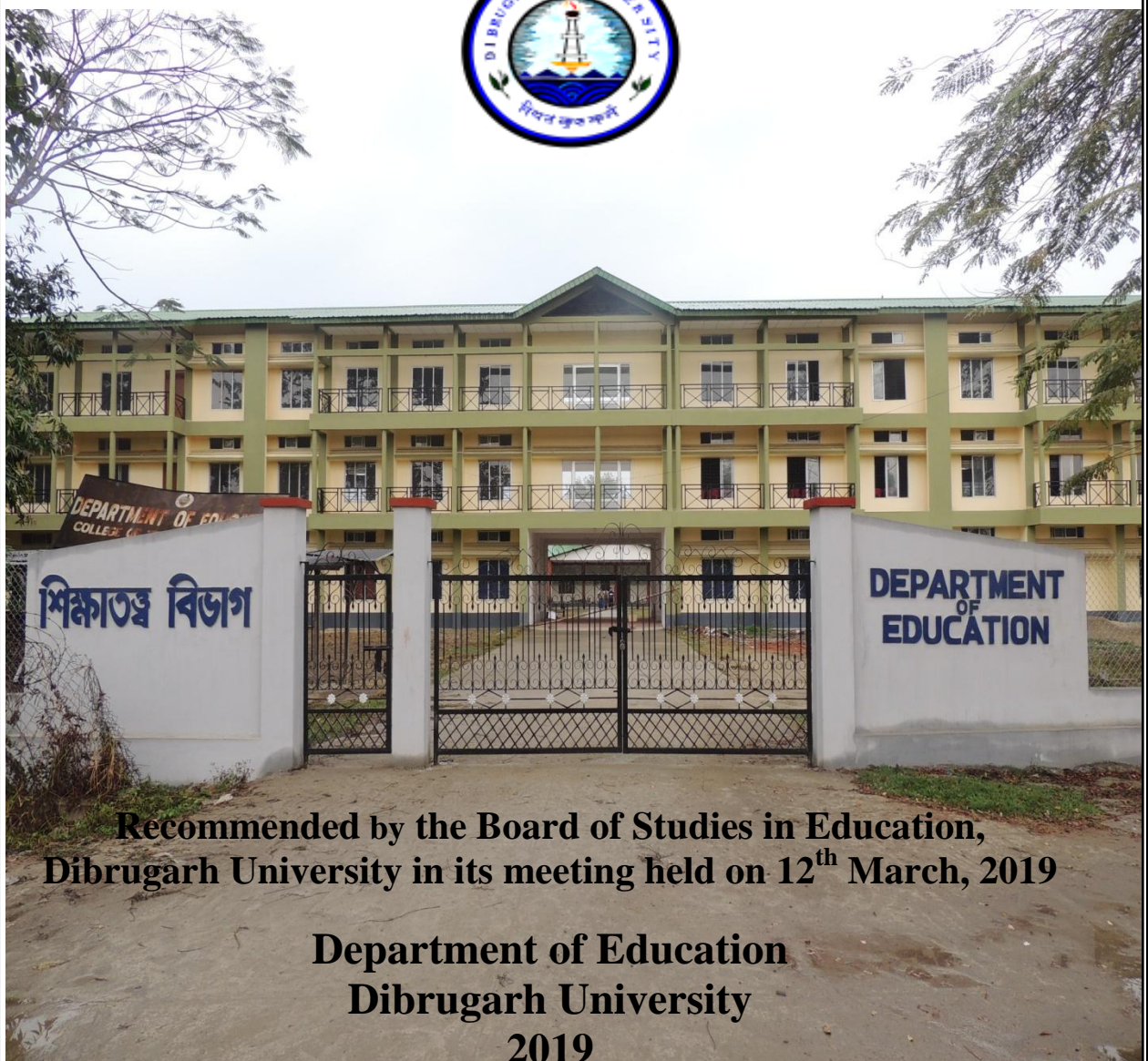


Curriculum of M.A. Programme in Education - 2019



**Recommended by the Board of Studies in Education,
Dibrugarh University in its meeting held on 12th March, 2019**

**Department of Education
Dibrugarh University
2019**

PROGRAMME SPECIFIC OBJECTIVES (PSOs)

1. To enhance student learning in Education as a Social Science discipline, by providing students with a rigorous and challenging educational experience aiming to develop sound theoretical background in the liberal subject.
2. To develop the capabilities and competencies required to work in the various fields of the liberal discipline of Education.
3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Education.
4. To develop interest in the field of Education so that the students engage in research in the subject.
5. To familiarize the students with the technologies for professional development in the subject.

**PROPOSED COURSE STRUCTURE OF THE M.A. PROGRAMME IN
EDUCATION
WITH COURSE CODES UNDER CHOICE-BASED CREDIT SYSTEM
(2019)**

SEMESTER – I	<p>CORE COURSES – 4 Credits each EDN 10100 Educational Studies EDN 10200 Learner and Learning EDN 10300 Research in Education - I</p> <p>Discipline Specific Elective (DSE) Courses : 4 Credits each</p> <ul style="list-style-type: none"> • Intra - Departmental (DSE) : At least one EDN 10401 Environmental Education and Sustainable Development EDN 10402 Open and Distance Learning EDN 10403 Mental Health Issues in Education
SEMESTER - II	<p>CORE COURSES - 4 Credits each EDN 20100 Curriculum Development EDN 20200 Educational Technology EDN 20300 Research in Education -II</p> <p>Discipline Specific Elective (DSE) Courses: 4 Credits each</p> <ul style="list-style-type: none"> • Intra-Departmental (DSE) : At least one EDN 20401 Economics of Education EDN 20402 Education in North East India EDN 20403 Introduction to Positive Psychology
SEMESTER - III	<p>CORE COURSES - 4 Credits each EDN 30100 Measurement, Assessment and Evaluation in Education EDN 30200 Educational Management EDN 30300 Inclusive Education</p> <p>Discipline Specific Elective (DSE) Courses: 4 Credits each</p> <ul style="list-style-type: none"> • Intra-Departmental (DSE) : At least one EDN 30401 Higher Education in India EDN 30402 Comparative Education EDN 30403 Developmental Psychology <p>Ability Enhancement Course (AEC) (2 Credits each) EDN 30500 Techniques of Teaching EDN 30600 Theater in Education</p>
SEMESTER - IV	<p>Core Courses - 4 Credits each EDN 40100 Education and Development : Policies and Perspectives EDN 40200 Teacher Education EDN 40300 Psychological Experiments in Education</p> <p>Discipline Specific Elective (DSE) Courses: 4 Credits each</p> <ul style="list-style-type: none"> • Intra-Departmental (DSE) : At least one EDN 40401 Intelligence and Creativity in Education EDN 40402 Guidance and Counseling EDN 40403 Dissertation

**Syllabus of the MA Programme in Education
(Under Choice Based Credit System)
Semester-I**

Course Code	:	EDN 10100
Course Title	:	Educational Studies
Nature of the Course	:	Core
Total Credit assigned	:	4
Distribution of Credits	:	Lecture: 56 Practical: 0 Tutorial: 8
Distribution of Marks	:	End Semester: 60 In Semester: 40

Course Objectives :

1. To develop an understanding of the implications of Philosophy in Education.
2. To acquaint with the contribution of Indian Philosophies (Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
3. To acquaint with the contribution of Western Philosophies (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
4. To acquaint with the contribution of Philosophers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Jiddu Krishnamurthy, Savitribai Phule, Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings, Mitchell Foucault) to the development of educational thought for social change
5. To develop an understanding about concept and approaches of Sociology of Education.
6. To develop knowledge about concept and types of social institutions and their functions.
7. To acquaint students with concept and theories of social movements.
8. To make students well acquaint with socialization and education.
9. To develop an understanding about culture and education.
10. To develop an understanding about relationship between education, changes and development.
11. To develop knowledge about different political ideologies and their bearings on education.

Unit	Content	Marks	L	P	T
I	1.0 Contributions of Indian Schools of Philosophy: 1.1 Implication of Philosophy in Education 1.2 Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism with special reference to aim of education, sources and methods of acquiring valid knowledge.	12	(10) 1 9		1
II	2.0 Contributions of Western Schools of Philosophy: Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism with special reference to aim of	12	(12)		2

	education, sources and methods of acquiring valid knowledge.				
III	<p>3.0 Contributions of Thinkers to the development of educational thought for social change:</p> <p>3.1 Indian Thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Jiddu Krishnamurthy, Savitribai Phule</p> <p>3.2 Western Thinkers: Paulo Freire, Wollstonecraft, Nel Noddings, Mitchell Foucault</p>	12	(14)		2
IV	<p>4.0 Concept, Approaches and Theories of Sociology of Education :</p> <p>4.1 Introduction to Sociology of Education</p> <p>4.2 Need for Sociological Approach in Education</p> <p>4.3 Interrelationship between Education and Sociology</p> <p>4.4 Theories of Sociology of Education:</p> <ul style="list-style-type: none"> • Structural – functionalism • Symbolic Interactionism • Conflict theory <p>4.5 Social Institutions and Education</p> <ul style="list-style-type: none"> • Family • School • Society <p>4.6 Socialization and Education</p> <p>4.7 Concept and Theories of Social Movements</p> <ul style="list-style-type: none"> • Relative Deprivation • Resource Mobilization • Political Process Theory • New Social Movement Theory 	12	(14)		2
V	<p>5.0 Culture, Cultural Change and Social Change</p> <p>5.1 Culture , cultural change and Education</p> <p>5.2 Social Change and Education</p> <p>5.3 National values as enshrined in the Indian Constitution -</p> <ul style="list-style-type: none"> • Socialism • Secularism • Justice • Liberty • Democracy 	12	(06)		1

	<ul style="list-style-type: none"> • Equality • Freedom with special reference to education 				
Total		60	56		8

Mode of In-Semester assessment (40 Marks):

- 1. At Least Two Sessional Tests** **:20 marks**
- 2. Any two activities of the following:** **:20 marks**
 - a) Preparation and presentation of a paper on the educational contribution of any philosopher given in the course
 - b) Visiting a place/institution of education having philosophical interest and preparing a report
 - c) Home Assignment
 - d) Book Review
 - e) Group Discussion
 - f) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) describe the implications of Philosophy in Education;
- ii) appraise the contribution of Indian Philosophies (Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
- iii) appraise the contribution of Western Philosophies (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
- iv) appraise the contribution of Philosophers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Jiddu Krishnamurthy, Savitribai Phule, Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings, Mitchell Foucault) to the development of educational thought for social change
- v) explain the concept and approaches of Sociology of Education.
- vi) explain the concept and types of social institutions and their functions.
- vii) explain the concept and theories of social movements.
- viii) explain the relation socialization and education.
- ix) explain the relation culture and education.
- x) explain the relationship between education, changes and development.
- xi) explain different political ideologies and their bearings on education.

Recommended Readings:

1. Adishesiah, W.T.V. & Pavanasam . R. (1974). *Sociology in Theory and Practice*. New Delhi: Santhi Publishers.
2. Aurobindo, S. (2010). *Speeches on Indian Politics and National Education*. Pondicherry: Sri Aurobindo Ashram.

3. Aurobindo, S. (2011). *Sri Aurobindo and the Mother on Education*. Pondicherry: Sri Aurobindo Ashram.
4. Chanda S.S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
5. Chandra, S.S. (1996). *Sociology of Education*. Guwahati: Eastern Book House.
6. Dewey, J., (2017). *Democracy and Education*. Delhi : Aakar Books Classics.
7. Freire, P. (1972). *Pedagogy of the Oppressed*. Penguin Books.
8. Goswami, A.C. (2001). *Philosophical and Sociological Bases of Education in Emerging India*. Guwahat: Jyoti prakashan.
9. Hamilton, Sue., (2001). *Indian Philosophy: A Very Short Introduction*. New York : Oxford University Press.
10. Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
11. Hiriyana, M. (2009) *Outlines of Indian Philosophy*. Delhi: Motilal Banarasidas Publishers Pvt. Ltd.
12. Leaman, O., (2004). *Key Concepts in Eastern Philosophy*. London: Routledge.
13. Miri, M. (2014). *Philosophy of Education*. New Delhi: Oxford University Press.
14. Mukhopadhyaya, M. (2007). *Education for a Global Society*. Delhi: Shipra Publications.
15. Noddings, N. (2015) *Happiness and Education*
16. Pathak, A. (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Delh: Aakar.
17. Perrett, R. W.(2016). *Introduction to Indian Philosophy*. Delhi: Cambridge University Press.
18. Radhakrishnan, S. (2013). *Indian Philosophy (Vol I and II)*. New Delhi: Oxford University Press.
19. Rao,S. (2012). *Sociology: Principle of Sociology with an Introduction to Social Thoughts*. New Delhi: S. Chand and Company Limited.
20. Rusk, R. R. (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
21. Sachdeva and Gupta. (2008). *A Simple Study of Sociology*. Delhi: Ajanta Prakashan.
22. Safaya, Shaida, Shukla.(2006). *Teacher in Emerging Indian Society*. New Delhi: Dhanpat Rai Publishing Company.
23. Shrivastava and Shrivastava. (2004). *Issues in Education and Society*. Delhi: Daya Publishing House.
24. Shukla, S. & Kumar, K. (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.
25. Tripathy, M. (2013). *Gandhi on Education: Concepts and Relevance*. New Delhi: Cyber Tech Publications.
26. Vivekananda, S., (2011). *My Idea of Education*. Kolkata: Advaita Ashrama.

**Syllabus of the MA Programme in Education
(Under Choice Based Credit System)
Semester-I**

Course Code	:	EDN 10200
Course Title	:	Learner and Learning
Nature of the Course	:	Core
Total Credit assigned	:	4
Distribution of Credit	:	Lecture: 61 Practicum: 03 Tutorial: 0
Distribution of Marks	:	End Semester: 60 In semester: 40

Course Objectives:

1. To make the students understand the contributions of different Schools of Psychology to Education.
2. To make the students understand the different theories of Learning, Intelligence, Personality etc.
3. To enable the students to understand implications of psychological theories in Education.
4. To know the determinants and application of Personality theories to education.

Unit	Content	Marks	L	P	T
I	1.0 Growth and Development 1.1 Meaning, Nature and principles of Growth and Development of the children 1.2 Schools of Psychology and its application in Education: <ul style="list-style-type: none"> • Structuralism • Functionalism • Behaviourism • Gestaltism • Psycho-analysis • Humanist Psychology (Maslow, Rogers, Allport) 1.3 Recent trends in contemporary psychology <ul style="list-style-type: none"> • Cognitive psychology • Transpersonal psychology • Phenomenological approach 	15	(11)		

II	2.0 Theories of Learning and their applications in Education 2.1 Nature and principles of Learning 2.2 Behaviouristic theories <ul style="list-style-type: none"> • Guthrie’s Contiguity theory • Hull’s Drive reduction theory • SR Learning Theory by Dollard & Miller 2.3 Cognitive Theories <ul style="list-style-type: none"> • Theory of Insightful learning • Lewin’s Field theory • Tolman Sign learning theory • Piaget’s theory of learning 2.4 Factors affecting Social learning 2.5 Bandura’s Social learning theory 2.6 Social competence 2.7 Concept of Social cognition 2.8 Understanding Social relationship 2.9 Socialization Goals	15	(22)		
III	3.0 Intelligence 3.1 Social intelligence 3.2 Emotional intelligence 3.3 Approaches to Intelligence: <ul style="list-style-type: none"> • Uni-factor theory • Two factor theory • Multifactor theory 3.4 Theories of Intelligence: <ul style="list-style-type: none"> • Sternberg’s information processing theory • Gardner’s theory of multiple intelligence 3.5 Assessment of Intelligence 3.6 Concepts of Problem solving 3.7 Critical thinking 3.8 Metacognition 3.9 Creativity	15	(12)		

IV	4.0 Personality	15	(16)			
	4.1 Concept of Personality					
	4.2 Theories of Personality			1		
	<ul style="list-style-type: none"> • Freud’s Psychoanalytic theory • Carl Rogers theory • Gordon Allport theory • Max Wertheimer theory • Kurt Koffka 			5		
	4.3 Assessment of Personality			8		
<ul style="list-style-type: none"> • Observation • Situational performance test • Interview • The Questionnaire method • Personality inventory • Rating scales • Case history • Psycho- analysis • Projective techniques (TAT, Rorschach Test, CAT) 			1			
4.4 Guidance and Counseling:			2			
<ul style="list-style-type: none"> • Nature, Principles and Need of guidance & counseling in education. • Types of Guidance (educational, vocational, personal, health & social). 						
	Total		61	3	0	

Mode of In-Semester Assessment (40 marks):

1. **At Least Two Sessional Tests** : **20 Marks**
2. **Any two of the following activities:** : **20 Marks**
 - a) Laboratory tests (At least one)
 - b) Home Assignment
 - c) Objective test
 - d) Seminar Presentation
 - e) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) describe the meaning, nature and principles of growth and development.
- ii) discuss the contribution of different Schools of Psychology to Education .
- iii) analyze behaviouristic and cognitive theories of Learning,
- iv) describe the factors of learning.
- v) explain the implications of psychological theories in Education.

- vi) describe the concept of social intelligence and emotional intelligence, problem solving, critical thinking, meta-cognition and creativity.
- vii) describe the approaches and theories of Intelligence.
- viii) discuss the determinants and application of Personality theories to Education.
- ix) explain the nature, principles, need and type of guidance and counseling.
- x) perform various Psychology practical in Education.

Recommended Readings:

1. Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi; Vikas Publishing House Pvt. Ltd.
2. Chatterjee, S.K.(2000) . *Advance Educational Psychology*. Calcutta ; Books and Allied Pvt. Ltd.
3. Ewen, R.B.(2010). *An Introduction to Theories of Personality*. NewYork;Academic Press.
4. Gates, A.I. et.al.(1948) *Educational Psychology*. New York; Macmillan & Co.
5. Hall, C. & Lindzey, G.(2007). *Theories of Personality*. New York; Wiley Publications.
6. Lazaraus, R.S.(1961). *Adjustment and Personality*. New York; McGraw Hill Co.
7. Mangal, S.K.(2002). *Advanced Educational Psychology*. New Delhi; Prentice Hall of India, Pvt. Ltd.
8. Mathur, S.S.(2010). *Educational Psychology*. New Delhi; Vinod Pustak Mandir.
9. Stones, E.(1970). *The Psychology of Education*. London; Methuen.
10. Woolfolk, A.(1980). *Educational Psychology*. Delhi; Pearson Education (Singapore) Pvt. Ltd., Indian branch.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester I**

Course Code	:	EDN 10300
Course Title	:	Research in Education-I
Nature of the course	:	Core
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 58 Practical: 0 Tutorial: 06
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To develop an understanding of scientific method and its relationship to research.
2. To enable the students to understand the nature, scope, need of educational research
3. To familiarise the students with the research process.
4. To acquaint them with modalities necessary for formulating research problem
5. To make them able to select the appropriate sampling technique.
6. To enable the students to develop and use different research tools and techniques.
7. To enable the students to collect, analyse and interpret data using Descriptive and Inferential Statistics.
8. To encourage them to acquire essential knowledge and skills to do research in the field of Education.

Unit	Content	Marks	L	P	T
I	1.0 Scientific Method and Research in Education: 1.1 Scientific Method: Meaning and Steps, 1.2 Characteristics of Scientific Method: Replicability, Precision, Falsifiability and Parsimony 1.3 Types of Scientific Method: Exploratory, Explanatory and Descriptive 1.4 Meaning, nature and scope of Educational Research 1.5 Characteristics of educational research 1.6 Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction 1.7 Types of Research: Fundamental, Applied and Action Research 1.8 Approaches to educational research : Quantitative and Qualitative	10	(10) 1 1 2 1 1 1 2 1		
II	2.0 Research Process: 2.1 General Steps in Educational Research 2.2 Review of related literature : Purpose significance, sources, identification and organization 2.3 Formulation of research problem : Criteria and sources for identifying the Problem, defining the problem 2.4 Variables: Meaning of Concepts, Constructs and	10	(10) 1 2 2		

	<p>Variables, Types of Variables: Independent, Dependent, Extraneous, Intervening and Moderator</p> <p>2.5 Research Questions and Objectives</p> <p>2.6 Hypotheses : Meaning, importance, sources, characteristics of a good hypothesis, types (Directional and Non-Directional) and Forms (Declarative, Null and Question Form)</p> <p>2.7 Developing a Research Proposal</p>		1		
III	<p>3.0 Sampling Techniques :</p> <p>3.1 Concept of Universe (Population) and Sample, sampling element, unit, sampling frame</p> <p>3.2 Characteristics of a good sample</p> <p>3.3 Types of sampling techniques : Probability and Non- probability sampling</p> <p>3.4 Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling.</p> <p>3.5 Non- probability sampling: Purposive or Judgmental sampling, Quota, Incidental, Convenience or Accidental sampling, Snowball sampling, Systematic sampling.</p>	10	(09)		1
IV	<p>4.0 Research tools and Techniques:</p> <p>4.1 Research tools (Description, characteristics, construction and uses)</p> <p>4.1.1 Achievement test</p> <p>4.1.2 Aptitude test</p> <p>4.1.3 Inventory</p> <p>4.1.4 Questionnaire</p> <p>4.1.5 Rating Scales</p> <p>4.1.6 Attitude scales: Thurstone and Likert Scales</p> <p>4.2 Research Techniques:</p> <p>4.2.1 Observation</p> <p>4.2.2 Interview</p> <p>4.2.3 Case Study</p> <p>4.2.4 Sociometric techniques: Sociogram and Sociometric Matrices</p> <p>4.2.5 Projective techniques</p>	15	(15)		1
V	<p>5.0 Statistics in Educational Research</p> <p>5.1 Concepts of Descriptive and Inferential statistics</p> <p>5.2 Descriptive Statistics:</p> <p>5.2.1 Normal Probability Distribution : Characteristics, Application of NPC; Divergence from Normality</p> <p>5.2.2 Correlation : Assumptions, computations, Uses and interpretation of Product moment Co-efficient of correlation</p> <p>5.3 Inferential Statistics: Concept</p> <p>5.3.1 Testing of hypothesis:</p> <ul style="list-style-type: none"> • Levels of significance; 	15	(14)		4

	<ul style="list-style-type: none"> • One-tailed and Two-tailed tests of significance; • Type-I and Type-II errors in making inferences • Power of a statistical test and effective size <p>5.3.2 Parametric Statistics : Conditions to be satisfied</p> <ul style="list-style-type: none"> • Significance of mean (large and small samples) • Significance of difference between uncorrelated means (large and small samples) 		4		
	Total	60	58		6

Mode of In-Semester Assessment (40 marks):

1. **At Least Two Sessional Tests** : **20 Marks**
2. **Any two of the following activities:** : **20 Marks**
 - a) Review of related literature (Research Paper/Book/Thesis etc.)
 - b) Selection of a research problem, writing research questions, objectives and hypotheses
 - c) Construction and standardization of a research tool
 - d) Group discussion
 - e) Preparation and Presentation of seminar paper
 - f) Objective type test
 - g) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) **explain** the relationship between scientific method and research.
- ii) **describe** the research process.
- iii) **formulate** research questions, objectives and hypotheses.
- iv) **select** appropriate sampling technique to draw representative sample for a study.
- v) **construct** and standardize research tools and techniques.
- vi) **collect**, analyse and interpret empirical data using different statistical techniques.
- vii) **prepare** a research proposal

Recommended Readings:

1. Ahuja, R. (2003). *Research methods*. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). *Statistics for psychology (4th Edn)*. Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). *Educational research*. New Delhi: PHI Learning Pvt. Ltd.

5. Garrett,H.E.(2016). *Statistics in psychology and education (reprint)*. New Delhi: Paragon International Publishers.
6. Good,C.V., Barr, A.S. & Scates, D.E.(1936). *The methodology of educational research*. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). *Fundamental statistics in psychology and education*. New York: McGdraw Hill Book Company Inc.
8. Kerlinger, Fred. N. (1983). *Foundations of behavioral research*. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). *Statistical reasoning in the behavioural sciences (Fifth Edn)*. New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). *Methodology of educational research (4th Edn.)*. New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). *Research methodology-Methods and techniques (3rd Edn.)*. New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956).*Design and analysis of experiments in psychology and education*. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). *Social research methods : Qualitative and quantitative approaches (Sixth Edn.)*. New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009).*Methodology of educational research*. New Delhi : Sterling Publishers Pvt. Ltd.,
15. Singh, A.K. (1997). *Tests, measurements and research methods in behavioural science*. Kadamkuan, Patna- 800003:Bharati Bhavan,
16. Travers, Robert M.W. (1969). *An introduction to educational research*. New York : The Macmillan Company ,.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester I**

Course Code	:	EDN 10401
Course Title	:	Environmental Education and Sustainable Development
Nature of the course	:	Core
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 52 Practical: Tutorial: 12
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course objectives:

1. To understand the concept, importance, scope and aims of environmental education.
2. To understand the concept, importance and aims of sustainable development.
3. To understand the social issues of the environment
4. To know the various Environmental Movements and Acts.
5. To know the various methods and strategies of Environmental Education.
6. To understand the Sustainable Development Goals.

Unit	Content	Marks	L	P	T
I	1.0 Introduction to Environmental Education	16	(16)		4
	1.1 Concept of environment, relationship of environment and education		2 2		
	1.2 Concept, Scope and importance of Environmental Education				
	1.3 Aims and objectives of Environmental Education		1		
	1.4 Guiding principles of Environmental Education		1		
	1.5 Differences between Environmental Education and Environmental Awareness		1		
	1.6 Multidisciplinary nature of Environmental Education		1		
	1.7 Social issues of the environment:				
	1.7.1 Concept of environmental degradation and hazard		1		
	1.7.2 Solid waste management		1		
	1.7.3 Rain water harvesting and watershed management		1		
	1.7.4 The ethical basis of Environmental Education and Awareness		1		
	1.7.5 The conservation ethic and traditional value systems of India		1		
	1.7.6 Climate change – global warming, ozone layer depletion and acid rain		3		
II	2.0 Ecosystem and Biodiversity	14	(10)		2
	2.1 Concept of ecosystem and its characteristics		1		
	2.2 Kinds of ecosystem		1		
	2.3 Functioning of ecosystem		1		
	2.4 Man as a part of ecosystem		1		

	2.5 Concept of biodiversity 2.6 Value of biodiversity 2.7.Threats to biodiversity 2.8 Role of Environmental Education towards conservation of biodiversity 2.9 Ecology and Education 2.10 Ecosystem and Education		1 1 1 1 1 1		
III	3.0 Organization of Environmental Education 3.1 Goals and objectives of Environmental Education in India 3.2 Nature of curriculum on Environmental Education 3.3 Teaching strategies of Environmental Education 3.4 Methods of Environmental Education <ul style="list-style-type: none"> • Group Discussion • Problem solving • Field study • Observation 	10	(07) 1 1 1 1 1 1 1		2
IV	4.0 Environmental Education and Sustainable Development 4.1 Concept of Sustainable Development 4.2 Basic Aspects of Sustainability 4.3 Guiding Principles of Sustainability 4.4 Towards Sustainability: measures for Sustainable Development 4.5 Measuring Sustainability: Indicators for Evaluation 4.6 The Sustainable Development Goals (UN) 4.7 Components of Education for Sustainable Development 4.8 Curricular and Co-curricular approaches in Education for Sustainable Development	10	(10) 1 1 1 1 1 2 1 2		2
V	5.0 Environmental Movements and Acts 5.1 Earth Summit -2002,2012,2015,2017,2018 5.2 Montreal Protocol 5.3 Chipko Movement 5.4 Wildlife Conservation Strategy in India 5.5 The Environment Protection Act 1986 (India)	10	(09) 5 1 1 1 1		2
	Total	60	52		12

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - a) Home assignment
 - b) Field report
 - c) Objective type test

- d) Seminar
- e) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) describe the Concept, Scope, importance, Aims, objectives, Guiding principles of Environmental Education.
- ii) differentiate between Environmental Education and Environmental Awareness.
- iii) describe Multidisciplinary nature of Environmental Education.
- iv) describe the concept of environmental degradation and hazards.
- v) explain the Solid waste management, Rain water harvesting and watershed management, global warming, ozone layer depletion and acid rain.
- vi) discuss the ethical basis of Environmental Education and Awareness
- vii) discuss the conservation ethic and traditional value systems of India
- viii) describe the concept, kind, functions of ecosystem
- ix) discuss the concept of biodiversity, Value of biodiversity and Threats to biodiversity
- x) analyze the goals and objectives, nature of curriculum and teaching strategy of Environmental Education in India
- xi) describe the concept, principles of Sustainable Development
- xii) analyze the Sustainable Development Goals (UN)
- xiii) describe the Earth Summit, Montreal Protocol, Chipko Movement, Wildlife Conservation Strategy in India, The Environment Protection Act 1986 (India)
- xiv) explain role of Environmental Education towards conservation of biodiversity

Recommended readings:

1. Bell, Simon.(1999). *Sustainability Indicators-Measuring the immeasurable?.* U.K.:Earthscan Publication Limited
2. Bharucha,E.(2005).*Textbook of Environmental Studies for Undergraduate Courses.* Hyderabad: Universities Press (India) Private Limited
3. Fuelker,M.H., Pathak,B., Kale ,R.K.(2014).*Environment and Sustainable Development.* New Delhi: Springer
4. Huckle, J & Sterling S.(2001).*Education for Sustainability .*London: Earth scan Publications Ltd
5. Munier,N.(2005).*Introduction to Sustainability-Road to a Better Future.* Netherland: Springer
6. Pandey.V.C. (2005). *Environmental Education.* Isha Books
7. Saxena,H.M.(2013).*Environmental Geography.* New Delhi: Rawat Publication
8. Sharma , R.A.(2014).*Environmental Education.* Meerut: R.Lall Book Depot
9. Singh,S.(1999).*Environmental Geography.* Allahabad: Prayag Pustak Bhawan.
10. Tomer, A.(2011). *Environmental Education.* New Delhi: Kalpaz Publication

SYLLABUS OF THE M.A. PROGRAMME IN EDUCATION, 2019
(Under Choice Based Credit System)
Semester-I

Course Code	:	EDN 10402
Course Title	:	Open and Distance Learning
Nature of the Course	:	DSE / GE
Total Credit	:	4
Distribution of Credits (in hours)	:	Lecture: 54 Tutorial: 10
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To develop an understanding of the concept of Open and Distance Learning.
2. To familiarise the students with the process of development of Self-Learning Materials.
3. To acquaint the students with different learner support services.
4. To make the students understand the concept of academic counselling.
5. To familiarise the students with different communication technologies used in ODL.
6. To enable the students to understand the assessment evaluation processes in ODL.
7. To encourage them to do research in the field of ODL.

Unit	Content	Marks	L	P	T
1	5.0 Concept of Open and Distance Learning (ODL) 5.1 Nature and Characteristics of ODL 5.2 Correspondence, Open and Distance Education 5.3 Difference between ODL and Conventional System 5.4 Growth of ODL in India with special reference to IGNOU, KKHSOU and DODL, Dibrugarh University 5.5 Types of ODL Institutions 5.6 Different models of ODL 5.7 Characteristics and problems of distance learners 5.8 Regulatory bodies of ODL System 5.9 Planning and Management of ODL 5.10 Economics of ODL	10	(10) 1 1 2 1 1 1 2 1		2
2	6.0 Self-Learning Materials (SLM) 6.1 Curriculum design and development 6.2 Student learning and instructional design 6.3 Concept of SLM 6.4 Different types of Self-Learning Materials 6.5 Self-Learning print materials 6.5.1 Difference between textbooks and SLM 6.5.2 Characteristics of SLM 6.5.3 Access devices	10	(10) 1 1 1 1 1		2

	6.6 SLM development process 6.6.1 Planning 6.6.2 Preparing 6.6.3 Writing, Re-writing and Revision 6.7 Editing of the SLM 6.7.1 Format Editing 6.7.2 Content Editing 6.7.3 Language Editing 6.8 Finalizing SLM		3 1 1		
3	7.0 Learner Support Services and Academic Counselling in ODL 7.1 Learner Support Services: 7.1.1 Need of learner support services 3.1.2 Kinds of Learner Support Services <ul style="list-style-type: none"> • Pre-entry support • During the course support • Post course stage 3.1.3 Learner support providers 3.1.4 Study and Regional Centres 3.2 Academic Counselling in ODL 3.2.1 Concept, Needs and Importance 3.2.2 Stages of Academic Counselling 3.2.3 Media of Academic Counselling 3.2.4 Qualities of an academic counsellor 3.2.5 Skills of an academic counsellor 3.2.6 Academic counselling in different institutions/universities	10	(10) 5 5		2
4	8.0 Communication Technology in ODL 4.1 Need and Importance of using different media in ODL 4.2 Types of media used in ODL <ul style="list-style-type: none"> 4.2.1 Face-to-face 4.2.2 Telephone 4.2.3 Correspondence 4.2.4 Handbook 4.2.5 Audio-video <ul style="list-style-type: none"> • Radio/ TV broadcast • Teleconferencing / Videoconferencing • Computer/internet • Mobile phones/Mobile Applications 4.3 Selection of the media 4.4 EDUSAT and other modern facilities 4.5 MOOCs	15	(11) 1 5 1 2 2		2
5	9.0 Assessment, Evaluation and Research in ODL 9.1 Assessment and Evaluation in ODL <ul style="list-style-type: none"> 9.1.1 Assessment in ODL : concept, needs and importance 9.1.2 Evaluation in ODL : concept, needs 	15	(13) 8		2

	and importance				
	9.1.3 Two-way communication in ODL				
	9.1.4 Assignments and evaluation of assignment responses				
	• Types of assignments				
	• Tutor comments : nature and types				
	9.1.5 Marking vs. Grading				
	9.1.6 Question Banks				
	9.1.7 Programme Evaluation				
	9.2 Research in ODL		5		
	9.2.1 Need and importance of research in ODL				
	9.2.2 Research in ODL at National and International level				
	9.2.3 Action research in ODL				
	Total	60	54		10

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - a) Review of related literature related to ODL.
 - b) Group discussion
 - c) Preparation and Presentation of seminar paper
 - d) Objective type test
 - e) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) **explain** the concept of ODL.
- ii) **describe** the process of development of Self-Learning Materials.
- iii) **discuss** the use of different learner support services in ODL.
- iv) **explain** the concept of academic counselling in ODL.
- v) **describe** different types of communication technologies used in ODL.
- vi) **explain** the assessment and evaluation procedure used in ODL.
- vii) **carryout** research in the field of ODL.

Recommended Readings:

1. IGNOU (2002).Stride Handbook-1 :*Open and Distance Learning*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
2. IGNOU (2002) .Stride Handbook-2 :*Effective Learning*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
3. IGNOU (2002) .Stride Handbook-3 :*Academic Counselling in Open and Distance Learning*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
4. IGNOU (2002).:Stride Handbook-4 : *Assessment and Evaluation in Distance Learning*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU
5. IGNOU (2002).Stride Handbook-5 :*Development and Revision of self Learning Materials*. STRIDE, IGNOU, MaidanGarhi, New Delhi-110068
6. IGNOU (2002) .Stride Handbook-6 :*Editing in Distance Education*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
7. IGNOU (2002) .Stride Handbook-7 :*Media and Technology in Distance Education*. MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
8. IGNOU (2002) .Stride Handbook-8 :*e Learning*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
9. IGNOU (2002) .Stride Handbook-9 :*Support Services in Distance Education*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
10. IGNOU (2002) .Stride Handbook-10 :*Planning and Management of Distance Education*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
11. IGNOU (2002) .Stride Handbook-11 : *Cost Analysis in Open and Distance Learning*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
12. IGNOU (2002) .Stride Handbook-12 :*Programme Evaluation in Open and Distance Education*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
13. IGNOU (2002) :Stride Handbook-14 : *Psychological Skills for Open and Distance Learning*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
14. IGNOU (2002) .Stride Handbook-15 : *Staff Training and Development in Open and Distance Education*.MaidanGarhi, New Delhi-110068: STRIDE, IGNOU.
15. IGNOU (2008) .*Distance Education Council Handbook on Transformation of Print Materials into Self Learning Materials*. DEC, IGNOU, MaidanGarhi, New Delhi-110068
16. Ramanujan, P.R. (2014). *Globalization, Education and Open Distance Learning*. New Delhi: Centre for Policy Research.
17. Otto, P. (1998). *Learning and Teaching in Distance Education*. New Delhi: Taylor and Francis Ltd.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester I**

Course Code	:	EDN 10403
Course Title	:	Mental Health Issues in Education
Nature of the course	:	DSE
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 51 Practical: 6 Tutorials: 6
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To familiarise students with the importance of mental health in the emerging global scenario
2. To enable students to understand the basic concepts, issues related to the fundamentals of mental health.
3. To make them acquaint with principles and conditions conducive to good mental health.
4. To develop the understanding of the role of home, school and society in the promotion and preservation of mental health.

Unit	Content	Marks	L	P	T
I	1.0 Introduction to Mental Health · 1.2 Concepts, Criteria and Principles of Mental Health · 1.3 Historical Perspective of Mental Health Movement · 1.4 Theoretical Perspectives: ▪ Psychodynamic ▪ Behavioral ▪ Cognitive ▪ Humanistic ▪ Existential/Transpersonal 1.5 Neurosis and Psychosis 1.6 Concept of Normal and Abnormal Personality	15	(14) 2 1 7		1
II	2.0 Adjustment and Maladjustment 2.1 Concept and Processes of Adjustment and Maladjustment 2.2 Causes and Indicators of Maladjustment 2.3 Adjustment Mechanisms: Fantasy, Compensation, Identification, Rationalization, Sublimation, Projection, Regression and Repression 2.4 Types of Defence mechanisms 2.5 Coping and Life style 2.6 Life skills and their importance 2.7 Stress and Conflict Management	15	(13) 1 2 4 1 1 2 2		2
III	3.0 Mental health issues in Home, School and society 3.1 Mental health issues in school 3.2 Common Psychological disorders related to Anxiety, Mood and Cognition ·	15	(11) 1 3	4	3

	3.3 Common Psychological disorders in Childhood 3.4 Common Psychological disorders in Adolescence 3.5 Relationship between Teacher, Classroom Process and Mental Health 3.6 Place of Mental Health in curriculum		2 2 2 1		
IV	4.0 Interventions for Mental Health Promotion 4.1 Important Psychotherapies: ▪ Behaviour Therapy ▪ Cognitive Behaviour Therapy (CBT) ▪ Rational Emotive Behaviour Therapy (REBT) ▪ Humanistic 4.2 Religion/ Spirituality and Mental Health 4.3 Community programmes 4.4 Positive mental health and wellbeing 4.5 Strategies for Promoting Mental Health	15	(14) 1 6 2 2 2 1	2	
	Total		52	6	6

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Seminar presentation on any one of the relevant topics is compulsory : 10 Marks**
- 3. Any one of the following assignments: : 10 Marks**
 - a. Collect and analyse five newspaper reports or articles from magazines or research papers from journals each, on at least **three** different themes, such as: *Violence and aggression in schools; insensitive teacher attitudes; parental pressures and inter-generational conflicts; academic stress and competitiveness; substance abuse in school going children; peer sub cultures.*
 - b. Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.
 - c. Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding on the concern. Present your understanding through annotations of the resources and share them in the mental health group.
 - d. Identify mental health concerns of school going children across the different life stages. Develop a detailed report on the same based on your observations in schools.
 - e. Identify stereotypes presented, propagated, or challenged, in popular media such as magazines, films, television, radio, etc. and analyse the same.
 - f. Conduct a field based project on teachers' mental health concerns through observations and interviews. Develop a report of the same and give suggestions for promotion of mental health of school teachers.

- g. Identify the various community based mental health services offered in your residential area. Visit any one NGO/ clinic/ hospital providing mental health services and document the experiences of practitioners in the setting, particularly those that relate to school going children.
- h. Develop a questionnaire and conduct a brief survey to identify and analyse social perceptions towards mental health and illness.

Expected Learning Outcome:

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

- i) explain the concept, criteria and principles of mental health
- ii) explain the concept of adjustment and maladjustment, adjustment mechanisms, types of defence mechanisms
- iii) describe the importance of life skills
- iv) explain the common psychological disorders related to anxiety, mood and cognition
- v) describe the common psychological disorders of childhood and adolescence
- vi) explain the important psychotherapies such as behaviour therapy, CBT, REBT and humanistic
- vii) illustrate the concept of positive mental health and wellbeing
- viii) select appropriate strategies for promoting mental health
- ix) practice life skills and teach the same to others in the community to build positive behaviour in individuals
- x) design community programmes to create awareness about the importance of mental health in a society.

Recommended Readings:

1. Arkoff Abe (1968). *Adjustment and Mental health*. New York: Mc Graw Hill Company
2. Akhilananda S.(1952). *Mental Health and Hindu Psychology*. London: Alle and unwin
3. Akhilananda (1953). *Hindu Psychology*. London: Routledge .
4. Bahadur Mal (1955). *Mental in Theory and Practice*. Hoshiarpur: V.V. R.I. .
5. Bernard, Harold, W. (1952). *Mental Hygiene for class-room teachers*. New York: McGraw Hill Book Co. .
6. Bonny, M. E.(1960). *Mental Health in Education*. Boston: Allyn and Bacon .
7. Burbury, W.M. (Balient) et.al: *An introduction to Child Guidance*. London: MacMillan & Co.
8. Capuzzi D and Douglas, G.R: *Introduction to Counselling*. London: Allyn and Bacon
9. Carroll, H, A(1956).*Mental Hygiene: The Dynamics of Adjustment*. Englewood Cliffs. New Jercey: Prentice Hall .
10. Coleman, J.C. (1976). *Abnormal Psychology and Modern Life*. Bombay: D.B. Tara Porewala Sons & Co. .
11. Crow, Lester D. & Crow, Aline (1952). *Mental Hygiene*. New York: McGraw Hill Book Company
12. Fredrickson, B. L. (2009). *Positivity: Top-notch research reveals the 3 to 1 ratio that will change your life*. New York: Three Rivers Press. .

13. Hadfield, J.A. (1952). *Psychology and Mental Health*. London: George Allen and Unwin Ltd.
14. Haidt, J. (2006). *The Happiness Hypothesis. Finding modern truth in ancient wisdom*. New York: Basic Books. ISBN-10: 0465028020; ISBN-13: 978-0465028023 .
15. Kallam, S.G. eta (1975). *Mental Health and Going to School*. Chicago: University of Chicago, Press .
16. Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press. ISBN: 13 978-0-19-518833-2
17. Sinha, A.K. (1982). *The concept of mental health in India and Western Psychologies*. Kurukshetra: Vishal Publications .
18. Suraj B & Dutt N.K. (1978). *Mental Health through Education*. New Delhi: Vision Books Publications.
19. Suraj B. (1952). *Towards a Happier Education*. Jallendhar City: University Publications

**Syllabus of the M.A. Programme in Education
Under Choice Based Credit System
Semester II**

Course Code	:	EDN 20100
Course Title	:	Curriculum Development
Nature of the course	:	Core
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 54 Practical: 0 Tutorial: 10
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To develop an understanding about the important principles of curriculum development.
2. To develop understanding about the philosophical, psychological and sociological determinants of curriculum development with curriculum design, process and construction of curriculum.
3. To develop understanding about curricular content, curriculum implementation and curriculum evaluation.
4. To inculcate awareness about the issues, trends of researches in the area of curriculum development in India.

Unit	Content	Marks	L	P	T
I	1.0 Introduction to curriculum development	12	(12)		2
	1.1 Concept and meaning of curriculum		1		
	1.2 Historical perspective of curriculum development in India		1		
	1.3 Strategies of Curriculum Development		1		
	1.4 Procedure of curriculum development		1		
	1.5 Philosophical considerations of curriculum development (National, democratic)		1		
	1.6 Psychological considerations of curriculum development (learner's needs and interests)		2		
	1.7 Sociological considerations of curriculum development (socio cultural reconstruction)		2		
	1.8 Role of Statutory Bodies in curriculum development - NCERT, SCERT, NCTE, RCI, UGC and University		2		
II	2.0 Curriculum Design	12	(8)		2
	2.1 Meaning of curriculum design		2		
	2.2 Sources of curriculum design		2		
	2.3 Principles of curriculum design		2		
	2.4 Types of curriculum based on Idealism, Naturalism and Pragmatism perspectives		1		

	2.5 Advantages and disadvantages of the different types of curriculum		1		
III	3.0 Models of Curriculum Design	12	(12)		2
	3.1 Traditional and Contemporary Models (Academic / Discipline Based Model)		2		
	3.2 Competency Based Model, Social Functions / Activities Model [social reconstruction]		2		
	3.3 Individual Needs & Interests Model		2		
	3.4 Outcome Based Integrative Model		2		
	3.5 Intervention Model		2		
	3.6 C I P P Model (Context, Input, Process, Product Model)		2		
IV	4.0 Instructional System	12	(10)		2
	4.1 Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction		3		
	4.2 Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches)		3		
	4.3 Models of Curriculum Evaluation: <ul style="list-style-type: none"> • Tyler’s Model • Stakes’ Model • Scriven’s Model • Kirkpatrick’s Model 		4		
V	5.0 Curriculum Change and Evaluation	12	(12)		2
	5.1 Factors affecting curriculum change		2		
	5.2 Approaches to curriculum change		4		
	5.3 Role of students, teachers and educational administrators in curriculum change and improvement		2		
	5.4 Scope of curriculum research and Types of Research in Curriculum Studies		4		
	Total	60	54		10

Mode of In-Semester Assessment (40 marks):

1. **At Least Two Sessional Tests** : **20 Marks**
2. **Any two of the following activities:** : **20 Marks**
 - a) Home Assignment
 - b) Seminar Presentation

- c) Objective test
- d) Group Discussion
- e) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) describe the concept, strategies and procedure of curriculum development.
- ii) explain the historical perspective of curriculum development in India.
- iii) explain the philosophical, psychological and sociological considerations of curriculum development.
- iv) analyze the role of statutory bodies in curriculum development.
- v) describe the meaning of curriculum design.
- vi) discuss the sources and principles and types of curriculum design.
- vii) explain the different models of curriculum.
- viii) describe instructional media, instructional techniques, approaches to evaluation of curriculum.
- ix) explain the models of curriculum evaluation.
- x) discuss the factors affecting curriculum change

Recommended Readings:

1. Cook, T.G. *The Changing Curriculum*. London: Methuen & Co. Ltd.
2. Dudeja, Gita & Kour, Guruvinder (2016). *Curriculum Development And Assessment*. Meerut: R. Lall
3. Kalaiyarasan, G. (2012). *Curriculum Development*. New Delhi: Aph Publishing Corporation
4. Pandey, Jyoti (2015). *Principles Of Education And Curriculum Development*. Delhi: KSK
5. Pinar, W. (2015). *Curriculum Studies in India: Intellectual Histories, Present Circumstances*. London: Palgrave Macmillan
6. Reddy, Mamidi Malla & Ravisankar, S. *Curriculum Development and Educational Technology*. New Delhi: Sterling Publishers Privale Ltd.
7. Sharma R.A. *Curriculum Development and Instruction*. Meeret: R Lal Book Depot.
8. Talla, Mrunalini (2012). *Curriculum Development: Perspectives, Principles and Issues*. New Delhi: Pearson
9. Tyler, Ralph (2013). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press

**Syllabus of the M.A. Programme in Education
(Choice Based Credit System)
Semester II**

Course No.	: EDN 20200
Title of the Course	: Educational Technology
Nature of the Course	: Core
Total Credit Assigned	: 04
Distribution of Credit	: Lecture: 56 Practical: 0 Tutorial: 08
Distribution of Marks	: End-Semester: 60 In-Semester: 40

Course Objectives:

1. To understand the concept of Educational Technology (ET) as a Discipline.
2. To understand the differences between Information Technology, Communication Technology, Information and Communication Technology (ICT) and Instructional Technology.
3. To understand the concept of Pedagogy and Andragogy.
4. To understand the application of Educational Technology in formal, non formal, informal and inclusive education system.
5. To give an overview about the implications of Behaviourist, Cognitive and Constructivist Theories to Instructional Design.
6. To acquaint the students with Systems Approach and Instructional Design.
7. To acquaint the students with emerging trends in E learning
8. To acquaint the students with the application of ICT in Assessment, Administration and Research.

Unit	Content	Marks	L	P	T
I	<p>1.0 Understanding the Concept of Educational Technology (ET):</p> <p>1.1 Concept, Nature and Approaches of Educational Technology (Hardware, Software and Systems Approach)</p> <p>1.2 Educational Technology (ET) as a Discipline:</p> <ul style="list-style-type: none"> • Information Technology • Communication Technology • Information and Communication Technology (ICT) • Instructional Technology <p>1.3 Applications of Educational Technology in-</p> <ul style="list-style-type: none"> • Formal education systems 	10	(09)		01

	<ul style="list-style-type: none"> • Non formal (Open and Distance Learning) education systems • Informal education systems • Inclusive education systems <p>1.4 Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Vygotsky)</p> <p>1.5 Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)</p>		3		
II	<p>2.0 Pedagogy and Andragogy:</p> <p>2.1 Bloom’s Taxonomy of Educational Objectives</p> <p>2.2 Pedagogy and Pedagogical Analysis: Concept and Stages</p> <p>2.3 Organizing Teaching:</p> <ul style="list-style-type: none"> • Memory Level (Herbartian Model) • Understanding Level (Morrison teaching Model) • Reflective Level (Bigge and Hunt teaching Model) <p>2.4 Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning</p> <p>2.5 Theory of Andragogy (Malcolm Knowles)</p> <p>2.6 The Dynamic Model of Learner Autonomy</p> <p>2.7 Assessment in Andragogy of Education (Interaction Analysis):</p> <ul style="list-style-type: none"> • Flanders’ Interaction analysis • Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix) 	14	(14)		02
III	<p>3.0 Systems Approach to Instructional Design:</p> <p>3.1 Models of Development of Instructional Design:</p> <ul style="list-style-type: none"> • ADDIE • ASSURE 	12	(09)		01

	<ul style="list-style-type: none"> • Dick and Carey Model <p>3.2 Gagne’s Nine Events of Instruction and Five E’s of Constructivism</p> <p>3.3 Nine Elements of Constructivist Instructional Design</p> <p>3.4 Application of Computers in Education: CAI, CAL, CBT, CML, PSI (Personalized System of Instruction) and MI (Modular Instruction)</p> <p>3.5 Concept and Process of preparing Open and Distance Learning Material (ODLM).</p>		2 1 1 2		
IV	<p>4.0 Emerging Trends in E learning:</p> <p>4.1 Concept and nature of E learning.</p> <p>4.2 Approaches to E learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning.</p> <p>4.3 Concept of Social Learning: Use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum.</p> <p>4.4 Concept and application of Open Education Resources: Creative Common, Massive Open Online Courses</p> <p>4.5 E Inclusion - Concept of E Inclusion</p> <p>4.6 Application of Assistive technology in E learning</p> <p>4.7 Quality of E Learning – Measuring quality of system: Information, System, Service</p> <p>4.8 User Satisfaction and Net Benefits (D&M IS Success Model, 2003)</p> <p>4.9 Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research.</p>	14	(14) 1 2 2 2 1 1 2 2 1		02
V	<p>5.0 ICT in Assessment, Administration and Research (Concept and Development):</p> <p>5.1 Concept of Assessment</p> <p>5.2 Current trends in Assessment.</p> <p>5.3 Role of ICT in Assessment:</p> <ul style="list-style-type: none"> • Computer Assisted Assessment 	10	(11) 1 1 2		01

	(CAA). <ul style="list-style-type: none"> • Computer Adaptive Testing 				
	5.4 Assessment: Digital Tools and Options.		1		
	5.5 E portfolios: <ul style="list-style-type: none"> • Tools for Creating E portfolio • Advantages of E portfolio 		2		
	5.6 Digital Assessment Alternatives: <ul style="list-style-type: none"> • Online Assessment • ICT for Self and Peer Assessment • Mobile Apps for Assessment. 		2		
	5.7 ICT in Educational Administration.		1		
	5.8 ICT in Research: Online Repositories and Online Libraries.		1		
	Total:	60	57		07

Modes of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - i. Assignment/Brain storming/ Group discussion/Term paper writing on any one of the topics of the course.
 - ii. Present a topic of their own choice by using interactive board.
 - iii. Prepare a power point presentation including photo, text, video and audio and present before the classmates.
 - iv. Develop a video resource of teaching.
 - v. Present a seminar paper by using e-resources on any one of the contents of the course.
 - vi. Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

1. describe the concept, nature and components of Educational Technology.
2. distinguish between Information Technology, Communication Technology, Information and Communication Technology (ICT) and Instructional Technology.
3. apply components of Educational Technology in formal, non formal, informal and inclusive education system.
4. discuss the implications of Behaviourist, Cognitive and Constructivist Theories to Instructional Design.
5. explain and apply the Systems Approach to Instructional Design.
6. describe the emerging trends in E learning.
7. apply ICT in Assessment, Administration and Research work.

RECOMMENDED READINGS:

1. Arulsamy, S. (2009). *Application of ICT in Education*. Hyderabad: Neelkamal.
2. Ashby, E. (1972). *The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education*. New York: McGraw Hill Book Co.
3. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Mangal, S. K. and Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
6. Mohanty, Jagannath (2008). *Educational Technology*. New Delhi: Deep and Deep Publication
7. Mrunalin, T. and Ramakrishna, A. (2016). *Information and Communication Technology in Education*. Hyderabad: Neelkamal Publications.
8. Sharmah, R. A. (2007). *Technological Foundation of Educational*. Meerut: R. Lall Book Depot.
9. Shaikh, I. R. (2015). *Educational Technology and ICT*. New Delhi: McGraw Hill Education
10. Singh, C. P. (2011). *Advanced Educational Technology*. New Delhi: Saurabh Publishing House.

SYLLABUS OF THE M.A. PROGRAMME IN EDUCATION, 2019
(Under Choice Based Credit System)
Semester II

Course Code : EDN 20300
Course Title : Research in Education-II
Nature of the Course : Core
Total Credit : 4
Distribution of Credits (in hours) : Lecture: 52 Practical: 00 Tutorial: 12

Course Objectives:

1. To enable the students to apply the major quantitative and qualitative research approaches for conducting research in the field of education.
2. To enable the students to write research report and research paper
3. To develop the ability to use some statistical methods to analyse and interpret educational data
4. To develop knowledge and skill to do research in the field of education.

Unit	Content	Marks	L	P	T
I	1.0 Research Designs: Quantitative and Qualitative	15	(15)		2
	1.1 Positivism and Post-positivistic approaches to research.		2		
	1.2 Historical Research :		2		
	1.2.1 Meaning, Nature and Scope				
	1.2.2 Steps in Historical Research				
	1.3 Descriptive Research		5		
	1.3.1 Meaning, nature and scope				
	1.3.2 Types: Survey studies, Interrelationship Studies and Developmental studies				
	1.3.3 Steps in Descriptive Research				
	1.4 Experimental Research		5		
	1.4.1 Meaning, Nature and Scope				
	1.4.2 Variables : Independent and dependent variables, Confounding variables and extraneous variables				
	1.4.3 Characteristics of Experimental Research: Control, Manipulation, Observation and Replication				
	1.4.4 Steps in Experimental Research				
	1.4.5 Research Designs: Pre-Experimental Designs, Quasi-Experimental Designs and True Experimental Designs				

II	2.0 Qualitative Research Designs: 2.1 Grounded Theory Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT 2.2 Narrative Research Designs: Meaning and key Characteristics, Steps in conducting NR design, 2.3 Case Study: Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses 2.4 Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses 2.5 Mixed Method Designs: Characteristics, Types of MM designs-Triangulation, Explanatory and Exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research.	15	(15) 2		2
III	3.0 Writing the Research Report: 3.1 Format 3.2 Chapterization, 3.3 Characteristics of a good research report. 3.4 Use of abbreviations 3.5 Referencing: References, footnotes and bibliography, APA Style of Referencing 3.6 Writing Research Paper 3.7 Ethics in reporting research; Intellectual Property Right (IPR) and Plagiarism	10	(10) 1 1 1 1 2 2 2		1
IV	4.0 Parametric Statistics : 4.1 Significance of difference between correlated means 4.2 Introduction to Analysis of Variance : Concept, assumptions and computation of one way ANOVA	10	(10) 4 4		3
V	6.0 Non- Parametric Statistics 6.1 Chi-square tests : 6.1.1 Testing the divergence of observed results from those expected on the hypothesis of equal probability	10	(10) 1		4

	6.1.2	Testing the divergence of observed results from those expected on the hypothesis of a normal distribution		2		
	6.1.3	The chi-square test of 2X2 fold contingency tables		1		
	6.1.4	The chi-square test of Independence in contingency tables		1		
	6.2	Sign Test		1		
	6.3	Median Test		1		
	6.4	Sum of Rank Test		1		
	Total		60	52		12

Mode of In-Semester Assessment (40 marks):

- 1. Two Sessional Tests** : 20 Marks
- 2. Any two of the following activities:** : 20 Marks
 - a. Conducting a case study
 - b. Preparing references using APA style
 - c. Group discussion
 - d. Preparation and Presentation of seminar paper
 - e. Objective type test
 - f. Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) apply the major quantitative and qualitative research approaches for conducting research in the field of education.
- ii) construct and standardize research tools and techniques.
- iii) analyse and interpret empirical data using parametric statistical techniques.
- iv) conduct research in the field of education
- v) prepare a research report and research paper.

Recommended Readings:

1. Ahuja, R. (2003). *Research methods*. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). *Statistics for psychology (4th Edn)*. Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). *Educational research*. New Delhi: PHI Learning Pvt. Ltd.
5. Garrett, H.E. (2016). *Statistics in psychology and education (reprint)*. New Delhi: Paragon International Publishers.
6. Good, C.V., Barr, A.S. & Scates, D.E. (1936). *The methodology of educational research*. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). *Fundamental statistics in psychology and education*. New York: McGraw Hill Book Company Inc.

8. Kerlinger, Fred. N. (1983). *Foundations of behavioral research*. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). *Statistical reasoning in the behavioural sciences (Fifth Edn)*. New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). *Methodology of educational research (4th Edn.)*. New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). *Research methodology-Methods and techniques (3rd Edn.)*. New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956). *Design and analysis of experiments in psychology and education*. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). *Social research methods : Qualitative and quantitative approaches (Sixth Edn.)*. New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009). *Methodology of educational research*. New Delhi : Sterling Publishers Pvt. Ltd.,
15. Singh, A.K. (1997). *Tests, measurements and research methods in behavioural science*. Kadamkuan, Patna- 800003: Bharati Bhavan,
16. Travers, Robert M.W. (1969). *An introduction to educational research*. New York : The Macmillan Company ,.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester II**

Course Code	:	EDN 20401
Title of the Course	:	Economics of Education
Nature of the course	:	DSE
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 56 Practical: 0 Tutorial: 08
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives :

1. To develop an understanding of the meaning, nature, scope, functions and importance of economics of education.
2. To acquaint the students with Historical development of Economics of Education and research trends in economics of education
3. To understand the theoretical considerations of human capital and investment theory in education.
4. To understand the concept of education market.
5. To acquaint the students with concept of production in Education.
6. To acquaint the students with taxonomy of cost and benefits of education and cost efficiency in education.
7. To develop the understanding of concept, sources and principles of educational finance
8. To familiarize the pupils with different aspects of financing higher education in India.
9. To develop critical thinking on various issues and challenges of Economics of Education.
10. To develop interest of research on the issues of Economics of Education.

Unit	Content	Marks	L	P	T
I	1.0 Introduction to Economics of Education	12	(9)		1
	1.1 Concept, Nature and Scope of Economics of Education.		1		
	1.2 History of Economics of Education (World and Indian Perspectives)		1		
	1.3 Functions and importance of Economics of Education		1		
	1.4 Analogy of Economics to Education		1		
	1.5 Economic transactions concerned with Education		1		
	1.6 Research areas and Research trends in Economics of Education		1		
	1.7 Place of Economics of Education in formulation of Educational Policies.		2		
	1.8 Economics of Education from Micro and Macro Perspectives		1		

II	<p>2.0 Human capital & Investment theory in education</p> <p>2.1 Concept of Human Capital and Human capital formation</p> <p>2.2 Theoretical considerations of Human capital: Contribution of T. Schultz, G. Becker, Mincer</p> <p>2.3 Relation between Education and Economic development</p> <p>2.4 Linkage between Human Capital, Knowledge and Growth with reference to Endogenous growth theory, Romer Model, Solow Model, Lucas Model,</p> <p>2.5 Concept of investment in Education</p> <p>2.6 Personal, Social and National aspects of Investment in Education</p> <p>2.7 Private Returns to Education and Signaling and Screening Theories</p> <p>2.8 The main factors that determine the private rate of return to education.</p> <p>2.9 Non-Pecuniary and Social Returns to Education</p> <p>2.10 <i>Investment in Education</i>: Social Choice Approach and Capability approach</p>	12	(12)		2
III	<p>3.0 Education Market & Production in education</p> <p>3.1 Concept and Features of Education Market</p> <p>3.2 Education as Public good, Merit good and Private good</p> <p>3.3 Commodification of Education in WTO/GATS framework</p> <p>3.4 Education as an industry (concept and characteristics)</p> <p>3.5 Industry Academia Linkage</p> <p>3.6 Education as a consumption activity (concept, significance)</p> <p>3.7 The problem of educated unemployment, underemployment and brain drain –remedial measures.</p> <p>3.8 Concept of Production function in Education</p> <p>3.9 How is the production of education similar to the</p>	12	(12)		2

	production of other goods		1		
	3.10 Family Effects in the Production of Education		1		
	3.11 Choice and Competition Effects in the Production of Education		1		
	3.12 <i>Input output analysis</i> : Concept of input and output in the delivery of education.		1		
IV	4.0 Cost Benefit Analysis & Cost efficiency in education	12	(12)		2
	4.1 Concept and importance of CBA		1		
	4.2 Techniques of CBA		1		
	4.3 Application of CBA in Education		1		
	4.4 Taxonomy of Cost of Education (primary, secondary and higher level)		2		
	4.5 Taxonomy of Benefits of Education (primary, secondary and higher level)		2		
	4.6 Concept and significance of cost in Education		1		
	4.7 Cost Efficiency and Cost Effectiveness in Education		1		
	4.8 <i>Cost of Quality</i> : Appraisal Costs, Failure costs and Preventable costs		1		
	4.9 Factors of cost escalation in education sector		1		
	4.10 Remedies for cost escalation in education sector		1		
V	5.0 Educational finance & Financing education in India	12	(11)		1
	5.1 Concept and importance of Educational finance		1		
	5.2 Nature & Principles of educational finance		1		
	5.3 Sources and agencies of financing education		1		
	5.4 Maintenance of accounts in educational institutions		1		
	5.5 Budgeting: Concept and process of budgeting		1		
	5.6 Theoretical considerations of Financing of education		1		
	5.7 Trend of Financing of Education in India		1		

5.8 Challenges and Strategies of Financing of Education			1		
5.9 Role of Centre, State and Institutions for Financing of education in India			1		
5.10 Private initiatives in Financing of Education and PPP in Financing of Education			1		
5.11 Exploring options for financing Higher education			1		
Total		60	56		08

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**

a) Take-home assignment : 10 Marks
 (The assignments will be take-home. Students are free to consult notes and articles but not allowed to copy any text from any materials. Take-home assignments must be submitted via email to the course teacher. Marks may be deducted for late submission of assignment. Topic of assignment will be advised by the course teacher)

b) Seminar Presentation : 10 Marks
 (The student will be assigned a topic from the course to prepare the seminar paper. Students are free to consult notes and articles but not allowed to copy any text from any materials. Student has to submit a detail paper prior and has to present it as per scheduled duration.)

c) A Critical review on research literature on an assigned research area of Economics of Education : 10 Marks
 (Students will do a critical literature review on an assigned research area of Economics of Education covered in the course. In the review learner will explain the general theory and describe the general findings, strengths, and weaknesses of the studies. At least 10 peer-reviewed articles should be reviewed. The Paper should include Introduction, Conceptual Framework/ Theory, Background(s) of Region(s) and Education System(s), Critical Literature Review of Existing Research, Conclusion and Research Gaps. The research paper must be submitted via email to the course teacher.)

d) An Empirical research paper :10 Marks
 (Students will conduct a small empirical study on assigned research area of Economics of Education covered in the course and prepare a research paper on it. The Paper should include Introduction, Conceptual Framework/ Theory,

Background(s) of Region(s) and Education System(s), Critical Literature Review of Existing Research, Data description, Descriptive statistics, Conclusion, Graphs and Tables. The research paper must be submitted via email to the course teacher.)

e) Group Discussion :10 Marks
(A group discussion will be conducted on the selected issues of economics of education. Course teacher will identify the topic of discussion with the help of students.)

f) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) describe the concept of Economics of Education.
- ii) analyze the importance of Economics of education.
- iii) critically analyze the historical development of economics of education in India as well as in the world.
- iv) critically analyze the concept and theoretical consideration of human capital formation.
- v) describe the concepts of investment in education.
- vi) analyze the education market of India and production in education
- vii) describe the concept of Cost Benefit Analysis and its application in education.
- viii) critically analyze the concept of cost efficiency in education
- ix) critically analyze the concept and principles of educational finance
- x) analyze the trend of financing different levels of education in India.

Recommended Readings:

1. Akinyemi, S. (2010). *The Economics of Education*. Nigeria: Strategic Book publishing and Right Co.
2. Ansari, M.M. (1987) *Education and Economic Development*. New Delhi: AIU Publication.
3. Chattopadhyaya. S. (2012). *Education and Economics Disciplinary evolution and policy discourse*. New Delhi: Oxford University Press.
4. Checchi, Deniele. (2006), *The Economics of Education: Human Capital, Family Background and inequality*. Cambridge University Press.
5. Garg, V.P. (1985). *The Cost Analysis in Higher Education*. New Delhi: Metropolitan Book Co.
6. Johnes. G, & Johnes. J. (2004). *International handbook on Economics of Education*, (Ed.) USA: Edward Elgar Publishing Ltd.
7. Harbison & Myers. (1968). *Education, Manpower and Economic Growth*. New Delhi; Oxford & IBH. (Indian Edition).
8. Nagpal C.S. & Mittal A.C. (1993). *Economics of Education*, (Ed.), New Delhi; Anmol Publications.

9. Pandit, H.N. (1969). *Measurement of Cost Productivity & Efficiency of Education*. New Delhi; NCERT.
10. Psachaeopoulos, George. (1987). *Economics of Education Research and Studies*. Elsevier Science Ltd.
11. Psachaeopoulos, George. (1986). *Education for Development: An analysis of Investment Choices*. Oxford University Press.
12. Rajaiah, B. (1987). *Economics of Education*, Delhi; Mittal Publications.
13. Schultz, T.W. (1963). *The Economic Value of Education*, Columbia; Columbia University Press.
14. Sharma, R.A. (2007). *Economics of Education*. Meerut; R. Lall Book Depot.
15. Sethi, Vinita. (1997). *Educational Development and Resource Mobilization*, New Delhi; Kanishka Publication.
16. Singh. B. *Economics of Indian Education* (Ed.), New Delhi; Meenakshi Prakashan,
17. Sodhi, T.S. (1978). *Education and Economics Development*, Ludhiana; Mukand Publication.
18. Vaizey John (1962). *Economics of Education*, London; Faber & Faber.
19. Varghese & Tilak. (1962). *The financing of Indian Education*, India; project paper of International Institute of educational planning.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester II**

Course Code	:	EDN 20402
Title of the Course	:	Education in North –East India
Nature of the course	:	DSE
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 53 Practical: 0 Tutorial: 11
Distribution of Marks	:	End-Semester: 60 In-Semester: 40
Course Objectives	:	

1. To enable students to understand the diverse nature of the north-east in its own Historicity
2. To enable students to understand the developments, progress challenges in the education sector.
3. To make students acquainted with gender discourses in the region
4. To enable students to carry out independent research

Unit	Content	Marks	L	P	T
I	<p>1.0. North-East India-A Historical Perspective of the Development of the states, land, demography, population</p> <p>1.1. Introduction, Education and Development, Role of education in Development</p> <p>1.2. Education in North Eastern India pre-colonial period</p> <p>1.3. Contribution of Missionaries towards educational development</p> <p>1.4. Ethnic and cultural diversities and imbalances in education</p>	12	(10)		2
II	<p>2.0. Development of School Education</p> <p>2.1. Educational Organisation and Administrative Structure of School Education</p> <p>2.2. Elementary Education (RTE, SSA) Secondary Education and Higher Secondary Education</p> <p>2.3. Development of School Education: A Trend</p> <p>2.4. Critical Review of School Education in the different states</p> <p>2.5. Problems ,Innovations and changes in pedagogies at the school level</p>	12	(13)		3

III	3.0. Higher Education 3.1. Growth and Development of Higher Education in the North-East 3.2. General, Professional, Open and Distance Learning In the North-East 3.3. Policy perspective, changing scenario and emerging trends of Education in the North-East –Access , Quality, course, evaluation Research , problems and future prospects. 3.4. Teacher Education in the North-East a brief history , present status of Teacher Training Institutions.	12	(12)		2
IV	4.0. Conceptualization of Social Exclusion in relation to Education 4.1. Concepts of Inclusion and Exclusion 4.2. Discourses of Educational Inclusion that influences policies 4.3. Policies designed to include marginalized groups in the North-East 4.4. Gender as the basis of inequality in education: Society, family and school; Issues in school education, Problem of access , Retention, Stagnation, drop-out and push-outs.	12	(06)		2
V	5.0. Issues for research in North –East 5.1. Issues for Research in the North-East 5.2. Major areas of research in the North-East: Education, Gender, Environment and Climate Change, Migration, etc. 5.3. Preparing a Project Report: Steps of writing a project report	12	(12)		2
	Total	60	53		11

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - a. Writing a term paper
 - b. Preparing a project report
 - c. Home Assignment
 - d. Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) discuss the role of education in Development of Education in North Eastern India pre-colonial period.
- ii) discuss the Contribution of Missionaries towards educational development.
- iii) analyze the developmental pattern of School education in North east India.
- iv) analyze the developmental pattern of Higher education in North east India.
- v) discuss the concepts of Inclusion and Exclusion in context of North east India.
- vi) discuss the issues of educational research in North east India.

Recommended Readings:

1. Mahanta, A. (2008). *Journey of Assamese Women 1836-1937*. Guwahati: Publication Board Assam Guwahati 781021.
2. Rawat P. L. (1981). *History of Indian Education*. Agra: Published by Ram Prasad and Sons.
3. Koul, L. (2001). *Methodology of Educational Research*. New Delhi :Vikash Publishing House, Pvt Ltd.
4. Gait, S.E. (1905). *A History of Assam*, Guwahati :Bani Mandir
5. Govinda, R. (2011). *Who Goes to School? Exploring Exclusion in Indian Education*. (ed.) New Delhi :Oxford University Press
6. Barpujari, H.K.(1990). *The Comprehensive History of Assam: from the pre-historic times to the twelfth century A.D*. Guwahati :Publication Board Assam
7. Government of India.(2009).*Right of Children to Free and Compulsory Act 2009*
8. MHRD Department of Higher Education Government of India, *Selected Statistics*
9. Rajput, J.S.(2004). *Global Educational Change ,A Compendium of :International Documents* ,New Delhi.
10. Lyndem, B. &De, Kr .U(2008). *Education In North-East India :Experience And Challenges*. Guwahati: Published by: DVS Publication
11. Goswami, D (ed).(2014). *Education in North-East India*. Guwahati: DVS Publication Guwahati Assam.
12. Goswami. D. *Literacy and Development with Special Reference to North-East India*. Guwahati : DVS Publication, Assam.
13. Goswami. D. (2011). *Higher Education In India: Growth, Expansion & Issues*. Guwahati : DVS Publication, Assam.

**Syllabus of the MA Programme in Education, 2019
(Under Choice Based Credit System)
Semester II**

Course Code	:	EDN 20403
Course Title	:	Introduction to Positive Psychology
Nature of the Course	:	DSE
Total Credit assigned	:	4
Distribution of Credits	:	Lecture: 52 Practical: 16 Tutorial: 4
Distribution of Marks	:	End Semester: 60 In Semester: 40

Course Objectives:

1. To enable students in understanding the concept, aim, scope and background of positive psychology and implications to flourishing
2. To enable students in understanding the dimensions of flourishing and the applications to their lives
3. To enable them to utilize the own strengths and virtues and employ strategies to increase their happiness, overall quality of life and flourishing
4. To enable them to demonstrate the understanding of concepts, measures and activities to build the strengths and virtues stated in the course

Units	Content	Marks	L	P	T
I	1.0 Positive Psychology: Science of Studying Happiness and Flourishing 1.1 Concept, aim, scope and background of Positive Psychology 1.2 Implications of Positive Psychology towards Happiness and Flourishing 1.3 The dimensions of Happiness and Flourishing—Pleasant Life, Engaged Life, Meaningful Life, Relationship, Accomplishment and Positive Health	12	(8) 2 1 5		2
II	2.0 Virtues for Personal Development 2.1 Personal Goal: concept, dimensions, measures and ways to set personal meaningful goals 2.2 Self-regulation: concept, dimensions, measures and activities to develop self regulation 2.3 Grit: concept, dimensions, measures and activities to develop grit 2.4 Seeing our future through hope and optimism: concepts, benefits, measures and	12	(10) 2 3 2 3	4	

	activities to develop hope and optimism				
III	3.0 Pro-social virtues and emotions 3.1 Empathy: concept, genetic and neural foundation of empathy, empathy-altruism hypothesis, measures, activities to develop empathy 3.2 Compassion: concept, dimensions, measures and activities to develop compassion 3.3 Love: concept, varieties of love, romantic love, attachment style, measures, activities to understand love 3.4 Gratitude: concept, dimensions, benefits, measures and activities to develop gratitude 3.5 Forgiveness: concept, dimensions, measures and activities to develop forgiveness	12	(12)	4	
IV	4.0 Enhancing Life 4.1 Wisdom: concept, implicit and explicit theories of wisdom, characteristics of a wise person, measures and ways to develop wisdom 4.2 Courage: concept, finding courage in daily life, measures, learning courage 4.3 Mindfulness: concept, in search of novelty, benefits, mindfulness exercises 4.4 Flow: concept, fostering flow and benefits, experiencing flow 4.5 Spirituality: concept and benefits	12	(12)	4	
V	5.0 Protecting Life 5.1 Resilience: concept, benefits, measures and exercises to develop resilience 5.2 Post traumatic growth: concept, reviving life, benefits, ways 5.3 Positive Social Engagement: benefits, finding engagement, finding meaning 5.4 Positive Schooling: learning positive emotion, positive engagement, meaning, positive relationship, positive accomplishment and positive health	12	(12)	4	
Total		60	54	16	2

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - a) Students shall have to prepare and present an empirical research paper on any one of the strengths given in the course.
 - b) Students shall have to organize a demonstration session on any one of the strengths given in the course for college/school students
 - c) Students shall have to prepare poster, flash card on any one of the positivity given in the course.
 - d) Any other activities may be deemed to be fit by the course teacher

Expected Learning Outcomes: After completion of the course the learners will be able to

- i) describe the concept, aim, scope and background of positive psychology and implications to flourishing;
- ii) describe the dimensions of flourishing and the applications to their lives;
- iii) utilize the own strengths and virtues and employ strategies to increase their happiness, overall quality of life and flourishing;
- iv) demonstrate the understanding of concepts, measures and activities to build the strengths and virtues stated in the course.

Recommended Reading

1. Argyle, M. (2001). *The Psychology of Happiness* (2nd edn). London: Routledge.
2. Baumgardner, S. R. and Marie K. Crothers, (2009). *Positive Psychology*. New Delhi: Pearson Education.
3. Carr, A. (2004). *Positive Psychology: the Science of Happiness and Human Strengths*. New York: Routledge.
4. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal Experience*. New York: Harperperennial.
5. Emmons, R. A. (2008) *Thanks! How Practicing Gratitude can Make You Happier*. New York: Houghton Mifflin Company.
6. Fredrickson, B. L. (2009). *Positivity: Top-Notch Research Reveals the 3-to-1 Ratio That Will Change Your Life*. New York: Three River Press.
7. Gillham, Jane E., (2000) *The Science of Optimism and Hope*. Lonon: Temptation Foundation Press.
8. Hallowell, Edward M. (2011). *Shine: Using Brain Science to Get the Best from Your People*. Boston: Harvard Business Review Press.
9. Layard, R. (2011). *Happiness: Lessons from a New Science*. London: Penguin Books.
10. Lyubomirsky, S. (2012). *The How of Happiness*. New York: Penguin.

11. Norrish, Jacolyn, (2015). *Positive Education*. UK: Oxford University Press.
12. Rushton, J. P. (1980). *Altruism, Socialization and Society*. New Jersey: Prentice- Hall.
13. Seligman, M. E. P. (2002). *Authentic Happiness*. London: Nicholas Brealey Publishing.
14. Seligman, M. E. P. (2012), *Flourish: A Visionary new Understanding of Happiness and Well-being*, Free Press: New York.
15. Snyder, C. R. (1994). *The Psychology of Hope: You can get there from here*. New York: Free Press.
16. Snyder, C. R. & Lopez, S J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA , US : Sage Publications, Inc.
17. Snyder, C. R., S. J. Lopez and J. T. Pedrotti (2011). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths*. New Delhi: SAGE.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester- III**

Course Code	: EDN 30100
Title of the Course	: Measurement, Assessment and Evaluation in Education
Nature of the course	: Core
Total Credit Assigned	: 4
Distribution of Credit	: Lecture: 48 Practical: 0 Tutorial: 16
Distribution of Marks	: End-Semester: 60 In-Semester: 40

Course Objectives:

1. To develop understanding of nature of measurement, assessment and evaluation
2. To enable to distinguish between measurement, assessment and evaluation
3. To develop understanding of different types of assessment and evaluation
4. To develop understanding of assessment of cognitive, affective and psychomotor domains of learning
5. To develop understanding of different methods of estimating reliability, types of validity and norms, feedback mechanism, rubrics for self and peer evaluation
6. To gain knowledge of steps of construction of teacher made and standardized achievement tests
7. To gain knowledge of Raven's Progressive Matrices, The Wechsler Adult Intelligence Scale, Differential Aptitude test and Kuder Interest Inventories
8. To gain knowledge of scoring and interpretation of TAT, Rorschach Test and Cattell's 16 PF
9. To develop understanding and apply the knowledge of Biserial, Point-biserial, Tetrachoric, Phi-coefficient, Contingency Coefficient, Partial and Multiple Correlation, Multiple Regression Equations to solve problems

Unit	Content	Marks	L	P	T
I	1.0 Measurement, Evaluation and Assessment in Education	15	(12)		3
	1.1 Nature and Levels of Measurement in Education		1		
	1.2 Nature of assessment in education		1		
	1.3 Nature of evaluation in education		1		
	1.4 Distinction between <ul style="list-style-type: none"> • measurement and evaluation • assessment and evaluation 		1		
	1.5 Types of Evaluation and Assessment: <ul style="list-style-type: none"> • Formative and Summative 		1		

	<ul style="list-style-type: none"> Diagnostic, Prognostic, Portfolio and Placement <p>1.6 Relationship between educational objectives, learning experiences and learning outcomes;</p> <p>1.7 Assessment of Cognitive (Anderson and Krathwohl), Affective (Bloom and Krathwohl) and Psychomotor (Dave) domains of learning; Competency based evaluation.</p> <p>1.8 Feedback to different stakeholders; Feedback devices: Cumulative Record Card</p> <p>1.9 Rubrics for Self and peer evaluation: meaning and steps of construction</p>		2 1 2 1 1		
II	<p>2.0 Characteristics of a Psychological Test:</p> <p>2.1 Reliability:</p> <ul style="list-style-type: none"> Different methods of estimating Reliability (Test-Retest, Internal Consistency and Parallel Form) Computation of coefficient of reliability <p>2.2 Validity:</p> <ul style="list-style-type: none"> Types of validity (Content validity, Concurrent validity and Construct validity) Computation of coefficient of validity <p>2.3 Norms:</p> <ul style="list-style-type: none"> Types of Norm (Grade norm, Standard Score norm, Percentile norm and Stanine norm) Computation of norms 	15	(10) 4 3 3		3
III	<p>3.0 Special Psychological Tests:</p> <p>3.1 Achievement Tests</p> <p>3.1.1 Steps followed in construction of Teacher- made Achievement Test: Design of a test, Blue Print of a Test, Item Sheet, Selection of items, Assembling the items, Scoring key and marking Scheme and Question-wise</p>	15	(14) 2		4

	analysis 3.1.2 Steps followed in construction of Standardized Achievement Test: Planning, Writing items, Preliminary administration, Reliability, Validity, Norms of the final test, and Preparation of Manual and Reproduction of the test 3.2 Intelligence Test: 3.2.1 Raven's Progressive Matrices 3.2.2 The Wechsler Adult Intelligence Scale. 3.3 Personality Tests: 3.2.1 Scoring and Interpretation of T.A.T. 3.2.2 Scoring and interpretation of Rorschach test 3.2.3 Scoring and interpretation of Cattell's 16 P.F 3.4 Aptitude Test: Differential Aptitude Test 3.5 Interest Inventory: The Kuder Interest Inventories		2 1 2 1 2 2 1 1		
IV	4.0 Special correlation Methods : 4.1 Biserial 4.2 Point-biserial 4.3 Tetrachoric 4.4 Phi-coefficient 4.5 Contingency Coefficient 4.6 Partial and Multiple Correlation 4.7 Multiple Regression Equations	15	(12) 2 2 1 1 2 1 3		6
	Total	60	48		16

Mode of In-Semester Assessment (40 marks):

1. **At Least Two Sessional Tests** : 20 Marks
2. **Any two of the following activities:** : 20 Marks
 - a) **Assignment** on any topic relevant to the course
 - b) **Objective Type Test** covering the course
 - c) **Group Discussion** on any topic relevant to the course
 - d) **Preparation and presentation of seminar paper** on any topic relevant to the course
 - e) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) describe the nature of measurement, evaluation and assessment.
- ii) distinguish between measurement, evaluation and assessment.
- iii) discuss different types of evaluation and assessment.
- iv) describe assessment of cognitive, affective and psychomotor domains of learning, feedback mechanism, rubrics for self and peer evaluation.
- v) explain different methods of estimating reliability, types of validity and norms.
- vi) Compute coefficient of reliability, validity and norms.
- vii) describe steps of construction of teacher made and standardized achievement tests.
- viii) describe the scoring and interpretation of TAT, Rorschach Test and Cattell's 16 PF.
- ix) solve problems related to Biserial, Point-biserial, Tetrachoric, Phi-coefficient, Contingency Coefficient, Partial and Multiple Correlation, Multiple Regression Equations.

Recommended Readings:

1. Ahmann, J. S. (2002). *Testing student achievement and aptitudes*. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Aron, A., Aron, E.N. and Coups, E. (2012). *Statistics for psychology (4th Edn)*. Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Ebel, Robert L. (1966). *Measuring educational achievement*. New Delhi: Prentice hall of India Pvt. Ltd.
4. Elhance, D.N. (1964). *Fundamental of statistics*. Allahabad: Kitab Mahal
5. Freeman, Frank S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd,
6. Fruchter, B.A. (1954). *Introduction to factor analysis*. New York: Van Nost. Reinhold (Wiley)
7. Garrett, H.E. (1981). *Statistics in psychology and education*. Bombay: Feffer and Simons Ltd.
8. Guilford, J.P. and Fruchter, B. (1987). *Fundamental statistics in psychology and education*. Singapore: McGraw Hill Book Company Inc.
9. Gronlund, N.E. (1968). *Construction of achievement tests*. New Delhi: Prentice Hall of India Pvt. Ltd.
10. Gronlund, N.E. (1981). *Measurement and evaluation in teaching(4th Edn)*. New Delhi: Prentice Hall of India Pvt. Ltd.
11. Koul, L. (1994). *Methodology of educational research*. New Delhi: Vikas Publishing House Pvt. Ltd
12. Lindquist, E.F. (1956). *Design and analysis of experiments in psychology and education*. Washington D.C.: American Council on Education
13. Lindquist , E.F. (1942). *A first course in statistics*. Boston: Houghton Mifflin Company
14. Mangal, S.K. (2004). *Statistics in Psychology and Education*. New Delhi: Prentice-Hall of India Pvt. Ltd.

15. Sidhu, K.S. (2009). *Methodology of educational research*. New Delhi: Sterling Publishers Pvt. Ltd.
16. Singh, A.K. (1997). *Tests, measurements and research methods in behavioural science*. Patna: Bharati Bhavan
17. Snedecor, G. W. and Cochran, W. G. (1989). *Statistical methods (8th Edn.)*. Iowa City: Iowa State University Press
18. Stanley, J. C. and Hopkins, K.D. (1978). *Educational and psychological measurement and evaluation*. New Delhi: Prentice Hall of India Pvt. Ltd.
19. Thorndike, Robert L. and Hagen, Elizabeth. (1955). *Measurement and evaluation in psychology and education*. New York: John Wiley and Sons, Inc.
20. Vernon, P.E. (1960). *Intelligence and attainment tests*. London: University of London Press Ltd

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester- III**

Course Code	:	EDN 30200
Course Title	:	Educational Management
Nature of the course	:	Core
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 60 Practical: 0 Tutorial: 04
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To understand the meaning, definition, functions, principles, levels and process of management and also to acquaint them with the evolution of management thoughts and their implications in educational settings.
2. To acquaint the students with specific management trends and their educational implications.
3. To acquaint the students with meaning, nature, approaches, models and styles of leadership.
4. To acquaint the students with Quality issues in Educational Management and also to enable students to understand evolution of quality, role of quality assurance agencies and supervision as a quality control device in educational institutions.
5. To understand the meaning, nature and approaches of educational planning and also to acquaint them with perspective planning and institutional planning.
6. To orient the students with nature of educational finance, sources and agencies of educational financing, budgeting, maintenance of accounts, sharing and distribution of financial responsibility, mobilization of local resources and private and self financing in educational institutions.
7. To develop critical thinking on various issues and challenges of quality educational management.
8. To develop interest of research on the issues of educational management.

Unit	Content	Marks	L	P	T
I	<p>1.0 Educational Management and Administration</p> <p>1.1 Concept and Definition of Educational Management</p> <p>1.2 Difference between Management and Administration</p> <p>1.3 Importance and Functions of Educational Management</p> <p>1.4 Levels of Management in Educational Institutions</p> <p>1.5 Process and Principles of Educational Management</p> <p>Evolution of management thoughts and its educational implications:</p> <p>1.6 Classical Approach: (Taylorism or Scientific Management, Fayol's Administrative Management, Administration as a</p>	12	(12)		1

	Bureaucracy (contribution of Max Weber))				
	1.7 Human relations approach (contribution of Elton Mayo)		1		
	1.8 Social System approach (contribution of Chester Barnard)		1		
	1.9 Human behaviour approach to Management		1		
	1.10 Systems Approach to Management		1		
II	2.0 Management Trends and its educational implications	12	(12)		1
	2.1 Concept of POSDCORB		1		
	2.2 Mission, Vision and Objectives of organization		1		
	2.3 Organizational Structure & Organisational Climate		1		
	2.4 Decision making process in organization		1		
	2.5 Departmentation and Span of Management		1		
	2.6 Team based organization and Committee form of organization		1		
	2.7 Conflict and Coordination in organization		1		
	2.8 Organizational Development & Organizational Compliance		1		
	2.9 Management by objectives (MBO)		1		
	2.10 Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM)		1		
	2.11 <i>Change Management</i> : Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke		2		
III	3.0 Leadership in Educational Management:	12	(12)		1
	3.1 Concept and Nature of leadership		1		
	3.2 Approaches to leadership:		3		
	<ul style="list-style-type: none"> Trait approach, Transformational leadership, Transactional leadership, Value based leadership, Cultural leadership, Psychodynamic leadership, Charismatic leadership 				
	3.3 Models of Leadership:		5		
	<ul style="list-style-type: none"> Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory 		1		
	3.4 Styles of leadership				
	3.5 Essential qualities of an Educational leader		1		

	3.6 Role of Educational Leader in ensuring quality of Education		1		
IV	4.0 Quality in Educational Management	12	(12)		1
	4.1 Concept of Quality and Quality in Education: Indian and International perspective		1		
	4.2 <i>Evolution of Quality</i> : Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, <i>Quality Gurus</i> : Walter Shewart, Edward Deming, C.K Pralhad, Kaizen, Internal Audit, Performance appraisal		4		
	4.3 <i>Indian and International Quality Assurance Agencies</i> : Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])		3		
	4.4 <i>Educational Supervision as a quality control mechanism</i> : <ul style="list-style-type: none"> • Meaning and nature of educational supervision • Differences between Modern Supervision and Traditional Supervision • Functions of educational supervision • Factors influencing effectiveness of supervision 		4		
V	5.0 Educational Planning & Management of Educational finance:	12	(12)		
	5.1 Meaning and nature of educational Planning		1		
	5.2 Importance of educational planning		1		
	5.3 Approaches of educational planning: Manpower forecasting approach, Social demand approach, Demographic projection approach, Rate of return Approach		2		
	5.4 Perspective planning & Institutional planning		1		
	Management of Educational finance:				
	5.5 Nature & Principles of educational finance		1		
	5.6 Sources and agencies of financing education		1		
	5.7 Maintenance of accounts in educational institutions		1		
5.8 Budgeting: meaning and process of budget preparation		1			

	5.9 Centre- State sharing of financial responsibility for education.		1		
	5.10 Private and self financing educational institutions		1		
	5.11 Mobilization of financial resources in educational institutions		1		
	Total	60	60		4

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**

a. Take-home assignment : 10 Marks

(The assignments will be take-home. Learners are free to consult notes and articles but not allowed to copy any text from any materials. Take-home assignments must be submitted via email to the course teacher. Marks may be deducted for late submission of assignment. Topic of assignment will be advised by the course teacher)

b. Seminar presentation : 10 Marks

(The learner will be assigned a topic from the course to prepare the seminar paper. Learners are free to consult notes and articles but not allowed to copy any text from any materials. Learner has to submit a detail paper prior and has to present it as per scheduled duration.)

c. A critical review on research literature on an assigned research area of Educational Management. : 10 Marks

(Learner will do a critical literature review on an assigned research area of Educational Management covered in the course. In the review, learner will explain the general theory and describe the general findings, strengths, and weaknesses of the studies. At least 10 peer-reviewed articles should be reviewed. The Paper should include Introduction, Conceptual Framework/ Theory, Background(s) of Region(s) and Education System(s), Critical Literature Review of Existing Research, Conclusion and Research Gaps. The paper must be submitted via email to the course teacher.)

d. An empirical research paper :10 Marks

(Learner will conduct a small empirical study on assigned research area of Educational Management covered in the course and prepare a research paper on it. The Paper should include Introduction, Conceptual Framework/ Theory, Background(s) of Region(s) and Education System(s), Critical Literature Review of Existing Research, Data description, Descriptive statistics, Conclusion, Graphs and Tables. The research paper must be submitted via email to the course teacher.)

e. Group Discussion

:10 Marks

(A group discussion will be conducted on the selected issues of educational management. Course teacher will identify the topic of discussion with the help of students.)

f. Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i. describe the concepts of educational management.
- ii. analyze the importance of educational management.
- iii. analyze the evolution of different approaches of management and their application in educational settings.
- iv. critically analyze the management trends and their educational implications.
- v. describe the concepts of educational leadership.
- vi. critically analyze the theories of leadership and their application in educational leadership.
- vii. identify the quality issues of educational management and their implications in educational system of India.
- viii. describe the concepts and nature of educational supervision.
- ix. describe the meaning and approaches of educational planning.
- x. critically analyze the issues of management of educational finance.

Recommended Readings:

01. Bala, Rajni. (2006). *Educational Supervision Theories and Practices*. New Delhi; Alfa publications.
02. Bedi Kanishka.(2006). *Quality Management*. New Delhi; Oxford University Press.
03. Bhatnagar, S & Gupta P.K. (2010). *Educational Administration and management*, Meerut; R. Lall. Book depot.
04. Burton, Jene. (2002). *Management Today- Principles and Practice*. New Delhi; Tata McGraw Hill Publishing Company Ltd.
05. Bush, Tony. (2003). *Theories of Educational Leadership and Management*. New Delhi; Sage Publications
06. Bush, Tony. (1999). *Educational Management redefining theory, policy and practice (Ed)*. New Delhi; Paul Chapman Publishing Ltd.
07. Chandan, J. S. (2002). *Management Concept and Strategies*. New Delhi; Vikash Publishing House Pvt. Ltd.
08. Chalam, K.S. (1985). *Educational planning- An introduction*. Visakhapatnam; Visalandhara Publishing House.
09. Hayes. John. (2015). *The Theory and Practice of Change Management*. Palgrave
10. Kalwar, M. C. and Pathak Ratikanta. (2005). *Principle of Business Management*, Guwahati; Abhilekh Publication and Production.

11. Kumar, Rajendra C. (2007). *The Leadership in Management*, New Delhi; A. P. H. Publishing Company.
12. Mehorotra, Anju. (2005). *Leadership styles of Principals*, New Delhi; Mittal publications.
13. Mishra, R. C. (2007). *Theory of Education Administration*. New Delhi; A. P. H. Publishing Corporation.
14. NEUPA. (2015) *Model Education Code: Practices and Processes of school Management*.
15. NEUPA. (2013). *Concepts and Terms Used in Educational Planning and Administration*.
16. NEUPA (2012). *Secondary Education Planning and Appraisal Manual*.
17. Prasad. L.M. (2013). *Principles and Practices of Management*. New Delhi; Sultan Chand & Sons.
18. Rao, V. S. P. and V. Harikrishna (2002). *Management Text and Cases*. New Delhi; Excel Books.
19. Varghese & Tilak. (1991). *The financing of Indian Education*. (Project paper of International Institute of educational planning).

**Syllabus of the M.A. Programme in Education
(Choice Based Credit System)
Semester III**

Course No.	: EDN 30300
Title of the Course	: Inclusive Education
Nature of the Course	: Core
Total Credit Assigned	: 04
Distribution of Credit	: Lecture: 58 Practical: 4 Tutorial: 4
Distribution of Marks	: End-Semester: 60 In-Semester: 40

Course Objectives:

1. To understand the concept of special, integrated and inclusive education in different perspectives.
2. To understand the concept, nature and characteristics and identification of various disabilities.
3. To acquaint the students with the policies and legislation of inclusive education at the national and international levels.
4. To enumerate the current needs, trends and issues related to education and inclusive education.
5. To focus on the present trends and future perspectives in education and inclusive education.

Unit	Content	Marks	L	P	T
I	1.0 Introduction to Inclusive Education: 1.1 Inclusive Education: Concept, Principles, Scope. 1.2 Target Groups: Diverse learners Including Marginalized group and Learners with Disabilities. 1.3 Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education. 1.4 Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational. 1.5 Readiness of School and Models of Inclusion. 1.6 Current Status and Ethical Issues of Inclusive Education in India. 1.7 Research Trends of Inclusive Education in India.	15	(14) 2 2 2 3 1 2		1
II	2.0 Understanding Diverse Learners and Educational Needs: 2.1 Concepts of Impairment, Disability and Handicap. 2.2 Classification of Disabilities based	15	(15) 1 2	2	1

	<p>on ICF Model.</p> <p>2.3 Causes and prevention of Disabilities.</p> <p>2.4 Identification of Diverse Learners for Inclusion.</p> <p>2.5 Prevalence, Types, Characteristics and Educational Needs of Diverse Learners with:</p> <ul style="list-style-type: none"> • Intellectual Disabilities • Physical Disabilities and • Multiple Disabilities <p>2.6 Educational Evaluation Methods, Techniques and Tools.</p>		2		
			2		
			5		
			3		
III	<p>3.0 Policies and Legislations for Inclusive Education & Rehabilitation:</p> <p>3.1 International Policies and Legislations:</p> <ul style="list-style-type: none"> • World Declaration on Education for All, 1990. • The Salamanca Statement and Framework for Action on Special Needs Education, 1994. • United Nations Convention on the Rights of Persons with Disabilities, 2006. • Sustainable Development Goals, 2015 to Indian Context. <p>3.2 National Policies and Legislations:</p> <ul style="list-style-type: none"> • National Policy on Education, 1986 with reference to Program of Action, 1992. • Rehabilitation Council of India (RCI) Act, 1992. • Persons with Disabilities (PWD) Act, 1995. • National Policy for Persons with Disabilities, 2006. • Right to Education Act, 2009. • Inclusive Education under- Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamic Shiksha Abhiyan (RMSA) and Rashtriya Uchchar Shiksha Abhiyan (RUSA). • Rights of the Persons with Disabilities (RPWD) Act, 2016. 	15	(15)		1
			1		
			1		
			2		
			2		
			1		
			1		
			1		
			1		
			2		
			2		
IV	<p>4.0 Planning and Management of Inclusive Classrooms :</p> <p>4.1 Infrastructure, Human Resource and Instructional Practices.</p>	15	(14)	2	1
			2		

4.2 Curriculum and Curricular Adaptations for Diverse Learners	2		
4.3 Need of curricular adaptations for Diverse Learners.	1		
4.4 Assistive and Adaptive Technology for Diverse learners:	2		
<ul style="list-style-type: none"> • Product (Aids and Appliances) • Process (Individualized Education Plan, Remedial Teaching), 			
4.5 Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, NGOs.	2		
4.6 Problems/constraints in education of socially disadvantaged children.	2		
4.7 Addressing social group inequality-	4		
<ul style="list-style-type: none"> • Multicultural Education • Organisation and management of schools to address socio-cultural diversity. • Teaching-learning process and support materials • Schemes, programmes for education of socially disadvantaged section 			
	60	58	4 4

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - a) Seminars/ Brain storming/ Group discussion/ Assignment/Term paper writing on any one of the topics of the course.
 - b) Preparation of the status report on school/college/university education of diverse learners.
 - c) Prepare a report based on field visit to a school/institution promoting inclusive practices.
 - d) Prepare a report based on survey of the locality for early identification of learners with disabilities.
 - e) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) explain the concept of inclusive education in different perspectives.
- ii) describe the concept, nature and characteristics and identification of various disabilities.

- iii) explain the policies and legislation on inclusive education at the national and international levels.
- iv) examine the current needs, trends and issues related to education and inclusive education.
- v) discuss the present trends and future perspectives in education and inclusive education.

Recommended Readings:

1. Baquer, A. and Sharma, A. (1997). *Disability: Challenges Vs. Responses*. New Delhi: CAN.
2. Brelje, W. (1999). *Global Perspective on Education of the Deaf*. USA: Butte Publication Inc.
3. Cruschank, W.M. (1975). *Psychology of Exceptional Children and Youth*. Englewood Cliffs N.J.: Prentice Hall
4. Dessent, T. (1987). *Making the Ordinary School Special*. London: The Falmer Press.
5. Evans, R.C. & MC Laughlin, P. (1993). *Recent Advances in Special Education and Rehabilitation*, Boston: Andover Medical Publishers.
6. Evans, P & Verma, V. (1990). *Special Education- Past Present and Future (Ed)*. London: The Falmer Press,
7. Friel, J. (1997). *Children with special needs*. London: Jessica Kingsley Publication.
8. Guilford, P. (1971). *Special Education Needs*. London: Routledge Kagan Paul
9. Hollahan, D and Kauffman, M. (1978). *Exceptional Children: An Introduction to Special Education*. Englewood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R.C. (2014). *Approaching Disability- Critical issues and Perspectives*. London: Routledge Taylor and Francis Group.
11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). *Handbook of Effective Inclusive Schools (Research and Practice)*. London: Routledge Taylor and Francis Group.
12. Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice Hall of India (Pvt.) Ltd.
13. Panda, K.C. (2008). *Education of Exceptional Children*. New Delhi: Vikash Publishing House.
14. Pandey, R.S. and Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
15. Richards, G. and Armstrong, F. (2016). *Teaching and Learning in Diverse and Inclusive Classrooms*. London: Routledge Taylor and Francis Group.
16. Sindelar, P.T., Mccray, E.D., Brownell, M.T. and Lignugaris, B. (2014). *Handbook on Research on Special Education Teacher Preparation*. London: Routledge Taylor and Francis Group.
17. Stephens, T.M. et al (1983). *Teaching Mainstream Students*. New York: John Wiley.

**Syllabus of M. A. Programme in Education
(Under Choice Based Credit System)
Semester III**

Course Code	:	EDN 30401
Course Title	:	Higher Education in India
Nature of the Course	:	DSE
Total credit assigned	:	4
Distribution of Credit	:	Lecture: 52 Practical: 0 Tutorial: 12
Distribution of Marks	:	End-Semester: 60 In-semester: 40

Course Objectives:

1. To enable students to understand about the development of Higher Education in India.
2. To enable students to understand the policy perspective in Higher Education and recent trend in Higher Education in India.
3. To enable students to understand the management of the Higher Education in India

Unit	Content	Marks	L	P	T
I	1.0 Introduction to Higher Education	12	(10)		2
	1.1 Meaning, Aims and Objectives, function and Structure of Higher Education		2		
	1.2 Social relevance and the need for diversification in higher education		2		
	1.3 Problems and perspective, future of higher education		2		
	1.4 The Constitutional Provision regarding Higher Education		2		
	1.5 Higher Education and Development		2		
II	2.0 Higher Education in Historical Perspective	12	(12)		2
	2.1 Higher Education in India during Pre-Independence period		3		
	2.2 Higher Education in India during Post Independence period		3		
	2.3 The Evolving Policy Perspectives in Higher Education		3		
	2.4 Higher Education through the Five Year Plans & NITI Ayog		3		
	3.0 Curriculum Planning and Design for Higher Education	12	(09)		2
	3.1 Need for review and revision of curricular change in higher education		2		
	3.2 Curriculum transaction and evaluation of students in terms of their performance		2		

III	3.3 Curriculum evaluation		2		
	3.4 New areas for curriculum in higher education		1		
	3.5 National Perspective plan for women		1		
	3.6 Emergence of ODL at Tertiary Level		1		
IV	4.0 Management of Higher Education	12	(11)		3
	4.1 Role, function, structure, organization and governance of universities		1		
	4.2 Ministry of Human Resource Development		1		
	4.3 Various apex bodies of Higher Education				
	4.3.1 UGC		1		
	4.3.2 AIU		1		
	4.3.3 NAAC		1		
	4.3.4 AICTE		1		
	4.3.5 NCTE		1		
	4.3.6 IGNOU		1		
	4.4 The Evolving Professional roles of a University Teacher		1		
4.5 Quality Assurance and Accreditation in Higher Education		1			
4.6 Financing and Higher Education – sources and management of finance		1			
V	5.0 Changing paradigms in Higher Education	12	(10)		3
	5.1 Globalization its effect on Higher Education				
	5.1.1 Effect of Globalization in Higher Education		2		
	5.1.2 Education under GATS		2		
	5.1.3 Privatization and Commercialization of Higher Education – its importance and problems		2		
5.2 Policy development and implementation		2			
5.3 Emerging issues and trends in Teaching, Research and Extension of Higher education		2			
Total		60	52	0	12

Mode of In-Semester Assessment (40 Marks):

1. At Least Two Sessional Tests : 20 Marks
2. Any two of the following activities: : 20 Marks

- a) Group discussion,
- b) Preparation and presentation of Seminar,
- c) Assignment,
- d) Preparation of Research proposal
- e) Any other activities deemed to be fit by the course teacher.

Expected Learning Outcome:

On completion of the course, the learner will be able to

- i. describe the meaning, aims and objectives, function and structure of Higher Education
- ii. describe the development of Higher Education in modern India
- iii. describe the challenges of Indian education at different levels.
- iv. discuss the roles of various apex bodies of education in management of Higher Education in India
- v. explain the initiative taken by government of India in encounter the challenges of the new perspectives of education
- vi. explain the political influences on the national education system.
- vii. explain the changing paradigms in Higher Education in India in 21st Century.
- viii. explain the Social relevance and need of equalizing educational opportunities in the diverse Indian Society
- ix. analyze the role of national agencies in development of education
- x. evaluate various plans and policies regarding the educational set up in India.
- xi. suggest measures to overcome the challenges of Indian education system.

Recommended Readings:

1. Agrawal, A.K. (). *Development of Educational System in India*. New Delhi: Anmol Publications.
2. Aggrawal J.C. (1983). *Landmarks in the History of Modern Indian Education*, New Delhi: Vikash Publishing House (P) Ltd.
3. Aggrawal, J.C. (1992). *Education Policy in India*. Shipra Publication.
4. Aggarwal, J.C. (2005) . *Education Policy in India 1992 & Review 2000 & 2005*. Guwahati: DVS Publishers.
5. Arya, P. P. (2006). *Higher Education and Global Challenges*. Guwahati: DVS Publishers.
6. Barnett, R. (1992). *The Idea of Higher Education*. Buckingham, Open University Press.
7. Bhagwati, D. (2005). *The State of Higher Education in the Age of Liberalization & Globalization*. Guwahati: DVS Publishers.
8. Bhatt. (2004) *Higher Education Administration and Management*. Guwahati: DVS Publishers & Distributors.
9. Chandra, R. (2005). *Education and Challenges of Globalisation*. Guwahati: DVS Publishers.
10. Dahiya, B.S (1997). *Higher Education in India: Some Reflection*. New Delhi: Kanishka.
11. Dhir. (2003). *Higher Education in the New Millennium*. Guwahati: DVS Publishers.
12. Dubey, S. N. (2001). *Education Scenario in India – 2001*. Delhi: Authorspress
13. Garge, V. P. (). *Financing Higher Education, Scope & its Limits*. New Delhi:

14. Goswami, Dulumoni. (2011). *Higher Education in India : Growth Expansion and Issues*. Guwahati : DVS Publishers.
15. Ministry of Education, Govt. of India. (1949). *Report of the University Education Commission (1948-49)*. New Delhi: Govt. of India.
16. Ministry of Education, Govt. of India (1966). *Report of the Education Commission, 1964-1966*. New Delhi: Govt. of India.
17. Moonis Raza. (ed.) (1991). *Higher education in India, Retrospect and Prospect*. New Delhi: Association of Indian Universities.
18. Naik, J. P. (1965). *Educational Planning in India*. Bombay: Allied Publishers.
19. Naruallah, Syeed & Naik, J.P. (1972). *A Student History of Education in India*. Bombay: MacMillan.
20. NEUPA, (2012). *Globalization & Challenges for Education*. New Delhi: Lakshi Publishers & Distributors
21. Pandey, V. C. (2005). *Higher Education in a Globalizing World*. Guwahati: DVS Publishers.
22. Ram, A. (1990). *Higher Education in India, Issues & Perspectives*. New Delhi: Mittal Publications.
23. Ranph G. Lewis & Douglas H. Smith (1998). *Total Quality in Higher Education*. New Delhi : Vanity Book International.
24. Rao, D. B. (2002). *Higher Education in the 21st Century*. Guwahati: DVS Publishers.
25. Reddy, G.R., M.G. Shukla, C. Swamy, R.S. Sharma (1995). *Higher Education in India*. New Delhi: Sterling Publishers.
26. Sharma, R.C. (2002). *National Policy on Education*. Mangal Deep Publication.
27. Sharma, R. S. (1995). *Higher Education, Scope & Development*. New Delhi: Commonwealth Publishers./ Guwahati: DVS Publishers.
28. Sharma, (2006). *UGC Role Development & Growth of Higher Education*. Guwahati: DVS Publishers.
29. Sharma, S. (2002). *History and Development of Higher Education in India (5 vol.)*. Guwahati: DVS Publishers.
30. Sing & Sharma. (2009). *Development of Higher Education in India*. Agra: Rakhi Prakashan
31. Sing & Sharma. (2009). *Modernization of Higher Education in India*. Agra: Rakhi Prakashan
32. Thorat, Sukhadeo. *Higher Education in India, "Emerging issues related to access, inclusive and quality*, Chairman UGC New Delhi, Nehru Memorial Lecture.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester III**

Course Code	:	EDN 30402
Title of the Course	:	Comparative Education
Nature of the course	:	DSE
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 60 Practical: 0 Tutorial: 04
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To acquaint students with the meaning, nature and concept of Comparative Education.
2. To enable students to understand the educational system of one's own country with reference to the educational systems of other countries.
3. To enable students to comprehend the similarities and differences of the educational system of India in the context of the educational systems of other countries.
4. To enable students to understand the challenges as well as problems of the education system of India in the context of a global world.
5. To enable students to plan changes in the education system of India in the context of a global world and help in reforms.

Unit	Content	Marks	L	P	T
I	1.0 An Introduction to Comparative Education	15	(14)		1
	1.1 Meaning, Nature and Scope of Comparative Education		3		
	1.2 History of its development		1		
	1.3 Concepts used in Comparative education: <ul style="list-style-type: none"> • Juxtaposition • Intra-educational Analysis • Inter-educational Analysis • Area Study 		4		
	1.4 Approaches used in Comparative Education: <ul style="list-style-type: none"> • Historical • Cross-disciplinary • Problem Approach 		3		
	1.5 Factors affecting National System of Education		3		
II	2.0 Comparative Study of the Educational System of India with special reference to U.K., U.S.A., Japan, Finland, China and Singapore	20	(22)		1
	2.1 System of Educational Administration in India with U.K., U.S.A. and Japanese Educational		3		

	Administration 2.2 Primary education system in India vs. Primary education system in U.K., U.S.A., Japan and Finland 2.3 Secondary education system in India vs. Systems of Secondary education in U.K., U.S.A., Japan and Finland 2.4 Higher education system in India with Higher education system in U.K., U.S.A., Japan, China and Singapore 2.5 Teacher education in India vs. Teacher education in U.K., U.S.A. and Japan 2.6 Vocational and Technical education in India vs. Vocational and Technical education in U.K., U.S.A. and Japan		4 4 5 3 3		
III	3.0 Understanding Challenges & Problems of Education in Developing Countries with special reference to India. 3.1 Characteristics of Developing Countries 3.2 Political and Economic Instability 3.3 Poverty, Hunger & Population 3.4 Hindrances to Adult Education 3.5 Obstacles to Equalization of Educational Opportunities at different levels of Education	15	(10) 2 1 3 2 2		1
IV	4.0 Role of International Bodies in development of Education 4.1 UNESCO 4.2 ASEAN 4.3 SAARC 4.4 OECD 4.5 Human Rights Commission.	10	(14) 3 3 3 3 2		1
	Total		60		4

Mode of In-Semester assessment (40 Marks)

1. **At Least Two Sessional Tests** : **20 Marks**
2. **Any two of the following activities:** : **20 Marks**
 - a) **Report writing:** (Students shall write report on similarities and differences of education systems of different countries of the world)
 - b) **Debate & Discussion:** (Students shall take part in debate & discussions organized by the teacher on different issues and aspects of the education system of India in a global perspective)
 - c) **Home Assignment:** (Students shall write home assignment on any one of the topics of the course)
 - d) **Seminar Presentation:** (Students shall present seminar on any issues related to the topics of the course)
 - e) **Objective Type Test**
 - f) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome: On completion of the Course, the learners are expected to-

- i) describe the education system of their own country in the context of a global perspective.
- ii) identify the similarities as well as differences of their own education system from other educational systems.
- iii) explain the drawbacks of their own education system as compared to others.
- iv) describe those factors which make the education system of one place progressive as well as that of another backward.
- v) plan changes in the education system of their own country in the context of the global world and thus will be able to help in reforms.

Recommended Readings:

1. Bereday, G.Z.F. (1964). *Comparative Method in Education* . New York: Holt, Rinehart and Winston .
2. Biswas, A & Aggarwal, J.C. (1986). *Comparative Education* . New Delhi: Arya Book Depot.
3. Chaube, S.P.(2006). *Features of Comparative Education* . Agra: Vinod Pustak Mandir .
4. Deka,K.K.(1998). *Tulanamulak Siksha*. Dibrugarh: Banalata Prakashan,
5. Hans, N.A. (1949). *Comparative Education: A Study of Educational Factors and Traditions*. London, U.K.: Routledge & Kegan Paul.
6. Holmes,B. (1965). *Problems in Education: A Comparative Approach*.London :Routledge & Kegan Paul.
7. Kandel, I. (1933). *Comparative Education* . Boston: Mass Houghton Mifflin .
8. Khanna,S.D., Saxena, V.K., Lamba, T.P., & Murthy, V. (2000). *Comparative Education* . Delhi: Doaba House Booksellers & Publishers.
9. King, E.J. (1962). *World Perspective in Education* .London:Methuen.
10. King, E.J. (1970). *Society, Schools and Progress in the U.S.A*. London:Oxford University Press.
11. Mallinson,V. (1975). *Introduction to the Study of Comparative Education* . Heinemann Educational Books .
12. Mukherji,S.N. (1969). *Education in India: Today and Tomorrow*. Vadodara: Acharya Book Depot.
13. Nath, S.(1986) .*Contemporary Concerns in Education* . Bhubaneswar: Mayur Publishers.
14. Pandey,R.S.(2015). *Education in Emerging Indian Society* . Agra: Agrawal Publication.
15. Rai, B.C. (1968). *Comparative Education* . Lucknow: Prakashan Kendra.
16. Rapple, B. (1989). Matthew Arnold and Comparative Education . *British Journal of Educational Studies* . 37(1) , 54-71. DOI: 10.2307/3121356.
17. Sodhi, T.S.(1983). *Textbook of Comparative Education* . New Delhi:Vikas Publishing House.
18. Tretheway,A.R. (1976). *Introducing Comparative Education* . Pergamon .
19. Ulich, R.(1961). *The Education of Nations*. Cambridge:Harvard University Press.
20. Watson, K. & Wilson, R. (1985). *Contemporary Issues in Comparative Education*. London: Croon & Helm.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester III**

Course Code	:	EDN 30403
Title of the Course	:	Developmental Psychology
Nature of the course	:	Core
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 56 Practical: 4 Tutorial: 6
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To develop an understanding of the basic concepts, issues related to the field of Developmental Psychology.
2. To develop an understanding of the nature of growth and basic theories of lifespan development.
3. To familiarise students with different aspects of human development progress through different stages of life.
4. To acquaint students with the role of family, peers and community in influencing development at different stages.

Unit	Content	Marks	L	P	T
I	1.0 INTRODUCTION- GROWTH & DEVELOPMENT	15	(14)		2
	1.1 Concept and Nature of Growth & Development: Distinction between Growth, Development, Maturation and Learning		2		
	1.2 Lifespan perspective on Development: experience factors in development: biogenic, psychogenic and sociogenic		3		
	1.3 Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development.		2		
	1.4 Aspects of human development – ○ Physical ○ Social ○ Cognitive ○ Moral		2		
	1.5 Developmental Implications of theories – Freud, Piaget, Kohlberg, Erikson, Bandura		5		
II	2.0 PRE-NATAL PERIOD AND INFANCY	15	(14)		2
	2.1 Stages of pre-natal development		1		
	2.2 The new-born child –actions of the neo-		2		

	<p>nate.</p> <p>2.3 Pre-natal environment- teratogens</p> <p>2.4 Newborn appearances, reflexes, assessments</p> <p>2.5 Infancy</p> <ul style="list-style-type: none"> ○ physical and motor development, ○ cognitive and language development, ○ emotional and social development - attachment , temperament <p>2.6 Early Needs of children</p> <p>2.7 Habit formation</p>		1		
			2		
			1		
			2		
			3		
			1		
			1		
III	<p>3.0 CHILDHOOD AND ADOLESCENCE</p> <p>3.1 Early and middle childhood-</p> <ul style="list-style-type: none"> ○ physical and motor development, ○ cognitive and language development ○ emotional, moral and social development <p>3.2 Puberty and Adolescence-</p> <ul style="list-style-type: none"> ○ concept and characteristic features, developmental tasks; myths about adolescents ○ puberty and its psychological impacts ○ perceptions and reaction to physical changes. <p>3.3 Predominant Issues during Adolescence –</p> <ul style="list-style-type: none"> ○ cognitive development ○ social development: Achieving independence from parents; parenting; parent-peer relationships ○ emotional and moral development: models of morality: ○ peer relations ○ adjustment problems at home, school & society ○ deviance and delinquency ○ role of mass media and social media. <p>3.4 Personality development in socio-cultural contexts -</p> <ul style="list-style-type: none"> ○ Issues of social relevance (gender, disability and poverty) ○ Identity and self-esteem; search for identity, ethnic identity and self-esteem. ○ Psycho-social problems of 	15	(13)	2	1
			3		
			3		
			4		
			3		

	adolescence: Major stressors; depression, suicidal behaviour, substance abuse.				
IV	4.0 ADULTHOOD-EARLY, MIDDLE AND LATE ADULTHOOD 4.1 Early adulthood- <ul style="list-style-type: none"> ○ Physical changes ○ Cognitive development - changes in the structure of thought ○ Pragmatic thought, expertise and creativity ○ Emotional and social development - close relationships, family life cycle, career development 4.2 Middle adulthood- <ul style="list-style-type: none"> ○ physical development, occupational adjustment – stable & unstable patterns ○ preparation for retirement, psycho-social changes ○ challenges of adulthood 4.3 Late Adulthood or Old age- <ul style="list-style-type: none"> ○ Physical changes ○ Psycho-social development ○ Theories of psychosocial development ○ Aging & successful aging ○ Post-Work - retirement and leisure ○ Facing death & Loss: Psychological Issues- confronting one's death; patterns of grieving, death & bereavement across the lifespan. ○ Finding meaning & purpose in life & death 	15	(15)	2	1
	Total	60	56	4	6

Mode of In-Semester Assessment (40 marks):

- 1. At Least Two Sessional Tests** : 20 Marks
- 2. Any two of the following activities:** : 20 Marks
 - a) Seminar presentation on any of the relevant topics
 - b) Critical analysis of any theory of development

- c) Personal reflection on conceptual change: changing thought process and various other mechanism of change during any one of the various stages of development.
- d) Comparing and contrasting an aspect of individual development with an aspect of Developmental psychology that has been taught in class
- e) Comparison of child rearing practices in two different cultures to critically analyze the most appropriate and troublesome elements of child rearing in each culture
- f) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) describe the basic concepts, issues related to the field of Developmental Psychology as well as the basic theories of lifespan development
- ii) explain how different aspects of human development progress through different stages of life
- iii) distinguish between major theoretical perspectives in developmental psychology
- iv) contrast the various theoretical perspectives according to how they view major controversies and issues in developmental psychology
- v) explain the respective contributions of “nature” and “nurture” to human development, as well as their interactions
- vi) explain the role of family, peers and community in influencing development at different stages
- vii) apply developmental concepts and theories to everyday relationships and situations

Recommended Readings:

01. Hurlock, E.B. (1980), *Development Psychology: A Life Span Approach (5th ed.)*, New Delhi: Tata McGraw Hill pub. Co. Ltd.
02. Santrock, J.W. (1997), *Life Span Development (6th ed.)* Chicago: Brown and Bench Mark
03. Berk, L.E. (2007), *Development through the lifespan 3rd Edition*, Pearson Education
04. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. Pearson.
05. Papalia, D.E. (2004). *Human Development. 9th Edition*, New Delhi: Tata McGraw Hill

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester III**

Course Code	:	EDN30500
Course Title	:	Techniques of Teaching
Nature of the Course	:	AEC
Total Credit	:	2
Distribution of Credits (in hours)	:	Lecture: 25 Practical: 10 Tutorial: 2
Distribution of Marks	:	End-Semester: 30 In-Semester : 20

Course Objectives:

1. To develop an understanding of the teaching-learning process.
2. To make the students understand the characteristics of adolescent and adult learners and factors affecting their learning.
3. To enable the students to use different teaching methods in and outside the classroom.
4. To enable the students to use different assessment and evaluation tools.
5. To develop teaching aptitude in the students.

Unit	Content	Marks	L	P	T
1	<p>1.0 Teaching and Learning:</p> <p>1.1 Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements</p> <p>1.2 Learning: Concept and nature, Levels of learning (Cognitive, Affective and Psychomotor)</p> <p>1.3 Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences, Factors influencing individual differences such as: Heredity & environment</p> <p>1.4 Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution</p> <p>1.5 Teaching-Learning Process: Components of Teaching-Learning Process; Phases of teaching (Pre-active, Interactive and Post-active phases of teaching)</p> <p>1.6 Teaching as a Profession, Professional ethics of a teacher</p>	10	(9) 2 2 2 1 1 1		1
2	<p>2.0 Approaches and Methods of Teaching:</p> <p>2.1 Methods and approaches of teaching and learning in Institutions of higher learning:</p>	10	(7)	(6)	

	<ul style="list-style-type: none"> • Teacher centred vs. Learner centred methods • Off-line vs. On-line approaches (Swayam, Swayamprabha, MOOCs, Google Classroom etc., Blended learning and Flipped Classroom) • Collaborative and Cooperative Learning approaches: Think-pair-share, Jigsaw, Reverse Jigsaw, Inside-Outside Circle, Reciprocal Teaching, STAD • Alternative ways of learning – Listening community, interpreting narratives, participating group and community activities <p>2.2 Teaching Support System: Traditional, Modern and ICT based</p> <p>2.3 Teaching Behaviour: Authoritative, Democratic and Laissez-faire</p>		2 1 1 1	2 4	
3	<p>3.0 Assessment and Evaluation:</p> <p>3.1 Concept of Assessment and Evaluation in Education</p> <p>3.2 Purposes of evaluation: Diagnosis, Monitoring of learning, Providing feedback, Promoting, Placement, Certification, Prognostic; Formative and Summative Evaluation, Continuous and Comprehensive Assessment</p> <p>3.3 Assessment of Cognitive, Affective and Psychomotor learning</p> <p>3.4 Devices/techniques of Assessment: Question Paper, Assignments, Projects, Practical works, Seminars, Report writing, Work sheets</p> <p>3.5 Construction of a balanced Question paper</p> <p>3.6 New trends in assessment and evaluation: Credit and grading, online examination, computer-based examination</p> <p>3.7 Assessment feedback</p>	10	(9) 1 1 1 2 2 1 1	4	1
	Total	30	25	10	2

Mode of In-Semester Assessment (20 Marks):

- 1. At Least Two Sessional Tests :10 Marks**
- 2. Any two of the following activities: :10 Marks**

- a) Experiencing an alternative way of learning
- b) Use of different Cooperative learning techniques
- c) Development of a question paper
- d) Group discussion
- e) Preparation and Presentation of seminar paper
- f) Objective type test
- g) Any other activities deemed to be fit by the course teacher

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

- i) **explain** concept of teaching and learning.
- ii) **discuss** the characteristics of adolescent and adult learners.
- iii) **use** different teaching methods in and outside the classroom.
- iv) **apply** different assessment and evaluation tools for assessing students' learning.
- v) **develop** a balanced question paper.

Recommended Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Freire, Paulo, (1972). *Pedagogy of Oppressed*. New Delhi: Penguin Books
3. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
4. Hall, C., & Hall, E. (2003). *Human Relations in Education*. Routledge
5. Illich, Ivan, (2012). *Deschooling Society*. New York: Marion Books: (Republished)
6. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas*. New Delhi: Sage
8. Kumar, Krishna, (1996). *Learning from Conflict*. New Delhi: Orient Longman
9. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Delhi: Aakar
10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. (2002). *Handbook on Paper Setting*. New Delhi: NCERT
11. Sibia A. (2002). *Valuing Teacher Questioning*. New Delhi: NCERT
12. Singh A. (2004). *Instructional Objectives of School Subjects*. New Delhi: NCERT
13. Singh A.K. (2012). *Tests, Measurement and Research Methods in Behavioural Science*. Patna: Bharatibhawan .

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester IV**

Course Code : **EDN 40100**
Title of the Course : **Education and Development: Policies and Perspectives**
Nature of the course : **Core**
Total Credit Assigned : **4**
Distribution of Credit : **Lecture: 54 Practical: 0 Tutorials: 10**
Distribution of Marks : **End-Semester: 60 In-Semester: 40**

Course Objectives :

1. To enable students in understanding the concept of development, sustainable development, SDG and its relevance to present education
2. To enable students in understanding the relationship between education and development, policies of education and National development
3. To enable students to appreciate and adopt sustainable development competencies as a way of life
4. To enable students in understanding the impact of globalization and digitalization on management, structure and practices of Education
5. To acquaint students with the influence of politics, economics and globalization in Indian Education
6. To acquaint them with emerging educational policies of India

Unit	Content	Marks	L	P	T
I	1.0 Education and Development:	10	(10)		1
	1.1 Development: Concept, Objectives and Theories- Modernization, Dependency, World Systems and Globalization		2		
	1.2 Relationship between education and development (economic, social, human, political)		1		
	1.3 Sustainable Development: History, Concept- Five Ps: People, Planet, Prosperity, Peace and Partnership; SDG Goals - relevance to present Education, and Principles of SD		3		
	1.4 Education for Sustainable Development: Concept, Principles, Scope, Key themes, Key Sustainable Competencies to be developed through ESD: Systems thinking Competencies, Anticipatory Competency, normative competency, Strategic competency, Collaboration Competency, Critical thinking		4		

	competency, Self awareness Competency and integrated problem Solving Competency, Teaching techniques for ESD				
II	2.0 Policies and Education 2.1 Policy: Concept, Relationship between Policies and Education 2.2 Linkage between Educational policy and National Development 2.3 Determinants of Educational Policy 2.4 Process of Policy formulation: Analysis of existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment, and subsequent policy cycles 2.5 Social exclusion in India: Concept, Nature, Types and Causes of Social Exclusion; and the socially excluded groups in India 2.6 Educational Policy initiatives in India to address the issue of Social Exclusion: <i>Inclusion and Expansion</i> of Education; Equity and Access (Reservation)	15	(14) 2 1 1 2 3 5		1
III	3.0 Influence of Politics, Economics and Globalization in Indian Education 3.1 Relationship between Politics and Education, Perspectives of Politics of Education: Liberal, Conservative and Critical 3.2 Approaches to understanding Politics: <i>Behaviourism, Theory of Systems Analysis and Theory of Rational Choice</i> 3.3 Education for Political Development and Political Socialization 3.4 Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education 3.5 Economic returns to Higher Education: Signaling Theory Vs Human Capital Theory 3.6 Concept of Educational Finance: Educational finance at Micro and Macro Levels, Concept of Budgeting 3.7 Quality Education: Concept, Dimensions-Learners, Learning Environment, Content, Process, and Outcomes. Mechanism to ensure Quality Education: Information Systems Management, Monitoring and Evaluation 3.8 Relevance in Education: Concept, Types-Personal and Life relevance, Importance of it in Education, Strategies to ensure relevance in education 3.9 Privatization and Commercialization: Meaning,	20	(20) 2 2 1 2 2 2 2 1 2		2

	Objectives, Causes and Impact on Education 3.10 Diversity in Indian Education: Meaning, Significance of diversity in Education, Dimensions of Diversity, Impact on Education 3.11 Policy initiatives to address the Issue of Diversity in Education: Integration and Multiculturalism. <ul style="list-style-type: none"> • Integration: Meaning, Types, Educational Strategies to ensure Integration among students • Multiculturalism: Meaning, Objectives in Education, Strategies to implement multiculturalism in Indian classrooms: content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure 		1		
			3		
IV	4 Emerging Educational Policies in India: Critical Analysis 4.1 National Knowledge Commission: Terms of reference, Objectives, Organization 4.2 Methodology and Recommendations regarding school, medical, management and engineering education 4.3 The Right of Children to Free and Compulsory Education (RTE) Act 2009 4.4 Early Childhood Care and Education /Pre-school Education: Concept, History, Objectives, Functions, and Importance. National ECCE policy 2013 4.5 Universalization of Education: Brief review of SSA and RMSA. Samagra Shiksha Abhiyan (2018-19): Its evolution, Features, Objectives, Framework 4.6 Health and Hygiene: Mid Day Meal Scheme, Swachata Abhiyan, Yoga education, Adolescence Education Programme 4.7 Yashpal Committee Report on Higher Education 2009	15	(14)		2
			1		
			2		
			2		
			2		
			3		
			2		
			2		
	Total	60	58		6

Mode of In-semester Assessment (40 Marks):

- 1. At Least Two Sessional Test** **:20 Marks**
- 2. Any two of the following activities** **:20 Marks**
 - a) Group discussion on any one topic
 - b) Objective type test having Multiple choice questions, fill in the blanks and matching type

- c) Home assignment on one topic
- d) Seminar presentation of self written papers
- e) Project work and field study on implementation of the prevailing Educational policies
- f) Any other activities deemed to be fit by the course teacher

Expected Learning outcome:

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

- i) explain the concept of development, the relationship between education and development, sustainable development and ESD
- ii) discuss the linkage between educational policies and national development
- iii) describe the determinants of educational policies and process of policy formulation
- iv) explain the concept of social exclusion, quality education, ECCE etc.
- v) explain the concept of Economics of Education, educational finance, multiculturalism, etc.
- vi) describe meaning and objectives of multiculturalism; and its strategies to implement multiculturalism in Indian classrooms
- vii) justify the symbiotic relationship between Policies, Globalization, National Development and Education
- viii) distinguish between Monitoring and Evaluation
- ix) critically analyze the Educational Policies of Government of India such as National Knowledge Commission, Yashpal Committee Report on Higher Education, etc
- x) identify the gaps in prevailing educational policies and suggest ways for Redressal

Recommended Readings:

1. UNESCO. (2018). Issues and trends in Education for Sustainable Development.
2. UNESCO. (2016). Incheon Declaration and Framework for Action.
3. UNESCO. (2017). Education for Sustainable Development Goals: learning Objectives.
4. UNESCO. (2012). Education for Sustainable Development: Source Book.
5. Elizabeth M. King. (January 10-12, 2011). Education Is Fundamental To Development and Growth: Keynote Address at Education World Forum. QE2 Conference Center, London.
6. Samagra Shiksha Abhiyan. (2018-19). Retrieved from samagra.mhrd.gov.in
7. Bubaker F. Shareia. (2015). Theories of Development. *International Journal of Language and Linguistics*. 2(1), Pp. 78-90. Retrieved from ijllnet.com
8. Shodganga. (nd). Public policy formulation: Role of different agencies. Chapter IV.
9. Egyankosh. (nd). Contextual setting of public policy making. Unit-3.
10. Epg-pathshala. (nd) Policy making process. Vidya mitra. Retrieved from <https://youtube.com>

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester IV**

Course Code	:	EDN 40200
Title of the Course	:	Teacher Education
Nature of the course	:	Core
Total Credit Assigned	:	4
Distribution of Credits	:	Lectures: 57 Practical: 0 Tutorial: 07
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To enable students to develop an understanding of concept, nature and scope of Teacher Education
2. To acquaint them with contributions of different committees and commissions to teacher education
3. To enable students in understanding the frameworks of Pre-Service and In-Service Teacher Education
4. To acquaint them with contributions of Schulman, Dang and Luke & Habermas to Teacher education
5. To enable students in understanding the importance of professional knowledge, skills, values and attitude, the changing profile of teachers work and working conditions
6. To acquaint them with emerging issues for research in teacher education

Unit	Content	Marks	L	P	T
I	<p>1.0. Concepts of Teacher Education:</p> <p>1.1 Meaning, Nature and Scope of Teacher Education, Fundamentals of Teaching, aims and objectives of Teacher Education</p> <p>1.2 Committees and Commissions contribution to Teacher Education:</p> <ul style="list-style-type: none"> • Secondary Education Commission (1953) • Kothari Commission (1964-66) • National Policy on Education (1986, 1992) • National Commission on Teachers (1999) • National Curriculum Framework (2005) • National Knowledge Commission (2007) • Yashpal Committee Report (2009) • Justice Verma Committee Report (2012) <p>1.3 Types of Teacher Education Programs</p> <p>1.4 Teacher Education Curriculum at Elementary, Secondary and Higher Secondary Levels as envisioned in the NCERT, NCTE documents</p>	12	(10)		1
			2		
			5		
			1		
			2		

II	2.0. Understanding the frameworks of Pre-Service and In-Service Teacher Education	12	(10)		1
	2.1 Concepts, Need, purpose, Organization, Content, Methods and Evaluation at Various levels of Pre-Service Teacher Education Program		3		
	2.2 Organization and modes of In-service Teacher Education, Agencies and Institutions of In-Service Teacher Education at District, State and National Levels(SSA, RMSA, SCERT, NCERT, NCTE and UGC)		3		
	2.3 Planning in-service teacher education program (purpose, duration ,resources and Budget)		2		
	2.4 Approaches to Learning: Transactional, Expository, Collaborative and Experiential		2		
III	3.0 Understanding Knowledge base of Teacher Education	12	(14)		2
	3.1 Contributions of Schulman, Dang and Luke & Habermas		6		
	3.2 Reflective Teaching: Meaning, Strategies for promoting Reflective Teaching.		4		
	3.3 Models of Teacher Education: Behaviourist, Competency-based and Inquiry Oriented Teacher Education Models.		4		
IV	4.0 Teacher and the Social Context	12	(12)		2
	4.1 Concept of Profession		1		
	4.2 Teaching as a profession		1		
	4.3 Professional Ethics of Teachers		1		
	4.4 Understanding the socio-cultural context of teachers and teaching within the school system affecting Teacher Development.		3		
	4.5 Professional Development of Teachers and Empowerment		3		
	4.6 Understanding the importance of Professional Knowledge, skills, values and attitude, the changing profile of teachers work and working conditions		3		
V	5.0 Innovations in Teacher Education	12	(11)		1
	5.1 ICT Integration in Teacher Education		3		
	5.2 Policy imperatives in Teacher Education		3		
	5.3 Performance Appraisals of teachers		1		
	5.4 New directions of Teacher Education		2		
	5.5 Emerging issues for research in Teacher Education		2		
	Total	60	57		7

Mode of In-Semester Assessment (40 Marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - a) Writing a term paper
 - b) Preparation and Presentation of seminar paper
 - c) Assignment on any topic relevant to the course
 - d) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

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

- i) explain the concept, nature and scope of Teacher Education
- ii) describe the contributions of different committees and commissions to teacher education
- iii) explain the concepts, need, purpose, organization, content, methods and evaluation at various levels of Pre-Service and In-Service Teacher Education Program
- iv) describe the contributions of Schulman, Dang and Luke & Haberman to Teacher education
- v) describe the meaning and strategies for promoting Reflective Teaching
- vi) explain Behaviourist, Competency-based and Inquiry Oriented Teacher Education Models
- vii) explain the concept of profession and professional ethics
- viii) describe the importance of professional knowledge, skills, values and attitude
- ix) discuss the changing profile of teachers work and working conditions
- x) describe the importance of ICT Integration in Teacher Education
- xi) analyze emerging issues for research in teacher education

Recommended Readings:

1. Anand, C.L. (1988). *Aspects of Teachers Education*. Delhi: S. Chand and Co.
2. Chaurasia, G. (2000). *Teacher Education and Professional Organization*. Delhi: Authors Press.
3. Govt. of India. (1966). *Report of the Education Commission. 1963-1966*. New Delhi: Ministry of Education, Govt. of India,
4. Grower, R. & Walters S. (1987). *Teaching Practice Handbook*. London: ELBS, Heinemann Educational Books Ltd.
5. Meffit, John Clifton. (1983). *In-service Education for Teachers*. Washington: Centre for Applied Research in Education.
6. Mukherjee, S.N. (1987). *Admission and Organization in teacher training institution*. New Delhi: NCERT.
7. Mukherjee, S.N. (1978). (ed.) *Education of the Teacher in India*. Vol, I & Vol. II, Delhi, s. Chand and Co.
8. NCTE. (1978). *Teacher Education Curriculum-A Framework*. New Delhi; NCERT.
9. Panda, B.N. & Tewari, A.D. (1997). *Teacher Education*. New Delhi: A.P.H. Publishing Corporation.

10. Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
11. Passi, B.K. (1976). *Becoming a Better teacher, microteaching approach*. Ahmedabad: Sahitya Nudranalay.
12. Patil, V.T. (1998). *Inservice Education for Teachers*. Delhi: Authors Press.
13. Raina, V.K. (1998). *Teacher Education: A Perspective*. Guwahati: Eastern Book House.
14. Silcork, P. Bruntland, M. (2002). *Achieving Competence, Success and Excellent in Teaching*. London: Routledge Falmer.
15. Singh, L.C. (1990). (ed.) *Teacher Education in India A resource book*. New Delhi: NCERT.
16. Subramanyam, K. (1995). *Handbook for college and university teachers*. Hyderabad.
17. Tibble, J.W. (1971). (ed.) *The Future of Teacher Education*. London: Rutledge and Kegan Paul.
18. Sharma R.C. (2002). *National Policy on Education*. Mangal: Deep Publication.
19. Aggrawal J.C. (1992). *Education Policy in India*. Shipra Publication.
20. Shivavarudrappa, G. *Philosophical approach to Education*. Himalaya Publication.
21. Thorat, Sukhadeo, *Higher Education in India, "Emerging issues related to access, inclusive and quality*. Chairman UGC New Delhi: Nehru Memorial Lecture.
22. James E. Bruno. (1972). *Emerging issues in Education: Policy implications for the school*. Rand cooperation, Lexington books.
23. Rajput J.S & Walia K. *Teacher Education in India*. New Delhi: Sterling Publisher Pvt. Ltd.

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester IV**

Course Code	:	EDN 40300
Course Title	:	Psychological Experiments in Education
Nature of the course	:	Core
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 28 Practical: 80 Tutorial: 0
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives :

1. To enable the students to understand the theory of the development of use of Psychological Experiments in Education.
2. To enable the students to understand the need for using Psychological Experiments in teaching learning process.
3. To enable the students to understand the predictive uses of Psychological Experiments for improving teaching practices in class room.

Unit	Content	Marks	L	P	T
I	1.0 Introduction of Experimental Psychology 1.1 Experimental Psychology: its importance in the study of human behaviour 1.2 Historical development of Experimental Psychology 1.3 Steps to be followed while conducting a psychological test or an experiment 1.4 Writing and reporting	0	(04) 1 1 1 1		
II	2.0 Learning: 2.1 Transfer of Learning: • Bilateral Transfer of Learning • Bilateral Transfer of Learning 2.2 VERBAL LEARNING: • Part and Whole Learning 2.3 MOTIVATION: • Effect of frustration 2.4 MEMORY TEST • Recall and Recognition(words, figures and numbers) • Memorization of non-sense syllables 2.5 ATTENTION • Span of Attention or Apprehension (dots/meaningful and non-meaningful words)	15	(05) 1 1 1 1 1 1	(22) 4 4 2 2 3 4 3	
III	3.0 INTELLIGENCE: 3.1 Wechsler Adult Intelligence Test 3.2 Performance Tests • Alexander Pass Along Test • Koh's Block Design Test 3.3 Differential Aptitude Test	15	(03) 1 1 1	(17) 4 4 4 5	

	<ul style="list-style-type: none"> • Language Usage • Verbal Reasoning • Numerical Ability 				
IV	4.0 PERSONALITY AND IMAGINATION TESTS: 4.1 Rorschach Ink blot Test 4.2 Thematic Apperception Test 4.3 Child Apperception Test 4.4 Extroversion Introversion Inventory (for Higher Secondary, Graduate & Post Graduate students)	15	(04)	(15)	
			1	4	
			1	4	
			1	4	
			1	3	
V	5.0 ASSOCIATION AND REACTION TIME 5.1 Emotive and Non-emotive Words 5.2 Free Word Association Test 5.3 Controlled Association Test 5.4 THINKING <ul style="list-style-type: none"> • Concept Formation • Effect of Frustration 5.5 ANXIETY TEST <ul style="list-style-type: none"> • Sinha Anxiety Test • Achievement Motivation Scale • Adjustment Inventory 	15	(08)	(26)	
			1	3	
			1	3	
			1	3	
			1	4	
			1	3	
			1	3	
			1	3	
			1	3	
			1	3	
	Total		24	80	0

Mode of In-Semester Assessment (40 Marks):

- | | |
|---|-------------------------|
| a) Two sessional tests (one for theory and one for practical) | : 10+10=20 Marks |
| b) Conduction of field based tests/ experiment (at least one) | : 10 Marks |
| c) Practical note book | : 5 Marks |
| d) Viva | : 5 Marks |

Mode of End- Semester Assessment : 60 Marks

- | | |
|---|-------------------------|
| a) Students will be required to conduct two practical (one Test and One experiment) on the day of the final practical examination | : 20+20=40 Marks |
| b) Viva | : 10 Marks |
| c) Practical note book | : 10 Marks |

Expected Learning Outcome:

After completion of the course, students will be able –

- to develop the concept of use of Psychological Experiments or Tests in Education.
- to explain the uses of Psychological Experiments or Tests in teaching-learning process.

- iii) to discuss the uses of Psychological Experiments or Tests for improving teaching practices in class room.
- iv) to conduct the Psychological Experiments or Tests in the Laboratory.

Recommended Readings:

- 1) Woodworth, R.S.(1938). *Experimental Psychology*. New York: published by Holt, Rinehart and Winston.
- 2) Mohsin, S.M.(1982). *Experiments in Psychology*. Delhi; published by Motilal Banarsidass Publishers (P) Ltd.

**Syllabus of M.A. Programme in Education
(Under Choice Based Credit System)
Semester IV**

Course Code	:	EDN 40401	
Title of the Course	:	Intelligence and Creativity in Education	
Nature of the course	:	DSE	
Total Credit Assigned	:	4	
Distribution of Credits	:	Lectures: 59	Practical: 0 Tutorial: 5
Distribution of Marks	:	End-Semester: 60	In-Semester: 40

Course Objectives:

1. To enable students to understand the recently developed concepts and theories in the field of intelligence such as Multiple Intelligences, Emotional Intelligence & Spiritual Intelligence.
2. To enable students to understand the meaning, concept and nature of Creativity along with its development among individuals through educational procedures.
3. To enable students to understand the problems of creative students as well as fostering of their creativity.
4. To enable students to find out the research work done in the field of creativity in our country as well as in the world.
5. To help them to understand the concept, characteristics and identification of gifted students along with the educational provisions developed for them.

Unit	Content	Marks	L	P	T
I	1.0 Intelligence: Its Meaning, Concept & Structure 1.1 Meaning, Concept & Nature of Intelligence 1.2 Theory of Multiple Intelligences 1.3 Six Thinking Hats Method of Thinking 1.4 Emotional Intelligence-its meaning, concept, nature and development of emotional intelligence 1.5 Spiritual Intelligence: its concept and nature	12	(10)		1
II	2.0 Creativity: its Meaning, Concept and Structure 2.1 Meaning, Concept and Nature of Creativity 2.2 Dimensions of Creativity 2.3 The 4 P's of Creativity: • Creativity as Process • Creativity as Product • Creativity as Person • Creativity as Press 2.4 Relationship between Creativity and Intelligence 2.5 Need of fostering creative thinking process	12	(14)		1

	in today's context 2.6 Discovering creative potentialities 2.7 Test of creativity		2 2		
III	3.0 Development of Creativity at different levels 3.1 Impact of heredity and environment in the development of creativity 3.2 Development of creativity in children during the Pre-school years 3.3 Development of creativity in children in the Elementary school years 3.4 Development of creativity in children in the Secondary school years 3.5 Development of creativity of students at the Higher education level	12	(10) 2 2 2 2 2		1
IV	4.0 Fostering Creativity 4.1 Fostering creativity as a major focus of education 4.2 Positive environment in schools for fostering creativity 4.3 Positive attitude for creativity 4.4 Creative teaching out of the classroom 4.5 Adopting techniques for the improvement of imagination, self-discipline, introversion & divergent thinking ability 4.6 Creativity supporting climate 4.7 Problems of creative students 4.8 Hindrances to creativity 4.9 Problems when creativity is repressed 4.10 Research conducted in the field of creativity: in India and abroad	12	(16) 1 2 1 2 4 1 1 1 1 2		1
V	5.0 Gifted children & their education 5.1 Concept of Giftedness 5.2 Characteristics of Gifted children 5.3 Identification procedure of gifted children 5.4 Various educational provisions for gifted children 5.5 Role of the teacher in educating gifted children 5.6 Role of the parents & society in educating gifted children	12	(9) 1 1 2 2 1 2		1
	Total		59		05

Mode of In-Semester assessment (40 Marks):

1. **At Least Two Sessional Test** : 20 Marks
2. **Any two of the following activities:** : 20 Marks
 - a) **Report Writing:** (Students shall review and write report on the biographies of creative personalities of different fields of the world.)
 - b) **Survey:** (Students shall do surveys on few talented children, teachers or any talented individual of their locality.)
 - c) **Home Assignment:** (Students shall write home assignment on any of the topics of the course assigned by the teacher.)
 - d) **Seminar:** (Students shall present seminar on any topic of the course assigned by the concerned teacher.)
 - e) **Objective Test.**
 - f) **Debate and Discussions:** (Students shall take part in debate and discussions organized by the teacher on any related topics of the course)
 - g) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

On Completion of the Course, learners are expected to-

- i) describe recently developed concepts in the field of intelligence such as the Theory of Multiple Intelligences, Emotional Intelligence, Spiritual Intelligence, etc.
- ii) explain the meaning, concept as well as the structure of the construct creativity along with its development among individuals through educational procedures.
- iii) find out the relationship between creativity and intelligence.
- iv) explain the concept of giftedness as well as they will be able to identify gifted children by understanding their different characteristics.

Recommended Readings:

1. Asch, M. (2005). *Creativity and Personality*. Delhi: Ivy Publishing House.
2. Bono, de Edward. (2000). *Six Thinking Hats*. U.K.: Penguin Random House.
3. Csikszentmihalyi, M. (2013). *Creativity-the psychology of discovery and invention*. New York: Harperennial Modern Classics. *Education*, PHI Learning.
4. Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligences*. New York: Basic Books.
5. Getzels, J. W., & Jackson, P. W. (1962). *Creativity and intelligence*. NJ: John Wiley & Sons.
6. Goleman, D. (1998). *Working with Emotional Intelligence*. London: Bloomsbury Publishing.
7. Gupta, M. (2007). *Intelligence, Creativity and Education*. New Delhi: KSK Publishers.
8. Haefele, J.W. (1962). *Creative and Innovation*. London, England: Reinhold Publishing Corporation.

9. Kar, C. (2004). *Exceptional children-their psychology and education*. New Delhi: Sterling Publishers.
10. Kirk, S. (1962). *Educating exceptional children*. Boston: Houghton Mifflin Company.
11. Mangal, S.K. (2009). *Educating Exceptional Children: An Introduction to Special*
12. Panda, K.C. (1997). *Education of exceptional children*. New Delhi: Vikas Publishing House.
13. Pope, R. (2005). *Creativity: Theory, History, Practice*. London and New York, Routledge: Taylor & Francis Group.
14. Rao, D., & Prasad, S. (2009). *Creative Thinking of School Children*. New Delhi: Discovery Publishing House.
15. Sarsani, M.R. (2005). *Creativity in education*. New Delhi: Sarup & Sons.
16. Thomas, B. (2004). *Intelligence and Creativity in Education*. Jaipur: Aavishkar Publisher.
17. Wallace, A., & Catmull, E. (2014). *Creativity, Inc.: Overcoming the unseen forces that stand in the way of true inspiration*. U.S.A.: Transworld Publishers Limited.

Syllabus of the M.A. Programme in Education, 2019
(Under Choice Based Credit System)
Semester IV

Course Code	:	EDN 40402
Title of the Course	:	Guidance and Counselling
Nature of the course	:	DSE
Total Credit Assigned	:	4
Distribution of Credit	:	Lecture: 50 Practical: 0 Tutorial: 14
Distribution of Marks	:	End Semester: 60 In-Semester: 40

Course Objectives

1. To enable the students to understand the meaning, nature, purpose and scope of guidance and counselling.
2. To develop knowledge on the characteristics and functions of guidance and counselling.
3. To acquaint the students to state the basic principles of guidance and counselling.
4. To understand the types and areas of guidance and counselling.
5. To enable the students to use of various tools and techniques of guidance in appropriate context.
6. To understand the qualities and role of a counsellor.

Unit	Content	Marks	L	P	T
I	1.0 Foundations of Guidance 1.1 Meaning, Nature and Scope of Guidance 1.2 Bases of Guidance – Philosophical, Psychological, Sociological, Pedagogical 1.3 Principles of Guidance 1.4 Types of Guidance <ul style="list-style-type: none"> • Educational • Vocational • Personal • Health • Social Guidance 1.5 Guidance at Various Levels <ul style="list-style-type: none"> • Elementary • Secondary • Higher Education (College and University) 1.6 The role of a Teacher in Guidance 1.7 Importance of Guidance Programme in education.	10	(13) 2 2 1 3 3 1 1		2
II	2.0 Foundations of Counselling 2.1 Meaning, Nature and Scope of Counselling 2.2 Principles of Counselling 2.3 Types of Counselling <ul style="list-style-type: none"> • Directive, Non-Directive and Eclectic 2.4 Approaches to Counselling <ul style="list-style-type: none"> • Cognitive-Behavioural (Albert Ellis-REBT) 	15	(13) 2 1 3 3		2

	<ul style="list-style-type: none"> • Humanistic • Personal Centred Counselling(Carl Rogers) 2.5 Theories of Counselling <ul style="list-style-type: none"> • Behaviouristic, Rational Emotive and Reality 2.6 Role of Counsellor, Parents and Teachers 2.7 Qualities of a good Counsellor		2 1 1		
III	3.0 Tools and Techniques of Guidance 3.1 Types of Guidance Techniques <ul style="list-style-type: none"> • Counselling • Group Guidance • Clinical Approach 3.2 Basic tools of Counselling services <ul style="list-style-type: none"> • Psychological test • Interview • Observation • Check list of behaviour description • Sociometry • Cumulative Record Card • Rating Scale 3.3 Test of ability and achievement 3.4 Test of academic Vocation 3.5 Special Aptitude Test 3.6 The case study procedure in guidance 3.7 Diagnostic test	15	(12) 3 4 1 1 1 1 1		2
IV	4.0 Needs and Importance of Occupational Information 4.1 Collection of Information through Interview 4.2 The interview as a counselling tool 4.3 Occupational Information in Vocational Guidance 4.4 Job Analysis <ul style="list-style-type: none"> • Meaning, Characteristics • Procedure of Job Analysis- Job Description & Job Specification • Methods of Job Description • Importance of Job Analysis in modern times 	10	(8) 1 1 1 5		2
V	5.0 Essentials of Guidance and Counselling Programme 5.1 Kinds of Services <ul style="list-style-type: none"> • Follow Up • Evaluation of Guidance Programme 5.2 Role of Guidance Personnel <ul style="list-style-type: none"> • Headmasters • Parents • Teachers • Librarian & • Medical Staff 5.3 Essentials information for Guidance and counselling <ul style="list-style-type: none"> • Personal Information(Physical, Intellectual, 	10	(8) 2 3 3		2

	Personality and Academic) • Educational Information(Scope and opportunity available)				
	Total	60	54		10

Mode of In-Semester Assessment (40 Marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - a) Group discussion on any topic of the course
 - b) Seminar on any topic of the course
 - c) MCQ's based on the unit of the course
 - d) Assignment on any one of the topic of the course
 - e) Any other activities deemed to be fit by the Course teacher

Expected Learning Outcome:

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

- i) analyse the meaning, nature, purpose and scope of guidance and counselling
- ii) describe the characteristics and functions of guidance and counselling
- iii) state the basic principles of guidance and counselling
- iv) explain the types and areas of guidance and counselling
- v) explain different approaches of counselling such as Cognitive-Behavioural, humanistic and personal centred etc
- vi) explain different theories of Counselling such as Behaviouristic, Rational Emotive and Reality
- vii) use of various tools and techniques of guidance in appropriate context
- viii) describe the meaning, characteristics, procedure, methods and importance of job analysis
- ix) identify the qualities and role of a counsellor.

Recommended Readings:

1. Agarwala, R.(2006) . *Educational, vocational guidance and counseling*. New Delhi:Sipra Publication .
2. Bhatnagar, A and Gupta, N.(1999) . *Guidance and Counselling – A Theoretical Approach*. New Delhi: Vikas Publishing house.
3. Gibson, Mitchell M, (1999). *Introduction to Counselling and Guidance*. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). *A Text Book on Guidance & Counselling*. New Delhi: KalyaniPublishing House.
5. Jones, A. J. (1951). *Principles of guidance and pupil personnel work*. New York:McGraw-Hill.
6. Kochhar, S.K.(1985). *Educational and Vocational Guidance in secondary schools*. NewDelhi: Sterling Publisher.
7. Berdie, R.F.(1963). *Testing in Guidance and Counselling*. New York: Mc Graw Hill.
