

**SYLLABUS OF
M.A. IN EDUCATION
PROGRAMME CODE: MAEDN**

SEMESTER I

Course MAEDN101: Philosophical Foundation of Education

Course MAEDN102: Advanced Educational Psychology

Course MAEDN103: Educational Technology

Course MAEDN104: Sociological Foundation of Education

Course MAEDN101: Philosophical Foundation of Education

Total Credit: 06

Learning Objectives

1. To enable the students to perceive and integrate the ancient Indian schools of philosophy and their implication in the field of Education.
2. To develop the ability to analyze Indian and Western Schools of Philosophy in relation to Education.
3. To enable the students to achieve clarity and coherence in explaining different philosophical aspects of Education.
4. To develop the ability to critically evaluate the adequacy and justifiability of different philosophical aspects in Education.
5. To develop the ability to synthesize critical reflections of educational philosophies into different issues of Education.
6. To enable the students to recognize and comprehend different values and reflect them in their behavior and attitudes.

Course Contents:

Unit-I: Philosophy and Education: Concept, Nature and Scope of Philosophy. Branches of Philosophy—Epistemology, Metaphysics and Axiology, Philosophy and Science, Positivism and Post positivism, Philosophy and Education, Meaning of Educational Philosophy, Concept and Functions of Educational Philosophy.

Credit-1

Unit-II: Salient features of Indian Schools of Philosophy and its Classification – Orthodox and Heterodox, Ancient Indian Schools of thought and Education. Educational Philosophy of Upanishad.

Credit-1

Unit-III: Aspects of Indian Philosophy: Salient features of Nyaya, Sankhya, Yoga, Mimansa, Vedanta and Vaisheshika Philosophy and their educational Implications.

Credit-1

Unit-IV: Medieval Indian School of thought of Education: Buddhist system of educational philosophy, Jain philosophy of education and Islamic system of educational philosophy.

Credit-1

Unit-V: Western school of thought of Education: Different Approaches/Schools of Philosophy- Naturalism, Idealism, Pragmatism, Existentialism and their educational implications.

Credit-1

Unit-VI: Values in life and Education, Subjective and Objective nature of Values, Different types of Values, Need and Importance of Value Education, Policies on Value Education in India.

Credit-1

Reference Books:

- Brubacher, J.S: Modern Philosophies of Education. Mc Grow Hill, Ne 4th Edition, 1969
- Chaube S.P. & Chaube, A: Philosophical & Sociological Foundations of Education, Shri Vinod Pustak Mandir, Agra, 2010
- Dewey J: Democracy and Education: An Introduction to Philosophy of Education, Macmillan
- Goswami, D: Philosophy of Education, DVS Publishers, Guwahati-01
- J. P. Awasthi: Classical Indian philosophies and Their Practices in Education, National psychological Corporation, Agra
- Kneller, G. F.'Foundations of Education, John Wiley & Sons, London and New York.
- Pachauri G.: Philosophy of Education, R. Lall Book Depo, Meerut
- Pandey, R. S. 'East West Thoughts on Education' Horizon publishers, Allahabad.
- Pathak, R.P: Philosophical and Sociological Principles of Education. Dorling Kindersely (india) PVT Ltd., 2012
- Shrivastava, K. K.: Philosophical Foundations of Education, kaniska publisher, New Delhi

Course Outcome of Course MAEDN101

On successful completion of the course the students will able to-

1. Students will be able to give comprehensive and critical account of different Indian and Western Schools of philosophy and their implications in Education
2. Analyse, Interpret and Synthesize major philosophical ideas of Indian Schools of Philosophy with reference to nature of Reality, Source of Knowledge and Values and their reflections in Educational practices.

3. Identify the significant contribution of Various Indian and Western Schools of Philosophy to the fields of education and their relevance in present Education System.

Course MAEDN102: Advanced Educational Psychology

Total Credit-06

Learning Objectives

1. To develop knowledge and understanding on Psychological foundation of education.
2. To develop an understanding among students about the implications of psychological theories of learning and motivation.
3. To acquaint students with the knowledge of Intelligence and Creativity.
4. To enable students to analyse various theories on continuous growth and development of wholesome personality.

Course Contents:

Unit-I: Learning: Meaning and nature, Types of learning- Cognitive, Verbal, Concept and Skill learning. Theories of learning-Connectionism. Gestalt Field Theory, Classical conditioning, Operant/Instrumental conditioning and their educational implications. Difference between Classical Conditioning and Operant Conditioning, Constructivist Theory.

Credit-1

Unit-II: Motivation and Class-room Learning: Concept and functions of motivation, Classification of Motives, Theories of Motivation. Maslow's Theory of self Actualization, Theory of intrinsic Motivation, Cognitive Field Theory and Motivation. Methods of measuring Human Motivation, Motivation in the Class.

Credit-1

Unit-III: Intelligence : Meaning and nature. The Piagetian Theory of Intellectual Development. Measuring Intelligence-Binet period, Performance Tests of Intelligence. Emotional Intelligence.

Credit-1

Unit-IV: Problem Solving : Thinking, Reasoning and Creative thinking Characteristics of a Creative Personality, Role of the school and the teachers in the promotion of creativity in children.

Credit-1

Unit-V: Personality : Meaning and nature. Determinants of personality-Genetic Determinants, Social determinants and Cultural determinants. Theories of Personality- Trait Theory and Type Theory with special reference to Freud, Adler, Roger and Cattell. Personality Assessment : Rating Scale, Personality Inventory and Projective Techniques.

Credit-1

Unit-VI: Mental Hygiene and Mental Health: Concept, Aims and Objectives. Characteristics of Mentally healthy Person. Mental Disorder. Adjustment Mechanisms. Role of the school in the preservation and promotion of Mental Health of the children.

Credit-1

Reference Books:

- Woofolk, Anita : Educational Physiology, Dorling Kindersky (India) Pvt. Ltd. 2008
Crow, L.D. & Crow, A : Educational Psychology, Eurasia Publishing N D, 1963
Gates, A. T., Jersild, A.T Et al. : Educational Psychology, McMillan, NY, 1948
Skinner, C.E : Educational Psychology, Prentice Hall of India
Flavell, J.H : The Development Psychology of Jean Piaget, Van Nostrand Reinhold, NY. 1963
Bigge, M.L & Hunt, M.P : Psychological foundations of education, Harper & Row, NY, 1968
Chauhain, S.S : Advanced Educational Psychology, Vikash Publishing House PVT. LTD., 1978.
S. Dandapani ; General Psychology , Publisher : Neelkamal; First edition (1 January 2016

Course Outcome of Course MAEDN102

At successful completion of the course the students will—

1. Acquire theoretical and scientific knowledge regarding application of psychology in the field of education
2. Gain a systematic knowledge about motivation and classroom learning.
3. Understand the implications of psychological theories of learning.
4. Be able to analyse the various theories of personality and methods of personality assessment.

Course MAEDN103: Educational Technology

Total Credit - 06

Learning Objectives

1. To enable the learners to understand the concept and significance of Educational Technology.
2. To enable learners to analyse various approaches of educational technology.
3. To enable the students with the application of ICT skill in teaching learning process.
4. To make students familiar with the system of e-learning and virtual classroom.

Course Contents:

Unit-I: Concept of Educational Technology: Meaning, Nature, Scope & it's Significance. Different Forms of Educational Technology - Teaching Technology, Instructional Technology, Behavioural Technology, & Instructional Design Technology. Development of Educational Technology in India.

Credit-1

Unit-II: Approaches of Educational Technology: Hardware approach and Software approach. Psychological bases for the use of Hardware & Software technology, Hardware instructional aids and software instructional aids, Distinction between Hardware and Software technologies.

Credit-1

Unit-III: System approach: Meaning and Parameters of a System-Input, Process, Output and Environmental Context. Steps involved in System Approach. System analysis, System design and development, System operation and evaluation, System approach to Education, Steps involved in System approach to Education. Instructional System and System approach to Instructional System. Steps involved in Systems approach to Instructional System.

Credit-1

Unit-IV: Programmed learning or Programme Instruction and Self learning Materials: Meaning, Scope and Importance of Programmed Instruction. Basic ideas of Programming, Styles of Programming- Linear, Branching, and Mathetics. Different phases of development of the programmed Instructional Material. Advantage and applications of Programmed Learning, Self leaning programmed Module.

Credit-1

Unit-V: Information and Communication Technology (ICT): Meaning and Scope, Origin and growth. Traditional and Modern ICTs. Advantages of ICT, EDUSAT.

Credit-1

Unit-VI: Teaching Machines: Concept and Types. Uses of Computer- Assisted Instruction and Computer-managed Instruction. e-Learning and Virtual Class rooms.

Credit-1

Reference Books:

Percival and Ellington : Handbook of Educational Technology, Kogan Page,1985

Mangal, S.K & Mangal: Essentials of Educational Technology, PHI Learning Private Limited, New Delhi, 2011.

Sampath, K., Panurselvam: Introduction to Educational Technology, Sterling Publishers Private Limited.

Santhanam, S & Aggarwal. JC: Essentials of Educational Technology: Teaching Learning Innovations in Education. Vikash Publishing House Pvt. Ltd.

Rao Usha: Educational Technology; Himalaya Publishing House

Course Outcome of Course MAEDN103

On successful completion of this course the students will—

1. Understand the concept and significance of Educational Technology.
2. Develop an understanding on different approaches of Educational Technology.
3. Acquire skill on use of ICT in teaching learning process.
4. Be Familiar with the world of e-learning and virtual classroom

Learning Objectives

1. To develop knowledge and understanding on Sociological foundation of education.
2. To make students acquainted with the concept of modernization and Sanskritization
3. To promote social values among students through the education system.
4. To develop social awakening for social change and social mobility and their implications in Education.
5. To promote social welfare and social stability among the students.

Course Contents:

Unit-I: Sociological bases of education : Meaning of Sociology. Educational Sociology-its Meaning, Nature and Scope, Educational Sociology and Sociology of Education. Theoretical Foundations of Sociology of Education- Consensus Theory and Conflict Theory.

Credit-1

Unit-II: Education in Cultural perspective : Meaning and characteristics of culture, Primitive and modern culture, material and spiritual culture. Cultural diffusion and cultural Lag. Education and culture. Enculturation and Acculturation. Education as an instrument of Socio-cultural change.

Credit-1

Unit-III: Social Stratification and Social Mobility: Concept of Stratification and Social Mobility, Types of Social Mobility, Education and Internal and External constraints of Mobility. Modernization. Sanskritization. Social change, Social order and Social control.

Credit-1

Unit-IV: Social Groups: Characteristics and classifications Social interaction and social processes- Communication, Conflict, Competition, Accommodation, and Assimilation.

Credit-1

Unit-V: Agents of Socialization : Family, School, Mass media and Religion. The School as a Social System.

Credit-1

Unit-VI: Social Disorganization: Social Disorganization in a dynamic society, Social values and Social Disorganization, The Crisis and Social Disorganization. Crime and the community. Role of education in the prevention and control of Social Disorganization.

Credit-1

Reference Books:

- Brown. F J : Educational Sociology, Prentice Hall. N J 1954
Bilton, Tony : Introductory Sociology, McMullallan India Limited Madras, 1987
Elliott, M. A & Mernill, F. E: Social Disorganization, Harper & Brothers, Publishers, NY, 1961
Mathur, S. S : A Sociological approach to Indian Education, Vinod Pustak Mandir, Agra, 1973
Paralius, A. P & Paralius, R J: The Sociology of Education, Prentice Hall, N J 1978.
Haralambos, M: Sociology- Themes and Perspectives; Oxford University Press; 2014
Vidyabhusan & Sachdeva: An Introduction to Sociology; Kitab mahal; 2013

Course Outcome of Course MAEDN104

After successful completion of the course the students will—

1. Understand Sociological principles related to educational phenomena.
2. Develop social values from different sociological perspectives through education.
3. Develop social awakening for social change and social mobility and their implications in Education.
4. Analyse the relationship of education with sociological and theoretical framework.
5. Develop an understanding to compare the concepts of Modernization and Sanskritization.

SEMESTER II

Course MAEDN201: Current Affairs of Education in India

Course MAEDN202: Management of Education and Quality Development

Course MAEDN203: Alternative & Special Education

Course MAEDN204: Modern Approaches of Teaching Techniques and Strategies

Course MAEDN201: Current Affairs of Education in India

Total Credit-06

Learning Objectives:

1. To make the students acquaint with the constitutional provision of education and other efforts to make elementary education free and compulsory for the children along with problems and remedial measures of elementary education.
2. To acquaint the students with various issues of Higher Education, Access, Equity and Quality in Higher Education, policies and programs for promotion of Higher Education in India.
3. To familiarize students with issues of Women Empowerment, Human Rights, Student Problems, Life Skill and recognize the strategic role of Education in addressing the issues.
4. To comprehend how different policies and programs promote higher education in India in Post Liberalization era.

Course Contents:

- Unit-1 : Universalization of Elementary Education Credit-1
Aims and Objectives of Universalization of Elementary Education, Constitutional Provisions of Education, District Primary Education Programme. Efforts for Free and Compulsory Education-Sarva Siksha Abhiyan, Right of Children to Free and Compulsory Education Act, 2009, Elementary Education: Problems and Remedial Measures.
- Unit-2 : Women Empowerment and Education Credit-1
Concept of Women Empowerment, Literacy and Women, Women Education and its development in India. Problems of Women Education and remedial measures, Role of Education in Women Empowerment.
- Unit-3 : Human Rights and Education Credit-1
Concept of Human Right. Objectives and Importance of Human Rights. Universal Declaration of Human Rights. Indian Constitution and Human Rights. Human Rights Education in India. Role of Educational institutions in promoting Human Rights.
- Unit-4 : Student Problems and Life Skill Education Credit-1

Causes of Youth Unrest in Colleges and Universities. Role of Society and Educational Institutions in the prevention of student's indiscipline. Concept and meaning of Life skill Education. Need of Life Skill Education for today's society.

Unit-5 : Perspectives of Higher Education Credit-1
Meaning and Objectives of Higher Education in India. Role of Higher Education in National development, Structure of Higher Education in India. Higher education in India during Ancient Period, Development of Higher Education in Modern period. Rastriya Uchatar Shiksha Abhiyan (RUSA).

Unit-6 : Education in the Post Liberalization Era : Credit-1
Rastriya Madhyamik Siksha Abhiyan (RMSA), Recommendations of National Knowledge Commission 2005 regarding higher education and teacher, Yashpal Committee Report, 2009, Access, Equity and Quality in Higher Education

Reference Books:

- Bhatnagar, S. and Saxena A. 'Modern Indian Education and its problems' R. Lal Book Depo, Meerut
- Goswami. D. 'Higher Education in India, Growth, Expansion and Issues, DVS Publisher, Guwahati.
- Kochhar, K. S. 'Pivotal issues in Indian Education' Sterling Publisher.
- Lal and Sinha, "Development of Indian Education and its problems"; R. Lal Book Depo, Meerut
- Mahanti J. Indian Education in Emerging Society, sterling publisher, New Delhi.

Course Outcome of Course- MAEDN201

On successful completion of this course the students will able to—

1. Review and Reflect on problems of elementary education and measures taken for ensuring quality primary education to all in India.
2. Reflect, synthesise and develop an appreciation of the strategic role of education in addressing the issues of student problems, women empowerment, human rights and life skill.
3. Make substantive analysis about various policies and programmes of Higher Education to ensure access, equity and quality in education.
4. Comprehend the challenges of Education and capable of developing strategies for promotion of education in India.

Course MAEDN202: Management of Education and Quality Development Total Credit-06

Learning Objectives

1. To develop an understanding of the concept of Educational Management and Administration.
2. To promote interest for developing managerial, administrative and leadership skills among students.
3. To develop an understanding of the roles and functions of an educational managers.
4. To enable students to understand and develop awareness of the characteristics of quality institutions.
5. To equip the students with skill development in Institutional Planning and Quality management in Education.

Course Contents:

- Unit-1 : Educational Management and Administration Credit-1
Concept, nature and scope of educational management, Difference between educational management, educational administration and educational organization, Process of educational management (Planning, organizing, directing and controlling), Basic principles of Educational Management.
- Unit- 2 : Approaches to Educational Management Credit-1
Social Demand Approach, Rate of Return Approach and Manpower Requirement Approach.
- Unit- 3 : Educational Leaderships Credit-1
Concept of Educational Leadership, Characteristics of Leadership, Leadership qualities, Style of Leadership - Autocratic and Democratic, Role and Functions of Educational Leadership. Leadership Training, Classroom management and teachers; role.
- Unit- 4 : Institutional Planning Credit-1
Meaning, Nature, Need and Essence of Institutional Planning, Objectives of Institutional Planning, Scope of Institutional Planning, Role of Head of the Institution in planning, Functions involved in the preparation of an Institutional plan.
- Unit- 5 : Quality Management Credit-1
Concept of Quality in Education, Total Quality Management (TQM) in Education, Role of NAAC and IQAC in quality management in higher education.
- Unit- 6 : Educational Management in the 21st Century Credit-1
Privatization of Education, Public-Private Partnership in educational management, Role of Centre and State Govt. in educational planning and management in Indian perspective.

Reference Books:

Agarwal, JC - Education Administration and Management Principles and Practice, Doaba House, Dli-6.

Bhatnagar, R.P & Agrawal, V.-Educational Administration Supervision, Planning and Financing; R. Lal Book Depot, Meerut.

L M Prasad- Principles and Practice of Management. Sultan Chand & Sons publications; New Delhi.

Kocher, SK - School Administration and Organisation, Sterling Publishers PVT Ltd, New Delhi.

Madan, VD - Quality Assurance in Higher Education, Authors Press, New Delhi-1

Mehta, Deepa - Educational Administration, APH Publishing Corporation, New Delhi-2

Mishra, Rahul, Srivastava,

Anoop, Chaurasia, Kamal - General Management , Mohit Publication, New Delhi -2

Raghuram, RK - Educational Administration, Crescent Publishing Corporation, New Delhi-2.

Singh, YK - Human Resource Management, Maxford Books, New Delhi-2.

Wilson, Andy- How to Reduce Tension, Lotus press, New Delhi-2.

Course Outcome of Course MAEDN202

After successful completion of the course the students will able to—

1. Comprehend theoretical and practical aspects of Educational Management and Administration.
2. Understand the roles and functions of educational managers.
3. Develop an insight about the characteristics of quality institutions.
4. Apply various principles and steps of Institutional Planning in future for Quality management in Education.

Course MAEDN203: Alternative & Special Education

Total Credit: 06

Learning Objectives

1. To develop an understanding on alternative trends in education.
2. To acquaint the learners with Adult education, Lifelong learning and Distance Education
3. To promote reflective thinking among the students regarding the issues related to Special education.
4. To develop awareness about Educational programme for differently abled children.

Course Contents:

UNIT-1: Concept of Adult Education, Changing concept of literacy-from literacy to functional literacy, National Adult Education Programme - 1978, National Literacy Mission -1988, Total Literacy Campaign and Post-literacy Campaign, Sakshar Bharat Mission

. Credit-1

UNIT-2 :Lifelong Learning-Concept and Nature, Development of lifelong learning in India-UGC's Initiative in Lifelong Learning, Extension as third dimension of higher education. Credit-1

UNIT-3 : Distance Education-concept and characteristics, Different forms of Distance Education-Correspondence Education, Further Education and Open Learning, Development of Distance Education in India, Student Support Service in Distance Education, Open Universities in India. Credit-1

UNIT-4: Concept and characteristics, of Informal and Non Formal Education, Difference between Informal and non formal education, Development of non formal education in India, Audio-visual Aids and Non formal Education. History of Alternative Education in India, Concept of Home Schooling and Methodology of Home Schooling, Role of National Institute of Open Schooling. Credit-1

UNIT-5: Concept, nature and scope of special education, Importance of special education, Problems of special Education, Development of Special Education at National and International Level. Credit-1

UNIT-6:Concept, nature and objectives of inclusive education, Challenges for implementing inclusive education (planning, converting, attitudes, preparation and awareness), Educational programme for differently able children. Credit-1

Reference Books:

1. Peter Jarvis. Adult Education and Lifelong Learning: Theory and Practice; Routledge, 2010.
2. Deka, B. Alternative Education. EBH Publication, 2017.
3. M.S. Thambirajah & L.L. Ramanijan. Essentials of Learning Disabilities and other Developmental Disorders; Sage Publications; 2016
4. Neena Dash. Inclusive Education for Children with Special Needs; Atlantic Publishers, 2019
5. Uma Devi, M. R. Special Education, Neelkamal Publication Pvt. Ltd Hyderabad.

Course Outcome of Course MAEDN203

On successful completion of this course the students will—

1. Develop an understanding of new trends in education.
2. Acquaint with the concept of Adult education, Lifelong learning and Distance Education
3. Promote reflective Thinking on different issues related to Special education.

4. Develop awareness and positive attitudes about Educational programme for differently able children.

Course MAEDN204: Modern Approaches of Teaching Techniques and Strategies

Total Credit: 06 (Theory 3 Credit + Students Internship 3
Credit)

Learning Objectives

1. To develop knowledge and understanding about teaching learning process.
2. To comprehend the aspects of teaching from modern educational perspectives.
3. To acquaint the students with different types of teaching devices, strategies, skills and teaching models and its implementation in the classroom.
4. To develop knowledge and understanding of academic as well as social environment of schools
5. To promote teaching skills and competence among the students with the help of real teaching environment
6. To acquaint with different problems emerging in the teaching learning situation.

Course Contents:

Part A

Unit-1: Teaching Learning Process :

Concept and Nature of Teaching, Phases of Teaching -pre-active, inter-active and post-active, Taxonomy of Educational Objectives of B.S. Bloom and its implication in teaching-learning process. Lesson Planning; Concept, Importance and its different steps.
Credit-1

Unit- 2 : Teaching Devices and Teaching Models :

Concept of teaching devices, Types of Devices: Narration, Exposition, Description, Explanation, Questioning, Illustration, Fixing Devices: Drill and Review, Teaching Models- Inquiry Training Model (ITM) and Concept Attainment Model (CAM), Implications of ICT In Teaching Learning Process.
Credit-1

Unit- 3 : Teaching Skills and Strategies :

Concept of Teaching Skills and Strategies, Different types of teaching Skills, Different types of teaching strategies, Style of teaching-Autocratic and Democratic, Concept and

Objectives of Micro Teaching, Different steps involved in Micro-Teaching, Micro-teaching for teaching skill development. Credit-1

Part B

Students Internship (Two Weeks)

In this part of the course, the students are required to engage in internship in a high school for two weeks and maintain a daily journal. The students are required to submit the lesson plans as carried out during the internship along with a certificate from the head of the institution where the internship has been carried out.

Course Outcome of Course MAEDN204

After successful completion of the course, the students will—

1. Develop knowledge and understanding about teaching learning process.
2. Comprehend the modern aspects of teaching.
3. Understand the academic and social environment of school as social institution.
4. Develop teaching competence and skill in real teaching learning set up.
5. Workout practical solution of different problems of teaching learning situation.

Reference Books:

1. Agarwal, JC - Principles, Methods and Techniques of Teaching. Second Revised Edition, Vikash Publishing House Pvt. Ltd, Noida-1
2. Bhatia and Bhatia - The Methods and Techniques of Teaching, Doaba House, Delhi-6.
3. Bloom, BS - Taxonomy of Educational Objectives, Hand Book I, New York Longman Green.
4. Chauhan, SS - Innovations in Teaching Learning process, Vikash Publishing House Pvt. Ltd, New Delhi
5. Hassan, S M - Models of Teaching, APH Publishing Corporation, New Delhi-2
6. Kochar, SK - Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd, New Delhi-2.
7. Walia, JS - Principles and Methods of Teaching.
8. Mangal, S.K & Mangal Shubhra , Learning and Teaching; PHI Learning Publisher.

SEMESTER III

Course MAEDN301, Measurement and Evaluation in Education

Course MAEDN302: Teacher Education in Emerging society

Course MAEDN303: (Optional Paper) Continuing Education

Course MAEDN303: (Optional Paper) Developmental Psychology

Course- MAEDN301, Measurement and Evaluation in Education

Total Credit-06

Learning Objectives

1. To inculcate knowledge and understanding of the concepts of Measurement and Evaluation in the field of Education.
2. To acquaint the students with the principles of test construction and Standardization.
3. To make learners familiar with the characteristics of good test.
4. To develop expertise in the students on Item analysis of Psychological Tests and their administration.

Course Contents:

Unit-1: Measurement and Evaluation in Education: Concept of Educational Measurement, its nature and functions. Concept of Evaluation. Its nature and function. Difference between measurement and evaluation. Difference between physical and mental measurement. Types of evaluation- Diagnostic evaluation. Formative evaluation. Summative evaluation Grading- Absolute and Relative grading. Credit-1

Unit-2 : Test Construction and Standardization:

Meaning and nature of Test. Types of Test: Norm Reference Test & Criterion Reference Test, Teacher made test and Standardized test, Principle and Methods of test construction and Standardization. Item Analysis- Item writing, Difficulty Index, Discrimination Power, Distractor Analysis. Administration of Test and Norms of Test Credit-2

Unit-3 : Characteristics of a good test :

Objectivity: Its meaning and nature. Validity, Its meaning, nature, types and methods of estimating test validity. Reliability, its meaning, types and methods of estimating test reliability. Credit-1

Unit-4 : Types of test used in Measurement and Evaluation :

Achievement test : Its objectives and construction. Performance test, Diagnostic test. Essay type test and objective type test. Personality and its measurement (Subjective Objective and Projective test) Intelligence and its measurement. Binet-Simon test, Weschler test. Age Scale and Point Scale. Credit-2

Reference Books:

- Anastasi, A. - Psychological Testing, The McMillan Co., London
Rawat, D.S. - Measurement in Education and Psychology.
R. A. Sharma. - Mental Measurement and Evaluation, R. Lall Book Depot, 2013
Singh, Roy - Techniques of Measurement and Evaluation, New Delhi, Common Wealth Publishers.
Thorndike - Measurement and Evaluation in Psychology and Education. Wiley Eastern Book.

Course Outcome of Course MAEDN301**After successful completion of the course the students will—**

1. Learn about the concepts of Measurement and Evaluation in the field of Education.
2. Develop an understanding about the various principles of test construction and Standardization.
3. Know the characteristics as well as the qualities of a good test.
4. Be able to analyse various types of test items and uses in various research activities.

Course MAEDN302: Teacher Education in Emerging society

Total Credit-06

Learning Objectives

1. To acquaint the learners with the concept and historical development of Teacher Education in India.
2. To develop an understanding in students of teacher training programmes at different levels.
3. To help the students for learning about professional preparation and quality assurance of teachers
4. To make the students aware about innovations and research trends in Teacher education.
5. To acquaint the students with different regulatory bodies on teacher education and to raise awareness on the various challenges of teachers in 21st century.

Course Contents:

Unit-1: Concept and Nature of Teacher Education:

Credit-1

a) Concept of Teacher Education. b) Objectives of Teacher Education and scope of Teacher Education. c) Development of Teacher education in modern Indian Society. d) National Curriculum Framework of Teacher Education (NCFTE 2009).

- Unit-2 : Teacher Training at Different Levels: Credit-1
Teacher training programme at Pre Primary level. Primary level, Secondary level, Provision of teacher training at higher education level- Role of Academic Staff College in teacher training (Orientation and Refresher Course).
- Unit-3: Professional Preparation of Teachers and Quality Assurance : Credit-1
Concept and objective professional preparation of teacher. Skill based and competency based Teacher Education. Quality Assurance in Teacher Education. Value based teacher Education.
- Unit-4 : Innovations and Research in Teacher Education: Credit-1
Concept of innovations in Teacher Education. Innovation Programmes in Teacher Education. Trends of research in teacher education. Problems of Research in teacher education. Suggestions on methodology- Future directions for Research.
- Unit-5 : Regulatory Bodies on Teacher Education: Credit-1
National Council For Teacher Education (NCTE), National Council of Education Research and Training (NCERT), State Council of Education Research and Training (SCERT), District Institute of Education and Training (DIET), National University of Educational Planning and Administration (NUEPA), Academic Staff Colleges.
- Unit-6 : Teacher and Teacher's Accountability: Credit-1
Teaching as a profession, Professional ethics of teachers, Role of Teacher as facilitator, Accountability of Teachers. Challenges of Teachers in 21st Century.

References Books:

1. Aggarwal. J.C - Teacher and Education in a Developing Society. Vikash Publishing House. New Delhi.
2. Mahanty, J - Teacher Education. Deep Publications Pvt. Ltd., New Delhi.
3. Murty. S. K - Teacher Education in Indian Society. Vinod Publications. Ludhiana.
4. Singh, M.S - Quality Impact in Teacher Education. Adhyana Publishers, New Delhi.

Course Outcome of Course- MAEDN302

After successful completion of the course the students will able to

1. Develop an insight on the conceptual background of Teacher Education.
2. Acquaint with teacher training programmes at different levels.
3. Know about the innovations and research in Teacher education.
4. Examine critically the role and contribution of different regulatory bodies on teacher education for improving quality of teacher education in 21st century.

Learning Objectives

1. To develop knowledge and understanding of the concept of Continuing Education and its relevance to the changing society.
2. To acquaint the students with the methods, techniques and devices of continuing education.
3. To enable the students to develop understanding about different aspects of Continuing education.
4. To acquaint the learners with the continuing education system of different countries of the world.

Course Contents:

Unit-1: Continuing Education- Concept meaning scope and its significance. Social change through continuing education Role of Continuing Education in planned development of society conception Occupational Education and Training-needs for occupational education and training.	Credits-2
Unit-2 : Methodology of continuing education Methods, Techniques, Aids, Devices.	Credit-1
Unit-3: Aspects of Continuing Education-Fundamental Education. Adult Education. Mention. Social Education.	Credit-1
Unit-4 : Organization, Administration and Financing of Continuing Education in India. Issues and problems.	Credit-1
Unit-5 : Continuing Education in U K. USA. Bangladesh and Thailand.	Credit-1

Course Outcome of Course- MAEDN303A

On successful completion of this course the students will—

1. Understand the concept of Continuing Education and its relevance to the changing society.
2. Acquaint with the methods, techniques and devices of continuing education.
3. Develop understanding about different aspects of Continuing education.
4. Acquaint with the continuing education system of different countries of the world.

Learning Objectives

1. To develop an understanding of the pattern of human growth and development over the lifespan.
2. To develop an understanding of how people grow, develop and adapt at different stages of life.
3. To develop an understanding of the importance of adolescence period and problems associated with this stage.

Course Contents:

- Unit-1 : Growth and Development: Credit-1
Concept. Basic Principles of Development. Heredity and Prenatal Development. Neonatal Period- Its characteristics.
- Unit-2 : Babyhood: Credit-1
Characteristics and main features; developmental aspects- emotional, motor, physical, sensory speech and cognitive, Sex- role typing.
- Unit-3 : Childhood: Credit-1
Concept and characteristics. Developmental aspects- social, language, emotionally, personality, Basic needs and habit formation.
- Unit-4 : Adolescence: Credit-1
Its concept. Developmental aspects-physiological, mental, moral. Social. personality.
- Unit-5: Children and their parents : Credit-1
Parental attributes. Influence of family on personality development during childhood and adolescence, Problems faced by children of divided homes and working mothers.
- Unit -6 : Credit-1
Adjustment problems during adolescence. Juvenile delinquency. Personality deviation, Role of Family, peers and educational institutions.

Reference Books:

1. Goswamee. G - Child Development and Child Care. Arun Prakashan. Guwahati-1
2. Hurlock. E.B - Developmental Psychology a life approach. IAIA McGraw
3. Thomson, GG - Child Development, TATA McGraw Hill Publication. New Delhi.
4. Cole. I - Psychology of Adolescence. New York Rincert and Wins ten.
5. Feldman, Robert S & Babu Nandita. Development Across the Life ; 8th Edition

Course Outcome of Course MAEDN303B

On successful completion of this course the students will—

1. Acquire knowledge on developmental psychology related to physical, cognitive and psychosocial changes throughout the entire lifespan.
2. Understand the importance of adolescence period and problems associated with this stage
3. Identify major theorists that contribute to the field of developmental psychology.

Course MAEDN304: Psychological Practical

Total Credit-06

Learning Objectives

1. To enable students to comprehend the concept of experimental Psychology.
2. To introduce students to the principles and practices of psychological Experiment.
3. To acquaint the students with different methods of conducting psychological experiments.
4. To measure the various aspects of learning behaviour of students.

Course Contents:

In this Course, the students are required to perform at least 15 Laboratory Experiments. Marks of the Course has been distributed as—

Psychological Experiment & Test: 50

Note Book: 10

Viva-Voce: 20

Internal: 20

LIST OF EXPERIMENTS AND TESTS

Learning:

- i. Learning by Trial and Error Process.
- ii. Effect of Mental Fatigue in learning
- iii. Distributed vs. Massed learning.
- iv. Whole vs. Part method of learning.
- v. Maze Learning
- vi. Proactive and Retroactive Inhibition
- vii. Associative Mediation Effect in Verbal Learning (Short Term)

Transfer of Learning: Bilateral Transfer with Mirror Drawing

Motivation:

- i. Knowledge of Result
- ii. Effect of Frustration on Performance

- iii. Achievement Motivation
- Memory: i. Comparison of memorization between meaningful materials and non-sense materials.
- ii. Memorization by Association of Ideas.
- iii. Logical Memory and Memory of Discrete Materials
- iv. Auditory and Visual Memory
- v. Short term memory as a function of retention interval.
- Attention: i. Span of Attention
- ii. Span of Apprehension
- iii. Division of Attention

- Personality:
 - i. Testing of Personality- Measurement of Values
 - ii. Personality test of Introversion-Extroversion
 - iii. Personality Adjustment Test
 - iv. Rorschach Ink Blot Test
 - v. Thematic Apperception Test
- Interest: Measurement of Interest
- Intelligence: Measurement of Verbal and Non verbal intelligence
- Aptitude: Differential Aptitude Test (DAT)
- Reaction Time:
 - i. Simple Reaction Time
 - ii. Complex Reaction Time
 - iii. Associative Reaction Time
- Imagination:
 - i. Ink blot Test
 - ii. Creative Imagination and Invention
- Thinking: Concept Formation

Reference Books:

1. Meguigam, F.J - Experimental Psychology, Prentice Hall New Delhi.
2. Saikia. I.R - Psychological and Statistical Experiments in Education. Guwahati-1
3. Postam. L. and Egan, JP - Experimental Psychology, Kalyani Publication, New Delhi.
4. Woodworth - Experimental Psychology, Methuen-London.
5. E. G. Parameswaram & K Ravichandra, Experimental Psychology ; Neelkamal Publications

Course Outcome of Course MAEDN304

After successful completion of this course the students will—

1. Understand the concept of experimental Psychology.
2. Familiarized with the principles and practices of psychological assessment.
3. Acquaint with different methods of conducting psychological experiments.
4. Be able to measure the various behavioural problems related to teaching learning process.

Semester IV

Course- MAEDN401: Educational Statistics

Course MAEDN402 Research Methodology

Course- MAEDN403: (Optional paper) Environmental and Population Education

Course MAEDN403 Guidance and Counselling (Optional)

Course MAEDN404 Research Project

Course MAEDN401: Educational Statistics

Total Credit-06

Learning Objectives:

1. To develop numerical ability among the students to deal with quantitative issues in education.
2. To enable students for the use of statistical, graphical and algebraic techniques wherever relevant.
3. To have a proper understanding of Statistical applications in Education.
4. To equip students with quantitative skills that they can employ for data analysis in research projects, dissertations or in any other research activities.

Course Contents:

Unit-1 : Statistics- Its importance in Education:

Credit-1

Statistics- Meaning Nature importance and scope of educational statistics. Types of statistics Descriptive. Inferential. Parametric and Non-Parametric.

Unit-2 : Normal Probability Curve:

Credit-1

NPC - Meaning of Normal Probability Curve. Characteristics of N.P.C. Application of Normal Probability Curve. Non normal distribution-Shewness and Kurtosis. Standard score- Z score. T Score

Unit-3: Significance of Mean and other Statistics:

Credit-1

Sampling and its types. Significance of the sample Mean and other Statistics (Median Q.D.) S.D. Co-efficient of correlation Concept of Standard error. Concept of confidence interval.

Unit-4: Significance of the difference between Mean:

Credit-1

Concept of large and Small Sample. Concept of hypothesis. Two tailed and one tailed test. Methods of determining significance of the difference between means of large and small sample, Correlated and uncorrelated sample.

Unit-5: Parametric and Non-Parametric test:

Credit-2

Concept of Parametric and Non-Parametric test. Chi square as a test of Goodness of Fit Hypothesis. Hypothesis of equal probability. Hypothesis of normal distribution. Testing null hypothesis of Independence in 2×2 contingency tables. of chance- Meaning and types of Hypothesis ANOVA. Procedure for calculating the analysis of variances (One way and two way)

Reference Books:

- Garret, Henry - Statistics in Psychology and Education. New Delhi.
- Mangal, S.K - Statistics in Psychology and Education. Neelkamal Publication.
- Rawat, D.S - Statistics and Measurement in Education Bharat Publication.
- Saha, Kaberi- Statistics in Education and Psychology, Mani Manik Prakaxon, Guwahati.
- Sharma, R. A. - Advanced Educational Statistics. R. Lal Book Depot

Course Outcome of Course MAEDN401

After successful completion of this course the students will be able to—

1. Deal with numerical and quantitative issues in education.
2. Use the statistical, graphical and algebraic techniques wherever relevant.
3. Understand the various applications of Statistics in Education.
4. Develop quantitative skills that they can employ for data analysis in Research Projects/Dissertation

Course MAEDN402 Research Methodology

Total Credit-06

Learning Objectives:

1. To understand the basic concepts of educational research and its methodologies.
2. To make students acquainted with different approaches of qualitative and quantitative research.
3. To develop an understanding on various types of research.
4. To help the students in preparation of research proposal and research report

Course Contents:

Unit-1: Research in Education	Credit-1
Research its meaning, nature and scope. Concepts of educational research its objective and function. Approaches of Research- Qualitative and Quantitative research Preparation of Research synopsis- steps involved.	
Unit-2: Fundamentals of Research in Education	Credit-2
Research problem, its identification and selection. Review of related Literature : Significance of the review of the related literature. Hypothesis-Its meaning and types Variable and its types. Types of Research- Fundamental. Applied and Action Research. Sampling- Probability & Non-Probability.	
Unit-3: Methods of Research	Credit-1
Historical Method. Descriptive Method and Experimental Method.	
Unit-4: Tools of Research	Credit-1
Questionnaire. Interview and Observation, Validity and Reliability of research tool.	
Unit-5: Report Writing	Credit-1
Steps involved in Report Writing	

Reference Books:

1. Best. JW & Kahn - Research in Education, Prentice Hall
2. Lokesh Koul - Methodology of Education Research.
3. Vacket. F,I - Education Research, McMillan and Co., New York
4. C.R.Kothari, Research methodology- Methods and Techniques. New Age Publisher, 2014
5. M.S. Mane , Basics of Educational Research; Chandralok Prakashan

Course Outcome of Course MAEDN402

After successful completion of this course the students will—

1. Develop an understanding on basics of educational research and its methodologies.
2. Able to distinguish and synthesise qualitative and quantitative research approaches in educational research.
3. Understand different research designs.
4. Develop expertise on selection of research problem, preparation of research synopsis and prepare research report.

Course MAEDN403A: (Optional paper) Environmental and Population Education

Total Credit-06

Learning Objectives

1. To develop an understanding of the concept of environmental and population education.
2. To provide every students with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment;
3. To help students understand the various programmes of environmental education undertaken at different stages of education.
4. To develop problem-solving attitude among students towards environmental and population related issues.

Course Contents:

- Unit-1: Nature, meaning and importance of environmental education. Education for environmental awareness and attitude change. Relationship between men and environment: Ecological and Psychological Perspectives. Credit-1
- Unit-2: Programmes of environmental education for Primary, Secondary and Higher Institutions. Environmental Stressors- Natural and man-made disaster, Education for coping with the environmental stressors. Credit-1
- Unit-3: Nature and meaning of environmental management. Functions of environmental management. Approaches to environmental management. Role NGOs in environmental management. Credit-1
- Unit-4: Man and his environment during ancient period. Man and his environment during present age. Environmental challenges in India. Efforts to meet the challenges. Credit-1
- Unit-5: Meaning, Nature and scope of population education, Importance and Its objectives in the 21st century, Population and Quality of Life, Population in relation to socio economic development. Healthy status. Health Service. Population related policies and programmes - UNFPA, WHO and UNESCO. Credit-2

Course Outcome of Course MAEDN403A

After successful completion of this course the students will—

1. Develop comprehensive concept about the scope and importance of environmental and population education.
2. Develop knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment;
3. Understand the various programmes of environmental education undertaken at different stages of education.

4. Develop problem-solving attitude among students towards environmental and population related issues.

Course MAEDN403B Guidance and Counselling (Optional)

Total Credit-06

Learning Objectives

1. To acquaint the students with the knowledge and understanding of concept and importance of Guidance and counselling.
2. To develop understanding of different types of guidance programme and their organization.
3. To acquaint the students with types of counselling and its purposes.
4. To enable the students to understand the role of school in providing guidance services to students.

Course Contents:

- Unit-1: Guidance- Definition and Nature of Guidance. Basic principles of guidance. Types of Guidance- a. Educational Guidance. b. Vocational Guidance. c. Personal Guidance. Counseling Its Meaning and purpose. Types of Counseling-a. Psychological, b. Clinical. c. Vocational. Relationship between Guidance and Counseling.
- Unit-2: Guidance needs of students- Home Centers Problems School Centered Problems, Adjustment needs of Adolescents, Counselling in individual situations. Group Guidance and Counselling.
- Unit-3: Child guidance clinic- importance. Organization of child guidance clime personnel involved in child guidance clinic.
- Unit-4: Case study procedure in Guidance, importance of questionnaires, autobiography, Anecdotal reports, Interview, Cumulative Personal Record in case study.
- Unit-5: Guidance Programme in a school.

Course Outcome of Course MAEDN403B

After successful completion of this course the students will able to—

1. Develop knowledge and understanding of concept and importance of Guidance and counselling.
2. Understand Counselling process and group guidance programme.
3. Acquaint with organizations of Guidance Programme.

4. Understand the role of school in providing guidance services to students.

Course MAEDN404 Research Project

Total Credit: 06

Learning Objectives

1. To acquaint students with the knowledge and attitudes pertinent for the completion of their research project.
2. To enable students to take up a research problem and to find its solution.
3. To develop critical thinking skill and problem solving skill to describe, evaluate and communicate the impact of research.

Course Contents:

Under this course, the students are required to conduct research-based projects on problems and issues related to the field of education with an emphasis on ancient Indian educational system and submit a dissertation to the department. The assessment for this course is done on the basis of their project work, dissertation submitted and viva-voce.

Course Outcome of Course MAEDN404

On successful completion of this course the students will able to

1. Develop knowledge and attitudes pertinent for the completion of their research project.
2. Carry out research based project and use research findings in the field of Education.
3. Apply critical thinking skill and problem solving skill to describe, evaluate and communicate the impact of research.

PROGRAMMES SPECIFIC OUTCOME (PSO) of M.A. in Education (MAEDN)

1. Students will be able to comprehend the philosophical, psychological, historical, sociological, technological, administrative, pedagogical, environmental aspects of education.
2. Students will be able to think critically, theoretically as well as practically and acquire ability to solve problems in the different contemporary issues of education, ie; Teacher education, adult education, policies implications, life skill education, developmental

perspectives of education, education of differently abled, measurement and evaluation process, women empowerment, human rights, population education etc.

3. Students will be made acquainted with the basic of conducting research theoretically and practically capable of designing, analysing and interpreting data and synthesize the information to provide valid conclusion for contributing towards human civilization.
4. Capable of employing in diverse field of education as a teacher, organiser, administrator, in private as well as government sector.
5. Students will be employable in different social service related fields due to the multi-disciplinary nature of the subjects and faces on social aspects.
6. Students will be acquainted with different aspects of teaching and learning aspects and practices so as to comprehend, analyze, design and create their own course-cum lesson plan and skilled in delivering the same and enable to solve real life problems.
7. Students will be prepared for competitive examination, research programs and advanced education.
8. Students will able to develop logical and reflective skills and also develop efficiency in problem solving ability in Education.
9. Students will understand the professional, ethical, social responsibilities in teaching, learning and evaluation.
10. Students will able to develop understanding about effective teaching and appropriate pedagogy and different aspects of Educational policies and practices.