



## PROGRAMME PROJECT REPORT

### MA (EDUCATION)

#### **I. GENERAL OBJECTIVES:**

##### **a. Relevance of programme to the institutions Mission and Goals-**

The course primarily aims to build in enrolled students proficiency in pedagogy and leadership. It aims to improve the understanding of schooling and appreciation of the political, economic and social forces that influence the decisions of educational leaders. MA Education hones students' skills needed in analyses and discussions of education-related theories for application to real-world experiences along with providing competency in educational leadership.

The Master of Arts in Education helps licensed educators improve learning environments in their classrooms and may boost their opportunities for career advancement. This degree typically offers several areas of specialization, including elementary or early childhood education, special education, literacy education, technology and learning, mathematics and pedagogy. Students must also complete an internship prior to graduation.

A democracy, or any other form of governance, is reformist only when it is filled with informed citizens. Therefore, keeping in view the relevance of history to the institution's mission and goal IDE has providing an opportunity to those interested learners who do not have access to the education.

##### **b. Objective of the programme-**

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



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- To acquaint the students with the importance and methods of sociology of education.
- To familiarize the students with the different sociological problem and the role of education in the social perspective.
- To understand the basic principles of psychology and the implications for teaching learning
- To understand the characteristics of adolescent learner, learners with special needs and implications for teaching-learning
- To understand the learner's mental health, problems and choose appropriate strategies to cope with such problem
- To understand the various psychological principles and approaches to learning and teaching and develop the essential competencies to apply them in teaching learning situation.
- To familiarize the students about the basic concepts of educational research
- To develop the skill of conducting the research in education
- To make the students to understand the role of statistics in educational research
- To develop the skill of using the statistical techniques appropriately.
- To acquaint the students to development of teacher education and teacher education programmes in India.
- To familiarize the students with the teaching behaviour and teaching skills.
- They will be able to know the educational structure and administration.
- Students will be familiar with the various issues, problems and prospects of education.
- To enable the students to know about nature of Educational Technology.
- To familiarize the students with the effective teaching learning process.
- To enable the students to make use of instructional media.
- To familiarize the students with some innovations.
- To familiarize the students with the concepts of curriculum development



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- To enable the students to develop a conceptual framework of the process of curriculum development
- To develop an understanding for designing curriculum
- To develop the awareness among the students about the issues of curriculum.
- To familiarize the students with the concepts of measurement and evaluation
- To enable the students to know about the various types of test.
- To familiarize the student teachers with different services in the guidance programme and acquaint them with the techniques of guidance and counselling
- To enable them to know the importance and utility of guidance and counselling.
- To make the students aware of the environment and its related problems
- To familiarize the students with the concept and importance of Environmental Education
- To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.
- To develop in students a sense of appreciation, protection and proper utilization of environmental resources
- To develop in students an "Eco-friendly Attitude" and environmental values.
- To enable the student to understand the concept of human rights and human rights education.
- To enable the student to understand the issues of gender equity and human right education of girl child.
- To acquaint with meaning and approach for inculcating HRE and value education
- To familiarize the learners about the historical perspective of women education in India
- To acquaint the learners about women empowerment and role of various agencies about the development of women education



c. **Nature of prospective target group learner-**

- Learners who are already teaching at school and colleges and wanted to improve and enhance their knowledge in the respective subject.
- Learners who want to contribute in the research works such as M. Phil and Ph.D.
- Learners who want to develop their reading and writing skills and other learner characteristics that may affect the design and delivery of instruction.
- Learner's who could not pursue their further studies due to early marriage or domestic problem.

d) **Appropriateness of Open and Distance Learning mode for acquiring specific competencies or skills-**

Open and Distance Learning (ODL) institutions are not only imparting education as an alternative to the formal system i.e. education in conventional courses/programmes, but also in areas skill development programmes such as vocational and continuing education, teacher education and even in high technology based education.

**II. Instructional Design:**

- a) **Duration:** The course is of two years duration. In any case the course is to be completed within five years.
- b) **Faculty and support staff requirements:** In order to run the contact and counselling programme effectively, there are full-time working Counselling Coordinators for the course. The Counselling Coordinators do the necessary coordination for involving resource person in the programme and assignment evaluation. The learners can also contact them for clarifying their difficulties.
- c) **Instructional delivery mechanisms:** For developing the study material, the IDE appoints subject coordinators from within and outside the University. Counselling Coordinators are engaged from the Departments of the University.
- d) **Identification of media and student support service system:** The course curriculum of the programme involves counselling in the form of personal Contact and Counselling programme of duration of approximately 15-20 days. The coordinators of each subject form groups in social media (Whatsapp)



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where important topics are shared followed by discussions. The learners are also provided with audio-visual classes, self-instructional study materials, lectures, presentations, individual and group discussions.

- c) **Procedure for admission:** Prospectus with an admission form is available at IDE, RGU and its respective study centres. The students during the admission should submit their original registration card and migration certificate with all the other required documents mentioned in the prospectus within a specified period.
- f) **Curriculum transaction and evaluation:** The course curriculum involves Contact and Counselling programme at the Institution. The learners are given assignment which is compulsory. The learners will have to submit the assignment in order to be eligible for appearing the final examination. Examination is conducted annually. The assignment will carry 30% and the written annual examination will carry 70%. Evaluation of the assignments will be done at the respective study centre (if resource persons are available) of IDE, Rajiv Gandhi University. The evaluators of the assignments will give their feedback on the quality and further scope for improvement of performance of the examinee.
- g) **Laboratory support required for the programme:** Laboratory support required for paper 402. In Educational Psychology paper the practical papers are conducted by the regular Education department with coordination with the IDE.
- h) **Library resources:** There is provision for the Institutional Library of IDE which functions within the IDE building. Besides the Institutional Library, learners can also visit the Central University Library, RGU which is situated next to the IDE building.

### **III. Financial Involvement:**

- a) **Cost of estimate of the programme and the provisions therefore:** Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses.

This allocation is in following heads:

- I. Development of Course materials
- II. Student support services
- III. Self Training and Development
- IV. Technology Support



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- V. Library
- VI. Research and development
- b) Amount assigned for programme development, delivery and maintenance:  
As above
- c) Fee structure:

Sl. No	Particular	MA Previous	MA Final
		Amount	
1	Course Fees	1500	1500
2	Admission Fee	1000	1000
3	Registration renewal fee	500	----
4	Examination fee	2000	2000
5	Marksheet fee	200	200
6	Self learning materials	3500	3500
7	Assignment evaluation fee	1000	1000
8	Counselling fees	1500	1500
9	Identity card fee	100	100
10	Continuation fee	----	500
11	Assignment response	300	300
12	Centre fee	300	300
Total		11900/-	11900/-
Back Paper Fees (Per Subject)		300/-	300/-

**IV. Quality assurance Mechanism:**

- a) Expected programme outcomes:

The course ensures the learners with knowledge of multicultural understanding which will prepare students for successful history careers in areas such as education, law and government, business management, writing and research.

- b) Curriculum and detailed syllabi of the programme:

The syllabus for the course has been approved both by the Academic Council of the Rajiv Gandhi University and Distance Education Bureau and is at par within the course offered under regular mode. The syllabus of M.A Previous and M.A Final are given below.

- c) Guidelines on launching the programme design: Launched in 2013-14, as per DEC and RGU guidelines.

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## COURSE STRUCTURE OF MA EDUCATION PROGRAMME

(EFFECTIVE FROM SESSION 2013-14)

Paper Code	Title	Written Exam	Assignment	Total Marks
<b>MA Previous</b>				
MAEDN 401	Philosophical & Sociological Perspectives of Education	80	20	100
MAEDN 402	Psychology of Learning and Development	50+30	10+10	100
MAEDN 403	Methodology of Educational Research	80	20	100
MAEDN 404	Teacher Education and Problems of Indian Education	80	20	100
<b>MA Final</b>				
MAEDN 501	Educational Technology	80	20	100
MAEDN 502	Curriculum Development	80	20	100
MAEDN 503	Educational Evaluation and Guidance in Education	80	20	100
MAEDN 504	Any one from the optional papers	80	20	100
<b>Optional Papers</b>				
MAEDN 5041	Environmental Education			
MAEDN 5042	Role of Education in Human Rights & Empowerment of Women			
MAEDN 5043	Dissertation			

Each paper is of 100 marks. The weightage for written and internal assessment is 80% and 20% respectively. There shall be 10 questions of equal value and candidates have to attempt any five questions. The duration of theory paper shall be 3 hours.

Minimum Pass Marks: 40 in each paper

Minimum Aggregate: 45%

*This syllabus has been recommended by BOS Meeting held on 2<sup>nd</sup> March 2013  
and is placed before 4<sup>th</sup> AC Meeting to be held on 2<sup>nd</sup> April 2013*

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## **COURSE STRUCTURE OF MA EDUCATION PROGRAMME**

(EFFECTIVE FROM SESSION 2013-14)

<b>Paper Code</b>	<b>Title</b>	<b>Written Exam</b>	<b>Assignment</b>	<b>Total Marks</b>
<b>MA Previous</b>				
MAEDN 401	Philosophical & Sociological Perspectives of Education	80	20	100
MAEDN 402	Psychology of Learning and Development	50+30	10+10	100
MAEDN 403	Methodology of Educational Research	80	20	100
MAEDN 404	Teacher Education and Problems of Indian Education	80	20	100
<b>MA Final</b>				
MAEDN 501	Educational Technology	80	20	100
MAEDN 502	Curriculum Development	80	20	100
MAEDN 503	Educational Evaluation and Guidance in Education	80	20	100
MAEDN 504	Any one from the optional papers	80	20	100
<b>Optional Papers</b>				
MAEDN 5041	Environmental Education			
MAEDN 5042	Role of Education in Human Rights & Empowerment of Women			
MAEDN 5043	Dissertation			

Each paper is of 100 marks. The weightage for written and internal assessment is 80% and 20% respectively. There shall be 10 questions of equal value and candidates have to attempt any five questions. The duration of theory paper shall be 3 hours.

Minimum Pass Marks: 40 in each paper

Minimum Aggregate: 45%

*This syllabus has been recommended by BOS Meeting held on 27<sup>th</sup> March 2013  
and is placed before 9<sup>th</sup> AC Meeting to be held on 2<sup>nd</sup> April 2013*

**M.A. (Education)**  
**Previous**

**MAEDN 401: PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES 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 and understand the role of education in the Indian philosophical perspectives.
3. To acquaint the students with the importance and methods of sociology of education.
4. To familiarize the students with the different sociological problem and the role of education in the social perspective.

**Course Content :**

**A. Philosophical Foundations**

**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.
- Philosophical issues: Metaphysical, Epistemology and Axiology

**UNIT-II. Indian philosophical traditions:**

- Purusartha, Dharma,Karma, Mokhya: Concept and Educational Importance of Pursartha.
- Vedanta, or Upanishadic Philosophy and Education.
- Sankhya Philosophy and its Educational implication.
- Buddhism-The concept of reality, Knowledge and values with special reference to their educational importance for aims, contents and methods.

**UNIT – III. Contribution of Indian Thinkers:**

**Educational contribution of-**

- M.K. Gandhi
- Vivekananda
- R.N. Tagore
- Aurobindo and integral Education,

**UNIT-IV. Western schools and philosophical Approaches.**

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

## B. Sociological Foundations

**UNIT I. Social context of Education:**

- Meaning, Nature, scope of educational sociology
- Sociology of education
- Equality of education

**UNIT II. Education and Socialization:**

- Agents of Socialization : Family, school, community, peer group
- Education as a social sub-system
- Education and the community with special reference to Indian society
- Social groups and their implication, group dynamics
- Education of the socially and economically disadvantaged section

**UNIT III. Education and culture:**

- Meaning of culture
- Dimensions of culture and its importance.
- Cultural change, lag, diffusion and integration.
- Cultural conditions for learning and acculturation.
- Social stratification and social mobility and Education

**UNIT IV. Education and modernization:**

- Concept, factors and conditions and constraints of social change
- Education as instrument of social change
- Meaning of modernization
- Role of education in modernization.

**Practicum**

1. Book review of any one educational philosopher
2. Identification of values and their classifications
3. Organization of seminar/debate on philosophical issues
4. Social survey
5. Sociological determinants of education
6. Group dynamics and sociometry
7. Seminar on National and Emotional Integration

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**Evaluation Scheme:**

Maximum Marks:	80
Minimum Pass Marks:	40
Internal Assessment:	20
Minimum Pass Marks:	08
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five

## M.A. (Education) Previous

### MAEDN 402: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

#### 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:

##### A. Theory

###### UNIT- I. Psychology and Education:

- Nature, scope and concept of educational psychology
- Schools of psychology and their contributions to Education: Structuralism, Functionalism, Gestalt, Constructivism,

###### UNIT- II Methods of Educational Psychology:

- Experimental Method
- Differential Method
- Clinical Method
- Observation Method

###### UNIT- III. 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 implication on education.
- Developmental task during Adolescence period

###### UNIT-IV. Theories of Learning and Motivation

- Learning: Concept and principles of learning
- Theories of learning, Kurt Lewin's field theory, Tolman's sign theory and Bruner's concept attainment theory), Hulls reinforcement theory, Gagné's hierarchy of learning.
- Meaning, kinds and importance of motivation in learning
- Theories of motivation (Maslow's self actualisation and Achievement motivation)
- Transfer of learning and its theories

###### UNIT- V. Intelligence:

- Concept Nature and Types of intelligence

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

#### **UNIT-VI. Personality and Mental health:**

- Meaning, Nature and determinants of personality
- Theories of personality (Psychoanalytical Type and Trait approaches)
- Mental health.
- Personality and Mental health:
- Meaning, Nature and determinants of personality
- Inclusive Education

#### **B: Practical**

#### **UNIT- VII. Test Administration and interpretation.**

- Performance Test of intelligence.
- Aptitude Test
- Personality Test/Questionnaire
- Attitude Scale

#### **Unit-VIII. Experiment**

- Fatigue (Effect of responses, attention distraction)
- Mirror Drawing

#### **Practicum**

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

#### **REFERENCES**

1. Bloom, B.S. (1971). *Mastery Learning* in J.H. Block (ed) *Mastery Learning : Theory and Practice*, N.Y. Holt Rinehart and Winston
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**Evaluation Scheme:**

Maximum Marks for Theory	:	50
Minimum Pass Marks for Theory	:	20
Maximum Marks for Practical	:	30
Minimum Pass Marks for Practical	:	12
Internal Assessment for Theory	:	10
Minimum Pass Marks for Theory	:	04
Internal Assessment for Practical	:	10
Minimum Pass Marks for Practical	:	04
Time for Theory Paper	:	02 Hours
Choice for Theory Paper	:	07 questions and candidates have to attempt any four

## M.A. (Education) Previous

### MAEDN 403: METHODOLOGY OF RESEARCH 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-I. Educational Research:**

- Scientific enquiry and Theory development:
- Meaning, Nature, scope and principles of educational research, Need & Purpose
- Types of Educational Research: Fundamental, Applied and Action research

##### **UNIT-II. Research Process in Education:**

- General steps, formulation of problem and its objectives, review of related literature and variables in research problems
- Hypothesis: meaning, sources, types and testing

##### **UNIT-III. Methods of Educational Research**

- Historical Research Descriptive Research Survey Research
- Experimental Research: Designs of experimental research, characteristics
- Internal and external validity in experimental research
- Qualitative Research: Phenomenological, Ethnographical

##### **UNIT-IV. Tools and techniques in educational research**

- Inquiry forms, observation, interview, sociometry, rating scale and questionnaire
- Sampling Techniques in Educational Research
- Data collection procedure.
- Analysis of data and reporting
- Organization and statistical analysis of data
- Interpretation of data
- Writing of research proposal and report.

##### **UNIT-V. Measures of central tendency and variability:**

- Measures of central tendency and variability and their computation and uses

##### **UNIT VI. Correlation**

- Correlation: Concept and its applications;
- Methods of computing- Rank difference and pearson's coefficient of correlation.

**UNIT-VII.** Normal probability curve and tests of significance :

- Properties and applications
- The concept of statistical significance
- Testing the significance of mean, proportion and correlation

**UNIT VIII.- Hypothesis Testing**

- Testing the significance of difference between means, proportion and correlation
- Chi-square ( $\chi^2$ ), Types of errors, one-tailed and two tailed tests(ANOVA- One way)

**Practicum :**

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**

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**Evaluation Scheme:**

Maximum Marks:	80
Minimum Pass Marks:	40
Internal Assessment:	20

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Minimum Pass Marks:

08

Time:

03 Hours

Choice:

10 questions and candidates have to attempt any five

## M.A. (Education) Previous

### 404: TEACHER EDUCATION AND PROBLEMS OF INDIAN EDUCATION

#### **Objectives:**

1. To acquaint the students to development of teacher education and teacher education programmes in India.
2. To familiarize the students with the teaching behaviour and teaching skills.
3. They will be able to know the educational structure and administration.
4. Students will be familiar with the various issues, problems and prospects of education.

#### **Course Content:**

##### **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
- Models of Teacher Education.

##### **UNIT II. Pre-service and In-service Teacher Education Programmes:**

- Concepts and Importance of Pre-Service and In-Service Teacher Education at Elementary and Secondary Level.
- Curriculum and evaluation of Pre-Service Teacher Education at different Levels.
- New Trends of Teacher Education suggested by NCIE and NPE, 1986.
- Short comings of and Suggestions for Teacher Education Programmes.
- Distance Education and In-Service Teacher Education.

##### **UNIT III. Modification of Teaching Behavior and Student-Teaching Programme:**

- Teaching Behavior.
- Students Teaching Programmes-Concept, importance and Organizational Pattern.
- Micro-Teaching, Flanders Interaction Analysis Category System (FIACS), Simulated Teaching.
- Problems related to student-teaching Practice and internship programme and their solutions.

##### **UNIT IV. Teaching Profession and Trends of Teacher Education.**

- Professional Ethics and Professional Development of Teachers.
- Innovations in Teacher Education.
- Role of NCIE/NCERT/ SCERT and DIET in Teacher Education.
- ICT and Teacher Education.

##### **UNIT-V. Problems of Primary and Secondary Education:**

Constitutional Provisions in Education and its implication.

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- Universalization of primary education- OB, SSA as an educational programme.
- Regional imbalances in Education
- Qualitative development of primary and secondary education

#### **UNIT-VI. Vocationalization of Education:**

- Concept, scope and need of vocational education.
- Aims of vocational education at the +2 stage
- New education policy, 1986 and innovations in vocational education
- Basic education and SUPW.
- Concept of Community College

#### **UNIT-VII. Higher education and problems:**

- Structure of Higher Education
- Curriculum and evaluation in higher education
- Distance Education and Continuing Education

#### **UNIT-VIII. Educational backwardness in India, with special reference to Arunachal Pradesh:**

- Literacy and its factors in NE
- Constraints in communication and physical facilities
- Education of socially and economically disadvantaged section of society- SC, ST, Women and rural population.
- Problems of Educational Administration & Supervision

#### **Practicum**

1. Analysis of Teaching behaviour of school teachers in a subject (10 periods) using Ned Flanders Techniques
2. Study of pre-service or in-service teacher training programme
3. Role of DIET/NCTE/SCERT/SII in Teacher Education
4. Identification of problems of vocational education at secondary school stage in Arunachal Pradesh
5. Problems of educational supervision and inspection

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#### **Evaluation Scheme:**

Maximum Marks:	80
Minimum Pass Marks:	40
Internal Assessment:	20
Minimum Pass Marks:	08
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five

63  
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**M.A. (Education)  
Final**

**MAEDN 501: 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, its significance
- Hardware, software approaches-Technology in Education and Technology of Education.
- Objectives of Educational Technology at Micro level and Macro level
- Systems Approach

**UNIT II. Teaching-learning Process:**

- Educational Objectives with special reference to Cognitive, Affective and Psychomotor Domain.
- Nature of teaching-learning process
- Teaching variables-Phases of Teaching-Pre-active, Inter-active, Post-active
- Levels and operations of teaching learning

**UNIT III. Models of teaching:**

- Nature and elements of teaching models.
- Information processing models.

**UNIT IV. Process of Communication and Instruction:**

- Communication process; concept of communication, principles Modes and Barriers of communication, classroom communication (interaction, verbal-non-verbal)
- Modalities of Teaching-difference between Teaching and Instruction, conditioning & Training

**UNIT V. Instructional Technology:**

- Programme learning Concepts, Principles and Steps
- Types of PI: linear, branching and mathetics
- Development of PLM

**UNIT VI. Classification of educational technology equipment:**

- Edgar Dale's Cone of Experience
- Mass multi-media approach

**UNIT VII. Behavioral Technology:**

- Modification of teaching behaviour: micro Teaching, S.S.S.T.
- Flander's Interaction Analysis (FIACS)

**UNIT VIII. Modern Approaches of Teaching:**

- Computer-assisted Instruction (CAI), Personalized system of instruction (PSI), SAI, IGSI and Modular Approach

**Practicum :**

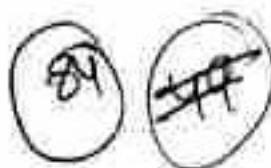
1. Organizing the class teaching and teaching at the understanding level
2. development of a programme by having any one unit of the subject
3. Development of instrumental material as per the prescription of PSI
4. Preparation of lesson plan for micro teaching and using it in classroom situation
5. Analysis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

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**Evaluation Scheme:**

Maximum Marks:	80
Minimum Pass Marks:	40
Internal Assessment:	20
Minimum Pass Marks:	08



Time:

03 Hours

Choice:

10 questions and candidates have to attempt any five

**M.A. (Education)**  
**Final**

**MAEDN 502: CURRICULUM DEVELOPMENT**

**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:**

- Meaning, nature and scope of curriculum
- Principles of curriculum construction
- Concept of curriculum development
- Components of curriculum

**UNIT II. Foundations of curriculum development:**

- Philosophical
- Psychological
- Sociological
- Historical

**UNIT III. Process of curriculum development:**

- Situation analysis and formulation of educational objectives
- Identification of learning experiences and activities
- Organization of learning experiences and activities
- Evaluation

**UNIT IV. Curriculum Design:**

- Sources of Curriculum Design
- Types of Curriculum Design: Subject-centered, experience-cum-activity centered, undifferentiated and differentiated, learner -centered, problem centered design
- National Curriculum Framework for Secondary Education 2005 (NCFSE)

**UNIT V. Curriculum Evaluation:**

- Meaning, Nature and Need of Curriculum Evaluation
- Types of Curriculum Evaluation.
- Tools and Techniques of Curriculum Evaluation.

**UNIT VI. Models of Curriculum Design and Evaluation:**

- Models of Curriculum Development: The Tayler Model, Hilda Taba's Model and system analysis
- Models of Curriculum Evaluation: Scientific models of Matfessel-Michael Evaluation, Provus's Discrepancy Evaluation model, Humanistic Model of

80/85

Stake's Responsive Evaluation model, Paclett and Hamilton's Evaluation Model.

**UNIT VII. Curriculum Issues:**

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

**UNIT VII. Research in Curriculum:**

- Concept, Aims and Areas of Curriculum Research
- Research in Content Analysis
- Constructivist Approach

**Practicum:**

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)

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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

Minimum Pass Marks: 40

Internal Assessment: 20

Minimum Pass Marks: 08

Time: 03 Hours

Choice: 10 questions and candidates have to attempt any five

**MAEDN 503: EDUCATIONAL EVALUATION AND GUIDANCE IN  
EDUCATION**

UNIT-VI

**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 familiarize the student teachers with different services in the guidance programme and acquaint them with the techniques of guidance and counselling
4. To enable them to know the importance and utility of guidance and counselling.

**Course Content:**

**A. Educational Evaluation**

**UNIT-I. Measurement and evaluation:**

- Meaning, nature and scope of measurement and evaluation
- Types of evaluation procedures with special reference to CRE
- New trends in evaluation: Choice Based Credit System, continuous and comprehensive Evaluation, questions, tasks

**UNIT-II. Taxonomy of Educational objectives:**

- Cognitive domain and Formulation of Specific Objectives
- Affective domain and Formulation of Specific Objectives
- Psychomotor domain and Formulation of Specific Objectives

**UNIT-III. Characteristics of Good Test:**

- Reliability and validity
- Meaning of reliability
- Methods of computing reliability, standard error of measurement
- Factors affecting reliability.
- Meaning and types of validity and factors affecting validity
- Relationship between reliability and validity

**UNIT-IV. Construction and Standardization of Achievement Test:**

- Norms: Meaning and significance of norms, Types of norms and their usability. Age norm, Grade norm, percentiles, standard scores-Z-scores, T-Scores, Stanine
- Meaning and Types of Achievement Test- Teacher Made and standardized, Steps of construction of Achievement Test and its standardization

**UNIT-V. Attitude Scale:**

- Meaning and Significance of Measuring Attitude
- Method of construction and standardization of Attitude Scale : Thurstone and Likert method

## B. Guidance in Education

- UNIT-VI.** **The concept of Guidance and Counselling:**  
- Meaning, Nature and Need of Guidance  
- Principles of guidance  
- Types of guidance: Educational, vocational and personal guidance and group guidance  
- Meaning, nature and scope of counseling.  
- Types of counseling-directive, non-directive and eclectic counseling  
Necessary qualities (personal and professional) of a good counselor

- UNIT-VII.** **Techniques of Guidance and Counseling:**  
- Testing Techniques: Test of intelligence, interest, aptitude, creativity and personality.  
- Non-testing technique: observation, interview, and questionnaire.

- UNIT-VIII.** **Organization of guidance and counselling services in schools and colleges:**  
- Guidance Services: Orientation services, pupil information services, Educational services, occupational information services and placement service and follow-up service.  
- Counseling Service- Career Talks, career conferences, career tour, career corners.  
- Role of career master, counselor, Headmaster/principal, Teacher and parents.

### Practicum:

1. Construction and standardization of an achievement test.
2. Construction of Attitude Scale.
3. Preparation of a questionnaire.
4. Administration of test and interpretation of scores.
5. Organization of career talks
6. Organization career corner
7. Identification of problems of guidance programme in any school of Arunachal Pradesh
8. Testing the vocational aptitude of secondary school students.

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#### **Evaluation Scheme:**

Maximum Marks:	80
Minimum Pass Marks:	40
Internal Assessment:	20
Minimum Pass Marks:	08

~~87~~ 87

Time:  
Choice:

03 Hours

10 questions and candidates have to attempt any five

Unit-VI Environment  
Population  
Warning  
Eco-Po.  
M.A. P.

## M.A. (Education) Final

### MAEDN 5041: 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:**

- Man-Environment relationship: The concept of environment, meaning and nature, concepts of determinism, possibilism and neo-determinism
- Environmental Education - Meaning, nature and scope

##### **Unit-II. Environmental Resources:**

- Natural resources - Land, Air, Water, Flora and Fauna
- Cultural Resources - Monuments, buildings, Specimen of art/architecture, cultures their protection and promotion

##### **Unit-III. Environmental Resources Management:**

- Natural resources and associated problems
- Resource depletion, natural disasters/hazards and their management

##### **Unit-IV. Approaches for Environmental Education:**

- Curriculum for Environmental Education - Stage specific - primary, secondary and senior secondary.
- Approaches- Inter and intra-disciplinary.
- Topical units and integrated units
- Model - Infusion and infused

##### **Unit-V. Role of Media:**

- Mass Media - Its use and abuse for environmental education - T.V., Cinema, Radio, News papers, Journals, Magazines, Reports
- Methods - Dialogue, Debate, Discussion, Drama, Seminar, workshop, symposium, field survey, field trips, quiz, projects, exhibition, Models, charts, books, eco-clubs, meetings, speeches, songs, street play, etc.

##### **Unit VI. Evaluation in Environmental education:**

- Concept of Evaluation in Environmental education
- Types Evaluation in Environmental education
- Tools of Evaluation in Environmental education

**Unit-VI. Environment and Quality of life:**

- Population growth, poverty, nutrition, health and sanitation, pollution, global warming.
- Eco-politics, sustainable development, bio-diversity
- Modern life style, and its impact on environment
- Values and ethics of life

**Unit-VIII. Research and Development in Environmental Education:**

- UNESCO-UNEP Environmental Education Programmes
- Role of UGC/universities, NCERT, SIE, and NGOs for Environmental Education
- Emerging Areas of Research in Environmental Education.

**Practicum**

- (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

**REFERENCE**

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- 8 Rajput, Sorlu. *Teaching skills for environmental approach primary education*.
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N. Delhi.

**Evaluation Scheme:**

Maximum Marks:	80
Minimum Pass Marks:	40
Internal Assessment:	20
Minimum Pass Marks:	08
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five

**M.A. (Education)**  
**Final**

**MAEDN 5042: EDUCATION FOR HUMAN RIGHTS & WOMEN  
EMPOWERMENT**

**Objectives**

1. To enable the student to understand the concept of human rights and human rights education.
2. To enable the student to understand the issues of gender equity and human right education of girl child.
3. To acquaint with meaning and approach for inculcating HRE and value education
4. To familiarize the learners about the historical perspective of women education in India
5. To acquaint the learners about women empowerment and role of various agencies about the development of women education

**Course Content**

**UNIT I. Origin of the concept and historical development of human rights:**

- UN Charter, UDHR; Bases and sources of Human Rights-Values & Indian Culture
- Meaning and significance of human rights & Duties, education, Constitutional provision for education

**UNIT II. International covenants on Economic, Social and cultural rights:**

- Convention of rights of child and role of ILO; Gender Equity & Human Rights in Indian context.

**UNIT III. Human rights & Duties education in Indian context:**

- Human right protection act and role of NHRC, SHRC'S, UN, UNESCO, NCW and UNICEF
- Policy perspectives of human rights education, Human rights and duties and core elements in National curricular Framework, Meaning, objectives & methods of Human Rights Education.

**UNIT IV. Value Education and Peace Education:**

- Meaning, hierarchy, Types & Nature of value. Sources of value - Biological, psychological, sociological and spiritual.
- Needs and importance of value education;
- Approaches/Intervention Strategies for Values Education-'Rationale Building model, Value clarification model, Social Action model, Jurisprudential Inquiry model; Living Values-An Educational Programme (LVEP)
- Concept of Peace and violence.
- Nature, importance and objectives of Peace education
- Approaches of Conflict Resolution and Education for Culture of Peace and Non-Violence.

**UNIT V. Historical and Post Independence Perspective:**

- Earlier influences of ancient scriptures on women education
- Socio-religious reforms and women education
- Colonial policies and 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, enrollment at different stages, literacy

**UNIT VI. Education and Empowerment:**

- Emancipation of women and role of education, Minimum level of learning and scientific literacy and computer literacy, employment opportunities and problems of working women
- Role of NGOs, NHRC and NCW
- Governmental Efforts, statutes, Acts and other declarations for promoting women education Focus on teachers preparation in gender sensitivity

**UNIT VII. Gender Studies:**

- Evolution of gender studies in India
- Impact of gender studies on women education
- Gender studies in North-east perspective
- Problems of Girls education in Arunachal Pradesh

**UNIT VIII. Present Status:**

- Needed direction in educational research, access to education
- Retention, apathy at home, child labourer, early child marriage
- Discontinuance of out-dated laws, positive attitude towards girls education
- Importance of SSA in Girls Education

**Practicum**

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

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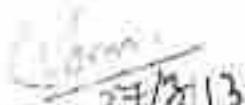
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#### Evaluation Scheme:

Maximum Marks:	80
Minimum Pass Marks:	40
Internal Assessment:	20
Minimum Pass Marks:	08
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five

  
(PROF K.C. KAPOOR)

CHAIRMAN

  
(PROF. J.C. SONI)

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