

**DEPARTMENT OF EDUCATION  
NAGALAND UNIVERSITY  
HQS: LUMAMI**



**MA EDUCATION  
SYLLABUS  
2026**

The Course Structure for the **2-year MA Education programme at Nagaland University** is given below. The 2<sup>nd</sup> year Course (3<sup>rd</sup> and 4<sup>th</sup> Semester) will also be offered to students admitting for 1 Year M.A programme after completing 4 years Undergraduate Course in degree colleges.

Course Code	Course Title	Total Credits
<b>SEMESTER 1</b>		
MAEDU-401	Philosophy of Education	4
MAEDU-402	Advanced Educational Psychology	4
MAEDU-403	Teacher Education	4
MAEDU-404	Research Methodology in Education	4
MAEDU-405	Distance Education	4
	<b>Total</b>	<b>20</b>
<b>SEMESTER 2</b>		
MAEDU-406	Sociology of Education	4
MAEDU-407	Comparative Education	4
MAEDU-408	Value Education and Human Rights	4
MAEDU-409	Technology of education	4
MAEDU-410	Advanced Research Methods in Education	4
	<b>Total</b>	<b>20</b>
<i>Students exiting after Semester 2 will be awarded PG diploma</i>		
<b>SEMESTER 3</b>		
MAEDU-501	Intelligence, Creativity and Education	4
MAEDU-502	Environmental Education	4
MAEDU-503	Measurement, Assessment and Evaluation in Education	4
MAEDU-504	Curriculum Studies	4
MAEDU-505	Population Education	4
	<b>Total</b>	<b>20</b>
<b>SEMESTER 4</b>		
MAEDU-506	Special Education / Dissertation/Research Project	4
MAEDU-507	Education for the Empowerment of Women/ Dissertation/ Research Project	4
MAEDU-508	Early Childhood Care and Education/ Dissertation/ Research Project	4
MAEDU-509	Educational Administration and Management/ Dissertation/ Research Project	4
MAEDU-510	Communication Technologies in Education/ Dissertation/ Research Project	4
	<b>Total</b>	<b>20</b>

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**MAEDU:401- PHILOSOPHICAL FOUNDATIONS OF EDUCATION****4 Credits****COURSE OBJECTIVES**

To enable the students to understand the following concepts and theories

1. Fundamentals of Philosophy, Education and Knowledge
2. Various Indian & Western schools of philosophy and their implications
3. Contribution of various Philosophers and Thinkers.
4. Concepts related to social philosophy and national values.

**COURSE CONTENTS**

- UNIT- I: Education, Philosophy and Knowledge**
- Meaning, Nature and Scope of Philosophy of Education
  - Theories of Knowledge in the 21<sup>st</sup> century
  - Functions and Implications of Philosophy of Education
  - Relation between Philosophy and Education
- UNIT- II: Indian & Western School of Philosophy**
- Vedanta & Sankhya
  - Buddhism & Islamic Traditions
  - Realism & Marxism
  - Logical Positivism & Existentialism
- With special reference to their educational implications
- UNIT- III: Contributions of Philosophers and their Educational Thought**
- Rousseau
  - Pestalozzi
  - Vivekananda
  - Aurobindo
- UNIT- IV: Social Philosophy and National Values of Education**
- Freedom and Equality
  - Democracy and Citizenship
  - National values and the constitution of India
  - Education and its role in developing National Values

**Practicum:**

Presentations on different schools of philosophy and their educational implications

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### Suggested Readings

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer.
- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Dewey, John (1966) Democracy and Education, New York: Mc Millan
- Fitzgibbons, R.E. (1981): Making Educational Decisions: An Introduction to Philosophy of Education, New York: Harcourt Brace Jorandovich.
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiana: Tondon Publications.
- Hiriyana, M. (2000). Outline of Indian Philosophy, SBD Publisher
- Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1982). An Introduction to Major Philosophies of Education: Vinod Pustak Mandir, Agra, 1982.
- Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
- Sindia, Judunath (2000). Outline of Indian Philosophy, Motilal Barnasidass Publisher.
- Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

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**MAEDU: 402- ADVANCED EDUCATIONAL PSYCHOLOGY****4 Credits****COURSE OBJECTIVES**

To develop in the students an understanding about;

1. The main features and contribution of the different schools of psychology to education
2. Theories of development and its implication to teaching learning process.
3. Meaning and factors influencing learning, relationship between motivation & learning
4. Theories of learning and motivation.
5. The meaning, measurement and theories of personality.

**COURSE CONTENTS****UNIT- I: Schools of psychology & developmental psychology**

- **Features and contribution of the following school of psychology to education-** Behaviourism, Gestalt, Psycho-analytical & Constructivism
- **Theories on human development and its implication to teaching learning**
  - o Erickson's theory of psycho social development
  - o Havighurst Developmental task theory

**UNIT- II: Learning and Motivation**

- Meaning and factors affecting learning
- Theories of learning- Skinner's Operant Conditioning & Bruner's theory of teaching
- Meaning and role of motivation in learning
- Theories of Motivation- Maslow's Self Actualization theory & Atkinson's theory of Achievement motivation

**UNIT- III: Personality- Theories and measurement**

- Allport trait theory & Roger's Self theory of personality
- Big Five Factor theory
- Measurement of Personality- Subjective, Objective and Projective techniques

**UNIT- IV: Mental Health and adjustment**

- Concept of Mental health & adjustment
- Characteristics of a mentally healthy person
- Threats to mental health & adjustment- conflict, frustration, anxiety & complexes
- Role of schools in enhancing mental health and adjustment among students
- Adjustment mechanism & its types

**Practicum:** The students may be engaged for presentation on;

- the schools of psychology & their relevance in the present-day education.
- theories of learning, motivation etc.& their educational implications

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**Suggested Reading:**

1. Atkinson, J.W. & Feather, N.T- A Theory of Achievement Motivation, 1960
2. Bhatnagar S., - Advanced Educational Psychology, 2002
3. Beller R. - Theory of motivation
4. Bernard - Mental health in the classroom.
5. Bigge & Hunt - Psychological foundation of education, 1968.
6. Bolles R.C. - Theory of motivation, 1975
7. Cronbach - Educational psychology, 1973.
8. Decece, J.P., - The Psychology of Learning and Instruction, 1970
9. Ellis - Educational psychology, 1970
10. Hall, C.S., & Lindsey, G. - Theories of personality, 1978
11. Handley - Personality, learning & teaching, 1978.
12. Hoskovity & Ozgel - General psychology.
13. Hilgard E.R & Bower G.H. - Theories of learning
14. Kelesnik B. - Educational psychology, 1962.
15. Lingen - Educational psychology in the classroom, 1971.
16. Mangal, S.K., - Advanced Educational Psychology, 2008
17. Maslow, A. - Motivation and Personality, 1954
18. Mclaughlin B. - Learning & social behavior, 1971
19. Reilly - Educational psychology, 1983.
20. Woodworth, R.S - Psychology: A Study of Mental Life, 1995

**MAEDU: 403 - TEACHER EDUCATION****4 Credits****COURSE OBJECTIVES****On completion of the course, it is expected that the students will be able to:**

1. Describe the holistic perspective of teacher education and its historical perspective.
2. Analyse the current pre-service and in-service teacher education programmes in terms of various policy documents
3. Describe on the need and modalities for continuing professional development of a teacher.
4. Critically analyse research trends and innovations in the field of teacher education

**Course Contents****Unit I: Introduction to Teacher Education**

- Meaning, Nature and Scope of Teacher Education
- Historical Development of Teacher Education in India-Pre Independence and Post Independence Period
- 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, RCI, Samagra Shiksha.

**Unit III: Student Teaching**

- Student Teaching- Concept and Objectives and organization
- Organization of Student Teaching-Internship, Final Practice Teaching
- Core teaching Skills, Reflective Teaching and its Strategies
- Evaluation of Student Teaching Programmes

**Unit IV: Trends and Innovations in Teacher Education**

- Preparing Teachers for 21<sup>st</sup> Century
- ITEP-NEP 2020
- Research and Innovation in Teacher Education
- Constructivism- Concept, Features & 5E Model

**Practicum**

Demonstration of Teaching Skills

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**Suggested Readings:**

1. GOI : Report of Education Commission 1964-66, Managers of Publications New Delhi, 1966.
2. GOI : National Policy an Education 1986 and 1992 and POA 1986 and 1992.
3. Kauts, A. : Quality Concerns in Teacher Education. Patiala: 21st Century Publications, 2013.
4. Kothari, R. G. and Patel, J, B : In-service Teacher Education: Training programme for Primary Teachers. Germany:VDM Verlag Publisher,2011.
5. Mukherjee, S.N. : Education of Teachers in India Vol. I & II, S.Chand & Co.New Delhi, 1966.
6. NCTE : Norms and standards for Teacher Education Institutions, NCTE, New Delhi, 2014.
7. NCTE : Curriculum Framework for Quality Teacher Education, NCTE, New Delhi, 1998.
8. NCTE : Assessment and Evaluation in Teacher Education, NCTE, New Delhi, 1998
9. Rao, R :Methods of Teacher Training. New Delhi. Discovery Publishing House, 2004.
10. Sharma, R.A. : Teacher Education, International Publication House, Meerut, 2002.

**MAEDU- 404: RESEARCH METHODOLOGY IN EDUCATION****4 Credits****LEARNING OUTCOMES OF THE COURSE:**

Upon course completion, students will achieve the following learning outcomes:

1. Explain the scope and significance of educational research, and differentiate between various types of research and research methodologies.
2. Identify and formulate a research problem, and apply statistical concepts to make informed decisions in educational research.
3. Design and implement effective data collection strategies for primary and secondary data, and apply ethical principles to ensure the integrity and validity of the data.
4. Analyse and interpret both qualitative and quantitative data using various techniques, AI tools to draw meaningful conclusions and inform educational decisions.

**COURSE CONTENT****Unit-I: Basics of Educational Research**

1.1 Meaning and Scope of Educational Research

1.2 Scientific Method: Meaning, steps, Characteristics (Replicability, Precision, Falsifiability and Parsimony)

1.3 Types of research (Fundamental, Applied and Action)

1.4 Qualitative and Quantitative research in education

**Unit-II: Research Basics: Problem Formulation to Decision Making**

2.1 Research Problem: Selection Criteria & Characteristics

2.2 Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)

2.3 Concepts of Universe, population, Sample, Variables

2.4 Decision making (Type I and Type II errors), tailed tests, levels of significance, and effect size.

**Unit-III: Data Collection in Educational Research**

3.1 Collection of primary data & AI-generated questionnaires for survey research

3.2 Collection of Secondary data

3.3 Qualitative data collection techniques

3.4 Ethics in data collection for research

**Unit-IV: Qualitative, Quantitative Data Analysis & interpretation**

4.1 Data Analysis: Concept & Purpose

4.2 Frequency, Percentage, Content Analysis and interpretation

4.3 Quantitative Data analysis: Concept & procedure (AI-assisted coding and theme identification)

4.4 Descriptive and inferential analyses & interpretation (using Chatbots)

**Practicum**

Review of literature on various topics

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**Suggested Readings:**

1. Aggarwal, Y.P. (2013). *The Science of Educational Research*. Delhi: Nirmal Book Agency.
2. Best J.W. and Kahn J.V. (1989). *Research in Education (sixth edition)* New Delhi: Prentice Hall of India, Private Ltd.
3. Cross, C. (2025). *AI-powered research methods: Innovative tools and methodologies for the modern scholar*. Amazon Digital Services LLC – Kdp
4. Garrett H.E. (1988). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer
5. John W. Creswell (2009): *Research Design (Qualitative, Quantitative, and Mixed Methods Approaches)* (3rd Edition). California: Sage Publication
6. John W. Creswell (2012): *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Edition), New Delhi: PHI learning Private limited.
7. Koul.L.(1984): *Methodology of Educational Research*. New Delhi: Vikas Publishers.
8. Louis Cohen, Lawrence Manion and Keith Morrison (2007): *Research Methods in Education*, (6th Edition). London: Routledge Publications
9. Muhammad, R. (2025). *Qualitative Data Analysis with Chatgpt and Qualcoder: A Step-By-Step Guide to AI-Powered Coding and Thematic Analysis*.

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**MAEDU:405- DISTANCE EDUCATION**  
**COURSE OBJECTIVES****4 Credits**

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 Learner Student support services and the arrangements to provide these services
4. To enable students to evaluate programmes of Distance Education and to enhance the quality and standards of different DE Programmes.

**COURSE CONTENTS****UNIT I: Distance Education and its development**

- Defining Distance Education; Need and characteristic features of Distance Education; terms that need to be distinguished
- Growth of Distance Education
- Models of Open and Distance Learning; Trends in Distance Education

**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 and Preparation of SIM
- Assistive Technologies for Distance Education

**UNIT III: Learning at a distance**

- Learner Support Services in Distance Education: Information, Tutorial, Guidance, Counselling, Library etc.
- Evaluating Student Learning in Distance Education; Factors in designing an evaluation system; Assignments and Feedback
- Institutional arrangements for learner support: Study centres, regional centres, Contact Programmes

**UNIT IV: Quality Enhancement and programme Evaluation**

- Quality assurance in Distance Education
- Maintenance of standards in Distance Education; Distance Education Bureau
- Need and Process of Programme Evaluation in Distance Education
- Cost Analysis of Distance Education

**Practicum (any one)**

- Presentations on any topic
- Visit any Distance Education institution/ centre and write a report
- Develop an instructional material on any topic
- Visit websites of various DE institutions and analyse the types of courses offered, learner support, evaluation etc.

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**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. Anjana ed. - Technology for Efficient Learner Support Services in Distance Education,(2018) Springer publications
4. Powar, K.B. : Indian Higher Education. Concept Publishing Company A/15-16, commercial Block, Mohan Garden, New Delhi – 110059
5. Bhatnagar, S. :Distance Education: A system under stress. Concept Publishing company New Delhi
6. Sharma, Madhulika : Distance Education-Concepts and Principles(2006), Kanishka Publishers, Distributors, New Delhi
7. Keegan, D :The Foundations of Distance Education (1986), Croom Helm, London.
8. Reddy, G.R. (ed.) . :Open Universities: The Ivory Towers Thrown Open (1988), Sterling, New Delhi
9. Pandey,V.C.(ed.) :Technology and Development of Distance Education (2005), Isha Books,Delhi
10. Chandra, Romesh (ed.) :The Future of Distance Learning (2007), Kalpaz Publications, Delhi.
11. Somayajulu, B.K. & Ramakrishna (2014). Distance Learners and Support Services- Current Trends and Prospects.
12. Sitansu S. Jena Kuldeep Agarwal Sukanta K. Mahapatra (Ed. ) : ICT in Education -Perspectives on Open Distance Learning. Shipra Publications

**MAEDU: 406 - SOCIOLOGY OF EDUCATION****4 Credits****COURSE OBJECTIVES**

To enable the students to understand about:

1. Meaning and approaches to sociology of education and social organizations.
2. Social change, social movement and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernization, Westernization and socialization.
4. The concept and theories of social movement.
5. Role of community in education and the communitization process in Nagaland.
6. Various social factors and their impact on education.

**COURSE CONTENTS****UNIT- I : Sociology of Education and its approaches**

- Sociological determinants of education
- Education as a process of Socialization
- Concept of Organisational Climate and its dimensions
- Approaches to sociology of education- Symbolic interaction theory, functionalist theory and conflict theory

**UNIT- II : Culture and Education**

- Meaning and Types of Culture and Cultural Lag, multiculturalism in education
- Concept of Folkways, Mores and Custom
- Indigenous Education in Naga Society
- Role of Education in Cultural Context

**UNIT- III: Social Change and Social process**

- Concept & Factors of Social Change – Demography, Technology, education etc.
- Social stratification and its educational implications
- Concept, characteristics and educational Implications of Urbanisation, Modernisation and Westernisation with special reference to Indian Society
- Concept and theories of social movement- Deprivation theory, New social movement theory

**UNIT- IV: Community and Education**

- Meaning and nature of Community
- Role of Community in Education
- Communitization of Elementary Education in Nagaland-Status, initiation & challenges
- Community projects and success stories in education
- Concept and principles of Andragogy in education

**Practical activities**

The students may be engaged in Projects on different aspects of their own culture.

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**Suggested readings**

1. Events Julia, - The sociology of educational ideas.
2. Cook, L.A & Cook E.E.A., (1970) Sociological approached to education, New York: Mc Graw Hill.
3. Core, M.S. - Education and modernization in India
4. King, 1983 - The sociology of school organization
5. Klaus, - International communication in organizations
6. Mathur, S.S (2000) - A Sociological Approach to Indian Education. Vinod Pustok Mandir, Agra-2
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-407: COMPARATIVE EDUCATION****4 Credits****LEARNING OUTCOMES OF THE COURSE:**

Upon course completion, students will achieve the following learning outcomes:

1. To comprehend the meaning, scope, and importance of comparative education, and its various methods and approaches.
2. To analyse the current educational scenario in India and globally, with a focus on NEP 2020 and the role of international bodies in education.
3. To identify and address the various factors and issues affecting comparative education, and to develop innovative educational solutions to combat societal challenges.
4. To conduct a comparative analysis of educational systems in India and other countries.

**COURSE CONTENT****Unit –I: Understanding Comparative Education**

- 1.1 Meaning and Scope of Comparative Education
- 1.2 Need and Importance of Comparative Education
- 1.3 Methods of Comparative Education: Juxtaposition, Area Study, Inter Educational Analysis
- 1.4 Comparative Education Approaches: Historical, Descriptive, Scientific & Cross-disciplinary approach of Comparative Education

**UNIT – II: Educational Scenario: India & Global**

- 2.1 Overview of the major educational development in India with focus on NEP 2020
- 2.2 Internationalization of Education
- 2.3 Role of International Bodies in Education (UNO, ASEAN)

**Unit –III: Comparative Education Factors, Issues and Research**

- 3.1 Factors affecting Comparative Education - Geographical, Historical, Economic, Philosophical, Sociological, Linguistic Factors
- 3.2 Addressing educational challenges in developing countries, specifically India,
- 3.3 Developing innovative educational solutions to combat pressing societal issues (Illiteracy, Unemployment, Poverty, Population Explosion, Political Instability, and Economic Underdevelopment)
- 3.4 Research and Comparative Education

**Unit –IV: Comparative study of educational systems**

- 4.1 Primary Education: India - USA
- 4.2 Secondary Education: UK - India
- 4.3 Higher Education: USA - India
- 4.4 Vocational Education: South Korea - India

**Practicum:**

Presentations on any topic

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**Suggested Readings:**

1. Bereday, G.Z.F. (1967). *Comparative Methods in Education*, New York: Oxford.
2. Bhatnagar, B.P. & IB Varma. I.B. (1978). *Educational Administration*, Meerut: Loyal Book Depot, Meerut.
3. Biswas, A. & Aggarwal, J.C. (1998): *Comparative Education*, Arya Book Depot, New Delhi. Prakashan  
Kendra, Aminabad, Lucknow
4. Carlton, R., Colley and Machinnon. (1977). *Educational change and Society*. Toronto: Gage Educational Publishing.
5. Chaube, S.P.(1993). *Comparative Education*, Vikas Publishing House Pvt. Ltd. New Delhi.
6. Dutta, B.S.V. (2004). *Comparative Education-A Comparative Study of Educational Systems*. Guwahati: Publishers & Distributors.
7. Gezi, K.I. (1971). *Education in Comparative and International Perspective*, New York: Halt, Rinehart & Winston, Inc.
8. Hans Collins (ed) (1964). *Comparative Education*, London, Routledge and Kegan Paul Limited.
9. Holmas, B. (1965): *Problems in Education: A Comparative Approach*, London; Rutledge and Keegan Paul.
10. Mishra, N. (2004). *Poverty in South Asia*, Delhi: Authors Press Publishers.
11. Naik, S.P. (2003). *Perspective on Comparative Education*, New Delhi: Anmol Publications.
12. Philip. H. John (1971). *Comparative Education, Purpose and Methods*, Australia, University of Greenland Press.
13. Sodhi, T.S. (1993). *A text book of Comparative Education*, New Delhi: Vikas Publishing House Pvt Ltd.
14. Watson K. & Wilson, R. (1985): *Contemporary Issues in Comparative Education*, London; Croon & Helm.

**MAEDU: 408- VALUE EDUCATION AND HUMAN RIGHTS****4 Credits****COURSE OBJECTIVES**

To enable the students to understand;

1. The concept and types of values, need and importance of value education
2. The various national values and the importance of indigenous knowledge and values
3. The concept of human rights and the education for human rights.
4. The process of moral development vis-à-vis their cognitive and social development
5. The various intervention strategies for moral education and conversion of moral learning to moral education

**COURSE CONTENTS****UNIT- I: Education and Value**

- Concept, types and sources of values
- Concept, aims and objectives of value education
- Need for value education in the contemporary society
- Role of education in preserving value
- Role of parents, peer group & society in fostering values

**UNIT- II: National values**

- Indian culture and human values
- Indigenous knowledge and values
- National values and Indian constitution in relation to Democracy, Socialism, Secularism, Equality, Justice and Freedom
- Concept of Global citizenship education

**UNIT- III: Human Rights and Education**

- Concept of human rights, historical development of human rights
- Fundamental rights and Indian constitution with emphasis on
  - o Right to life, liberty and dignity
  - o Right to equality
  - o Right against exploitation
  - o Cultural and educational rights
  - o Economic, social and political rights
- Education for human rights

**UNIT- IV: Moral development & moral learning**

- Psycho-analytical approach to moral development
- Cognitive development approach- Piaget and Kohlberg (Stages of moral development and its characteristic features)
- Child rearing practices and moral learning
- Moral learning via imitation
- Media and moral learning
- Moral learning inside the school- Curriculum, Teachers & School Environment

**Practicum**

The students may carry out a project on the Indigenous knowledge & values.

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**Suggested readings**

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

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**MAEDU-409: TECHNOLOGY OF EDUCATION****4 Credits****COURSE OBJECTIVES**

1. To enable the students to understand about the concept of Educational Technology and its approaches
2. To acquaint students with learning theories and their implications
3. To help the students understand different approaches to instructional design and design a sound instructional system.
4. To develop an understanding of the levels, strategies and models of teaching.

**COURSE CONTENT****UNIT - I: Concept of Educational Technology**

- Concept of Educational Technology and its significance; Educational Technology and Instructional Technology
- Psychological Bases for the Use of Hardware and Software Technologies; Edgar Dale's Cone of Experiences
- Mass Media Approach in Educational Technology

**UNIT-II: Theories and strategies of Teaching**

- Nature, need and scope of theory of teaching
- Types of teaching theories
- Relationship between Learning Theories and Instructional Strategies
- Teaching strategies – Features and types

**UNIT- III: Systems Approach to Instructional Design**

- Learning Objectives and outcomes
- Development of Instructional Design (ADDIE, ASSURE, Dick and Carey's, Mason's Models)
- Gagne's Hierarchical Theory of Instruction

**UNIT- IV: Teaching & Models of Teaching**

- Concept of teaching; Phases of teaching
- Teaching at Memory, Understanding and Reflective Levels
- Models of Teaching: Meaning, Nature, Functions and Types ; Families of teaching models- (Information processing Family, Social Interaction Family, Behavioural Family, Personal Family)
- Description of some models of teaching – Concept Attainment, Role Playing , Social Learning, Non-Directive Teaching, Advance Organizer )

**Practicum (any one)**

- Development of multimedia presentations on any topic in the course
- Design an instruction on any topic using a model discussed above
- Demonstration of any model of teaching

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**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 and Calhoun, E. Models of Teaching (8th edition) Prentice Hall of India, Pvt.Ltd., Delhi, 2013
12. Mangal, S.K. and Mangal, U. Essentials of Educational Technology, PHI Learning Private Limited, Delhi, 2014
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. French, D., Hale, C. Johnson, C. and Farr, G. (eds) Internet-based Learning: An introduction framework for higher education and business, London: Kogan page, 1999
18. Krushnamurthy, R.C. Educational Technology: Expanding our vision. New Delhi: Authors Press. 2003
19. Sharma, B.M. Net-oriented Education, Akansha Publishing House, New Delhi, 2004.

**MAEDU : 410 - ADVANCED RESEARCH METHODS IN EDUCATION****4 Credits****LEARNING OUTCOMES OF THE COURSE:**

Upon course completion, students will achieve the following learning outcomes:

1. Attain proficiency in applying diverse research types, literature review methods, design principles, and research approaches within educational research.
2. Achieve mastery in the understanding of sampling concepts, research tools, and various methods employed in educational research.
3. Demonstrate proficiency in identifying, defining, and formulating variables, hypotheses, and research questions, taking into account the National Education Policy of 2020.
4. Develop expertise in qualitative and mixed research designs, encompassing grounded theory, narrative studies, case investigations, ethnographic research, and mixed-method approaches.
5. Acquire the skills necessary to create, evaluate research proposals, conduct both descriptive and inferential data analysis, and write comprehensive research reports while adhering to plagiarism detection measures.

**COURSE CONTENT****Unit-I: Educational Research: Concepts, Literature & Proposal**

- 1.1 Types of educational research (Exploratory, Explanatory and Descriptive)
- 1.2 Review of the Related Literature & Gap spotting;
- 1.3 Research in view of the NEP 2020 & the role of AI in educational research
- 1.4 Research Proposal: Concept and steps

**UNIT-II: Variables and Hypotheses/Research questions testing (Data Analysis)**

- 2.1 Variables: types, identification & usage
- 2.2 Hypothesis: Concept, Sources, Types
- 2.3 Formulation of qualitative and quantitative research questions & hypotheses
- 2.4 Testing Hypotheses using parametric tests & AI-driven data visualization tools

**UNIT-III: Sampling and Tools/techniques of educational research**

- 3.1 Probability Sampling techniques
- 3.2 Non-probability Sampling techniques & AI-driven sampling techniques
- 3.3 Types of research tools & AI-powered survey tools
- 3.4 Techniques of data collection (Observation, Interview, FGD etc.)

**UNIT-IV: Research Designs & Report writing**

- 4.1 Grounded Theory Designs
- 4.2 Narrative Research and Experimental Research Designs
- 4.3 Case Study & Ethnography Research designs
- 4.4 Research Report: writing and evaluation, Referencing styles, plagiarism detection etc. using AI-powered writing assistants, plagiarism detection tools & citation management tools

**Practicum**

To develop a research proposal on any topic

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**Suggested Readings:**

1. Aggarwal, Y.P. (2013): The Science of Educational Research. Delhi: Nirmal Book Agency.
2. Best J.W. and Kahn J.V. (1989): Research in Education (sixth edition) New Delhi: Prentice Hall of India, Private Ltd.
3. Brian C. Cronk (2018, 10th Edi): How to use SPSS: a step-by-step guide to analysis and interpretation. New York: Routledge.
4. Buch M.B. (1974): Survey of Research in Education, Baroda: CASE, M.S. University,
5. Creswell, John W. (4th Edi). Research Design: qualitative, quantitative, and mixed methods approach. SAGE Publications, Inc
6. Friesen, N. (2021). The ethics of AI in education: Practices, policies, and pedagogies. Springer.
7. Garrett H.E. (1988): Statistics in Psychology and Education. Bombay. Vakils, Feffer and Simons Ltd.
8. Guilford, J.P. and B. Fruchter. (1987): Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
9. John W. Creswell (2009): Research Design (Qualitative, Quantitative, and Mixed Methods Approaches) (3rd Edition). California: Sage Publication.
10. John W. Creswell (2012): Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition), New Delhi: PHI learning Private limited.
11. Koul.L.(1984). Methodology of Educational Research. New Delhi: Vikas Publishers.
12. Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication.
13. Louis Cohen, Lawrence Manion and Keith Morrison (2007): Research Methods in Education, (6th Edition). London: Routledge Publications
14. Michal Quinn Pathron (2002): Qualitative Research and Evaluation Methods, (3rd Edition), Sage Publications, New Delhi.
15. Peter Freebody (2003). Qualitative Research in Education: Interaction and Practice. New Delhi: Sage Publications
16. Robert C.Bogdam, Sari Knopp Biklen (2014): Qualitative Research for Education: An Introduction to theories and Methods (Fifth Edition), PHI Learning Pvt. Ltd, Delhi.
17. Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
18. Sarah J. Tracy (). Qualitative Research Methods. UK: John Wiley & Sons, Ltd
19. Yvonne, D. and Scott, D. (2002). Qualitative Research in Practice: Stories from the field, Buckingham: Open University Press.

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**MAEDU:501 - INTELLIGENCE, CREATIVITY AND EDUCATION****4 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**

- Meaning, Definitions and Nature of Intelligence
- Types of intelligence- Social intelligence, emotional intelligence, spiritual intelligence
- Theories of Intelligence- Group factor, Structure of Intellect (SoI), Triarchic Theory, Multiple Intelligence theory
- Intellectual development & Stages of intellectual development
- Role of heredity & environment in the development of intelligence & creativity

**UNIT- II: Creativity**

- Meaning and Nature of Creativity
- Aspect of Creativity- Person, Process, Product, Press
- Theories of Creativity- Hemisphere theory, Taylor's level theory, Psychoanalytic theory, Arieti's theory of creativity.
- Creative development & Stages of creative development

**UNIT- III: Measurement and Educational Approach**

- Measurement of Creativity – Torrance & Baqer Mehdi
- Measurement of Intelligence – Jalota and Binet
- Educational Approach for the Creative and intellectually gifted – acceleration, enrichment and groupings

**UNIT- IV: 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

**Practical activities-**To conduct test of intelligence/creativity

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**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. Mangal, S.K :Advanced Educational Psychology
7. Raina, M.K.(1986) :Talent and Creativity. New Delhi: NCERT.
8. Stein, M.J.(1978) :Stimulating creativity. New York: Academic Press.
9. Torrance, E.P.(1962) :Guiding Creative Talent. Englewood Cliffs N.J: Prentice Hall
10. Torrance, E.P.(1970) :Encouraging Creativity in the classroom. Dubugue, Iowa: W.C. Brown Co.
11. NCERT(1993) :Education for Creativity. A Resource Book for Teacher Education.
12. Witty P.E (Ed) (1969) :The Gifted Child, Beston Health
13. Gallagher J.J.(1960) :Teaching the gifted child
14. Dehaan R.F. and Havighurst R.J. :Educating gifted children
15. Martinson R.A. :Curriculum enrichment for the gifted in the primary grades.
16. Torrance P.E (1969) :Guiding creative talent
17. Cruickshank,M.M.& Johnson Co.(Ed) : Education of exceptional children and youth, 1975.

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**MAEDU-502 : ENVIRONMENTAL EDUCATION****4 Credits****COURSE OBJECTIVES**

To develop in the students and

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

**COURSE CONTENTS****UNIT-1: Environmental Education**

- Nature, meaning and importance of Environmental Education
- Programs of Environmental Education
  - primary level
  - Secondary level
  - Higher educational institutions

**UNIT-II: People Development and Social Concerns of Environment**

- Sustainable development goals, significance of environmental education for sustainable development.
- Human and environment interactions: Anthropogenic activities and their impact on their environment.
- Education for environmental awareness and attitude change.
- Environmental ethics

**UNIT-III: Environmental Stressors**

- Natural hazards and disasters: mitigation strategies
- Disaster management: floods, earthquake, cyclone and landslide
- Solid waste management: causes, effects and control measures of urban areas.
- Education to cope with environmental stressors.

**UNIT-IV: Environmental Programmes and Projects**

- International agreements and efforts: Rio Summit, Kyoto Protocol, Paris Agreement
- National level: Environment Protection Act 1986, National action plan on Climate Change
- Environmental projects at the Regional/State level

**Practicum**

Project on Water Conservation, Rain water harvesting, water shed management etc.

**Suggested Readings:**

1. Bell, F. et al. : Environmental Psychology, New York: Harcourt College Publishers, 1996.
2. Bennet, D. B. : Evaluating Environmental Education in Schools- A Practical Guide for Teachers, 1989.
3. Bridgeman, H. : Global Air Pollution, New Delhi: CBC Publishers Distributors, 1992.
4. Chhockar, K. B. et al. : Understanding Environment. New Delhi: Sage, 2005.
5. Goudie, A. : The Nature of Environment, Great Britain: Hartnolls Ltd, 1993.
6. Garg, Bansal, Tiwana : Environmental pollution & protection Deep&deep Publications.
7. Harrison, L. : Environmental Health and Safety. Auditing: Hand Book, New York: Mc. Graw- Hill Inc, 1995.
8. Khoshoo : Environmental Concerns and Strategies. New Delhi: Ashish Publishing House, 1991.
9. Monga, G.S. : Environment and Development, Deep&deep Publications.
10. Nanda, V.K. : Environmental Education. Anmol Publishers Pvt.Ltd. New Delhi.
11. NCERT. : Environmental Education in Schools. New Delhi: NCERT Publication, 2004.
12. Palmer, J. & Neal, P. : The Hand Book of Environmental Education. London: Rutledge, 1996.
13. Panneerselvam : Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd, 1996.
14. Radha,S. & A.S. Sankhyan :Environmental challenges in the 21st century Deep & Deep Publications.
15. Rajendra,Buno Liegise et al. : Disaster Risk Reduction: Teaching Environmental Concerns, Shipra Publications, Delhi, 2022.
16. Saxena, A.B. : Environmental Education. National Psychological Corporation Agra.
17. Trivedi R.K. : Handbook of Environmental Laws, Rules Guidelines, New Delhi, 2009.
18. W. Nick Carter : Disaster Management: A Disaster Manager's Handbook, Asian Development Bank,2008.

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**MAEDU-503: MEASUREMENT, ASSESSMENT, AND EVALUATION IN EDUCATION****4 Credits****Learning Outcomes of the Course:**

Upon completion of this course, learners will be able to:

1. Understand fundamental concepts in educational measurement, assessment, and evaluation, aligned with the National Education Policy (NEP) 2020.
2. Distinguish between measurement theories and apply various measurement tools.
3. Develop and standardize assessment tools, including test items and scales.
4. Evaluate the reliability and validity of measurement tools and interpret test results effectively.

**COURSE CONTENT****Unit-I: Concepts of Educational Measurement and Evaluation**

- 1.1 Concept of Measurement, Assessment and Evaluation in education
- 1.2 AI for personalized learning and assessment.
- 1.3 Revised Bloom's Taxonomy of instructional objectives
- 1.4 Features of Assessment in the light of NEP 2020 & Principles of designing AI-driven assessments.

**Unit- II: Measurement Theories and AI Techniques**

- 2.1 Theories of Measurement: Classical theory, Item Response theory, and Generalizability theory
- 2.2 AI-driven assessment tools: automated grading, chatbots, adaptive testing.
- 2.3 Predictive analytics for student outcomes & AI for identifying learning gaps
- 2.4 Criterion Referenced Test and Norm Referenced Test; Speed and Power tests

**Unit-III: Constructing and Standardizing an Achievement test / a Scale**

- 3.1 General principles of test/scale construction
- 3.2 Generating test/scale items from sources and using AI to create items and construct tests
- 3.3 Item analysis for a test/scale: Process, Discrimination power & Difficulty Index
- 3.4 Standardization procedure: Achievement test and a scale/inventory

**Unit-IV: Validity, Reliability and Norms of a Measuring Tool**

- 4.1 Methods of ascertaining Validity and Reliability of a tool & Factors Affecting Reliability.
- 4.2 Scaling methods: purpose and dimensions of scaling & Construction of Attitude Scales by Likert Method
- 4.3 Meaning and Significance of Norms & concept of standard scores & NPC
- 4.4 Types of Norms: Age norms, Grade Norms, Percentiles, z scores, T score, and stanine-score etc.

**Practicum:**

To develop sample questionnaires, rating scales etc. on any topic of interest

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**Suggested Readings:**

1. Anastasi, A (). Psychological Testing (4th edition), Mc.Millan
2. Bloom B.S. (1977). Handbook of Formative and Summative Evaluation of student Learning. New York: McGraw Hill, Book Co.
3. Cronbach, L.J. (1970). Essentials of Psychological Testing (3rd edition). New York: Harper & Row Publishers.
4. Boyle, A., & Hulme, J. (2021). Artificial intelligence in education: Promises and implications for teaching and learning. Routledge.
5. Chai, C. S., & Kong, S. C. (2022). Artificial intelligence in education: Emerging trends and practices. Springer.
6. Ebel,R.L.and Frisbei, D.A (1986). Essentials of Educational Measurement, Prentice Hall.
7. Edwards, A.L. (1975). Techniques of Attitude Scale Construction. Bombay: Vakils, Feffer & Simons private Ltd.
8. Freeman, F.S. (1976). Theory & Practice of Psychological Testing (3 edition). New Delhi: Oxford & IBH Pub. Co.
9. Fang, Y., & Wang, S. (2023). AI-powered assessment and feedback in education. Journal of Educational Computing Research, 68(2), 267-285.
10. Harper (Jr), A.E & Harper E.S. (1990). Preparing objective Examination- A handbook for Teachers, Students and Examiners, New Delhi: Prentice Hall of India, Pvt, Ltd.
11. Kothari, C.R. (1984). Quantitate techniques (2nd Ed). New Delhi: Vikas Publishing House, Pvt. Ltd.
12. Ministry of Human Resource Development (Government of India). National Education Policy 2020. [https://dse.education.gov.in/sites/default/files/NEP\\_Final\\_English.pdf](https://dse.education.gov.in/sites/default/files/NEP_Final_English.pdf).
13. Norman Edward (). Measurement and Evaluation in Teaching: Gronlund Macmillian
14. Robert L. Linn Pearson: Measurement and Assessment in Teaching: Education India.
15. Swarupa Rani, J (). Education Measurement and Evaluation: Discovery Publishing house.
16. Thorndike, R.L. & Hagen, E.P. (1977). Measurement and Evaluation in Psychology and Education (4th edition). New York: John Wiley and Sons.
17. UGC(2023): National Higher Education Qualifications Framework (NHEQF). [https://www.ugc.gov.in/pdfnews/2990035\\_Final-NHEQF.pdf](https://www.ugc.gov.in/pdfnews/2990035_Final-NHEQF.pdf)
18. UGC (2023). National Credit Framework (NCrF), [https://www.ugc.gov.in/pdfnews/9028476\\_Report-of-National-Credit-Framework.pdf](https://www.ugc.gov.in/pdfnews/9028476_Report-of-National-Credit-Framework.pdf)
19. UGC Key Initiatives Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms. [https://www.ugc.gov.in/e-book/Pedagogical\\_Approaches\\_Evaluation/mobile/index.html](https://www.ugc.gov.in/e-book/Pedagogical_Approaches_Evaluation/mobile/index.html)

**MAEDU -504 CURRICULUM STUDIES****4 Credit****COURSE OBJECTIVES**

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

- Define and identify the components of curriculum,
- Describe the various principles and Determinants of the curriculum,
- Analyse various approaches to curriculum,
- Explain and compare various types of curricula.
- Differentiate between various models of curriculum,

**COURSE CONTENTS****Unit I- Nature of Curriculum**

- Meaning and concept of curriculum.
- Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
- Base/Foundations of Curriculum
- Core elements of curriculum as reflected in the NPE-1986 and NEP 2020;

**Unit II: Types and Approaches in Curriculum**

- Types of Curricula: Knowledge-based Curriculum, Activity-based Curriculum, Skill-based Curriculum, and Experience-based Curriculum
- Approaches in Curriculum Development: Developmental Approach, Interdisciplinary Approach, Functional Approach and Eclectic Approach

**Unit III- Curriculum Development-Concept and Components**

- Curriculum development: concept and need
- Components of curriculum development: objectives, selection of content and learning experiences, organization of content and learning experiences, and evaluation of curriculum
- Need for active role of stakeholders in the process of curriculum development
- Curriculum Frameworks in India, NCF 2005 & NCF 2023

**Unit IV- Principles, Theories and Models of Curriculum Development**

- Principles of Curriculum Construction: Students-centred, Activity centred, Community centred, forward-looking principle, Principles of integration, Conservative
- Theories of curriculum development and their significance to curriculum planning.
- Curriculum models: Taba's Inverted model, Tyler's Ends-Means model, Problem-based learning

**Practicum:**

To construct sample curriculum using different approaches of Curriculum construction

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**Suggested Readings**

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. Erickson, H. L, (2000). Concept based Curriculum and Instruction, CA, Corwin Press, Sage Publications, Thousand Oaks.
5. Flinders D. J (Ed) (1977). The Curriculum Studies, New Delhi, Atlantic Publishers.
6. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
7. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
8. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
9. Tyler, Ralph. W. (1974) Basic Principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
10. Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row.

**MAEDU-505: POPULATION EDUCATION****4 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.

**Unit-I Concept of Population Education**

- Meaning, scope and objectives of Population Education
- Need and importance of population education
- Strategies for transacting population education curriculum in higher education

**Unit-II Population situation and Dynamics**

- Trends in world population and its implications
- Population distribution and density
- Population composition – Age, sex, rural & urban
- Fertility, mortality and migration

**Unit III Issues and trends in population education**

- Sex education
- Family planning and reproductive health
- Population and socio-economic development
- Population and environmental resources
- Population and unemployment
- Role of parents and teacher in imparting population education

**Unit IV Population related programmes and agencies**

- National Population Policy
- Role of government in population programme
- Role of UNFPA
- ICPD Programme of Action

**Practicum**

-To undertake a project on any topic listed above

### **Suggested Readings**

1. Agarwal, J.C. (2013). Population Education, Shipra Publications, Revised edition
2. Bigelow, Alister (1999). Encyclopedia of Sex Education, Cosmo Publications, New Delhi.
3. Narasaiah, M.L (2007). NGOs and Education, Discovery Publishing House, New Delhi.
4. Rao, V.K. (2004). Population Education, APH Publishing, New Delhi.
5. Sharma, Yogendra K. Population Education Concepts, Principles and Approaches.
6. Singh, Harishankar & P.K.Gupta (2016). Population Education, P.Lall Publishers.

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**MAEDU – 506: SPECIAL EDUCATION****4 Credits****COURSE OBJECTIVES**

To make the students:

1. Know about the meaning, scope and importance of special education.
2. Understand the meaning, characteristics and education of the exceptional learners.
3. Understand the various suggestions given in different policies and programmes on special education and inclusive education.
4. To know the current status and issues of inclusive education.
5. To understand the various educational intervention programmes for meeting the needs of diverse learners.

**COURSE CONTENT****UNIT-I: Special Education**

- Meaning, scope and importance of special education.
- A brief history of special education
- Concept of impairment, disability and handicapped, classification of disabilities.

**UNIT-II: Education of Exceptional Children**

- Characteristics, prevention and educational programmes of the following type of special children
  - Mentally Retarded
  - Learning disabilities
  - Emotionally disturbed
  - Speech and Language disorder
  - Visual and hearing impairment
- Gifted children- characteristics and enrichment of curriculum.

**UNIT-III: Policies and Programmes**

- National Policy of education 1986
- Rehabilitation council of India Act 1992
- Disability Act 2016
- Equitable and inclusive education NEP2020

**UNIT-IV: Inclusive Education**

- Concept, principles and importance of inclusive education
- Barriers and facilitators in inclusive education: attitude, social and educational.
- Current status and ethical issues of inclusive education in India.
- Role of peers, teachers and family of the concerned child and community in education.

**Practicum**

Case study on any disability

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**Suggested Readings:**

1. Bhargava, M. : Introduction to Exceptional Children, Their Nature and Educational Provisions, New Delhi, Sterling Publishers, 1994.
2. Chauhan, S.S : Education of Exceptional Children, New Delhi, Indus Publishing Company, 1989.
3. Dubey, M.N. : Gifted and Talented Education, New Delhi, Mittal Publication, 2005.
4. Farwel, M. : Special Education Needs Paul Chapman Publishing-Sage Publication, 2004.
5. Gore, M. C. : Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications, 2004
6. Heck, A.O. : The Education of the Exceptional Children, New York, McGraw Hill, 1953.
7. Jha. M : Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 2002.
8. Kirk, S. & Gallalagher : Education of the Exceptional Children, New Delhi, Oxford IBH,1979.
9. Melaughlin, P.T. : Programme Development in Special Education, New Delhi, McGraw Hill Publishers, 1981.
10. NCERT : National Focus Group Report on Education of SC and ST, New Delhi, 2006.
11. Perter, L. : Educating Young Children with Special Needs, New Delhi, Sage Publication, 2002
12. Reddy, G.L. : Mental Retardation, Education and Rehabilitation, New Delhi,DPH Publication, 2004
13. Rayner, S. : Managing Special and Inclusive Education, Sage Publications, 2007.

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**MAEDU: 507 - EDUCATION FOR THE EMPOWERMENT OF WOMEN****4 Credits****COURSE OBJECTIVES**

1. To enable the students to know the expected roles (political, social and economic) of women in developing countries with reference to India
2. To acquaint the students with the knowledge about various governmental efforts and legal provisions in empowering women.
3. To help the students understand the various issues and problems relating to women empowerment.
4. 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
- Need & importance of women empowerment
- Dimensions of women empowerment

**UNIT II: Status of women**

- Status of women in India and Nagaland
- Need for fostering positive attitude towards girls' education
- Discrimination against women
- NEP 2020 & women education

**UNIT III: Governmental efforts in empowering women & girls**

- Planned governmental efforts for sustainable development of women and girls in relation to
  - (a) Social justice
  - (b) Skill Development
- Constitutional provisions for women empowerment
- Legal framework for women

**UNIT IV: Issues and Problems in women empowerment**

- Gender disparities
- Women and Health care
- Women and Economic Development
- Domestic violence
- Sexual harassment
- Gender Budgeting

**Practicum:** To undertake a project on status of women in your state/ Programmes and policies on women

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**Suggested Readings:**

1. Aggarwal, S.P (2001) : Women's Education in India. Eastern Book House
2. Andal, N (2002) : Women in Indian Society: Options and Constraints.  
DVS Publishers
3. Arya, Sashna (1999) : Women, Gender Equality and the State, Deep & Deep  
Publications, New Delhi
4. Narasimhan, Sakuntala : Empowering women. SAGE Publication. 1999.
5. Wazir, Rekha : The Gender Gap in Basic Education SAGE 2000
6. Agnihotri, Satish Balram : Sex Ratio Patterns in the Indian population
7. Howard, Judeth A. : Gendered Situations  
Jocelyn A Hollander
8. De Loat, Jacqueline : Gender in the workplace
9. Brandwein, Rutha : Battered women, children and welfare reform
10. Landrine, Hope & : Discrimination against women  
Elizabeth A. Klonoff
11. Lee, Christina Lee : Women's Health
12. Dube, Leela : Women and Kinship
13. Venkateswaran, Sandhya : Environment, Development and the Gender gap
14. Sekaran, Uma : Woman power  
Fredrick T L Leong
15. Sarasioali, T.S. : Culture, Socialization and Human Development
16. Bakshi, S.R. : Welfare & Development of women
14. Venkataiah, S. : Women Education

**MAEDU-508: EARLY CHILDHOOD CARE AND EDUCATION (ECCE)****4 Credits****Course 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, Scope and Importance of Early Childhood Care and Education (ECCE)
- Aims and Objectives of Early Childhood Care and Education
- National policies about ECCE: NPE 1986 & NEP 2020
- National Early Childhood Care and Education (ECCE) Curriculum Framework 2024

**Unit-II: Early Childhood Development**

- Physical Development
- Intellectual Development
- Emotional & Social Development
- Language & Moral Development
- Activities for Physical, Intellectual, Social, Emotional, Language & Moral development in ECCE

**Unit- III: Contribution of Philosophers and Educationists to ECCE**

- Friedrich Froebel
- MC-Millian Sisters
- Maria Montessori
- Tarabai Modak

**Unit- IV: Curriculum and Agencies of ECCE**

- Methods of Teaching at Early Childhood level
- Planning and Organization of ECCE Curriculum
- Indian Council for Child Welfare
- Integrated Child Development Scheme (ICDS)
- United Nations International Children's Emergency Fund (UNICEF)

**Practicum:**

To write a report on the stages of development of any child

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### Suggested Readings

- 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](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

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**MAEDU-509: EDUCATIONAL ADMINISTRATION AND MANAGEMENT****4 Credits****COURSES OBJECTIVES****On completion of the course, it is expected that the students will be able to:**

1. Understand the concept, Scope, and Principles of Educational Management and Administration and its significance in educational institutions
2. Analyse and evaluate various leadership approaches and models within the educational administration
3. Explore and differentiate various concepts of Quality in Education
4. Comprehend the principles and approaches in educational planning

**Course Contents****Unit I: Educational Management and Administration**

- Meaning, Scope, and Principles of Educational Management and Administration
- Functions and importance of Educational Management and Administration
- Difference between Educational Management and Administration
- Theories: Taylorism, Human relations approach

**Unit II: Leadership in Educational Administration**

- Meaning, nature and functions
- Approaches to leadership
- Models of leadership

**Unit III: Concept of Quality in Education**

- Inspection and Supervision
- Quality Control
- Quality Assurance
- Total Quality Management

**Unit IV: Educational Planning**

- Meaning, need and Scope of Educational Planning
- Principles of Educational Planning
- Approaches to Educational Planning
- Issues and challenges in policy Implementation –NAAC and NIRF

**Practicum:**

To make presentations on management and quality control mechanisms in any field

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**Suggested Readings:**

- Agarwal, J.C. (2007): Development of educational system in India, (revised Edition) Shipra Publications, New Delhi.
- Khanna S.D. et. al. (2000): Educational Administration, Planning. Supervision and Financing, Doaba House, Book sellers & Publishers, Delhi.
- Sharma R.N. (2007): Educational Administration, Management and Organization, Subject publications, Delhi
- Mehta, D. (2022). *Educational administration and management*. PHI Learning Pvt. Ltd..
- Cunningham, W. G., & Cordeiro, P. A. (2009). Educational leadership: A bridge to improved practice.
- Lunenburg, F. C., & Ornstein, A. (2021). *Educational administration: Concepts and practices*. Sage Publications.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2005). *The basic guide to supervision and instructional leadership* (p. 384). Boston: Pearson/Allyn & Bacon.
- Lokman, A. (2021). Educational Administration and Management (Supervision, Planning and Finance) , Global Net Publication.
- Mathur S.S. (1990): Educational administration and Management. The India Publications, Ambala Cantt.

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**MAEDU - 510: COMMUNICATION TECHNOLOGIES IN EDUCATION****4 credits****Course objectives:**

1. To enable students to understand the concept and process of communication and its importance in education
2. To acquaint students with the concept of ICT and its usage in various aspects of education
3. To familiarize students with the approaches to E-learning
4. To develop an awareness of emerging trends in ICT
5. To understand the issues of ICT usage

**Course Outline:****UNIT I:       Communication**

- Concept, Process, and Components of Communication; Communication Situations (One to one, Small Group, Large group, Mass Communication)
- Barriers to Communication; Need for developing communication skills
- Classroom Communication and factors affecting classroom communication
- Interaction Analysis: Flanders Interaction Analysis Category System

**Unit II :       Concept of ICT in Education**

- Significance and scope of ICT in Education
- ICT in the Classroom; Selection and Integration of ICT
- ICT for Evaluation, Administration and Research

**Unit III:       Concept of E-learning and Emerging Trends**

- Internet and the World Wide Web
- Approaches to E-learning (Offline, Online Learning, Blended Learning, Mobile Learning)
- Social learning, Open Educational Resources (Creative Commons, MOOCs, SWAYAM)
- Learning Management Systems (LMS)

**Unit IV:       Role of technical infrastructure and Issues of ICT usage**

- Role of Broadband, wireless technology, communication satellites, cloud computing; Artificial Intelligence in Education
- Legal and ethical issues in ICT usage: copyright, plagiarism and hacking
- Concerns of cyber security; salient features of IT Act of India (2000)

**Practicum:** Demonstration on the use of any app for educational purposes

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### Suggested Readings

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. Mangal, S.K. and Mangal, U. Essentials of Educational Technology, PHI Learning Private Limited, Delhi, 2014
5. Sharma, R.A. Programmed Instruction: An Instructional Technology International Publishing House, Meerut, 1982.
6. Sharma, R.A. Technology of Teaching, International Publishing House, Meerut 1991.
7. Skinner, B.F. The Technology of Teaching, Appleton Century-Croft, New York, 1968.
8. Thiagarajan, R. Computers for Beginners, Starling Publishers, Ltd, New Delhi, 1984.
9. Dasgupta, D.N. Communication and Education, Pointer Publishers, Jaipur, 2002.
10. Sharma, B.M. Net-oriented Education, Akansha Publishing House, New Delhi, 2004.
11. French, D., Hale, C. Johnson, C. and Farr, G. (eds) Internet-based Learning: An introduction framework for higher education and business, London: Kogan Page, 1999
12. Krushnamurthy, R.C. Educational Technology: Expanding our vision. . New Delhi: Authors Press. 2003