

Assam Don Bosco University

Programme Project Report (PPR)

MA in Education

i. Programme's Mission and Objectives

A Post Graduate Programme designed for those aspiring to be innovative roles in the world of Education. A master-ful blend of theory and practice, the programme will assist the candidates to obtain a Master's Degree in Education while specialising in any one of the following areas of Education where there is demand for trained personnel:

- Educational Leadership - train yourselves for leadership roles in education by developing the skills needed for coping with the complex demands of current education policies and practices
- Educational Psychology - understand the psychology of the student and and develop testing and counselling skills in the context of education
- Special Education – train yourself to deal with the requirements of differently-abled students and equip your-selves with special education methods and inclusion strategies.

ii. Relevance of Program with the Assam Don Bosco University Mission & Goals

The programmes mission and objectives are in alignment with the University's mission, vision and goals, as detailed below.

Vision

The vision of Don Bosco University is:

'To mould young persons into intellectually competent, morally upright, socially committed and spiritually inspired citizens at the service of India and the world of today and tomorrow, by imparting holistic and personalized education.'

Guided by this vision and leveraging its century-old expertise in education in India and abroad, Don Bosco University is envisaged to be a centre of excellence in study and research focusing upon the following:

- Providing easier access to higher education for the under-privileged.
- Harmonizing technical excellence with human and religious values.
- Employment-oriented courses in emerging areas of contemporary technology and service.
- 'Teacher Education' as a privileged area of interest to accelerate the pace, reach and quality of education.

- Impetus to research initiatives with practical and social relevance.
- Providing a forum for debate and research on key human issues like religion & culture, peace & justice.
- Contributing to the socio-economic development of North-East India.
- Boosting international linkages and collaboration in university education.

The spirit of the university has been encapsulated in its emblem which has five distinct elements:

- The Cross' signifies its underlying Christian inspiration;
- 'The Profile of St. John Bosco' denotes its distinctive educational philosophy;
- 'The book emphasizes its commitment to academic excellence;
- 'The rays of the Rising Sun' stand for its dynamism and commitment to society; and,
- The motto, 'Carpe Diem' which meaning 'Seize the Day' challenging every Bosconian to grasp the opportunities presented by each new day and attain 'life in its fullness.'

Mission

*Built on a great legacy inherited from our founding fathers, our mission is to create an environment of stimulating intellectual dialogue across disciplines and harvest **knowledge with a cutting-edge through high quality teaching, research, and extension activities** leading to the generation of students who would provide leadership, vision and direction to society.*

Goal

*Our goal is to realize this vision by 2025. **Our strategy is to develop innovative programmes in basic and emerging disciplines** in a phased manner and to update them periodically so as to keep ourselves on track and on time. Our commitment is to involve the faculty and students in **interactive learning environment both within and outside the University through contextual and experiential programmes** so that they would be builders of a **worldwide-network of knowledge-sharing** and excel in their performance with a winning edge in the wider context of globalization.*

iii. Nature of Prospective Target Group of Learners

This Program is designed to target working individuals who wish to further their professional and academic qualification.

iv. Appropriateness of Programme to be conducted in Online Learning mode to acquire specific skills and competence

A program of this nature is apt for delivery in the online mode, given its theoretical nature.

v. ***Instructional Design***

a. Curriculum Design

As per University Curriculum in place for campus programs.(Attached)

b. For Online Mode:

E-Learning Materials Quality Standard:

The online courses should comply with the following Quality standards, namely:-

(i) The courses should follow the following four quadrant approach, as per the SWAYAM Guidelines:-

(a) Quadrant-I is e-Tutorial; which shall contain: Video and Audio Content in an organized form, Animation, Simulations, video demonstrations, Virtual Labs, etc, along with the transcription of the video.

(b) Quadrant-II is e-Content; which shall contain; self-instructional material (digital Self Learning Material), e-Books, illustrations, case studies, presentations etc, and also contain Web Resources such as further references, Related Links, Open source Content on Internet, Video, Case Studies, books including e-books, research papers and journals, Anecdotal information, Historical development of the subject, Articles, etc.

(c) Quadrant-III is the Discussion forum; for raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team.

(d) Quadrant-IV is Assessment; which shall contain; Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs, Clarifications on general misconceptions.

c. Duration of the Program

As per University duration policy for on campus programs, in conjunction with the UGC regulation in place.

d. Faculty and Support Staff Requirement

As per UGC Regulations

e. Instructional Delivery Mechanisms

Courses to be delivered in an 'online' mode with learning material in the

form of E-SLM's, and Self Assessments being available for the students. Additionally, virtual live lectures and recorded lecture sessions to be provided as per a fixed schedule towards the end of each term.

f. Student Support Systems

Learner Support Service via Web, Chat, Call Support. Access to counsellors at Department on University campus. Access to E-Learning Library resources in the student portal.

vi. Procedure for admissions, curriculum transaction and evaluation

a. Admission Policy

Admissions to be conducted twice a year (January and July), and as per common regulation for online programs already in place and in effect at the time, in conjunction with UGC Regulations.

b. Minimum Eligibility

As per common regulation for online programs already in place and in effect at the time, in conjunction with UGC Regulations.

c. Fee Structure

As per fee structure in place for online programs, and as decided by fee committee from time to time.

d. Programme Delivery Methodology

Courses to be delivered under the 'online' mode of learning, with students being provided Self learning material in eBook format, along with access to online Self Assessment tools. Contact Programs Sessions to be conducted online once per semester.

e. Web Based Tools

A Web based Portal which shall allow the student access to the following

- Admission & Enrolment Details
- Fee Details and Online Fee Payment Gateway
- Prospectus, Regulations & Syllabus
- Notifications (Admissions, fees, examinations etc)
- Course List, with completion status and scores / results
- eBook's of SLM's.

- Self Assessment Tests (unscored)
- Internal Assessments - IA1 & IA2
- Online PCP Lectures (Recorded or via Virtual Classroom session) as conducted each semester.
- Online Learners forum, for student to student interaction.
- Online Copy of the Grade sheet.
- Access to online support in the form of web chat, ticketed email support etc.

f. Evaluation Methodology – Tools & Methods

Internal Assessment marks to comprise the results of Internal Assessment Tests (IA1 & IA2) over the duration of the Semester/Term towards 30% of the final marks, whereas the End Term Assessment , conducted at Examination centres (as per UGC Regulations) to comprise of the remaining 70%.

End Term Exam Regulations to be as per regulations governing on campus programs.

Being an online program, there shall be no provision or requirement to repeat or drop a year within the program.

vii. Requirement of the laboratory support and Library Resources

As per the syllabus / curriculum, no laboratory support required. Library resources can be accessed online.

viii. Cost Estimate of the Programme and the provisions

Upon receipt of approval from the UGC, the Finance Committee may set aside budgetary provisions towards Programme Development, Programme Delivery, Programme Maintenance. Once the programs are operational, fee receipts from the program may be used to cover the same, as per the guidance of the Syndicate and Finance Committee.

ix. Quality Assurance mechanism and expected programme outcomes

The expected outcome from these programs is a measurable increase in the skills and knowledge of the student in his/her area of study, and that increase should be reflected in a proportional increase in available job opportunities / role or profile changes in his or her current job or industry, and a change / increment in earning capability .

A Centre for Internal Quality Assurance shall be setup within 1 year of the launch of these programs (as per UGC requirements). The CIQA, working in

collaboration with the Department , shall put in place a continuous quality measurement and improvement framework, using both student – teacher feedback, and outcome measurement on data gathered from students during and after completion of their programs via surveys. The findings, action taken report and results shall be published and made available via the CIQA each year in the form of a report.

Master of Arts in Education

Term	Course	Credits
1	Fundamentals of Educational Psychology	5
1	Educational Technology	5
1	Introduction To Social Psychology	5
1	Society And Social Problems	5
1	Philosophical Foundations Of Education	5
2	Research Methodology and Statistics in Social Science	5
2	Educational Administration	5
2	Theory of Knowledge	5
2	Organisational Communication	5
2	Measurement and Evaluation in Education	5
3	Life Span Development and Education	5
3	Principles and Techniques of Teaching and Pedagogy	5
3	Sociological Foundation of Education	5
3	Financial Management and Accounting	5
3	Personality Development	5
4	Curriculum Development	5
4	Teacher Education	5
4	Ethics and Social Responsibility in Education	5
4	Peace Education and Conflict Management	5
4	Eastern Approaches to Psychology and Counselling	5
4	Project Report	6
4	Project Viva-Voce	2

**MA Education
Syllabus
Term I**

Fundamentals of Educational Psychology

Module I - Introduction to Educational Psychology

Concept, Branches of Psychology, Meaning of Educational Psychology, Task, Scope and Limitations of Educational Psychology, Educational Psychology as an applied science.

Module II - Development and Growth

Meaning, Significance and Definitions of Development, Characteristics of Development, Principles and Growth of Development, Stages of Development and Development Tasks.

Module III - Learning (Memorizing and remembering) and Forgetting

(a) Learning : Meaning and Nature, Theories of learning- Connectionism, Gestalt Theory, Field Theory, Classical conditioning, Operant conditioning, Constructivism and their educational implications.

(b) Memory : Meaning and definition of memory, Kinds and Elements of Memory, Relationship between Intelligence and Memory, A multistore Model of Memory, Signs of Good memory, Measuring Memory or Retention, Memory development & Improvement and Theories of Decay.

Module IV - Variables in Human Learning

Maturation in learning, Motivation in learning - Meaning of intrinsic / extrinsic motivation, Theory of Achievement Motivation, Maslow Need Theory, Transfer of Training/ Learning, Types of Transfer of Learning, Theories of Transfer of Learning - (1) Theory of Mental Discipline (2) Theory of Identical Elements or Components (3) Theory of Generalization of Experience - Role of Teacher in Transfer of Learning.

Module V - Intelligence and Intelligence Test

Meaning, Definitions and characteristics of Intelligence, Intelligence Curve, Theories of Intelligence, Evaluation and Educational Implications of Theories, Distribution and measurement of Intelligence. Intelligence Tests- Meaning, classification, uses and Limitations of intelligence tests. Intelligence testing in India.

Module VI - Personality

Meaning, Types and salient traits of personality, Determinants of personality. Theories of personality - Trait Theory Psychoanalytic theories of personality: Freud's, Adler's and Jung's theory and their educational Implications. Adjustment Mechanism and Mental Hygiene.

Suggested Readings-

1. Essentials of Educational Psychology by JC Aggarwal

Educational Technology

Module I - Introduction to Educational Technology

Meaning, Nature, Objectives and Scope, Forms of Educational Technology, Role of Educational Technology in Distance Education.

Module II -Approaches to Educational Technology

Hardware Approach, Hardware Instructional Aids, Software Approach, Software Instructional Aids, and System Approach.

Module III - Teaching-Learning

Concept of Teaching and Learning, Task of Teaching, Theories of Teaching, Principles and maxims of Successful Teaching.

Module IV - Programme Instruction

Meaning, Scope, Fundamentals Principles , Styles of Programming , Advantages, Applications and Importance of Programmed Instruction.

Module V - E- Learning and Virtual Classrooms

E-learning, Nature, Characteristics, Advantages, Modes and Styles, Promotion and arrangement for e-learning in our educational Institutions.

Suggested Readings -

1. Essentials of Educational Technology by S.K. Mangal and Uma Mangal

Introduction To Social Psychology

Module I - Social Psychology

Definition, Nature, Origin and Development; Social Psychology in Indian context.

Module II - Social Processes

Social perception or cognition, interpersonal attraction, Social Motives, Social learning, Socialisation and social roles, pro-social behaviour and aggressive behaviour.

Module III - Social Influences

Persuasion, attitude, prejudice and stereotypes - nature and differences among them. Factors in the formation of attitudes, measuring attitudes, factors in attitude change.

Module IV - Group Dynamics and Group Influence

Formation of groups, structure and functions, types, Language and communication, Social norms, conformity behaviour, co-operation and competition, social facilitation, leadership, group effectiveness, decision making, problem solving, group conflict and resolution.

Module V - Social Problems and Social Psychology

Understanding social problems in the light of social psychology: concept and approaches, applications of social psychology, aggression and violence, poverty, discrimination - caste, class, religion, gender.

Suggested Readings -

1. Social Psychology by Arun Kumar Singh

Society and Social Problems

Module I - Basic Sociological Concepts and Theories

a) Sociology - Definition, Nature and Scope of Sociology, Importance of Sociology, Three major theoretical Perspectives of Sociology: Functionalist Perspective, Conflict Perspective and the Interactionist Perspective - An Evaluation. Methods of Sociology: Comparative Method, Historical Method, Statistical Method, Functional Method, Scientific Method and Sociology as a science.

b) Concept of Society and Culture - Social Institutions, Social Groups, Social Control, Social Change, Social Norms and Social Values.

Module II - Major Social Institutions, Social Structure and Social Stratification

a) Marriage, Family, Religion, Education, Economy, Politics - Structure and functions.

b) Caste, class, ethnic groups, power and authority

c) Social Stratification: Marxist, Functionalist and Weberian approaches

Module III - Social Problems

Social Problems - Causes and Consequences; Major Social Problems - Poverty, Casteism, Unemployment, substance abuse, problems concerning Women and Children, Delinquency, Development Induced Migration and Displacement, Ecological Problems, Child Labour, Insurgency, Militancy, Ethnic Conflicts.

Suggested Readings -

1. Sociology: Principles of Sociology with an introduction to Social thought by C.N. Shankar Rao

Philosophical Foundation of Education

Module I - Education and Philosophy: Nature and Education

Meaning and Definition of Philosophy, Definition of Philosophy, Wider, Analytical and True meaning of Education, Vocational aim of Education, Individual objectives of Education and Parts of Education.

Module II - Educational Philosophy: Ancient Indian Thoughts

Ancient Indian System of Education, Centres of Education, Brahman Sangh, Education of other Castes, Medieval Indian thought and its Contribution to Education, Contemporary Indian thought and Education since Independence.

Module III - Western Philosophical Thoughts

Realism with reference to Aristotle and Jainism, Naturalism with reference to Rousseau and R.N. Tagore, Idealism with reference Socrates, Plato and Advaita, Pragmatism with reference to Dewey's Instrumentalism and Experimentalism and Humanism and Buddhist.

Module IV - Modern Thinkers

Gijubhai's concept of Learner, Contribution of M.K. Gandhi, Swami Vivekananda, Sri-Aurobindo, John Dewey and Maria Montessori to educational thought and practice.

Suggested Readings-

1. Philosophical Foundation of Education by Dr. Y.K. Singh

**MA Education
Syllabus
Term II**

Research Methodology and Statistics in Social Science

Module I - Introduction to Business Research

Meaning, Types of Research, Process of Research, Features of a Good Research Study and Research Applications in Business Decisions; Marketing Function, Personnel and Human Resource Management, Financial and Accounting Research, Production and Operations Management and Cross Functional Research.

Modul II - Formulation of Research Problem and Development of the Research Hypotheses

The Scientific Thought, Defining the Research Problem, Theoretical Foundation and Model Building, Formulation of the Research Hypotheses.

Module III - Research Designs: Eploratory, Descriptive and Experimental

The Nature of Research Designs, Formulation of the Research Design: Process, Classification of Research Designs; Exploratory Research Designs, Secondary Resource Analysis, Two-tired Research Design, Descriptive Research Designs and Experimental Research Designs.

Module IV - Data Collection, Measurement and Scaling

Secondary Data Collection methods, Qualitative methods of Data Collection, Attitude measurement and Scaling and Questionnaire Designing.

Module V - Introduction to Statistics

Sampling Considerations, Data Processing, Univariate and Bivariate Analysis of Data, Test of Hypotheses, Analysis of Variance Techniques, Correlation and Regression Analysis, Factor Analysis and cojoint Analysis.

Suggested Readings-

1. Research Methodology By Dr Deepak Chawla & Dr Neena Sondhi

Educational Administration

Module I - Educational Administration: Conceptual Background

Historical Perspective, Periods of Development, Relationship Between Education and Educational Administration, Scope of Educational Administration, Types of Educational Administration, Aims and Objectives of Educational Administration, Functions of Educational Administration, Features of Educational Administration, Features of Educational Administration in Democratic State, Factors influencing Educational Administration, Theories of Educational Administration and Principles of Democratic Educational Administration.

Module II - Educational Management

Management- a Discussion, Meaning and Definition of Management, Educational Management, Distinction between Educational Administration and Educational Management, Constituents of Educational Management, Educational Planning in India and Common School System of Education.

Module III - Role and Functions of Headmaster/ Teacher

Qualities of Headmaster, Qualities of a Good Headmaster, Role of a Headmaster, Functions of a Headmaster, Headmaster's Relationship with Others and Place of Headmaster in Society.

Module IV - Functions of Administration

Planning, Organizing, Directing and Controlling. Discipline, Control Management, Coordination, Growth and Development, Supervision and Inspection, Guidance and Leadership, Delegation of

Authority and Accountability, Staff Development Programmes.

Module V - Communication in Educational Administration and Educational Administration in the State

Four Basic Communication Skills, Need of Communication in Educational Administration, Role of Teachers in School Management and Administration, Policy Formation and Direction by the Centre, State and Central Boards of Education, State Advisory Board of Education, State Council of Educational Research and Training, State Institute of Educational Technology, Distinct Boards of Education and Administration of Primary Education.

Suggested Readings -

1. Educational Administration by IS Sindhu

Theory of Knowledge

Module I - Knowledge Management - An Insight

Module II - Essentials of Knowledge Management

Module III - Knowledge Management Techniques, Systems and Tools

Module IV - Organizational Knowledge Management: Architecture And Implementation Strategies

Module V - K- Careers

Suggested Readings -

1. Knowledge Management by Sudhir Warier

Organisational Communication

Module I - Communication in the Work Place

The role of Communication in business, Business Communication Process and Six Sigma Communication.

Module II - Adaptation and Selection of Words

Importance of Adaptation, Suggestions for Selecting Words and Suggestions for Nondiscriminatory Writing.

Module III - Construction of Clear Sentences and Paragraphs

Importance of Adaptation, Care in Sentence Design and Care in Paragraph Design.

Module IV - The Writing Process and an Introduction to Business Messages

Process of Writing, Importance of Readable Formatting, Letters, Memorandums, Email, Text Messaging and Instant Messaging.

Module V - Directness in Good News and Neutral Messages

General Direct Plan, Routine Enquiries, General Favourable Responses, Adjustment Grants, Order Acknowledgements, Claims, Inquiries and Responses about Job Applicants and Operational Communications.

Module VI - Indirectness in Bad News Messages

Situations Requiring Indirectness, General Indirect Plan, Refused Requests, Adjustment Refusals,

Credit Refusals and Negative Announcements.

Module VII - Basics of Report Writing

Define Reports, Determining the Reports Purpose, Determining the Factors, Gathering the information needed, Interpreting the Findings, Organizing the Report Information, Writing the Report and Collaborative Report Writing.

Module VIII - Short Reports and Proposals

Overview of Report Structure, Characteristics of Shorter Reports, Form of Shorter Reports and Types of Shorter Reports and Proposals.

Module IX - Long, Formal Reports

Organization and Content of Longer Reports, Prefatory Reports, Report Proper, Structural Coherence Plan and Long Analytical Report Illustrated.

Module X - Informal Oral Communication

Informal Talking, Conducting and Participating in Meetings, Using the Phone, Using Speech Recognition for Messages and Reports, Listening and Reinforcing Role of Non Verbal Communication.

Module XI - Public Speaking and Oral Reporting

Formal Speeches, Team Presentations, Reporting Orally and Presenting Virtually.

Suggested Readings-

1. Business Communication by Raymond V Lesikar.

Measurement and Evaluation in Education

Module I - Measurement, Evaluation and Assessment in Classroom

a) Concept, Measurement, Testing, Evaluation, Assessment - Assessment Process, Assessment Learning Cycle, Purpose of Assessment, Quality assessment, Uses of Standard based assessment, Guiding Building Blocks of Assessment and A continuum of Assessment.

b) Measurement - Basic Concepts Used in Measurement , Measurement Errors, Properties of Measurement Scale, Nominal, Ordinal, Interval, and Ratio Measurement Scales. Test Scores and Interpreting Test Scores.

Module II - Reliability and Validity of Test

Introduction, Testing Reliability for Social Sciences and Education, Designing a Reliable Scale, Threats to Reliability, Test Validity, Threats to Score Validity, Improving Validity and Consequential Validity and Item Analysis.

Module III - Different Tests for Educational Measurement

Achievement Test, Diagnostic Test, Performance Tests, Intelligence Testing, Portfolio Assessment and Aptitude Testing.

Module IV - Grading and Scoring

Grading, Fixing Criteria for Grading, Formative and Summative Assessment, Tools and Techniques for gathering Data, Continuous and Comprehensive Evaluation and Attitude Measurement.

Suggested Readings-

1. Measurement, Evaluation and Assessment in Education by Radha Mohan

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Syllabus

Term III

Life Span Development and Education

Module I: Introduction to Development, Growth and Heredity (Nature)

(a) Growth and Development: Meaning, Significance and Definitions of Development, Characteristics of Development, Principles of Growth and Development, Stages of Development and Developmental Tasks.

(b) Heredity: Meaning of Heredity, Principles of Heredity: How heredity operates, Mechanism of Heredity, Hereditary Traits, what determines sex of a child, Identical and Fraternal Twins and Is heredity important or environment.

(c) Nervous System: Meaning of Nervous System, Brain, Endocrine System, Educational Implications of the Endocrine System and Reflex Action.

(d) Adolescence: Meaning, Nature and Definitions, Characteristics of Adolescence, Theories of Adolescence Development, Characteristics of Physical Development, Health, Emotional Changes, Sexual, Social and Mental Development, Adolescent's Interests, Misconceptions about Adolescence and Significance of Understanding the Adolescence Period.

Module II: Different developments across the Life Span

Physical and Motor Development, Emotional and Social Development, Mental or Intellectual Development, Language Development and Moral Development.

Module III: Education for Children with Special Needs

Meaning and Types of Exceptional children, why educate handicapped children, Pattern of education of physically Handicapped children, Problems of the Physically Handicapped, Curricula, Methods of Teaching and Assessment of Physically Handicapped, Education services for the Exceptional Children, Integration or Mainstreaming Approach, Role of Teacher and Education for the Blind.

Module IV: Creativity and Adjustment

a) Creativity: Meaning of Creativity, Necessity for fostering Creativity, Creativity and Intelligence, Theories of Creativity, Characteristics of a Creative Personality and Role of a School in Promoting Creativity.

b) Adjustment: Introduction, Definition and meaning of Adjustment, Adjustment as a Psychological Process, Characteristics of a Well-Adjusted Person, Maladjustment in School, Symptoms of Maladjustment, Dimensions of Adjustment in school, Adjustment Process and Mechanism and Adjustment Programme in the school.

Suggested Readings -

1. Essentials of Educational Psychology by J C Aggarwal.

Principles and Techniques of Teaching and Pedagogy

Module I: Concept and aspects of Teaching: Teaching and its Fundamental basis, Structure of Teaching, Learning and motivation, Teaching-Learning process and Principles and maxims of teaching.

Module II: Devices and techniques of Teaching, fixing devices in Teaching, Audio-Visual aids in Education, Programmed Learning, Micro-teaching, curriculum, Lesson planning and different types of Lessons.

Module III: Teaching Methods: Teacher-centred method, Kindergarten method, Montessori method, the project method, Problem solving method, Dalton plan and Heuristic method, work shop, peer-tutoring, group discussion and panel discussion.

Module IV: Examinations and Evaluation, Diverse Issues, Effective Teaching and Educational Practices at a Glance.

Suggested Readings -

1. Principles, Methods and Techniques of Teaching by J C Aggarwal.

Personality Development

Module I : Understanding Personality

Introduction: Preamble, Definitions of Personality, Topography of Personality, Components of Personality, Factors Influencing Personality, Personality Analysis, Personality Traits, Types of Personality Traits: Positive Personality Traits, Negative Personality Traits, Big- Five Personality Dimensions, Types of Personality, Development of Personality.

Module II: Personality Development

Personality Development, Significance of Personality Development, Major approaches to study of Personality, Theories of Personality Development: Freud Theory, Erik -Erickson Theory, Carl Rogers' Self Theory, Maslow Hierarchy of Needs, Personality Theory by Otto Rank (1884-1939), Personality Theory by Gordon Allport (1897-1967), Personality Theory by Raymond Cattell (1905-1998), Trait Type Theory of Personality by Hans Eysenck (1916-1997), Personality Theory by Carl Jung (1975-1961), Personality Theory by Erich Fromm (1900-1980), Learning Theory of Personality by Dollard (1900-1980) and Miller (1909-2002), Social Learning Theory by Bandura and Walter (1963), Personality Theory by Gardner Murphy (1895-1979), Personality Theory by Viktor Frankl (1905-1997), Personality Theory by Karen Horny (1885-1952), Personality Theory by Walter Mischel (1930), Personality Theory by Rollo May (1909-1994), Personality Theory by Alfred Adler (1870-1937), Personality Theory by Taylor Hartman (The Color Code) (1987), Personality Theory by Anna Freud (1895-1982), Assessment of Personality

Module III: Techniques of Personality Analysis and Change

Johari Window, SWOT Analysis, Stress Management, Role of Emotions in Personality Development, Other Aspects of Personality Development

Suggested Readings -

1. Self-Learning Material by University 18

Financial Management and Accounting

Nature of Financial Management-

Evolution of Financial-management, Scope and Objectives of Financial Management.

Capital Budgeting Decisions-

Capital Budgeting Process, Project Formulation & Project Selection, Introduction to Various Capital Budgeting Techniques; Payback Period Method, Average rate of return, Net Present Value method, IRR, Benefit-Cost Ratio, Capital Rationing.

Long-Term Finance-

Sources of Long Term Funds- Equity Shares, Preference Shares, Debentures, Public Deposits, Factors Affecting long Term Funds Requirements.

Asset-based Financing: Lease, Hire Purchase and Project Financing-

Lease Financing: Concept, Types. Advantages and Disadvantages of Leasing.

Capital Structure: Theory and Policy-

Determinants of Capital Structure, Capital Structure Theories, Cost of Capital, Operating and Financial Leverage.

Principles of Working Capital Management-

Concepts, Factors affecting Working Capital Requirements, Determining Working Capital Requirements, Sources of Working Capital.

Dividend Theory and Dividend Policy-

Retained Earnings & Dividend Policy, Consideration in Dividend Policy, Forms of Dividends, Dividend Theories, Bonus Shares.

Corporate Restructuring, Mergers & Acquisitions-

Reasons and Factors Affecting Mergers, Acquisitions, Takeovers and Sell-offs.

Return, Risk and Shareholder Value-

Risk, Measurement of market risk, Relationship between risk and return, introduction to concepts of EVA, MVA, and CAPM.

Suggested Reading:

1. Self Learning Material by University 18.
2. Financial Management by Prasanna Chandra
3. Financial Management By I.M Pandey

Sociological Foundation of Education

Module I: Concept and Approaches

Education from a sociological point of view – functionalism, structuralism, system approaches to education and a critical evaluation of these approaches; transition from pre-capitalist to capitalist social formations and its impact on educational structure and function; education and social groups, education in a multi-cultural context.

Module II: Theoretical Perspective of Educational Sociology

Theoretical approaches to educational sociology and their relevance in present day scenario - stand point theory, theory of social learning by Bandura, social realism, critical theory, rational choice theory, human capital theory, conflict theory.

Module III: School as a Social Institution

School as a social institution, school as an organization; hierarchy of authority and their functions in school, unpacking schools' social contexts - contexts and factors shaping differences in schooling and schooling outcomes, schools as sites for social development, school choice, social mobility by means of education; organisational climate types, classroom climate and its impact.

Module IV: Cross-National Perspectives on the Sociology of Education

- a) Culture - conceptual understanding of culture, developing intercultural competency through education, culture and personality, education for cross-national understanding;
- b) Education beyond geographical barriers - distance education, online certification courses, student and faculty exchange programmes, curriculum goals for creating globally competent students.

Module V: Schooling in the Context of Globalization and National Policies

Central policies of education, privatization of education, sanskritisation and westernization of society and role of education, conceptualizing modernization from educational point of view, present education system and sociological issues - primary level, secondary level, higher educational level.

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Term IV

Curriculum Development

Module I: Understanding Curriculum

Contemporary definition of curriculum; curriculum criteria, curriculum goals and values, basic principles of curriculum and instruction.

Module II: Philosophical Underpinnings of Curriculum

Curriculum types and Models of teaching: Social, Information Processing, Personalist, and Behavioral, Child-Centered, Society-Centered, Knowledge-Centered, or Eclectic; Goals and Philosophies of Education across changing education paradigms - Idealism, Realism, Perennialism, Essentialism, Experimentalism, Existentialism, Constructivism and Reconstructivism.

Module III: Approaches to Curriculum Development

Tagore, Gandhi, Krishnamurthy, Plato, Dewey, Montessori, Don Bosco, Freire.

Module IV: Curriculum Development Frameworks in 21st Century

NCTE Framework for 21st Century Curriculum and Assessment; UNESCO - A Futures Perspective in the Curriculum, Learning Environment, Skills, Assessment, Professional Development; Curriculum and Future - Concepts from Social Sciences.

Module V: Curriculum Development and Assessment

Developing a curriculum document: Approach and organization, stages of curriculum development, guidelines of statutory bodies with regard to curriculum development – UGC, NCTE, NCF; Curriculum integration: disciplines, media and technology; evaluating and assessing a curriculum; Models of curriculum; Curriculum implementation - Factors influencing curriculum implementation.

Teacher Education

Module I: Concept and Fundamentals of Teacher Education

Meaning, nature and scope of teacher education; Aims and objectives of teacher education; Historical perspectives of teacher education - Kothari Commission, National Commission on Teachers (1983- 85), NPE (1986), Revised POA (1992); Recent developments in teacher education - NCF 2005, NKC 2007 & NCFTE 2009. History and status of Teacher Education Globally. Problems and issues of Teacher Education in global.

Module II: Teaching as a Profession

Approaches to teacher education: Behaviouristic and constructivist approaches; Modification of teaching behaviour: Simulated teaching, Flanders' Interaction Analysis; Performance appraisal of teacher; Teacher effectiveness; Code of conduct and ethics in teacher education.

Module III: Structure of Teacher Education Programmes

Role of professional organizations and bodies of Teacher Education; Pre-service and In- service teacher education; Teacher education by open and distance learning; Role of different agencies in quality assurance – MHRD, UGC, NCERT, NCTE, SCERT, NAAC, RIE, SIE, IASE, UGC-HRDC

Module IV: Recent trends in Teacher Education

Internship, Practice teaching for developing an effective teacher, Integrated Teacher education programme; Action research; ICT in teacher education; preparing teachers for inclusive classrooms; Issues and challenges in teacher education.

Eastern Approaches to Psychology and Counselling

Module I: Introduction

Definitions, nature, differentiation of concepts - eastern, indigenous and Indian psychology; relationship between culture and psychology, emergence of non-western and indigenous perspectives to psychology.

Module II: Major Schools of Indian and Eastern Psychology

Indian approaches to Psychology - Upanishads, Sankhya, Dvaita and Advaita schools; current areas of research in Indian psychology. Chinese approaches to psychology - Taoism and Confucianism, Japanese approaches to Psychology - Morita and Naikan therapies.

Module III: Self and Consciousness

Viewpoints of Upanishads, Bhagavadgita, Buddhism and Jainism and other Eastern schools of thought.

Module IV: Indian and other Eastern Approaches to Health and Wellbeing

Yoga, Ayurveda, goals of life - concept of purusharthas.

Suggested Reading-

1. Self-Learning Material by University18.

Peace Education and Conflict Management

Module I: Understanding Peace as a Dynamic Social Reality

Peace – meaning, nature; theories of peace – democratic peace and active peace; religious beliefs and peace – Buddhism, Islam, Hinduism and Christianity.

Module II: Philosophy of Peace and Peace Education

Montessori, Freire, the Dalai Lama, Gandhi, Krishna murthy, Aurobindo and Tagore; Concept and scope of peace education; peace teacher, peace method and other enabling practices for a culture of peace in an educational setting.

Module III: Conflict Management and its Methods and Modes

Meaning, types, levels and reasons for conflict; approaches to the study of conflict; methods and modes of conflict resolution - mediation, negotiation, diplomacy, coercive methods; creative peace building, cross cultural methods.

Module IV: Global Issues and Peace Movements

Human rights, preservation of ecology, population control, economic exploitation, deprivation, equitable economic world order; non-alignment movement, campaign for nuclear disarmament and role of world organizations in promoting peace.

Suggested Reading-

1. Self-Learning Material by University18.

Ethics and Social Responsibility in Education

Module I: Educational Ethics

Concept of Ethics and educational ethics; Need of ethics in educational settings; Components of ethics; types of values, morals

Module II: Theoretical Perspectives of ethics


Ethical theories: Utilitarianism, Kantian ethics, Natural rights theories; religious ethics; virtue ethics; Kantian vs utilitarian; gender and ethics; ethics and leadership. Concept of ego: psychological, ethical, rational. Moral philosophy

Module III: Ethics and Social Responsibilities

Concept of social responsibility; Need of social responsibility; Types of social responsibility; Social responsibility of educators; Strategies of social responsibility

Module IV: Professional Development

Concept of profession; Criteria for a profession; Teaching as a profession; Workplace and code of conduct, Technology and globalization in relation to professional ethics and developmental activities.


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