

DHANAMANJURI UNIVERSITY, IMPHAL
DEPARTMENT OF
EDUCATION

M.A (EDUCATION) SYLLABUS TWO YEAR PROGRAMME

Total Marks: 2050

Total Credits: 82

1. INTRODUCTION:

Master of Arts (Education) Programme is designed to develop professionals for effective participation in various educational actions in different areas of education. The main purpose is to prepare learners for higher level functions in education including Teacher Education so as to foster understanding of all contemporary concerns like, pedagogical theories, transactional techniques curriculum studies, management, research, evaluation, guidance, economics, technological advantages in educational sectors.

The programme aims to inculcate behavioural attributes which may induce insightful thinking and broaden the mindset of learners, equip them with life-skills and provide holistic development. It is expected that the contents of the programme will facilitate not only academic but also spiritual growth of the students to be responsible citizens in future.

2. POST GRADUATE EDUCATION IN CONFORMITY WITH NEP 2020:

- (a) The re-structured Postgraduate Education Programme of 2 years, with the second year concentrated on research for students who have completed the 3 years Bachelor's programme.*
- (b) Students completing 4 years Bachelor's programme with Honours/ Honours with research can pursue 1-year Master's programme.*

3. DEPARTMENT OF EDUCATION, DHANAMANJURI UNIVERSITY:

Presently Department of Education, Dhanamanjuri University offers only the following Masters of Arts in Education Programme.

- a) Master of Arts in Education, 2-year programme with the second year with research for students who have completed 3-year Bachelor's programme.*

(a) **DETAILS OF COURSE PATTERN AND SCHEME OF EXAMINATION**

New MA (PG) 2 Year Programme

Semester	No. of Papers	Credit	Total Credit	Internal	External	Total Marks
I	6	4	24	20	80	100
II	4	4	16	20	80	100
	VAC/AEC	2	02			
III	5	4	20	20	80	100
IV	3	4	12	20	80	100
	I (Research Report and Presentation Skill)	2	02	10	40	50
	I (Dissertation)	6	06	50	100	150
			82 credits			

L=Lecture; T = Tutorial; P – Practical; IA = Internal Assessment; EA = External Assessment

SEMESTER WISE COURSE PATTERN

SEMESTER - I

Semester	Course name	Course Code	Credit/Paper				Contact Hrs/Semester	Marks/Paper			Total Marks
			L	T	P	Total		IA	E A	Total	
I	Philosophical Foundations of Education (Core)	EDU-001	3	1		4	32	20	80	100	600
	Psychological Foundations of Education (Core)	EDU-002	3	1		4	32	20	80	100	
	Educational Technology (Core)	EDU-003	3	1		4	32	20	80	100	
	Research Methodology in Education (Core)	EDU-004	3	1		4	32	20	80	100	
	Special Education – I (Core)	EDU-005	3	1		4	32	20	80	100	

	Educational Thinkers (Eastern) Part - I (Core)	EDU-006	3	1		4	32	20	80	100	
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SEMESTER - II

II	Economics of Education (Core)	EDU-007	3	1		4	32	20	80	100	450
	Comparative Education (Core)	EDU-008	3	1		4	32	20	80	100	
	History & Development of Education in India (Core)	EDU-009	3	1		4	32	20	80	100	
	Teacher Education (Core)	EDU-010	3	1			32	20	80	100	
	VAC/AEC	EDU-011				2			50	50	

SEMESTER - III

III	Sociological Foundations of Education (Core)	EDU-012	3	1		4	32	20	80	100	500
	Educational Measurement & Evaluation (Core)	EDU-013	3	1		4	32	20	80	100	
	Educational Management (Elective)	EDU-014	3	1		4	32	20	80	100	
	Guidance & Counseling in Education Part-I (Elective)	EDU-015	3	1		4	32	20	80	100	
	Special Education -I (Elective)	EDU-016	3	1		4	32	20	80	100	

SEMESTER - IV

IV	Curriculum Development (Core)	EDU-017	3	1		4	32	20	80	100	500
	Special Education – II (Core)	EDU-018	3	1		4	32	20	80	100	
	Environmental Education (Elective)	EDU-019	3	1		4	32	20	80	100	
	Research Proposal Writing and Presentation Skill	EDU-020	1	1		2	-	10	40	50	
	Dissertation	EDU-021				6	-	50	100	150	

5. NOMENCLATURE USED IN THE SYLLABUS IN COMPLIANCE WITH NEP 2020:

- (a) Programme Education Objectives (PEO) are the broad statements that describe the career and professional accomplishments that the programme is intending the graduates to achieve.
- (b) Programme Outcomes (POs) are statements about the knowledge, skills and attitudes the students should have at the end of the programme.
- (c) Programme Specific Outcomes (PSOs) are statements that define outcomes of a programme which make students realise the fact that the knowledge and techniques learnt in this course has direct implication for the betterment of the society and its sustainability.
- (d) Course Learning Outcomes (CLOs) are specific and the measurable statements that define the knowledge, skills and attitudes learners will demonstrate by the completion.

6. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs): The Programme aims to Fulfill the goals and educational objectives are given below:

- (a) **PEO1:** To inculcate educational experiences and create community and scholars who will be able to participate in the educational discourse of various aspects of education
- (b) **PEO2:** To develop in the students the life skills that will enable them to deal with contemporary issues in the society.
- (c) **PEO3:** To provide quality education and to promote the students to meet technological and socio-economic challenges.
- (d) **PEO4:** To promote quality research and advanced studies.

7. PROGRAMME OUTCOMES (Pos): After the completion of the programme, the students are expected to be capable of the given outcomes, such as,

- (a) **PLO. 1:** The students will develop the capability to think rationally, analyze problems, and apply the scientific methods of understanding reality.
- (b) **PLO.2:** The students will demonstrate ethical values, social sensitivity, awareness of their environment, and a sense of responsibility towards the society.
- (c) **PLO.3:** The students will be capable of solving various kinds of problems in real life situations, thereby becoming an emotionally matured individual.
- (d) **PLO.4:** The students will demonstrate the inclusive mindset through exposure to socio-cultural diversity and initiating a sense of equality and equity.
- (e) **PLO.5:** The students will demonstrate the ability and attitude to conduct research works with the latest research tools and technologies.
- (f) **PLO.6:** The ability to work effectively with others in professional settings will be developed.

8. PROGRAMME SPECIFIC OUTCOMES (PSOs)

The specific learning outcomes that the post graduate students should be able to demonstrate on completion of the programme may involve-

PSO 1: The knowledge on various educational concepts, life skills development, techniques and the knowledge for holistic development.

PSO 2: To adopt modern techniques in teaching for effective learning.

PSO3: Exhibit scientific temperament and the practical knowledge of Information and Communication Technology (ICT) to meet the changing technological challenges.

PSO 4: Sensitizing oneself and others on the issues of environment, literacy, gender equality and other socio-cultural perspectives.

M.A. (EDUCATION) 1st SEMESTER
EDU-001: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

External Marks: 80

Internal Marks: 20

LEARNING OBJECTIVES

1. *To understand the basic of philosophy and philosophy of education*
2. *To build linkage between education and philosophy*
3. *To analyse the differences in Indian and western schools of philosophy and their impact on education*
4. *To be acquainted with the contribution of different schools of thoughts so as to provide did active thinking*
5. *To develop an understanding of the educational ethos of Indian society and their philosophical origins*
6. *To preserve the constitutional values and be vanguard of Indian spiritualism*
7. *To provide adaptive decision-making capacity in the learners*
8. *To provide value added personalities who will be responsible contributors in the society*

CONTENTS:

UNIT-I: Education and Philosophy

16 marks

- Meaning and functions of education and philosophy
- Relationship between education and philosophy
- Concept and functions of educational philosophy

UNIT-II: Indian and western Schools of Philosophy

16 marks

- Indian Schools – Sankhya, Vedanta, Jainism, Buddhism and Idealism
- Western Schools – Idealism, Realism, Naturalism, Pragmatism and existentialism
- And their Educational implications

UNIT- IV: Radical Thoughts on Education

16 marks

- Paulo Friere (Conscientisation)
- Invan Illich (De- Schooling)
- Jean Paul Sartre's Educational Philosophy

UNIT- V: Educational Contribution of Indian Thinkers**16 marks**

- Rabindranath Tagore
- Swami Vivekananda
- Aurobindo Ghosh

UNIT- V: Trends and Values in Educational Thought**16 marks**

- Learning the Treasure within (UNESCO)
- Values- Meaning and types of values, role of teachers in the inculcation of values among the students
- Constitutional values- Democracy, Secularism and Equality

LEARNING OUTCOMES

After the completion of the course the learner will be able to:

1. *The learner will be able to define philosophy and explain its main branches (Metaphysics, Epistemology and Axiology)*
2. *The learners will be able to differentiate between various Indian and Western philosophical approaches such as Samkhya, Vedanta, Jainism, Buddhism, Islamic and Idealism, Naturalism, Pragmatism, Existentialism and Realism.*
3. *The learner will be able to critically evaluate how philosophical impact on educational goals and the role of teachers and learners.*
4. *The learners will be able to identify and explain the key values enriched in the Indian Constitution and Equality*
5. *The learners will be able to understand the influence of spiritual leaders and reformers such as Rabindranath Tagore, Swami Vivekananda and Aurobindo Ghose-on educational thoughts*
6. *The learners will be able to embrace a growth mindset and lifelong learning attitude for continues personal and professional growth*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks

(Attendance- 4 Marks)

(Seminar-6 Marks)

(Home Assignment/ Internal Test- 10 Marks)

SUGGESTED READINGS:

- Ballikkat, santosh (2012) : Educational Thinkers, Philosophers and Educationists, Kanishka Publishers Distributors, New Delhi.
- Bhatia, K.K (2010) : Philosophical, Sociological and Economic bases of Education, Tandon Publications, Ludhiana
- Bhatia & Bhatia (1994) : The Philosophical and Sociological Foundations of Education, Daoba House, Booksellers and publishers, Delhi.
- Brubacher, John. S(Ed) (1962) : Modern philosophy of Education, Prentice Hall Inc, New Jersey.
- Connor, D.J : Introduction to the Philosophy of Education. Routledge & Kegan Paul, London
- Heriyanna, M (1995) : The Essentials of Indian Philosophy, Motilal Banarasidas Publishers, Delhi.
- Kabir, H (1964) : Indian Philosophy of Education, Asia Publishing House, New Delhi.
- Pandey, R.S (1997) : East-West Thoughts in Education, Horizon Publishers, Allahabad.
- Sarma, Mukunda (2012) : Philosophical and Sociological Foundations of Education, EBH publishers, Guwahati.
- Sharma, AP (1997) : An Approach to Philosophy of Education, Indian Publications, Delhi.
- Sharma, Promila (2007) : Philosophy of Education, APH Publishing Corporation, New Delhi.
- Shrivastava, KK (2003) : Philosophical foundations of Education, Kanishka Publishers & Distributors, New Delhi.
- Taneja, V.R (2005) : Socio-Philosophical Approach to Education, Atlantic Publishers and Distributors, New Delhi.
- Taneja, VR & Taneja, S (2000) : Educational Thinkers, Atlantic Publishers and Distributors, New Delhi.
- Weber, CO (1960) : Basic Philosophies of Education, Holt, Rineheart & Winston, New York.
- Weeransinghe, SGM (1993) : The Samkhya Philosophy: A critical evaluation of its origins and development, Sri Satguru publications (a division of Indian Book Centre), Delhi.

M.A. (EDUCATION) 1st SEMESTER
EDU-002: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

External marks: 80

Internal marks: 20

LEARNING OBJECTIVES

- 1. To understand the basic principles of Psychology and its implications on the teaching and learning process.*
- 2. To develop comprehensive knowledge and understanding of human growth, developmental stages, dimensions, and the role of heredity and environment.*
- 3. To understand the nature, types, principles, and theories of learning, along with social factors, competence, cognition, and socialisation goals.*
- 4. To develop an understanding of personality theories and traits, and gain knowledge of mental health, stress, and their management for well-being.*
- 5. To understand the general concepts, types, and theories of intelligence, as well as assessment, problem solving, critical thinking, and the nurturing of creativity.*

CONTENTS:

UNIT-I: Educational Psychology

16 marks

- Concept, Nature, and Scope
- Relation between Psychology & Education
- Methods: Observation, Experimental, Case Study, Interview
- Schools of Psychology & their contributions to education: Structuralism, Functionalism, Gestalt Psychology & Constructivism

UNIT-II: Human Growth and Development

16 marks

- Concept of growth and development
- General principles of growth and development
- Cognitive Processes and Stages of Cognitive Development
- Physical, Emotional, Intellectual, and social development
- Role of heredity and environment in development

UNIT-III: Principles and Theories of learning

16 marks

- Nature and principles of learning
- Types of learning and outcomes of learning
- Theories of learning: Behavioristic, Cognitive, and Social theories of learning, Factors affecting social learning, social competence,
- Concept of social cognition, understanding social relationships and socialisation goals

UNIT-IV: Personality and Mental Health

16 marks

- Personality: Concept, definition, Type, Trait
- Theories of Personality: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka.
- Mental Health and Mental Hygiene:
- Concept, Functions, Goals, and Criteria of a Mentally Healthy
- Stress: Meaning, nature, and type of stress

UNIT-V: Approaches to Intelligence from Unitary to Multiple

16 marks

- Intelligence: Concepts of Social intelligence, multiple intelligences, and emotional intelligence,
- Theories of Intelligence by Sternberg, Gardner,
- Assessment of Intelligence, Concepts of Problem Solving, Critical
- Thinking, Metacognition, Creativity, nurturing, and stimulation of creativity

LEARNING OUTCOMES:

After the completion of the course the learner will be able to:

1. *Apply psychology to enhance learning, respect differences, and foster holistic development.*
2. *Understand human growth and development, including its stages, dimensions, and the influences of heredity and environment.*
3. *Understand the principles, types, and theories of learning, and apply social factors, competence, and cognition to relationships and socialization goals.*

- Farrell, J. H. (1979) : "Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry." *American Psychologist*, 34(10), 906-911.
- Papalia, D. E., & Wendkos : *Human Development*. New York: McGraw-Hill.
- Oaks, S. (2001)
- Gagné, R. M. (1965) : *The Conditions of Learning and the Theory of Instruction*. New York: Holt, Rinehart & Winston.
- Guilford, J. P. (1967) : *The Nature of Human Intelligence*. New York: McGraw-Hill.
- Gardner, H. (1983). *Frames of Mind* : *The Theory of Multiple Intelligences*. New York: Basic Books.
- Goleman, D. (1995) : *Emotional Intelligence*. New York: Bantam Books.
- Gardner, H. (1999) : *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.
- Halpern, D. F. (2014) : *Thought and Knowledge: An Introduction to Critical Thinking* (5th ed.). New York: Psychology Press.
- Hilgard, E. R., & Bower, G. H. : *Theories of Learning*. Englewood Cliffs, NJ: Prentice Hall.
- Hurlock, E. B. (2001) : *Child Development*. New York: McGraw-Hill.
- Hurlock, E. B. (2004) : *Developmental Psychology: A Lifespan Approach* (5th ed.). New Delhi: Tata McGraw-Hill.
- Jahoda, M. (1958) : *Current Concepts of Positive Mental Health*. New York: Basic Books.
- Koffka, K. (1935) : *Principles of Gestalt psychology*. New York: Harcourt, Brace.
- Kundu, C. L., & Tutoo, D. N. : *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Lazarus, R. S., & Folkman, S. : *Stress, Appraisal, and Coping*. New York: Springer.
- (1984)
- Mangal, S. K. (2007) : *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India.
- Mangal, S. K. (2010) : *Abnormal Psychology*. New Delhi: Sterling Publishers.
- Mathur, S. S. (1986) : *Educational Psychology* (Revised and Enlarged ed.). Agra: Vinod Pustak Mandir.

- Ormrod, J. E. (2012) : *Human Learning* (6th Ed.). Boston: Pearson.
- Selye, H. (1976) : *The Stress of Life* (Rev. ed.). New York: McGraw-Hill.Rogers
- Sternberg, R. J. (1985) : *Beyond IQ: A Triarchic Theory of Human Intelligence*. Cambridge: Cambridge University Press.
- Sternberg, R. J. (2003) : *Cognitive Psychology*. Belmont, CA: Wadsworth/Thomson Learning.
- Torrance, E. P. (1974) : *Torrance Tests of Creative Thinking: Norms-Technical Manual*. Lexington, MA: Ginn & Co.
- Thorndike, E. L. (1920) : *Intelligence and Its Uses*. Harper's Magazine, 140, 227–235.
- Vygotsky, L. S. (1978) : *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press. New Delhi: Isha Books
- Woolfolk, A. (2019) : *Educational Psychology* (14th ed.). New York: Pearson.
- Wertheimer, M. (1945) : *Productive Thinking*. New York: Harper.

M.A (EDUCATION) 1st SEMESTER
EDU-003: EDUCATIONAL TECHNOLOGY

External Marks: 80

Internal Marks: 20

LEARNING OBJECTIVES

- 1. To enable the student to know about the nature of educational technology.*
- 2. To familiarize the students with the techniques of effective teaching- learning process.*
- 3. To familiarize the students with productive teaching techniques.*
- 4. To equip the learners with the ability to synthesis and adopt pragmatic approach to teaching and learning techniques.*

COURSE CONTENT:

UNIT – I: Fundamentals of Educational Technology in Teaching **16 marks**

- Basics of Educational Technology, Teaching as a Technology.
- Fundamental Principles, Characteristics of Teaching Technology, and Levels of Teaching
- Models of Teaching: Concept and essential elements
- Basic groups of Models of Teaching: Information Processing Models-Concept Attainment Model, Advance Organizer Model

UNIT – II: Communication and Interaction: **16 marks**

- Communication Process: Concept, Modes, Effectiveness in Classroom Communication & Barriers.
- Flanders 'Interaction Analysis Category System (FIACS)
- Equivalent Talk Category System (ETCS)
- Reciprocal Category System (RCS)

UNIT- III: Classification of Educational Technology Equipments: **16 marks**

- Edgar Dale's Cone of Experience and its application in education
- Theories of teaching: Gagne's Hierarchical theory of Instruction, Bruner's Cognitive Development Theory of Instruction and Bloom's Taxonomy

16 marks

- Programmed Learning: Concept, Principles and Types (Linear, Branching Mathematics)
- PSI: Concept, objectives, merits and demerits
- CAI: Concept, assumptions, advantages and disadvantages
- ICT: Development, types and uses

After the completion of the course the learner will be able to:

1. *Understand the concept of educational technology and use of technology in teaching*
2. *Have knowledge of the various modes of communication and interaction*
3. *Understand the various theories of teaching*
4. *Understand the technological innovations in the field of education*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

Internal Assessment Marks Division: 20 Marks (Attendance- 4 Marks)
(Seminar-6 Marks)
(Home Assignment/ Internal Test- 10 Marks)

Aggarwal J.C (2013)	: Modern trends in Educational Technology
Aggarwal J.C (2006)	: Essentials of Educational Technology, teaching learning and Innovation in Education, Vikas Publishing House Pvt. Ltd, New Delhi.
Bloom (1956) Ed	Taxonomy of Educational Objectives. Handbook X cognitive Domain, John Wiley and sons incorporate, New York.

- Bhushan A& Abuja M. (2003) : Educational Technology – Theory and Practice (2nd Edition) Bawa publications, Patiala.
- Chauhan S.S (1978) : A textbook of Programmed Instruction, Sterling Publishers, New Delhi.
- Das, R.S (1993) : Educational Technology: A basic text. Sterling Publishers Pvt.Ltd, New Delhi.
- Erickson, B (1969) : A Systems Approach to Education Educational Technology, Vol IX No. 6.
- Joycee B & Weil M (1992) : Models of Teaching (4th Edition) Prentice India Pvt. Ltd, New Delhi.
- Mangal S.K (2009) : Fundamentals of Educational Technology, Prakash Brothers, Ludhiana
- Nehra V (2004) : Educational Technology, SSP New Delhi.
- Mohanty (1992) : Educational Technology, Deep and Deep publications New Delhi.
- Rao Usha (1991) : Educational Technology, Himalaya publishing house, Bombay.
- Sampath K (2009) : Introduction to Educational Technology, Sterling Publishers New Delhi
- Sharma R.A (2012) : Technological Foundations of Education. R.Hall Book Department.
- Sharma A.R. : Educational Technology
- Singh Y,K (2008) : Educational Technology : Teaching and Learning APH Publishing
- Jara Chand (2006) : Educational Technology Anmol Publications, New Delhi.
- Vaneja S & Raja S Shekhar (2006) : Educational Technology and Computer Education Neelkamal Publications put. Hyderabad.

M.A (EDUCATION) 1st SEMESTER
EDU-004: RESEARCH METHODOLOGY IN EDUCATION

External marks: 80

Internal marks: 20

LEARNING OBJECTIVES

1. *To develop an understanding about the concept of research in education and its significance.*
2. *To develop the skill of conducting research in education.*
3. *To orient students towards systematic studies in social sciences and value such contribution in educational fields.*
4. *To make the students understand the role of statistics in educational research.*
5. *To develop the skill of using the statistical techniques appropriately.*

CONTENTS:

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|------------------|---|-----------------|
| UNIT-I: | Educational Research | 16 marks |
| | <ul style="list-style-type: none">• Nature, Scope of Educational Research• Importance and Characteristics• Types of Educational Research: Fundamental, Applied and Action Research. | |
| UNIT-II: | Scientific Enquiry and Methods | 16 marks |
| | <ul style="list-style-type: none">• Traditional Method, Experience Method, Reasoning: Inductive and Deductive Method• Methods of Educational Research: Historical, Descriptive, Experimental. | |
| UNIT-III: | Research Process in Education | 16 marks |
| | <ul style="list-style-type: none">• Selection of Research problem,• Review of Related literature and Variables in Research.• Hypothesis: Meaning, Importance, Types and Formulation• Population and Sample• Sampling techniques: Probability and Non-Probability.• Analysis and Interpretation of Data | |

UNIT-IV: Analysis and Tests of Significance

16 marks

- Descriptive and Inferential Statistics
- Properties and Applications of Normal Probability Curve
- Test of Significance, types of errors
- Concept of one- tailed and two- tailed test.
- t-test, F- test (one - way ANOVA)

UNIT-V: Non - Parametric test

16 marks

- Chi- square, Sign test, Median test
- Correlation: Partial, Multiple, Bi- serial, Point Biserial, Tetra- choric and Phi - coefficient of correlations.

LEARNING OUTCOMES

After the completion of the course the learner will be able to:

1. *Apply the principles, scope, and characteristics of educational research to design and conduct systematic investigations addressing contemporary educational issues and problems.*
2. *Select and formulate suitable research problems by reviewing related literature, identifying relevant variables, and developing testable hypotheses using appropriate sampling techniques.*
3. *Implement diverse research methods and approaches including historical, descriptive, and experimental to generate reliable and valid findings for educational improvement.*
4. *Utilize descriptive and inferential statistical tools such as t-tests, F-tests (ANOVA), and the normal probability curve to analyze, interpret, and present educational data effectively.*
5. *Apply non-parametric statistical techniques including chi-square, sign, median, and correlation methods to evaluate complex educational phenomena and make evidence-based conclusions.*

EVALUATION SCHEME:

(Attendance- 4 Marks)

(Home Assignment/ Internal Test- 10 Marks)

Best, John W.&	:	Research Education. New Delhi: Prentice Hall of India Pvt.
Kahn J.V. (1995)		Ltd.
Collican, H.(2014)	:	Research methods and Statistics in Psychology. New York: Psychology Press.
Craig, A.M.(2015)	:	Introduction to Educational Research. New Delhi: Sage Publications.
Crank. W.D.,	:	Principles and methods of social research. London:
Brewer, M.B. & Lac,		Routledge.
A. (2014)		
Ferguson, G.A. & Takane :		Statistical Analysis in Psychology and Education. New
Yoshiko(1989)		York: Mc Graw Hill.
Garrett, H.E.(1986)	:	Statistics in Psychology and Education. Bombay: Vakils
		Feiffer's and Simons Pvt. Ltd.
Guilford, J.P. & Fruchter, :		Fundamental Statistics in Psychology and Education. New
B.(1978)		York: McGaw Hill.
German, M.(1965)	:	Introduction to Educational and psychological research.
		London: Asia Publishing House.
Kaul, Lokesh (1997)		Methodology of Educational Research. New Delhi: Vikas
		Publishing House Pvt. Ltd.
Kulbir Singh Sidhu	:	Methodology of Educational Research. New Delhi: Sterling
(1997)		Publishing Pvt. Ltd.
Lindquist, E.F.(1953)	:	Designs and analysis of experimental in Education and
		psychology. Boston: Houghton Muffling Co.
Panneerselvam, R.(2011)	:	Research Methodology. New Delhi: PHI Learning Pvt. Ltd.

MA. EDUCATION 1st SEMESTER

EDU-005: SPECIAL EDUCATION-I

External marks: 80

Internal marks: 20

LEARNING OBJECTIVE

1. *To study the nature and causes of exceptionality.*
2. *To develop skills required to meet the needs of the children with special needs.*
3. *To familiarize the students with the different types of disabilities among the children.*
4. *To familiarize the students with the characters of handicapped children.*
5. *To find the alternative or remedial educational provisions for the special children.*

CONTENTS:

UNIT-I: Introduction to Special Education 16 marks

- Meaning, objectives, Scope and importance
- Historical perspectives of special education
- Current Issues in special education

UNIT-II: Education of Exceptional Children 16 marks

- Concept, meaning and Types
- Identification of exceptional children
- Needs for education
- Assessment

UNIT-III: Understanding Disability 16 marks

- Historical development
- Categories of disabilities as per national laws
- The Persons with Disabilities (PWD) Act-1995
- National policy for persons with disability-2006
- Educational provision for Children with disabilities

UNIT-IV: Education of Backward Children

16 marks

- Meaning and Characteristics
- Causes and identification
- Educational programmes
- Teaching methods for educational backward children

UNIT-V: Education of the Gifted and Creative Children

16 marks

- Meaning and Characteristics of gifted children
- Creativity and identification process
- Problems of creative and gifted children
- Educational programme and provisions

LEARNING OUTCOMES:

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

- 1. Understand the basic concepts of special education related to their historical perspectives, needs, identification and the policies for exceptional children*
- 2. Understand the educational provisions, characteristics causes and teaching methods for children with disabilities and backward children.*
- 3. Acquaint the characteristics, identification process problems and educational programmes and remedial measures for Gifted and Creative children*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks

(Attendance- 4 Marks)

(Seminar-6 Marks)

(Home Assignment/ Internal Test- 10 Marks)

SUGGESTED READINGS:

- Anne, M. Baner : Teaching exceptional students in your classroom, USA, 1989.
- Thomas, M. Shea
- Bedi, M.S. : Socially Handicapped Children, Jodhpur, Jain Brothers, 1978.
- Bhatia, B.D. : Themes in Child Development and Child Guidance, New Delhi, Doaba House.
- Biswas, M : Mentally Retarded Normal Children, New Delhi, Sterling Publishers, Pvt., Ltd., 1980.
- Brill, G. Richard : Exceptional Children, New York, Applied Research Education Centre, 1952.
- Chintamani Kar : Exceptional Children: Their Psychology and Education, New Delhi, Sterling Publishers, Pvt., Ltd., 1996.
- Cruickshank, M. : Psychology of Exceptional Children, London, 1975.
- Deo, Pratibha : Gifted Adolescents, New Delhi, NCERT, 1976.
- Dunn, L.M. : Exceptional Children in the School, New York, Holt, Rinehart and Winston, 1973.
- Gallagher, J.J. : Teaching of Gifted child, 2nd edition, Boston, Allyn & Bacon 1975.
- Hewett, F.N.M. & : Education of Exceptional Learners, Boston, Allyn and Bacon Inc., 1977.
- Forress, S.R.
- Khan, A.H. : Education for Gifted Children, Arya Book Depot, New Delhi, 1975.
- Mangal, S.K. : Educating Exceptional Children: An Introduction to Special education, New Delhi, PHI Pvt. Ltd, 2009.
- Panda, K.C. : Educational of Exceptional Children. New Delhi, Vikash Publishing House, 2009.
- Prakash, P. : Education of Exceptional Children: Challenges and Strategies, Kanishka Publishers, Distributors, New Delhi, 2016.
- Umadevi, M.R. : Special Education: A Practical Approach to Educating Children with Special Needs, Neelkamal Publications Pvt. Ltd. New Delhi, 2014.

MA (EDUCATION) 1st SEMESTER
EDU-006: EDUCATIONAL THINKERS (EASTERN) PART-I

External marks -80

Internal marks -20

LEARNING OBJECTIVES

- 1. To familiarize the students with the different educational philosophies of various thinkers.*
- 2. To enable the student to understand the contribution of various Eastern Educational thinkers in the field of education.*
- 3. To identify and acknowledge the enrichment generated by the thoughts and practices propounded by the thinkers.*
- 4. To foster analytical reasoning regarding educational philosophies of Eastern Thinkers*
- 5. To understand the foundations of contemporary educational system and their significance.*

CONTENTS :

UNIT-I: Swami Vivekenanda 16 marks

- Educational Philosophy, aims of education and views about the curriculum.
- Methods of teaching and place of the teacher.
- Evaluation of Vivekenanda's Philosophy of education.

UNIT-II: Mahatma Gandhi 16 marks

- Philosophy of education and aims of education.
- Basic scheme of education: Critical analysis.
- Evaluation of Gandhi's philosophy of education

UNIT-III: Rabindranath Tagore

16 marks

- His life and philosophy
- Educational philosophy
- Contribution to education

UNIT-IV: Aurobindo Ghosh

16 marks

- Philosophy of education
- Integral education: Principles ,aims, curriculum, teacher
- Auroville : Experiments in Human Unity

UNIT-V: Maulana Abul Kalam Azad

16 marks

- His life and philosophy
- Educational philosophy
- Contribution

LEARNING OUTCOMES:

At the end of the course, the learners will be able to

1. *Describe the philosophy of life and major educational contributions of various eminent educational thinkers such as Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Aurobindo Ghosh and Maulana Abul Kalam Azad etc.*
2. *Explain the educational views and theories proposed by these thinkers within their historical, cultural and philosophical contexts.*
3. *Analyse the contemporary relevance of the educational ideas of these thinkers and how their thoughts can be applied to modern teaching learning practices*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks	(Attendance- 4 Marks)
	(Seminar-6 Marks)
	(Home Assignment/ Internal Test- 10 Marks)

SUGGESTED READINGS:

- Aggarwal, J.C : Theory and Principles of Education 13th Edition, Vikas
(2010) Publishing House, Pvt. UP (India)
- Bhatia K.K &Yadav : Philosophical, Sociological and Economic bases of
Yadava(2012) Education, Tandon Publications, Books Market, Ludhiana.
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Publishers & Distributors, New Delhi

M.A (EDUCATION) 2nd SEMESTER
EDU-007: ECONOMICS OF EDUCATION

External marks 80

Internal marks: 20

LEARNING OBJECTIVE

- 1. To enable the students to understand the concepts and contribution of economics to education for economic growth.*
- 2. To identify key factors influencing HRD and know thrust areas of educational development.*
- 3. To understand the importance of human capital in economic development.*
- 4. To study the financing of education and enable learners to evaluate educational investments objectively.*
- 5. To understand the cost and benefits of education and analyse prospective sectors for productive inputs.*

CONTENTS:

UNIT-I: Introduction to Economics of Education 16 marks

- Meaning, nature, need and scope
- Economic thoughts on education: Classical, Neo- classical and Modern
- Education as consumption and investment
- Recent trends in Economics of Education

UNIT-II: Human Resource Development 16 marks

- Concept and importance of Human Capital
- Foundation and Measures of Human Resource Development
- Strategies for Human Resource Development
- Manpower Planning: Concept, need and approaches

UNIT-III: Education and Economic Development

16 marks

- Economic Development: Concept and stages
- Critical Perspectives of Education in Economic Development
- Empirical Analysis of Education as a Driver of Economic Growth
- Appraisal of educational contribution to economic growth

UNIT-IV: Financing in Education

16 marks

- Principles of educational finance
- Sources of Finance
- Problems of educational finance and its remedial measures
- Educational expenditure: Nature and types

UNIT-V: Cost Benefit Analysis of Education

16 marks

- Concept of Cost-Benefit Analysis of Education
- Taxonomy of Cost of Education
- Taxonomy of Benefits of Education
- Evaluation of Benefits of Education

LEARNING OUTCOMES:

After the completion of the course the learner will be able to:

1. *Apply economic concepts and theories to analyse the role of education in promoting economic growth and human resource development.*
2. *Evaluate human capital and HRD strategies to design and implement policies that enhance the quality and productivity of educational programs.*
3. *Assess the impact of education on economic development by conducting critical and empirical analyses of educational contributions to national and regional growth.*
4. *Analyse educational financing mechanisms and apply principles of budgeting, resource allocation, and financial planning to optimize educational investments.*
5. *Conduct cost-benefit analyses of educational programs to determine their economic efficiency, evaluate returns on investment, and recommend strategies for maximizing educational benefits.*

MA (EDUCATION) 2ND SEMESTER**EDU-008: COMPARATIVE EDUCATION**

Internal marks: 20

LEARNING OBJECTIVES

1. To help the students understand comparative education as an emerging discipline of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students to assess the efficiency of educational system of various countries.
4. To differentiate and identify the potentials of educational structures adopted in different countries.
5. To develop an understanding among the students to solve the prevailing problems of education in India.

CONTENTS:

UNIT-I: Development of Comparative Education 16 marks

- Comparative Education: Concept, Significance and Scope
- Approaches: Historical, Descriptive, Cross Disciplinary and Scientific Approach.
- Factors determining the Educational System of a country.

UNIT-II: Education System in different countries: Nature of Educational Administration and Aims of Education 16 marks

- United Kingdom (UK)
- United States of America (USA)
- India
- China

UNIT-III: A Comparative Study of the structure of Education system: UK, USA, and India

16 marks

- School Education (Elementary and Secondary)
- Higher Education
- Teacher Education
- Technical Education

UNIT-IV: Issues and Problems Prevailing in Third World countries, Role of Education.

16 marks

- Poverty and population Explosion
- Problems of Illiteracy
- Unemployment
- Equalization of Educational Opportunities

UNIT- V: Global Trends in Education

16 marks

- Education for global consciousness and development, Climate Change (Global Warming), Environmental Protection, Peace education
- Education for Sustainable Development: SDGs-Vision 2030
- Role of UNO: UNESCO, UNICEF and SAARC in educational development

LEARNING OUTCOMES

After the completion of the course the learner will be able to:

1. *Understand the concept, scope and importance of comparative education.*
2. *Explain different approaches of Comparative Education and also understand the determining factors of education system of a country.*
3. *Compare the nature of administration and aims of education of different focused countries.*
4. *Reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education, Higher Education, Teacher Education and Technical Education.*
5. *Outline the prevailing Global trends in education and also know the role of UNO and its various agencies which acts for the progress of education system.*

M.A (EDUCATION) 2nd SEMESTER

EDU-009: HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA

External marks: 80

Internal marks: 20

LEARNING OBJECTIVES

- 1. To enable the students to know the historical development of education during pre-independence in India.*
- 2. To enable the students to know the development of education in free India.*
- 3. To familiarize the students with the various issues, problems and prospects of education through the decades.*
- 4. To acquaint the students about the development of education in the North Eastern Region.*
- 5. To understand the diverse forms of education and their mode of operation.*

CONTENTS:

UNIT-I: Education in Ancient India

16 marks

- Educational Ideals in Ancient India
- Notable features of Brahmanic Education, agencies of learning and methods of teaching.
- Salient features of Buddhist system of education, agencies of learning and Method of Teaching
- Comparison of Brahmanical and Buddhist system of education

UNIT-II: Education in Medieval India

16 marks

- Islamic education: Salient features, objectives and curriculum
- Types of Educational Institutions, State patronage in Education
- Influence of Religion on Education in Ancient and Medieval India.

UNIT-III: Education in Pre-Independent India:

16 marks

- Development of Education in India (1813-1929) and their impact; Charter Act 1813, Macaulay's Minute 1835, Woods Despatch 1854, Hunter Commission 1882, Gokhale's Bill, University Education Commission 1902, Sadler Commission 1917, Hartog Committee Report 1929

UNIT -IV: Education in Post Independent India

16 marks

- Development of Education in Post-Independence Period (1948-2009): University Education Commission (1948), Secondary Education Commission (1952), Kothari Commission (1964-1966), NPE (1986), POA (1992), National Knowledge Commission (2005), RMSA (2009), RTE (2009), RUSA (2013), NEP 2020

UNIT-V: Education with Special Reference to North East Region 16 marks

- Brief historical development of education in NER
- Contribution of missionaries towards education in Manipur.
- Problems and prospects of education in Manipur: Primary, Secondary, Higher Education.

LEARNING OUTCOMES

After the completion of the course the learner will be able to:

1. Understand the concept of development of education in India in historical perspectives such as Ancient, Medieval and British India
2. Enhance the adequate knowledge of various educational Commissions and Policies after Independence
3. Understand the development of education in North - East India and in Manipur

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks

(Attendance- 4 Marks)

(Seminar-6 Marks)

(Home Assignment/ Internal Test- 10 Marks)

SUGGESTED READINGS:

- Amala, P. Amnie : History of Education, Discovery (DPH), New Delhi
(2004)
- Biswas, A & : Development of education in India, Concept Publishing
Agarwal, SP (1986) Company, New Delhi.
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and Distributors, New Delhi.
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Publishing Company, New Delhi.
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Jaipur.
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Company, New Delhi.
- Sharma, B (2004) : History of Indian Education, Vohra Publisher and
Distributor, New Delhi.
- Sharma, R.A : Environmental Education, Surya Publication, Meerut.
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- Singh, V (2005) : Development of Education in India, Akansha Publishing
Company, New Delhi.
- Singh, Vachan : Development of Education in India, Akansha Publishing
(2012) House, New Delhi, Guwahati, Vishakhapatnam.
- Tiwari, R.P : Problems of Education in NER, Prakash Bros, Ludhiana.
- Nurullah & Naik : History of Indian Education (Large edition) Macmillan & Co
(1951)

M.A (EDUCATION) 2nd SEMESTER
EDU-010: TEACHER EDUCATION

External marks: 80

Internal marks: 20

LEARNING OBJECTIVES

1. *To enable the students to understand about the concept, aims and scope of teacher education in India.*
2. *To enable the students to understand the stage-specific objectives of teaching*
3. *To acquaint the students with the key components of Teacher Education*
4. *To enable the students to understand the prevailing trends in teacher education.*
5. *To acquaint the students with the qualitative skills & ethics of teachers as professionals*
6. *To familiarize students with the techniques of learning in a higher level*

CONTENTS:

UNIT-I: Introduction

16 marks

- Concept, meaning, need and Importance of Teacher Education
- Aims of Teacher Education Programmes, Scope of Teacher Education
- Objectives of Teacher Education at different levels-Primary/Elementary, Secondary and Tertiary

UNIT- II: Pre-Service Teacher Education

16 marks

- Concept, importance and objectives of Pre-service Teacher Education Programmes at elementary and secondary levels.
- Curriculum and Evaluation of Pre-Service Teacher Education at different levels
- Recommendations of NCTE and NEP 2020
- Problems of Pre-Service Teacher Education and Remedies.

UNIT-III: In Service Teacher Education

16 marks

- Concept, importance and objectives of In-Service Teacher Education
- Agencies for In Service Teacher Education programmers (DIETs, CTE's, SCERT, NCERT, NUEPA)
- Problems and suggestions for In-Service Teacher Education Programmes.

UNIT-IV: Teaching and Trends in Teacher Education

16 marks

- Professional Ethics of teachers
- Competency, Commitment and Performance areas of teachers.
- Taxonomy of teacher behavior, Modification of Teacher Behavior.

UNIT-V: Higher Teaching and Learning Techniques

16 marks

- Concept, Objectives and Techniques
- Seminar: Aims, Types and Advantages
- Symposium: Aims, Scope and Advantages
- Group Discussion: Aims, Types and Advantages

LEARNING OUTCOMES:

After the completion of the course the learner will be able to:

1. *Understand the concept of teacher education*
2. *Understand the objectives of teacher education at different levels of teaching*
3. *Understand the trends in teacher education*
4. *Recognize the intangible skills of a teacher*
5. *Elaborate the different areas of Teacher Education Programmes that cater to the professional development of teachers*
6. *Understand the techniques of learning in the higher level*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks

(Attendance- 4 Marks)

(Seminar-6 Marks)

(Home Assignment/ Internal Test- 10 Marks)

SUGGESTED READING:

- Aggarwal, JC (2008) : Teacher Education, Theory and Practice, Daoba House, Delhi
- Aggarwal, P (2010) : Teacher Education, Saurabh Publishing House, New Delhi
- Ali, Lokman (2016) : Teacher Education, Nivedita Publications, Guwahati Assam
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- Mukherjee, SN (ed) (1968) : Education of Teachers in India, Vol. I & II, S. Chand Co. Delhi.
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- Sarkar, Sanjay (2018) : Teacher Education, APH Publishing Corporation, New Delhi.
- Saxena, N.R & Others (2009) : Teacher Education, R. Lall Book Department, Meerut.
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M.A (EDUCATION) 3rd SEMESTER
EDU-012: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

External marks: 80

Internal marks:20

LEARNING OBJECTIVES

1. *To enable the students to understand the importance and methods of sociology of education.*
2. *To familiarize the students with different sociological issues.*
3. *To understand the role of education in the sociological perspective.*
4. *To familiarize the students to understand the contribution of various Indian Social Thinkers to Education.*
5. *To discuss different issues, changes and prospects based on Indian Society.*

CONTENTS:

UNIT-I: Sociology and Education

16 marks

- Meaning, Nature and Scope of Educational Sociology.
- Difference between sociology of education and educational sociology
- Theoretical foundations of sociology of education: Consensus and Conflict Theories
- Social change: Meaning, factors responsible, constraints

UNIT-II: Education and Different Aspects of Society

16 marks

- Education and Community, Education and Politics, Education and Values, Education and Secularism, Socialistic pattern of society
- Concept of Urbanization, Modernization, Westernization, Globalization with reference to Indian society and its educational implications.

UNIT-III: Education and Culture

16 marks

- Culture: Meaning and Nature
- Relationship between Culture and Education
- Problems created by Socio-Cultural change and Modernization-Cultural Lag, Acculturation, Enculturation
- Role of Education for a Composite Culture.

UNIT-IV: Education and Social Thinkers

16 marks

- Radhakamal Mukherjee
- Govind Sadashiv Ghurey
- Paulo Friere

UNIT-V: Emerging Sociological Issues in Indian Education

16 marks

- Equalization of Educational Opportunities and their Impact on social development
- Education of the Socially and Economically disadvantaged section of the society(SC, ST Women and Rural Population)
- Multi-ethnic issues and its Impact on Education in North East India

LEARNING OUTCOMES

After the completion of the course the learner will be able to:

1. *Understand the sociological aspects of Education*
2. *Evaluate the theories of sociology of Education*
3. *Understand the different aspects of society*
4. *Understand problems created by socio-cultural changes and the role of education in solving sociological issues*
5. *Understand the various contributions made by Western and Indian social thinkers*
6. *Learn the educational opportunities and their impact on Indian society*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks

(Attendance – 4 Marks

(Seminar – 6 Marks)

(Home Assignment / Internal Test – 10 Marks)

SUGGESTED READINGS:

- Aggarwal J.C : Theory and Principles of Education 13th edition
(2018)
- Banerji A : Fundamentals of Educational Society
- Bhatia, K.K : Philosophical, Sociological and Economic Bases of
Education, Tandon Publications, Ludhiana.
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Thoughts.
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- Shrinivas, : Social Change in Modern India, Asia Pub. Bombay.
M.N(1976)
- Swift D.F (1970) : Basic Reading in the Sociology of Education Rout ledge and
Kegan paul, London.
- Talesra H : Sociological Foundations of Education.

UNIT-III: Test Construction and Standardisation

16 marks

- Meaning and Objectives
- Principles of test construction and standardisation
- Norm- referenced and Criterion- referenced tests
- Norms: Concept, purpose and types, Z- score, t-score, C-score and Stanine score.

UNIT-IV: Measurement of Abilities

16 marks

- Intelligence
- Achievement
- Aptitude
- Attitude

UNIT-V: New trend in Evaluation

16 marks

- Grading System and Semester System
- Continuous Comprehensive Assessment
- Choice Based Credit System (CBCS)
- Use of Computer in Evaluation

LEARNING OUTCOMES:

After completing the course, students will be able to

1. *Acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.*
2. *Familiarize the students with tools and techniques of measurement and evaluation.*
3. *Develop skills and competencies in constructing and standardizing a test.*
4. *Develop awareness among the students about the means and methods of assessing human capabilities.*
5. *Update students with current trends in evaluation process.*

Internal marks: 20

- Leadership in Educational Administration-Meaning and Nature, Approaches to Leadership-Trait, Transformational, Transactional, Value-based, Cultural, Psychodynamic and Charismatic. Models of Leadership-Blake and Mouton's Managerial Grid, Tri-Dimensional Model, Leader-Member Exchange Theory.

UNIT-III: Educational Planning and Finance

16 marks

- Meaning and Importance of Educational Planning
- Approaches of Educational Planning (Manpower Approach, Social Demand Approach, Rate of Return Approach)
- Change Management-Meaning, Need for Planned Change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka Yoke.
- Institutional Planning: Concept, Purposes, Strategies
- Educational Finance: Principles, Sources, Problems, Measures. Educational Expenditure: Nature and Types

UNIT-IV: Educational Organization and Control Management

16 marks

- Meaning, Characteristics and Dimensions of Educational Organization
- Theories (Classical Theory of Human Organization, Human Relation Theory Organization, Modern Theory of Organization.
- Problems, Crisis in Management and Decision making

UNIT V: Educational Supervision and Inspection

16 marks

- Educational Supervision: Meaning, functions, Objectives and Scope
- Planning and Organizing Supervisory Programmes
- Educational Inspection: Meaning and Principles
- Inspection and Supervision

LEARNING OUTCOMES

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

- 1. Write the basic conceptual framework of Educational management, Planning, Financing, Supervision and Leadership.*
- 2. Discuss and differentiate various models, theories and Approaches of Leadership, Administration and Planning.*
- 3. Compare and Contrast Educational Supervision and Inspection.*
- 4. Recognize the importance of Educational Finance, Problems and Expenditure in Educational Management.*
- 5. Identify the role of human relations in successful administration and supervision of an institution.*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks (Attendance – 4 Marks
(Seminar – 6 Marks)
(Home Assignment / Internal Test – 10 Marks)

SUGGESTED READINGS:

- Ahuja A kumar (2007) : Educational Management Planning and Finance. Authors Press
Delhi.
- Aggarwal J.C : Educational Planning, Budgeting and Financing in India, Arya book
Department.
- Adam & Dicky : Basic Principles of Supervision, Eureka Publishing House, New
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- Bhatragor R.D (1986) : Educational Administration Planning and Supervision Anupama
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- Mukherjee S.N : Educational Administration and Organization in Secondary Schools, Acharya Book Department, Baroda.
- Mukhopadhyaya M : Total Quality Management and Education. Sage publications (2006) New Delhi. Safaya R.N : Educational Administration, Dhanpat Rai & Publications
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- Sharma R.A (2013) : Educational Administration and Management, R. Lall Book Department, Meerut. Shukla P.D: Administration of Education in India, Vikas Publishing House Pvt. Ltd.
- Tilak, J.B.G (1992) : Educational Planning at Grassroots, Ashish Publications, New Delhi.

M.A (EDUCATION) 3rd SEMESTER

EDU- 015: GUIDANCE AND COUNSELLING IN EDUCATION PART-I

External marks:80

Internal marks:20

LEARNING OBJECTIVES

- 1. To familiarize the students with the significance of guidance and counseling*
- 2. To make students aware about the various concepts of guidance and counseling*
- 3. To acquaint students with the techniques of guidance and counseling*
- 4. To enable students to understand the various issues of counseling and its relevance.*
- 5. To develop knowledge and study the impact of environmental influences on students.*

CONTENTS:

UNIT-I: Introduction to Educational Guidance

16 marks

- Meaning, Need, Scope and Objectives of Guidance
- Principles of Educational Guidance
- Types of Guidance: Educational, Vocational and Personal
- Bases of Guidance: Philosophical, Sociological, Psychological and Educational.

UNIT-II: Basics of Counselling

16 marks

- Meaning, Characteristics and Principles of Counselling
- Factors Affecting Career Counselling
- Types of Counselling: Aims and Steps of Directive, Non-Directive and Eclectic Counselling
- Need of Counselling and its Organization in School.

UNIT-III: Tools and Techniques of Guidance and Counselling 16 marks

- Need and Importance of Tools and Techniques in Guidance and Counselling.
- Testing Techniques: Measuring Intelligence, Interest, Aptitude
- Non-Testing Techniques: Observation, Interview, Questionnaire, Rating Scale, Cumulative Records.

UNIT-IV: Role of Counsellor 16 marks

- Meaning, Concept
- Functions and Qualification of a Counsellor. Basic Sessions for Counselling
- Therapy Device: Meaning, Methods, Qualities of a Successful Therapist

UNIT-V: Social Issues and Counselling 16 marks

- Counselling of Children during Pre-Adolescence and Adolescence Period.
- Impact of Divorce, Loss of Parents on Children and its Remedial Counselling.
- Protection of Child Rights and Child Abuse.
- Friendships: Functions, Qualities, Correlates of Friendships, Influence on Development Popular Culture and its Effects.

LEARNING OUTCOMES:

After completing the course, students will be able to:

1. *Apply the principles and concepts of guidance and counselling to identify and address learners' educational, vocational, and personal needs within diverse school settings.*
2. *Utilize appropriate tools and techniques both testing and non-testing to assess students' abilities, interests, aptitudes, and emotional concerns for effective counselling interventions.*
3. *Demonstrate practical counselling skills by organizing and conducting counselling sessions using directive, non-directive, and eclectic approaches suited to individual or group needs.*

4. *Integrate knowledge of social, psychological, and environmental influences to manage issues such as family disruption, adolescence challenges, and child protection through suitable remedial counselling strategies.*
5. *Adopt the professional role of a counsellor with ethical responsibility, exhibiting empathy, effective communication, and therapeutic competence while promoting mental health and well-being among learners.*

Internal Assessment Marks Division: 20 Marks (Attendance- 4 Marks)
(Seminar-6 Marks)
(Home Assignment/ Internal Test- 10 Marks)

- | | | |
|----------------------------|---|---|
| Agarwal L.P (2005) | : | Elementary Guidance and Counselling, Black Prints, New Delhi. |
| Chadha, Satish C (2002) | : | Educational and Vocational Guidance and Counselling R.Lall Book, Department, Meerut. |
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| Rao, S. Narayan (1991) | : | Counselling and Guidance Tata McGraw, Hill Publishing Company Limited, New Delhi. |
| Rai, Safaya | : | Guidance and Counselling Abhishek Publications Text Chandigarh. |
| Sharma, R.A (2003) | : | Fundamentals of Guidance and Counselling, R. Lall Book Department, Meerut. |
| Tracler, A.E and nrla, R.D | : | Techniques of Guidance, Harper and Road, New York |

MA (EDUCATION) 3rd SEMESTER
EDU- 016: SPECIAL EDUCATION-I

External marks: 80

Internal marks : 20

LEARNING OBJECTIVES

1. *To study the nature and causes of exceptionality.*
2. *To develop skills required to meet the needs of the children with special needs.*
3. *To familiarize the students with the different types of disabilities among the children.*
4. *To familiarize the students with the characters of handicapped children.*
5. *To find the alternative or remedial educational provisions for the special children.*

CONTENTS:

UNIT-I: Introduction to Special Education 16 marks

- Meaning, objectives, Scope and importance
- Historical perspectives of special education
- Current Issues in special education

UNIT-II: Education of Exceptional Children 16 marks

- Concept, meaning and Types
- Identification of exceptional children
- Needs for education
- Assessment

UNIT-III: Understanding Disability 16 marks

- Historical development
- Categories of disabilities as per national laws
- The Persons with Disabilities (PWD) Act-1995
- National policy for persons with disability-2006
- Educational provision for Children with disabilities

16 marks

- UNIT-V: Education of the Gifted and Creative Children**

16 marks

- LEARNING OUTCOMES:**

4. *Understand the basic concepts of special education related to their historical perspectives, needs, identification and the policies for exceptional children*
5. *Understand the educational provisions, characteristics causes and teaching methods for children with disabilities and backward children.*
6. *Acquaint the characteristics, identification process problems and educational programmes and remedial measures for Gifted and Creative children*

EVALUATION SCHEME:

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SUGGESTED READINGS:

- Anne, M. Baner : Teaching exceptional students in your classroom, USA, 1989.
- Thomas, M. Shea
- Bedi, M.S. : Socially Handicapped Children, Jodhpur, Jain Brothers, 1978.
- Bhatia, B.D. : Themes in Child Development and Child Guidance, New Delhi, Doaba House.
- Biswas, M : Mentally Retarded Normal Children, New Delhi, Sterling Publishers, Pvt., Ltd., 1980.
- Brill, G. Richard : Exceptional Children, New York, Applied Research Education Centre, 1952.
- Chintamani Kar : Exceptional Children: Their Psychology and Education, New Delhi, Sterling Publishers, Pvt., Ltd., 1996.
- Cruickshank, M. : Psychology of Exceptional Children, London, 1975.
- Deo, Pratibha : Gifted Adolescents, New Delhi, NCERT, 1976.
- Dunn, L.M. : Exceptional Children in the School, New York, Holt, Rinehart and Winston, 1973.
- Gallagher, J.J. : Teaching of Gifted child, 2nd edition, Boston, Allyn & Bacon 1975.
- Hewett, F.N.M. & : Education of Exceptional Learners, Boston, Allyn and Bacon Inc., 1977.
- Forress, S.R.
- Khan, A.H. : Education for Gifted Children, Arya Book Depot, New Delhi, 1975.
- Mangal, S.K. : Educating Exceptional Children: An Introduction to Special education, New Delhi, PHI Pvt. Ltd, 2009.
- Panda, K.C. : Educational of Exceptional Children. New Delhi, Vikash Publishing House, 2009.
- Prakash, P. : Education of Exceptional Children: Challenges and Strategies, Kanishka Publishers, Distributors, New Delhi, 2016.
- Umadevi, M.R. : Special Education: A Practical Approach to Educating Children with Special Needs, Neelkamal Publications Pvt. Ltd. New Delhi, 2014.

Internal marks: 20

UNIT –IV: Curriculum Evaluation

16 marks

- Concept of curriculum Evaluation
- Need and Nature of Curriculum Evaluation
- Models of curriculum evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model
- Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches)

UNIT-V: Curriculum Issues

16 marks

- Role of students, teachers and educational administrators in curriculum change and improvement,
- Factors influencing change in Curriculum
- Futuristic trends of curriculum (Naisbitt's Mega Trends)
- Research for curriculum development.

LEARNING OUTCOMES

At the end of the course, the learners will be able to

1. *Grasp the concept of curriculum and curriculum development after the completion of the syllabus.*
2. *Develop an understanding for designing curriculum after the completion of the syllabus.*
3. *Aware about the issues of curriculum after the completion of the syllabus.*
4. *Develop knowledge of evaluating curriculum and will understand its implications.*
5. *Develop curriculum and its related concepts after the finishing of the syllabus.*

MODE OF TRANSACTION: Lecture and group discussion, Seminar Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks

(Attendance – 4 Marks

(Seminar – 6 Marks)

(Home Assignment/ Internal Test – 10 Marks)

SUGGESTED READINGS:

- NCERT, New Delhi : National Curriculum Frame work
(2005)
- Dash, BN (2009) : Curriculum Planning and Development, Wisdom Press, New Delhi.
- Mrunali, J (2014) : Curriculum Development, Neelkamal Publications, New Delhi.
- Oristein, A.C & Hunkims (1993) : Curriculum Foundations: Principles, Issues 2nd Edition) Allyn and Bacon Inc.USA.
- Pratt, D. (1920) : Curriculum Design and Development, Harcourt, N.Y
- Smith, B.O et.al : Foundations of Curriculum Development, Yenders, N.V World Book Co.
- Taba, H (1962) : Curriculum Development: Theory and Practices, Harcourt Brace and World Inci, NY.
- Vinay (2009) : Curriculum Development, Saurabh Publishing House, New Delhi.

MA. EDUCATION 4th SEMESTER
EDU-018: SPECIAL EDUCATION – II

External marks: 80

Internal marks: 20

LEARNING OBJECTIVES

- 1. To study the nature of the children with special needs and their education.*
- 2. To develop skills required to meet the needs of the children with special needs.*
- 3. To familiarize the students with the different types of disabilities among the children.*
- 4. To familiarize the students with the characters of gifted and creative children.*
- 5. To find the alternative or remedial educational provisions for special children.*

CONTENTS:

UNIT-I: Education of Delinquent Children 16 marks

- Meaning, Characteristic and forms of delinquency
- Causes and Preventive Measures
- Role of teacher in Janelle Delinquency

UNIT-II: Multiple Disabilities 16 marks

- Concepts, Definition, Characteristics and Types
- Etiological Factors and Preventions
- Emerging Trends and Issues of Multiple Disabilities
- Educational Implications of Multiple Disabilities

UNIT-III: Mental Retardation 16 marks

- Meaning, Characteristics and Types
- Educational Programmes for Mentally Retarded Children
- Assessment and Curriculum Planning for students with Mental Retardation
- Teaching Strategies for Children with Mental Retardation

UNIT-IV: Education of Physical Disability

16 marks

- General Information of Physical Disability
- Types of Physical Disability
- Rights and Provisions of Persons with Physical Disabilities in India
- Pedagogy of Teaching Children with Physical Disability

UNIT-V: Learning Disability

16 marks

- Concept and Definition
- Characteristics
- Types and Associated Conditions of Learning Disabilities
- Intervention and Educational programmes of Learning Disabilities

LEARNING OUTCOMES:

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

- 1. Understand the basic concepts of special education related to their services and collaboration with a variety of stakeholders for students with disabilities*
- 2. Understand the characteristics, causes, developmental implications and their educational programmes and support services on their prevention, early identification and individualized instructional strategies*
- 3. Develop self-reflective and critical thinking skills that promote innovative special education practice and learning by using a variety of perspectives*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks

(Attendance- 4 Marks)

(Seminar-6 Marks)

(Home Assignment/ Internal Test- 10 Marks)

SUGGESTED READINGS:

- Anne, M. Baner : Teaching exceptional students in your classroom, USA, 1989.
- Thomas, M. Shea
- Bedi, M.S. : Socially Handicapped Children, Jodhpur, Jain Brothers, 1978.
- Bhatia, B.D. : Themes in Child Development and Child Guidance, New Delhi, Doaba House.
- Biswas, M : Mentally Retarded Normal Children, New Delhi, Sterling Publishers, Pvt., Ltd., 1980.
- Brill, G. Richard : Exceptional Children, New York, Applied Research Education Centre, 1952.
- Chintamani Kar : Exceptional Children: Their Psychology and Education, New Delhi, Sterling Publishers, Pvt., Ltd., 1996.
- Cruickshank, M. : Psychology of Exceptional Children, London, 1975.
- Deo, Pratibha : Gifted Adolescents, New Delhi, NCERT, 1976.
- Dunn, L.M. : Exceptional Children in the School, New York, Holt, Rinehart and Winston, 1973.
- Gallagher, J.J. : Teaching of Gifted child, 2nd edition, Boston, Allyn & Bacon 1975.
- Hewett, F.N.M. & : Education of Exceptional Learners, Boston, Allyn and Bacon Inc., 1977.
- Forress, S.R.
- Khan, A.H. : Education for Gifted Children, Arya Book Depot, New Delhi, 1975.
- Mangal, S.K. : Educating Exceptional Children: An Introduction to Special education, New Delhi, PHI Pvt. Ltd, 2009.
- Panda, K.C. : Educational of Exceptional Children. New Delhi, Vikash Publishing House, 2009.
- Prakash, P. : Education of Exceptional Children: Challenges and Strategies, Kanishka Publishers, Distributors, New Delhi, 2016.
- Umadevi, M.R. : Special Education: A Practical Approach to Educating Children with Special Needs, Neelkamal Publications Pvt. Ltd. New Delhi, 2014.

MA (EDUCATION) 4th SEMESTER
EDU-019: ENVIRONMENTAL EDUCATION

External marks: 80

Internal marks: 20

LEARNING OBJECTIVES

- 1. To make the students aware of the environment and its related problems.*
- 2. To familiarize the students with the concept and importance of environmental Education.*
- 3. To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.*
- 4. To develop in the students a sense of appreciation, protection and proper utilization of environmental resources.*
- 5. To develop in the students an Eco friendly attitude and environmental values.*

CONTENTS:

UNIT- I: Environment and Education

16 marks

- Concept, Scope and Components (Biotic and Abiotic) of environment.
- Man-Environment Relationship: Determinism, Possibilism and New Determinism.
- Environmental Education: Meaning, Objectives and Principles.
- Difference between Environmental Education and Environmental Science.

UNIT-II: Curriculum and Approaches of Environmental Education 16 marks

- Curriculum: Stage specific- Primary, Upper Primary and Secondary.
- Approaches of Curriculum Development: Inter Disciplinary and Multi-Disciplinary.
- Transaction: Approaches to Teach Environmental Education - Mass Media Inquiry Approaches, Value Clarification Approaches.
- Methods of teaching E.E: Discussion, Seminar, Workshop, Field Survey, Projects, Exhibition.

UNIT-III: Environmental Hazards

16 marks

- Population growth, poverty, nutrition, health and sanitation.
- Pollution: Cause, affect and control measures of air, water and soil pollution.
- Global warming, Landslide and Ozone Layer depletion.
- Chemical pollutants and human exposure.

UNIT-IV: Environmental Issues

16 marks

- Major ecosystems and their conservation, terrestrial and aquatic ecosystems.
- Conservation of energy resources
- Alternative source of energy
- Waste Management

UNIT-V: Evaluation in Environmental Education

16 marks

- Meaning, Types, Tools and Techniques.
- Role of UBS, NCERT/SCERT and NGO in promoting environmental education.
- Environmental Movement: Earth summit 1972, Chipko Movement and Wild Life Conservation Strategy (WCS)

LEARNING OUTCOMES

At the end of the course, the learners will be able to

1. *Understand the concept and component of environment and environmental education.*
2. *Understand the curriculum at different stages, approaches and methods of teaching environment education.*
3. *Identify the causes and measures to control population growth and pollution*
4. *Understand the ecosystem and conservation of ecosystems, energy resources and alternative sources of energy.*
5. *Understand tools and techniques of evaluation in environmental education.*

MODE OF TRANSACTION: Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

Internal Assessment Marks Division: 20 Marks (Attendance- 4 Marks)
(Seminar-6 Marks)
(Home Assignment/ Internal Test- 10 Marks)

SUGGESTED READINGS:

- | | | |
|--|---|---|
| Bandhu, Desh and Ramanth, N.L (eds) (1982) | : | Education for Environmental Planning and Conservation, Natraj Publisher, Dehradun. |
| Bakti, T.S. Etal (Eds) (1986) | : | Environmental Education Principles, Methods and Application, New York. |
| Jain. K.C & Jain Shai | : | Environmental Education, Tandon Publications Books Market, Ludhiana. |
| Lokman Ali (2018) | : | Environmental Education, Nivedita publishing, Guwahati. |
| Nasrin (1999) | : | Environmental Education A.P.M Publishing Corporation New Delhi. |
| Patel C.S &Prabhu (2009) | : | Environmental Education APH Publications. |
| Prabhakar, V.K (ed) (2001) | : | Environmental Education, Anmol Publication New Delhi. |
| Rais Akhtar | : | Environmental Pollution and Health Problems, New World Environment Series (IV) Ashish Publishing House. NewDelhi. |
| Rajput, I.S & Saxena A.K | : | Environmental and Primary Education, Bhopal. |
| Rajput, S | : | Teaching Shills for Environment Approach Primary Education |
| RavinderCh (Ed) | : | Environmental Education. |
| Sharma R.A (1998) | : | Environmental Education Surya Publication, Meerut. |
| Sharma, R.C (1986) | : | Environmental Education, New Delhi. |
| Srinivastan .P & Singh D.P (eds) (2002) | : | Environmental Education, Amind Publication, New Delhi. |
| Yadeva P.S (ed) (2000) | : | Environmental Studies, Manipur University, Imphal |

MA (EDUCATION) ^{4th} SEMESTER

EDU -020: RESEARCH PROPOSAL WRITING AND PRESENTATION SKILL

External marks: 40

Internal marks: 10

LEARNING OBJECTIVES

1. Describe why the researcher should be familiar with the field or area of education from which the students intend to choose their problem
2. Identify the main parts of a research proposal (title, introduction, objectives, methodology, data collection and analyzing data)
3. Apply proper academic writing techniques, including Citation and Referencing, while avoiding plagiarism
4. Develop confidence, critical thinking and professional communication skills

CONTENTS

Unit-1: The Research problem and Preparation of the Research Proposal **10 Marks**

- Identification and selection of a research problem
- Delimitation and scope of the research problem

Unit-II: Preparation of the Research Proposal **15 Marks**

- Title of the study
- Introduction/Background
- Statement of the problem
- Significance of the study
- Review of related literature
- Objectives of the study
- Research questions/Hypotheses
- Research methodology
- Population and sample
- Tools and techniques for data collection
- Data analysis plan
- Ethical considerations
- References/Bibliography

Unit-III: Presentation Skills **15 Marks**

- Planning and organizing a presentation
- Structure of an effective presentation:
 - Introduction

- Main body
- Conclusion
- Use of visual aids (PowerPoint, charts, graphs, videos)
 - Presentation delivery techniques
 - Managing time and engaging the audience

After completing this unit, students will be able to:

1. Understand the importance of being familiar with the field or area of education when selecting a research problem.
2. Describe the main components of a research proposal, including the title, introduction, objectives, methodology, data collection, and data analysis.
3. Acquaint the appropriate academic writing conventions, including accurate citation and referencing, while maintaining academic integrity and avoiding plagiarism.
4. Develop confidence, critical thinking, and professional communication skills in preparing and presenting a research proposal.

SUGGESTED READINGS:

1. John W. Creswell & J. David Creswell (1994; 6th ed., 2023). Research Design: Qualitative, Quantitative and Mixed Methods Approaches
2. Kothari, C.R. (1985; 2nd rev.ed. 2004). Research Methodology: Methods and Techniques
3. John W. Creswell (1998; 4th ed. 2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches
4. Robert K. Yin (1984; 6th ed., 2018). Case Study Research and Applications: Design and Methods
5. Gary Thomas (2009; 3rd ed., 2021). How to Do Your Research Project
6. Joan Bolker (1998; reprinted 2019). Writing your Dissertation in Fifteen Minutes a Day
7. Sharan B. Merriam & Elizabeth J. Tisdell (1998; 4th ed., 2016). A Guide to Design and Implementation
8. Ranjit Kumar (1999; 5th ed., 2019). Research Methodology: A Step by Step Guide for Beginners

MA (EDUCATION) 4th SEMESTER

EDU -021: DISSERTATION

LEARNING OBJECTIVES

To provide students with an academic space to explore and reflect upon selected issues in the discipline of education. The themes may be related to any of the course or the key thrust areas of education. The identified theme is consolidated into a research problem and pursued by the students in the semester programme

Evaluation Scheme:

Dissertation Written Presentation: 100 Marks

Viva voce: 50 Marks

Note: Dissertation written presentation will be evaluated by External Examiner out of 80 marks.

LEARNING OUTCOMES:

By the end of the course, students will be able to apply

- 1. Apply and deepen subject -specific knowledge and understanding through focused research on a relevant topic.*
- 2. Critically evaluate existing literature and educational theories and practice related to the research topic to identify gaps and formulate research questions or hypotheses.*
- 3. Demonstrate the ability to design and conduct an independent research project using appropriate methodologies and techniques.*