NAGALAND UNIVERSITY
DEPARTMENT OF EDUCATION, KOHIMA CAMPUS, MERIEMA-797004
M.A Education (CBCS)

The two years M.A Programme spread over four semesters consists of 14 Core papers including two Elective/Optional papers. Each paper is worth 5 credits (100 Marks). Students may also opt to do Dissertation in lieu of two courses (MAEDU-312 and MAEDU-416), one each in semester III and semester IV. The Department will be offering two (2) open papers (MAEDU- 208 and MAEDU-413), one each in the 2nd and 4th semesters.

Students will be evaluated for 30% of credit value (30 Marks) through continuous assessment- Internal tests, seminars and assignments. The remaining 70% of credit value (70 Marks) will be evaluated on the basis of an end semester examination.

Each student must attend a minimum of 75% of the classes conducted in each individual paper, failing which they will not be eligible to appear in the end semester examination. The pass mark for MA Education should be 45 %.

M.A. Education Course Structure
(Choice Based Credit System)

Semester	Course No.	Course Title	Max. Marks	Core/ Open	Credit	Contact Hours
SEMESTER- I	MAEDU-101	Philosophical Foundations of Education	100	Core	5	75
	MAEDU-102	Psychological Foundations of Education	100	Core	5	75
	MAEDU-103	Teacher Education	100	Core	5	75
	MAEDU-104	Distance Education	100	Core	5	75
		Total	**400**		**20**	**300**
SEMESTER II	MAEDU-205	Sociological Foundations of Education	100	Core	5	75
	MAEDU-206	Methodology of Educational Research and Statistics	100	Core	5	75
	MAEDU-207	Comparative Education	100	Core	5	75
	MAEDU-208	i. Value Education and Human Rights ii. Indian Literature in English iii. Women's writing iv. Psychology of Personality v. Phonetics & Phonology vi. Sociolinguistics	100	Open	5	75
		Total	**400**		**20**	**300**
SEMESTER- III	MAEDU-309	Intelligence, Creativity and Education	100	Core	5	75
	MAEDU-310	Environmental Education	100	Core	5	75
	MAEDU-311	Educational Testing and Evaluation	100	Core	5	75
	MAEDU-312	Population Education/Education for Leisure	100	Core	5	75
		Total	**400**		**20**	**300**
SEMESTER IV	MAEDU-413	i. Special Education ii. American Literature II iii. World Literature in Translation iv. Community Psychology v. Semantics vi. Psycholinguistics	100	Open	5	75
	MAEDU-414	Educational Technology	100	Core	5	75
	MAEDU-415	Education for the Empowerment of Women	100	Core	5	75
	MAEDU-416	Early Childhood Care and Education/ Economics of Education	100	Core	5	75
		Total	**400**		**20**	**300**
		GRAND TOTAL	**1600**		**80**	**1200**

1   One credit = 15 hours & each paper has 5 units of 14 marks each (14x5=70)

2   No. of teaching hours for every unit is 8 hours (8 Hours x 5 Units = 40 hours)

3   The remaining 35 hours may be utilized for preparation time, tutorials, practical
      activities, seminars, mentoring etc

M.A. (EDUCATION) Syllabus {under Choice Based Credit System}

SEMESTER I

- MAEDU: 101 - Philosophical Foundations of Education.
- MAEDU: 102- Psychological Foundations of Education.
- MAEDU: 103- Teacher Education.
- MAEDU: 104- Distance Education

SEMESTER II

- MAEDU: 205- Sociological Foundations of Education.
- MAEDU: 206- Methodology of Education Research and statistics.
- MAEDU: 207- Comparative Education.
- MAEDU: 208- Value Education and Human Rights

SEMESTER III

- MAEDU: 309- Intelligence, Creativity and Education.
- MAEDU: 310- Environmental Education
- MAEDU: 311- Educational Testing and Evaluation
- MAEDU: 312- Population Education/Education for Leisure

SEMESTER IV

- MAEDU:413- Special Education
- MAEDU:414- Educational Technology
- MAEDU:415- Education for Empowerment of Women
- MAEDU:416- Early Childhood Care and Education (ECCE) /Economics of
-   Education

MAEDU:101- PHILOSOPHICAL FOUNDATIONS OF EDUCATION (5 Credits)

COURSE OBJECTIVES
1. To enable the students to develop an understanding about the Paper
2. Contribution of Philosophy to the field of education.
3. Contribution of various Indian Schools of Philosophy to the field of education.
4. Impact of Western Philosophies on Indian Education.
5. Contribution of a few of the Great Indian Thinkers.
6. Concepts related to social philosophy of education.
7. Nature and sources of knowledge getting process.

COURSE CONTENTS

UNIT- I: **Education, Philosophy and Knowledge**
- Meaning, Nature and Scope of Philosophy of Education
- Functions of Philosophy of Education
- Relation between Philosophy and Education

UNIT- II: **Indian School of Philosophy**
- Nyaya
- Vedanta
- Buddhism
- Islamic Traditions

With special reference to their educational implications

UNIT- III: **Western Philosophies**
- Realism
- Marxism
- Logical Positivism
- Existentialism

Their educational implications with special reference to Epistemology, Axiology and process of education

UNIT- IV: **Contributions of Philosophers to Educational thought**
- Rousseau
- Pestalozzi
- Vivekananda
- Aurobindo

UNIT- V: **Social Philosophy and National Values of Education**
- Freedom, Equality, Democracy and Responsibility
- National values and education in relation to the constitution of India
- Education and its role in developing National Values

<u>Suggested Reading</u> :

1. Bhatt. S.R. : Knowledge, Value and Education: An Axionetic Analysis, Delhi : Glan Publishing House, 1986.
2. Brameld, T. : Pattern of Educational Philosophy, New York : Hold Rinehart & Winston, 1971.
3. Brown, L.M : Aims of Education, New York : Teachers College Press, 1970.
4. Brubacher, T.A. : Modern Philosophy of Education, Chicago : University of Chicago Press, 1955.
5. Dewey, J : Democracy and Education and Introduction into Philosophy of Education, New York: The Free Press, 1966.
6. Fitzgibbons, R.E. : Making Educational Decisions: An Introducation to Philosophy of Education, New York: Harcourt Brace Joranovich, 1981.
7. Hiriyana, M. : Outline of Indian Philosophy, SBD Publisher,2000
8. Kneller, G.F. : Introduction to the Philosophy of Education, New York, John Witty & Sons, 1971.
9. Mukherjee, R.K. : Ancient Indian Education, Motilal Banarasides, 1974.
10. Mc Clellan, J.E. : Philosophy of Education: New Jersey: Prentice Hall Inc., 1976.
11. Peters, R.S. : Authority, Responsibility & Education, London: George Allen Unwin, 1963.
12. Pandey, R.S. : An Introduction to Major Philosophies of Education: Vinod Pustak Mandir, Agra, 1982.
13. Pandit, Balkrishna S. : Indian Philosophy, SBD Publisher, 2000.
14. Radhakrishan, S : Indian Philosophy Vol.I and II, Oxford University Press, 1999
15. Reid, L.A. : Philosophy and Education, London: Jeineman, 1982.
16. Reyna, R. : Introduction to Indian Philosophy New Delhi: Tata-McGraw Hill, 1971.
17. Seetharamu, A.S. : Philosophies of Education, New Delhi: Ashish, 1978.
18. Sharma, R.N. : Philosophy and Sociology of Education, Surjeet Publication
19. Sindia, Judunath : Outline of Indian Philosophy, Motilal Barnasidass Publisher, 2000
20. Stemmer, N. : Roots of Knowledge, Oxford, Basil Blackwell, 1983.

MAEDU: 102 - PSYCHOLOGICAL FOUNDATIONS OF EDUCATION5 Credits)

COURSE OBJECTIVES
>   To develop in the students an understanding about:
1. The contribution of different schools of psychology to education.
2. Definition, nature and factors influencing learning.
3. The meaning measurement and adjustment of personality.
4. Concept of motivation and its relationship to learning.
5. Different theories of learning.

COURSE CONTENTS

UNIT- I: Contribution of the following schools of psychology towards education
- Behaviourism
- Gestalt
- Psycho-analytical
- Constructivism

UNIT- II: Learning and Motivation
a) Theories of Learning- Skinner's Operant conditioning
>   Bruner's Theory of teaching
b) Meaning and factors affecting Motivation
Role of Motivation in learning
Theories of Motivation- Maslow's Self Actualization Theory
>   Atkinson's Theory of Achievement Motivation

UNIT- III: Personality
- Type Theories: Sheldon and Kretschmer
- Trait Theories: Allport and Cattell
- Carl Roger's Self theory of Personality & Big Five factors theory
- Measurement of Personality – Subjective, Objective and projective
>   Techniques

UNIT- IV: Mental Health and Hygiene
- Mental Health and Adjustment
- Conflict, frustration, Anxiety and Complexes
- Defence Mechanism
- Stress Management

UNIT- V: Emotional and Spiritual Intelligence
- Concept of Emotional and Spiritual Intelligence
- Measurement of Emotional Intelligence and Spiritual Intelligence

Suggested Reading:

1.	Cronbach	- Educational psychology, 1973.
2.	Ellis	- Educational psychology, 1970
3.	Hilgard E.R & Bower G.H.	- Theories of learning
4.	Lingeen	- Educational psychology in the classroom, 1971.
5.	Beller R.	- Theory of motivation
6.	Kelesnik B.	- Educational psychology, 1962.
7.	Bernard	- Mental health in the classroom.
8.	Torrance	- Guiding creative talent, 1969.
9.	Gardon	-Synectics, 1961.
10.	D.Ausubel	-Verbal learning, 1962.
11.	Bruner, Goodnew & Auste	-A study of thinking, 1968.
12.	Hall	-Theories of personality
13.	Handley	-Personality, learning & teaching, 1978.
14.	Hoskovity & Ozgel	-General psychology.
15.	Bigge & Hunt	-Psychological foundation of education, 1968.
16.	Reilly	-Educational psychology, 1983.
17.	Bigge	- Learning & social behavior, 1971.
18.	Mclaughlin B.	- Learning & social behavior, 1971
19.	Bolles R.C.	- Theory of motivation, 1975

MAEDU:103 - TEACHER EDUCATION   (5 Credits)

COURSES OBJECTIVES
1. To enable the students to understand the meaning, scope, objectives of teacher education and its development in India.
2. To develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for different levels of education.

COURSE CONTENTS
Unit I: Introduction to Teacher Education
   - Historical Development of Teacher Education in India-Pre Independence and Post Independence Period
   -Meaning and Scope of Teacher Education
   -Objectives of Teacher Education - Elementary, Secondary and Hr. Secondary levels

Unit II: Teacher Education Programmes and Agencies
   -Pre-Service Teacher Education- Meaning, Need and Objectives, Types
   - In Service Teacher Education- Meaning, Need and Objectives, Types
   -Teacher Education by Distance Learning Mode
   -Agencies of Teacher Education- NCTE, NCERT, SCERT, DIET.

Unit III: Student Teaching
   -Student Teaching- Concept and Objectives and organization
   -Organization of Student Teaching-Internship, Final Practice Teaching
   -Core teaching Skills
   -Evaluation of Student Teaching Programmes

Unit IV: Trends and Innovations in Teacher Education
   -Integrated Teacher Education Programmes
   -Comprehensive Colleges of Education
   -Constructivism- Concept, Features & 5E Model

Unit V: Current Problems of Teacher Education
   -Professional Ethics of Teachers
   -Problems of Teacher Education
   -Preparing teachers for 21st Century
   -Problems of Research in Teacher Education

Suggested reading

1.   Anand C.L. et al   :   The teacher and Education in Emerging Indian Society,
                                       NCERT, New Delhi, 1983.
2.   Anand C.L.   :   Aspects of Teacher Education
                                       S.Chand and Co. New Delhi, 1988
3.   Chauraise, G.   :   New Era in teacher education
                                       Sterling Publisher, New Delhi, 1967
4.   Currey, P.   :   Education and training of Teachers,
                                       Orient Longman, London, 1963.
5.   Dent, H.C.   :   Teaching as a career, Basfford, 1961
6.   GOI   :   Report of Education Commission
                                       1964-66, Managers of Publications New Delhi, 1966.
7.   GOI   :   National Policy an Education 1986 and 1992 and
                                       POA 1986 and 1992.
8.   Mukherjee, S.N.   :   Education of Teachers in India
                                       Vol. I & II, S.Chand & Co.New Delhi, 1966.
9.   NCERT   :   Survey of Teacher Education in India,
                                       New Delhi, 1963.
10.   NCTE   :   Norms and standards for Teacher
                                       Education Institutions, NCTE, New Delhi, 1995.
11.   NCTE   :   Curriculum Framework for Quality Teacher
                                       Education, NCTE, New Delhi, 1998.
12.   NCTE   :   Assessment and Evaluation in Teacher
                                       Education, NCTE, New Delhi, 1998.
13.   NCTE   :   Education of Teachers: SAARC Experiences,
                                       Report of the SAARC conference on preparing
                                       Teachers for Universal Elementary Education,
                                       NCTE, New Delhi, 1999.
14.   NCTE   :   Human Rights and National Values:
                                       Self-Learning Models for Teacher Education,
                                       NCTE, New Delhi, 1999.
15.   NCTE   :   A Handbook of Educational Research,
                                       NCTE, New Delhi, 1999.

MAEDU:104- DISTANCE EDUCATION (5 Credits)
COURSE OBJECTIVES
1. To orient students with the nature and need of Distance Education in the present day Indian society.
2. To expose students to different kinds of information and communication Technologies (ICT) and apprise them with their use in teaching-learning process.
3. To enable student to understand various modes of Student support services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
4. To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

COURSE CONTENTS
UNIT I: Distance Education and its development
- Need and characteristic features of Distance Education
- Growth of Distance Education
- Distance Teaching-Learning systems in India

UNIT II: Intervention strategies at a distance
- Information and Communication Technologies (ICT) and their application in Distance Education.
- Self-Instructional Material (SIM): Models of course development; Features of SIM; Designing SIM & Preparation of a unit of SIM

UNIT III: Learning at a distance
- Student support services in Distance Education and their management
- Student Evaluation in Distance Education
        Factors in designing evaluation system
        Self-assessment and tutor evaluation
- Mobile Technologies for learning

UNIT IV: Programmes in Distance Education
- Technical and vocational programmes
- Distance Education-Teacher training programmes
- Distance Education-Skill development & life skills

UNIT V: Quality Enhancement and programme Evaluation
- Quality assurance of Distance Education.
- Mechanisms for maintenance of standards in Distance Education.
- Evaluating distance programmes (Qualitative, Quantitative & Mixed methods)

Suggested readings:

1. AIU :Quality Assurance in Distance Higher Education (1999), Publication &. Sale division Association of Indian Universities, AIU House, 16 Kotla Marg New Delhi.

2. AIU :Handbook on Distance education (2000). Publication and sales division, Association of Indian Universities AIU House, 16 Kotla Marg New Delhi.

3. Powar, K.B. :Indian Higher Education. Concept Publishing Company A/15-16, commercial Block, Mohan Garden, New Delhi – 110059

4. Bhatnagar, S. :Distance Education: A system under stress. Concept Publishing company New Delhi

5. Sharma, Madhulika :Distance Education-Concepts and Principles(2006), Kanishka Publishers, Distributors, New Delhi

6. Keegan, D :The Foundations of Distance Education (1986), Croom Helm, London.

7. Reddy, G.R. (ed.) . :Open Universities: The Ivory Towers thrown Open (1988), Sterling, New Delhi

8. Pandey,V.C.(ed.) :Technology and Development of Distance Education (2005), Isha Books,Delhi

9. Chandra, Romesh (ed.) :The Future of Distance Learning (2007), Kalpaz publications, Delhi

MAEDU:205 - SOCIOLOGICAL FOUNDATIONS OF EDUCATION (5 Credits)

COURSE OBJECTIVES

      To enable the students to understand about:
1. Meaning and nature of sociology of education and social organizations.
2. Group dynamics, social instruction, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernization, Westernization and socialization.
4. Various social factors and their impact on education.

COURSE CONTENTS

UNIT- I: **Sociology of Education and Social Organization**
- Concept of Sociology of education
- Concept of Social Organisation and its dynamic Characteristics
- Concept of Organisational Climate
- Social Function, Education and quality Education

UNIT- II: **Culture and Education**
- Meaning and Nature of Culture
- Types of Culture and Cultural Lag
- Concept of Folkways, Mores and Custom
- Indigenous Education in Naga Society
- Role of Education in Cultural Context

UNIT- III: **Social Change and process of Social Change**
- Concept of Social Change
- Factors of Social Change – Demography, Technology, education etc.
- Concept, characteristics and educational Implications of Urbanisation with special reference to Indian Society
- Concept, characteristics and educational Implications of Modernisation with special reference to Indian Society
- Concept, characteristics and educational Implications of Westernisation with special reference to Indian Society

UNIT- IV: **Community and Education**
- Meaning and nature of Community
- Community participation – Community and school relationship
- Role of Community in Education
- Communitization of Elementary Education in Nagaland-Status, initiation, & challenges
- Community projects and success stories in Education

UNIT- V: **Education and Society**
- Education as a process of Socialization
- Education as a process of Social Progress
- Social Interaction and their Educational Implications
- Social Stratification and its Educational Implications

Suggested readings

1. Events Julia,   - The sociology of educational ideas.
2. Core, M.S.   - Education and modernization in India
3. Hargreaves, David H.   -International relations and education
4. John Son Frank P.   - Joining together, 1975
5. King, 1983   - The sociology of school organization
6. Klauss,   - International communication in organizations
7. Mohanty,   - Indian education and emerging society
8. Morrish Ivor,   - Aspect of educational change
9. Musgrove, PM,   - The sociology of education
10. NCERT,   - Field studies in the sociology of education
11. Sharma Motilal   - School in context
12. Sieber, Sam D,   - The school and society
13. Singhi Narendra K.   – Education and social change, 1979
14. Swift, D.F   - Basic reading in the sociology of education
15. Zigner,   - Socialization and personality development.
16. Rao, C.N. Shankar   - Sociology: Primary Principles –S.Chand & Company Ltd. 7361, Ram Nagar, New Delhi – 110055. 2003.
17. Johnson, Harry M.   - Sociology: A systematic Introduction, Allied Publishers Pvt. Limited, New Delhi, 2003.

MAEDU:206- METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS

COURSE OBJECTIVES (5 Credits)

To enable the students to understand about the
1. Sources from where knowledge could be obtained
2. Nature, scope and limitation of educational research.
3. Modalities necessary for formulation research problem.
4. Sources for obtaining the data, analyzing and drawing for solving an educational problem.
5. Major approaches for conducting the educational research and preparing and communication of result – the research report.

COURSE CONTENTS

UNIT I: Foundations of Research
- Meaning, Objectives of Research in Education
- Grounded theory
- Variable: Concept & types
- Population & Sample size

UNIT II: Nature and scope of educational research
- Meaning, nature and scope
- Fundamental, applied and action research
- Scales of measurement

UNIT III: The Research Problem and Approaches to Research
- Selection of a Research Problem: Criteria
- Hypothesis: Concept, types and formulation
- Major approaches to Research: Research design, Descriptive survey research & Historical research.

UNIT IV: Data in Educational Research
- Data: Concept, types and sources of data
- Data collection: Quantitative and Qualitative research/tools.
- Sampling Techniques: Probability and Non-probability; its selection

UNIT V: Data Analysis and Report Writing
- Data Analysis: Frequencies, Percentages, Cross tabulations,
- Measures of Central Tendencies & Dispersions; t-test, Analysis Variance, Correlation and measures of association
- Choosing the right statistic: Sampling issues & types of data used
- Decision making: Type I and Type II errors; tailed tests; levels of significance
- Research Report: writing and evaluation

Suggested Readings:

1. Best J.W. and Kahn J.V.   : Research in Education (sixth edition) Prentice Hall of India, Private Ltd, New Delhi, 1989.
2. Fox D.J.   : The Research Process iin Education, Holt Rinehart and Winston, Inc, New York 1969.
3. Van Dalen D.S. & Meyer W.J.:Understanding Educational Research: An Introduction, Mc Grow Hill Co.New York, 1979.
4. Kerlinger F.N.   : Foundations of Behaviour Research, Surjeet Publications, Delhi, 1978.
5. Sukia S.P. and Others   : Elements of Educational Research, (3rd revised edition) Allied Publishers, Bombay, 1974.
6. Koul.L   Methodology of Educational Research, Vikas Publishers, Meyer W.J.New Delhi, 1984.
7. Sax G.   : Empirical Foundations of Educational Research, Englewood Cliffs, N.J., 1962.
8. Good, Barr and Scates   : Methodology of Educational Research, New York, Appleton Crofts, 1962.
9. Buckman B.W.   : Analysing and Designing Educational Research, Harcourt Brace Javanovich Inc., New York, 1978.
10. Tuckman B.W.   : Conducting Educational Research, (2nd edition) Harcourt Brace Javanovich Inc., New York,1979.
11. Garrett H.E.   : Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd., Bombay, 1988.
12. Kurtz A.K. and Mayo S.T. : Statistical Methods in Education and Psychology, Narosa Publishing House, New Delhi, 1980.
13. Bruce, Tuchman   : Conducational Research, New York: Harcourt Brace Inc., 1978.
14. Buch M.B.   : Survey of Research in Education, Baroda: CASE, M.S. University, 1974, II, II, IV, V, VI, VII survey.
15. Englehart, Max. D.   : Methods of Educational Research, Chicago, Rand Mc Nally Meyer W.J. and Co., 1972.
16. Wilkinson & Bhandarkar   : Methodology and techniques of Social Research, Bombay, Himalaya Publishing House, 1994.
17. Blalock H.M.   : Social Statistics, New York, Mc Grow Hill, 1981.
18. Siegal, Sydney   :Non-Parametric Statistics for Behavioral Science,New Delhi, Mc Grow Hill, 1978.
19. Guilford J.P.& B.Fruchter : Fundamental Statistics in Psychology and Education, New York.
20. Singh, Arun Kumar   : Tests, Measurement and Research Methods in Behavioural Sciences, New Delhi, Mc Grow Hill, 1986.

MAEDU :207 - COMPARATIVE EDUCATION   (5 Credits)

COURSE OBJECTIVES:
1. To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

COURSE CONTENT
Unit –I: Introduction to Comparative Education
- Meaning, Scope and Relevance of Comparative Education
- Methods of Comparative Education-Juxtaposition, Area Study, Inter Educational Analysis

Unit –II: Comparative Education Factors and Approaches
- Comparative Education Factors- Geographical, Historical, Economic, Cultural, Philosophical, Sociological, Lingusitic Factors
- Comparative Education Approaches- Historical, Descriptive, Statistical, Scientific

Unit –III: Trends in World Education
- Trends in World Education
- Borderless education
- Educational Activities of the UNO

Unit –IV: Comparative study of Education systems
- Primary Education: India, USA
- Secondary Education: UK- India
- Higher Education: USA -India
- Teacher Education: UK- India
- Adult education: USA-India

Unit –V: Problems of Education in Developing Countries with special reference to India and their solutions through Education
- Illiteracy
- Poverty,
- Population Explosion
- Political Instability
- Economic Underdevelopment
- Unemployment, Terrorism, Healthcare & Climate Change

Suggested Readings:

1. John, Francis, Grammer & George – Contemporary education: A comprehensive study of national system 1965, Brace and world, Inc, New York.
2. Kalil Gezi – Education in comparative and international perspective, 1971, Holt,Rinehart and Wiston,Inc, New York.
3. Philip E.Jones – Comparative education: purposes and methods, 1971, university of Greenland press, Australia.
4. Harris Colin (ED) – World perspective, 1974, Allied Publication.
5. Husen, Torsten – The learning society, 1974, Methnen & Co.
6. UNESCO – Growth and change: Perspectives of education in Asia, 1973, Sterling publishers.
7. –do- – In the minds of men, 1972
8. –do- – Peace on the earth, 1980.
9. –do- – International Year Book for education. Vol. Xxxiii, 1981 & xxxiv, 1982, xxxv, 1983.
10. –do- – Education in Asia & Oceanic. A challenge for the 1980's.
11. –do- – World problems in education-A brief analytical survey, 1975.
12. B.Datta, H.K. Hazari, P,M.Passah and M.C Pandey (eds) – Population, Poverty and Environment in North East India – Concept
13. Bhan, Susheela – Terrorism: An Annotated Bibliography (CICIL)
14. Durganand Sinha, R.C. Tripathi and Girishwar Misra (eds) – Deprivation: Its social roots and psychological consequences
15. Grover, Verinder (Ed) – Encyclopaedia of InternationalTerrorism (3 volumes) Deep & Deep Publications
16. Reddy, D. Narasimha – Crime, corruption & Development, Deep & Deep Publications
17. Das, Debendra K. – Socio Economic Development in the 21st century, Deep & Deep Publications
18. Naik, S.P. – Population in South Asia: Migration as a survival strategy. Delhi, Authors Press Publishers, 2001.
19. Mishra, N. – Poverty in South Asia. Delhi: Authors Press Publishers,2001
20. Rao, V.K. & Reddy, R.S. – Comparative Education, New Delhi, Commonwealth Publishers, 1997.

MAEDU:208 - VALUE EDUCATION AND HUMAN RIGHTS   (5 Credits)

COURSE OBJECTIVES

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

COURSE CONTENTS

UNIT I: Education and Values —
- Definition, Concept, Classification, Theory, Criteria and Sources of values
- Aims and objectives of value education
- Types of Values (Moral, Social, Religious, Aesthetic and Professional Values)
- Role and need for value education in the contemporary society
- Role of education in transformation of values in society
- Role of parents, teachers, society, peer group and mass media in fostering values

UNIT II: National and International Values

Constitutional or national values with relation to
   a. Democracy
   b. socialism,
   c. secularism
   d. equality
   e. justice
   f. freedom
- National Integration and international understanding.

UNIT III: Human Rights

Concept of Human Rights – Indian and International Perspectives
   a. Evolution of Human Rights
   a. Right to Life, Liberty and Dignity
   b. Right to Equality
   c. Right against Exploitation
   d. Cultural and Educational Rights
   e. Economic Rights
   f. Political Rights
   g. Social Rights

UNIT IV: Moral Development of the Child
- Concept of Development and Concept of Moral Development
- Psycho-analytical approach

- Cognitive developmental approach- Piaget and Kohlberg (Stages, moral development and their characteristic features)

UNIT V: **Moral Learning to Moral Education**

    a) Moral Learning outside the school:
- Child rearing practices and moral learning
- Moral learning via Imitation

    b) Need of Humanistic value for espouse peace in the society

    c) Conflict of cross-cultural influences, cross-border education

    d) Moral learning inside the school:
- Curriculum
- Role of Teachers and development of values among students
    School Environment

<u>**Suggested readings**</u>

1. Westesmark,E   :The origin & development of the moral ideas, London, Mc.Millan & Co.Ltd, 1972,Vol.
2. Bhyrappa S.L.   :Values in modern Indian Edl. Thought, NCER, New Delhi.
3. Piaget, J.   :Judgement & reasoning in the child, New York, Harcourt Brace, 1928.
4.   -do-   :Moral judgement of the child, Glencoe, III. Free Press, 1918.
5. Vidyalankar A   :High-level seminar on moral education (Simla 1981). Deptt. of ESSH,NCERT, New Delhi.
6. Kohiliergh, R.L.   :Moralization research- the cognitive development approach, New   Turiel, E.(Eds)   York, Holt Rhinehart Winston.
7. M.Stephens   : Human rights: concepts & Perspectives, SAGE Publication.
8. Meera, Panigrahi   : Humanism and culture. SAGE Publication.
9. Gupta, N.L.   :Human values in Education SAGE
6. Heneny, S.R. Kao   : Management & cultural values. SAGE
11. J. Mohanty   : Human Rights Education.   Deep&Deep publication
12. B.P.Singh Sehgal   :Human Rights in India:Problems and perspectives   . Deep&Deep publication
13. P.L.Mehta   :Human Rights under the Indian constitution. Deep&Deep publication

MAEDU:309 - INTELLIGENCE, CREATIVITY AND EDUCATION (5 Credits)

COURSE OBJECTIVES

To enable the students understand about:

1. The nature, meaning and concept of intelligence.
2. The meaning and concept of creativity along with the educational procedures for fostering Creativity among individuals.
3. The stages of development of intellectual development, creativity development and compatibility between them at various levels of school education.
4. Facing and managing the creative children and at the same time nurturing their creative talent.
5. The research studies conducted in the field of creative education in the world and in our country, so far.

COURSE CONTENTS

UNIT- I: Intelligence
- Nature and Structure of Intelligence
- Theories of Intelligence (Spearman Factor, Multifactor, Group factor, SI Model, Triarchic Theory)
- Relationship between Intelligent and Creativity

UNIT- II: Creativity
- Meaning and Nature of Creativity
- Aspect of Creativity- Person, Process, Product, Press
- Theories of Creativity

UNIT- III: Measurement and Educational Approach
- Measurement of Creativity – Baqer Mehdi, Verbal and Non-verbal Test
- Measurement of Intelligence – Jalota and Binet
- Educational Approach for the Creative and intellectually gifted – acceleration, enrichment and groupings

UNIT- IV: Intellectual and Creative Development
- Stages of Intellectual Development
- Stages of Creative Development
- Role of heredity and environment in the development of intelligence and creativity

UNIT- V: Nurturance of Creative Potential
- Need for fostering creative potential
- Measures and techniques for fostering creativity
- Problems of creative children in maintaining creativity and when creativity is repressed
- Goals for guiding creative talent

Suggested Readings:

1. Aggarwal, J.C.(1995)   :Essentials of Educational Psychology.Vikas Publishing House Pvt.Ltd. New Delhi.
2. Butcher, N.J.(1968)   :Human Intelligence: Its Nature and Assessment. London: Metuen.
3. Getzels, J.W and Jackson, P.W.(1962) :Creativity and Intelligence: Explorations with gifted students. New York: John Wiley& Sons.
4. Guilford, J.P.(1967)   : The Nature of Human Intelligence. New York: McGraw-Hill.
5. Khatena, J.(1971)   :Psychology of Gifted children
6. Raina, M.K.(1986)   :Talent and Creativity. New Delhi: NCERT.
7. Stein, M.J.(1978)   :Stimulating creativity. New York: Academic Press.
8. Torranee, E.P.(1962)   :Guiding Creative Talent. Englewood Cliffs N.J: Prentice Hall
9. Torrance, E.P.(1970)   :Encouraging Creativity in the classroom. Dubugue, Iowa: W.C. Brown Co.
10. NCERT(1993)   :Education for Creativity. A Resource Book for Teacher Education.
11. Witty P.E (Ed) (1969)   :The Gifted Child, Beston Health
12. Gallagher J.J.(1960)   :Teaching the gifted child
13. Dehaan R.F. and Havighurst R.J.   :Educating gifted children
14. Martinson R.A.   :Curriculum enrichment for the gifted in the primary grades.
15. Torrance P.E (1969)   :Guiding creative talent
16. Cruickshank,M.M.& Johnson Co.(Ed): Education of exceptional children and youth, 1975.

MAEDU:310 - ENVIRONMENTAL EDUCATION (5 Credits)

COURSE OBJECTIVES

To develop in the students an understanding about
1. Understand the meaning, nature and importance of environmental education or develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Develop competencies of environmental education.
4. Understand environmental hazards or their procreative measures.
5. Know about the progress of various environmental projects that are going on the globe.

COURSE CONTENTS

UNIT- I: **Environmental Education and Awareness**
- Nature, Meaning and Importance of environmental education
- Education for environmental awareness and attitude change

UNIT- II: **Relationship between man and environment**
- Ecological
- Psychological Perspective
- Sustainable Development

UNIT- III: **Programmes of Environmental Education**
- Primary level
- Secondary level
- Higher educational Institutions

UNIT- IV: **Environmental Stressors**
- Natural and man-made disasters
- Global Warming and Climatic Change
- Education for coping with the environmental stressors

UNIT- V: **Study of Environmental Projects**
- Environmental Projects at the International level: Rio Summit, Kyoto Protocol, etc.
- Environmental Projects at the National level
- Environmental Projects at the Regional/State level

Suggested Readings:

1. Agarwal, Anil.   :Down to Earth, *Science & Environment* Oct 15.& 31 1996, Nov 30,1996.

2. Goudie, Andrew   :The Human Impact: Man's Role in Environmental change. Basil Blackwell Publisher Ltd. Oxford. England 1981.

3. Bandhu D.& Anlakas   :Environmental Education Indian Environmental Society, New Delhi.

4. Bharat B.Dhar   :Environmental Education in India Status & strategies University News (38) 6, Feb. 7. 2000.

5. Bhatt. S.   :Towards a new Ecological world order of the 21st century. Environment protection and Environment law. Radiant Publishers New Delhi.

6. Medhi, Dilip   :Man & Environment in North-East India, Omsons Publications New delhi 1993.

7. Mitzel, Harold E.   :Environmental Education. Encyclopedia of Educational Research Mac millan Publishing co. New York.

8. Nanda, V.K.   :Environmental Education. Anmol Publishers Pvt.Ltd. New delhi

9. Saxena, A.B.   :Environmental Education. National Psychological corperation agra.

10. Radha,S. & A.S. Sankhyan   :Environmental challenges in the 21st century   Deep & deep Publications

11. Monga, G.S.   :Environment and Development   Deep&deep Publications

12. Garg, Bansal, Tiwana   :Environmental pollution & protection Deep&deep Publications

13. Amitava Mukherjee   :Environment and Development: views from the East and West Concept.

MAEDU : 311 EDUCATIONAL TESTING AND EVALUATION (5 Credits)

UNIT I :   **Concept of Educational Evaluation**
- Educational evaluation and Measurement
- Distinction between measurement and evaluation
- Defining educational objective
- Formative and summative evaluation

UNIT II: **Concept and types of tests/tools**
   a) Types of tests/tools
   b) Administering and scoring of tests/scales
   c) Types of validity & Establishing validity of tests/scales
   d) reliability: Types, Establishing reliability of test/scales
   e) Norms-different types.
   - Criterion referenced testing and norm referenced testing.
   - Speed test and power test.

UNIT III: **Standardized achievement test**
- Construction procedures
- Item analysis
- Establishing validity and reliability
- Development of norms

UNIT IV: **Measurement of intelligence, aptitude, personality, Attitude Scales and interest.**
   -A discussion of known tests:
   i.   Stanford-Binet Tests
   ii.   Wechsler's Scales
   iii.   Differential Aptitude Test (DAT)
   iv.   Thematic Apperception Test (TAT)
   v.   Catell's 16:PF
   vi.   Thurstone method
   vii.   Likert method.
           .

UNIT V: New trends in evaluation –
 a) Grading
 b) Semester system
 c) Continuous Internal Assessment system
 d) Question bank
 e) Use of Computer in evaluation.

Suggested Readings:

1. Anastasi, A.   - Psychological Testing (4th edition), Mc.Millan.
2. Freeman, F.S.   - Theory & Practice of Psychological Testing,(3 edition) Oxford&IBH Pub.Co.,New Delhi, 1976
3. Edwards, A.L.   - Techniques of Attitude Scale Construction, Vakils, Feffer&Simons private Ltd, Bombay,1975.
4. Tuckman, B.W.   - Measuring Educational Outcome: Fundamentals of Testing, Harcourt Brace, Jovanovich, New York,1975.
5. Harper(Jr),A.E-   -Preparing objective Examination- A handbook for Teachers,
   Harper E.S.   Students and Examiners, Prentice Hall of India, Pvt, Ltd, New Delhi,1990.
6. Singh(Ed)   -Criterion-Referenced Measurement,(Selected readings) NCERT,New Delhi,1990.
7. Sax, G.   -Principles of Educational Measurement and Evaluation, Woodworth publishing, California, 1974.
8. Cronbach, L.J.   - Essentials of Psychological Testing,(3rd edition) harper&Row Publishers, New York, 1970.
9. Tenbrink, T.D.   - Evaluation-A practical Guide for Teachers, McGraw Hill, Book Company, New York,1974.
10. Ebel,R.L.and   - Essentials of Educational Measurement, Prentice Hall,1986.
    Frisbei, D.A.
11. Thorndike, R.L.   - Measurement and Evaluation in Psychology and Education,
    & Hagen, E.P.   (4th edition) John Wiley and Sons, New York,1977.
12. Bloom B.S   - Handbook of Formative and Summative Evaluation of student
    & Other   Learning,McGrow Hill, Book Co,New York,1977

MAEDU:312- POPULATION EDUCATION/EDUCATION FOR LEISURE **(5 Credits)**

COURSE OBJECTIVES

To enable the students
1. To understand the nature scope and need of population education.
2. To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
3. To gain knowledge about the various techniques of maintenance of "status" of population.
4. To understand the concept of prosperous family.
5. To learn about the latest policies of population education and agencies working towards their achievement.

COURSE CONTENTS

Unit I: **Concept of Population Education**
- Meaning and Scope of Population Education
- Need and importance of population education
- Objectives of Population education

Unit II: Population Situation and Dynamics
- Population distribution and density
- Population composition – age, sex, rural& urban.
- Factors affecting population growth

Unit III: **Population and Quality of Life**
- Population and socio-economic development
- Population and health services
- Population and environmental resources
- Population and Unemployment

Unit IV: **Family Life Education**
- Concept of family life education
- Family needs and resources
- Responsible parenthood

Unit V: **Population related policies and programmes**
- National   Population Policy
- Voluntary and International agencies –UNFPA, ICPD

EDUCATION FOR LEISURE (5 Credits)

COURSE OBJECTIVES

1. Leisure is a resultant of science and technology if needs to be used in a meaningful way.
2. To learn to organize leisure time activities at all levels of education in school.
3. To help develop leisure time activities as a seemed vocation.
4. To encourage community agencies to utilize this aspect to make to a learning society.

COURSE CONTENTS

UNIT I   **Leisure – the historical perspective**
- Concept of leisure
- Leisure in the age of feudalism, in a democracy and in the age of science and technology and changing society
- Early and present attitude towards leisure.

UNIT II   **Leisure as a necessity and also as a problem**
- Leisure in relation to -
  - increased production
  - increased consumption
  - crime and delinquency
  - human development.
- Types of leisure time, activities:
  - As entertainment;
  - As recreation;
  - As personal development.

UNIT III   **Organized leisure- time**
- Responsibility of the social organization –
  - play groups
  - family
  - School
  - Other community agencies
  - Government

UNIT IV   Student Services in the University: problems faced by students : heterogeneity first generation learners, diverse ambitions, no tradition of education in family, presence of foreign students, problems of women students, the role of student unions.

MAEDU :413 - SPECIAL EDUCATION (5 Credits)

COURSE OBJECTIVES
       To make the students:
1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions on education of children with special needs for realizing the concept of "Universalization of education".
3. Grasp about the meaning, Specific characteristics and modalities of identification of various types of exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

UNIT- I: Special Education
-   Meaning and scope of Special Education
-   A brief history of Special Education

UNIT- II: Universalization of Education with reference to Disabilities
-   Constitutional provisions
-   Government Policies (Recommendations given in NPE 1986. PWD 2016 Act
-   National Institutes of Handicapped and the role of Rehabilitation Council of India

UNIT- III: Education of Exceptional Children
a)   Characteristics, identification, prevention, educational programs and placements of the following types of special children:
-   Mentally Retarded (MR)
-   With Learning Disabilities
-   Emotionally disturbed
-   With speech and language disorders
-   Visually impaired
-   With hearing impairment

b)   Creative and Gifted Children- Characteristics, Identification and enrichment of curriculum

UNIT – IV: Educational intervention
-   Nature and objectives of special schools; Integrated schools and support services provided within them viz., Resource room, resource teacher, counsellor etc
-   Concept of remedial teaching (specially for learning disabled children)

UNIT –V: Inclusive Education
-   Concept and Importance of Inclusive education
-   Role of peers and teachers of the school, Family of the "concerned child" and community in education

Suggested Readings:

1. Clarke, A.D.B.   - Recent advances in the study of sub-normality, association for mental health, London.
2. Blair, G.M.   - Diagnostic and remedial teaching.
3. Smith, R.   - Teacher diagnosis of learning difficulties, 1970.
4. Schonnel, J.   - Backwardness in basic school subjects.
5. Smith, R.M.   - An introduction to mental retardation, 1971.
6. Kirk, S.A.   - Educating exceptional children, 1970.
7. Guilford, R.   - Special education needs, 1971.
8. Howard   - Exceptional children-An introductory survey of special education, 1984.
9. Howell   - Inside special education, 1983.
10. Gearheart, B.R.   - Education of the exceptional child-history present practices and trends, 1972.

MAEDU : 414 - EDUCATIONAL TECHNOLOGY (5 Credits)

COURSE OBJECTIVES
1. To enable the students to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students with levels, strategies and models of teaching for future improvement.
4. To acquaint the students with emerging trends in ET along with the resource centers of ET and e-learning through SWYAM and MOOCs.

COURSE CONTENT:

UNIT - I : Concept of Educational Technology
- Meaning, Nature, Scope and Significance of Educational Technology
- Components of Educational Technology: Software, Hardware
- Systems Approach in Educational Technology
- Mass Media Approach in Educational Technology

UNIT - II: Communication
- Concept, Nature, Process and Components and types of Communication
- Barriers to Communication
- Classroom Communication and factors affecting classroom communication
- Flanders Interaction Analysis Category System (FIACS)

UNIT- III: Designing Instructional System
- Concept and Importance of Instructional System Designing & ADDIE model
- Formulation of Instructional Objectives
- Task Analysis
- Designing of Instructional Strategies such as lecture, team teaching, discussion, seminar, tutorials

UNIT- IV: Teaching & Models of Teaching
- Teaching at Memory, Understanding and Reflective Levels
- Models of Teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching
- Essential Elements of the families of teaching models-
    - Information processing Family (Inductive Thinking Model)
    - Social Interaction Family (Jurisprudential Inquiry Model)
    - Behavioural Family (Simulation)
    - Personal Family (Nondirective Teaching Model)

UNIT V: Emerging Trends in Educational Technology
- Online Learning (SWAYAM, MOOCs) and Open Educational Resources
- Flipped classroom, Blended learning, e-learning etc
- Resource Centres of Educational Technology and their activity for the improvement of teaching-learning
- Computers and Internet in teaching and research

Suggested reading:

1. Bajpal A.D.&Leedham J.F.   Aspects of Educational technology Part IV,Pitman Pub., New York,1970.

2.Balaguruswamy E and Sharma K.D. Computers in Education and Training.

3. Berlo D.K.   The Process of Communication.

4. Bloom B.S.   Taxonomy of Educational Objectives; Handbook 1, Cognitive domain, Longman Group Ltd.,London, 1974.

5. Chauhan S.S.   A textbook of Programmed Instruction, Sterling Publishers Pvt Ltd, New Delhi-1978.

6. Deceeco J.P.   Educational Technology Readings in Programmed Instruction.

7. Deceeco J.P.   The Psychology of Learning and Instructional Technology, Prentice-Hall of India,Pvt.Ltd, New Delhi, 1970.

8. Flanders N.   Analysing Teaching Behaviour, Addison-Wesley Pub.Co, London, 1971.

9. Jose Chander N.   Management of distance Education, Sterling Publishers Pvt.Ltd, London, 1991.

10. Joyce B and Weil M.   Models of Teaching (4th edition) Prentice Hall of India Pvt.Ltd London, 1974.

11. Joyce,B., Weil,M   Models of Teaching (8th edition) Prentice Hall of India, Pvt.Ltd., Delhi,2013

    and Calhoun,E

12.Sharma,R.A.   Programmed Instruction;An Instructional Technology International Publishing House, Meerut,1982.

13. Sharma, R.A.   Technology of Teaching, International Publishing House, Meerut 1991.

14. Skinner, B.F.   The Technology of Teaching, Appleton Century-Croft, New York, 1968.

15. Thiagarajan, R.   Computers for Beginners, Starling Publishers, Ltd, New Delhi, 1984.

16. Dasgupta,D.N   Communication and Education, Pointer Publishers, Jaipur, 2002.

17. Sharma,B.M.   Net-oriented Education, Akansha Publishing House, New Delhi, 2004.

MAEDU : 415 EDUCATION FOR THE EMPOWERMENT OF WOMEN (5 Credits)

COURSE OBJECTIVES
1. To enable the students to know the expected roles (political, social and economic) of women in developing countries including India
2. To acquaint them with the types and modes of preparation needed in playing such roles effectively and efficiently in tune with the constitutional directives
3. To develop awareness of the concept of women as change agents for the transformation of Third World and developing countries

COURSE CONTENTS

UNIT I: **Concept of women empowerment**
- Concept of women empowerment
- Dimensions of empowerment
- major areas to be tapped with regards women in your society

UNIT II: **Status of women**
- Sub-culture of men and women in India with special reference to Nagaland
- Access and status of women in Naga society.

UNIT III: **Governmental efforts in empowering women**
- Planned governmental efforts for sustainable development of women and girls in relation to
- (a) Education
- (b)Social justice
- (c) Skill Development

UNIT IV: **Issues and Problems in women empowerment**
- (a) Gender disparities
- (b) Women and Health care
- (c) Women and Economic Development
- (d) Domestic violence
- (e) Sexual harassment

UNIT V: **Issues and needs of girls' education**
- Access to education and retention to Education
- Value of girls' education
- Fostering Positive attitude towards girls' education

Suggested Readings:

1. Narasimhan, Sakuntala   : Empowering women. SAGE Publication. 1999.
2. Wazir, Rekha   : The Gender Gap in Basic Education SAGE 2000
3. Agnihotri, Satish Balram   : Sex Ratio Patterns in the Indian population
4. Howard,Judeth A.   : Gendered Situations
    Jocelyn A Hollander
5. De Loat, Jacqueline   : Gender in the workplace
6. Brandwein, Rutha   : Battered women, children and welfare reform
7. Landrine,Hope &   : Discrimination against women
    Elizabeth A. Klonoff
8. Lee, Christina Lee   : Women's Health
9. Dube,   Leela   : Women and Kinship
10. Venkateswaran, Sandhya   : Environment, Development and the Gender gap
11. Sekaran, Uma   : Woman power
    Fredrick T L Leong
12. Sarasioali, T.S.   : Culture, Socialization and Human Development
13. Bakshi, S.R.   : Welfare & Development of women
14. Venkataiah, S.   : Women Education

MAEDU-416: EARLY CHILDHOOD CARE AND EDUCATION (ECCE)   (5 Credits)

Couse Objectives:
To enable the students to understand about
1. The meaning and importance of early childhood care and education
2. The various aspects of development during early childhood years
3. The contributions of Philosophers and Thinkers on early childhood care and education
4. The Curriculum and Method of Teaching at early childhood level
5. The various agencies for the promotion of early childhood care and education

COURSE CONTENTS
Unit-I: Introduction to Early Childhood Care and Education (ECCE)
- Meaning, Need and Importance of Early Childhood Care and Education (ECCE)
- Aims and Objectives of Early Childhood Care and Education
- Development of ECCE with special reference to India
- ECCE Teacher training programmes in India
- National Polices about ECCE: NPE 1986 & NEP 2020
Unit-II: Early Childhood Development
- Physical Development
- Social & Moral Development
- Emotional Development
- Intellectual Development
- Language & Aesthetic Development
- Activities for Physical, Social, Moral, Emotional, Language & Aesthetic development in ECCE
Unit- III: Contribution of Philosophers and Educationists to ECCE
- Jean Jacques Rousseau
- Friedrich Froebel
- MC-Millian Sisters
- Maria Montessori
- Tarabai Modak
Unit- IV: Curriculum and Methods of Teaching at ECCE
- ECCE Curriculum: An Overview
- Maxims of Teaching at Early Childhood level
- Methods of Teaching at Early Childhood level
- Planning and Organization of ECCE Curriculum
- Evaluation of ECCE Programmes and Activities
Unit- V: Agencies of Early Childhood Care and Education
- Central and Social Welfare Boards
- Indian Council for Child welfare
- Home and Community
- Integrated Child Development Scheme (ICDS)
- United Nations International Children's Emergency Fund (UNICEF)

REFERENCES

Aggarwal, J.C. & Gupta S. (2019). Early Childhood Care and Education. New Delhi: Shipra

Berk, L. (2006). Child development. New York: Allyn& Bacon

Brownhill,S and Bullock,E.(2011). A quick Guide to Behaviour Managemnetin the Early Years. New York: Sage Global

Deiner, P. L. (2009). Inclusive Early Childhood Education: Development, Resources, and Practice. Belmont: Cengage Learning

Gupta, A. (2006). Early Childhood Education, Postcolonial theory & teaching practices in India- Balancing vygotsky and Vedas. New York: Palgrave Macmillan.

Knight, S (2011) Risk and Adventure in Early Years Outdoor Play. New York: Sage Global

Moyles, J. & Hargreaves, L. (1998). The primary curriculum. Learning from international perspectives. London: Routledge

Pattnaik, J. (1996). Early Childhood Education in India: History, Trends, Issues, and achievements. Early Childhood Education Journal, 24(1), 11-16. Retrieved October, 6, 2011. http://www. Jstor.org.

Peltzman, B. R. (1998): Pioneers of Early Childhood Education: A Bio-Bibliographical Guide. London.

Viruru. R, (2002). Early childhood education: postcolonial perspectives from India. NewYork: Sage

ECONOMICS OF EDUCATION (5 Credits)

COURSE CONTENTS

To make the students aware about:
1. The meaning, importance and scope of economics of education.
2. Education expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
3. The concept and relationship between input and output of education.
4. The source and resources of finances for education.
5. The financial resource management.

COURSE CONTENTS

UNIT I.   Economics of Education
- Concept, Scope and Significance
- Recent trends in economics of education.

UNIT **II.   Education as consumption**
- Concept, Significance.

UNIT III.   Education and Economic development
- Human capital formation and Manpower planning.

UNIT IV. Cost benefit analysis of education
- Taxonomy of cost of education
- Taxonomy of benefits of education.
- Inputs and outputs – concepts and relationships between the two.

UNIT V. Resources for Education and financing
- Role of the centre, states and institution for financing education.
- Theoretical considerations
- Problems of financing, Grant-in-aid scheme.

Suggested Readings:

1. Mukherjee K.C.   - Under development educational policy and planning, Asia Publishing House, Bombay, 1967.
2. Kaufman R.A.   - Educational system planning, prentice Hall, Inc. Eaglewood cliffs New Jersey, 1972.
3. Naik J.P.   - Policy and progamme in Indian education, Orient Longman, New Delhi, 1971
4. Halsey, H.Etal(ed)   - Education, economy and society, The Free Press, New York, 1965.
5. Report of the education commission, 1961-66, Govt. of India Ministry of Education, New Delhi, 1968.
6. Misra   - Financing of Indian education, Asia Pub. House, 1967.
7. Azed J.L.   - Financing of higher education in India, Sterling Publishers, Pvt.Ltd, New delhi.
8. Vaizy john   - The economics of education, Faber&Faber, London.
9. Johan Vaizy & Chesees J.D. - The costing of educational plan. UNESCO.
10. Benson C.S.   - The economics of public education, New York, Honghton,Miffilin, 1961.
11. Naik J.P.   - Elementary education in India, Allied Pub.
12. Pandit, H.N.(ed)   - Measurement of cost, efficiency and productivity of education, NCERT.
13. Report of the education commission, 1964-66.

****