

DHANAMANJURI UNIVERSITY

GOVERNMENT OF MANIPUR



M.A.EDUCATION

(ONE YEAR PROGRAMME)

NEW SYLLABUS

2026

DEPARTMENT OF EDUCATION

DHANAMANJURI UNIVERSITY

MANIPUR

Samananda / MTS
82
29/08/2026

DHANAMANJURI UNIVERSITY, IMPHAL

DEPARTMENT OF EDUCATION

M.A. (EDUCATION SYLLABUS) – ONE YEAR PROGRAMME

1. INTRODUCTION

The Master of Arts in Education (One-Year Programme) has been introduced in alignment with the vision and recommendations of the National Education Policy (NEP) 2020. It emphasizes holistic and multidisciplinary learning, academic mobility, skill development, and learner-centered higher education. Designed for students who have completed a four-year Undergraduate degree, the programme provides advanced knowledge, research orientation in teaching-learning processes, professional competence, and critical understanding in the field of education.

It seeks to prepare competent educators, researchers, curriculum developers, administrators, and policy practitioners capable of addressing contemporary educational challenges. The curriculum integrates multidisciplinary perspectives such as Educational Technology, Guidance and Counselling, Educational Measurement and Evaluation, and Comparative Education, Sociological Foundation of Education, fostering ethical, intellectual, and professional capacities among learners.

The programme also aligns with the objectives of the Academic Bank of Credits (ABC), Multiple entry-exit systems, and outcome-based education envisioned under NEP 2020. Through research dissertations, field engagements, and academic inquiry, students are encouraged to develop critical thinking, creativity, leadership, and social responsibility, thereby contributing to the growth of an inclusive, knowledge-based society.

2. POSTGRADUATE EDUCATION IN CONFORMITY WITH NEP 2020

- a) One-Year Master's Programme: For students completing a four-year Undergraduate degree with Honours specialization or Research specialization, supported by the Academic Bank of Credits.*
- b) Restructured Two-Year Programme: For students completing a three-year Bachelor's degree, with the second year concentrated on research.*

3. DEPARTMENT OF EDUCATION, DHANAMANJURI UNIVERSITY

At present, the Department of Education offers the following Postgraduate programmes:

- a) One-Year Master's Programme: For students completing a four-year Undergraduate degree with Honours specialization or Research specialization, with Academic Bank of Credits.*
- b) Restructured Two-Year Programme: For students completing a three-year Bachelor's degree, with the second year focused on research.*

4. DETAILS OF COURSE PATTERN AND SCHEME OF EXAMINATION

Semester	Course Type	No. of paper	Credit/Paper				Total Credits/ Week		Contact Hrs /Paper/Week		Total/ contact/ Semester	Mark/Paper			Total Marks
			L	T	P	Total						IA	EA	Total	
I	Core	2	5	3	1	4	16	22	104	142	574	20	80	100	500
	Elective	3	3				4		32			20	80	100	
II	Core	2	3	3	1	4	16	22	104	142	574	20	80	100	550
	Elective	1	1				4		32			20	80	100	

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

SEMESTER WISE COURSE PATTERN

Semester	Course name	Course Code	Credit/Paper				Contact Hrs/Semester	Marks/Paper			Total Mark
			L	T	P	Total		IA	EA	Total	
I	Sociological Foundations of Education (Core)	EDU-001	3	1		4	32	20	80	100	500
	Educational Measurement & Evaluation (Core)	EDU-002	3	1		4	32	20	80	100	
	Educational Management (Elective)	EDU-003	3	1		4	32	20	80	100	
	Guidance & Counseling in Education Part-I (Elective)	EDU-004	3	1		4	32	20	80	100	
	Special Education – I (Elective)	EDU-005	3	1		4	32	20	80	100	

Total
Marks

II	Curriculum Development (Core)	EDU-006	3	1		4	32	20	80	100	550
	Special Education-II (Core)	EDU-007	3	1		4	32	20	80	100	
	Environmental Education (Elective)	EDU-008	3	1		4	32	20	80	100	
	Research Proposal Writing & Presentation Skill	EDU-009	1	1		2	30	10	40	50	
	Dissertation	EDU-010						50	100	150	
	VAC/AEC	011	1	1		2	30			50	

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 be able to deal with contemporary issues in the society.
- c) **PEO3:** To provide quality education 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 multi- and social strata 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 for teaching and learning of various students.

PSO 3: 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 to issues of environment, literacy, protection of gender and other social issues of concern.

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

1. Students will be able to understand the sociological aspects of Education
2. Students will be able to evaluate the theories of sociology of Education

3. The students will be able to understand the different aspects of society
4. The students will be able to write clearly on the problems created by socio-cultural changes and the role of education in solving sociological issues
5. The students will be able to understand the various contributions made by Western and Indian social thinkers
6. The students will learn the educational opportunities and their impact on Indian society

MODE OF TRANSACTION: 1. Lecture and Group Discussion, Seminar and Presentation
EVALUATION SCHEME:

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

Suggested Readings:

- | | | |
|------------------------------|---|--|
| Aggarwal J.C
(2018) | : | Theory and Principles of Education 13th edition |
| Banerji A | : | Fundamentals of Educational Society |
| Bhatia, K.K | : | Philosophical, Sociological and Economic Bases
Education, Tandon Publications, Ludhiana. |
| Brook over, B etal
(1961) | : | A Sociology of Education |
| Brown, Francis, J
(1961) | : | Educational Sociology NY Prentice Hall-Inc. |
| Cook L.A & Cook
EEA | : | Sociological Approach to Education, N.Y McGraw Hill |
| Cole, S. Bremback
(1971) | : | Social Foundations of Education. Influences in Teaching
Learning, John Wiley and Sons, N.Y. |
| Creore, M.S (1982) | : | Education and Modernization in India Allied Pvi. Bunde |

- Jayasawal, Sita Ram (1980) : Sociological Foundations of Education, Lucknow Prakash Kendra.
- Mathur, SS (1997) : A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
- Morries, Iver (1972) : Sociology of Education-An introduction, George Allen
- Mukunda, S (2012) : Philosophical and Sociological Foundation of Education.
- Rao CN : Principles of Sociology with an Introduction to Social Thoughts.
- Sharma YK : Philosophical and Sociological Foundations of Education.
- Shrinivas, M.N(1976) : Social Change in Modern India, Asia Pub. Bombay.
- Swift D.F (1970) : Basic Reading in the Sociology of Education Rout ledge and Kegan paul, London.
- Talesra H : Sociological Foundations of Education.

M.A (EDUCATION) 1st SEMESTER

EDU- 002: EDUCATIONAL MEASUREMENT AND EVALUATION

External marks: 80

Internal marks: 20

LEARNING OBJECTIVES

- 1. To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.*
- 2. To familiarize the students with tools and techniques of measurement and evaluation.*
- 3. To develop skills and competencies in constructing and standardizing a test.*
- 4. To develop awareness among the students about the means and methods of assessing human capabilities.*
- 5. To update students with current trends in evaluation process.*

CONTENTS:

UNIT-I: Measurement and Evaluation

16 marks

- Concept, Nature, Scope and types of measurement and evaluation.
- Difference between measurement and evaluation
- Principles of evaluation and its uses in Education.

UNIT-II: Tools of Measurement and Evaluation

16 marks

- Subjective and objective tools
- Essay and objective tests
- Questionnaire and Schedules
- Rating scales and inventories
- Characteristics of a good test: Reliability and Validity (meaning, methods and factors affecting them)

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.*

MODE OF TRANSACTION: 1. 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 :

- | | | |
|---------------------------------------|---|--|
| Agarwal, R.N.& Vipin Asthma(1983) | : | Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir |
| Aiken, L.R.(1985) | : | Psychological Testing and Assessment, Boston, Allen and Bacon. |
| Anastasia, A.(1982) | : | Psychological Testing. New York: McMillan. |
| Cronbach,L.J.(1970) | : | Essentials of Psychological Testing, Harper, New York. 3rd Ed. |
| Edwards,A.L.(1957) | : | Techniques of Attitude Scale Construction. New York. |
| Ebel, R.L.& Frisbel, D.A.(1991) | : | Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd. |
| Frank S. Freeman (1965) | : | Theory and Practice of Psychological Testing. New York; Rinehart and Winston. |
| Gronlund, N.E. (1978) | : | Measurement and Evaluation in Teaching, New York, Mc Millan. |
| Gronlund,N.E.(1973) | : | Preparing Criterion referenced Tests for classroom instruction, New York |
| Mehrents,W.A. and Lehmann, I.J.(1984) | : | Measurement and Evaluation in Education and Psychology. New York: Helt, Rinchart, Winston. |
| Thorndike,R.L. and Hagen,E.(1977) | : | Measurement and Evaluation - In Psychology and Education. New York:John Wiley and Sons, Inc. |

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

External marks: 80

Internal marks: 20

LEARNING OBJECTIVES

- 1. To develop an understanding of the development of management.*
- 2. To enable the students to develop a conceptual framework of the educational planning, administration procedures and process of financing.*
- 3. To enable the students to understand the role of human relations in successful administration and supervision of an institution.*
- 4. To discuss some of the theories regarding educational organization for capacity building of students in management.*
- 5. To elicit awareness among students on the role of inspection supervision in quantitative development of educational sectors.*

CONTENTS:

UNIT- I: Conceptual Framework

16 marks

- Meaning, Concept, Principles, Need of Educational Management.
- Components of Educational Management.
- Models of Educational Management.
- Meaning of Conflict, Management of Conflict in Educational Organizations.

UNIT-II: Educational Administration

16 marks

- Development of Modern Concept: Scientific Management Approach, Administration as a Process, Administration as Bureaucracy, Human Relations Approach, Organizational Era and their Impact.
- Modern Trends in Educational Administration: PERT, TQM, MBO, Six Sigma. Quality Gurus- Edward Deming, C.K Pralhad.
- 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, 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: 1. Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

2. 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
Delhi.

Bhatnagar R.D (1986) : Educational Administration Planning and Supervision Anupama
Pub.

Bhatnagar R.P & Aggarwal V (2009) : Educational Administration, Supervision, Planning and Financing
R. Hall Book Department.

Chaudhri. NR : Management in Education, APH Publishing Corporation, New
Delhi

Kapoor N.N (1998) : Development and Maintenance of Educational Service, Vikas Pub.
House

Mathur M.V (1983) : Towards Improved Educational Planning and
Administration, Dialogue Pub. Mathur S.S : Educational
Administration Principle and Practices.

Mathur S.S : Principles of Management.

Mukherjee S.N : Educational Administration and Organization in Secondary
Schools, Acharya Book Department, Baroda.

- Mukhopadhyaya (2006) M: Total Quality Management and Education. Sage publications
New Delhi. Safaya R.N : Educational
Administration, Dhanpat Rai& Publications
- Singhal B.P (1986) : School Inspection system; A Modern approach Vikas Pub.
- Sharma R.A (2013) : Educational Administration and Management, R. Lall Book Departm
Meerut. Shukla P.D: Administration of Education in India, Vikas Publish
House Pvt. Ltd.
- Tilak, J.B.G (1992) : Educational Planning at Grassroots, Ashish Publications, New Delhi.

EDU- 004: GUIDANCE AND COUNSELLING IN EDUCATION PART-I

Internal marks:20

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

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.

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. Able to define and explain the meaning, need, scope, objectives, principles, and types of educational guidance along with its philosophical, sociological, psychological, and educational bases.
2. Able to describe the meaning, characteristics, principles, types, and steps of directive, non-directive, and eclectic counselling and understand factors affecting career counselling and its organization in schools.

3. Able to select and apply appropriate testing and non-testing techniques such as intelligence, interest, aptitude, observation, interview, questionnaire, rating scale, and cumulative records for educational and career guidance.
4. Able to identify and evaluate the functions, qualifications, and essential qualities of a counsellor and plan and conduct basic counselling sessions using therapy devices effectively.
5. Able to analyze and implement remedial counselling strategies for children during pre-adolescence and adolescence including issues related to divorce, loss of parents, child rights, child abuse, friendships, and the influence of popular culture on development.

MODE OF TRANSACTION: 1. Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

2. Internal Assessment Marks Division: 20 Marks

(Attendance- 4 Marks)

(Seminar-6 Marks)

(Home Assignment/ Internal Test- 10 Marks)

SUGGESTED READINGS:

- Agarwal L.P (2005) : Elementary Guidance and Counselling, Black Prints, New Delhi.
- Chadha, Satish C : Educational and Vocational Guidance and Counselling R.Lall (2002) Book, Department, Meerut.
- Downing, Luster, N : Guidance and Counselling Services, McGraw Hill, New York. (1964)
- Goswami Marami : Essentials of Guidance and Counseling, Lakshi Publishers and (2016) Distributors, New Delhi.
- Gupta, S.K : Guidance and Counselling in India Education, Mittal Publisher, Delhi
- Khorsad, A.W : Guidance Movement in India, Guidance Services No. 4, NCERT.
- Parischa, Prem : Guidance and Counselling in India Education, NCERT, New (1976) Delhi.
- Pandey, K.P : Educational and Vocational Guidance, Vishwavidyalaya Prakashan, Varanasi.

- Rao, S. Narayan : Counselling and Guidance Tata McGraw, Hill Publishing
(1991) Company Limited, New Delhi.
- Rai, Safaya : Guidance and Counselling Abhishek Publications Text
Chandigarh.
- Sharma, R.A : Fundamentals of Guidance and Counselling, R. Lall Book
(2003) Department, Meerut.
- Tracler, A.E and : Techniques of Guidance, Harper and Road, New York
nrla, R.D

MA. EDUCATION 1st SEMESTER
EDU-005: 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

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: 1. Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

2. 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. & Forrester, S.R. : Education of Exceptional Learners, Boston, Allyn and Bacon Inc., 1977.
- 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) 2nd SEMESTER
EDU-006: CURRICULUM DEVELOPMENT

External marks:80

Internal marks: 20

LEARNING OBJECTIVES

- 1. To familiarize the students with the concept of curriculum development.*
- 2. To develop an understanding for designing curriculum.*
- 3. To develop awareness among the students about the issues of curriculum.*
- 4. To impart the knowledge of evaluating curriculum and understanding its implications.*
- 5. To develop curriculum and its related areas.*

CONTENTS:

UNIT- I: Introduction to Curriculum

16 marks

- Meaning of Curriculum
- Need and Scope of Curriculum
- Nature and Functions of Curriculum
- Principles Curriculum Construction

UNIT-II: Bases of Curriculum Development

16 marks

- Stages in the Process of Curriculum development, Foundations of Curriculum Planning
- Philosophical Bases (National, democratic)
- Sociological basis (socio cultural reconstruction)
- Psychological Bases (learner's needs and interests)

UNIT-III: Curriculum Development and Design

16 marks

- Concept and Criteria of Curriculum Development: Scope, Sequence, Relevance
- Curriculum Development: Steps and Process
- Meaning of Curriculum Design
- Models of Curriculum Design-Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities)

Model [social reconstruction], Individual Needs & Interests Model

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:

- 1. Students will grasp the concept of curriculum and curriculum development after the completion of the syllabus.*
- 2. Students will develop an understanding for designing curriculum after the completion of the syllabus.*
- 3. Students can aware about the issues of curriculum after the completion of the syllabus.*
- 4. At the end of the syllabus, students will develop knowledge of evaluating curriculum and will understand its implications.*
- 5. Students will develop curriculum and its related concepts after the finishing of the syllabus.*

MODE OF TRANSACTION: 1. Lecture and group discussion, Seminar Presentation

EVALUATION SCHEME:

2. Internal Assessment Marks Division: 20 Marks (Attendance – 4 Marks

(Seminar – 6 Marks)

(Home Assignment/ Internal Test – 10 Marks)

SUGGESTED READINGS:

- | | | |
|--------------------------------|---|--|
| NCERT, New Delhi (2005) | : | National Curriculum Frame work |
| 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) 2nd SEMESTER

EDU-007: 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: 1. Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME:

2. 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 |
| Thomas, M. Shea | : | classroom, USA, 1989. |
| 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. & Forrester, S.R. : Education of Exceptional Learners, Boston, Allyn and Bacon Inc., 1977.
- 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 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) 2nd SEMESTER
EDU-008: ENVIRONMENTAL EDUCATION

External marks: 80

Internal marks: 20

LEARNING OBJECTIES

- 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

1. At the end of the semester, the students will understand the concept and component of environment and environmental education.
2. The students will be to understand the curriculum at different stages, approaches and methods of teaching environment education.
3. Students, after the completion of the courses, will be able to identify the causes and majors to control population growth and pollution
4. The students will understand the ecosystem and conservation of ecosystems, energy resources and alternative sources of energy.
5. At the end of the courses, students will understand toots and techniques of evaluation in environmental education.

MODE OF TRANSACTION: 1. Lecture and Group Discussion, Seminar and Presentation

EVALUATION SCHEME: 2. 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 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 Skills 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 & : Environmental Education, Amind Publication, New Delhi.

Singh D.P (eds)

(2002)

Yadeva P.S (ed) : Environmental Studies, Manipur University, Imphal

(2000)

MA (EDUCATION) 2nd SEMESTER

EDU -009: Research Proposal Writing and Presentation Skill

External marks: 40

Internal marks: 10

Delhi.

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) 2nd SEMESTER
EDU -010: 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