

**SYLLABUS**  
**EDUCATION**

**FOR**  
**M. A.CBCS COURSE (Revised syllabus)**

**Effective from Academic session July 2020**  
**Approved by Academic Council on 08/02/2020**

**GAUHATI UNIVERSITY**  
**GUWAHATI**

## Course Outcome of M.A. Education under CBCS Curriculum

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

### Instruction on teaching method:

□ The classroom transaction of all papers will be done through Blended mode of learning. However offline learning will be conducted through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences.

□ Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers.

□ Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.

□ 40% of the courses will be covered by online mode of learning.

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

### List of Papers

Semester	Course Code	Paper Name	Credits
I	1016	Sociological Foundations of Education	6
	1026	Psychological Perspectives of Education	6
	1036	Comparative Education	6
	1046	Educational Technology	6
	1054	VAC (Group Discussion and Co-curricular Activities)	4
II	2016	Social Psychology and Group Dynamics	6
	2026	Educational Planning and Management	6
	2036	Measurement and Evaluation in Education	6
	2046	Psychological Laboratory Practical	6
	2054	VAC (Educational Entrepreneurship, Soft Skill Development)	4
III	3016	Educational Statistics	6
	3026	Problems and Issues in Education	6
	3036	Elective 1 – Abnormal Psychology	6
	3046	Elective 2 – Continuing Education	6
	3056	Elective 3 – Developmental Psychology	6
	3066	Open Course: Stress Management and Mental Health (For Gauhati University)	6
	3076	Environmental Education (For other Colleges and IDOL)	6

IV	4016	Philosophical Foundations of Education	6
	4026	Methodology of Educational Research	6
	4036	Curriculum Development	6
	4046	Elective 1 – Economics of Education	6
	4056	Elective 2 – Guidance and Counselling	6
	4066	Elective 3 – Teacher Education	6
	4074	VAC (Project/Field Trip)	4

□ **This is to be noted that the students of MA 3<sup>rd</sup> and 4<sup>th</sup> semester will have to select one elective paper each out of three options. Open course (paper – 3066) is only for the students of Gauhati University Education department. In lieu of the Open course (paper-3066), the students studying M.A. in the different colleges and also the Post graduate (Education) students of IDOL have to take the paper 3076 ( Environmental Education).**

# 1<sup>st</sup> SEMESTER

**Course Code – 1016**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name – Sociological  
Foundations of Education**

**Contact Hours: 6 per week**

**Nature of the Course – Core**

**Total Credit – 6**

## **Learning outcome:**

After learning this paper the students will be able to

- 1) know the Social Context of Education and its operational dimensions as a system.
- 2) understand about Culture, its different aspects and relationship with Social Change
- 3) analyse the current social problems and issues in Education.
- 4) understand about Social Groups and their relevance in Society
- 5) apply the knowledge of sociology in conflict resolution and to maintain social order

## **Units            Contents**

### **Unit-1 Sociology of Education**

- Concept, Nature and Scope of sociology of education
- Theories of Sociology-Functionalist Theory, Conflict Theory and Interactions Theory.
- Relationship and differences between Educational Sociology and Sociology of Education.

### **Unit-2 Culture**

- Concept, Nature and functions of culture.
- Types of Culture- Material and Non-Material or Spiritual, Primitive and Modern. Composite Culture,
- Multiculturalism, Culture and Personality. Cultural Change- Concept, nature and Factors.
- Social Change- Concept, Nature, Factors and Theories-Evolutionary Theories, Cyclical Theories, Functionalists Theories and Conflict Theories. Education as An Instrument of Socio Cultural Change.

### **Unit -3 Socialization and Social Stratification**

- Concept, Nature and Stages of Socialization.
- Agents of Socialization- Family, School, Peer Group, State and Religion. Importance of Socialization. School as s Social System.
- Concept , Nature and Types of Social Stratification and Social Mobility.
- Relationship of Education with Social Stratification and Social Mobility.

#### **Unit -4 Social Control and Social Order**

- Concept, Nature and Purpose of Social Control .
- Types of Social Control-Formal and Informal. Agencies of Social Control.
- Concept, Nature and Approaches of Social Order. Problem of Social Order
- Theories of 'Unity of Society'- Value Consensus theory and Conflict theory.

#### **Unit-5 Social Organization and Disorganization**

- Concept and Nature of Social Organization .
- Types of Social Organization- Formal and Informal. Interrelationship and differences between formal and informal Organizations.
- Concept and Nature of Social Disorganization.
- Factors and Types of Social Disorganization. Education as a media in Prevention of Social Disorganization.

### **Selected Readings :**

- 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, 7996.
  - Saikia. P., Sociological Foundation of Education, DVS Publishers. Guwahati. New Delhi, 2019
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**Course Code – 1026**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name – Psychological  
Perspective of Education**

**Contact Hours: 6 per week**

**Nature of the Course – Core  
Credit – 6**

**Total**

**Learning outcome:**

After learning this paper the students will be able to

- 1) know about the process of Learning and different Learning theories and their application.
- 2) understand the importance of motivation in learning and its theories and their application.
- 3) comprehend the concept of intelligence and creativity.
- 4) analyse the traits and types of personality and some personality disorders.
- 5) understand Learning Disabilities (LD) and help them to acquire the techniques of teaching students with LD

**Units            Contents**

**Unit-1    The Process of Learning**

- Meaning, definitions and nature of Learning
- Factors affecting learning
- Theories of learning-S-R theories (Connectionism, Classical Conditioning, Operant conditioning), Cognitive Field theory (Gestalt), Theories of Constructivism (Social and Cognitive)
- Educational implications of theories of learning

**Unit-2    Motivation in Learning**

- Meaning, definitions and functions of motivation
- Intrinsic and Extrinsic motivation
- Theories of motivation- Maslow's self actualization theory, Mc. Clelland Achievement Motivation Theory
- Strategies to enhance motivation in the class

**Unit-3    Intelligence and Creativity**

- Meaning, definitions and nature of intelligence, influence of Heredity and Environment on intelligence
- Types of intelligence- Social Cultural, emotional and multiple intelligence
- Piaget's theory of cognitive development



- Meaning, and nature of creativity, characteristics of a creative person, identification of creative potential, role of the teacher in nurturing creativity

#### **Unit-4 Understanding Personality**

- Meaning, definitions and nature of personality
- Meaning of types and traits of personality
- Theories of personality with special reference to Freud, Allport, Carl Rogers and Cattell
- Determinants of Personality : Genetic, social and cultural

#### **Unit-5 Learning Disabilities and Learner's Needs**

- Learning Disabilities (LD)- Meaning and definitions, characteristics of Learning Disabled students
- Causes of Learning Disabilities, Identification and types of Learning Disabilities
- Educational provisions for Learning Disabilities
- Specialised approaches and techniques of teaching students with Learning Disabilities

#### **Selected readings**

- 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
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**Course Code -1036**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name –**

**Comparative Education**

**Contact Hours: 6 per week**

**Nature of the Course – Core**

**Total**

**Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) know the need and importance of comparative education.
- 2) know the educational system of India and a few other countries.
- 3) compare the existing educational system of developed and developing countries.
- 4) evaluate and Synthesize the education system of different countries.
- 5) apply the knowledge of comparative education to develop a good model for quality improvement of education of our country

Units            Contents

**Unit-1 Comparative Education**

- Meaning, Characteristics, Need and Importance of Comparative Education
- Determinants of National System of Education,
- Relevance of Comparative Education in Indian Context with reference to Primary, Secondary, Higher and Teacher Education

**Unit-2 England**

- National Education System of England,
- Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education.
- A Comparative Analysis with India

**Unit-3 Japan**

- National Education System of Japan,
- Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education.
- A Comparative Analysis with India

**Unit-4 USA**

- National Education System of USA,
- Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education.
- A Comparative Analysis with India

**Unit-5 Germany**

- National Education System of Germany,

- Pattern of Administration, Primary Education, Secondary Education, Higher Education and Teacher Education.
- A Comparative Analysis with India.

**Selected Readings :**

- Hans, Nicholas, Comparative Education, University Book Stall, 5 Anachari Road, New Delhi-110002
  - Chaube, S.P., Comparative Education, Prasad & Sons, Agra-3
  - Kandel, I.L., The new Era in Education, Houghton Mifflin Co. Boston
  - Kenneth, R.K., Education in USA, Alven Redman Ltd., London
  - Russel, J.D. & Judd, C.H., The Americal Education System, Houghton Mifflin Co. Boston
  - Alexender, W.P. Education in England, Newness Publishing Company Ltd. London
  
  - Curtis, S.J. History of Education in Great Britain, University Tutorial Press Ltd. London
  - Keenleyside H.L. & Thomas A.F. History of Japanese Education and Present Education system, H Kueido Press, Tokyo
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**Course Code: 1046**

**Total Marks: Internal-20**

**End Semester-80**

**Total-100**

**Course Name- Educational Technology**

**Contact Hours: 6 per week**

**Nature of the Course- Core**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) know the theoretical base of Educational Technology
- 2) understand the effective teaching learning process
- 3) know and also to apply instructional media in the classroom
- 4) make the students understand the innovations in the educational process
- 5) prepare an effective model for classroom teaching

**Units**

**Contents**

**Unit – 1 Conceptual Bases of Educational Technology**

- Meaning, definition and scope of Educational Technology.
- Forms and Types of Educational Technology.
- Role of Educational Technology in Distance Education.
- Approaches to Educational Technology.
- Instructional Design-Training Psychology, Cybernetic and Systems Approach

**Unit – 2 Programmed Instruction**

- Meaning, Scope, Importance of Programmed Instruction
- Fundamental principles of Programmed Instruction
- Styles of Programming- Linear, Branching and Mathematics, Use of Prime, Prompts and cues
- Development of Programmed Instructional Material

**Unit -3 The Fundamental Bases of Teaching and Learning**

- Meaning, Nature and Characteristics of teaching, Marks of Good Teaching.
- Phases of teaching-Pre-active, Interactive, Post-active, Strategies, Methods and Devices of Teaching.
- The Nature of Learning. Steps in the Learning Process.
- Levels of Teaching Learning-Memory, Understanding and Reflective level,
- Models of Teaching: Meaning and Classification,



#### **Unit – 4 Micro Teaching and Classroom Interaction**

- Meaning, Definition and Importance of Micro Teaching
- Micro Teaching Cycle, Use of Different Skills in Micro Teaching,
- Practice and Evaluation of Micro Teaching
- Classroom Interaction and Flanders’s Interaction Analysis Category System (FIACS),
- Practice of FIACS in the Classroom

#### **Unit- 5 Emerging Trends in Educational Technology**

- Virtual Reality in Education , Flipped Classroom, Blended Learning,
- EDUSAT, INFLIBNET
- Gamification in Education, Smart Learning Environment (SLEs)
- e-learning tools, M-Learning
- Computer Managed Learning (CML), Computer Aided Evaluation (CAE),
- Open Educational Resources, MOOC, NPTEL, SWAYAM

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

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
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**Course Code - 1054**

**Course Name – Group Discussion  
& Co curricular activities**

**Contact Hours: 4 per week**

**Nature of the Course – Value added**

**Total Credit – 4**

**Learning outcome:**

After learning this paper the students will be able to

- 1) gain knowledge about different current issues in education
- 2) to develop the team spirit among the students
- 3) to develop the skill of leadership
- 4) to develop the adjustment capacity of the students

**Contents:**

The students will have to participate in Group discussion under the guidance of a teacher on topics related –

- (1) Review of latest educational news
- (2) Literacy programmes
- (3) School education
- (4) Higher education
- (5) Swaccha Bharat Abhiyan
- (6) National Policy on Education
- (7) Developing ecological behaviour
- (8) Gender issues

Co curricular activities- (1) Debating

- (2) Public speaking
  - (3) Drawing & painting
  - (4) Music and dance
  - (5) Drama & Skit
  - (6) Sports
  - (7) Recitation
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## 2<sup>nd</sup> SEMESTER

Course Code - 2016

Total Marks: Internal – 20

End Semester – 80

Total – 100

Course Name – Social Psychology and Group Dynamics

Contact Hours: 6 per week

Nature of the Course – Core

Total

Credit – 6

### Learning outcome:

After learning this paper the students will be able to

- 1) understand the concept of Social Psychology and Group Dynamics.
- 2) know the process of Inter-personal and Inter-group Relationships.
- 3) understand the nature of Social Interaction and Social Conflict and to know their relevance in education.
- 4) comprehend the concept of Self-Awareness and Self-Identity
- 5) apply the knowledge of Social Psychology in classroom setting .

### Units Contents

#### Unit 1: Social Psychology

- Concept, Nature and Scope of Social psychology.
- Importance of Social Psychology .Relationship of Social Psychology with other Social Sciences like General Psychology, Sociology, Economics, Abnormal Psychology and Cultural Anthropology.
- Methods and Techniques of social psychology with special reference to Observation, Introspection, Experimental, Case History, Survey, Correlation, Sociometry, and Questionnaire.
- Relationship between Individual and Society.

#### Unit 2: Social Interaction and Interpersonal Perception

- Concept, Nature and Levels of Social interaction.
- Forms of Social interaction-Communication, Cooperation, Competition, Conformity, Compliance and Obedience.
- Concept and Nature of Interpersonal Perception .
- Areas of Interpersonal Perception-Person Perception and Social Perception- their Concepts and Nature. Aspects of Social Perception-Non Verbal Cues, Attribution and Impression Formation.
- Interpersonal Attraction – Concepts and Nature. Theories of Interpersonal Attraction-Cognitive and Reinforcement .Determinants of Attraction

### **Unit 3: Beliefs and Attitudes**

- Concept, Nature and Determinants of Beliefs and Attitudes. Factors of Attitude formation Attitude formation- Learning, Experience and Genes.
- Attitude Change-through Cognitive Dissonance, Persuasion, Dual Process models of Persuasion, Propaganda, and Counter Propaganda.
- Theories of Attitude Change-reinforcement Theory, Cognitive Dissonance theory and Psycho –Analysis. Resistance of Attitude to Change, its causes.

### **Unit 4: Stereotyping, Prejudices and Discrimination**

Concept, nature and causes of Stereotyping, Prejudices and Discrimination.

- Kinds , Formation and Advantages of Stereotype. Discrimination on the basis of Stereotype and Prejudice.
- Kinds of Prejudice. Methods to Control Prejudice . Prejudice based on Gender.
- Gender stereotypes, discrimination against female, Sexual harassment. Role of Education on Stereotyping, Prejudice and Discrimination.

### **Unit 5: Social Group and Leadership**

- Concept and Types of Social Group.
- Group Structure, Group Size, Group Cohesiveness, Group Morale.
- Group Dynamics and its application.
- Intergroup Conflict and its factors. Reduction of Intergroup Conflict.
- Leadership- Characteristics, Types and Functions. Leadership Training.
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#### **Suggested Readings:**

- Richard J, Crisp & Rhiannon N Turner, Essential Social Psychology (Third Edition) – SAGE Publication (2014), Los Angeles/London/New Delhi/Singapore
- Frank W Schneider, Jamie A Gruman, Larry M. Coutts Applied Social Psychology (Twelfth Edition) - SAGE Publication (2012), Los Angeles/London/New Delhi/Singapore
- Robert A Barron & Nyla Branscombe, Social Psychology (13<sup>th</sup> Edition) Pearson, 2014
- B. Kuppaswamy, Introduction to Social Psychology, Asian Publishing House
- Mathur, S.S. Social Psychology, Agrawal Publications, 2011

**Course Code - 2026**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name – Educational  
Planning and Management**

**Contact Hours: 6 per week**

**Nature of the Course – Core**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the basic concept of Educational Management.
- 2) know about the educational resources and their management in education.
- 3) analyse and evaluate the issues and challenges of educational planning and prepare a road map for mitigation of challenges.
- 4) identify financial resources and to know financial management in education.
- 5) comprehend the contemporary issues in educational management.

**Units**

**Contents**

**Unit-1**

**Educational Management – concept and nature**

- Meaning Nature and scope of Educational Management
- Educational Management, Administration and Organization, their differences and relationship
- Principles of Educational Management
- Management process in education- planning, organizing, directing, supervising and controlling
- Teachers as managers- classroom management and managerial skills of teachers

**Unit-2**

**Resource Management in Education**

- Meaning of Resource – need of resource management in education
- Types of resources – Material resource, Human Resource and Financial resource
- Importance of financing education at different levels
- Resource mobilization in educational institution
- Personnel management in education
- Staff development in education – professional preparation of teachers, teachers behaviour

**Unit 3 Educational Planning**

- Meaning Nature and Importance of educational planning
- Principles of educational planning

- Approaches of educational planning- Social demand approach, Manpower requirement approach, Rate of Return approach
- Decentralization of educational planning
- Institutional Planning- Concept, nature, types, importance and procedure of Institutional Planning

#### **Unit 4 Educational Leadership, Supervision and Inspection**

- Meaning Nature and styles of leadership
- Teachers as educational leader
- Meaning Nature and scope of educational supervision
- Objectives and functions of educational supervision
- Defects of existing system of supervision and remedies
- Educational Inspection, meaning, aims and principles of effective Inspection
- Qualities of good educational Inspector

#### **Unit-5 Contemporary issues in Educational Management**

- Supervision and Inspection in education
- Total Quality Management in Education
- Performance Appraisal of Teachers
- Public Private Partnership in Education- Concept, Scope and Need
- Educational Entrepreneurship and collaboration
- Organizational Climate and Institutional effectiveness- concept and nature

#### **Selected Readings:**

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

**Course Code - 2036**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name – Measurement  
And Evaluation in Education**

**Contact Hours: 6 per week**

**Nature of the Course – Core**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the concept of measurement and evaluation in the field of Education.
- 2) know the different tools of mental measurement and their application.
- 3) understand and apply the principles of test construction and standardization.
- 4) acquaint with the test of Intelligence, Personality and Aptitude and their importance in different fields
- 5) apply the knowledge of mental management in educational research

**Unit**

**Contents**

**Unit-1 Concept of Measurement, Evaluation Test Construction and Standardisation**

- Meaning Nature, Scope and purpose of Mental Measurement and Evaluation, Measurement in Physical and Behavioural Sciences, Scales of Measurement
- Meaning of Educational and Psychological Test. Criteria of good Psychological test
- Test Construction and Standardisation – Meaning and nature, Selection of subject matter, Item writing, Administration, Item Analysis
- Test Reliability and Validity
- Test Scores, Norms and their uses.

**Unit-2**

**Measurement of Educational Achievement**

- Meaning, Nature and Function of Achievement and Achievement Tests
- Objectives of Achievement Test (Bloom's Taxonomy)
- Construction of Achievement Test
- Essay and objective type tests
- Diagnostic Test in Reading and Arithmetic

**Unit-3**

**Measurement of General Intelligence**

- Meaning and Nature of Intelligence Test
- Types of Intelligence test (Individual, Group and Performance test)
- Development of Individual test of Intelligence (Binet's Test, 1905-1908), Stanford Revision of the Binet – Simon Intelligence Test. (1911,1916)



Stanford Binet Test (1937) 1960 revision of Stanford Binet Test of Intelligence

- Wechsler Intelligence Scales
- Uses of Intelligence Tests

**Unit-4 Measurement of Personality**

- Meaning, Nature and uses of Personality Test
- Types of Personality Test (Subjective, Objective, Projective and situational). The nature of the different types of Personality Test
- Subjective technique : (Autobiography, and Case history)
- Objective Technique : (Personality Inventories and Rating Scales)
- Projective Technique : (Rorschach Ink Blot test, Thematic Apperception Test)
- Situational Technique : (Role-playing and Psychodrama)

**Unit-5 Measurement of Aptitude**

- Meaning, Nature and Uses of Aptitude Tests
- Types of Aptitude Test – General Aptitude Test and Special Aptitude Test
- General Aptitude Test Batteries (General Aptitude Test Batteries, Different Aptitude Test Batteries, Test of Primary Mental Ability)
- Special Aptitude Test (Mechanical Aptitude Test, Clerical Aptitude and Musical Aptitude Test)
- Educational significance of aptitude tests

**Selected Readings:**

- 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 5<sup>th</sup> Edition
- 5) Thorndike and Hagen : Measurement and Evaluation in Psychology and Education
- 6) Singh Arun Kumar : Tests Measurements and Research in Behavioural Sciences

**Course Code - 2046**

**Total Marks: Test & Experiment: 25+25=50**

**Internal Assessment (Notebook): 20**

**Viva-voce: 30**

**Total marks =100**

**Course Name –Psychological**

**Contact Hours: 12 per week**

**Laboratory Practical**

**Nature of the Course – Core (Laboratory Practical)**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the concept of Experimental Psychology.
- 2) know about the methods of conducting various Psychological Experiment & Tests
- 3) develop scientific attitude among the Students

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Learning</b> <ol style="list-style-type: none"><li>a) Maze Learning</li><li>b) Distributed Vs Massed Learning</li><li>c) Bilateral Transfer – Mirror Drawing</li></ol>
<b>Unit-2</b>	<b>Motivation &amp; Fatigue</b> <ol style="list-style-type: none"><li>a) Effect of Frustration on Performance</li><li>b) Knowledge of Result</li><li>c) Achievement Motivation</li><li>d) Mental Work and Fatigue</li></ol>
<b>Unit-3</b>	<b>Memory and Forgetting</b> <ol style="list-style-type: none"><li>a) Logical Memory and Memory of Discrete Materials</li><li>b) Comparison of Memorization between Meaningful Material and Non sense Material</li><li>c) Short Term Memory</li><li>d) Auditory and Visual Memory</li><li>e) Proactive and Retroactive Inhibition</li></ol>
<b>Unit-4</b>	<b>Attention, Thinking and Imagination</b> <ol style="list-style-type: none"><li>a) Span of Apprehension</li><li>b) Division of Attention</li><li>c) Concept Formation</li><li>d) Creative Imagination and Invention</li><li>e) Creativity</li><li>f) Ink – Blot Test</li></ol>
<b>Unit-5</b>	<b>Personality, Interest, Intelligence, Aptitude and Reaction Time</b>

- a) Personality Test of Introversion and Extroversion
- b) Measurement of Values
- c) Personality Adjustment Test
- d) Measurement of Interest
- e) Measurement of Verbal and Non-Verbal Intelligence
- f) Differential Aptitude Test (DAT)
- g) Simple Reaction Time
- h) Complex Reaction Time
- i) Associative Reaction Time

- 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, 2000.
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**Course Code - 2054**

**Course Name – Educational  
Entrepreneurship, Soft  
Skill Development**

**Contact Hours: 4 per week**

**Nature of the Course – Value added**

**Total Credit – 4**

**Learning outcome:**

After learning this paper the students will be able to

- 1) have the knowledge and skill of entrepreneurship
- 2) develop soft skill among the students
- 3) develop confidence and improve Interview skills

**Soft skill development**

- 1) Facing an Interview
  - 2) Confidence building
  - 3) Time management
  - 4) Communication skill
  - 5) Leadership and Team work
  - 6) Social service
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## 3<sup>rd</sup> SEMESTER

Course Code – 3016

Total Marks: Internal – 20

End Semester – 80

Total – 100

Course Name - Educational Statistics

Contact Hours: 6 per week

Nature of the Course – Core

Total Credit – 6

### Learning outcome:

After learning this paper the students will be able to

- 1) understand the different concepts of statistics.
- 2) have knowledge and understanding of various methods of Inferential Statistics.
- 3) know and understand the parametric and non-parametric tests
- 4) understand the different statistical methods and their application in education and research .

### Unit Contents

#### Unit-1 The Normal Distribution

- The Meaning, Nature and Importance of Normal Probability Curve
- Properties of Normal Probability Curve
- Use of Normal Probability Curve
- Table of Areas under the Normal Curve
- Measures of Asymmetry or Divergence from Normality
- Application of Normal Probability Curve

#### Unit-2 Regression and Correlation

- Regression Equation, Regression and Prediction,
- Product Moment Correlation Scatter Diagram

#### Unit-3 The Significance of the Other Statistics and the Difference between Means

- The Meaning of Statistical Inference, Need and importance of Statistical Inferences
- The concept of Confidence Interval, t'’ distribution and degree of freedom, The concept of Standard error of Mean of Large and Small Sample.
- The Significance of the Mean, Median Measures of Variability, Coefficient of Correlation
- Meaning, nature and Uses of Parametric Test, The Meaning of Hypothesis

- Types of Hypothesis (Null and Alternative), Level of Significance, Two Tailed and One Tailed Test of Significance, Type I and Type II Error in Testing Hypothesis
- Significance of the Difference Between Means of Large and Small sample (Correlated and Uncorrelated sample)

**Unit-4 Analysis of Variances**

- Meaning, Nature and uses of the Analysis of Variances (ANOVA)
- Assumptions of ANOVA
- One Way Analysis of Variances
- Two Way Analysis of Variances
- Differences between One Way and Two Way Analysis of Variances
- Steps in calculating Analysis of Variances
- Limitations of ANOVA

**Unit-5 Chi square Test**

- Meaning and Nature of Non Parametric Test
- Chi Square test and its nature
- Assumption of Chi Square test
- Uses and Significance of Chi – Square test
- Chi Square as a Goodness of Fit
- Chi Square test of Equality
- Chi Square as a test of Independence
- Testing Null hypothesis of Independence in 2 X2 Contingency Table

**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
-

**Course Code - 3026**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name – Problems and  
Issues in Education**

**Contact Hours: 6 per week**

**Nature of the Course – Core**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) know the constitutional provisions of education and their implementation.
- 2) Know the various schemes of elementary education including RTE Act 2009
- 3) know different policies and programmes of secondary education
- 4) understand the concept of value, peace and human rights education
- 5) identify the issues of Indian higher education and find out workable solution

**Unit**

**Contents**

**Unit-1**

**Elementary Education**

- Educational provisions under Indian constitution and their implementation
- Sarva Shiksha Abhiyan- Objectives, Components and Implementation with reference to Assam
- Mid-Day Meal Scheme
- Primary Education as Fundamental Right
- Right of Children to Free and Compulsory Education Act (RTE) 2009, significance and critical appraisal of the act
- Recruitment of Elementary school teachers- Importance of TET

**Unit-2**

**Secondary Education**

- Vocationalization of secondary education
- Implementation of RMSA
- Education system in secondary education – Continuous Comprehensive Evaluation, Grading system
- Problems of secondary education in India with reference to Assam
- Gender gap in secondary education
- Focus on secondary education in the recent five year plan

**Unit-3**

**Value and Peace Education**

- Value- concept and classification

- Need of Value oriented education in the 21<sup>st</sup> century

- Policies on value education in India
- Peace Education – meaning and significance
- Status of peace education in the curriculum of higher education
- Role of world organization in promoting peace education – UNO, UNESCO, UNICEF
- Human Rights Education- definition and objectives
- World programmes on Human Rights Education

#### **Unit-4 Higher Education**

- Structure of higher education in India
- Institutional framework of higher educational in India – Universities, Institutions of National Importance, Deemed universities, Affiliated college, Autonomous College
- Higher Education through ODL system- Role of IGNOU
- National Knowledge Commission on Higher Education
- Yashpal Committee Report on higher education
- Higher education in the recent Five Year Plan
- Rastriya Uchachattar Shiksha Abhiyan (RUSA)

#### **Unit-5 Quality and Reformation in Higher Education**

- Quality Assurance in Indian higher education
- Assessment and Accreditation of higher educational institutions – Role of NAAC
- Examination reforms – Semester system, Choice Based Credit System (CBCS)
- Access, equity and relevance of Indian higher education
- Impact of Globalization on Indian higher education
- Privatization of higher education

#### **Selected Reading**

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

- Goswami, Dulumoni, Higher Education in India, Growth, Expansion and Issues, DVS Publishers, Guwahati
- Goswami, Dulumoni, Contemporary Issues in Education , EBH Publishers, Guwahati

**Course Code - 3036**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name –  
Abnormal Psychology**

**Contact Hours: 6 per week**

**Nature of the Course –**

**Elective -1**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand different concepts related to Abnormal Psychology.
- 2) know the causes, symptoms and behavioural problems of the people having abnormal behaviour.
- 3) understand the process of diagnosis, prevention and treatment of the people having abnormal behaviour.
- 4) apply the knowledge of abnormal psychology to sensitize people about mental illness and to restore mental health

<b>Unit</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Concept of abnormal behaviour</b> <ul style="list-style-type: none"><li>• The Normal and Abnormal Behaviour</li><li>• Meaning, nature symptoms and general causes of Abnormal Behaviour.</li><li>• Popular beliefs and misconception. The modern concept of Abnormality.</li><li>• Classification of Abnormal Behaviour.</li><li>• Scope of Abnormal Behaviour.</li></ul>
<b>Unit-2</b>	<b>Psycho Neurotic Disorder</b> <ul style="list-style-type: none"><li>• Meaning of Psycho- Neurosis, Characteristics of Psychoneurosis, Types of Psycho- Neurotic Disorder.</li><li>• Anxiety Neurotic disorders its symptoms, causes and treatment.</li><li>• Phobic Neurotic Disorder, its symptoms, causes and treatment.</li><li>• Obsessive- Compulsive disorder, its symptoms, causes and treatment.</li><li>• Hysteric Neuroses symptoms, causes and treatment.</li></ul>
<b>Unit-3</b>	<b>Psychotic disorder</b> <ul style="list-style-type: none"><li>• Meaning of Psychosis, characteristics of Psychosis, Types of Psychotic Disorder.</li><li>• Schizophrenia, its types, Symptoms, causes and treatment.</li><li>• Manic – Depressive Psychosis, Symptoms, causes and treatment.</li><li>• Incidence and Care of Mental Patient – Hospitalisation (Drug Therapy)</li><li>• Physiotherapy.</li><li>• Psychotherapy and Psycho analysis.</li></ul>



- Meaning and nature of Conduct Disorder, symptoms, types and Causes.
- Drug Addiction, Symptoms causes and treatment.
- Alcoholism, Symptoms causes and treatment.
- Anti Social personalities and crimes (Juvenile Delinquency, crime and psychopathic personalities), Causes and treatment

**Unit-5      Mental mechanism and symptom**

- Meaning and nature of Mental Mechanism.
- Mental symptoms (delusions, hallucinations, regression, psychological ailments, memory disorders and emotional disorders, symptoms and types).
- Advantages and Limitations of Mental Mechanism

**Selected Reading**

- Brown, J.F. The Psychodynamics of Abnormal Behaviour, Tata Mcgraw Hill,
  - Coleman, J.C. Abnormal Psychology and Modern Life, Taraporevala, Bombay, 1964
  - Page, J.D. Abnormal Psychology, Abnormal Psychology, Tata Mcgraw Hill,
  - Prem Prakash Abnormal Psychology, Causes and Remedies, Lakshi Publisher &
-

**Course Code - 3046**

**Total Marks: Internal – 20  
End Semester – 80  
Total – 100**

**Course Name – Continuing Education**

**Contact Hours: 6 per week**

**Nature of the Course –**

**Elective -2**

**Total Credits – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the concept of continuing education and its relevance to the changing society.
- 2) understand the methodology of continuing education
- 3) identify the major problems of continuing education in India
- 4) know about the continuing educational system in U.K., Bangladesh and Thailand.
- 5) synthesize and apply the knowledge to prepare a suitable model of continuing education for our country

**Unit**

**Contents**

**Unit-1 Concept and Role of Continuing Education**

- Concept, Meaning, objectives, scope and significance of Continuing education.
- Social change through continuing education.
- Role of continuing education in planned development of society.
- Role of universities including open universities for development of Continuing Education.
- Planning, Monitoring, Evaluation and Research in Adult/ Continuing Education.
- Role of Continuing Education in occupational development.

**Unit-2 Methodology of Continuing Education**

- Methods, Techniques, Aids and devices of continuing education.
- Motivation and method for Adult Learning.
- Factors for Effective learning.
- Role of print and electronic media in Adult/ Continuing Education.
- Auto instructional materials.

**Unit-3 Continuing Education Programmes in India**

- Fundamental Education. Adult Education. Extension Education. Social Education.
- Farmers Functional Literacy programme (1967), Non-formal Education programme for Women and Youth (1975).
- National Adult Education Programme (1978), National Literacy Mission (1988), Total Literacy Campaign & Post Literacy Campaign.

- Shakshar Bharat Mission with special reference to Assam.
- Continuing education through ODL system.

#### **Unit-4 Organization and Administration of Continuing Education**

- Planning and organization of Continuing education programme.
- Training facilities for functionaries available at various levels – National, State, District, Local level.
- UGC policy on Adult/ Continuing and extension education and Lifelong learning.
- Role of NGO in Adult/ Continuing education programme.
- Problems of Continuing Education in India.

#### **Unit-5 Continuing Education in Developing and developed countries**

- Continuing Education in Canada, Malaysia and Thailand.

#### **Selected readings:**

- Bordia A. And other 9ed). Adult Education in India, Indian Adult Education, New Delhi.
  - Daswani C.J., and Shah S.Y., (eds), Adult Education in India, Selected papers, UNESCO, New Delhi, 2000.
  - Desai A.K. Adult Education in developing countries Directorate of Adult Education, The Long March to Literacy, Government of India, New Delhi – 17.
  - Dutta, S.C., History of Adult Education in India, IAEA, New Delhi, 1986.
  - Lowe John, The education of Adult: A world perspective, Paris UNESCO press, 1975.
  - Ministry of Human Resource Development, New Policy on Education, Government of India, New Delhi – 1986.
  - Shah, S.Y., An Encyclopaedia of Indian Adult Education, National Literacy Mission, MHRD, Government of India, New Delhi – 1999.
  - Training of Adult Education Functionaries: A Handbook, Ministry of Education & Social Welfare, New Delhi – 1977.
  - Department of Adult Education, Learning for participation: an approach to training in adult education, Government of India, New Delhi
-



**Course Code -3056**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name – Developmental Psychology**

**Contact Hours: 6 per week**

**Nature of the Course –**

**Elective -3**

**Total Credits – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the basic concept of Developmental Psychology.
- 2) understand the general principles of Growth and Development.
- 3) know the general characteristics and problems of each stage and their implication.
- 4) identify the adjustment problems of students and find out solution

**Units**

**Contents**

**Unit-1 Developmental Psychology, Growth and Development**

- Meaning, Nature and Scope of Developmental Psychology.
- Concept and the General Principles Growth and Development.
- Pre-Natal Development- The New Born Child Actions and Reactions of Neonate

**Unit-2 Infancy and Childhood**

- Infancy- Developmental Aspects, Emotional. Motor, Sensory, Early needs and Habit Formation.
- Childhood- Language Development in Children, Development of Concepts, Speech Development.

**Unit-3 Children and their Parents**

- Parental Attitudes, Parenting Skills.
- Problem faced by Children of Broken Homes and Working Mothers.

**Unit-4 Adolescences**

- Physiological development, Mental Development, Emotional development, Moral development, Social development
- Influence of Family and Peers in Adolescent's Social Relationships

**Unit-5 Personality Development**

- Personality development and Personality Deviation during Adolescence.
- Self concept and Self-esteem of Adolescents
- Adjustment problems of Adolescents 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
  - Kuppuswamy, B. (1980) : Child Behaviour and Development, 2<sup>nd</sup> edition, Vikas Publishing House pvt. Ltd.
  - Thomson, G. G. (1969) : Child Psychology. Indian reprint. The Times of India Press, Bombay
-

**Course Code - 3066**

**Total Marks: Internal – 20  
End Semester – 80  
Total – 100**

**Course Name –Stress Management  
& Mental Health**

**Contact Hours: 6 per week**

**Nature of the Course – Open**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) know the concept of Mental Health and Hygiene and to make them realize the need and importance of mental health and hygiene.
- 2) understand the characteristics of well adjusted person and the problems of adjustment in various life situations.
- 3) be sensitive towards the adjustment problems of the special children.
- 4) be aware of the different types of adjustment mechanisms and their role in the preservation of mental health and hygiene.
- 5) know about mental well being and to acquaint with the coping mechanisms of mental well being.

**Unit                      Contents**

**Unit-1                      Concept of Mental Health and Hygiene**

- Meaning and nature of Mental Health. Characteristics of a Mentally Healthy Person
- Criteria of Mental Health, Mental Health Hazards, Factors affecting Mental Health.
- Meaning and definition of Mental Hygiene, Goals of Mental Hygiene, Functions of Mental Hygiene, Need of Mental Hygiene. Difference between Mental Health and Hygiene.

**Unit-2                      Concept of Mental well being**

- Meaning, Definition and nature of Positive Psychology and Mental Well-being as per World Health Organization (WHO). Importance of Mental Well-being.
- Component of Mental Well-being (Physical, Social, Environmental, Intellectual, Emotional and Spiritual).

**Unit-3                      Emotion as a Predictor of Poor Mental Health**

- Meaning, symptoms, causes and types of emotion an emotional problem.
- Stress - Meaning, Symptoms, causes and its effects.
- Frustration and Anger - Meaning, Symptoms, its effects, causes, Reaction to frustration, its effect on Physical and Mental Health.
- Conflict – Meaning, Types (Intrapersonal, Interpersonal and unconscious) Causes, symptoms, its effect on Physical and Mental Health.



#### **Unit-4 Management of Stress, Anger, Frustration and Conflict**

- Stress Management (Yoga, Meditation and Pranayam and other methods like, allotting time for oneself, Physical activities, Diet, Sleep, Quality Leisure time activities and to learn to accept oneself).
- Some common Psychological means in resolving Conflicts.
- Some common Psychological means in overcoming frustration and anger.

#### **Unit-5 Adjustment Process**

- Meaning and nature of Adjustment Process (Mechanism). Different types of Adjustment Mechanism, (Aggression, Compensation, Sublimation, Identification, Rationalisation, Regression, Repression, Fantasy, Displacement and Projection).
- Advantages and Limitations of Adjustment Mechanism.

#### **Selected Reading**

- Boarman, S, 2009, NHS Health and wellbeing : Fina Report London, Department of Health
- Hadfield, J. A. : Psychology and Mental Health
- Hart, B The Psychology of Insanity, University Press Cambridge
- Carroll, H. A. : Mental Hygiene, Dynamics of Adjustment
- Kalein D. B. Mental Hygiene, Prentice Hall

**N.B: This Open Paper is only for Gauhati University students**

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**Course Code - 3076**

**Total Marks: Internal – 20  
End Semester – 80  
Total – 100**

**Course Name –  
Environmental Education**

**Contact Hours: 6 per week**

**Nature of the Course – Core**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) have knowledge about Environment and its importance
- 2) understand the importance of Environmental Education
- 3) develop understanding of natural and man induced environmental stressors and to prepare strategies for environmental conservation.
- 4) know the demographic scenario in Indian population and impact of population growth on environment
- 5) understand the relationship between Man and Environment and to inculcate in them the environmental values and sustainable development

**Unit Contents**

**Unit-1 Concept of Environment**

- Meaning, definitions and characteristics of Environment
- Structure and components of environment, Ecology and Ecosystem
- Relationship between Man and Environment
- Interdependency in environment: Food Chain and Food Web, Factors affecting Food Chain and Food Web

**Unit-2 Environmental Awareness through Education**

- Environmental Education: Meaning, definitions, objectives and guiding principles
- Need and importance of Environmental Education as an interdisciplinary subject
- Education for environmental awareness and attitudinal change
- Strategies of teaching Environmental Education at different levels – Primary, Secondary and Higher.

**Unit-3 Environmental stressors and conservation of environment**

- Environmental degradation and environmental pollution
- Environmental Stressors: Natural and man induced environmental stressors
- Conservation of Environment: Meaning, need, objectives and categories of conservation, types of conservation method
- Environment protection laws and constitutional safeguards in India: Article 51A, The Water (Prevention & Control of Pollution) Act 1974, The Air (Prevention & Control of Pollution) Act 1981, The Environment (Protection) Act 1986



#### **Unit-4 Population and Quality of life**

- Population growth in India and its causes
- Population growth and its impact on environmental degradation
- Population Education: Meaning, nature and importance of population education
- Population related policies in India, Population and quality of life

#### **Unit-5 Environmental Ethics and Sustainable Development**

- Man and his environment through ancient period to present period
- Environmental ethics and values of Environment, Principles of Environmental ethics
- Decline in basic environmental values and its impact on environment
- Striving for a better environment – Concept of Sustainable Development, Environmental Education for sustainable development

#### **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

**N.B: Open for other colleges having M.A. (Education) and IDOL (Education)**

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## 4<sup>th</sup> SEMESTER

**Course Code - 4016**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name – Philosophical  
Foundations of Education**

**Contact Hours: 6 per week**

**Nature of the Course – Core**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the concept of Philosophy of Education
- 2) have knowledge about about the Ancient Indian Schools of thought
- 3) apply the knowledge to critically Examine The Concepts of Education In India And Western Philosophical Thoughts
- 4) understand the Platonic Philosophy of Education and its Implication

**Units                      Contents**

**Unit-1 Educational Philosophy**

- Concept, Nature, and Scope of Educational Philosophy
- Functions of Educational Philosophy
- Philosophy and Science, Philosophy and Education

**Unit-2 Indian Schools of Thoughts- Vedic Period**

- Educational philosophy of Upanishads,
- Salient features of Nyaya, Sankhya, Yoga, Mimansha, Vedanta and Vaisheshika Philosophy and their Educational Implications

**Unit-3 Indian Schools of Thoughts- Post Vedic and Medieval Period**

- Salient features of Buddhist system of Educational Philosophy and It's Educational Implication
- Salient features of Jain Philosophy of Education and It's Educational Implication
- Salient features of Islamic system of Educational Philosophy and It's Educational Implication

**Unit-4 Western Schools of Thought**

- Salient features of Idealism and It's Educational Implication
- Salient features of Naturalism and It's Educational Implication
- Salient features of Pragmatism and It's Educational Implication

- Salient features of Existentialism and It's Educational Implication.
- Salient features of Realism and It's Educational Implication

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### **Unit-5 Platonic Philosophy of Education**

- Salient features of Platonic Philosophy of Education.
- It's Implication to Education system – Ancient and Modern

### **Selected readings**

- Shrivastava, K. K. : Philosophical Foundation of Education (Kanishka Publishers, Distributers, New Delhi, 2003)
- Sharma, Dr. : Philosophical and Sociological Foundations of Education (Lakshmi Narain Agarwal, Hospital Road, Argra-3)
- 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

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**Course Code - 4026**

**Total Marks: Internal – 20  
End Semester – 80  
Total – 100**

**Course Name – Methodology  
of Educational Research**

**Contact Hours: 6 per week**

**Nature of the Course – Core**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the concept, types and methods of Educational Research.
- 2) know the concept, steps, significance of Review of related literature in Educational Research.
- 3) have knowledge about data collection procedures and to prepare various tools of Educational Research.
- 4) know how to conduct qualitative and quantitative data analysis.
- 5) prepare Research Report.

**Unit                    Contents**

**Unit-1: Educational Research: Meaning, Steps, Types and Methods**

- Educational Research – meaning, nature, steps, significance and scope of Educational Research.
- Types of Research – Basic/fundamental research, Applied and Action Research.
- Methods of Educational Research – The Historical Method – Nature of Historical Research; The Descriptive Method – Nature, value, types and steps; The Experimental Method – Nature and steps.

**Unit-2: Review of Related Literature**

- Review of Related Literature – purpose, steps involved in Review of Literature
- Identification of Review of Literature
- Organising the related literature
- Ethical issues in Social Research

**Unit-3: Research Design**

- Design of the study – population, sampling – meaning, nature, types of sampling, representative Vs random sampling, techniques of randomization in sample selections, sample size, random sampling errors and its importance for drawing inference.
- Tools of Educational Research – Observation Schedule, Questionnaire, Interview Schedule, Inquiry forms.

#### **Unit-4: Qualitative and Quantitative data analysis**

- Qualitative and Quantitative Research – meaning and concept
- Difference between Qualitative and Quantitative Research

- Common aspects Qualitative and Quantitative Research
- Advantages and disadvantages of Qualitative and Quantitative Research
- Qualitative Data Analysis – Organisation of qualitative data, Analysis and Interpretation of qualitative data
- Quantitative Data Analysis – Organisation of Quantitative data, Analysis Quantitative data

#### **Unit-5: Research Report**

- The Research Report: Preparation of the Research Report – General format of Research Report

#### **Selected Readings :**

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

**Course Code - 4036**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name –**

**Contact Hours: 6 per week**

**Curriculum Development**

**Nature of the Course – Core**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the concept, needs and scope of curriculum in relating to curriculum development
- 2) know the bases of curriculum and importance of technology integration in transacting curriculum
- 3) identify the problems of existing curriculum.
- 4) know new trends and innovative practices in curriculum development

**Unit Contents**

**Unit-1 Curriculum Development**

- Curriculum – Meaning, nature, needs and scope of curriculum
- Curriculum Development – it's objectives and basic elements
- Factors influencing Curriculum Development Types of Curriculum

**Unit-2 Bases for Curriculum Development**

- Philosophical, psychological and sociological bases of Curriculum Development
- Cultural, technological and scientific bases of Curriculum Development
- Knowledge and Curriculum
- Competency – based curriculum and concept-based curriculum

**Unit-3 ICT and Curriculum Development**

- Technology integration in the classroom and its importance
- Different kinds of instructional materials
- Barriers to technology integration in curriculum
- Changing role of the teachers in transacting curriculum

**Unit-4 Defects of Curriculum and Curriculum Evaluation**

- Defects of existing curriculum and principles of curriculum construction
- Purpose of curriculum evaluation. Curriculum change-meaning, need and strategies
- Factors affecting curriculum change
- Construction of curriculum for different levels



## **Unit-5 Towards an Effective Curriculum**

- Innovative practices and research in curriculum
- Action research approach to Curriculum Development
- Towards an effective curriculum – content modification, process modification, environment modification, response modification
- Curriculum effectiveness and measures of enhancing quality of curriculum

### **Selected Readings:**

- Mamidi, M.R. and S. Ravisankar (1995): Curriculum Development and Educational Technology. Sterling publishers Pvt. Lt. New Delhi-110016
  - Bhalla Navneet (2007): Curriculum Development. Authors press, Laxmi Nagar, Delhi-110092
  - Sharma, R.A (2013): Curriculum Development and instruction, Methods, Instruction, Methods,. R. Lall Book Depot. Meerut.
-

**Course Code - 4046**

**Total Marks: Internal – 20  
End Semester – 80  
Total – 100**

**Course Name –  
Economics of Education**

**Contact Hours: 6 per week**

**Nature of the Course – Elective-1**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand economics of education and its importance
- 2) know the recent trends in economics of education
- 3) know about education as a consumption and investment and also the input output concept of education
- 4) have knowledge about cost and benefits of education and their analysis
- 5) evaluate the impact of globalization on education and educational finance.

**Unit Contents**

**Unit-1 Introduction to Economics of Education**

- Economics of Education – Meaning, Scope and Significance
- Education and Economic Growth
- Contribution of some economists for the development of economics of education
- Economic Reforms in India and their impact on Education- Effect of Globalization on Education – Trade in Education, Effect of FDI on Education

**Unit-2 Education as consumption and investment**

- Education as Consumption and Investment – meaning and characteristics
- Difficulties in considering education as Consumption/Investment
- Rate of Return in education – Private Return and Social Return
- Input – Output analysis in education

**Unit-3 Cost and Benefit of Education**

- Cost of Education – different types of educational cost-Private cost, Social cost, Opportunity cost and Unit cost of education
- Benefit of Education – classification of benefit of education
- Cost Benefits analysis in education – meaning, application and limitations
- Cost effective analysis – meaning and application in education

**Unit-4 Educational Planning**

- Educational Planning in India – concept, need and goals of educational planning
- Manpower Planning – Concept and Approaches
- Human Capital formation – Meaning and strategies

- Education and employability

#### **Unit-5 Financing Education**

- Financing Education at different levels – Importance of funding at different levels and sources of fund.
- Resource mobilization in higher education
- Role of Central and State Governments in funding education.
- Role of Private Sector in funding higher education.

#### **Selected readings:**

- Natarajan, S. Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi
  - Ahuja, A.K. 2007 Economics of Education, Authors Press, New Delhi
  - Latchanna, G & Hussein JO, 2010, Economics of Education, Discovery Publishing House, New Delhi
  - Rao, D pulla 2010, Economics of Education and Human Development in India, Akansha Publishing House, New Delhi
-

**Course Code - 4056**

**Total Marks: Internal – 20**

**End Semester – 80**

**Total – 100**

**Course Name –**

**Contact Hours: 6 per week**

**Guidance and Counselling**

**Nature of the Course –**

**Elective-2**

**Total Credit – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the concept, need and importance of guidance and counselling.
- 2) understand the principles and problems of different types of guidance and counselling
- 3) know the procedure of individual and group counselling
- 4) know the aim and principles of guidance programme

**Unit**

**Contents**

**Unit-1 Guidance & Counselling**

- Meaning, and concept, need and importance of Guidance and Counselling
- General principles underlying guidance and counselling. Guidance & Counselling- its relationship
- Role of teacher in Guidance & Counselling

**Unit-2 Types of Guidance**

- Personal guidance – meaning and concept, need for personal guidance, objectives of personal guidance.
- Vocational guidance – meaning and concept, objectives of vocational guidance.
- Educational guidance – meaning and concept, objectives of educational guidance, educational guidance at secondary level and higher level

**Unit-3 Guidance needs of children**

- Home centered problems, school centered problems,
- Adjustment needs of Adolescents,
- Counselling in individual situations,
- Group guidance and counselling

**Unit-4 Child Guidance Clinic**

- Historical background, meaning & objectives. Organization of Child Guidance Clinic,
- Personnel's involved in child guidance clinic, their qualifications and functions

**Unit-5      Various Procedures of Guidance**

- Case Study Procedure,
- Importance of questionnaire, autobiography, Anecdotal reports, Interview, Cumulative Personal Record in case study.

**Selected readings:**

- S.K. Kochhar- Guidance and Counselling in College and Universities, Sterling Publishers Pvt. Ltd. N. Delhi. 1989
  - Bhatia, K.K. Principles of Guidance and Counselling, Kalyani Publishers, 2009.
  - Agarwal, Rashmi- Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
  - Charls Kiruba & Jyothsna, N.G. – Guidance & Counselling, Neelkamal, Publications Pvt. Ltd. First Edition, 2011
  - Madukar, I- Guidance and Counselling, New Delhi, Author Press.
  - Mc Daniel, H.B. – Guidance in Modern Schools. New York, Harper and R.W.
  - Gururani, G.D. - Guidance and Counselling, Educational Vocational and Career Planning, New Delhi, Akansha Publishing House.
  - Isaacson, L.E. & Boren, D: Career Information, career counselling and career development (5<sup>th</sup> ed.) Boston: Allyn & Bacon.
  - Janeja, G.K. (1997). Occupational Information in Guidance, New Delhi: NCERT.
  - Mohan, S. (1998). Career development in India: Theory, research and development, New Delhi, Vikash Publishing House.
  - Saraswat, R.K. & J.S. (1994). Manual for Guidance Counsellors, New Delhi, NCERT.
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**Course Code - 4066**

**Total Marks: Internal – 20  
End Semester – 80  
Total – 100**

**Course Name –  
Teacher Education**

**Contact Hours: 6 per week**

**Nature of the Course –**

**Elective -3**

**Total Credits – 6**

**Learning outcome:**

After learning this paper the students will be able to

- 1) understand the basic concept of Teacher Education and Teacher Training and development of Teacher Education in India.
- 2) differentiate pre-service and in service Teacher Education Programme and some central and State level agencies and institutions of Teacher Education in India.
- 3) know the recent trends and innovative practices in Teacher Education.
- 4) familiarize with the professionalism and accountability of teachers.
- 5) identify the barriers/challenges of Teacher Education and help them to evolve solutions for resolving the barriers/challenges.

**Unit**

**Contents**

**Unit-1 Introduction of 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-2 Pre-service and In-service Teacher Education**

- Pre-service Teacher Education: meaning, need and importance.
- In-service Teacher Education: meaning, definitions, significance and rationale.
- Institutions of Pre-service and In-service Teacher Education programmes in India: SIE, University Departments of Education (UDE), Regional Institutes of Education (RIE), Kendriya Hindi Sansthan, Rastriya Sanskrit Sansthan.

**Unit-3 Agencies of Teacher Education and role of different agencies**

- Central Agencies – UGC, UGC-Human Resource Development Centre, NCERT, IASE, NCTE and their roles.
- State level agencies – SCERT, DIET.

- Professional preparation of Teachers: Quality concerns through distance mode –IGNOU, ODL, virtual classes.

#### **Unit-4 Current Trends and Innovative Practices**

- 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-5 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 21<sup>st</sup> 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 & Mohenty : Teacher Education. R. Lall Book Depot. Meerut.
- Sharma, R.A. & S. Chaturvedi (2011): Teacher Education. International Publishing House. Meerut.
- Sharma, Shashi Prabha: Teacher Education, Principles, Theories and Practices. Kanishka Publications, New Delhi.

**Course Code - 4074**

**Course Name –Project / Field Study**

**Contact Hours: 4 per week**

**Nature of the Course - Value added**

**Total Credit – 4**

**Learning outcome:**

The learning outcomes of this Project/ Field Study are-

- 1) Students will be able to conduct Field Survey**
- 2) Students will be able to Analyse and interpret data with appropriate technique**
- 3) Students will be capable of writing the Project/Field Survey Report**

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