraisal of the administrative structure of secondary education in West Bengal.
2. Students to choose a topic of interest from any area of Educational Administration and Supervision II and collect materials to develop a thorough knowledge on it
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

**References:**

- Bush, T. & Bell, L. (2003). The principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.

Bhatia, S.K. (2008). Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.  
 Glanz, Jeffrey, Neville, Richard F. (1997). Educational Supervision: Perspectives, Issues and Controversies. Norwood, MA: Christopher-Gordon Publishers.  
 Prasad, L.M. (2008). Organizational Behaviour. New Delhi: Sultan Chand & Sons.  
 Robbins, S.P., Judge, T.A. & Sanghi, S. (2007). Organisational Behaviour (12<sup>th</sup> Ed). New Delhi: Pearson prentice hall.  
 Gupta, S.K. & Joshi, R. (2007). Organisational Behaviour. New Delhi: Kalyani Publishers.  
 Sayeed, O.B. (2001). Organizational Commitment and Conflict. New Delhi: Sage Publications.  
 Bhatnagar, R.P. and Aggarwal, V. (1987). Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.

## **EDN CEC: 3.2 Educational Technology II**

**Objectives:** To enable the students to

- .explain different modalities of teaching and designing instructional system.
- .define and explain models of teaching and its application.
- understand the basic idea of integrating new technology in education for achieving the goal of effective teaching and learning and meet the challenges of universalization of education and information explosion expected in the near future.
- . distinguish between communication and instruction and enable them to develop and design sound instructional system in the light of the learned models and strategies of teaching

### **UNIT I: Modalities of Teaching**

Concepts of teaching and instruction and their differences, conditioning and training  
 Teaching levels: memory, understanding and reflective  
 Teaching stages: pre-active, interactive and post-active.  
 Teaching Strategies: Meaning, Nature, Functions and types.

### **UNIT II: Models of Teaching**

Meaning, nature & functions  
 Families of teaching models  
 Different teaching models- Glaser, Tollyuro and Davis, Bloom's, Bruner, Piaget, Ausubel and Taba's models of teaching.

### **UNIT III: Instructional Design**

Concept of Instructional Design  
 Theories of Instructional Design :Self-Regulated Learning Theories, Social Interaction Theories, Stimulation Theories.  
 . Meaning ,properties and Theory of Cybernetic Psychology  
 . Instruction as cybernetic system. Application of Cybernetic in Education

PRACTICUM(Any one):

1. Students to create educational blog with minimum 10 posting.
2. Students to choose a topic of interest from any area of Educational Technology II and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience through PowerPoint.

### **References:**

- .Joyce B. & Weil M. (1992):Models of Teaching (4<sup>th</sup> edition),New Delhi,Prentice Hall of India.. Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
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- . Mangal S K and Mangal U, (2009) Essentials of Educational Technology, PHI Learning Pvt. Ltd.
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- .Vashist, S.R. (1997) Research in Educational Technology, Guwahati: Eastern Book House.

## **EDN CEC: 3.2 Environmental and Population Education II**

### **Objectives :**

To enable the learners to  
 acquire basic understanding of the total environment .  
 develop a sense of responsibility towards environmental problems  
 evaluate environmental measures

### **UNIT I Environmental Policies**

Environmental policies & Environmental protection standards in India  
 National missions - Mission Clean Ganga , National Mission for remediation of legacy of polluted sites .  
 Strategy on Climate Change –UN climate change conference 2016

### **UNIT II Environmental Impact Assessment (EIA)**

Origin and development of environmental appraisal process .  
 Purpose, aim, values, principal and process of EIA.  
 Main participants of EIA process, impact identification methods .

### **UNIT III Environmental Education and Awareness**

Reorienting Environmental Education towards sustainable development  
Use of advanced Technology for environmental education, enhancing the quality of Environmental Education.  
Role of teachers, communities, NGO's & professional organizations for creating environmental awareness .

**PRACTICUM(Any one):**

1. Students to organise debates & discussion on topics related to various aspects of environmental conservation & sustainable development.
2. Students to preparation of a report on any area of Environmental and Population Education and collect materials to develop a thorough knowledge on it
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

**References :**

Panneerselvam, A. and Ramakrishnan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.  
Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.  
Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot  
Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.

**EDN CEC 3.2 Psychology of Intelligence and Creativity II**

**Objectives:**

To enable the students understand

- human intelligence, artificial intelligence, emotional intelligence and social intelligence
- the assessment techniques of artificial intelligence, emotional intelligence and social intelligence
- the applications of intelligence in education

**UNIT I: Human Intelligence and Artificial intelligence:**

Concept and nature of human intelligence, its relationship with mental speed and gender differences, intelligence in aging and health

Concept and nature of artificial intelligence, applications of artificial intelligence in education

Differences between human intelligence and artificial intelligence

**UNIT II: Emotional Intelligence and Social intelligence:**

Concept and nature of emotional intelligence, relationship of emotional intelligence to personality and ability

Concept and nature of social intelligence, relationship of social intelligence to ability

Importance of emotional intelligence and social intelligence in education

**UNIT III: Measurement of Emotional Intelligence and Social intelligence:**

Descriptions and uses of emotional intelligence tests and scoring issues with emotional intelligence tests

Descriptions and uses of social intelligence tests

Limitations of using emotional intelligence and social intelligence tests

### PRACTICUM (Any one):

1. Students to administer one emotional/social intelligence test, score and interpret test scores
2. Students to choose a topic of interest from any area of Psychology of intelligence and creativity II and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

### **References:**

Baron, R. A. (2002). Psychology (5th Edition). New Delhi, Pearson.  
Carne, E. B. (1965). Artificial Intelligence Techniques. London: Macmillan  
Russel, Stuart J., Norvig, Peter (2009). Artificial Intelligence: A Modern Approach. Delhi: Prentice Hall  
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Woolfolk, A. (2004). Educational Psychology (9th Edition). Boston, Pearson. Reference Book:

## **SEMESTER IV**

### **EDN CC: 4.1 Teacher Education II**

#### **Objectives:**

To enable the students to:  
develop an understanding of the teacher education curriculum.  
acquaint with the competencies essential for a teacher for effective transaction.  
know the concept and practice of evaluation in teacher education in the emerging context.  
explore areas of research and experiment in teacher education.

#### **UNIT I Curriculum Transaction in Teacher Education**

Analysis of Teacher Education Curriculum at different stages - Pre-primary, Elementary, Secondary and Higher Education.

Approaches to Teacher Education—consecutive and integrated.

Initial and continuing education of teachers and teacher educators.

#### **UNIT II New Trends in Evaluation in Teacher Education**

Academic performance indicators (API)

Performance appraisal

Choice based credit system

Portfolio assessment

#### **UNIT III Innovations and Research in Teacher Education**

Innovative programmes for continuous professional development of school teachers.

Nature and scope of action research in teacher education.

New development in teacher education: study of futuristic, innovations, experiments and researches in teacher education.

#### **References**

Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social constructivist approach. State University of New York.

Chaurasia, Gulab (1977) : Innovation and Challenges in Teacher Education, Vikas Publication, New Delhi.

Cohen Louis, Minion Lawrence & Morrison, Keith (2004): A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.

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

NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.

## **EDN CEC: 4.1 Educational Administration and Supervision III**

### **Objectives**

To enable the student to:

- acquire knowledge about the concept of school management.
- acquire knowledge of duties of school head and teachers.
- understand the concept of Issues and Problems of Educational Administration.
- acquaint with Institutional Planning

### **Unit-I: Concept of Educational Management**

- (a) School Management: Meaning, Nature, Scope, Function and Needs.
- (b) School Head: Qualities and duties of school head as per W.B. Education Code, Role of Head in planning, monitoring, supervision and evaluation.
- (c) Teacher: Teaching as Profession – Characteristics, Professional traits of a teacher, Role of Teacher

### **Unit-II: Issues and Problems of Educational Administration**

- (a) Issues in Educational Administration—Centre, State and Local bodies.
- (b) Centralization and Decentralization in India, state and private enterprise.
- (c) Existing problems of Administration in India, external controls and internal controls.

### **Unit-III: Institutional Planning**

- a) Meaning, Objectives, Characteristics, Importance and Advantages of Institutional Planning.
- b) Steps in the preparation of an Institutional plan.
- c) Problems of Institutional Planning.

#### PRACTICUM(Any one):

1. Students to make an appraisal of the administrative structure of secondary education in West Bengal.
2. Students to choose a topic of interest from any area of Educational Administration and Supervision IV and collect materials to develop a thorough knowledge on it
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

### **References:**

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Aggarwal, J.C. (1994). Educational Administration Management and Supervision, Principles and Practices. New Delhi.

Aggarwal J. C. (1996). Teacher and Education in a Developing Society, Vikas Publishing Co, New Delhi.

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I. S. Sindhu. Educational Administration and Management

Sahdeva,M.S. Modern Approach To School Organisation And Administration.

Mukhopadhaya M (2006).Total Quality Management and Education. Sage Publications: New Delhi.

Sisam Sullivan and Jeffery Glanz (2013). Supervision that improves teaching and learning: strategies and techniques 4th ed.-- New Delhi: Sage Publications.

Safya and Shaida (1977). School Administration and Organisation, DhanpatRai and Sons, Delhi.

## **EDN CEC: 4.1 Educational Technology III**

### **Objectives: To**

- .acquaint students with levels,strategies and models of teaching for future improvement
- .enable the students to understand about the importance of programmed instructions
- .get acquainted with emerging trends in E.T. along with resource centers of E.T and understand the need and importance of researches in this area.

## **UNIT I:Self -Instructional Strategies**

- .Concept of programmed Instruction/ learning , principles and psychological basis of programmes(Linear,Branching,Mathetics
- . Teaching Instruction and programmed Instruction
- .Psychological Basis of Programmed Instruction
- .Effect of programme Learning/Instruction on Teaching
- .ProgrammeLearning approach in Normal Classroom Teaching
- . Linear/branching/Mathetics mode origin and types- Linear/branching/Mathetics

## **UNIT II: Models of Programmed Instruction**

- .Development of the programmed instruction model and its validation.
- .Teaching machines.
- . Computer Assisted instruction-CAI.
- .Learner controlled Instruction.
- .Language Laboratory and Teaching Machine

## **UNIT III: Modern Evaluation Techniques**

- .Philosophy and paradigm of Evaluation
- .Two Contrasting Paradigms of Evaluation
- .Different Types of Evaluation
- .Norm-referenced and criterion referenced Evaluation
- . Question or Item Bank , The Mechanics of Grading, Absolute Grading Standard, Semester system. Internal Assessment,Credit System. Open Book Examination.

## **PRACTICUM(Any one):**

1. Students to create educational blog with minimum 10 posting.
2. Students to choose a topic of interest from any area of Educational Technology III and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience through PowerPoint.

## **References:**

- .Joyce B. & Weil M. (1992):Models of Teaching (4<sup>th</sup> edition),New Delhi,Prentice Hall of India.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
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- Sampathet. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.
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- J.C. Agarwal :Essentials of Educational Technology: Teaching Learning in Education
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- Usha Rao :Educational Technology
- Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, Allied Publishers Ltd., New Delhi.

## **EDN CEC: 4.1 Environmental and Population Education III**

### **Objectives :**

To enable the students to  
 understand the effect of population growth on poverty, health and hygiene.  
 acquire a set of values and feelings of concern due to over population  
 inculcate rational attitude and responsible behaviour towards population and developmental issues

### **UNIT I Introduction to Population Education**

Objectives , scope , need and importance of population education.

Concept of demography, population studies and demographics; Demography as a scientific discipline.

Classification of population according to Physiological, Social, Economic, fertility, mortality, migration related factors.

### **UNIT II Population Growth and Population Dynamics**

Distribution of population- Age, Sex, Rural-Urban .

Causes and Consequences of population growth

Policies and programme of government of India regarding population control

### **UNIT III Population and Quality of life**

Population in relation to socio-economic development, health status, health services, nutrition.

Effect of population growth on natural resources and environment  
Population and literacy campaign .

**PRACTICUM(Any one):**

1. Students to prepare charts & graphs related to population education
2. Students to preparation of a report on any area of Environmental and Population Education and collect materials to develop a thorough knowledge on it
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

**References :**

1. Kuppaswami B (1975). Population and Society in India, Popular Prakashan, New Delhi.
2. Rao, D.G (1974) . Population Education, Sterling Publishers ,New Delhi, India
3. Raina, B.L. (1988): Population Policy, B.R. Publishing Corporation, New Delhi,
4. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications, New Delhi: Ashish Publishing House.

**EDN CEC 4.1 Psychology of Intelligence & Creativity III**

**Objectives:**

To enable the students understand:

- the nature, meaning and concept of creativity
- the modalities of identifying creative talents
- managing the creative children and at the same time nurturing their creative talent
- the qualities of teachers, counselors and administrators

**UNIT I: Nature and concept of creativity**

Meaning of creativity- The product, process, person and press

Creativity as a constellation of abilities and traits

Creativity, intelligence and giftedness

Misconceptions about creativity and importance of creativity

**UNIT II: Identification of creative potential**

Indicators of creativity

Non-testing techniques of identifying creative potential

Psychometric measures of creativity

**UNIT III: Education for creative development**

Home and school environment- Factors facilitating creativity

Teaching for creativity- strategies for cognitive and affective dimensions, techniques of creative teaching and learning

Qualities of teachers, counselors and administrators for fostering creativity

**PRACTICUM (Any one):**

1. Students to administer a verbal test of creativity, score and interpret test scores

2. Students to choose a topic of interest from any area of Psychology of intelligence and creativity III and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

**References:**

Dutt,N.K&Lal,G (1977).Creative Potential and Education, Ambala, Indian Book Agency  
Passi,B.K(1982).Creativity in Education, Agra, National Psychological Corporation  
Raina,M.K&Gulati,S(1988).Identification and Development of Talent, New Delhi,NCERT  
Torrance,E.P(1962).Guiding Creative Talent, Englewood Cliffs, N.J.: Prentice-Hall  
Torrance,E.P(1994).Creativity Just Wanting to Know, Pretoria, Benedic Books

**EDN CEC: 4.2 Educational Administration and Supervision IV****Objectives:**

To enable the student to:

- acquire knowledge about the basic elements of school management.
- acquire knowledge about the maintenance of different school records and registers.
- acquaint with Educational Finance and Financial Management.

**Unit I: School Management: Concepts, Approaches and Physical elements**

- (a) Aspects of school Organization – School Plant, building, Equipment, Sanitation. , Play ground, Workshop, library, Computer Room-- Midday meal, School medical service, Inclusive education.
- (b) Difference between the two administrations at different levels (Primary, Secondary and Tertiary)-- Board of Secondary Education, Council of H.S Education, Council of Higher education.
- (c) Co-curricular Activities: Concept, types and importance, Principles of organization of co-curricular activities and role of a teacher.

**Unit II: School Organization and Its Activities**

- (a) Time-Table: Concept, importance, types, principles and problems of time-table construction; Role of the teacher.
- (b) School Records and Registers: Types and need; How to maintain school records; Different types of records and registers viz. Teacher Diary, Cumulative Record
- (c) Card, Attendance Registers of Teacher and Students, Admission & Withdrawal Register and Stock register.

**Unit III: Educational Finance and Financial Management**

- (a) Its importance, state responsibility, sources
- (b) Financing education in India
- (c) Historical perspectives, roles of the central government, different state governments, local bodies.

**PRACTICUM(Any one):**

1. Students to make an appraisal of the administrative structure of secondary education in West

Bengal.

2. Students to choose a topic of interest from any area of Educational Administration and Supervision IV and collect materials to develop a thorough knowledge on it
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

### **References:**

Mohilman (1951). School Administration, New York, HoughtonMifflin.

Mort, P.B.(1946). Principles of School Administration. McGraw Hill.

Mukherji, L.(1960). Problems of Administration of Education in India, Allahabad, KitabMahal.

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Corbally, John. E. (1962). School Finance, Boston, Allyn &Becon .

Misra, A. N.(1967). Financing of Indian Education, Delhi, Asian Publishing House.

Chakraborty, D. K. (2010). Sikshaybyabsthapana o parikalpana. Kolkata :K. Chakraborty Publications

Dash, B. N. (2013). School organisation, administration and management. New Delhi: Neelkamal Publications.

Mohanty, J. (2012). Educational administration, management and school

### **EDN CEC: 4.2 Educational Technology IV**

#### **Objectives:**

To enable the learners to;

- .understandmodification of teaching behaviours by Simulation, Micro Teaching Flanders' Interaction Analysis
- . understand the concept and role of ICT in construction of Knowledge
- . identify the challenges in integration of ICT in school education.
- . apply different Hardware Technologies in Modern Educational Practices.
- . familiarize with the new trends in ICT.
- . apply different e-resources for educational purposes.

## **UNIT I: Modification of Teaching Behaviour**

- . Meaning and characteristics of Teacher Behaviour and Teaching Behaviour
- . Micro Teaching
- . Stimulated Teaching
- . Flander's Interaction Analysis

## **UNIT II: Technology for Classroom Instruction**

- . Components, Working and Uses of Over Head Projector ( OHP ), Movie Projector, Liquid Crystal Display (LCD) Projector, Digital Liquid Display (DLP) Projector.
- . Components, Working and Uses of Computers in Teaching-Learning Process.
- . Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television ( CCTV )
- . New Technologies – Interactive (Computer mediated) video and its use in Education ,hypertext tale text, Video, digital, white board Decoder, Virtual Reality, Virtual University.

## **UNIT III:Recent Trends in Educational Technology .**

- . Virtual Classroom - Concept, Elements, Advantages and Limitations
- . Smart Classroom – Concept, Elements, Advantages and Limitations
- . EDUSAT - Concept, Elements, Advantages and Limitations
- . Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology
- . Researches in Educational Technology
- . Future priorities in Educational technology
- . Educational Technology in For that Non- Informal Education. Distance Education, Open learning systems and Educational technology. . Emerging trends in Educational technology, Video tape, Radio-Vision. Teleconferencing, CCTV. CAI, INSAT-Problems of new technologies. . Resource centers for Educational Technology, CIET. UGC. IGNOU. State ET cells, AVRIS. EMRC, NIST etc.- their activity for the improvement of teaching learning

## **PRACTICUM(Any one):**

1. Students to create educational blog with minimum 10 posting.
2. Students to choose a topic of interest from any area of Educational Technology IV and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience through PowerPoint.

## **References:**

- . Joyce B. & Weil M. (1992): Models of Teaching (4<sup>th</sup> edition), New Delhi, Prentice Hall of India.. Mohanty, J. (2001). Educational Technology, New Delhi: Deep & Deep publication.. Sharma R. A. (1991). Technology of Teaching, Meerut: International Publishing House.
- . Skinner B. F (1968). The Technology of Teaching, New York: Appleton Century Croft.
- . Roy PKS (2006). Technology of Instructional Design, New Delhi: Dominant Publisher.
- . Vashista, S.R.(1997). Research in Educational Technology, Guwahati: Eastern Book House.
- . Mangal , S.K.(2009). Essentials of Educational Technology, Prentice Hall India Learning

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. Kulshreshtha S.P. & Kulshreshtha S.K. (2012). Foundations of Educational Technology, Meerut, Surya Pub.

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. Aggarwal, J.C. (2014). Essentials of Educational Technology, Vikas Publishing House Ltd.

• Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.

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

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• NCERT(2006) Position Paper on Educational Technology by National Focus group.

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• Sharma, R. A. (2000), Shaikshik Prodyogiki, Meerut: R. Lal Book Depot (Hindi).

• Sampathet. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.

• Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.

• Sharma, B.M. (1994): Distance Education, New Delhi: Commonwealth Publishers.

.Usha Rao : Educational Technology

• Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, Allied Publishers

## **EDN CEC: 4.2 Environmental and Population Education IV**

### **Objectives:**

To enable the learners to:  
acquaint with different policies of population education and its impact  
understand different theories of population  
access the effect of population growth on community  
inculcate rational attitude towards sustainable development

### **UNIT I Population Policies**

Definition and principles features of a population policy & policy indicators  
Concept, evolution of population policies till date with special reference to the five year plans, policies related to MTP and sex determination.  
Fertility Influencing Policies: pronatalist policies, fertility control policies, direct and indirect

## **UNIT –II Population Theories**

Malthusian Theory of population  
Optimum Population Theory & Demographic Transition Theory  
Baker's theory of population & Caldwell's theory of population

## **UNIT III Population and Environment**

Environmental degradation and its impact on population growth  
Earth Summit –Paris,Rio  
Interrelationship between population, environment and sustainable development

### **PRACTICUM(Any one):**

1. Students to prepare a scrap book on population related superstition & wrong belief
2. Students to choose a topic of interest from any area of Environmental and Population Education IV and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

### **References:**

Raina, B.L. (1988): Population Policy. Delhi: B.R. Publishing Corporation.  
Shandilya , T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.  
UGC (2004): UGC Scheme on Population Education X th Plan Guidelines,NonFormalEducation Bureau, UGC, 35 Ferozeshah Road Feb, 2004.  
United Nations Report (2017): World Population Prospects: The 2017 Revision. New York

## **EDNCEC 4.2 Psychology of Intelligence & Creativity IV**

### **Objectives:**

To enable the students:

- describe and analyze major theoretical perspectives in the area of psychology of creativity
- identify and explain different research methods used by psychologists in the area of creativity
- use critical thinking to evaluate popular media, scholarly literature, and empirical reports (debunking myths about creativity).

## **UNIT I:Modern theories of creativity:**

The Psychoanalytical Theory of Creativity (Freud, Jung, Kris,Rank, Adler and Hammer),The Mental Illness Theory of Creativity(Briggs, Eisenman, Goodwin, Jamison, Richards and Martindale), Creative Theory of Psychoticism(Eysenck), The Addiction Theory of Creativity(Lapp, Collins, Norlander, Gustafson and Wallas), The Humanistic Theory of Creativity(Maslow, Rogers and Fromm)

## **UNIT II: Motivation and creativity:**

Effects of reward on motivation,  
Effect of reward on creativity,  
Social factors affecting motivation and creativity,  
Motivation and its influence on creativity

### **UNIT III: Researches on Creativity:**

Issues and trends in researches on creativity  
Analysis of research and literature on creativity in education  
Researches on creativity in India

#### **PRACTICUM(Any one):**

1. Students to administer a figural test of creativity, score and interpret test scores
2. Students to choose a topic of interest from any area of Psychology of intelligence and creativity IV and collect materials to develop a thorough knowledge on it.
3. Students to write a seminar paper on the chosen topic as per the APA style and present the paper before the audience.

#### **References:**

Sawyer, R. K. (2012). Explaining Creativity. The Science of Innovation. (2nd edition). Oxford University Press (available at University Bookstore, Stanza Off-Campus Bookstore, in the McDermott Library Reserves: 13444, 13445).  
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Cattell, R. B., & Butcher, H. J. (1968). The prediction of achievement and creativity. Indianapolis: Bobbs-Berrill.  
Runco, M. A., & Albert, R.S., (2010). Understanding Creativity Research: A Historical View. In the Cambridge Handbook of Creativity J.C. Kaufman, & R. J., Sternberg (Eds).

### **EDN OEC 4.1 Human Rights Education**

#### **Objectives:**

To enable the students to  
Understand the meaning and perspectives of Human Rights, the importance of Human Right Education  
Orient with different problems of Human Rights  
Know new trends in Human Rights

### **UNIT I: Human Rights – Concepts & Perspectives**

Meaning, Nature and Definition of Human Rights  
Classification of Rights  
Historical Perspectives of Human Rights  
Global Perspectives of Human Rights – Universal Declaration of Human Rights 1948.  
Indian Perspectives on Human Rights – Rights in the Indian Constitutions



## **UNIT II: Problems and their Impact on Human Rights**

Globalization and Human Rights  
Socio-cultural Problems and Human Rights  
Economic Problems and Human Rights  
Political Problems and Human Rights  
Problem in Health and Human Rights

## **UNIT III: Human Rights – New Trends**

Right to Education and information  
Right to Environment  
Right to Culture  
Right to Development  
Promotion of Human Right Education

### **References:**

Bernstein Tarrow, Norma, ed. *Human Rights and Education*. New York.  
Starkey, Hugh, ed. *The Challenges of Human Rights Education*. London. Cassell Education Ltd. for the council of Europe, 1991.  
The International Bill of Human Rights (1965)  
United Nations. *Human Rights: Questions and Answers*. New York: United Nations, 1984.  
UNESCO(1990). World Declaration on Education for All  
UNESCO. (2001)Universal Declaration on Cultural Diversity  
United Nations Declaration on the Rights of Indigenous Peoples (2007)  
UNESCO (2012). Human Rights Education in Primary and Secondary School System, United Nations Human Rights Commission, Geneva.

## **EDN OEC 4.1Guidance and Counselling**

### **Objectives:**

To enable the students to  
Understand guidance and counselling and their importance in securing mental health and development  
Know the process and principles of counselling  
Inculcate the qualities of a counsellor  
Develop the knowledge and basic skills of counselling

### **UNIT I: Introduction to Guidance and Counselling**

Definition, Function, Nature and Scope, Difference between Guidance and Counselling  
Process of Counselling (Relating Stage, Understanding Stage and Changing Stage)  
Principles of Counselling, Characteristics of a Counsellor, Ethical Principles of Counselling

### **Unit II: Mental Health, Adjustment and Personality Disorder**

Mental Health – Concept, Characteristics, Factors Affecting Mental Health  
Adjustment –Concept, Criteria of Good Adjustment, Causes of maladjustment, Prevention  
& Remedies of Maladjustment  
Personality Disorder - Meaning and Concept, Factors of Abnormal Behaviour, Types of Personality Disorder

### **UNIT III: Types of Counselling**

Educational Counselling – Meaning, Need and Scope, Methods  
Vocational Counselling – Meaning, Need and Scope, Methods  
Counselling Related to Child Protection, Child Right, Addiction,  
Anxiety and Depression -Meaning, Need and Scope, Methods

#### **References:**

Corey. G. (2008). *Theory and Practice of Counselling and Psychotherapy*. USA: The Thompson Brooks.  
Corey, Gerald (2009). *Theory and Practice of Counselling and Psychotherapy*. Belmont, CA. The Thomson Brooks.  
Diana Sanders (2003). *Counselling for Anxiety Problems*. Sage Publication Ltd.  
Eric J.Mash and Russel A. Barkley (2007). *Assessment of Childhood Disorders*. The Guilford Press, London.  
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Sharma, R.N. (2008). *Vocational Guidance and Counselling*. New Delhi: Surjeet Publication.  
Tim Bond (2000). *Standards and Ethics for Counselling in Action*. Sage Publication Ltd.

### **EDN OEC 4.2 Value Education**

#### **Objectives**

To understand meaning, definition, concepts of values.  
To understand the need and importance of value education.  
To understand content of value education  
To acquaint the students with the Theories, Models and Approaches of Value Development

#### **UNIT I: Introduction to Value Education.**

Values: Meaning, Definition, Concepts of Values.  
Value Education: Need, Importance and Objectives.  
Moral Values: Need and Theories of Values.  
Classification of Values: Basic Values of Religion, Classification of Values.

## **UNIT II:Content of value education**

Competency based values – subject wise (languages, social services, Sciences / Maths, etc)  
Co- curricular activity based values – social, moral, aesthetic and spiritual values.  
Human values in the context of Indian Culture – truth, love, peace, righteousness, non-violence.

## **UNIT III: Theories, Models and Approaches of Value Development:-**

Theories of Value Development - Psycho- analytic - Learning theory – social leaning - Cognitive development – Piaget and Kohlburg  
Models of Value Development - Value Analysis - Inquiry - Social Action  
Approaches - Direct and Indirect Approach - Integrated Concurrent Approach (ICA)

## **References:**

- Carey, S.M. “Attitudes and Values”, Education Forum, Vol. VII, No. 3, 1962.
- Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philadelphia, 1963.
- Kluckhohn, C. “The Study of Values”. In D.N. Barrett (ed), value in America, Norte Dame, University of Norte Dame Press, 1961.
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- Kothari D.S. “Education and Values”, Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
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- Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi, 1969.
- Rokeach, M (1978). The Nature of Human Values, Jessy Brass, New York.
- W. Frankena(1973), Ethics. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.,.

**Objectives:**

To enable the students to:

understand the concept of Distance Education and its growth and development.  
know the process of designing and developing self-learning material (SLM)  
understand the assessment system in distance education.  
understand the types and needs of Learner Support Service (LSS).  
develop the knowledge and basic skills of academic counselling in Open and Distance Learning.

**UNIT I: Introduction to Distance Education**

Meaning and Concept of Open and Distance Learning (ODL); Nature and Scope.

Difference between “Face to Face Learning” and Open and Distance Learning.

Information and Communication Technology in the Globalized World and Open and Distance Learning.

Distance Education in Indian.

Distance Education: International perspectives.

**Unit II: Design of Self Learning Material (SLM) and Assessment in Distance Education**

Implications of Theories of Learning and Communication for Course design.

Unit Design: Key term used in Distance Education Text, Key features of the unit (Beginning, Body and Ending of the unit), Different kinds of Self Learning Text, Criteria for ordering material, Editing of SLM, Types of Self-assessment questions.

Assessment in Distance Education: Forms of assessment (Self-assessment, Tutor Marked assessment, Computer Marked assessment, Terminal assessment)

**UNIT III: Learner Support Services (LSS)**

Definition, Types and Needs of Support Services

Academic Counselling and Tutoring Services in ODL: Definition, Need and Categories, Qualities and Competencies of a Counsellor, Media of Counselling, Need for Face to Face Counselling.

Interaction through Assignments: Significance of Assignment, Tutor Comments, Types of Tutor’s Comments, Didactic Communication.

**References:**

- Bloom, B.S. (1971) Handbook on Formative and Summative Evaluation of Student Learning*, New York, McGraw Hill.
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- Lewis, Roger (1984) How to tutor in an open learning system*.C.E.T.
- Lockwood, F. (1998) The Design and Production of Self-Instructional Materials*, Kogan Page Ltd, London.
- Prasad, V.S .(2001) 5<sup>th</sup> annual IDEA conference held at New Delhi*.
- Race, Phil (1994) The Open Learning Handbook*, Second Edition, London: Kogan Page.

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