

**Choice Based Credit System (CBCS)- M.A. in Education Syllabus of T.N.A.C.E. (Autonomous)
Harigaon (2025)**

**TARKESHWAR NARAIN AGRAWAL COLLEGE OF EDUCATION
(AUTONOMOUS)**

NAAC Accredited with "B" Grade (1st Cycle)

Affiliated to - Aryabhata Knowledge University



Syllabus for M.A. in Education

Choice Based Credit System (CBCS)

**(Approved by Board of Studies, dated 02.05.2025 and
Academic Council Meeting, dated 04.05.2025)**

**(For the candidates admitted from the
Academic Year 2025-26 onwards)**

Choice Based Credit System (CBCS)- B.Ed. Syllabus of T.N.A.C.E. (Autonomous), Harigaon (2025)

Syllabus of Two Year M.A. in Education Programme

Semester Wise

Courses of Study

Choice Based Credit System (CBCS)

Year - 2025-26 Onwards



TARKESHWAR NARAIN AGRAWAL COLLEGE OF EDUCATION

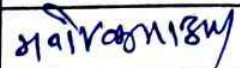
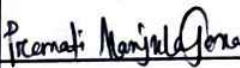



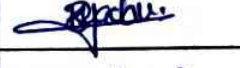
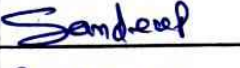
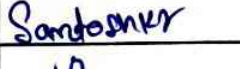


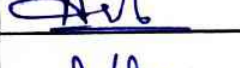

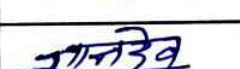
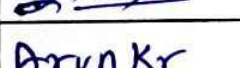
(AN AUTONOMOUS COLLEGE)

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TARKESHWAR NARAIN AGRAWAL COLLEGE OF EDUCATION
(AN AUTONOMOUS COLLEGE)
HARIGAON, ARA

BOARD OF STUDIES (EDUCATION)

SR NO	NAME OF MEMBER	POST	DESIGNATION	SIGNATURE
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2	SMT. PRANATI MANJULA JENA	MEMBER	Asst. Prof.	
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14	SRI ARUN KUMAR	MEMBER	ALUMNI OF COLLEGE	

M.A. IN EDUCATION (THIRD SEMESTER)						
Course Code	Course Title	Credit	Theory-External	Practicum/Internal	Total Marks	Page No.
CC -10	Teacher Education	5	70	30	100	39-41
CC -11	Comparative Education	5	70	30	100	41-43
CC -12	Education Research	5	70	30	100	43-46
CC -13	ICT in Education	5	70	30	100	46-48
CC -14	Education Measurement and Evaluation	5	70	30	100	48-50
AECC-2	Human Values & Professional Ethics & Gender Sensitization	3 2	-	100	100	50 & 54
	Total	30	350	250	600	
➤ Internal Semester Break-AECC -2 will be done						

M.A. IN EDUCATION (FOURTH SEMESTER)						
Course Code	Course Title	Credit	Theory-External	Practicum/Internal	Total Marks	Page No.
EC-1	Subjective Specific Elective/Dissertation	5	-	100	100	51-52
EC-2	Any One of the EC Subjects	5	-	100	100	52
DSE-1 or GE-1	Any One of the Basket of DSE-1/GE-1 Course	5	-	100	100	52, 55,- 58 & 71-72
	Total	15	-	300	300	
	Grand Total	45	350	550	900	
	Grand Total including Four Semester	100	980	1020	2000	
➤ Internal Semester Break-EC-1, EC-2, DSE-1 Or GE-1 will be done						

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Sandeep
L.K. Pandey

M.A. IN EDUCATION

FIRST SEMESTER

CC-1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

No. of Credits: 5 Contact Hours per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able:-

- 1). To recognize and define the concept of philosophy.
- 2). To enable the students to understand the philosophical origins of educational theories and practices.
- 3). To enable the student to develop a philosophical outlook towards educational problems.
- 4). To understand nature and functions of education and philosophy and their relationship.
- 5) To analyze the concept and process of getting knowledge and its related phenomena.
- 6). To recognize and define the concept of philosophy and modern philosophy.
- 7). To interpret the contribution of various Indian and western schools of philosophy.
- 8). To understand the contribution of Indian and Western philosophers to the field of education.

COURSE CONTENT

UNIT-I: Education and Philosophy (14 Hours).

- i). Concept, Nature and Scope of Philosophy, Relationship between Education and Philosophy
- ii). Branches of Philosophy: Metaphysics, Epistemology, Axiology, Logical and their Educational Implications
- iii). Modern Concept of Philosophy-Analysis- Logical analysis, Logical empiricism and Positive relativism
- iv). Schools of Philosophy with reference to concept, principles, aims of education, curriculum, method of teaching, discipline and role of the teacher Idealism, Pragmatism, Realism Perennialism

UNIT-II: Indian Philosophers and their Contribution to Education (12 Hours).

Contribution of the following philosophers to the educational theory and practice.

- i). Gijubhai Badheka
- ii). Ravindranath Tagore
- iii). Mahatma Gandhi
- iv). Sri Aurovindo
- iv) Swami Vivekananda

UNIT-III: Indian Schools of Philosophy (12 Hours).

Contribution of the following philosophers to educational theory and practice.

- 1). Vedanta
- ii). Samkhya
- iii). Buddhism
- iv). Jainism

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UNIT-IV: Western Philosophers and their Contributions to Education (12 Hours).

Contribution of the following philosophers to the educational theory and practice

- 1). Herbert Spencer
- ii). Froebel
- iii) Jean Jacques Rousseau
- iv) John Dewey

Transactional Mode: The course would be transacted through participatory approach including group discussion, self-study, seminar/presentations by the students etc.

Sessional work and practicum: The students may undertake any one of the following activities:

- Assignment/term paper on selected theme from the course.
- Prepare a plan for the mobilization of different types of resources form the community
- Analysis of School Education Act of a State.
- Students will be expected to undertake a project based on a question or idea arising out of different units of the syllabus.
- They can do such a project either individually or jointly with other students.
- Students will be required to submit a long essay on a philosophical topic to the teacher.

Suggested Readings:

1. Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
2. Sodhi, TS & Suri, Aruna (1998), Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
3. Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur RBSA Publishers.
4. Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
5. Bhat M.S. Educational Sociology, APH Publications, New Delhi.
6. Broudy. H.S. (1977) Building a Philosophy of Education, New York: Kringer.
7. Das, S (2019). Historical, Political and Economic Perspectives of Education. Ludhiana: Kalyani Publishers.
8. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.
9. Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
10. Chaube, S.P (1994). Philosophical and Sociological Foundations of Education. Agra VinodPustak Mandir.
11. Dhir, R.C. (2019). Contemporary Concerns in Education. Ludhiana. Kalyani Publishers.
13. Gupta, Renu (2011) Philosophical, Sociological and Economic Bases of Education, Ludhiana: Tondon Publications.
14. Das, S. (2022). Philosophical Perspectives of Education. Ludhiana. Kalyani Publishers.
15. Dewey, John (1966) Democracy and Education, New York. McMillan.
16. N.C.E.R.T., NCERT- the First Year Book of Education 1961.
17. Rawat, P. L. History of Education, Agra: Ram Prasad & Sons, 1965.

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Pranati Mahajan
Sandeep
L.K. Pandey
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CC-2: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

No. of Credits: 5

Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able

1. To enable students to understand the nature, concept and principles of educational psychology as an applied discipline with its own scientific methods and approaches.
2. To acquaint learners with the nature and processes of development and assessment of various traits and abilities, appreciate common characteristics, educational needs and behavioural problems of learners at successive stages of development from childhood to adolescence to adulthood.
3. To help students understand the implications of various psychological theories for education.
4. To familiarize students with the structure, functioning, and development of personality and their implications for education.
5. To make them know and appreciate the need and value of organizing different educational programmes to suit the needs and demands of special children.
6. To understand the emotional behaviour and balances their emotions.
7. To understand the process of adjustment and stress management.

COURSE CONTENT

UNIT-I: Human Development and Theories (14 Hours)

- i). Human Growth and Development: Meaning and relation, General principles and stages of development, problems of each stage (with special reference to adolescence). Influencing processes and factors of development and their relative role.
- ii). Cognitive development: meaning of cognition, development of thought and knowledge constructivist theory (of Piaget and Vygotsky), and its educational significance.
- iii). Social and Emotional Development- meaning and context (Family, Parenting style, peer, school and school- family linkage). Emotion Meaning, nature, and kinds of emotions (Anger, love, fear, frustration and anxiety) and their significant educational implications. Theory of Social Development (Erickson).
- iv). Group dynamics and socio-emotional climate of the class room and influence of teacher characteristics and teaching- process.

UNIT-II: Learning and Motivation (10 Hours)

- i). Learning: Concept, Kinds, and Levels (Gagne's hierarchy of learning, Pavlov's Classical Conditioning learning.)
- ii). Cognitive and Information processing views about learning and instruction (Bruner, Ausubel and Piaget) and their educational implications.
- ii). Theories of learning- Gestalt and Sign Gestalt Theories (Tolman's). Kurt Lewin's Field Theory, Bandura's Social Learning Theory
- iv). Motivation: Concept, nature and relationship with learning, strategies of motivation.

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UNIT -III: Individual Difference (12 Hours)

- i). Individual Variations Concept and aspects, intra and inter differences, determinants (heredity and environment), Learning styles and teaching strategies to suit individual differences.
- ii). Intelligence: Meaning, difference, identification and measurement. Theories of Intelligence Early views and theories of multiple intelligence (one factor, two factor, multifactor, Group factor theories and model of intelligence in brief; Later views and theories of multiple intelligence (Stern-Berg's theory).
- iii). Emotional Intelligence: concept and dimensions, implications for teachers and students.

UNIT -IV: Personality and Mental Health (14 Hours)

- i). Personality- concept, development, structure and dynamics of personality; Personality Theories- Trait Theories- Allport and Cattell, Psychoanalytic theory- Freud; Humanistic approach-Roger, Maslow
- ii). Mental Health and Hygiene: nature, concept, scope and principles; factors affecting mental health and hygiene, measures used to promote mental health (preventive, constructive); Educational implications of mental health.
- iii). Mechanisms of Adjustment- defence, escape, withdrawal and compensatory
- iv). Introduction to common forms of neurosis, psychosis and somatic disorders impaired, learning disabled, delinquents, creative and gifted.

Transaction Mode

Lecture-cum-discussion, peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading, critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Session Work and Practicum: The students may undertake any one of the following activities:

- Case study of one student with adjustment problems.
- Studying the personality characteristics of some successful individuals.
- Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
- Project work on identified themes.
- Test on Personality, Aptitude and Creativity, identification of IQ, EQ, and SQ.
- Administering and interpreting the results of two tests of intelligence - verbal, non-verbal or performance.
- A case study of an exceptional child and suggesting how to provide education for the particular child.
- Assignments and tests
- Seminar and symposium

Suggested Readings

1. Ausubel DP and Robison F.G. School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc. 1969.
2. Bernard H. W. Psychology of learning & Teaching, New York: McGraw Hill 1963.
3. Bigge, M.L. Learning Theories for Teachers, Harper and Tow Publishers. 1971.

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Choice Based Credit System (CBCS)- M.A. in Education Syllabus of T.N.A.C.E. (Autonomous)
Harigaon (2025)

4. Bowbr, G.H. and Hilgard, E.R. theories of Learning New Delhi Prentice Hall India Pvt. Ltd.
5. Bower, G.H. and Hilgard, E.R. Theories of Learning Prentice Hall of India, New Delhi. 1980
6. C.L. Kundu Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
7. Charles N. Newmark Major Psychological Assessment Instruments Allyn and Becaninc Boston, London, Sydney, Totonto, 1985.
8. Dhir, R.C. and Sahoo, D. (2018) Growing Up and Childhood. Ludhiana: Kalyani Publishers.
9. Dandapani, S.-Advanced Educational Psychology
10. Daniel Goleman 'Working with Emotional Intelligence 1998'
11. Dhir, R.C. and Das, S. (2019). Psychology of Childhood and Adolescence. Ludhiana Kalyani Publishers.
12. Gage and Berlinger Educational Psychology, Boston Houghton Mifflins Company 1984.
13. Hays J.R. Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press, 1978
14. Das, S. (2022). Psychological Perspectives of Education. Ludhiana: Kalyani Publishers.
15. Herenhahn B.R: An Introduction to Theories of Learning. Prentice Hall International Edition, 1998
16. Hilgard and Atkinson. Introduction to Psychology, Oxford and IBH Publisher, Bombay.
17. Jayaswal, R.L. Foundation of Educational Psychology: Allied Publishers, Bombay.
18. Joyce Bruce and Well Marsha. Models of Teaching. Prentice Hall of India Ltd. 1985.
19. Kohlberg, L., Levine, C., &Hewer, A. (1983). Morai Stages: A Current Formulation and a Response to Crilics. New York: S. Karger.
20. Mangal, S.K. Advanced Educational Psychology, New Delhi, Prentice Hall of India Pvt, Ltd, 1939.
21. Michael Green: Theories of Human Development prentice Hall, Englewood Cliffs, New Jersey, 1989.
22. Moully George J. (1982). Psychology of teaching. Botton. Allyn & Decan Inc.
23. Passi B.K. Creativity in education NPC Agra 1982.
24. Sinsh, Arun Kumar. Uchattar Manovaigyan Prayog and Parikshan
25. Srivastava, G.N.P. (1995). Recent Trends in Educational Psychology Agra Psycho Research Cell, +Agra, India.
26. Wordsworth B.J. Piaget's Theory of cognitive and affective Development, New York. Longman incorporated, 1989.
27. Gupta, S.P & Alka Gupta. Uchattar Siksha Manovigyan.
28. Sharma. Rajnath & Rachna. Uchattar Siksha Manovigyan.

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UNIT III: Models of Curriculum Development (14 Hours)

- i). Tyler Model
- ii). Hilda Taba Model
- iii). Hunkin's Decision Making Model
- iv). Weinstein and Fantini Model
- v). Glatthorn Naturalistic Model

UNIT IV: Curriculum Evaluation (14 Hours)

- i). Curriculum Evaluation- Importance, Meaning and Types.
- ii). Classroom Transaction: Planning (time, space, manpower, materials, scheme of lesson, plan of lesson), Preparation of curricular materials and activities (text and support materials, learning activities), mode of transaction and learners' involvement-resource management (use of TLMs and activity, question bank), use of assessment mechanism for learning.
- iii). Evaluation of Curriculum: Mode (internal and external), periodicity (continuous, periodic), mechanism (research studies, on-site observation, on-line feedback, FGD), immediate and long-term revision, specific/comprehensive improvement.

v). Current Provisions and Practices for Curriculum Development

Transaction mode: Panel discussion, interviews (with experts in curriculum studies) on identified themes, self-study and presentation of paper in internal seminars, self-reading of original sources i.e. NPE, NCF, CABE reports, commissions and committees on secondary Education and Curriculum related issues and reflective discussion on the recommendations could be done Hands on experience at work situation and observation of training sessions and presentation etc. could constitute the different forms of curriculum transaction.

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods, attempts need to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues to curriculum development could be organised. Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc. could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

Sectional Work/Practicum: The students may undertake any one of the following activities.

- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks' Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on schools/institutions (SCERTS, School Boards, National organisations) observed visited and analysis of the own experiences.

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UNIT III: Models of Curriculum Development (14 Hours)

- i). Tyler Model
- ii). Hilda Taba Model
- iii). Hunkin's Decision Making Model
- iv). Weinstein and Fantini Model
- v). Glatthorn Naturalistic Model

UNIT IV: Curriculum Evaluation (14 Hours)

- i). Curriculum Evaluation- Importance, Meaning and Types.
- ii). Classroom Transaction: Planning (time, space, manpower, materials, scheme of lesson, plan of lesson), Preparation of curricular materials and activities (text and support materials, learning activities), mode of transaction and learners' involvement-resource management (use of TLMs and activity, question bank), use of assessment mechanism for learning.
- iii). Evaluation of Curriculum: Mode (internal and external), periodicity (continuous, periodic), mechanism (research studies, on-site observation, on-line feedback, FGD), immediate and long-term revision, specific/comprehensive improvement.

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- Evaluation of a primary class text book.
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005) AICTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

Suggested Readings

1. Andrey & Howard Nicholls. (1978). Developing Curriculum A Practical Guide. George Allen and Unwin, London.
2. Bexday, G.Z.L. (1964). Comparative methods in Education, Oxford Publishing Col, New Delhi.
3. Cramer, LF. & Brown. G.S. Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
4. Dhir, R.C. & Das, S. (2019). Curriculum Studies. Ludhiana Kalyani Publishers.
5. Dent, H.C. Educational System of England, George Allen and Unwin, London, 1981.
6. Edward, A. Krug. (1960). The Secondary School Curriculum Harper and Row Publishers, New York.
7. Hans, Nicholas. (1961) Comparative Education. Rutledge and Kegan Paul, London.
8. Harold Albery (1957). Reorganizing the High School Curriculum. McMillan Company, New York.
9. Harold, B. Albery & Elsie, J. Albery (1963). The Curriculum. The MacMillan Company, New York.
10. Hugh Sockett (1976). Designing the Curriculum. Open Books, London.
11. Ivor, K. Davies (1976). Objectives in Curriculum Design, McGraw Hill, London.
12. John, D. McNeil, (1977) Curriculum, Little Brown and Company, Boston.
13. Joseph. Leese. The Teacher in Curriculum Making, Harper and Brothers Publishers, New York, 1961.
14. Dhir, R.C. (2019). Contemporary Concerns in Education. Ludhiana. Kalyani Publishers.
15. Kandel, IL Studies in Comparative Education, George Harp, New York, 1963.
16. King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York, 1959.
17. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi
18. NCERT (2005). National Curriculum Framework 2005, NCERT, Sri Aurobindo Marg, New Delhi
19. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
20. Das, S. (2019). Contemporary Concerns in Education. Ludhiana. Kalyani Publishers.
21. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
22. William, M. Alexander, (1966) Planning Curriculum for Schools. Holt, Rinehart and Winston, New York.
23. Vernon. Anderson (1962). "Principles and Procedures of Curriculum improvement".
24. Zais, R.S.(1976): "Curriculum Principles and Foundations" Harper & Row Pub., London.

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CC-4: GUIDANCE AND COUNSELLING

No. of Credits: 5

Contact Hours Per week-5

Maximum Marks- 100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able

- 1). To develop understanding of meaning, need, principles and types of guidance.
- 2). To get acquainted with the tools and techniques of appraisal of an individual.
- 3). To develop understanding of meaning characteristics and types of counselling.
- 4). To get acquainted with process and techniques of Counselling and Guidance.
- 5). To get acquainted with the theories of counselling.
- 6). To develop understanding about Group Guidance-concepts and techniques.
- 7). To explain the qualities and role of a school counsellor.

COURSE CONTENT

UNIT-I: Understanding Guidance(12Hrs.)

- i). Meaning, nature, need, importance, purpose, scope and principles of Guidance.
- ii). Types of Guidance: Educational, Vocational and Personal.
- iii). Bases of guidance: Philosophical, Sociological, Pedagogical and Psychological.
- iv). Functions and purposes of Guidance.

UNIT-II: Understanding Counselling (12 Hrs.)

- i). Meaning, importance, characteristics, principles, processes and steps of counselling.
- ii). Difference between Guidance and Counselling.
- iii). Types of counselling- Directive, Non-directive and Eclectic counselling.
- iv). Qualities and Role of counsellor in counselling.

UNIT-III: Tools and techniques of Guidance and Counselling (12 Hrs.)

- i). Guidance and counselling for Individual and Group.
- ii). Tools Of Guidance and Counselling: Blanks, Cumulative Record Card, Rating scale, Questionnaires, Psychological Tests and Inventories.
- iii). Techniques of Guidance (observation, interview and sociometry) and Counselling (Lecture. Discussion and Dramatics).
- iv). Group Guidance concepts and techniques.

UNIT-IV: Theories of Counselling (14 Hrs.)

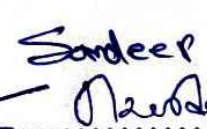
- i). Client Centred Therapy (Carl Rogers).
- ii). Behaviour Therapy (B.F. Skinner)
- iii). Gestalt Therapy (Fredric Pearls)








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16. Tolbert, E L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
17. Shertzer, B. & Stone, S.G. (1980). Fundamentals of Counselling. Boston: Houghton Mifflin Co.

AECC-1: Environmental Sustainability and Swachh Bharat Abhiyaan and Activities

No. of Credits: 5 Contact Hours Per week-5 Maximum Marks- 100

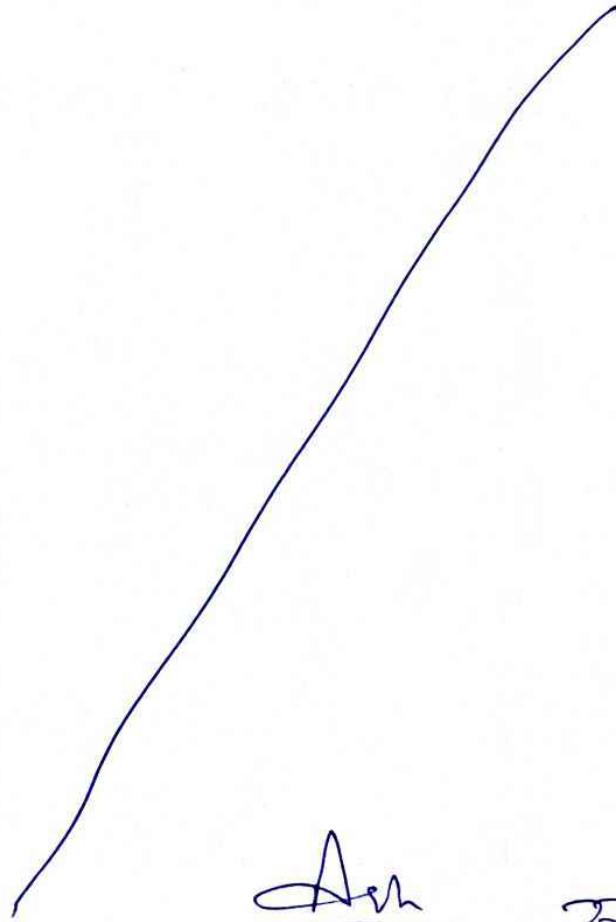
Examination Duration-3 Hours

(Practicum Internal-100)

Detailed course given at the end

Suggested Readings

1. Gibson, R.L. & Mitchell, M. H. (2008). Introduction to Environmental Sustainability New Delhi, Pearson Education, Inc.
2. Das, S. (2022). Environmental Sustainability, Swachh Bharat Abhiyaan and Activities. Ludhiana Kalyani Publishers.
3. Joneja, G. K. (1997). Environmental Sustainability. New Delhi: Anmol.
4. Dharam, S. (2000). Environmental Sustainability. Ludhiana. Kalyani Publishers.



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SECOND SEMESTER

CC-5: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able

1. To define meaning and concept of Educational Sociology.
2. To education as a social system, as a socialization process & process of social progress & Change.
3. To understand the Education and cultural change.
4. To understand certain current educational issues in social context.
5. To understand the process of globalization.
6. To know education for national integration and international understanding.
7. To internalize urbanization, modernization, westernization with reference to Indian society and their educational implications.
8. To define national value enshrined in Indian constitution.
9. To inculcate equality of educational opportunity in education.
10. To understand Theories of values.

COURSE CONTENT

UNIT-I Education and Sociology (14 Hours)

- i). Concept and nature of sociology of education, Difference between sociology of education and educational sociology, social organization, social groups, social stratification, factors inflaming social organization.
- ii). Characteristics of social organization; institutions, attitudes and values.
- iii). Culture Meaning and nature of culture, Role of education in cultural context, Education and cultural change.
- iv). Education and society - Education as a social system, as a socialization process and a process of social progress and change.

UNIT-II: Education and Social System (12 Hours)

- i) Equality of educational opportunity in education, Equality Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation, measures to address them
- ii). Education and democracy: constitutional provision of education, Nationalism and education,
- iii). Meaning and nature of social change and role of education for social change and social control.

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iv). Education for national integration and international understanding.

UNIT-III: Society and Potential Forces (12 Hours)

- i). Concept of urbanization, modernization, westernization with reference to Indian society and their educational implications.
- ii). School as a sub-social System.
- iii). Globalization, Industrialization, Modernization and privatization: Concept. Overview of its impact on education and society.
- iv). Education as a potential equalizing social force. Equality of educational opportunities.

UNIT-IV: Values and theories (12 Hours)

- i). Values -concept, types and their educational implication.
- ii). National value enshrined in Indian constitution and their educational implication.
- iii). Morality- concept, features and importance.
- iv). Theories and their educational importance- Hedonism, Perfectionism and Rigorism.

Sessional Work/Practicum

- Paper presentation on a given topic (10 Marks).
- Two Assignments of 10 marks each (20 Marks).

Suggested Readings

1. Mathur, S. A. Sociological Approach to Indian Education, Vinod Pustak Bhandar, Agra.
2. Nayak, B. K. Text Book of Foundation of Education, Kitab Mahal, Cuttack.
3. Russel Bartrand, Education and Social Order, George Allen and Union Ltd., London.
4. Saiyadain. K. G. Education and Social Order, Asia Publishing House, Bombay.
5. Govt. of India, Ministry of Education, Report of Education Commission (1964-66).
6. Agrawal, J.C. (2010) Teacher and education in a developing society Delhi: Vikash Publishing House.
7. Arulsarmy, S. (2011). Philosophical and sociological perspectives on education. New Delhi: Neelkamal Publication.
8. Bhatia, K.K-(2011) Philosophical and sociological foundation of education. New Delhi: Kalyani Publishers.
9. Apple, M.W. (1988). Teaches and Texts: A Political Economy of Class and Gender Relations in Education. New York: Rutledge.
10. Mathur, S.S.(1966) A sociological approach to Indian education. Agra Vinod Pustak Mandir.
11. Aggrawal J.C Philosophical and Sociological Perspectives on Education.
12. Aikara, J., (1994) Sociology, of Education. Indian Council of Social Sciences Research, New Delhi

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13. Althusser, (1971). Ideology and Ideological State Apparatuses 'Notes towards an Investigation. Lenin and Philosophy and Other Essays. New Left Books.
14. Apple, Michael, (1979). Ideology and Curriculum. London. Routledge & Kegan Paul.
15. Chandra, S.S. & Sharma, R.K. Sociology of Education.
16. Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education. Patiala Bawa Publication.
17. Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur RBSA Publishers.
18. Das, S. (2022). Sociological Perspectives of Education. Ludhiana Kalyani Publishers.
19. Mathur, S.S, Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra
20. Bhat M.S Educational Sociology, APH Publications, New Delhi.
21. Chaube, SP Philosophical & Sociological Foundation of Education.
22. Chaube, S.P (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
23. Gupta. Renu (2011): Philosophical, Sociological and Economic Bases of Education Ludhiyana: Tondon Publications.
24. Dewey, John (1966) Democracy and Education, New York: McMilian.
25. Kumar. Krishna. 1989. Social Character of learning. New Delhi: SAGE.

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CC-6: HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks- 100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able

- 1). To acquaint the students with the general development and progress of education prior to independence.
- 2). To elaborate the genesis of expansion of education.
- 3). To enable the students to understand the concept and meaning of problems of Education.
- 4). To enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, Higher Education, Vocational, Women, Handicapped) with special reference to different Commissions and Committees.
- 5). To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- 6). To enable the students to understand the problems related to the policies of Government and to find out remedies.
- 7). To acquaint the students with the relationship between the financial support of education and quality of education.
- 8). To develop familiarity with the various sources of financing education in India.
- 9). To enable the students to locate human and material resources and utilise them to the maximum benefit for education.

COURSE CONTENT:

UNIT-I: Education in India: Pre-independence Scenario. (14 Hours).

- i). Education in the Pre-Vedic and Vedic period.
- ii). Education in the Buddhist period and Jainism.
- iii). Education in the Medieval period.
- iv). Education in the Modern India-Macaulay's Minutes (1835), Buniyadi Shiksha (1935), Wood's Dispatch (1854), Hunter Commission Report (1882), Sargent Committee Report (1944).

UNIT-II: Education in Modern Indian Scenario. (12 Hours).

- i). Constitutional provisions for Education.
- ii). Commissions for Educational Development University Education Commission (1948-49). Secondary Education Commission (1952-53) and Kothari Education Commission (1964-66).
- iii). National Policy on Education (1968). Chattopadhyay Committee- (1982-83)
- iv). National Policy on Education (1986), Revised National Policy on Education (1992)

National Education Policy-2020

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UNIT-III: Political Perspectives. (12 Hours).

- i). Education and Politics: Their relationship, Politicization of Education, nature and implications.
- ii) Impact of Politics on various aspects of Education with reference to curriculum, freedom and discipline, role of teacher and method of teaching.
- iii). Education under Democracy: Right-based Education.
- iv). Education in Election Manifesto of different Political parties.

UNIT-IV: Economic Perspectives. (12 Hours).

- i). Education and Economics: Meaning. Their relationship, Education as an investment-return, input-output and Role of Education in Economic Development.
- ii) Human Resource Development and Education-Concept, need, importance, features, Human Development Index (HDI)- Concept, Components and Measurement.
- iii) Five Year Plans-Eleventh Five Year Plan, Eleventh Five Year Plan.
- iv). Economic Development in the Perspectives of globalization and liberalization and its impact on Education in India.

Transactional Mode- The course would be transacted through participatory approach including group discussion, self-study, and seminar/presentations by students etc.

Sessional Work/Practicum: The students may undertake any three of the following activities:

- Assignment/term paper on selected theme from the course.
- Seminar on the topic of the syllabus.
- Critical analysis of grant any Five-Year Plan.

Suggested Readings

1. Education in Ancient India Dr. A.S. Altekar
2. Ancient Indian Education-R.K. Mukherjee
3. A History of Education in India (during the British period) by J.P. Naik and Nurulla
4. A text Book in History of Education-Paul I Munroe.
5. NCERT, NCERT-The First Year Book of Education 1961.
6. Ministry of Education-Education Commission Report- 1964-66.
7. UNESCO- Economic and Social aspects of Educational Planning, 1963.
8. Naik J.P. Educational Planning in India 1965-Allied Publishers.
9. Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.
- 10 Saffer, H. Investment in Human Capital, New York. MacGraw Hill, 1961
11. History and Problems of Education Vol-I- Yogendra K Sharma
12. History and problems of Education Voi. II- Yogendra K Sharma.
13. Azad, Jagdishlal(1975). Financial of Higher Education in India, New Delhi, Sterling Publishers.

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Harigaon (2025)

14. Misra, Atmanand Financing Education in India, Bombay: Asia Publishing Co., 1964.
15. John, R. L. and Morphet, BL. (Ed.) Problems and Issues in public school finance, New York Columbia University, 1952.
16. Mort, P. R. and Reusser, W.C. Public School Finance, New York: McGraw Hill, 1960.
17. Musgrave, R. A., Theory of public Finance: A Study of public Economy, New York: Mcgraw Hill.
18. Saxton, P. G. Education and Income, New York: Viking Press, 1961.
19. Das. S. (2022). Historical, Political and Economic Perspectives of Education. Ludhiana Kalyani Publishers.
20. Hartog Philip, Some aspects of India Education Past & Present, London, Oxford.
21. Syed, Nurullah & Naik, A History of Education in India, (in 1800-1965 Bombay: MacMilan Co., 1958.).
22. Rawat, P. L. History of Education, Agra Ramprasad & Sons, 1965.
23. Chaubey, S. P., A History of Education, Allahabad, Bharat Publication, 1955.
24. Mukerji S. N. Education in India To-day & Tomorrow, Baroda Acharya Book, Baroda, 1960
25. Saiyeddin K. C. Compulsory Education in India, Delhi, University Publication Commission, 1964.
26. Report of Education Commission, 1964-66.



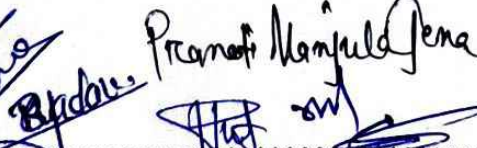


















CC-7: CONTEMPORARY CONCERNS IN EDUCATION

No. of Credits: 5

Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able to:-

1. Describe the prevailing social inequities, diversities and marginalization in India and their implication for education.
2. State the relevant Constitutional provisions, policy recommendations and the provisions in different acts relating to education specifically to school education.
3. Explain the various concerns and issues of school education.
4. State the roles of teachers in addressing the concerns and issues.
5. Develop a set of professional values required to address the issues and concerns through curricular and co-curricular practices.

COURSE CONTENT

UNIT-I: Diversity, Inequality, Marginalization in Indian Social Context (14 Hrs.)

- (i). Critical study of Indian Constitution to understand the Fundamental Rights & Duties of citizens, Directive principles of State policy.
- (ii). Constitutional values and aims of Education.
- (iii). Critical understanding of inequality, discrimination & marginalization in Indian social context as impediments for constitutional promise (freedom, justice, equality & fraternity).
- (iv). Exploration of social evils to achieve Universalization of school education.

UNIT-II: Constitutional provisions, Policies and Acts in Education (12 Hrs.)

- (i). Constitutional provisions and values for resolving the issues of diversity, inequality and marginalization in education.
- (ii). Policies and programmes for addressing these issues-NPE 1968 and 1986/92, Samagra Siksha, State Policy on Multilingual Education, Niti Ayog.
- (iii). Problems in implementation of the policies with reference to access, enrolment, retention and quality in education.

UNIT-III: Policy Frameworks for Public Education in India & Educational Interventions (12 Hrs.)

- (i). Nationalists critique on colonial education and experiments.
- (ii). Universalization of Elementary education - Naye Taleem; Sayaji Rao Gaikwad, G.K.Gokhale.
- (iii). Indian Education System - Different levels, Pre-primary, Primary, Secondary, Higher Secondary and Higher Education.
- (iv). Discourses on RTE Act and the status of implementation.

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L.K. Pandey

UNIT-IV: Quality Concerns in Education (12 Hrs.)

- (i). Quality education-concept, dimensions and indicators, Factors determining quality education.
- (ii). Initiatives for enhancing quality education in school decentralized planning, innovative materials and pedagogy, capacity building of teachers, reforming teacher education programme, community involvement etc.
- (iii). Role of school, teacher and community to promote quality education in school.
- (iv). Liberalization and Globalization in Education.
- (v). Pedagogic and curricular changes in 1990 to 2000's-Shift to child-centric pedagogies

Transactional Mode- The course would be transacted through participatory approach including group discussion, self-study, seminar/presentations by students etc.

Sessional Work/Practicum: The students may undertake any three of the following activities:

- Assignment/term paper on selected theme from the course.
- Seminar on the topic of the syllabus.
- Conducting social survey in respect of inequality and marginalization and preparing a report.
- Preparation of a term paper on Constitutional values with reference to the issues of equality.
- Debate/discussion/seminar on quality issues in education and preparation of a report.

Suggested Readings:

1. Glasser, W. (1990). The quality school: Managing students without coercion. New York: Perennial Library.
2. Govt. of India (1992). Report of core group on value orientation to education. New Delhi: Planning Commission, Govt. of India.
3. Kumar, Krishna (1996). Learning from conflict. New Delhi: Orient Longman.
4. MHRD (2008). Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan. A scheme for universalization of access to and improvement of quality at the secondary stage. New Delhi Department of School Education and Literacy
5. Ministry of Law and Justice (2009). Right to education. New Delhi Govt of India. NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.
6. Das, S. (2022). Contemporary Concerns in Education. Ludhiana: Kalyani Publishers.
7. Puri, M. & Abraham. (Eds.) (2004). Handbook of inclusive education for educators, administrators and planners. New Delhi Sage Publications.
8. Sharma, R.A. (1998). Environmental education. Meerut Surya Publication.
9. UNESCO (1990). Source Book on environmental education for secondary teachers. Bangkok UNESCO Principal Regional Office for Asia Pacific.
10. UNESCO (2001). Learning the way to peace: A teacher's guide to peace education. Paris UNESCO.

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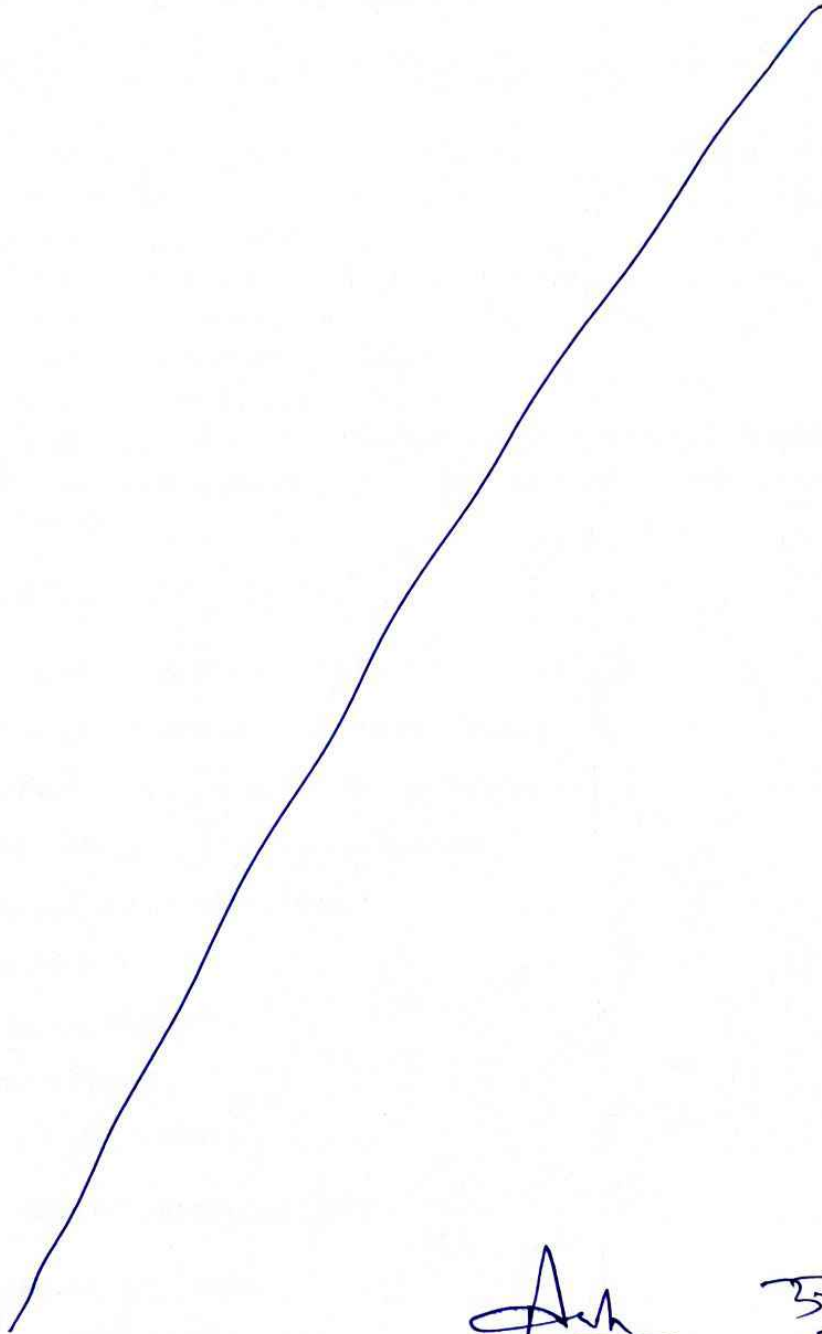
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11. UNESCO (2004). Education for All: The quality imperative. EFA Global Monitoring Report. Paris: UNESCO.
12. UNESCO (2012). Shaping the education of tomorrow: 2012 Report on the UN decade of education for sustainable development. Paris: UNESCO.
13. UNICEF (2000). Defining quality in education. New York Programme Division (Education), UNICEF.



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CC-8: PEDAGOGY OF SCHOOL SUBJECTS

No. of Credits: 5

Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

Any One Group of the Following Pedagogy of School Subjects

Group (A): PEDAGOGY OF LANGUAGE SUBJECT (ENGLISH)

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

- Analyse the issues relating to importance and place of English in school curriculum.
- Acquire skills in English.
- Know the aims and objectives of learning English.
- Use various methods, approaches and strategies for teaching-learning English
- Transact various types of lesson plans covering all aspects of English language
- Develop test items to assess learning in English.
- Provide feedback enrichment materials.
- Use the understanding of phonetics for facilitating students' speaking in English.
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction

COURSE CONTENT

UNIT-1 Objectives and Methods (12 Hrs.)

1. a) The Role of English in India- The Present Situation.
 - b) The objectives of Teaching English at Secondary-level
 - c) Bloom's Taxonomy of Educational Objectives.
2. a) Grammar-Cum-Translation Method.
 - b) Direct Method
 - c) The structural Approach.
 - d) Bi-lingual Method.
 - e). SE Model, ICON Model

UNIT-II Skills of Language (14 Hrs.)

1. a) The mechanics of reading
 - b) Silent reading and loud reading.
 - c) Intensive and extensive reading

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- d) Supplementary reading.
2. a) Teaching the mechanics of writing.
 - b) Controlled and graded writing exercises.
 - c) Guided Composition and free compositions.
3. Development of communication.

UNIT-III: Teaching and TLM (12 Hrs.)

1. Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-detailed Text.
2. Use of TLM in teaching learning process- Audio, Visual and Audio-Visual Aids in Teaching.
3. Analysis of Text Books.
4. Designing Blue Print.

UNIT-IV: Preparation of Lesson Plans and Techniques of Evaluation (12 Hrs.)

1. Preparation of lesson plans using Herbartian Steps, SE Model, ICON Model & Scheme of lessons.
2. Formulation of Objectives and techniques of evaluation.
3. Use of ICT materials in classroom.
4. Preparation of Scheme of lessons.

Transactional Mode- The course would be transacted through participatory approach including group discussion, self-study, seminar/presentations by students etc.

Sessional Work/Practicum: The students may undertake the following activities:

- Each student is required to submit one assignment on any topic.
- Preparation of 4 Lesson Plans on the topics from the prescribed text following Herbartian Steps and SE Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.
- Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise.

Suggested Readings

1. Allen, H.B. & Campbell, R.N-Teaching of English as Second Language, Tata McGraw Hill, 1972.
2. Bilors, F.L-, The Techniques of Language Teaching. Longman, 1961.

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Group (B): PEDAGOGY OF LANGUAGE SUBJECT (HINDI)

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

- Analyse the issues relating to importance and place of Hindi in school curriculum.
- Acquire skills in Hindi.
- Know the aims and objectives of learning Hindi
- Use various methods, approaches and strategies for teaching-learning Hindi.
- Transact various types of lesson plans covering all aspects of Hindi language.
- Develop test items to assess learning in Hindi.
- Provide feedback enrichment materials.
- Use the understanding of phonetics for facilitating students speaking in Hindi.
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction

COURSE CONTENT

UNIT-1: Hindi Bhasha ebam Vidyalayame Ushka Sthan (12 Hrs.).

- Hindi Bhasha ka artha, prakriti, Visheshataon, karya. Hindi Bhasha kesamanya aur vishishthauddeshya.
- Badalteparivesh me Hindi Bhasha ka Vidyalaya me sthan.
- Hindi Bhasha ka sthantathamahatva Vidyalaitpathyakram me Hindi Bhasha ka sthanebammahatva (a). Trilingual Formula, Kothari Commission 1964-66 kesujhaoebamsamvaidhanikpravadhan.
- Bloom's Taxonomy of Educational Objectives, Designing blue print.

UNIT-11: Hindi Bhasha keadhyapan ki vidhaen (14 Hrs.)

- Gadya (a) Uddeshya (b) Vidhiyan-Charcha, kathakathan, abhirup (natyikaran, bhumikaabhinay)
- Padya (a) Uddeshya (b) Vidhiyan-Charcha, Rasaswadan.
- Vyakaran (a) Uddeshya (b) Vidhiyan-Charcha, Rasaswadan
- Rachana (a) Uddeshya (b) Prakar, niyamabebammuktarachana (c) Vidhiyan

UNIT-111: Bhasha adhyapanke sutra aur Siddhant (12 Hrs.)

Bhasha Adhyapanke Sutra: gnyat se agnyat, saral se jatil, murt se amurt, purna se ansh, samanya se vishisth, 5E Model, ICON Model & Scheme of lesson. Designing blue print.

- Bhasha Adhyapanke Siddhant anukaran ka siddhant, ruche ka siddhant, abhyas ka siddhant, bolchal ka siddhant, anupatwakram ka siddhant, vyaktigatvibhinnata ka siddhant.
- Bhasha Kaushal:
(a) Shravan-mahatva aur dosh
(b) Bhasan-mahatvaebam dosh.

(c) Pathan/wachan- mahatvaebam dosh, wachan ka prakar (maunwachanaur saswarwachan)

Group (C): PEDAGOGY OF HISTORY

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

- State the meaning, scope and importance of History.
- Specify the skills and competencies to formulate specific learning outcomes for different History lessons.
- Identify the different methods and skills of teaching History.
- Science for transacting the contents effectively.
- Explain the importance of time sense for effecting teaching of History.
- Prepare Unit Plans and Lesson Plans in History.
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback.

COURSE CONTENT

UNIT-I: Concept and objectives (12 Hrs.)

- (a) Meaning, Nature and Scope of History
- (b) Aims and objectives of Teaching History at Secondary school stage.
- (c) Bloom's Taxonomy of Educational Objectives.

UNIT-II: Arrangement of topic and Method (12 Hrs.)

- (a) History syllabus and arrangement of topic - Biographical, topical, chronological and concentric.
- (b) Methods of Teaching History: Narration-cum-discussion, Project, dramatization, Source method, 5E Model, ICON Model.
- (c) Designing blue print.

UNIT-III: Instructional Materials (14 Hrs.)

- (a) Correlation of History with other subjects, instructional materials in Teaching History
- (b) Text – Books
- (c) Teaching Aids
- (d) Time Line
- (e) Evaluation in History

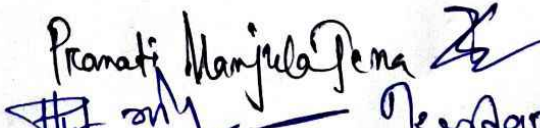
UNIT-IV: Objectives and Techniques (12 Hrs.)

- (a) Preparation of Lesson Plans using Herbartian Steps, SE Model, ICON Model.

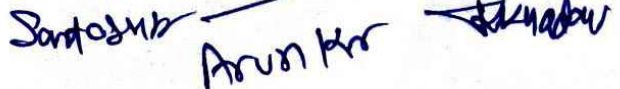












- (b) Formulation of objectives & techniques of Evaluation.
- (c) Use of ICT materials in classroom, Designing blue print
- (d) Preparation of Scheme of Lesson

Transactional Mode- The course would be transacted through participatory approach including group discussion, self-study, seminar/presentations by students etc.

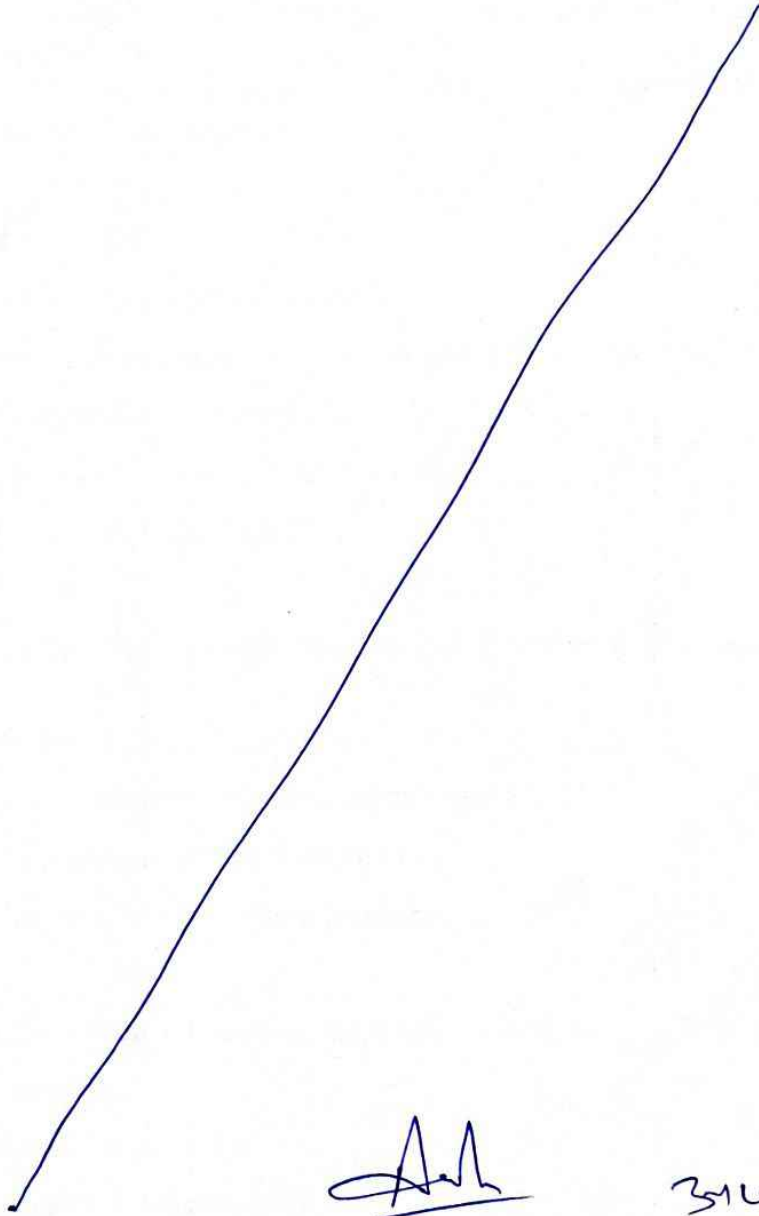
Sessional Work/Practicum: The students may undertake the following activities:

- Each student is required to submit one assignment on any topic.
- Preparation of 4 Lesson Plans on the topics from the prescribed text following Herbartian Steps and 5E Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.
- Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise.

Suggested Readings

1. Burston, W. H., Principle of History Teaching Methuen & Co. Ltd. II, New Fetter Lane E. C. 4, 1963.
2. Choudhury, K.P, audio-visual Aids in Teaching Indian History, Total Ram & Sons, Delhi, 1952.
3. Choudhury, K.P., The effective Teaching of History, NCERT, New Delhi, 1975.
4. Ghosh, K.D., Creative of History, Cambridge University Press, 1951.
5. Ghate, V.D., The Teaching of History, Oxford University Press, 1973.
6. Dits S. (2022) Pedagogy of History. Ludhiana. Kalyani Publishers.
7. Dhir, R.C. and Das, S. (2019). Pedagogy of Social Science. Ludhiana. Kalyani Publishers. ,1926 .
8. Hasluck, E. K., Teaching of History, Cambridge University Press London
9. Kochhar, S.K., Teaching of History, Sterling Publishers Pvt. Ltd., Delhi.
10. NCERT, Teaching of History of Secondary Schools, NCERT, New Delhi, 1970.
11. NCERT, A Handbook for History Teachers, Allied Publishers, Bombay, 1966.
12. Walls, H. G., The New Teaching of History, Casells, 1921.
13. Carretero, Mario, & Voss, James F. (Eds.) (1994). Cognitive and instructional processes in history and the social sciences. Hillsdale: Lawrence Erlbaum Associate.
14. Chaudhary, K.P. (1975). The effective teaching of history in India. New Delhi NCERT
15. Choudhury, K.P. (1975). The effective teaching of history in India. New Delhi: NCERT

16. Drake, Frederick D. & Lynn, R. Nelson (2005). Engagement in teaching history Theory and practices for middle and secondary teachers. Columbus, OH Pearson.
17. Ghate, V.D. (1956) Teaching of history. Bombay: Oxford University Press.
18. Gunnin, Dennis (1978). The teaching of history Goom Helm Ltd. London,
19. James, T. H., Arthur, J. and Hunt, M. (2001). Learning to teach history in the secondary school A companion to school experience. London: Rutledge Falme.
20. Kochhar, S.K.(1970). Teaching of political science. New Delhi Sterling Publishers



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GROUP (D): PEDAGOGY OF GEOGRAPHY

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

- State the importance of teaching and learning of Geography at the secondary level.
- Use appropriate teaching methods and strategies while facilitating learning of Geography
- Develop lesson plans for effective teaching and learning of Geography
- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the classroom.
- Develop appropriate tools and techniques for comprehensive assessment of learning in Geography
- State the concepts in Geography included in the secondary school curriculum and make pedagogical analysis of those concepts

COURSE CONTENT

UNIT-I: Concept and objectives (12 Hrs.)

- (a) Geography - Concept, Scope and its importance in School Education.
- (b) Aims and objectives of Geography Teaching
- (c) Bloom's Taxonomy of Educational Objectives

UNIT-II: Methods of Teaching (12 Hrs.)

Methods of Teaching

- (a) Observation Method, Laboratory Method, Project method, Regional Method, Discussion-Method.
- (b) 5E Model, ICON Model
- (c) Correlation of Geography with other school subjects.

UNIT-III: Instructional materials (14 Hrs.)

(a) Instructional materials in Teaching Geography

i) Text Books

ii) Teaching Aids: Maps, Globe Atlas, Relief Maps, Charts, Pictures, Slide Overhead

Projectors, Filmstrips,

iii) Audio-Radio Tape Recorders,

iv) Audio Visual -T. V. Film Projectors

(b) Co-curricular Activities in Geography, Organisation of Fieldstrips, Excursions and exhibition.

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UNIT-IV: Evaluation in Geography (12 Hrs.)

- (a) Evaluation in Geography
- (b) Preparation of Lesson Plans using Herbartian steps, SE Model, ICON Model and Preparation of Scheme of lesson. Designing blue print
- (c) Evaluation Devices-Written, Oral, Assignment, Project Work, Portfolio
- (d) Planning for continuous assessment of classroom learning in Geography.
- (e) Remedial Teaching in Geography

Transactional Mode- The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.

Sessional Work/Practicum: The students may undertake the following activities:

Each student is required to submit one assignment on any topic.

Preparation of 4 Lesson Plans on the topics from the prescribed text following Herbartian Steps and SE Model (at least two plans in each model)

Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.

Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise.

Suggested Readings

1. Gopsils, G. H., The Teaching of Geography, Macmilan, 1985.
2. Verma, O. P, Geography, Sterling Publishers Pvt., Ltd., New Delhi, 1984.
3. Verma, O.P. & Vedanayagam E. G. Geography Teaching, Sterling Publishers Pvt. Ltd., New Delhi, 1988.
4. Arora, K.L. (1976). The Teaching of geography. Jalandhar: Parakash Brothers.
5. Broadman, David (1985). New directions in geography education. London: Fehur Press.
6. Dhamija, Neelam (1993). Multimedia approaches in teaching social studies. New Delhi: Human Publishing House.
7. Graves, N.G. (1982). New source books for geography teaching. Longman
8. Hall, David (1976). Geography teacher. London: Unwin Education Books,
9. Huckle, J. (1983). Geographical educational reflection and action. London: Oxford University Press.
10. Das. S+. (2022). Pedagogy of Geography, Ludhiana: Kalyani Publishers.
11. Morrey, D.C. (1972). Basic geography. London: Hien Manns Education Books.
12. Smith, Margaret (2002). Teaching geography in secondary schools: A reader. London: Taylor & Francis.

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(1). Key Learning Resources in Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all.

UNIT-IV: Assessment in Science learning (12 Hrs.)

(i). Construction of Classroom tests and Unit tests, designing blueprint, preparation of test items.

(ii). Assessment devices; Assignments, projects work, portfolios.

(iii). Diagnosis of learning difficulties in Physical Science, Remediation of difficulties, Enrichment Programmes.

(iv). Planning for continuous assessment of classroom learning.

Transactional Mode- The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.

Sessional Work/Practicum: The students may undertake the following activities:

Each student is required to submit one assignment on any topic.

Preparation of 4 Lesson Plans on the topics from the prescribed text following Herbatian Steps and SE Model (at least two plans in each model)

Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.

Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise.

Suggested Readings

1. Das, R.C. (2005). Science teaching in schools. New Delhi: Sterling Publishers.
2. Herr, Norman & Cunningham, James (1999). Hands-on chemistry activities with real-life applications. San Francisco, CA: Jossey-Bass.
3. Herr, Norman & Cunningham, James (1994). Hands-on physics activities with real-life applications. San Francisco, CA: Jossey-Bass.
4. Joseph, A. (2011). Teaching high school science: A sourcebook for the physical sciences. Harcourt, Brace & World.
5. Kumar, A. (2003). Teaching of physical science. New Delhi: Anmol Publications.
6. Mohan, R. (2007). Innovative science teaching for physical science teachers (3rd Edn). New Delhi: Prentice Hall.
7. Dhir, R.C. and Das, S. (2022). Pedagogy of Physical Science. Ludhiana: Kalyani Publishers.
8. NCERT (1982). Teaching of science in secondary schools. New Delhi: NCERT.

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GROUP (F): PEDAGOGY OF BIOLOGICAL SCIENCE

COURSE OBJECTIVES: On completion of this course the students will be able to:-

- State the nature and importance of biological science and its relevance in secondary school curriculum.
- Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.
- Plan lessons in biological science for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.
- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.
- State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts

COURSE CONTENT

UNIT-1: Biological Science in School Curriculum (12 Hrs.)

(i). Nature of Biological Science: Nature and Scope of Science and Biological Science in particular, Place of Biological Science in school curriculum.

(ii). Aims and Objectives of teaching-learning Biological Science at different stages of school education.

(iii). Importance of Biological Science in school curriculum.

(iv). Bloom's Taxonomy of objectives- Cognitive Domain, Affective domain, Psychomotor domain.

UNIT-II: Methods of Teaching-learning Science (12 Hrs.)

(i). Method-Discovery, Experimentation, Laboratory, Problem Solving. (ii). Demonstration-cum-Discussion Method, Project Method

(iii). Constructivist Approaches: Self-learning and peer learning strategies, Collaborative strategies; SE Model, ICON Model.

(iv) Concept Mapping.

UNIT-III: Curricular Activities (14 Hrs.)

(i). Preparation of Unit Plan, Scheme of Lesson, Preparation of Lesson Plans (Traditional, SE, ICON Model)

(ii). Teaching- Learning Materials -Charts, Graph, Bulletin Board, Models; ICT materials like, Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet;

(iii). Learning Activities Science Laboratory Activities; Observing flora and fauna in their natural setting, Science Club, Science Seminar, Preservation of biological specimens for learning and building Biological Museum, Science Exhibition

(iv). Key Learning Resources in Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all.

UNIT-IV: Assessment in Science learning (12 Hrs.)

(i). Construction of Classroom tests and Unit tests, designing blueprint, preparation of test items.

(ii). Assessment devices; Assignments, projects work, portfolios, Observation of activities. (

iii). Diagnosis of learning difficulties in Physical Science, Remediation of difficulties, Enrichment Programmes.

(iv). Planning for continuous assessment of classroom learning.

Transactional Mode- The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.

Sessional Work/Practicum: The students may undertake the following activities:

Each student is required to submit one assignment on any topic.

Preparation of 4 Lesson Plans on the topics from the prescribed text following Herbartian Steps and 5E Model (at least two plans in each model)

Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.

Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise.

Suggested Readings

1. Buffaloe, Neal. & Throneberry, J. B. (1972). Principles of biology teaching. New Delhi: Prentice Hall of India.
2. Herr, Norman (2007) The Sourcebook for teaching science. San Francisco, CA: Jossey-Bass.
3. Dhir, R.C. and Das, S. (2022). Pedagogy of Biological science. Ludhiana: Kalyani Publishers.
4. Kulashrestha, S.P. (2009). Teaching of biology. Meerut: R.Lall Book Depot.
5. Mangal, S.K. & Mangal, S. (2007). Teaching of biological science. Meerut: International Publishing House.
6. Miller, D.F. & Blaydes, G. W. (2011). Methods and materials for teaching biological sciences. New York: McGraw Hill.
7. Sharma, R.C. (1998). Modern science teaching. New Delhi: Dhanpat Rai and Sons.
8. TESS India (2015). Key resources. The Open University U.K. (<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)
9. Vaidya, Narendra (1992). Science teaching for 21st century. New Delhi: Deep and Deep.
10. Zaidi, S.M. (2004). Modern teaching of life sciences. New Delhi: Anmol Publications.

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GROUP (G): PEDAGOGY OF MATHEMATICS

COURSE OBJECTIVES: On completion of this course the students will be able to:-

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.
- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

COURSE CONTENT

UNIT-1: Foundations of Mathematics Education (12 Hrs.)

- (i). Meaning, Nature, Scope and Values of Mathematics.
- (ii). Aims and Objectives of teaching Mathematics at the elementary and secondary level.
- (iii). Contribution of Indian Mathematicians-Aryabhata, Brahmagupta, Bhaskaracharya, Srinivas Ramanujan
- (iv). Vedic Mathematics, NCF 2005 in the context of mathematics.

UNIT-II: Methods of Teaching-learning Mathematics (12 Hrs.)

- (i). Learning by Discovery method, Inductive and deductive method; proof by analysis and synthesis.
- (ii). Problem Solving, Project method in Mathematics.
- (iii). Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies, SE Model. ICON Model. Preparation of Scheme of Lesson.
- (iv). Correlation of mathematics with other subject and within the mathematics subject.
- (v). Bloom's Taxonomy of educational objectives- Cognitive Domain, Affective domain, Psychomotor domain.

UNIT-III: Curricular Activities in Mathematics (14 Hrs.)

- (i). Preparation of Lesson Plans (Traditional, 5 E, ICON Model),
- (ii). Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities, Mathematics outside the classroom.
- (iii). Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Textbook, Models, Calculators and computers, Graphic calculators, Maintaining portfolio in Mathematics.

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(iv). Key Learning Resources in Mathematics: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

UNIT-IV: Assessment of and for Mathematics Learning (12 Hrs.)

- (i). Assessment of Mathematics learning: Unit test - Designing blue print, item construction,
- (ii). Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics.
- (iii). Non-testing methods of assessment of/for mathematics learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities, Diagnosis of difficulties in learning Mathematical concepts.
- (iv). Remediation of the difficulties, enrichment programmes in Mathematics learning -National Mathematics Talent Search, Mathematics Olympiad. Planning for continuous assessment of classroom learning in Mathematics.

Transactional Mode- The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.

Sessional Work/Practicum: The students may undertake the following activities:

Each student is required to submit one assignment on any topic.

Preparation of 4 Lesson Plans on the topics from the prescribed text following Herbartian Steps and 5E Model (at least two plans in each model)

Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.

Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise.

Suggested Readings

1. Cooney, Thomas J. et al. (1975). Dynamics of Teaching Secondary School Mathematics. Boston: Houghton Mifflin.
2. Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). Fostering geometric thinking: A guide for teachers, grades 6-10. Portsmouth, NH: Heinemann.
3. Driscoll, M. (1999). Fostering algebraic thinking: A guide for teachers, grades 5-10. Portsmouth, NH: Heinemann.
4. Dhir, R.C. and Das, S. (2022). Pedagogy of Mathematics. Ludhiana: Kalyani Publishers. 5. Grouws, D.A. (ed) (1992). Handbook of research on mathematics teaching and learning. New York: Macmillan Publishing.
6. Malone, J. and Taylor, P. (eds.) (1993), Constructivist interpretations of teaching and learning mathematics. Perth: Curtin University of Technology.
7. Marshall, S.P. (1995). Schemes in problem-solving. New York: Cambridge University Press. 8. Moon, B. & Mayes, A.S. (eds.) (1995). Teaching and learning in secondary school. London: Rutledge.

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UNIT-III: Instructional planning and strategies (14 Hrs.)

- (i). Methods of commerce teaching-Lecture method, project method, problem solving method, discussion method.
- (ii) Unit planning and lesson planning. Preparation of Scheme of Lesson.
- (iii). Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies, Herbartian Steps, 5E Model, ICON Model.
- (iv). Designing blue print.

UNIT-IV: Curricular Activities and Evaluation (14 Hrs.)

- (i). Preparation of Lesson Plans (Traditional, 5 E),
- (ii). Core teaching skills, planning of micro lessons for the development of core skills.
- (iii). Use of textbook and its characteristics of a good textbook.
- (iv). Evaluation in commerce, preparation achievement text.

Transactional Mode- The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.

Sessional Work/Practicum: The students may undertake the following activities:

Each student is required to submit one assignment on any topic.

Preparation of 4 Lesson Plans on the topics from the prescribed text following Herbartian Steps and SE Model (at least two plans in each model)

Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.

Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise.

Suggested Readings

J.C.Aggrawal. (2001). Teaching commerce-A practical approach, New Delhi: Vikash Publishing House.

Seema Rao. (2000). Teaching of commerce, New Delhi: Anmol Publication.

Saxena, Udayveer, (1995). Vanijya Shikashan, Agra: Vinod Pustak Vandar.

Das, S. (2022). Pedagogy of commerce. Ludhiana: Kalyani Publishers.

Sharif Khan, (1995). Commerce Education. New Delhi: Sterling Publication.

Singh, M.N. (1999), Teaching and techniques of teaching commerce, New Delhi: Youngman and Co.

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CC-9: GENDER, SCHOOL AND SOCIETY

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able

- To state the key concepts related to the gender issues.
- To identify key gender issues in school, curriculum, textbooks and pedagogical process.
- To understand the ways to address gender issues in and out of school context.
- To know about Paradigm, shift from women's studies to gender studies.
- To understand some landmarks from social reform movements.
- To state role of family, school, community and media in addressing the issues.
- To understand the Gender in text and pedagogy.
- To understand Gender inequality in school context
- To define gender inequality in school context.
- To state the role of Education for gender equality.

COURSE CONTENT:

UNIT-1: Gender Related Key Concepts (12 Hours)

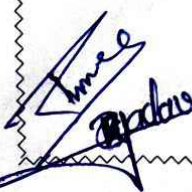
- (i). Gender, Sex. Sexuality, masculinity, feminism, patriarchy, gender bias, gender stereotyping and empowerment, gender parity, gender asymmetry
- (ii). Equity and equality in relation with caste, class, religion, ethnicity, disability and region.
- (iii). Gender and Society: Understanding the context of India with special focus on Bihar.
- (iv). Historical Backdrop: Some landmarks from social reform movements; focus on Women's experiences of education, legislative.

UNIT-II: Gender and Education: Curriculum, pedagogy and Teacher (12 Hours)

- (i). Paradigm shift from women's studies to gender studies; perspective of researches, school and curriculum: The question of gender sensitivity; gender and hidden curriculum; Understanding school spaces from the perspective of gender.
- (ii). Gender in text and pedagogy: Analysing the 'Construction of gender in textbooks and classroom practices.
- (iii). Role of Education for gender equality.
- (iv). Teacher, as an agent of change, gender sensitivity professional.

UNIT-III: Forms of Gender Inequality and Issues (14 Hours)

- (1) Forms and issues: Mortality inequality, Natality inequality, Special opportunity inequality. Professional inequality, Basic facility inequality, Ownership inequality, Household inequality
- (ii) Gender inequality in school context: Access and Participation, gender stereotype role assignments, curriculum and textbooks, inadequate gender sensitive facilities, teachers' preferential treatment, sexual abuse in school.
- (iii) Gender identity construction-Influence of home, society, culture

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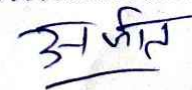
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 Sandeep

 RK Yadav

 Sandeep

UNIT-IV: Addressing Gender Issues (12 Hours)

(1) Role of family, school, community and media in addressing the issues.

(ii) Policy perspectives about Gender issues: Policy provisions-NPE (1986/92), NCF (2005), RTE (2009), Bihar State Women Empowerment Policy (2015).

Transactional Mode: The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by the students etc.

Sessional work and practicum: The students may undertake any one of the following activities:

Assignment/term paper on selected theme from the course.

Surveys of five families on role distribution among family members and preparation report.

Preparation of a report on gender-based roles and practices of the students and staff.

Analysis of a secondary level textbook from gender perspective

Suggested Readings

1. Chakravarti, Uma. (2003). Gendering cast through a feminist lens. Calcutta, Bhatkal and Sen.
2. Das, S. (2022). Gender, School and Society. Ludhiana: Kalyani Publishers.
3. Govt. of India (1992). National policy on education 1986/92. New Delhi: MHRD, Govt. of India.
4. Govt. of India (1992). Programme of action. New Delhi: MHRD, Govt. of India.
5. Jone, Mary E. (Ed.) (2008). Women's studies in India: A reader. New Delhi: Penguin Books.
6. Nayar, U. & Duggal, J. (1997). Women's equality and empowerment through curriculum: A hand book for teachers at primary stage. New Delhi: NCERT.
7. NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.
8. Srivastava, Gouri (1997). Women who created history: Exemplar materials for textbook writes and teachers. New Delhi: NCERT

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AEC-1: ANY ONE OF THE FOLLOWING SUBJECTS

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

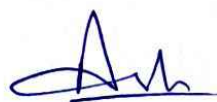
Examination Duration-3 Hours

(Practicum-Internal-100)

Detailed course given at the end

Suggested Readings

1. Mani, R.C. (2005). Computer and ICT. New Delhi: Sterling Publishers.
2. Das, S. (2022). Computer and ICT. Ludhiana: Kalyani Publishers.
3. Herr, Norman & Cunningham, James (1994). Web Designing. San Francisco, CA: Jossey-Bass
4. Das, S. (2022). Web Designing. Ludhiana: Kalyani Publishers. 5. Kumar, A. (2003). Web Designing, New Delhi: Anmol Publications.
6. Mohan, R. (2007). Derivative and Risk Management. New Delhi: Prentice Hall.
7. Das, S. (2022). Derivative and Risk Management. Ludhiana: Kalyani Publishers.
8. Nair, T. (1982). Teaching of science in secondary schools. New Delhi: NCERT.
9. Das, S. (2022). Solid and Waste Management. Ludhiana: Kalyani Publishers. 10. Sharma, R.C. (1998). Mushroom Technology. Ludhiana: Kalyani Publishers
11. Das, S. (2022). Mushroom Technology. Ludhiana: Kalyani Publishers.
12. Nair, T. (1982). Biofertilizer and Technology. New Delhi: Dhanpat Rai and Sons.
11. Das, S. (2022), Biofertilizer and Technology. Ludhiana: Kalyani Publishers.
12. UNESCO (1979). Environmental Law and Policy. Paris: UNESCO.
13. Das, S. (2022). Environmental Law and Policy. Ludhiana: Kalyani Publishers. 14. Vaidya, Narendra (1992). Tourism and Hospitality. New Delhi: Deep and Deep.
15. Das, S. (2022). Tourism and Hospitality. Ludhiana: Kalyani Publishers.
16. Zaidi, S.M. (2004). Life and Communication Skill Development. New Delhi: Anmol Publications.
17. Das, S. (2022). Life and Communication Skill Development. Ludhiana: Kalyani Publishers.
18. Zaili, S.M. (2004). Yoga Science. New Delhi: Anmol Publications.
19. Das, S. (2022). Yoga Science. Ludhiana: Kalyani Publishers.
20. Kohli, M. (2004). Yoga Science. New Delhi: Anmol Publications.

















THIRD SEMESTER

CC-10: TEACHER EDUCATION

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory-70, Practicum-30)

COURSE OBJECTIVES: On completion of this course the students will be able

- To develop in the student understanding of the concept, objectives and principles of teacher education.
- To acquaint the student with the innovative practice in teacher education.
- To develop in the student professional ethics and commitment to the profession.
- To acquaint the student with different agencies of teacher education in India and their rules and functions.
- To acquaint the student with the system of teacher education in one of the developed countries.
- To acquaint the student with the role of professional organization of teacher educators
- To help the student to understand major issues and problems of teacher education
- To acquaint the student with the research orientation in a teacher education program
- To enable the student to understand the need for continuing education of teachers and teacher educators.
- To enable the student, understand planning, administration and financing of teacher education.

COURSE CONTENTS

Unit I: Perspectives and Development on Teacher Education (14 Hrs.)

1). Teacher Education-Concept, aim, need and scope, teacher education in a changing society.

A brief historical perspective of teacher education in the Indian context.

ii). Teacher Development Concept, Factors influencing teacher development- personal, contextual

iii). Teacher Expertise - Berliner's stages of development of a teacher.

iv). Different organizations and agencies involved in teacher education - their roles, functions and networking

v). Preparation of teachers for art, craft, music, physical education and special education - need, existing programmes and practices

Unit II: Structure, Curriculum and Modes of Pre-service Teacher Education (12 Hrs.)

i). Pre-service teacher education - concept, nature, objectives and scope.


ii). Structure of teacher education system in India - its merits and limitations

ii). Components of pre-service teacher education foundation courses, subject specialisation and pedagogy, special fields, school-based practicum and internship-weightages in course work and evaluation

iv). Modes of pre-service teacher education - face-to-face (linear and integrated), distance and online merits and limitations




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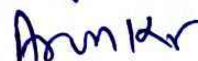

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Unit III: Management of Teacher Education (12 Hrs.)

- i). Universalization of Secondary Education and its implications for teacher education at the secondary Level
- ii). Vertical mobility of a school teacher - avenues
- iii). Professional development of teacher - present practices and avenues
- iv). Systemic factors influencing the quality of pre- and in-service education of secondary school teachers

Unit IV: Problems and issues in Teacher Education (12 Hrs.)

- i). Challenges in professional development of teachers relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- ii). Sufficiency of subject matter knowledge for teaching at the senior secondary level.
- iii). Issues related to enhancing teacher competence, commitment and teacher performance
- iv). Partnerships in secondary teacher education TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

Transactional Mode: The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.

Sessional Work/Practicum:

Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various Programmes for professional development of teacher educators.

Select any one current practice in teacher education and trace the background of its formulation as a policy.

A review of researches in any one area of research in teacher education and write the policy implications.

A review of a research article in teacher education and write implications for practitioner

Suggested Readings:

1. LSualemeyar Lindsey - working with student, Teachers, Eurasia Publishing House (Pvt) Ltd., New Delhi-S5.
2. William Taylor - Society and the Education of Teachers, Faber and Faber
- 3 Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt., Ltd.
4. Udayveer (2006), Modern Teacher Training, New Delhi: Anmol Publications
- 5 K.L. Shrimali-Better Teacher Educations . Ministry of education, Government of India
6. Dikshit S . S. Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd, Delhi.
7. Report of the study Group on the Education of Secondary Teachers in Indian Association of Training College.

[Handwritten signatures and names in blue ink at the bottom of the page, including names like Sandesh Kr, Anur Kr, Pramati Manjula Dena, Sandeep, and L.K. Pandey.]

**Choice Based Credit System (CBCS)- M.A. in Education Syllabus of T.N.A.C.E. (Autonomous)
Harigaon (2025)**

8. Das, S. (2022). Teacher Education. Ludhiana: Kalyani Publishers.
9. Investigations, Studies, and Projects Relating to Internship in teaching- NCERT, New Delhi.
10. Report of the Committee on Teacher Education in Maharashtra State, Government of Maharashtra.
11. Richardson C.A. and others - Education of Teachers in France and U. S.A. Ijnesco, 1953.
12. Commission on teacher Education- The Improvement of teacher Education, Washington.
13. The process of Education-Burner S. The Education Harvard University Press 1961.
14. The future of teacher Education Edited by J.W. Tibble Rutledge & Kegan Paul, London
15. Innovation in Teacher Education- J.J. Hayson & C.R. Sutton, Mc. Graw Hill Book Company (UI) Ltd
16. Teachers Education in India (INSET)-Nizam Elahi.
17. Emerging Trends in Teacher Education-RS Shukla
19. Teacher education- Theory, Practice & Research - R.A. Sharma.
20. Education of Teachers in India- Volume I & II -S. N. Mukerji
21. Policy perspectives in Teacher education - Critique & documentation- NCTE, New Delhi
22. Teacher Education-Shashi Prabha Sharma, Kanishka Pub. New Delhi.
23. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009) NCTE, New Delhi.
24. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi. 25. Devedi, Prabhakar (1980), Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
26. Govt. of India (1966), Education and National Development, Report of Education Commission, New Delhi.
27. Govt. of India (1992), Report of C.A.B.E. Committee Department of Education, New Delhi.
28. Govt. of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi
29. Kohli, V.K. (1992), Teacher Education in India, Ambala: Vivek Publishers
30. N.I.E.P.A (1984), Report on Status of Teachers, New Delhi.
31. Sharma, R.A. (2005), Teacher Education, Meerut: Loyal Book Depot.
- 32.-Sharma, S.P. (2005), Teacher Education, New Delhi: Kanishka Publisher

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CC-11: COMPARATIVE EDUCATION

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practical Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able:-

- To understand the concept, significance and scope of Comparative Education.
- To acquaint with the various approaches to study of comparative education; and also factors affecting development of education.
- To comprehend and compare the concept, practice teaching and evaluation system of teacher education on focused countries.
- To know the recent trends and best practices in education such assistance and open learning, vocational education and educational administration.
- To understand and reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education and Higher Education.
- To understand the prevailing problems and issues in education and also know the role of various agencies which acts for the progress of education system.

COURSE CONTENTS

UNIT-I: Conceptual Framework of Comparative Education (12 Hrs.)

- i). Concept, Significance. Aims and Scope of Comparative Education
- ii). Factors of comparative education
- ii). Approaches to the study of comparative Education Comparative Education: Historical, Philosophical and Sociological views.

UNIT-II: A Comparative Reflection on Teacher Education (Finland and India) (12 Hrs.)

- i). Concept, Importance and Scope
- ii). Practice teaching
- iii). Evaluation system

UNIT-III: Structure of Educational System: A Comparative Study (14 Hrs.)

A comparative study of education systems of the following countries with special reference to Primary Education, Secondary Education and Higher Education:

- i). United States of America
- ii). United Kingdom
- iii). India

UNIT-IV: Comparative Reflection on Recent Trends and Practices (12 Hrs.)

- i). Distance and Open Learning in U.K., Australia and India: Aims, Methods of instruction and Evaluation system.
- ii). Vocational Education: USA & India.
- iii). Educational Administration in USA, UK & India.


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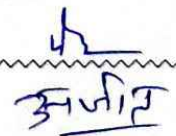

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**Choice Based Credit System (CBCS)- M.A. in Education Syllabus of T.N.A.C.E. (Autonomous)
Harigaon (2025)**

Transactional Mode: The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.

Sessional Work/Practicum:

Preparation and presentation on comparative analysis of education system of any two countries.

Preparing a report on some current issues and also measures taken by concerned International agencies.

Unit test will be conducted.

Group discussion will be organized on some given topics.

Writing a report on the best practices of teacher training programs in India and USA

Suggested Readings:

1. Beredy, G.Z.F. (1964). Comparative Methods in Education. New Delhi: Oxford & East Publishing Co.
2. Blavic, Emile. (1987). Primary Education: Development and Reform. Perspectives in Education. In Education. Vol. 3, 153-60.
3. Dhir, R.C. (2018). Comparative Education. Ludhiana: Kalyani Publishers.
4. Carlton, R., Colley and Machinnon. (1977). Educational Change and Society. Toronto: Gage Educational Publishing.
5. Das. S. (2022). Comparative Education. Ludhiana: Kalyani Publishers.
6. Carnoy, M.H. Levin. (1985). Schooling and Work in the Democratic State. California: Standford University Press.
7. Cantor, Leonard. (1989). The Re-visioning of Vocational Education in American High School. In Journal of Comparative Education. Vol. 25, Number 2.
8. Dearden, R.F. (1970). The Philosophy of Primary Education. London: Routledge and Kegan Paul L.td.



























iii). Historical Research- need and significance, types, sources and collection of data; establishing validity and of data

iv). Descriptive Research interpretation of ddy, developmental and correlation studies - nature and use, steps and interpretation, Ex- Post Facto Research.

v). Experimental Research - need and significance- nature and steps validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi-experimental, True experimental- role of control.

vi). Qualitative Research.

Unit-III: Tools and Techniques of Data Collection (10 Hrs.)

i). Tools and Techniques of Educational Research- meaning and concept

ii). Observation, Interview, Questionnaire, Tests conference, Rating scale, Check list

iii).E-tools-E-mail, fax, website, Internet, tale

iv). Qualities of a good measuring tool and standardization procedure(a) Preparation of tools-Reliability, Validity (c) Collection of information. (b) Implementation of tools (d)Methods of Collection

Unit-IV: Simple Data Organisation Techniques (16 Hrs.)

i). Organization and tabulation of data

ii). Graphical Representation- Histogram, Bar Diagram, Picto-graph, Frequency curve, Frequency polygon, Ogive, Pie chart

iii). Significance and uses of:

(a) Measures of Central tendency - Mean, Median, Mode.

(b) Measures of variability - Range, Q.D., S.D.



(c)Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores.


iv). Correlation


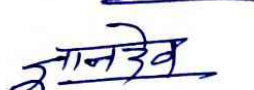
(a). Concepts, types and uses; assumption and uses of rank difference, computation of rank difference correlation and Product Moment Method, Transaction Mode

(b) Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.


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L.K. Pandey


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- 17). Kirkpatrick, D.L. (2005) Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
 - 18). Miles, M.B., & Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Source Book. Thousand Oaks, CA: Sage.
 - 19). Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
 - 20). Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
 - 21). Popham and Sirohic (1993). Educational Statistics-(Jse and International, New York: Harper and Row.
 - 22). Reason, P. & Bradbury, H (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
 - 23). Shank, G.D. (200Z). Qualitative Research. Columbus, Ott: Merill, Prentice Hall.
 - 24). Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
 - 25). Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt.Ltd
 - 26). Siegal, S. (1956) Non-parametric Statistics for Behavioural Science, New York: McGraw-Hill.
 - 27). Stake, Robert E. (1995). The Art of Case Struly Research. Thousand Oaks: C.A:SaBe.
 - 28). Travers, Robert M. W. (1978). An Introduction lo Educational research (4th edition). London: MacMillan.
 - 29). Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.
 - 30). Vanleeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Routledge.












CC-13: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practical Internal-30)

COURSE OBJECTIVES: On completion of this course the students will be able

- 1). To develop an understanding of the concept of Educational Technology
- 2). To develop an understanding of the importance and need of communication 3). To develop skills of using Educational and communication technology in classrooms through ICT
- 4). To develop an understanding of the concept of instructional System
- 5). To develop an understanding of the importance and need of Instructional System Design
- 6). To develop the process of different Instructional Strategies
- 7). To make the learners skilled in using different Instructional Models
- 8). To develop an understanding of the concept of ICT in Education.
- 9). To develop an understanding of the new trends and technology in ET and ICT

COURSE CONTENT

UNIT-I: Information and Communication Technology (14 Hrs.)

- (i). Concept, Meaning and Importance of Information and Communication Technology
- (ii). Difference between Educational Technology and ICT
- (iii). Challenges in integrating ICT in School Education
- (iv). Computer Assisted Instruction
- (v). On-line Learning- (Synchronous and Asynchronous), E-learning, Online learning, Emerging trends in ET and ICT. Videotape. Smart-boards, Radio-vision. Tele-conferencing, CAI, INSAT, Virtual Classroom, Web 2.0 Technology and Tools

UNIT-II: ICT Mediation in Teaching-Learning (12 Hrs.)

- (i). Objectives, principles and Policy guiding of ICT mediation in Teaching- Learning
- (ii). Constructivist possibilities for student teachers.
- (iii). Competencies defined in the National Policy on ICT in School Education- Basic, Intermediate and Advanced.

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(2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion.

(3) Working with assignment on CAI and Programmed Instruction

(4) Group activities in understanding Web Technology and tools.

Suggested Readings:

1. Aggarwal J.C. Essentials of Educational Technology: Teaching Learning

2 Agganval J.C. ShaikshanikTakniki and Prabandha

3. Aggarwal J.P. Modern Educational Technology. Black Prints, Delhi.

4. Barton, R.Teaching Secondary Science with ICT. McGraw Hill International 5. Das, S. (2022), Information and Communication Technology. Ludhiana: Kalyani Publishers.

6. Cambridge, D. E-Portfolios for Lifelong Learning and Assessment. John Wiley and Sons

7. Costantino, P.M., Delorenzo, M.N., Kobrinski, E.J. Developing a professional teaching portfolio: a guide for success. Pearson

8. Denis, Kim, Sen and Morin. Information Technology - The breaking Wave. Tata McGraw-Hill Publishing Company Limited, New Delhi.

9. Imison, T., Taylor, P.H. Managing ICT in the Secondary Schools. Heinemann: Oxford.

10. Intel Teach to the Future Pre-Service Binder - Version 2.0

11. Jati Sunanda Advanced Educational Technology

12.Khulshreth, S.P. Shaikshanik TaknikikeMuladhar.

13. Kirwadkar A & KaranamP E-Learning Methodology. Sarup Book Publishers Pvt Ltd. New Delhi.

14. Kumar K.L., Educational Technology. New Age International Pvt. Limited. New Delhi.

15. Madhup Satellite in Education. Shipra Publications. Delhi.

16. Mangal, S. K. Essentials of Educational Technology, PHI Learning Pvt. Limited, New Delhi.

17. Meredith Marilyn and Rustkosky Nita. Advanced Microsoft Office 2000, BPB Publication, New Delhi.

18. Norton P. Introduction to Computers. Tata McGraw Hill Publications, New Delhi.

19. Roblyer M.D. Integrating Educational Technology into Teaching. Pearson Prentice Hall Inc. New Jersey.

20. Sampath K. Introduction of Educational Technology

21. Sharma Y K. & Sharma M. Educational Technology and Management Vol I.Kanishka Publishers and Distributors, New Delhi

CC-14: EDUCATIONAL MEASUREMENT AND EVALUATION

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Theory External-70, Practicum Internal-30)

OBJECTIVES: On completion of this course the students will be able

- 1). To develop an understanding of the concepts of measurement, assessment and evaluation
- 2). To develop an understanding of the taxonomy of educational objectives
- 3). To compare the tools and techniques of evaluation
- 4). To understand the basic concepts and techniques of measurement and evaluation in education.
- 5). To understand the new trends in evaluation.

UNIT-4: Concept of Educational Measurement and Evaluation (10 Hrs.)

Meaning, nature, purpose of educational measurement, assessment and evaluation.

i). Relation between measurement and evaluation

ii) Meaning, characteristics and Types of evaluation formative, summative, diagnostic and placement.

UNIT-II: Tools of Evaluation (12 Hrs.)

i) Concept of tools of evaluation (meaning, characteristics).

ii). Performance tests - Oral and Practical-merits, limitations, suggestions for improvement.

iii). Written Tests Essay type and objective type (in general only) questions merits, limitations, suggestions for improvement.

iv). Meaning of Norms. Types of Norms, Age, Grade, Percentile and Standard Score

v). Checklist, Questionnaire. Rating Scale, Interview, Observation

UNIT-III: Approaches to Evaluation (12 Hrs.)

i) Approaches to Evaluation: scope (teacher made, standardized), ii). Attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative),

iii). Mode of response (oral and written; selection and supply).

iv). Nature of interpretation (self-referenced, norm-referenced, criterion referenced).

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UNIT-IV: Tests and Construction: (16 Hrs.)

- i). Test: Meaning and importance; Test Items: types, characteristics & construction; Types of Tests: Teacher made, Standardized, Norm referenced and criterion referenced.
- ii). Achievement Test-Concept, Construction and uses; Standardized Test - Construction, Merits and demerits.
- iii). Characteristics of a good test: Validity, Reliability, Practicability, Usability.
- iv). Test Standardization: Steps involved in standardizing a Test; Item Analysis- Method, Uses & limitations.

Transactional Mode: The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.

Sessional work/Practicum: The students may undertake any one of the following activities:

Assignment/term paper on selected theme from the course.

Each student should construct two questionnaires (minimum 10 questions)

Each Student has to present a Seminar on a topic relevant to Education.

Assessment will be done for the written work and for the presentation.

Suggested Readings:

1. Aggarwal, J.C. (1995). Essentials of Educational Psychology. New Delhi: Vikas Publisher Pvt. Ltd.
2. Aggarwal, J.C. (2003). Essentials of Examination System Evaluation, Tests and Measurement. New Delhi: Vikas Publication House.
3. Best, John. W and James V. Khan (2006), Research in Education, New Delhi: Prentice Hall of Delhi: The Mc Millan India Pvt. Ltd.
4. Bhatia , H.R. (1977). Textbook of Educational Psychology. New Company of India Ltd. 5. Das. S. (2022). Educational Measurement and Evaluation. Ludhiana: Kalyani Publishers
6. Garret. H.E. (1971) Statistic Measurement and Education. Bombay: Vakils Feller, Simons Pvt. Ltd.
7. Lal, J.P. (2005). Educational Measurement and Evaluation. New Delhi: Anmol Publishing Pvt. Ltd. Publications.
8. Nagaraju M.T.V. and Mahammad Ali.S.(2009) Educational Evaluation. Hyderabad Jayam
9. Padun, R.N. & Santos, R.G. (1997). Educational Evaluation and Measurement Theory, Practice and Application. Quezon City: Kantha Publishing Co. Inc.
10. Sharma, R.A. (2004). Essentials of Measurement in Education and Psychology (4th Ed.). Surya Publication
11. Sidhu, K.S. (2007). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishing Pvt. Ltd.
12. Srivastava. H.S. and Shourie. J.P. (1989). Instructional objectives of school subjects. New Delhi: NCERT.

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AECC-2: HUMAN VALUES & PROFESSIONAL ETHICS & GENDER SENSITIZATION

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks- 100

Examination Duration-3 Hours

(Practicum Internal-100)

Detailed course given at the end

Suggested Readings

1. Aggarwal, J.C. (1995). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Das, S. (2022). Human Values & Professional Ethics, Gender Sensitization. Ludhiana: Kalyani Publishers.
3. Aggarwal, J.C. (2003). Essentials of Examination System Evaluation, Tests and Measurement. New Delhi: Vikas Publication House.
4. Best, John. W and James V. Khan (2006). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd. M.A. IN EDUCATION

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FOURTH SEMESTER

EC-1: SUBJECTIVE SPECIFIC ELECTIVE/DISSERTATION

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Practical Internal-100)

OBJECTIVES: On completion of this course the students will be able

- To orient students to develop positive attitude towards the educational researches.
- To enable to identify research problem/topic.
- To help students to formulate research questions, objectives, hypotheses etc.
- To enable students to make research design or actual plan of work.
- To orient students with the techniques of field survey and collecting information from different sources.
- To enable students to analysis data/information quantitatively and/or qualitatively and to interpret.
- To acquaint students with the documentation procedure of the project report.

COURSE CONTENT:

The dissertation is a 5-credit component of the M.A. in Education programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory, analysing and writing the findings in an academic fashion, and presenting the work. The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses. Semester IV of the programme, is where the student has to submit the final dissertation. After the preparation of the proposal and also the research tools, they will be developing the first draft, finalize the dissertation and present it in a viva-voce situation.

For supporting the students through these processes, apart from mentoring by faculty, timely orientations (to explain the expectations, processes, roles of the students and research mentors, and assessment), workshops (for example: on doing fieldwork, taking field-notes, referencing and editing, etc.) and research seminars (where the students present work in-progress, and other researchers are invited to present their work) should be organised. Sessions

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EC-2: ANY ONE OF THE SUBJECTS GIVEN FROM BASKET OF SUBJECTS

No. of Credits: 5 Contact Hours Per week-5

Maximum Marks-100

Examination Duration-3 Hours

(Practicum Internal-100)

Detailed course given at the end

DSE-1 OR GE-1: FROM BASKET OF THE SUBJECTS GIVEN

No. of Credits: 5

Contact Hours Per week-5

Maximum Marks- 100

Examination Duration-3 Hours

(Practical Internal-100)

Detailed course given at the end

Suggested Readings

1. Das, S. (2022). Graphing Designing. Ludhiana: Kalyani Publishers.
2. Aggarwal, J.C. (1995). Essentials of Graphing Designing. New Delhi: Vikas Publishing.
3. Dhir, R.C. (2019). Introduction to Graphing Designing. Jaipur: Sharma Publishers.
4. Das, S. (2018). Inclusive Policies. Ludhiana: Kalyani Publishers.
5. Das, S. (2022). Human Rights. Ludhiana: Kalyani Publishers.
6. Mishra, P. (1999). Inclusive Policies. New Delhi: Vinod Publishers.
7. Raman, L. (2000). Human Rights Education. Hyderabad: Jayam Publishers.

AECC-I

A- Environmental Sustainability (3 Credit)

B- Swachh Bharat Abhiyan Activities (2 Credits)

Each credit requires 10 hours of teaching-learning for theory and 20 hours for practical assignment field work.

A-Unit-1 Environmental ethics & ecosystem: Concept of sustainable development with reference to human values in western and Indian perspective, sustainable development & conservation of natural resources (Nature, factors, structure, development and people participation) development, environment- rural and urban, concept of Ecosystem.

A-Unit-2 Development and its effect on environment: Environment Pollution water, air, noise etc. due to Urbanisation, Industrial civilization, Concept of Global Warming. Climatic Change, Green House Effect, Acid rain, Ozone layer depletion. Menace of encroachment of exotic plants particularly parthenium and trees with special reference to impact on habit & habitat on indigenous flora & fauna.

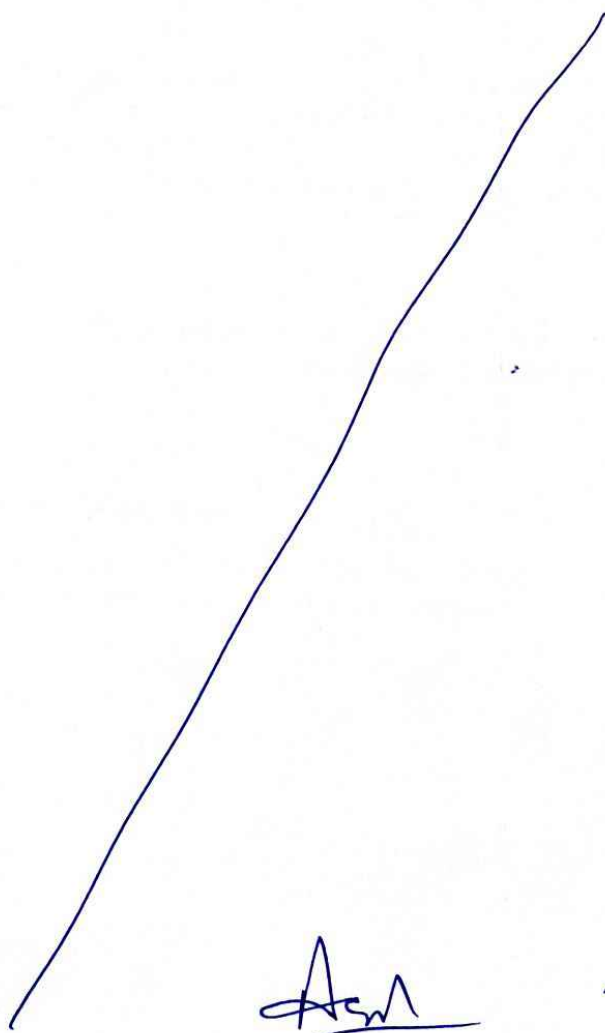
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A-Unit-3 Concept of Bio-diversity and its conservation: Environmental Degradation and conservation. Govt. Policies, Social effects and role of social reforms in this direction. Role of science in conservation of environment concept of Three 'R' (reduce, reuse, recycle). Need of environmental education and awareness program and ecological economics.

B-Unit-4 Swachh Bharat Abhiyan: The concept of Swachhata as personal, Gandhian approach towards social and environmental moral values & concept of swachhata and its relation to moral upgradation of society and freedom struggle. Awareness Programme related to Swachhata. Role of 'Swachhagrahis' in Swachh Bharat Abhiyan.

human rights, role of state infectious and Sanitation and hygiene, why sanitation is needed, sanitation and plantation, value of nature, concept of community participation and agencies. Case study of Sanitation, effects of cleanliness, diseases vector- born idea of spread of diseases through body and other biological fluids and excreta.

B-Unit-5 Assignment/Practical/field work based on unit-4 -or Alternative to unit-4 and unit-5 a student can also enrol for Swachh Bharat Internship programme of MHRD.



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AECC-2

Credit -5

Human Values and Professional Ethics (3 Credits)

Gender Sensitization (2 Credits)

(One credit requires ten hours of theory and twenty hours of practical assignment/field work)

Unit-1: Variety of Moral Issues, Principals of Ethics and Morality

Understanding the Harmony in the Society (society being an extension of family). Integrity. Work Ethic, Courage, Empathy, Self Confidence, Professional Ideas and Virtues, Ethics as a Subset of Morality, Ethics and Organizations, Duties and Rights of employees and employers.

Unit-2: Holistic approach to Corporate Ethics

Vendantic Ethics Tagore, Vivekanand. Gandhi and Aurobindo on Ethics, Ethics in Finance, Business and Environment. Professional Rights. Intellectual Property Rights, Corporate Responsibility, Social Audit and Ethical Investing, Computer and Ethics.

Unit-3: Professional Ethics

Augmenting Universal Human Order. Characteristics of people-friendly and eco-friendly production, Strategy for Transition from the Present State to Universal Human Order. At the Level of Individual- as Socially and Ecologically Responsible Technologists and Managers, At the Level of Society as Mutually Enriching Institutions and Organizations. Case studies of typical holistic technologies and management patterns.

Unit-4: Gender-An Overview

Gender: Definition, nature and evolution, culture, tradition, historicity; Gender spectrum: biological, sociological, psychological conditioning: Gender based division of labour domestic work and use value.

Unit-5: Gender-Contemporary perspectives

Gender justice and human rights: international perspectives, Gender: constitutional and legal perspectives, media & gender. Gender: emerging issues and challenges.

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GENERIC ELECTIVE (GE) COURSE

Course Title: Inclusive Policies

Course code: GE-Credit 5

Course offered in: Semester- IV

(There shall be 5 units each consisting of one credit)

UNIT	TOPICS
I	Concept of Inclusive Policy: a. Meaning and Nature of inclusive policy h. Exclusion and Inclusion Controversy, caste-based Exclusion
II	Right of Individual and their Redressal a. State Policies and the Rights of Individual b. Obstacles in the fulfilment of Individual Rights, Poverty, illiteracy, Under Development, Government Policies
III	Sources of Inclusive Policies a. Constitutional Provisions and Inclusive Policies b. Ideas of Amartya Sen.
IV	Inclusive Policies and Human Rights a. Social, Economic. Political and Legal Structure of the Country. b. Bureaucratic corruption, police Atrocities and criminal judicial process
V	Assignment/Field Work based and Unit I, II, III and IV.

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Generic Elective (GE) Course

Credit-5

Family Management

[One credit requires ten hours of theory and twenty hours of practical/assignment/field work]

Unit 1: Concept of Typical Indian Family:

Indian society and Indian family, Importance of relationship within family, similarities and dissimilarities in between Indian and western family, definite role of family members.

Unit 2: Food Production and Cleanliness:

Cooking - art de science, personal grooming, hygiene & uniform, Do's and don'ts while working in the kitchen, Domestic Food Production, nutrition- Balanced Diet and its Function, effect of heat on fat, carbohydrates, proteins, vitamins and minerals. Cholesterol and trans fats and related diseases. Disease producing microbes.

Unit 3: Housekeeping:

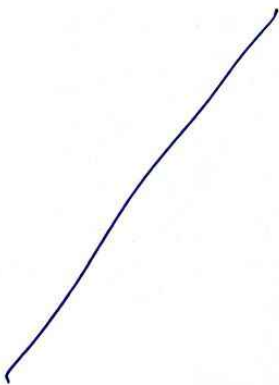
Equipment handling, care & cleaning & identification of cleaning equipment's, Care, cleaning & polishing of surfaces metals, glass, floor, carpets: Paints, daily cleaning of rooms and hath rooms.








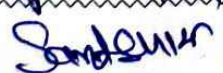






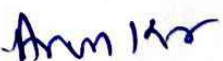
Unit 4: Safety & health care:

Psychology- child care and care of the elderly. Basic human anatomy and physiology (skeleton, respiratory, circulatory, excretory, nervous & reproductive systems). First aid care in different accidents (haemorrhage, asphyxia, shock & unconsciousness, cardiac arrest, burns, insect bite, snake bite, poisoning, injury etc.). Nursing, first aid box, importance of group practice of yoga and exercise.

Unit 5: Importance of communication and care in family:

Leadership in family, communication gap between generations, significance of soft-skill. Indian laws related to family problems, understanding and misunderstanding within the family members and among close relatives, in-laws etc. Necessity of small investments for family members.



Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)

Course title: Web Designing

Course code: AEC-1 / SEC-1

Credit - V

Course offered in: Semester-II

(there shall be 5 units each consisting of one credit)

Course Description: This paper is designed to enable students in learn basic components required to design and manage a website. The emphasis is given on hands-on training so as to enable students to design their own website.

Course objectives:

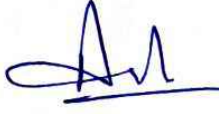
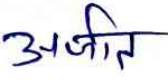
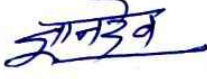





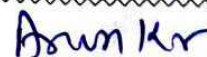
To expose students to the technology of web site design and to introduce various tools and languages required for dynamic and creative design of state-of-the-art web sites,








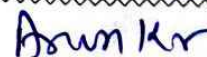
Course Content	
Unit	Topics
I	HTML5 and CSS3: General Introduction to Internet and WWW. Test tags, Graphics, Video and Sound Tags. Link and Anchor Tags. Table Tags, Form Tags, Miscellaneous tags (layers, image maps etc), Events, Web sockets, CSS3, API, Example Applications, etc.
II	PHP Programming and My SQL: Programming constructs, Variable/Constants, ORT & POST, Files, User defined Functions, Built-in Functions, Cookies, Sessions, Error Handling, MySQL, tools and its integration. AJAX. XML. Object Orientation, Form. Face book and Paypal Integration, Example Applications.
III	Java script-Basic data types, control structures, functions, arrays and objects, events, html DOM, cookies, error handling, multimedia, animation, Example Applications. jQuery Basics, Selectors, Attributes, DOM, Events, AJAX, CSS, UL. Plug-ins
IV	Content Management and SEO: Word Press Installation, Settings, Categories, Posts, Media, Pages, Tags, Links. Comments. Plug-in, theme. SEO-Introduction, thumb rules, methods, keyword & title optimization
V	Lab/Assignment/hand-on training based on Unit I, II, III and IV

Learning outcomes:

On completion of this course, the students would:

1. Have a strong foundation to undertake specialized courses in the field of web designing
2. Develop their own website and manage it.



 Premati Manjula Dena



 Sandeep




The laboratory work will consist of 9-15 Experiments:

1. Practicing basic HTML tags, text tags test styles, paragraph styles, headings, lists. Forms, Tables, Link and Anchor Tags etc.
2. Including graphics, video and sound in web pages, Layers & Image Maps
3. Creating snimated Gifs, simple flash animations
4. Cascading Style sheets
5. Creating and browsing XMI. database
6. Installing web server, setting PHP, Creating client and hack end script with GET & POST methods (connecting HTMI.).
7. MySQL commands/tools and this integration with PHP
8. Exercises covering basic introduction to JavaScript and jQuery
9. Development of a web site using Word Press involving a variety of tools practiced above.

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Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)

Course Title: Derivatives and Risk Management

Course code: AEC-1 / SEC-1

Learning Hour: 50

Course offered in: Semester 2

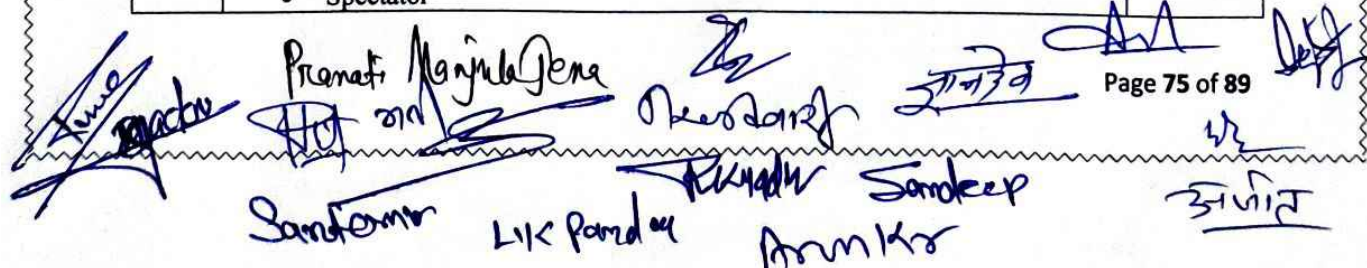
Course description: Every Investees activity entails an element of risk, even bank fixed deposits once considered to be free from risk are subject to risk like interest rate, inflation and default risk. Therefore, managing risk is one of the Prime concerns for every investor. At the same time, Speculators feel the requirement of such a financial instrument that can help in having gain at a low cost. The answer to all those is understanding and practicing DERIVATIVES,

The derivatives are most modern financial instrument in hedging risk. The individuals and Gems who wish to avoid or reduce risk can deal with the others who are willing to accept the risk for a pries. A common place where such transactions take place is called the derivative market

Course Objectives:

1. To develop skills among the students who are planning to pursue their career in Finance and Banking Sector
2. To develop knowledge among the students to enable there to take decision under the most difficult situation led by uncertainties in the competitive business world.

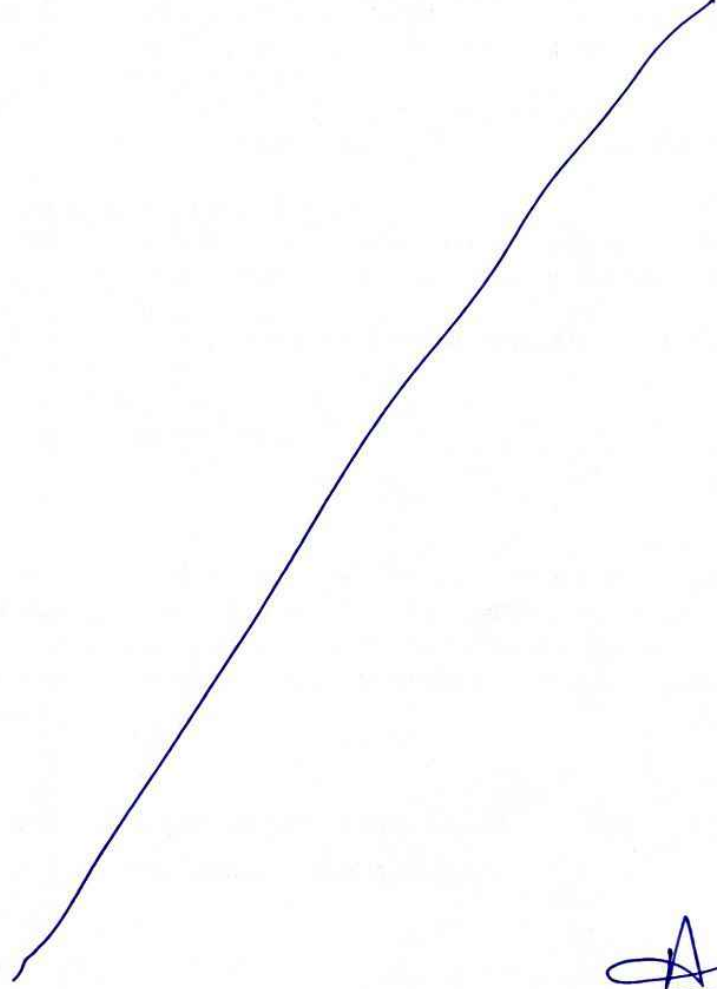
Course Content		
SI No	Topics	No. of Periods
1	Introduction: - Risk as an Investment Strategy managing risk in the corporate world-credit Risk V/s Market Risk- Default Risk-Foreign Exchange Risk-Interest rate Risk-Systematic Risk and Non-Systematic Risk-Hedging Scheme-Delta-Theta-Gama-vegas-Rho	10
2	Risk and Derivatives based Hedging Strategies Risk Associated with Investment <ul style="list-style-type: none"> • Systematic Risk • Non-Systematic Risk Hedging-Risk Management <ul style="list-style-type: none"> • Strategy of Diversification of portfolio • Strategy of Active Portfolio Management Hedging/Risk Management Through Derivatives: <ul style="list-style-type: none"> • Short Hedge • Long Hedge 	10
3	Financial Markets and Derivatives: Financial Markets: <ul style="list-style-type: none"> • Money Market • Capital Marker Order-Driven Market and Types of Orders Traders in Derivatives Market- <ul style="list-style-type: none"> • Hedger • Spectator 	


 Pramati Manjula Jena
 Sandeep Kumar
 Like Pandey
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 Sandeep
 Anurag

Choice Based Credit System (CBCS)- M.A. in Education Syllabus of T.N.A.C.E. (Autonomous)
Harigaon (2025)

List Of Books:

1. Derivatives & Risk Management by Dhanesh Kumar Khatri-MacMillian Publishers Ltd, Delhi.
2. The Essentials of Risk Management by Michel Crouby, Dan Galai ISBN: 978-0071818513
3. Credit Risk management for Indian Banks by K. Vaidyanthan-Sage Publishing.
4. Risk Management by Indian institute of Banking
5. Risk Management and Financial Institutions by John C. Hull-Published by John Wiley and Sons, New Jersey.
6. Risk Management by Paul Hopkin-Published on Amazon.com
7. Fundamentals of Risk Management: Understanding Evaluating an implementing effective Risk Management by Paul Hopkin-Published on Amazon.Com. Uk, Publisher Kogan Page. 8. Essentials of Risk Management by Michel Crouhy-Publisher McGraw Hill Education.
9. Essentials of Financial Risk Management by Horcher-Publisher Wiley Bartlett-Publisher Rutledge.



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L.K Pandey *अनुराग* *के.के.*

Sandeep Anurag

Prakash Sandoshis
Rishabh

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Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)

Course Title: Solid Waste Management

Course code: AEC-1 /SEC-1

Credit 5

(there shall be 5 units each consisting of one credit)

Course Offered in Semester - II

Course Description: The course would cover-general introduction including definition of solid waste municipal waste, biomedical waste, hazardous waste, e-waste; legal issues and requirements for solid waste management; sampling and characterization of solid waste.

Course objectives:

1. Understanding of problems of municipal waste, biomedical waste, hazardous waste, e-waste. Industrial waste etc.
2. Become aware of Environment and health impacts of solid waste mismanagement

Course content:

Unit	Topics
I	General Introduction including definitions of solid waste including municipal, hospital and industrial solid waste, E-wastes, legal issues and requirements for solid waste management, Solid waste management rules, 2016.
II	Health and environmental issues related to solid waste management
III	Methods of waste collection, collection techniques, waste container compatibility, waste storage requirements, transportation of solid wastes
IV	Treatment and disposal techniques for solid wastes-composting Composting. Vermicomposting. Autoclaving. Microwaving, Incineration, Non-incineration thermal techniques, Land-filling
V	Source Reduction, Product Recovery and Recycling Recovery of Biological Conversion Products: Composts and Biogas Incineration and Energy Recovery Integrated Waste Management (IWM)

Learning outcomes:

After completion of the course students should be able to characterize solid waste; analysis of hazardous waste constituents; understand health and environmental issues related to solid waste management; apply steps in solid waste management-waste reduction at source, collection techniques, materials and resource recovery/recycling, transport, optimization of solid waste transport, treatment and disposal techniques

Practical:

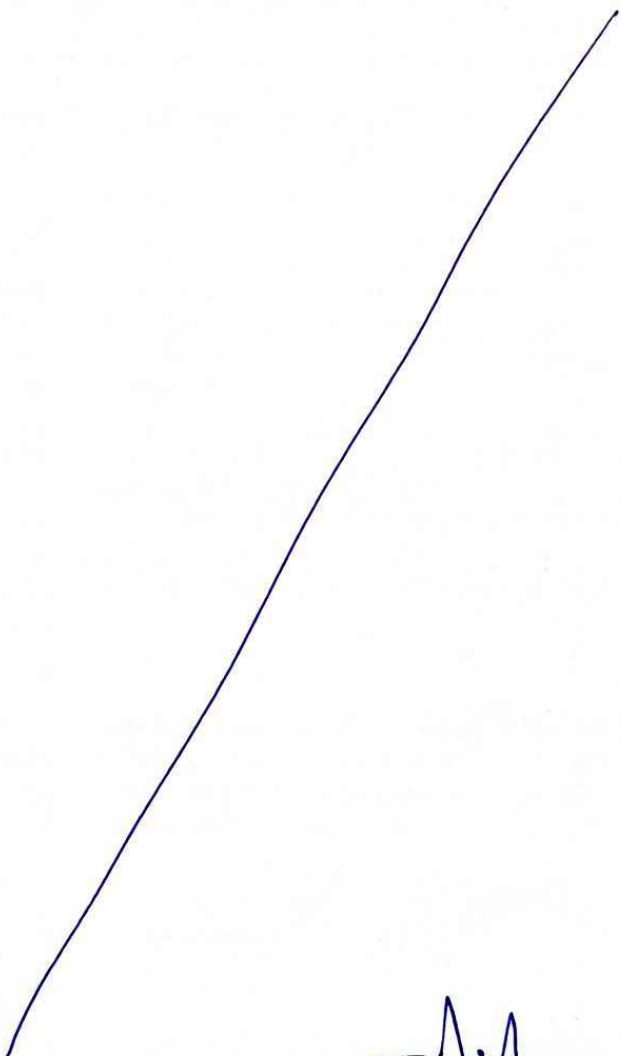
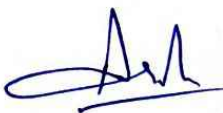
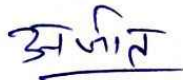





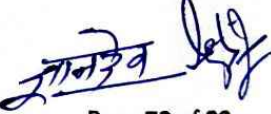


1. Awareness about disposal of different wastes in waste-bin (Concept of disposal of Biodegradable, Non-biodegradable and bio hazardous wastes in different coloured bins)
2. Method of composting
3. Method of vermicomposting
4. Autoclaving
5. Bio-gas production

Handwritten signatures and names at the bottom of the page, including: Anil, Pranati, Manjula, Sandar, Reshmi, L.K. Pandey, Sandan, Anun, and Tamadar. There are also some illegible handwritten notes and a page number '78' written in the top right corner.

Choice Based Credit System (CBCS)- M.A. in Education Syllabus of T.N.A.C.E. (Autonomous)
Harigaon (2025)

Assignments:

1. Global and Indian issues related to Solid wastes
2. Health issues related to solid waste management
3. Environmental issues related to solid waste management
4. Disposal methods for biodegradable wastes
5. Disposal methods for non-biodegradable wastes
6. Disposal methods for Recyclable wastes
7. Biomedical wastes and their disposal methods
8. E-wastes and their disposal
9. Land-filling method of solid waste disposal
10. Vermi-composing method of solid waste disposal etc.






Pranati Manjula Jena


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Santosh Kumar

Ramesh Kumar

Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)

Course Title: Mushroom Technology

Course code: AEC-1/SEC-1

Credit 5

(There shall be 5 units each consisting of one credit)

Course offered in: Semester - II

Course Description: The course would cover-general introduction about fungi including a general life cycle of Mushroom, Edible and Poisonous mushroom. Different aspects of mushroom cultivation in relation to environment, Nutritional value of mushrooms, Economic importance and health benefits of mushroom. Identification of mushroom by spore print method. Production method of edible mushrooms Button and oyster mushroom; Preservation method for mushroom fruiting body-drying. Diseases of mushroom caused by bacteria, fungi and viruses and its control.

Course objectives:

1. Cultivation methods for edible varieties of mushroom.
2. Preservation method for mushroom fruiting body as well as its spore and mycelium.
3. Awareness of health benefits of mushroom consumption.

Course content:

Unit	Topics
I	General Introduction about fungi including a general life cycle of Mushroom; Edible and Poisonous mushroom; Different aspects of mushroom cultivation in relation to environment: Economic importance and health benefits of mushroom.
II	Production method of some edible mushroom Button mushroom (<i>Agaricus bisporus</i>), oyster mushroom (<i>Pleurotus sajorajju</i>).
III	Preservation method for mushroom fruiting body-drying: Diseases on mushroom caused by bacteria, fungi and viruses and Its control.
IV	Isolation and culture of spores, culture media preparation. Production of mother culture, mother spawn, commercial spawn.
V	Different methods of maintenance of mushroom culture and its strain preservation

Learning outcomes:

After completion of the course students should be able to understand the cultivation methods for the production of mushrooms viz. Button, Oyster, diseases on mushroom and its remedial measure; preservation method for mushroom fruiting body and its spore as well as mycelium; social, economic, environmental and health benefits of mushroom consumption.

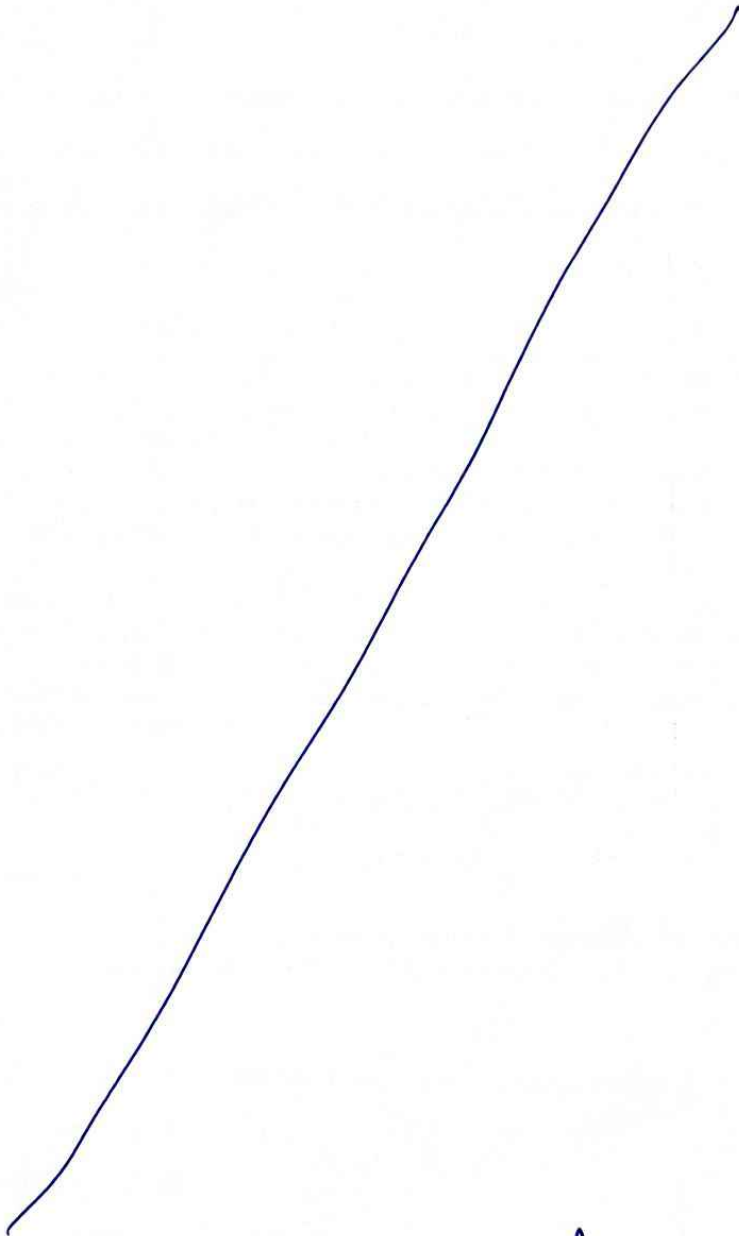
Practical:

1. Production of mother culture by spore culture.
2. Cultivation of Oyster mushroom
3. Spore print and microscopic examination of mushroom spore and mycelium.
4. Preservation of mushroom by drying.

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Pranali Manjula Jena, Sandeep, L.K. Pandey, Santosh Kumar, Anamika, Rukhadas, Page 80 of 89

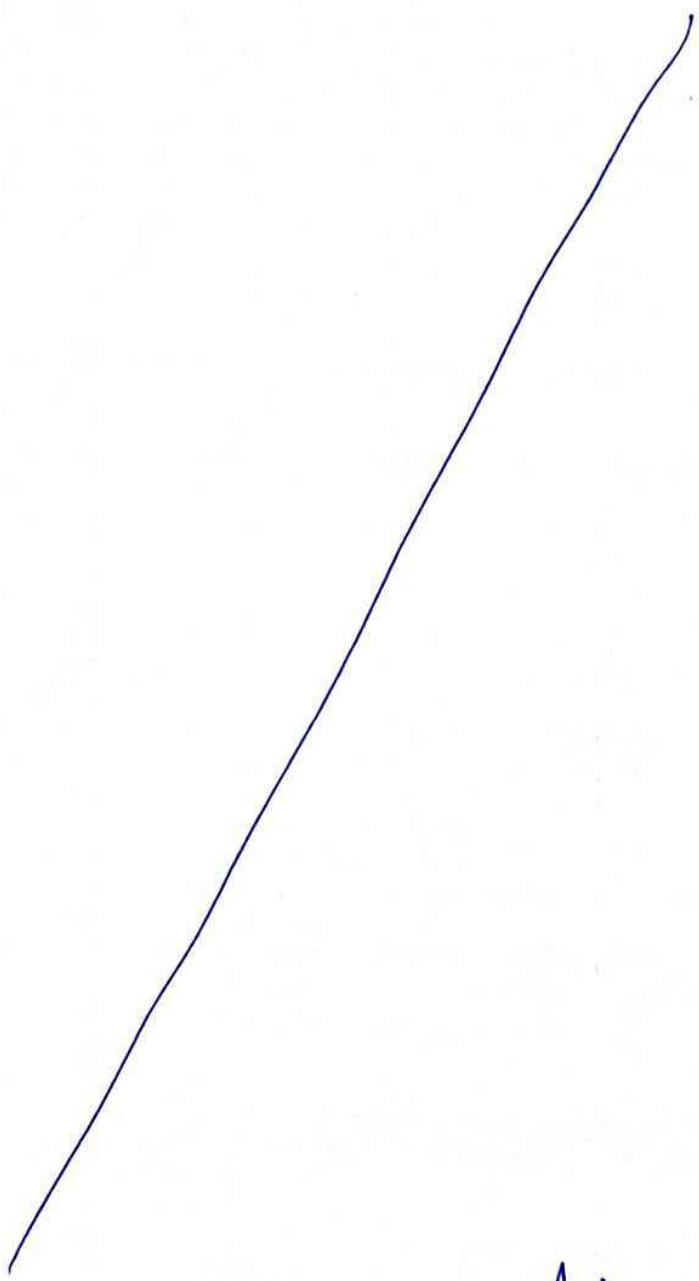
Assignments:

1. Edible mushroom cultivated in India
2. Poisonous mushroom.
3. Cultivation method for Button and Oyster mushrooms.
4. Nutritional and other health benefits of mushrooms.
5. Mushroom spawn production methods etc.



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Sandeep Kumar
Anurag Kumar
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Page 81 of 89
31/5/25

3. Agricultural benefits of biofertilizers.
4. Azotobacter as biofertilizer
5. Rhizobium as biofertilizer
6. Cyanobacteriu as biofertilizer
7. Azolla as hiafertilizer etc.



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Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)

Course Title: Environmental Law and Policy

Course code: AEC-1/SEC-1

Credit 5

(there shall be 5 units each consisting of one credit)

Course offered in Semester - II

Course Description: Law and policy play a major role in the conservation and management of natural resources as well as pollution control. This course intends to introduce the students to the vast field of Environmental Law and Policy. The course would be divided into three broad areas. The first part would cover the basic concepts and principles of Environmental Law. This would include judicial precedents, which now forms an essential part of environmental jurisprudence. The second part would be divided into specific introductory modules on forests and wild life including bio-diversity related laws, Air and Water related laws including mega projects and marine laws; and laws relating to hazardous substances. The third part would discuss the role of judiciary including the National Green Tribunal in protecting the environment.

Course objectives:

1. To provide an overview of the law and policies relating to environment both at the national and international level.
2. To critically analyse the implementation of these laws and the role of adjudicatory bodies in the field of environment.

Course content:

Unit	Topics
I	Introduction: Environment: meaning and components: Environment v Development debates trigger events, business and environmental law, a brief introduction to SDGs. Introduction to environmental laws in India; Constitutional provisions, an overview of the laws General principles in Environmental law: Precautionary principle; Polluter pays principle; Sustainable development: Public trust doctrine.
II	Forest, Wildlife and Biodiversity related laws: Evolution and Jurisprudence of Forest and Wildlife laws; Colonial Forest policies; Forest policies after independence. Statutory framework on Forests. Wildlife and Biodiversity: IFA, 1927: WLPA, 1972: FCA, 1980; Biological Diversity Act, 2002; Forest Rights Act. 2006. Strategies for conservation-Dolphin. Tiger. Elephant, Rhino
III	Air and Water Laws National Water Policy Laws relating to prevention of pollution, access and management of water and institutional mechanism: Water Act, 1974; Water Cess Act, 1977. EPA. 1986. Pollution Control Boards Ground water and law Legal framework on Air pollution: Air Act, 1981: EPA. 1986 as amended to dete including rules and notifications issued under it.
IV	Environment protection laws and large Projects Legal framework on environment protection-Environment Protection Act as the framework legislation-strength and weaknesses: EIA.

V	Marine laws of India: Coastal zone regulations, Wetland conservation. Judicial remedies and the role of National Green Tribunal Role of judiciary in environmental protection; Infrastructure projects and the Indian judiciary.
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Learning outcomes:

On completion of this course, the student's would:

1. Have a strong foundation to undertake specialized courses in the field of environmental laws & policy
2. Develop an inter-disciplinary approach to the issues relating to environment.

Assignments:

1. Environmental laws in India
2. Evolution and Jurisprudence of Forest and Wildlife laws
3. Legal framework on Air pollution
4. Biological Diversity law
5. Role of judiciary in environmental protection
6. Air Laws
7. Water Laws
8. Wetland conservation etc.

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Rajendra Kumar Pandey
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Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)

Course Title: Tourism and Hospitality Management

Course codes AEC-1 / SEC-1

Credit - 5

(There shall be 5 units and consisting of one credit)

Course offered in Semester- II

Course description: The course is designed to enable students to learn various components of tourism and hospitality industry like arrangements, transportation, hospitality and travel circuits. This course will enable students to earn required skills needed for self-employment and employment for others.

Course objectives: The aim of the course is to provide elementary knowledge in tourism industry including transportation, hotel, destination and future scopes,

Course Content:

Unit	Topics
I	Introduction: Overview of tourism industry, Concept of tourism. Why it is important to study tourism? Scope of tourism and its economic importance. Impact of Tourism.
II	Elements of Tourism: Attraction, accessibility, accommodation, tourism product, characteristics of tourism products, types of products and tourism. Hotel Industry. Hotel Chains. Departments of Hotel. Tourist Guide and Escort. Public Relation.
III	Tour operation: Travel Agency and Tour Operator, Travel related documents. Passport, Visa, currency regulations. custom, health regulations, baggage regulations etc.
IV	Transportation: trains (Palace on Wheels, Role of transportation Industry in tourism, Indian railways and its special trains Royal orient), airlines operating in India and International. Kind of Taxi and bus/coach services available
V	Travel circuits: Some popular and important tourism circuits in India (golden triangle, desert circuit, Buddhist circuit, sun and sand, back waters etc) and international circuits

Learning outcomes:

On completion of this course, the students would:

1. Have a strong foundation to undertake specialized courses in the field of tourism and hospitality Management
2. Gain training for self-employment and generate employment for others.

Assignment: Assignment will be based on Unit I, II, III, IV and V.

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L.K. Pandey
R.K. Pandey
Abhinav Sandeep
R.K. Pandey
Sandeep
R.K. Pandey

Ability Enhancement Course (AEC) or Skill Enhancement Course (SEC)

Course title: Life and Communication Skill Development

Course code: AEC-1/SEC-1

Credit 5

(there shall be 5 units each consisting of one credit)

Course offered in: Semester- II

Course Description: Acquisition of life skills will empower students to cope with the transitive interaction on personal and professional life's while in an age of communication the curriculum will equip students to develop expertise in the utilities of ICT in the transmission of knowledge

Course objectives:

1. To develop communication skill of students.
2. To develop writing skill of students.
3. To develop expertise in the utilities of ICT in the transmission of knowledge.

Course content:

Unit	Topics
I	Life Skills: Critical thinking, Aristotle's Law of Logic. Problem solving, Creative thinking
II	Inter personal Skills: Childhood Ethics, Coping with emotions and stress, Trustworthiness and empathy. Negotiating difference of opinions
III	Communication skills: What is Communication? Listening Skills. Speaking Skills, Reading Skills, Writing Skills, Group Discussion and Personal Interview. Barriers to Communication
IV	Specialized Writing Skills: Official letters. Business letters. Personal letters, agendas, Minutes, Reports, Writing CVs, Resume, Statement of Purpose, Sending applications through mail with attachments, Rapporteur, Documentation Writing
V	Information and Communication Technology (ICT) Literacy: Word processor, Excel, PageMaker. Pdf conversion, Preparing PowerPoint Presentation

Learning outcomes:

After completion of the course students should be able to cope with the transitive interactions in personal and professional lives. The course will equip students to develop expertise in the utilities of ICT in the transmission of knowledge.

Assignments: Assignment will be based on Unit I, II, III, IV and V

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Pranati Manjula Jena
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L.K. Pandey
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Rajendra
Anam Kr Sandeep
Rajendra
Page 87 of 89

Ability Enhancement Course (AEC)

Yogic Sciences

Unit-1

BASIC CONCEPT OF YOGA

1. Introduction to Yoga: Definitions of Yoga, Thinkers on yoga and their views - Patanjali, Gherand and; Goraksh; Karma Yoga, Bhakti Yoga and Gyan Yoga: Concept and Characteristics.
2. Raja Yoga: Eight steps of Yoga; Description and significance and Niyamas. of Yamas
3. Asanas and Pranayams: Methods, advantages and limitations: Concept of Prana and Nadis; The subtle body. Chakras.
4. Pratyahara and Dharana: Significance and techniques; Pratyahara and Dharana Yoga Nidra, Antar Mouna, Ajapa Jap:
5. Hath Yoga: Shatkarmas- their methods, benefits and limitations
6. Body and Mind Body-mind relation; the conscious, subconscious and unconscious; Psychosomatic disorders.

UNIT-2

APPLICATIONS OF YOGA

1. Yogic Lifestyle and Health Medical concept and definition of health, Causes of disease according to medical science and yoga; Basic instincts and their management through yoga;
2. Diet and Nutrition: Medical and Yogic concept of diet; the three Gunas in relation to diet.
3. Effect of Yoga on body systems: The Bones and Joints, Cardiovascular, Respiratory, Digestive, Nervous, Endocrinal and Excretory systems. Preventive, Promotive and curative effects of yoga.
4. Stress management: Concept and types of stress, Effects of stress on body and mind, Yogic management techniques.
5. Social Health management Causes and effects of crime and substance abuse on society, Role of yoga as supporting and transforming agent.

UNIT-3

Practical

(1) Pawanmuktasanas - I, II

Relaxantasana - Part 1, and Jivasana. Makarasana, Matsvakridasana MelitarnePhamasana, Siddhasana, Siddhayoniasana, Sukhasana.

tivStanfingAvanusTadasana, Tiryaktadasana, Katichakrasana, Dwikonasana, Trikonasana.

(v) P'aprasana series - Vajrasana, Supravajrasana, Singhasana, Shashuunkasana,

Ustrasana, Vyaghrasana. (vi) Forward Bending Asanas - Pashchimottanasana, Janushirasana.

(vii) Backward Bending Asanas - Bhujangasana. Tiryakbhujangasana. Shalabhasana, Dhanurasana, Chakrasana, Gomukhasana, Kandhrasana

UNIT-4

(Practical)

- (i) Garyatmak Asanas-Suryanamaskar, Shankhprakhshalana Asanas.
- (ii) Inverted Asanas - Bhumi padmastasana, Sarvangasana, Halasana
- (i) Pranayama - Prepranayama Practices, Yogic Breathing, Nadishodhanupto stage III. Kapalbhata, Bhastrika, Bhramari
- (iv) Mudras and Kriyas - Gyan, Chin, Shambhawi, Nasikagra, Ashwini, Khechari, Agnisar
- (v) Bandhas - Jalandhar, Moola, Uddiyana, Mahabandha
- (vi) Shatkarmas - Kunjal, Jalneti, Laghooshankhprakhshalana, Trataka.
- (vis) Pratyahara Yoganidra, Antarmauna, Ajapa.

UNIT-5

Assignment/Vocational Training

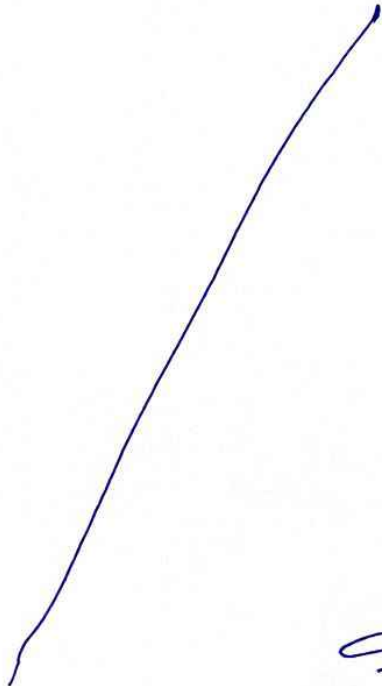
(*1 unit 1 credit)

Unit 1+2=2x10 = 20 hr's

Units 3+4 (Practical's 2x20=40 hrs)

(Vocational Training 10x2=20 hours)

Total Programme = 20+40+20=80 hours



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Anand
Prasad

Pranati Manjula Pena

Sandeep
Prabhat
L.K. Pandey

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Sandeep

Prasad

Anand