

BODOLAND UNIVERSITY
DEPARTMENT OF EDUCATION

Course Structure (M.A in Education) under CBCS

The two years P.G programme spread over Four Semesters shall consists of total 84 Credits, with Eighteen Core Courses including Two Optional Courses and Two Open Elective. The department will be offering Three (3) Optional Courses in Semester - III & Semester – IV each. The Open Elective Courses leading Two (2) Credits in Semester – I & Semester – II will be available to the students from various department of the University.

SEMESTER I

Paper Code	Courses	Core/Open	Credits	Marks
EDN: 1.1	Sociology of Education	Core	4	100
EDN: 1.2	Educational Psychology	Core	4	100
EDN: 1.3	Educational Technology	Core	4	100
EDN: 1.4	Comparative Education	Core	4	100
EDN: 1.5	Methods and Techniques in Teaching	Core	4	100
EDN: 1.6 OE	Mental Health and Education	Open	2	50
		Total	22	550

SEMESTER II

Paper Code	Courses	Core/Open	Credits	Marks
EDN: 2.1	Curriculum Development	Core	4	100
EDN: 2.2	Measurement & Evaluation of Education	Core	4	100
EDN: 2.3	Methodology of Educational Research	Core	4	100
EDN: 2.4	Educational Planning &	Core	4	100

	Management			
EDN: 2.5	Developmental Psychology	Core	4	100
EDN: 2.6 OE	Non-Formal and Adult Education	Open	2	50
		Total	22	550

SEMESTER III

Paper Code	Courses	Core	Credits	Marks
EDN: 3.1	History and Contemporary Issues in Indian Education	Core	4	100
EDN: 3.2	Statistics in Education	Core	4	100
EDN: 3.3	Teacher Education	Core	4	100
EDN: 3.4	Optional - I (any one from the following)	Core	4	100
EDN: 3.4.1	Educational Guidance & Counseling			
EDN: 3.4.2	Inclusive Education			
EDN: 3.4.3	Early Childhood Care and Education			
EDN: 3.5	Psychological Practical	Core	4	100
		Total	22	550

SEMESTER - IV

Paper Code	Courses	Core/Open	Credits	Marks
EDN: 4.1	Philosophy of Education	Core	4	100
EDN: 4.2	Special Education	Core	4	100
EDN: 4.3	Environmental and Population Education	Core	4	100
EDN: 4.4	Optional - II (any one from the			

EDN: 4.4.1	following) Educational Thought: Indian & Western	Core	4	100
EDN: 4.4.2	Open and Distance Learning			
EDN: 4.4.3	Economics in Education			
EDN: 4.5	Dissertation	Core	4	100
		Total	20	500

Semester-wise distribution of credits & marks

Semester	Credits	Marks
First Semester	22 credits	550
Second Semester	22 credits	550
Third Semester	20 credits	500
Fourth Semester	20 credits	500
Total	84 credits	2100

SEMESTER- I
PAPER- EDN: 1.1
SOCIOLOGY OF EDUCATION
CREDITS: 4

Course Objectives:

- The students will be able to understand the different theories and principles of Sociology of Education.
- To enable the students to get acquainted with the dynamics of social systems.
- To orient the students with the sociological aspects and its relevance in the process of education.
- To make the students familiar with the social structure, culture and social inequality in Indian society.

Unit – I: Sociology of Education

- Concept of sociology and sociology of education
- Sociology of education nature, scope, function, and importance
- Relationship between sociology and education
- Theories of sociology of education: Structural Functionalism, Conflict Theory and Interactionism Theory
- Historical perspective of Sociology of Education

Unit - II: Education as a Social System

- Concept and nature of socialization
- Role of education in the process of socialization
- Agents of socialization: Family, School, Religion, Community, Politics, Culture, Democracy, Economy
- Education as a social system, as a social process and as a process of social progress
- Interpersonal relationship in the classroom; classroom climate, organizational climate & its educational effect

Unit – III: Social Groups and Education

- Social Organization: Concept, characteristics and elements of social organization
- Social disorganization: factors and prevention
- Social group; meaning, nature and types: primary, secondary, tertiary, formal, informal; in-group, out-group; their educational relevance
- Group dynamics; cohesion, conflict; and conflict resolution
- Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population

Unit – IV: Social Dynamic and Education

- Meaning & nature of social change
- Agencies of social change: Family, religion, school, mass- media
- Process of social change: Sanskritization, Westernization, Industrialization, Modernization
- Relationship between Education and social change
- Constraints on social change: Caste, Class, Language, Religion, population and regionalism
- Social stratification and social mobility; Role of education in social stratification and social mobility

REFERENCES:

1. Prasad, J., (2007) Education and Society, Kanishka Publisher, New Delhi.
2. Ruhela, S.P. (1969). (Ed.), Social Development of Educability in India, Delhi: Jain Brothers,
3. Santhanam, S. (2000). Philosophical and sociological foundation of education. Chennai: Vasantha publication.

4. Sharma, R. (1996) A Handbook of Sociology, Anmol Publication, New Delhi.
 5. Singh, Y. (2007) Sociological foundation of Education, A.P.H. Publishing Corporation, New Delhi.
 6. Shankar Rao, C N .Sociology, S.Chand Sharma, S.R. & Kaushik, V., (2004) The Social Context and education, anmol Publication, New Delhi.
 7. Sharma, S.R. & Kaushik, V., (2005) Education and Social Change, Anmol Publication, New Delhi.
 8. S. Shukla and K. Kumar, (1985) (Eds.). Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications.
 9. Talesra, H. (2007) Sociological Foundation of Education, Kanishka Publication, New Delhi.
 10. Brown F J.: educational sociology, prentice hall of India, New Delhi.
 11. Chaube, S.P.. and Akhilesh: Philosophical and Sociological Foundations of Education, Vinod pustak mandir, Agra.
 12. Barry, H. & Johnson, L.Y.. Classroom Group Behaviour: Group Dynamics in Education, Newyork.
 13. Dash, B. N. (2000). Teacher and Education Emerging Indian in the Society. Hyderabad: Neelkamal Publications.
 14. Parsons, T. (1951). The Social System. New York: Free Press.
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SEMESTER- I

PAPER - EDN: 1.2

EDUCATIONAL PSYCHOLOGY

CREDITS: 4 (CORE)

Course Objectives:

- To enable the students to understand the concept, relation between education and psychology and different methods of educational psychology.

- To enable the students to understand the concept of learning, motivation, theories of learning and motivation.
- To acquaint the students with the concept of intelligence and creativity- nature and different theories.
- To enable the students to understand the concept of personality, mental health& adjustment- theories of personality & preservation of mental health.

Unit - I: Introduction to Educational Psychology

- Concept, Objectives, Definitions, Nature, Need, Scope of Psychology & Relation between Education and Psychology
- Meaning, Objectives, Definitions, Nature, Need and Scope of Educational Psychology
- Methods of Educational Psychology: Introspection, Observation, the Clinical method, Survey method, Scientific Enquiry method, Psycho-physical method, Experimental and Developmental method
- Contributions of the following Schools of Psychology towards Education: Behaviourism, Structuralism, Functionalism and Cognitivism
- Application of Educational Psychology in teaching and learning process

Unit - II: Learning and Motivation

- Meaning, Definitions, Nature, Types and Factors of Learning
- Concept, Definitions, Functions, Importance, Techniques and Role of Motivation in Learning
- Basic Motivational concepts: Instincts, Needs, Drives and Incentives
- Theories of Learning and their Educational Implications: Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Thorndike's (S-R Reinforcement Theory), Gestalt Theory of learning and Gagne's Hierarchical Theory Of Learning

- Theories of Motivation: Maslow's theory of Self-Actualization, Theory of Achievement Motivation and Murray's theory of Motivation

Unit - III: Intelligence and Creativity

- Concept, Definitions, Nature, Types of Intelligence
- Creativity: Meaning, Definitions, Characteristics, Types, Relationship between Creativity and Intelligence & Qualities of a Creative Person
- Theories of Intelligence: Spearman's Two Factor Theory, Thurston's Group Factor Theory, Multifactor Theory & Structure of Intellect (SOI) by Guilford
- Theories of Creativity: Taylor's Level Theory of Creativity, Theory of Environmentally Acquired Creativity, Arieti's Theory of Creativity & Psychoanalytical Theory of Creativity
- Piaget's Theory of Intellectual Development, Problems of Creative Children in Education, Development of Creativity in Children

Unit - IV: Personality and Adjustment

- Personality: Meaning, Definitions, Characteristics of Personality
- Adjustment: Concept, Characteristics of Adjustment Mechanisms, Types of Adjustment Mechanisms, Neurotic Adjustment Mechanisms & Psychotic Adjustment Mechanisms
- Type theories of Personality: Ayurvedic's Classification of Personality type, Hippocrate's Classification, Kretschmer's Classification & Sheldon's Classification
- Psychoanalytical Theory (Freud And Jung), Carl Roger's Self Theory Of Personality, Preservation of Mental Health at Home, School And Society

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References:

1. Chauhan S.S, Advanced Educational Psychology, Vikas Publishing House PVT. LTD

2. Agarwalla, Dr.S, Educational Psychology, Bookland Panbazar, Guwahati-1
 3. Sharma R.N. Educational Psychology, Guwahati, Dvs Publication 2002
 4. Woodworth, R.S Psychology: A Study of Mental Life. New York
 5. Bhatia, H. R., Elements of Educational Psychology, Calcutta: Orient Longman, 1968
 6. Crow L.D. & Crow A. – Educational Psychology, New Delhi: Eurasia Publishing House, 1973
 7. Gates, A.I. Et Al., Educational Psychology, 3rd Ed., New York: Macmillan, 1948
 8. Hunt, M.P.- Psychological Foundations Of Education
 9. Mangal, S.K. – Advanced Educational Psychology, New Delhi, Prentice Hall. 2000.
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SEMESTER – I

PAPER CODE - EDN: 1.3

EDUCATIONAL TECHNOLOGY

CREDITS: 4 (CORE)

Course Objectives:

The students will be able to:

- Understand the concept, development, needs, scope and types of educational technology.
- Acquaint with the different types of communication process and its barriers and effectiveness.
- Understand the concept of teaching and instruction and models of teaching for planning instruction.
- Orient with the recent trends of educational technology

Unit - I: Concept of Educational Technology

- Meaning, Nature, Scope & Significance of Educational Technology

- Components of Educational Technology- Hardware and Software
- Types of Educational Technology: Behavioural Technology, Teaching Technology, Instructional Technology.
- Difference Between Educational Technology and Instruction Technology
- Historical Development of Educational Technology

Unit - II: Communication Process

- Concept of communication process
- Principles of communication
- Classroom communication: Verbal & Non-verbal communication
- Barriers affecting classroom communication
- Effective classroom communication
- Different media of communication
- Meaning & Characteristics of Information and Communication Technology
- Uses Of ICT in Teaching-Learning, Evaluation, Administration and Research

Unit - III: Teaching & Instructional System

- Difference between Teaching and Instruction
- Teaching at different Levels: Memory, Understanding and Reflective
- Instructional Design : Meaning, functions & stages, Personalized System of Instruction (PSI), Development of a Programmed Instruction
- System approach in Educational Technology
- Observation Schedules of Classroom Interaction:
 - a. Flanders' Interaction Analysis Categories System (FIACS)
 - b. Equivalent Talk Category (ETC)
 - c. Reciprocal Category System (RCS)

Unit - IV: Emerging Trends in Educational Technology

- Application of Educational Technology in Formal, Non-formal (Open & distance learning), and Informal education systems

- Recent trends in Educational Technology: Videotape, CCTV, EDUSAT, E-Learning, Virtual Classroom, Tele-Conferencing, Open Educational Resources (OER), CAI, CML, Radio & Television
- Resource Centres for Educational Technology: CIET, UGC, IGNOU, NIOS- their activities for the improvement of teaching-learning.

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Text Books

1. J. C. Aggarwal, Essential of Educational Technology, Third Edition, Vikas Publishing House Pvt. Ltd. 2014.
2. Yogendra K. Sharma & Madhulika Sharma; Educational Technology and Management, Vol. 1, Kanishka Publishers, Distributor,s, New Delhi. 2006

REFERENCES

1. Bajpai A.D. & Leedham J.F; Aspects of Educational Technology Partiv, New York, Pitman Pub. Co., 1970
2. Bloom,B.S. : Taxonomy Of Educational Objectives, Handbook 1, Cognitive Domain, London, Longman Group Ltd, 1974
3. Chauhan, S. S. A Text Book of Programmed Instruction, New Delhi Sterling Publishers, 1978
4. Das Borbora, Rupa & Goswami, Deepali: Educational Technology. Arun Prakashan, Guwahati, 2nd Edition. 2013
5. Goel, A & Goel, S.L: Distance Education In 21st Century, New Delhi, Deep And Deep Publication, 2000
6. Mohanty, J; Educational Technology, New Delhi, Deep & Deep Publication, 2001

SEMESTER- I
PAPER CODE - EDN: 1.4
COMPARATIVE EDUCATION

CREDITS: 4 (CORE)

Course Objectives:

The students will be able to:

- Understand the meaning & purposes of comparative education.
- Assess the efficiency of educational system of various countries.
- Acquaint with the various agencies of imparting education for peace and global consciousness.
- Develop an understanding to solve the prevailing problems of education in developing countries

Unit I: Concept of Comparative Education

- Comparative Education: Meaning, Nature, Scope, Purpose and Methods
- Determinates of National System of Education
- Contribution of various system of Education in the World
- Problems of Education in the World

Unit II: Education for Peace and Global Consciousness

- Education for Global Consciousness and Development
- Education for Economic Development
- Education for Environmental of Protection
- Role Of UN, UNESCO, World Bank Group, UNICEF and SAARC in improving educational opportunities among the members

Unit III: Educational Systems in U.K., U.S.A., Australia, Japan & India

- National System Of Education
- Pattern of Administration
- Primary Education
- Secondary Education
- Higher Education
- Teacher Education

Unit IV: Problem and Role of Education

- Problems prevailing in developing countries with special reference to India, their causes and solution through education:
 - a. Poverty and Population Explosion,
 - b. Unemployment
 - c. Terrorism, Casteism and Communalism
 - d. Problems of Illiteracy
 - e. Equalization of Educational Opportunities

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Text Books

1. S.D.Khanna, V.K. Saxena, T.P Lamba & V. Murthy: Comparative Education, Published by: Doaba House, Delhi, Eleventh Revised 2005.
2. Chaube, S. P & Chaube, A.: Comparative Education, Vikas Publishing House Pvt. Ltd. 2003.

REFERENCES

1. Aggarwal And Biswas: Comparative Education, Arya Book Depot, Delhi
2. Hans, Nicholas: Comparative Education, Routeledge And Kagan Paul, London,1990
3. Sharma, Y.K. Comparative Education. Kanishka Publishers, Distributors, New Delhi
4. Srivastave, S.K: Comparative Education, Anmol Publication, New Delhi, 2006
5. Pawar, N.G; Development of Education System In India, Eastern Book House. Guwahati

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SEMESTER - I

PAPER CODE - EDN: 1.5

METHODS AND TECHNIQUES OF TEACHING

CREDITS: 4 (CORE)

Course Objectives:

The students will be able to:

- Understand the fundamentals of teaching and different approaches of instruction.
- Acquaint with the style and basic models of teaching and learning.
- Develop the teaching skills and competencies.
- Acquaint with the innovative practices in teaching plan.

Unit - I: Concept of Teaching, Learning and Instruction

- Formulation of Objectives: Need and Importance of Formulating Objectives in Teaching – Learning Process
- Meaning of Learning and Instruction
- Concept & Definition of Teaching, Differentiate between teaching and instruction
- Meaning and Importance of Instructional Objectives
- Different Approaches to instruction – Inductive Approach, Deductive Approach, Activity Approach, Constructive Approach

Unit - II: Teaching Competencies

- Teaching effectiveness and Teacher Competencies
- Teaching Strategies: Autocracy Style, Permissive Style, Democratic Style
- Teaching Skills: Explaining, Questioning, Illustration, Stimulus Variation, Reinforcement, Achieving Closure
- Components of Model of Teaching
- Basic Models of Teaching- Attainment Model, Bruner's Model, Roger's Nondirective Model

Unit - III: Type, Maxims & Teaching Techniques

- Teacher Centered Teaching : Lecture, Demonstration, Tutorial, Team-Teaching,
- Learner Centred Teaching - Brain Storming, Group Discussion, Panel Discussion, Project, Symposia, Workshop, Seminar, projects

- Maxims Of Teaching
- Teaching Aids- Meaning, Types, Importance and use in classroom instruction

Unit - IV: Teaching Techniques

- Micro Teaching and Skill Development, Simulation and Skill Development
- Lesson Plan:-Essential of A Good Lesson Plan, Herbertian Steps, Types Of Lesson to Develop – Skill, Knowledge, Appreciation
- Lesson Plan to Teach Different Subjects- Language, Maths, Social Studies, General Science
- Organization and Supervision of Practice Teaching

Text Books

1. J. C. Aggarwal, Essential of Educational Technology, Third Edition, Vikas Publishing House Pvt. Ltd. 2014.
2. S. K Kochhar, Methods and Techniques of Teaching, Sterling Publishers Pvt Ltd. New Delhi, Second Edition, Reprint 2015.

REFERENCES

1. Bloom, B.S., Hastings, J.T. & Madaus,G.F(1971): Handbook Of Formative And Summative Evaluation Of Student Learning. New York, Mc.Graw Hill
2. Davis, I. K. 1971: The Management of Learning. London, Mc Graw Hill
3. Forsyth, I Jolliffe, A & Stevens, D 1999: Planning A Course. Practical Strategies For Teachers, Lecturers & Trainers, London : Kogan Page
4. Joshi, A.: Models Of Teaching, Agra, H.P.Bhargava Book House
5. Joyce & Weils 1985: Models of Teaching, New Delhi
6. Kochar, S.K.: Methods And Techniques Of Teaching
7. Passi, B.K.: Becoming Better Teacher, Micro Teaching Approach, Ahmedabad, Sahitya Mudranalaya

SEMESTER – I
PAPER CODE: EDN: 1.6 OE
MENTAL HEALTH AND EDUCATION
CREDITS: 2 (OPEN)

Course Objectives:

The students will be able to:

- Understand the concept of mental health and hygiene.
- Acquaint with the functions and limitation of mental hygiene.
- Understand the concept of normality and abnormality.
- Preserve sound mental health and hygiene.

Unit – I: Introduction of Mental Health and Hygiene

- Concept of Mental Health
- Principles of good Mental Health
- Concept and Objectives of Mental Hygiene
- Principle of Mental Hygiene
- Concept of Normal and Abnormal Behaviour,
- Classification of Abnormal Behaviour
- Criteria for a Mentally Healthy Person

Unit – II: Mental Health and Education

- Concept, Goals and Approaches of Psychotherapies
- Salient Features and technique of Psycho-analysis
- Factors affecting Mental Health (Home, Society and School factors)
- Role of Home, Society & School in maintaining good Mental Health

Text Books

1. S.S Chauhan; Advanced Educational Psychology. Seventh Edition, Vikas Publishing House Pvt. Ltd. Noida (U.P) 2015.

2. S. K Mangal; Essentials of Educational Psychology. PHI Learning Pvt. Ltd. Delhi, 2017.
3. J.C. Aggarwal, Essentials of Educational Psychology, 3rd Edition, Vikas Publishing House, Noida, India,
4. Charles E. Skinner; Essentials of Educational Psychology, Surjeet Publication. Delhi, 2008.

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REFERENCES:

1. Lester D. Crow, Educational Psychology, Surjeet Publications, 2011.
2. S. S Chauhan: Advanced Educational Psychology, Vikas Publishing House PVT. LTD. 2005.
3. M. Dash & Neena Dash, Health Education, Atlantic Publisher, 2008

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SEMETER- II

PAPER CODE - EDN: 2.1

CURRICULUM DEVELOPMENT

CREDIT: 4 (CORE)

Course Objectives:

- To acquaint the students with the concept and development of curriculum as a field of study.
- To enable the students to understand the various aspects of curriculum and systematic arrangements of different components of curriculum.
- To enable the students to know the process of Identification of learning activities and experiences; Content and its organization; Curriculum support materials.
- To make the students familiar with the process of planning, design, development and Evaluation of curriculum.

Unit - I: Introduction to Curriculum

- Meaning, characteristics, definitions and scope of curriculum

- Basic considerations of curriculum planning; Trends in curriculum planning
- Foundation of curriculum development: Philosophical, Sociological, Psychological, Technological, Scientific
- History of curriculum development in India and Abroad

Unit - II: Curriculum Design

- Meaning, Features and need of curriculum design
- Components and sources of Design
- Curriculum design: principles, types and process
- Subject centered curriculum, Core curriculum, Eclectic curriculum, Experience centered curriculum, Activity centered curriculum, Child centered curriculum

Unit - III: Construction of Curriculum

- Curriculum development: Concept, principles, process
- Theories and models of Curriculum Development
- Analysis of Aims and Objectives; Role of teacher as a curriculum maker
- Identification of learning activities and experiences; Content and its organization; Curriculum support materials

Unit - IV: Curriculum Change and Evaluation

- Concept of curriculum change; Factors affecting curriculum change
- Curriculum evaluation: concept, need and sources; Formative and summative evaluation
- Models of Curriculum Evaluation; Process of curriculum evaluation
- Recent issues and trends in curriculum development; curriculum design for the future

REFERENCE

1. Aggarwal, J.C.: Curriculum Reforms in India. Doaba House, New Delhi

2. Bloom, B.S., Hastings, J.T. and Madaus, G.F.: Handbook of Formative and Summative Evaluation of Student Learning. New York. McGraw Hill
3. Bruner, J.S.: The Process of Education. Harvard University Press
4. Dash, B.N.: Curriculum Planning and Development. Dominant Publishers and Distributors
5. Dewey, J.: The Child and Curriculum- The School and the Society, Phoenix, USA
6. NCERT, National Curriculum Framework. New Delhi

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SEMESTER- II

PAPER - EDN: 2.2

MEASUREMENT AND EVALUATION IN EDUCATION

CREDITS: 4 (CORE)

Course Objectives:

The students will be able to:

- Understand the concept of measurement and evaluation in educational aspects.
- Acquire knowledge of test construction and standardization and methods of estimation reliability and validity test.
- Know the various measures of general Intelligence.
- Acquaint themselves with different test and measurement of education.

Unit - I: Educational Objectives and Educational Evaluation

- Measurement & Evaluation: Concept, nature, needs, Steps
- Measurements Scales
- Function & Purposes of Evaluation
- Formative and Summative Evaluation
- Difference between measurement and evaluation

- Meaning, Importance, Levels of Educational Objectives – Cognitive, Affective and Psychomotor Domains

Unit - II: Test Construction & Standardization

- Meaning, Nature, Principles & Methods of Test Construction & Standardization
- Selection of Subject Matter, Item Writing & Administration, Item Analysis & Selection of Test Items
- Methods for Estimating Test Reliability, Test Validation Procedures. Test Scores and Scales, Norms and their Uses

Unit - III: Measurement of General Intelligence

- Binet-Simon Tests.
- Weschler Test of Intelligence.
- Age Scale & Point Scales
- Use of General Intelligence Tests in Education.

Unit - IV: Different Tests

- Aptitude Tests, Attitude Tests, Test of Interest, Test of Creativity
- Personality Test Through – Subjective, Objective & Projective Techniques
- Educational Achievement and its Measurement. Objectives of Achievement Tests, Construction of Achievement Test
- Diagnostic Test and Performance Test, Essay Type and Objective Type Tests

REFERENCES

1. Adams, G.K. Measurement And Evaluation In Psychology, Education & Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. Statistical Methods: Concepts, Applications & Computation, Sterling Publishers, New Delhi

3. Aggarwal, R. N. & Asthana, Vipin. Educational Measurement & Evaluation, Vinod Prakashan, Agra
 4. Anastasi, A. Psychological Testing, Mc Millan , New York
 5. Freeman, F.S. Theory And Practice Of Psychological Testing. Holt Rinehart & Winstone
 6. Garrett, H.E.1973: Statistics In Education & Psychology, Vakils, Ferrer & Simons, Bombay
 7. Guilford, J.P. Fundamental Statistics In Psychology & Education, Mc Graw Hill, New York
 8. Thorndike, R.L.& Hegan, E. Measurement And Evaluation In Psychology & Education, Wiley, New York
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SEMESTER - II

PAPER - EDN: 2.3

METHODOLOGY OF EDUCATIONAL RESEARCH

CREDITS: 4 (CORE)

Course objectives:

The students will be able to-

- Understand the nature, significance and types of research in education.
- Know the significance of review of related literature and identify the sources of review of related literature.
- Understand the concept of population and sample, with its different types and nature of sampling.
- Prepare a research proposal and know the writing of research report.

Unit - I: Basic Concept of Educational Research

- Meaning, Nature and Significance of Research in Education
- Methods of acquiring knowledge: Tradition, Experience, Authority, Reasoning (Deductive and Inductive) and Scientific method
- Qualitative and Quantitative Research in Education

- Types of Educational Research: Fundamental, Applied and Action Research
- Methods of Educational Research: Historical, Descriptive and Experimental Research

Unit - II: Research Problem and Hypotheses

- Review of Related Literatures: Its need and importance in Educational Research, Sources of Review of Related Literature
- Hypothesis: Its Meaning, Need and Importance, Types, Sources of Hypothesis, Characteristics of Valid Hypothesis

Unit - III: Data Collection, Population and Sample

- Collection of Data: Sources of Data Collection -Primary and Secondary Data
- Concept of Population and Sample
- Methods of Sampling: Probability and Non-Probability Sample
- Characteristics of Good Sample
- Purpose of Sampling
- Sampling Error

Unit - IV: Tools and Preparation of Research Synopsis

- Tools used in Educational Research
 - a. Observation and Interview
 - b. Questionnaire
 - c. Psychological Tests
 - d. Rating and Attitude Scales (Likert and Thurstone)
 - e. Characteristics of a good research tool
- Preparation of a Research Synopsis
 - a. Selection of the Topic of Research
 - b. Steps involved in Preparing a Research Proposal
 - c. The Research Report

d. Terminologies Used: Need, Area, Delimitation, Bibliography, Reference, Appendix, Foot Notes, Typing Style

REFERENCES

1. Best, J.W. (1981) Research in Education. New Delhi; Prentice Hall
 2. Dalen, Van D.B. (1962): Understanding Educational Research. New York. Mc Graw Hill
 3. Gay, L.R. (1992): Educational Research Competencies for Analysis and applications. Mc. Millan
 4. Good, C.V. (1966) Essentials of Educational Research: Methodology and Design. New York. Appleton Century Crafts.
 5. Kaul, L. (2000). Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt Ltd.
 6. Sidhu, S.K; (2014) Methodology of Research in Education, Published by Sterling Publishers Pvt. Ltd., New Delhi-110020.
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SEMESTER- II

PAPER - EDN: 2.4

EDUCATIONAL PLANNING AND MANAGEMENT

CREDITS: 4 (CORE)

Course Objectives:

The students will be able to:

- Understand the concept and scope of educational management and administration.
- Acquaint the concept of educational planning, leadership in educational administration, educational supervision and finance.
- Understand the roles and functions of educational inspection, supervision and institutional planning.

- Acquaint themselves with the concept of change management and quality assurance agencies.

Unit - I: Educational Management and Administration

- Meaning, Nature, Scope, Functions and Principles of Educational Management, Management as a system, Factors Affecting Educational Management and Planning, Classroom Management with Reference to Teacher as a Manager and Managerial Skills.
- Theories of Management and their Implications for Education: Scientific Management Approach, Human Relations Approach and Behavioural Approach.
- Educational Administration – Meaning, importance, CPM, PERT, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Organisational compliance, Organisational development, Organisational climate.
- Educational administration at the central and state level, role and functions, Advisory and implementation agencies at the central and state level—CABE, UGC, NCERT, PSEB, SCERT, DIET, Functions of local bodies and private enterprises.

Unit- II: Educational Planning, Leadership in Educational Administration, Educational Supervision and Finance

- Concept, Characteristics and Scope of Educational Planning, Approaches to Educational Planning: Manpower Approach, Social Demand Approach and Rate of Return Approach.
- Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory) Functions of Educational Management.

- Educational Supervision —Meaning, aims and principles, changing concepts in educational supervision, Different techniques of supervision and their effectiveness, Educational supervision and human relations.
- Educational Finance: Sources of income for financing at central and state level, Grant-in-aid system-meaning and types, Educational Planning-Need, importance and priorities.

Unit - III: Educational Inspection, Supervision and Institutional Planning

- Meaning, Types of Inspection and Supervision, nature and characteristics of modern supervision, Agencies of modern supervision.
- Role, function, scope and techniques of supervision.
- Objectives, Principles, Organization and Planning of Supervision
- Objectives, Need, Importance, Scope, Steps and Procedure of Institutional Planning.

Unit - IV: Change Management and Quality Assurance Agencies

- Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time and Poka yoke.
- Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad.
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Effective Analysis.
- Indian and International Quality Assurance Agencies: 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]).

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REFERENCE

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3. Bhagia, N.M. : Educational Administration in India and their Developing Countries.
4. Bhatnagar, R.P. and Verma : Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut.
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6. Goel, S.L. and Goel Aruna : Educational Policy and Administration, Deep and Deep Publication.
7. Shukla, P.D. : Administration in Education in India, Vikas Publishing House Pvt. Ltd.,
8. New Delhi.Bhatia, M. Leadership Behaviour And Educational Administration New Delhi. Deep And Deep Publications
9. Bhatnagar, R.P. & Aggarwal, V. Educational Administration; Supervision; Planning and Financing. Meerut. India Surya Publications
10. Bush, T. & Bell, L. The Principles and Practice of Educational Management. London. Paul Chapman Publishing, New Delhi Sage Publication
11. Chand, T & Prakash, R. Advanced Educational Administration. New Delhi. Kanishka Publishers
12. Chandra Sekaran, P. Educational Planning And Management. New Delhi. Sterling Publishers
13. Gakhar, S.C. Educational Administration And Management. Nm Publication

14.Gupta, S.K. & Joshi, R. Organisational Behaviour. New Delhi. Kalyani Publishers

SEMESTER - II

PAPER CODE - EDN: 2.5

DEVELOPMENTAL PSYCHOLOGY

CREDITS: 4 (CORE)

COURSE OBJECTIVES:

The students will be able to:

- Know about the different processes of growth and development.
- Acquire knowledge about the different aspects of infancy and childhood period.
- Acquaint knowledge and information regarding the various issues and aspects related to adolescence.
- Understand the different aspects of adulthood.

Unit - I: Growth and Development

- Growth and Development - Concept and Relation
- Developmental Psychology - Concept, Nature, Importance and Scope
- Pre-Natal Development
- Development of The Neonate

Unit - II: Infancy and Childhood

- Infancy - Developmental Aspects and Educational Significance of Infancy
- Childhood - Stages of Childhood, Developmental Aspects
- Problems faced by Children of Broken Homes and Working Mothers
- Parental Acceptance and Rejection and its Influence on Children

Unit - III: Adolescence

- Adolescence - Concept and Characteristics

- Different Developmental Aspects of Adolescence - Physical, Mental, Social and Emotional, Development of Personality and Personality Deviation
- Problems Faced by Adolescents and their Remedies
- Influence of Family and Peer on Adolescents
- Juvenile Delinquency - Concept, Causes and Prevention

Unit - IV: Adulthood

- Needs and Problems of Adults
- Generation Gap and Causes, Bridging the Gap Between Adolescents and Adults
- Old Age Homes- Concept and Problems
- Gerontology: Meaning, Needs and Importance

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1. Cole, L.: Psychology of Adolescence, New York, Rinehart and Winston
2. Goswami, G.: Child Development and Child Care
3. Hurlock, E.B.: Developmental Psychology- A Life Span Approach, Tata Mc Graw Hill
4. Larry Cyril Jensen: Adolescence- Theories, Research, Applications, West Publishing Company, St.Paul, Etc

SEMESTER - II

PAPER CODE - EDN: 2.6 OE

NON-FORMAL & ADULT EDUCATION

CREDITS: 2 (OPEN)

Unit I: Introduction to Non-formal and Adult Education

- Meaning, Nature and Scope of Non-formal Education and Adult Education

- Aims and Objectives of Non-formal and Adult Education
- Aspects of Development - Economic, Social and Cultural
- Agencies of Non-formal and Adult Education - Government and Non-Government
- Role of Universities

Unit II: Curriculum Development for Non-formal and Adult Education

- Content and Materials for Non-formal and Adult Education
- Methods, Techniques and Strategies of Instruction
- Monitoring and Evaluation
- Evaluation and Follow-up of Non-formal and Adult Education
- Personnel and Motivational aspect
- Organization and Administration

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2. Brookfield Stephen, D. Training Education for Adults, London, Routledge, 1988.
3. Chopra R. Adult and Non-Formal Education, New Delhi, International Book House, 1998.
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5. Mohsini S.R. Adult and Community Education, New Delhi, Adult Association, 1973.
6. Mohsini S.R. History of Adult Education in India, New Delhi, Anmol Publication, 1989.
7. Pillai R. Non formal Education, Agra, Bhargava Book House, 2002.
8. Prasad, P.S. Adult Education, New Delhi, Asian Publishing House, 1989.

9. Rao V.K & Reddy R.S. Adult and Non-Formal Education, Agra, Bhargava

SEMESTER- III

PAPER CODE - EDN: 3.1

HISTORY & CONTEMPORARY ISSUES IN INDIAN EDUCATION

CREDITS: 4 (CORE)

Course Objectives:

The students will be able –

- Acquaint with the history of education of Ancient and Medieval India.
- Know the history of education system of British period.
- Familiarize themselves with the educational policies of various commissions in India.
- Identify the contemporary issues in education system.

Unit - I: History of Education –I

Education System in Ancient and Medieval India during – Brahmanic, Buddhist, Jain and Islamic:

- a. Aims and Objectives
- b. Curriculum
- c. Method of Teaching
- d. Teacher Pupil Relationship
- e. Discipline

Unit - II: History of Education - II

Education of British Period:

- a. Macaulay's Minutes
- b. Wood's Despatch of 1854,
- c. Sadler Commission
- d. Sergeant Plan
- e. National Education Movement

Unit - III: Contemporary Issues in Education - I

- Kothari Commission, 1964-1966
- University Education Commission, 1948-1949
- Secondary Education Commission, 1952-1953
- National Knowledge Commission, 2007
- Yashpal Committee Report, 2009
- Universalization of Education – SSA, RMSA, RUSA, MDM, RTE 2009

Unit - IV: Contemporary Issues in Education - II

- Issues of Women in Education
- Education and Human Right
- Privatization of Higher Education
- Financing of Higher Education
- Globalization of Higher Education

REFERENCES

1. Aggarwal, J.C. Recent Educational Development In The World New Delhi: Arya Book Depot, Vol.1
2. Amala, P. Annie History of Education: Towards on English Trends & Human Society, ND: Discovery Publication, 2010.
3. Basu, A.M. Education in Modern India, Orient Book Co., Calcutta
4. Charles, Kiruba & Selvi, V.Arul. Peace and Value Education, Neelkamal Publications Pvt. Ltd
5. Gupta, N.L.: Value Education Govt. of India 1947 Secondary Education Commission, Ministry of Education, GOI, New Delhi
6. Jha, Prabeen Kumar.: Educating Human Rights in Psycho, Social Perspective, Agra H.P. Bhargava Book House
7. Mathur, V.S. Crucial Problems in Indian Education. New Delhi. Arya Book Depot
8. Mohanty, J. Education in India. New Delhi. Deep & Deep Publications.

9. Sharma, R. A, Development of Education System in India, Meerut: R Lall, 2008.
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SEMESTER - III
PAPER CODE - EDN: 3.2
STATISTICS IN EDUCATION
CREDITS: 4 (CORE)

COURSE OBJECTIVES:

The students will be able to:

- Understand the needs and importance of Statistics in Education.
- Know how to apply statistics in research work.
- Learn about various parametric and non-parametric tests.
- Acquaint themselves with different statistical techniques.

Unit - I: Normal Probability Curve

- Meaning, Characteristics and Uses
- Applications of NPC in Solving Different Problems
- Non-Normal Distribution: Kurtosis and Skewness

Unit - II: Measures of Central Tendency, Measures of Variability and Chi-Square Test

- Measures of Central Tendency: Concept, Uses, Advantages and Disadvantages
- Application of Mean, Median and Mode in Solving Different Problems
- Measures of Variability: Concept, Types, Advantages and Disadvantages
- Application of Quartile Deviation and Standard Deviation
- Parametric and Non-Parametric Tests: Concepts and Differences
- Chi-Square Test: Concept, Types, Chi-Square as a Test of Goodness of Fit
- Chi-Square Test of Equality, Normality And Independence

Unit - III: Regression, Correlation and Setting Significance

- Concept of Correlation, Correlation Coefficient and Regression
- Forming Regression Equation, Prediction with Regression Equation
- Coefficient of Correlation by Rank Difference Method and Product Moment Method; Interpretation of Result
- Scatter Diagram

Unit - IV: T-Test, Z-Test, ANOVA and ANCOVA

- Concept of - Sample Size, Large and Small Sample, One-Tailed and Two-Tailed Test
- Application of T-Test and Z-Test to Determine the Level of Significance
- Analysis of Variance (ANOVA): One Way and Two Way ANOVA
- Analysis of Covariance (ANCOVA)

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REFERENCES

1. Aggarwal, Y.P. 1989: Statistical Methods, New Delhi, Sterling Publishers
2. Ferguson, G.E. 1989: Statistical Analysis in Psychology and Education, New York, Mcgraw Hill
3. Garrett, H.E. 1979: Statistics in Education and Psychology, Bombay, Vakils: Feffer & Simons
4. Guilford, J.P. Fundamental Statistics in Psychology

SEMESTER - III
PAPER CODE - EDN: 3.3
TEACHER EDUCATION
CREDITS: 4 (CORE)

Course Objectives:

The students will be able to:

- Understand the concept, objectives, need, scope and development of teacher education in India.
- Develop understanding about Pre-service teacher education in India.

- Understand about In-service teacher education and teacher effectiveness.
- Acquaint the concepts of professional growth and quality of teacher education.

Unit - I: Introduction to Teacher Education

- Meaning, need and scope of teacher education, objectives of teacher education at elementary, secondary and college level.
- Understanding Knowledge Base of Teacher Education from the View Point of Schulman, Deng and Luke & Habermas.
- Development of teacher education in India before and after Independence.
- Recommendation of the Education Commission 1964-66 and NPE (1986- 1992) on teacher education.
- The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels.

Unit - II: Pre-service Teacher Education

- Pre-service Teacher Education: Aims and objectives, organizational structure, administration and Recommendations of Different Commissions and Committees for Pre-Service Programmes of Teacher Education.
- National Council of teacher Education and State Records of Teacher Education- Their Structure and functions, Curriculum structure of the Pre-service teacher education programme, Organization of practice teaching and other practical work, Modification of teacher behavior- team teaching, simulation, role playing, micro teaching and models teaching.
- Organization of Components of Pre-Service Teacher Education Transactional Approaches (For Foundation Courses) Expository, Collaborative and Experiential Learning.

- Concept of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education – Behaviouristic, Competency-Based and Inquiry Oriented Teacher Education Models.

Unit - III: In-service Teacher Education and Teacher Effectiveness

- In-service Teacher Education: Needs, aims and objectives, organizational structure and administration.
- Agencies for organizing in-service teacher education programmes, DIETS, CTEs, IASEs, SCERT, NCTE and NCERT.
- Methods of various in-service programmes, direct teaching, distance education system and multimedia methods, refresher courses.
- Teacher Effectiveness: Meaning and Definition, Measurement of teachers effectiveness, criteria for measuring, Cognitive flexibility: teaching functions, uses of hardware and software; attitude towards profession, self and others, teaching strategies, teacher-indirectness and classroom performance,
- Strategies for analyzing teacher behavior- Flander's interaction Analysis Categories(FIAC), Other evaluative scales of teacher behaviors, Baroda General Teaching Competence Scale(GTC) and Teacher Assessment Batting(TAB).

Unit - IV: Professional Growth and Quality of Teacher Education

- Professional Growth: Meaning and purposes, strategies of professional growth, self study, acquisition of higher learning, conducting research and publications.
- Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development & ICT Integration, faculty improvement programme for teacher education.

- Teachers Accountability- Meaning, teacher's role in school, community and the nation, parent Teacher Association, Assessing accountability. Research trends in Teacher Education.
 - Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education, Improvement of quality of Teacher Education: Role of the following organizations- Indian Association of pre-school Education(I.A.P.E), Indian Association of Teacher Education(I.A.T.E), Primary and secondary Teachers Organizations, National Council for Teachers Education(N.C.T.E), National Assessment and Accreditation Council(NAAC)
-

REFERENCES:

1. Agarwalla, Dr. S: Teacher Education, Bookland, Panbazar, Guwahati-1
2. Aggarwal, J.C: Teacher Education Theory and Practice, Doaba House. Booksellers Publishers, Delhi
3. Anand, C.L. Aspects of Teacher Education, Delhi, S.Chand And Co., 1988.
4. Chaurasia, G. Teacher Education and Professional Organisations, Delhi.
5. Meffit, John Clifton: In-Service Education for Teachers, Washington, Centre for Applied Research in Education.
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7. NCTE: Teacher Education Curriculum- A Framework, New Delhi, NCERT.
8. Pareek, R. Role of Teaching Profession, Guwahati, Eastern Book House.

SEMETER- III

PAPER- EDN: 3.4.1 (OPTIONAL)

EDUCATIONAL GUIDANCE AND COUNSELLING

CREDITS: 4

Objectives:

- To develop understanding of meaning, need and types of guidance.
- To familiarize with the tools and techniques of guidance and counseling.
- To develop understanding of meaning characteristics and types of counseling.
- To acquaint with process and techniques of Counseling; Placement and follow up services.
- To develop understanding about recent issues and trends; research in Counseling.

Unit - I: Introduction to Guidance

- Concept, meaning, nature and scope of guidance
- Needs and principles of guidance
- Types of guidance: Educational guidance, Vocational guidance, Personal guidance, Social guidance, Individual guidance, Group guidance
- Origin and development of guidance and counselling

Unit - II: Guidance Services

- Meaning of guidance services; principles of organizing guidance services
- Individual information service: types of data , methods and sources of information
- Occupational information service: types of information materials, methods and sources of classifying and disseminating occupational information
- Placement service: educational placement, vocational placement; follow-up service and evaluation of guidance service

Unit - III: Concept and Tools of Counselling

- Meaning, nature ,purpose and scope of counselling

- Tools used in guidance and counselling: observation, case study, questionnaires, autobiography, anecdotal reports, interview, personal record card
- Counsellor: Characteristics, role and functions of a counsellor
- Role of Principals and Teachers in guidance and counselling in education system

Unit - IV: Types and Approaches of Counselling

- Types of counselling: Individual counselling, Group counselling, Facilitative Counselling, Preventive counselling ,Developmental counselling
- Approaches of counselling: Directive, Non directive and Eclectic counselling,
- Child guidance clinic; importance, organization of child guidance clinic; Personnel involved in child guidance clinic
- Recent issues and trends in guidance and counseling; increasing need of School counselor in the present set up

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REFERENCE

1. Bantole, M.D. : Guidance and Counselling
2. Jones, A. J :Principles of Guidance
3. K. Charles & N.G. Othsna. : Guidance and Counselling
4. Sharma, R. A: Fundamentals of Guidance & Counselling
5. Crow, L.D. & Crow, A. : An Introduction to Guidance
6. David, A. : Guidance & Counselling

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SEMESTER - III

PAPER CODE - EDN: 3.4.2 (OPTIONAL)

INCLUSIVE EDUCATION

CREDIT: 4

Course objective:

The course will enable the students to:

- Understand the concept, meaning and significance of inclusive education.
- Develop critical understanding of the recommendations of various commissions and committees towards inclusive education
- Identify the different nature of impairment of children.
- Orient with the various roles that prepare teacher, parent and community in setting the classroom for inclusive education.

Unit - I: Introduction of Inclusive Education

- Concept, Principles and Importance of inclusive Education
- Historical Perspective of inclusive education
- Difference between Special Education, Integrated Education and Inclusive Education
- Advantages of Inclusive Education for Education of all children in the context of RTE Act, 2009

Unit - II: Policy Perspectives for Inclusive Education

- Sarva Siksha Abhiyan
- National Curriculum Framework, 2005
- Educational provisions in Person with Disability Act, 1995
- Rehabilitation Council of India Act, 1992
- Dakar Framework for Action Education for All, 2000
- The Rights of Persons with Disabilities Bill, 2016

Unit - III: Children with Diverse Needs

Concept, Characteristics, Causes, Problems, Identification and Educational provisions of children with diverse needs:

- a. Hearing, Visual and Physically Challenged
- b. Gifted, and Mentally Challenged Children
- c. Autism & Learning Disabilities

Unit - IV: Preparation for Inclusive Education

- Role of teachers, resource teacher and schools working in inclusive settings
- Role of parents and community in inclusive education
- Review existing educational programmes offered in schools for inclusive education

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REFERENCES

1. Adrian A., John E. (1998). *Educating children with Special needs*. New Delhi: Prentice Hall.
2. Reddy; Ramar and Kusuma. *Education and Children with Special needs*. New Delhi; Discovery (DPH) 2003.
3. Manoj Kumar Dash. *Inclusive Education (A New Dimension)*. Bhargava Publication. 2013.
4. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs*, N. C. E R T Publication.
5. Sharma, M.C. & Sharma, A.K. (2003): *Discrimination based on Sex, caste, religion and disability: Addressing through Educational Interventions; A handbook for Sensitizing Teacher and Teacher educators*. NCTE & NHRC
6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

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SEMESTER - III

PAPER CODE - EDN: 3.4.3 (OPTIONAL)

EARLY CHILDHOOD CARE AND EDUCATION

CREDITS: 4

Course Objective:

The student will be able to:

- Understand the needs and importance of early childhood education.
- Acquaint with the contributions made by the philosophers and educationists towards pre-school education.
- Orient with the knowledge of different aspects of child development.
- Know the essential activities and programmes of pre-school education.

Unit - I: Introduction to Early Childhood Education

- Concept, Need, Importance and Objectives
- Significance Child Rearing Practices & Learning
- ECCE in NPE, 1986
- Development of Pre-School Education in India

Unit - II: Contributions of Philosophers and Educationists to Pre-School Education

- Jean Jacques Rousseau – Pioneer
- Frederich August Froebel – KG
- Mc.Milan Sisters – Nussary
- Maria Montessori – Montessori
- Mahatma Gandhi – Basic
- Tarabai Modak - Balwadi

Unit - III: Different Aspects of Child Development

- Physical Development
- Emotional Development
- Social Development
- Cognitive Development
- Language Development
- Moral and Aesthetic

Unit - IV: Pre-School Education and its Agencies

- Activities and Programmes for Pre-School Education
- Characteristics of a balanced Pre-School Curriculum
- Anganwadi and Day Care Programmes

- Evaluation of Pre-School Curriculum and its activities
- Agencies conducting Pre-Schools and their management

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REFERENCES:

1. Aggarwal, J.C. Methods and materials of Nursery Education, Delhi, Doaba House, 1990.
2. Grewal, J.S. Early Childhood Education, Agra, National Psychological Corporation, 1984.
3. Jagannath Mohanty & B. Mohanty, Early Childhood Care and Education (ECCE) Deep & Deep Publications PVT. LTD. New Delhi. 2007
4. M. Sen Gupta. Early Childhood Care and Education, PHI Learning Pvt. New Delhi, 2009.
5. S. Nutkins, C. McDonald & M. Stephen. Early Childhood Care and Education: An Introduction, SAGE Publication Ltd. 2013.
6. NCERT: National Focus Group on Early Childhood Education, 2006.
www.ncert.nic.in

SEMESTER - III

PAPER CODE - EDN: 3.5

PSYCHOLOGICAL PRACTICAL

CREDITS: 4 (CORE)

Students are to do at least 12 practicals. Minimum of 6 experiments and 6 tests to be completed

A. EXPERIMENTS

Unit I: Learning

Unit II: Reaction Time

Unit III: Attention

Unit IV: Imagination

Unit V: Memory
Unit VI: Association
Unit VII: Motivation
Unit VIII: Fatigue
Unit IX: Evaluation

B. TESTS

Unit I: Intelligence
Unit II: Interest
Unit III: Motivation
Unit IV: Personality
Unit V: Aptitude
Unit VI: Attitude
Unit VII: Reading comprehension
Unit VIII: Emotional intelligence
Unit IX: Environment

EVALUATION SCHEME

Sessional = 20

Semester Exam = 80

Performing Experiment: 1 no (with apparatus) = 20

Performing test: 1 no (without apparatus) = 20

Viva-voce = 20

Note-book = 20

Persons Involved

- External Examiner
- Internal Examiner

REFERENCES

1. Saikia, L.R.: Psychological & Statistical Experiment in Education.
Guwahati

2. Anastasi, A. Psychological Testing, New York, Macmillan.
 3. Cronbach L J. Essentials of Psychological Testing (3rd Edition) New York.
 4. Das, P. C. Experiment and Measurement in Education and Psychology, Guwahati, Gauhati University.
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SEMESTER - IV

PAPER CODE - EDN: 4.1

PHILOSOPHY OF EDUCATION

CREDITS: 4 (CORE)

COURSE OBJECTIVES:

The students will be able to:

- Understand the concept of Philosophy and Philosophy of Education.
- Gain knowledge about the different schools of Indian philosophy.
- Acquire knowledge and information regarding the different western schools of philosophy.
- Acquaint with different modern school of philosophies.

Unit - I: Introduction to Philosophy of Education

- Concept of Metaphysics, Epistemology and Axiology
- Philosophy of Education - Meaning, Nature, Scope and Functions
- Relationship between Education and Philosophy

Unit - II: Basic Philosophies Prevalent in India

- Vedic Education System
- Sankhya, Yoga and Vedanta Philosophy
- Jainism, Buddhism and Islamic Philosophy and its Influence in Education

Unit - III: Western Schools of Philosophy

- Idealism
- Naturalism

- Pragmatism
- Existentialism
- Realism
- Perennialism
- Reconstructionism

Unit - IV: Modern Schools of Philosophy

- Logical Empiricism
- Analytical Philosophy
- Positive Relativism with Special Reference to: Knowledge, Values, Purpose of Education, Subject Matter and Teaching Process

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REFERENCES

1. Chaube & Chaube: Philosophical and Sociological Foundation of Education
2. Aggarwal, Somnath: Philosophical Foundations of Education. Authors Press Publishers. New Delhi
3. Brubacher, John. S: Modern Philosophies in Education. Surjeet Publications, New Delhi
4. Pachuri, G: Philosophical Foundation of Education. R. Lall Book Depot. Meerut

SEMESTER - IV

PAPER CODE - EDN: 4.2

SPECIAL EDUCATION

CREDIT: 4 (CORE)

Course Objectives:

Students will be able to:

- Comprehend the meaning of special education and integrated education.

- Know the different types of learning disabilities and impairments of children.
- Orient themselves with the preventions and educational programmes of children with special needs.
- Understand the role and responsibilities towards the children with special needs.

Unit - I: Concept of Special Education

- Special Education: Meaning, Nature, Objectives and Needs
- Historical Perspective of Special Education in India
- Exceptional Children: Meaning, Needs & Problems
- Learning Disability: Concept and Meaning, Types of Learning Disability
- Characteristics of Children Having Learning Disability, Identification and Remedial Measures

Unit - II: Visual, Hearing, Speech Impairment & Orthopaedic Impaired

- Visual Impairment: Concept, Characteristics, Causes and Assessment Areas, Classification of Visual Impairment, Educational Provisions, Role of Technology in Enhancing Functioning
- Hearing Impairment: Concept, Characteristics, Causes and Assessment, Educational Provisions – Lip Reading, Sign Language, Finger Spelling, Total Communication
- Speech Impairment: Concept, Characteristics, Classification, Identification, Causes and Educational Provision
- Orthopaedic Impairment: Meaning, Causes, Preventive Measures, Education and Adjustment, Provision for Treatment and Welfare Measures

Unit - III: Autistic Child, Cerebral Palsy & Mentally Retarded

- Autistic: Concept and Characteristics of Autistic Child, Causes and Educational Measures

- Cerebral Palsy: Concept and Characteristics, Types and Causes, Educational Provision and Other Needs
- Mentally Retardation: Concept and Characteristics of Mentally Retarded Children, Identification of Mentally Retarded Children, Causes of Mental Retardation, Classification of Mentally Retarded Children, Educational and Vocational Provisions

Unit - IV: Gifted, Creative & Delinquent Children

- Gifted Children: Concept and Characteristics of Gifted Children, Needs and Problems, Identification of Gifted Children, Educational Provisions for the Gifted Children
- Creative Child: Concept and Characteristics, Identification of Creative Child, Nurturing Creativity Children
- Delinquent Children: Concept, Meaning, Characteristics, Causes and Prevention of Delinquency

REFERENCES

1. Ali, Shahjahan: Special Education for Differently Able Children, Kalyani Publishers, 2016.
2. Bhargava, M. : Exceptional Children, Agra, H.P. Bhargava Book House
3. Chapman, E.K: Visually Handicapped Children and Young People. London, Routhedga and Kegan Paul
4. Kotwal, P.: Special Education. Delhi. Authors Press
5. Mangal, S.K.: Educating Exceptional Children- An Introduction to Special Education. New Delhi. Phi Pvt. Ltd.
6. Kar, Chintamani: Exceptional Children – Their Psychology and Education. Sterling Publishing Pvt. Ltd. New Delhi

SEMESTER - IV

PAPER CODE - EDN: 4.3

ENVIRONMENTAL AND POPULATION EDUCATION

CREDIT – 4 (CORE)

Objectives

- To enable the students to understand the concept and ideas on environment and environmental changes.
- To aware the students about various environmental protection initiatives and to sensitize them to participate in it.
- To enable the students to develop an understanding of the concept, need and importance of population education.
- To enable the students to understand the terms connected with population studies and the factors of population growth.
- To enable the students to understand the implications of population growth on various aspects of social functioning.

Unit - I: Environmental Education

- Concept of environment; Ecosystem: types and components
- Environmental education: meaning, aims and objectives, importance and scope
- Relationship between man and environment
- Concept of sustainable development
- Role of education for sustainable development

Unit - II: Environmental Degradation

- Concept of Environmental pollution: types of pollution: air, water, soil, noise, thermal, light, radioactive, plastic
- Global environmental issues: ozone layer depletion, green house effect, acid rain, climate change, rise in temperature, extreme bushfire, rising sea level, drought, floods
- Hazards: natural and man-made disasters
- Extinction of flora and fauna: cause and effect

- Deforestation and Afforestation: Need for conservation and protection of rich environmental heritage

Unit - III: Methods and Programmes of Environmental Education

- Interdisciplinary and multidisciplinary approach to environmental education
- Methods: Discussion, seminar, workshop, field survey, problem solving, orientation, drama, street plays
- Environmental education in the curriculum at various levels of education: primary, secondary and higher education
- Schemes and movements related to environmental protection; global and Indian context

Unit - IV: Population Education

- Meaning, nature and scope of population education; importance and its objectives in the 21st century
- Concept of over-population, under population, and optimum population
- Factors affecting population growth: fertility, mortality and migration (mobility); consequences of population explosion
- Population in relation to socio-economic development; health studies, health service, Population control
- Population related policies and programmes: PFI, NCP, UNFPA, WHO & UNESCO on population; Population and quality of life; Population and literacy campaigns in India

REFERENCE

1. Aggarwal, J.C: Education for Values, Environment and Human Rights. Shipra Publications Delhi
2. Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts

3. Das, S: Environmental Issues and Problems , Guwahati, K. K. Publication
4. Huglies, David. Environmental Education, Key Issues of The Further, New York
5. Kumar, A: A Text Book of Environmental Science. New Delhi; APH Publishing Corporation
6. Ramakrishnan, P.S.: Ecology and Sustainable Development. National Book trust. New Delhi

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SEMESTER - IV

PAPER CODE - EDN: 4.4.1

EDUCATIONAL THOUGHT: INDIAN AND WESTERN

CREDITS: 4 (OPTIONAL)

Course Objectives:

The students will be able to:

- Understand the life and educational philosophy of Mahatma Gandhi.
- Gain knowledge about the philosophy of life, aims of education and methods of teaching of Rabindranath Tagore.
- Understand the basic concepts of educational philosophy and contribution of John Henrich Pestalozzi to modern education.
- Acquaint themselves with the aims of education, curriculum and methods of teaching of Rousseau.

Unit - I: Mahatma Gandhi (1869 – 1948)

- Brief Life Sketch of Mahatma Gandhi.
- Gandhiji's Philosophy of Life.
- Educational Philosophy of Gandhi & Features of Gandhian Educational Philosophy.
- Gandhiji's Views on- Aims of Education, Curriculum, Methods of Teaching.

- Gandhiji's Basic Education System.

Unit - II: Rabindra Nath Tagore (1861 – 1941)

- Brief Life Sketch of Tagore.
- Tagore's Philosophy of Life.
- Educational Philosophy of Tagore.
- Basic Educational Thoughts of Tagore – Tagore's Views on Aims of Education, Curriculum, Methods of Teaching.
- Tagore's Shantiniketan and Viswa Bharati.
- Contribution of Tagore to Education

Unit - III: John Henrich Pestalozzi (1746- 1827)

- Brief Life Sketch of Pestalozzi.
- Pestalozzi's Philosophy of Life.
- Educational Philosophy of Pestalozzi.
- Pestalozzi's Views on Aims of Education, Theory of Anschauung, Curriculum, Methods of Teaching.
- Contribution of Pestalozzi to Modern Education.

Unit - IV: Rousseau (1712-1778)

- Brief Life Sketch of Rousseau.
- Rousseau's Philosophy of Life.
- Educational Philosophy of Rousseau.
- Rousseau's Views on Aims of Education, Curriculum, Role of Teacher, Method of Teaching and Discipline.
- Contribution of Rousseau to Present Day Educational Thought.

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REFERENCE

1. Agarwalla, S.: Educational Thinkers- Oriental and Occidental, Bookland, Panbazar, Guwahati-1
2. Safaya, Shaida & Shukla: Teachers In The Emerging Indian Society Dhanpat Rai Publishing Company, New Delhi

3. Dash, B.N: Principles Of Education And Education In Emerging Indian Society, Ajanta Prakashan, Delhi
 4. Chaube, S.P. & Chaube, A.: Western Educational Thinkers. Concept Publishing Company, New Delhi
 5. Johri , P.K.: Foundations Of Education. Anmol Publications, New Delhi
 6. Khanna, S.D. & U.K. Saxena : Education In The Emerging Indian Society, Doaba House, New Delhi
 7. Nanda, Avk: Education In Emerging Indian Society, Anmol Publications, New Delhi
 8. Pandey, R.S: Principles Of Education, Vinod Pustak Mandir, Agra
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SEMESTER - IV

PAPER - EDN: 4.4.2

OPEN AND DISTANCE EDUCATION

CREDIT: 4 (OPTIONAL)

COURSE OBJECTIVES:

The students will be able:

- To know the needs and its growth & development of open and distance education.
- To orient with the student-support services, technical and vocational programmes through distance education.
- To understand the management system and organizational structure of open & distance education.
- To develop the skills of using ICT and its applications in distance education.

Unit - I: Open & Distance Education and its Development

- Meaning, Need and characteristic features of Distance Education
- Growth of Open & Distance Education
- Distance Education Systems in India

- Quality Assurance in Distance Education

Unit - II: Learning at a Distance

- Student-support-services in Distance Education and their management
- Technical and vocational programmes through Distance Education
- Programmes for women through Distance Education
- Distance Education and Rural Development

Unit - III: Management in Open & Distance Education

- Distance Education and its Management
- Organizational Structure of Open & Distance Education Universities
- Management of Distance Education programmes
- Financial Management

Unit - IV: ICTs & Open Distance Learning

- Electronic media in Education
- Role of Mass-Media in Distance Education
- ICTs and their application in Distance Education
- Satellite Technology in Distance Education

REFERENCES

1. Rao, V. K., Distance Education, New Delhi: A.P.H. 2004.
2. Singh, U. K., Non-Formal and Continuing Education New Delhi: Discovery (DPH), 2001.
3. Rao, Digumarthi Bhaskara, ed., International Guidelines on Open and Distance Teacher
4. Education New Delhi: Discovery (DPH), 2004.

SEMESTER- IV

PAPER CODE - EDN: 4.4.3

ECONOMICS IN EDUCATION

CREDITS: 4 (OPTIONAL)

Course Objectives:

Students will be able to:

- Comprehend the concept, scope and significance of economics in education.
- Understand the contribution of education to economic growth and development of a nation.
- Orient with the stages of educational cost, benefits and sources of finance for education.
- Know the productivity of educational system and its wastages in education.

Unit - I: General Concepts

- Concept, Scope and Significance of Economics of Education
- Relationship between Education and Economic system
- Education as an Industry
- Education as Consumption and Investment
- Recent Trends in Economics of Education

Unit - II: Education, Human Capital and Economic Development.

- Concept of Economic Growth and Economic Development
- Contribution of Education to the Economic Development of a Nation
- Concept of Human Resource and Capital
- Education and Development of Human Resources

Unit - III: Education and Finance

- Taxonomy of Educational Cost
- Taxonomy of Educational Benefits
- Sources of Finance for Education: Private, Public, Fees, Donations,
- Endowments and Grants: Grant-in-aid Principles and Practices with Special reference to Higher Education
- Government's Role in Financing Education at different levels with special reference to Higher Education

Unit - IV: Productivity and Wastage in Education

- Productivity of the Educational System and Learning for Productivity Objectives
- Internal and External Efficiency of the Educational system
- Dual Approach, Process Approach, Product Approach
- Meaning, Definition and Significance of Wastage in Education
- Estimation of the drop-out rates at different levels of Education
- Types of Wastage: Money, Time Material Resources, Human Capital and Ideological

REFERENCES

1. Aggarwal, J.C. 1982. Development and Planning of Modern Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Ansari, M.M. 1987. Education and Economic Development. New Delhi: Aiu Publication.
3. Ansari, M.M.1989. Financial Health of Universities: A Diagnostic Study. University News.
4. Babalola, J.B. 2003. Fundamentals Of Economics of Education (Ed) : Eppu, Ibadan: Basic Text in Educational Planning.
5. Banker, G.S. 1964. Human Capital. New York: University Press.
6. Blaug, M. 1972. An Introduction to the Economics of Education. Economics of Education Selected Readings, Volume I and II. London. Penguin Books. Camoy, M.1995. Eco

SEMESTER - IV

PAPER CODE - EDN: 4.5

DISSERTATION

CREDITS: 4 (CORE)

Each Student has to undertake a study having educational implications.

Dissertation must be prepared systematically by following proper methodology.

Marks Distribution:

- 1 Dissertation Evaluation: 40 Marks
- 2 Viva-Voce : 20 Marks
- 3 Continuous Evaluation: 20
- 4 Internal Evaluation of Dissertation: 20
- 5 For External Evaluation = Marks Allotted in 1 & 2
- 6 For Internal Evaluation = Marks Allotted in 3 & 4

Persons involved in the Process of Dissertation Evaluation:

- Head of the Department
- Supervisor of the Dissertation
- External Examiner.

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REFERENCES

1. Best, J.W. Research in Education. New Delhi; Prentice Hall
 2. Kaul, L. Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt Ltd
 3. Garrett, H.E. Statistics in Education and Psychology, Bombay, Vakils: Feffer & Simons
 4. Kaul, L. Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt Ltd
 5. Guilford, J.P. Fundamental Statistics in Psychology
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