

EDUCATION

Syllabus

Distributions of Course and Credits

Semester -I

Course Code	Course Name	Credit
EDN 1016	Sociological Foundations of Education	06
EDN 1026	Psychological Foundations of Education	06
EDN 1036	Measurement and Evaluation in Education	06
EDN 1046	Technological Perspective of Education	06
EDN 1014	English Communication (Value Added)	04
SS 1011	Spiritual Studies	01

Semester -II

Course Code	Course Name	Credit
EDN 2016	Philosophical Foundations of Education	06
EDN 2026	Educational Planning and Management	06
EDN 2036	Methods and Techniques of Teaching	06
EDN 2046	Comparative Education	06
EDN 2014	Human Rights Education (Value Added)	04
SS 2011	Spiritual Studies	01

Semester -III

Course Code	Course Name	Credit
EDN 3016	Teacher Education	06
EDN 3026	Methodology of Educational Research	06
EDN 3036	Curriculum Development	06
EDN 3046	Psychological Laboratory Practical	06
EDN 3014	Life Skill Education (Value Added)	04
SS 3011	Spiritual Studies	01

Semester -IV

Course Code	Course Name	Credit
EDN 4016	New Trends in Indian Education	06
EDN 4026	Statistics in Education	06
EDN 4036	Developmental Psychology (Optional)	06
EDN 4046	Field Work (Project)	06
EDN 4014	Economics of Education (Value Added)	04
EDN 4011	Spiritual Studies	01

MA 1st SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME AND CODE: SOCIOLOGICAL FOUNDATION OF
EDUCATION (EDN 1016)**

CREDITS: 06; PAPER-I

Course objectives:

- To gain a comprehensive understanding of major sociological theories and perspectives that influence educational systems and practices.
- To analyze the impact of social inequalities, such as class, race, gender and ethnicity, on educational opportunities and outcomes.
- To explore the role of education in socialization, social mobility and societal development and understand how educational institutions contribute to social cohesion and change.
- To critically evaluate educational policies and reforms from a sociological perspective, considering their implications for equity, access and quality of education.

Learning Outcomes:

- Students will gain knowledge of key sociological theories (Functionalist, Conflict and Integrationist) and their role in shaping education.
- Learners will explore how education influences socialization, social mobility and social change.
- Students will understand the meaning, characteristics and functions of culture and its impact on personality and education.
- Learners will critically analyze issues like social stratification, social disorganization, and inequality, with a focus on SC/ST/OBC communities.
- Students will understand how education contributes to empowerment, peace, justice and the reduction of social inequalities.

Contents

UNIT-I: Sociology of Education:

- Concept of Educational Sociology and Sociology of Education
- Nature and scope of Sociology of Education
- Theories of Sociology- Functionalist Theory, Conflict Theory, Integrationist Theory
- Relationship between Educational sociology and sociology of Education

UNIT-II: Culture

- Meaning, characteristics and functions of Culture
- Types of Culture- Primitive and Modern, Material and Spiritual culture
- Culture and Personality
- Composite Culture and Multiculturalism

UNIT-III: Education as Social System

- Education as a factor of social stratification and social mobility
- Equality for social justice and peace
- Social Change: Factors and theories of Social change
- Education as an instrument of socio-cultural change

UNIT-IV: Education and Social Issues

- Social Disorganization- Concept, Nature, Types and Factors
- Role of Education in prevention of social Disorganization
- Women Empowerment
- Problems of economically disadvantaged section of the society with special reference to SC/ST/OBC
- Role of Education for removing the problems of SC/ST/OBC

Suggested Reading

- Brown, F.J. : Educational Sociology (Prentice Hall, INC, Englewood Cliffs, N.J. Charles E. Tuttle Company, Tokyo, 1961)
- Ogburn, William F & Nimkoff, Meyer F : A Handbook of Sociology (Eurasia Publishing House, Pvt. Ltd. Ram Nagar, New Delhi, 1947)
- Durkheim, E. Education and Sociology, New York, The Free Press, 1966
- Hemlata, T. Sociology Foundation of Education, New Delhi, Kanishka Publisher, 2002
- S.S. Mathur – Social Psychology, VINOD PUSTAK MANDIR, AGRA-2, Latest Edition
- McDavid John W & Harari Herbert – Social Psychology Individuals, Groups, Societies
- Cook L, A. & Cook, E. Sociological Approach to Education, New York, McGraw Hill, 1970
- Chandra S. And Sarma R.K., Sociology of Education, Atlantic Publishers and Distributors, New Delhi, 1996.

M.A. 1ST SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME AND CODE: PSYCHOLOGICAL FOUNDATION OF
EDUCATION (EDN 1026)**

CREDITS: 06; PAPER-II

Course objectives:

- Students will comprehend and critically evaluate major theories of learning and development, including behaviorism, cognitivism, constructivism, and socio-cultural theories, and their implications for educational practice.
- Students will apply psychological principles and research findings to develop effective teaching strategies and interventions that enhance student learning and address diverse educational needs.
- Students will analyze the stages of human development and how cognitive, emotional, and social development influence learning processes and educational outcomes.
- Students will develop skills in designing, administering and interpreting various educational assessments to evaluate student learning, guide instructional decisions and support student growth and achievement.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain and critically analyze major theories of learning, motivation, intelligence and personality and their impact on education.
2. Utilize psychological concepts to design effective teaching strategies, assess student learning and address diverse educational needs.
3. Evaluate different stages of human cognitive, emotional and social development and their influence on learning outcomes.
4. Learn to design, administer and interpret educational assessments to enhance student learning and instructional effectiveness.

5. Personality theories, understand adjustment processes and analyze how they affect students' behavior and learning in educational settings.

CONTENTS

Unit: I Introductory Concepts:

- Educational psychology its scope and branches
- Methods of educational psychology Experimental, Clinical and Developmental
- Behaviouristic and Cognitive theory of psychology and its relationship with education
- Individual difference – Meaning and determinants, Role of heredity and environment

Unit: II Learning and Motivation:

- Concept and factors of influencing learning
- Different theories of learning
- Advanced theories of learning
 - a) Gestalt theory of learning- its educational implication
 - b) Behaviouristic theory of learning – Cognitive Field theory and its educational implication
 - c) Constructivism (Social and Cognitive theory)
- Theories of motivation Maslow and Atkinson

Unit: III: Intelligence and Creativity:

- Concept, nature and characteristics of Intelligence
- Theories of Intelligence – Emotional theory of intelligence and Multiple Intelligence Theory
- Piaget theory of Intellectual development
- Concept of creativity and its relationship with intelligence and assessment

Unit: IV Personality and Adjustment:

- Meaning, nature and characteristic of personality
- Type and Trait theory of personality
- Psychoanalytical theory (Freud) Self theory of personality (Adler)
- Adjustment concept and nature: Mechanism of Adjustment

Suggested Reading :

- Saikia. P., Sociological Foundation of Education, DVS Publishers. Guwahati. New Delhi
- Chauhan, S.S: Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd. 1991
- Crow, L.D. & Crow, A. : Educational Psychology, Eurasia Publishing, N.D. 1963
- Comer Ronald & Gould Elizabeth: Psychology around us. Wiley India. New Delhi, 2011
- Fernandes, M.M : The Advanced Educational Psychology: The Psychology of the Learner. Himalaya Publishing House, Mumbai. 2008
- Mangal, S.K: Advanced Educational Psychology. Prantice Hall of India. New Delhi. 2004
- Woolfolk Anita: Educational Psychology. Pearson. New Delhi. 2011

MA. 1st SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME & CODE: MEASUREMENT AND EVALUATION IN
EDUCATION (EDN 1036)**

CREDITS: 06; PAPER-III

Course objectives:

- To develop a thorough understanding of fundamental concepts in educational measurement and evaluation, including reliability, validity, standardization and various types of assessment tools.
- To acquire skills to effectively design, administer, and interpret various educational assessments, both formative and summative, to measure student learning outcomes and instructional effectiveness.
- To learn to analyze assessment data using appropriate statistical methods and interpret the results to inform instructional decisions, enhance teaching strategies and improve educational programs.
- To understand and apply ethical principles and practices in educational measurement and evaluation, ensuring fairness, equity and accuracy in the assessment process for all students.

Learning Outcomes:

By the end of this course, students will be able to:

1. Demonstrate a comprehensive understanding of key concepts in educational measurement and evaluation, including reliability, validity, standardization and different types of assessment tools.
2. Design and implement effective educational assessments, including both formative and summative evaluations, to measure student learning outcomes and instructional effectiveness.
3. Analyze and interpret assessment data using appropriate statistical methods to make informed instructional decisions, refine teaching strategies and improve educational programs.
4. Apply ethical principles and best practices in educational measurement and evaluation, ensuring fairness, accuracy and equity in the assessment process for all students.

CONTENTS

Unit: I Measurement and Evaluation

- Concept of measurement and evaluation and its scope
- Test, (Teacher made test and standardized test) Assessment and purpose of evaluation
- Scales of measurement
- Process of evaluation formative and summative evaluation, Grading and Credit based Evaluation

Unit: II: Test Construction and Standardization

- Meaning, nature, principle and methods of test construction and standardization- Item writing and administration, Item analysis and selection of test items
- Test of reliability (Test-Retest, Split half and Alternate form of Reliability)
- Test of Validity (content validity, construct validity and concurrent validity)

Unit: III Measurement of General Intelligence

- Historical development of General Intelligence Test
- Age scale: Simon Binet Test
- Point scale: Wechsler test of intelligence
- Use of general intelligence test in education

Unit: IV Various Test and Scales:

- Different types of test used in education and psychology
- Measurement of Aptitude and Creativity
- Measurement of Achievement Diagnostic and performance
- Measurement of Personality: (Rating scale), (Projective techniques
 - TAT, CAT)

Selected Readings:

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

M.A. 1ST SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME & CODE: TECHNOLOGICAL PERSPECTIVE IN
EDUCATION (EDN 1046)**

CREDITS: 06; PAPER-IV

Course objectives:

- To develop a comprehensive understanding of the principles, concepts and historical development of educational technology and to explore its role and impact on contemporary educational practices.
- To analyze the communication process within educational settings, focusing on various models, methods and mediums of communication that facilitate effective teaching and learning.
- To examine the theory and application of programmed instruction, including its design, development and implementation and to evaluate its effectiveness in diverse educational contexts.
- To identify and evaluate emerging trends in educational technology, such as online learning, multimedia resources and innovative instructional technologies and to assess their potential to enhance educational outcomes

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of the principles, key concepts and historical evolution of educational technology, recognizing its significance in shaping modern educational practices.
2. Analyze and apply various communication models, methods and mediums within educational settings to enhance effective teaching and learning experiences.
3. Design, develop and implement programmed instructional materials based on theoretical foundations and critically evaluate their effectiveness in diverse educational contexts.

4. **Assess** and critique emerging trends in educational technology, such as online learning, multimedia resources and innovative instructional tools, while identifying their potential impact on improving educational outcomes.

CONTENTS

Unit: I Introduction to Educational Technology:

- Meaning, nature, scope and significance of Educational Technology
- Components of Educational Technology-Hardware & Software
- System approach in Educational Technology
- Multimedia approach in Educational Technology
- Information and Communication Technology: Concept, Characteristics and Modes

Unit: II Communication Process:

- Concept of communication process
- Classroom Communication: Verbal & Non-Verbal Communication
- Factors affecting classroom communication
- Flanders's interaction analysis
- Team teaching

Unit: III Programmed Instruction:

- Meaning, scope and importance of programmed instruction
- Fundamentals principles of programmed instructions
- Style of programming- Linear programming, Branching programming and Matheties
- Use of prime, prompts and cues
- Development of Programmed Instructional Material

Unit: IV Emerging Trends in Educational Technology:

- Educational technology in formal, non-formal and informal Education, Distance mode
- Education, Open Learning Systems and Educational Technology

- Emerging trends in Educational Technology, Tele-Conferencing, CCTV, CAI, INSAT-Problems of New Technologies
- Evaluation and Educational Technology
- Resource Centers for Educational Technology, CIFT, UGC, IGNOU, NOS

Suggested Readings:

- Aggarwal, J.C.: 2005, Educational Technology
- Bhatia & Bhatia: 1997,
- The Principles and Methods of Teaching , Doaba House, New Delhi
- Sampath, K., Paneerselvam, A. & Santhanam, S: Introduction to Educational Technology, Steerling Publishers Private Limited
- Madankar, R.R.: 2016, Technology of Teaching and Teacher Behaviour , Neelkamal Publications Pvt.Ltd., Hyderabad

Paper Code: ENG-VAC-1014
Credits: 4

Course Objectives:

1. To enable students to understand the fundamentals and importance of effective communication.
2. To develop the learners' proficiency in English grammar for accurate usage.
3. To enhance students' writing skills for academic and professional purposes.
4. To equip learners with the ability to overcome communication barriers.

Course Outcomes:

By the end of this course, students will be able to:

1. Define and explain the basic concepts and significance of communication.
2. Identify and analyze various barriers to effective communication and suggest ways to overcome them.
3. Demonstrate a solid understanding of English grammar including tenses, voice, narration, and sentence transformation.
4. Apply correct grammatical structures in both written and spoken communication.
5. Improve clarity, coherence, and organization in writing for academic and practical contexts.

Units and Distribution

Units	Content	Lecture	Tutorial
Unit I (Basics of Communication)	Meaning of Communication, Objectives of Communication, Importance of Communication, Barriers of Communication	12	3
Unit II (Basic English Grammar)	Tense, Voice, Narration, Preposition, Tag Question, Transformation of Sentences, Phrasal Verbs and Idioms, Synonyms and Antonyms	20	5
Unit III (Writing)	Letter Writing, Report Writing, Notices, Essays,	16	4

Skills)	Articles, C.V. Writing		
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Total Contact Hours: 60

Suggested Readings:

1. Kumar, Sanjay, and Pushp Lata. *Communication Skills*. Oxford University Press.
2. Murphy, Raymond. *English Grammar in Use*. Cambridge University Press.

M.A. 2ND SEMESTER
DEPARTMENT OF EDUCATION
COURSE NAME AND CODE: PHILOSOPHICAL FOUNDATION OF
EDUCATION (EDN 2016)
CREDITS: 06; PAPER-I

Course objectives:

1. To explore and understand the key philosophical foundations of education, including the major philosophical theories and thinkers that have influenced educational thought and practice.
2. To critically analyze and evaluate the philosophical concepts and principles that underpin various educational systems and approaches, fostering a deeper comprehension of how these ideas shape educational policies and practices.
3. To encourage students to reflect on and develop their own personal educational philosophy, integrating insights from various philosophical perspectives to inform their teaching practice and educational decisions.
4. To apply philosophical theories and concepts to contemporary educational issues and challenges, enabling students to use philosophical reasoning to address and solve problems in educational settings.

Learning Outcomes

By the end of this course, students will be able to:

1. Identify and explain key philosophical foundations of education, including major philosophical theories and thinkers that have influenced educational thought and practice.
2. Evaluate philosophical concepts and principles that underpin various educational systems and approaches, demonstrating an understanding of how these ideas shape educational policies and practices.
3. Reflect on and articulate their own educational philosophy, integrating insights from different philosophical perspectives to inform their teaching practice and decision-making in education.
4. Use philosophical reasoning and theoretical perspectives to analyze and address contemporary educational challenges, demonstrating the ability to propose informed and logical solutions in educational settings.

CONTENTS

Unit: I Introduction to Philosophy of Education:

- Concept, nature and scope of philosophy of education
- Basics Branches of Philosophy
 - a) Epistemology
 - b) Metaphysics
 - c) Axiology
- Philosophy and science, Philosophy and education
- Functions of philosophy of education and relationship with educational philosophy

Unit: II Philosophical Approaches in Education:

- a) Indian Philosophies of Education –
 - Samkhya and Vedanta
 - Buddhism, Jainism and Islamic Philosophy
- b) Western Philosophies of Education
 - Realism and Existentialism
 - Logical Positivism

Unit: III Knowledge, Reality and Values:

- Meaning, nature and source of knowledge
- Meaning of Reality
- Values Meaning and Hierarchies of Values
- National values as enshrined in Indian Constitution and their Educational Implication

Unit: IV Modern Concept of Philosophy:

- Analysis-Logical analysis
- Logical empiricism
- Positive relativism
- Contributions of Philosopher –
 - a) Indian Philosopher Vivekananda, Tagore, Gandhi and Aurobindo
 - b) Western Philosopher – Rousseau, Russell and John Dewey

Selected readings

- Shrivastava, K. K. : Philosophical Foundation of Education (Kanishka Publishers, Distributers, New Delhi, 2003)
- Chaube, S.P. and Akhilesh Choube, Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra-2
- Sahu, Bhagirathi : The New Educational Philosophy, Sarup and Sons : New Delhi, 2002
- Wingo, G. Max: Philosophies of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1975
- Brubacher J.S : Modern Philosophies of Education, McGRAW-HILL BOOK COMPANY, INC, New York, Toronto London, 1950
- Chakrabarti, Mohit, Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi, 2002
- Goswami, Dulumoni, Philosophy of Education, DVS Publishers, Guwahati, 2014
- Bryan Magee, The Story of Philosophy, The Dorling Kindersley Book, London

DEPARTMENT OF EDUCATION
COURSE NAME & CODE. EDUCATIONAL PLANNING AND
MANAGEMENT (EDN 2026)

CREDITS: 06; PAPER-II

Course objectives:

- To provide students with a comprehensive understanding of the principles, processes and practices involved in educational planning, including strategic, operational and contingency planning.
- To equip students with the necessary management skills to effectively lead and administer educational institutions, focusing on areas such as resource allocation, human resource management and organizational behavior.
- To enhance students' abilities to make informed decisions based on data analysis, policy evaluation and stakeholder consultation, ensuring that educational initiatives are aligned with institutional goals and societal needs.
- To develop students' competencies in implementing and evaluating quality assurance mechanisms, including monitoring and evaluation systems, to maintain and improve the standards of educational programs and institutions.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate a thorough understanding of educational planning by applying strategic, operational and contingency planning principles to real-world educational settings.
2. Utilize effective management skills to lead and administer educational institutions, including resource allocation, human resource management and organizational behavior.
3. Analyze and evaluate educational policies and data to make informed decisions that align with institutional objectives and societal needs.
4. Design and implement quality assurance mechanisms such as monitoring and evaluation systems to enhance the effectiveness and sustainability of educational programs.
5. Critically assess stakeholder engagement strategies and apply best practices to ensure inclusive and collaborative decision-making in educational planning and administration.

CONTENTS

Unit: I Basic concept of Educational Management:

- Meaning, nature and scope of educational management
- Basic principles of educational management
- Management, administration and organization- their differences and relationship
- Classroom management and managerial skills of teacher

Unit: II Management Process in Educational Planning:

- Planning, organizing, directing, supervising and controlling the educational management process
- The Central-State Relationship in Educational Planning and Management
- Meaning, nature, importance, principles of educational planning & Approaches of Educational Planning – Social Demand approach, Manpower requirement approach, Rate of Return approach
- Steps in Preparation of plans implementing, evaluating and readjusting a plan

Unit: III Personal Management and Financing in Education:

- Requirements and selection of teachers and administrative staff
- Financing-importance of educational financing at various levels
- Planning Programming Budgeting system (PPBS)
- Expenditure: State and Private Enterprise

Unit: IV Educational Administration:

- Concept of Educational Administration
- Centralization and Decentralization of administration in India: State and Private enterprise
- Existing problems of administration in India: External Controls and Internal Controls
- Equalization of Educational Opportunities (Constitutional Provision)

Selected Readings:

- Sharma, R.N. (2007) Educational Administration, Management and Organization, Surjeet Publications, Delhi-110007
- Taj, Hasneen and Bhargava Piyush (2012), Modern Perspectives of Organizational Behaviour, Harprasad Institute of Behavioural Studies, Agra-262007
- Mathu, M.V. (1983), Towards Improved Educational Planning and Administration, Dislogue Publication
- Bhatnagar, R.D. (1986). Educational Administration, Planning and Supervision, Anupam Publications

- Adams, H.P. and Dickey F.G. (1993), Basic Principles of Supervision, American Book Co. New York
- Bhatnagar, R.P. and Agarwal, V. (2003), Educational Administration, R. Lal Book Depot, Meerut
- Cambell, C.M. (2000), Practical Application of Democratic Administration, Harper and Brothers, New York

M.A. 2nd SEMESTER
DEPARTMENT OF EDUCATION

COURSE NAME & CODE.: METHODS AND TECHNIQUES OF TEACHING (EDN 2036)

CREDITS: 03 +03 =06; PAPER-III

Course Objectives:

- To comprehend the fundamental principles and components of the teaching-learning process and apply them to create effective educational environments.
- To explore and critically evaluate different teaching methods and styles, understanding their strengths and weaknesses in order to select appropriate strategies for diverse educational contexts.
- To develop and implement a range of teaching techniques that enhance student engagement and learning outcomes, catering to varied learning needs and preferences.
- To refine instructional skills by incorporating best practices in teaching, including classroom management, communication and assessment, to foster a supportive and productive learning atmosphere.

Learning Outcomes:

1. Students will be able to demonstrate a comprehensive understanding of the fundamental principles and components of the teaching-learning process and apply them effectively to create conducive educational environments.
2. Students will critically evaluate various teaching methods and styles, identifying their strengths and limitations and be able to select and adapt appropriate strategies based on the specific needs of the educational context.
3. Students will develop and implement a diverse range of teaching techniques that enhance student engagement, cater to different learning styles and improve overall learning outcomes.
4. Students will refine their instructional skills by incorporating best practices in classroom management, communication and assessment, resulting in a supportive and productive learning environment for all students.

CONTENTS

(Theory 50)

Unit: I The Teaching Learning Process:

- Meaning, nature and characteristics of teaching
- Teaching learning process
- Marks of good teaching

Unit: II Teaching, Methods and Styles:

- Teaching devices – Explanation, Questioning, Illustration, Teaching Aids
- Style of teaching –
- Autocratic style – Lecture method, Demonstration, Tutorial, Team Teaching
- Permissive style of teaching – Group discussion, Panel discussion, Project, Seminar, Symposia, Workshop

Unit: III Teaching Techniques:

- Maxims of teaching
- Micro teaching, skill development and Simulation
- Lesson plan – Essential of a good lesson plan, Herbartian steps of lesson plan, LPSGU model of lesson plan

(Practical-50)**Contents:**

- Students are required to Prepared 20 Lesson Plans, taking two Method Subjects (10 Lesson in each of the two Subjects)
 - Practice Teaching will have to be done by the Students in the Neighboring Schools.
 - The Lesson Plan are to be Countersigned by the Supervisor and Headmaster/ Headmistress of the Respective School.
1. Teaching Practical: 25
 2. Note Book: 15
 3. Viva Voce: 10

Total = 50

Selected Readings:

- The Skillful Teacher: Building Your Teaching Skills” by Jonathan D. Finkelstein
- “Tools for Teaching” by Barbara Gross Davis

- “The Art of Teaching” by Gilbert Highet
- “Teaching to Transgress: Education as the Practice of Freedom” by bell hooks
- “How to Teach Now: Five Keys to Personalized Learning in the Global Classroom” by William Powell and Ochan Kusuma-Powell

MA. 2nd SEMESTER

DEPARTMENT OF EDUCATION

COURSE NAME AND CODE: COMPARATIVE EDUCATION (EDN 2046)

CREDITS: 06; PAPER-IV

Course Objectives:

- To understand the concept and scope of comparative education.
- To analyze the education systems of India, England, Japan and the USA.
- To compare and contrast the key features of these education systems.
- To evaluate the impact of cultural, social, and political factors on education in these countries.

Learning Outcomes:

1. Students will be able to explain the concept and scope of comparative education, demonstrating a clear understanding of its importance in analyzing global education systems.
2. Students will be able to analyze the education systems of India, England, Japan and the USA, identifying key features, structures and practices specific to each country.
3. Students will be able to compare and contrast the education systems of the four countries, recognizing the similarities and differences in their curricula, teaching methods and educational policies.
4. Students will be able to evaluate the impact of cultural, social and political factors on education in India, England, Japan and the USA, understanding how these factors shape educational goals, methods, and outcomes.

CONTENTS

Unit: I

- Concept, scope and importance of comparative education
- Determinants of national system of education

➤ Comparative education in Indian context with reference to primary, secondary and Higher education

Unit: II

➤ England-National education system of England, Pattern of Administration, Primary Education, Secondary education, Higher Education and Teacher Education

Unit: III

➤ Japan-National education system of Japan, Pattern of Administration, Primary Education, Secondary education, Higher Education and Teacher Education

Unit: IV

➤ USA – National education system of USA, Pattern of Administration, Primary Education, Secondary education, Higher Education and Teacher Education

Selected Readings:

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

MA. 2nd SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME AND CODE: HUMAN RIGHTS EDUCATION (VAC
2014)**

CREDITS: 04

(Value Added Course)

Course Objectives:

- To introduce the fundamental concepts, principles and evolution of Human Rights.
- To analyze the role of education in promoting and protecting Human Rights.
- To examine contemporary Human Rights issues and challenges in education.

Contents

Unit-I Introduction to Human Rights

- Concept, Nature and Significance of Human Rights
- Broad Classification of Human Rights
- Universal Declaration of Human Rights
- Education Implication of Human Rights

Unit-II Human Rights and Education

- Concept, Aims and Objectives of Human Rights Education
- Human Rights Education at Secondary Level Curriculum
- Methods and Actives of Teaching Human Rights
- Obstacles of Human Rights Education

Unit-III Child Rights Issues and Challenges

- Concept of Child Rights as Human Rights
- Child Abuses and its Types
- Child Labour
- Role of NGOs in Protecting Child Rights

Unit V: Human Rights Education in India

- Policies and Initiatives on Human Rights Education in India
- Role of Teachers, Educational Institutions, and NGOs
- Challenges in Implementing Human Rights Education
- Case Studies on Human Rights Violations and Interventions

Suggested Readings:

1. **Jack Donnelly** – *Universal Human Rights in Theory and Practice* (Cornell University Press, 2013)
2. **David P. Forsythe** – *Human Rights in International Relations* (Cambridge University Press, 2017)
3. **UNESCO** – *Human Rights Education: A Framework for Policy Making* (UNESCO Publications, 2007)
4. **Amartya Sen** – *The Idea of Justice* (Harvard University Press, 2009)
5. **S.K. Khanna** – *Children and Human Rights* (Commonwealth Publishers, 1998)

M.A. 3rd SEMESTER
DEPARTMENT OF EDUCATION
COURSE NAME: TEACHER EDUCATION (EDN 3016)
CREDITS: 06; PAPER-I

Course objectives:

- Understand the concept and importance of teacher education, including its historical development and current significance in enhancing teaching practices.
- Gain insights into the differences between pre-service and in-service teacher education, including their objectives, methodologies and outcomes.
- Explore current trends and innovative practices in teacher education, such as technology integration, inclusive education and learner-centered approaches, to enhance teaching effectiveness.
- Develop professionalism in teaching through understanding ethical considerations, reflective practices and the challenges faced in the field of teacher education, including solutions to overcome them.

Learning Outcomes:

- Students will be able to clearly explain the concept of teacher education, trace its historical development and evaluate its current significance in improving teaching practices and outcomes.
- Students will be able to differentiate between pre-service and in-service teacher education, identifying key objectives, methodologies and expected outcomes for each, and will critically assess their roles in teacher development.
- Students will gain the ability to analyze and apply current trends and innovations in teacher education, including the integration of technology, strategies for inclusive education and the implementation of learner-centered teaching approaches to enhance teaching effectiveness.
- Students will be able to demonstrate an understanding of the ethical considerations in teaching, reflect on their teaching practices and identify challenges within the field of teacher education, proposing viable solutions for overcoming these challenges and fostering continuous professional development.

CONTENTS

Unit: 1 Introduction to Teacher Education:

- Teacher Education: Concept, Meaning, Significance and Functions of Teacher Education. Objectives of Teacher Education at Primary, Secondary and Higher Education Stage
- Development of Teacher Education in India in pre independence and post-independence Period
- Teacher Education Vs. Teacher Training
- Structure of Teacher Education in India

Unit: II Pre-service and In-service Teacher Education and their Agencies:

- Pre-service Teacher Education: meaning, need and importance.
- In-service Teacher Education: meaning, definitions and Significance
- Central agencies of Teacher Education UGC,UGC-Human Resource Development Centre, NCERT, NCTE and their roles
- State level agencies of Teacher Education -SCERT, DIET

Unit: III Current Trends and Innovative Practice:

- National Curriculum Framework for Teacher Education 2009
- Interdisciplinary approach- integrated courses
- Internship in Teaching
- Action Research- definitions, characteristics, types, importance, advantages, steps of Action Research, role of Action Researchers
- Micro Teaching
- Inclusive Education and role of teachers

Unit: IV Professionalism and Challenges in Teacher Education:

- Professionalism-meaning, dimensions, characteristics. Enhancing professionalism of teachers through Teacher Education
- Professional code of ethics and Teachers' accountability
- Performance Appraisal of Teachers
- Quality indicators of Teacher Education programme
- Challenges of Teacher Education and remedial measures

Selected Readings:

- Agarwal, S.P. & Agarwal, J.C.: Development of Education in India (vol 4 & 5). Concept Publishing Company. New Delhi.
- Amidon, Edmund, J. & Flanders Ned, A. : The role of the Teachers in the Classroom: A manual for Understanding & Improving Teacher's Classroom Behaviour. Paul. S Amindon Associates, Minneapolis.
- Bhargava, M. & Saikia, L.R. (2012): Teacher in the 21st Century- Challenges, Responsibility & Credibility. Rakhi Prakashan. Agra.
- Flora, J & Jahitha Begum, A (2011): Teacher Education: Quality Indicators. APN Publishing Corporation, New Delhi.
- Harper, W.R.: The Trend in Higher Education. The University of Chicago Press, Chicago.
- Khanna, Lamba, Saxena & Murthy: Teacher Education Theory and Practice. Doaba House
- Radha Mohan: Teacher Education. PHI Learning Pvt. Ltd. New Delhi.
- Ram, S.: Current Issues in Teacher Education, Karaan Paperbacks, New Delhi.
- Saxena, Mishra & Mohanty : Teacher Education. R. Lall Book Depot. Meerut.

M.A. 3rd SEMESTER
DEPARTMENT OF EDUCATION
COURSE NAME AND CODE: METHODOLOGY OF EDUCATIONAL
RESEARCH (EDN 3026)
CREDITS: 06; PAPER-II

Course objectives:

- Learn the fundamental principles and techniques of educational research, including research design, data collection and analysis methods.
- Gain practical skills in conducting educational research, including formulating research questions, designing studies and analyzing data.
- Learn to critically evaluate educational research studies, including assessing the validity and reliability of research findings.
- Apply research methods to real-world educational issues, such as evaluating teaching strategies or assessing student learning outcomes.

Learning Outcomes

- Demonstrate a comprehensive understanding of the fundamental principles and techniques of educational research, including research design, data collection and analysis methods.
- Develop the ability to formulate research questions, design educational studies and apply appropriate data analysis techniques to draw meaningful conclusions.
- Critically evaluate educational research studies by assessing the validity, reliability, and relevance of research findings, including identifying potential biases or limitations.
- Apply educational research methods to real-world educational problems, such as evaluating the effectiveness of teaching strategies or assessing student learning outcomes.

CONTENTS

Unit: I

- Educational Research – Meaning, Nature, Significance and Scope.
- Types of Research-Basic/Fundamental Research, Applied Research and Action Research
- Methods of Educational Research – Historical Method, Descriptive Method and Experimental Method
- Qualitative & Quantitative Research – its meaning, aspects and differences
- Advantage and disadvantage of Qualitative and Quantitative Research

Unit: II

- Population and Sample – its meaning, characteristics and types, Methods of sampling
- Research Tools and its Characteristics Types of Research Tools – Questionnaire, Observation, Interview, Psychological Test And Scales
- Validity and Reliability of Research Tools

Unit: III

- Review of Related Literature – its need and importance in educational research
- Hypothesis- its meaning, need and importance. Sources of Hypothesis, Characteristics of Valid Hypothesis
- Types of Hypothesis-
- Null Hypothesis – its meaning, importance in educational research
- Declarative Type – its meaning and importance in educational research

Unit: IV

- Data Collection, Sources of data collection (Primary and Secondary) data, Analysis and Interpretation of the data
- Preparation of A Research Synopsis,
A) Selection of The Topic Of Research.
B) Steps Involved In Preparing A Research Proposal.
C) The Research Report.
- Ethical Issues of Research

Selected Readings:

- Best, John W. And Kahn, James V – Research in Education, New Delhi: Prentice Hall of India Pvt.
- Good, C.V. and Scates D.F. – Methods of Research – Educational, Psychological, Sociological, New York Appleton Century Crofts Inc.
- Koul Lokesh – Methods of Educational Research, New Delhi: Vikash Publishing House Pvt. Ltd.
- Young, P.V. – Scientific Social Survey and Research, New York: Prentice Hall
- Ackoff, Rusell L – the Design of Social research, Chicago: University of Chicago Press
- B Whitney, L – The elements of Research, New York: Prentice Hall
- Travers Robert, M.W. – An Introduction of Educational Research, New York: Mac Millan Publishing Co. Inc.

M.A. 3rd SEMESTER
DEPARTMENT OF EDUCATION
COURSE NAME AND CODE: CURRICULUM DEVELOPMENT (EDN 3036)
CREDITS: 06: PAPER-III

Course objectives:

- Understand the learning needs of students and society to create relevant educational goals.
- Clearly define the desired outcomes and objectives of the curriculum.
- Develop engaging and effective content to achieve the curriculum goals.
- Plan assessments to measure student learning and ensure the curriculum is effective.

Based on the course objectives you've provided, here are the corresponding learning outcomes:

1. Students will be able to assess the diverse learning needs of students and society and effectively align educational goals with these needs.
2. Students will be able to define precise, clear and achievable curriculum outcomes that reflect the educational goals.
3. Students will demonstrate the ability to create content that is engaging, relevant and aligned with the curriculum goals to facilitate effective learning.
4. Students will be capable of designing assessments that measure student learning, ensuring the curriculum's effectiveness and providing actionable insights for improvement.

CONTENTS

Unit: I Fundamentals of curriculum:

- a) Curriculum-Concept, difference between syllabus and curriculum,
- b) Concept of emerging, hidden and Irrelevant Curriculum, Sources of curriculum design.
- c) Major approaches to curriculum – structure and humanistic;
- d) Current Issues and Trends in curriculum organization and development.
- e) National Curriculum Framework (NCF)-2000 & 2005.

Unit: II Curriculum Planning:

- a) Concept, Components of Curriculum Planning.
- b) Trends in Curriculum Planning.
- c) Principles of Curriculum Planning.

Unit: III Curriculum Development and Implementation:

- a) Concept, Different categories and types of curriculum.
- b) Principle of Curriculum construction sequencing content-Integrating contents
- c) Different models of curriculum development- Technical and Non-Technical
- d) Process of Curriculum development.
- e) Curriculum Implementation

Unit: IV Curriculum Evaluation:

- a) Concept, Need, Sources of Curriculum evaluation;
- b) Role of Support material, types of material.
- c) Evaluation-Aspects of evaluation formative and summative evaluation and its interpretation

Selected Readings:

- “Curriculum Development: A Guide for Educators” by Jon W. Wiles and Joseph C. Bondi
- “Understanding by Design” by Grant Wiggins and Jay McTighe
- “Curriculum: Foundations, Principles, and Issues” by Allan C. Ornstein, Francis P. Hunkins, and Bruce G. Posamentier
- “The Curriculum Studies Reader” edited by David J. Flinders and Stephen J. Thornton
- “Curriculum Development in the Postmodern Era: Teaching and Learning in an Age of Accountability” by Patrick Slattery.

M.A. 3rd SEMESTER

DEPARTMENT OF EDUCATION

COURSE NAME AND CODE: PSYCHOLOGICAL LABORATORY PRACTICAL (EDN 3046)

CREDITS: 06; PAPER-IV

Course objectives:

- Understand the basic principles of experimental psychology through hands-on activities.
- Develop practical skills in conducting psychological experiments and analyzing data.
- Learn to apply theoretical knowledge to real-world experimental settings.
- Gain insights into the scientific method as applied in psychological research.

Based on the given learning objectives, the following learning outcomes can be derived:

1. Demonstrate an understanding of the fundamental principles of experimental psychology through active participation in hands-on activities and practical exercises.
2. Develop competence in conducting psychological experiments by designing, implementing and analyzing data in real-world experimental settings.
3. Apply theoretical knowledge to practical experimental situations, showcasing the ability to translate classroom learning into research practices and settings.
4. Critically evaluate and analyze data obtained from psychological experiments and demonstrate the ability to interpret and report findings accurately.

CONTENTS

Unit: I Learning:

- Maze Learning
- Distributed Vs Massed Learning
- Bilateral Transfer – Mirror Drawing

Unit: II Motivation & Fatigue:

- Effect on Frustration on Performance
- Mental work and Fatigue
- Achievement Motivation

Unit: III Memory, Forgetting, Attention and Imagination:

- Logical Memory and Memory of Discrete Materials
- Proactive and Retroactive Inhibition
- Span of Apprehension
- Division of Attention
- Concept Formation
- Ink-Blot Test
- Recall and Recognition
- Memorization through meaningful materials

Unit: IV Personality Interest, Aptitude, Intelligence and Reaction Time:

- Personality Test of Introversion and Extroversion
- Measurement of Interest
- Measurement of Verbal and Non-Verbal Intelligence
- Differential aptitude Test (DAT)
- Simple Reaction Time
- Complex Reaction Time

Selected Readings:

- Saikia Lutfun Rasul : Psychological and Psychological Experiments in Education 2018
- Fox Charles : A Text Book of Practical Psychology
- Woodworth Robert S & Schlosberg Harold : Experimental Psychology
- Das P.C. : Experiment and Measurement in Education and Psychology, Guwahati,

M.A. 3rd SEMESTER
DEPARTMENT OF EDUCATION
COURSE NAME AND CODE: LIFE SKILL EDUCATION (VAV 3014)
CREDITS: 04; Value Added Paper

Course Objectives

The course aims to:

1. Develop an understanding of life skills and their significance in daily life.
2. Equip students with essential social, negotiation, thinking, and coping skills for personal and professional growth.
3. Foster critical and creative thinking to enhance problem-solving and decision-making abilities.
4. Enable students to manage stress and emotions effectively through various coping strategies.

Contents

Unit-I: Life Skills and Life Skill Education

- Meaning, Definition and Importance of Life Skills
- Core life skills, Livelihood Skills, Survival Skills
- Life Skill Education-Meaning, importance and value of life skill education in the present society
- Life skill Training and its role in coping with stress in 21st century

Unit-II: Social Skills and Negotiation Skills

- Meaning of Social and Negotiation Skills and their importance
- Self Awareness-Definition, Types of Self, Self Concept, Body Image, Self Esteem
- Empathy, Sympathy, Altruism
- Interpersonal Relationship

Unit-III: Thinking Skills

- Meaning and nature of thoughts, Types, Concept Formation and Reasoning
- Creative and Critical Thinking-Definition, Nature and Stages
- Problem Solving-Meaning and need, Factors influencing problem solving
- Decision Making-Definition, Process, Need, Consequences, Models, Goal Setting

Unit-IV: Coping Skill

- Coping with Emotions-Definition, Characteristics and Types
- Coping with Stress-Definition, Stressors, Source of Stress, Coping Strategies
- General Adapting Syndrome Model of Stress
- Measuring life skills-Life Skills Assessment Scale

Suggestive Readings

1. WHO (1999). **Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting**. Geneva: World Health Organization.
2. UNESCO (2001). **Life Skills in Non-formal Education: A Review**. Paris: UNESCO.
3. Nelson-Jones, R. (2007). **Life Coaching Skills: How to Develop Skilled Clients**. Sage Publications.
4. Goleman, D. (1995). **Emotional Intelligence: Why It Can Matter More Than IQ**. Bantam Books.
5. Corey, G. (2012). **Theory and Practice of Counseling and Psychotherapy**. Brooks/Cole Publishing.
6. Seligman, M. (2011). **Flourish: A Visionary New Understanding of Happiness and Well-being**. Free Press.
7. Neff, K. (2011). **Self-Compassion: Stop Beating Yourself Up and Leave Insecurity Behind**. HarperCollins.

M.A. 4th Semester

Department of Education

Course Name & Code: New Trends in Indian Education (EDN 4016)

Credits: 06; Paper I

Course objectives:

- Understand the foundational concepts, objectives and guiding principles of Environmental Education and recognize its interdisciplinary nature.
- Analyze the significance of Environmental Education in fostering environmental awareness and explore effective teaching strategies for different educational levels.
- Evaluate the concept of values, their classification, and the importance of Value Education in secondary schools, along with strategies for its effective implementation.
- Examine the meaning and importance of Inclusive Education, particularly focusing on inclusion of children from socially disadvantaged sections and those with diverse needs as a fundamental human right.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Comprehend a clear understanding of the foundational concepts, objectives and guiding principles of Environmental Education, recognizing its interdisciplinary nature and relevance in contemporary society.
2. Assess the significance of Environmental Education in fostering environmental awareness and apply effective teaching methodologies for different educational levels to promote sustainable practices.
3. Critically examine the concept of values, their classification and the role of Value Education in secondary schools while formulating strategies for its effective integration into the curriculum.
4. Analyze the meaning and importance of Inclusive Education, particularly for children from socially disadvantaged backgrounds and those with diverse needs and develop strategies to ensure their full participation as a fundamental human right.

CONTENTS

Unit: I Environmental Education

- Environmental Education: Meaning, Definition, Objectives and guiding principles
- Need and importance of Environmental Education as an interdisciplinary subject
- Education for environmental awareness
- Strategies of teaching Environmental Education at different levels- Primary, Secondary and Higher

Unit: II Value and Peace Education

- Concept of value, Classification of values – social, moral, aesthetic and religious values
- Need and strategies of value education in secondary schools
- Concept and relevance of peace education, National and International Contexts
- Teacher's role in promoting peace

Unit: III Inclusive Education

- Inclusion in Education – meaning and definitions
- Inclusion of children in education from socially disadvantaged section schedule castes, schedule tribes, economically backward, minorities from rural and slum areas
- Inclusive in education for children with diverse needs its rationale. Inclusion in education – a human right.

Unit: IV Constitutional Provisions, Education and Empowerment of Women

- Constitutional provisions for equality of women
- University Education commission (1948-49) on women education
- Kothari commission (1964-66) on women education
- National policy on Education) 1986) on women education
- Millennium Development Goal (MDG)

Selected readings:

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

- Susan Stainback and William Stainback – “A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning” (2009)
- Richard A. Villa and Jacqueline S. Thousand – “Creating an Inclusive School” (2005)
- Paula Kluth – “You’re Going to Love This Kid!: Teaching Students with Autism in the Inclusive Classroom” (2010)
- Toby J. Karten – “Inclusion Strategies That Work! Research-Based Methods for the Classroom” (2012)
- Mel Ainscow – “Understanding the Development of Inclusive Schools” (2005)

M.A. 4th Semester

Department of Education

Course Name & Code: Statistics in Education (4026)

Credits: 06; Paper- II

Course objectives:

- Students will be able to grasp fundamental statistical concepts such as mean, median, mode, standard deviation and variance, and apply them to educational datasets.
- Students will learn how to collect, organize, and analyze educational data using statistical methods to draw meaningful conclusions and make informed decisions.
- Students will develop the ability to interpret statistical findings from educational research, critically evaluate research methodologies, and assess the validity of research conclusions.
- Students will apply statistical techniques to real-world educational scenarios, such as evaluating teaching effectiveness, assessing student performance, and making data-driven decisions to improve educational outcomes

Course Outcomes:

1. Students will understand basic statistical concepts like mean, median, mode, standard deviation and variance and use them in educational data analysis.
2. Students will be able to collect, organize and analyze educational data to draw meaningful conclusions.
3. Students will interpret statistical findings, evaluate research methods and assess the validity of research conclusions.
4. Students will apply statistical techniques to real-world educational situations, such as evaluating teaching effectiveness and student performance.

CONTENTS

Unit: I NORMAL DISTRIBUTION

- Meaning, Nature, Importance of Normal Probability Curve
- Uses and Application of Normal Probability Curve
- Non-Normal Distribution: Kurtosis & Skewness

Unit: II SIGNIFICANCE TESTING

- Significance testing of-Mean, Median, Quartile Deviation, Standard Deviation, Percentage, Coefficient of Correlation
- Parametric and Non-Parametric Tests-its Concept and differences, Non-Parametric-Chi-Square: Test of Equality, Normality and Independence.

Unit: III z-test, t-test and ANOVA

- Parametric test-Z-test and t-test to test the reliability or significance of dependent and independent groups
- Analysis of Variance – One way and Two way Analysis of variance (ANOVA)

UNIT: IV REGRESSION AND CORRELATION

- Coefficient of Correlation by-Product moment method. Scatter Diagram
- Regression: Forming Regression Equation, Prediction with Regression Equation
- Concept of Large and Small Sample, One tailed and Two tailed tests, Setting of significance levels and determining critical values for significance testing.

Selected Readings :

- Garrett, H. E. Statistics I Psychology and Education, Vakils etc Bombay
- Guildford, J. P. Fundamental Statistics in Psychology and Education Mc Graw Hill
- Minium, E.W. : Statistical Reasoning in Psychology and Education, John Willey
- Mangal, S.K. Statistics in Psychology and Education, Prentice Hall
- Saha Kaberi : Statistics in Psychology and Education, Asian Publishers
- Tate, M.W. Statistics in Education, Macmillan

Department of Education

Course Name & CODE: DEVELOPMENTAL PSYCHOLOGY (EDN 4036) (Optional) (A)

CREDITS: 06; PAPER III

Course objectives:

- Understand how people grow and change from infancy through old age.
- Learn about the factors that influence development, such as genetics, environment and culture.
- Explore how people develop cognitive, emotional, and social skills.
- Gain insights into how developmental theories and research can be applied to real-life situations, such as education, parenting, and counseling.

Course Outcomes:

1. Explain how humans grow and change from infancy to old age.
2. Identify the role of genetics, environment and culture in human development.
3. Describe how cognitive, emotional and social skills develop over time.
4. Apply developmental theories and research to real-life situations like education, parenting and counseling.

CONTENTS

Unit: I

- Developmental Psychology- its meaning, nature and Scope
- Growth and Development- its concept, Parental development, Neonatal development- Actions and Reactions of the Neonate
- Problems faced by the children of Broken Homes and Working Mothers. Parental Acceptance & Rejection and its influence on children.

Unit: II

- Infancy-developmental aspects, emotional, motor, sensory, early need and habit formation
- Childhood-Language development in children in children, Development of concepts, Speech development.

Unit: III

- Psychological development, Mental development, Emotional development, Social development during Adolescence. Influence of family and peers in their social relationship.

UNIT: IV

- Personality development during Adolescence, Self-concept, Self-esteem, Personality Deviation, Adjustment Problems and Juvenile Delinquency.

Selected Readings :

- Chanda, S. C. (1989) : Child Psychology & Child Development, Loyal Book Depot
- Cole, L. (1959) : Psychology of Adolescence, Rinehard & Winston, NY.
- Ferguson, C. A. (1973) : Studies of Child language development, New York : Holt, Rinehart and Winston
- Goswamee, G. (2008) : Child Development & Child Care, Arun Prakashan
- Hurlock, E.B. (2000) : Adolescence Development, Mc. Graw Hill NC.
- Hurlock, E.B. (1978) : Developmental Psychology – a life span approach. The Mc. Graw Hill Publishing company ltd., New delhi
- Jersild, A. T. (1967) : Psychology of Adolescence, Macmillan, New York
- Kuppaswamy, B. (1980) : Child Behaviour and Development, 2nd edition, Vikas Publishing House pvt. Ltd.
- Thomson, G. G. (1969) : Child Psychology. Indian reprint. The Times of India Press,

Department of Education

Course Name & Code: Dissertation/ Field Work (EDN 04046)

Credits: 06; Paper IV

Course Objectives:

- Explain the process of conducting a Project.
- Prepare a Project Report.

Guideline:

- Each student is required to complete anyone project related to any area of the syllabus to be
- Evaluated by Internal and External Examiners jointly through viva-voce test. The project

Work will be completed according to following heads Course Objectives:

- Title of the Project
- Introduction
- Importance of the Study
- Objectives of the Study
- Review of related literature
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion

Internal Assessment (20 Marks):

- Home Assignment/Group Discussion related to Project: 10 Marks
- Library Works: 6 Marks
- Attendance: 4 Marks

External Assessment (80 Marks):

- Project Report: 60 Marks
- Viva Voce: 20 Marks

M.A. 4th Semester

Department of Education

Course Name & Code: Economics of Education (VAC 4014)

Credits: 06; Paper

Unit-I: General Concepts

- Meaning, scope and significance of Economics of Education
- Education as consumption and Investment
- Recent trends in Economics of Education

Unit-II: Education, Human Capital and Economic Development

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

Unit-III: Education and Finance

- Taxonomy of Educational Cost
- Taxonomy of Educational Benefits
- Criteria of Financing Education, Mobilizing, Resources for Financing Education
- Role of Centre and State in Financing Education

Unit-IV: Educational Planning

- Educational Planning in India-Concept, needs and goals of educational planning
- Manpower Capital formation-Meaning and Strategies.
- Human Capital formation-Meaning and strategies
- Education and employability.

Suggested Readings:

1. **Blaug, Mark (1970)** – *Economics of Education: A Selected Anthology*. **Publisher:** Pergamon Press.
2. **Psacharopoulos, George (1987)** – *Economics of Education: Research and Studies*. **Publisher:** Pergamon Press.
3. **Vaizey, John (1962)** – *The Economics of Education*. **Publisher:** Macmillan.
4. **Schultz, Theodore W. (1962)** – *Investment in Human Capital*. **Publisher:** The Free Press.
5. **Becker, Gary S. (1964)** – *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. **Publisher:** University of Chicago Press.
6. **Tilak, Jandhyala B.G. (2021)** – *Economics of Inequality in Education*. **Publisher:** Sage Publications
7. **Johnes, Geraint (2024)**– *The Economics of Education: A Comprehensive Overview*. **Publisher:** Elsevier.
8. **Bowles, Samuel & Gintis, Herbert (2011)** – *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. **Publisher:** Haymarket Books.
9. **Mincer, Jacob (1974)** – *Schooling, Experience, and Earnings*. **Publisher:** National Bureau of Economic Research (NBER).
10. **Hanushek, Eric & Woessmann, Ludger (2015)**– *The Knowledge Capital of Nations: Education and the Economics of Growth*. **Publisher:** MIT Press.