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

Approved in the meeting of the Departmental Committee in Education on10.08.2017
Approved in the meeting of the Board of Studies in Education20.09.2017

**CURRICULUM**

**TWO-YEAR MASTER OF ARTS PROGRAMME IN EDUCATION**

**UNDER**

**CHOICE BASED CREDIT SYSTEM (CBCS)**



**DEPARTMENT OF EDUCATION**
**RABINDRA BHARATI UNIVERSITY**
**56A,B.T.ROAD,KOLKATA700050,W.B.**
**2017**

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

**AFFILIATION**

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

**PROGRAMME STRUCTURE**

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

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

**Semester I**

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

**Semester II**

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

**Semester III**

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

**Semester IV**

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

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

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

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

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

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

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

**SCHEME OF EXAMINATIONS**
1. English or Bengali shall be the medium of instruction and examination.
2. Examinations shall be conducted at the end of each Semester as per the Academic
Calendar notified by the Rabindra Bharati University.
3. The System of evaluation shall be as follows:
Each course will carry 50 marks, of which 20% marks shall be reserved for internal assessment based on classroom participation, seminar, tests, viva-voce, field work, assignment, practical and attendance in the classes. Any student who fails to participate in classes, seminars, tests, viva-voce, practical and field work will not be allowed to appear in the end semester examination in the specific course and no Internal Assessment score will be awarded. The remaining 40 marks in each course shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be two hours.

# DETAILED COURSE CONTENTS

## SEMESTER I

## EDN CC: 1.1 PHILOSOPHICAL FOUNDATIONS OF EDUCATION I

**Objectives:**

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

**UNIT 1: Philosophy for Educational Practice**
   Philosophy-Its meaning and definitions
   Metaphysics and major concerns related to metaphysics.
   Epistemology and major epistemological problem of the 21st century, Dimensions of  knowing: Truth, vicarious and direct knowing, subjective and objective
 knowledge, and a priori and a posteriori knowledge
   Axiology and major axiological problem of the 21st century
   Ethics: conceived vs. operative values, Good and the good, ends and means, morality and religion.
   Aesthetics: the aesthetic experience, art for art's sake, art for our sake

**UNIT I1: Introduction to Philosophy of Education**
   Relationship between education and philosophy
   Meaning, nature and scope of philosophy of education
   Functions of philosophy of education
   Education in relation to philosophy of life

**UNIT I1I: Western Schools of Philosophy of Education**
   Metaphysics, Epistemology and Axiology of Idealism, Realism, Pragmatism, Marxism and Existentialism as philosophies of education
   Implications of Idealism, Realism, Pragmatism, Marxism and Existentialism for the goals of education, curriculum, and instruction
   Modern concepts of philosophy: analysis- logical analysis, logical empiricism and positive relativism

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

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

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

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

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

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

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

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

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

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

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

## EDN CC: 1.2 PHILOSOPHICAL FOUNDATIONS OF EDUCATION II

**Objectives:**

To be able to
know the philosophical views of Indian Schools of philosophy about Education
Analyze the social context of social philosophy bearing upon Education
Know the recommendations of National Knowledge Commission

**UNIT 1: Indian Schools of Philosophies of Education**
> Atheistic Schools: Buddhism, Jainism and Islamic Traditions with special reference to knowledge, reality and values and their educational implications
> Theistic Schools: Nyaya, Sankhya and Vedanta with special reference to knowledge, reality and values and their educational implications

**UNIT I1: Social Philosophy of Education**
> National values as enshrined in the Indian constitution: Democracy & Education,
> Freedom & Authority in Education, Equality vs Equity in Education
> Education without walls: Illich's De-schooling society, Friere's Conscientisation , Wedemeyer's Independent Study

**UNIT II1: Education for the Modern World**
> Learning : The Treasure Within (The International Commission on Education for the Twenty-first Century,1996): Areas of focus, major recommendations and impact
> 'Report to the Nation 2006' (The National Knowledge Commission, 2006): Areas of focus, major recommendations and impact

**References:**

Chatterjee, S, & Datta, D. (1948). An Introduction to Indian Philosophy, 3 [rd] Edition. Calcutta: University Press

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

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

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

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

**Objectives:**

To able the students to
 Understand about the contribution of different schools of Psychology to Education
with respect to definition, nature and factors influencing learning,
Inculcate the different theories of learning, concept of motivation and its relationship to learning,
Know the meaning and nature of higher mental processes,
Develop the knowledge about nature of creativity and its development

**UNIT 1: Educational Psychology as Applied Field**
    Educational Psychology as applied field
    Scope and Nature of Educational Psychology
    Contribution of the following schools of Psychology towards Education :
   Behaviourism, Gestalt, Hormic, Psychoanalytical

**UNIT 1I: Process of Growth and Development**
    Physical, intellectual, social, emotional and moral
    Development of concept, logical reasoning, problem solving, language
    Individual differences: determinants, role of heredity and environment,
    educational implications

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

**References:**

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

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

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

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

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

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

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

**Objectives:**

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

   **UNIT I: Motivation and Learning**

Meaning and factors affecting motivation, Atkinson's Theory of Achievement Motivation, Maslow's Self-actualization Theory, role of motivation in learning

Meaning and Nature of Learning, Hull's Reinforcement Theory, Gagne's Hierarchical Theory of Learning, Lewin's Field Theory ,Tolman's Sign Gestalt Theory, Brunner's Theory of Teaching

Transfer of learning and its theories

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

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

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

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

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

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

Gifted children: Characteristics, their need and educational programmes

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

**References:**

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

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

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

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

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

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

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

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

## EDN CC: 1.5 SOCIOLOGICAL FOUNDATIONS OF EDUCATION I

**Objectives:**

To be able to
Understand the social approaches to education
Know the agencies & their importance to socialized their children
Develop an interpersonal relationship s among the students

### UNIT I: Concept and Approaches

Relationship between Sociology and Education
Meaning, scope and uses of Sociology of Education
Sociological approaches to education and their limitations

### UNIT II: Education and Socialisation

Culture -Concept, culture and personality
Agencies of socialisation -family, peer group, community, institutions of formal education, and mass media

Concept of self, Development of self and theories of self-esteem (Cooley, Mead, Erickson and Rogers)

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

**References:**

Barry, H. & Johnson, L.V.(1964). Classroom Group Behaviour: Group Dynamics in Education. New York: John Wiley & Sons

Blackledge, D. & Hunt, Barry(1985) Sociological Interpretations of Education.London

Chanda S. S. & Sharma R.K.(2002) Sociology of Education. New Delhi: Atlantic Publishers

Cook L, A. & Cook,E. (1970).Sociological Approach to Education. New York: McGraw Hill

Durkheim, E.(1966). Education and Sociology. New York: The Free Press

Inkeles, A. & Smith.(1982). Becoming Modern. New York: Hanoman

Joyee. L. Epstein & SandersM.G(2002).School, Family and Community partnership. Guwahati: Nivedita Book Distributors

Mohanty, J.(1982). Indian Education in Emergency Society. New Delhi: SterlingPublishers

Shukla, S. & Kumar,K.(1985). Sociological Perspective in Education. New Delhi, Chanakya Publication

Swift, D. F. (1970).Basic Readings in the Sociology of Education. London: Routledge and Kegan Paul

## SEMESTER II

## EDN CC: 2.1 SOCIOLOGICAL FOUNDATIONS OF EDUCATION II

**Objectives:**

To be able to
Understand the social approaches to education
Know the agencies & their importance to socialized their children
Develop an interpersonal relationship s among the students

## UNIT I: Education as Social System
Education as a factor of social stratification and social mobility
Equality for social justice and peace.
Concept of community, school-community relationships and their educational importance

## UNIT II: Education and Social Change
Social Change: Factors and Theories of social change (Marx and Sorokin)
Process of social change:
(a) Structural Processes: Industrialisation, Urbanisation,Modernisation

(b) Cultural Processes: Sanskritisation and Westernisation
   Role of education in modernisation and social change
   Constraints of social change in India (caste, ethnicity, class, language and religion)

## UNIT III: Education and Social Issues

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

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

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

## References:

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

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

Salamatulla.(19790.Education in Social Context. New Delhi: NCERT

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

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

## EDN CC: 2.2 METHODOLOGY OF EDUCATIONAL RESEARCH I

## Objectives:

To be able to
Understand about the sources of information from where knowledge could be obtained;
nature, scope and limitation of educational research;
Know the modalities necessary for formulating research problem;obtaining the data, analyzing and drawing for solving an educational problem
Adopt the approaches that are available for conducting the educational research and
Preparing and communication of result - the research report.

## UNIT I :Educational Research

Methods of acquiring knowledge: Tradition, experience, authority, reasoning (deductive and inductive), and scientific inquiry.
Educational Research :Meaning , scope and need
Research Problem: Identification and formulation
Hypothesis: Characteristics, types and formulation

## UNIT II: Methods and Types of Research

Historical Research: Need and significance, sources and collection of data, establishing validity and interpretation of data
Descriptive Research: Need and importance, steps and interpretation, types-survey studies, case study, correlation studies
Experimental Research: Nature & procedure, validity-internal & external, role of control, ex post facto research, designs-single group and parallel group
Types of Educational Research: fundamental, applied, and action

## UNIT III: Research Tools and Sample

Research Tools: Characteristics of a good research tool, Techniques and tools of data collection -Documentary sources, Observation, Questionnaires and schedules, Interview, Rating scales and Tests
Sampling : Population and Sample, Methods-(i) Probability Sampling - Random, Systematic, Stratified and Cluster (ii) Non-Probability Sampling- Purposive, Quota and Incidental, Sampling error.
The research report: Writing and Evaluation

**Reference:**

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

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

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

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

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

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

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

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

## EDN CC: 2.3 METHODOLOGY OF EDUCATIONAL RESEARCH II

**Objectives:**
To be able to
Acknowledge how to collect data for research work
Know the modalities necessary for Statistical analysis
Prepare and analyse the result - the research report.

**UNIT I: Educational Data**
  Types of data: Qualitative and Quantitative-their sources, nature and characteristics
  Qualitative Data: Analysis- content analysis, analyses of interview-based and observation-based data
  Quantitative Data: Scales of measurement-nominal, ordinal, interval and ratio

**UNIT II : Correlation and Prediction**
  Coefficient of Correlation: Rank Difference Method and Pearson's Product Moment Method for grouped and ungrouped data
  Partial & Multiple Correlation, Regression and Prediction from simple Regression Equation
  Further Methods of Correlation: Biserial, Point-Biserial, Tetrachoric and Phi-coefficient of correlation

**UNIT III : Inferential Statistics**
  Significance of Mean: Concept of parameter and statistics, sampling distribution of Mean, Standard Error of Mean, confidence intervals and levels of confidence for the true mean
  Parametric Statistics: Significance of the difference between means (t test) involving only two groups-(a) Means of two independent large samples,(b) Means of two small independent samples,(c) Two correlated means.
  Concept of one-tailed and two tailed tests, Concept of Type I and Type II errors.
  Significance of the difference between means (F test) involving more than two
  groups -One way  ANOVA
  Non- Parametric Statistics: Chi-square test and Median test

**References:**

Bogdan, R and Steven, T.(1975). Introduction to Qualitative Research Methods. New York: John Wiley and Sons

Broota, K.D.(1992). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern Limited

Garrett. H.E (1988). Statistics in Psychology and Education. Bombay: Vakils, Feffer & Simons Ltd

Guilford, J.P. & Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill

Seigal, Sydne, Y. (1978).Non-parametric Statistics for Behavioural Science. New Delhi: McGraw Hill

Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioural Sciences. New Delhi: Mc Graw Hill

Strauss, A and J, Corbin.(1998). Basics of qualitative Research. London: Sage

## EDN CC: 2.4 Comparative Education I

## Objectives:

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

### UNIT I : Concept of Comparative Education
Meaning and scope of Comparative Education
History and Development of comparative Education.
Importance of the study of Educational Systems in a comparative perspective

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

### UNIT III: Factors and Forces Influencing theory and Practice of Education
Racial, Religious and Linguistic
Historical, Sociological and Cultural
Scientific, Economical and Political

### References:

Bereday, George(1964) Comparative Method in Education .New York: Holt, Rinehart

Chaube, S.P. and Chaube, A (1998) Comparative Education, New Delhi: Vikas Publishing House Pvt.Ltd.

Hans, Nicholas (1994) Comparative Education, New Delhi: University Book Stall

Khan, M.A. (2004) Modern Comparative Education, New Delhi.

Moehlman and Roucek, ed (1952) Comparative Education. New York: Dryden Press

Rao, V.K. & Reddy, R.S.(1997) Comparative Education, New Delhi: Commonwealth

Sharma R.S. (1962) Comparative Educational Administration. London: Prentice Hall.

UNESCO(1971) Developing of Education in Asia, Unesco/Mineda's/Paris,

Mukherji,S.N; Education in India, Today and Tomorrow. Baroda: Acharyya Book Depot

Pawar, N.G.(1998) Modern Education in Japan. New Delhi: Anmol Publications Pvt. Ltd.

Price, R.F (2005) Education in Modern China. London: Routledge

Priestley, K.E (1961) Education in China. Cornell University: Dragonfly Books

**EDN CC: 2.5 Comparative Education II**

**Objectives:**

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

**UNIT I : Study of Education System (Primary Education, Secondary Education,**
   **Higher Education, Teacher Education and Distance Education) in**
   **Developed   Countries- U.K., U.S.A. and Australia with reference to the**
   **following:**
      Aims and objectives of Education
      Structure and curriculum of Education
    Administration of Education.

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

**UNIT III: Education for Peace and Global Consciousness**
      Educational for Global consciousness and development,
      Education for Environmental Protection
      Role of UN and SAARC
      Education Programmes of UNESCO.

**References:**

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

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

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

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

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

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

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

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

## SEMESTER III

**EDN CC: 3.1 Curriculum Studies I**

 **Objectives:**

To be able to
Help the students to know the concept & objectives of  curriculum
Acquaint with different models of curriculum development
Know the Factors of curriculum implementation

**UNIT I: Curriculum as a field of study**
    Definition, elements, purposes and types of curriculum
     Curriculum theory and practice: Curriculum as a body of knowledge to be transmitted, curriculum as a product, curriculum as a process and curriculum as a praxis
     Foundations of Curriculum: Philosophical, Psychological, Socio-cultural, and Science and technology

**UNIT II: Curriculum Development**
     Curriculum Development Approaches: Administrative Model, Grass-root
     Model, Demonstration Model and Systems Analysis
      Curriculum Development Models: Tyler's Model, Taba's Model, Oliva's Model,
      Beauchamp's Model, Wheeler's Model, Kerr's Model, Nicholls Model and Dynamic
      Model of Skilbeck
      Curriculum Content: Selection, sequence, continuity, structure & integration of
       content

**UNIT III Curriculum Implementation**
     Meaning of curriculum implementation
     Factors of curriculum implementation: The teacher, the learners, resource materials and facilities, interest groups, the school environment, culture and ideology, instructional supervision and assessment

**References:**

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

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

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

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

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

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

Kelly, A. V. (1983; 1999) The Curriculum. Theory and practice 4e, London: Paul

McNeil, J. D. (1985). Curriculum: A comprehensive introduction (3rd ed.). Boston: Sowell,

Taba, H. (1962) Curriculum Development: Theory and practice, New York: Harcourt Brace and World.

Tanner, D. and Tanner, L. (1995). Curriculum Development: Theory into Practice (3rd ed.). Englewood Cliffs, NJ: Merrill.

## EDN CC: 3.2 Curriculum Studies II

**Objectives:**

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

### UNIT I: Curriculum Evaluation

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

### UNIT II: Curriculum Change and Innovation

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

### UNIT III: Curriculum Research

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

**References:**

Das, R.C.(1987) Curriculum and Eva1uation, New Delhi: NCERT

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## EDN CC: 3.3 Teacher Education I

**Objectives:**

To enable the students to

understand the concept of teacher education

understand the  methodology of teaching

build favourable attitude towards teacher education

familiarize with the latest development in teacher education

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

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

**Unit III: Technology in Teacher Education**
Techniques of teacher training - Core teaching, skills, Microteaching , Simulation.
Instructional designs - Lecture, demonstration, project, tutorial, seminar, conference, workshop, team-teaching.
Use of ICT in teacher education.

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

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

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

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

**Objectives:**
To enable the students to
Understand the development of modern concept of Educational Administration
Inform about the meaning & nature of leadership in Educational Administration
Acquaint with monitoring agencies in Educational Administration

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

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

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

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

**References:**

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Bala, M. (1990). Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
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Gakhar, S.C. (2005). Educational Administration and Management. N.M.Publishcation.
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Chandrakanth L.S.(1957). Educational Administration, What is means, Delhi, Manager of Publications.

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**EDN CEC: 3.1Educational Technology I**

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

**UNIT I: Concept and Approaches of Educational Technology**
• Meaning, Nature, Scope and Significance of Educational Technology
• Types of Educational Technology:  Psycho-technology, Planning Technology and Management.
• Technology in Education and Technology of Education

- Difference among Educational Technology, Instruction Technology and Information
  - Hardware and Software approaches of Educational Technology
- Multi-Media Approaches in Educational Technology- Meaning, Uses and Limitation.

## UNIT II: Communication Process and Instructional System
• Concept, nature, process, significance and types of communication
•Model of communication
 •Barriers of Communication.
• Components of communication process in instructional systems
• Components of Classroom communication (interactive, verbal and non-verbal)
• Factors affecting classroom communication

## UNIT III: Designing Instructional System
•Concept and importance of designing instructional system
 •Steps of  Gagne's instructional system designing. Bloom's taxonomy of educational objectives and hierarchy of objective in the cognitive, affective and psychomotor domains, formulation of instructional objectives.
•Task analysis.
  • Designing instructional strategies – Lecture, team teaching, discussion, panel discussion, seminars, conferences, tutorials and educational games.

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

**References:**
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  News, Vol.38, No. 22, May 29, 2000.
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  Education
. Dr. A.R. Sharma : Educational Technology
. Usha Rao : Educational Technology

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• Venkataiah, N. (1996): Educational technology, New Delhi: APH Publishing CorporationWalter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York

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

**Objectives:**
To enable the learners to

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

**UNIT I Introduction to Environmental Education**
Meaning, definition and characteristics of environmental education
Importance, objectives, scope and guiding principles of environmental education.
Development of environmental education since 1965

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

**UNIT –III Environmental Management and Protection**
Need, characteristics and dimensions of environmental management.
Need and objectives of conservation. Factors responsible for extinction of flora &fauna. Measures to conserve flora and fauna in the environment.
Environmental conservation & protection of rich environmental heritage .

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

References :
1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.:Cambridge University Press.
2.Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
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Publications
4.Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.

**EDN CEC 3.1 Psychology of Intelligence and Creativity I**
**Objectives:**
To enable the students understand
- the concept of and scope of intelligence

- the theories of intelligence
- the techniques of measurement of intelligence

## UNIT I: Nature and Concept of Intelligence:
Historical development of the concept of intelligence, Meaning and definitions of intelligence.
Concept of intelligence quotient (IQ), calculation of ratio IQ, deviation IQ, environmental effects on IQ
Importance of intelligence in education, work and real life

## UNIT II: Theories of Intelligence:
Spearman's g theory versus multiple factor models (Gf-Gc theory, Vernon's group
Factors and the Catell-Horn-Carroll (CHC) theory of intelligence.
The Berlin Intelligence Structure Model (BIS), Gardner's multiple intelligences,
Sternberg's Triarchic theory, Guilford's structure of the intellect.

## UNIT II: Measurement of Intelligence:
Classification of intelligence tests.
Descriptions and uses of few verbal, non verbal and performance tests of
Intelligence.
Utility of intelligence tests in education.

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

**References:**
Butcher, H.J(1970).human Intelligence: Its Nature and Assessment. London; Methuen &Co .Ltd.
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## EDN CEC: 3.2   Educational Administration and Supervision II

**Objectives:**
To enable the students to
Acquaint with Issues and Problems of Educational Administration
Acquaint with the advisory & supervisory structures
Acquaint with Supervisory Programmes

## UNIT I: Educational Supervision
(a) Meaning and nature (Supervision as a process, service activity and leadership).
(b) Functions and types of educational supervision.
(c) Problems of educational supervision.

## UNIT II: Supervisory Programmes in Education
(a) Planning supervisory programmes.
(b) Organizing supervisory programmes.
(c)  Implementing supervisory programmes.
(d) Problems of supervisory programmes.

**UNIT III: Implications for Administration and Supervisions of**
    (a) Organizational Climate
    (b) Job Satisfaction
    (c) Motivation
    (d) Conflict management for Administrators and Supervisors

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

**References:**
Bhatnagar, R.P. and Aggarwal, V. (1987). Educational Administration: Supervision Planning and Financing. Meerut: India    Surya Publications.
Bush,    T. & Bell, L. (2003). The principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
Bhatia, S.K. (2008). Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
Glanz, Jeffrey, Neville, Richard F. (1997). Educational Supervision: Perspectives, Issues and Controversies. Norwood, MA: Christopher-Gordon Publishers.
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Gupta, S.K. & Joshi, R. (2007). Organisational Behaviour. New Delhi: Kalyani Publishers.
Sayeed, O.B. (2001).        Organizational Commitment and Conflict. New Delhi: Sage Publications.

**EDN CEC: 3.2 Educational Technology II**

**Objectives:** To enable the students to

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

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

**UNIT II: Models of Teaching**
 Meaning, nature & functions
Families of teaching models
Different teaching models- Glaser, Tollyuro and Davis, Bloom's, Bruner, Piaget, Ausubel  and Taba's models of teaching.

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


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

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**References:**
.Joyce B. &  Weil M. (1992):Models of Teaching (4<sup>th</sup> edition),New Delhi,Prentice Hall of India.
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 Dist.

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.Sharma, V. P. & K. Prasad, (2010), Advanced Educational Technology, Pacific Books International.
.Vashist, S.R. (1997) Research in Educational Technology, Guwahati: Eastern Book House.

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

 **Objectives :**

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

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

**UNIT II   Environmental Impact Assessment (EIA)**
    Origin and development of  environmental  appraisal process .
    Purpose, aim, values, principal and process of EIA.
    Main participants of EIA process, impact  identification   methods .

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

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

**References :**

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

**EDN CEC 3.2 Psychology of Intelligence and Creativity II**
**Objectives:**
To enable the students understand
- human intelligence, artificial intelligence , emotional intelligence and social intelligence
- the assessment techniques of artificial intelligence , emotional intelligence and social intelligence
- the applications of intelligence in education

**UNIT I: Human Intelligence and Artificial intelligence:**
Concept and nature of human intelligence, its relationship with mental speed and gender differences, intelligence in aging and health
Concept and nature of artificial intelligence, applications of artificial intelligence in education
Differences between human intelligence and artificial intelligence
**UNIT II: Emotional Intelligence and Social intelligence:**
Concept and nature of emotional intelligence, relationship of emotional intelligence to personality and ability
Concept and nature of social intelligence, relationship of social intelligence to ability
Importance of emotional intelligence and social intelligence in education

**UNIT III: Measurement of Emotional Intelligence and Social intelligence:**
Descriptions and uses of emotional intelligence tests and scoring issues with emotional intelligence tests
Descriptions and uses of social intelligence tests
Limitations of using emotional intelligence and social intelligence tests

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

**References:**
Baron, R. A. (2002). Psychology (5th Edition). New Delhi, Pearson.

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## SEMESTER IV

## EDN CC: 4.1 Teacher Education II

## Objectives:

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

### UNIT I  Curriculum Transaction  in Teacher Education
Analysis of Teacher Education Curriculum at different stages - Pre-primary, Elementary, Secondary and Higher Education.
Approaches to Teacher  Education–consecutive and integrated.
Initial and   continuing  education of teachers and teacher educators.

### UNIT II New Trends in Evaluation in Teacher Education
Academic performance indicators (API)
Performance appraisal
Choice based credit system
Portfolio assessment

### UNIT III   Innovations and Research in Teacher Education
Innovative programmes for continuous professional development of school  teachers.
Nature   and scope of action research in teacher education.
New development in teacher education: study of futuristic, innovations, experiments and researches in teacher education.
### References
Beck, Clive & Clark  Kosnik Albany (2006): Innovations in Teacher Education: A Social constructivist approach.  State University of  NewYork.
Chaurasia,  Gulab(1977) : Innovation and Challenges in Teacher Education, Vikas Publication, New Delhi.
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Mangla, Sheela (2000) Teacher Education: Trends Strategies, Radha Publishing, New Delhi.
NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.

## EDN CEC: 4.1   Educational Administration and Supervision III

Objectives
To enable the student to:
acquire knowledge about the concept of school management.
acquire knowledge of duties of school head and teachers.
understand the concept of Issues and Problems of Educational Administration.
acquaint with Institutional  Planning

### Unit-I: Concept of Educational Management
(a) School Management: Meaning, Nature, Scope, Function and Needs.

(b) School Head: Qualities and duties of school head as per W.B. Education Code, Role of Head in planning, monitoring, supervision and evaluation.

(c) Teacher: Teaching as Profession – Characteristics, Professional traits of a teacher, Role of Teacher

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

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

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

**References:**

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

Aggarwal J. C. (1996). Teacher and Education in a Developing Society, Vikas
Publishing Co, New Delhi.
Kochhar, S.K. (1990). Secondary School Administration, Jalandhar, University Publishers.

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J. Mohanty. Educational Administration, Supervision and School Management

I. S. Sindhu. Educational Administration and Management

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

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

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

**EDN CEC: 4.1   Educational Technology III**
**Objectives:** To
.acquaint students with levels,strategies and models of teaching for future improvement

.enable the students to understand about the importance of programmed instructions  get acquainted with emerging trends in E.T. along with resource centers of E.T and
understand the need and importance of researches in this area.

## UNIT I: Self -Instructional Strategies
.Concept of programmed Instruction/ learning , principles and psychological basis of programmes  (Linear,Branching,Mathetics
. Teaching Instruction and programmed Instruction
.Psychological Basis of Programmed Instruction
.Effect of programme Learning/Instruction on Teaching
.Programme Learning approach in Normal Classroom Teaching
. Linear/branching/Mathetics  mode origin and types- Linear/branching/Mathetics

## UNIT II: Models of  Programmed Instruction
.Development of the programmed instruction model and its validation.
.Teaching machines.                                                                                                                   .

 Computer Assisted instruction-CAI.

.Learner controlled Instruction.
.Language Laboratory and Teaching Machine

## UNIT III: Modern Evaluation Techniques
.Philosophy  and paradigm of Evaluation
.Two Contrasting Paradigms of Evaluation
 .Different Types of Evaluation                                                                                        .
Norm-refernced and criterion referenced Evaluation                                                    .
Question or Item Bank , The Mechanics of Grading, Absolute Grading Standard, Semester system. Internal  Assessment, Creadit System. Open Book Examination.

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

**References:**

.Joyce B. &  Weil M. (1992):Models of Teaching (4th edition),New Delhi,Prentice Hall of India.
• Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.

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• Irvine Belson, S. (2003). Technology for Exceptional Learners. Boston: Houghton Mifflin. ISBN : 0-618-07359-0

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

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

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

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. J.C. Agarwal : Essentials of Educational Technology: Teaching Learning in
Education
. Dr. A.R. Sarma : Educational Technology
. Usha Rao : Educational Technology
• Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, Allied PublishersLtd., New Delhi.

## EDN CEC: 4.1Environmental  and  Population  Education  III

**Objectives :**

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

### UNIT I  Introduction  to Population Education
> Objectives , scope , need and importance of population  education.
> Concept   of demography, population studies and demographics; Demography as a scientific
> discipline.
> Classification of population according to Physiological, Social, Economic, fertility, mortality,
> migration related factors.

### UNIT II   Population Growth and Population Dynamics
> Distribution of population- Age, Sex, Rural-Urban .
> Causes and Consequences of  population growth
> Policies and programme of government of India regarding population control

### UNIT III   Population and Quality of life
> Population in relation to socio-economic development, health status, heath services, nutrition.
> Effect of population growth on natural resources and environment
> Population and literacy campaign .

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

**References :**
 1. Kuppuswami B(1975). Population and Society in India, Popular Prakashan, New Delhi.

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


## EDN CEC 4.1 Psychology of Intelligence & Creativity III
**Objectives:**
To enable the students understand:
- the nature, meaning and concept of creativity
- the modalities of identifying creative talents
- managing the creative children and at the same time nurturing their creative talent
- the qualities of teachers, counselors and administrators


### UNIT I: Nature and concept of creativity
Meaning of creativity- The product, process, person and press
Creativity as a constellation of abilities and traits
Creativity, intelligence and giftedness
Misconceptions about creativity and importance of creativity


### UNIT II: Identification of creative potential
Indicators of creativity
Non-testing techniques of identifying creative potential
Psychometric measures of creativity
### UNIT III: Education for creative development
Home and school environment- Factors facilitating creativity
Teaching for creativity- strategies for cognitive and affective dimensions, techniques of
 creative teaching and learning
 Qualities of teachers, counselors and administrators for fostering creativity


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

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


## EDN CEC: 4.2   Educational Administration and Supervision IV
**Objectives:**
To enable the student to:

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

### Unit I: School Management: Concepts, Approaches and Physical elements
   (a)  Aspects of school Organization – School Plant, building, Equipment, Sanitation. , Play ground, Workshop, library, Computer Room-- Midday meal, School medical service, Inclusive education.

(b) Difference between the two administrations at different levels (Primary, Secondary and Tertiary)--Board of Secondary Education, Council of H.S Education, Council of Higher education.

(c) Co-curricular Activities: Concept, types and importance, Principles of organization of co-curricular activities and role of a teacher.

## Unit II: School Organization and Its Activities

(a) Time-Table: Concept, importance, types, principles and problems of time-table construction; Role of the teacher.

(b) School Records and Registers: Types and need; How to maintain school records; Different types of records and registers viz. Teacher Diary, Cumulative Record

(c) Card, Attendance Registers of Teacher and Students, Admission & Withdrawal Register and Stock register.

## Unit III: Educational Finance and Financial Management

(a) Its importance, state responsibility, sources

(b) Financing education in India

(c) Historical perspectives, roles of the central government, different state governments, local bodies.

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

**References:**

Mohilman (1951). School Administration, New York, Houghten Miffin.

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

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

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Sears, J. B.(1960). The Nature of the Administrative process. New York McGraw Hill.

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

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

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

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

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

## EDN CEC: 4.2    Educational Technology IV

**Objectives:**
To enable the learners to;
. understand modification of teaching behaviours by Simulation, Micro Teaching Flanders' Interaction

Analysis

. understand the concept and role of ICT in construction of Knowledge

. identify the challenges in integration of ICT in school education.

. apply different Hardware Technologies in Modern Educational Practices.

. familiarize with the new trends in ICT.

. apply different e-resources for educational purposes.

## UNIT I: Modification of Teaching Behaviour
. Meaning and characteristics of Teacher Behaviour and Teaching Behaviour
.Micro Teaching
.Stimulated Teaching
.Flander's Interaction Analysis

## UNIT II: Technology for Classroom Instruction
. Components, Working and Uses of Over Head Projector ( OHP ), Movie Projector, Liquid Crystal Display (LCD) Projector, Digital Liquid Display (DLP) Projector.

. Components, Working and Uses of Computers in Teaching-Learning Process.

. Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television ( CCTV )

. New Technologies – Interactive (Computer mediated) video and its use in Education ,hypertext tale text, Video, digital, white board Decoder, Virtual Reality, Virtial University.

## UNIT III: Recent Trends in Educational Technology .
.Virtual Classroom - Concept, Elements, Advantages and Limitations

. Smart Classroom – Concept, Elements, Advantages and Limitations

.EDUSAT - Concept, Elements, Advantages and Limitations

.Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology

. Researches in Educational Technology

. Future priorities in Educational technology

.Educational Technology in For that Non- Informal Education. Distance Education, Open learning systems and Educational technology.

   . Emerging trends in Educational technology, Video tape, Radio-Vision. Teleconferencing, CCTV. CAI,   INSAT-Problems of new technologies.

    . Resource centers for Educational Technology, CIET. UGC. IGNOU.

State ET cells, AVRS. EMRC, NIST etc.- their activity for the improvement of teaching learning


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

 **References:**

.Joyce B. &  Weil M. (1992):Models of Teaching (4th edition),New Delhi,Prentice Hall of India.
. Mohanty, J. (2001). Educational Technology, New Delhi: Deep & Deep publication.
. Sharma R. A. (1991). Technology of Teaching, Meerut: International Publishing House.
. Skinner B. F (1968). The Technology of Teaching, New York: Appleton Century Croft.
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• Murunalini, T. (1997), Education and Electronic Media, New Delhi: ABH Publishing Corporation.

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

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

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

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

• Sharma, B.M. (1994): Distance Education, New Delhi: Commonwealth Publishers.
. Usha Rao : Educational Technology
• Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, Allied Publishers

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

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

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

 **UNIT –II   Population Theories**
    Malthusian Theory of   population
    Optimum Population Theory & Demographic Transition Theory
    Baker's theory of population & Caldwell's theory of population

**UNIT III   Population and Environment**
    Environmental degradation and its impact on population growth
    Earth Summit –Paris, Rio

Interrelationship between population, environment and sustainable development

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

**References:**
Raina, B.L. (1988): Population Policy. Delhi: B.R. Publishing Corporation.
Shandilya , T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.
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UGC, 35 Ferozeshah Road Feb, 2004.
United Nations Report (2017): World Population Prospects: The 2017 Revision. New York

**EDN CEC 4.2 Psychology of Intelligence & Creativity IV**
   **Objectives:**
        To enable the students:
- describe and analyze major theoretical perspectives in the area of psychology of creativity
- identify and explain different research methods used by psychologists in the area of creativity
- use critical thinking to evaluate popular media, scholarly literature, and empirical reports (debunking myths about creativity).

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

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

**UNIT II: Motivation and creativity:**

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

**UNIT III: Researches on Creativity:**

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

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

**References:**

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Barron, F. X. (1969). Creative Person and Creative Process. New York: Holt, Rinehart & Winston.

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Runco, M. A., & Albert, R.S., (2010). Understanding Creativity Research: A Historical View. In the Cambridge Handbook of Creativity J.C. Kaufman, & R. J., Sternberg (Eds).

**EDN OEC 4.1 Human Rights Education**

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

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

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

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

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

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

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

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

**EDN OEC 4.1 Guidance and Counseling in Education**

**Objectives:**

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

## UNIT I: Introduction to Guidance and Counseling
Definition, Function, Nature and Scope, Difference between Guidance and Counseling
Process of Counseling (Relating Stage, Understanding Stage and Changing Stage)
Principles of Counseling, Characteristics of a Counselor, Ethical Principles of Counseling

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

## UNIT III: Types of Counseling

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

### *References:*

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

## EDN OEC 4.2 Value Education

## Objectives

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

## UNIT I: Introduction to Value Education.
Values: Meaning, Definition, Concepts of Values.
Value Education: Need, Importance and Objectives.
Moral Values: Need and Theories of Values.
Classification of Values: Basic Values of Religion, Classification of Values.

## UNIT II: Content of value education

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

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

**References:**

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- Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philadelphia, 1963.

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- Kohlberg Lowrence, Moral Stages and Moralization: the Cognitive-developmental Approach, In Moral Development and Behaviours, edited by T. Lickona, New York, 1975.

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- Rokeach, M (1978). The Nature of Human Values, Jessy Brass, New York.

- W. Frankena (1973), Ethics. Englewood Cliffs, New Jersey: Prentice-Hall, Inc,.

**EDN OEC 4.2 Distance Education**

**Objectives:**
To enable the students to:

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

**UNIT I: Introduction to Distance Education**
Meaning and Concept of Open and Distance Learning (ODL); Nature and Scope.
Difference between "Face to Face Learning" and Open and Distance Learning.
Information and Communication Technology in the Globalized World and Open and Distance Learning.
Distance Education in Indian.
Distance Education: International perspectives.

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

Implications of Theories of Learning and Communication for Course design.
Unit Design: Key term used in Distance Education Text, Key features of the unit (Beginning, Body and Ending of the unit), Different kinds of Self Learning Text, Criteria for ordering material, Editing of SLM, Types of Self-assessment questions.
Assessment in Distance Education: Forms of assessment (Self-assessment, Tutor Marked assessment, Computer Marked assessment, Terminal assessment)

**UNIT III: Learner Support Services (LSS)**
Definition, Types and Needs of Support Services
Academic Counseling and Tutoring Services in ODL:  Definition, Need and Categories, Qualities and Competencies of a Counselor, Media of Counseling, Need for Face to Face Counseling.
Interaction through Assignments: Significance of Assignment, Tutor Comments, Types of Tutor's Comments, Didactic Communication.

**References:**
*Bloom, B.S. (1971) Handbook on Formative and Summative Evaluation of Student Learning*, New York, McGraw Hill.
*Commonwealth of Learning (1993) Perspectives on Distance Education: Student Support Services*, Towards More Responsive Systems (ed. R. Sweet) Vancouver: COL
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*Koul B.N. and Anita Bhatt (1989) IGNOU Handbook-3, Academic Counseling*, New Delhi, Division of Distance Education, IGNOU, 6-7.
*Lewis, Roger (1984) How to tutor in an open learning system*.C.E.T.
*Lockwood, F. (1998) The Design and Production of Self-Instructional Materials*, Kogan Page Ltd, London.
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