

**DEPARTMENT OF EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS, ITANAGAR**

**COURSE STRUCTURE OF M.A. EDUCATION PROGRAMME
(EFFECTIVE FROM SESSION 2017-2018)**

Credit Weightage per Paper and Semester

*4 Credits= 64 Hours in Each Paper (includes lectures, seminars, workshops, assignments, practical etc.)

** 1 credit= 16 periods/16 hours per month

***4 hours per week

**** Total credits per semester: No. of papers 4 x 4 credit points= 16 credits

Paper Code and Title	External Marks	Internal Marks	Total Marks	Credit	Teaching Hours
First Semester:					
EDN-401: Philosophical Foundations of Education	80	20	100	4	64 hrs
EDN-402: Psychological Foundations of Education	80	20	100	4	64 hrs
EDN-403: Educational Technology	80	20	100	4	64 hrs
EDN-404: Research Methodology in Education	80	20	100	4	64 hrs
Second Semester:					
EDN-405 :Education in India with special Reference to North East India	80	20	100	4	64 hrs
EDN-406: Comparative Education	80	20	100	4	64 hrs
EDN-407: Guidance and Counseling in Education	80	20	100	4	64 hrs
EDN-408: Teacher Education and Community Awareness				4	64 hrs
(I)Theory (Teacher Education)	50	20	70		
(II) Practicum (Community Awareness Programme)	20	10	30		
Third Semester :					
EDN-501: Sociological Foundations of Education	80	20	100	4	64 hrs
EDN-502: Educational Measurement and Evaluation				4	64 hrs
(I) Theory (Educational Measurement and Evaluation)	60	20	80		
(II) Practicum (Hands on Experience on Measurement and Educational Research)	20	--	20		
EDN-503: Educational Management	80	20	100	4	64 hrs
EDN-526: Inclusive Education (Open Elective under CBCS) Optional (Any one from the Optionals)	80	20	100	4	64 hrs
Fourth Semester:					
EDN-505: Curriculum Studies	80	20	100	4	64 hrs
EDN-506: Environmental Education	80	20	100	4	64 hrs
EDN-507: Human Rights, Value & Peace Education	80	20	100	4	64 hrs
EDN-508: Practicum (Psychological Tests, Experiments and ICT)	80	20	100	4	64 hrs
Optional Paper : (Any one from the Optionals)					
EDN-521: Economics of Education					
EDN-522: Adult and Continuing Education					

EDN-523: Gender Studies
EDN-524: Dissertation
EDN-525: Population Education
EDN-526: Inclusive Education (Open Elective under CBCS)
EDN-527: Experimental Design and Advanced Statistics

Dissertation will be given to the student in the third semester and will have to be submitted in the fourth semester before the commencement of the fourth semester examination and no extension will be permitted.

Evaluation Scheme:

Each paper is of 100 marks and 4 credits with 64 teaching hours. The weightage for written and Internal Assessment in each paper is 80% and 20% respectively. The pass marks for internal and external examinations is 45% separately. There shall be three sections i.e. A,B &C for external theory examination for each paper (except 408,502 and 508). Section A will be of 20 marks .There shall be 06 questions carrying 01 question from each unit and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions; one from each unit and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions one from each unit and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks for internal assessment 15 marks will be given on the basis of three sessional tests by taking the average of 2 best tests; and 5 marks will be given on the basis of Practicum/Assignment decided by the concerned teacher.

Note: There is separate scheme of evaluation for paper 408, 502 and 508 and is available with major syllabus of the concerned paper.

The final practicum examination will be conducted by a Board of External Examiners appointed by the University.

M.A. (EDUCATION) FIRST SEMESTER
EDN – 401: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Objectives:

1. To acquaint the students with the importance and methods of philosophy of education
2. To familiarize the students with the different schools of philosophy
3. To understand the role of education in Indian philosophical perspectives.

Course Content:

UNIT-I. Educational Philosophy

- Concept, nature and scope of Educational Philosophy.
- Aims of Educational Philosophy.
- Relationship between Philosophy and Education.
- Philosophical Attitude and Value of Philosophy.

UNIT-II. Fundamental Philosophical Issues

- Metaphysics- Concept, nature of reality and metaphysical issues with their Pedagogical Significance- Curriculum and Aims of Education.
- Epistemology- Concept, Types, and Theories of knowledge with reference to Methods of Teaching.
- Axiology- Concept, Types of values, Value Theories and their implications in relation to Aims of Education and Curriculum.

UNIT-III. Indian Philosophical Tradition and Thoughts in Education

- (a)Purusartha- Artha, Kama, Dharma, Mokhya: Concept and Educational Importance of Pursartha.
- Sankhya Philosophy and its Educational Implications.
- Buddhism- The concept of reality, Knowledge and values and their educational implications
- (b) Educational Contribution of-
 - Vivekananda
 - Aurobindo and integral Education

UNIT-IV. Western Schools and Philosophical Approaches

- Idealism, Naturalism and Pragmatism with respect to theory and Practice of Education.
- Progressivism, Existentialism-Their contributions towards modern theory and practices of Education

UNIT- V. Modern Concept of Philosophy

- Logical Positivism and Applications in Education.
- New Tendencies in Education- Psychological Tendencies (J.F.Haerbert & JJ Rousseau), Scientific Tendency -Sociological Tendency (Herbert Spencer).
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Practicals: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Book review of any one educational philosopher
2. Identification of values and their classification
3. Organization of seminar/debate on philosophical issues

REFERENCES

1. Bhayrappa, S.L. *Values in Modern Indian Educational thoughts*, NCERT, New Delhi, 1988.
2. Braneld, T. *Towards a reconstructed philosophy of education*, Dryden Press, New York. 1956.
3. Brammel.D. T. *Patterns of educational philosophy*, New York. Rinehart and Winston, 1971.
4. Broudy, H.S. *Building a philosophy of Education*. Hall of India Pub. New Delhi, 1965.
5. Brown, L.M. *Aims of Education*, Teachers College Press. New York, 1970.
6. Brubacher, J.S. *Modern Philosophies of education*, University of Chicago Press. 1955.
7. Chaube, S.D. *History of Indian Education*. Vinod Pustak Mandir, Agra. 1986.
8. Curtis, S.J. and Boul Wood, *A short history of educational ideas*, London, 1953.
9. Dupius, A.M. *Philosophy of education in Historical perspective*, Thom son Press, New Delhi, 1972
10. Elvin, L. *The place of common sense in Educational thought*, London, 1977.
11. Ferire, P. *Education for cultural consciousness*. Seabury Press, New York, 1974.
12. Kneller, G.F. *Introducing to the philosophy of Education*, New York, 1971.
13. Mayee, J.B. *Philosophical Analysis in Education*, Happer & Row. New York. 1971.
14. Mukherjee, R.K. *Ancient Indian Education*, Motilal Banargi Das
15. Nurullah, S & Naik, J.P. *A Student history of Education*. Mcmillan. New Delhi. 1951.
16. Pratte, R. *Ideology and Education*. New York. 1977.
17. Wingo, M.G. *Philosophies of education. An introduction*. Sterling Pub. New Delhi. 1975.
18. Srivastav, K.K. *Philosophy of Education*
19. Curren Randall(Edited) *A Comparison to philosophy of Education*, New York: Blackwell Publishing, 2003
20. Luther, M.N.: *Values and ethics in School Education*, New Delhi Tata McGraw Hill, 2001
21. Moon, Bob (Edited): *International Companion to Education*, London, Routledge, 2000
22. Agarwal, J.C.: *Education in developing Societies*, Starling Pub. New Delhi

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) FIRST SEMESTER

EDN- 402: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Objectives:

1. To understand the basic principles of psychology and the implications for teaching learning

2. To understand the characteristics of adolescent learner, learners with special needs and implications for teaching- learning
3. To understand the learner's mental health, problems and choose appropriate strategies to cope with such problem
4. To understand the various psychological principles and approaches to learning and teaching and develop the essential competencies to apply them in teaching learning situation.

Course Content:

UNIT- I Psychology and Education

- Concept Nature and scope of Educational Psychology
- Methods of Educational Psychology; Experimental, Case Study and Observation.
- Schools of Psychology and their contributions to Education; Structuralism, Functionalism , Gestalt Psychology and Constructivism.

UNIT- II Growth and Development

- Dimensions of growth and development; Physical, Social, Emotional, Language Development with special reference to Adolescence period.
- Factors of Growth and Development: Heredity and Environment and their educational implication.
- Developmental task during Adolescence period.

UNIT-III Learning and Motivation

- a) Learning:** Concept and principles of Learning
- Theories of learning, Kurt Lewin's Field Theory, Tolman's Sign Theory, Hulls Reinforcement Theory and Gagne's Hierarchy of learning.
- Transfer of learning its types and theories of Mental Discipline.
- b) Motivation:**
- Meaning, kinds and importance of motivation in Learning
- Theories of motivation (Maslow's self actualisation)

UNIT- IV Intelligence

- Concept Nature and Types of intelligence
- Theories of intelligence (Thurstone, Guilford and Piaget)
- Emotional Intelligence: Concept and Theory.
- Multiple Intelligence: Concept and Theory.

UNIT-V Personality and Mental Health

- Meaning, Nature and determinants of Personality
- Theories of personality (Psychoanalytical, Type and Trait Approaches)
- Mental health: Meaning, Characteristics and Measures for sound mental health.

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Case study of a problem child
2. Administration of a psychological test and its interpretation

REFERENCES

1. Bloom, B.S. (1971). *Mastery Learning in J.H. Black (ed) Mastery Learning : Theory and Practice*, N.Y. Holt Rinehart and Winston
2. Chauhan, S.S. *Advanced educational psychology*, Vikas Pub. N. Delhi.
3. Crow and Crow. *Educational psychology*, Eurasia Pub. House, N.Delhi.

4. De Cecco, J.P. & William Crawford. *The psychology of learning and instruction; Educational psychology*, Prentice hall, N. Delhi. 1970.
5. Eysenck, H.J. *The structure of personality*, Methuen, 1960.
6. Guilford, J.P. *Fields of psychology*, Van-Nostrand, 1967.
7. Griender, R.E. *Adolescence*, John wiley, 1973.
8. Hilgard, E.R. *Theories of learning*, Appleton Century crofts, 1956.
9. Hurlock, E.B. *Child development*, McGraw Hill. 1972.
10. Kundu, C.L. *Personality*, Sterling Pub. , 1954.
11. Maslow, A.H. *Motivation of personality*, Harper, 1954
12. McMillan. *Assessment of personality*
13. Skinner, C.E. *Educational Psychology*, Prentice Hall, India, 1970.
14. Torrance, E.P. *Gifted Children and the classroom* McMillan, Co. 1963.
15. Walia, J.S. *Foundation of educational psychology*, Jalandhar Pub. 1977.
16. Sahoo, P.M. *Psychology in Indian context*, Agra, Bhargava Book Hosue, 2002
17. Kulshetha, S.P. *Educational psychology*, Vikas Pub. N. Delhi.

Evaluation Scheme :

Maximum Marks : 80
 Internal Assessment : 20
 Time : 03 Hours
 45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

**M.A. (EDUCATION) FIRST SEMESTER
 EDN- 403: EDUCATIONAL TECHNOLOGY**

Objectives:

1. To enable the students to know about nature of Educational Technology.
2. To familiarize the students with the effective teaching learning process.
3. To enable the students to make use of instructional media.
4. To familiarize the students with some innovations.

COURSE CONTENT:

UNIT I. Education And Technology:

- Meaning, Nature and Scope of Educational Technology.
- Technology in Education and Technology of Education.
- Instructional Technology: Meaning, nature and objectives.
- Behavioural Technology: Meaning and Assumptions.

UNIT II. Teaching-learning Process

- Teaching variables-Phases of Teaching-Pre-active, Inter-active and Post-active
- Levels and operations of teaching learning
- Models of teaching
- Nature and elements of teaching models, Basic Teaching Models.
- Information processing models: Concept attainment and Advance Organiser.

UNIT III Communication and Instruction

- Communication process; concept of communication, principles and Modes.
Barriers of communication
- Programmed learning and types: Linear, Branching and Mathematics
- Steps of development of PLM
- Computer Assisted Instruction (CAI), Personalized System of Instruction (PSI)
- Learner Controlled Instruction (LCI)

UNIT IV Classification of Educational Technology Equipments

- Edger Dale's Cone of Experience
- Mass and multi-media approach
- Maxims of Teachings
- Theories of Teachings (Gagne's Hierarchical, Bruner's Concept Development)

UNIT V Behavioral Technology

- Modification of Teaching Behaviour: Micro Teaching
- Flander's Interaction Analysis (FIACS)
- Equivalent Talk Category System (ETCS)
- Simulated Teaching

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Organizing the class teaching and teaching at the understanding level
2. Development of a programme by having any one unit of the subject
3. Development of instrumental material as per the prescription of PSI
4. Preparation of lesson plan for micro teaching and using it in classroom situation
5. Analysis of classroom interaction as per FIACS.

REFERENCE

1. Allen Dwight and Kelvin Ryam. *Micro Teaching Addison Wesley Publishing Co.* London. 1969.
2. Bajpai, A.C. and Leedham J.F. *Aspects of Educational Technology* part. IV, Pitman Pub. Co. N. York. 1970.

3. Bigge, Morris L. and Maurice, P. Hunt. *Psychological foundations of education. An introduction to human development and learning*, Harper and Row New York 1962.
4. Decece, John, P. *The psychology of learning and instructional technology*, Prentice Hall of India. Pvt. Ltd. N. Delhi. 1970.
5. Storm Robert, D. *Teaching and learning process*, Prentice Hall Inc. Englewood Cliffs, New Jersey, 1970.
6. Sharma, R.A. *Technology of Teaching*, Loyal book Depot, Meerut, 1988.
7. Kourilsky, Marilyn & Quaranta, Lory. *Effective teaching - Principles and practice*. Scott, Foresman and Co. England
8. Pandey, K.P. *Dynamics of teaching behaviour*. Amitash Prakashan Delhi.
9. Rowntree, D. *Educational technology in curriculum development*, Harper & Row, London 1974.
10. Skinner, B.F. *The technology of teaching*. Meredith Corporation. New York. 1968.
11. Green, Thomas, F. *The activities of teaching*. McGraw Hill Book Co. 1971.
12. Admas, Raymonds, S & Biddle, Bruce, J. *Realities of teaching : Explorations with video tape Holt*, Rinehart and Winston. Inc. 1970.
13. Bigge, Moris, L. *Learning theories for teachers* (Third Ed) Harper & Row Pub. 1976.
14. Flanders, Ned. *Analysing teaching behaviour addisen-Wesley Pub. Co.* 1971.
15. Ober, Richard, L. Bentley, Ernest L. Miller, Edith. *Systematic Observation of teaching* prentice Hall. Inc. 1971.
16. Strem Robert, D (Ed). *Teachers and the learning process*. Prentice Hall. Inc. 1971.

Evaluation Scheme :

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) FIRST SEMESTER

EDN. 404: RESEARCH METHODOLOGY IN EDUCATION

Objectives :

1. To familiarize the students about the basic concepts of educational research
2. To develop the skill of conducting the research in education
3. To make the students to understand the role of statistics in educational research.
4. To develop the skill of using the statistical techniques appropriately.

Course Content :

UNIT-1. Educational Research:

- Scientific Enquiry and Sources of Knowledge
- Research : Meaning and Characteristics
- Educational Research : Meaning ,Nature and Scope
- Need of Educational Research
- Features of Quantitative and Qualitative Research, Phenomenological and Ethnographical Study
- Types of Educational Research: Fundamental, Applied and Action research

UNIT-II. Research Process in Education:

- General steps, Selection of a Research Problem, Review of related literature and variables in research
- Hypothesis: Meaning, Characteristics, Sources, Types and Testing
- Sampling Techniques : Probability and Non Probability
- Methods of Educational Research: Historical Research, Descriptive Research, and Experimental Research

UNIT-III. Tools and Techniques in Educational Research:

- Inquiry forms, Observation, Interview, Sociometry, Rating Scale , Questionnaire, Attitude Scale, Psychological Tests.
- Analysis and Interpretation of data
- Writing of research proposal
- Preparation of a Research report.

UNIT-IV. Measures of Central Tendency and Variability:

- Measures of Central Tendency and Variability and their computation and uses
- Correlation: Concept and its applications
- Methods of computing Rank difference and pearson's coefficient of correlation.

UNIT-V. Normal Probability Curve and Tests of Significance

- Properties and applications of NPC
- The concept of statistical significance: Testing the significance of mean proportion and Correlation
- Parametric Tests: Students' t-test for the significance of difference between Means, Proportion and Correlation
- F-Test (One way) ANOVA)
- Type I &II errors, Concepts of one-tailed and two tailed tests
- Non Parametric Tests: Chi square , Sign Test, and Median Test

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Selecting a research problem and identification of variables
2. Formulating the objectives and hypotheses
3. Construction of attitude scale
4. Administration of research tool and interpretation

REFERENCE

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.
2. Best, J.W. *Research in Education*, N. Delhi. Prantice Hall of India.
3. Bellack, A.A. *Theory and Research in Teaching*, New York, Teacher's College, Columbia. 1964.
4. Butcher, H.J. *Sampling in Educational Research*, Manchester University Press.
5. Edward, A.L. *Experimantal Design in Psychological Research*, Publishing Co. N. Delhi, New York.
6. Garret, H.E. *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd. Bombay, 1975. Indian Print.
7. Guilford, J.P. *Fundamental Statistics in Psychology and Education*, Kogakusha, Tokyo, 1956.
8. Guildord, J.P. *Psychometric Methods*, International Student Edition, 1955.
9. Goode, William, J. and Paul K Hatt. *Methods in Social Research*, McGraw Hill Book Co. 1952, New York.
10. Kaul, L. *Methodology of Educational Research* Vikas Publishers. 1984. New Delhi.
11. Kerlinger Fred, N. *Foundations of Behavioural Research*, Subject Pubvlications. 1983. N. Delhi-7.
12. Mangal, S. K. (2010) *Statistics in Psychology and Education*, New Delhi: PHI Pvt. Ltd.
13. Mauly, G.J. *The Sciences of Educational Research*, Burasva Publishing House Pvt. Ltd. N. Delhi-7.
14. Neale, J.M. and D.M. Libert. *Science and Behaviour : An Introductions to Methods of Research*, Englewood Cliffs, N.J. 1968.
15. Sax, Gilbert : *Empirical Foundations of Educational Research*, Englewood Cliffs, N.J. 1968.

Evaluation Scheme :

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 hours
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) SECOND SEMESTER
EDN. 405: EDUCATION IN INDIA WITH SPECIAL REFERENCE
TO NORTH EAST INDIA

Objectives:

1. Students will be able to know the historical development of education in India and North East.
2. They will be able to know the educational structure and administration.
3. Students will be familiar with the various issues, problems and prospects of education.

Course Content :

UNIT-I Historical Development

- Brief Historical development of education in India since ancient time to till date
- Contribution of missionaries towards education in North East India
- India Social context and General Education Problems

UNIT-II. Problems of Primary and Secondary Education

- Constitutional Provisions in Education and its implication
- Universalisation of primary education-Operational Black Board, DPEP, SSA, RTE 2009 RMSA and MDM.
- Regional imbalances in Education
- Qualitative development of primary and secondary education

UNIT-III. Vocationalization of Education

- Concept, scope and need of Vocational Education.
- National development and Vocationalization of Higher Secondary Education
- New Education Policy, 1986 and innovations in Vocational Education
- Basic Education
- NCF 2005 and Vocational Education

UNIT-IV. Higher Education and Problems

- Structure of Higher Education
- Open and Distance Learning and Continuing Education
- Teacher Education and its problem at Secondary Level
- Rashtriya Uchta Siksha Abhiyan (RUSA)

UNIT-V. Educational Backwardness in India, Govt. Initiatives in India and NER

- Literacy and its factors in NE
- Education of Socially and Economically disadvantaged section of society
- Beti Bachao Beti Padhao
- Digital India
- Sawachh Bharat Abhiyan
- Unnat Bharat and Role of Education

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Tracing out the historical development of education in any one district of Arunachal Pradesh
2. Identification of problems of vocational education at secondary school stage. in Arunachal Pradesh
3. Problems of educational supervision and inspection
4. Study of allocation of funds for education in any one university/college of North East.

REFERENCE

1. Altekar. *Ancient Indian Education*, Nanda Kishore Bros. Varansi. 1957.
2. Vedmitra. *Education in Aancient India*. Arya Book Depot, Kerolbag, N. Delhi. 1967.
3. Mukherjee, R.K. *Ancient Indian Education*, Motilal Banarsidass, N. Delhi.
4. Nurullah and Naik. *History of Indian Education* (large edition) McMillan & Co. 1951.
5. Basu, A.N. *Education in India*
6. Sen, J.M. *History of Elementary Education in India*
7. Das, S.KI. *Educational system of the Ancient Hindus*, Gian Pub. House, N. Delhi.7.
8. Parulekar, R.V. *A source of History of Education*.
9. Jaffar, S.M. *Education in Muslim India*, Delhi. 1972.
10. Mukherjee, S.N. *History of Education in India*, Acharya Book Depot, Baroda. 1955.
11. Agarwal, J.C. and Agarwal, S.P. *Vocational Education in India; Why, what and how*, Delhi. Doaba House, 1987.
12. Biswas, A and Agarwal, S.P. *Development of Education in India*. Delhi, Concept Pub. Co. 1986.
13. Chabe, S.P. *Problems of Indian Education*, Agra, Vinod Pustak Mandir, 1987.
14. Debi, Renu. *Progress of Education in Assam*, Guwahati, Omsons Pub. 1987.
15. Govt. of India. *National Policy on Eduation*, 1986.
16. Shivarudrappa, G. *Vocationalization of Eduation*, Bombay. Himalaya Pub. 1987.
17. Shukla, P.S. *Towards New Pattern of Education in India*, N. Delhi. Sterling. 1984.
18. Tewari, R.P. *Problems of Education in North Eastern Region*, Ludhiana, Prakash Bros.
19. *Report of Higher Education Commission*. 1949, Govt. of India.
20. *Report of Secondary Education Commission*. 1952, Govt. of India
21. *Report of Education Commission*. 1964-66, Govt. of India

Evaluation Scheme :

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) SECOND SEMESTER
EDN- 406: COMPARATIVE EDUCATION
(With reference to UK, USA & India)

Objectives:

1. To know the major concepts and methods of comparative education
2. To know the various aspect of education of some developed and developing countries with reference to India
3. To develop the sense of national and international understanding.

Course Content:

UNIT I Comparative Education

- Development of the concept of Comparative Education.
- Meaning, Need and Importance of Comparative Education.
- Scope of Comparative Education
- Methods of Comparative Education

UNIT II Factors of Comparative Education

- Geographical, Sociological and Philosophical Factors
- Nationalism and Comparative Education.
- UNESCO – Its contribution towards Educational Development.
- Factors of National System of Education.

UNIT III Structure and Educational Administration of

- United Kingdom (U.K)
- United States of America (U.S.A)
- India
- Russian Education

UNIT IV A comparative Study of the Education System of U.K, U.S.A, India

- Primary education- UK, USA, India
- Secondary Education- UK, USA, India
- Higher Education- UK, USA, India
- Teacher Education- UK, USA, India

UNIT V Problems of Education in India and Their Solutions

- Primary Education
- Secondary Education
- Higher Education

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Critical analysis of educational system
2. Comparison of Teacher Education Programme
3. System of accountability

REFERENCE

1. Hans, Nicholas, Comparative Education, London, Roufledge & Kengan Ltd. Broadway House, 1961.
2. Bereday, George, Z.f. Comparative Methods in Education, London Holt, Rinchart and Wintson, INC, 1964.

3. Mukherjee, K.C. Comparative Study of Some Educational Problems, Bombay, Lalvani Pub. 1972.
4. Mukherejee, L. Comparative Education, Bombay, allied Publishers, 1975.
5. sodmi, T.s. a Text book of Comparative Education, Vikas Pub. House, Delhi. 1983.
6. Chaube, s.P. Comparative Education, Ramprasad and sons, Agra 1974.
7. Don Adams, Education and Modernisation in Asia, Addison Wesley Pub. Co. 1970.
8. Kandel. New era in Eduation.
9. Meyer, Development of Education in the 20th Century, Halls, New York.
10. UNESCO, world survey of Education.
11. Mallinson, Vernam, Aan Introduction to the Study of Comparative Education, Heinman, London, 1975.
12. Mochiman and rouceek Comparative Eduction, the Dryder Press, 1957.
13. Jaweed Ashrat, Education in the German Democratic Republic VEB, Edition, Leipzig, 1962.

Evaluation Scheme :

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) SECOND SEMESTER EDN. 407: GUIDANCE AND COUNSELLING IN EDUCATION

Objectives :

1. To familiarize the students with the significance of Guidance and Counselling
2. To make them aware about the various concepts of Guidance and Counselling
3. To acquaint the students with the techniques of Guidance and the Guidance Programmes

Course Content:

UNIT I. Introduction to Guidance

- Meaning, need and scope of Guidance

- Principles of Guidance
 - Bases of guidance - Philosophical, Sociological, Psychological and Educational
 - Role of Educational Institutes in Guidance
- UNIT II. Types of guidance**
- Educational Guidance: Meaning , Aims and Importance
 - Vocational Guidance: Meaning , Aims and Importance
 - Personal Guidance: Meaning , Aims and Importance
 - Group Guidance: Meaning , Aims and Importance
- UNIT III. Counselling**
- Meaning, Nature & Principles of counseling
 - Types of counseling: Meaning , Aims and Steps of Directive Non-directive & Eclectic Counselling
 - Steps of Counselling Process
 - Qualifications and Attributes of Counsellors
- UNIT IV. Tools and Techniques of guidance**
- Need and Importance of tools and techniques in Guidance and Counselling
 - Testing Techniques: Measuring Intelligence, Interest, Aptitude and Personality.
 - Non-testing techniques: Observation, Interview. Questionnaire, Rating Scale, Cumulative Records
- UNIT V. Guidance and Counselling Services**
- Organisations of Different services: Orientation services, Occupational , Information services, placement and follow-up service,
 - Research Trends in Guidance and Counselling
 - Need of Evaluation in Guidance and Counselling

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

- a. Testing abilities of secondary school students
- b. Preparation of cumulative record of any two students
- c. Organization of career talks
- d. Organizing guidance service for a particular class.

REFERENCES

1. Anastasi, Annee. *Psychological testing*. London. McMillan Co. 1982.
2. Bernard, H.W. and Fullmer, D.W. *Principles of guidance*. A basic text (Indian Edn). N. Delhi. Allied Pubs.
3. Crow Lester, D and Crow, A. *An introduction to guidance principles and practices*, New York. American Books Co.
4. Downing, Lester, N. *Guidance and counselling services*, New York. McGraw Hill. 1964.
5. Fuster, J.N. *Psychological counselling in India*. McMillan, Bombay.
6. Kochhar, S.K. *Educational vocational guidance in secondary schools*, Sterling Pub. N. Delhi. 1987.
7. Hoose, William, N. Van (ed). *Counselling and guidance in 20th century*, Boston, Noughton Mifflin Co. 1979.
8. Khorshad, A.W. *Guidance movement in India*, Guidance services. No.4 NCERT, N. Delhi.
9. Miller, Frank. W. *Guidance principles and services*, Ohio-Charles, E. Merril Books. 1961.

10. Pasricha, Pren. *Guidance and counselling in India education*, NCERT, New Delhi. 1976.
11. Swamy, R.V. (ed) *Guidance services in colleges and universities*, Bangalore University and Directorate of Employment and Training. Bangalore. 1971.
12. Traxler, A.E. and Nrla, R.D. *Techniques of guidance*. New York. Harper and Road.
13. Pandey, K.P. *Educational and Vocational Guidance*, Vishwavidyalaya Prakashan, Varanasi
14. Gupta, S.K. *Guidance and Counselling in Indian Education*, Mittal Publisher, Delhi.
15. Safaya, Rai- *Guidance and counseling*, Chandigarch, Abhishek publications Text(2002)
16. sec. Overoy S.C.
17. Agarwal J.C

Evaluation Scheme :

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 hours
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) SECOND SEMESTER

EDN. 408: TEACHER EDUCATION AND COMMUNITY AWARENESS

EDN. 408: (I) THEORY (TEACHER EDUCATION)

EDN. 408: (II) PRACTICUM (COMMUNITY AWARENESS PROGRAMME)

Course Content : EDN. 408: (I) THEORY (TEACHER EDUCATION)

UNIT I. Development of Teacher Education in India

- Historical Development of Teacher Education in India and Recommendations of Various Commissions and Committees.
- Meaning, Importance and Aims of Teacher Education Programme.
- Structure of Teacher Education at different Levels.

UNIT II. Pre-service Teacher Education Programme

- Concepts and Importance of Pre-Service Teacher Education at Elementary and Secondary Levels.
- Curriculum and Evaluation of Pre-Service Teacher Education at different Levels.
- New Trends of Teacher Education suggested by NCTE, and NPE-1986.
- Problems of Pre-Service Teacher Teacher Education and their Remedies.

UNIT III. In -Service Teacher Education Programme

- In Service Education Teacher Education : Concepts, Importance and Objectives.
- Types of Programmes and Organizational Agencies for In Service Teacher Education Programme
- Shortcomings and suggestions for In Service Teacher education

UNIT IV. Modification of Teaching Behaviour and Student Teaching Programme

- Teaching Behaviour: Meaning and Taxonomy of Teaching Behaviour
- Lesson Plan: Concept, Approach and Steps
- Student Teaching Programmes: Concept , Importance and Organisational Pattern
- Problems related to Student – Teaching practice and Internship programme and their solution

UNIT IV. Teaching Profession and Trends of Teacher Education

- Professional Ethics and Professional Development of Teachers.
- Innovations in Teacher Education.
- Role of NCTE/NCERT/ in Teacher Education.
- Privatization of Teacher Education and Quality Concerns.
- ICT and Teacher Education.

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

A). Analysis of Teaching Behavior of School Teachers in a Subject (10 Periods) Using Ned A Flanders Techniques.

B). Study of pre- Service or Inservice Teacher Education Programme.

C).Role of DIET /NCTE/SCERT/SIE in Teacher Education

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1. Govt. of India. *Report of the Education Commission*. 1964-66.
2. Govt. of India. *National Policy on Education*, 1986, Programme of Action, 1986.
3. Anand,C.L. *Aspects of Teacher Education*, Delhi. S. Chand Co. 1988.
4. Mukherjee, S.N. (ed) *Education of the Teachers in India*. Vo.I and II, Delhi, S. Chand Co. 1968.

5. Mukherjee, S.N. (ed). *Admission and Organisation of Teacher Training Institutions*, N. Delhi. NCERT. 1987.
6. Buch, M.B.(ed). *Third Survey of Research in Education*, Delhi, NCERT. 1987.
7. Singh, L.L. (ed). *Teacher Education in India - resource Book*, NCERT. 1990.
8. National Council for Teacher Education (NCTE) *Teacher Education, Curriculum - A Framework* NCERT, N. Delhi. 1978.
9. Richard Godings, Ec.Al. *Changing Priorities in Teacher Education*, Nicholas Pub. Co. N.Y. 1982.
10. T.N. Stinnet. *Professional Priorities in Teache.r* McMillan Co. N.Y. 1986.
11. *Report of the education Commission (1964-66)*. Ministry of Education, N.Delhi. 1970.
12. UNESCO : *Learning to be*, Sterling Pub. N. Delhi.
13. Lulla, B.P. & Murity. *Essential Problems of Indian Education*, LNC Agarwal, Agra, 1971.
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Evaluation Scheme : EDN. 408: (I) THEORY (TEACHER EDUCATION)

Maximum Marks	:	50
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 12 marks .There shall be 05 questions ,one from each unit, and the candidate has to attempt 04 questions each carrying 03 marks. Section B will consist of 18 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 06 marks. Section C will consist of 20 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 10 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

**EDN. 408: (II) Practicum (Community Awareness Programme
MM 30**

Objectives :

1. To enable students to work in community
2. To enable students to organize guidance and counseling programme for students
3. To provide students practical experience of preparing report on actual status of any educational institution

Course Content

Students are instructed to perform any two activities out of the activities given below

Sr. No.	Name of Activity	MM
1.	Organisation of community awareness programme on Beti Bachao Bti Padhao, Small Family Norms, Digital Literacy and Sawachh Bharat	10
2.	Visiting any Private or Govt. College of Teacher Education and reporting on the status with proper documentation	10
3.	Organisation of Guidance and Counselling Services at Secondary Schools for students in the community for the parents	10

Evaluation Scheme:

External Marks (Viva-voce:	20
Internal Assessment :	10
Time :	03 Hours.
Pass marks :	45% in internal and external separately

Practicum: Preparation of a report on any two topics mentioned in practicum and their presentation through seminar.(Via-voce)

Board of Examiners: The board of examination will consist of at least one internal member from the department and one external examiner appointed by the controller of examinations.

M.A. (EDUCATION) THIRD SEMESTER
EDN. 501: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives:

1. To acquaint the students with the importance and methods of sociology of education
2. To familiarize the students with the different sociological problems
3. To understand the role of education in the social perspective.

Course Content:

UNIT I. Introduction to Sociology and Educational Sociology

- Meaning, nature, scope and importance of Sociology
- Characteristics of Society
- Social Institutions –Family, Religion and State
- Meaning, nature and scope of Educational Sociology
- Difference between Sociology of Education and Educational Sociology
- Education and Society, Functions of Schools

UNIT II. Social System, Socialization and Education

- Meaning ,characteristics and elements of social System
- Education as a sub-social system
- Meaning and agencies of Socialization
- Factors of Socialization
- Role of Education in socialization

UNIT III. Education and Culture

- Meaning , dimensions and characteristics of culture
- Cultural lag, and its factors
- Cultural diffusion , integration and acculturation
- Concept of cultural growth
- Difference in culture and civilization.

UNIT IV. Education and Social Structure

- Social Stratification and features of Indian Society
- Education of socially and economically disadvantaged sections of society
- Equality of Educational opportunity
- National and emotional integration and role of Education
- Social Control and Education

UNIT V. Social Change, Modernization and Conflicts

- Meaning of Social Change and Social Mobility: Constraints on social changes in India
- Role of Education in social changes
- Meaning and indicators of Modernization and Role of Education in Modernization.
- Conflict Theories

Practicum/Assignment : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Write main cultural characteristics of any tribal group.
2. Enumerate the visible social changes in your society
3. Write social control measures adopted in your society.
4. Write the characteristics of social structure prevailing in your society.
5. Write the meaning and provisions for providing equal opportunities in your state.
6. Social survey
7. Sociological determinants of education
8. Group dynamics and sociometry
9. Seminar on National and Emotional Integration.

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4. Brunner, J.S. *The Process of Education*, Delhi. Atmaram & Sons.
5. Cole, S. Brembeck. *Social Foundations of Education : Environment influences in Teaching learning*. N.Y. John Wiley & Sons. 1971.
6. Cook L.A. and Cook E.E.A. *Sociological Approach to Eduation*. N.Y. McGraw Hill.
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8. Durkheim, E. *Education and Sociology*. The Free Press. 1966.
9. Gore, M.S. Desai I.P. & Chitnis. *Papers in the Sociology of Education in India* NCERT, 1978.
10. Gore, M.S. *Education and Midernization in India*, Allied Pub. Bombay. 1982
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24. Swift, D.F. – Basic, Reading in the Sociology of Education, London, Routhledge, Kegan Paul, 1970
25. UNESCO – Inequalities and Educational Development, Paris, ANIIEP Seminar, UNESCO, 1982.

Evaluation Scheme :

Maximum Marks : 80
Internal Assessment : 20

Time	: 3 hours
Pass marks	:45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

**M.A. (EDUCATION) THIRD SEMESTER
EDN. 502: EDUCATIONAL MEASUREMENT AND EVALUATION**

EDN. 502: (I) Theory (Educational Measurement and Evaluation)

EDN. 502: (II) Practicum (Hands on Experience in Measurement and Educational Research)

EDN. 502: (I) Theory (Educational Measurement and Evaluation)

Objectives :

1. To familiarize the students with the concepts of measurement and evaluation
2. To enable the students to know about the various types of tests
3. To develop the awareness among the students about the procedures of evaluation.

Course Content :

UNIT- I. Measurement and Evaluation

- Meaning of Measurement, Evaluation, Assessment and Tests
- Nature and Scope of Measurement and Evaluation in Educational System.
- Types of Evaluation: Placement, Formative, Diagnostic and Summative.
- New trends in Evaluation- Grading System, Choice Based Credit System (CBCS), Continuous and Comprehensive Evaluation(CCE)

UNIT-II. Evaluation Approaches

- Scales of Measurement
- Maximum Performance Vs Typical performance
- Norms Referenced Test (NRT): Concept , Nature and Steps
- Criterion Referenced Test (CRT): Concept , Nature and Steps

UNIT-III. Characteristics of Good Test

- Reliability: Concepts and Methods of computing reliability
- Factors affecting reliability.
- Validity: Meaning and types of validity and factors affecting validity
- Objectivity of the test
- Usability of the test

UNIT-IV. Construction and Standardization of Achievement Test

- Achievement Test: Concept and Types
- Steps of Construction of Achievement Test and its Standardization
- Attitude Scale: Concept and Methods of construction and standardization of attitude scale (Likert method and Thurstone method)
- Norms: Concept, Purpose and Types
- Standard Scores: Z-scores, T- scores, C- score and Stanine score

UNIT V. Taxonomy of Educational Objectives

- Cognitive Domain
- Affective Domain
- Psychomotor Domain
- Stating Instructional objectives in Behavioural forms

Practicum/Assignment : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Construction and Standardization of an Achievement.
2. Construction of Attitude Scale.
3. Preparation of a questionnaire.
4. Administration of a test and interpretation of scores.

REFERENCES

1. Anastasi, A, Psychological testing, McMillan Publishing Co, New York, 4th Ed. 1976.
2. Block, J.H & L.W. Anderson, Mastery learning in classroom instruction, N.Y. McMillan Camp, 1975.
3. Bloom, B.S. Taxonomy of objectives of Cognitive Domains Longmans Green & Co. New York 1956.
4. Bloom, B,S. Taxonomy of objectives (Affective domain), Longmans Green & Co. New York 1956.
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Evaluation Scheme : EDN. 502: (I) Theory (Educational Measurement and Evaluation)

Maximum Marks	:	60
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 16 marks .There shall be 05 questions ,one from each unit, and the candidate has to attempt 04 questions each carrying 04 marks. Section B will consist of 24 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 08 marks. Section C will consist of 20 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 10 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher

EDN. 502: (II) Practicum (Hands on Experience in Measurement and Educational Research)

MM 20

Objectives:

1. To enable the students to understand the procedure of reviewing the related literature
2. To enable the students to write the references
3. To enable the students to write research proposal
4. To enable the students to prepare and standardize the achievement test
5. To enable the students to prepare an attitude scale

Students are directed to perform any two of the below mentioned activities.

- | | | |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| (i) | Development and review of related literature | MM 10 |
| | (A) Every student shall write 30 reviews on any topic of his/her interest. | |
| (ii) | Referencing and Citation Style | MM 10 |
| | (B) Every student shall write 10 references on each style (APA, MLA and Chicago) | |
| (iii) | Research proposal | MM 10 |
| | (C) Prepare a Research proposal / Synopsis on any problem of your interest are within 1500 words as per steps involved in preparation of a research synopsis. | |
| (iv) | Achievement Test | MM 10 |
| | (D) Preparation and Standardization of achievement test on any school subject with 50 items. | |
| (v) | Attitude Scale | MM 10 |
| | (E) Preparation of attitude scale with 30 statements by using Likert 5 points scale | |

Students shall prepare a report on any two activities given in their practical syllabus and present it before the examiner through seminar .

Note: Field experience activities along with the reports will be evaluated by the department inviting external expert.

Scheme of Evaluation: EDN. 502: (II) Practicum (Hands on Experience in Measurement and Educational Research)

External (Viva Voce) : 20 Marks

Board of Examiners: The board of examination will consist of at least one internal member from the department and one external examiner appointed by the controller of examinations.

EDN. 503: EDUCATIONAL MANAGEMENT

Objectives:

1. To develop an understanding of development of management thought.
2. To enable the students to develop a conceptual framework of the educational planning, administration procedures and process of financing.
3. To enable students to understand the role of human relations in successful administration and supervision of an institution.

UNIT-I Educational Management

- Meaning , nature and Scope of Educational Management
- Relationship between Administration and Management in Education.
- Development of Educational Administration: Taylor, Fayol, and Human Relations Approach.
- Educational Ladder; Concept and Recommendations of SEC, EC and NPE (1986).

UNIT-II Modern Trends and Organization

- Educational Organisation: Meaning, Nature and Characteristics.
- Modern trends in Management : PERT, TQM and MBO.
- System Approach: Concept , Significance and Steps
- Organizational Climate.

UNIT-III Leadership in Educational Administration

- Meaning and Significance of Leadership in Educational Administration.
- Nature of Leadership
- Traits and Styles of Leadership
- Theories of Leadership (Behaviour Theory and Reddin's 3-D Contingency Theory).
- Education for Leadership: Concept and Aims of Education for Leadership

UNIT-IV Educational Planning and Financing

(a) Educational Planning

- Meaning and Importance of Educational Planning.
- Approaches of Educational Planning (Manpower Approach, Social Demand Approach and Rate of Return Approach).
- Institutional Planning: Concept, Nature, Purpose and Strategies

(c) Educational Financing:-

- Sources of Financing.
- Educational Expenditure; Nature and Types.
- Educational Budget and Process of Preparing Budget.
- Cost of Education

UNIT-V Educational Supervision

- Difference between Inspection and Supervision.
- Meaning, nature and functions of Supervision
- Planning and Organizing Supervisory Programme
- Decision making in Educational Administration

Practicum Assignment: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Administration structure of centre, state and local bodies in NER states.
2. Supervisory practices in education of a district
3. Characteristics and form of educational ladder in a state
4. Problems of indiscipline in a school
5. Educational budget of a state
6. Preparing profile of a secondary school. College
7. Salient Problems of educational administration of a state

8. Assignment on any related topic of units

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15. Shukla, P.D. *Administration of Education in India*.

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	3 hours
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (Education) Third Semester
EDN. 521: ECONOMICS OF EDUCATION (OPTIONAL)

Objectives:

1. To know the concepts and contribution of Economics to Education for economical growth.
2. To understand the financing of economics
3. To develop skills in the preparation of educational planning.

Course Content:

UNIT I. Introduction to economics of education:

- Nature of economics of education
- Concept of GMR and economic growth
- Scope and principles of economics
- Education as capital and investment

UNIT II. Human resource development:

- Concept of human capital
- need for man power planning
- manpower recession, under-employment
- The role of MHRD.

UNIT III. Educational Planning:

- Approaches to educational planning
- Social demand approach
- manpower approach
- rate of return approach
- National and state bodies of educational planning
- Factors influencing the determination of priorities in educational planning

UNIT IV. Financing of Education

- Cost of Education and educational expenditure
- Sources of finance

UNIT V. Economic indicators of education

- Cost benefit analysis, manpower forecasting approach, differential needs approach.

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Preparation of Institutional Budget.
2. Study of pattern of educational expenditure in a district.
3. Study of Human Resource Development in a Block/District.

REFERENCE

1. John, O. Enahwo. *Economics of education and the planning challenge*. Amol Pub. Delhi. 1990.
2. Rajaiah, B. *Economics of Education*.
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5. Chalam, K.S. *Educational Policy for Human Resource Development*. Rawat, P.B. N. Delhi. 1993.
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7. Dr. Kuldip Kaur. *Education in India center for research in rural and industrial development*. Arun & Rajive Pvt. Ltd. Chandigarh. 1985.
8. Benson, C.S. *The Economics of public Education*, Henghton Miffilin, New York. 1961.
9. Azad, J.L. *Financing of Higher Education in India*. Sterling Pub. N. Delhi.
10. Misra. *Financing of Indian Education*. Asia Pub. House. N. Delhi. 1967.
11. Pandit, H.N. *Measurement of Cost, Efficiency and productivity of Education*. NCERT.

Evaluation Scheme :

Maximum Marks	: 80
Internal Assessment	: 20
Time	: 3 hours
Pass marks	:45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) THIRD SEMESTER

EDN. 522 : ADULT AND CONTINUING EDUCATION (Optional Paper)

Objectives:

1. To understand the importance of Adult and continuing education for personal empowerment and national development
2. To acquaint with the various adult education programmes
3. To sensitize about the local problems and resources available for the programme of Adult Education.

Course Content:

UNIT I Meaning and scope – adult education, education for adults, the role of education in the economic development of an individual and of a nation in social mobility and social change

UNIT II (a) Adult education and its forms :

Formal, non-formal, informal, further education, continuing education extension education, distance education, open learning and their purpose and distinguishing features.

Non-formal education – concept, objectives, and strategies for development of non-formal education in India.

UNIT III a) Historical Development of Adult Education in India:

b) Efforts made by the Government-National Literacy Mission(NLM),Jana Shiksha Nilayam(JSN), New Education Policy on Adult education, and Other Programmes declared by the Government Youth Club and Mahila Mandals.

UNIT IV Adult learning : Adult learners' psychology in teaching, functional literacy self-learning

UNIT V a) Use of Mass Media and Local Resources : Instructional Material, use of mass media (TV, Radio, Newspaper, Magazine) Locally available resources.

b) Evaluation of adult learners and adult education programmed.

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Development of learning material for adults
2. Organizing teaching –learning activities for adult education centers in a village
3. To study the effectiveness of any two adult education centers

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1. Arvinda Chaandra and anupama shali, Non-formal Educaton for all, N. Delhi, Sterling Pub. 1987.
2. Datta, S.C. Adult Education in third world: Delhi, Criterion Pub. 1986.
3. Faure, Edgar et. al, Learning to be: The World Beucation today and tomorrow, UNESCO, 1972.
4. Govt. of India, New Education Policy, 1986.

5. Kundu, C.L. Adult Education: Principles, Practices and Prospects, N. Delhi, 1988.
6. Mahanty, S.B. Nonformal Education alalahabad, Chug, Pub. 1985.
7. National Literacy Mission.
8. Nimbalkar, M.r. Adudlt Edcuation and its evaluation system, Delhi, Mittal Pub. 1987.
9. Singh, R.P. Nonformal Education: An alternative approach, N. Delhi, Sterling Pub. 1988.

Evaluation Scheme :

Maximum Marks	: 80
Internal Assessment	: 20
Time	: 3 hours
Pass marks	:45% in internal and external separately

There shall be three sections i.e. A, B &C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

**M.A. (EDUCATION)
THIRD SEMESTER
EDN. 523: Gender Studies (Optional Paper)**

Objectives

1. To familiarize the learners about the historical perspective of women education in India
2. To acquaint the learners about women empowerment and role of various agencies about the development of women education
3. To make the learners aware about human right education and rights of women

Course Content

UNIT I Introduction to Women Education

- Importance of Women Education
- Constitutional provisions
- Fundamental rights and directive principles of state
- Recommendation of various committees and commissions relating to girl education
- New Educational Policy and women education
- Status of women education in Arunachal Pradesh

UNIT II Women Empowerment

- Concept of Women Empowerment
- Women Empowerment: Legislative and Judicial Trends in India
- Educational, Political and Economic Empowerment of Women
- Policies and Programmes for the Empowerment of Women
- Gender Mainstreaming: Concept and Approaches

UNIT III Gender Studies

- Concept of Gender, Social Construction of Gender
- Gender and Family
- Gender and Education
- Gender and Work
- Gender and Media
- Gender and Health

UNIT IV Women and Human Rights

- The origins and Development of Women's Human right
- Women's Right as Human Right
- Violence against Women: The Indian Context
- Crime against Women
- Domestic Violence, Sexual Harassment, Sexual Abuse and Rape

UNIT V Women and Research

- Feminist Research and its Importance
- Historical Background of Research in Women's studies
- Areas of Research: Nature of Women's work, access to education, retention, child labour, working women, Traditional Practices, attitude towards girls' education.

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Case study on Problems of Girls Education in a school.
2. Organization of seminar/panel discussion on women rights/empowerment, etc.

References :

1. Asthana, P. (1974) *Women Movement in India*, Delhi Vikas Publishing house.
2. Bagil, J.C. (1956) *Women's Education in Eastern India*, New Delhi, The World Press.
3. Baig, J.A. (1976). *India's Women Power*, New Delhi, S. Chand.
4. Barua, A.P. (1978) *Married Women's Education, An Analysis* Guwahati, SIE.
5. Basil, C.D. (1972) *Women in Management*, New York, Dunellen.
6. Bhatt, B.D. & Sharma, S.R. (1992) *Women's Education and Social Development*, Delhi : Kanishka Pub. House.
7. Elise, B. (1977) *Women in the Twentieth Century World*, Wiley, New York.
8. Govt. of India (1992), *NPE POA (Modified)* MHRD, New Delhi,
9. NCERT – *Source Book on Human Rights*. N. Delhi.
10. NIEPA (1986) *Women's Education in India : A Regional Dimension*, New Delhi.
11. Rao, U. (1985) *Women in Developing Society*, New Delhi, Astigha Pub. House.
12. Shah, G.R. (1995) *The Encyclopaedia of Women's Studies*, N. Delhi. Gyan Pub. House.
13. Siddiqui, M.H. (1993) *Women Education : A Research Approach*, N. Delhi : Ashish Pub. House.
14. Singh, U.K. & Nayak, A.K. (1997) *Women Education : New York : Commonwealth Pub.*

Evaluation Scheme :

Maximum Marks	: 80
Internal Assessment	:20
Time	:3 hours
Pass marks	:45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

**M.A. (EDUCATION)
THIRD SEMESTER****EDN. 524: DISSERTATION (Optional Paper)**

Dissertation will be given to the student in 3rd semester and will be submitted in 4th semester before the commencement of 4th semester examination

and no extension will be permitted.

Evaluation Scheme:

Dissertation Written Presentation: 80 Marks
Viva Voce : 20 Marks

Note: Dissertation written presentation will be evaluated by External Examiner out of 80 Marks

M.A. (EDUCATION) THIRD SEMESTER
EDN. 525: POPULATION EDUCATION (Optional Paper)

Objectives:

1. To generate awareness concerning to growing population
2. To make the students well aware of the consequences of excessive population
3. To inculcate the ways and means among the students about the controlling of population
4. To sensitize the students about the quality of life.

Course Content:

UNIT I Introduction to Indian Population

- Nature, objectives and scope of Population Education
- Population Growth , Population Density
- Concepts of optimum population and population explosion
- Population in India since 1901
- Present population scenario in Arunachal Pradesh

UNIT II Population Education Policies and programmes in India

- Population Policies and Programmes in India
- Development of population Education in India
- Evaluation of prevalent practices of population planning
- Implementing agencies of population education programmes in India

UNIT III Population and Development

- Concepts of development and Sustainable Development, and their need
- Impact of population growth on Social and Economic developments
- Population and quality of life
- Population migration and its impact on society

UNIT IV Health and Family life Education

- Concept of Health, Goals of Health Education, Health Services and national Health Programmes
- Nature and need of family life education. Family planning as population control
- Concept and development of curriculum of population education for the school stage, preparation of teachers for population education

UNIT V Approaches of Teaching Population Education

- Value clarification, Inquiry approach, Modular Approach and other ways and means of teaching of population education
- Co curricular activities in Population Education
- Emerging areas of research in Population Education

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. To make population survey of a village
2. To study the problems relating to population education
3. To study the government schemes relating to population awareness.

REFERENCES :

1. Council for social development. *Aspects of population policy in India*, N. Delhi.
2. Govt. of India, Population Census Reports. N. Delhi.
3. Govt. of India, 1996, Family Welfare Programme in India, Dept. of Family Welfare, N. Delhi.

4. Gowarikar Vasant (ed), Science population and development. Unmesh Communications, N. Delhi.
5. Kuppuswamy, B. Rao, K.S. & Kanth A, Krishna. 1976. *Some thoughts on Population Education*
6. NCERT. *Education and National Development (Report of the Education Commission 1964-66)*. N. Delhi.
7. Pandey, M.C. 1993. *Population Awareness*
8. Population Education Unit, NCERT, Delhi. *Indian Population Situation*
9. Population Education Unit, NCERT, Delhi. *Nutrition and Population Education - A source book for teachers*.
10. Population Education Unit, NCERT, Delhi. *Plug points for Population Education in School Curricula*.
11. Population Education Unit, NCERT, Delhi. *Proceedings of National Conference on Population Education*.
12. Population Education Unit, NCERT, Delhi. *Teaching Units on Population Education*.
13. Rao, V.K.R.V. *Employment and unemployment*. Allied Pub. Bombay, 1968.
14. Sarkar, K.R. (1989). *Population Education for Developing Countries*.
15. Tewari, R.P.(1986). *Population Education*.
16. Agarwala, S.N. India population, some problems on perspective planning, Asia Pub. House. Bombay.
17. Bhan, R.K. A Handbook for teachers on population education for secondary school stage, N. Delhi. The Path finder, 1972.
18. Clarke, John, I. Population Geography and the developing countries, Penguin Press. 1977.
19. Krihanamurthy, Research in family planning in India. N. Delhi. Sterling Pub. 1968.
20. Mehta, J.S. & Romesh Chander, ed. Population selected Readings, NCERT, N. Delhi.
21. NCERT. Teaching units on population education, N. Delhi. 1973.
22. Readiness in Population Education, NCERT, 1969.

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) THIRD SEMESTER
EDN. 526 Inclusive Education
(Open Elective under CBCS)

Objectives:

1. To study the nature of the children with special needs and their education
2. To develop skills required to meet the needs of the children with special needs
3. To familiarize the students with the different types of disabilities among the children.
4. To familiarize the students with the characters of gifted and creative children.

Course Content:

UNIT-I Introduction to Special Education

- Special Education: Meaning, Nature and Scope
- Objectives & Historical Perspective of Special Education
- Integrated and Inclusive Education
- Educational Programmes for Exceptional children in India
- Incidence and Prevalence of various disabilities in India

UNIT-II Education of the physically disabled and mentally retarded

(a) Physically Disabled:

- Visual Impairment, Hearing Impairment, Leprosy Cured and
- Orthopedically Disabled: Characteristics, Causes , Prevention and Intervention

(b) Neurological Impairment:

- Autism Specific Learning Disability and Cerebral Palsy: Concept , Characteristics, causes and interventions
- Mental Retardation: Concept, Types and Interventions
- Mental hygiene: Concept and prevention

UNIT-III Education of the Gifted and Creative children

- Giftedness: Concept ,characteristics and Education
- Creativity: Concept , characteristics and Education
- Curricular modifications for the education of the gifted and creative

UNIT-IV Education of the Deviant and Backward children

- Deviant and Backward Children: Concept and Characteristics
- Socially and Economically Deprived and Delinquent children
- Education Programmes and Facilities for Deprived, Backward and Delinquent children - Curative measures for the problem of deviant behaviour
- Slow learners: Characteristics and Education

UNIT-V Social context and Provisions for Special Education

- Role of a teacher in special and integrated education
- Rehabilitation and National Institutes for different Disabilities
- Conventions on Special Children : UNCRPD 2006, Salamanca 1994
- Acts and Provisions for PWDs in India : PWD Act 1995, NT Act 1999 and RPD Act 2016
- Barrier Free Environment

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Study the problems of exceptional children in your locality
2. Characteristics of deviant children prevalent in the society and suggest curative measure for them
3. Preparation of case study on special children.

REFERENCES:

1. Anne, M. Baner Thomas, M. Shea. Teaching Exceptional students in your classroom, 1989, USA.

2. Blair, G.M. Diagnostic & Remedial Teaching, 1980.
3. ChintamaniKar, *Exceptional Children : Their Psychology and education*. 1996.
4. Cruickshank, M. Psychology of exceptional children. London. 1955.
5. Cruickshank, M.M. & Johnson Co. (ed). Education of Exceptional children & Youth, 1975.
6. Dechan, R.F. & Sanighuser, R.J. Education gifted children, 1975.
7. Deehan, R.F. and Savighusur. R.J. *Education gifted children*
8. Education Policies Commission. *Education of the Gifted* (Washington) National Education Association. 1950.
9. Gallagher, J.J. Teaching the Gifted Child, 2nd edition. Boston, Allyn & Bacon. 1975.
10. Gallagher, J.J. *Teaching the gifted child*. 1960.
11. Gearherart, B.R. Education of the Exceptional Child History, Practices and Trends, 1972.
12. Gurickshant, M.M. and Johnson Co. (Ed) *Education of exceptional children and youth*. 1975
13. Horocoitz, F.D. & M.O. Brien (eds) The Gifted and Talented, Developmental Perspectives, Washington, 1985.
14. Kirk, S.A. & Gallagher, J.J. Education of exceptional children. 1979.
15. Kirk, S.S. Education Exceptional children, 1970.
16. Kirk, Samuel A. (1970). Educating Exceptional Children. Massachusetts, USA & Oxford and IBH Company, New Delhi
17. Kraner, A.H. Biten (eds). Giften children, Challenging their potential, New York, 1981.
18. Lindsay, M. (1980). Training Teachers of the Gifted & Talented. New York, Teachers College Press. 1980.
19. Mangal, S. K. (2009) Educating Exceptional Children: An Introduction to Special Education, New Delhi: PHI Pvt. Ltd.
20. Martinson, R.A. *Curriculum Enrichment for the gifted in the primary grades*.
21. Panda, K. C. (2009) Educational of Exceptional Children. New Delhi: Vikash Publishing House.
22. Smith, R.M. An Introduction to Mental Retardation
23. Status of Disability in India Report 2000 & 2007, Rehabilitation Council of India, New Delhi
24. The fifty seventh year book of the NSSEPART-II *Education of the gifted* (1958)
25. Witty. P.B. (ed) *The gifted child*, Beston Health. 1957.

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) THIRD SEMESTER
EDN. 527: EXPERIMENTAL DESIGNS AND ADVANCED STATISTICS
(Optional Paper)

Objectives:

1. To acquaint the learners with the experimental designs in research
2. To develop skill in using statistical techniques in educational research
3. To develop critical thinking about educational situations where experimental research is feasible.

Course Content:

UNIT I Principles of Experimental Design

- Research experiments and variables in experiment, Designs of Experimental research, characteristics, Internal and external validity of experimental research.

- Sample space and probability, Simulation of the Experiment and random samples, importance of randomization
- A sample space for the experiment testing of null hypothesis, type I & Type II Errors, concept of experimental controls.

UNIT II Binomial and normal Distribution

- Binomial population and binomial variables, properties and constants of binomial distribution, importance of binomial distribution
- Normal distribution its properties and applications
- Tests of normality

UNIT III Correlation and linear regression

- Methods of computing correlation (Pearson's, Biserial, point biserial, phi-coefficient, contingency coefficient, partial and multiple correlations), tetra choric-correlation
- Concept of regression and prediction regression lines, the score and normal forms, regression coefficient, prediction, accuracy of prediction from regression lines

UNIT IV Chi-square and non-parametric tests and tests of significance

- Chi-square and its applications
- Non-parametric tests (sign, median and Mann Whitney U-test, Run-test.
- Significance of the difference between mean, proportion and correlation

UNIT V Heterogeneity of variance, concept, F-distribution, Tests of Homogeneity

- Analysis of variance (ANOVA)
- Concept and assumptions
- One and two way analysis
- Analysis of co-variance (ANCOVA) concept, assumptions, application of analysis of covariance in experimental research
- Factorial Analysis
- Concept of factorial analysis, correlation matrix
- Diagonal and cetroid methods of factoring, concept of rotation and factor loading
- Extraction of first factor and its interpretation.

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Selecting a research problem and identification variables
2. Formulating the objectives and hypotheses
3. Construction of scale
4. Adm. of research tool and interpretation

REFERENCE:

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.
2. Bellack, A.A. *Theory and Research in Teaching*, New York, Teacher's College, Columbia. 1964.
3. Best, J.W. *Research in Education*, N. Delhi. Prantice Hall of India
4. Butcher, H.J. *Sampling in Educational Research*, Manchester University Press.
5. Edward, A.L. *Experimantal Design in Psychological Research*, Publishing Co. N. Delhi, New York.
6. Edwards Allen, A. *Experimental design in Psychological Research*, Bombay. Amerind Pub. Com. Pvt. Ltd.
7. Festinger, L & Katz, D. *Research Methods in the Behavioural sciences*, American Pub. Co. Bombay.

8. Fruchter Benjamin, *Introduction to Factor Analysis*, Affiliated East West Press. N. Delhi.
9. Garret, H.E. *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd. Bombay, 1975. Indian Print.
10. Goode, William, J. and Paul K Hatt. *Methods in Social Research*, McGraw Hill Book Co. 1952, New York.
11. Guildord, J.P. *Psychometric Methods*, International Student Edition, 1955.
12. Guilford, J.P. *Fundamental Statistics in Psychology and Education*, Kogakusha, Tokyo, 1956.
13. Guilford, J.P. *Psychometric Methods* Tata McGraw Hill. Delhi.
14. Kaul, L. *Methodology of Educational Research* Vikas Publishers. 1984. New Delhi.
15. Kerlinger Fred,N. *Foundations of Behavioural Research*, Subject Publications. 1983. N. Delhi-7.
16. Mauly, G.J. *The Sciences of Educational Research*, Burasva Publishing House Pvt. Ltd. N. Delhi-7.
17. Neale, J.M. and D.M. Libert. *Science and Behaviour : An Introductions to Methods of Research*, Englewood Cliffs, N.J. 1968.
18. Sax, Gilbert : *Empirical Foundations of Educational Research*, Englewood Cliffs, N.J. 1968.

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions ,one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) FOURTH SEMESTER
EDN. 505: CURRICULUM STUDIES

Objectives :

1. To familiarize the students with the concepts of curriculum development
2. To enable the students to develop a conceptual framework of the process of curriculum development
3. To develop an understanding for designing curriculum
4. To develop the awareness among the students about the issues of curriculum.

Course Content:

UNIT I Introduction to Curriculum Development

- Concept, Nature and Scope of Curriculum
- Principles of Curriculum Construction
- Approaches to Curriculum Development : Behavioral Approach, Managerial Approach, The System Approach, Academic Approach and Humanitarian Approach.

- Components of Curriculum

UNIT II Foundations of Curriculum Development

- Philosophical Foundations
- Psychological Foundations
- Sociological Foundations
- Historical Foundations

UNIT III Curriculum Development and Design

- Process and Steps of Curriculum Development.
- Models of Curriculum Development: The Talyer Model, Hilda Taba's Model.
- Curriculum Design: Sources of Curriculum Design.
- Types of Curriculum Design: Subject -Centered Design, Learner -Centered Design, Activity -Centered Design.

UNIT IV Curriculum Evaluation

- Meaning, Nature and Need of Curriculum Evaluation
- Types of Curriculum Evaluation.
- Tools and Techniques of Curriculum Evaluation.
- Models of Curriculum Evaluation : Scientific Models of Curriculum Evaluation - (Metfessel- Michael Evaluation, Provu's Discrepancy Evaluation Model,) Humanistic Models of Curriculum Evaluation- (Stake's Responsive Evaluation Model, Paclett and Hamilton's Evaluation Model).

UNIT V Curriculum Issues

- Curriculum at National, State and Local Level
- Preparation and Evaluation of a Text-Book.
- Core - Curriculum
- Academic time in the implementation of Curriculum

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Detail activities of a curriculum design
2. Presentation of a seminar
3. Analysis of school curriculum
4. Analysis of a school subject under MLOs(Minimum Learning Outcomes)

REFERENCES

1. Oristein, allan, C & Hunkins, Francis P. Curriculum Foundations, Principles, Issues (Second edition), Allyn and Bacon Inc. USA, 1993.
2. Hollis, L. Caswell and Doak, S. Compbel, Curriculum Development (New York American Books) 1935.
3. Smith, B.O. et.al. Foundations of Curriculum Improvement, Yonders, N.V. World Book Co.
4. Taba, H. Curriculum Development. Theory and Practice. Hareourt, Brace world Inc. USA, 1962.
5. Doll, Rronald C. Curriculum Improvement. Decision Making and Process 14th edition: Allyn and Bacon inc. USA, 1978.
6. Saylor, J. Galen & Alexander, William M. Planning Curriculum for schools.
7. Bellack, Arnoa. And Kliebard, Herbert E. eds. Curriculum and Evalaution. Berkeley. Cacy: McCutcher, 1977.
8. Curricula and Lifelong Education: UNESCO 1987.
9. Audrey & Howard Nicholls: Developing a Curriculum” a Practical Guide”
10. Chandra Avarinda, Curriculum Development of Evaluation in Education, 1977.

Evaluation Scheme :

Maximum Marks	: 80
Internal Assessment	: 20
Time	: 3 hours
Pass marks	:45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

M.A. (EDUCATION) FOURTH SEMESTER EDN. 506: ENVIRONMENTAL EDUCATION

Objectives :

1. To make the students aware of the environment and its related problems

2. To familiarize the students with the concept and importance of Environmental Education
3. To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop in students a sense of appreciation, protection and proper utilization of environmental resources
5. To develop in students an 'Eco-friendly Attitude' and environmental values.

Course outline:

Unit-I Environment and Education:

- Environment: Concept , Components and Types
- Man-Environment relationship: Determinism, Possibilism and Neo-Determinism
- Environmental Education - Meaning, Nature and Scope
- Difference between Environmental Education and Environmental Science

Unit-II Environmental Resources and Management:

- Natural resources - Land, Air, Water, Flora and Fauna,
- Resource depletion, natural disasters/hazards and their management
- Cultural Resources - Monuments, buildings, Specimen of art/architecture, cultures their protection and promotion

Unit-III. Curriculum of Environmental Education

- Concept of curriculum.
- Environmental Education Curriculum : Stage Specific. Primary, Upper Primary, Secondary
- Approaches of curriculum Development: Interdisciplinary and Multidisciplinary
- Transaction : Approaches to teach Environmental Education: Mass Media Inquiry Approaches , Value Clarification Approaches.

Unit-IV. Environment and Quality of life

- Population growth, Poverty, Nutrition, Health and Sanitation
- Pollution: Cause , effect, and control measures of Air, Water and Soil Pollution
- Green House Effect, Land Slide and Ozon Layer Depletion
- Eco-politics, Sustainable Development, Bio-Diversity
- Modern life style, and its impact on environment
- Values and Ethics of life

Unit-V. Research and Evaluation in Environmental Education

- UNESCO-UNEP Environmental Education Programmes
- Environmental Movements: Earth Summit 1972, Chipko Movement and Wild Life Conservation Strategy (WCS)
- Role of UGC, NCERT/SCERT and NGO in promoting Environmental Education.
- Evaluation in Environmental Education: Meaning, types, Tools and Techniques
- Emerging Areas of Research in Environmental Education.

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

- (i) Preparation of an activity based curriculum on Environmental Education for primary/elementary classes.
- (ii) Development of kitchen garden and reporting
- (iii) Development of Nursery and reporting
- (iv) Identification and reporting of the most immediate environmental problems faced by the locality.
- (v) Celebrating the environmental days
- (vi) Organization of seminar/debate/workshops

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Evaluation Scheme :

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	3 hours
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

**M. A. (EDUCATION)
FOURTH SEMESTER**

EDN. 507: HUMAN RIGHTS, VALUE & PEACE EDUCATION

Objectives:

1. To enable the student to understand the concept of human rights and human rights education.
2. To familiarize the students with rights of children and their education.
3. To enable the student to understand the issues of gender equity and human right education of girl child.
4. To acquaint with meaning and approach for inculcating HRE and Value Education

COURSE CONTENT:

UNIT I Introduction to Human Rights Education & Duties education

- Origin and Historical Development of Concept of Human Rights
- UN Charter & UDHR
- Bases and sources of Human Rights-Values, Ancient Scriptures & Indian Culture
- Meaning, Nature significance and objectives of Human Rights & Duties education- Fundamental Rights & Fundamental Duties,
- Constitutional provision for education and Human Rights

UNIT II International Covenants, Convention & Gender Equity

- International Covenant on Economic, Social and Cultural rights.
- Convention of Rights of child and role of ILO;
- Human Rights in Indian Context

UNIT III Human rights & Duties education in Indian context

- Human right protection act and role of NHRC, SHRC'S, UNESCO, NCW and UNICEF
- Policy perspectives of human rights education,
- Core elements in National curricular Framework & Human right Education
- Approaches & Methods of Human Rights Education-Inquiry Approaches, Value Clarification Approaches.

UNIT IV. Value Education

- Meaning, Hierarchy, Types & Nature of value. Sources of value : Biological, psychological, sociological and spiritual.
- Concept, Importance & Objectives of Value Education
- Approaches & Methods of Value Education
- Intervention Strategies for Values Education-'Rationale Building model, Value clarification model, Social Action model, Jurisprudential Inquiry model;
- Living Values: An Educational Programme (LVEP)

UNIT V. Peace Education

- Concept of Peace and Violence. Seville Statement on Violence.
- Nature, Importance, Scope and Objectives of Peace education
- Education for Culture of Peace : Concept and Objectives
- Approaches of Conflict Resolution
- Approaches and Methods of Education for Culture of Peace and Non-Violence.

Practicum: Preparation of a report on any one of the below mentioned topic and its presentation through seminar.

1. Study of various functionaries for early childhood education
2. Importance of health for the proper growth and development of the child
3. Study of activities of different agencies.

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Web Sites: www.ohchr.org , www.livingvalues.net , WWW.Youth for Human Rights.Org.

Evaluation Scheme :

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	3 hours
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 06 questions ,one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 05 questions , one from each unit , and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

**M. A. (EDUCATION)
FOURTH SEMESTER**

EDN. 508. –PRACTICUM (Psychological Tests, Experiments and ICT)

Objectives: The students will be able to conduct, analyze and interpret the results of psychological test/experiment and use of ICT for educational purpose.

Group (A): Conduction of Practical and Experiments 15X2=30 MARKS

Instructions: Students are required to complete 06 tests/experiments from the following lists, taking at least three from each part.

Group-(A)

Part – 1: Test Administration and interpretation : 03 Tests.

1. Verbal Test of intelligence
2. Non-Verbal Test of intelligence
3. Performance Test of intelligence
4. Aptitude Test
5. Personality Test/Questionnaire
6. Test of Adjustment - inventories
7. Interest Blank/ Inventories
8. Creativity Test
9. Achievement motivation tests
10. Reading comprehension test
11. Study of values
12. Reven's Progressive Matrices
13. Self Concept Inventory
14. Measurement of Attitude

Part – 2: Experiment: 03 Experiments

1. Fatigue (Effect of responses, attention distraction)
2. Mirror Drawing
3. Span of attention
4. Memory
5. Maze Learning
6. Concept formation
7. Sociometry
8. Classroom Interaction (FIACS)
9. Or as updated from time to time

Group B: Critical Understanding of ICT

Maximum Marks: 30

Instruction: Students shall be given four questions of practical nature and they need to attempt any two. Students will have to attempt these two questions using computer. Each question will carry 15 Marks.

- Computer Fundamentals: Basic Anatomy, Types and application of input and output devices, Storage devices.
- M S Window : Basic components, Programme Manager and File Manager. Generation of Window
- MS Word: Basic concepts and use of MS Word in education (Writing any paragraph of 100 words provided by examiner)
- MS Excel: Basic concepts, Manipulation of cells, Columns , Rows and simple statistical functions (Any activity on can be given using above mentioned function)

- MS Power point: Preparation of Power point and its presentation before the Examiner.
- ICT Tools : Handling and application of OHP, LCD, Projector, T.V., Camera, Interactive Boards, CD and DVD.
- Hands on Experience on SPSS.(Feeding data, define variables, and perform variable manipulation and transformation)

Evaluation Scheme:

Group (A): Conduction of Practical and Experiments

MM 30

Group B: Critical Understanding of ICT

MM 30

There will be four questions from **Group A** with two questions from each part. The candidate has to attempt two questions taking 1-1 question from each part and carrying 15 marks each.

There will be four questions from **Group B**. The candidate has to attempt two questions each carrying 15 marks.

The detail of marks distribution is given below

Conduction of Practical/Experiment (15 x 2)	: 30 marks
Practical Question on ICT using Computer (15 x 2)	: 30 marks
Viva-voce with External & Internal Expert Board (Both for Group A and B, 10 + 10 Each)	: 20 marks
Internal Assessment & Preparation of practical Note books (Both for Group A and B, 10 + 10 Each)	: 20 marks

Duration

- | | |
|-------------------------------------------------|----------------------------------------|
| a. Completion of Test and Interpretation | : 03 hours |
| b. Practical question on ICT and their solution | : 01 :30 hours |
| c. Viva-voce | : 15 minutes. |
| d. Pass marks | : 45% Internal and External Separately |

The practicum will be evaluated by Board of External & Internal Expert examiners. The proper record book of each group will be made by the student and work experience items will be performed or displayed on the day of its examination.