

**DEPARTMENT OF EDUCATION**  
**SYLLABUS FOR TWO YEARS MASTER OF ARTS IN**  
**EDUCATION**  
**(M.A. EDUCATION)**  
**(CHOICE BASED CREDIT SYSTEM)**



**(With Effect From the Academic Session 2020)**

**RAJIV GANDHI UNIVERSITY**

**RONO HILLS: DOIMUKH**

**ARUNACHAL PRADESH**

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

**COURSE STRUCTURE OF M.A. EDUCATION PROGRAMME**  
**(EFFECTIVE FROM SESSION 2020)**

**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

<b>Paper Code and Title</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>	<b>Credit</b>	<b>Teaching Hours</b>
<b>First Semester:</b>					
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: Methodology of Research in Education	80	20	100	4	64 hrs
EDN-405:					
<b>Second Semester:</b>					
EDN-406 :Education in India	80	20	100	4	64 hrs
EDN-407: Comparative Education (with reference to UK, USA, Russia and India)	80	20	100	4	64 hrs
EDN-408: Guidance and Counseling in Education	80	20	100	4	64 hrs
EDN-409: Teacher Education	80	20	100	4	64 hrs
EDN-410: Synopsis, Review of Literature & Referencing					
<b>Third Semester :</b>					
EDN-501: Sociological Foundations of Education	80	20	100	4	64 hrs
EDN-502: Educational Measurement and Evaluation	80	20	100	4	64 hrs

EDN-503: Educational Planning, Administration and Leadership	80	20	100	4	64 hrs
EDN-504: Dissertation					
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EDN-526: Inclusive Education (Open Elective under CBCS)	80	20	100	4	64 hrs
Optional (Any one from the Optionals )					
<b>Fourth Semester:</b>					
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
EDN-509:					

**Optional Paper : (Any one from the Optionals)**

EDN-521: Economics of Education

EDN-522: Adult and Continuing Education

EDN-523: Gender Studies or Education for Empowerment of Women

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**

#### **Learning Objectives:**

1. To acquaint the students with the importance and methods of philosophy of education.
2. To familiarize the students with the different areas of philosophy and its educational implications.
3. To familiarize the students with various Indian philosophical perspectives and their relations with education.
4. To acquaint the students with different western philosophical perspectives and their relationship with education

#### **Course Content:**

##### **UNIT-I: Educational Philosophy**

- Meaning, Concept and nature of Educational Philosophy.
- Aims of Educational Philosophy and relationship between Philosophy and Education.
- Philosophical Attitude and Value of Philosophy.
- Logical Positivism and Applications in Education
- Humanism and Education

##### **UNIT-II: Fundamental Philosophical Areas**

- Metaphysics- Concept, nature of reality and related domains as Religion, Ethics, Aesthetics and Morality 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, Moksha: Concept and Educational Importance.
- Vedanta or Upanishad Philosophy and Education
- Sankhya Philosophy and its Educational Implications.
- Buddhism- The concept of reality, Knowledge and values with special reference to their educational importance for aims, contents and methods

- (b) Educational Contribution of- M.K.Gandhi, Vivekananda, R.N. Tagore, 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 with respect theory and practices of Education
- New Tendencies in Education- Psychological Tendencies Scientific Tendency -Sociological Tendency, Eclectic Tendency in Education.

#### **Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

#### **Expected Learning Outcomes:**

1. Explain the importance and methods of philosophy of education.
2. Elaborate the fundamental philosophical areas
3. Describe Indian schools of philosophy and their educational implications.
4. Describe various western philosophical perspectives And their educational implications.

#### **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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments

and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

**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. Current 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

## M.A. (EDUCATION) FIRST SEMESTER

### EDN- 402: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

#### Learning Objectives:

1. To acquaint the students with the basic concept of educational psychology, methods and schools of psychology.
2. To introduce the students to the concept of growth and development.
3. To explain the concept of learning and motivation in education.
4. To make the students understand the concept of Intelligence and Personality.

#### 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

- Concept of 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 implications.
- 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 actualization)

##### UNIT- IV: Intelligence and Personality

- Concept Nature and Types of intelligence
- Theories of intelligence ( Thurstone, Guilford and Piaget)
- Measurement of Intelligence.
- Meaning, Nature and determinants of Personality
- Theories of personality (Psychoanalytical, Type and Trait Approaches)

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

**Expected Learning Outcomes:**

1. To explain the concept of educational psychology and schools of psychology.
2. To analyze the contributions of the different schools of psychology.
3. To apply the knowledge of learning theories in their learning process and understand the importance of motivation in learning.
4. To differentiate the different types of intelligence and carry out assessment of intelligence.
5. To Identify the factors affecting the development of personality

**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

**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 05 questions, one from each unit, and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

**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. Griendler, 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. Kulshrestha, S.P. *Educational psychology*, Vikas Pub. N. Delhi.

## **M.A. (EDUCATION) FIRST SEMESTER**

### **EDN- 403: EDUCATIONAL TECHNOLOGY**

#### **Learning Objectives:**

1. To enable the students to know about the 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.
- Behavioral Technology: Meaning and Assumptions.
- Application of Educational Technology in formal and non-formal education.

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

- Teaching variables-Phases of Teaching-Pre-active, Inter-active and Post-active.
- Levels of teaching learning process, Maxims of Teachings.
- Models of teaching: Nature and elements of teaching models, Information processing models: Concept attainment and Advance Organizer, 5-E Model
- Theories of Teachings (Gagne's Hierarchical, Bruner's Concept Development)

##### **UNIT- III: Communication and Instruction**

- Communication process; concept, principles and Modes & Barriers of communication
- Edger Dale's Cone of Experience
- Programmed learning steps, principles of programmed instruction
- Types of Programming: Linear, Branching and Mathetics
- Individualized Instruction/Learning: Computer Assisted Instruction (CAI), Personalized System of Instruction (PSI), FLIP Approach

##### **UNIT- IV: Behavioral Technology**

- Modification of Teaching Behaviour: Micro Teaching
- Flander's Interaction Analysis (FIACS)
- Simulated Teaching
- Concept and process of preparing ODLM
- Ethical Issues for E-learner and E-teacher – Teaching learning and research

#### **Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

### **Expected Learning Outcomes:**

1. To explain the nature of Educational Technology.
2. To describe the effective teaching learning process.
3. To make use of instructional media
4. To list out some innovations in educational technology.

**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.

### **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 05 questions, one from each unit, and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

### **References:**

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* Addison-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.

## M.A. (EDUCATION) FIRST SEMESTER

### EDN 404: METHODOLOGY OF RESEARCH IN EDUCATION

#### Learning Objectives:

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

#### Course Content:

##### UNIT-I: Educational Research

- Scientific Enquiry and Source of Knowledge.
- Research: Meaning and Characteristics
- Educational Research: Meaning, Nature, Scope
- Need of Educational Research
- Types of Educational Research: Fundamental, Applied and Action research

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

- Selection of Research Problem, review of related literature and variables in research problems
- Hypothesis: Meaning, 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 and Personality tests
- Analysis of data and Interpretation of data
- Writing a research proposal
- Preparation of Research Report

##### UNIT-IV: Descriptive and Inferential Statistics

- Measures of central tendency and variability; Correlation and its applications
- Normal Probability Curve: properties and applications
- Testing the significance of Mean, Proportion and Correlation
- Parametric Tests: t-test and F-test (One way)
- Non-Parametric Tests: Chi-square ( $\chi^2$ ), U- test and H- Tes.

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

**Practicum:** Preparation of report on any one of the below mentioned topic and 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.

**Expected Learning Outcomes:**

1. To explain the basic concepts of educational research
2. To conduct research in education by applying different methods
3. To construct tools of educational research.
4. To apply and analyze statistical techniques appropriately.

**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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

**References:**

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.
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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 Publications. 1983. N. Delhi-7.
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14. Neale, J.M. and D.M. Libert. *Science and Behaviour : An Introduction to Methods of Research*, Englewood Cliffs, N.J. 1968.
15. Sax, Gilbert: *Empirical Foundations of Educational Research*, Englewood Cliffs, N.J. 1968.

## **M.A. (Education) SECOND SEMESTER**

### **EDN. 406. EDUCATION IN INDIA**

#### **Learning Objectives:**

1. To acquaint students the historical development of education in India during ancient, medieval and British period.
2. To make the students learn history of education in India after independence.
3. To create awareness about educational backwardness in India and government initiatives regarding improvement of educational backwardness.
4. To develop understanding of current trends in Education in India.

#### **Course Content:**

##### **UNIT-I: Education System in India**

- Education in Ancient and Medieval period
- Education in British India:
  - (a) Education in East India Company Period: Charter Act, 1813, Oriental-Occidental Controversy, Macaulay Minute, Wood Despatch, 1854.
  - (b) Education in British India: Indian Education Commission (Hunter Commission), 1882, University Education Commission, 1902, Calcutta University Education Commission (Saddler Commission), 1917, Hartog Committee Report, 1929, Sargent Plan, 1944.

##### **UNIT-II: Education in Post-Independence period**

- University Education Commission, 1948-49, Secondary Education Commission, 1952-53, and Indian Education Commission (Kothari Commission), 1964-66,
- NPE- 1986, and Revised National Policy - 1992
- Universalisation of primary education; Gokhale's Bill, Operation Black Board, DPEP, SSA (NPEGEL, MDM and KGVV) and RTE Act 2009
- Historical development of vocationalisation of secondary education

##### **UNIT-III: Educational Backwardness in India and Govt. initiatives in Education**

- Constitutional provisions in Education and its implications.
- Recent development of education in India; Samagra Shiksha Aabhiyan (SSA, RMSA, TE), Beti Bachao Beti Padhao, RUSA

##### **UNIT-IV: Current Trends in Education**

- Vocational Education: Meaning, nature and scope.
- Open and Distance Learning and Continuing Education: Concept and Objectives.
- Inclusive Education: Meaning and problems
- Continuous and Comprehensive evaluation: Concept and objectives

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

**Expected Learning Outcomes:**

1. To describe the historical development of education in India during ancient, medieval and British period.
2. To discuss history of education in India after independence.
3. To analyze educational backwardness in India and explain government initiatives regarding improvement of educational backwardness.
4. To discuss the current trends in Education in India.

**Evaluation Scheme:**

Maximum Marks	: 80 marks
Internal Assessment	: 20 marks
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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

**References:**

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*, MotilalBanarsidass, 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.
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11. Agarwal, J.C. and Agarwal, S.P. *Vocational Education in India; Why, what and how*, Delhi. Doaba House, 1987.
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13. Lal & Sinha. *Development of Indian Education and Its Problems*, Lall Book Depot, Meerut, 2007.
14. Chabe, S.P. *Problems of Indian Education*, Agra, VinodPustakMandir, 1987.
15. Debi, Renu. *Progress of Education in Assam*, Guwahati, Omsons Pub. 1987.
16. Govt. of India. *National Policy on Eduation*, 1986.
17. Shivarudrappa, G. *Vocationalization of Eduation*, Bombay. Himalaya Pub. 1987.
18. Shukla, P.S. *Towards New Pattern of Education in India*, N. Delhi. Sterling. 1984.
19. Tewari, R.P. *Problems of Education in North Eastern Region*, Ludhiana, Prakash Bros.
20. *Report of Higher Education Commission*. 1949, Govt. of India.
21. *Report of Secondary Education Commission*. 1952, Govt. of India
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## **M.A. (EDUCATION) SECOND SEMESTER**

### **EDN- 407: COMPARATIVE EDUCATION**

(With reference to UK, USA, Russia & India)

#### **Learning Objectives:**

1. To know the major concepts and methods of comparative education.
2. To understand the various factors influencing the national system of education of some developed and developing countries with reference to India.
3. To familiarize the structure and educational administration of UK, USA, Russia and India.
4. To understand the different level of education prevailed in UK, USA and India in comparative manner.

#### **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
- Russia

##### **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

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

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

1. Critical analysis of educational system of India with other countries.
2. Comparison of Teacher Education Programme
3. System of accountability in education prevailed in different nations

**Expected Learning outcomes:**

1. To explain the need and methods of studying comparative education
2. To elaborate the factors accountable for developing national system of education over the globe
3. To elucidate the various structures and educational administrative setup of UK, USA, Russia and India
4. To analyze the education system in context of UK, USA and India in a juxtaposition manner

**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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments

and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

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**M.A. (Education) SECOND SEMESTER**  
**EDN 408. GUIDANCE AND COUNSELLING IN EDUCATION**

**Learning Objectives:**

1. To familiarize the students with the significance of guidance and counseling.
2. To make them aware about the various concepts of guidance and counseling.
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
- Basic Assumptions of Guidance
- Types of Guidance :Educational, Vocational, Personal and Group Guidance
- Role of Educational institutions in Guidance
- Role of career master, counselor, Headmaster/principal, Teacher and parents

**UNIT- II: Counseling and Organization of Guidance services**

- Meaning, Nature& Principles of counseling
- Types of counseling: Meaning, Aims and Steps of Directive, Non-directive &Eclectic
- Steps of Counseling process
- Qualification and Attributes of Counselors
- Organization of Different services - Individual, Student information service, Occupational and Vocational Information service, Placement and follow-up service, Counselling services at different levels.

**UNIT- III: 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
- Clinical method in Guidance and Counseling
- Evaluation of Guidance and Counseling Programme

**UNIT - IV : Guidance and Counseling services**

- Organisation of Different services - Individual, Student information service, Occupational and Vocational Information service, Placement and follow-up service, counseling services at different levels.
- Research trends in Guidance and Counseling.
- Need of Evaluation in Guidance and Counseling.

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

**Expected Learning Outcomes:**

1. To explain the significance of guidance and counseling
2. To understand the various concepts of guidance and counseling
3. To use techniques of guidance and the guidance programmes
4. To put into practice whatever and whenever the chance come into life situations.

**Evaluation Scheme:**

Maximum Marks	: 80 marks
Internal Assessment:	20 marks
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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

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**M.A. (Education) SECOND SEMESTER  
EDN. 409: TEACHER EDUCATION**

**Learning Objectives:**

1. To enable students to understand the development of teacher education in India.
2. To acquaint the students with the teacher education programmes in India
3. To familiarize the students with the professional development of teachers.
4. To make students understand trends and research in Teacher Education.

**Course Content:**

**UNIT – I: Development of Teacher Education in India**

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

**UNIT – II: Pre-service Teacher Education Programmes**

- Concepts and Importance of Pre-Service Teacher Education.
- 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 Education and their Remedies

**UNIT – III: In-service Teacher Education Programmes**

- In- Service Teacher Education- Concept, Importance and Objectives
- Types of Programmes and Organizational Agencies for In-Service Teacher Education Programmes
- Short comings and Suggestions for In-Service Teacher Education Programmes

**UNIT - IV: Teaching Profession and Trends of Teacher Education**

- Professional Ethics and Professional Development of Teachers
- Innovations in Teacher Education
- Role of NCTE in Teacher Education
- Privatization of Teacher Education and Quality Concerns
- Areas of Research in Teacher Education
- ICT and Teacher Education

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

**Practicum:**

1. Study of Pre-service or In-service Teacher Education Programme.

2. Role of DIET/NCTE/SCERT/SIE in Teacher Education.
3. Visit of private Teacher Training College and Collect Data on infrastructures and faculty strength.

### **Expected Learning Outcomes:**

1. To discuss the development of teacher education in India.
2. To describe the teacher education programmes in India
3. To discuss professional development of teacher, trends and research in Teacher Education.

### **Evaluation Scheme:**

Maximum Marks	: 80 marks
Internal Assessment:	20 marks
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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

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**MA (EDUCATION) SECOND SEMESTER**  
**PAPER EDN-410: SYNOPSIS, REVIEW & REFERENCING**

**(70+30=100)**

**Learning objectives**

1. To know the importance of synopsis/ research proposal in research work
2. To learn the skill of research proposal writing.
3. To learn the skill of in-text citation for academic writings
4. To learn the skill of out-text citation for academic writings

**Contents**

- Preparation and submission of synopsis for Dissertation work to be carried out further in the coming semester (50)
- Submission of at least 20 review of literature in appropriate in-text Citation schemes covering various sources like; Books, journals, dissertation, web pages, blogs, videos etc.
- Submission of at least 50 references in different referencing styles, such as MLA, Chicago, APA etc.

**Expected Learning Outcomes**

1. Preparation of research synopsis.
2. Cite various knowledge sources like; Books, journals, websites, blogs etc. in research writings as in-text and end-text citations.
3. Convert literature sources into various referencing styles for academic writings

External marks	Internal marks
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## **M.A. (EDUCATION) THIRD SEMESTER**

### **EDN. 501: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

#### **Learning Objectives:**

1. To acquaint the students with conceptual framework of sociology, educational sociology and sociology of education.
2. To familiarize the students with the relationship between education and society.
3. To make the students understand role of education in social processes.
4. To acquaint the students role of education in improvement of social structure.

#### **Course Content:**

##### **UNIT- I: Sociological Concepts and Sociology of Education**

- Meaning, Nature, Scope and importance of Sociology
- Characteristics of Society.
- Meaning of Social Institution and Social Organization
- Meaning, Nature and Scope of Educational Sociology
- Difference between sociology of education and educational sociology

##### **UNIT – II: Social System, Socialization and Education**

- Meaning, characteristics and Elements of Social system
- Meaning and agencies of Socialization; The family, School, Peer Group, Community and Mass-Media
- Education and Society: Education as a process in Social System, Education as a Process of Socialization and Education as a Process of Social Progress.
- Meaning and agencies of Social Control; Folkways, mores, values and education.

##### **UNIT – III: Social Change, Cultural Change and Education**

- Meaning, dimensions and characteristics of culture, cultural integration, acculturation, and cultural diffusion
- Education and cultural change
- Meaning and constraints of social change
- Role of Education in social change
- Meaning and aspects of social mobility; urbanization, modernization, and

## Sanskritization and its educational implications

### **UNIT – IV: Education and Social Structure**

- Meaning of social differentiation and social stratification
- Theories of social stratification; functionalist and conflict theory
- Equality of Educational Opportunity and impact of inequality of educational Opportunity on Growth and development of society.
- Meaning and types of social groups
- Equality of Educational opportunity

#### **Mode of Transaction:**

- Lecture, Lecture cum Discussion
- CAI, PSI, Programmed Learning, Blended Approach, Flipped learning etc
- Group discussion strategy
- Seminar and presentation

#### **Expected Learning Outcomes:**

1. To describe the conceptual framework of sociology, educational sociology and sociology of education.
2. To justify the relationship between education and society.
3. To explain the role of education in social processes.
4. To explain the role of education in improving social structure.

#### **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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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.

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## M.A. (EDUCATION) THIRD SEMESTER

### EDN. 502: EDUCATIONAL MEASUREMENT & EVALUATION

#### Learning Objectives:

1. To develop the conceptual framework of educational measurement and Evaluation.
2. To describe the new trends of educational measurement and evaluation.
3. To familiarize with the concept of instructional objectives and their implications.
4. To acquire the skills of preparing the various tools for educational measurement and evaluation.

#### Course Content:

##### Unit – I: Concept of Educational Measurement and Evaluation

- Nature and Scope of Educational Measurement and Evaluation.
- Relationship between Educational Measurement & Evaluation.
- Scales of Measurement (nominal, ordinal, interval and ratio).
- Types of Evaluation: - Placement, Formative, Diagnostic, Norm-Reference and Criterion – Reference Testing.

##### Unit – II: Modern Trends of Evaluation

- Continuous and Comprehensive Evaluation (CCE): concept, features and indicators
- Choice Based Credit System (CBCS) and Grading System
- Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor (stating educational objectives into expected behavioral outcomes).

##### Unit – III: Features of an Effective Tool of Evaluation

- Reliability: Concept, Methods of Computation and Factors.
- Validity: Concept, Types and Factors.
- Objectivity.
- Usability.
- Norms: Nature, Need and types of Norms for Educational and Psychological tests

##### Unit – IV: Construction and Standardization of Tests

- Construction and Standardization of Achievement Test.
- Construction and Standardization of Attitude Scales by adopting Likert Method.
- Construction and Standardization of Questionnaire.

#### Mode of Transaction:

- Lecture cum discussion.
- Observational studies

- New Approaches of teaching; PSI, CAI, etc. providing self learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

**Expected Learning Outcomes:**

1. To state the concept of measurement and evaluation.
2. To list out the new trends of evaluation and examination reforms.
3. To apply instructional objectives into expected behavioral outcomes (EBO).
4. To demonstrate the skills of preparation of various tools of educational measurement and evaluation.

**Sessional Work:** (Any one)

- Preparation of Questionnaire.
- Preparation of Attitude Scale.
- Preparation of Achievement Test.
- Writing of Instructional objectives in behavioral forms.

**Scheme of Evaluation:**

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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

**References:**

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**M.A. (EDUCATION) THIRD SEMESTER**  
**EDN. 503: EDUCATIONAL PLANNING, ADMINISTRATION AND LEADERSHIP**

**Learning Objectives:**

1. To make students understand the concepts of management thoughts in Education.
2. To Create interest among learners, about the conceptual framework of educational planning and system of Educational Financing.
3. To Familiarize the students on the concepts of Leaderships and styles of leaderships in educational management and administration.
4. To make students understand the role of supervision and inspection in an educational organization.

**Course Content:**

**Unit –I Educational Management and Organisation**

- Meaning, Nature and Scope of Educational Management
- Relationship between Administration and Management in Education
- Development of Educational administration: Taylor and Human Relations Approach
- Educational Organisation: Meaning, Nature and Characteristics
- Modern Trends in Management: PERT, TQM and MBO
- Modern trends in Quality Assurance: SWOT Analysis, NAAC, NIRF, QCI, PI, INQAAHE

**Unit-II Leadership in Educational Administration**

- Meaning, nature, and significance of leadership in Educational Administration
- Traits and Styles of leadership
- Theories of leadership (Behavioral theory and Reddin's 3-D contingency theory)
- Organisational Climate
- Conflict Management in Educational Administration.

**Unit-III Educational Planning and Financing**

**(a): Educational Planning**

- Meaning and Importance of Educational Planning
- Approaches of Educational Planning: Manpower, Social Demand, and Rate of Return
- Institutional Planning: Concept, nature and Strategies

**(b) Educational Financing**

- Sources and Bases of Financing
- Educational Expenditure: Nature and Types
- Educational Budget and process of preparing Budget

#### **Unit-IV Educational Supervision**

- Meaning, nature and functions of Educational Supervision and Inspection
- Planning and Organizing supervising programme
- Decision making in Educational Administration
- Role of SMC and SMDC in Institutional Management

#### **Mode of Transaction**

- Lecture cum Discussion.
- Observational Studies
- Providing Self-learning Instructional Materials.
- Seminar, Workshops, Study of Documents and References.

#### **Expected Learning Outcomes:**

1. To investigate, analyse and maintain quality parameters.
2. To provide Leadership and resolve conflict in Organisation
3. To plan and prepare Educational Budget.
4. To carry out functional inspection and supervision of Organisation.

#### **Sessional Work/Assignment and Presentation (Any one)**

- (1) Preparation of an outline on Educational budget/cost of education
- (2) Visit any educational institution and its organizational climate and prepare a report and presentation.

#### **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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

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## **M.A. (EDUCATION) THIRD SEMESTER**

### **EDN- 504: DISSERTATION**

#### **Learning Objectives**

1. To develop capacity of identifying of an educational problem and inculcate the power of observation.
2. To develop enquiry mindedness and logical thinking among the students.
3. To make them understand use of various quantitative and qualitative tools and techniques for conducting research.
4. To make them familiar with the use of sampling techniques and research design.
5. To equip them with knowledge of collecting, organizing and analysis of the data.
6. To make them understand about the discussion of the result and drawing out conclusion based upon it.
7. To familiarize them with the art of writing a research report.

#### **Expected Learning Outcome**

After completion of the dissertation students shall be able

1. To understand various types of research projects.
2. To describe the important sources for problem identification and its selection.
3. To understand the criteria which are to be kept in view in formulating a research problem.
4. To execute a research project.
5. To write a research report.

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

**Learning Objectives:**

1. To study the Concepts of Special Education, Integrated Education and Inclusive Education.
2. To study the National Institutes for Different Disabilities in India.
3. To study the Legal Provisions for Children with Special Needs.
4. To familiarize the students with the different types of Disabilities.
5. To familiarize the students with the Gifted, Creative, Deviant and Backward Children.
6. To Study the Curriculum and Teaching Strategies for Inclusive Education.
7. To develop skills required to meet the needs of the children with special needs.
8. To Study the different assistive devices, to overcome different disabilities.

**Course Content:**

**UNIT-I Introduction to Special Education**

- Special Education: Meaning, Nature, Aims & Objectives.
- Historical Progression of Special Education (Shifting Models of Disability).
- Integrated and Inclusive Education.
- Incidence and Prevalence of various disabilities in India.
- National Institutes for different Disabilities in India.
- Legal Provisions and Advocacy for PWDs in India: RCI Act, PWD Act 1995, NT Act 1999, and RPD Act 2016.

**UNIT-II Education of the Disabled Children**

- International Classification of Impairments, Disabilities and Handicaps (ICIDH).
- Visual Impairment, Hearing Impairment, Leprosy Cured, Orthopaedic Disabilities.
- Mental Retardation, Autism, ADD, ADHD.
- Learning Disability, Multiple Disabilities.

**UNIT-III Education of the Gifted and Backward Children**

- Gifted Children & Creative Children.
- Socially and Economically Deprived.
- Delinquent Children.
- Deviant and Backward Children.
- Slow learners.

**UNIT-IV Curriculum and Teaching Strategies for Inclusive Education**

- Identification and Assessment of Functional Abilities & Skills with Various Tools.
- Teaching Principles - Concept of IEP, Curriculum Adaptation, Goal Setting, Task Analysis, CAI.
- Co-Curricular Activities (Yoga, Play, Sports & Games), Special Olympics,
- Assistive Devices, ICT Support Software, Teaching and Functional Aids.
- Physical Education, Vocational Training, Role of Special Teacher.

**Mode of Transaction:**

- Lecture, Lecture cum Discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

**Expected Learning Outcomes:**

1. To explain the Special Education, Integrated Education and Inclusive Education.
2. To identify the various National Institute which provides the education of different disabled children in India?
3. To explain the Legal Provisions for Children with Special Needs.
4. To explain the various types of Disabilities and their educational programmes.
5. To explain the Characteristics of the Gifted, Creative, Deviant and Backward Children.
6. To illustrate the Process of Curriculum Construction and Teaching Strategies for Education of Disabled Children.
7. To explain the conceptual Framework of Construction of IEP, Curriculum Adaptation, Goal Setting and Task Analysis.
8. To identify the various different assistive devices meant for different disabilities.

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

1. To study the problems of Visually Impaired Children in your locality.
2. To identify characteristics of Deviant Children prevalent in the society and suggest curative measure for them.
3. To prepare a case study on Special Children or Special School.

**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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best

tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

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

**Learning 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, The System Approach, Academic Approach and Humanitarian Approach.
- Core Curriculum

**UNIT – II: Foundations of Curriculum Development**

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

**UNIT- III : Curriculum Development and Design**

- Steps of Curriculum Development.
- Models of Curriculum Development: The Tayler Model, Hilda Taba's Model.
- Curriculum Design: Its types (Subject -Centered Design, Learner -Centered Design, Activity -Centered Design.
- Curriculum at National, State and Local Level

**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 - (Provu's Discrepancy Evaluation Model,) Humanistic Models of Curriculum Evaluation- ( Stake's Responsive Evaluation Model).
- Preparation and Evaluation of a Text – Book.

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

**Expected Learning Outcomes:**

1. To explain the conceptual framework of curriculum development and its principles.
2. To apply practical orientation knowledge on the different bases of curriculum during curriculum design.
3. To illustrate the steps and different design of curriculum development
4. To apply critical understanding on analytical thinking with respect to the evaluation of different components of curriculum/textbooks.

**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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

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

**Learning 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 among students an 'Eco-friendly Attitude' and environmental values.

**Course Content:**

**Unit-I: Environmental Education & Quality of life:**

- Environmental Education - Meaning, Nature and Scope.
- Environment: Concept, Components and Types.
- Man-Environment relationship: Determinism, Possibilism and Neo-Determinism.
- Modern life style, and its impact on environment.
- Population growth, Poverty, Nutrition, Health and Sanitation.

**Unit-II: Environmental Resources and Management:**

- Natural resources - Land, Air, Water, Flora and Fauna.
- Resource depletion, natural disasters/hazards and their management.
- Cultural Resources and its protection and promotion- Monuments, buildings, Specimen of art/architecture.
- Earth summit 1992, Chipko Movement & Wild life Conservation strategy (WCS)

**Unit-III: Curriculum of Environmental Education**

- 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.
- Evaluation in Environmental Education: Meaning, types, Tools and Techniques.

**Unit-IV: Environmental issues and Research**

- Pollution: Cause, effect, and control measures of Air, Water and Soil Pollution
- Eco-politics, Sustainable Development, Bio-Diversity.
- UNESCO-UNEP Environmental Education Programmes
- Emerging Areas of Research in Environmental Education and Role of UGC, NCERT/SCERT and NGO in promoting Environmental Education.

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

**Expected Learning Outcomes:**

1. To define the environment and its related problems.
2. To describe the concept and importance of Environmental Education.
3. To apply the skills of organizing learning experiences and evaluation devices for environmental education.
4. To use the sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

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

1. Preparation of an activity based curriculum on Environmental Education for primary/elementary classes.
2. Development of kitchen garden and reporting.
3. Development of Nursery and reporting.
4. Identification and reporting of the most immediate environmental problems faced by the locality.
5. Celebrating the environmental days.
6. Organization of seminar/debate/workshops

**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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best

tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

### References:

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

### **EDN. 507: HUMAN RIGHTS, VALUE & PEACE EDUCATION**

#### **Learning 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 and significance of Human Rights & Duties education- Fundamental Rights & Fundamental Duties,

##### **UNIT-II: International Covenant, Convention, Gender Equity, and Approaches of Human Rights Education**

- International Covenant on Economic, Social and Cultural rights.
- Convention of Rights of child and role of ILO
- Gender Equity & Human Rights in Indian context.
- Approaches & Methods of Human Rights Education-Inquiry Approaches, Value Clarification Approaches.

##### **UNIT-III: 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-IV: 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 and
- Approaches, Methods & Strategies of Education for Culture of Peace and Non-Violence.

#### **Mode of Transaction:**

- Lecture, Lecture cum Discussion
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self learning instructional materials, Blended Learning, FLIP approach.

- Seminar, Workshops, study of documents and references.

### **Expected Learning Outcomes:**

1. To define the concept of human rights and human rights education.
2. To discuss rights of children and their education.
3. To describe the issues of gender equity and human right education of girl child.
4. To explain the meaning and approach for inculcating Human Rights Education and value education

### **Practicum:**

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.

### **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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

### **References:**

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21. UNICEF/UNESCO (2007). *A Human Rights-Based Approach to Education for All: A framework for the realization of children's right to education and rights within education*. New York: UNICEF.

**Web Sites:** [www.ohchr.org](http://www.ohchr.org), [www.livingvalues.net](http://www.livingvalues.net), WWW.Youth for Human Rights.Org.

**M. A. (EDUCATION) FOURTH SEMESTER**  
**EDN. 508. –PRACTICUM**  
**(Psychological Tests, Experiments and ICT)**

**Learning Objective:**

To enable the students to conduct, analyze and interpret the results of psychological test/experiment and use of ICT for educational purpose.

**Course Content:**

**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

**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.
- 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.

**Expected Learning outcome:**

To conduct, analyze and interpret the results of psychological test/experiment and use of ICT for educational purpose.

**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 : 20 marks

(Both for Group A and B, 10 + 10 Each)

Internal Assessment & Preparation of practical Note books : 20 marks

(Both for Group A and B, 10 + 10 Each)

### **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.

## M.A (EDUCATION) FOURTH SEMESTER

### EDN – 509: PRACTICAL: ENGAGING WITH COMMUNITY/COMMUNITY ENGAGEMENT

**Marks/Credits: 100/4**

During Semester IV of the course, the department of education would organize field visit for **2days** duration in rural and tribal areas. Every student is expected to attend it as a part of course requirement. The organizing of field trip would acquaint the students with status of school in rural scenario, living conditions, problems and issues of rural society. This will provide opportunities for harmonious blend of learning and work. Students will acquire skills in planning, organizing, implementing

Learning objectives	Learning outcomes	Course evaluation	Remarks
I. a) To critically understand and analyze academic time and its implementation in rural schools b) Develop insights and field realities in the management of school in rural and tribal area.	a) Able to understand the role of parents, teachers, headmaster and SMC for the effective implementation of Academic time b) Address the challenges with suitable responses for the identified school problem(s)	30 marks+ Report writing 10 Marks=40 marks	
II. a) To understand the rural livelihood patterns b) To observe living conditions, housing, water supply and other amenities in rural areas and tribal areas c) To understand the level of environmental awareness	a) Able to be acquainted with rural livelihood pattern. b) Familiar with the socio-economic aspects of rural and tribal area c) Experience in organizing environmental awareness	30 marks+ Report writing 10 Marks=40 marks	
<b>Field Work Tasks /Activities</b> 1. Observation Visit to the government or non-government school in a tribal village and report writing-40 Marks 2. Observation visit and Organize environmental awareness Programme for students/ community members and report writing- 40 marks 3. Viva voce: 20 marks Total marks=100			

field trip. This will provide exposure to realities of life in rural and tribal areas.

## **M.A. (EDUCATION) THIRD SEMESTER**

### **EDN. 523: GENDER STUDIES OR EDUCATION FOR EMPOWERMENT OF WOMEN**

#### **Learning 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 related to women/girls education
- Recommendation of various committees and commissions relating to girl education
- Role of UGC, NWC, NCERT and SSA for the development of women education.
- Women education in Arunachal Pradesh: Role of APSCW and NGOs

##### **UNIT – II: Women Empowerment and Women specific legislation**

- Concept of Women Empowerment
- Educational, Political and Economic Empowerment of Women
- Gender Mainstreaming: Concept and Approaches
- Laws related to women in India
- Arunachal Pradesh Marriage Act, 2008.

##### **UNIT- III: Gender Studies**

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

##### **UNIT: IV: 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.

**Mode of Transaction:**

- Lecture, Lecture cum Discussion
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

**Expected Learning Outcomes:**

1. To recall the historical perspective of women education in India.
2. To elucidate educational, political and economic empowerment of women in the light of various laws related to women.
3. To analyze family aesthetic, educational domain, work environment, media and health perspective with regard to gender.
4. To carry out feminist research in different areas of research

**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. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 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 04 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/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

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