KUMAR BHASKAR VARMA SANSKRIT AND ANCIENT STUDIES UNIVERSITY
NAMATI: NALBARI: ASSAM

Programme: MA in Education
Programme Code: MAEDN
(Programme Structure and Syllabus under CBCS)
(w.e.f: 2021-22)

Programme Specific Outcomes (PSOs)

Master of Arts in Education aims to enable students for sustained and critical engagement in the field of education, enabling them to critically evaluate current issues and trends in educational practices. It also emphasizes on creating professionals for effective participation in different fields of education, besides demonstrating interest in research activities.

No. of Semester   -   04
No. of Courses   -   22
No. of courses that students can take -   16 (core-12, elective-4, Value added-2)

Full Marks of programme   -   1600   Pass Mark: 640   (40%)
Per Course
Full Marks   - 100   Pass Marks: = 40   (40%)
Internal Assessment   - 20   Pass Marks: = 08   (40%)
End Semester   - 80   Pass Marks: = 32   (40%)
[Credit: 5+1 =6 (5 hours per week teaching + 1 Hour/week Tutorial]
[Credit: 4+0=4 (4 hours/per week teaching +0 Hour/Week Tutorial]
External Evaluation:Total:80   Pass Marks- 40 % of   total
Full Marks- 100 (per Course)
IKS related Paper = Total 09
Contents on IKS = 36.4% of 9 papers
Internal Evaluation: Assignment/Seminar/Group Discussion/Class Attendance

Objective type Questions   1x10=10
Short Questions   6 x5=30
Long Questions   10x4=40

Total =80

SEMESTER-I					
COURSE NO	**COURSE TYPE**	**NAME OF PAPER**	**CREDITS**	**INTERNAL MARKS**	**EXTERNAL MARKS**
MAEDNC 101	Core	Philosophical Foundation of Education: Indian & Western	6	20	80
MAEDNC 102	Core	Advanced Educational Psychology	6	20	80
MAEDNC 103	Core	Educational Technology	6	20	80
MAEDNC 104	Core	Sociological Foundation of Education	6	20	80
MAEDNVA 105	Value Added (not for CGPA)	Ancient Indian Educational Studies	4	12	48
		Total Credits	**28**		
SEMESTER-II					
MAEDNC 201	Core	Current Affairs of Education in India	6	20	80
MAEDNC 202	Core	Management of Education and Quality Development	6	20	80
MAEDNC 203	Core	Measurement & Evaluation in Education	6	20	80
MAEDNC 204	Core	Ancient Indian & Modern Approaches to pedagogy (Student Internship)	6	20	80
MAEDNVA 205	Value Added (not for CGPA)	**Functional Sanskrit**	4	12	48
MAEDNVA	Value Added	Life Skills Education	2	12	48
		Total Credits	**28**		
Semester-III					
MAEDNC 301	Core	Research Methodology in Education	6	20	80
MAEDNC 302	Core	Psychological Practical	6	20	80
MAEDNE 303	Elective (DSE)	Economics of Education	6	20	80
MAEDNE 304	Elective (DSE)	Developmental Psychology	6	20	80
MAEDNE 305	Elective (DSE)	Indian Educational Thinkers	6	20	80
MAEDNE 306	Elective (DSE) **(Open Elective)**	Teacher Education in Emerging Society	6	20	80
choose any two course from discipline specific elective					
		Total Credits	**24**		
Semester-IV					
MAEDNC401	Core	Educational Statistics	6	20	80
MAEDNC402	Core	Dissertation	6	20	80
MAEDNE403	Elective (DSE)	Guidance and Counseling	6	20	80
MAEDNE404	Elective (DSE)	Inclusive Education	6	20	80

MAEDNE405	Elective (DSE)	Curriculum Studies	6	20	80
MAEDNE406	Elective (DSE) (Open Elective)	Environmental and population Education(Ancient Indian & Current Practices)	6	20	80
choose any two course from discipline specific elective					
		Total Credits	**24**		

Course Distribution

- In the First Semester, students can opt for 5 papers (Core-4, Value added-1)
- In the Second Semester, students can opt for 5 papers (Core -4, Value added -1)
- In the Third Semester, students can opt for 4 papers (Core -2, Elective-2). Open course is made available to the students of the department of Education as well as other departments.
- In the Fourth Semester, students can opt for 4 papers (Core -2, Elective-2). Open course is made available to the students of the department of Education as well as other departments.

<div align="center">**SEMESTER I**</div>

COURSE MAEDNC101 Philosophical Foundation of Education: Indian & Western
COURSE MAEDNC102 Advanced Educational Psychology
COURSE MAEDNC103 Educational Technology
COURSE MAEDNC104 Sociological Foundation of Education
COURSE MAEDNVA105 Ancient Indian Educational Studies

COURSE MAEDN101 Philosophical Foundation of Education: Indian & Western
Nature of the Course: Core
Credit: 6

Learning Objectives

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

Course Contents

Unit IPhilosophy and Education   Credit 1
Nature and Scope of Philosophy; Branches of Philosophy—Epistemology, Metaphysics and Axiology; Philosophy and Science; Philosophy and Education; Meaning of Educational Philosophy; Concept and Functions of Educational Philosophy

Unit IIAspects of Indian Philosophy   Credit 2
Orthodox and Heterodox; Ancient Indian Schools of thought and Education; Salient features of Nyaya, Sankhya, Yoga, Mimansha, Vaishesika, Vedanta and Upanishada and their Educational Implications

Unit III Medieval Indian School of thought of Education   Credit 1

Buddhist, Jain and Islamic system of educational philosophy and their educational implications

Unit IVWestern School of thought of Education   Credit 1

Naturalism, Idealism, Pragmatism, Logical positivism, Realism, Existentialism and their educational implications

Unit V Values in life and Education   Credit 1

Subjective and Objective nature of Values; Hierarchies of values; Need and Importance

of Value Education; Policies on Value Education in India

Course Outcome of Course MAEDNC101

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

- Students will be able to give comprehensive and critical account of different Indian and Western schools of philosophy and their implications in education.

- Analyze, 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.

- **Reference Books**

- Brubacher, J.S: Modern Philosophies of Education. Mc Grow Hill, Nc 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.

- Miri, M. (2014), 'Philosophy of Education, New Delhi, Oxford University Press

- Pachauri G.: Philosophy of Education, R. Lall Book Depo, Meerut

- Pandey, R. S. 'East West Thoughts on Education' Horizon publishers, Allahabad.

- Radhakrishanan. S. (2013) 'Indian Philosophy' Vol 1 &Vol 11, New Delhi, Oxford University Press

- Rask, R. R. (2007)'Philosophical Bases of Education) Delhi, Surjeet Publication
- Shrivastava, K. K.: Philosophical Foundations of Education, Kanishka Publisher, New Delhi

COURSE MAEDNC102 ADVANCED EDUCATIONAL PSYCHOLOGY
Nature of the Course: Core
Credit: 6

Learning Objectives

- To develop an understanding among students about the psychological theories of learning and their educational implications.
- To acquaint students with the concept of motivation
- To develop an understanding of the theories of the motivation
- To analyze the importance of motivation in classroom
- To acquaint students with the concept of Intelligence and its theories
- To enable students to understand the measurement of intelligence
- To enable students to explain the cognitive abilities like thinking, reasoning, problem-solving and creativity.
- To enable students to analyse various theories of personality.
- To develop an understanding of mental health and hygiene and mental disorders
- To enable students to analyze the role of school in preserving and promoting mental health.

Course Contents

Unit I Learning   Credit 1

Meaning and Nature of Learning; Types of learning—Cognitive, Verbal, Concept and Skill learning; Theories of learning—Gestalt Field Theory, Constructivist Theory. Tolman's Field Theory and their educational implications

Unit II Motivation and Classroom Learning   Credit 1

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

Unit III Intelligence   Credit 1

Meaning and Nature of Intelligence; Theories of Intelligence—Piagetian Theory of Intellectual Development, Sternberg's Triarchic Theory, Gardner's Multiple Intelligence Theory; Emotional Intelligence and Social Intelligence

Unit IV Thinking, Reasoning, Problem-solving and Creativity   Credit 1

Thinking—Concept, Tools and Types; Reasoning—Concept and Types, Steps of Reasoning; Problem Solving—Concept, Process, Role of education in development of problem solving ability; Creativity—Concept, Characteristics of a Creative Personality, Role of education in promotion of creativity

Unit V Personality   Credit 1

Meaning and nature; Determinants of personality—Genetic, Social and Cultural determinants; Approaches to Personality with special reference to Kretschmer, Sheldon, Freud, Adler, Roger and Cattell

Unit VI Mental Health and Hygiene   Credit 1

Concept, Aims and Objectives; Characteristics of Mentally Healthy Person; Mental Disorders—Autism, Depression, Anxiety, OCD, ADHD, Psychoses, etc.; Adjustment Mechanisms; Role of school in the preservation and promotion of Mental Health of the children

Course Outcome of Course MAEDNC102

At successful completion of the course the students will—

- Acquire theoretical and scientific knowledge regarding application of psychology in the field of education.
- Gain a systematic knowledge about motivation and classroom learning.
- Understand the implications of psychological theories of learning.
- Be able to analyse the various theories of personality and methods of personality assessment.
- Describe the concept of mental health and hygiene.
- Discuss the causes and symptoms of mental disorders.
- Analyze the role of school in preservation and promotion of mental health.

Reference Books

Woofolk, A.: Educational Physiology, Dorling Kindersky (India) Pvt. Ltd. 2008

Crow, L.D. & Crow, A: Educational Psychology, Eurasia Publishing N D, 1963

Gates, A. T., J. 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

Chauhan, S.S : Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd. 1978.

Dandapani, S. General Psychology, Publisher : Neelkamal; First edition (1 January 2016)

Thamarasseri, I. Psychological Foundations of Education, Kanishka Publishers, New Delhi. 2008

COURSE MAEDNC103: EDUCATIONAL TECHNOLOGY
Nature of Course: Core
Credit: 06

Learning Objectives

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

Course Contents

Unit I Introduction to Educational Technology   Credit 1

Meaning, Nature, Scope and Significance of Educational Technology; Different Forms of Educational Technology—Teaching Technology, Instructional Technology, Behavioural Technology & Instructional Design Technology; Development of Educational Technology in India

Unit II Approaches of Educational Technology   Credit 1

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

Unit III System Approach   Credit 1

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

Unit IV Programmed learning or Programme Instruction and Self learning Materials

Credit 1

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

Unit V Information and Communication Technology (ICT)   Credit 1

Meaning and Scope of ICT; Advantages and Disadvantages of ICT; Use of ICT in Research—Online Repositories and Online Libraries; EDUSAT

Unit VIEmerging Trends in E-Learning   Credit 1

Concept of e-Learning; Approaches to e-Learning (Offline, Online, Synchronous, Asynchronous, Blended Learning, Mobile Learning); Open Education Resources (Creative Common, Massive Open Online Courses—Concept and Application); E Inclusion –Concept of e-Inclusion; Application of Assistive Technology in e-Learning; Ethical Issues for e-Learner and e-Teacher—Teaching; Learning and Research

Course Outcome of Course MAEDN103

On successful completion of this course the students will—

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

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

MAEDNC104 SOCIOLOGICAL FOUNDATION OF EDUCATION   Credit 6

Learning Objectives

- To describe the concept, nature, scope and importance of educational sociology.
- To discuss the theories of educational sociology.
- To relate education and culture with focus on related concepts.
- To relate the social differentiation, social stratification and social mobility and education.
- To explain the concepts of social groups and social processes.
- To discuss the concept of modernization and Sanskritization.
- To analyze the concept of social disorganization and the role of education in preventing it.
- To discuss the concept and types of social movements.
- To analyze the sociological thoughts of different sociologists.

Unit 1 Introduction to Educational Sociology   Credit 1

Meaning, Nature and Scope of Educational Sociology; Importance of sociological approaches in Education; Theories of Educational Sociology—Conflict Theory—features, merits and demerits and Consensus Theory—Features, merits and demerits

Unit 2 Education in Cultural perspective   Credit 1

Meaning and Characteristics of Culture; Relation between Education and Culture; Meaning and features of Cultural Diffusion; Meaning and features of Cultural Lag; Concept of Acculturation and Enculturation

Unit 3 Social Differentiation, Social Stratification, Social Mobility and Education

Credit 1

Meaning, Characteristics and Causes of Social Differentiation; Meaning and Characteristics of Social Stratification; Meaning and Characteristics of Social Mobility

Unit 4 Education, Social Groups and Social Processes   Credit 1

Social Groups—Characteristics and Classifications; Social Processes—Conflict, Competition, Accommodation and Assimilation—Meaning and Characteristics; Meaning of Sanskritisation and Modernisation

Unit 5 Social Disorganisation and Social Problems   Credit 1

Concept and causes of Social Disorganisation; Crisis and Crime—Influence on community; Role of Education in preventing social disorganization, crisis and crime

Unit 6 Social Movements and Sociological Thoughts   Credit 1

Concept and Characteristics of Social Movements; Types of Social Movement; Meaning and Importance of Social Thought; Auguste Comte and his social thought; Max Weber and his thought

Course Outcome of Course MAEDNC104

After successful completion of the course the students will be able to—
- Describe the sociological principles related to educational phenomena.
- Demonstrate social values from different sociological perspectives through education.
- Relate various cultural aspects with education.
- Develop social differentiation, social stratification and social mobility and their implications in education.
- Analyse the relationship of education with sociological and theoretical framework.
- Compare the concepts of modernization and sanskritization.
- Analyze the concept of social disorganization and the role of education in preventing it.
- Discuss the concept and types of social movements.
- Analyze the sociological thoughts of different sociologists.

Reference
- 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, Publishsrs, 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 MAEDNVA105 ANCIENT INDIAN EDUCATIONAL STUDIES
Nature of the Course: Value Added (Not for CGPA)
Course Credit: 2

Learning Objectives

Value Added course in Ancient Indian Educational Studies is designed in order to integrate the young Indian minds with our ancient Indian knowledge and education system, culture, wisdom, values and Indian interpretation of developing individuality and humanity. This will enable the youths to integrate themselves with national ethos. The course will help the students to—

- Understand the richness of Indian knowledge and wisdom.
- Enable the students to contextualize the past with present and future.
- Make students capable of being critical evaluator.
- Enrich the ancient values with creative contribution.
- Play active role in the nation building process to promote the nation to a new height.

Course Content

Unit 1 Education in Vedic Period   Credit 1/2
  Features of Vedic Education—Aims, Curriculum, Methods of Teaching, Discipline,
  Women Education

Unit 2 Education in Buddhist Period   Credit 1/2
  Features of Buddhist Education—Aims, Curriculum, Methods of Teaching, Discipline,
  Women Education

Unit 3 Education   System in ancient Assam Credit 1/2

  Education system in ancient Assam- Tolas, Namgharas, Satras

Unit 4: Ancient Indian Educational Psychology   Credit 1/2
  Foundations of Indian Psychology; Ancient Indian Educational Psychology

Reference Books

- Swami Chidatman Jee Maharaj (2009). Ancient Indian Education. New Delhi: Anmol Publications Pvt. Ltd.
- Mukhopadhyay, M. Ancient Indian Education. New Delhi: Shipra Publications
- Aurobindo, Sri (ed.) 1997. The Renaissance in India and other Essay, Pondichery, Sri Aurobindo Ashram.
- Bapat, P.V. (ed.), 1956. 2500 years of Buddhism, Publication Division, Govt. of India, New Delhi.
- Basham, A.L. (ed.) 1975. A Cultural History of India, New Delhi, Oxford University Press.
- Kapoor, Kapil, Avadesh Kr. Singh (eds.) 2005. Indian Knowledge Systems (Two Vols), IIAS, Shimla.
- Mookerji, Radha Kumud (1960), Ancient Indian Education: Bramanical and Buddhist. Delhi, Motilal Banarsidass.
- Moore, Charles A. (ed.) 1967. The Indian Mind: Essentials of Indian Philosophy and Culture, University of Hawaii Press, Honolulu.
- Radhakrishan, S (1923). Indian Philosophy (Two Vols) Oxford University, Press.
- Lama Chimpa and Alka Chattopadhyaya, 1970. Taranath's History of Buddhism in India, Indian Institute of Advanced Study, Simla.
- Das Gupta, D.C Educational Psychology of the Ancient Hindus. Calcutta University Press

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SEMESTER II

COURSE	TYPE	SEMESTER – II/Course Title	CREDIT	HOUR/ CLASS	TUTO RIAL	INTERNA L	EXTERNAL	TOTAL
MAEDNC201	CORE	Current Affairs of Education in India	6	5	1	20	80	100
MAEDNC202	CORE	Management of Education and Quality Development	6	5	1	20	80	100
MAEDNC203	CORE	Measurement & Evaluation in Education	6	5	1	20	80	100
MAEDN204	CORE	Ancient Indian &Modern Approaches to Pedagogy	6	5	1	20	80	100
MAEDNVA205	Value Added	(not for CGPA) Functional Sanskrit	4			20	40	60
MAEDNVA205	V A	(not for CGPA) Life Skills Education	2	2	-	20	40	60

COURSE MAEDNC201: CURRENT AFFAIRS OF EDUCATION IN INDIA

Nature of the Course: Core
Credit: 06

Learning Objectives

- 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.

- 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.

- 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.

- To comprehend how different policies and programs promote higher education in India in Post-liberalization era.

UNIT		Course Contents	HOURS OF TEACHING	CREDIT
1		**Women Empowerment and Education**	15	1
	1.1	Concept of Women Empowerment;	2	
	1.2	Development of Women Education in India	3	
	1.3	Problems of Women Education and Remedial Measures	3	
	1.4	Policy Recommendations on Women Education	3	
	1.5	Women Education in five year plans	2	
	1.6	Role of Education in Women Empowerment	2	
2		**Human Rights and Education**	15	1
	2.1	Concept of Human Rights	2	
	2.2	Objectives and Importance of Human Rights;	2	
	2.3	Universal Declaration of Human Rights	2	
	2.4	Indian Constitution and Human Rights;	3	
	2.5	Human Rights Education in India	3	
	2.6	Role of Educational institutions in promoting Human Rights	3	
3		**Education For Sustainable Development**	15	1
	3.1	Concept of Sustainable Development	2	
	3.2	Sustainable Development Goals,	3	

	3.3	Five P's,	4	
	3.4	Education and Sustainable Development Goals	3	
	3.5	SDGs and India	3	
4		**Politics and Education**	15	1
	4.1	Relationship Between Politics and Education;	2	
	4.2	Perspectives of Politics of Education	3	
	4.3	Liberal, Conservative and Critical,	3	
	4.4	Approaches to understanding Politics	2	
	4.5	(Behaviorism, Theory of Systems Analysis and Theory of Rational Choice)	2	
	4.6	Education for Political Development and Political Socialization	3	
5		**Perspectives of Higher Education**	15	1
	5.1	Role of Higher Education in National development	3	
	5.2	Structure and Organization of Higher Education in India	3	
	5.3	Access, Equity and Quality in Higher Education,	4	
	5.4	Higher Education in Ancient India	5	
6		**Higher Education in the Post Liberalization Era**	15	1
	6.1	Recommendations of National Knowledge Commission 2005regardinghigher education and teacher	2	
	6.2	Yashpal Committee Report 2009;	3	
	6.3	Rashtriya Uchatar Shiksha Abhiyan (RUSA);	3	
	6.4	Assessment & Accreditation in Higher Education (NAAC);	2	
	6.5	National Education Policy 2020 and Higher Education	3	
	6.6	Higher Education in Ancient India	2	

Course Outcome of Course MAEDNC201

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

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

Reference Books

- Altekar, A S "Education in Ancient India"
- Bhatnagar, S. and Saxena A. Modern Indian Education and its problems. R. Lal Book Depot, 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 & Sinha, Development of Indian Education and its problems. R. Lall Book Depo, Meerut
- Mahanti, J. Indian Education in Emerging Society; Sterling Publisher, New Delhi.
- Mukharji, R. K "Ancient Indian Education. Delhi, Motilal Banarasidas
- https://youtu.be/e_V5mstOqms
- https://www.youtube.com/watch?v=Fpug8RT3cBs
- https://www.youtube.com/watch?v=DfUjwnIRc54
- https://www.youtube.com/watch?v=sV6m2a0v3Bc
- https://www.youtube.com/watch?v=Ge8wJ2EJvkk

COURSE MAEDNC202 MANAGEMENT OF EDUCATION AND QUALITY DEVELOPMENT

Nature of the Course: Core
Credit: 06

Learning Objectives

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

UNIT	COURSE MAEDNC202	COURSE TITLE//CONTENT MANAGEMENT OF EDUCATION AND QUALITY DEVELOPMENT	HOURS OF TEACHING	CREDIT
1		**Educational Management and Administration**	**15**	**1**
	1.1	Concept, Nature and Scope of Educational Management	3	
	1.2	Difference between Educational Management and Educational Administration	3	
	1.3	Difference between Educational Managementand Educational Organization	2	
	1.4	Process of Educational Management (Planning, Organizing, Directing and Controlling);	4	
	1.5	Basic Principles of Educational Management	3	
2		**Approaches to Educational Management**	**15**	**1**
	2.1	Social Demand Approach	4	
	2.2	Rate of Return Approach and Manpower Requirement Approach	7	
	2.3	Social Justice Approach	4	
3		**Educational Leaderships**	**15**	**1**

	3.1	Concept of Educational Leadership	2	
	3.2	Characteristics of Leadership	2	
	3.3	Leadership qualities;	2	
	3.4	Style of Leadership –Autocratic and Democratic;	3	
	3.5	Role and Functions of Educational Leadership	2	
	3.6	Leadership Training	2	
	3.7	Classroom management and Teachers' Role	2	
4		**Institutional Planning**	**15**	**1**
	4.1	Meaning and Nature of institutional planning	2	
	4.2	Need and Essence of Institutional Planning	2	
	4.3	Objectives of Institutional Planning;	2	
	4.4	Scope of Institutional Planning	2	
	4.5	Role of Head of the Institution in Planning	3	
	4.6	Functions involved in the preparation of an Institutional plan	4	
5		**Quality Management**	**15**	**1**
	5.1	Concept of Quality in Education;	3	
	5.2	Total Quality Management (TQM) in Education	4	
	5.3	Role of NAAC and IQAC in Quality Management in Higher Education	8	
6		**Educational Management in the 21st Century**	**15**	**1**
	6.1	Privatization and Internationalization of Education	4	
	6.2	Public-Private Partnership in Educational Management	4	
	6.3	Role of Centre and State Govt. in Educational Planning and Management in Indian perspective	7	

Course Outcome of Course MAEDN202

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

- Comprehend theoretical and practical aspects of Educational management and administration.

- Understand the roles and functions of educational managers.

- Develop an insight about the characteristics of quality institutions.

- Apply various principles and steps of institutional planning in future for quality management in education.

Reference Books

- Agarwal, JC - Education Administration and Management Principles and Practice, Doaba House, Delhi-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, Chaursia, Kamal - General Management , Mohit Publication, New Delhi -2
- Raghuram, RK - Educational Administration, Cresent 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
- https://youtu.be/rJ3b-0D2in8
- https://youtu.be/B_D_GtfUDUo
- https://youtu.be/a4VWkcL5rFE
- https://youtu.be/2m8xOVPHcUA
- https://youtu.be/74fO8Rl_avo
- https://youtu.be/xygxo2W9VZU
- **https://www.youtube.com/watch?v=hPDNgQX5WII**
- https://www.youtube.com/watch?v=MnWUoSHeECM
- **https://www.youtube.com/watch?v=79opcbQH4VQ**
- https://www.youtube.com/watch?v=8Ub8QQmJ3bw
- https://www.youtube.com/watch?v=IHJGxKui6lk

COURSE MAEDNC203 MEASUREMENT AND EVALUATION IN EDUCATION
Nature of the Course: Core
Total Credit-06

Learning Objectives

- To inculcate knowledge and understanding of the concepts of Measurement and Evaluation in the field of Education.
- To develop expertise in the students on Item analysis of Psychological Tests and their administration.
- To make learners familiar with the characteristics of good test.
- To develop required competencies of test construction and Standardization

UNIT	COURSE	Course Contents	HOURS OF TEACHING	CREDIT
1	MAEDNC203	**MEASUREMENT AND EVALUATION IN EDUCATION**	15	1
	1.1	Educational Measurement & Evaluation	1	
	1.2	Its Nature and Function	1	
	1.3	Difference between Measurement and Evaluation	2	
	1.4	Meaning and Nature of Assessment;	1	
	1.5	Relations between objectives and outcomes,	2	
	1.6	Assessment of Cognitive, Affective and Psychomotor domains of learning;	3	
	1.7	Types of Evaluation—Diagnostic evaluation, Formative evaluation, Summative evaluation;	2	
	1.8	Grading—Absolute and Relative grading	2	
	1.9	Types of Measurement Scale	1	
2		**Construction and Standardization of Test**	15	1
	2.1	Methods of Test Construction	2	
	2.2	Item Analysis—Item Writing,	1	
	2.3	Difficulty Index, Discrimination Power,	2	
	2.4	Distractor Analysis;	1	
	2.5	Objectivity—Its Meaning and Nature;	1	
	2.6	Validity—Its Meaning, Nature,	1	
	2.7	Types and Methods of Estimating Test Validity;	3	
	2.8	Reliability—Its Meaning,Types and Methods of estimating test	3	

		reliability;		
	2.9	Norms of Test	1	
3		**Types, Construction and Standardization of Achievement Test**	**15**	**1**
	3.1	Achievement test-Its Objectives and Construction	2	
	3.2	Types of Test - Norm Reference Test & Criterion Reference Test	4	
	3.3	Teacher-made test and Standardized test,	5	
	3.4	Diagnostic test, Performance test, Essay-type test and Objective-type test	4	
4		**Types of Personality Test - Subjective, Objective and Projective test**	**15**	**1**
	4.1	Personality and its measurement	2	
	4.2	Uses of personality assessment	1	
	4.3	Types of Personality Test - Subjective, Objective and Projective test	12	
5		**Measurement of Intelligence and Creativity**	**15**	**1**
	5.1	Intelligence and Its measurement,	1	
	5.2	Different Types of Intelligence Test-Verbal and Non Verbal,	3	
	5.3	Group Test and Individual Test	1	
	5.4	Binet-Simon test, Weschler test,	4	
	5.5	Age Scale and Point scale;	2	
	5.6	Creativity and Its measurement,	1	
	5.7	Torrence Test of Creativity	3	
6		**Attitude Scale and Aptitude Test-**	**15**	
	6.1	Construction of Attitude Scale by Likert Method	4	
	6.2	Aptitude Test- Differential Aptitude Test	11	

Course Outcome of Course MAEDNC203

After successful completion of the course the students will—

- Understand and differentiate the concepts of Measurement and Evaluation in the field of Education.
- Interpret and relate the various principles of test construction and Standardization.
- Priorities and grade the characteristics as well as the qualities of a good test.

- Able to critically analyze and design various types of test items and uses in research activities.
- Design different types of assessment and evaluative tools i.e. achievement test, intelligence test, aptitude test, personality test.

Reference Books

- Anastasi, A. - Phychological Testing, The MecMillam Co., London

- Rawat, D.S. -Measurement in Education and Psychology.

- Freeman, F, S –"Theory and Practice of Psychological testing', New Delhi, Oxford and IBH Publishing Co, Pvt Ltd

- 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.

- Edwards A. L. Techniques of Attitude Scale Construction, Bombay, Feiffer & Simens private Ltd, 1975.

- https://youtu.be/0qkoLP7PRvk
- https://youtu.be/MpzCQcEsmwY
- https://www.youtube.com/watch?v=aCiJ2lD7ExE
- https://www.youtube.com/watch?v=H6fpmMCMpx4
- https://www.youtube.com/watch?v=TDifSxHdxqg
- https://youtu.be/ElL5U2y0FD4
- https://youtu.be/JLtix7aPQeU

COURSE MAEDNC204 ANCIENT INDIAN AND MODERN APPROACHES TO PEDAGOGY & STUDENT INTERNSHIP

Nature of the Course: Core
Total Credit-06

Learning Objectives

- To develop knowledge and understanding about teaching learning process.
- To enable the students to understand the aspects of teaching from ancient educational perspectives.
- To comprehend the aspects of teaching from modern educational perspectives.
- To develop knowledge and understanding of academic as well as social environment of schools.
- To promote teaching skills and competence among the students with the help of real teaching environment.
- To acquaint with different problems emerging in the teaching learning situation.

UNIT	COURSE MAEDNC204	ANCIENT INDIAN AND MODERN APPROACHES TO PEDAGOGY & STUDENT INTERNSHIP Part-A	HOURS OF TEACHING	CREDIT
1		**Teaching-Learning Process**	**15**	**1**
	1.1	Meaning and Nature of Teaching	2	
	1.2	Maxims of Teaching;	2	
	1.3	Phases of Teaching	3	
	1.4	Teaching Behaviour—Authoritative Style and Democratic Style;	4	
	1.5	Lesson Plan—Meaning and Importance	4	
2		**Ancient Indian Approach to Pedagogy**	**15**	**1**
	2.1	Nature of Ancient Indian Teaching Process	3	
	2.2	Concept and Characteristics of Ancient Methods of Teaching	3	
	2.3	Shravana, Manana and Dhyana;	5	
	2.4	Relevance of Ancient Indian Methods of Teaching in present day context	4	
3		**Modern Approach to Pedagogy**	**15**	**1**

	3.1	Concept and Characteristics of Modern Methods of Teaching	2	
	3.2	Lecture Method, Demonstration Method,	3	
	3.3	Flipped Classroom Method, Spaced Learning Method	3	
	3.4	VAK Teaching Method	2	
	3.5	Micro Teaching	2	
	3.6	Meaning and Steps involved	3	
4		**Part-B** **Teaching Internship (Credit 3)** In this part of the course, the students are required to engage in a two-week internship in a high school and maintain a daily journal. They are also 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.	90	3

Course Outcome of Course MAEDN204

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

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

Reference Books

- Agarwal, JC - Principles, Methods and Techniques of Teaching. Second Revised Edition, Vikash Publishing House Pvt. Ltd, Noida-1
- Bhatia and Bhatia - The Methods and Techniques of Teaching, Doaba House, Delhi-6.
- Bloom, BS - Taxonomy of Educational Objectives, Hand Book I, New York Longman Green.
- Chauhan, SS - Innovations in Teaching Learning process, Vikash Publiching House Pvt.Ltd,New Delhi
- Hassan, S M - Models of Teaching, APH Publishing Corporation, New Delhi-2
- Kochar, SK - Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd, New Delhi-2.

- Walia, JS - Principles and Methods of Teaching.
- Mangal, S.K & Mangal Shubhra, Learning and Teaching; PHI Learning Publisher.
- https://youtu.be/WOuKb5Hm9gA
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017445/ET/1497612279Paper12;Module26;EText.pdf
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017444/ET/1497612105Paper12%3BModule25%3BEText.pdf
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017452/ET/1497609409Paper12;Module33;EText.pdf

MAEDNVA205 Functional Sanskrit

Nature of Course: ValueAdded (Not for CGPA)

MAEDNVA205   LIFE SKILLS   EDUCATION

Nature of Course: Value Added

Total Credit-03

Learning Objectives

- To develop knowledge and understanding about life skill
- To enable the students to understand the aspects of life skills
- To develop knowledge and understanding about need of life skill
- To promote life skills through education and training.
- Develop understanding into techniques of education of life skills
- To acquaint with different problems emerging in life situation through case study.

UNIT	COURSE	Course Contents	HOURS OF TEACHING	CREDIT
1	MAEDNVA205	**Introduction to life skill**	7	1//2
	1.1	Meaning and Nature of Life Skill	3	
	1.2	Need and Significance of Life Skill	4	
2		**Development of the Concept of Life Skill Education**	8	1/2
	2.1	Concept of Life Skill Education,	4	
	2.2	Role of Education in Life Skill Development,	4	
3		**Core Life Skills**	8	1/2
	3.1	Skills of self-management and Empathy	2	
	3.2	Coping with Emotions,	1	
	3.3	Coping with Stress	1	

	3.4	Social Skills, Interpersonal skills,	1	
	3.5	Negotiation and refusal skills	1	
	3.6	Thinking skill –Creative thinking	1	
	3.7	Problem solving skill, Decision making Skill	1	
4		**Case Study Report/Field Study Report /Practicum**	**8**	**1/2**

Learning Outcome

- Learners will be able to understand self and others.

- Learners will be able to practice and demonstrate social skills

- Learner will be able to analyse different professional skills

- Learner will be able to organize life skill education and

- Appraise methods of life skill   education

References

1. Gourav Mahajan "Life Skill Education"Publisher: Shipra Publications

2. K. Ravikanth Rao (Author), Dr. P. Dinakar "Life Skills Education" Neelkamal 2016

3. Keilly Swif   "Life Skills" 2021

4. Bhagyashree A. Dudhade "Life Skills Education"Neelkamal 2016

- **https://www.youtube.com/watch?v=yf1nzCMNkSc&list=PLMjkzeBNi_H-azyqx5pkl9dNyj_bBR5X4&index=1**

- **https://www.youtube.com/watch?v=UVrwSfjgLm0&list=PLMjkzeBNi_H-azyqx5pkl9dNyj_bBR5X4&index=3**

- **https://www.youtube.com/watch?v=Dlv9Eu_OFTg&list=PLMjkzeBNi_H-azyqx5pkl9dNyj_bBR5X4&index=5**

KUMAR BHASKAR VARMA SANSKRIT AND ANCIENT STUDIES UNIVERSITY
NAMATI: NALBARI: ASSAM

Programme: MA in Education
Programme Code: MAEDN
(Proposed Course Structure and Syllabus under CBCS)

(w.e.f: 2022-23)

SEMESTER III

Course MAEDNC301 Research Methodologies in Education

Course MAEDNC 302: Psychological Practical

Course MAEDNE303: Economics of Education

Course MAEDNE304: Developmental Psychology

Course MAEDNE305: Indian Educational Thinkers

Course MAEDNOE306: Teacher Education in Emerging Society

COURSE MAEDNC301 RESEARCH METHODOLOGY IN EDUCATION
Nature of Course: Core
Credit 06

Learning Objectives

- To understand the basic concepts of educational research and its methodologies.
- To make students acquainted with different approaches of qualitative and quantitative research.
- To develop an understanding on various types of educational research.
- To develop knowledge and skill in preparation of research proposal and research report in the field of education.

Course Contents

Unit 1 Research in Education   Credit-1

Research—Its Meaning, Nature and Scope; Meaning and Steps of Scientific Method; Characteristics of Scientific Method; Types of Scientific Method (Exploratory, Explanatory and Descriptive); Educational Research—Objectives and Functions; Approaches of Research—Qualitative and Quantitative Research, Types of Research—Fundamental, Applied and Action Research

Unit 2 Fundamentals of Research in Education   Credit-1

Educational Research, Research Problem—Its Identification and Selection; Review of related Literature—Significance of the Review of the Related Literature; Variable and Its Types; Hypothesis—Its Meaning and Types; Sampling—Probability & Non-Probability

Unit 3 Methods of Research & Research Design   Credit 2

Historical Method—Historical Criticism; Steps in Historical Research; Descriptive Method—Types of Descriptive Research; Steps in Descriptive Research; Experimental Method—Designs of Experimental Research; Steps involved in Experimental Research, Grounded Theory Designs—Types, Steps in Grounded Theory Research; Narrative Research Designs—Meaning and Steps in Narrative Research; Case Study—Types and

Steps in Case Study; Ethnography—Characteristics, Assumptions and Steps of Ethnographic Research; Mixed Method Designs—Types, Steps in Mixed Method

Unit 4 Tools and Techniques of Research   Credit 1

Questionnaire, Interview, Observation; Socio-metric Technique; Validity and Reliability of Research Tools

Unit 5Research Proposal and Report WritingCredit 1

Preparation of Research proposal, Steps involved in research proposal, Concept of Report Writing, Steps involved in Report Writing—Format, Chapterisation, Use of Abbreviation, Referencing

Course Outcome of Course MAEDNC301

- Understand the relationship between scientific method and research.
- Frame research questions, objectives and hypothesis.
- Able to distinguish and apply major quantitative and qualitative research approaches in educational research.
- Select and apply appropriate sampling technique to draw representative sample.
- Construct and standardize research tools and techniques.
- Develop expertise on selection of research problem and preparation of research synopsis.
- Conduct educational research and prepare research report.

Reference Books

- Ahuja, R. (2003) 'Research Methods', New Delhi, Rawat Publication
- Best. J. W & Kahn J V. (2006) - Research in Education, New Delhi, Prentice Hall of India
- C. R.Kothari, andGarg G (2014) Research methodology- Methods and Techniques. New Age International.
- Creswell, J. W. (2011) 'Educational Research. New Delhi: PHI Learning Pvt. Ltd

- Good, C. V Barr, A. S. &Scates, D. E. (1936) "the Methodology of Educational Research" New Work: Appleton-Century Crofits, Inc.

- KoulL. –'Methodology of Education Research' New Delhi, Vikas Publishing House.

- Kerlinger, Fred. N. (1983) Foundation of Behavioural Research, Delhi, Surajeet Publication

- M.S. Mane , Basics of Educational Research; ChandralokPrakashan

- Singh, A. K (1997), Tests, Measurement and Research Methods in Behavioural Science, Kadamkuan, Patna,

- Vacket. F,I - Education Research, McMillan and Co., New York

COURSE MAEDNC302 PSYCHOLOGICAL PRACTICAL

Nature of Course: Core

Total Credit: 06

Learning Objectives

- To enable students to comprehend the concept of experimental Psychology.

- To introduce students to the principles and practices of psychological Experiment.

- To acquaint the students with different methods of conducting psychological experiments.

- To measure the various aspects of learning behaviour of students.

Course Contents

In this Course, the students are required to perform at least 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

iii. Controlled Word Association Test

iv. Free Word Association Test

Thinking: Concept Formation

Course Outcome of Course MAEDNC302

After successful completion of this course the students will—

- Understand the concept of experimental psychology.

- Familiarized with the principles and practices of psychological assessment.

- Acquaint with different methods of conducting psychological experiments.

- Be able to measure the various behavioural problems related to teaching learning process.

Reference Books

- Meguigam, F.J - Experimental Psychology, Prentice Hall New Delhi.

- Saikia. I.R - Psychological and Statistical Experiments in Education. Guwahati-1

- Postam. L. and Egan, JP - Experimental Psychology, Kalyani Publication, New Delhi.

- Woodworth - Experimental Psychology, Methuen-London.

- E. G. Parameswaram& K Ravichandra, Experimental Psychology; Neelkamal Publications

COURSE MAEDNE303 ECONOMICS OF EDUCATION

Nature of the Course: Elective (DSE)

Total Credit 6

Learning Objectives

- To acquaint the students with economics of education.
- To enable the student to understand education as consumption and investment.
- To enable the students to explain the relation of educational policies and education.
- To acquaint students with cost benefit analysis.
- To introduce students with different aspects of finance in higher education.
- To develop critical thinking on various issues and challenges of economics of education.

Unit 1 Basics of Economics of Education   Credit 1

Economics of Education—Meaning, Nature, Scope and Importance; Relationship between Education and Economic Growth; Education and Employment; Economic Reforms in India and its impact on Education; Effect of Globalization on Education

Unit 2 Education as Consumption and Investment   Credit 1

Education as an Economic Good; Consumption—Meaning and Characteristics; Education as Investment—Meaning and Characteristics; Education as Individual, Social and National Investment; Rate of Return in Education—Private Return and Social Return; Input and Output Analysis in Education

Unit 3 Relationship between Policies and Education   Credit 1

Linkage between Educational Policy and National Development; Determinants of Educational Policy and Process of Policy formulation—Analysis of the existing situation, Generation of policy options, Evaluation of policy options, Making the policy decision, Planning of policy implementation, Policy impact assessment and subsequent policy cycles.

Unit 4 Cost and Benefit of Education   Credit 2

Meaning of Cost of Education; Different Types of Educational Cost—Private Cost, Social Cost, Opportunity Cost and Unit Cost of Education; Benefits of Education; Classification of Benefits of Education; Cost Benefit analysis in Education—Meaning, Application and Limitations; Cost Effectiveness Analysis in Education—Meaning and

Application; Difference between Cost benefit and Cost-Effectiveness Analysis; Economic Returns to Higher Education

Unit 5 Financing Education   Credit 1

Concept of Educational Finance; Financing Education at different levels; Sources of Fund; Role of Central and State Governments in funding Education; Resource Mobilization in Higher Education; Role of Private Sector in funding higher education; Educational finance at Micro and Macro Levels; Concept of Budgeting

Course Outcome of Course MAEDNE303

After successful completion of this course the students will—

- Describe the nature and scope of economics of education.
- Classify and compare education as consumer and productive good.
- Relate and extract policies and education
- Analyze cost benefit analysis
- Critically justify educational Finance

Reference Books

- Ansari. M M (1987) "Education and Economic Development, New Delhi, AIU Publication,
- Ahuja, A. K (2007) 'Economics of Education' Authors Press, New Delhi

- Garg, V. P "The Cost Analysis in Higher Education", New Delhi, Metropolitan Book Co., 1985
- Latchanna, G &Hussain J. (20100 'Economics of Education' Discovery Publishing House, New Delhi
- Rao, D Pulla (2010) 'Economics of Education and Human Development in India, Akansha Publishing House, New Delhi.
- Nagpal C S & Mittal A. C. (1993) "Economics of Education", New Delhi, Anmol Publication
- Natarajan S. 'Introduction to Economics of Education, Sterling Publishers Pvt. Ltd, New Delhi.

- Prakash S & Choudhury, S (1994) " Expenditure on Education: Theory, Models and Growth, New Delhi, NIEPA,1994

- Sodhi, T. S (1978), "Education and Economics Development, Ludhiana, Mukund Publications, 1978

- Vaizey John (1962) 'Economics of Education, London, Faber & Faber.

COURSE MAEDNE304 DEVELOPMENTAL PSYCHOLOGY
Nature of Course: Elective
Credits: 6

Learning Objectives

- To help students in understanding the concept of Developmental Psychology and principles of development.
- To enable the students to understand prenatal development and Neonatal Period.
- To acquaint the students with the developmental pattern during Babyhood, Childhood and Adolescence.
- To enable the students to understand the problems of adolescents.

Unit 1 Growth and Development   Credit 1

Concept and Characteristics of Developmental Psychology; Meaning of Growth and Development; Principles of Development

Unit 2 Prenatal Development   Credit 1

Concept and Characteristics of Prenatal stage; Factors affecting prenatal development—Heredity and Environment; Neonatal Period—Its Concept and Characteristics

Unit 3 Babyhood   Credit 1

Concept and Characteristics of Babyhood Stage; Developmental Pattern during Babyhood—Physical, Motor, Emotional, Sensory, Cognitive and Language, Sex Role Typing

Unit 4 Childhood   Credit 1

Concept and Characteristics of Childhood; Developmental pattern during Childhood—Physical, Mental, Social, Emotional and Language

Unit 5 Adolescence   Credit 1

Concept and Characteristics of Adolescence; Developmental pattern during Adolescence—Physical, Mental, Social and Moral

Unit 6 Problems of Adolescents   Credit 1

Delinquency and Personality Deviation; Role of society in shaping personality of adolescents—Society, Family and Educational Institutions

Course Outcome of Course MAEDNE304

- Students will be able to understand the concept of Developmental Psychology and principles of development.
- Students will understand prenatal development and Neonatal Period.
- Students will acquaint with the developmental pattern during Babyhood, Childhood and Adolescence.
- Students will understand the problems of adolescents.

Reference Books

- Goswamee, G- Child Development and Child Care, Arun Prakashan, Guwahati.
- Hurlock, EB- Developmental Psychology- A life Approach. IAIA MeGraw.
- Thomson, GG-Child Development, TATA MeGraw Hill Publication, New Delhi
- Cole, I- Psychology of Adolescence, New York Rincert and Winsten

<h1 style="text-align:center">COURSE MAEDNE 305 INDIAN EDUCATIONAL THINKERS</h1>

Nature of the Course: Elective (DSE)

Credits: 6

Learning Objectives

- To develop knowledge and understanding about the philosophy of life of different Indian educational thinkers.

- To acquaint students with the knowledge of philosophical contribution of Indian thinkers in the field of education.

- To enable students to compare and contrast the philosophical viewpoints of different Indian educational thinkers.

Unit 1 Mahapurusha Srimanta Sankaradeva (1449-1568)   Credit 1

Philosophy of life; Implications of His Philosophy in Education—Forms of Education, Curriculum, Discipline, Teacher-pupil relationship; Role of *Satras* in Socio-cultural Reformation

Unit 2 Sabitribai Phule (1831-1897)   Credit 1

Philosophical thought of Sabitribai Phule; Educational Philosophy and her views with special reference to aims of education, curriculum, methods of teaching, role of teacher and discipline; Contribution of Phule for women education and empowerment in India

Unit 3 Rabindranath Tagore (1861-1941)   Credit 1

Philosophy of life; Educational Philosophy and his views with special reference to aims of education, curriculum, methods of teaching, role of teacher and discipline; Tagore as an Idealist, Humanist and Naturalist; Shantiniketan and Viswa Bharati

Unit 4 Swami Vivekananda (1863-1902)   Credit 1

Philosophy of life; Educational Philosophy and his views with special reference to aims of education, curriculum, methods of teaching, role of teacher and discipline; Vivekananda as an Idealist, Naturalist and Pragmatist; Swami Vivekananda ideas and reformation of 21st century Education

Unit 5 Mahatma Gandhi (1869-1948)   Credit 1

Philosophy of life; Educational Philosophy and his views with special reference to aims of education, curriculum, methods of teaching, role of teacher and discipline; Tenets of Basic Education; Gandhiji's contributions to education

Unit 6 Sri Aurobindo Ghosh (1872-1950)   Credit 1

Philosophy of life; Educational Philosophy and his views with special reference to aims of education, curriculum, methods of teaching, role of teacher and discipline; Concept of Integral Education by Sri Aurobindo

Course Outcomes of Course MAEDNOE 305

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

- Develop understanding about the philosophy of life of different Indian educational thinkers.
- Gain knowledge about the philosophical contribution of Indian thinkers in the field of education.
- Understand the similarities and differences of philosophical viewpoints of different Indian educational thinkers.

Reference Books
- Puri, M. (2012). Great Indian Thinkers on Education. New Delhi: APH Publishing
- Chand, J. (2009). Great Indian Thinkers on Education. Delhi: Anshah Publishing House.
- Pani, S.P. & Dash, N.R. (2014). Modern Educational Thinkers. Saheed Nagar, Bhubaneswar
- Sharma, Y. K. (2002). The Doctrines of the Great Indian Educators. New Delhi: Kanishka Publisher.
- Taneja & Taneja (2000). Educational Thinkers. New Delhi: Atlantic Publishers

COURSE MAEDNE306 TEACHER EDUCATION IN EMERGING SOCIETY
Nature of Course: DSE (Open Elective)
Credits: 06

Learning Objectives

- To acquaint the learners with the concept and historical development of teacher education in India.
- To develop an understanding in students of teacher training programmes at different levels.
- To help the students for learning about professional preparation and quality assurance of teachers.
- To make the students aware about innovations and research trends in Teacher education.
- 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

Unit1 Concept and Nature of Teacher Education   Credit-1

Concept of Teacher Education; Objectives and Scope of Teacher Education; Development of Teacher Education in modern Indian Society; National Curriculum Framework of Teacher Education (NCFTE 2009)

Unit 2 Teacher Training at Different Levels   Credit-1

Teacher training programme at Pre-primary level, Elementary level and Secondary level of education; Provision of Teacher Training at Higher Education level—Role of UGC-HRDC in Teacher Training (Orientation Course and Refresher Course)

Unit 3 Professional Preparation of Teachers and Quality Assurance   Credit-1

Concept and Objectives of Professional Preparation of Teachers; 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 Innovation in Teacher Education; Innovative Practices in Teacher Education; Trends of Research in Teacher Education; Problems for conducting Research in Teacher Education; Future Directions for Research in Teacher Education

Unit 5 Institutions and Regulatory Bodies of 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 Institute of Educational Planning and Administration (NIEPA); University departments of education

Unit 6 Teacher and Teacher's Accountability   Credit 1

Teaching as a Profession; Professional Ethics of Teachers; Role of Teacher as a Facilitator; Accountability of Teachers; Challenges of Teachers in 21st Century

Course Outcome of Course- MAEDNE306

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

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

Reference Books

1. Aggarwal, J.C. Teacher and Education in a Developing Society. Vikash Publishing House, New Delhi.
2. Mohan, R. Teacher Education. PHI Learning Private Limited, Delhi.
3. Mohanty, J. Teacher Education. Deep Publications Pvt.Ltd,New Delhi.
4. Murty, S.K. Teacher Education in Indian Society. Vinod Publications, Ludhiana.
5. Saxena, N.R., Mishra, B.K. & Mohanty, R.K. Teacher Education. R. Lall Book Depot, Meerut.
6. Singh, M.S. Quality Impact in Teacher Education. Adhyana Publishers, New Delhi.

KUMAR BHASKAR VARMA SANSKRIT AND ANCIENT STUDIES UNIVERSITY
NAMATI: NALBARI: ASSAM

Programme: MA in Education
Programme Code: MAEDN
(Proposed Course Structure and Syllabus under CBCS)
(w.e.f: 2023)
SEMESTER IV

COURSE	TYPE	SEMESTER – II/Course Title	CREDIT	HOUR / CLASS	TUTORIAL	INTERNAL	EXTERNAL	TOTAL
MAEDNC401	CORE	Educational Statistics	6	5	1	20	80	100
MAEDNC402	CORE	Dissertation	6	5	1	20	80	100
MAEDNE 403	E	Guidance and Counselling	6	5	1	20	80	100
MAEDNE 404	Elective	Inclusive Education	6	5	1	20	80	100
MAEDNE405	Elective	Curriculum Studies	6	5	1	20	80	100
MAEDNOE406	Elective	Environmental and Population Education	6	5	1	20	80	100

COURSE MAEDNC401 EDUCATIONAL STATISTICS

Nature of Course: Core

Credits: 06

Learning Objectives

- To develop numerical ability among the students to deal with quantitative issues in education.

- To enable students to use statistical, graphical and algebraic techniques in education wherever relevant.

- To have a proper understanding of statistical applications in education.

- To equip students with quantitative skills that they can employ for data analysis in research projects, dissertations or in any other research activities.

UNIT	COURSE MAEDNC401	EDUCATIONAL STATISTICS /Course Contents	HOURS OF TEACHING	CREDIT
1		**Statistics—Its importance in Education**	15	0.5
	1.1	Statistics —Meaning, Nature and scope of statistics	5	
	1.2	Importance of Statistics in Education	2	
	1.3	Types of Statistics—Descriptive and Inferential	2	
	1.4	Parametric and Non-Parametric.	6	
2		**Normal Probability Curve**	15	1.5
	2.1	Meaning of Normal Probability Curve (NPC).	1	
	2.2	Characteristics of N.P.C.	1	
	2.3	Standard score—Z score, T Score	1	
	2.4	Application of Normal Probability Curve.	9	
	2.5	Non normal distribution—Skewness and Kurtosis	3	
3		**Significance of Mean and other Statistics**	15	1
	3.1	Sampling and its types.	2	
	3.2	Concept of Standard error	1	
	3.3	Concept of confidence interval	1	
	3.4	Significance of the sample Mean,	3	
	3.5	Significance of the Median,	2	
	3.6	Significance of the Quartile Deviation	2	

	3.7	Significance of the Standard Deviation,	2	
	3.8	Significance of the Co-efficient of correlation.	2	
4		**Parametric Test: Significance of the difference between Mean**	15	
	4.1	Concept of Parametric statistics meaning, large sample and Small Sample	3	
	4.2	Two tailed and one tailed test.	6	
	4.3	Methods of determining significance of the difference between means of large and small sample	3	
	4.4	Correlated and uncorrelated sample	3	
5		**Parametric Test:**	15	1
	5.1	Parametric Statistics,	1	
	5.2	Concept and types of Hypothesis,	1+3	
	5.3	Pearson Correlation,	3	
	5.4	ANOVA: Concept	1s	
	5.5	Procedure for calculating the analysis of variances (One way and two way)	6	
6		**Non-Parametric test**	15	1
	6.1	Non-Parametric test.: Concept	1	
	6.2	Chi square as a test of Goodness of Fit Hypothesis	2	
	6.3	Hypothesis of equal probability	3	
	6.4	Hypothesis of normal distribution	3	
	6.5	Testing null hypothesis of Independence, X^2 in 2×2 contingency tables., Yates Correction	6	

Course Outcome of Course MAEDNC401

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

- Deal with numerical and quantitative issues in education.
- Use the statistical, graphical and algebraic techniques wherever relevant.
- Apply appropriate statistics in various areas of education.
- Develop quantitative skills that they can employ for data analysis in research activities

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, K. (). Statistics in Education and Psychology, Mani Manik Prakaxon, Guwahati.
- Sharma, R. A. (). Advanced Educational Statistics. R. Lal Book Depot
- https://youtu.be/ztAfLZr62LI
- https://youtu.be/I4ItO8Sm4NE
- https://youtu.be/NY6NBRnG2gY

COURSE MAEDNC402   DISSERTATION

Nature of the Course: CORE

Credit: 06

Number of Teaching Hours: 180

Learning Objectives

- To acquaint students with the knowledge and attitudes pertinent for the completion of their research project.
- To enable students to take up a research problem and to find its solution.
- 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 on ancient or modern 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 MAEDNC402

On successful completion of this course the students will able to

- Develop knowledge and attitudes pertinent for the completion of their research project.
- Carry out research based project and use research findings in the field of Education.
- Apply critical thinking skill and problem solving skill to describe, evaluate and communicate the impact of research.
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017452/ET/1497609409Paper12;Module33;EText.pdf
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COURSE MAEDN403 GUIDANCE AND COUNSELING

Nature of Course: Elective

Total Credits: 6

Learning Objectives

- To acquaint the students with the knowledge and understanding of concept and types of Guidance.
- To make students familiar with the organization of Guidance programme.
- To develop understanding of different types of guidance programme in Educational Institutions.
- To enable the students to understand the concept and types of counselling.
- To make students acquainted with different tools of counselling service.
- To enable the students to understand the role of Counsellor and teacher in providing guidance services to students.

UNIT 1	COURSE MAEDNE 403	CONTENTS Introduction to Guidance	HOURS OF TEACHING	CREDIT
			15	
	1.1	Meaning and Nature, SCOPE	4	1
	1.2	Basic Principles of Guidance.	3	
	1.3	Types of Guidance-Educational Guidance	4	
	1.4	Vocational Guidance and Personal Guidance	4	
2		**Organisation of Guidance Programme**	15	1
	2.1	Principles of organization	4	
	2.2	Group Guidance, Individual guidance,	6	
	2.3	Information Orientation Service	5	
3		**Guidance Programme in Educational Institutions**	15	1
	3.1	At Pre- primary Level	4	
	3.2	Elementary Level,	3	
	3.3	Secondary level,	4	
	3.4	Higher Education level	4	
4		**Introduction to Counselling**	15	

	4.1	Meaning and nature of Counselling	2	
	4.2	Need of Counselling,	2	
	4.3	Characteristics of good Counselling,	2	
	4.4	Types of Counselling- Directive, Non-directive and Eclectic,	3	
	4.5	Group Counselling and Individual Counselling	3	
	4.6	Counselling special Groups- Delinquents, drop Outs, Socially and economically disadvantage	3	
5		**Tools and Techniques of Counselling**	**15**	**1**
	5.1	Psychological Test,	3	
	5.2	Interview	3	
	5.3	Observation	3	
	5.4	Sociometry	3	
	5.5	Cumulative record card.	3	
6		**Role of Counsellor in Counselling Process**	**15**	**1**
	6.1	Client –Counsellor Relationship	3	
	6.2	Relation between Guidance and Counselling	3	
	6.3	Role of teacher in Guidance and Counselling Process,	3	
	6.4	Challenges of Guidance and Counselling.	3	
	6.5	Ethics in Counselling	3	

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Course Outcome of Course MAEDNE403

After successful completion of the course, the students will—

- Develop knowledge and understanding of concept and types of Guidance.
- Be familiar with organizations of Guidance programme.
- Able to understand different types of guidance programme in Educational Institutions.
- Understand the concept and types of counselling.
- Acquaint with different tools of counselling service.
- Able to understand the role of Counsellor and teacher in providing guidance services to students.

Reference Books

- Agarwala, R. (2006). *Educational, vocational guidance and counselling.* New Delhi: Sipra Publication.

- Bhatnagar, A and Gupta, N. (1999). *Guidance and Counselling- A Theoritical approach.* New Delhi: Vikas Publishing House.

- Kochhar, S.K. (1985). *Educational and Vocational Guidance in secondary schools.* New Delhi: Sterling Publisher.

- Gupta, S.K. *Guidance and Counselling in Indian Education.* Mittal Publication pvt. Limited

- https://www.youtube.com/watch?v=KLhumJ_hexY

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- https://www.youtube.com/watch?v=SLQqYIFbNdc

COURSE MAEDNE404 INCLUSIVE EDUCATION

Nature of the Course: ELECTIVE

Credit: 06

Learning Objectives

- To discuss the concept of and philosophy underlying special, integrated and inclusive education.

- To describe the policies and legislation of inclusive education at the national and international levels.

- To understand the concept, nature and characteristics and identification of various disabilities.

- To understand the concept, nature and characteristics and identification of socially disadvantaged groups.

- To enumerate the current needs, trends and issues related to education and inclusive education.

- To focus on the present trends and future perspectives in education and inclusive education.

- Analyze critically the needs, problems, causes and educational provisions meant for CWDN.

- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers, parents, peers and community.

UNIT 1	COURSE MAEDNE404	INCLUSIVE EDUCATION	HOURS OF TEACHING	CREDIT
		Introduction to Inclusive Education	15	1
	1.1	Concept and Philosophy of Special Education	3	
	1.2	Objectives of Integrated Education and Inclusive Education	4	
	1.3	Principles and Scope of Inclusive Education	3	
	1.4	Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities)	5	
2		**Legal Provisions: Policies and**	15	1

		Legislations on Inclusive Education		
	2.1	National Policy of Education (1986),	2	
	2.2	Programme of Action of Action (1992),	2	
	2.3	PWD Act (1995),	2	
	2.4	National Policy of Disabilities (2006),	2	
	2.5	National Curriculum Framework (2005),	2	
	2.6	Concession and Facilities to Diverse Learners (Academic and Financial),	1	
	2.7	Rehabilitation Council of India Act (1992);	1	
	2.8	Inclusive Education under Sarva Shiksha Abhiyan (SSA)/ Samagra Siksha Abhiyan,	1	
	2.9	Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication	2	
3		**Understanding Diverse Learners and their Educational Needs-I**	15	1
	3.1	Concept of Impairment, Disability and Handicap,	2	
	3.2	Classification of Disabilities based on ICF Model,	2	
	3.3	Readiness of School and Models of Inclusion,	2	
	3.4	Prevalence, Types, Characteristics and Educational Needs of Diverse learners'	2	
	3.5	Intellectual, Physical and Multiple Disabilities,	2	
	3.6	Causes and prevention of disabilities	2	
	3.7	Identification of Diverse Learners for Inclusion,	2	
	3.8	Educational Evaluation Methods, Techniques and Tools	1	
4		**Understanding Diverse Learners and their Educational Needs-II**	15	
	4.1	Problems/constraints in education of socially disadvantaged children	2	
	4.2	Addressing social group inequality	2	
	4.3	Multicultural Education	2	

	4.4	Organisation and management of schools to address socio-cultural diversity	2	
	4.5	Teaching-learning process and support materials	3	
	4.6	Schemes, programmes for education of socially disadvantaged section	4	
5		**Planning and Management of Inclusive Classrooms**	15	1
	5.1	Infrastructure; Human Resource and Instructional Practices	2	
	5.2	Curriculum and Curricular Adaptations for Diverse Learners;	2	
	5.3	Assistive and Adaptive Technology for Diverse learners	3	
	5.4	Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching);	3	
	5.5	Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School	5	
6		**Challenges and Facilitators in Inclusive Education**	15	1
	6.1	Attitude towards Inclusive education (Teachers, Parents and Peers),	3	
	6.2	Community Awareness of Inclusive Education,	3	
	6.3	Current Status and Ethical Issues of Inclusive Education in India	3	
	6.4	Strategies for Inclusion;	3	
	6.5	Research Trends of Inclusive Education in India	3	

Course Outcome of Course MAEDNE404

On completion of the course, the students will be able to—

- Explain the concept of inclusive education in different perspectives.

- Describe the concept, nature and characteristics and identification of various disabilities.

- Explain the policies and legislation on inclusive education at the national and international levels.

- Examine the current needs, trends and issues related to education and inclusive education.
- Discuss the present trends and future perspectives in education and inclusive education.

Reference Books

- Choate, J. S. (1997).Successful Inclusive Teaching. Allyn and Bacon
- Daniels, H. (1999) .Inclusive Education.London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Braceand Company
- Dessent, T. (1987).Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality.Belmont: Wadsworth.
- Gartner, A. &Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms,Baltimore: P. H. Brookes Publishers.
- Mangal, S.K. (2008). *Educating Exceptional Children*: *An Introduction to Special Education*. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Panda, K.C. (2008). *Education of Exceptional Children*. New Delhi: Vikash Publishing House.
- Pandey, R.S. and Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
- https://youtu.be/XPGfaBGf3nM
- https://www.youtube.com/watch?v=MM8g-3jbk8g
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COURSE MAEDNE405 CURRICULUM STUDIES

Nature of Course: ELECTIVE

Credits:6

Learning Objectives

- To develop an understanding about curriculum development and its underlying principles, strategies and processes.
- To enable the students to analyze the philosophical, sociological and psychological bases of curriculum planning.
- To enable the students to understand curriculum design.
- To familiarize the students with different models of curriculum designs.
- To develop critical awareness about different issues of curriculum development, implementation and evaluation.

UNIT	COURSE MAEDNE 405	CURRICULUM STUDIES	HOURS OF TEACHING	CREDIT
		Basics of Curriculum Development	**15**	**1**
1	1.1	Concept and Meaning of Syllabus and Curriculum	2	
	1.2	Strategies and Process of Curriculum Development	2	
	1.3	Factors influencing Curriculum Development	3	
	1.4	Foundations of curriculum planning	3	
	1.5	Philosophical bases, Sociological Basis, Psychological considerations of curriculum development,	5	
2		**Curriculum Design**	**15**	**1**
	2.1	Meaning of Curriculum Design,	2	
	2.2	Sources of Curriculum design	3	
	2.3	Principles of Curriculum design	3	
	2.4	Current trends in Curriculum Development,	3	
	2.5	National Curriculum Framework 2005	4	
3		**Models of Curriculum Design**	**15**	**1**
	3.1	Traditional and Contemporary Models	2	
	3.2	Academic and Discipline Based Model	2	
	3.3	Competency Based Model	2	
	3.4	Social Functions/Activities Model	2	
	3.5	Individual Needs and Interest Model,	2	
	3.6	Outcome Based Integrative Model	2	

	3.7	Intervention Model, CIPP Model(Context, Input, Process, Product Model)	2	
	3.8	Construction of Curriculum for different levels	2	
4		**Instructional System**	**15**	
	4.1	Instructional Media	2	
	4.2	Instructional Techniques and Material in enhancing Curriculum Transaction,	2	
	4.3	Approaches to Evaluation of Curriculum,	2	
	4.4	Approaches to Curriculum and Instruction	2	
	4.5	Competency base and Concept Based Curriculum	2	
5		**Curriculum Change and Evaluation**	**15**	**1**
	5.1	Meaning, Needs and Strategies of Curriculum Change	2	
	5.2	Factors affecting curriculum change	2	
	5.3	Approaches to Curriculum Change,	2	
	5.4	Changing role of Students,	2	
	5.5	Teachers in Curriculum Change and transaction	2	
	5.6	Purpose of Curriculum Evaluation	2	
	5.7	Aspects of Curriculum Evaluation	3	
6		**National Statutory Bodies & ICT in Curriculum Development**	**15**	**1**
	6.1	NEP 2020 and Curriculum Development	**5**	
	6.2	Role of National Level Statutory Bodies in Curriculum Development— UGC, NCTE and University	**5**	
	6.3	ICT& Curriculum Development,	**5**	

Course Outcome of Course MAEDNE405

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

- Explain the concept, strategies and procedure of curriculum development.
- Justify the philosophical, psychological and sociological perspectives of curriculum development.
- Explore the sources and principles of curriculum design
- Explain and compare different models of curriculum design

- Analyze instructional media, instructional techniques, approaches to evaluation of curriculum
- Design and evaluate curriculum

Reference Books

- Agarwal J. C: (1990) "Curriculum Reforms in India", Delhi, Doaba
- Das. R. C (1987)'Curriculum and Evaluation' New Delhi, NCERT
- Deepak Agarwal (2007) 'Curriculum Developmen: Concept, Methods and Techniques, Neha Publisher and Distributor
- Dudeja, Gita & Kour, Guruvinder (2016) 'Curriculum Development and Assessment' Meerut, R. Lall
- NCERT (1984) "Curriculum and Evaluation', New Delhi, NCERT
- Kalaiyarasan, G (2012) 'Curriculum Development, New Delhi: Aph Publishing Corporation
- Pandey, J. (2015) 'Principles of Education and Curriculum Development' Delhi KSK
- Reddy, Mamidi M. &Ravisankar, S. 'Curriculum Development and Educational Technology' New Delhi, Sterling Publishers Private Limited.
- Sharma R A 'Curriculum Development and Instruction', Meerut, R. Lal Book Depo.
- Sharma Promila. (2011) "Curriculum Development' APH Publishing Corporation.
- Talla, Mrunalini (2012), 'Curriculum Development; Perspectives, Principles and Issues, New Delhi: Pearson
- Tyler, Ralph (2013) 'Basic Principles of Curriculum and Instruction' Chicago University Press
- https://www.youtube.com/watch?v=3wZMQxL9Urw
- https://www.youtube.com/watch?v=itTHuJAN-lQ
- https://www.youtube.com/watch?v=gCjUqDYbIMQ

COURSE MAEDNE406 ENVIRONMENTAL AND POPULATION EDUCATION

Nature of Course: Open Elective

Credits: 06

Learning Objectives

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

UNIT 1	COURSE MAEDNC 406	ENVIRONMENTAL AND POPULATION EDUCATION	HOURS OF TEACHING	CREDIT
		Environmental Education	15	1
	1.1	Nature, meaning and importance of environmental education	2	
	1.2	Education for environmental awareness and attitude change	3	
	1.3	Relationship between men and environment	2	
	1.4	Ecological and Psychological Perspectives	3	
	1.5	Environmental education and Sustainable Development	5	
2		**Programmes and policies of environmental education**	15	1
	2.1	Programmes of environmental education at different Stages -Primary, Secondary and Higher Institutions	5	
	2.2	Environmental Stressors—Natural and man-made disaster	3	
	2.3	Education for coping with the environmental stressors,	3	
	2.4	Policies of environmental education in India	6	
3		**Environmental Management**	15	1
	3.1	Nature and Meaning of Environmental Management.	3	

	3.2	Functions of Environmental Management	4	
	3.3	Approaches to environmental management	5	
	3.4	Role NGOs in environmental	3	
4		**Man and his Environment**	**15**	
	4.1	Man and his environment during ancient period	3	
	4.2	Man and his environment during present age	3	
	4.3	Environmental challenges in India	5	
	4.4	Efforts to meet the challenges	4	
5		**Population and Quality of life**	**15**	1
	5.1	Population and Quality of Life,	3	
	5.2	Population in relation to socio-economic development	3	
	5.3	Population and Health.	3	
	5.4	Population related policies and programmes—UNFPA and WHO	6	
6		**Population Education**	**15**	1
	6.1	Meaning, Nature and scope of population education,	4	
	6.2	Importance and Its objectives in the 21st century,	3	
	6.4	Population Dynamics,	4	
	6.5	Role of NGOs in population education	4	

Course Outcome of Course MAEDNE406

After successful completion of this course the students will—

- Develop comprehensive concept about the scope and importance of environmental and population education.

- Develop knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment.

- Understand the various programmes of environmental education undertaken atdifferent stages of education.

- Develop problem-solving attitude among students towards environmental andpopulation related issues.

Reference Books

- Bhatnagar, A.B. & Bhatnagar, A. Environmental Education. R. Lall Book Depot, Meerut
- Sharma, R.A., Maisnam, P. & Lenka, S.K. (2015). Environmental Education. R. Lall Book Depot, Meerut
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