

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
(KKHSOU)**

**PROGRAMME PROJECT REPORT
ON
MASTER OF ARTS IN EDUCATION**

**Submitted to
UNIVERSITY GRANTS COMMISSION
NEW DELHI**

**Submitted by
K. K. Handiqui State Open University**



September 2017

A handwritten signature in blue ink, appearing to read 'Derdwry', is written over the printed name of the Registrar.

**Registrar
Krishna Kanta Handique
State Open University
Guwahati**

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY (KKHSOU)
PROGRAMME PROJECT REPORT
M.A. IN EDUCATION FOR THE ACADEMIC SESSION 2018-19

1.1 PROGRAMME'S MISSION AND OBJECTIVES:

1.1.1 Mission and Vision of K. K. Handiqui State Open University:

- i. The motto of the university is to make education beyond barriers and provide the educational opportunity to the unreached irrespective of gender, socio-economic status, geographical location, physical disabilities and gender.
- ii. It will also provide education to the housewives, semi-literate, unemployed youth, jail inmates as well as highly educated people.
- iii. This university provides the opportunities of higher education to those who remain deprived of higher education for other numerous reasons.
- iv. The mission and vision of the university is to enhance the capabilities of learners, particularly women learners, who want to get empowered with higher order of required education and necessary professional skills.
- v. To provide social justice to all the stakeholders is the prime focus of the university.

1.1.2 Mission and Objectives of the M.A. Programme in Education, KKHSOU

The university has introduced Education as one of the elective subjects in Masters level.

- i. To provide opportunities of higher education to the learners expecting to study Education as a subject in the Masters level.
- ii. To make people educated and acquaint them with some need based skills that will be essential for living as a human being in the society.
- iii. To help the learners to adjust with the community, society, nation or the world as a whole and participate in the development process of the society and the country.


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- iv. To encourage those learners who want to study this subject in higher level to understand the subject of Education in detail.

1.2 RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOALS:

The relevance of the M.A. Programme in Education with KKHSOU's missions and goals are as follows:

- i. The programme provides learning throughout life by giving learners an opportunity in the entry and exit point of learning without any age bar. This also signifies equity and excess in the field of higher education.
- ii. Develop in preserving societal values by incorporating units like value education in the curriculum.
- iii. Higher education aims at skill development of those who aspire to become teachers and also for those who are involved in the teaching profession. Education as a subject helps in development of teaching skills by introducing papers like methods of teaching and psychological practical which help learners understand the psychology of children in their near future.
- iv. Education is a multidisciplinary subject which provides ample scope for the learners to understand the interrelationship among the different branches of knowledge and help the learners to perceive the reality of his or her surroundings.

1.3 NATURE AND PROSPECTIVE TARGET GROUP OF LEARNERS:

- i. Those who are desirous of further study in the field of education in detail but failed to get a chance.
- ii. The learners particularly women who want to educate themselves for a decent standard of living.
- iii. Teachers, educational administrators, educational practitioners, instructors, counsellors, NGO's workers etc.

- iv. Programme officers of various educational missions like SSA, RMSA, RUSA, NGO's workers, training institutions in specific and people who are interested in the subject in general.
- v. Investigator or Research Assistant in Research Institutions etc.

1.4 APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

Through this programme, learners will acquire specific skills and competence essential for a decent standard of living. Through ODL mode, the learners can learn at their own workplace and improve their knowledge and skills which further help them to be better professionals or better human beings. The following are the specific skills that can be acquired by the learners through the programme:

- i. Teaching-learning skills
- ii. Organizational skills
- iii. Guidance and Counselling
- iv. Leadership qualities development
- v. Communication skills
- vi. Life skills and personal skills
- vii. Skills for Community Mobilization etc.

1.5 INSTRUCTIONAL DESIGN:

For the Programme to be conducted by the university in M.A. level, there are some instructional designs and procedures that have to be followed for making the learning effective through ODL mode. The delivery mechanism of the programme is divided into print form, video form, online and computer based system.

1.5.1 Design of the Course content

For conducting the Programme of M.A. in Education, course contents are designed in such a manner that they are relevant and contextual in the present day world so as to help the learners to become educated in the true sense of the term. The syllabus is designed by following the Recommendations of Madhava Menon Committee in terms of its credits and weightage of the units. Besides, it is revised and prepared in accordance with the UGC Regulations on Open and Distance Learning of 2017.

1.5.2 Course Structure and duration of the Programme

For M.A. in Education, learners have to complete their course within a minimum period of 2 years and the maximum duration of the programme is 6 years. The course is divided into a total of 4 semesters. There will be total 4 courses in each of the semesters, totalling 16 courses with 64 credits. The details of Programme structure is given in *Annexure I*. The detailed course wise syllabus of the M.A. in Education programme is given in *Annexure II*.

1.5.3 Definition of Credit Hours: The University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course is offered to the learners at their respective study centres.

1.5.4 Faculty and support staff requirement: There are 2 (two) full time Assistant Professors in the department of Education and 1 (One) HOD (in charge) who is a full time Associate Professor in Department of Teacher Education of the University.

1.5.5 Identification of media –print, audio or video, online, computer aided: All the learners are provided with Self Learning Materials, which is comprehensive in terms of contents in the syllabi. These learning resources are prepared with the help of resource persons across the country. Senior Professors from different Universities of the region are engaged as Editors of the SLMs. Apart from the Print Self Learning Materials, audio and video materials on certain modules would also be offered to the learners. In addition, certain topics are also covered through community radio programmes broadcasted through the *90.4 FM Jnan Taranga* Community Service Station of the University. *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcasted by All India Radio Station, Dibrugarh, also covers topics on Education and personal enrichment. Live Phone-in-programme is broadcasted by All India Radio, Guwahati

each Thursday (9.15 am – 10.15 am). In this programme, learners get live support to their queries, while the general public can also interact with officials/faculty members of the University on varied issues. Most of the Audio-Video programmes are also made available online through YouTube videos.

1.5.6 Learner Support Services: The student support services available in the BA programme in Education include the following:

- i. Self-Learning Materials covering the entire syllabi,
- ii. Counselling sessions at study centres,
- iii. Access to library services at study centres and the Central Library of the University as well,
- iv. Audio-Video materials on selected modules, available at study centres,
- v. Community Radio programmes on selected topics.
- vi. *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcasted by All India Radio Station, Dibrugarh.
- vii. Live Phone-in-programme is broadcasted by All India Radio, Guwahati each Thursday (9.15 am – 10.15 am). In this programme, learners get live support to their queries, while the general public in general can also interact with officials/faculty members of the University on varied issues.
- viii. Most of the Audio-Video programmes are also made available online through YouTube videos.
- ix. Learners can also write emails to any officials/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. Queries raised through email to this email id is redressed by concerned official/faculty members of the University.
- x. A Facebook Account is also available where the learners can communicate with their issues. The System Analyst of the University has been assigned as Administrator of the account.
- xi. An Android App “KKHSOU” has also been designed. This Android App can be downloaded free of cost from Google Play Store. Through this App, the learners can get detail information of academic programmes available,

district-wise and course-wise list of study centres, contact information of the study centres, University etc. This Android App of the University has also been widely recognised and has received an Excellence Award from IGNOU.

- xii. Learners can register for a free SMS service. This SMS services keeps the learner updated on schedules of Examinations, Declaration of results, Admission schedules and other important events.

1.6 PROCEDURE FOR ADMISSION, CURRICULUM TRANSACTION AND EVALUATION:

1.6.1 Procedure for Admission: Generally, learners who want to get enrolled in M.A. level in KKHSOU, the time for admission begins in the month of June-July of each year. Any person who has passed BA in Education (either as Pass Course or Major course) from KKHSOU and any other university recognized by UGC; and also any graduate with a B.Ed. Degree from a university recognized by NCTE can get admission in the MA in Education programme at KKHSOU.

1.6.2 Fee Structure

The fee structure of the M.A. programme in Education is as follows:

Semester-wise Fee Structure

Semester	Fee (In Rupees)
First	5050.00
Second	4750.00
Third	4750.00
Fourth	5850.00
Total	20,400.00

The detail break-up of fee would be made available at the Prospectus also.

1.6.3 Curriculum Transaction: In terms of curriculum transaction, firstly, the syllabus is prepared in consultation with the experts in the respective field. The SLMs are then prepared by the faculty members of the concerned department following the convergence approach; the preparation of the SLMs is a team work. Secondly, after the preparation of the SLMs, they are sent to the study centres. The learners are given the

opportunity of counselling classes in the study centres where they are enrolled. Apart from these, learners may get knowledge and access information on their own with the help of various online and community radio programmes, which are developed by the university.

1.6.4 Evaluation:

1.6.4.1 For assessing the performance of the learners as well as get feedback from the learners in relation to the courses they pursue, the university follows some evaluation procedures. Through the Self-Assessment Questions or Check Your Progress Questions which are put in the SLM, a learner can assess himself or herself. There is also a provision to assess the learners by conducting examination which is known as Term End examination or Summative examination in each year or in each semester. For overall evaluation of a course, the University follows the two types of evaluation:

Continuous Evaluation (Assignments) : Weightage assigned 20%.

Term End Evaluation (Semester-end Examinations) : Weightage assigned 80%.

1.6.4.2 The University is in the process of using high security and eco-friendly synthetic (water proof and termite proof) papers for marksheets and certificates. Moreover, uses of interactive kiosk at study centres for issue of admit cards and modification of the existing EDPS system for quick publication of results of examinations are also being planned. Similarly, introduction of biometric identity of learners is also being planned.

1.7 REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES:

- i. For conducting the M.A. in Education, there is a requirement of a psychological laboratory in the study centre. Therefore, the programme is permitted in those study centres (mostly conventional university affiliated colleges) only which have already run this subject for the Major students in conventional system and have good laboratory facilities. Besides, the university also provides the required instruments to the study centres for conducting the practical course of the learners in the 3rd Semester of the M.A. programme in Education.

- ii. The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to the M.A. Programme in Education. As on 07-09-2017, the Central Library of KKHSOU has a collection of 17,988 books. The books available at the Central Library are quite helpful for the faculty members and the SLM writers as well as the content editors. It may be mentioned here that copies of relevant reference books and textbooks have also been sent to the libraries of the respective study centres which can be accessed by the learners.
- iii. The digital version of the University Central Library, KKHSOU is also available on the website: <http://www.kkhsou.in/library/> which is an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community. On this website the entire catalogue (title/ author/ publisher wise) of library resources including books and other literature relating to this particular course and the Open Access Search Engine (OAJSE) which is a gateway to over 4,500 e-journals including those in Education and allied areas can be accessed among others

1.8 COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the co-ordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government. As regards, the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the MA Programme in Education.

1.8.1 Programme Development Cost:

The office of the Finance Officer of KKHSOU has worked out the following.

- a. SLM Development Cost for Master Degree Programme

English medium per Unit Rs. 7,300/-

Assamese medium per Unit Rs. 7,430/-

- b. Printing Cost per SLM Rs. 56/-
- c. Cost of CD per unit Rs. 23/-

1.8.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 15 kgs of study materials per student. The cost of delivery of 1 kg of such material is Rs.10. Accordingly, depending upon the number of candidates; the cost for the M.A. Programme in Education will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 150.00.

1.8.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meeting of Syllabus Revision Committee etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of Finance Officer as regards maintenance of Master Degree programmes per student is Rs. 1600.00.

The figures as indicated above will be applicable for the M.A. Programme in Education of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

1.9 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:

1.9.1 For quality assurance mechanism in the University of KKHSOU, there is CIQA (Centre for Internal Quality Assurance) cell. There are contemplated measures of SLM Audit, Stakeholders' Meetings, Counsellors' workshops, feedback share Workshops etc. which would help in enhancing quality of the M.A. Programme in Education. Besides, at the departmental level also, the feedback mechanisms would be adopted to collect necessary information from learners, counsellors, officials, educationists, industrialists, etc. to ensure quality and relevance of the M.A. Programme in Education.

1.9.2 The outcomes of the M.A. Programme in Education as envisaged are as follows:

- i. Producing quality educational practitioners having sound knowledge of teaching-learning skills.
- ii. Encouraging the learners for higher studies and research in the field of education.
- iii. Producing efficient and effective leaders in the field of teaching and educational administration.
- iv. Preparing the learners for competitive examinations etc.
- v. Producing quality educational practitioners having sound knowledge of teaching-learning skills.
- vi. Producing efficient and effective leaders in the field of teaching and educational administration.
- vii. Producing community leaders for educational and other developments of the masses.
- viii. Ensuring lifelong learning for the educational personnel in specific and common people in general.

Annexure 1

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

Title of Course	SLM code	Course Code	Semester	Credits
Philosophical Foundations of Education	MED 01	PHE	1st	4
Psychological Foundation of Education	MED 02	PSE	1st	4
Sociological Foundation of Education	MED 03	SFE	1st	4
Methods and Techniques of Teaching and Teaching Practical	MED04	MTP	1st	4*
History of Education in Modern India	MED 05	HCE	2nd	4
Measurement and Evaluation in Education	MED 06	MEE	2nd	4
Problems and Issues in Indian Education	MED 07	PIE	2nd	4
Educational Technology	MED 08	ET	2nd	4
Educational Research and Educational Statistics	MED 09	ERS	3 rd	4
Distance Education	MED 10	DE	3 rd	4
Teacher Education	MED 11	TE	3 rd	4
Psychological Practical	MED 12	PSP	3 rd	4**
Educational Management	MED 13	EDM	4th	4
Environmental and Population Education	MED 14	EPE	4th	4
Development Psychology*	MED 15	DP	4th	4
Comparative Education		CED		
Dissertation	MED 16	DSR	4th	4***

* MED 04: 50% Theory, 30% Practice Teaching, 20% Viva

** MED 12:40% Practical Note Book, 45% Experiments, 15% Viva

*** MED 16: 20% for Viva and 80% for dissertation

Annexure II

Detailed syllabus of M.A. in Education Programme

Paper-1: Philosophical Foundation of Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Contribution of Philosophy to the field of education
2. Contribution of Indian Philosophy to the field of education.
3. Contribution of Western Philosophy to the field of education.
4. Contribution of the great Western thinkers.
5. Contributions of the great Indian thinkers.

Course Contents

Unit 1. **Philosophy and Education**

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

Unit 2. **Philosophy of Vedic Education**

Samkhya, Vedanta and Nyaya- its concept and educational implications

Unit 3. **Buddhism and Jainism philosophy**

Concept, main principles and educational implications

Unit 4. **Islamic philosophy**

Concept, main principles and educational implications

Unit 5. **Idealism as School Philosophy**

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

Unit 6. Naturalism as school philosophy

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

Unit 7. Pragmatism as school philosophy

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

Unit 8. Existentialism as school philosophy

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

Unit 9. Froebel and his educational thought

Contribution of Froebel to educational thought and practice.

Unit 10. John Henrick Pestalozzi and his educational thought

Contribution of John Henrick Pestalozzi to educational thought and practice.

Unit 11. Montessori and his educational thought

Contribution of Montessori to educational thought and practice.

Unit 12. Swami Vivekananda and his educational thought

Contribution of Swami Vivekananda to educational thought and practice.

Unit 13. Aurobindo Ghosh and his educational thought

Contribution of Aurobindo Ghosh to educational thought and practice.

Unit 14. Mahatma Gandhi and his educational thought

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

Unit 15. Sankardeva and his educational thought

Contribution of Sankardeva to educational thought and practice.

References:

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

Paper-2: Psychological Foundation of Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Nature, scope and methods of educational psychology.
2. Stages of growth and development.
3. Different theories of learning, intelligence, motivation, transfer of learning.
4. Creativity and its development
5. Importance of mental health and hygiene.

Course Content:

Unit 1. Educational psychology

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

Unit 2. Growth and Development

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

Unit 3. Learning

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

Unit 4. Transfer of Learning

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

Unit 5. Motivation

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

Unit 6. Intelligence

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

Unit 7. Creativity

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

Unit 8. Memory and Forgetting

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

Unit 9. Reasoning and Problem Solving

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

Unit 10. Personality

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

Unit 11. Educating Exceptional children

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

Unit 12. Mental Health and Hygiene

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

Unit 13. Adjustment

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

Unit 14. Aptitudes

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

Unit 15. Juvenile delinquency-

Meaning, nature, causes of juvenile delinquency, prevention.

References:

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

Paper-3: Sociological Foundation of Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Meaning and nature of educational sociology and social organizations.
2. Group dynamics and social interaction
3. Various agents of socialization.
4. Social problems in India.

Course Contents:

Unit 1. Introduction to Educational Sociology

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

Unit 2. Socialization

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

Unit 3. Agents of socialization

Family, School, Community, Religion and State.

Unit 4. Social organization and Social disorganization

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

Unit 5. Social Group

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

Unit 6. Social stratifications-

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

Unit 7. Modernization

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

Unit 8: Social Mobility

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

Unit 9: Social Change

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

Unit 10: Social control

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

Unit 11: Culture

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

Unit 12: Democracy

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

Unit 13: Equality of Educational Opportunity

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

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

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

Unit 15: Social problems relating to education in India

Delinquency, child labour, drug abuse, poverty, unemployment, cyber crime.

References:

1. Ogburn , W.F. & Nimkoff: *A Handbook of Sociology*, Eurasia Publishing House. N.D. 1964
2. Rao, C.N. Shankar: *Sociology, Primary Principles*, S. Chand & Company Ltd. 2001
3. Srinivas, M.N.: *Social Change in Modern India*, oriental Longman 2006.
4. Shah B.V, Shah K.V, "Sociology of Education"

Paper-4: Methods and Techniques of Teaching and**Teaching Practical****50= Theory****30= Teaching Practice****20= Viva****Course Objectives:**

To enable the learners to develop an understanding about the

1. Various teaching methods and teaching skills
2. Ways to prepare lesson plans for various subjects like Mathematics, English, Social Studies and Physical Sciences.

Course Contents:**Part-A****Unit 1 Principles of Teaching**

General principles of teaching, marks of good teaching, factors influencing learning.

Unit 2. Bloom's Taxonomy

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

Unit 3. Teaching Techniques

Concept, need and importance, Maxims of teaching

Unit 4: Teaching devices

Explanation, Questioning, Illustration, Narration and Demonstration.

Unit 5: Teaching Aids

Concept, various kinds of teaching aids and their educational implications

Unit 6: Lesson Plan

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

Unit 7: Methods of teaching in different subjects

Language, Mathematics, General Science and Social Science.

Part- B

Teaching Practice, including Viva.

References:

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

2nd Semester**Paper-5: History of Education in India****Course Objectives:**

To enable the learners to develop an understanding about the

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

Course Contents:**Education during Pre-Independence Period****Unit 1. Education in Ancient and Medieval India**

Vedic, Buddhist and Muslim Period.

Unit 2. Education in British India-I

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

Unit 3. Education in British India-II

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

Unit 4. Education in British India-III

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

Unit 5. Education in British India-IV

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

Unit 6. Education in British India-V

Sadler Committee of Education in 1917.

Unit 7. Education in British India-VI

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

Education in Independent India**Unit 8. Development of Education in India since Independence – I**

The University Education Commission of 1948-49 and its recommendations

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

The Secondary Education Commission of 1952-53 and its recommendations

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

Education Commission of 1964-66 and National Policy on Education 1986-Objectives and Educational Structure.

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

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

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

National Knowledge Commission, Janardhan Reddy Commission, Yahpal Committee Report.

Unit 13. Development of Education in Assam

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

Unit 14. New Initiatives for Universalization of Education

SSA, RMSA, RUSA.

Unit 15. Distance Education in Assam

Growth and present status of distance education in Assam

References:

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

Paper-6: Measurement and Evaluation in Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Measurement and evaluation in education.
2. Preparation of various tests for measuring and evaluating education.
3. Principles of test construction both educational and psychological.

Course Contents:

Unit 1. Educational Measurement

Meaning and nature of Educational Measurement. Scales of Measurement.

Unit 2. Psychological Test

Meaning, nature, functions and uses of psychological test.

Unit 3. Evaluation in Education

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

Unit 4. Test Construction and its Standardization

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

Unit 5. Procedure of test construction.

Planning, preparing, trying out and evaluation of a test

Unit 6. Test Items

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

Unit 7. Validity

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

Unit 8. Reliability

Meaning and characteristics, various methods for measurement of reliability.

Unit 9. Educational Achievement and its Measurement

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

Unit 10. Intelligence test and its measurement

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

Unit 11. Measurement of Aptitude

Meaning, nature and measurement of aptitude.

Unit 12. Measurement of Attitude

Meaning, nature, classification, and measurement of attitude.

Unit 13. Measurement of Interest

Meaning, nature and measurement of interest.

Unit 14. Measurement of Personality

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

Unit 15. Measurement of Creativity

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

References:

1. Asthana, B.: *Measurement and Evaluation in Psychology and Education*. Vinod PustakMandir, Agra-2,2000
2. Anastasi, A (ed).: *Psychological Testing*, Macmillan, Lond.1968
3. Crow, L.D. & Crow, A.: *Educational Psychology*, Eurasia Publishing, N/D. 1963.
4. S K Mangal (1993) *Advanced Educational Psychology*, New Delhi, Prentice Hall of India
5. Stanley, J.C. &Hopkings, K.D.: *Educational and Psychological Measurement*, Prentice Hall of India, ND, 1972.

Paper-7: Problems and Issues in Indian Education

Course Objectives:

To enable the learners to develop an understanding about the

1. Various issues and problems of Modern Indian Education.
2. Constitutional provisions for education.
3. Policy perspectives and emerging trends in education.
4. Women empowerment through education.
5. Strategies for solving educational problems.

Course Contents:

Unit 1. Education and Indian Constitution

Provisions of education in the Indian Constitution and their implementations.

Unit 2. Primary Education

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

Unit 3. Secondary Education

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

Unit 4. Higher Education

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

Unit 5. Educational Autonomy

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

Unit 6. Education in New Era

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

Unit 7. Women Education

Problems of women education and education for women empowerment.

Unit 8. Value Education

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

Unit 9. Peace Education

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

Unit 10. Education for rural development

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

Unit 11. Distance education

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

Unit 12. Teacher education

Meaning, objectives, importance, problems and its prospects.

Unit 13. Adult Education

Meaning, importance, problems and its prospects.

Unit 14. Student Unrest

Concept, problems and remedies.

Unit 15. Gender equity

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

References:

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

2. Kohle, V.K. *Current Problems of Indian Education* , Krishna Bros Jalandhar
3. Mukherjee, S.N. : *Education in India Today and Tomorrow*. Acharya Books Depot, Boroda.
4. NCERT, ND: *Socially Useful Productive Work Curriculum*. Naik&Nurulla. A *Students' History of Education in India* (Large Edition), Macmillan
5. Safaya, R.N.: *Development Planning and Problems of Indian Education*, Krishna Bros Jalandhar.

Paper-8: Educational Technology

Course Objectives

To enable the learners to develop an understanding about the

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

Course Contents

Unit 1. Educational Technology

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

Unit 2. Instructional Objectives

Meaning and Taxonomy of Instructional Objectives.

Unit 3. Instructional Technology

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

Unit 4. Teaching Aids in Educational Technology

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

Unit 5. Teaching strategies

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

Unit 6. Communication and Instruction

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

Unit 7. Mass media approach in Educational Technology

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

Unit 8. Emerging Trends in Educational Technology

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

Unit 9. Micro Teaching

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

Unit 10. Flanders's Interaction Analysis and Simulation

Meaning, Nature, Procedure, advantages and limitations.

Unit 11. Programmed Instruction

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

Unit 12. Internet

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

Unit 13. Language Laboratory

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

Unit 14. Distance Education and Technology

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

Unit 15. Systems Approach in Educational Technology

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

References:

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

3rd Semester

Paper-9 Educational Research and Educational Statistics

First half consists of Research Methodology. (50Marks)

Second half consists of Educational Statistics. (50 Marks)

Course Objectives

To enable the learners to develop an understanding about the

- i. Concept of educational research, its needs and importance
- ii. Various methods of educational research.
- iii. Modalities necessary for formulating research problem.

- iv. Source for obtaining the data, analysis and drawing for solving an educational problem.
- v. Major approaches that are available for conducting the educational research and preparing and communication of result-the research report.

Course Contents:

First Half: Research Methodology in Education

Unit 1: Educational Research

Meaning, nature, Scope and types of Educational Research.

Unit 2: Areas of Educational Research

Philosophical, Psychological, and Sociological.

Unit 3: Hypothesis

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

Unit 4: Approaches and methods of educational research

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

Unit 5: Tools of Educational Research

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

Unit 6: Sampling

Concept, types and techniques of sample selection.

Unit 7: Action Research

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

Unit 8: Research Proposal

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

Second Half: Educational Statistics**Unit 9: Educational Statistics**

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

Unit 10: Normal Probability Curve

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

Unit 11: Measures of central tendency

Mean, Median, Mode and their uses.

Unit 12: Measures of Variability

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

Unit 13: Correlation

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

Unit 14: Regression and prediction

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

Unit 15: Chi Square, t-Test and ANOVA

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

References:

1. Best, J.W. & Khan, J.V.: *Research in Education*, (6th Edition) New Delhi, Prentice Hall, 1989.
2. Buch, M.B.: *A Survey of Research in Education*, Baroda, CASE, M. S. University, 1974
3. Garrett, H.E. *Statistics in Psychology and Education*, Bombay, Vikils, Feiffer & Semen's Ltd. 1988.
4. Good, Barr & Scates *Methodology of Educational Research*, New York Appletion Crofts, 1962.

5. Koul, L: *Methodology of Educational Research*, New Delhi, Vikas Publications, 1998.
6. Rubin, Herbert J: *Qualitative Interviewing: The Art of Hearing Data*, Sage Publication, 1995
7. Silverman, David (ed): *Qualitative research: Theory, Method and Practice*, Sage Publications, 2006
8. Singh, Arun Kumar: *Test, Measurement and Research Methods in behavioural Sciences*, New Delhi, Mc Graw Hill, 1986.

Paper-10: Distance Education

Course Objectives:

To enable the learners to develop an understanding about the

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

Course Contents:

Unit1. Concept of Distance Education

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

Unit2. Learner-support service

Meaning of Learner Support Services, different learner support services.

Unit3. Self Learning Material

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

- Unit4. Study Skills**
Concept of Study Skills, strategies for developing study skills, significance of Study Skills in distance learning.
- Unit5. Curriculum**
Concept of curriculum, major approaches of curriculum development, need of curriculum evaluation, aspects of curriculum evaluation.
- Unit6. Distance Education and Administration**
Administrative set-up and organization of distance education system.
- Unit7. ICT and Distance Education**
Information and communication technologies and their application in distance education.
- Unit8. New approaches in distance education**
E-learning, Blended learning, OER, MOOCs.
- Unit 9. Quality Assurance in distance education**
Quality enhancement, monitoring, evaluation and feedback, Role of CIQA in open and distance learning.
- Unit10. Distance education and community development**
Technical, professional, vocational and entrepreneurship courses.
- Unit11. Role of distance education**
Distance education for rural development, women empowerment and teacher training programme.
- Unit12. Problems and Prospects of Distance Education**
Challenges and prospects of distance education, future road map.
- Unit13. Dual mode and Single Mode University**
Differences between Dual Mode University and Single Mode University system, Challenges faced by ODL in dual mode and single mode university system.
- Unit14. Assessment in distance education**
An overview on assessment, purposes of assessment, assessment in ODL.
- Unit15. Evaluation**

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

References:

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

Paper-11: Teacher Education

Course Objectives:

1. To enable the learners to understand the meaning, scope, objectives of teacher education and its development in India.
2. To develop an understanding among the learners about various modalities used for teachers, teacher educators and educational administrators for different levels of education.
3. To acquaint the learners with various aspects of student-teaching programmes, prevailing in the country.
4. To enable the learners to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.

Course Contents:

Unit 1: Introduction to Teacher Education

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

Unit 2: Teacher Education for different levels of Education

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

- Unit 3: In-service Training Programmes**
Concept, objectives, needs and importance, types, organization and evaluation.
- Unit 4: Techniques of Teacher Training**
Micro-teaching, simulation, programmed instruction, team teaching, interaction analysis.
- Unit 5: Skills of Teaching**
Probing Questions, lecturing, discussion, demonstration, illustration, explanation, stimulus variation.
- Unit 6: Research in Teacher Education**
Trend Analysis in research in teacher education and their outcomes.
- Unit 7: Innovation in Teacher Education**
Innovative Practices in Teacher Education, ICT for Teacher Education.
- Unit 8: Organizations for Teacher Education**
NCERT, NCTE, SCERT, CIET, DIET, NUEPA, Regional colleges of education, RIE.
- Unit 9: Distance Education and Teacher Education**
Role of Distance Education in Teacher Education in India, New innovations (MOOCs, OERs) for continuing professional development of teachers.
- Unit 10: Teacher Education in Assam**
Growth and development of Teacher Education in Assam, problems and prospects of teacher education in Assam.
- Unit 11: Teaching as a Profession**
Meaning, qualities of a teacher, professional ethics and accountability of a teacher.
- Unit 12: Teacher's Role**
Role of teacher as facilitator of learning, in transaction of curriculum, as a link between school and community, role expectations of teachers in the 21st Century.
- Unit 13: Professional Development Programmes for teachers in Higher Education**
Role of Academic Staff College, Refresher courses, Orientation courses for the college and university teachers.
- Unit 14: Policies and Practices and Quality Assurance in teacher Education**

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

Unit 15: Challenges of Teacher Education

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

References:

1. American Council on Education, *the Improvement of Teacher Education*, 1946.
2. *Education Policy* of 1986.
3. Farooqi, F.J.: *Teacher Education*, PHI, New Delhi, 2006
4. Mukherjee, S.N.(ed) *Education of Teachers in India*, Vol.I& II, S. Chand, ND, 1968.
5. NCERT, ND, *Directory of Training College in India*, 1963.
6. *Policy Perspectives in Teacher Education*-NCTE 1998.
7. Singh, YK: *Teacher Education*, PHI, New Delhi, 2005.
8. Sarma, T.C.: *Teaching Learning Theory & Teachers Education*, PHI, New Delhi, 2005
9. *Teacher Education in Assam, Meghalaya, Mizoram and Tripura*-NCTE.
10. Varma, Dr.Neeru: *Teacher Education*, Ayush Publishers & Distributers, Delhi, 2008
11. Wadhwa, Shalini: *Role of Teachers in Teaching and Learning*, Sarup& Sons, New Delhi, 2005.

Paper-12: Psychological Practical (Total marks =100)

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

(4 experiments without apparatus carries 4x3=12 marks)

(3 Physiological experiments carries 8 marks)

b) Psychological Experiments during examination 15x3= 45 marks

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

c) Viva Voce= 15 marks

Course Objectives:

To enable the learners to develop an understanding about the

1. Practical utility of the various psychological testing.
2. Designing the apparatus of various psychological testing.

Course Contents:**Unit 1. Learning**

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

Unit 2. Memory and forgetting

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

Unit 3. Attention

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

Unit 4. Personality

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

Unit 5. Motivation and learning

- (i) Level of aspiration
- (ii) Effect of knowledge of result on performance

Unit 6. Problem solving: Set in problem solving

Unit 7. Psychological drawing and labeling:

- (i) Human brain
- (ii) Human eye
- (iii) Human ear.

References:

1. R.S. Woodworth: Experimental psychology
2. S M Mohsin: Experiments in Psychology

4th Semester

Paper-13: Educational Management

Course Objectives:

1. To enable learners understand the basic concepts of educational management.
2. To acquaint the learners with the process of-
 - a) Financial management
 - b) Institutional management.
 - c) Personal management.
3. To acquaint the students with meaning, nature and functions of supervision and also to enable students to understand supervision as service activity, as a function, as educational leadership and as a process.
4. To enable the students to understand the meaning, nature and significance of educational planning and also to acquaint them with manpower forecasting, manpower planning, human capital formation, perspective planning and institutional planning.

Course Contents

Unit1. Educational Management

Concept, nature, scope and importance of Educational Management.

Unit 2. Components of Educational Management

Planning, organizing, directing and controlling.

Unit 3. Institutional Planning

Concept, need and importance, steps of Institutional planning.

Unit 4. Approaches of Planning

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

Unit 5. School Management

Meaning, objectives, scope, principles and factors influencing school management.

Unit 6. Management and Resources

Human resources, material resources and financial resources.

Unit 7. Classroom Management

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

Unit 8. Concept of Quality Education

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

Unit 9. Educational Supervision

Meaning, importance, needs and functions of Educational Supervision.

Unit 10. Educational Leadership

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

Unit 11- Communication

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

Unit 12- Inter-personal Conflict

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

Unit 13- Educational Administration

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

Unit-14- Professional Ethics of Teacher and Educational Management

Demands of teaching profession, professional ethics in educational management.

Unit 15- Challenges of Educational Administration

Problems of educational administration in India and their solutions

References:

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

8. Naik, J.P.: *Educational Planning in India*, New Delhi, Allied Publishers.
9. NIEPA; *Educational Management in India*, New Delhi, NIEPA, 1986.
10. Prasad, L.M.: *Principles and Practice of Management*, New Delhi, Sultanchand & Sons, 1994.
11. Payne, W.H. *School Supervision: A Practical Treatise*, PHI, New Delhi, 2005

Paper-14 Environment and Population Education

Course Objectives:

1. To make the learners aware of environmental problems and to familiarize them with the concept and importance of environmental education.
2. To make the learners aware of the various mechanisms of environmental protection and promotion.
3. To enable the learners to understand the basic concept of population education and the consequences and effects of population growth.
4. To make learners aware about the various strategies of population control.

Course Contents:

Unit 1. Environmental education

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

Unit 2. Perspective of Environmental Education

Ecological and Psychological Perspectives of man and his environment.

Unit 3. Environmental Degradation

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

Unit 4. Environmental Pollutions

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

Unit 5. Programme of Environmental Education

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

Unit 6. Conservation and Protection of Environment

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

Unit 7. Agencies of Environmental Education-

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

Unit 8. Media of Environmental Education-

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

Unit 9. Challenges and Environmental Education

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

Unit 10. Population education

Meaning, nature and Scope, Dynamics of population growth.

Unit 11. Population Explosion-

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

Unit 12. Methods of Population Education

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

Unit 13. Population Education and Quality of Life

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

Unit 14. Role of Mass-Media in Population Control

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

Unit15. Population Growth and Educational Development

Quality of Education, Adult Education, Vocational Education, Non-formal Education and Population Education, Role of TLC, NLM, ICDS, SSA for literacy campaign to control population growth in India.

Reference Books:

- 1.R.C.Sarma: *Environmental Education, Surya Publication, Meerat, 1997*
- 2.R.A.Sharma: *Environmental Education, Metro Politary Book Co.Pvt.Ltd, NewDelhi*
3. Mahapatra D: *Environmental Education.*
4. Rao, D.G.: *Population Education, Sterling, 1974*
5. Kuppuswami, B: *Population Education, AsiaPublishing, 1971*
6. Baladev, K.P: *Population Crisis in India.*

Paper-15: Optional Papers:

- **Developmental Psychology**

Course Objectives:

- To enable the students to understand the basic concepts relating to development
- To enable the students to understand the general principles of development.
- To enable the students to understand the developmental aspects during infancy, childhood and adolescence.

Course Contents**Unit 1: Developmental Psychology**

Concept, Meaning and scope of developmental psychology.

Unit 2: History of Developmental Psychology

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

Unit 3: Methods of Studying Development-I

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

Unit 4: Methods of Studying Development-II

Experimentation method, case-studies method and observation method .

Unit 5: Pre-Natal Development

Concept of pre-natal development, conditions affecting pre-natal development, actions and reactions of the neo-nate.

Unit 6: Development of New Born Infant

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

Unit 7: Development through the First Year

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

Unit 8: Development in the Toddler

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

Unit 9: Development in the Pre-School Child

Cognitive development, social development

Unit 10: Development in the School Age Child

Cognitive development, social development.

Unit 11: Role of Home for Personality Development:

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

Unit 12: Role of School for Personality Development:

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

Unit 13: Development in the Adolescent

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

Unit 14: Personality Development during Adolescence-

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

Unit 15: Juvenile Delinquency

Concept, causes, remedial measures

Reference Books:

- 1) Goswami, G (2008) –Child Development and Child Care, Guwahati, ArunPrakashan.
- 2) Hurlock, E.B. —Developmental Psychology –A life span approach, Tata Mc Graw Hill Publishing Com. Ltd.
- 3) Thompson, G.G. —Child Psychology, Bombay, The Times of India Press (Indian reprint)
- 4) Hurlock, E.B —Child Development, Tata Mc. Graw Hill Publishing Com. Ltd.

- **Comparative Education**

Course Objective

1. To help the learners to understand comparative education as an emerging discipline of education
2. To orient the learners with educational systems in terms of factors and approaches of comparative education.
3. To orient the students to assess the efficacy of educational systems of various countries.

4. To develop an understanding among the students to solve the prevailing problems of education in India through the discipline of education.

Course Contents

Unit 1: Introduction to Comparative Education

Meaning, nature, purpose and scope

Unit 2: Methods of comparative Education

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

Unit 3: Historical Development of Comparative Education

Background of comparative education, need of study.

Unit 4: Factors of Comparative Education

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

Unit 5: Approaches of Comparative Education

Cross and multi approaches of comparative study of education.

Unit 6: National System of Education

Determinants of National System of Education.

Unit 7: Education in India-I

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

Unit 8: Education in India-II

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

Unit 9: Education in the UK

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

Unit 10: Education in the USA

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

Unit 11: Education in Japan

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

Unit 12: Education in Germany

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

Unit 13: Education for Peace

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

Unit 14: Problems of the Third World Countries

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

Unit 15: Role of Education and the UNO

Role of the U.N.O.in improving educational opportunities among the member countries, various official organisation of the U.N.O. and their educational activities.

References:

1. Armfelt& Ashraf: *New Structure of Education in England, Soviet Education*, Sterling Publishers 1970.
2. *Comparative Education*, Oxford University (Periodical)
3. *Comparative Education Review* NY (periodical)
4. Hans, N.: *Comparative Education*
5. *International Review of Education*, Hamburg (periodical)
6. Ka-ho-Mok: *Education Reform and Education Policy in East Asia*, Routledge, 2005.
7. Millinsan Vernon: *An Introduction to the Study of Comparative Education*, Heinemann Educational, Lond.

8. Peter Cave: *Primary School in Japan, Self, Individuality and Learning in Elementary Education*, Routledge, 2009

Paper-16 Dissertation

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