

# **M.A Education Course Structure**

**(As Per Guidelines prepared by NEP Task Force, MZU)**

**Effective from 2022**

**DEPARTMENT OF EDUCATION  
MIZORAM UNIVERSITY, AIZAWL**

## **Programme Objectives**

The objectives of MA (Education) Programme are as outlined below:

1. To introduce the students to foundations of education particularly sociological, psychological and philosophical foundations so that their understanding of education becomes deeper.
2. To acquaint students with the process of curriculum development.
3. To enable the students to understand and examine higher education in India.
4. To enable the students to understand and conduct psychological tests and experiments.
5. To make students familiar with educational technology and to enable them to utilize it whenever and wherever applicable.
6. To make students realize the significance of early childhood education for later development and education and to prepare the students fit for dealing with or opening of early childhood education centres.
7. To prepare the students for research by introducing them to research methodology, statistics in education and testing and evaluation.
8. To introduce students to teacher education and pedagogy and make them professionally prepared for teaching.
9. To enable the students to understand and examine systems of education in different countries of the world in a comparative perspective.
10. To let students understand the right type of education for exceptional children.
11. To let students understand the processes of educational planning and management.
12. To give students the opportunity to do field work, study the community and come out with some solutions for solving their problems.
13. To acquaint students with research process and enable them to conduct research.
14. To help students of other departments or disciplines know and understand art education, human rights education and peace education.
15. To promote interdisciplinary learning and knowledge among students and to help them acquire holistic development.

## **Programme Outcomes**

The outcomes of MA (Education) Programme after completing the course are as given below:

1. The students will be acquainted with foundations of education particularly sociological, psychological and philosophical foundations as a result of which that their understanding of education becomes deeper.
2. Students will be acquainted with the process of curriculum development.
3. Students will understand and be able to examine higher education in India.
4. Students will understand and be able to conduct psychological tests and experiments.
5. Students will become familiar with educational technology and will be able to utilize it whenever and wherever applicable.
6. Students will realize the significance of early childhood education for later development and education and will become fit for dealing with or opening of early childhood education centres.
7. Students will be prepared for research after introducing them to research methodology, statistics in education and testing and evaluation.
8. Students will have understanding of teacher education and pedagogy and become professionally prepared for teaching.
9. Students will understand and be able to examine systems of education in different countries of the world in a comparative perspective.
10. Students will understand the right type of education for exceptional children.
11. Students will understand the processes of educational planning and management.
12. Students will be able to do field work, study the community and come out with some solutions for solving their problems.
13. Students will be acquainted with research process and will be able to conduct research on their own.
14. Students of other departments or disciplines will know and understand art education, human rights education and peace education.
15. Interdisciplinary learning and knowledge will be promoted among students and will help them acquire holistic development.

COURSES AND CREDIT DISTRIBUTION FOR TWO YEAR PG/MASTERS DEGREE PROGRAMME IN EDUCATION WITH EXIT OPTION								
FIRST SEMESTER (20 CREDITS)								
Course Code	Name of the course	Marks	Credits	Distribution of Credits			Distribution of Marks	
				L	T	P	Sessional	End Semester Exam
Disciplinary Major								
EDN/MJ/500	Sociological Foundations of Education	100	3	2	1	-	40	60
EDN/MJ/501	Psychological Foundations of Education	100	3	2	1	-	40	60
EDN/MJ/502	Philosophical Foundations of Education	100	3	2	1	-	40	60
Interdisciplinary Major								
	Students will select any one from a pool of MJ courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MJ course:							
EDN/MJ/503*	Sociological Foundations of Education	100	3	2	1	-	40	60
EDN/MJ/504*	Psychological Foundations of Education							
EDN/MJ/505*	Philosophical Foundations of Education							
Disciplinary Minor								
EDN/MN/506	Curriculum Development	100	2	2	-	-	40	60
Interdisciplinary Minor								
	Students will select any one from a pool of MN courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MN course:							
EDN/MN/507*	Human Rights Education	100	2	2	-	-	40	60
EDN/MN/508*	Curriculum Development							
Field Project								
EDN/FP/509	Field Project - I	100	4	1	-	3	75	25 (Viva)
TOTAL		700	20	13	4	3	315	385

SECOND SEMESTER (20 CREDITS)								
Course Code	Name of the course	Marks	Credits	Distribution of Credits			Distribution of Marks	
				L	T	P	Sessional	End Semester Exam
Disciplinary Major								
EDN/MJ/550	Higher Education	100	3	2	1	-	40	60
EDN/MJ/551	Psychological Tests and Experiments in Education	100	3	1	-	2	40	60
EDN/MJ/552	Educational Technology	100	3	2	1	-	40	60
Interdisciplinary Major								
EDN/MJ/553* EDN/MJ/554* EDN/MJ/555*	Students will select any one from a pool of MJ courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MJ course:	100	3	2	1	-	40	60
Disciplinary Minor								
EDN/MN/556	Early Childhood Education	100	2	2	-	-	40	60
Interdisciplinary Minor								
EDN/MN/557* EDN/MN/558*	Students will select any one from a pool of MN courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MN course:	100	2	2	-	-	40	60
Field Project								
EDN/FP/559	Field Project - II	100	4	1	-	3	75	25 (Viva)
TOTAL		700	20	12	3	5	315	385

## EXIT OPTION WITH POST GRADUATE DIPOMA

THIRD SEMESTER (20 CREDITS)								
Course Code	Name of the course	Marks	Credits	Distribution of Credits			Distribution of Marks	
				L	T	P	Sessional	End Semester Exam
Disciplinary Major								
EDN/MJ/600	Research Methodology and Statistics in Education	100	3	2	-	1	40	60
EDN/MJ/601	Educational Testing and Evaluation	100	3	2	1	-	40	60
Disciplinary Minor								
EDN/MN/602	Pedagogy	100	2	2	-	-	40	60
Interdisciplinary Minor								
EDN/MN/603* EDN/MN/604*	Students will select any one from a pool of MN courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MN course:  Peace Education Pedagogy	100	2	2	-	-	40	60
Field Project								
EDN/FP/605	Field Project - III	100	4	1	-	3	75	25 (Viva)
Dissertation								
EDN/MJ/649	Conceptual Framework and Review Writing	100	6	1	-	5	100	-
TOTAL		600	20	10	1	9	335	265

FOURTH SEMESTER (20 CREDITS)								
Course Code	Name of the course	Marks	Credits	Distribution of Credits			Distribution of Marks	
				L	T	P	Sessional	End Semester Exam
Disciplinary Major								
EDN/MJ/650 EDN/MJ/651 EDN/MJ/652	Students will select any one from a pool of MJ courses:  Comparative Education Education for Exceptional Children Educational Planning and Management	100	4	3	1	-	40	60
Field Project								
EDN/FP/653	Field Project - IV	100	4	-	-	4	75	25 (Viva)
Dissertation								
EDN/MJ/699	Analysis and Interpretation of Data and Report Writing	100	12	-	2	10	75	25
TOTAL		300	20	3	3	14	190	110

## **COURSE AND CREDIT DISTRIBUTION FOR TWO YEAR PG/MASTERS DEGREE PROGRAMME IN EDUCATION WITH EXIT OPTION (NEW)**

### **I SEMESTER M.A. EDUCATION**

#### **Disciplinary Major**

**EDN/MJ/500** - Sociological Foundations of Education (3 Credit)

**EDN/MJ/501** - Psychological Foundations of Education (3 Credit)

**EDN/MJ/502** - Philosophical Foundations of Education (3 Credit)

#### **Interdisciplinary Major**

Students will select any one from a pool of MJ courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MJ course:

**EDN/MJ/503\*** - Sociological Foundations of Education (3 Credit)

**EDN/MJ/504\*** - Psychological Foundations of Education (3 Credit)

**EDN/MJ/505\*** - Philosophical Foundations of Education (3 Credit)

#### **Disciplinary Minor**

**EDN/MN/506** - Curriculum Development (2 Credit)

#### **Interdisciplinary Minor**

Students will select any one from a pool of MN courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MN course:

**EDN/MN/507\*** - Human Rights Education (2 Credit)

**EDN/MN/508\*** - Curriculum Development (2 Credit)

#### **Field Project**

**EDN/FP/509** - Project on Sociological foundations **OR** Curriculum development (4 Credit)

Students will be given field projects related to issues in education (e.g, Sociological Foundations/ Curriculum development) where they have to collect data and write a report

### **II SEMESTER M.A. EDUCATION**

#### ***Disciplinary Major***

**EDN/MJ/550** - Higher Education (3 Credit)

**EDN/MJ/551** - Psychological Tests and Experiments in Education (3 Credit)

**EDN/MJ/552** - Educational Technology (3 Credit)

### ***Interdisciplinary Major***

Students will select any one from a pool of MJ courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MJ course:

**EDN/MJ/553\*** - Higher Education (3 Credit)

**EDN/MJ/554\*** - Psychological Tests and Experiments in Education (3 Credit)

**EDN/MJ/555\*** - Educational Technology (3 Credit)

### **Disciplinary Minor**

**EDN/MN/556** - Early Childhood Education (2 Credit)

### **Interdisciplinary Minor**

Students will select any one from a pool of MN courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MN course:

**EDN/MN/557\*** - Art Education (2 Credit)

**EDN/MN/558\*** - Early Childhood Education (2 Credit)

### **Field Project**

**EDN/FP/559** - Project on Early childhood education **OR** Higher education (4 Credit)

Students will be given field projects related to issues in education (e.g. Early Childhood Education/Psychological Foundations) where they have to collect data and write a report

## **EXIT OPTION WITH POST GRADUATE DIPLOMA**

### **III SEMESTER M.A. EDUCATION**

#### **Disciplinary Major**

**EDN/MJ/600** - Research Methodology and Statistics in Education (3 Credit)

**EDN/MJ/601** - Educational Testing and Evaluation (3 Credit)

#### **Disciplinary Minor**

**EDN/MN/602** - Pedagogy (2 Credit)

#### **Interdisciplinary Minor**

Students will select any one from a pool of MN courses of other departments. Any one of the following courses will be floated for students of other departments to be taken as MN course:

**EDN/MN/603\*** - Peace Education (2 Credit)

**EDN/MN/604\*** - Pedagogy (2 Credit)



### **Field Project**

**EDN/FP/605** - Project on Research proposal **AND** Development of tools (4 Credit)

All students will undertake the following project and present it in a seminar on:

- (a) Writing and presentation of Research Proposal
- (b) Development of different tools for collection of data

### **Dissertation**

**EDN/MJ/649** - Conceptual Framework and Review Writing(6 Credits)

All students will write conceptual framework and review of related studies for their dissertation

## **IV SEMESTER M.A. EDUCATION**

### **Disciplinary Major**

**EDN/MJ/650** - Comparative Education (4 Credit)

**OR**

**EDN/MJ/651** - Education for Exceptional Children (4 Credit)

**OR**

**EDN/MJ/652** - Educational Planning and Management (4 Credit)

### **Field Project**

**EDN/FP/653** - Project on Data collection **AND** Tabulation of data (4 Credit)

All the students will undertake the following project:

- (a) Collection of Data
- (b) Scoring and tabulation of data

### **Dissertation**

**EDN/MJ/699** - Report Writing and Submission (12 Credit)

All students will write the methodology used for their research, analyze and interpret their data and write a report of their dissertation work and finally bind their dissertation which should be submitted in duplicate to the department of education.

# **I SEMESTER**

**EDN/MJ/500**  
**SOCIOLOGICAL FOUNDATIONS OF EDUCATION**  
**(3 Credits)**  
**Marks: 100**

**COURSE OBJECTIVES:**

After studying the course, a student will be able to:

- Define meaning and concept of Educational Sociology.
- Understand concept and process of social organization, social stratification and institution.
- Understand relationship between culture, society and education.
- Write a critical note on meaning, nature & determinants of culture and role of Education in cultural context.
- Illustrate the meaning and concept of social change with special reference to India.

**COURSE CONTENTS**

**UNIT I: Society, Education and Socialisation**

- Concept, composition and functions of society
- Concept, nature and scope of Sociology of Education
- Sociological perspective and determinants of education
- Concept, nature and process of socialisation
- Agencies of socialisation – family, school, community, peer group, mass media

**UNIT II: Culture, Social Change and Education**

- Culture – meaning and nature of culture
- Problems created by socio-cultural change and modernisation – cultural lag and cultural conflict, cultural diversity and unity in India
- Need for composite culture and the role of education
- Meaning, factors and theories of social change
- Constraints on social change in India (with special reference to caste, class, language, religion and regionalism) and the role of education

**UNIT III: Social Structure and Education**

- Social interactions and their educational implications – Forms of Social interaction (i) Competition (ii) Conflict (iii) Assimilation and (iv) Accommodation
- Typology of Social Groups - Primary - Secondary, Formal - Informal, InGroups and Out-Groups
- Dynamics of Group Behaviour, Sociometry and Sociogram to Study Social Interactions; Educational Significance of Group Dynamics
- Social Stratification and Social Mobility, Education as a Factor of Social Stratification and Social Mobility.

- Social Control and the Role of Education.

**Suggested Readings:**

- Havighurst, Robert et al., Society and Education, Allyn and Bacon, Boston, 1955.
- Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, New York, 1959.
- Maunheim, K.et al., An Introduction to Sociology of Education. Routledge and Kegan Paul, London, 1962
- Barry, H.A., & Johnson, L.V. (1964).Classroom Group Behaviours: Group Dynamics in Education. New York:
- Durkheim, E. (1966). Education and Sociology. New York: The Free Press.
- D'Souza, A. (1969). The Human Factor in Education. New Delhi: Orient Longmans.
- Cook, L.A., & Cook, E.E.A. (1970). Sociological Approach to Education. New York: McGraw Hill.
- Mossish, Loor., Sociology of Education : An Introduction, George Allen and Unwin, London, 1972
- Adishesiah, W.T.V., &Pavanasam, R. (1974).Sociology in Theory and Practice. New Delhi: Santhi Publishers.
- Inkeles, A., & Smith (1982).Becoming Modern. New York:
- Pandey, K.P., Perspective in Social Foundation of Education, AmitashPrakashan, Ghaziabad, 1983
- Gore, M.S., Education and Modernization in India, Rawat Publishers, Jaipur, 1984.
- Blackledge, D., & Hunt, Barry (1985).Sociological Interpretations on Education. London: Groom Helm.
- Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
- Shukla, S., & Kumar, K. (1985).Sociological Perspectives in Education. New Delhi: Chanakya Publication.
- Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
- Rajendra, Pade (1988). Modernization and Social Change. New Delhi: Criterion Publication.
- Haneman. Jayaram (1990).Sociology of Education. New Delhi:
- M.H.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
- Rawat. Mathur, S.S. (2000). A Sociological Approach to Indian Education. Agra-2:
- Pandit, K.L. (2003), Educational Sociology, Jaipur : ABD, Publishers.
- Prasad, J. (2004), Education and Society, N.Delhi :Kanishka Publishers.
- Pathak , R.P. (2007), Philosophical and Sociological Perspective of Education, N. Delhi: Atlantic Publishers.
- Taneja , V.R. (2009). Socio- Philosophical Approach to Education, N. Delhi : Atlantic Publishers.
- John Wiley & Sons. Bhat, M.S. (2013), Educational Sociology, N. Delhi : A.P.H. Publishing Corporation.

**EDN/MJ/501**  
**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**  
**(3 Credits)**  
**Marks-100**

**COURSE OBJECTIVES:**

- Know the origin, characteristics and methods of educational psychology
- Understand the different approaches to study human behaviour
- Comprehend different theories of development
- Understand the nature and theories of intelligence
- Grasp the components, measurement and nourishment of creativity
- Comprehend the learning approaches and theories of motivation
- Examine the different theories of Personality

**COURSE CONTENTS**

**Unit-I: Educational Psychology and Developmental Psychology**

- Psychology: Origin, Meaning, and Nature
- Approaches to Study Human Behaviour: Behaviouristic, Cognitive, Psychodynamic and Humanistic perspectives
- Methods used in educational psychology
- Importance of Educational Psychology for Teachers
- Concept of Growth, Development and Maturation
- Theories on Human development and its implication to teaching learning process,
  - Freud's Psychoanalytical theory and stages of development.
  - Erickson's theory of psycho-social development.
  - Havighurst Development task theory.
  - Piaget's Cognitive development theory
  - Kohlberg's Moral development theory

**Unit-III: Intelligence & Creativity**

- Concept and Nature of Intelligence
- Theories of Intelligence – Spearman, Thurston, Guilford
- Emotional Intelligence & its uses for a teacher
- Concept and Nature of Creativity
- Components, measurement and nourishment of Creativity
- Role of Heredity and Environment in intelligence and Creativity

**Unit-III: Learning, Motivation and Personality**

- Meaning, concept and Factors affecting Learning
- Learning Approaches – Behaviourist, Cognitive, and Constructivistic Approach
- Transfer of Learning
- Meaning and Role of Motivation in Learning
- Achievement Motivation, Atkinson's Theory of Motivation
- Meaning, Definitions and Nature of Personality
- Theories of Personality: Psychoanalytical Theory, Trait theories (Big Five Factor Theory)

### **Suggested Readings:**

- Aggarwal, J.C. (1994). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Benjamin Jr., L. T., Hopkins, J. R., & Nation, J. R. (1994). Psychology. USA: Macmillon College Publishing Company Inc.
- Chauhan, S.S. (1978). Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crain, William (1992). Theories of Development: Concepts and Application. N. Jersey: Prentice Hall.
- Dash, M., & Dash, Neena (2003). Fundamentals of Educational Psychology. New Delhi: Atlantic Publishers & Distributors.
- Dash, Muralidhar (2002). Educational Psychology: New Delhi: Deep & Deep Publication Pvt. Ltd.
- Dutt, N.K. (1978). Psychological Foundations of Education. Delhi: Doaba House.
- Gorman, R. M., & Charles, E. (1974). The Psychology of Classroom Learning. Ohio: Merrill Publishing Company.
- Hall, Calvin S & Lindzey, Gardner (1985). Theories of Personality. New Delhi: Willey Eastern Limited.
- Hill, W. F. (1977). Learning – A Survey of Psychological Interpretations. (3rd ed.). London: Methuen & Co Ltd.
- Judd, Charles H (2000). Educational Psychology. Delhi: Khel Sahitya Kendra.
- Klausmeier, Herbert J & Goodwin, William (1975). Learning and Human Abilities: Educational Psychology. (4th ed.). New York: Harper & Row Publishers.
- Lindgren, H.C. (1980). Educational Psychology in the Classroom. (6th ed.). New York: Oxford University Press.
- Loree, M. Ray (1970). Psychology of Education. (2nd ed.). New York: John Wiley & Sons.
- Mangal, S.K. (2005). Advanced Educational Psychology. New Delhi: Prentice Hall of India Private Limited.
- Mishra, R.C. (2011). Advanced Educational Psychology. New Delhi: A.P.H. Publishing Corporation.
- Mishra, R.C. (2011). Educational Psychology. New Delhi: A.P.H. Publishing Corporation.
- Pandey, V.C. (2005). Intelligence and Motivation. Delhi: Isha Books.
- Rastogi, K.G. (1983). Educational Psychology. Meerut: Rastogi Publications.
- Sharma, Bharti (2004). Psychological Foundations of Education. New Delhi: Vohra Publishers & Distributors.
- Sharma, R.N., & Sharma, R.K. (2006). Advanced Educational Psychology. New Delhi: Atlantic Publishers & Distributors.
- Sharma, Yogendra K (2004). Textbook of Educational Psychology. New Delhi: Kanishka Publishers & Distributors.
- Thompson, George G., Gardner, Eric F., & Vesta, Francis J.D. (2008). Educational Psychology. Delhi: Surjeet Publication.
- Upadhyay, Brijesh & Singh, Yogesh Kumar (2008). Advanced Educational Psychology. New Delhi: APH Publishing Corporation.
- Wood, Samuel E & Wood, Evan Green (1999). The World of Psychology. USA: Allyn and Bacon.

**EDN/MJ/502**  
**PHILOSOPHICAL FOUNDATIONS OF EDUCATION**  
**(3 Credits)**  
**Marks-100**

**COURSE OBJECTIVES**

After completing this course the students will be able to:

- Understand philosophy and philosophy of education
- Understand interdependence of philosophy and education, and influence of philosophy on different aspects of education
- Have a comparative view of older western philosophies from education perspective
- Understand knowledge- its types, theories, methods of acquiring and educational implications of knowledge
- Have a complete understanding of Indian and western schools of philosophy and their educational implications
- Understand educational philosophies of some Indian and western thinkers

**COURSE CONTENTS**

**Unit-I:           Philosophy and Education**

- Meaning of Philosophy, Branches of Philosophy: Metaphysics, Epistemology and Axiology and their implications for education
- Interdependence of Philosophy and Education, Meaning of Philosophy of Education.
- Influence of Philosophy on Aims of Education, Curriculum, Teacher, Methods of Teaching and Discipline
- Comparative Study of Idealism, Realism, Naturalism and Pragmatism with reference to Aims of Education, Curriculum, Methods of Teaching, Teacher and Discipline.
- Types and Theories of Knowledge
- Methods of Acquiring Knowledge and Educational Implications of Knowledge

**Unit-II:           Indian and Western Schools of Philosophy and Their Educational Implications**

- Samkhya
- Yoga
- Buddhism
- Dialectical Materialism
- Existentialism
- Logical Positivism

**Unit-III:       Educational Philosophies of Some Eastern and Western Thinkers**

- Rabindranath Tagore (1861 – 1941)
- Swami Vivekananda (1863 – 1902)

- Mahatma Gandhi (1869 – 1949)
- Johann Heinrich Pestalozzi (1746 – 1827)
- John Dewey (1859 – 1952)
- Paulo Freire (1921 – 1997)

### **Suggested Readings:**

- Arnstine, D. (1987). *Philosophy of Education: Learning and Schooling*. New York: Harper & Row.
- Agrawal, J. C. (2013). *Basic Ideas in Education*. Delhi: Shiprapublicarion.
- Bhatt, S.R. (1986). *Knowledge, Value and Education: An Axionetic Analysis*. Delhi: Glan Publishing House.
- Bailey, R., Barrow, R., Carr, D. & McCarthy, C. (2010). *The Sage Handbook of Philosophy of Education*. New Delhi : sage.
- Biswal, U.N. (2005). *Philosophy of Education*. New Delhi: Dominant Publishers & Distributors.
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- Kumar, S. & Kumar, N.(2005). *Aims of Education*. New Delhi: Anmol publication Pvt. Ltd.
- Lal, B.M. (2006). *Educational Philosophy*. New Delhi: Pragun Publications.
- Mishra, Y. Nehru, R. S. S. (2014). *Philosophies of Education*. New Delhi: APH publishing corporation.
- Naqi, M. (2005). *Modern Philosophy of Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Pandey, R.S. (1982). *An Introduction of Major Philosophies of Education*. Agra: Vinod



PustakMandir.

- Peters, R.S. (1963). *Authority, Responsibility & Education*. London: George Allen Unwin.
- Raymont, T. (2007). *The principles of Education*. Delhi: Sujeet Publication.
- Reid, L.A. (1982). *Philosophy and Education*. London: Jeineman.
- Reyna, R. (1971). *Introduction to Indian Philosophy*. New Delhi: Tata – Mc Grow Hill.
- Seetharamu, A.S. (1978). *Philosophies of Education*. New Delhi: Ashish.
- Stemmer, N. (1983). *Roots of Knowledge*. Oxford: Basil Blackwell.
- Sahu, B. (2007 Reprint). *The New Educational Philosophy*. New Delhi: Sarup & Sons.
- Sharma, Dr. *Philosophical Foundations of Education*. Agra: Lakshmi Narain Agarwal.
- Sharma, P. (2005). *Philosophy of Education*. New Delhi : A.P.H. Publishing Corporation.
- Sharma, R.N. (2004). *Textbook of Educational Philosophy*. (2nd ed.). New Delhi: Kanishka Publishers & Distributors.
- Sharma, Y. K. (2002). *The doctrines of great Indian education*. New Delhi: Kanishka Publication.
- Shrivastava, K.K. (2003). *Philosophical Foundations of Education*. New Delhi: Kanishka Publisher & Distributors.
- Shukla, R. (2001). *Philosophy of Education*. Jaipur: Sublime Publications.
- Siddiqui, M.H. (2009). *Philosophical & Sociological Perspectives in Education*. New Delhi: APH Publishing Corporation.
- Singh, K. S. (2011). *Educational Philosophy and Thinkers*. Agra: H.P. Bhargva Book House.
- Sharma, S. P. (2004). *Basic Principles of Education*. New Delhi: Kanishka publishers and distributors.
- Siddiqui, M. S. & Srivastav, A. (2014). *Philosophical Ligancy of Education*. New Delhi: APH publishing corporation.
- Tooley, J. (2000). *Reclaiming Education*. London: Cassel.
- Wingo, M. (1975). *Philosophies of Education: An Introduction*. New Delhi: Sterling Publishers Pvt. Ltd.

### For Unit III

- Chaube, S.P. (1995, 2<sup>nd</sup> Revised Ed.). *Western educational philosophers*. Agra: Vinod Pustak Mandir.
- Chopra, R.K. (2006). *A comprehensive history of world educational thought*. New Delhi: Arise Publisher.
- Gupta, N.L. (2001). *Encyclopaedia of modern educational thought*. New Delhi: Anmol Publishers & Distributors.
- Khanna, C.P. (Ed.) (1990). *Educational thought and philosophy of great men*. New Delhi: Siddharth.
- Nayar, R.C. (2005). *Educational thought*. New Delhi: Dominant Publishers & Distributors.
- Pandey, R.S. (2006). *Educational thoughts*. Delhi: Adhyayan Publishers & Distributors.
- Pandey, R.S. (1991). *A survey of educational thought*. Allahabad: Horizon Publishers &

Distributors.

- Pflug, B. (2000). The modern condition of educational thought. New Delhi: Gyan Publishing Company.
- Prakash, O. (2001). Thoughts on education. Jaipur: RBSA.
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- Taneja, V.R. (2008). Educational thought and practice. New Delhi: Sterling Publishers Pvt. Ltd.
- Ulich, R. (2002). History of educational thought. Delhi: Surjeet Publication.

**EDN/MJ/503\***  
**SOCIOLOGICAL FOUNDATIONS OF EDUCATION**  
**(3 credits)**  
**Marks: 100**

**EDN/MJ/504\***  
**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**  
**(3 Credits)**  
**Marks-100**

**EDN/MJ/505\***  
**PHILOSOPHICAL FOUNDATIONS OF EDUCATION**  
**(3 Credits)**  
**Marks-100**

**EDN/MN/506**  
**CURRICULUM DEVELOPMENT**  
**(2 Credits)**  
**Marks 100**

**COURSE OBJECTIVES:**

After completing this course the students will be able to:

- Differentiate between various types of curriculum
- Understand the foundations of curriculum
- Justify the need of differentiated and undifferentiated curriculum
- Understand the concept and types of curriculum designing
- Identify broad and specific factors leading to the emergence of a curriculum design
- Describe the nature and principles of curriculum development
- Explain various processes of curriculum development
- Analyse the various levels at which curriculum decision making operates
- Reflect upon the visible and hidden participants involved in curriculum decision making
- Know the various levels of teachers' participation in curriculum planning and development
- Understand the importance and types of curriculum evaluation
- Describe the stages and instruments of curriculum evaluation
- Undertake the evaluation of text-books and teachers' handbook
- Explain the role of teachers, students and administrators in curriculum change and improvement
- Identify participants and factors promoting curriculum change, modification and improvement

**COURSE CONTENTS**

**Unit-I: Foundations of Curriculum and Curriculum Designing: Foundations of Curriculum:**

- Philosophical Foundations
- Socio-Cultural Foundations
- Psychological Foundations

**Concept of Curriculum Design**

- Types of Curriculum Design: Subject, Student, Society centred
- Emergence of Curriculum Design: Specific and Broad level decisions

**Unit-II: Curriculum Development, Evaluation and Change**

- Levels of Curriculum Decision Making: Academic Level, Societal Level, Formal Level, Institutional Level, Instructional Level, Operational Level, Experiential Level
- Levels of Teachers' Participation in Curriculum Development: Imitative Maintenance, Mediative and Generative Creative
- Formative Evaluation and Summative Evaluation; Stages and Instruments of Curriculum Evaluation

- Curriculum Change: Participants in Curriculum Change; Factors Effecting Curriculum Change; Curriculum change, Improvement and Innovations; Role of Students, Teachers and Educational Administrators in Curriculum Change and Improvement

### **Suggested Readings:**

- Agarwal (2007). Curriculum Development: Concept, Methods and Techniques. Jaipur: Book Enclave
- Agarwal, J.C. (2005). Curriculum Development. Delhi: Shipra.
- Agarwal, J.C. (2005). Curriculum Reform in India: World Overviews, Doaba World Education Series -3 . Delhi: Doab House, Book Sellers & Publishers.
- Bront, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Unwin.
- Centre for Educational Research and Innovation (1975). Handbook on Curriculum Development. Paris: Organisation for Economic Corporation and Development.
- Chandra, Anil (2003). Basic Curriculum Theory. Jaipur: Book Enclave.
- Chandra, Arvind (1977). Curriculum Development and Evaluation in Education. New Delhi: Streling Publishers Pvt. Ltd.
- Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press.
- Doll, Ronald C (1986). Curriculum Improvement; Decision Making and Process. (6<sup>th</sup> ed.). London: Allyn & Bacon, nc.
- Diamond, Robert M (1989). Designing and Improving Courses & Curricular in Higher Education: A Systematic Approach. California: Jossey – Bass Inc. Publishers.
- Ediger, Marlow (2003). Philosophy and Curriculum. New Delhi: Discovery Publisher.
- Kelly, A.V. (1977). Curriculum – Theory and Practice. New York: Harper and Row Pub., Inc.
- Maimidi, M. R., & Ravishankar (Eds.). (1984). Curriculum Development and Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Nicholas, A & Nicholas, H. (1978). Developing a Curriculum. London: George.
- NCERT (1988). Curriculum and Evaluation. New Delhi: NCERT.
- NCERT (1988). National Curriculum for Elementary and Secondary Education. A Frame Work. New Delhi: NCERT.
- Olivia, Peter F. (1988). Developing the Curriculum. (2<sup>nd</sup> ed.). Scott :Foresman & Co.
- Organisation for Economic Corporation and Development (1971). Paris: CERI (OECD) and University of Illinois.
- Panday, Mridula (2007). Principles of Curriculum Development. New Delhi: Kanishka Publishers, Distributors.
- Reddy, R.S. (2004). Curriculum Development for Learning to Live Together. New Delhi: Rajat Publications.
- Reddy, R.S. (2006). Curriculum Development in Secondary Schools. New Delhi: Common Wealth.

- Satya, Narayana P.V.V. (2004). Curriculum Development and Management. New Delhi: Rajat Publications.
- Saylor, J. Galen, William Alexander & Arthur, J. Lewis (1980). Curriculum Planning for Better Teaching and Learning. (4<sup>th</sup> ed.). New York: Hold Renhart& Winston.
- Sharma, Promila (2009). Curriculum Development. New Delhi: A.P.H. Publishing Corporation.
- Shrivaprakasham, M.N. (2006). Curriculum Development in Elementary Education. New Delhi: Rajat Publications.
- Singh, Vanita (2008). Curriculum Development in Indian Higher Education. New Delhi: Alfa.
- Taba, Hilda (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc.
- Taylor, Ralph W. (1974). Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press.
- Trum, J. Lloyd (1973). Secondary School Curriculum Improvement. Boston: Allyn and Bacon Inc.
- UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO.
- Vashist, R.S. (1993). Perspectives in Curriculum Development. New Delhi: Anmol Publications Pvt. Ltd.
- Vashist, R.P. (2003). Curriculum Development. New Delhi: Common Wealth. Whecker, D.K. (1976). Curriculum Process. University of London Press.

**EDN/MN/507\***  
**HUMAN RIGHTS EDUCATION**  
**(2 Credits)**  
**Marks-100**

**COURSE OBJECTIVES**

- To enlighten students about the concept of human rights and human rights education.
- To highlight the role of the state in the protection of human rights.
- To enable students to understand how to teach human rights at different levels of education.
- To empower students to understand their own rights as human beings.

**COURSE CONTENTS**

**Unit-I: Human Rights and Human Rights Education**

- Human Rights- Concept, Genesis, and History
- Aims and Objectives of Human Rights Education
- Need and Importance of Human Rights Education
- Principles of Human Rights Education
- Human Rights Education at School Levels-Elementary, Secondary and Higher Secondary
- Indian Constitution and Human Rights
- National Human Rights Commission
- Protection of Human Rights Act, 1993

**Unit-II: Transaction of Human Rights**

- Exploring the human rights environment
- Improving the human rights environment
- Role of teacher in human rights
- Problems faced by teachers in teaching of human rights and their solutions
- Methods of Teaching Human Rights - Drama and Role Play, Brainstorming, Lecture, Discussion, Seminars and Workshops, and Projects
- Co-Curricular Activities for Human Rights Education- Visits to Orphanage and Old age home, Celebration of International Days, Collecting documents on human rights, displaying human rights materials on bulletin board and organizing debate

**Suggested Readings:**

- Aggarwal, J.C. (2005). *Values, Education for Environment and Human Rights*. Delhi: Shipra Publication.
- Andreopoulos, George J., & Richard, Pierre Claude (Eds.). (1997). *Human Rights Education for the Twenty-First Century*. Philadelphia, Pennsylvania: University of, Pennsylvania Press.
- Chand, Jagadish (2007). *Values, Education for Human Rights*. Delhi: Anshah Publishing House.
- Chandra, Puran (2010). *Fundamentals of Human Rights Education and Training*. Delhi: Swastik Publications.
- Chandra, Ashish (2000). *Human Activism and Role of NGOs*. New Delhi: Rajat.
- Cook, Rebecca (1994). *Human Rights of Women, National and International Perspectives*.

- Philadelphia: University of Pennsylvania Press.
- Donnelly, Jack (1989). *Universal Human Rights in Theory and Practice*. New York: Cornell University Press
- Georgi, Viola B., & Michael, Sebarich (Eds.). (2004). *International Perspectives in Human Rights Education*. Gutersloh: Bertelsmann Foundation Publishers.
- Goet, Aruna&Goel, S.L. (2005). *Human Values and Education*. New Delhi: Deep &Deep Publication.
- Mohanty, Jaganath (2003). *Human Rights Education*. New Delhi: Deep &Deep Publication.
- Naseema, C. (2002). *Human Rights Education- Conceptual and Pedagogical*. New Delhi: Kanishka Publishers & Distributors.
- Shah, G. et al., (2005). *Human Rights: Free and Equal*. New Delhi: Anmol.
- Sharma, Y.K. (2007). *Education for Values, Environment and Human Rights*. New Delhi: Deep &Deep Publication.
- Singh, Arunkumar (2002). *Human Rights and Human Rights Education*. Itanagar: Dr. B.B. Pandey Himalayan Publishers.
- Tarrow, Norma Bernstein (Eds.). (1987). *Human Rights and Education*. New York: Pergama Press Oxford.
- UNESCO (1997). *The Human Rights to Peace. Declaration by the Director- General*. Paris France: UNESCO.
- Vadkar, Praveen (2000). *Concepts, Theories and Practice of Human Rights*. New Delhi: Rajat <http://www.unesco.org/cpp>
- [www.humanrights.com](http://www.humanrights.com)<http://www.humanringths.or.jp>

**EDN/MN/508\***  
**CURRICULUM DEVELOPMENT**  
**(2 Credit)**  
**Marks: 100**

**EDN/FP/509**  
**FIELD PROJECT - I**  
**(4 Credit)**  
**Marks: 100**

Students will be given Field Project where they have to collect data and write a report

## **II SEMESTER**



**EDN/MJ/550**  
**HIGHER EDUCATION**  
**(3 Credits)**  
**Marks-100**

**COURSE OBJECTIVES:**

On completion of this course, the students will be able to:

- Understand higher education in India, evaluate the role and functions of important national bodies in the planning, management, control and finance of higher education
- Analyse the problems faced in higher education in India and suggest some remedial measures for solving the problems
- Comprehend emerging issues and developments in higher education in India and evaluate the status of higher education in the country.

**COURSE CONTENTS**

**Unit-I: Introduction, Planning, Management, Control and Finance of Higher Education in India**

- Meaning, Structure, Objectives and Morale of Higher Education
- Constitutional Provisions Regarding Higher Education
- Role and Functions of NITI AAYOG and State Planning Boards
- Role and Functions of Ministry of Education and its Department of Higher Education
- Role and Functions of University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC)
- Role and Functions of Association of Indian Universities (AIU)
- Role and Functions of Higher Education Financing Agency (HEFA)

**Unit-II: Problems of Higher Education in India and Suggested Remedial Measures**

- Problems related to Access and Equity and Suggested Remedial Measures
- Problems related to Quality and Excellence and Suggested Remedial Measures
- Higher Education and Growing Unemployment and Suggested Remedial Measures
- Politicization of Higher Education – Pressure Groups in Campuses and Suggested Remedial Measures
- Resource Crunch in Higher Education and Suggested Remedial Measures

**Unit-III: Emerging Issues and Developments in Higher Education in India**

- Autonomy in Higher Education
- Innovations in Higher Education
- Internationalization of Higher Education LPG and Its Implications for Higher Education
- Higher Education in National Education Policy (NEP) 2020

**Suggested Readings:**

- Altback, Philip (1987). Comparative Perspective on the Academic Profession. New York: Preeger.
- Altbach, Philip (1960). Turmoil and Transition: Higher Education and Student Politics in India. Bombay: Lalvani Pub.
- Begi, Joram (2003). Dynamics of Higher Education. New Delhi: Commonwealth Publishers.
- Chakravarti, B.K. (2005). A Text book of Comparative Education. New Delhi: Dominant Publishers & Distributors.
- Chalam, K.S. (2005). Challenges of Higher Education. New Delhi: Anmol Publications Pvt. Ltd.
- Goel, Aruna&Goel, S.L. (2005). Encyclopaedia of Higher Education in the 21st Century. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Harry, Keith (1999). Higher Education through Open Learning and Distance Mode. Routledge.
- Jha, Prem Kumar (2005). Assessment and Evaluation in Higher Education. Delhi: Vista International Publishing House.
- Malik, A.P. (2005). Finance and Management Issues in Higher Education. Jaipur: ABD Publishers.
- Mohanty, Jagannath (2003). Current Trends in Higher Education. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Narain, Iqbal (1990). Pages from a Vice Chancellor's Diary. Delhi: Chanakya Publications.
- Panday, V.C. (2005). Higher Education in a Globalising World. Delhi: Isha Book Publications.
- Powar, K.B. (2002). Indian Higher Education. New Delhi: Concept Publishing Company.
- Rao, DigumartiBhaskara (2005). Globalization and Living Together. New Delhi: Discovery Publishing Home.
- Rao, V.K. (2003). Distance Education. New Delhi: APH Publishing Corporation.
- Ram, Mohan (2004). Universalisation of Higher Education. New Delhi: Sarup and Sons Publications.
- Raza, Moonis (Ed.). (1991). Higher Education in India : Retrospect and Prospect. New Delhi: Association of Indian Universities.
- Sani, P.L. (2005). World Higher Education. Jaipur: ABD Publishers.
- Shukla, Chhaya (2004). Financing of Higher Education. New Delhi: Sumit Enterprises.
- Singh, Vanita& Sharma, Nirmala (2008). Development of Higher Education in India. New Delhi: Alfa Publications.
- Thakur, Devendra& Thakur, D.N. (2004). Higher Education and Employment. (2nd ed.). Deep and Deep Publications.
- UGC (1977). Development of Higher Education in India. New Delhi: University Grants Commission.
- Vohra, AmritLal& Sharma, S.R. (1990). Management of Higher Education in India. New Delhi: Anmol Publications.

**EDN/MJ/551**  
**PSYCHOLOGICAL TESTS AND EXPERIMENTS IN EDUCATION**  
**(3 Credits)**  
**Marks- 100**

**COURSE OBJECTIVES**

- Knowledge on how to conduct psychological test and experiment
- Understand the procedure of doing project work
- Apply theoretical knowledge to real life situation
- Evaluate the outcomes of test and experiment and writing of reports

Four (04) Experiments and Four (04) Tests

(Experiments and psychological tests can be chosen from the following list.)

**Experiments**

- |                              |   |
|------------------------------|---|
| 1. Learning                  | — |
| 2. Reaction Time             | — |
| 3. Attention Time            | — |
| 4. Concept Formation         | — |
| 5. Memory                    | — |
| 6. Association               | — |
| 7. Classroom Interaction     | — |
| 8. Sociometry                | — |
| 9. Psycho – Physical         | — |
| 10. Sensation and Perception | — |

**Tests**

- |                       |
|-----------------------|
| Creativity            |
| Intelligence          |
| Interests             |
| Adjustments           |
| Motivation            |
| Personality           |
| Aptitude              |
| Attitude              |
| Reading Comprehension |
| Aspiration            |

**Suggested Readings:**

- Kumar, K. (2004). Encyclopaedia of Experimental Psychology. New Delhi: Anmol Publication Pvt. Ltd.
- Leach, J. (1996). Running Applied Psychology Experiments. UK: Open University Press.
- Matheson, D.W, Bruce, R.L, Beauchamp, K.L. (1970). Introduction to Experimental Psychology. USA: Rinehart and Winston.
- McGuigan (1990).Experimental Psychology. New Delhi: Prentice Hall of India.
- Myers, A. & Hansen, C. H. (2011).Experimental Psychology. UK: Centage Learning.
- Pareek, U. &Rao, T. V. (2000).First Handbook of Psychological and Social Instruments. New Delhi: Concept Publishing Company.
- Parameswaran (1984). Experimental Psychology. Bombay: Allied Publishers.
- Pestonjee, D.M. (1997).Third Handbook of Psychological and Social Instruments, (Vol I & II). New Delhi: Concept Publishing Company.
- Sharma, R.N., Sharma, R. & Sharma R. (2006).Experimental Psychology. New Delhi : Atlantic Publishers & Distributors.
- Sheridan, C. L. (1972). Readings for Experimental Psychology.USA:Holt, Rinehart and Winston

**EDN/MJ/552**  
**EDUCATIONAL TECHNOLOGY**  
**(3 Credits)**  
**Marks: 100**

**COURSE OBJECTIVES:**

On completion of this course the students will be able to -

- understand various components and approaches of educational technology.
- enhance communication process in classroom through educational technology.
- use programmed learning techniques and computers in teaching-learning.
- know emerging trends in educational technology.

**COURSE CONTENTS**

**Unit-I: Introduction to Educational Technology**

- Meaning, Nature and Scope of Educational Technology
- Components of Educational Technology - Software and Hardware
- Systems approach to education and its characteristics
- Multimedia approach in educational technology

**Unit-II: Communication Process and Programmed Learning**

- Communication - Concept, nature, principles and types of communication (Verbal and non-verbal)
- Factors affecting classroom communication, Obstacles/barriers to effective communication
- Origin principles and characteristics of Programmed Learning
- Different Styles of Programmed Learning – Linear, Branching and Mathetics

**Unit-III: Distance Education and Emerging Trends in Educational Technology**

- Concept, Need and Importance of Distance Education
- Approaches in Course Development
- Use of communication technology in teaching – Computer aided instruction, Videotape, teleconferencing CCTV, INSAT
- Resource centres for educational technology – CIET, EMRC, NIST – their activity for the improvement of learning processes

**Suggested Readings:**

- Bajpal, A.D., & Leedham, J.F. (1970). *Aspects of Educational Technology*, (Part IV). New York: Pitman Pub.
- Balaguruswamy, E., & Sharma, K.D. *Computers in Education and Training*.
- Berlo, D.K. *The Process of Communication*.
- Chauhan, S.S. (1978). *A Textbook of Programmed Instruction*. New Delhi: Sterling Publishers Pvt. Ltd.
- Deceeco, J.P. *Educational Technology Readings in Programmed Instruction*.
- Deceeco, J.P. (1970). *The Psychology of Learning and Instructional Technology*. New Delhi: Prentice-Hall of India, Private Limited.
- Jose, Chander N (1991). *Management of Distance Education*. London: Sterling Publishers Pvt. Ltd.
- Sampath, K. *Introduction to Educational Technology*.
- Sharma, R.A. (1982). *Programmed Instruction; an Instructional Technology*. Meerut: International Publishing House.
- Sharma, R.A. (1991). *Technology of Teaching*. Meerut: International Publishing House.
- Skinner, B.F. (1968). *The Technology of Teaching*. New York: Appleton Century- Croft.
- Thiagara, Jan R (1984).
- *Computers for Beginners*. New Delhi: Sterling Publishers, Ltd.

**EDN/MJ/553\***  
**HIGHER EDUCATION**  
**(3 Credits)**  
**Marks-100**

**EDN/MJ/554\***  
**PSYCHOLOGICAL TESTS AND EXPERIMENTS IN EDUCATION**  
**(3 Credits)**  
**Marks- 100**

**EDN/MJ/555\***  
**EDUCATIONAL TECHNOLOGY**  
**(3 Credit)**  
**Marks 100**

**EDN/MN/556**  
**EARLY CHILDHOOD EDUCATION**  
**(2 Credits)**  
**Marks-100**

**COURSE OBJECTIVES**

After completing this course the students will be able to:

- evaluate the contributions of some philosophers and educationists to early childhood education
- plan early childhood education centre and programme
- understand developmental objectives and activities during early childhood period
- know how to assess children's development and learning

**COURSE CONTENTS**

**Unit-I:            Perspective on Early Childhood Education and Planning of the Centre and Programme**

- Recommendations of NEP 2020 on Early Childhood Care and Education (ECCE)
- Contributions of Philosophers and Educationists to Early Childhood Education (ECE): Jean Jacques Rousseau, F.W. August Froebel, Maria Montessori, Gijubhai Bhadeka and Tarabai Modak.
- Planning of ECE Centre: Infrastructure /Physical Environment, Teaching Staff, Admission Procedure and Records & Registers
- Planning of Programmes and Equipment & Materials
- Principles of Planning and Preparation of Yearly Plan, Weekly Schedule and Daily Routine
- Preparation of Theme Based Lesson Plans

**Unit-II:            Developmental Objectives, Activities and Assessment of Children during Early Childhood Period**

- Physical and Motor Development: Objectives and Activities
- Language Development: Objectives and Activities
- Socio-emotional Development: Objectives and Activities
- Cognitive Development: Objectives and Activities
- Development of Creative Expression and Aesthetic Appreciation: Objectives and Activities
- Assessment of Children's Development and Learning

### Suggested Readings:

- Aggarwal, J.C. (2009). *Early childhood care and education*. New Delhi: Neha Publishers & Distributors.
- Aggarwal J.C. (1990). *Methods and materials of nursery education*. Delhi: Doaba House.
- Day, Barbara (1983). *Childhood education: Organizing learning activities*. New York: Mac Millan.
- Grewal J.S. (1984). *Early childhood education*. Agra: National Psychological Corporation.
- Kaul, V. (1991). *Early childhood education*. New Delhi: NCERT.
- Kaul, V., & Bhatnagar, R. (1992). *Early childhood education - A trainer's handbook*. New Delhi: NCERT.
- Ministry of Women and Child Development, MHRD, GOI. (2014). *National early childhood care and education (ecce) curriculum framework*. New Delhi. Author.
- Ministry of Women and Child Development, MHRD, GOI. (2014). *Quality standards for early childhood care and education (ECCE)*. New Delhi. Author.
- Mohanty, J., & Mohanty, B. (1994). *Early childhood care and education (ECCE)*. New Delhi: Deep & Deep Publications.
- Muralidharan, R., & Asthana, S. (1991). *Stimulation activities for young children*. New Delhi: NCERT.
- Muralidharan, R., & Banerji, U. (1969). *A guide for nursery school teachers*. Delhi: NCERT.
- Pankajam, G. (1994). *Pre-school education: Philosophy and practice*. Ambala Cantt: The Indian Publications
- Pankajam, G. (2005). *Pre-primary education: Philosophy and practice*. New Delhi: Concept Publishing Company
- Rao, V.K. (2004). *Early childhood care and education*. New Delhi: Common Wealth Publications.
- Shukla, R.P. (2008 reprint). *Early childhood care and education*. New Delhi: Sarup and Sons.
- Siddigi, N., Bhatia, S., & Biswas, S. (2005 reprint). *Early childhood care and education*. Delhi: Doaba House.
- Singh, B. (1997). *Pre-school education*. New Delhi: APH Publications.
- Swaminathan, M. (1991). *Play activities for young children*. New Delhi: UNICEF.

**EDN/MN/557\***  
**ART EDUCATION**  
**(2 Credit)**  
**Marks 100**

**COURSE OBJECTIVES:**

- Developing basic skill and understanding for art production and criticism.
- Exploring pedagogical strategies and its implementation in art teaching.
- Building a discourse on art and its related fields and literatures.
- Strategies for promoting student's critical and creative thinking through art.

**COURSE CONTENTS**

**Unit I: Introduction: (Theory)**

***Understanding notions of 'art':***

- Fine Art (History, traditional subdivision of art)
- Craft/Folk Art (History, politics, hierarchy, 'tribal' and 'traditional')
- Art Appreciation and criticism (basic theories, shifts in art theories and aesthetics)

***Visual art (an introduction):***

- Elements of art (line, shape, texture, form, space, color, value)
- Principles of art (balance, contrast, emphasis, movement, pattern, rhythm, unity)
- Perspective (western and non-western notion of perspective, one point/two point/multiple perspective)

**Unit II: Practical:**

***Graphic Narrative:***

- Comics
- Zines
- Posters

***Art Lab:***

- 'Do It'
- Art Assignment

**Suggested Readings:**

- A Clark, Gilbert. "Discipline-based art education: Becoming students of art" in *Journal of Aesthetic Education* 21 (2), 130-93, 1987
- Clifford, James. "Histories of the Tribal and the Modern" in *The Predicament of Culture: Twentieth-Century Ethnography, Literature and Art*, Cambridge, MA: Harvard University Press, 1988.
- D Korzenik, "A developmental History of Art Education," In *Framing the past: essays on art education (pp 201-212)*, D,.Soucy& M Stankiewicz (eds), Reston, VA: National Art Education Association, 1990.



- Duncum, Paul. "The theories and practices of visual culture in art education", in *Arts Education Policy Review 105* (2), 19-25, 2003
- Duncum, Paul. "Visual culture in art education", in *Visual Arts Research*, 64-75, 2009
- Eisner, Elliot. "Ten lessons the Arts Teach," 2002.
- Ellen Winner and Lois Hetland, "Art for our sake: School arts classes matter more than ever- but not for the reasons you think," 2007.
- Foster, Hal. "The 'Primitive' Unconscious of Modern Art" in *Art in Modern Culture: An Anthology of Critical texts*, edited by Francis Frascina and Jonathan Harris, Phaidon Press Limited, 1992.
- Geertz, Clifford. "Art as a Cultural System" in *Local Knowledge: Further Essays in Interpretative Anthropology*, ed. Clifford Geertz (NY: Basic Books, 1983).
- Isrow, Zachary. "Defining Art and its Future," in *Journal of Arts and Humanities*, vol 06, issue 06, 2017, 84-94
- P.J, Benoy. "Tribal Art and Dalit Art" in *Articulating Resistance Art and Activism* edited by DeepthaAchar and Shivaji K. Panikkar, Tulika Books, 2012.
- R. Lippard, Lucy. 'Mapping', in *Art in Modern Culture: An anthology of Critical Texts*, edited by Francis Frascina and Jonathan Harris, Phaidon Press Limited, 1992.
- Smith, RA. "The Changing image of art education: Theoretical antecedents of discipline-based art education", in *Journal of Aesthetic Education*, 1987
- Venalainen, Paivi. "Contemporary Art as a learning experience".
- Zimmerman, E. "Reconceptualizing the role of creativity in art education theory and practice," in *Studies in Art Education*, Taylor& Francis, 2009.

**EDN/MN/558\***  
**EARLY CHILDHOOD EDUCATION**  
**(2 Credits)**  
**Marks-100**

**EDN/FP/559**  
**FIELD PROJECT - II**  
**(4 Credits)**  
**Marks:100**

Students will be given Field Project where they have to collect data and write a report

## **EXIT OPTION WITH POST GRADUATE DIPLOMA**

# **III SEMESTER**

**EDN/MJ/600**  
**RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION**  
**(3 Credits)**  
**Marks- 100**

**COURSE OBJECTIVES:**

After completing this course the students will be able to:

- understand the meaning, need and uses of statistics in educational research
- graphically represent data using various methods
- apply the measures of central tendency and variation in description of data
- understand the concept and characteristics of normal distribution
- compute skewness and kurtosis of a distribution
- make use of application of normal distribution
- understand the concept, types and uses of correlation
- compute rank difference and product moment coefficient of correlation
- differentiate between parametric and non-parametric statistics
- understand the concept of significance of means
- compute independent, correlated, and matched groups  $t'$  test for large samples
- distinguish between one tailed and two tailed test
- understand the concept of type I and type II errors
- compute one way ANOVA
- understand the non-parametric test of Chi square
- use chi square hypothesis of equal probability, normal probability and independence in computation
- understand the meaning & nature and type of educational research
- develop insight of the types and methods of educational research
- understand the necessity of review of literature
- construct and use different kinds of tools & techniques of collecting data
- formulate and test hypothesis

**COURSE CONTENTS**

**Unit-I: Process of Educational Research**

- Review of Related Literature: Purpose, Sources and Organization - Identification and Formulation of Research Problem- Formulation of Research Questions, Objectives and Hypotheses - Types of Data- Quantitative and Qualitative
- Techniques of Data Collection: Interview, Observation and Questionnaire - Tools of Data Collection: Interview Schedule, Observation Schedule, Rating Scale and Tests - Analysis and Interpretation of Data- Steps in Writing a Research Report

**Unit-II: Research Design and Methods**

- Research Design: Meaning, Need, Importance and Advantages
- Characteristics of a Good Research Design; and Important Concepts

#### Relating to Research Design

- Descriptive Research: Meaning, Types, Need and Uses
- Historical Research: Meaning, Need and Significance; Sources of Data, and Internal and External Criticism of Data in Historical Research
- Experimental Research: Meaning & Characteristics; Basic Principles of Experimental Designs
- Important Experimental Designs (Only Concepts) a) Informal Experimental Designs- Before and After without Control Design- After only with Control Design- Before and After with Control Designb) Formal Experimental Design- Completely Randomized Design- Randomized Block- Latin Square Design- Factorial Design.

#### **Unit-III: Parametric and Non-parametric Statistics:**

- Concept and applications

##### Parametric Statistics:

- Significance of Mean
- t Test (Large Samples): Independent, Correlated, and Matched Groups
- One Tailed and Two Tailed Tests
- Type - I Error and Type - II Error

##### ANOVA: One Way

##### Non-parametric Statistics

- Chi-Square Test: Testing of Equal Probability Hypothesis, Testing of Normal Probability, Hypothesis and Testing of Hypothesis of Independence

#### **Suggested Readings for Research Methodology:**

- Blalock, H.M. (1981). Social Statistics. New York: Mc Grow Hill.
- Bowley, A.L. (1937). Elements of Statistics. (6<sup>th</sup> ed.). London: P.S. King and Staples Ltd.
- Fiebleman, J.K. (1972). Scientific Method. Netherlands. MartinusNijhoff: The Hague.
- Garrett, H.E. (1988). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Ghosh, B.N. (1982). Scientific Methods and Social Research. New Delhi: Sterling Publishers Pvt. Ltd.
- Guilford, J.P. (1954). Psychometric Methods. New York: McGraw Hill, Inc.
- Gupta, S.P. (2014). Statistical Methods. Sultan Chand & Sons. New Delhi.
- Hollander, M. & Wolfe, D.A. (1973). Nonparametric Statistical Methods. New York: John Wiley.
- Karson, M.J. (1982). Multivariate Statistical Methods. Ames, Iowa: The Iowa State University Press.

- Kurtz, A.K., & Mayo, S.T. (1980). Statistical Methods in Education and Psychology. New Delhi: Narosa Publishing House
- Morrison, D.F. (1967). Multivariate Statistical Methods. New York: McGraw- Hill.
- Roscoe, J.T. (1969). Fundamental Research Statistics for the Behavioral Sciences. New York: Holt, Rinehart and Winston Inc.
- Runyon, R.P. (1977). Inferential Statistics. Philippines: Addison-Wesley Publishing Company, Inc.
- Siegal, S. (1978). Non - Parametric Statistics for Behavioral Science. New Delhi: Mc Grow Hill.
- Siegel, S. (1956). Nonparametric Statistics for the Behavioral Sciences. New York: McGraw- Hill Publishing Co., Inc.
- Ullman, N.R. (1978). Elementary Statistics. New York: John Wiley & Sons, Inc.

### **Suggested Readings for Statistics:**

- Best, J.W., & Kahn, J.V. (1989). Research in Education. (6th ed.).New Delhi: Prentice Hall of India, Private Ltd.
- Buckman, B.W. (1978). Analysing and Designing Educational Research. New York: Harcourt Brace Javanovich Inc.
- Bruce, Tuchman (1978). Conducational Research. New York: Harcourt Brace Inc.
- Buch, M.B. (1974). Survey of Research in Education. Baroda: CASE, M.S.University
- Englehart, Max D (1972). Methods of Educational Research. Chicago: Rand McNally Meyer W.J.and Co.
- Fox, D.J. (1969). The Research Process in Education. New York: Holt Rinehart and Winston, Inc.
- Good, Barr &Scates (1962). Methodology of Educational Research. New York: Appleton Crofts.
- Kerlinger, F.N. (1978). Foundations of Behavioral Research. Delhi: Surjeet Publications.
- Koul, L. (1984). Methodology of Educational Research. New Delhi: Vikas Publishers
- Mcmillan, J. H., & Schumacher, S. (1993), Research in Education. (3rd ed.). New York : Harper and Collins College Publishers.
- Sax, G. (1962). Empirical Foundations of Educational Research. Englewood Cliffs, N.J
- Singh, Arun Kumar (1986). Tests, Measurement and Research Methods in Behavioural Sciences. New Delhi: Mc Grow Hill.
- Sukhia, S.P., & Others (1974). Elements of Educational Research. (3rd revised ed.). Bombay: Allied Publishers.
- Tuckman, B.W. (1979). Conducting Educational Research. (2nd ed.). New York: Harcourt Brace Javanovich Inc.
- Van Dalen, D.S., & Meyer W.J. (1979). Understanding Educational Research: An Introduction. New York: Mc Grow Hill Co.
- Wilkinson &Bhandarkar (1994). Methodology and Techniques of Social Research. Bombay: Himalaya Publishing House.

- Matthew David, Carole D Sutton (2013) Social Research an Introduction ,Sage Publication New Delhi.
- H. Russell Bernard (2014) Social Research Methods qualitative and Quantitative Approaches, Sage Publication New Delhi.
- David L Morgan (2013) Integrating Qualitative And Quantitative Methods A Pragmatic Approach, Sage Publication New Delhi.
- Yvonne N Bui (2013) How to write a Master Thesis, Sage Publication New Delhi.
- Stephen Gorard (2013) Research Design Creating Robust Approaches for the Social Sciences, Sage Publication New Delhi.
- Jane Mills and Mallanai Briks (2014) Qualitative Methodology A Practical Guide, Sage Publication New Delhi.
- Svend Brinkman (2014) Qualitative Inquiry in Everyday Life, Sage Publication New Delhi.
- Pat Bazeley (2014) Qualitative Data Analysis, Sage Publication New Delhi.
- Cathy Urquhart (2013) Grounded Theory for Qualitative Research, Sage Publication.
- Mangal, S.K., (2014) Research Methodology In Behavioural Sciences, PHI Publications New Delhi.
- Asthana, Hari Shankar, Bhushan, Braj (2014) Statistics for Social Science with SPSS, PHI, New Delhi.
- Mangal, S.K. (2014) Statistics in Psychology and Education, PHI Publications, New Delhi.

**EDN/MJ/601**  
**EDUCATIONAL TESTING AND EVALUATION**  
**(3 Credits)**  
**Marks-100**

**COURSE OBJECTIVES**

- Understand measurement and different types of evaluation
- Comprehend the norms and features of a measuring instrument
- Grasp and apply new developments in test construction and evaluation

**COURSE CONTENTS**

**Unit-I: Measurement and Evaluation Process**

- Concept and Levels of Measurement
- Concept and Functions of Educational Evaluation
- Types of Evaluation: Placement, Formative, Diagnostic and Summative
- Norm Referenced and Criterion Referenced Evaluation

**Unit-II: Characteristics of a Good Measuring Instrument and Norms**

- Validity: Concept and Types of Validity
- Reliability: Concept and Methods of Establishing Reliability
- Relationship between Reliability and Validity
- Objectivity
- Norms: Meaning and Significance of Norms, Developmental Norms- Age Norms and Grade Norms, Within Group Norms – Percentile, Standard Score, Z-Score, T-Score and Stanine Score

**Unit-III: Test Construction and Recent Trends in Testing and Evaluation**

- Teacher Made and Standardised Tests
- Writing of Test Items for Objective, Short Answer and Essay Type Tests
- Steps Involved in the Standardization of an Achievement Test
- Construction of Attitude Scales by Likert and Thurston Methods
- Major Contexts of Use of Tests- Educational, Occupational, Clinical and Counseling
- Ethical and Social Considerations in Testing
- Continuous and Comprehensive Evaluation
- Grading, Question Bank and Use of Computer in Evaluation

**Suggested Readings:**

- Anastasi, A. (1976). Psychological Testing. (4thed.).New York: McMillanPub.Co., Inc.
- Anastasi, A., & Urbina, S. (1997).Psychological Testing. (7thed.).New Delhi: PHI Learning Pvt. Ltd.
- Bloom, B.S., & Others (1971).Handbook of Formative and Summative Evaluation of Student. New York: McGraw Hill, Book Co.
- Cronbach, L.J. (1970). Essentials of Psychological Testing. (3rded.).New York: Harper & Row Publishers.
- Ebel, R.L., & Frisbei, D.A. (1986).Essentials of EducationalMeasurement.Prentice Hall.
- Edwards, A.L. (1975). Techniques of Attitude Scale Construction.Bombay: Vakils, Feffer& Simons, Pvt. Ltd.
- Freeman, F.S. (1976). Theory and Practice of Psychological Testing. (3rded.). New Delhi: Oxford & IBH Pub. Co.
- Gronlund, N. E. (1981). Measurement and Evaluation in Teaching. (4thed.). New York: Macmillan Publishing Co., Inc.
- Harper (Jr), A.E. & Harper, E.S. (1990).Preparing Objective Examination – A Handbook for Teachers, Students and Examiners.NewDelhi : Prentice Hall of India, Pvt.Ltd.
- Linn, R. L. & Gronlund, N. E. (2000).Measurement and Assessmint in Teaching, (8th Ed), Delhi:Patparganj, Pearson Education, Inc.
- Sax, G. (1974).Principles of Educational Measurement and Evaluation.California : Woodworth Publishing.
- Singh (ed). (1990). Criterion – Referenced Measurement (Selected Readings). New Delhi : NCERT.
- Tenbrink, T.D. (1974). Evaluation – A Practical Guide for Teachers. New York : McGraw Hill, Book Company.
- Thorndike, R.L. & Hagen, E.P. (1977).Measurement and Evaluation in Psychology and Education, (4<sup>th</sup> Ed). New York : John Wiley and Sons.
- Tuckman, B.W. (1975). Measuring Educational Outcome : Fundamentals of Testing. New York : Harcourt Brace, Jovanovich.



**EDN/MN/602**  
**PEDAGOGY**  
**(2 Credits)**  
**Marks: 100**

**COURSE OBJECTIVES**

- Understand the science of teaching and its related features
- Comprehend the different attributes in levels of teaching
- Explore the diverse properties of Micro-teaching
- Investigate the significance of teaching materials and functions of an ideal teacher

**COURSE CONTENTS**

**Unit-I: Pedagogical Aspects of Teaching**

- Meaning and nature of teaching; Relation between teaching and learning; Factors affecting teaching; Principles and Maxims of teaching
- Teaching as a complex activity: Teaching in diverse classroom (Diverse in cognitive and physical abilities, learning styles, gender difference, socio-cultural differences)

**Unit-II: Levels of teaching and micro-teaching**

- Levels of Teaching: Memory, Understanding and Reflective – Concepts, merits and limitations
- Micro-teaching: Meaning, characteristics, steps and principles, advantages and disadvantages of micro-teaching
- Teaching skills: Concept, Importance and types

**Suggested Readings:**

- Aggarwal J.C. (2001). Essentials of Educational Technology: Teaching Learning Innovations in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia, R.L., & Ahuja, B.N. (2004). Educational Technology. Delhi: Surjeet Publication.
- Canestrari, Alan S (2010). Educational Foundations. London: Sage Publications.
- Clarke, Prema (2001). Teaching and Learning. New Delhi: Sage Publications.
- Hewitt, Edwin C (2005). A Treatise on Pedagogy. New Delhi: Cosmo Publications.
- Hewitt, Edwin C (2005). A Treatise on Pedagogy for Young Teachers. Dominant Publications.
- Mangal, S.K. (2001). Educational Technology. Ludhiana: Tandon Publications.
- Prabhu, N.S. (1991). Second Language Pedagogy. Oxford: ELBS Publications.
- Rao, V.K. (2003). Educational Technology. New Delhi: APH Publishing Corporation.
- Retallack, Joan (2006). Poetry and Pedagogy. New York: Macmillan Publications.
- Ruhela, S.P. (2002). Educational Technology. Delhi: Indian Publishers & Distributors.
- Saxena, N.R. Swarup & Oberoi, Dr. S.C. (1996). Technology of Teaching. Meerut: Surya Publication.
- Sharma, Dr. R.A. (2007). Curriculum Development and Instruction. Meerut: R. Lal Book Depot.
- Sharma, Ram Nath & Chandra, S.S. (2004). Advanced Educational Technology. Delhi: Atlantic Publishers & Distributors.
- Sharma, R.A. (1991). Technology of Teaching. Meerut: International Publishing House.
- Srivastava, H.S. (2006). Curriculum and Methods of Teaching. Shipra Publication.

**EDN/MN/603\***  
**PEACE EDUCATION**  
**(2 Credits)**  
**Marks: 100**

**COURSE OBJECTIVES**

After learning this course, the students will be able to:

- understand the importance of peace
- describe the nature of peace education
- know the different approaches to peace
- state the present scenario of peace education

**COURSE CONTENTS**

**Unit-I: Nature of Man and Peace Education**

- Basic nature of man
- Similarities and diversities among human beings
- Evolution and organization of human society
- Relation of man with society
- Causes of wars and their Consequences
- Peace- concept, need and importance of peace in Human life
- Peace Education- concept, need and importance
- Aims and objectives of peace Education
- Learning to Live Together
- Role of education in world peace

**Unit-II: Conflicts and their Resolutions**

- Conflicts- concept and types
- Bases of Conflicts
- Positive and Negative aspects of Conflicts ( Impacts of Conflicts)
- Conflict Management Strategies
- Human Rights, Preservation of Ecology, Population Control
- Economic Exploitation, Deprivation, Equitable Economic World Order
- Non-Aligned Movement, Campaign for Nuclear Disarmament
- Role of World Organizations in promoting peace

**Suggested Readings:**

- Adams, D. (Ed.). (1997). *UNESCO and A Culture of Peace, Promoting A Global Movement*. Paris: UNESCO Publication.
- Amnesty International (2007). *The State of World's Human Rights*. UK: Amnesty International Report.
- Aggarwal, J. C. (2005). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publication.
- AIU (2000). *Value Education in India*. New Delhi: AIU.
- Allport, G. (1979). *The Nature of Prejudice, Unabridged*. (25th ed.). Reading, MA: Perseus Books.
- Cattell, R.S. (1965). *The Scientific Analysis of Personality*. Pelican.
- Chand, J. (2007). *Value Education*. Delhi: Anshah Publishing House.

- Chadha, S. C. (2008). *Education Value & Value Education*. Meerut: R. Lall Books Depot.
- Delors, Jacques (1996). *Learning the Treasure Within: Report to UNESCO of the International Commission on Education for the 21st Century*. France: UNESCO Publication.
- Diwahar, R. R., & Agarwal, M. (Ed). (1984). *Peace Education*. New Delhi: Gandhi Marg.
- Girard, K. (1995). *Preparing Teachers for Conflict Resolution in the Schools*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.
- GOI (1986 & 1992). *National Policy on Education, 1986 (Modifications made in 1992)*. New Delhi : MHRD.
- GOI (1986 & 1992). *Programme on Action, 1986 & 1992*. New Delhi: MHRD.
- Jagannath, M. (2005). *Teaching of Moral Values Development*. New Delhi: Deep and Deep Publication.
- Johan, G. (1996). *Peace by Peaceful Means*. New Delhi: Sage Publication.
- Kumar, M. (Ed.). (1994). *Non-violence, Contemporary Issues and Challenges*. New Delhi: Gandhi Peace Foundation.
- Morrison, M. L. (2003). *Peace Education*. Australia: McFarland.
- NCERT (2004). *Peace Education-Self Instructional Package for Teacher Educators*. New Delhi.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCERT (2006). *National Curriculum Framework, Position Paper National Focus Group on Education for Peace*. New Delhi: NCERT.
- Passi, B. K., & Singh, P. (1999). *Value Education*. Agra: Agra Psychological Corporation.
- Pillai, K.S. (1991). *Relevance of Peace Education*. AmbalaCantt: The Associated Publishers.
- Prasad, S. N., & Sukla, S. (Eds.). (1996). *Disarmament Education and Peace*. AmbalaCantt: The Associated Publishers.
- Reardon, B. (1989). *Comprehensive Peace Education*. New York: Teachers College Press.
- Ruhela, S. P. (1986). *Human Values and Education*. New Delhi: Sterling Publishing.
- Salomon, G., & Nevo, B. (2002). *Peace Education: The Concept, Principles, and Practices around the World*. London: Lawrence Erlbaum Associates.
- Sharma, R. A. (2008). *Human Value of Education*. Meerut: R. Lall Books Depot.
- Shukla, R. P. (2004). *Value Education and Human Rights*. New Delhi: Sarup and Sons.
- Singh, Y. K., & Natha, R. (2008). *Value Education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). *Value Education*. New Delhi: APH Publishing Corporation.
- Subramanian, K. (1990). *Value Education*. Madurai: Ravana Publication.
- UNESCO (1999). *Teacher Education for Peace and International Understanding, Seminar Report (NIEER)*. Tokyo, Japan.
- Venkataiah, N. (1998). *Value Education*. New Delhi: APH Publishing Corporation.
- Venkataiah (2009). *Value Education*. New Delhi: APH Publishing Corporation.
- [http://www.ncert.nic.in/html/education\\_peace.htmw](http://www.ncert.nic.in/html/education_peace.htmw).

**EDN/MN/604\***  
**PEDAGOGY**  
**(2 Credits)**  
**Marks: 100**

**EDN/FP/605**  
**FIELD PROJECT - III**  
**(4 Credits)**  
**Marks: 100**

Students will be given Project related to research

**EDN/MJ/649**  
**CONCEPTUAL FRAMEWORK, REVIEW WRITING AND COLLECTION OF**  
**DATA**  
**(6 Credits)**  
**Marks : 100**

All students will collect data, write conceptual framework and review of related studies for their dissertation

# IV SEMESTER

**EDN/MJ/650**  
**COMPARATIVE EDUCATION**  
**(4 Credit)**  
**Marks: 100**

**COURSE OBJECTIVES**

On completion of this course, the students will be able to:

- Understand comparative education, the approaches used in it and factors determining the educational system of a country
- Compare the systems of education- constitutional provisions for education, educational administration and finance in India, USA, UK, Finland and Japan
- Compare education at different stages - pre-primary, primary, secondary, higher secondary, higher education and teacher education in India, USA, UK, Finland and Japan

**COURSE CONTENTS**

**Unit-I: Introduction to Comparative Education**

- Meaning, Purpose and Scope of Comparative Education
- Approaches/Methods of Comparative Education: Historical and Descriptive
- Factors Determining the Educational System of a Country: Geographical, Political, Religious, Socio-Cultural, Philosophical and Historical

**Unit-II: Comparative Perspective on Education System in Some Countries**

- Constitutional Provisions for Education in India, USA, UK, Finland and Japan
- Educational Administration in India, USA, UK, Finland and Japan
- Educational Finance in India, USA, UK, Finland and Japan

**Unit-III: Comparative Perspective on Education at Different Stages in Some Countries- I**

- Pre-Primary Education in India, USA, UK, Finland and Japan
- Primary Education in India, USA, UK, Finland and Japan
- Secondary Education in India, USA, UK, Finland and Japan

**Unit-IV: Comparative Perspective on Education at Different Stages in Some Countries-II**

- Higher Secondary Education in India, USA, UK, Finland and Japan
- Higher Education in India, USA, UK, Finland and Japan
- Teacher Education in India, USA, UK, Finland and Japan

### **Suggested Readings**

- Chakravarti, M. (2005). Education in the 21st century. New Delhi: Kalpaz Publications.
- Chaube, S.P., & Chaube, A. (1993). Comparative education. New Delhi: Vikas Publishing House Pvt.Ltd.
- Collin, H. (Ed.). (1974). World perspective. Allied Publishers.
- Department of Education (1937). General survey of education in Japan. Tokyo.
- Grammer, J.F., & Brown, G.S. (1956). Contemporary education: A comprehensive study of national systems.
- Hans, N. (1936). Comparative education. American View of Educational Research.
- Kandel, R.L. (1933). Studies in comparative in education. George G. Harrap and Co., Ltd.
- Kenneth, R.K. (1956). Education in USA. London: Alwen Ltd.
- Khan, Mohammada Abbas (2004). Modern comparative education. New Delhi: Anmol Publications Pvt.Ltd.
- Khana, P.K. (2005). Education in the new millenium. ABD Publishers.
- Matthews, Mervyn (1982). Education in the Soviet Union; Policies and Institutions since Stalin.UK:George Allen and Unwin Publishers Ltd.
- Philip, E.Johns (1971). Comparative Education: Purposes and Methods. Australia: University of Greenland Press.
- Rao, V.K., & Reddy, R. (2004). Comparative Education. New Delhi: Common Wealth Publishers.
- Russel, J.D., & Judd, C.H. The American Educational System.
- Sharma, A.P. (1972). Contemporary Problems of Education. New Delhi.
- Smith , W.O.L. Education in Great Britain. Oxford University Press.
- Ulich, Robert (2006). The Education of Nations; A Comparison in Historical Perspectives. Delhi: Surjeet Publications.
- Ward, H. The Education System of England and Wales and its Recent History.
- Sharma, R.N. (2005). Comparative Education. Delhi: Surjeet Publications.
- Sharma, R.S. (2005). Comparative Perspectives on Education. Jaipur: ABD Publishers.
- Sharma, Y.K. (2005). Comparative Education: A Comparative Study of Educational Systems. New Delhi: Kanishka Publishers & Distributors.
- Sharma, Promila (2009). Encyclopedia of Comparative Education. Ashish Publishing House.
- Sodhi, T.S. (2004). Textbook of Comparative Education. New Delhi: Vikas Publishing Home Private Limited. Distributors: UBS Publishers & Distributors Private Limited.

**EDN/MJ/651**  
**EDUCATION FOR EXCEPTIONAL CHILDREN**  
**(4 Credits)**  
**Marks-100**

**COURSE OBJECTIVES**

**After completion of the course the student will be able to:**

- Understand the history of special education
- Analyse the concept of exceptionality
- Examine the policies on inclusive education
- Understand the characteristics and classification criteria of students with differently-abled
- Acquaint with the effective teaching strategies and practices for students with differently-abled
- Understand the role of teachers as a facilitator in an inclusive classroom

**COURSE CONTENTS**

**Unit-I: Introduction to Special Education**

- Concept of Exceptionality; Positive and Negative Deviations.
- History of Special Education with special reference to India.
- Recommendations of RPWD Act 2016 and RCI.

**Unit-II: Education of Students with Physically Disability**

- Characteristics, Classification and Education of Students with Physical Disability: Visual Impairment, Hearing Impairment, and Speech Impairment.

**Unit-III: Education of Student with Intellectual Disability and Learning Disability**

- Characteristics and Classification of Students with Intellectual Disability.
- Teaching Strategies of Students with Educable Intellectual Disability.
- Characteristics and Classification of Students with Learning Disability.
- Role of Teachers in Educating Different Types of Students with Learning Disability.

**Unit-IV: Education of Students with Giftedness and Creativity**

- Concept and Characteristics of Students with Giftedness.
- Educational Practices and Approaches for Students with Giftedness: Grouping, Acceleration, and Enrichment.
- Characteristics, Components and Classroom Conditions for Nurturing and Stimulating Creativity.



**Suggested Readings:**

- Baroff, G.S. (1986) Mental Retardation: Nature, Causes and Management. Hemisphere Publishing Corporation, Washington.
- Bruer, A.M., & Shea, M. (1989). Teaching Exceptional Students in your Classroom. Allyn and Bacon.
- Bhatt, B.D., & Sharma, S.R. (1994). Education of the Gifted and Talented Children. Kanishka Publishing House.
- Bhargava, M. (1994). Introduction to exceptional children, their nature & educational provisions. Sterling Publishers Private Limited.
- Blair, G.M. (1980). Diagnostic and Remedial Teaching.
- Chauhan, S.S. (1989). Education of Exceptional Children. Indus Publishing Company.
- Cruickshank, M.M., & Johnson. (1975). Education of Exceptional Children and Youth. McGraw Hill.
- Dash, B.N. (1992). Education of Exceptional Children. Ajanta Prakashan.
- Dash, N., & Dash, M. (2005). Essentials of Exceptionality and Special Education. Atlantic Publishers & Distributors.
- Davis, G.A., & Rimm, S. B. (1985). Education of the Gifted and Talented. (3rd ed.). Allyn and Bacon.
- Desmukh (1988). Creativity in Classrooms. New Delhi: Prentice Hall.
- Dhawan, M.L. (2005). Learners with Special Needs. Isha Books.
- Dunn, L. M. (1963). Exceptional Children in the Schools' Holt. New York: Rinehart and Winston, Inc. Gargiulo.
- Gargiulo, R. M. (2009). Special Education in Contemporary Society. Sage Publications.
- Gearheart, B.R. (1972). Education of the Exceptional Child History. Practices and Trends
- Gearheart, B. R., Mullen, R. C., & Gearheart, C. J. (1993). Exceptional individuals: An introduction. Pacific Grove, CA: Brooks/Cole Pub.
- Heck, A.O. (1953). The Education of the Exceptional Children. McGraw Hill.
- Heward, W. L., & Orlansky, M. D. (1992). Exceptional Children: An Introductory Survey of Special Education. (4th Ed.). MacMillan Publishing Company.
- Herowitz & Brien (Eds.). (1985). The Gifted and Talented, Developmental Perspectives. Washington.
- James E., & Algozzine, B. (1976). Special Education – A Practical Approach for Teachers. New Delhi: Kanishka Publishers & Distributors
- Kar, C. (1994). Exceptional Children: Their Psychology and Education. Sterling Publishers Private Limited.
- Kaur, R. (2005). Special Education, New Trends and Innovations. Deep & Deep Publications Pvt. Ltd.
- Kirk, S. (1970). Educating Exceptional Children. Oxford & IBH Publishing Co.
- Kirk, S. & Gallagher (1979). Education of the Exceptional Children. New Delhi: Oxford IBH.
- Lindsay, M. (1980). Training Teachers of the Gifted and Talented. Teachers College Press.

- Maitra, K. (1993). Gifted and Talented: A developmental perspective. Discovery Publishing House.
- Mercer, C. D., & Pullen, P. C. (2005). Students with learning disabilities. Upper Saddle, NJ: Merrill/Prentice Hall.
- Mohanty, J., & Mohanty, J. (2004). Deaf and Dumb Education: New Trends and Innovations. Deep and Deep Publications Pvt. Ltd.
- Narang, S.K. (1994). The Bright and their Education. Prime Publishers.
- Panda, K. C. (1997). Education of Exceptional Children. Indus Publishing House Pvt. Ltd.
- Panda, K.C. (2005). Disadvantaged Children: Theory, research and educational perspectives. Mittal Publications.
- Prasad, S.B. (2004). Special Education. Jaipur: Mrs Shah Jain, Pointer Publisher, The Diamond Printing Press.
- Reddy, L.G. Ramar, R., & Kusuma, A. (2000). Education of Children with Special Needs. Discovery Publication House.
- Richard, M. (2009). Special Education in contemporary Society. Sage Publications, Inc.
- Schwartz, L.L. (1994). Why Give Gifts to the Gifted? – Investing in a National Resource. Crowin Press, Inc.
- Sharma, K.N. (1979). Dynamics of Creativity. National Psychological Corporation.
- Smith, R.M. An Introduction to Mental Retardation. Sympton & Lucking (1960). Education of the Gifted. New York: Ronald Press.
- Taneja, C.B. (2005). Importance and Need for Special Education. Jaipur: ABD Publishers.
- Torrance, E.P. (1962). Guiding Creative Talent. Prentice-Hall.
- Torrance & Myers (1970). Creative Learning and Teaching. New York: Dodd Mead.
- Tripathi, S.N. (1996). Talent and Creativity. National Psychological Corporation.
- Ysseldyke, J. E., & Algozzine, B. (1976). Special Education: A practical approach for teachers. Kanishka Publishers & Distributors.

**EDN/MJ/652**  
**EDUCATIONAL PLANNING AND MANAGEMENT**  
**(4 Credits)**  
**Marks 100**

**COURSE OBJECTIVES**

On completion of this course the students will be able to

- understand the types and approaches of educational planning and management.
- enhance personal management skills.
- develop skills of educational supervision.
- understand educational finance and budgeting
- acquaint with educational management techniques.
- know total quality management principles and techniques.

**COURSE CONTENTS**

**Unit-I: Introduction to Educational Planning and Management**

- Educational Planning: Concept, Process and Types
- Approaches to Educational Planning: Social Demand Approach, Social Justice Approach, Rate of Return Approach and Man-Power Planning Approach
- Educational Management: Concept, Scope, Components and Principles
- Types of Educational Management: Centralised vs. Decentralised, Bureaucratic vs. Technocratic, Autocratic vs. Democratic

**Unit-II: Personnel Management and Educational Supervision**

- Personnel Management in Educational Organisations: Meaning and Scope
- Professional Growth of Educational Personnel: Concept, Strategies for Professional Growth of Teachers and Educational Managers
- Evaluation of Professional Growth
- Educational Supervision: Concept, Nature, Scope and Principles
- Functions of Educational Supervision
- Supervisory Procedures
- Inspection vs. Supervision

**Unit-III: Financial Management and Budgeting**

- Sources of Income of Educational Organisations : Public funds, Private funds
- Management of Financial resources : Measures to economise expenditure and mobilise resources
- Factors and principles of Educational Finance
- Budgeting: Concept, Types and Process of Budgeting
- Zero Based Budgeting
- Planning Programming and Budgeting Systems (PPBS)

#### **Unit-IV: Management of Change in Educational Organisations**

- Concept, Nature, Types and Characteristics of Educational Organisations
- Process of Organisational Change and Organisation as Change Agents
- Conflicts: Concept, Nature, Types and Strategies for Conflict Management in Educational Organisations
- Systems Approach: Concept and its Application for the Management of Educational Organisations
- Total Quality Management: Concept, Principles and Techniques of TQM in Educational Organisations
- SWOT Analysis

#### **Suggested Readings:**

- AIEPA (1971). Modern Management Techniques in Educational Administration. New Delhi: Asian Institute of Ed. Planning and Administration.
- Ananda,W.P. Guruge (1984). General Principles of Management for Educational Planners and Administrators. Paris: UNESCO.
- Bhagia, H.M. et al., (1990). Educational Administration in India and other Developing Countries. New Delhi: Common Wealth Publications.
- Bray, M. and N.V. Varghese (eds.) (2011). Directions in Educational Planning: International Experiences and Perspectives. IIEP: Paris.
- Hostrop, R.W. (1975). Managing Education for Results.ETC Publications.
- NEIPA (1986). Educational Management in India. New Delhi: NIEPA.
- Singhal, R.P. et al., (1986). School Inspection System.A Modern Approach. Vikas Publishing House.
- Tanner, D., & Lawrel, T. (1987). Supervision in Education Problems and Practices. New York: Macmillian.
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**EDN/FP/653**  
**FIELD PROJECT - IV**  
**(4 Credits)**  
**Marks: 100**

Students will be given Project related to research

**EDN/MJ/699**  
**ANALYSIS AND INTERPRETATION OF DATA AND REPORT WRITING**  
**(12 Credits)**  
**Marks: 100**

All students will write the methodology used for their research, analyze and interpret their data and finally write a report of their dissertation work. The dissertation must be bounded which should be submitted in duplicate to the department of education