

CBCS based syllabus

M.A. Education 1ST Semester

Course Code- 1016	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Philosophical Foundations of Education	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
Objectives : 1) To enable the students to understand the concept of Philosophy of Education 2) To enable the students to understand about the Ancient Indian Schools of thought 3) To Enable the Students To critically Examine The Concepts of Education In India And Western Philosophical Thoughts (4) To acquaint the students to understand the Platonic Philosophy of Education and its Implication	
Unit	Contents
Unit-1 Philosophy and Educational Philosophy	Concept, Nature and Scope. Philosophy and Science, Philosophy and Education, Functions of Educational Philosophy
Unit-2 Indian Schools of Thought- Vedic period	Educational Philosophy of Upanishads. Salient Features of Nyaya, Shankhya, Yoga, Mimansha, Vedanta and Vaisheshika Philosophy and their Educational Implication
Unit-3 Indian School of Thought- Post Vedic and Medieval period	Salient features of Buddhist system of Educational Philosophy, Jain Philosophy of Education, Islamic system of Educational Philosophy and their Educational Implication
Unit-4 Western Schools of Thought	Salient features of Idealism, Naturalism, Pragmatism, Existentialism, Realism, and their Educational implication
Unit-5 Platonic Philosophy of Education	Salient features of Platonic Philosophy of Education and its implication to Education system – Ancient and Modern
Selected readings <ul style="list-style-type: none"> • Shrivastava, K. K. : Philosophical Foundation of Education (Kanishka Publishers, Distributors, New Delhi, 2003) 	

<ul style="list-style-type: none"> • Chaube,S.P. and Akhilesh Choube, Philosophical and sociological foundation of Education, Vinod Pustak Mandir, Agra-2 • Sahu, Bhagirathi : The New Educational Philosophy, Sarup and Sons : New Delhi, 2002 • Wingo, G. Max : Philosophies of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1975 • Brubacher J.S : Modern Philosophies of Education, McGRAW-HILL BOOK COMPANY, INC, New York, Toronto London, 1950 • Chakrabarti, Mohit, <i>Pioneers in Philosophy of Education</i>, Concept Publishing Company: New Delhi, 2002 • Goswami, Dulumoni , Philosophy of Education, DVS Publishers, Guwahati, 2014 • Bryan Magee, The Story of Philosophy, The Dorling Kindersley Book, London 	
Course Code- 1026	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name – Psychological perspectives of Education	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
<p>Objectives :</p> <ol style="list-style-type: none"> 1. <i>To acquaint the learners with the process of Learning and Learning theories and the importance of motivation in learning</i> 2. <i>To familiarize the students with the concept of intelligence and creativity.</i> 3. <i>To acquaint the students with the traits and types of personality and some personality disorders.</i> 4. <i>To help the students to understand the learners with Learning Disabilities(LD) and help them to acquire the techniques of teaching students with LD</i> 	
Unit	Contents
Unit-1 The Process of Learning	<ul style="list-style-type: none"> • Meaning, definitions and nature of Learning • Factors affecting learning • Theories of learning- S-R theories (Connectionism, Classical Conditioning, Operant conditioning), Cognitive Field theory

	<p>(Gestalt), Theories of Constructivism(Social and Cognitive)</p> <ul style="list-style-type: none"> • Educational implications of theories of leaning
<p>Unit-2 Motivation in Leaning</p>	<ul style="list-style-type: none"> • Meaning, definitions and functions of motivation • Intrinsic and Extrinsic motivation • Theories of motivation- Maslow’s self actualization theory, Mc. Clelland Achievement Motivation Theory • Strategies to enhance motivation in the class
<p>Unit-3 Intelligence and Creativity</p>	<ul style="list-style-type: none"> • Meaning, definitions and nature of intelligence, influence of Heredity and Environment on intelligence • Types of intelligence- Social, Cultural, emotional and multiple intelligence • Piaget’s theory of cognitive development • Meaning and nature of creativity, characteristics of a creative person, identification of creative potential, role of the teacher in nurturing creativity
<p>Unit-4 Understanding Personality</p>	<ul style="list-style-type: none"> • 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
<p>Unit-5 Learning Disabilities and Leaner’s Needs</p>	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> Specialised approaches and techniques of teaching students with Learning Disabilities
Selected readings : <ul style="list-style-type: none"> Chauhan, S.S: Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd. 1991 Crow, L.D. & Crow, A. : Educational Psychology. Eurasia Publishing. N. D. 1963 Comer Ronald & Gould Elizabeth: Psychology around us. Wiley India. New Delhi.2011 Fernandes, M.M : The Advanced Educational Psychology: The Psychology of the Learner. Himalaya Publishing House,Mumbai.2008 Mangal, S.K: Advanced Educational Psychology. Prantice Hall of India. New Delhi.2004 Woolfolk Anita: Educational Psychology. Pearson. New Delhi. 2011 	
Course Code- 1033	Total Marks : Internal- 10 End Semester - 40 Total- 50
Course Name – Methods and Techniques of Teaching	Contact Hours: 3 per week
Nature of the Course- Core	Total Credit- 3
Objectives : <i>1)To enable the students to know about the Various Teaching Methods and Teaching Skills</i> <i>(2) To make the students understand the ways to prepare lesson plan for Various Subjects- Mathematics, English, Social Science and Physical Sciences.</i>	
Unit	Contents
Unit-1 The teaching learning process	<ul style="list-style-type: none"> The teaching learning process- Meaning, Nature and Characteristics of teaching, Teaching Learning process. Marks of good learning
Unit-2 Taxonomy of Educational Objectives	<ul style="list-style-type: none"> Taxonomy of Educational Objectives. Bloom’s Technology and its revision, Historical Background, Implications of cognitive, affective and psychomotor domain

	in teaching learning process
Unit-3 Teaching Technique, methods and styles	<ul style="list-style-type: none"> • Teaching Technique- Maxims of Teaching, • Teaching Device, Explanation, Questioning, Illustration, Teaching Aids. • Style of Teaching- Autocratic Style-Lecture Method, Demonstration, Tutorial, Team Teaching. • Permissive Style- Brain Storming, Group Discussion, Panel Discussion, Project, Seminar, Symposia, Workshop
Unit-4 Micro Teaching	<ul style="list-style-type: none"> • Micro Teaching and Skill Development and Simulation
Unit-5 Lesson Plan	<ul style="list-style-type: none"> • Lesson Plan- Essential of a Good Lesson Unit- • Types of Lesson Skill, Knowledge, Appreciation, • Herbartian steps of Lesson plan, • LPSGU model of Lesson planning.
<p>Selected readings :</p> <ul style="list-style-type: none"> • Aggarwal, J. C.: Principles, methods and techniques of teaching, New Delhi, Vikas Publishing House pvt. Ltd • Passi, B. K. : Becoming Better Teacher, Micro Teaching Approach , Ahmadabad, Sahitya Mudranalaya • Singh, Amarjit: Classroom Management , New Delhi , KAnishka Publishers • Sharma, T.R. and Bhargava , Mahesh – Modern Teaching , Strategies and Styles, Agra, H.P. Bhargava Book House 	
Course Code- 1046	Total Marks : Internal- 20

	End Semester - 80 Total- 100
Course Name – Educational Technology	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
<p>Objectives :</p> <p>(1) To enable the students to understand the meaning, nature, scope and theoretical base of Educational Technology.</p> <p>(2) To enable the students to understand the role and relevance of Educational Technology</p>	
Unit	Contents
Unit-1 Concept of Educational Technology	<ul style="list-style-type: none"> • Meaning and definition of Educational Technology. • Nature and characteristics of Educational Technology. • Forms & Types of Educational Technology. • Scope and significance of Educational Technology. • Role of Educational Technology in Distance Learning
Unit-2 Approaches to Educational Technology	<ul style="list-style-type: none"> • Concept of Hardware Approach, Software Approach and Systems Approach in education • Hardware Instructional Aids. • Software Instructional Aids. • Instructional Design- training psychology, cybernetic and systems approach
Unit-3 Programmed Instruction	<ul style="list-style-type: none"> • Meaning, Scope, Importance of Programmed Instruction. • Fundamental principles of Programmed Instruction. • Styles of Programming- Linear programming, Branching and Mathematics , Use of Prime, Prompts and Cues. • Development of Programmed Instructional Material.
Unit-4 Educational Technology	<ul style="list-style-type: none"> • Communication skills- types of communication, • Barriers of communication,

for teachers	<ul style="list-style-type: none"> • Flander’s Interaction Analysis. • Teaching Machine. , • Team teaching,
<p>Unit-5 Emerging Trends in Educational Technology.</p>	<ul style="list-style-type: none"> • Role of Internet in Education, INSAT, EDUSAT, INFLIBNET • Teleconferencing, Video conferencing, Computer Assisted Instruction, Computer Managed Learning, Computer Aided Evaluation, e- learning tools, • Open Educational Resources , MOOC (Massive Open Online Courses in India, • NPTEL(National Programme on Technology Enhanced Learning), Flipped Classroom, Collaborative Learning, Virtual learning, Blended learning, M-Learning(Mobile Learning), CLASS (Computer Literacy and Studies in Schools)Project, CLAP(Computer Litreacy and Awareness Programme),
<p>Selected readings :</p> <ul style="list-style-type: none"> • Aggarwal J,C : 2005, Educational Technoloigy • Mangal S.K. and Mangal Uma: 2009 Essentials of Educational Technology. PHI, New Delhi • Sharma R.A. 2000: Technological Foundation of Education. R.Lall Book Depot.Meerut. • Chandra, R. 2005: Impact of Media and Technology in Education. New Delhi. 	

Course Code- 1053	Total Marks : 50						
Course Name – Practice Teaching	Contact Hours: 6 per week						
Nature of the Course- Core (Practical)	Total Credit- 3						
<p><i>Objectives :</i></p> <p>1) <i>To enable the students to understand the concept Practice Teaching</i></p> <p>(3) <i>To develop the Teaching skills among the Students</i></p>							
<p>Contents</p> <p>Students are required to Prepared 20 Lesson Plans, taking two Method Subjects (10 Lesson in each of the two Subjects)</p> <p>Practice Teaching will have to be done by the Students in the Neighboring Schools.</p> <p>The Lesson Plan are to be Countersigned by the Supervisor and Headmaster/ Headmistress of the Respective School.</p>							
<table> <tr> <td>1. Teaching Practical</td> <td>25</td> </tr> <tr> <td>2. Note Book</td> <td>15</td> </tr> <tr> <td>3. Viva Voce</td> <td>10</td> </tr> </table>		1. Teaching Practical	25	2. Note Book	15	3. Viva Voce	10
1. Teaching Practical	25						
2. Note Book	15						
3. Viva Voce	10						
<p>Selected readings :</p> <p>Aggarwal, J. C.: Principles, methods and techniques of teaching, New Delhi, Vikas Publishing House pvt. Ltd</p> <p>Passi, B. K. : Becoming Better Teacher, Micro Teaching Approach , Ahmadabad, Sahitya Mudranalaya</p> <p>Singh, Amarjit: Classroom Management , New Delhi , KAnishka Publishers</p> <p>Sharma, T.R. and Bhargava , Mahesh – Modern Teaching , Strategies and Styles, Agra, H.P. Bhargava Book House</p>							

Course Code- 1064	
Course Name - Group Discussion & Co curricular activities	Contact Hours: 4 per week
Nature of the Course- Value added	Total Credit- 4
<p>Objectives :</p> <p>(1) To develop the team spirit among the students (2) To develop the skill of leadership (3) To develop the adjustment capacity of the students</p>	
<p>Contents:</p> <p>The students will have to participate in Group discussion under the guidance of a teacher on topics related -</p> <ol style="list-style-type: none"> (1) Review of latest educational news (2) Literacy programmes (3) School education (4) Higher education (5) Swaccha Bharat Abhiyan (6) National Policy on Education (7) Developing ecological behavior (8) Gender issues <p>Co curricular activities- (1) Debating</p> <ol style="list-style-type: none"> (2) Public speaking (3) Drawing & painting (4) Music and dance (5) Drama & Skit (6) Sports (7) Recitation 	

M.A. 2nd Semester

Course Code- 2016	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Sociological Foundations of Education	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
<p>Objectives :</p> <p>1) To enable the students to understand the Social Context of Education and its operational dimensions as a system.</p> <p>(2) To Enable the Students To understand about Culture, its different aspects and relationship with Social Change</p> <p>(3) To enable the students to understand current social problems and issues in Education.</p> <p>4) To enable the students to understand about Social Groups and their relevance in Society</p>	
Unit	Contents
Unit-1	Sociology of Education: Concept, Nature and Scope. Theories of Sociology. Functionalist Theory, Conflict Theory and Integrationist Theory. Relationship between Educational Sociology and Sociology of Education
Unit-2	Culture: Concept, Nature and functions. Types of Culture- Material and Non-Material / Spiritual, Primitive and Modern. Composite Culture, Multiculturalism, Culture and Personality. Cultural Change, Social Change, Education as an Instrument of Socio Cultural Change.
Unit-3	-Agents of Socialization- Family, school, Peer group , state and Religion. The school as a social system.

	- Social Stratification, Social Mobility, Social Order and Social Control. Their Concepts, and nature. Type of Social Stratification, Social Mobility and Social Control. Approaches of Social Order. Relationship of Education with Social Stratification , Social Mobility and Social Control
Unit-4	Social Organization and Disorganization : Their concepts and Nature. Factors and Types of Social Disorganization. Education as a media in Prevention of Social Disorganization.
Unit-5	Social Group- Its Concept and Types. Group Structure, Group Size, Group Cohesiveness, Group Morale. Group Dynamic- Intergroup Conflict and Reduction of Intergroup Conflict. Leadership- Characteristics and Functions, Leadership Training .
<p>Selected readings :</p> <ul style="list-style-type: none"> • Brown, F. J. : Educational Sociology (Prentice Hall, INC, Englewood Cliffs, N.J. Charles E. Tuttle Company, Tokyo,1961) • Ogburn, William F & Nimkoff, Meyer F : A Handbook of Sociology (Eurasia Publishing House, Pvt. Ltd. Ram Nagar, New Delhi,1947) • Durkheim, E. Education and Sociology, New York, The Free Press,1966 • Hemlata, T. Sociological Foundation of Education, New Delhi, Kanishka Publisher,2002 • S.S. Mathur - Social Psychology, VINOD PUSTAK MANDIR, AGRA-2, Latest Edition • McDavid John W & Harari Herbert - Social Psychology Individuals, Groups, Societies • Cook L, A. & Cook, E. <i>Sociological Approach to Education</i> , New York, McGraw Hill, 1970. • Chandra S and Sarma R.K., Sociology of Education, Atlantic Publishers and Distributors,New Delhi,1996. 	

Course Code- 2026	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Educational Planning and Management	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
<p>Objectives :</p> <p><i>(1)To develop an understanding on the basic concept of educational management</i></p> <p><i>(2)To enable the student to know about the resource and resource management in education</i></p> <p><i>(3)To understand the issues and challenges of educational planning</i></p> <p><i>(4)To enable the student to know about the financial resources and financial management in education.</i></p> <p><i>(5)To acquaint the students with the recent issues in educational management</i></p>	
Unit	Contents
Unit-1 Educational Management- concept and nature	<ul style="list-style-type: none"> • Meaning Nature and scope of educational management • Educational Management, Administration and Organization, their differences and relationship • Principles of educational management • Management process in education- planning, organizing, directing, supervising and controlling • Teachers as managers- classroom management and managerial skills of teachers
Unit-2 Resource Management in Education	<ul style="list-style-type: none"> • Meaning of Resource – need of resource management in education • Types of resources- Material resource, Human resource and Financial resource • Importance of financing education at different levels • Resource mobilization in educational institutions • Personnel management in education

	<ul style="list-style-type: none"> • Staff development in education – professional preparation of teachers, teachers behavior
Unit-3 Educational Planning	<ul style="list-style-type: none"> • 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 • Decentralization of educational Planning • Institutional Planning- Concept, nature ,types, importance and procedure of Institutional Planning
Unit-4 Educational Leadership, supervision and Inspection	<ul style="list-style-type: none"> • Meaning, nature and styles of leadership • Teachers as educational leader • Meaning, nature and scope of educational supervision • Objectives and functions of educational supervision • Defects of existing system of supervision and remedies • Educational Inspection, meaning, aims and principles of effective Inspection • Qualities of a good educational Inspector
Unit-5 Contemporary Issues in educational Management	<ul style="list-style-type: none"> • Supervision and Inspection in education • Total Quality Management in Education • Performance Appraisal of Teachers • Public Private Partnership in Education- Concept, Scope and Need • Educational Entrepreneurship and collaboration • Organizational Climate and Institutional effectiveness- concept and nature

Selected readings :

- Sharma, R.N. (2007) Educational Administration, Management and Organization, Surjeet Publications, Delhi-110007
- Taj, Hasneen and Bhargava Piyush (2012) , Modern Perspectives of Organizational Behaviour, Harprasad Institute of Behavioural Studies, Agra-262007
- Mathu, M.V. (1983) , Towards Improved Educational Planning and Administration, Dislogue Publications
- Bhatnagar, R.D. (1986). Educational Administration, Planning and Supervision, Anupam Publications
- Adams,H.P. and Dickey F.G. (1993, Basic Principles of Supervision, American Book Co. New Work
- Bhatnagar, R.P. and Agarwal, V. (2003) Educational Administration, R.Lal Book Depot, Meerut
- Cambell, C.M. (2000), Practical Application of Democratic Administration, Harper and Brothers, New York

Course Code- 2036	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Comparative Education	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
Objectives :	
<p>(1) To acquaint the students with the need and importance of comparative education.</p> <p>(2) To enable the students to develop an understanding of the educational system of India and a few other countries</p> <p>(3) To enable the students to understand the existing educational system of developed and developing countries</p>	
Unit	Contents
Unit-1	Comparative education-Meaning, need and importance of the 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 and Higher and Teacher Education
Unit-2	England- National Education System of England, Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education
Unit-3	Japan- National Education System of Japan, Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education
Unit-4	USA- National Education System of USA, Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education
Unit-4	Germany- National Education System of Germany, Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education

Selected readings :

- Hans, Nicholas, Comparative Education , University Book Stall, 5 Anachari Road, New Delhi-110002
- Chaube, S.P. , Comparative Education, Prasad & Sons, Agra-3
- Kandel , I.L., The new Era in Education , Houghton Mifflin Co. Boston
- Kenneth, R.K., Education in USA, Alven Redman Ltd., London
- Russel, J.D. & Judd, C.H. The Americal Education system, Houghton Mifflin Co, Boston
- Alexender, W.P. Education in England, Newness Publishing Company Ltd. London
- Curtis, S.J. History of Education in Great Britain , University Tutorial Press Ltd. London
- Keenleyside H.L. & Thomas A.F. History of Japanese Education and Present Education system, H Kueido Press, Tokyo

Course Code- 2046	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Problems and Issues of Education	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
<p><i>Objectives :</i></p> <p>(1) To familiarize the students with the constitutional provision of education and their implementation</p> <p>(2) To familiarize the students with the various schemes of elementary education including RTE Act 2009</p> <p>(3) To familiarize the students with the programmes of secondary education</p> <p>(4) To familiarize the students with the value, peace education and human rights education</p> <p>(5) To familiarize the students with the various issues of Indian higher education.</p>	
Unit	Contents
Unit-1	<ul style="list-style-type: none"> • Educational provisions under Indian constitution and their implementation • Sarva Shiksha Abhiyan- Objectives, Components and Implementation with reference to Assam • Mid-Day Meal Scheme • Primary Education as Fundamental Right • Right of Children to Free and compulsory education Act(RTE) 2009 , significance and critical appraisal of the Act • Recruitment of Elementary school teachers- Importance of TET
Unit-2	<ul style="list-style-type: none"> • Vocationalization of secondary education • Implementation of RMSA • Evaluation system in secondary education – Continuous Comprehensive Evaluation, Grading system • Problems of secondary education in India with reference to

	<p>Assam</p> <ul style="list-style-type: none"> • Gender gap in secondary education • Focus on secondary education in the recent Five Year Plan
Unit-3	<ul style="list-style-type: none"> • Value- concept and classification • Need of Value orientated education in the 21st century • Policies on value education in India • Peace Education- meaning and significance • Status of peace education in the curriculum of higher education • Role of world organization in promoting peace education- UNO, UNESCO, UNICEF • Human Rights Education- definition and objectives, • World programmes on Human Rights Education
Unit-4	<ul style="list-style-type: none"> • Structure of higher education in India • Institutional framework of higher educational in India – Universities, Institutions of National Importance, Deemed universities, Affiliated college, Autonomous College • Higher Education through ODL system- Role of IGNOU • National Knowledge Commission on higher Education • Yashpal Committee Report on higher education • Higher education in recent Five Year Plan • Rastriya Uchachattar Shiksha Abhiyan (RUSA)
Unit-5	<ul style="list-style-type: none"> • Quality Assurance in Indian higher education • Assessment and Accreditation of higher educational institutions – Role of NAAC • Examination reforms – Semester system, Choice Based Credit System (CBCS) • Access, equity and relevance of Indian higher education

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| | <ul style="list-style-type: none">• Impact of Globalization on Indian higher education• Privatization of higher education |
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Selected readings :

- Lal and Sinha (2007) , Development of Indian Education and Its problems, R. Lal Book Depot, Meerut
- Bhatnagar, S and Sexana A. (2006) , Modern Indian Education and Its problems, R. Lal Book Depot, Meerut
- Report of the Rastriya Madhyamik Shiksha Abhiyan (RMSA) 2010, Govt. of India, MHRD, New Delhi
- Mahanty, J , Indian Education in Emerging Society, Sterling Publishers, New Delhi
- Aggarwal, Sudher, Human Rights in Psy-social Perspectives, Rakhi Prakashan, Agra
- Rahela, S.P. and Bhargava Vovek, Dimensions of Value Education, H.P Bhargava Book House, Agra
- Hicks, David. Ed. – Education for Peace, New York Routledge
- Goswami, Dulumoni, Higher Education in India, Growth , Expansion and Issues, DVS Publishers, Guwahati

Course Code- 2056	
Course Name - Educational Entrepreneurship, Soft Skill Development	Contact Hours: 4 per week
Nature of the Course- Value added	Total Credit- 4
<p>Objectives :</p> <p>(1) <i>To develop the knowledge and skill to organize an educational Institutions</i></p> <p>(2) <i>To develop the soft skill among the students</i></p> <p>(3) <i>To develop the skill of facing an Interview</i></p>	
<p>Soft skill development</p> <p>(1) Facing an Interview</p> <p>(2) Confidence building</p> <p>(3) Time management</p> <p>(4) Communication skill</p> <p>(5) Leadership and Team work</p> <p>(6) Social service</p>	

M.A. 3rd Semester

Course Code- 3016	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Measurement and Evaluation in Education	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
<p>Objectives :</p> <p>(1) To enable the students to understand the concept of measurement and evaluation in the field of Education.</p> <p>(2) To acquaint the students with different types of measuring instruments and their uses.</p> <p>(3) To enable the students to understand the principles of test construction and standardization</p> <p>(4) To acquaint the students with the test of Intelligence, Personality and Aptitude and their importance in different fields</p>	
Unit	Contents
Unit-1 Concept of Measurement, Evaluation Test Construction and Standardisation	<ul style="list-style-type: none"> ▪ Meaning ,Nature , Scope and purpose of Mental Measurement and Evaluation, Measurement in Physical and Behavioural Sciences, Scales of Measurement ▪ Meaning of Educational and Psychological Test. Criteria of good Psychological test ▪ Test Construction and Standardisation - Meaning and nature, Selection of subject matter ,Item writing, Administration, Item Analysis ▪ Test Reliability and Validity ▪ Test Scores, Norms and their uses.
Unit-2 Measurement of Educational Achievement	<ul style="list-style-type: none"> ▪ Meaning ,Nature and Function of Achievement and Achievement Tests

	<ul style="list-style-type: none"> ▪ Objectives of Achievement Test(Bloom’s Taxonomy) ▪ Construction of Achievement Test ▪ Essay and objective type tests ▪ Diagnostic Test in Reading and Arithmetic
Unit-3 Measurement of General Intelligence	<ul style="list-style-type: none"> ▪ Meaning and Nature of Intelligence Test ▪ Types of Intelligence test(Individual, Group and Performance test) ▪ Development of Individual test of Intelligence (Binet ‘s Test ,1905-1908) ,Stanford Revision of the Binet –Simon Intelligence Test.(1911,1916) Standford Binet Test (1937) 1960 revision of Stanford Binet Test of Intelligence. ▪ Wechsler Intelligence Scales ▪ Uses of Intelligence Tests
Unit-4 Measurement of Personality	<ul style="list-style-type: none"> ▪ Meaning ,Nature and uses of Personality Test ▪ Types of Personality Test (Subjective, Objective, Projective and situational). The nature of the different types of Personality Test. ▪ Subjective technique : (Autobiography, and Case history) ▪ Objective Technique : (Personality Inventories and Rating Scales) ▪ Projective Technique : (Rorschach Ink Blot test, Thematic Apperception Test) ▪ Situational Technique (Role-playing and Psychodrama)
Unit-5 Measurement of Aptitude	<ul style="list-style-type: none"> ▪ Meaning, Nature and Uses of Aptitude Test ▪ Types of Aptitude Test- General Aptitude Tests and

Special Aptitude Test

- General Aptitude Test Batteries (General Aptitude Test Batteries , Differential Aptitude test Batteries, Test of Primary Mental Ability)
- Special Aptitude Test (Mechanical Aptitude Test , Clerical aptitude and Musical Aptitude Test)
- Educational significance of aptitude tests

Selected readings :

- (5) Anastasi A : Psychological Testing, 1997 Pearson Education Pvt Ltd, Pratapganj, Delhi 110092
- (6) Asthana Bipin : Measurement and Evaluation in Psychology and Education , Vinod
- (7) Cronbach, L. J : Essentials of Psychological testing- Harper and Row,
- (8) Freeman, F, S,: Psychological Testing, Oxford & IBH, Calcutta 5th Edition
- (9) Thorndike and Hagen : Measurement and Evaluation in Psychology and Education
- (10) Singh Arun Kumar : Tests Measurements And Research In Behavioural Sciences

Course Code- 3026	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Continuing Education	Contact Hours: 6 per week
Nature of the Course- Elective-1	Total Credit- 6
<p><i>To enable students to understand the concept of continuing education and its relevance to the changing society</i></p> <p><i>(2)To acquaint the students with methods and techniques of continuing education</i></p> <p><i>(3) To make the students understand the major problems of continuing education</i></p> <p><i>(4) To enable the students to know about the continuing educational system in UK, Bangladesh and Thailand</i></p>	
Unit	Contents
Unit-1 Concept and Role of Continuing education	<ul style="list-style-type: none"> • Concept, Meaning, objectives, scope and significance of Continuing education. • Social change through continuing education. • Role of continuing education in planned development of society. • Role of universities including open universities for development of Continuing Education. • Planning, Monitoring, Evaluation and Research in Adult/Continuing Education. • Role of Continuing Education in occupational development
Unit-2 Methodology of Continuing Education	<ul style="list-style-type: none"> • Methods, Techniques, Aids and devices of continuing education; • Motivation and methods for Adult Learning. • Factors for Effective learning. • Role of print and electronic media in Adult/Continuing education ; • Auto instructional materials.

<p>Unit-3 Continuing education programme in India</p>	<ul style="list-style-type: none"> • Fundamental Education. Adult Education. Extension Education. Social Education . • Farmers Functional Literacy programme (1967), Non-formal Education programme for Women and Youth (1975), • National Adult Education programme (1978), National Literacy Mission (1988) Total Literacy Campaign & Post Literacy Campaign, • Shakshar Bharat Mission with special reference to Assam. • Continuing education through ODL system
<p>Unit-4 Organization and Administration of Continuing Education.</p>	<ul style="list-style-type: none"> • Planning and organization of Continuing education programme; • Training facilities for functionaries available at various levels – National, State, District, Local level; • UGC policy on Adult/Continuing and extension education and Lifelong learning. • Role of NGO in Adult/Continuing education programme, • Problems of Continuing Education in India
<p>Unit-5 Continuing Education in developing and developed countries</p>	<ul style="list-style-type: none"> • Continuing Education in Canada, Malaysia and Thailand .
<p>Selected readings :</p> <ul style="list-style-type: none"> • Bordia A. and other 9ed). Adult Education in India, Indian Adult Education, New Delhi. • Daswani C.J., and Shah S.Y., (eds), Adult Education in India, Selected papers, UNESCO, New Delhi, 2000. • Desai A.K. Adult Education in developing countries Directorate of Adult Education, The Long March to Literacy, Government of India, New Delhi – 17. • Dutta, S.C., History of Adult Education in India, IAEA, New Delhi, 1986. • Lowe John, The Education of Adult: A world perspective, Paris UNESCO press, 1975. • Ministry of Human Resource Development, New Policy on Education, Government of 	

India, New Delhi, 1986.

- Shah S.Y., An Encyclopedia of Indian Adult Education, National Literacy Mission, MHRD. Government of India, New Delhi, 1999.
- Training of Adult Education Functionaries: A Handbook, Ministry of Education & Social Welfare, New Delhi, 1977.
- Department of Adult Education, Learning for participation: an approach to training in adult education, Government of India, New Delhi

Course Code- 3026	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Teacher Education	Contact Hours: 6 per week
Nature of the Course- Elective-2	Total Credit- 6
<i>Objectives :</i>	
<ol style="list-style-type: none"> 1. To enable the students to understand the basic concept of Teacher Education and Teacher Training and development of Teacher Education in India. 2. To acquaint the students with pre-service and in service Teacher Education programme and some central and State level agencies and institutions of Teacher Education in India. 3. To accustom the students with the recent trends and innovative practices in Teacher Education. 4. To familiarize the students about professionalism and accountability of teachers. 5. To acquaint the students with the barriers/challenges of Teacher Education and help them to evolve solutions for resolving the barriers/challenges 	
Unit	Contents
Unit-1 Introduction to Teacher Education	<ul style="list-style-type: none"> • Teacher Education: Concept, Meaning, Significance and Functions of Teacher Education. Objectives of Teacher

	<p>Education at Primary, Secondary and Higher Education stage</p> <ul style="list-style-type: none"> • Development of Teacher Education in India in pre-independence and post-independence period • Teacher Education Vs. Teacher Training • Structure of Teacher Education in India
Unit-2 Pre-service and In-service Teacher Education	<ul style="list-style-type: none"> • Pre-service Teacher Education: meaning, need and importance.. • In-service Teacher Education: meaning, definitions, significance and rationale • Institutions and of Pre-service and In-service Teacher Education programmes in India: SIE, University Departments of Education(UDE), Regional Institutes of Education(RIE), Kendriya Hindi Sansthan, Rastriya Sanskrit Sansthan.
Unit-3 Agencies of Teacher Education and role of different agencies	<ul style="list-style-type: none"> • Central agencies—UGC,UGC-Human Resource Development Centre, NCERT, IASE, NCTE and their roles • State level agencies—SCERT, DIET • Professional preparation of Teachers: Quality concerns through distance mode- IGNOU,ODL, virtual classes
Unit-4 Current Trends and Innovative Practices	<ul style="list-style-type: none"> • National Curriculum Framework for Teacher Education 2009 • Interdisciplinary approach- integrated courses • Internship in Teaching • Action Research- definitions, characteristics, types, importance, advantages, steps of Action Research, role of Action Researchers • Micro Teaching • Inclusive Education and role of teachers

<p>Unit-5 Professionalism and Challenges in Teacher Education</p>	<ul style="list-style-type: none"> • Professionalism—meaning, dimensions, characteristics. Enhancing professionalism of teachers through Teacher Education • Professional code of ethics and Teachers’ accountability • Performance Appraisal of Teachers • Quality indicators of Teacher Education programme • Challenges of Teacher Education and remedial measures
<p>Selected readings :</p> <ul style="list-style-type: none"> • Agarwal, S.P. & Agarwal, J.C.: Development of Education in India (vol 4 & 5). Concept Publishing Company. New Delhi • Amidon, Edmund, J. & Flanders Ned, A. : The role of the Teachers in the Classroom: A manual for Understanding & Improving Teacher’s Classroom Behaviour. Paul.SAmidon Associates, Minneaplis. • Bhargava, M.&Saikia, L.R (2012): Teacher in the 21st Century-Challenges, Responsibility &Credibility. RakhiPrakashan. Agra • Flora, J &Jahitha Begum, A (2011): <i>Teacher Education: Quality Indicators</i>. APN Publishing Corporation. New Delhi. • Harper, W.R.:<i>The Trend in Higher Education</i>. The University of Chicago Press, Chicago • Khanna, Lamba, Saxena& Murthy: <i>Teacher Education Theory and Practice</i>. Doaba House • Radha Mohan: Teacher Education. PHI Learning Pvt. Ltd. New Delhi. • Ram, S: <i>Current Issues in Teacher Education</i>. Karaan Paperbacks. New Delhi • Saxena, Mishra &Mohenty :<i>Teacher Education</i>. R. Lall Book Depot. Meerut • Sharma, R.A.& S. Chaturvedi (2011): <i>Teacher Education</i>. International Publishing House. Meerut • Sharma, ShashiPrabha: <i>Teacher Education, Principles, Theories and Practices</i>. Kanishka Publications. New Delhi 	
<p>Course Code- 3036</p>	<p>Total Marks : Internal- 20</p>

	End Semester - 80 Total- 100
Course Name - Abnormal psychology	Contact Hours: 6 per week
Nature of the Course- Elective-1	Total Credit- 6
Objectives :	
<p>(1) To enable the students to understand the different concepts related to abnormal psychology</p> <p>(2) To acquaint them with the causes ,symptoms and behavioural problems of the people having abnormal behaviour</p> <p>(3) To enable them to understand the process of diagnosis, prevention and treatment of the people having abnormal behaviour</p>	
Unit	Contents
Unit-1 Concept of abnormal behaviour	<ul style="list-style-type: none"> • The Normal and Abnormal Behaviour • Meaning , nature symptoms and general causes of Abnormal behaviour • Popular beliefs and misconception. The modern concept of Abnormality • Classification of Abnormal Behaviour • Scope of Abnormal Behaviour
Unit-2 Psycho- Neurotic Disorder	<ul style="list-style-type: none"> • Meaning of Psycho-neurosis , Characteristics of Psychoneurosis, Types of Psycho- Neurotic disorder • Anxiety Neurotic disorder its symptoms, causes and treatment • Phobic Neurotic Disorder, its symptoms, causes and treatment • Obsessive- Compulsive disorder, its symptoms, causes and treatment. • Hysteric Neuroses symptoms , causes and treatment
Unit-3 Psychotic Disorder	<ul style="list-style-type: none"> • Meaning of Psychosis, characteristics of Psychosis , Types of Psychotic Disorder • Schizophrenia, its types , Symptoms causes and

	<p>treatment</p> <ul style="list-style-type: none"> • Manic – Depressive Psychosis , symptoms causes and treatment • Incidence and Care of Mental Patients - Hospitalisation(Drug Therapy) • Physiotherapy, • Psychotherapy and Psycho analysis
Unit-4 Conduct Disorder	<ul style="list-style-type: none"> • Meaning and nature of conduct disorder, symptoms types and Causes • Drug Addiction ,symptoms ,causes and treatment • Alcoholism, symptoms causes and treatment • Anti Social personalities and crimes (Juvenile Delinquency ,crime and, Psychopathic personalities), causes and treatment
Unit-5 Mental Mechanism and symptoms.	<ul style="list-style-type: none"> • Meaning and nature of mental mechanism • Mental symptoms (delusions, hallucinations, regression, psychological ailments, memory disorders and emotional disorders ,symptoms and types • Advantages and Limitations of Mental Mechanism
<p>Selected readings :</p> <ul style="list-style-type: none"> • Brown, J.F. Hill, The Psychodynamics of Abnormal Behaviour, Tata Mcgraw Hill, • Coleman, J.C. Bombay, Abnormal Psychology and Modern Life, Taraporevala, 1964 • Page , J.D . Abnormal Psychology, Abnormal Psychology, Tata Mcgraw Hill • Prem Prakash Publisher & Abnormal Psychology: Causes and Remedies, Lakshi • 	

Course Code- 3036	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Developmental Psychology	Contact Hours: 6 per week
Nature of the Course- Elective-2	Total Credit- 6
<i>Objectives :</i>	
<p>1) To enable the students to understand the basic concept relating to growth and development</p> <p>2) To Enable the Students To understand the general principles of Growth and Development</p> <p>3) To enable the students to understand the general characteristic and problems of each stage and their implication</p>	
Unit	Contents
Unit-1	Developmental Psychology Meaning and scope, Growth and Development: Concept, Prenatal Development, The New Born Child- actions and reactions of the neonate
Unit-2	a) Infancy- developmental aspects, Emotional, Motor, Sensory, Early Needs and habit formation, b) Childhood-Language Development in Children, Development of Concepts, Speech Development
Unit-3	Children and their Parents- Parental attitudes, Parenting Skills, Problems faced by children of Broken homes and Working Mothers
Unit-4	Physiological Development, Mental Development, Emotional Development, Moral Development, Social Development during Adolescence, influence of family and peers in their Social Relationship
Unit-5	Personality Development during Adolescence, self concept, self esteem, Personality Deviation, Adjustment Problems and Juvenile Delinquency
Selected readings :	
<ul style="list-style-type: none"> Chanda , S. C. (1989) : Child Psychology & Child Development , Loyal Book Depot 	

- Cole, L. (1959) : Psychology of Adolescence , Rinehard & Winston , NY .
- Ferguson , C. A. (1973) : Studies of Child language development , New York : Holt , Rinehart and Winston
- Goswamee , G.(2008) : Child Development and Child Care, Arun Prakashan
- Hurlock, E. B. (2000) : Adolescent Development , Mc . Graw Hill NC.
- Hurlock, E. B. (1978) : Developmental Psychology – a life span approach . Tata Mc Graw Hill Publishing company ltd., New Delhi
- Jersild, A. T. (1967) : Psychology of Adolescence , Macmillan , New York
- Kuppuswamy , B.(1980) : Child Behaviour and Development , 2nd edition, Vikas Publishing House pvt . Ltd
- Thomson , G. G. (1969) : Child Psychology . Indian reprint . The Times of India Press, Bombay

Course Code- 3046	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Psychological Laboratory Practical	Contact Hours: 12 per week
Nature of the Course- Core (Laboratory Practical)	Total Credit- 6
Objectives :	
(1) To enable the students to understand the concept of Experimental Psychology	
(2) To understand about the methods of conducting various Psychological Experiment and Tests	
(3) To develop scientific attitude among the Students	
Unit	Contents
Unit-1 Learning	a)Maze Learning b)Distributed Vs Massed Learning c) Bilateral Transfer- Mirror Drawing
Unit-2	a)Effect of Frustration on Performance

Motivation & Fatigue	b) Knowledge of Result c) Achievement Motivation d) Mental Work and Fatigue
Unit-3 Memory & Forgetting	a) Logical Memory and Memory of Discrete Materials b) Comparison of Memorization between Meaningful Material and Non sense Material c) Short term Memory d) Auditory and Visual Memory e) Proactive and Retroactive Inhibition
Unit-4 Attention, Thinking and Imagination	a) Span of Apprehension b) Division of Attention c) Concept Formation d) Creative Imagination and Invention e) Creativity f) Ink -Blot Test
Unit-5 Personality- Interest, Intelligence ,Aptitude and Reaction Time	a) Personality Test of Introversion and Extroversion b) Measurement of Values c) Personality Adjustment Test d) Measurement of Interest e) Measurement of Verbal and Non-Verbal Intelligence f) Differential aptitude Test (DAT) g) Simple Reaction Time h) Complex Reaction Time i) Associative Reaction Time
<p>Selected readings :</p> <ul style="list-style-type: none"> • Saikia Lutfun Rasul : Psychological and Statistical Experiments in Education • Fox Charles : A Textbook of Practical Psychology • Woodworth Robert S & Schlosberg Harold : Experimental Psychology • Das P.C. : Experiment and Measurement in Education and Psychology, Guwahati ,2000. 	
Course Code- 3056	Total Marks : Internal- 20

	End Semester - 80 Total- 100
Course Name - Stress management & Mental health	Contact Hours: 6 per week
Nature of the Course- Open (for the students of other discipline)	Total Credit- 6
<p><i>Objectives :</i></p> <p>1) <i>To acquaint the students with the concept of Mental Health and Hygiene and to make them realize the need and importance of mental health and hygiene.</i></p> <p>(2) <i>To develop an understanding of what is adjustment, characteristics of well adjusted person and the problems of adjustment in various life situations.</i></p> <p>(3) <i>To be sensitive towards the adjustment problems of the special children.</i></p> <p>(4) <i>To be aware of the different types of adjustment mechanisms and their role in the preservation of mental health and hygiene.</i></p> <p>(5) <i>To know the meaning of mental well being and to acquaint with the coping mechanisms of mental well being.</i></p>	
Unit	Contents
Unit-1 Concept of Mental Health and Hygiene	<ul style="list-style-type: none"> • Meaning and nature of Mental Health. ,Characteristic of a Mentally Healthy Person • Criteria of mental Health, Mental Health Hazards, Factors affecting Mental Health • Meaning and definition of mental hygiene, Goals of Mental Hygiene, Functions of Mental Hygiene, Need of Mental Hygiene. Difference between mental health and hygiene
Unit-2 Concept of Mental Well-being	<ul style="list-style-type: none"> • Meaning, Definition and nature of Positive Psychology and Mental Well-being as per World Health organization (WHO). Importance of Mental Well-being.

	<ul style="list-style-type: none"> • Component Of Mental Well-being (Physical, Social, Environmental, Intellectual, emotional and Spiritual)
Unit-3 III Emotion as a predictor of poor mental health	<ul style="list-style-type: none"> • Meaning, symptoms, causes and types of emotion an emotional problem. • Stress – Meaning Symptoms, causes and its effects. • Frustration and Anger - Meaning, Symptoms, its effect causes, Reaction to frustration., its effect on Physical and Mental Health • Conflict - Meaning, Types(Intrapersonal , Interpersonal and unconscious)Causes, symptoms, its effect on Physical and Mental Health
Unit-4 Management of Stress, Anger , Frustration and Conflict	<ul style="list-style-type: none"> • Stress Management (Yoga , Meditation and Pranayam and other methods like ,allotting time for oneself, Physical activities, Diet, Sleep, Quality Leisure time activities and to learn to accept oneself), • Some common Psychological means in resolving Conflicts. • Some common psychological means in overcoming frustration and anger.
Unit-5 Adjustment Process	<ul style="list-style-type: none"> • Meaning and nature of Adjustment Process(Mechanism). Different Types of Adjustment Mechanism , (Aggression,, Compensation, Sublimation, Identification, Rationalisation, Regression, Repression, Fantasy, Displacement , Projection) • Advantages and Limitations of Adjustment

Mechanism	
<p>Selected readings :</p> <ul style="list-style-type: none"> • Boarman, S , 2009, NHS Health and wellbeing : Final Report London, Department of Health • Hadfield , J.A : Psychology and Mental Health • Hart . B The Psychology of Insanity, University Press Cambridge • Carroll, H.A. : Mental Hygiene, Dynamics of Adjustment • Kalein D. B. Mental Hygiene, Prentice Hall 	
Course Code- 3064	
Course Name - Seminar presentation	Contact Hours: 4 per week
Nature of the Course- Value added	Total Credit- 4
Objectives :	
<p>The students will have to prepare papers/article and to present in seminar with the help Power Point under the supervision of teachers. All the students have to participate and interact in th seminar to be organized every week in the department.</p>	

M.A. 4th Semester

Course Code- 4016	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Methodology of Educational Research	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
<p><i>Objectives :</i></p> <p>(1) To help the students to understand the concept, types and methods of educational research.</p> <p>(2) To familiarize the learners with the concept, steps, significance of Review of related literature in educational research.</p> <p>(3) To acquaint the students with the data collection procedure and the various tools of educational research.</p> <p>(4) To impart knowledge regarding qualitative and quantitative data analysis.</p> <p>(5) To enable students/learners to prepare Research Report.</p>	
Unit	Contents
Unit-1	<ul style="list-style-type: none"> ▪ Educational Research – meaning, scope, characteristics of research. Nature of educational research ▪ Types of Research – Basic/fundamental research, Applied and Action Research. ▪ Methods of Educational Research - The Historical Method – Nature of Historical Research and Steps in Historical Research; The Descriptive Method – Nature, value, types and steps; The Experimental Method – Nature and steps.
Unit-2	<ul style="list-style-type: none"> ▪ Review of Related Literature – purpose , steps involved in Review of Literature ▪ Identification of Review of Literature ▪ Organising the related literature ▪ Ethical issues in Social research
Unit-3	<ul style="list-style-type: none"> ▪ Design of the study – population, sampling – meaning, nature, types of sampling , representative Vs random sampling,

	<p>techniques of randomization in sample selections, sample size, random sampling errors and its importance for drawing inference.</p> <ul style="list-style-type: none"> ▪ Tools of Educational Research – Observation Schedule, Questionnaire, Interview Schedule, Inquiry forms.
<p>Unit-4</p>	<ul style="list-style-type: none"> ▪ Qualitative and Quantitative Research –meaning and concept ▪ Difference between Qualitative and Quantitative Research ▪ Common aspects Qualitative and Quantitative Research ▪ Advantages and disadvantages of Qualitative and Quantitative Research ▪ Qualitative Data Analysis – Organisation of qualitative data, Analysis and Interpretation of qualitative data ▪ Quantitative Data Analysis -- Organisation of Quantitative data, Analysis of Quantitative data
<p>Unit-5</p>	<ul style="list-style-type: none"> ▪ The Research Report: Preparation of the Research Report – General format of Research Report
<p>Selected readings :</p> <p>(6) Best, John W. And Kahn, James V – Research in Education, New Delhi: Prentice Hall of India Pvt.</p> <p>(7) Good, C.V. and Scates D.F – Methods of Research – Educational, Psychological, Sociological, New York Appleton Century Crofts Inc.</p> <p>(8) Koul Lokesh – Methodology of Educational Research, New Delhi: Vikash Publishing House Pvt Ltd.</p> <p>(9) Young P.V – Scientific Social Survey and Research, New York: Prentice Hall</p> <p>(10) Ackoff, Rusell L – The Design of Social research, Chicago: University of Chicago Press</p> <p>(11) BWhitney, L – The elements of Research, New York: Prentice Hall</p>	

(12) Travers Robert, M.W – An Introduction to Educational Research, New York: Mac Millan Publishing Co. Inc.	
Course Code- 4026	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name – Educational Statistics	Contact Hours: 6 per week
Nature of the Course- Core	Total Credit- 6
<p><i>Objectives :</i></p> <ul style="list-style-type: none"> • <i>To enable the students to understand the different concepts of statistics.</i> • <i>To familiarize the students with the various methods of Inferential Statistics</i> • <i>To enable the students to understand the application of different statistical methods in Research activities</i> 	
Unit	Contents
Unit-1 The Normal Distribution	<ul style="list-style-type: none"> • The Meaning , Nature and Importance of Normal Probability Curve • Properties of Normal Probability Curve • Uses of Normal Probability Curve • Table of Areas under the Normal Curve • Measures of Asymmetry or Divergence from Normality • Application of Normal Probability Curve
Unit-2 Regression and Correlation	<ul style="list-style-type: none"> • Regression Equation, Regression and Prediction, • Product Moment Correlation <p>Scatter Diagram</p>
Unit-3 The Significance of the Other Statistics and the Difference	<ul style="list-style-type: none"> • The Meaning of Statistical Inference ,Need and importance of Statistical Inferences

<p>between Means</p>	<ul style="list-style-type: none"> • The concept of Confidence Interval, t’ distribution, and degree of freedom ,The concept of Standard error of Mean of Large and Small Sample. • The Significance of the Mean, Median Measures of Variability, Coefficient of Correlation • Meaning nature and Uses of Parametric Test, The Meaning of Hypothesis • Types of Hypothesis (Null and Alternative), Level of Significance ,Two Tailed and One tailed Test of Significance ,Type 1 and Type II Error in Testing Hypothesis • Significance of the Difference Between Means of Large and Small sample (Correlated and Uncorrelated sample)
<p>Unit-4 Analysis of Variances</p>	<ul style="list-style-type: none"> ▪ Meaning ,Nature and uses f the Analysis of Variances (ANOVA) ▪ Assumptions of ANOVA ▪ One Way Analysis of Variances ▪ Two Way Analysis of Variances ▪ Differences between One Way and Two Way Analysis of Variances ▪ Steps in calculating Analysis of Variances ▪ Limitations of ANOVA
<p>Unit-5 Chi –Square Test</p>	<ul style="list-style-type: none"> ▪ Meaning and Nature of Non Parametric Test ▪ Chi Square test and its nature ▪ Assumption of Chi Square test ▪ Uses and Significance of Chi –Square test ▪ Chi Square as a Goodness of Fit ▪ Chi Square Test of Equality

	<ul style="list-style-type: none"> ▪ Chi Square as a test of Independence ▪ Testing Null hypothesis of Independence in (2 X2 Contingency Table
<p>Selected readings :</p> <ul style="list-style-type: none"> • Garrett, H.E. Statistics i psychology and Education. Vakils etc Bombay • Guildford , J.P. Fundamental Statistics in Psychology and Education Mc Graw Hill Minium, E.W. : Statistical Reasoning in Psychology and Education, John Willey • Mangal S.K. Statistics in Psychology and Education, Prentice Hall • Saha Kaberi : Statistics in Psychology and Education, Asian Publishers • Tate, M.W. Statistics in Education, Macmillan 	
Course Code- 4036	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Curriculum Development	Contact Hours: 6 per week
Nature of the Course- Elective-1	Total Credit- 6
<p><i>Objectives :</i></p> <ol style="list-style-type: none"> 1. <i>To enable the students to understand the concept, needs and scope of curriculum in relation to curriculum development</i> 2. <i>To acquaint the students with the bases of curriculum and importance of technology integration in transacting curriculum</i> 3. <i>To help the students to identify the problems of existing curriculum and also to enable them with the new trends and innovative practices in curriculum development</i> 	
Unit	Contents
Unit-1 Curriculum Development	<ul style="list-style-type: none"> • Curriculum –Meaning, nature, needs and scope of curriculum • Curriculum Development-it’s objectives and basic elements

	<ul style="list-style-type: none"> • Factors influencing Curriculum Development <p>Types of Curriculum</p>
Unit-2 Bases for Curriculum Development	<ul style="list-style-type: none"> • Philosophical, psychological and sociological bases of Curriculum Development • Cultural, technological and scientific bases of Curriculum Development • Knowledge and Curriculum • Competency- based curriculum and concept-based curriculum
Unit-3 ICT and Curriculum Development	<ul style="list-style-type: none"> • Technology integration in the classroom and its importance • Different kinds of instructional materials • Barriers to technology integration in curriculum • Changing role of the teachers in transacting curriculum
Unit-4 Defects of Curriculum and Curriculum Evaluation	<ul style="list-style-type: none"> • Defects of existing curriculum and principles of curriculum construction • Purpose of curriculum evaluation. Curriculum change- meaning, need and strategies • Factors affecting curriculum change • Construction of curriculum for different levels
Unit-5 Towards an Effective Curriculum	<ul style="list-style-type: none"> • Innovative practices and research in curriculum • Action research approach to Curriculum Development • Towards an effective curriculum- content modification, process modification, environment modification, response modification • Curriculum effectiveness and measures of enhancing quality of curriculum
Selected readings :	
<ul style="list-style-type: none"> • Mamidi, M.R and S. Ravisankar (1995): <i>Curriculum Development and Educational Technology</i>. Sterling publishers Pvt. Ltd. New Delhi-110016 • BhallaNavneet (2007): <i>Curriculum Development</i>. Authors press. Laxmi Nagar. Delhi-110092 • Sharma, R.A (2013): <i>Curriculum Development and instruction, Methods, Instruction, Methods</i>. R. Lall Book Depot. Meerut. 	

Course Code- 4036	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Economics of Education	Contact Hours: 6 per week
Nature of the Course- Elective-2	Total Credit- 6
<p>Objectives :</p> <p><i>To make the students aware about the</i></p> <p><i>(1) Meaning and importance of economics of education</i></p> <p><i>(2) Recent trends in economics of education</i></p> <p><i>(3) Education as an consumption and investment and also the input output concept of education</i></p> <p><i>(4) Cost and benefits of education and their analysis</i></p> <p><i>(5) Educational planning and manpower planning in education</i></p> <p><i>(6) Impact of globalization on education and educational finance.</i></p>	
Unit	Contents
Unit-1 Introduction to Economics of Education	<ul style="list-style-type: none"> • Economics of Education – Meaning, Scope and Significance • Education and Economic Growth • Contribution of some economists for the development of economics of education. • Economic Reforms in India and their impact on Education- Effect of Globalization on Education – Trade in Education, Effect of FDI on Education
Unit-2 Education as consumption and Investment	<ul style="list-style-type: none"> • Education as Consumption and Investment- meaning and characteristics • Difficulties in considering education as Consumption/Investment • Rate of Return in education – Private Return and Social Return • Input –Output analysis in education

<p>Unit-3 Cost and Benefit of Education</p>	<ul style="list-style-type: none"> • Cost of Education – different types of educational cost- Private cost, Social cost, Opportunity cost and Unit cost of education • Benefits of education- classification of benefits of education • Cost Benefits analysis in education – meaning, application and limitations • Cost effective analysis- meaning and application in education
<p>Unit-4 Educational Planning</p>	<ul style="list-style-type: none"> • Educational Planning in India – concept , need and goals of educational planning • Manpower Planning – Concept and Approaches • Human Capital formation – Meaning and strategies • Education and employability
<p>Unit-5 Financing Education</p>	<ul style="list-style-type: none"> • Financing education at different levels- Importance of funding at different levels and sources of fund, • Resource mobilization in higher education. • Role of Central and State Governments in funding education. • Role of Private Sector in funding higher Education.
<p>Selected readings :</p> <ul style="list-style-type: none"> • Natarajan, S. Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi • Ahuja, A.K, 2007 Economics of Education, Authors Press, New Delhi • Latchanna, G & Hussein J O , 2010 , Economics of Education, Discovery Publishing House , New Delhi • Rao, D pulla 2010 , Economics of Education and Human Development in India, Akansha Publishing House, New Delhi 	

Course Code- 4046	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Environmental Education	Contact Hours: 6 per week
Nature of the Course- Elective-1	Total Credit- 6
Objectives :	
<ol style="list-style-type: none"> 1. To give the students the concept of Environment and its importance 2. To enable the students to understand the importance of Environmental Education 3. To acquaint the students with different natural and man induced environmental stressors and to help them to acquire the environmental conservation strategies. 4. To acquaint the students with the demographic scenario in Indian population and impact of population growth on environment 5. To make the students to understand the relationship between Man and Environment and to inculcate in them the environmental values and sustainable development 	
Unit	Contents
Unit-1 Concept of Environment	<ul style="list-style-type: none"> • Meaning, definitions and characteristics of Environment • Structure and components of environment, Ecology and Ecosystem • Relationship between Man and Environment • Interdependency in environment: Food Chain and Food Web, Factors affecting Food Chain and Food Web
Unit-2 Environmental Awareness through Education	<ul style="list-style-type: none"> • Environmental Education: Meaning, definitions, objectives and guiding principles • Need and importance of Environmental Education as an interdisciplinary subject • Education for environmental awareness and attitudinal change • Strategies of teaching Environmental Education at different levels—Primary, Secondary and Higher.

<p>Unit-3 Environmental Stressors and Conservation of Environment</p>	<ul style="list-style-type: none"> • Environmental degradation and environmental pollution • Environmental Stressors: Natural and man induced environmental stressors • Conservation of Environment: Meaning, need, objectives and categories of conservation, types of conservation method • Environment protection laws and constitutional safeguards in India : Article 51A, The Water (Prevention & Control of Pollution) Act 1974, The Air (Prevention & Control of Pollution) Act 1981, The Environment (Protection) Act 1986
<p>Unit-4 Population and Quality of life</p>	<ul style="list-style-type: none"> • 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
<p>Unit- 5 Environmental Ethics and Sustainable Development</p>	<ul style="list-style-type: none"> • Man and his environment through ancient period to present period • Environmental ethics and values of Environment, Principles of Environmental ethics • Decline in basic environmental values and its impact on environment • Striving for a better environment—Concept of Sustainable Development, Environmental Education for sustainable development
<p>Selected readings :</p>	

- Chitrabhanu, T.K: *Environmental Education*.Authorspress.New Delhi.2007
- Gupta, P.K.: Population Education. R.Lall Book Depot. Meerut. 2004
- Ramakrishnan and Panneeselvam: *Environmental Science Education*. Sterling Publishers Private Ltd. New Delhi.2007
- Reddy and Reddy: *Environmental Education*.Neelkamal Publications Pvt. Ltd. Hyderabad/New Delhi. 2003
- Sharma and Maheshwari: *Education for environment and Human Values*, R.Lall Book Depot. Meerut. 2005
- Sharma, R.A.: *Environmental Education*. R.Lall Book Depot. Meerut.2008

Course Code- 4046	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Guidance and Counseling	Contact Hours: 6 per week
Nature of the Course- Elective-2	Total Credit- 6
Objectives :	
(1)To help students to understand the concept, need and view point of guidance.	
(2)To help students understand principles and problems of different types of guidance	
(3)To help students understand the concept and process of counseling.	
(4) To acquaint the students with the aim and principles of guidance programme	
Unit	Contents
Unit-1 Guidance & Counseling	<ul style="list-style-type: none"> • Meaning, and concept ,need and importance of Guidance and Counseling. • General principles underlying guidance and counseling. • Guidance & Counseling- its relationship. • Role of teacher in guidance & Counseling
Unit-2 Types of Guidance-	<ul style="list-style-type: none"> • Personal guidance- meaning and concept, need for personal guidance, objectives of personal guidance. • vocational guidance- meaning and concept, objectives of vocational guidance. • Educational guidance- meaning and concept, objectives of

	educational guidance, educational guidance at secondary level and higher level
Unit-3 Guidance needs of children	<ul style="list-style-type: none"> • Home centered problems, school centered problems, • Adjustment needs of Adolescents, • Counseling in individual situations, • Group guidance and counseling
Unit-4 Child Guidance Clinic	<ul style="list-style-type: none"> • Historical background, meaning & objectives. Organization of Child Guidance Clinic, • Personnel's involved in child guidance clinic, their qualifications and functions
Unit-5 Various procedures of guidance-	<ul style="list-style-type: none"> • Case Study Procedure, • Importance of questionnaire, autobiography, Anecdotal reports, Interview, Cumulative Personal Record in case study.

Selected readings :

- S.K. Kochhar-Guidance and Counselling in Colleges and Universities, Sterling Publishres Pvt. Ltd.N.Delhi, 1989.
- Bhatia, K.K. Principles of Guidance and Counselling, Kalyani Publishers, 2009.
- Agarwal, Rashmi- Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
- Charls Kiruba & jyothsna, N.G- Guidance & Counselling, Neel Kamal, Publications Pvt. Ltd. First Edition,2011.
- Madukar,I-Guidance and Counselling, New Delhi, Authors Press,
- Mc Daniel, H.B.- Guidance in Modern Schools. New York, Harper and R.W.
- Gururani, G.D- Guidance and counseling , Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.
- Isaacson, L.E. & Boren , D: Career Information, career counseling and career development (5th ed.) Boston: Allyn & Bacon.
- Janeja, G.K.(1997). Occupational Information in Guidance. New Delhi: NCERT.
- Mohan, S. (1998). Career development in India: Theory, research and development, New

Delhi, Vikas Publishing House.	
<ul style="list-style-type: none"> Saraswat, R.K. & J.S. (1994). Manual for Guidance Counselors, New Delhi, NCERT 	
Course Code- 4056	Total Marks : Internal- 20 End Semester - 80 Total- 100
Course Name - Teaching & Research Aptitude	Contact Hours: 6 per week
Nature of the Course- Open (for the students of other discipline)	Total Credit- 6
<p>Objectives :</p> <p>(1) To acquaint the students with the basic concepts of teaching</p> <p>(2) To acquaint the students with methods, techniques and devices of teaching.</p> <p>(3) To acquaint the students with the basic concepts and methods of research.</p> <p>(4) To acquaint the students with the basic knowledge of sampling technique.</p> <p>(5) To acquaint the students with the basic knowledge of preparing a research proposal and also a research report</p>	
Unit	Contents
Unit-1	Concept, Nature, objective and characteristics of teaching, Teaching learning process, Stages of teaching- pre-active, interactive and post active. Effective teaching,
Unit-2	Teaching in large group- Lecture method, seminar, symposium, Panel discussion, workshop. Teaching in small group- Group discussion, simulation approach, brainstorming, Role playing, Buzz group technique.
Unit-3	Teaching devices – Narration, Explanation, Questioning, Illustrations. Evaluation system- Formative and summative evaluation, Continuous Comprehensive Evaluation, Credit and Grading system.
Unit-4	Research- Meaning and characteristics. Types of Research. Steps of research. Selection of a problem, preparation of a research proposal. Research ethics.
Unit-5	Tools of data collection, Sampling - Meaning and types of sample. Methods of research – Historical, Descriptive survey, experimental and case study method. Writing a research report.

Selected readings :

- Kochar, S.K. : Methods and Techniques of Teaching, Sterling Publishers Private Limited,
- Vedanayagam, E.G. : Teaching Technology for College Teachers, Sterling Publishers Private Limited,
- Aggarwal, J. C.: Principles, methods and techniques of teaching, New Delhi, Vikas Publishing House pvt. Ltd
- Best, John W. And Kahn, James V – Research in Education, New Delhi: Prentice Hall of India Pvt.
- Good, C.V. and Scates D.F – Methods of Research – Educational, Psychological, Sociological, New York Appleton Century Crofts Inc.
- Koul Lokesh – Methodology of Educational Research, New Delhi: Vikash Publishing House Pvt Ltd.
- Young P.V – Scientific Social Survey and Research, New York: Prentice Hall
- Ackoff, Rusell L – The Design of Social research, Chicago: University of Chicago Press

Course Code- 4066

Course Name - Project/ Field study

Contact Hours: 4 per week

Nature of the Course- Value added

Total Credit- 3

Objectives :

- (1) To develop the ability to conduct research among the students
- (2) To develop the spirit of team work among the students