NOWGONG COLLEGE

(Autonomous)

SYLLABUS

Department of Education

Learning Outcomes-based Curriculum Framework (LOCF) of Postgraduate Programme

MASTER OF ARTS IN EDUCATION

(Effective from Academic Year 2020-21)

Syllabus is approved in Academic Council, Nowgong College (Autonomous)

Course Structure of M.A. in Education under CBCS
Nowgong College (Autonomous), Nagaon, Assam

The Programme aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Instruction on Teaching Method: The classroom transaction of all the papers will be done through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences. Students would be encouraged to develop an understanding of real-life issues and participate in the programs and practices in the social context. Use of ICT and mass media and web-based sources is highly recommended to make the teaching learning process interactive and interesting. **Twenty percent (20%) of the syllabus will be done through online mode.**

Evaluation: The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Course Types:

Postgraduate programme in Education under CBCS shall have four types of courses viz. 'Core Course', 'Elective Course', 'Open Course' and 'Value Added Course (VAC)' as per the nomenclature given below.

i. Core Courses (6 Credits in each course per semester): These are compulsory subject specific courses in all semesters for all students registered for the programme. A core course may also take the form of a dissertation/ project work / practical training comprising laboratory work, field work, seminars etc. The number of Core courses per semester shall be fixed by the department.

ii. Elective Courses (6 Credits in each course per semester): These are a pool of intra departmental courses within the discipline for students of the same department to acquire specialized or advanced knowledge or skills in an area supportive to the main discipline. Every student shall be required to choose one elective course out of the given 2 to 3 courses offered by the department in the third and fourth semesters.

iii. Open Courses (6 credits in each course per semester): These are subject specific courses offered by the department ideally in the third & fourth semesters that may be taken by students of other disciplines to give them an exposure to a subject, or to develop their proficiency/ skill in that discipline. The decision of whether an Open course may be offered to students of other departments, or to students of other departments as well as students of the parent department, shall be taken by the department. The total credits in a semester including Core/Elective/Open courses will be a minimum of 24.

iv. Value Added Courses (4 credits in each course per semester excluding third semester): These are optional graded courses offered by the department in all semesters excluding third semester to give them an exposure to develop their proficiency and skills. A student may choose any VAC from his/her own discipline or from another discipline. Value Added courses shall be recorded in the Grade Card as Satisfactory or Unsatisfactory and an additional certificate may be awarded.

Distribution of the Course and Credits

a. Total No. of Courses: 20 (05 courses in each Semester)

- Core Courses: 12 (6 Credits each)
- Elective Courses: 03 (6 Credits each)
- Open Course: 01 (6 Credit)
- Value Added Courses: 03 (4 Credits each)

b. Total credits in the Course (M.A. in Education): 112 (28 Credits in each Semester)

- Credits in Core, Elective & Open courses = 96 (24 Credits in each semester)
- Credits in Value added Course (Non-graded) = 16 (04 Credits in each semester)

Semester - I		**Semester– II**		**Semester - III**		**Semester – IV**	
Course Type	Credits	Course Type	Credits	Course Type	Credits	Course Type	Credits
Core-1	6	Core-1	6	Core-1	6	Core-1	6
Core-2	6	Core-2	6	Core-2	6	Core-2	6
Core-3	6	Core-3	6	Elective 1	6	Elective 1	6
Core-4	6	Core-4	6	Elective 1	6	Elective 1	6
VAC	4	VAC	4	Elective 1	6	Elective 1	6
				Open	6	Elective 2	6
						Elective 2	6
						Elective 2	6
						VAC	4

Semester wise Courses: Course Code and Course Titles

Semester	Course Code	Title of the Paper	Credit	Course Type
I	PG-EDUC-1016	Sociological Foundations of Education	6	Core
	PG-EDUC-1026	Psychological Perspectives of Education	6	Core
	PG-EDUC-1036	Comparative Education	6	Core
	PG-EDUC-1046	Educational Technology	6	Core
	PG-EDUC-1054	Group Discussion and Co-curricular activities	4	VAC
II	PG-EDUC-2016	Research in Education-I	6	Core
	PG-EDUC-2026	Social Psychology	6	Core
	PG-EDUC-2036	Measurement and Evaluation in Education	6	Core
	PG-EDUC-2046	Psychological Laboratory Practical	6	Core
	PG-EDUC-2054	Soft Skill Development	4	VAC
III	PG-EDUC-3016	Research in Education-II	6	Core
	PG-EDUC-3026	Curriculum Development	6	Core
	PG-EDUC-3036 (A)	Inclusive Education	6	Elective
	PG-EDUC-3036 (B)	Economics of Education	6	Elective
	PG-EDUC-3036 (C)	Human Rights Education	6	Elective
	PG-EDUC-3046	Developmental Psychology	6	OPEN
IV	PG-EDUC-4016	Philosophical Foundation of Education	6	Core
	PG-EDUC-4026	Problems and Issues in Education	6	Core
	PG-EDUC-4036 (A)	Guidance and Counselling	6	Elective
	PG-EDUC-4036 (B)	Environmental and Population Education	6	Elective
	PG-EDUC-4036 (C)	Teacher Education	6	Elective
	PG-EDUC-4046 (A)	Educational management and Administration	6	Elective
	PG-EDUC-4046 (B)	Principles and Techniques of Teaching	6	Elective
	PG-EDUC-4046 (C)	Dissertation	6	Elective
	PG-EDUC-4054	Teaching Skills	4	VAC

Syllabus
M.A. in Education
SEMESTER: FIRST

Name of the Subject: Education	**Subject Code: EDUC**
Type of the Course: Core (Theory)	**Course Code: PG-EDUC**
Name of the Paper: Sociological Foundations of Education	**Paper Code: PG-EDUC-1016**
Total Marks: 100	**Marks Break-up: 80 External & 20 Internal**

Objectives:

1. To enable the students to understand the Social Context of Education and itsoperational dimensions as a system.
2. To enable the students to understand about Culture, its different aspects and relationship with Social Change
3. To enable the students to understand current social problems and issues in Education.
4. To enable the students to understand about Social Groups and their relevance in Society

Sl. No. of Unit	Name of the Unit	Unit wise course contents
1	**Sociology of Education**	• Concept, Nature and Scope • Theories of Sociology-Structural Functionalism Theory, Conflict Theory and Symbolic interaction Theory. • Relationship and differences between Educational Sociology and Sociology of Education.
2	**Culture**	• Concept, Nature and functions of culture. • Types of Culture- Material and Non-Material or Spiritual, Primitive and Modern. Composite Culture, Multiculturalism, • Culture and Personality. • Cultural Change- Concept, nature and Factors. • Social Change- Concept, Nature, Factors and

		Theories-Evolutionary, Education as an Instrument of Socio-Cultural Change. • Sanskritization, westernization, modernization and urbanization.
3	**Socialization and Social Stratification**	• Concept, Nature and Stages of Socialization. • Agents of Socialization- Family, School, Peer Group, State and Religion. Importance of Socialization. School as s Social System. • Concept, Nature and Types of Social Stratification and Social Mobility. • Relationship of Education with Social Stratification and Social Mobility.
4	**Social Control and Social Order**	• Concept, Nature and Purpose of Social Control. • Types of Social Control-Formal and Informal. • Agencies of Social Control. • Concept, Nature and Approaches of Social Order. Problem of Social Order. • Theories of 'Unity of Society'- Value Consensus theory and Conflict theory.
5	**Social Organization and Disorganization**	• Concept and Nature of Social Organization. • Types of Social Organization- Formal and Informal. • Interrelationship and differences between formal and informal Organizations. • Concept and Nature of Social Disorganization. • Factors and Types of Social Disorganization. • Education as a media in Prevention of Social Disorganization.

Expected learning outcome:

1. Understand the Social Context of Education and its operational dimensions as a system.
2. Understand about the Culture of others as well as their own, its different aspects and relationship with Social Change.
3. Understand current social problems and issues in Education.
4. Understand about Social Groups and their relevance in Society.

Suggested Readings:

1.Bhushan, V., &Sachdeva, D. (2011). An Introduction to Sociology (45th ed.). New Delhi, KitabMahal.

2.Brown, F. (1961). Educational Sociology. Tokyo: Prentice Hall, INC, Engalewood Cliffs, N.J. Charles E. Tuttle Company.

3.Chandra, S., &Sarma R, K. (1996). Sociology of Education. New Delhi: Atlantic Publishers and Distribution.

4.Cook L, A., & Cook, E. (1970). Sociological Approach to education. New York: McGrew Hill.

5.Dasgupta, S., &Saha, P. (2012). An Introduction to Sociology. Delhi: Pearson.

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

7.Hemlata, T. (2002). Sociology Foundation of Education. New Delhi: Kanishka Publisher.

8.Mathur, S. (Latest Edition). Social Psychology. Agra-2: VinodPustakMandir.

9.McDavid, J. W., & Herbert, H. (n.d.). Social Psycholohy. Social Psycholohy Individuals, Group, Societies.

10.Ogburn, W., &Nimkoff, M. F. (1947). A Handbook of Sociology. New Delhi: Eurasia Publishing House, Pvt., Ltd. Ramnagar.

11.Rao, S. C. (2019). Sociology: Principles of Sociology with an Introduction to Social Thoughts (6th ed.). New Delhi: S.Chand.

12.Saikia, P. (2019). Sociological Foundation of Education. New Delhi: DVS Publishers, Guwahati.

13.Sarma, Y. K. (2007). Foundation in Sociology of Education. New Delhi: Kansihka Publishers and Distributors.

14.Singh, Y. (1992). Sociological Foundation of Education. Bombay: Sheth Publishers.

Name of the Subject: Education	Subject Code: EDUC
Type of the Course: Core (Theory)	Course Code: PG-EDUC
Name of the Paper: Psychological Perspectives of Education	Paper Code: PG-EDUC-1026
Total Marks: 100	Marks Break-up: 80 External & 20 Internal

Objectives:

1. To acquaint the learners with the process of Learning and Learning theories and the importance of motivation in learning
2. To familiarize the students with the concept of intelligence and creativity.
3. To acquaint the students with the traits and types of personality and some personality disorders.
4. To help the students to understand the learners with Learning Disabilities (LD) and help them to acquire the techniques of teaching students with LD

SL. No. of Unit	Name of the Unit	Unit wise course contents
1	**The Process of Learning**	• Meaning, nature of Learning and Factors affecting learning • Behaviourist theory- S-R theories (Connectionism, Classical Conditioning, Operant conditioning), Guthrie's Contiguity theory. • Cognitive theories – theory of insightful learning, Theories of Constructivism (Social and Cognitive), Lewin Field theory, Tolman Sign learning theory • Bandura Social learning theory.
2	**Motivation in Learning**	• Meaning, definitions and functions of motivation • Intrinsic and Extrinsic motivation • Theories of motivation- Maslow's self-actualization theory, Atkinson's Achievement Motivation Theory • Strategies to enhance motivation in the class
3	**Intelligence**	• Meaning, definitions and nature of intelligence, influence of Heredity and Environment on intelligence • Concept of intelligence- Social intelligence, multiple intelligence, emotional intelligence • Theories of intelligence- Sternberg information processing theory, Gardner's theory of multiple intelligence. • Piaget's theory of cognitive development, • Concept of problem solving, critical thinking, metacognition.
4	**Understanding Personality**	• Meaning, definitions and nature of personality • Meaning of types and traits of personality • Theories of personality with special reference to Freud, Allport, Carl Rogers and Cattell • Determinants of Personality: Genetic, social and

		cultural • Assessment of Personality- Observation, Rating Scale and Projective techniques.
5	**Learning Disabilities and Learner's Needs**	• Learning Disabilities (LD) Meaning and definitions, characteristics of Learning-Disabled students • Causes of Learning Disabilities, Identification and types of Learning Disabilities • Educational provisions for Learning Disabilities • Specialized approaches and techniques of teaching students with Learning Disabilities

Expected Learning outcome:

1. Understand the process of Learning and Learning theories and the importance of motivation in learning
2. Grasp the concept of intelligence and creativity.
3. Acquainted with the traits and types of personality and some personality disorders.
4. Understand the learners with Learning Disabilities (LD) and help them to acquire the techniques of teaching students with LD

Suggested Readings:

1.Aggarwal, J. (2014). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.

2.Atkinson, J., & Feather, N. (1966). A Theory of Achievement Motivation. New York: John Wiley &Sons,Inc.

3.Burt, C. (1953). The Causes and Treatment of Backwardness. London: London University Press.

4.Chauhan, S. (1991). Advanced Educational Psychology. New Delhi: Vikash Publishing House Pvt.Ltd.

5.Comer, R., & Gould, E. (2011). Psychology Around us. New Delhi: Wiley India.

6.Crow, L., & Crow, A. (1963). Educational Psychology.Eurasia Publishing N.D.

7.Fernandes, M. (2008). The Advanced Educational Psychology: The Psychology of the Learner. Mumbai: Himalaya Publishing House.

8.Mangal, S. (2004). Advanced Educational Psychology. New Delhi: Prentice Hall of India.

9.Mathur, S. (2010). Educational Psychology. New Delhi: VinodPustakMandir.

10.Walia, J. (2015). Foundations of Educational Psychology. New Delhi: Ahim Paul Publisher.

11.Woolfolk, A., &Kapur, P. (2011). Educational Psychology. New Delhi: Pearson.

Name of the Subject: Education	**Subject Code: EDUC**
Type of the Course: Core (Theory)	**Course Code: PG-EDUC**
Name of the Paper: Comparative Education	**Paper Code: PG-EDUC-1036**
Total Marks:100	**Marks Break-up: 80 External & 20 Internal**

Objectives:

1. To acquaint the students with the need and importance of comparative education.
2. To enable the students to develop and understanding of the educational system of India and a few other countries.
3. To enable the students to understand the existing educational system of developed and developing countries.

Sl. No. of Unit	Name of the Unit	Unit wise course contents
1	**Comparative Education**	• Meaning, need and importance of comparative study • Determinants of National system of education • Steps involved in comparative education • Relevance of Comparative education • Comparative education in Indian context with reference to primary, secondary higher and teacher education.
2	**England**	• National education system of England • Pattern of administration • Primary education, secondary education, higher education and teacher education. • Critically compare the national education system of England with India
3	**Japan**	• National education system of Japan, • Pattern of administration • Primary education, secondary education higher education and teacher education. • Critically compare the national education system of Japan with India

4	**USA**	• National education system of USA, • Pattern of administration • Primary education, secondary education higher education and teacher education. • Critically compare the national education system of USA with India
5	**China**	• National education system • Pattern of administration • Primary education, secondary education higher education and teacher education. • Critically compare the national education system of China with India

Expected Learning outcome:

1. Acquaint the students with the need and importance of comparative education.
2. Develop and understanding of the educational system of India and a few other countries.
3. Understand the existing educational system of developed and developing countries.

Suggested Readings:

1.Bereday, G. (1964). Comparative Method in Education. New York: Holt,Rinehart and Winston.

2.Biswas, A., &Aggarwal, J. (1995). Comparative Education. New Delhi: Arya Book Depot.

3.Chaube, D. (2005). Textbook of Comparative Education. New Delhi: Vikash Publishing House Pvt.Ltd.

4.Chaube, S. (1985). Features of Comparative Education. Agra: VinodPustakMandir.

5.Chaube, S., &Chaube, A. (2003). Comparative Education. New Delhi: Vikash Publishing House Pvt. Ltd.

6.Hans, N. (n.d.). Comparative Education. New Delhi: University Book Stall, 5 Anachari Road.

7.Kandel, I. (1933). Comparative Education. Boston: Mass Houghton Miffin.

8.King, E. (1962). World Perspective in Education. London: Methuen.

9.Mallinson, V. (1975). Introduction to the Study of Comparative Education.Heinemann Educational Depot.

10.Mukherji, S. (1969). Education in India: Today and Tommorrow. Vadodara: Acharya Book Depot.

11.Nath, S. (1986). Contemporary Concers in Education. Bhubaneswar: Mayur Publishers.

12.Nemoto, Y. (1999). The Japanese Education System. Parkland, Floroida USA: Universal Publisher.

13.Pandey, R. (2015). Education in Emerging Indian Society.Agra :Aggarwal Publication.

14.Purkait, B. (n.d.). Modern Education in Japan.AmbalaCantt.: The Associated Publishers.

15.Rai, B. (1968). Comparative Education.Luvknow: Prakashan Kendra.

16.Ryan, J. (2019). Education in China. United States: Polity Press.

17.S.D. Khanna, V. (2005). Comparative Education. New Delhi: Doaba House Bookseller and Publisher.

18.Sharma, R. (2014). Comparative Education-Educational Systems & Problems of the World.Merrut: R.Lall Book Depot.

19.Sodhi, T. (1983). A Text Book of Comparative Education. New Delhi: Vikash Publishing House.

Name of the Subject: Education	Subject Code: EDUC
Type of the Course: Core (Theory)	Course Code: PG-EDUC
Name of the Paper: Educational Technology	Paper Code: PG-EDUC-1046
Total Marks:100	Marks Break-up: 80 External & 20 Internal

Objectives*:*

1. To enable the students to understand the theoretical base of Educational Technology
2. To acquaint the students with the effective teaching learning process
3. To make the students able to use instructional media in the classroom
4. To make the students understand the innovations in the educational process

Sl. No. of Unit	Name of the unit	Unit wise course contents
1	**Conceptual Bases of Educational Technology**	• Meaning, definition and scope of Educational Technology. • Forms and Types of Educational Technology. • Role of Educational Technology in Distance Education. • Approaches to Educational Technology. • Instructional Design-Training Psychology, Cybernetic and Systems Approach
2	**Programmed Instruction**	• Meaning, Scope, Importance of Programmed Instruction • Fundamental principles of Programmed Instruction • Styles of Programming- Linear, Branching and Mathetics, Use of Prime, Prompts and cues • Development of Programmed Instructional Material
3	**The Fundamental Bases of Teaching and Learning**	• Meaning, Nature and Characteristics of teaching, Marks of Good Teaching. • Phases of teaching-Pre-active, Interactive, Post-active, Strategies, Methods and Devises of Teaching. • The Nature of Learning. Steps in the Learning Process. • Levels of Teaching Learning-Memory, Understanding and Reflective level • Models of Teaching: Meaning and Classification,

4	**Micro Teaching and Classroom Interaction**	• Meaning, Definition and Importance of Micro Teaching • Micro Teaching Cycle, Use of Different Skills in Micro Teaching • Practice and Evaluation of Micro Teaching • Classroom Interaction and Flanders's Interaction Analysis Category System (FIACS), • Practice of FIACS in the Classroom
5	**Emerging Trends in Educational Technology**	• Virtual Reality in Education, Flipped Classroom, Blended Learning, • EDUSAT, INFLIBNET • Gamification in Education, Smart Learning Environment (SLEs) • e-learning tools, M-Learning • Computer Managed Learning (CML), Computer Aided Evaluation (CAE), • Open Educational Resources, MOOC, NPTEL, SWAYAM

N.B.- Internal Assessment will be done on the basis of performance in Micro Teaching and Flanders's Interaction Analysis Category System (FIACS)

Expected Learning outcome:

1. Understand the theoretical base of Educational Technology.
2. Acquaint with the effective teaching learning process.
3. Enable to use instructional media in the classroom.
4. Understand the innovations in the educational process.

Suggested Readings:

1.Aggarwal, J. (2016). Essentials of Educational Technology. New Delhi: S.Chand Publishing House.

2.Arulsamy, S. (2009). Appliocation of ICT in Education. Hyderabad: Neel Kamal.

3.Chauhan, R. (2020). Essentials of Educational Technology and Curriculum. New Delhi: Solar Books Publishers.

4.Chauhan, S. (2008). Innovations in Teaching Learning Process. New Delhi: Vikash Publishing House Pvt.Ltd.

5.Joshi, A. (2018). Communication and Educational Technology. New Delhi: Lotus Publication.

6.Kulshreshtha, S., &Kulshreshtha, A. (2012). Foundations of Educational Technology.Meerut: Surya Publication.

7.Mangal, S., &Mangal, U. (2009). Essentials of Educational Technology. New Delhi: Prentice Hall India Learning Private Limited.

8.Mohanty, J. (2008). Educational Technology. New Delhi: Deep & Deep Publication.

9.Mrunalin, T., & Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neel Kamal Publications.

10.Ramanujan, P. (2014). Globalization, Education and Open Learning. New Delhi: Centre for Policy Research.

11.Shaikh, I. (2015). Educational Technology and ICT. New Delhi: McGrew Hill Education.

12.Sharmah, R. (2007). Technological Foundation of Education. Meerut: R.Lall Book Depot.

13.Singh, C. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

Name of the Subject: Education	Subject Code:EDUC
Type of the Course: Value Added	Course Code: PG-EDUC
Name of the Paper: Group Discussion and Co-curricular activities	Paper Code: PG-EDUC-1054

Objectives:

1. To develop the term spirit among the students.
2. To introduce them with the current socio-educational scenario.
3. To develop the skill of leadership
4. To develop the adjustment capacity of the students

Course Contents:

The students will have to participate in **Group Discussion** under the guidance of a teacher ontopics related –

1. Review of latest educational news.
2. Impact of COVID-19 on the Education Sector.
3. Blended Learning.
4. Open Book-Exam.
5. Higher education.
6. Swaccha Bharat Abhiyan.
7. National Policy on Education.
8. Developing ecological behavior.
9. Student Suicides- The Root cause.
10. Gender issues

Co-curricular activities- 1. Debating
2.Public speaking
3.Drawing &painting
4. Music and dance
5. Drama &Skit
6. Sports
7. Recitation

Expected learning outcome:

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

1. Develop the term spirit among the peers.
2. Well acquainted with the current socio-educational scenario.
3. Develop the skill of leadership
4. Develop the adjustment capacity of to cope-up with the dynamic society.

Syllabus
M.A. in Education
SEMESTER: SECOND

Name of the Subject: EDUCATION	**Subject Code: EDUC**
Type of the Course: Core (Theory)	**Course Code: PG-EDUC**
Name of the Paper: Research in Education-I	**Paper Code: PG-EDUC-2016**
Total Marks: 100	**Marks Break-up: 80External & 20 Internal**

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 familiarize the students with the research process.
4. To acquaint them with the modalities necessary for formulating research problem.
5. To introduce them with the population and sampling techniques.
6. To familiarize the students with different research tools and techniques and thereafter enable the students to develop and use the same.
7. To enable the students to collect, analyze and interpret data by using Descriptive and Inferential Statistics.

Sl. No of Unit	Name of the Unit	Unit wise course contents
1	**Educational Research and Methods.**	• Educational Research- Meaning, Nature, Characteristics, and Scope. • Scientific Method- Meaning, Steps, Characteristics, Types. • Types of Research-Basic, Applied and Action. • Approaches to educational research- Quantitative and Qualitative.
2	**Research Process**	• Steps in Educational Research • Review of related literature- Purpose, Importance, Identification and Organisation. • Formulation of Research Problem- Meaning, Criteria and sources for identifying and defining the problem. • Variables- Meaning of Concepts, Constructs and Variables. • Types of variables- Independent, Dependent, Extraneous, Intervening and Moderator.

		• Research Questions and Objectives. • Hypotheses- Meaning, importance, sources, types (Directional and Non-directional) and forms (Declarative, Null and Question), Characteristics of a good hypothesis. • Developing a research proposal.
3	**Population and Sample**	• Population and Sample- concepts, sampling element, unit, sampling frame. • Characteristics of a good sample. • Types of Sampling techniques- Probability and Non-probability sampling.
4	**Research tools and Techniques**	• Research tools (Description, characteristics, construction and uses): Achievement test, Aptitude test, Inventory, Questionnaire, Rating scales, Attitude Scales (Thurstone and Likert Scales)

5	**Statistics in Educational Research**	• Descriptive Statistics- Concept-
		  • Normal Probability Distribution: Characteristics, Application, Kurtosis and Skewness
		  • Correlation: Assumptions, Computations, Uses and interpretation of Rank difference and Product moment Co-efficient of correlation.
		• Inferential Statistics- Concept
		  • Testing of hypothesis.
		  Level of significance, one – tailed and two – tailed tests of significance, Type –I and Type- II errors in making inferences.
		• Parametric Statistics –
		  • Significance of mean (Large and Small samples)
		  • Significance of difference between un correlated means (Large and Small samples)

Expected Learning Outcome:

1. Explain the relationship between scientific method and research.
2. Describe the research process.
3. Design research questions, objectives and hypothesis.
4. Select appropriate sampling technique to draw representative sample for a study.
5. Construct and standardize research tools.
6. Collect, analyze and interpret empirical data by adopting statistical techniques.

7. Develop research proposal.

Suggested Readings:

1. Ahuja, R. (2003). Research Method. New Delhi: Rawat Publications.
2. Aron, A., Aron, E., & Coups, E. (2012). Statistics for Psychology. Noida: Dorling Kindersly (India) Pvt. Ltd. (Pearson Education Inc.).
3. Best, J., & Kahn, J. (2006). Research in Education. New Delhi: Prentice Hall of India Pvt.Ltd.
4. Garrett, H. (2016). Statistics in Psychology and Education (reprint). New Delhi: Paragon International Publishers.
5. Good, C., Barr, A., &Scates, D. (1936). The Methodology of Educational Research. New York: Appleton Century Crofts,Inc.
6. Kothari, C., &Garg, G. (2014). Research Methodology-Methods and Techniques (3rd ed.). New Delhi: New Age International Pvt.Ltd.
7. Koul, L. (2020). Methodology of Educational Research. New Delhi: Vikash Publishing House.
8. Mangal, S., (2010). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
9. Mangal, S., &Mangal, S. (2013). Research Methodology in Behavioural Sciences. New Delhi: Prentice Hall India Pvt.Ltd.
10. Newman, W. (2007). Social Research Methods: Qualitative and Quantitative Approaches (6th ed.). New Delhi: Dorling Kindersley (India) Pvt.Ltd.(Pearson Education Inc.).
11. Saha, K. (2012). Statistics in Psychology and Education. New Delhi: Asian Publishers.
12. Siddhu, K. (2009). Methodology of Educational Research. New Delhi: Sterling Publishers Pvt.Ltd.
13. Singh, A. (1997). Test, Measurement and Research Methods in Behavioural Science. Patna-800003: BhartiBhavan.
14. Singh, Y. K. (2006). Fundamentals of Research Methodology and Statistics. New Delhi: New Age International Pvt.Ltd. Publishers.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Core (Theory)	Course Code: PG-EDUC
Name of the Paper: Social Psychology	Paper Code: PG-EDUC-2026
Total Marks: 100	Marks Break-up: 80 External & 20 Internal

Objectives:
1) To enable the students to understand the concept of Social Psychology and Group Dynamics.
2) To enable the students to understand the process of Inter-personal and Inter-group Relationships.
3) To enable the students to understand the nature of Social Conflict.
4) To enable the students to understand the process of Social Interaction and its relevance to education.
5) To enable the students to enhance Self-Awareness and Self-Identity
6) To enable the students to apply Social Psychology to the classroom and to positive well-being and education.

Sl. No of Unit	Name of the Unit	Unit wise course contents
1	**Social Psychology**	• Concept, Nature and Historical Background of Social Psychology. Scope of Social psychology. • Importance of Social Psychology. • Relationship of Social Psychology with other Social Sciences like General Psychology, Sociology, Economics, Abnormal Psychology and Cultural Anthropology. • Methods and Techniques of social psychology with special reference to Observation, Introspection, Experimental, Case History, Survey, Correlation, Sociometry, Questionnaire and cross-cultural method.
2	**Social Interaction and Interpersonal Perception**	• Concept, Nature, kinds of social interaction. • Forms of Social Interaction-Communication, Cooperation, Competition, Conformity and accommodation. • Concept and Nature of Interpersonal Perception. • Areas of Interpersonal Perception-Person Perception and Social Perception- their Concepts and Nature. • Aspects of Social Perception-Non-Verbal Cues, Attribution and Impression Formation. • Interpersonal Attraction – Concepts and Nature.

		• Theories of Interpersonal Attraction-Cognitive and Reinforcement. Determinants of Attraction
3	**Beliefs and Attitudes**	• Concept, Nature and Determinants of Beliefs and Attitudes. • Types of attitudes, components of attitude, attitude and opinion, attitude and motives, attitude and mass media, brain washing. • Propaganda- concept, device and process of propaganda, principles of propaganda, types of propaganda, limitations of propaganda, Media of propaganda, Counter propaganda. • Theories of Attitude Change-reinforcement Theory, Cognitive Dissonance theory and Psycho –Analysis. Resistance of Attitude to Change, its causes.
4	**Stereotype, Prejudices and Discrimination**	• Concept, nature and causes of Stereotyping, Prejudices and Discrimination • Formation and Advantages of Stereotype. Stereotype and attitude, • Kinds of Prejudice. Device to Control Over prejudice. Prejudice in India, • Gender stereotypes, Gender discrimination, Role of Education on Stereotyping and Prejudice and gender discrimination.
5	**Social Group and Leadership**	• Concept and Types of Social Group. • Group Cohesiveness, Group Morale. Crowd, • Group Dynamics and its application. • Social Conflict and its factors. • Resolving Intergroup Conflict. • Leadership- Characteristics, Types and Functions, basic style of leadership, Techniques of leadership, Leadership Training

Expected learning outcome:

1. Understand the concept of Social Psychology and Group Dynamics.
2. Understand the process of Inter-personal and Inter-group Relationships.
3. Understand the nature of Social Conflict.
4. Understand the process of Social Interaction and its relevance to education.
5. Develop Self-Awareness and Self-Identity.

6. Apply Social Psychology to the classroom and to positive well-being and education.

Suggested Readings-

1. Baron, R., Branscombe,N.R, Byrne, D., &Bhardwaj, G. (2014). Fundamentals of Social Psychology (13th ed.). New Delhi: Pearson Education India.

2. Chadha, N. (2012). Social Psychology. New Delhi: Macmillan.

3. Chaube, S., &Chaube, A. (2007). A: Groundwork for Social Psychology. New Delhi: Neel Kamal Publications.

4. Crisp, R., & Turner, R. (2014). Essential Social Psychology. Los Angeles/London/New Delhi/ Singapore: Sage Publications India Pvt.Ltd.

5. DSouza, L. (2016). Social Psychology. New Delhi: Discovery Publishing House Pvt.Ltd.

6. Feldman, R. (1985). Social Psychology. New Delhi: McGraw Hills Book Company.

7. Kupuswamy, B. (1972). Introduction to Social Psychology. New Delhi: Asian Publishing House.

8. Mathur, S. (2011). Social Psychology. New Delhi: Aggarwal Publications.

9. Myers, D., Sahajpal, P., &Behera, P. (2008). Social Psychology. New Delhi: Tata McGraw Hills Book Company.

10. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2012). Applied Social Psychology (12th ed.). Los Angeles/London/New Delhi/Singapore: SAGE Publication.

Name of the Subject: Education	**Subject Code: EDUC**
Type of the Course: Core (Theory)	**Course Code: PG-EDUC**
Name of the Paper: Measurement and Evaluation in Education	**Paper Code: PG-EDUC-2036**
Total Marks: 100	**Marks break-up: 80 external & 20 internal**

Objectives:

1. To acquaint the students with measurement and evaluation in education.
2. To inculcate the knowledge about qualities of a good measuring instrument.
3. To acquaint the students with psychological test and achievement test.
4. To acquaint the students with new trends in evaluation.

Sl. No. of Unit	Name of the unit	Unit wise course contents
1	**Measurement and evaluation**	• Measurement : Meaning, nature, types and scope • Evaluation: Meaning, nature tools and scope • Difference between measurement and evaluation • Difference between assessment and evaluation • Measurement and evaluation in education • Relationship between educational objectives, learning experiences and learning outcomes • Assessment of Cognitive (Anderson and Krathwohl), Affective (Bloom and Krathwohl) and Psychomotor (Dave) domains of learning; competency based evaluation • Feedback to different stakeholders; Feedback devices: Cumulative Record Card • Rubrics for self and peer evaluation: meaning and steps of construction.
2	**Qualities of a good measuring instrument**	• Characteristics of a good test: Practical criterion and technical criterion • Reliability: Different methods of estimating reliability (Test-Retest, Internal Consistency and Parallel Form)

		• Computation of coefficient of reliability • Validity : Types of validity (Content validity, Concurrent validity and Construct validity) • Computation of coefficient of validity • Norms: Types of Norm (Grade norm, Standard Score norm, Percentile norm and Stanine norm) • Computation of norms
3	**Psychological Test**	• Psychological test: Meaning, nature and types • Intelligence test : Raven's Progressive Matrices, The Wechsler Adult Intelligence Scale. • Personality tests: Scoring and interpretation of T. A. T., Scoring and interpretation of Rorchach test, Scoring and interpretation of Cattell's 16 P. F. • Aptitute test : Differential Aptitute test • Interest Inventory : The Kuder Interest Inventories
4	**Achievement test**	• Achievement test : meaning, nature and types • 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 Sceme and Question –wise analysis • 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

Unit -5	**New trends in evaluation**	• Continuous and comprehensive evaluation • Formative and summative evaluation • Diagnostic, Prognostic, Portfolio and Placement • Norm referenced and criterion referenced evaluation • Grading system.

Expected Learning Outcome:

1. To understand the measurement and evaluation in education process.

2. Identify and explain the qualities of a good measuring instrument.

3. Explain psychological test and achievement test.

4. Explain about the new trends in evaluation process.

Suggested Readings-

1. Ahmann, J. (2012). Testing Students Achievement and Aptitudes. New Delhi: Prentice Hall of India Pvt.Ltd.

2. Aron, A., Aron, E., & Coups. (2012). Statistics for Psychology (4th ed.). Noida: Dorling Kindersley (India)Pvt.Ltd.(Pearson India, Inc.).

3. Asthana, B. (2005). Measurement and Evaluation in Psychology and Education. Agra-2: VinodPustakMandir.

4. Bhatia, K. (2012). Measurement and Evaluation in Education. Ludhiana: Tandon Publications.

5. Ebel, R. (1966). Measuring Educational Achievement. New Delhi: Prentice Hall of India Pvt.Ltd.

6. Elhance, D. (1964). Fundamentals of Statistics. Allahabad: KitabMahal Publications.

7. Freeman, F. S. (1965). Theory and Practice of Psychological Testing. New Delhi: Oxford and IBH Publishing Co Pvt, Ltd.

8. Goswami, M. (2016). Measurement and Evaluation in Psychology and Education. New Delhi: Neel Kamal Publications.

9. Goswami, M. (2017). An Introduction to Educational Measurement and Evaluation. Guwahati: Ashok Book Stall.

10. GuilfordJ.P., &Fruchter, B. (1987). Fundamentals Statistics in Psychology and Education. Singapore: McGraw Hill Book Company.

11. Mangal, S. (2004). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.

12. Thorndike, R. (2004). Measurement and Evaluation in Psychology and Education (7th ed.). New Delhi: Pearson.

Name of the Subject: Education	**Subject Code: EDUC**
Type of the Course: Core (Practical)	**Course Code: PG-EDUC**
Name of the Paper: Psychological Laboratory Practical	**Paper Code: PG-EDUC-2046**
Total Marks: 100	**Marks Break-up: 80 External & 20 Internal**

Objectives:

1. To enable the students to understand the concept of Experimental Psychology.
2. To understand about the methods of conducting various Psychological Experiment Tests
3. To develop scientific attitude among the students

Sl. No. of Unit	Name of the unit	Unit wise course contents
1	**Learning**	• Maze Learning • Distributed Vs Massed Learning • Bilateral Transfer – MirrorDrawing • Part and whole Learning
2	**Motivation &Fatigue**	• Effect of Frustration on Performance • Knowledge of Result • Achievement Motivation • Mental Work and Fatigue
3	**Memory and Forgetting**	• Logical Memory and Memory of DiscreteMaterials • Comparison of Memorization between Meaningful Material and Non sense Material • Short TermMemory • Auditory and Visual Memory • Proactive and Retroactive Inhibition
4	**Attention, Thinking and Imagination**	• Span of Apprehension • Division of Attention • Concept Formation • Creative Imagination and Invention • Creativity • Ink – Blot Test
5	**Personality – Interest, Intelligence,Aptitude**	• Personality Test of Introversion and Extroversion • Thematic Apperception Test • Measurement of Values • Personality Adjustment Test • Measurement of Interest • Measurement of Verbal and Non-Verbal

		• Intelligence • Koh's Block Design Test • Differential Aptitude Test (DAT)

Expected Learning Outcome:

1. Enable to understand the concept of Experimental Psychology.
2. Understand about the methods of conducting various Psychological Experiment Tests.
3. Develop scientific attitude among the students.

Suggested Readings:

1. Das, P. (2000). Experiment and Measurement in Education and Psychology.Guwahati.

2. Fox, C. (2005). A Text Book of Practical Psychology. New Delhi: Akanksha Publishing House.

3. Hussain, A. (2014). Experiments on Psychology. New Delhi: PHI Learning Pvt.Ltd.

4. Mohsin, S. (2016). Experiments in Psychology. New Delhi: MotilalBanarasidass.

5. Saikia, L. R. (2018). Psychological and Statistical Experiment In Education. M.C. Road Guwahati: Saraighat Printers.

6. Woodworth, R., & Schlosberg, H. (2008). Experimental Psychology. New Delhi: Oxford &IBH 1. Publishing Co.Pvt.Ltd.

Name of the Subject: Education	**Subject Code: EDUC**
Name of the Course: Value added	**Course Code: PG-EDUC**
Name of the Paper: Soft Skill Development.	**Paper Code: PG-EDUC-2054**

Objectives*:*

1. To develop the knowledge and skill to organize an educational Institution
2. To develop the soft skill among the students
3. To develop the skill of facing an Interview.
4. To develop the skill of leadership.

Course Contents:

Soft skills Development

- Facing an Interview
- Problem-solving
- Time management.
- Communication skill
- Leadership and Team work
- Social service
- Stress management.
- Creativity.
- Conflict management.
- Decision- making.

Syllabus
M.A. in Education
SEMESTER: THIRD

Name of the Subject: EDUCATION	**Subject Code: EDUC**
Type of the Course: Core (Theory)	**Course Code: EDUC**
Name of the Paper: Research in Education-II	**Paper Code: EDUC-3016**
Total Marks: 100	**Marks Break-up: 80External & 20 Internal**

Objectives:

1. To develop an understanding of major qualitative and quantitative research approaches
2. To enable the students to use qualitative and quantitative research approaches in the field of education
3. To make ready the students to write research report
4. To develop the ability to use some statistical methods to analyses and interpret educational data.
5. To develop knowledge and skill to do research in the field of education.

Sl. No of Unit	Name of the Unit	Unit wise course contents
1	**Research Design: Quantitative and Qualitative**	• Positivism and Post- positivistic approach to research • Historical Research- Meaning, nature and scope, Steps in Historical Research. • Descriptive Research-Meaning, nature and scope, Types- Survey studies, Interrelationship studies and Developmental studies.Steps in Descriptive Research • Experimental Research-Meaning, nature and scope, Characteristics of Experimental Research. • Steps in Experimental Research • Research Designs: Pre-Experimental Designs, Quasi Experimental Designs and True Experimental Designs. • Variables- Independent and dependent variables, Confounding variables and Extraneous variables.

2	**Qualitative Research Design**	• Grounded Theory Designs- Types, Characteristics, designs, Steps in conducting a Grounded Theory research, Strength and weakness of Grounded Theory research. • Narrative Research Designs- Meaning, Characteristics, Steps in conducting Narrative Research Design. • Case Study—Meaning, Characteristics, Types, Components of a case study design, Steps in case study research, Strength and weakness. • Ethnography Research- Meaning. Characteristics, Steps in conducting ethnographic research, writing ethnographic account, strength and weakness. • Mixed Method Designs- Characteristics, types, Steps in conducting a Mixed Method designs, strength and weakness of Mixed Method research.
3	**Writing Research Report**	• General format of research report • Characteristics of a good research report • Use of abbreviations • Referencing- References, footnotes and bibliography, APA Style of Referencing • Ethics in research- Intellectual Property Right (IPR) and Plagiarism.
4	**Parametric Statistics**	• Significance of difference between correlated means. • Analysis of Variances (ANOVA)- Meaning, Nature and uses of ANOVA, One way and two-way ANOVA, Computation of One-way ANOVA, Limitations of ANOVA.
5	**Non- Parametric Statistics**	• Meaning and nature of Non-Parametric Test. • Chi-square Test- Nature, Assumptions and uses of Chi-square test, Chi-square as a goodness of fit, Chi-square test of equality, Chi-square as a test of independence. Testing Null hypothesis of independence in 2 x 2 Contingency Table

Expected Learning Outcome:

1. Enable to apply the major quantitative and qualitative research approaches for conducting research in the field of education.

2. Prepare a good research report.

3. Parametric and Non-parametric statistical techniques use in analysis and interpretation of empirical data.

4. Conduct research in the field of education.

Suggested Readings-

1. Ahuja, R. (2003). Research Method. New Delhi: Rawat Publications.

2. Aron, A., Aron, E., & Coups, E. (2012). Statistics for Psychology. Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education Inc.).

3. Best, J., & Kahn, J. (2006). Research in Education. New Delhi: Prentice Hall of India Pvt.Ltd.

4. Garrett, H. (2016). Statistics in Psychology and Education (reprint). New Delhi: Paragon International Publishers.

5. Good, C., Barr, A., &Scates, D. (1936). The Methodology of Educational Research. New York: Appleton Century Crofts, Inc.

6. Kothari, C., &Garg, G. (2014). Research Methodology-Methods and Techniques (3rd ed.). New Delhi: New Age International Pvt.Ltd.

7. Koul, L. (2020). Methodology of Educational Research. New Delhi: Vikash Publishing House.

8. Mangal, S., (2010). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.

9. Mangal, S., &Mangal, S. (2013). Research Methodology in Behavioural Sciences. New Delhi: Prentice Hall India Pvt.Ltd.

10. Newman, W. (2007). Social Research Methods: Qualitative and Quantitative Approaches (6th ed.). New Delhi: Dorling Kindersley (India) Pvt.Ltd.(Pearson Education Inc.).

11. Saha, K. (2012). Statistics in Psychology and Education. New Delhi: Asian Publishers.

12. Siddhu, K. (2009). Methodology of Educational Research. New Delhi: Sterling Publishers Pvt.Ltd.

13. Singh, A. (1997). Test, Measurement and Research Methods in Behavioural Science. Patna-BhartiBhavan.

14. Singh, Y. K. (2006). Fundamentals of Research Methodology and Statistics. New Delhi: New Age International Pvt.Ltd. Publishers.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Core (Theory)	Course Code: PG-EDUC
Name of the Paper: Curriculum Development	Paper Code: PG-EDUC-3026
Total Marks: 100	Marks Break-up: 80 External & 20 Internal

Objectives:

1. To develop an understanding about the curriculum and principles of curriculum development

2. To develop an understanding about the determinants of curriculum and role of national level statutory body in curriculum development

3. To develop understanding about curriculum design, pattern of curriculum organization and content analysis in the process of curriculum development

4. To develop understanding about different models of curriculum design and its implementation.

5. To develop understanding about instructional system and curriculum evaluation

6. To make aware about the issues, trends of research in curriculum development.

Sl. No of Unit	Name of the Unit	Unit wise content
1	**Introduction to Curriculum Studies**	• Concept and Principles of Curriculum • Historical Perspective of Curriculum Development in India • Strategies of Curriculum Development • Stages in the Process of Curriculum Development • Philosophical Bases of Curriculum Development • Sociological Bases of Curriculum Development • Psychological Bases of Curriculum Development • National Level Statutory Bodies- UGC, NCTE, SCERT, NCERT in Curriculum development
2	**Curriculum Design**	• Concept of Curriculum Design

		• Sources of Curriculum Design • Principles of Curriculum Design • Difficulties in Curriculum Design • Patterns of Curriculum Organization: -Subject Curriculum, Broadfield Curriculum, Activity Curriculum and Core Curriculum. • Content Analysis
3	**Models of Curriculum Design**	• Traditional and Contemporary Models- Academic/ Discipline Based Model • Competency Based Model- Social Functions/ Activity Based Model • Individual Needs and Interests Model • Outcome Based Integrative Model • Intervention Model • C I P P Model (Context, Input, Process, Product Model)
4	**Instructional System and Evaluation**	• Instructional Media, Instructional Techniques and Materials in enhancing Curriculum Transaction • Approaches to Evaluation of Curriculum- Approaches to Curriculum and Instruction (Academic and Competency Based Approaches) • Models of Curriculum Evaluation- Tylor's Model, Stake's Model, Scriven's Model, Kilpatrick's Model
5	**Curriculum Change and Future**	• Meaning and Types of Curriculum Change • Approaches to Curriculum Change • Role of Students, Teachers, and Educational Administrators in curriculum change • Scope of Curriculum Research • Types of Research in curriculum studies.

Expected Learning Outcomes:

1. Describe the concept, strategies and stages of curriculum development.

2. Explain the historical perspective of curriculum development in India and bases of curriculum development.

3. Analyze the role of statutory bodies in the process of curriculum development.

4. Describe the concept and principles of curriculum design and its difficulties in the process of curriculum development.

4. Explain the pattern of curriculum organization and content analysis

5. Explain different models of curriculum studies

6. Describe instructional system and approaches and models of curriculum evaluation.

7. To understand the curriculum change and types of research in curriculum development.

Suggested Readings-

1. Dudeja, G., &Kour, G. (2016). Curriculum Development and Assessment. Meerut: R. Lall Book Depot.

2. Kalaiyarasan, G. (2012). Curriculum development. New Delhi: A P H Publishing Corporation.

3. Panda, S. K., & Panda, N. (2020). Curriculum Development. New Delhi: Shipra Publications.

4. Pandey, J. (2015). Principles of Education and Curriculum Development. New Delhi: KSK.

5. Pinar, W. (2015). Curriculum Studies in India: Intellectual Histories, Present Circumstances. London: Palgrave Macmillan.

6. Print, M. (2020). Curriculum Development and Design. Sydney: Routledge.

7. Reddy, M., &Ravisankar, S. (n.d.). Curriculum Development and Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.

8. Sharma, A. (2016). Curriculum Development and Design. Jaipur: ABD Publishers.

9. Sharma, R. A. (2018). Curriculum Development and Instruction. Meerut: R. Lall Book Depot.

10. Sharma, R. A., & Singh, K. V. (2017). Curriculum Instruction & Evaluation. Meerut: R. Lall Book Depot.

11. Talla, M. (2012). Curriculum Development- Perspective, Principles and Issues. Uttar Pradesh: Pearson.

12. Tyler, R. (2013). Basic Principles of Curriculum and Instruction. Chicago: University of Cicago Press.

Name of the Subject: EDUCATION	**Subject Code: EDUC**
Name of the Course:Elective (Theory)	**Course Code: EDUC**
Name of the Paper: Inclusive Education	**Paper Code: PG-EDUC-3036 (A)**
Total Marks: 100	**Marks Breakup: 80 External &20 Internal**

Objectives:

1. To enable the students to understand the concept of inclusive education.

2. To enable the students to understand the children with diverse needs.

3. To enable the students to understand the legal provisions for inclusive education.

4. To enable the students to understand the planning and management of inclusive classroom.

5. To enable the students to understand the role of stakeholders and challenges inimplementing inclusive education.

Sl. No. of Units	**Name of the Unit**	**Unit wise course content**
1	**Inclusive Education**	• Inclusive education – Meaning, nature, principles and scope. • Importance of inclusive education. • History of inclusive education.
2	**Children with Diverse Needs**	• Concept of impairment, Disability and Handicap • Nature and characteristics of children with – Sensory impairment (Visual and hearing) Loco motor disability Gifted and talented Mental retardation Developmental disabilities (Autism, Cerebral Palsy) Learning disabled Slow learners Multiple disabilities

3	**Legal Provisions for Inclusive Education**	• International Policies and Legislations – • 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. • National Policies and Legislations - • Rehabilitation Council of India Act, 1992 • Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995) • The National Trust for the welfare of Persons with autism, Mental retardation and multiple disabilities Act, 1999. • National Policy for Persons with Disabilities, 2006. • Inclusive education in SSA, RTE, RMSA and RUSA. • Rights of the Persons with Disabilities (RPWD) Act, 2016.
4	**Planning and Management of Inclusive Classrooms**	• Infrastructure, Human Resource and Instructional Practice. • Curriculum and curricular adoptions for diverse learners • Assistive and adaptive technology for diverse learners – Product (Aids and Appliances) Process (Individualized Education Plan, Remedial Teaching)
5	**Role of Stakeholders and Challenges in Implementing Inclusive Education**	• Role and responsibilities of stakeholders in implementing inclusive education– Teachers Family Community • Role of Government in implementing inclusive education.

		• Role of NGOs in implementing inclusive education. • Issues and challenges of implementing inclusive education • Building inclusive learning friendly classroom. • Overcoming barriers of implementing inclusive education

Expected Learning Outcome:

1. To undersandthe concept of inclusive education.

2. Describe about the children with diverse needs.

3.To understand about the legal provisions for inclusive education.

4. Describe the planning and management of inclusive classroom.

5. Describe the role of stakeholders and challenges in implementing inclusive education.

Suggested Readings:

1. Balasara, M. (2011) Inclusive Education for Special Child, Kanishka Publisher, New Delhi.

2. Dash, B. N. (2008) A Text Book of Educational Psychology, Dominant Publishers, New Delhi.

3. Mangal, S. K. (2013) Educating Exceptional Children, Prantice Hall of India Private Limited, New Delhi.

4. Mahanta, Dr. N. N., Borah, H. N. And Borah Adhikary, Dr. A. (2016) Inclusion in Education, Mani ManikPrakash.

5. Panda, k. C. (2006) Education of Exceptional Child, Vikash Publishing House, Pvt. Ltd.

6. Pandey, R. S. And Advani, L. (1995) Perspectives in Disability and Rehabilitation, Vikash Publishing House, New Delhi.

7. Richards, G. And Armstrong, F. (2016) Teaching and Learning in Diverse and Inclusive Classrooms, Routledge Taylor and Francis Group, London.

8. Sindelar, P. T., Mccray, E. D., Brownnell, M. T. And Lignugaris, B. (2014) Handbook on Research on Special Education Teacher Preparation, Routledge Taylor and Francis Group, London.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Elective (Theory)	Course Code: PG-EDUC
Name of the Paper: Economics of Education	Paper Code: PG-EDUC-3036 (B)
Total Marks: 100	Marks Break-up: 80 External & 20 Internal

Objectives:

1.To develop an understanding about the concept and significance of economics of education.

2. To understand the contribution of economist for the development of education.

3. To make aware about the economic reforms in India and their impact on education.

4. To understand the concept of human capital formation and relation with economic development.

5. To make aware about the investment in education and rate of return in education.

6. To understand the different types of educational cost and educational benefits

7. To understand the cost benefit analysis and cost-effective analysis in terms of education.

8. To understand the concept of educational planning and the developmental perspective of educational planning in India.

9. To inculcate the critical thinking about manpower planning and education and employability.

10. To develop the understanding about the concept and sources of educational finance.

11. To make aware role of govt. and private funding in education.

12. To develop understanding the concept of PPP in the context of education.

Sl. No of Unit	Name of the Unit	Unit wise content
1	**Introduction to Economics of Education**	• Meaning, Scope and Significance of Economics of Education • Education and Economic Growth • Contribution of some economists for the development of economics of education • Economics of Education from Micro and Macro-Perspective • Economic Reforms in India and their impact on Education- Effect of Globalization on Education – Trade in Education, Effect of FDI on Education
2	**Human Capital Formation and Investment in Education**	• Concept and Nature and Source of Human Capital Formation • Relation between Human Capital

		formation and Economic Development • Role of Education in the Process of Human Capital Formation • Education as Consumption and Investment – meaning and characteristics • Concept and Nature of Investment in education • Types of Investment in Education-Private and Public Investment • Rate of Return in education – Private Return and Social Return • Input – Output analysis in education
3	**Cost Benefit Analysis**	• Cost of Education – different types of educational cost-Private cost, social cost, Direct Cost, Indirect Cost, Opportunity cost, Unit Cost of education • Taxonomy of Educational benefits • Concept of Cost Benefit Analysis • Purpose and Principles and Limitations of Cost Benefit Analysis • Cost effective analysis – Meaning and Application in Education • Difference between Cost Benefit Analysis and Cost-Effective Analysis
4	**Educational Planning and Manpower**	• Concept, need and goals of educational planning • Principles of Educational Planning • Development of Educational Planning in India • Concept and Importance of Manpower Planning • Strategy and Limitations of Manpower Planning • Education and employability • Education as Process of Production-Meaning and factors
5	**Financing Education**	• Concept and Importance of Educational Finance • Nature and Principles of Educational Finance • Source and Agencies of Financing Education • Trends of Financing of Education in India • Challenges and strategies of Financing Education • Role of Central and State Governments in

		funding education. • Private Initiatives in funding education and PPP in Financing Education.

Expected Learning Outcomes:

1. Explain the needs of the study of economics of education.

2. Analyse the contribution of economist for the development of education.

3. Describe about the economic reforms in India and their impact on education.

4. Describe the concept of human capital formation and relation with economic development.

5. Critically analyze the investment in education and rate of return in education.

6. Critically analyze the different types of educational cost and educational benefits

7. Analyse the cost benefit analysis and cost-effective analysis in terms of education.

8. Explain the concept of educational planning and the developmental perspective of educational planning in India.

9. Acquire the critical thinking about manpower planning and education and employability.

10. Describe the concept and sources of educational finance.

11. Analyse the role of Govt. and Private funding in education and public- private- partnership in the context of education.

Suggested Readings-

1. Ahuja, A. K. (2007). Economics of Education. New Delhi: Authors Press.

2. Akinyemi, S. (2010). The Economics of Education. Nigeria: Stretegic Book Publishing and Right Co.

3. Ansari, M. M. (1987). Education and Economic Development. New Delhi: AIU Publication.

4. Chattopadhya, S. (2012). Education and Economics Disciplinary Evolution and Policy Discourse. New Delhi: Oxford University Press.

5. Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Company.

6. Harbison, & Myers.(1968). Education, Manpower and Economic Growth. New Delhi: Oxford & IBH (Indian edition).

7. Khanna, S. (2000). Educational Administration, Planning, Supervision and Financing. Delhi: Doaba House.

8. Latchanna, G., &Hussain, J. (2015). Economics of Education. New Delhi: Discovery Publishing House.

9. Nagpal, C., & Mittal, A. (1993). Economics of Education. New Delhi: Anmol Publications.

10. Naik, J. (1965). Educational Planning in India. New Delhi: Government Publication.

11. Natrajan, S. (1990). Introduction to Economics of Education. New Delhi: Sterling Publishers.

12. Rajaiah, B. (1987). Economics of Education. Delhi: Mittal Publications.

13. Rao, D. P. (2010). Economics of Education and Human Development in India. New Delhi: Akansha Publishing House.

14. Sethi, V. (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publications.

15. Sharma, R. (2004). Educational Administration and Management. Meerut: R. Lall Book Depot.

16. Sharma, R. (2013). Economics of Education: Educational Finance & Productivity. Meerut: R. Lall Book Depot.

17. Singh, B. (n.d.). Economics of Indian Education. New Delhi: Meenakshi Publication.

18. Sodhi, T. (1985). Education and Economic Development. New Delhi: Vikash Publishing House.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Elective (Theory)	Course Code: EDUC
Name of the Paper: Human Rights Education	Paper Code: EDUC-3036 (C)
Total Marks: 100	Marks Break-up: 80 External & 20 Internal

Objectives:

1. To give a basic understanding to the concept of human rights and its dimension
2. To study the framework, methods and curriculum of human rights education
3. To understand the human rights under Indian constitution and U.N. declaration
4. To examine the enforcement mechanism for protecting human rights
4. To study the issues related to human rights
5. To assess the role of national and international pressure groups and media in promoting and generating awareness against human rights violation.

Sl. No of Unit	Name of the Unit	Unit wise content
1	**Concept of Human Rights Education**	• Meaning, Nature and Scope and Dimensions of Human Rights • Concept, objectives, principles of Human Rights Education • Needs and Significance of Human Rights Education in India. • Framework of Educational Policies in India • Curriculum of Human Rights Education. • Human Rights Education in India- Primary, Secondary and Higher Secondary level. • Method of Teaching Human Rights • Implementation of Human Rights Education • Human Rights Education and Protection of Individuals Rights • Emerging Issues in Human Rights

2	**International Perspective of Human Rights**	• Fundamental Duties and Responsibilities of UNO • Universal Declaration of Human Rights (UDHR) • International Covenant on Civil and Political Rights (ICCPR) • International Covenant on Economic, Social and Cultural Rights (ICESCR) • International Convention on Elimination of All Forms of Racial Discrimination (ICERD) • United Nations for High Commissioner for Human Right • Rights of persons with Disabilities (CRPD) • International Court of Law • Geneva Convention on International Humanitarian Law-1949 • SAARC and Human Rights
3	**Human Rights and Indian Constitution**	• Constitutional Provisions of Human Rights in Indian Constitution • Fundamental Duties as Constitutional Obligations • Implementation of Human Rights in India • Agencies Promoted Human Rights Implementation in India • Human Rights Act – 1993 • Human Rights Courts • The National Commission for Women • Public Interest Litigation (PIL) • Right to Free and Compulsory Education Act-2005
		• Child and Human Rights--The rights of

4	**Issues in Human Rights**	Children, Sex determination, Crime Against Children (Child Labour, Child Trafficking, Parenting and Child Health) • Gender and its implications on Human Rights • Human Rights related to Transgender • Women's Domestic Violence—Dowry, Physical and Mental Harassment • Human Rights related to Racial Discrimination • Human Rights related to Religions and Religious Minorities • Human Rights related to Refugees • Human Rights related to Family Planning • Human Rights related to Differently Abled • Intellectual Property Rights • Right to Information
5	**Advocacy Group for Promoting Human Rights**	• Role of International Effort- -United Nations -UNESCO -Vienna Declaration • Role of National Efforts- -National Human Rights Commission (NHRC) -State Human Rights Commission (SHRC) • Role of NGO's and Human Rights • Role of Family, and Religious Groups • Role of Mass Media- Electronic and Print • Role of Educational Institutions

Expected Learning Outcomes:

1. Understand Meaning, Nature and Scope and Dimensions of Human Rights

2. Aware on Protection of Individuals Rights

3. Understand the framework, methods and curriculum of human rights education

4. Alert and vibrant to the issues related to human rights

Suggested Readings-

1. Bhagwati, P. (1987). Dimensions of Human Rights. Madurai: Society for Community Organization Trust.

2. Chand, J. (2014). Education for Human Rights. Delhi: Anashah Publication House.

3. Deka, N. (2008). Human Rights: Perspective and Challenges. Guwahati: Assam Book Depot.

4. Digumarti, B. R. (2001). Human Rights and United Nations. New Delhi: Discovery Publications.

5. Jack, D. (2005). Universal Human Rights. New Delhi: Manas Publication.

6. Kour, M. (2008). Teaching Human Rights. New Delhi: APH Publishing Corporation.

7. Mehta, P. L., &Verma, N. (1995). Human Rights under the Indian Constitution. New Delhi: Deep and Deep Publications.

8. Mishra, P. K. (2012). Human Rights: Acts, Statutes and Constitutional Provisions. Jaipur: Ritu Publications.

9. Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications.

10.Naseema, C. (2008). Human Rights Education: Theory and Practice. Delhi: Shipra Publications.

11.Ponaiyan, M., &Panch, R. (1996). Education and Human Rights. New Delhi: Sheriden Book Company.

12.Rao, D. B. (2004). Human Rights Education. New Delhi: Discovery Publication House.

13.Reddy, & Others. (2015). Human Rights Education. Hyderabad: Neel Kamal Publications.

14.Saikia, P., &Goswami, K. (2015). Human Rights Education in India. Guwahati: Graphica Design Studio.

15.Vatsala, P. (2019). Human Rights Education: Issues and Challenges. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.

16.Verma, R. (2000). Human Rights, Burning Issues of the World. Delhi: India Publisher.

17.Yasin, A.-u., &Archana, U. (2004). Human Rights. New Delhi: Akanksha Publishing House.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Core (Theory)	Course Code: PG-EDUC
Name of the Paper: Developmental Psychology	Paper Code: PG-EDUC-3046
Total Marks: 100	Marks Break-up: 80 External & 20 Internal

Objectives:

1. To develop an understanding of the basic concept of Developmental Psychology.
2. To develop an understanding of the general principles of Growth and Development.
3. To enable the students to know the uses of different methods of studying behaviour.
4. To provide an understanding of the theories and issues of developmental psychology
5. To enable the students to know the general characteristics and problems of each stage of development and their implication.
6. To enable the students to identify the adjustment problems of students and find out solution

Sl. No of Unit	Name of the Unit	Unit wise content
1	**Introduction to Developmental Psychology**	• Developmental Psychology- Meaning, nature and scope. • Goals and Importance of Developmental Psychology • Growth and Development- Concept and Differences • Principles of Development and their educational implications • Methods of Developmental Psychology- *Historical Methods, Descriptive Methods, Experimental Methods*
2	**Major Theories and Issues of Developmental Psychology**	• Theories of Developmental Psychology- -Psychoanalytic Theory-Sigmund Freud, Erik Erikson -Cognitive Theories- Piaget, Vygotsky,Bandura -Humanistic Theories- *Abraham Maslow,*

		Carl Rogers • Issues of Developmental Psychology- Nature vs Nurture, Continuity vs Discontinuity andStabilityvs Change
3	**Genetic foundations of life and Pre-Natal Development**	• Genes and Chromosomes- Their influence on determining foundations of life • Prenatal Development- -The process of fertilization, Conditions determined at fertilization -Conditions affecting pre-natal development -Characteristics of pre-natal development -Stages of pre-natal development-Milestones and hazards • The birth process and its influence on later development
4	**Infancy and Childhood**	• The Neonate- Characteristics, Actions and Reactions, Needs of neonates • Infancy-Characteristics and Early Needs • Developmental Milestones of Infancy-Emotional Development, Physical and Motor Development, Sensory Development, and Habit Formation. • Childhood-Characteristics and Developmental Milestones • Language Development in Children, Development of Concepts, Speech Development, Social Development and Cognitive Development • Parental Attitudes, Parenting Skills. • Problem faced by Children of Broken Homes and Working Mothers.

5	**Adolescence**	• Physiological Development, Mental Development, Emotional Development, Moral Development, Social development • Influence of Family and Peers in Adolescent's Social development • Personality Development and Personality Deviation during Adolescence • Self-concept and Self-esteem of Adolescents • Adjustment Problems of Adolescents and Juvenile Delinquency

Expected Learning Outcomes:

1. Understand the basic concept of Developmental Psychology.
2. Understand the general principles of Growth and Development.
3. Know the uses of different methods of studying behaviour.
4. Understand the theories and issues of developmental psychology
5. Know the general characteristics and problems of each stage and their implication.
6. Identify the adjustment problems of students and find out solution

Suggested Readings:

1. Chanda, S. C. (1989). *Child Psychology & Child Development*, Loyal Book Depot.

2. Cole, L. (1959). *Psychology of Adolescence*.Rinehard& Winston, NY.

3. Ferguson, C. A. (1973). *Studies of Child language development*. New York: Holt, Rinehart and Winston

4. Goswamee, G. (2008*). Child Development & Child Care*.ArunPrakashan.

5. Hurlock, E.B. (2000).*Adolescence Development.* Mc. Graw Hill NC.

6. Hurlock, E.B. (1978). *Developmental Psychology – A life span approach*. The Mc. Graw Hill Publishing Company ltd., New Delhi

7. Jersild, A. T. (1967). *Psychology of Adolescence*, Macmillan, New York

8. Kuppuswamy, B. (1980). *Child Behaviour and Development*.2nd edition, Vikas Publishing House pvt.Ltd.

9. Thomson, G. G. (1969). *Child Psychology*.Indian reprint. The Times of India Press, Bombay

10. Sharma,R. N. & Sharma, R.(2017). *Child Psychology.* Chicago: University of Cicago Press.

Syllabus
M.A. in Education
SEMESTER: FOURTH

Name of the Subject: EDUCATION	**Subject Code: EDUC**
Type of the Course: Core (Theory)	**Course Code: PG-EDUC**
Name of the Paper: Philosophical Foundation of Education	**Paper Code: PG-EDUC-4016**
Total Marks: 100	**Marks Break-up: 80 External & 20 Internal**

Objectives:

1) To develop understanding about the concept of Philosophy of Education
2) To enable the students to understand about the Ancient Indian Schools of thoughts in the Vedic Period
3. To enable the students to understand about the Ancient Indian Schools of thoughts in the Post Vedic and Medieval Period.
4) To enable the students to critically examine the Concepts of Western Schools of Philosophy
5) To understand the Plato's Philosophy of Education and its Implication

Sl. No of Unit	Name of the Unit	Unit wise content
1	**Introduction to Philosophy of Education**	• Concept, Nature and Scope of Philosophy • Branches of Philosophy • Relationship between philosophy and Science • Meaning, Nature and Scope of Educational Philosophy • Relationship between Philosophy and Education • Functions of Educational Philosophy
2	**Indian Schools of Thought- Vedic period**	• **ShankhyaPhilosophy:** Meaning, salient features, Metaphysics and Educational Implications of Sankhya Philosophy • **Vedanta Philosophy:** Meaning, Salient Features, Classification of Vedanta Schools and Educational Implication • **Yoga Philosophy:** Main Principles, Theory of Pramana, Eight-fold Path of Yoga and Educational Implication of Yoga Philosophy • Nyaya Philosophy: Salient features, Epistemology, Theory of Causation

		(Asatkāryavāda), Self and Liberation
3	**Indian School of Thought- Post Vedic and Medieval Period**	• Buddhist system of educational Philosophy, • Jain Philosophy of Education, • Islamic System of Educational • Indian Schools of Philosophy and their Educational Implication
4	**Western Schools of Thoughts**	• Salient features of Idealism and Educational Implications. • Salient features of Naturalism and Educational Implications • Salient Features of Pragmatism and Educational Implications. • Salient Features of Existentialism and Educational Implications • Salient Features of Realism and Educational Implications • Marxism and the Educational Implication
5	**Plato's Philosophy of Education**	• Salient features, sources of knowledge, Principles of education, forms and programmes of education, and impact of Plato's Philosophy of Education in modern education system.

Expected Learning Outcome:

1. Describethe concept of philosophy and its relationships and the application of philosophy in the area of education.

2. Explain the Ancient Indian schools of Thoughts in the Vedic Period and its relevance in the present era.

3. Explain the Ancient Indian schools of Thoughts in the Post Vedic and Medieval Period and its importance in modern education system.

4) Critically examine the Concepts of Western Schools of Philosophy and its implications in the present era.

4) Describe the Plato's Philosophy of Education and its Implication

Suggested Readings-

1. Aggarwal, J. (2020). Philosophical Foundation of Education. New Delhi: VinodPustakMandir.

2. Biswal, R. (2005). Philosophy of Education. New Delhi: Dominant Publishers and Distributors.

3. Brubacher, J. S. (n.d.). Modern Philosophies of Education. New York: McGraw Hill Book Company Inc.

4. Chakrabarti, M. (2002). Pioneers in Philosophy of Education. New Delhi: Concept Publishing Company.

5. Chandra, S., Sharma, R., &Rajendra, K. (2002). Philosophy of Education. New Delhi: Atlantic Publisher.

6. Chatterjee, S. (1950). The Nyaya Theory of Knowlledge. Calcutta: University of Calcutta Press.

7. Chaube, S., &Chaube, A. (2008). Philosophical & Sociological Foundation of Education. Agra-2: VinodPustakMandir

8. Damal, B., & Dash, B. (2005). Education in Modern Indian. New Delhi: Kalyani Publishers.

9. Goswami, D. (2014). Philosophy of Education. Guwahati: DVS Publishers.

10. Gupta, B. (2012). An Introduction to Indian Philosophy: Perspective on Reality, Knowledge and Freedom. Routledge.

11. Kabir, H. (1964). Indian Philosophy of Education. New Delhi: Asia Publishing House.

12. NagarajaRao, P. (1978).Fundamentals of Indian Philosophy. New Delhi: Indian Book Comp.

13. Pandey, R. (1982). An Introduction to Major Philosophies of Education. Agra: VinodPustakMandir

14. Saxena, S., & N.R. (2006). Phiolosophical and Sociological Foundation of Education. Meerut: VinayRakheja Publications.

15. Sharma, A. (2010). Indian and Western Educational Philosophy. New Delhi: Unicorn Books Pvt. Ltd.

16. Shrivastav, K. (2003). Philosophical Foundation of Education. New Delhi: Kanishka Publisher.

17. Vidyabhusana, S. (1971). A History of Indian Logic. Delhi: MotilalBanarasidass Publication.

18. Y.K, S. (2016). Philosophical Foundation of Education. New Delhi: APH Publishing Corporation.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Core (Theory)	Course Code: PG-EDUC
Name of the Paper: Issues and Challenges in Education	Paper Code: EDUC-4026
Total Marks: 100	Marks Break-up: 80 External & 20 Internal

Objectives:

1. To enable the students to know the constitutional provisions of education and their implementation.
2. To enable the students to know the issues and concerns of elementary education and various schemes including RTE Act 2009
3. To enable the students to know the issues and concerns of Secondary education and various schemes and programmes including RMSA
4. To enable the students to identify the issues and concerns of Indian higher education and find out workable solution
5. To develop an understanding of various schemes and policies of Indian higher education including the NEP 2020 provisions.
6. To develop and understanding with recent trends of online and digital learning in higher education

Sl. No of Unit	Name of the Unit	Unit wise content
1	**Elementary Education**	• Educational provisions under Indian constitution and their implementation • Primary Education as Fundamental Right • Universalization of primary education: issues and concerns. • SarvaShikshaAbhiyan- Objectives, Components and Implementation with reference to Assam • Mid-Day Meal Scheme • Right of Children to Free

		andCompulsoryEducation Act (RTE) 2009- Provisions, Significance and Critical appraisal of the act • Recruitment of Elementary school teachers- Importance of TET • Elementary Education as envisioned in NEP-2020
2	**Secondary Education**	• Concept, Aims and Problems of Secondary education with special reference to Assam. • Universalization of Secondary Education- Issues and concerns. • Vocationalization of secondary education: Issues and concerns. • RastriyaMadhyamikSikshaAbhyan (RMSA): Objectives, implementation and its role in strengthening secondary education • Evaluation system in secondary education: Continuous Comprehensive Evaluation, Grading System. • Secondary Education as envisioned in NEP-2020
3	**Higher Education**	• Structure and Institutional framework of Higher Education in India • Higher Education through ODL system- Role of IGNOU • National Knowledge Commission on higher Education. • YashpalUchattarShikshaAbhiyan (RUSA).
4	**Quality Concerns of Higher education**	• Issues and concerns of higher education in India. • Access, equity, quality and relevance

		ofIndian higher education • Quality Assurance in Indian higher education • Quality Control of higher educational institutions in India– Role of NAAC and NIRF • Examination reforms – Semester system, Choice Based Credit System (CBCS) • Globalization and its impact on Indian higher education • Privatization of higher education and quality concerns
6	**Emerging Trends in Indian Higher Education**	• Higher Education as envisioned in NEP-2020 -Institutional restructuring and consolidation -Holistic and multidisciplinary higher education -Revamping academic research in HEIs -Vocationalization of higher education -Flexible learning opportunity in higher education- Multiple entry and exit -Regulatory system of higher education -Governance and leadership in HEIs • Online and Digital Education- Issues and Concerns • MOOCs, OER, Blended Learning, VLE

Expected Learning Outcomes:

1. Know the constitutional provisions of education and their implementation.

2. Know the issues and concerns of elementary education and various schemes including RTE Act 2009

3. Know the issues and concerns of Secondary education and various schemes and programmes including RMSA

4. Identify the issues and concerns of Indian higher education and find out workable solution

5. Understand various schemes and policies of Indian higher education including the NEP 2020 provisions.

6. Understand recent trends of higher education in online and digital mode.

Suggested Readings:

1. Aggarwal, J. C. Development and planning of modern Education. Vikas Publishing House Ltd. New Delhi.

2. Bhatnagar, S. &Sexana A. (2006). Modern Indian Education and its Problems. R. Lal Book Depot, Meerut.

3. Goswami, Dulumoni (2011). Higher Education in India: Growth, Expansion and Issues. DVS Publishers, Guwahati.

4. Goswami, Dulumoni (2018). Contemporary Issues in Education.EBH Publishers, Guwahati.

5. Kumar, Rusen and Singh, Rana (2020). India's National Education Policy 2020. An Overview. Notion Press, Chennai.

6. Lal and Sinha (2007). Development of Indian Education and Its problems. R. Lal Book Depot, Meerut.

7. Rahman, Afzalur (Eds.). (2018). Reforms and Innovations and their impact on quality Assurance of Higher Education in India.Nowgong College, Nagoan. Assam.

8. Report of NEP 2020, Govt. of India

9. Report of the RastriyaMadhyamikShikshaAbhiyan (RMSA) 2010, Govt. of India, MHRD, New Delhi

10. Taj, Haseen. (2005). Current Challenges in Education, Neelkamal Publications, Hyderabad.

Name of the Subject: EDUCATION	**Subject Code: EDUC**
Name of the Course:Elective(Theory)	**Course Code: EDUC**
Name of the Paper: Guidance and counselling	**Paper Code: PG-EDUC-4036 (A)**
Total Marks: 100	**Marks Breakup: 80 External &20 Internal**

Objectives:

1. To enable the students to understand the concept of guidance.
2. To enable the students to understand the concept of Counselling.
3. To enable the students to understand the tools and techniques of guidance.
4. To enable the students to understand the guidance needs of students.
5. To enable the students to understand the guidance and counselling programme.

Sl. No. of Units	Name of the Unit	Unit wise course content
1	**Concept of guidance**	• Guidance – Meaning, nature, importance and scope of guidance. • Types of guidance –Educational, Vocational, Personal • Guidance at various levels - Elementary, Secondary Higher education
2	**Concept of Counselling**	• Counselling - Meaning, nature, importance and scope of counselling. • Principles of Counselling. • Types of counselling –Directive, Non-directive, Eclectic • Theories of counselling- Behaviouristic, Rational emotive Reality • Role of Counsellor. • Qualities of a good counsellor.
3	**Tools and techniques of guidance**	• Types of guidance techniques- Counselling, Group guidance, Clinical approach • Basic tools of counselling service –

		Psychological test, Interview, Observation, Check list of behaviour description, Sociometry, Cumulative Record Card, Rating Scale • Test of ability and achievement • Special aptitude test • The case study procedure in guidance • Diagnostic test.
4	**Guidance needs of students**	• Guidance needs of students in relation to home-centred and school- centred problems. • Group guidance and group counselling • Guidance for CWSN • School guidance Clinic.
5	**Guidance and counselling programme**	• Relationship between guidance and counselling • Problems of guidance and counselling. • Ways to improve guidance and counselling. • Role of school counsellor in guidance programme. • Role of parents in guidance programme. • Role of teacher in guidance programme.

Expected Learning Outcome: -

1. Describe the concept of guidance.

2. To understand the concept of Counseling.

3. Describe the tools and techniques of guidance.

4.To understand the guidance needs of students.

5. To understand the guidance and counseling programme

Suggested Readings: -

1. Aggarwal, J. C. (1977) Educational Vocational Guidance andCounselling, Doaba House, New Delhi.

2. Jayaswal, S. (1991) Guidance andCounselling, Prakashan Kendra, Lucknow.

3. Jones, A. J. (1971) Principles of Guidance, McGraw Hills, New Delhi.

4. Kinra, K. A. (2008) Guidance andCounselling, Dorling Kindersley.

5. Kochhar, S. K. (1996) Educational and Vocational Guidance in Secondary Schools, Sterling Publishing Pvt. Ltd., New Delhi.

6. Rao, N. S. (2000) Counsellingand Guidance, Tata McGraw Hill.

7. Sharma, P. K. (2009) Educational Guidance andCounselling, Essential Books, New Delhi.

8. Yadav, S. (2005) Guidance andCounselling, Anmol Publication Pvt. Ltd., New Delhi.

Name of the Subject: EDUCATION	**Subject Code: EDUC**
Type of the Course: Elective (Theory)	**Course Code: PG-EDUC**
Name of the Paper: Environmental and Population Education	**Paper Code: PG-EDUC-4036 (B)**
Total Marks: 100	**Marks Break-up: 80External & 20 Internal**

Objectives:

1. To understand the concept, importance, scope and aims of environmental education.

2. To understand the concept, importance, scope and aims of population education.

3. To understand the social issues of the environment and to help them to acquire the environmental conservation methods and strategies.

4. To acquaint the students with the demographic scenario of Indian population and impact of population growth on environment.

5. To inculcate the environmental values among the students for sustainable development.

Sl. No of Unit	Name of the Unit	Unit wise course contents
1	**Environmental Education**	• Concept, structure and component of environment. • Relationship between man and environment and environment and education. • Aims and objectives of Environmental Education. • Guiding principles of Environmental Education • Need and importance of Environmental Education as an interdisciplinary subject. • Education for environmental awareness and attitudinal change. • Social Issues of the environment: • Concept of environmental degradation and hazard • Solid waste management

		• Rain water harvesting and watershed management • The conservation ethic and traditional value system of India Climate change- global warming, ozone layer depletion and acid rain.
2	**Ecosystem and Biodiversity**	• Concept of ecosystem • Types of eco-system • Functioning of eco-system • Man as a part of eco-system • Concept of biodiversity • Value of biodiversity • Threats to biodiversity • Role of Environmental Education towards conservation of biodiversity • Ecology and Education • Ecosystem and Education.
3	**Population and Quality of Life**	• Population growth in India and its causes. • Population growth and its impact on environmental degradation • Population Education: Meaning, nature and importance of population education • Population related policies in India, Population and quality of life.
4	**Environmental Ethics and Sustainable Development**	• Man, and his environment through ancient period to present period • Environmental ethics and values of Environment, Principles of Environmental ethics • Striving for a better environment- Concept of Sustainable Development, Environmental Education for sustainable

		development.
5	**Environmental Movements and Acts**	• EarthSummit-2002,2012,2015,2017,2018,2019 • Montreal Protocol • Chipko Movement • Wildlife Conservation Strategy in India • The Environment Protection Act 1986 (India)

Expected Learning Outcome:

1. Describe the concept, scope, importance, aims and objectives of Environmental Education.

2. Understand the role of environmental education in inculcating the environmental values.

3. Explain the solid waste management, Rain water harvesting and watershed management, global warming, ozone layer depletion and acid rain.

4. Describe the concept, kind, functions of ecosystem

5. To understand the concept of biodiversity, Value of biodiversity and Threats to biodiversity.

6. Describe the concept and importance of population education.

7. Analyze the prevailing causes of population growth and develop a sense of responsible citizen.

8. Describe the concept, principles of Sustainable Development.

9. Analyze the Sustainable Development Goals (UN)

10. Describe the Earth Summit, Montreal Protocol, Chipko Movement, Wildlife Conservation Strategy in India, The Environmental Protection Act 1986 (India)

Suggested Readings-

1. Aggarwal, S. P., &Aggarwal, J. (1996). Environmental Protection, Education and Development. New Delhi: New Concepts.

2. Akhtar, P., Sahidullah, F., & Das, P. (2008). Environmental and Population Education. Guwahati: Assam Book Depot.

3. Chitrabhanu, T. K. (2007). Environmental Education. New Delhi: Authors Press.

4. Dhaliwal, G. S., &Kukal, S. S. (2005). Essentials of Environmental Science. New Delhi: Kalyani Publishers.

5. Gupta, P. K. (2004). Population Education. Meerut: R. Lall Book Depot.

6. Ramkrishna, &Panneeselvam.(2007). Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.

7.Ravi, S. S. (2019). Environmental Education. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.

8. Ravinder, C. (2017). Environmental Education: Issues and Concerns. Hyderabad: Neel Kamal Publications.

9. Readdy, R. a. (2003). Environmental Education. Hyderabad: Neel Kamal Publications Pvt. Ltd.

10. Salkar, K. R. (1989). Population Education. New Delhi: Sterling Publishers Pvt. Ltd.

11. Sharma, &Maheshwari.(2005). Education for Environment and Human Values. Meerut: R. Lall Book Depot.

12. Sharma, R. A. (2008). Environmental Education. Meerut: R. Lall Book Depot.

Name of the Subject: EDUCATION	**Subject Code: EDUC**
Name of the Course:Elective (C)	**Course Code:PG-EDUC**
Name of the Paper: Teacher Education	**Paper Code: PG-EDUC-4036 (C)**
Total Marks: 100	**Marks Breakup: 80 External &20 Internal**

Objectives:

1. To enable the students to understand the concept of teacher education.
2. To enable the students to understand the concept of pre-service and in-service teacher education.
3. To enable the students to understand about the teacher education for different levels of education.
4. To enable the students to understand about the institutions associated with teacher education.
5. To enable the students to understand the innovative practices in teacher education.

Sl. No. of Units	Name of the Unit	Unit wise course content
1	**Concept of teacher education**	• Teacher education – meaning, nature and scope • Aims and objectives of teacher education. • Need and importance of teacher education. • Teacher education and teacher training. • Development of teacher education in India.
2	**Pre-service and in-service teacher education**	• Concepts, need, purpose and organisation at various levels of pre-service teacher education. • Concept, need, purpose, organization and modes of in-service teacher education.
3	**Teacher education for different levels of education**	• Teacher education for pre-primary level. • Teacher education for primary level. • Teacher education for secondary level. • Teacher education for higher level.

4	**Institutions associated with teacher education**	• National level agencies – • UGC • NCERT • NUEPA • NCTE • CIET • ASCs • RCE • State level agencies – • SIE • SCERT • SBTE • UDE • District level agencies – • DIET
5	**Innovative practices in teacher education**	• ICT integration in teacher education. • Flanders' Interaction analysis Technique. • Simulated Social Skill Training. • Emerging issues in teacher education.

Expected Learning Outcome: -

1. Understand the concept of teacher education.

2. Differentiate the concept of pre-service and in-service teacher education.

3. Comprehend about the teacher education for different levels of education.

4. To understand about the institutions associated with teacher education.

5. Describe about the innovative practices in teacher education.

Suggested Readings: -

1. Aggarwal, J. C. (1988) Teacher's Role, Status, Service Conditions and Education in India, Doaba House, Delhi.

2. Aggarwal, J. C. (1993) Development and Planning of Modern Education, Vikash Publishing House Pvt. Ltd., New Delhi.

3. Aggarwal, P. (2010) Teacher Education, Surabh Publishing House, New Delhi.

3. Gupta, A. K. (1984) Teacher Education: Current and Future Prospects, Sterling Publishers, New Delhi.

4. Khan, M. S. (1983) Teacher Education in India and Abroad, Ashish Publishing House, New Delhi.

5. Mukharjee, S. N. (1987) Admission and Organization in Teacher Training Institution, NCERT, New Delhi.

6. Panda, B. N. &Tewari, A. D. (1997) Teacher Education, A.P. H. Publishing Corporation, New Delhi.

7. Shankar, V. (1984) Education of Indian Teachers, Sterling Publishers, New Delhi.

Name of the Subject: EDUCATION	Subject Code: EDUC
Type of the Course: Elective (Theory)	Course Code: PG-EDUC
Name of the Paper: Educational Management and Administration	Paper Code: PG-EDUC-4046 (A)
Total Marks: 100	Marks Break-up: 80 External & 20 Internal

Objectives:

1. To understand the concept of educational management, administration and different approaches of management and its implication in educational settings.
2. To understand the contemporary issues of management and trends and their educational implications.
3. To acquaint leadership style, approaches to leadership and models of leadership.
4. To understand the concept of supervision and the evolution of quality and different quality assurance agencies how to maintain quality in educational institutions.
5. To understand the concept of educational planning, different approaches, institutional planning and different sources of educational finance.
6. To develop a critical thinking on various issues and recent trends of educational management and administration.

Sl. No of Unit	Name of the Unit	Unit wise content
1	**Concept of Educational Management**	• Meaning Nature and scope of Educational Management • Types, Principles and Functions of Educational Management • Difference between Educational Management and Administration • Different Approaches of Management- Taylorism, Fayol's Administrative management, Administration as Bureaucracy, Human Relation Approach, Social System Approach, Human Behaviour Approach to Management, System Approach to Management.
2	**Contemporary Issues and Trends in Educational Management**	• Concept of POSDCORB • Organization and its structure & Organizational Climate. • Decision Making Process in Organization • Conflict and Coordination in Organization • Organizational Development and Organizational Compliance • Management by Objectives • Programme Evaluation and Review Technique (PERT) and Critical Path Management • Meaning of Change Management, Need for planned changed, Three Step Model of Change (Unfreezing, Moving and Refreezing), The Japanese's Model of Change, Just in Time,

		Pokayoke
3	**Leadership in Educational Administration**	• Concept, Nature and Styles of Leadership, • Essential Qualities of Leadership, • Role of Head Teacher/ Educational Leaders to ensure the quality of education. • Approaches to Leadership- Trait Approach, Transformational Leadership, Transactional Leadership, Value Based Leadership, Cultural Leadership, Psychodynamic Leadership, Charismatic Leadership. • Models of Leadership- Blake and Mountain's Managerial Grid, Fiedler's Contingency Model, Tri-Dimensional Model, Hersey and Blanchard's Model, Leader Member Exchange Theory.
4.	**Quality in Educational Management**	• Meaning and Nature and Functions of Educational Supervision • Educational Supervision Vs Educational Inspection • Factors Influencing Effectiveness of Supervision. • Evolution of Quality- Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six Sigma, Performance Appraisal • Quality Assurance Agencies- NAAC, Performance Indicator, Quality Council of India (QCI), International Network for Quality Assurance Agencies in Higher Education (INQAAHE)
5	Educational Planning and Finance	• Meaning Nature and Importance of educational planning, Principles of educational planning • Approaches of educational planning- Social demand approach, Manpower requirement approach, Rate of Return approach • Institutional Planning- Concept, nature, types, importance and procedure of Institutional Planning • Educational Finance- Concept, Importance and Sources of Educational Finance, Resource mobilization in educational institution • Public Private Partnership in Education-Concept, Scope and Need

Expected Learning Outcomes:

1. Describe concept of educational management, administration and different approaches of management.

2. Critically analyze the contemporary issues of management and trends and their educational implications.

3. Identify leadership style, approaches to leadership and models of leadership.

4. Analyse the concept of supervision and the evolution of quality and different quality assurance agencies how to maintain quality in educational institutions.

5. Describe the concept of educational planning, different approaches, institutional planning and different sources of educational finance.

6. Develop a critical thinking on various issues and recent trends of educational management and administration.

Suggested Readings-

1.Bala, R. (2006). Educational Supervision Theories and Practice. New Delhi: Alfa Publications.

2.Bedi, K. (2006). Quality Management. New Delhi: Oxford University Press.

3.Bhatnagar, R. (1986). Educational Administration, Planning and Supervision. Anupam Publication.

4.Bhatnagar, S., & Gupta, P. (2010). Educational Administration and Management. Meerut: R.Lall Book Depot.

5.Bhattacharya, S. (2012). Educational Management Theory and Practice. Guwahati: EBH Publishers.

6.Burton, J. (2002). Management Today- Principles and Practice. New Delhi: McGraw Hill Publishing Company Ltd.

7.Chandan, J. (2002). Management Concept and strategies. New Delhi: Vikash Publishing House Pvt. Ltd.

8.Hayes, J. (2015). The Theory and Practice of Change Management. Palgrave.

9.Kalwar, M., &Pathak, R. (2005). Principles of Business Management. Guwahati: Abhilekh Publication and Production.

10.Kumar, R. C. (2007). The Leadership in Management. New Delhi: A.P.H. Publishing Company.

11.Mehorotra, A. (2005). Leadership Styles of Principals. New Delhi: Mittal Publications

12.Mishra, R. (2007). Theory of Education of Administration. New Delhi: A.P.H. Publishing Company.

13.Mukharjee, S. (1970). Administration, Planning and Finance Theory & Practice. Baroda: Acharya Book Depot.

14.NEUPA. (2013). Concepts and Terms Used in educational Planning and Administration.

15.Prasad, L. (2013). Principles and Practices of Management. New Delhi: Sultan Chand and Sons.

16.Robbins, S. (2003). Organizational Behaviour. New Delhi: Prentice Hall of India Pvt. Ltd.

17.Sharma, R. (2007). Educational Administration, Management and Organization. New Delhi: Surjeet Publications.

18.Sharma, R. (2012). Educational Administration and Management. Meerut: R. Lall Book Depot.

Name of the Subject: EDUCATION	**Subject Code: EDUC**
Type of the Course: Elective (Theory)	**Course Code: PG-EDUC**
Name of the Paper: Principles and Techniques of Teaching	**Paper Code: PG-EDUC-4046 (B)**
Total Marks: 100	**Marks Break-up: 80External & 20 Internal**

Objectives:

1. To understand the meaning and nature of teaching.
2. To understand the principles of teaching and learning.
3. To acquaint the students with the different phases of teaching.
4. To develop an understanding with the importance of planning in teaching learning process.
5. To understand the concept of teaching skills and the stages of micro-teaching cycle.
6. To make them familiar with different methods and approaches of teaching.

Sl. No of Unit	Name of the Unit	Unit wise course contents
1	**Teaching- Learning Process**	• Meaning and nature of teaching. • Development of concept of teaching • Principles of teaching • Principles of learning. • General maxims of teaching. • Phases of Teaching: Pre –active, Interactive and Post active. • Teaching behavior: Authoritative, Democratic and Laissez- faire. • Classroom problems of beginners.
2	**Teaching Plan**	• Lesson Plan: Meaning and importance. • Herbartian Steps of planning a lesson • Teaching skills: Concept and component of the following skills: a) Introducing a lesson

		b) Blackboard writing c) Questioning d) Stimulus variation e) Reinforcement f) Explaining g) Achieving Closure • Microteaching: Concept, importance and Microteaching cycle.
3	**Methods and Approaches of Teaching**	• Teacher-centred and Learner-centred methods. • Play-way method • Activity method • Discussion method • Inductive-Deductive method • Heuristic method • Problem-solving method • Project method • Teaching approaches: Structural approach and communicative approach.
4	**Models of Teaching**	• Meaning, nature and definitions • Purpose of Models of Teaching • Fundamental Elements of Teaching Model • Types of Teaching Models.
5	**Innovations in Teaching-Learning Process**	• Meaning of Innovation • Innovations in Teaching- Learning process, Programmed Learning • Brief history of Programmed Learning • Definitions of Programmed Learning. • Characteristics and basic principles of Programmed Learning.

		• Styles of Programming • Procedure of developing a Programme. • Meaning, Definitions, Objectives and Characteristics of Team Teaching. • Principles of Team Teaching. • Procedure of organizing Team Teaching. • Advantage and disadvantage of Team Teaching.

Expected Learning Outcome:

1. Explain the meaning and nature of teaching

2. Describe the principles of teaching and learning.

3. Describe the role of teachers at different phases of teaching.

4. Explain the importance of planning in teaching –learning process.

5. Describe the concept of teaching skills and stages of microteaching cycle.

6. Describe different methods and approaches of teaching.

Suggested Readings-

1. Aggarwal, J. C. (2011). Principles, Methods & Techniques of Teaching. New Delhi: Vikash Publishing House.
2. Aggarwal, S. C. (2004). Essentials of Educational Technology. New Delhi: Vikash Publishing House Pvt. Ltd.
3. Arulsamy, S., &Zayapragassarazan. (2011). Teaching Skill and Strategies. Hyderabad: Neelkamal Publication Ltd.
4. Bhall, & Sharma, S. R. (1992). Educational Technology. New Delhi: KanishkaPublishing House.
5. Chauhan, S. S. (1990). Innovations in Teaching Learning Process. New Delhi: Vikash Publication House.
6. Goswami, M. (2015). Teaching Learning and Pedagogy. Guwahati: Ashok Book Stall.
7. Kochhar, S. K. (2018). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
8. Rao, U. (1990). Educational Technology. New Delhi: Anmol Publications Pvt. Ltd.
9. Ruhela, S. P. (1991). Educational Technology.AmbalaCortt: Associated Publishing.
10. Sankhala, D. P. (2006). Educational Technology. New Delhi: Adhyayan Publishers and Distributors.

Name of the Subject: Education	Subject Code: EDUC
Name of the Course: Value added	Course Code: PG-EDUC
Name of the Paper: Teaching Skills	Paper Code: PG-EDUC-4054

Objectives*:*

1. To make the students familiar with the different teaching skills.

2. To develop understanding about different teaching skills and make the learners able to use them.

Teaching Skill (Demonstration)

- Some Important Teaching Skills
  - Introduction skill (Meaning and components)
  - Blackboard writing (Meaning and components)
  - Questioning skill (Meaning, Uses, Guidelines for Faming and Presenting questions, Classification and Purpose)
  - Stimulus variation (Meaning and components)
  - Use of Audio-visual aids (Meaning, Types and Uses)

PRACTICAL: Students will have to develop the skill of preparing Lesson Plan. Students shall use any one teaching skill in classroom practice.

Guideline for Practice Teaching:

- The below cited teaching skills will be developed through the practice teaching in the classroom-
  - Introduction skill
  - Blackboard writing
  - Questioning skill
  - Presentation
  - Illustration
  - Stimulus variation
  - Use of Audio-visual aids.
- The teachers will have to guide the students in developing teaching skills
- Students will practice teaching in peer group.

Marks Distribution and Question Format

(ForM.A. in Education)

Paper Credits	Full Marks	Theory& Practical 80% EndTermExamination (ETE)	Internal Assessment (I.A.) 20%	Number of Unit
6	100	80	20	
*6 (Dissertation)	100	Dissertation = 80	Viva-voice = 20	

***There will be no I.A.for the Dissertation paper with 6 Credit.**

For 80 marks of Theory Paper (End Term Exam.)

Question Pattern	Question Marks	Number of Questions / per Unit	Total

(For Sessional Examination same pattern may be followed).

(Dr. PrasantaKhanikar)
Head, Department of Education,
Nowgong College (Autonomous)