KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

(KKHSOU)

PROGRAMME PROJECT REPORT

ON

MASTER OF ARTS IN EDUCATION

(A two-year PG Programme as per the UGC-CBCS guidelines)

Programme Structure for M.A. in Education (Semester Courses)

Title of Course	**SLM code**	**Course Code**	**Semester**	**Credits**
Philosophical Foundations of Education	PGED S1 01	PHE	1st	4
Psychological Foundation of Education	PGED S1 02	PSE	1st	4
Sociological Foundation of Education	PGED S1 03	SFE	1st	4
Distance Education	PGED S1 04	DE	1st	4
Developmental Psychology(Elective-1) Environmental & Population Education (Elective-2)	PGED S1 05 PGED S1 06	DP EPE	1st 1st	4
History of Education in India	PGED S2 01	HCE	2nd	4
Measurement and Evaluation in Education	PGED S2 02	MEE	2nd	4
Educational Management	PGED S2 03	EM	2nd	4
Educational Technology	PGED S2 04	ET	2nd	4
Guidance and Counselling in Schools or Academic Writing *(Both Courses from SWAYAM as Value Added Courses)* or Life Skills	PGED S2 05	LS	2nd	4

(Choose any one from the above three)				
Educational Research and Statistics(AEC)	PGED S3 01	ERS	3rd	4
Review of Literature and Synopsis Preparation	PGED S3 02	RLSP	3rd	2+2*
Methods and Techniques of Teaching	PGED S3 03	MTT	3rd	4
Mental Health and Hygiene in Education (Elective-3) or Teacher Education(Elective-4) *(Choose any one)*	PGED S3 04 PGED S3 05	MHH TE	3rd 3rd	4
Psychological Testing and Experiment	PGED S3 06	PTE	3rd	4**
Curriculum Development	PGED S3 07	CD	3rd	4
Inclusive Education	PGED S4 01	IE	4th	4
Current trends in Education	PGED S4 02	CTE	4th	4
Cyber Security (AEC)	PGED S4 03	CS	4th	4
Comparative Education (Elective-5) or Economics of Education (Elective-6) (Choose any one)	PGED S4 04 PGED S4 05	CED EED	4th	4
Dissertation	PGED S4 06	DSR	4th	8***

** PGED S3 06:40% Practical Note Book, 45% Experiments, 15% Viva

*** PGED S4 06: 20% for Viva and 80% for dissertation

This is to be noted that the students of MA 1st ,3rd and 4th semester will have to select one elective paper each out of two options. Moreover, in 2nd Semester as a part of Value Added Courses, learners have to opt anyone of the MOOCs courses from the SWAYAM Platform.

MAPPING OF THE COURSES WITH PROGRAMME OUTCOMES

Course Code	Course Title	PO(i)	PO(ii)	PO(iii)	PO(iv)	PO(v)	PO(vi)	PO(vii)
PHE	Philosophical Foundations of Education	Y			Y		Y	
PSE	Psychological Foundation of Education	Y	Y	Y			Y	
SFE	Sociological Foundation of Education	Y		Y	Y		Y	
DE	Distance Education	Y		Y	Y		Y	Y
DP	Developmental Psychology(Elective-1)	Y	Y				Y	
EPE	Environmental & Population Education (Elective-2)	Y	Y			Y	Y	
HCE	History of Education in India	Y			Y			
MEE	Measurement and Evaluation in Education	Y		Y	Y			Y
EM	Educational Management	Y	Y	Y				
ET	Educational Technology	Y		Y		Y		Y
MOOCs	Guidance and Counselling in Schools or Academic Writing (Courses from SWAYAM) or Life Skills (VAC)	Y						Y
ERS	Educational Research and Statistics(AEC)	Y			Y			Y
RLSP	Review of Literature and Synopsis Preparation	Y			Y			Y
MTT	Methods and Techniques of Teaching	Y		Y	Y			Y
MHH	Mental Health and Hygiene in Education (Elective-3)	Y		Y		Y		
TE	Teacher Education(Elective-4)	Y	Y	Y				
PTE	Psychological Testing and Experiment	Y	Y					Y
CD	Curriculum Development	Y	Y	Y			Y	Y
IE	Inclusive Education	Y	Y	Y			Y	Y
CTE	Current trends in Education	Y		Y		Y		
CS	Cyber Security							
CED	Comparative Education (Elective-5)	Y	Y	Y				
EED	Economics of Education (Elective-6)	Y	Y			Y		
DSR	Dissertation	Y	Y		Y			Y

Detailed syllabus of MA in Education Programme

Course-1: Philosophical Foundation of Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Aspects of Philosophy of Indian and Global context.
2. Impact of schools of philosophy on modern Indian educational thoughts.
3. Contribution of the great Indian and Western thinkers and their bearing on Education.

Course Contents

Unit 1: Philosophy and Education

Nature and scope of philosophy, basic branches of philosophy, Relationship between philosophy and science, philosophy and education, functions of educational philosophy.

Unit 2: Vedic Philosophy

Samkhya, Vedanta and Nyaya- its concept and educational implications

Unit 3: Buddhism and Jainism philosophy

Concept, main principles and educational implications

Unit 4: Islamic philosophy

Concept, main principles and educational implications

Unit 5: Idealism as School Philosophy

Concept of Idealism, Metaphysics, epistemology and axiology and their educational implications.

Unit 6: Naturalism as school philosophy

Concept of Naturalism, metaphysics, epistemology and axiology and their educational implications.

Unit 7: Pragmatism as school philosophy

Concept of Pragmatism, metaphysics, epistemology and axiology and their educational implications.

Unit 8: Existentialism as school philosophy

Concept of Existentialism, metaphysics, epistemology and axiology and their educational implications.

Unit 9: Frobel and his educational thought

Contribution of Froebel to educational thought and practice.

Unit 10: John Henrick Pestalozzi and his educational thought

Contribution of John Henrick Pestalozzi to educational thought and practice.

Unit 11: Montessori and her educational thought

Contribution of Montessori to educational thought and practice.

Unit 12: Swami Vivekananda and his educational thought

Contribution of Swami Vivekananda to educational thought and practice.

Unit 13: Aurobindo Ghosh and his educational thought

Contribution of Aurobindo Ghosh to educational thought and practice.

Unit 14: Mahatma Gandhi and his educational thought

Mahatma Gandhi Contribution of Mahatma Gandhi to educational thought and practice.

Unit 15: Sankardeva and his educational thought

Contribution of Sankardeva to educational thought and practice.

References:

1. Bhatia, Kamala & Bhatia, Baldev: *Philosophical and Sociological Foundation of Education*, Doaba House, 1999
2. Brubachar, JS: *Modern Philosophies of Education.* Mc. Graw hill, NC 4th Edition 1969.
3. Chaube, Dr. S.P. &Chaube, Dr.A :*Philosophical and Sociological Foundation of Education*,, Vinod PustakMandir, Agra-2
4. Pandey, R.S.: *An Introduction to Major Philosophies of Education*, Agra Vinod PustakMandir, 1996.

Course: PGED Paper-1: Philosophical Foundation of Education **Matrix of Course Outcomes with Programme Outcomes**							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**					**Y**	
2	**Y**			**Y**		**Y**	
3	**Y**					**Y**	

Course-2: Psychological Foundation of Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Nature, scope and methods of educational psychology.
2. Stages of growth and development.

3. Different theories of learning, intelligence, motivation, transfer of learning, creativity and mental health and hygiene as a whole.

Course Content:

Unit 1: Educational psychology

Meaning, nature and scope. Methods of educational psychology: - experimental method, introspection, observation method and case study method and its implications in classroom practices. .

Unit 2: Growth and Development

Meaning of Growth and Development, different stages of development, principles of development and its educational implications.

Unit 3: Learning

Meaning and Nature of Learning, learning and maturation, types of learning and theories of learning: connectionism, conditioning, gestalt theory and constructivism.

Unit 4: Transfer of Learning

Meaning of transfer of learning, types of transfer, theories of transfer of learning and its educational implications.

Unit 5: Motivation

Meaning of motivation, techniques of motivation, factors affecting motivation, role of motivation in learning, Maslow's Self-actualization theory.

Unit 6: Intelligence

Meaning, concept and theories of intelligence, role of heredity and environment upon intelligence, Binet-Simon Scale, Classification of Intelligence test.

Unit 7: Creativity

Meaning and nature of creativity, development of creative thinking abilities, relationship between creativity and intelligence.

Unit 8: Memory and Forgetting

Meaning of memory and forgetting, types of memory and forgetting, training in memory, theories of forgetting.

Unit 9: Reasoning and Problem Solving

Meaning and nature of reasoning and problem solving, types of reasoning, factors affecting problem solving, strategies for effective problem solving.

Unit 10: Personality

Personality, development and change, theories of personality, measurement of personality, personality adjustment, defence mechanism.

Unit 11: Educating Exceptional children

Concept of Exceptional Children- gifted, mentally retarded, and backward.

Unit 12: Mental Health and Hygiene

Concept of Mental health and hygiene, ways for maintaining health and hygiene in schools, role of home, school and society in promoting mental health and hygiene.

Unit 13: Adjustment

Meaning of adjustment, characteristics of a well-adjusted person, methods of adjustment, concept of maladjustment, causes of maladjustment.

Unit 14: Aptitudes

Meaning and nature of aptitude, aptitude testing, utility of aptitude test.

Unit 15: Juvenile delinquency-

Meaning, nature, causes of juvenile delinquency, prevention.

References:

1. Bhatia, B.D. and Safaya R.N.: *Educational Psychology and Guidance*,Dhanpat Rai & Sons, Delhi
2. Kuppuswamy, B: *Advanced Educational Psychology*, Jalandhar University Publication 1963
3. Mangal, S.K. *Essential of Educational Psychology*, Prentice hall of India, 2007
4. Rathore, S.P. *Essential of Psychology*, Guwahati, Nivedita DK Distributors.2002

Course: PGED Paper-2: Psychological Foundation of Education **Matrix of Course Outcomes with Programme Outcomes**							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**						
2	**Y**	**Y**	**Y**				
3	**Y**					**Y**	

Course-3: Sociological Foundation of Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Concept and theoretical approaches of sociology of education and their implications for education system in India.
2. Role of education in social processes (social stratification, social mobility and social change)
3. Social problems in India.

Course Contents:

Unit 1: Introduction to Educational Sociology

Concept and scope of educational sociology, relationship between educational sociology and Anthropology, History, Political Science.

Unit 2: Socialization

Meaning of socialization, processes of socialization-cooperation, competition, conflict, accommodation, assimilation, social interactions and their educational implications.

Unit 3: Agents of socialization

Family, School, Community, Religion and State.

Unit 4: Social organization and Social disorganization

Concept and factors influencing social organization and social disorganization, Role of education in the prevention and control of social disorganization.

Unit 5: Social Group

Meaning and types of social group and inter-group relationship and group dynamics.

Unit 6: Social stratifications-

Concepts and factors of social stratifications, education and social stratification.

Unit 7: Modernization

Concept, Modernization vs. Westernization, role of Education in modernizing the Indian society.

Unit 8: Social Mobility

Meaning and nature of Social Mobility, types of social mobility, factors affecting social mobility, education and Social Mobility.

Unit 9: Social Change

Meaning, factors, constraints on Social Change-Caste, Class, Language,Religion, population and regionalism, education and social change.

Unit 10: Social control

Meaning, types, Agencies of social control, role of education in social control.

Unit 11: Culture

Meaning and nature of culture, cultural lag, cultural diffusion, education and cultural change.

Unit 12: Democracy

Meaning of democracy, principles for success of democracy, role of formal, informal and non-formal agencies for democratic education.

Unit 13: Equality of Educational Opportunity

Concept, Constitutional provisions for social equity and equality of educational opportunities.

Unit 14: Education for socially and economically disadvantaged sections of the society

Problems of socially and economically disadvantaged Sections of Society and role of Education.

Unit 15: Social problems relating to education in India

Delinquency, child labour, drug abuse, poverty, unemployment, cybercrime

References:

1. Ogburn , W.F. &Nimkoff: A *Handbook of Sociology,* Eurasia Publishing House. N.D. 1964
2. Rao, C.N. Shankar: *Sociology, Primary Principles*, S. Chand & Company Ltd.2001
3. Srinivas, M.N.: *Social Change in Modern India,* oriental Longman2006.
4. Shah B.V, Shah K.V, "Sociology of Education", 1965.

Course: PGED Paper-3: Sociological Foundation of Education
Matrix of Course Outcomes with Programme Outcomes

Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y			Y		Y	
2	Y		Y	Y		Y	
3	Y			Y		Y	

Course-4 Distance Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Nature and need of Distance Education in the present day Indian society.
2. Different kinds of Information and Communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. Various modes of student support service (SSS) and develop their skills to manage such services for various kinds of programmes through Distance Education.

Course Contents:

Unit1: Concept of Distance Education

Meaning of distance education, growth and significance of distance education, agencies of distance education.

Unit2: Learner-support service

Meaning of Learner Support Services, different learner support services.

Unit3: Self Learning Material

Factors to be considered for development of materials, designing principles and mechanism for text preparations, problems in designing the text.

Unit4: Study Skills

Concept of Study Skills, strategies for developing study skills, significance of Study Skills in distance learning.

Unit5: Curriculum

Concept of curriculum, major approaches of curriculum development, need of curriculum evaluation, aspects of curriculum evaluation.

Unit6: Distance Education and Administration

Administrative set-up and organization of distance education system.

Unit7: ICT and Distance Education

Information and communication technologies and their application in distance education.

Unit8: New approaches in distance education

E-learning, Blended learning, OER, MOOCs.

Unit 9: Quality Assurance in distance education

Quality enhancement, monitoring, evaluation and feedback, Role of CIQA in open and distance learning.

Unit10: Distance education and community development

Technical, professional, vocational and entrepreneurship courses.

Unit11: Role of distance education

Distance education for rural development, women empowerment and teacher training programme.

Unit12: Problems and Prospects of Distance Education

Challenges and prospects of distance education, future road map.

Unit13: Dual mode and Single Mode University

Differences between Dual Mode University and Single Mode University system, Challenges faced by ODL in dual mode and single mode university system.

Unit14: Assessment in distance education

An overview on assessment, purposes of assessment, assessment in ODL.

Unit15: Evaluation

Overview on evaluation, differences between assessment and evaluation, purposes of evaluation, evaluation in an Educational Programme (EIEP) and Evaluation of an Education Programme (EOEP), Evaluation in Open and Distance education.

References:

1. Aggarwal, D.D. *Future of Distance Education,*Sarup& Sons, New Delhi, 2007
2. Bansal, Aarti: *Distance Education in 21st Century*, Sublime Publications, Jaipur, 2004
3. Rao, V.K.: *Distance Education*, APH Publishing Corporation, New Delhi, 2007
4. Siddiqui, Mujibul Hasan: *Distance Education, Theory and Research,* A.P.H. Publishing Corporation, Ansari Road, New Delhi,2007
5. Shardindu: *Open and Dual Mode University Syatem in India,* Vani Prakasan, New Delhi, 2008

Course: PGED Paper-4: Distance Education Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**			**Y**		**Y**	
2			**Y**	**Y**			**Y**
3				**Y**			**Y**

Optional Papers:

Course-5 Developmental Psychology

Course Objectives:

To enable the learners to develop an understanding about the

1. Basic concepts relating to development
2. General principles of development.
3. Developmental aspects during infancy, childhood and adolescence.

Course Contents

Unit 1: Developmental Psychology

Concept, Meaning and scope of developmental psychology.

Unit 2: History of Developmental Psychology

Definition of childhood, definition of lifespan, stages of life span.

Unit 3: Methods of Studying Development-I

Cross sectional method, longitudinal method and co-relational method.

Unit 4: Methods of Studying Development-II

Experimentation method, case-studies method and observation method.

Unit 5: Pre-Natal Development

Concept of pre-natal development, conditions affecting pre-natal development, actions and reactions of the Neo-Nate.

Unit 6: Development of New Born Infant

Concept of the development of new born infant, sensations and perceptions, physical skills, early cognitive skills

Unit 7: Development through the FirstYear

Principles of physical development, development of imitation and cognition, social development, attachment and separation.

Unit 8: Development in the Toddler

Physical changes, development of language, cognitive development, social development and the importance of family and peers.

Unit 9: Development in the Pre-School Child

Cognitive development, social development

Unit 10: Development in the School Age Child

Cognitive development, social development.

Unit 11: Role of Home for Personality Development:

Influence of home on personality development of children, developmental hazards during childhood.

Unit 12: Role of School for Personality Development:

Influence of school on personality development of children, developmental hazards during childhood.

Unit 13: Development in the Adolescent

Cognitive development, social development, identity development, physical development.

Unit 14: Personality Development during Adolescence-

Meaning of personality development, personality deviation, self concept, self esteem, influence of family and peers in the personality development,

Unit 15: Juvenile Delinquency

Concept, causes, remedial measures

Reference Books:

1)Goswami, G (2008) –Child Development and Child Care, Guwahati, ArunPrakashan.

2)Hurlock, E.B. —Developmental Psychology –A life span approach, Tata Mc Graw Hill Publishing Com. Ltd.

3)Thompson, G.G. —Child Psychology, Bombay, The Times of India Press (Indian reprint)

4)Hurlock, E.B —Child Development, Tata Mc. Graw Hill Publishing Com. Ltd.

Course: PGED Paper-5: Developmental Psychology **Matrix of Course Outcomes with Programme Outcomes**							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**					**Y**	
2						**Y**	
3		**Y**				**Y**	

Course-6 Environment and Population Education

Course Objectives:

To enable the learners to develop an understanding about the

1. environmental problems and to familiarize them with the concept and importance of environmental education.
2. various mechanisms of environmental protection and promotion.
3. basic concept of population education and the consequences and effects of population growth and strategies of population control

Course Contents:

Unit1: Environmental education

Meaning, nature and scope of environmental education, methods of environmental education at different stages-primary, secondary and higher.

Unit2: Perspective of Environmental Education

Ecological and Psychological Perspectives of man and his environment.

Unit3: Environmental Degradation

Causes and steps for preventions, man-made disaster, education for environmental awareness and attitudinal change.

Unit4: Environmental Pollutions

Air, Water, Land, Noise and radio-active pollution.

Unit5: Programme of Environmental Education

Programme of Environmental Education at different levels of Education-primary, secondary, higher.

Unit4: Conservation and Protection of Environment

Meaning, need, importance, its legal and constitutional provisions, role or individual and society towards environmental conservation.

Unit5: Agencies of Environmental Education-

Formal, non-formal, government, non-government agencies.

Unit6: Media of Environmental Education-

Concept of Instructional Media, Magazine, Seminar, workshop, exhibitions, models, audio-visual aids.

Unit7: Challenges and Environmental Education

Environmental education-its problems and prospects with special reference to Assam.

Unit8: Population education

Meaning, nature and Scope, Dynamics of population growth.

Unit9: Population Explosion-

Nature, meaning, factors and problems, steps for checking population explosion.

Unit10: Methods of Population Education

Observation, Self-study, discussion, lecture, project method, assignment, field-study.

Unit11: Population and Quality of Life

Concept of small family norms and family planning.

Unit12: Population Education for Population Control

Population in high school curriculum, role of media, NGO's in population control. Instructional material and teaching aids in population control.

Unit13: Role of Mass-Media in Population Control

Role of mass media, various means of mass media, (newspaper, radio, t.v, audio-visual aids)

Unit14: Population Growth and Educational Development

Quality of Education, Adult Education, Vocational Education, Non-formal Education and Population Education.

Unit15: Population and Literacy Campaign in India

Role of TLC, NLM, ICDS, SSA for literacy campaign to control population growth in India.

Reference Books:

1.R.C.Sarma: *Environmental Education, Surya Publication, Meerat, 1997*

2.R.A.Sharma*: Environmental Education, Metro Politary Book Co.Pvt.Ltd, NewDelhi, 2012.*

3. Rao, D.G.: *Population Education, Sterling, 1974*

4. Kuppuswami, B: *Population Education, AsiaPublishing, 1971*

5. Bahadur K.P: *Population Crisis in India, National Publishing House, New Delhi, 1977.*

Course: PGED Paper-6: Environmental and Population Education Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**	**Y**			**Y**	**Y**	
2		**Y**			**Y**	**Y**	
3		**Y**			**Y**	**Y**	

2nd Semester

Course-7: History of Education in India

Course Objectives:

To enable the learners to develop an understanding about the

1. Recommendation of different education Commissions and Committees and its implications in Indian education system.
2. Historical insight into the development of Education in pre-independence in India.
3. Development of Education in free India.

Course Contents:

Education during Pre-Independence Period

Unit 1: Education in Ancient and Medieval India

Vedic, Buddhist and Muslim Period.

Unit 2: Education in British India-I

Charter Act of 1813, Controversies between Anglicist and Classicist, Macaulay's Minute, Wood Despatch of 1854-its effect on Indian education.

Unit 3: Education in British India-II

Hunter Commission of 1882-its recommendations on Primary and Secondary Education

Unit 4: Education in British India-III

Lord Curzon's Educational Policy on Primary, Secondary and University

education.

Unit 5: Education in British India-IV

Gokhale's Bill on Primary Education- resolution of 1913.

Unit 6: Education in British India-V

Sadler Committee of Education in 1917.

Unit 7: Education in British India-VI

Hartog Committee in 1929 and its effect on Education, Wardha Scheme of Education-1937 and Sargent Plan 1944-45, its effect on Education

Education in Independent India

Unit 8: Development of Education in India since Independence – I

The University Education Commission of 1948-49and its recommendations

Unit 9: Development of Education in India since Independence – II

TheSecondary Education Commission of 1952-53 and its recommendations

Unit 10: Development of Education in India since Independence – III

Education Commission of 1964-66 and National Policy on Education 1968-Objectives and Educational Structure.

Unit 11: Development of Education in India since Independence – IV

National Policy on Education 1986-Objectives, recommendation on Elementary, Secondary and University education, Programme of Action, 1992.

Unit 12: Development of Education in India since Independence – V

National Knowledge Commission, Janardhan Reddy Commission, Yaspal Committee Report, NEP 2020

Unit 13: Development of Education in Assam

Primary stage, Secondary stage and Higher Stage of Education, Women education.

Unit 14: New Initiatives for Universalization of Education

SSA, RMSA, RUSA.

Unit 15: Distance Education in Assam

Growth and present status of distance education in Assam

References:

1. Ghosh, SC: *History of Education in India*,Rawat Publications, 2007
2. JatinBaruah: *Education in Assam*
3. Nurullah, Syed, &Naik J.P.; *A Students'History of Education in India*, Macmillan, 1964.
4. P.L. Rawat: *History of Education in India*
5. Saikia, Dr.Siddheswar: *History of Education in India*, Mani ManikPtrakas, 1998.
6. S.N. Mukherjee*: History of Education in India*
7. Sen, J.M.: *History of Elementary Education in India*, The Book Co. Ltd. 1941.

Course: PGED Paper-7: History and Contemporary Issues of Education in Modern India

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y			Y			
2	Y			Y			
3	Y			Y			

Course-8: Measurement and Evaluation in Education

Course Objectives:

To enable the learners to develop an understanding about the

1. basic concepts and practices adopted in educational measurement and evaluation.
2. Preparation of various tests for measuring and evaluating education.
3. Principles of test construction both educational and psychological.

Course Contents:

Unit 1: Educational Measurement

Meaning and nature of Educational Measurement. Scales of Measurement.

Unit 2: Psychological Test

Meaning, nature, functions and uses of psychological test.

Unit 3: Evaluation in Education

Meaning, nature and principles of evaluation, tools and techniques of evaluation, types of evaluation.

Unit 4: Test Construction and its Standardization

Meaning and Nature, Principles and Methods of Test construction and standardization.

Unit 5: Procedure of test construction.

Planning, preparing, trying out and evaluation of a test

Unit 6: Test Items

Analysis and Selection of Test Items, Preparing different Types of Tests Items.

Unit 7: Validity

Meaning and characteristics, factors effecting validity of a test, measurement of validity.

Unit 8: Reliability

Meaning and characteristics, various methods for measurement of reliability.

Unit 9: Educational Achievement and its Measurement

Objectives of Achievement Tests. Diagnostic test, Performance Test, Essay and Objective type tests.

Unit 10: Intelligence test and its measurement

Measurement of intelligence, construction of an intelligence test, types of intelligence test- verbal and non-verbal test, group test of intelligence.

Unit 11: Measurement of Aptitude

Meaning, nature and measurement of aptitude.

Unit 12: Measurement of Attitude

Meaning, nature, classification, and measurement of attitude.

Unit 13: Measurement of Interest

Meaning, nature and measurement of interest.

Unit 14: Measurement of Personality

Meaning of personality, Personality measurement- Subjective, Objective and Projective Techniques.

Unit 15: Measurement of Creativity

Meaning, nature of creativity, criteria of creative personality, measurement of creative thinking, measurement of creative thinking for different levels of students.

References:

1. Asthana, B.: *Measurement and Evaluation in Psychology and Education*. Vinod PustakMandir, Agra-2,2000
2. Anastasi, A (ed).: *Psychological Testing*, Macmillan, Lond.1968
3. Crow, L.D. & Crow, A.: *Educational Psychology*, Eurasia Publishing, N/D. 1963.

4. S K Mangal (1993) Advanced Educational Psychology, New Delhi, Prentice Hall of India
5. Stanley, J.C. &Hopkings, K.D.: *Educational and Psychological Measurement*, Prentice Hall of India, ND, 1972.

Course: PGED Paper-8: Measurement and Evaluation in Education **Matrix of Course Outcomes with Programme Outcomes**							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**			**Y**			**Y**
2	**Y**			**Y**			**Y**
3	**Y**		**Y**	**Y**			**Y**

Course-9: Educational Management

Course Objectives:

To enable the learners to develop an understanding about the

1. basic concepts of educational management.
2. meaning, nature and functions of supervision and educational leadership and as a process.
3. meaning, nature and significance of educational planning and also to acquaint them with manpower forecasting, manpower planning, human capital formation, perspective planning and institutional planning.

Course Contents

Unit1: Educational Management

Concept, nature, scope and importance of Educational Management.

Unit2: Components of Educational Management

Planning, organizing, directing and controlling.

Unit3: Institutional Planning

Concept, need and importance, steps of Institutional planning.

Unit4: Approaches of Planning

Meaning and importance of educational planning, Goals of educational planning. Approaches of educational planning-Social demand approach, Rate of return approach, Manpower requirement approach.

Unit5: School Management

Meaning, objectives, scope, principles and factorsinfluencing school management.

Unit6: Management and Resources

Human resources, material resources and financial resources.

Unit7: Classroom Management

Concept, classroom management and its objectives, functions, teacher as a manager, strategies for improving the classroom management.

Unit8: Concept of Quality Education

Concept of Quality Education,Total Quality Management in Education (TQM)

Unit9: Educational Supervision

Meaning, importance, needs and functions of Educational Supervision.

Unit10: Educational Leadership

Concept of Educational Leadership, types of leadership (academic, administrative, community and student-centered), leadership skills.

Unit11: Communication

Meaning, role of communication in effective management and administration, methods, barriers and solutions for effective communication in educational administration.

Unit 12: Inter-personal Conflict

Concept of inter-personal conflict, management of inter-personal conflicts, stress management.

Unit 13: Educational Administration

Educational administration in State, functions of state government at different levels of education.

Unit-14: Professional Ethicsof Teacher and Educational Management

Demands of teaching profession, professional ethics in educational management.

Unit 15: Challenges of Educational Administration

Problems of educational administration in India and their solutions

References:

1. Arnold, H.J. & Feldman, D.C. (1988): *Organisational Behaviour*, Mc Graw Hill, 1988
2. Bhatnagar, Dr. SS & Gupta, Dr. P.K: *Educational Management*, R. Lall Book Deopt, Meerut, 2003
3. Gupta, K.: *School Management*, PHI, New Delhi, 2007
4. Goel, OP: *School Organisation and Management*, PHI, New Delhi, 2005
5. IGNOU: Planning *and Management of Higher Education*, Es-304, New Delhi, Indira Gandhi national Open University.
6. Khan, Mohd. Sharif & Khan, Mohd. Saleem: *Educational Administration*, APH Publishing Corporation, New Delhi, 2007
7. Mishra, R.C.: *School Administration & Organisation*, PHI, New Delhi, 2007

Course: PGED Paper-9: Educational Management Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**	**Y**	**Y**				
2	**Y**	**Y**	**Y**				
3	**Y**	**Y**	**Y**				

Course-10: Educational Technology

Course Objectives

To enable the learners to develop an understanding about the

1. Nature, scope and theoretical base of educational technology.
2. Role and relevance of educational technology.
3. Different approaches of educational technology towards teaching learning process.

Course Contents

Unit 1: Educational Technology

Meaning, nature, types, scope and its significance and components.

Unit 2: Instructional Objectives

Meaning andTaxonomy of Instructional Objectives.

Unit 3: Instructional Technology

Meaning, nature, features, aims and objectives, difference with educational technology, methods of instructional technology.

Unit 4: Teaching Aids in Educational Technology

Meaning, nature and Types of Teaching Aids, Projected and non-projected aids, significance of teaching aids in modern education.

Unit 5: Teaching strategies

Meaning, nature, objectives, and types, models of teaching-(Concept Attainment Model, Enquiry Training Model, reflective model).

Unit 6: Communication and Instruction

Concept, communication cycle and different phases of teaching- pre-active, interactive and post active teaching, teaching machines

Unit 7: Mass media approach in Educational Technology

Meaning, Broadcasting, TV and SITE (Satellite Instructional Television Experiment).

Unit 8: Emerging Trends in Educational Technology

EDUSAT, Teleconferencing system in Education, Computer assisted instruction (C.A.I.) and its use.

Unit 9: Micro Teaching

Concept; importance, different teaching skills, microteaching cycle, advantages and limitations.

Unit 10: Flanders's Interaction Analysis and Simulation

Meaning, Nature, Procedure, advantages and limitations.

Unit 11: Programmed Instruction

Meaning, nature, principles, types, merits and demerits.

Unit 12: Internet

Meaning, nature, function, uses, and its harmful effects.

Unit 13: Language Laboratory

Meaning, characteristics, advantage, limitations, equipments or instruments of a language laboratory.

Unit 14: Distance Education and Technology

Educational Technology –its role in the field of Distance Education.

Unit 15: Systems Approach in Educational Technology

Definition of system, components of instructional system, role of teacher in the system approaches.

References:

1. Aggarwal ,J.C.: *Essentials of Educational Technology*
2. Kochar ,S.K.: *Methods and Techniques of Teaching*
3. Mangal, Dr. S,K: *Foundation of Educational Technology*, Tendon Publications, Ludhiana, 2001
4. Sankhala, D.P.: *Education Technology*, Satritha 2006
5. Sharma, R.A.; *Technology of Teaching*: International Publishing House, Meerut, 2002.
6. Sampath, K. etal *: Introduction to Educational technology*
7. Sarma ,Dr. A.K.: *Educational Techonology*

Course: PGED Paper-10: Educational Technology

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y				Y		Y
2	Y						Y
3	Y		Y				Y

Course-11 Courses from MOOCs, SWAYAM Platform (VAC)

Course Objectives

To enable the learners to develop an understanding about the

1. Different aspects of guidance and counselling in schools.
2. Benefits of academic writing.
3. Different skills require to completion of online course.

SWAYAM Course on Guidance and Counselling in Schools

https://onlinecourses.swayam2.ac.in/nou23_ed11/preview

or

SWAYAM Course on Academic Writing

https://onlinecourses.swayam2.ac.in/cec22_ge44/preview?

or

Course 11 Life Skills

Course Objectives

1. Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
2. Increase emotional competency and emotional intelligence at the place of study/work
3. Provide the opportunity for realizing self-potential through practical examples
4. Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

1. Gain Self-competency and Confidence
2. Gain Emotional Competency
3. Gain Intellectual Competency
4. Gain an Edge through Professional Competency

5. Aim for a High Sense of Social Competency
6. Imbibe the attributes of an Integral Human Being

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR

concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like

Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurships, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

References:

1. Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
2. Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
3. EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
4. Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
5. Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
6. Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
7. McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham
8. Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin

9. Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
10. Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
11. Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
12. Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

Course: PGED Paper-11: Courses from MOOCs, SWAYAM Platform (VAC)

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y						Y
2	Y						Y
3	Y						Y

3rd Semester

Paper-12 Educational Research and Statistics

First half consists of Research Methodology. (50Marks)

Second half consists of Educational Statistics. (50 Marks)

Course Objectives

To enable the learners to develop an understanding about the

1. Concept of educational research, its needs and importance
2. Various methods of educational research and statistics.
3. Source for obtaining the data, analysis and drawing for solving an educational problem.

Course Contents:

First Half: Research Methodology in Education

Unit 1: Educational Research

Meaning, nature, Scope and types of Educational Research.

Unit 2: Areas of Educational Research

Philosophical, Psychological, and Sociological.

Unit 3: Hypothesis

Its meaning and nature and types, sources of hypothesis, need for hypothesis formulation.

Unit 4: Approaches and methods of educational research

Qualitative and Quantitative approach. Historical, Survey, and Experimental method. Ethnographic and Case Study.

Unit 5: Tools of Educational Research

Types of tools and their uses: Observations Schedule, Questionnaire, Interview, Socio-Metric technique, Attitude Scale.

Unit 6: Sampling

Concept, types and techniques of sample selection.

Unit 7: Action Research

Meaning, nature, need, scope, steps of Action Research.

Unit 8: Research Proposal

Steps for preparing a research proposal, Significance of preparation of Research Report, Format and Style of Research Report.

Second Half: Statistics

Unit 9: Educational Statistics

Meaning and importance, descriptive and inferential statistics, organization and tabulation of data, frequency distributions.

Unit 10: Normal Probability Curve

Meaning, characteristics, divergence in Normal Probability and its uses.

Unit 11: Measures of central tendency

Mean, Median, Mode and their uses.

Unit 12: Measures of Variability

Average deviation, quartile deviation, standard deviation and their uses.

Unit 13: Correlation

Product movement method, Rank difference method, Phi-coefficient, Bi-serial correlation and point bi-serial correlation.

Unit 14: Regression and prediction

Concept of Regression, Meaning of Regression and Prediction, linear regression and Prediction, uses and advantages of regression and prediction

Unit 15: Chi Square, t-Test and ANOVA

Application of the Chi-square test, t-test and ANOVA(one way and two ways).

References:

1. Best, J.W. & Khan, J.V.: *Research in Education*, (6th Edition) New Delhi, Prentice Hall, 1989.
2. Buch, M.B.: *A Survey of Research in Education*, Baroda, CASE, M. S. University, 1974
3. Garrett, H.E. *Statistics in Psychology and Education*, Bombay, Vikils, Feiffer & Semen's Ltd. 1988.
4. Good, Barr &Scates *Methodology of Educational Research*, New York Appletion Crofts, 1962.
5. Koul, L: *Methodology of Educational Research*, New Delhi, Vikas Publications, 1998.
6. Rubin, Herbert J: *Qualitative Interviewing: The Art of Hearing Data*, Sage Publication, 1995
7. Silverman, David (ed): *Qualitative research: Theory, Method and Practice*, Sage Publications,2006

8. Singh, Arun Kumar*: Test, Measurement and Research Methds in behaviuoral Sciences*, New Delhi, Mc Graw Hill, 1986.

Course: PGED Paper-12 Educational Research and Statistics (AEC) **Matrix of Course Outcomes with Programme Outcomes**							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**			**Y**			**Y**
2	**Y**			**Y**			**Y**
3	**Y**			**Y**			**Y**

Paper-13: Review of Literature and Synopsis Preparation

Course Objectives

To enable the learners to develop an understanding about the

1. Key components of a research proposal and review writing.
2. Writing skills by writing, a clear, concise research proposal with scientifically defensible objectives.
3. Concepts and principles of misconduct and plagiarism in Research.

This part of the paper is related with the first paper of this semester. Here a learner has to make a Review of Related Literature on any topic for future research and prepare a Research synopsis. It will help the learners to explore the research methodologies and outline a research plan for the work to be undertaken by them in mere future and will help in preparing dissertation in the next semester. The learners are supposed to develop a research proposal under the guidance of their

counsellors in their respected Study Centres. After discussion and deliberations, the proposal will be enriched and will be finalized to be conducted in the fourth semester.

Course: PGED Paper-13: Review of Literature and Synopsis Preparation **Matrix of Course Outcomes with Programme Outcomes**							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**			**Y**			**Y**
2	**Y**			**Y**			**Y**
3	**Y**			**Y**			**Y**

Paper 14: Methods and Techniques of Teaching

Course Objectives:

To enable the learners to develop an understanding about the

1. Various teaching methods and teaching skills
2. Ways to prepare lesson plans for various subjects like Mathematics, English, Social Studies and Physical Sciences.
3. Implementation of Modern trends for effective teaching and learning into a classroom setting.

Course Contents:

Unit 1: Teaching Principles

Concept, objectives, levels of teaching, general principles of teaching, marks of good teaching, factors influencing learning, professional ethics of a teacher.

Unit 2: Learning

Concept and nature, Levels of learning (Cognitive, Affective and Psychomotor)

Unit 3: Bloom's Taxonomy

Taxonomy of educational objectives-Cognitive, affective, Psycho-motor.

Unit 4: Teaching-Learning Process

Components of Teaching-Learning Process; Phases of teaching (Pre-active, Interactive and Post-active phases of teaching)

Unit 5: Teaching Techniques

Concept, need and importance, Maxims of teaching

Unit 4: Teaching devices

Explanation, Exposition, description, Questioning, Answering, Illustration, Narration and Demonstration.

Unit 5: Fixing Devices

Drill, review, asking questions, describing outstanding problem.

Unit 6: Teaching Aids

Concept, various kinds of teaching aids and their educational implications

Unit 7: Lesson Plan

Essential of a good lesson plan, steps, types of lesson-skill, knowledge and appreciation.

Unit 8: Approaches and methods of teaching

Methods and approaches of teaching and learning in Institutions of higher learning: Teacher centred vs. Learner centred methods Off-line vs. On-line approaches, (Swayam, Swayamprabha, MOOCs, Google Classroom etc., Blended learning and Flipped Classroom) Collaborative and Cooperative teaching.

Unit 9: Learning Approaches

Learning approaches: Think-pairshare, Jigsaw, Reverse Jigsaw, Inside-Outside Circle, Reciprocal Teaching, Alternative ways of learning –Listening community, interpreting narratives, participating group and community activities.

Unit 10: Programmed Instruction

Concept, styles of programming, steps in programme instruction, advantages and its disadvantages.

Unit 11: Simulation

Meaning of Simulation, procedure, use of simulation technique, activities in simulation, advantages and disadvantages in simulation.

Unit 12: Team Teaching

Concept, guiding principles of team teaching, patterns of team teaching, advantages of team teaching.

Unit 13: Different methods of teaching

Kindergarten Method, Montessori Method, Project Method, Dalton Plan, Heuristic Method, Problem-Solving Method.

Unit 14: Methods of teaching in different subjects

Language, Mathematics, General Science and Social Science.

Unit 15: Diverse issues in teaching-learning

Use of ICT in teaching learning process, language laboratory, Socialized Classroom Techniques.

References:

1. Asthana, B.: *Measurement and Evaluation in Psychology and Education*. Vinod PustakMandir, Agra-2
2. Bhatia, K & Bhatia B.D.: *Principles and methods of Teaching*. Doaba House 1988. Naisarak Delhi 1959.
3. Barnard, HC: *An Introduction to Teaching*. London University Press. Lond 1961.
4. Kochar, S.K. *Methods and Techniques of Teaching*, Sterling
5. Ryburn, W.H. *Principles of Teaching,* Oxford University Press

Course: PGED Paper 14: Methods and Techniques of Teaching Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**		**Y**	**Y**			
2	**Y**		**Y**	**Y**			
3	**Y**		**Y**	**Y**			**Y**

Paper- 15: Mental Health and Hygiene in Education (Optional Paper)

To enable the learners to develop an understanding about the

1. need and importance of the concepts of mental health and hygiene in the emerging society. people having psychological and maladjustment problems.
2. role of different agencies of society and their impacts on the development of an individual's personality.
3. integrate yoga in their day-to-day lives for holistic health.

Unit 1: Introduction to Mental Health

Concept of Mental health, history and evaluation of Mental Health, Criteria of a Mentally Healthy Person.

Unit 2: An Overview of Mental Hygiene

Meaning, nature and significance of mental hygiene, functions of mental hygiene, relationship between mental health and hygiene.

Unit 3: Education and Mental Health

Factors affecting mental health of students, role of schools in protecting mental health, mental health hazards.

Unit 4: Community and Personal Hygiene

Environmental Sanitation and Sanitation in Public places, Accredited Social Health Activist (ASHA); Village Health Sanitation and Nutrition Day.

Unit 5: Mental Health Concerns

Frustration, conflict: Sources and Management, Development of Life Skills.

Unit 6: Stress Management

Meaning, nature and types of stress, factors influencing stress, causes and remedial measures of stress.

Unit 7: Mental Health and Yoga

Concept of Yoga, importance of Yoga for physical and mental health, pranayama and meditation for promoting mental health.

Unit 8: Adjustment Mechanisms-I

Concept, needs and areas of adjustment, mechanisms of adjustment, role of family and school in effective adjustment.

Unit 9: Adjustment Mechanisms-II

Meaning and definition of maladjustment, causes of maladjustment, different forms of maladjustment, role of family and schools in remedial measures.

Unit 10: Abnormal Behaviour

Meaning, nature and causes of abnormal behaviour, remedial measures of abnormal behaviour.

Unit 11: Social Issues in Mental Health

Influence of Media and technology on mental health, Contemporary lifestyles and related issues of mental health.

Unit 12: Mental Health and Home

Home and mental Health, Qualities of healthy home environment, child rearing practices and personality development at home.

Unit-13: Health Policies and Health Organizations

Health Indicators and National Health Policy of Govt. of India-2017; Functioning of various nutrition and health organizations in India viz., NIN (National Institution of Nutrition), FNB (Food and Nutrition Board), ICMR (Indian Council of Medical Research), IDA (Indian Dietetics Association),WHO-India, UNICEF-India National

Health Mission: National Rural Health Mission (NRHM) Framework, National Urban Health Mission (NUHM) Framework, NEP 2020.

Unit 14: Women and Child Health Care Schemes

Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+); Janani Shishu Suraksha Karyakaram (JSSK); Rashtriya Bal Swasthya Karyakram(RBSK); India Newborn Action Plan (INAP); Adolecent Heatlh- Rashtriya Kishor Swasthya Karyakram (RKSK).

Unit 15: Public Awareness of Mental Health and Hygiene through Digital Media

An Introduction to Mobile Apps of Government of India: NHP, Swasth Bharat, No More Tension, Pradhan Mantri Surakshit Mantritva Abhiyan (PM Suman Yojana), My Hospital (Mera aspataal), India fights Dengue, JSK Helpline, Ayushman Bhava, Arogya Setu, Covid 19AP

References:

1. Aggarwal, J. C. (2011). Essentials of Edu. Psychology. New Delhi: Vikas Pub. House.
2. Baron, R. A. (1987). Psychology. Dorling Kindersley. Pvt. Ltd.
3. Chauhan, S. S. (1998). Advanced Educational Psychology. New Delhi: Vikas Pub. House Pvt. Ltd.
4. Dandapani, S. (2010). Advanced Educational Psychology. New Delhi: Anmol Pub. Pvt. Ltd. Lindzey, G., Hall, O.S. (2012). Theories of Personality. London: Wiley India Pvt. Ltd.
5. Mangal, S. K. (2015). Advanced Educational Psychology. New Delhi.

Course: PGED Paper- 15: Mental Health and Hygiene in Education Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**		**Y**				
2	**Y**		**Y**				
3	**Y**		**Y**		**Y**		

Paper-16: Teacher Education (Optional Paper)

Course Objectives:

To enable the learners to develop an understanding about the

1. The meaning, scope, objectives of teacher education and its development in India.
2. Various modalities used for teachers, teacher educators and educational administrators for different levels of education.
3. Various aspects of student-teaching programmes, prevailing in the country.

Course Contents:

Unit 1: Introduction to Teacher Educations

Meaning, Scope, need and significance of Teacher Education, development of teacher education in India.

Unit 2: Teacher Education for different levels of Education

Preparation of Teacher for pre-primary, primary and secondary stages.

Unit 3: In-service Training Programmes

Concept, objectives, needs and importance, types, organization and evaluation.

Unit 4: Techniques of Teacher Training

Micro-teaching, simulation, programmed instruction, team teaching, interaction analysis.

Unit 5: Skills of Teaching

Probing Questions, lecturing, discussion, demonstration, illustration, explanation, stimulus variation.

Unit 6: Research in Teacher Education

Trend Analysis in research in teacher education and their outcomes.

Unit 7: Innovation in Teacher Education

Innovative Practices in Teacher Education, ICT for Teacher Education.

Unit 8: Organizations for Teacher Education

NCERT, NCTE, SCERT, CIET, DIET, NUEPA, Regional colleges of education, RIE.

Unit 9: Distance Education and Teacher Education

Role of Distance Education in Teacher Education in India, New innovations (MOOCs, OERs) for continuing professional development of teachers.

Unit 10: Teacher Education in Assam

Growth and development of Teacher Education in Assam, problems and prospects of teacher education in Assam.

Unit 11: Teaching as a Profession

Meaning, qualities of a teacher, professional ethics and accountability of a teacher.

Unit 12: Teacher's Role

Role of teacher as facilitator of learning, in transaction of curriculum, as a link between school and community, role expectations of teachers in the 21st Century.

Unit 13: Professional Development Programmes for teachers in Higher Education

Role of Academic Staff College, Refresher courses, Orientation courses for the college and university teachers.

Unit 14: Policies and Practices and Quality Assurance in teacher Education

Policies and practices in teacher education, Ways and Means for maintaining Quality in teacher education.

Unit 15: Challenges of Teacher Education

Problems and solutions of teacher education in India, CWSN, Digital learning.

References:

1. American Council on Education, *the Improvement of Teacher Education*, 1946.
2. *Education Policy* of 1986.
3. Farooqi, F.J.: *Teacher Education*, PHI, New Delhi,2006
4. Mukherjee, S.N.(ed) *Education of Teachers in India*, Vol.I& II, S. Chand, ND, 1968.
5. NCERT, ND, *Directory of Training College in India*, 1963.
6. *Policy Perspectives in Teacher Education*-NCTE 1998.
7. Singh, YK: *Teacher Education*, PHI, New Delhi, 2005.
8. Sarma, T.C.: *Teaching Learning Theory & Teachers Education*, PHI, New Delhi, 2005
9. *Teacher Education in Assam, Meghalaya, Mizoram and Tripua*-NCTE.

Course: PGED Paper-16: Teacher Education

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y					
2	Y	Y					
3	Y	Y	Y				

Paper-17: Psychological Testing and Experiments (Total marks =100)

a) Practical Notebook=40 marks (5 experiments with apparatus carry**5x4=20marks**)

(4 experiments without apparatus carry**4x3=12 marks**)

(3 Physiological experiments carry**8 marks**)

b) Psychological Experiments during examination 15x3= 45 marks

3 experiments are to be performed in examination- One with apparatus, one without apparatus and one Physiological.

c) Viva Voce= 15 marks

Course Objectives:

To enable the learners to develop an understanding about the

1. application of Psychological testing in field of education
2. types, problems of administration and ethics of psychological testing and experiments
3. demonstration of the apparatus of various psychological testing and prepare report of psychological test and experiments

Course Contents:

Unit1. Learning

- **(i)** mirror learning
- **(ii)** maze learning
- **(iii)** mass and space learning

Unit2.Memory and forgetting

- **(i)** recall-recognition
- **(ii)** immediate memory span
- **(iii)** retroactive and prohibit inhibition.

Unit3.Attention

- **(i)** span of attention
- **(ii)** span of apprehension
- **(iii)** division of attention.

Unit4.Personality

- **(i)** Inkblot test
- **(ii)** Free association and controlled association
- **(iii)** Thematic Apperception test (TAT).

Unit5.Motivation and learning

(i) Level of aspiration

(ii) Effect of knowledge of result on performance

Unit6.Problem solving: Set in problem solving

Unit7.Psychological drawing and labeling:

(i) Human brain

(ii) Human eye

(iii) Human ear.

References:

1. R.S. Woodworth: Experimental psychology
2. S M Mohsin: Experiments in Psychology
3. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
4. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.

Course: PGED Paper-17: Psychological Testing and Experiments

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y					
2	Y	Y					
3	Y	Y					Y

4th Semester

Paper-18: Curriculum Development

Course Objectives:

After going through this paper, the learners will able to

1. Understand the concept, scope and significance of curriculum.
2. Acquaint learners with curriculum construction and its principles.
3. Enable learners to know about different models of curriculum construction and importance of curricular and co-curricular activities.

Unit 1: Conceptual Framework of Curriculum

Meaning, definition and characterstics of curriculum, Need for curriculum development, Principles of curriculum construction.

Unit 2: Determinants of Curriculum

National aspirations and needs, culture, social change and value system.

Unit 3: Philosophical Foundations of Curriculum

Idealism and curriculum, Naturalism and curriculum, Pragmatism and curriculum, Realism and curriculum, Existentialism and curriculum.

Unit 4: Sociological Foundations of Curriculum

Role of society, education and school, Social change and curriculum.

Unit 5: Psychological Foundations of Curriculum

Mental discipline, behaviouristic, role of Gestalt in curriculum development.

Unit 6: Types of Curriculum

Meaning, subject centered curriculum, activity centered curriculum, work and experience based curriculum, co-related curriculum, core curriculum.

Unit 7: Curriculum Design

Curriculum Planning, curriculum designing, steps in curriculum design.

Unit 8: Types of Curriculum Design

Subject design, societal activities and problem design, specific competencies design, human traits/process design, individual needs and interest design.

Unit 9: Curriculum Change and Development

Concept of curriculum change, curriculum development, importance of curriculum development, factors influencing change, enhancing curriculum change, removing barriers to development and implementation.

Unit 10: Approaches to Curriculum Development

Subject centered approach, Broad- field approach, social problem approach, learner centered approach.

Unit 11: Curriculum Transaction

Concept and Strategies for curriculum transaction, ways for improving quality of curriculum transaction, resources for curriculum transaction.

Unit 12: Models of Curriculum Development and Transaction

Hilda Taba Model, Inquiry training model, Carl Roger's model, Eclectic model of curriculum.

Unit 13: National Curriculum Framework

NCF 2005, NCF in context of NEP 2020.

Unit 14: Evaluation of Curriculum

Meaning and sources of curriculum evaluation, process of curriculum evaluation, outcome of curriculum evaluation.

Unit 15: Integration of ICT with Curriculum Development

Artificial intelligence in education, different forms of instructions through computer, web based learning, instructional games, computer simulations.

References:

1. Aggarwal, J.C.(1990) : Curriculum Reforms In India. New Delhi, Doaba House.
2. Bruner, J.S. (1977): The Process of Education. Harvard University Press.
3. Dash, B.N. (2007): Curriculum Planning and Development, New Delhi, Doaba House.
4. NCERT, (2005): National Curriculum Framework. New Delhi.
5. NEP 2020 Draft.

Course: PGED Paper-18: Curriculum Development **Matrix of Course Outcomes with Programme Outcomes**							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**	**Y**				**Y**	
2	**Y**	**Y**				**Y**	
3	**Y**	**Y**	**Y**			**Y**	**Y**

Paper-19: Inclusive Education

Course Objectives:

After going through this paper, the learners will able to

1. explain the concept of special education, integrated education, and inclusive education.
2. discuss the global and national commitments towards the education of children with diverse needs.
3. appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.

4. analyse critically the recommendations of various commissions and committees towards teacher preparation for inclusive education.

Unit 1: An Overview of Inclusive Education

Concept, principles, scope and significance of inclusive education.

Unit 2: Philosophical Perspectives of Inclusive Education

Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education.

Unit 3: National policies, programmes and Acts for inclusive Education

NPE-1986, Policies guidelines on Inclusive Education, UNESCO, National Legislations-RCI Act 1992, PWD Act- 1995, National Trust Act-1999, RTE Act—2009, NEP 2020.

Unit 4: Nature and Needs of the Individuals having Physical Disabilities

Concept of Physical Disability, Types of Physically Disabled Children – Visually Impaired Children, Children with Hearing Impairment, Children with Speech Impairment, Orthopedically Handicapped Children, teaching strategies for Physically Disabled Children.

Unit 5: Nature and Needs of the Individuals having Intellectual Disabilities

Definitions of Intellectually Disabled Children, Characterstics of Intellectually Disable, Teaching Strategies for Mentally Challenged children.

Unit 6: Nature and Needs of the Individuals having Learning Disabilities

Concept of Learning Disabilities Causes of Learning Disability, Common Signs of Learning Disabilities, Teaching Strategies for Children with Learning Disabilities.

Unit-7 Barriers in Inclusive Learning

Concept of barriers in Inclusive Learning, physical barriers, psychological barriers, socio-cultural barriers, instructional barriers, institutional/systematic barriers.

Unit 8: Inclusive Classroom

Inclusive classroom- concept and definition, nature of inclusive classroom, assessment for inclusive learning-diagnostic, formative, planning assessment and Instruction.

Unit-9: Teaching Strategies for Inclusive Classroom

Collaborative Learning, Active Learning in large and small classes, Experiential Learning, Co-teaching method, peer- mediated Instructions.

Unit 10: Role of ICT in Inclusive Classroom

Use of ICT in Inclusive Classroom, ICT devices for making education accessible to students with various disabilities, Ways to overcome barriers and provide inclusive education.

Unit 11: Inclusive Educational Practices in India

Origin of inclusive education, Concept of Whole School Approaches (WSA) in Inclusive Education, developing inclusive culture, Professional development of teachers and staff towards Inclusive Education.

Unit 12: Inclusive School Teacher

The inclusive class teacher, attitude needed inclusive school teacher, the role of the teacher in an inclusive class.

Unit 13: Role of Sarva Shiksha Abhiyan (SSA) in Inclusive Education

SSA's Policy on inclusion, provisions for CWSN under SSA, Efforts of SSA and the challenges.

Unit 14: Building Inclusive Community

Concept of inclusive community/society, awareness programmes for inclusive community, community based activity to promote inclusion (including recreation and sports).

Unit 15 Current trends and future perspectives

Concept of curriculum adaptations for children with diverse needs, need of curriculum adaptations for children with diverse needs, Curricular and Co -curricular activities for meeting diverse needs of children.

References:

1. Maclett R. and Katherine R. C. (2014). Approaching Disability- Critical issues and perspectives, Routledge Taylor and Francis Group, London.
2. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice), Routledge Taylor and Francis Group, London.
3. Mangal, S.K. (2008): Educating Exceptional Children: An Introduction to Special Education, Prentice Hall of India (Pvt.) Ltd. New Delhi.
4. Panda, K.C. (2008): Education of Exceptional Children, Vikash Publishing House, New Delhi.
5. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.

Course: PGED Paper-19: Inclusive Education

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y				Y	
2	Y	Y				Y	
3	Y	Y	Y			Y	Y

Paper-20: Current Trends in Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Various issues and problems of Modern Indian Education.
2. Policy perspectives and emerging trends in education.
3. Strategies for solving educational problems.

Course Contents:

Unit 1. Education and Indian Constitution

Provisions of education in the Indian Constitution andtheir implementations.

Unit 2. Primary Education

Problems related to primary education-Universalisation of primary education. Right to Education Act 2009

Unit 3. Secondary Education

Problems of Secondary education, vocationalisation of secondary education and medium of instruction.

Unit 4. Higher Education

Policy perspectives and emerging trends in higher education, problems of higher education, problems of finance. National Knowledge Commission and Yashpal Report on higher education.

Unit 5. Educational Autonomy

Meaning of Educational Autonomy and its effects in Indian education system.

Unit 6. Education in New Era

Liberalization, privatization and globalization (LPG) and its impact on higher education.

Unit 7. Women Education

Problems of women education and education for women empowerment.

Unit 8. Value Education

Meaning of Value education, reasons for value crisis, solution and role of teachers towards value education.

Unit 9. Peace Education

Concept and need of peace education, obstacles to peace, role of education promoting peace, basic principles to promote peace in classrooms.

Unit 10. Education for rural development

Meaning of rural development, Education and rural development Problems and prospects.

Unit 11. Distance education

Meaning and importance of distance education, its problems and solution with reference to India.

Unit 12. Teacher education

Meaning, objectives, importance, problems and its prospects.

Unit 13. Adult Education

Meaning, importance, problems and its prospects.

Unit 14. Student Unrest

Concept, problems and remedies.

Unit 15. Gender equity

Meaning, reasons for gender disparities in India, ways for meeting the challenges.

References:

1. Kocher, S.K.: Pivotal Issues in Indian Education, Sterline Publishers, ND. 1981.

2. Kohle, V.K. Current Problems of Indian Education , Krishna Bros Jalandhar

3. Mukherjee, S.N. : Education in India Today and Tomorrow. Acharya Books Depot, Boroda.

Course: PGED Paper-20: Current Trends in Education Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**						
2	**Y**						
3	**Y**		**Y**		**Y**		

Paper 21: Cyber Security

Course Objectives

1. Learn the foundations of Cyber security and threat landscape
2. To equip students with the technical knowledge and skills needed to protect and defend against cyber threats
3. To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets
4. To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
5. To expose students to responsible use of online social media networks
6. To systematically educate the necessity to understand the impact of cybercrimes and threats with solutions in a global and societal context
7. To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

1. On completion of this course, the learners will be able to understand the cyber security threat landscape
2. Develop a deeper understanding and familiarity with various types of cyber-attacks, cybercrimes, vulnerabilities and remedies thereto
3. Analyse and evaluate existing legal framework and laws on cyber security
4. Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
5. Analyse and evaluate the importance of personal data its privacy and security.
6. Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media. • Analyse and evaluate the cyber security risks.
7. Based on the Risk assessment, plan suitable security controls, audit and compliance.
8. Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training.
9. Increase awareness about cyber-attack vectors and safety against cyber-frauds.
10. Take measures for self-cyber-protection as well as societal cyber-protection.

Unit 1: Introduction to cyber space

Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology

Unit 2: Introduction to internet and cyber security

Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security

Unit 3: Cybercrime 1

Classification of cyber-crimes, Common cybercrimes- cybercrime targeting computers and mobiles, cybercrime against women and children.

Unit 4: Cybercrime 2

Financial frauds, Social engineering attacks, malware and ransomware attacks, zero day and zero click attacks

Unit 5: Cyber law

Cybercriminals modus-operandi, reporting of cybercrimes, Remedial and mitigation measures, Legal perspective of cybercrime, IT Act 2000 and its amendments, Cybercrime and offences, Organisations dealing with Cybercrime and Cyber security in India, Case studies

Unit 6: Introduction to social media

Introduction to Social networks, Types of Social media, Social media platforms

Unit 7: Handling social media

Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social networks.

Unit 8: Security issues in social media

Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

Unit 9: Introduction to e-commerce

Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices

Unit 10: Introduction to digital payments

Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhaar enabled payments

Unit 11: Security aspects in digital payments

Digital payments related common frauds and preventive measures; RBI guidelines on digital payments and customer protection in unauthorised banking transactions; Relevant provisions of Payment Settlement Act, 2007

Unit 12: Digital devices security

End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software.

Unit 13: Digital devices security

Device security policy, Cyber Security best practices, Significance of host firewall and Anti-virus, Management of host firewall and Antivirus

Unit 14: Wi-Fi security

Introduction to Wi-Fi, Types of Wireless security: Wired Equivalent Privacy (WEP), Wi-Fi Protected Access (WPA), Wi-Fi Protected Access 2 (WPA 2), Wi-Fi Protected Access 3 (WPA 3); Threats and risks to Wi-Fi Security, Ways to protect Wi-Fi network, Types of Wi-Fi network security devices, Configuration of basic security policy and permissions

Paper-22Comparative Education (Optional Paper)

Course Objective

To enable the learners to develop an understanding about the

1. comparative education as an emerging discipline of education
2. educational systems in terms of factors and approaches of comparative education.
3. prevailing problems of education in India through the discipline of education.

Course Contents

Unit 1. Introduction to Comparative Education

Meaning, nature, purpose and scope

Unit 2: Methods of comparative Education

Descriptive method, historical method, psychological method, Societal method, scientific method and Statistical method

Unit 3. Historical Development of Comparative Education

Background of comparative education, need of study.

Unit 4. Factors of Comparative Education

Geographical, economical, cultural, sociological, linguistic, and historical.

Unit 5: Approaches of Comparative Education

Cross and multi approaches of comparative study of education.

Unit 6: National System of Education

Determinants of National System of Education.

Unit 7: Education in India-I

Historical background, features of Education, educational administration, primary, secondary, higher education

Unit 8: Education in India-II

Historical background and features of teacher education, administrationof teacher education in India.

Unit 9. Education in the UK

Historical background, features of Education, educational administration, pre-primary, primary, secondary, higher education, teacher education in UK.

Unit 10. Education in the USA

Historical background, features of American Education, educational administration, pre-primary, primary, secondary, higher education, teacher education in USA.

Unit 11. Education in Japan

Historical background, features of Education, educational administration, pre-primary, primary, secondary, higher education, teacher education in Japan.

Unit 12. Education in Germany

Historical background, features of Education, educational administration, pre-primary, primary, secondary, higher education, teacher education in Germany.

Unit 13. Education for Peace

Global Consciousness and development for peace, role of UN and SAARC, Educational Programmes of UNESCO.

Unit 14. Problems of the Third World Countries

Poverty and population explosion, illiteracy, equalization of educational opportunities.

Unit 15: Role of Education and the UNO

Role of the U.N.O.in improving educational opportunities among the member countries, variousofficialorganisationoftheU.N.O. andtheireducationalactivities.

References:

1. Armfelt& Ashraf: *New Structure of Education in England*, *Soviet Education*, Sterling Publishers 1970.
2. *Comparative Education*, Oxford University (Periodical)
3. *Comparative Education Review* NY (periodical)
4. Hans, N.: *Comparative Education, London, United Kingdom, 2014.*
5. *International Review of Education*, Hamburg (periodical)
6. Ka-ho-Mok: *Education Reform and Education Policy in East Asia*, Routledge, 2005.
7. Millinsan Vernon: *An Introduction to the Study of Comparative Education*, Heinemann Educational, London.
8. Peter Cave: *Primary School in Japan, Self, Individuality and Learning in Elementary Education*, Routledge, 2009

Course: PGED Paper-22Comparative Education Matrix of Course Outcomes with Programme Outcomes							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**						
2	**Y**						
3	**Y**	**Y**	**Y**				

Paper 23: Economics of Education (Optional)

Course Objectives:

To enable the learners to develop an understanding about the

1. meaning, importance and scope of economics of education
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. concept and relationship between input and output of education.

Course Contents:

Unit 1: Economics of Education

Concept, scope and significance.

Unit 2: Education and Economic Development

Concept, relationship between education and economic development

Unit 3: Economics of Education Policy

Nature of economic policy, education as a Public Good

Unit 4: Education as a Public Good

Meaning of public good, difference between public goods and private goods, education as public good, education as mixed good, education as merit good

Unit 5: Human Capital Formation

Concept, Human capital Approaches to education

Unit 6: Education and Manpower Planning

Education and manpower planning, manpower planning and economic growth, problems of manpower planning in India

Unit 7: Financing in Elementary Education

Pattern of financing, need of financing, financial policy for primary education in India

Unit 8: Financing in Secondary Education

Pattern of financing, need of financing, financial policy for secondary education in India

Unit 9: Financing in Higher Education and Technical Education

Pattern of financing, need of financing, financial policy for higher and technical education in India

Unit 10: Public Subsidies in Education

Concept of subsidies, need of public subsidies in education in India

Unit 11: Livelihood, Labour Market and Labour Mobility

Sectoral growth, unemployment and underemployment, labour mobility in northeast India

Unit 12: Education and Brain Drain

Concept, factors for brain drain, out-migration of the skilled personnel

Unit 13: Access and Equity in Education

Meaning of equity, improving access in education and reservation policy in education in India.

Unit 14: Self-Financing and Find Mobilization in the Educational Institutions

Fund mobilization in the educational institution.

References:

1. Hunter, W.W.: *Economic History of India*, Vols.2, Cosmo Publication, 2008
2. Habison & Myers: *Education, Manpower and Economic Growth*
3. Peer,M: *Higher Education and Employment*, Rawat Publications, 2007-08
4. Rao, P: *Economics of Primary Education,* Rawat Publication, 1998.
5. Rajaiah, B: *Economics of Education*
6. Singh, R.P.: *Educational Finance and the Planning Challenge*, Eastern Book House, 2008

7. Shuukla, P.D.: *New Education Policy in India.*
8. Psachupouls, Y: Economics of Education

Course: PGED Paper 23: Economics of Education **Matrix of Course Outcomes with Programme Outcomes**							
Course Outcome No	**PO (i)**	**PO (ii)**	**PO (iii)**	**PO (iv)**	**PO (v)**	**PO (vi)**	**PO (vii)**
1	**Y**						
2	**Y**	**Y**					
3	**Y**	**Y**			**Y**		

Paper-24 Dissertation

To enable the learners to develop an understanding about the

1. Design of a research plan.

2. Execution of the research plan into action

3. Skills to prepare the research tools and apply those in the real field.

The learners would be required to submit a Dissertation Report for 100 marks comprising of 4 credits based on a relevant topic in respect of their areas of study. The Dissertation Report will carry 80 marks and the corresponding Viva will carry 20 marks. Detailed information regarding the Dissertation would be provided to the learners regarding the modalities through the University website(www.kkhsou.in) from time to time, by SMS alert services and the designated study centres.

References:

1. Lichtman, M (2013): Qualitative Research in Education-A User guide, 3rd (Ed.), Sage, India.

2. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
3. Chohan,L., Manion, L.& Morrison ,K. (2007) Research method in education (6th edition) Routledge ,London.
4. Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

Course: PGED Paper-24 Dissertation

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No	PO (i)	PO (ii)	PO (iii)	PO (iv)	PO (v)	PO (vi)	PO (vii)
1	Y	Y		Y			
2	Y	Y		Y			
3	Y	Y		Y			Y

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