

**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**



December 2019

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

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PROGRAMME PROJECT REPORT

MA IN EDUCATION

1. PROGRAMME'S MISSION AND OBJECTIVES:

1.1 The mission and vision of K. K. Handiqui State Open University are:

- 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.

1.2 Mission and Objectives of the MA Programme in Education, KKHSOU

In conjunction with the mission and vision of the University, the MA programme has been designed to achieve the following objectives.

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


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

The relevance of the MA 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 access in the field of higher education.
- ii. It helps in preserving societal values by incorporating units like value education in the curriculum.
- iii. The Programme provides knowledge and skills for those learners who aspire to become teachers and also for those who are being involved in the teaching profession. Education as a subject helps in development of teaching skills by introducing papers like methods and techniques of teaching and psychological practical which help learners to 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.

3. NATURE OF 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 Institution etc.

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

Through this programme, the learners will acquire specific skills and competence which are 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.

5. INSTRUCTIONAL DESIGN:

For the Programme to be conducted by the university in MA 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.

5.1 Design of the Programme

For conducting the Programme of MA 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.

5.2 Programme Structure and Duration of the Programme

For MA 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 including the course distribution and credit distribution is given in *Annexure I*. The detailed course wise syllabus of the MA in Education programme is given in *Annexure II*.

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.

5.4 Home Assignments: Assignments are a part of the teaching learning process and are compulsory. 20% marks in a course (without practical) shall be for Home Assignment wherever indicated.

5.5 Project Work: The details of dissertation to be submitted in the 4th semester of the programme is given in Annexure II of the report.

5.6 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.

5.7 Instructional Delivery Mechanism: The Self Learning Materials have been prepared keeping in view of the requirements of UGC. Particular attention has been given so that the basic three domains of knowledge, viz., behavioural domain, cognitive domain, and constructive domain can be addressed.

5.8 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 broadcast through the 90.4 Jnan Taranga Community Service Station of the University. *Eklavya*, a radio programme broadcast from All India Radio Station, Guwahati and simultaneously broadcast by All India Radio Station, Dibrugarh, also covers topics on Education and personal enrichment. Live Phone-in-programme is broadcast 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 You Tube videos.

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

- Self-Learning Materials covering the entire syllabi,
- Counselling sessions at study centres,
- Access to library services at study centres and the Central Library of the University as well,
- Audio-Video materials on selected modules, available at study centres,

ICT Support Services: ICT support is a major component of any ODL system of education. The university has given the top most priority on this. Some ICT-based support services provided by the university for the learners of MA in Education are listed below:

- 1 **Website:** The University has developed a full-fledged official website www.kkhsou.in for our learners and general public. Here through this website, all necessary information is provided to the learners. The Website is also linked with the social-networking site like Facebook (KKHSOU FB Official Group) for interaction among the learners, faculty members and stakeholders. The website also includes the customised study centre-search facility based on district or programme. And most of the Audio-Video programmes are also made available online through YouTube.
- 2 **Community Radio Service: Jnan Taranga** (90.4 MHz) of KKHSOU is the first Community Radio of the North Eastern part of the country. The Community Radio, being a platform for the community for taking up community issues, is also a platform to broadcast several educational programmes that includes debates, discussions, and talk shows.
- 3 **Ekalavya:** With the help of Prasar Bharati, our University has launched a special educational programme namely *Ekalavya*. It is aired every Saturday from 8.00 PM to 8.30 PM through All India Radio, Guwahati and Dibrugarh.
- 4 **Akashvani Phone-in Programme:** Our University offers one hour live **phone-in** counselling programme through AIR, Guwahati and Dibrugarh where officers and experts from this University clarify queries of listeners/learners via telephone. The phone-in programme is aired every Thursday from 09.15 AM to 10.15 AM.

- 5 **e-SLM:** An e-learning portal by the name of e-SLM (<http://eslm.kkhsou.in/>) has been launched by the university. It is also a digital repository where the study materials are uploaded for the benefit of the learners. All the study materials of the programmes (including Bachelor's Degree, Master's Degree etc.) can be accessed through this portal.
- 6 **Open Access Journals Search Engine (OAJSE):** To provide easy access to various open access journals across the world, KKHSOU has developed the Open Access Journals Search Engine (OAJSE) which is available for the users at the URL: www.kkhsou.in/library/oajse or <http://oajse.kkhsou.in>. OAJSE aims to cover journals in all subjects that are published in the English language. There are now 4,500+ journals in the directory.
- 7 **KKHSOU Mobile App:** The University has developed a mobile application "KKHSOU" to help the learners to connect 24x7 with the university. It can be freely downloaded from Google Play Store (for android user).
- 8 **SMS and e-mail Alert Facility:** The University has initiated an SMS and e-mail alert facility for the learners regarding any news, events and learner-related information of the university.
- 9 **E-mail Services:** Learners can mail their queries to any official/faculty member at the University's official mail id: info@kkhsou.in. Queries raised through this mail id, will be readdressed by the concerned official/faculty member of the University.
- 10 **TV Programme:** The University is going to initiate a half an hour live educational programme through a TV Channel **Prag-News** from June 2018. It will be telecast every Sunday at 8:30 am.

6. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATION:

6.1 Procedure for Admission:

- Any person who has passed BA in any subject 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 to the MA in Education Programme of KKHSOU.

- The admission for the academic session 2018-19 of the University will be through online mode. A learner who desires to take admission in KKHSOU will have to submit his/her application through the online admission link provided in the University website www.kkhsou.in. The learner has to carefully go through the instructions for filling up the online admission form and complete the process accordingly. In the online admission system, the learner has to register with his/her mobile no/email id, and has to carefully verify the subjects of his/her choice available in the respective study centers.
- For admission to a particular programme, the course fee is to be paid through online transaction mode—i.e., through credit card/debit card/net banking or any other available online mode of payment.
- The learner after successful submission of the online admission form has to take a print out and submit the same to the study centre for hard copies of SLMs.
- The verification of online application form will be done in the University and after the completion of the verification process, the e-SLMs will be sent to the respective Email-id of the learner.
- The learners who have submitted incomplete application may be given conditional admission at the University's discretion, subject to fulfillment of other eligibility criteria.
- All the enrolled learners will be provided with registration nos, SLMs and Identity cards.
- The learner who is unable to complete the programme within specified period is required to register himself/herself as a fresh learner by paying the requisite fee.

6.2 Continuous Admission:

- i. Admission will have to be taken continuously in the programmes without any break. A learner will be allowed to appear in all the examinations, including back courses, within the stipulated time of a programme.
- ii. A learner will have to take admission to the next semester within one month from the last date of examination of the previous semester. It doesn't depend on whether the candidate appeared in the previous examination or not.

- iii. A learner will be allowed to take admission to the next semester beyond one month, but within two months from the last date of examination of the previous semester with a fine of Rs 500/-.
- iv. A learner may be allowed to take admission even after the issue of notification for filling up of examination forms, but such learners will be allowed to appear in the examination of that semester in the next year only.

6.3 Fee Structure

The fee structure of the MA programme in Education is as follows:

Semester-wise Fee Structure

Semester	Fee (In Rupees)
First	5500.00
Second	5200.00
Third	5200.00
Fourth	6300.00
Total	22,200.00

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

6.4 Financial Assistance: The University offers free education to jail inmates and differently-abled learners. At present, the University offers free of cost education to jail inmates in 16 Central Jails of the state.

6.5 Refusal/Cancellation of Admission: Notwithstanding anything contained in the Prospectus/Information Brochure, the University reserves the right to refuse or cancel Admission of any Candidate.

6.6 Curriculum Transaction and Activity Planner: 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 teamwork. 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. An Activity Planner that guides the overall academic activities in the programme shall be made available prior to the admission schedule of the University.

6.7 Evaluation: 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%.

The University is in the process of using high security and eco-friendly synthetic (water proof and termite proof) papers for mark sheets and certificates. Moreover, use 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.

7. REQUIREMENTS OF LABORATORY SUPPORT AND LIBRARY RESOURCES:

7.1 Laboratory Support:

For conducting the MA 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 MA programme in Education.

7.2 Library Resources:

The Central Library, Krishna Kanta Handiqui State Open University plays a vital role in the collection, development and dissemination of academic, scientific and technical

information to meet the present and future needs of the University. The library remains open from 10.00 am to 5.00 pm in all working days. The library is fully computerized with an ILS (Integrated Library System) and also equipped with RFID (Radio-frequency Identification) technology.

The Central Library has the following resources-

Physical Resources:

Books-	18,164
Theses-	8
Report-	1
Journals-	35
Magazines-	12
News Papers-	5
Audio CD/DVD-	49
Video CD/DVD-	6
CD/DVD with Textual documents-	66

E-resources:

E-Journals: The Central Library of KKHSOU subscribed e-journals from JSTOR (www.jstor.org), and the resources are very much necessary for academic and research community of the University.

Digital Library: Digitization has become deeply embedded into every aspect of education today. Hence, the Central Library of KKHSOU has started the Digital Library initiative. The mission of the “Digital Library at KKHSOU” is to locate, digitize, preserve, collect and make accessible the accumulated wisdom of the institute's output to the global community. The resources of the Digital Library include Administrative Documents, Conference/Seminar Proceedings, Faculty Publications, Journal of Open Learning and Research Communication (JOLRC), KKHSOU in News and Media, Newsletters, Annual Reports, MPhil/PhD Theses, Public Lectures, Convocation Addresses, Working Papers, etc.
URL: <http://dlkkhsou.inflibnet.ac.in>

Open Access Journals Search Engine (OAJSE): To provide easy access to various open access journal across the world, KKHSOU developed the Open Access

Journals Search Engine (OAJSE) which is available for the users from the URL www.kkhsou.in/library/oajse or <http://oajse.kkhsou.in>

KKHSOU at Shodhganga: Krishna Kanta Handiqui State Open University (KKHSOU) has joined Shodhganga for depositing their theses which is available for the users from the URL

<http://shodhganga.inflibnet.ac.in/handle/10603/145533>. Shodhganga repository is the reservoir of Indian intellectual output stored, hosted and maintained by the INFLIBNET Centre, an IUC of UGC.

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 coordinators 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 conduct 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.

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

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 MA 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.

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 MA 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.

9. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:

9.1 Quality Assurance Mechanism

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 workshops etc. which would help in enhancing quality of the MA 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 MA Programme in Education.

9.2 Expected Programme Outcomes:

The outcomes of the MA 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 Foundation of Education	PGEDS1-01	PHE	1st	4
Psychological Foundation of Education	PGEDS1-02	PSE	1st	4
Sociological Foundation of Education	PGEDS1-03	SFE	1st	4
Methods and Techniques of Teaching and Teaching Practical	PGEDS1-04	MTP	1st	4*
History of Education in India	PGED S2-01	HE	2nd	4
Measurement and Evaluation in Education	PGED S2-02	MEE	2nd	4
Problems and Issues in Indian Education	PGED S2-03	PIE	2nd	4
Educational Technology	PGED S2-04	ET	2nd	4
Educational Research and Educational Statistics	PGED S3-01	ERS	3 rd	4
Distance Education	PGED S3-02	DE	3 rd	4
Teacher Education	PGED S3-03	TE	3 rd	4
Psychological Practical	PGED S3-04	PSP	3 rd	4**
Educational Management	PGED S4-01	EDM	4th	4
Comparative Education	PGED S4-02	CED	4th	4
Economics of Education OR Environmental and Population Education	PGED S4-03 PGED S4-03	EE EPE	4th	4
Dissertation	PGED S4-04	DSR	4th	4****

* PGEDS1-04: 50% Theory, 30% Practice Teaching, 20% Viva-voce

** PGED S3-04:40% Practical Note Book, 45% Experiments, 15% Viva-voce

*** PGED S4-04: 20% for Viva-voce and 80% for dissertation

Annexure II

Detailed Syllabus of MA in Education Programme

Paper-1: Philosophical Foundation of Education

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 of philosophy

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

Unit 6. Naturalism as school of philosophy

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

Unit 7. Pragmatism as school of philosophy

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

Unit 8. Existentialism as school of 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 Henrich Pestalozzi and his educational thought

Contribution of John Henrich 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

Contribution of Mahatma Gandhi to educational thought and practice.

Unit 15. Sankardeva and his educational thought

Contribution of Sankardeva to educational thought and practice.

Paper-2: Psychological Foundation of Education

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 mechanisms.

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.

Paper-3: Sociological Foundation of Education

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 disadvantaged sections of the society**
Problems of socially 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.

Paper-4: Methods and Techniques of Teaching and Teaching Practical

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. Methods of teaching in different subjects-Language, Mathematics, General Science and Social Science.

Part- B

Teaching Practice including Viva voce.

2nd Semester

Paper-5: History of Education in India

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 1968-Objectives and Educational Structure.

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

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

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

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

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

Paper-6: Measurement and Evaluation in Education**Unit 1. Concept of Measurement**

Meaning and nature and function of Measurement. Scales of Measurement.

Unit 2. Evaluation in Education

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

Unit 3. Psychological Test

Meaning, nature, functions and uses of psychological test.

Unit 4. Test Construction and its Standardization

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

Unit 5. Items Analysis

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

Unit 6. Validity

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

Unit 7. Reliability

Meaning and characteristics, various methods for measurement of reliability.

Unit 8. Educational Achievement and its Measurement

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

Unit 9. 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 10. Measurement of Aptitude

Meaning, nature and measurement of aptitude.

Unit 11. Measurement of Attitude

Meaning, nature, classification, and measurement of attitude.

Unit 12. Measurement of Interest

Meaning, nature and measurement of interest.

Unit 13. Measurement of Personality

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

Unit 14. Measurement of Creativity

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

Unit 15. Emerging Trends in Evaluation

Question Bank. Grading System-Concept, method, advantages and disadvantages.
Semester System- Concept, method, advantages and disadvantages. Use of computer in evaluation.

Paper-7: Problems and Issues in Indian Education**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. Recent Commissions and Reports on Higher Education

Unit 5. Autonomy in Higher Education

Concept of autonomy and need of autonomy for present higher education in India. Implication of autonomy in higher education-issues and concern

Unit 6. Education in New Era

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

Unit 7. Women Education

Need and importance of women education. Problems of women education in India.
Education for women empowerment.

Unit 8. Value Education

Meaning and need 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 and nature 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.

Paper-8: Educational Technology**Unit 1. Educational Technology**

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

Unit 2. Instructional Objectives

Meaning and Taxonomy of Instructional Objectives. Writing Objectives in behavioural terms

Unit 3. Systems Approach

Concepts of system and systems approach, system approach to education, components of instructional system, role of teacher in the system approaches.

Unit 4. Instructional Technology

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

Unit 5. Teaching strategies

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

Unit 6. Teaching Aids in Educational Technology

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

Unit 7. Communication and Instruction

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

Unit 8. Mass media approach in Educational Technology

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

Unit 9. Emerging Trends in Educational Technology

INSAT, EDUSAT, INFLIBNET, Teleconferencing, Video Conferencing, CAI, Computer Managed Learning, e-learning tools, Virtual learning, Blended learning, M-learning

Unit 10. Micro Teaching

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

Unit 11. Flanders's Interaction Analysis and Simulation

Meaning, Nature, Procedure, advantages and limitations.

Unit 12. Programmed Instruction

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

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. Resource Centre for Educational Technology

CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST-their activity for the improvement of teaching-learning

3rd Semester**Paper-9 Educational Research and Educational Statistics**

First half consists of Research Methodology. (50Marks)

Second half consists of Educational Statistics. (50 Marks)

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

Unit 14: Regression and prediction

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

Unit 15: Chi Square, t-Test and ANOVA

Application of the Chi-square test, t-test and F-test (ANOVA)

Paper-10: Distance Education**Unit1. Concept of Distance Education**

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

Unit2. Learner-Support services

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.

Paper-11: Teacher Education

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 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 Human Resource Development Centres, Refresher courses, Orientation courses and Short-term 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.

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

a) Practical Notebook=40 marks (5 experiments with apparatus carry $5 \times 4 = 20$ marks)

(4 experiments without apparatus carry $4 \times 3 = 12$ marks)

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

b) Psychological Experiments during examination $15 \times 3 = 45$ 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. Procedure of various psychological testing by using the apparatus.

Course Contents:**Unit1. Learning**

- (i) mirror learning

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

Unit2.Memory and forgetting

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

Unit3.Attention

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

Unit4.Personality

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

Unit5.Motivation and learning

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

Unit6.Problem solving: Set in problem solving

Unit7.Psychological drawing and labelling:

- (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

Unit1. Educational Management

Concept, nature, scope and importance of Educational Management.

Unit 2. Components of Educational Management

Planning, organizing, staffing, controlling and directing.

Unit3. 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.

Unit5. School Management

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

Unit 6. Management and Resources

Human resources, material resources and financial resources and their management

Unit7. Classroom Management

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

Unit8. Concept of Quality Education

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

Unit9. Educational Supervision

Meaning, importance, needs and functions of Educational Supervision.

Unit10. Educational Leadership

Concept of Educational Leadership, types of leadership (academic, administrative, community and student-centered), leadership skills. Leaders as team manager, decision maker and motivator.

Unit11. Communication

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

Unit 12. Inter-personal Conflict

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

Unit 13. Educational Administration

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

Unit-14. Professional Ethics of Teacher and Educational Management

Concept of Professional ethics, need and importance, demands of teaching profession, professional ethics in educational management.

Unit 15. Challenges of Educational Administration

Problems of educational administration in India and their solutions

Paper-14 Comparative Education**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,variousofficialorganisationoftheU.N.O.andtheireducationalactivities

Paper-15: Optional Papers (Any one of the Following)**A. Economics of Education****Unit1. Economics of Education**

Concept, Nature and Scope. Recent Trends in Economics of Education

Unit2. Education and Economic development

Relationship between Education and Economic Development, Human Capital Formation and Manpower Planning.

Unit3. Education and Cost-Benefit Analysis

Concept of Cost Benefit Analysis, Need and Importance of Cost Benefit Analysis in Education

Unit 4. Education and Employment

Need of Education of Employment, Campus Placement, Various Issues of Employment, Present Policy for Employment.

Unit 5: Economics of Education Policy

Nature of Economic Policy, Education as a Public Good

Unit 6: Health Policies

Education and Health: Need of Health Policy for Human Development and Economic Development.

Unit7. Consumer Rights in Education

Concept, Quality of Education and Transparency in Valuation.

Unit8. Economicsand Social welfare

Social Choice and the Concept of Economic Efficiency in Allocation of Resources, Education, Productivity and Screening

Unit9. Gender Issues in Economics of Education

Concept of Gender, Women education and Economic Development, Education and Gender Equality, Measures at National and International Level

Unit 10. Financing of education

Role of the Centre, States and Agencies in Financing Education.

Unit 11. Financing in Elementary Education

Pattern of Financing, Need of Financing, Financial Policy for Primary Education in India

Unit 12: Financing in Secondary Education

Pattern of Financing, Need of Financing, Financial Policy for Secondary Education in India

Unit 13: Financing in Higher Education and Technical Education

Pattern of Financing, Need of Financing, Financial Policy for Higher and Technical Education in India

Unit 14: Labour Market

Concept of Labour Market, Sectoral Growth, Unemployment and Underemployment, Labour Mobility in India

Unit 15: Access and Equity in Education

Meaning of Access and Equity, Need of Economy for Improving Access in Education, Reservation Policy in Education in India.

B. Environment and Population Education

Unit1. Environmental Education

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

Unit2. Perspective of Environmental Education

Ecological and Psychological Perspectives of man and his environment.

Unit3. Environmental Degradation

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

Unit4. Programme of Environmental Education

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

Unit5. Conservation and Protection of Environment

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

Unit6. Agencies of Environmental Education-

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

Unit7. Media of Environmental Education-

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

Unit8. Teacher's Training for Environmental Education

Present status, agencies, curriculum of Teacher's training. Problems and remedies of Teacher's training.

Unit9. Population education

Concept, History and Objectives of Population Education. Population Programme in India

Unit10. Population Dynamics

Definition and component of population. Demographic characteristics. Changes in Population. Population Control Measures

Unit11. Methods of Population Education

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

Unit12. Population and Quality of Life

Concept of Quality Life. Quality of Life Resources. Level of living, Social and Political System, process of development. Health and Sustainable Development

Unit13. Curriculum and Population Education

Curriculum of Population Education, Integration and correlation of curriculum. Co-curricular activities.

Unit14. Agencies of Population Education

Formal and non-formal agencies. Role 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.

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.