

M.A. 4th Semester

Department of Education

Course Name & Code: New Trends in Indian Education (EDN 4016)

Credits: 06 ; Paper I

Course objectives:

- Understand the foundational concepts, objectives and guiding principles of Environmental Education and recognize its interdisciplinary nature.
- Analyze the significance of Environmental Education in fostering environmental awareness and explore effective teaching strategies for different educational levels.
- Evaluate the concept of values, their classification, and the importance of Value Education in secondary schools, along with strategies for its effective implementation.
- Examine the meaning and importance of Inclusive Education, particularly focusing on inclusion of children from socially disadvantaged sections and those with diverse needs as a fundamental human right.

Unit: I Environmental Education

- Environmental Education: Meaning, Definition, Objectives and guiding principles
- Need and importance of Environmental Education as an interdisciplinary subject
- Education for environmental awareness
- Strategies of teaching Environmental Education at different levels- Primary, Secondary and Higher

Unit: II Value and Peace Education

- Concept of value, Classification of values – social, moral, aesthetic and religious values
- Need and strategies of value education in secondary schools
- Concept and relevance of peace education, National and International Contexts
- Teacher's role in promoting peace

Unit: III Inclusive Education

- Inclusion in Education – meaning and definitions

- Inclusion of children in education from socially disadvantaged section schedule castes, schedule tribes, economically backward, minorities from rural and slum areas
- Inclusive in education for children with diverse needs its rationale. Inclusion in education – a human right.

Unit: IV Constitutional Provisions, Education and Empowerment of Women

- Constitutional provisions for equality of women
- University Education commission (1948-49) on women education
- Kothari commission (1964-66) on women education
- National policy on Education) 1986) on women education
- Millennium Development Goal (MDG)

Selected readings:

- Chitrabhanu, T.K.: Environmental Education. Authorspress. New Delhi 2007
- Gupta, P.K.: Population Education. R. Lall Book Depot. Meerut. 2004
- Ramakrishnan and Panneeselvam: Environmental Science Education. Sterling Publishers Pvt. Ltd. New Delhi. 2007
- Reddy and Reddy: Environmental Education. Neelkamal Publications Pvt. Ltd. Hyderabad/New Delhi. 2003
- Sharma and Matheshwari: Education for environment and Human Values, R. Lall Book Depot. Meerut. 2005
- Sharma, R.A.: Environmental Education. R. Lall Book Depot. Meerut. 2008
- Susan Stainback and William Stainback – “A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning” (2009)
- Richard A. Villa and Jacqueline S. Thousand – “Creating an Inclusive School” (2005)
- Paula Kluth – “You’re Going to Love This Kid!: Teaching Students with Autism in the Inclusive Classroom” (2010)
- Toby J. Karten – “Inclusion Strategies That Work! Research-Based Methods for the Classroom” (2012)
- Mel Ainscow – “Understanding the Development of Inclusive Schools” (2005)

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Department of Education

Course Name & Code: Statistics in Education (4026)

Credits: 06; Paper- II

Course objectives:

- Students will be able to grasp fundamental statistical concepts such as mean, median, mode, standard deviation and variance, and apply them to educational datasets.
- Students will learn how to collect, organize, and analyze educational data using statistical methods to draw meaningful conclusions and make informed decisions.
- Students will develop the ability to interpret statistical findings from educational research, critically evaluate research methodologies, and assess the validity of research conclusions.
- Students will apply statistical techniques to real-world educational scenarios, such as evaluating teaching effectiveness, assessing student performance, and making data-driven decisions to improve educational outcomes

Unit: I NORMAL DISTRIBUTION

- Meaning, Nature, Importance of Normal Probability Curve
- Uses and Application of Normal Probability Curve
- Non-Normal Distribution: Kurtosis & Skewness

Unit: II SIGNIFICANCE TESTING

- Significance testing of-Mean, Median, Quartile Deviation, Standard Deviation, Percentage, Coefficient of Correlation
- Parametric and Non-Parametric Tests-its Concept and differences, Non-Parametric-Chi-Square: Test of Equality, Normality and Independence.

Unit: III z-test, t-test and ANOVA

- Parametric test-Z-test and t-test to test the reliability or significance of dependent and independent groups
- Analysis of Variance – One way and Two way Analysis of variance (ANOVA)

UNIT: IV REGRESSION AND CORRELATION

- Coefficient of Correlation by-Product moment method. Scatter Diagram
- Regression: Forming Regression Equation, Prediction with Regression Equation
- Concept of Large and Small Sample, One tailed and Two tailed tests, Setting of significance levels and determining critical values for significance testing.

Selected Readings :

- Garrett, H. E. Statistics I Psychology and Education, Vakils etc Bombay
- Guildford, J. P. Fundamental Statistics in Psychology and Education Mc Graw Hill
- Minium, E.W. : Statistical Reasoning in Psychology and Education, John Willey
- Mangal, S.K. Statistics in Psychology and Education, Prentice Hall
- Saha Kaberi : Statistics in Psychology and Education, Asian Publishers
- Tate, M.W. Statistics in Education, Macmillan

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**Course Name & CODE: DEVELOPMENTAL PSYCHOLOGY (EDN 4036)
(Optional) (A)**

CREDITS: 06; PAPER III

Course objectives:

- Understand how people grow and change from infancy through old age.
- Learn about the factors that influence development, such as genetics, environment and culture.
- Explore how people develop cognitive, emotional, and social skills.
- Gain insights into how developmental theories and research can be applied to real-life situations, such as education, parenting, and counseling.

Unit: I

- Developmental Psychology- its meaning, nature and Scope
- Growth and Development- its concept, Parental development, Neonatal development- Actions and Reactions of the Neonate
- Problems faced by the children of Broken Homes and Working Mothers. Parental Acceptance & Rejection and its influence on children.

Unit: II

- Infancy-developmental aspects, emotional, motor, sensory, early need and habit formation
- Childhood-Language development in children in children, Development of concepts, Speech development.

Unit: III

- Psychological development, Mental development, Emotional development, Social development during Adolescence. Influence of family and peers in their social relationship.

UNIT: IV

- Personality development during Adolescence, Self-concept, Self-esteem, Personality Deviation, Adjustment Problems and Juvenile Delinquency.

Selected Readings :

- Chanda, S. C. (1989) : Child Psychology & Child Development, Loyal Book Depot
- Cole, L. (1959) : Psychology of Adolescence, Rinehart & Winston, NY.
- Ferguson, C. A. (1973) : Studies of Child language development, New York : Holt, Rinehart and Winston
- Goswamee, G. (2008) : Child Development & Child Care, Arun Prakashan
- Hurlock, E.B. (2000) : Adolescence Development, Mc. Graw Hill NC.
- Hurlock, E.B. (1978) : Developmental Psychology – a life span approach. The Mc. Graw Hill Publishing company ltd., New delhi
- Jersild, A. T. (1967) : Psychology of Adolescence, Macmillan, New York
- Kuppaswamy, B. (1980) : Child Behaviour and Development, 2nd edition, Vikas Publishing House pvt. Ltd.
- Thomson, G. G. (1969) : Child Psychology. Indian reprint. The Times of India Press,

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Department of Education

Course Name & Code: Dissertation/ Field Work (EDN 0404)

Credits: 06; Paper IV

Course Objectives:

- Explain the process of conducting a Project.
- Prepare a Project Report.

Guideline:

- Each student is required to complete anyone project related to any area of the syllabus to be
- Evaluated by Internal and External Examiners jointly through viva-voce test. The project

Work will be completed according to following heads Course Objectives:

- Title of the Project
- Introduction
- Importance of the Study
- Objectives of the Study
- Review of related literature
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion

Internal Assessment (20 Marks):

- Home Assignment/Group Discussion related to Project: 10 Marks
- Library Works: 6 Marks
- Attendance: 4 Marks

External Assessment (80 Marks):

- Project Report: 60 Marks
- Viva Voce: 20 Marks

