

SYLLABUS
FOR MASTER OF ARTS (EDUCATION)
(Semester System)



INSTITUTE OF DISTANCE EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH

MA EDUCATION 1ST SEMESTER

M.A. (Education)

MAEDN 401: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Objectives :

1. To acquaint the students with the educational philosophy, philosophical attitude, values and issues
2. To familiarize the students with Indian philosophical traditions
3. To make the students understand contributions of Indian thinkers
4. To make the students analyze western school and philosophical approaches

Course Content :

UNIT-I. Educational Philosophy

- Concept , nature and scope of Educational Philosophy.
- Aims of Educational Philosophy.
- Relationship between Philosophy and Education.
- Philosophical Attitude and Value of Philosophy.
- Philosophical issues: Metaphysical, Epistemology and Axiology

UNIT-II. Indian philosophical traditions:

- Purusartha, Dharma, Katha, Kama, Mokhya: Concept and Educational Importance of Purusartha.
- 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.

Practicum

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

REFERENCES

1. Bhayrappa, S.L. *Values in Modern Indian Educational thoughts*, NCERT, New Delhi, 1988.
2. Braneld, T. *Towards a reconstructed philosophy of education*, Dryden Press, New York, 1956.
3. Brammell, 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*, Thomson Press, New Delhi, 1972
10. Elvin, L. *The place of common sense in Educational thought*, London, 1977.
11. Ferire, P. *Education for cultural consciousness*. Seabury Press, New York, 1974.
12. Kneller, G.F. *Introducing to the philosophy of Education*, New York, 1971.
13. Mayee, J.B. *Philosophical Analysis in Education*, Happer & Row. New York. 1971.
14. Mukherjee, R.K. *Ancient Indian Education*, Motilal Banargi Das
15. Nurullah, S & Naik, J.P. *A Student history of Education*. Mcmillan. New Delhi. 1951.
16. Pratte, R. *Ideology and Education*. New York. 1977.
17. Wingo, M.G. *Philosophies of education. An introduction* sterling Pub. New Delhi. 1975.
18. Srivastav, K.K. *Philosophy of Education*
19. Curren Randall (Edited) *A Comparison to philosophy of Education*, New York Blackwell Publishing 2003
20. Luther, M.N.: *Values and ethics in School Education*, New Delhi Tata McGraw Hill, 2001
21. Moon, Bob (Edited): *International Companion to Education*, London, Routledge, 2000

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

MA EDUCATION 1ST SEMESTER

M.A. (Education)

MAEDN 402: EDUCATIONAL PSYCHOLOGY: GROWTH AND DEVELOPMENT

Objectives:

1. To enable learners understand the relationship between psychology and education
2. To enable learners analyze various methods of educational psychology
3. To enable learners understand growth and development of the child

Course Content:

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

Practical

Unit-IV. **Experiment**

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

Practicum

1. Case study of a problem child

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 Crawfield. *The psychology of learning and instruction; Educational psychology*, Prentice hall, N. Delhi. 1970.
5. Eysenck, H.J. *The structure of personality*, Methuen, 1960.

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

Evaluation Scheme:

Maximum Marks for Theory	:	40
Minimum Pass Marks for Theory	:	16
Maximum Marks for Practical	:	30
Minimum Pass Marks for Practical	:	12
Internal Assessment	:	30
Minimum Pass Marks for Assignment	:	12
Time for Theory Paper	:	02 Hours

MA EDUCATION 1ST SEMESTER

M.A. (Education)

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 enable the students know various methods of educational research
4. To enable the students understand tools and techniques in educational research

Course Content :

UNIT-1. 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.

Practicum :

1. Selecting a research problem and identification of variables
2. Formulating the objectives and hypotheses

REFERENCE

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.

2. Best, J.W. *Research in Education*, N. Delhi. Prantice Hall of India
3. Bellack, A.A. *Theory and Research in Teaching*, New York, Teacher's College, Columbia. 1964.
4. Butcher, H.J. *Sampling in Educational Research*, Manchester University Press.
5. Edward, A.L. *Experimantal Design in Psychological Research*, Publishing Co. N. Delhi, New York.
6. Goode, William, J. and Paul K Hatt. *Methods in Social Research*, McGraw Hill Book Co. 1952, New York.
7. Kaul, L. *Methodology of Educational Research* Vikas Publishers. 1984. New Delhi.
8. Kerlinger Fred,N. *Foundations of Behavioural Research*, Subject Pubvlications. 1983. N. Delhi-7.
9. Mauly, G.J. *The Sciences of Educational Research*, Burasva Publishing House Pvt. Ltd. N. Delhi-7.
10. Neale, J.M. and D.M. Libert. *Science and Behaviour : An Introductions to Methods of Research*, Englewood Cliffs, N.J. 1968.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

MA EDUCATION 1ST SEMESTER
M.A. (Education)

EDN 404: TEACHER EDUCATION

Objectives:

1. To acquaint the students with development of teacher education programmes in India.
2. To enable the students know about Pre-service and In-service programmes
3. To familiarize the students with the teaching behaviour and teaching skills
4. To enable the students analyze trends in teacher 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 Levels.
- Curriculum and evaluation of Pre-Service Teacher Education at different Levels.
- New Trends of Teacher Education suggested by NCTE, and NPE-1986.
- Shortcomings 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 NCTE/NCERT/ SCERT and DIET in Teacher Education.
- ICT and Teacher Education.

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 education programme
3. Role of DIET/NCTE/SCERT/SIE in Teacher Education

REFERENCES

1. Govt. of India. *Report of the education commission*. 1964-66.
2. Govt. of India. *National Policy on Education*, 1986, Programme of action, 1986.
3. Anand, C.L. *Aspects of Teacher Education*, Delhi. S. Chand Co. 1988.
4. Mukherjee, S.N. (ed) *Education of the teachers in India*. Vo.I and II, Delhi, S. Chand Co. 1968.
5. Mukherjee, S.N. (ed). *Admission and organisation of teacher training institutions*, N. Delhi. NCERT. 1987.
6. Buch, M.B.(ed). *Third Survey of Research in Education*, Delhi, NCERT. 1987.
7. Singh, L.L. (ed). *Teacher Education in India - resource Book*, NCERT. 1990.
8. National Council for teacher Education (NCTE) *Teacher Education, Curriculum - A Framework* NCERT, N. Delhi. 1978.
9. Richard Godings, Ec.Al. *Changing priorities in Teacher Education*, Nicholas Pub. Co. N.Y. 1982.
10. T.N. Stinnet. *Professional priorities in Teacher* McMillan Co. N.Y. 1986.
11. *Report of the education Commission (1964-66)*. Ministry of Education, N.Delhi. 1970.
12. UNESCO : *Learning to be*, Sterling Pub. N. Delhi.
13. Lulla, B.P. & Murity. *Essential problems of Indian Education*, LNC Agarwal, Agra, 1971.
14. Tibble, J.W. (ed). *The future of teacher education*, London. Routledge and Kegan Paul, 1971.
15. Alexander, William, M. *Are you a Good Teacher*, N.Y. Holt, Rinehart and Winston, 1960.
16. Srivastava, R.C. & K. Bose. *Theory and practice of teacher educational in India*, Allahabad, Chaugh Pub. 1973.
17. Reynolds, Maynards (ed). *Knowledge Base for the Beginning Teacher*, Pergamon Press, 1989. N.Y.
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2. Vedmitra. *Education in Aancient India*. Arya Book Depot, Kerolbag, N. Delhi. 1967.
3. Mukherjee, R.K. *Ancient Indian Education*, Motilal Banarsidass, N. Delhi.
4. Nurullah and Naik. *History of Indian Education* (large edition) McMillan & Co. 1951.
5. Basu, A.N. *Education in India*
6. Sen, J.M. *History of Elementary Education in India*
7. Das, S.KI. *Educational system of the Ancient Hindus*, Gian Pub. House, N. Delhi.7.
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13. Chabe, S.P. *Problems of Indian Education*, Agra, Vinod Pustak Mandir, 1987.
14. Debi, Renu. *Progress of Education in Assam*, Guwahati, Omsons Pub. 1987.
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16. Shivarudrappa, G. *Vocationalization of Education*, Bombay. Himalaya Pub. 1987.
17. Shukla, P.S. *Towards New Pattern of Education in India*, N. Delhi. Sterling. 1984.
18. Tewari, R.P. *Problems of Education in North Eastern Region*, Ludhiana, Prakash Bros.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

MA 2ND SEMESTER M.A. (Education)

MAEDN 405: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Objectives :

1. To enable the students know the social context of education
2. To familiarize the students with relationship between education and socialization
3. To enable the students understand culture in the context of culture
4. To make the students analyze factors for social change and modernisation

Course Content :

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. Social survey
2. Sociological determinants of education
3. Group dynamics and sociometry
4. Seminar on National and Emotional Integration

REFERENCES

1. Agarwal, J.C. : Education in developing societies, Starling pub. New Delhi Barbu. Society, *Culture and Personality* (1971) Black Well. Oxford.
2. Brookover, B. et al. *A Sociology of Education*. N.Y. American Book Co. 1961.
3. Brown, Francis, J. *Educational Sociology*. N.Y. Prentice Hall. Inc. 1961.
4. Brunner, J.S. *The Process of Education*, Delhi. Atmaram & Sons.
5. Cole, S. Brembeck. *Social Foundations of Education : Environment influences in Teaching learning*. N.Y. John Wiley & Sons. 1971.
6. Cook L.A. and Cook E.E.A. *Sociological Approach to Eduation*. N.Y. McGraw Hill.
7. Debey, S.C. *Modernization and Development : The search for Alternative paradigms*. Vistaar Pub. N. Delhi. 1988.
8. Durkheim, E. *Education and Sociology*. The Free Press. 1966.
9. Gore, M.S. Desai I.P. & Chitnis. *Papers in the Sociology of Education in India* NCERT, 1978.
10. Gore, M.S. *Education and Midernization in India*, Allied Pub. Bombay. 1982
11. Karl Mannheim. & A.G. Steward *Introduction to the sociology of Education*, Routhledge Kegan Paul
12. Lavine, Daniel, U and Robert, J. Havighurst. *Society and Education (7th Edn)*. Allyn & Bacon. London. 1989.
13. Mac Iver, R.M. and Page, C.H. *Society - An Introduction*.
14. Mathur, S.S. 1997. *A Sociological Approach to Indian Education*, Vinod Pustak Mandir, Agra.
15. Morris, Iver. *Sociology of Education - An introduction*. George Allen and Unwin Ltd. 1972.
16. Ottaway, A.K.C. *Education and Society*, Routedge Paul.
17. Ross, James, S. *Groundwork of Eductional Theory*, Oxford Univ. Press, Delhi.
18. Shipman. *Modernization and Education* (1971) Faber and Faber Ltd. London
19. Srinivas, M.N. *Social Change in Modern India*, Bombay. Asia Pub. 1978.
20. Barry, H.S. Johnson, L.C.-Classroom Group Behaviour: Group Dynamics in Education, New York, John Wiley and Sons, 1964
21. D'Sauz A.A.- The Human factor in Education, New Delhi, orient Longmans, 1969.
22. Swift, D.F. – Basic, Reading in the Sociology of Education, London, Routledge, Kegan Paul, 1970
23. UNESCO – Inequalities and Educational Development, Paris, ANIIEP Seminar, UNESCO, 1982.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

MA 2ND SEMESTER

M.A. (Education)

MAEDN 406: EDUCATIONAL PSYCHOLOGY: LEARNING, INTELLIGENCE AND PERSONALITY

Objectives :

1. To enable learners know the various theories of learning and motivation
2. To enable learners understand concept and theories of intelligence
3. To understand the learner's personality, mental health, problems and choose appropriate strategies to cope with such problem

Course Content:

UNIT-I. 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, Gagne'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- II. Intelligence:

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

UNIT-III. 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

Practical

UNIT- IV. Test Administration and interpretation.

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

Practicum

1. Administration of psychological test and its interpretation

REFERENCES

1. Bloom, B.S. (1971). *Mastery Learning in J.H. Black (ed) Mastery Learning : Theory and Practice*, N.Y. Holt Rinehart and Winston
2. Chauhan, S.S. *Advanced educational psychology*, Vikas Pub. N. Delhi.
3. Crow and Crow. *Educational psychology*, Eurasia Pub. House, N.Delhi.
4. De Cecco, J.P. & William Crawfield. *The psychology of learning and instruction; Educational psychology*, Prentice hall, N. Delhi. 1970.
5. Eysenck, H.J. *The structure of personality*, Methuen, 1960.
6. Guilford, J.P. *Fields of psychology*, Van-Nostrand, 1967.
7. Griender, R.E. *Adolescence*, John wiley, 1973.
8. Hilgard, E.R. *Theories of learning*, Appleton Century crofts, 1956.
- 9 Hurlock, E.B. *Child development*, McGraw Hill. 1972.
10. Kundu, C.L. *Personality*, Sterling Pub. , 1954.
11. Maslow, A.H. *Motivation of personality*, Harper, 1954
12. McMillan. *Assessment of personality*
13. Skinner, C.E. *Educational Psychology*, Prentice Hall, India, 1970.
14. Torrance, E.P. *Gifted Children and the classroom* McMillan, Co. 1963.
15. Walia, J.S. *Foundation of educational psychology*, Jalandhar Pub. 1977.
16. Sahoo, P.M. *Psychology in Indian context*, Agra, Bhargava Book Hosue, 2002
17. Kulshetha, S.P.

Evaluation Scheme:

Maximum Marks for Theory	:	40
Minimum Pass Marks for Theory	:	16
Maximum Marks for Practical	:	30
Minimum Pass Marks for Practical	:	12
Internal Assessment	:	30
Minimum Pass Marks for Assignment	:	12
Time for Theory Paper	:	02 Hours

**MA 2ND SEMESTER
M.A. (Education)**

MAEDN 407: EDUCATIONAL STATISTICS

Objectives:

1. To make the students understand the role of statistics in educational research and compute measures of central tendency and variability
2. To develop the skill of using the statistical techniques appropriately.
3. To enable the students how to test hypotheses using appropriate Statistics

Course Content:

UNIT-I. Measures of central tendency and variability:

- Measures of Central Tendency and their computation and uses
- Measures of Variability and their computation and uses

UNIT II. Correlation

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

UNIT-III. Normal probability curve and tests of significance :

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

UNIT IV. Hypothesis Testing

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

Practicum :

1. Construction of attitude scale using appropriate Statistics
2. Construction of test using appropriate Statistics

REFERENCE

1. Garret, H.E. *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd. Bombay, 1975. Indian Print.
2. Guilford, J.P. *Fundamental Statistics in Psychology and Education*, Kogakusha, Tokyo, 1956.
3. Guildord, J.P. *Psychometric Methods*, International Student Edition, 1955.
4. Goode, William, J. and Paul K Hatt. *Methods in Social Research*, McGraw Hill Book Co. 1952, New York.
5. Kaul, L. *Methodology of Educational Research* Vikas Publishers. 1984. New Delhi.
6. Kerlinger Fred,N. *Foundations of Behavioural Research*, Subject Pubvlications. 1983. N. Delhi-7.
7. Mauly, G.J. *The Sciences of Educational Research*, Burasva Publishing House Pvt. Ltd. N. Delhi-7.

8. Neale, J.M. and D.M. Libert. *Science and Behaviour : An Introductions to Methods of Research*, Englewood Cliffs, N.J. 1968.
9. Sax, Gilbert : *Empirical Foundations of Educational Research*, Englewood Cliffs, N.J. 1968.

Evaluation Scheme:

Maximum Marks: 70
Minimum Pass Marks: 40
Internal Assessment: 30
Minimum Pass Marks: 12
Time: 03 Hours

MA 2ND SEMESTER M.A. (Education)

EDN 408: PROBLEMS OF SCHOOL EDUCATION AND HIGHER EDUCATION

Objectives:

1. To enable the students know the problems of primary and secondary education
2. To familiarize the students with the vocationalisation of education.
3. To enable the students analyze the problems of higher education
4. To make the students know educational backwardness in India, with special reference to Arunachal Pradesh

Course Content:

UNIT-I. **Problems of Primary and Secondary Education:**

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

UNIT-II. **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-III. **Higher education and problems:**

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

UNIT-IV. **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. Identification of problems of vocational education at secondary school stage in Arunachal Pradesh
2. Problems of educational supervision and inspection

REFERENCES

1. Govt. of India. *Report of the education commission*. 1964-66.

2. Govt. of India. *National Policy on Education*, 1986, Programme of action, 1986.
3. Anand, C.L. *Aspects of Teacher Education*, Delhi. S. Chand Co. 1988.
4. Mukherjee, S.N. (ed) *Education of the teachers in India*. Vo.I and II, Delhi, S. Chand Co. 1968.
5. Mukherjee, S.N. (ed). *Admission and organisation of teacher training institutions*, N. Delhi. NCERT. 1987.
6. Buch, M.B.(ed). *Third Survey of Research in Education*, Delhi, NCERT. 1987.
7. Singh, L.L. (ed). *Teacher Education in India - resource Book*, NCERT. 1990.
8. National Council for teacher Education (NCTE) *Teacher Education, Curriculum - A Framework* NCERT, N. Delhi. 1978.
9. Richard Godings, Ec.Al. *Changing priorities in Teacher Education*, Nicholas Pub. Co. N.Y. 1982.
10. T.N. Stinnet. *Professional priorities in Teacher* McMillan Co. N.Y. 1986.
11. *Report of the education Commission (1964-66)*. Ministry of Education, N.Delhi. 1970.
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13. Lulla, B.P. & Murity. *Essential problems of Indian Education*, LNC Agarwal, Agra, 1971.
14. Tibble, J.W. (ed). *The future of teacher education*, London. Routledge and Kegan Paul, 1971.
15. Alexander, William, M. *Are you a Good Teacher*, N.Y. Holt, Rinehart and Winston, 1960.
16. Srivastava, R.C. & K. Bose. *Theory and practice of teacher educational in India*, Allahabad, Chaugh Pub. 1973.
17. Reynolds, Maynards (ed). *Knowledge Base for the Beginning Teacher*, Pergamon Press, 1989. N.Y.
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4. Nurullah and Naik. *History of Indian Education* (large edition) McMillan & Co. 1951.
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16. Shivarudrappa, G. *Vocationalization of Eduation*, Bombay. Himalaya Pub. 1987.
17. Shukla, P.S. *Towards New Pattern of Education in India*, N. Delhi. Sterling. 1984.
18. Tewari, R.P. *Problems of Education in North Eastern Region*, Ludhiana, Prakash Bros.
19. *Report of Higher Education Commission*. 1949, Govt. of India.
20. *Report of Secondary Education Commission*. 1952, Govt. of India
21. *Report of Education Commission*. 1964-66, Govt. of India

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

M.A. (Education) **Third Semester**

MAEDN 501 : EDUCATIONAL TECHNOLOGY

Objectives:

1. To enable the students to know about nature and scope of Educational Technology.
2. To familiarize the students with the effective teaching learning process.
3. To enable the students understand models of teaching
4. To enable the students analyse process of communication.

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

Practicum :

1. Organizing the class teaching and teaching at the understanding level
2. Practice for preparing question paper as per various domains
3. Follow the teaching using any model of teaching

REFERENCE

1. Allen Dwight and Kelvin Ryam. *Micro Teaching Addison Wesley Publishing Co. London. 1969.*
2. Bajpai, A.C. and Leedham J.F. *Aspects of Educational Technology part. IV, Pitman Pub. Co. N. York. 1970.*
3. Bigge, Morris L. and Maurice, P. Hunt. *Psychological foundations of education. An introduction to human development and learning, Harper and Row New York 1962.*

4. Decece, John, P. *The psychology of learning and instructional technology*, Prentice Hall of India. Pvt. Ltd. N. Delhi. 1970.
5. Storm Robert, D. *Teaching and learning process*, Frentice Hall Inc. Englewood Cliffs, New Jarsey, 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*. McGrow Hill Book Co. 1971.
12. Admas, Raymonds, S & Biddle, Bruce, J. *Realities of teaching : Explorations with video tape Holt*, Rinehart and Winston. Inc. 1970.
13. Bigge, Moris, L. *Learning theories for teachers* (Third Ed) Harper & Row Pub. 1976.
14. Flanders, Ned. *Analysing teaching behaviour addisen*-Wesley Pub. Co. 1971.
15. Ober, Richard, L. Bentley, Ernest L. Miller, Edith. *Systematic Observation of teaching* prentice Hall. Inc. 1971.
16. Strem Robert, D (Ed). *Teachers and the learning process*. Prentice Hall. Inc. 1971.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five

M.A. (Education)
Third Semester

MAEDN 502 : CURRICULUM DEVELOPMENT

Objectives :

1. To familiarize the students with the concepts of curriculum development.
2. To enable the students to know the foundations of curriculum development.
3. To develop an understanding among learners process of development curriculum
4. To enable students analyze about designing 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 aims and 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)

Practicum:

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

REFERENCES

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

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five

M.A. (Education)
Third semester

MAEDN 503 : EDUCATIONAL EVALUATION

Objectives:

1. To familiarize the students with the concepts of measurement and evaluation
2. To enable the students to know about the various educational objectives
3. To familiarize the student teachers with characteristics of test.
4. To enable students to know construction of achievement test.

Course Content:

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, question bank

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 and Attitude Scale

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

Practicum:

1. Construction and standardization of an achievement test.
2. Construction of Attitude Scale
3. Practice on taxonomy of educational objectives.

REFERENCES

- 1) Annastasi, A, Psychological testing, McMillan Publishing Co, New York, 4th Ed. 1976.
Block, J.H & L.W. Anderson, Mastery learning in classroom instruction, N.Y. McMillan Camp, 1975.
Bloom, B.S. Taxonomy of objectives of Cognitive Domains Longmans Green & Co. New York 1956.
- 2) Bloom, B.S. Taxonomy of objectives (Affective doming), Longmans Green & Co. New York 1956.
- 3) Chronbach, L.J. Essentials of Psychological testing, Harper, New York, 1970) 3rd Ed.
- 4) Catel, R.B. Personality: A Systematic theoretical and factual study, McGraw Hill, New York.
- 5) Ebel, R.L. Essentials of Educational measurement(EnglewoodCliff,N.J.P.H.I., 1972)
- 6) Edwards, A.L. Techniques of attitude scale construction (N.Y. application Century), 1957.
- 7) Frank S.Freeman, Theory & Practice of Psychological testing, IBII PublishingCo. Bombay.
- 8) Grunlund, N.E. Stating behaviorual objectives for classroom instruction (N.Y. Memillan, 1970).
- 9) Grunlund, N.E. Preparing Criterion referenced tests for classroom instruction (N.Y. Memillan, 1973).
- 10) Grunlun, N.E. measurement and evaluation in teaching (3rd Ed), Memillan Publishing Co. New York, 1976.
- 11) Goslin, D.A. Teachers and testing (N.Y. Russel, Sage Foundation, 1967).
- 12) Grunlford, J.P. The nature of human intelligence (N.Y. McGraw Hill, 1967).
- 13) Grunlund, N.E. Saciometry in the classroom (N.Y. Harpet& Row, 1959).
- 14) Julian, C. Stanley and Hopkins, Educational and Psychological measurement and evaluation. Prentica Hall of India, Pvt. Ltd. New Delhi. 1972.
- 15) Lindermon, Richard, H. Educational measurement, B.s. Taraporevala Sons& Co. Bombay.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

M.A. (Education)
Third Semester (Optional)

MAEDN 5041: ENVIRONMENTAL EDUCATION

Objectives:

1. To make the students know the concept of the environmental education.
2. To familiarize the students with Environmental resources.
3. To inculcate in student how to manage environmental resources.
4. To make the students analyze the approaches of environmental education

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

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

REFERENCE

- 1 Bakish, Trilochan S & Navehm Zev(ed) 1980 : *Environmental education, Methods application*, New York.
- 2 Bennet, Dean, B. *Evaluating environmental education programmes*, New York.
- 3 Collis Margoret. *Using the environment*.
4. Gross land, R.W. Moor, S.F.D. 1974. *Environmental studies project. An evaluation report*, Mc Millan London.

5. Fedorov, E. *Man and Nature*.
6. Gerasmov, I.P. *Geography and Ecology*
7. Linke, R.D. *Environmental education in Australia*.
8. Rajput, Sorlu. *Teaching skills for environmental approach primary education*.
9. Rajput, J.S. & Sexena, A.E. *Environmental and primary education*, Bhopal.
10. Salt Bernard. *Environmental science* (Cassell London).
11. Sharma, R.A. (1998) *Environmental Education*, Surya Publication, Meerut.
12. Bhatia, S.C. (ed) 1984. *Papers in Environmental Education*, IUACE, N. Delhi.
13. Bandhu, Desh and Ramanath, N.L.(eds). 1982. *Education for Environmental Planning and Conservation*, Natraj Publisher, Dehradun.
14. Bell, Daniel. 1974. *The Coming of Past Industrial Society*, Arnold Heinman Pub. N. Delhi.
15. Carson, R. 1962. *The Silent Spring*, Fewcett Pub. Greenwich.
16. Sc and Env't. Centre. 1984-85. *The State of India's Environment - The Second Citizens Report*, CFSE, N. Delhi.
17. Chakraborty, S.C. 1982 (ed). *Value orientation and environmental education*, Vivekananda Nidhi, Calcutta.
18. NCERT. 1981. *Environmental education at the school level - A lead paper*, NCERT, N. Delhi.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

M.A. (Education)

Third Semester (Optional)

MAEDN 5042: EDUCATION FOR HUMAN RIGHTS

Objectives

1. To enable the student to understand the concept of human rights and human rights education.
2. To enable the student to understand convention of rights of child.
3. To acquaint students with human duties and rights in Indian context.
4. To enable the student to understand the concept of value education and peace 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.

Practicum

1. Case study on human rights education in a school.
2. Organization of seminar/panel discussion on human rights etc.

REFERENCES

- 1) Brownlie, Ian (ed). Basic Documents on Human Rights, Oxford, Clarendon Press, 1981.
- 2) Donnelly, Jack : Universal Human Rights in Theory and Practice.
Ellis Anthony (ed.). Ethics & International Relations, Manchester University Press, 1986.
- 3) Human Rights Watch. The Human Rights Watch Global Report on Women's Human Rights,
Oxford
- 4) Govt. of India (1992), *NPE POA (Modified)* MHRD, New Delhi,
- 5) NCERT – *Source Book on Human Rights*. N. Delhi.
- 6) NIEPA (1986) *Women's Education in India : A Regional Dimension*, New Delhi.
- 7) Rao, U. (1985) *Women in Developing Society*, New Delhi, Astigha Pub. House.
- 8) Shah, G.R. (1995) *The Encyclopaedia of Women's Studies*, N. Delhi. Gyan Pub. House.
- 9) Siddiqui, M.H. (1993) *Women Education : A Research Approach*, N. Delhi : Ashish Pub. House.
- 10) Singh, U.K. & Nayak, A.K. (1997) *Women Education : New York : Commonwealth Pub.*

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five

M.A. (Education) **Fourth Semester**

MAEDN 505: INSTRUCTIONAL AND BEHAVIORAL TECHNOLOGY

Objectives:

1. To enable the students to understand about programmed learning.
2. To familiarize the students with the equipment of educational technology.
3. To enable the students analyze teaching behaviour.
4. To familiarize the students modern approaches of teaching.

Course Content:

UNIT I. Instructional Technology:

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

UNIT II. Classification of educational technology equipment:

- Edger Dale's Cone of Experience
- Mass, multi-media approach

UNIT III. Behavioral Technology:

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

UNIT IV. Modern Approaches of Teaching:

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

Practicum :

1. Development of instrumental material as per the prescription of PSI
2. Preparation of lesson plan for micro teaching and using it in classroom situation
3. Analysis of classroom interaction as per FIACS.

REFERENCE

1. Allen Dwight and Kelvin Ryam. *Micro Teaching Addison Wesley Publishing Co. London. 1969.*
2. Bajpai, A.C. and Leedham J.F. *Aspects of Educational Technology part. IV, Pitman Pub. Co. N. York. 1970.*
3. Bigge, Morris L. and Maurice, P. Hunt. *Psychological foundations of education. An introduction to human development and learning, Harper and Row New York 1962.*
4. Decece, John, P. *The psychology of learning and instructional technology, Prentice Hall of India. Pvt. Ltd. N. Delhi. 1970.*
5. Storm Robert, D. *Teaching and learning process, Prentice Hall Inc. Englewood Cliffs, New Jersey, 1970.*
6. Sharma, R.A. *Technology of Teaching, Loyal book Depot, Meerut, 1988.*
7. Kourilsky, Marilyn & Quaranta, Lory. *Effective teaching - Principles and practice. Scott, Foresman and Co. England*

8. Pandey, K.P. *Dynamics of teaching behaviour*. Amitash Prakashan Delhi.
9. Rowntree, D. *Educational technology in curriculum development*, Harper & Row, London 1974.
10. Skinner, B.F. *The technology of teaching*. Meredith Corporation. New York. 1968.
11. Green, Thomas, F. *The activities of teaching*. McGraw Hill Book Co. 1971.
12. Admas, Raymonds, S & Biddle, Bruce, J. *Realities of teaching : Explorations with video tape Holt, Rinehart and Winston. Inc. 1970.*
13. Bigge, Moris, L. *Learning theories for teachers* (Third Ed) Harper & Row Pub. 1976.
14. Flanders, Ned. *Analysing teaching behaviour addisen-Wesley Pub. Co. 1971.*
15. Ober, Richard, L. Bentley, Ernest L. Miller, Edith. *Systematic Observation of teaching* prentice Hall. Inc. 1971.
16. Strem Robert, D (Ed). *Teachers and the learning process*. Prentice Hall. Inc. 1971.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five

M.A. (Education)
Fouth Semester

MAEDN 506: CURRICULUM EVALUATION

Objectives :

5. To familiarize the students with the concepts of curriculum design.
6. To enable the students to develop a conceptual framework of curriculum evaluation
7. To develop an understanding models for designing curriculum
8. To develop the awareness among the students about the issues of curriculum.

Course Content:

UNIT I. Curriculum Evaluation:

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

UNIT II. Models of Evaluation:

- Models of Curriculum Evaluation: Scientific models of Matfessel-Michael Evaluation, Provus's Discrepancy Evaluation model,
- Humanistic Model of Stake's Responsive Evaluation model, Paclett and Hamilton's Evaluation Model.

UNIT III. 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 IV. 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. Presentaiton of a seminar
3. Analysis of school curriculum
4. Analysis of a school subject under MLOs (Minimum Learning Outcomes)

REFERENCES

1. Oristein, allan, C & Hunkins, Francis P. Curriculum foundations, Principles, Issues (Second edition), Allyn and Bacon Inc. USA, 1993.
2. Hollis, L. Caswell and Doak, S. Compbel, curriculum Development (New York American Books) 1935.
3. Smith, B.O. et.al. Foundations of Curriculum Improvement, Yonders, N.V. World Book Co.

4. Taba, H. Curriculum Development. Theory and Practice. Hareourt, Brace world Inc. USA, 1962.
5. Doll, Rronald C. Curriculum Improvement. Decision Making and Process 14th edition: Allyn and Bacon inc. USA, 1978.
6. Saylor, J. Galen & Alexander, William M. Planning curriculum for schools.
7. Bellack, Arnoa. And Kliebard, Herbert E. eds. Curriculum and Evalaution. Berkeley. Cacy: McCutcher, 1977.
8. Curricula and lifelong education: UNESCO 1987.
9. Audrey & Howard Nicholls: Developing a Curriculum” a Practical Guide”
10. Chandra Avarinda, Curriculum Development of Evaluation in Education, 1977.

Evaluation Scheme:

Maximum Marks: 70
Minimum Pass Marks: 40
Internal Assessment: 30
Minimum Pass Marks: 12
Time: 03 Hours
Choice: 10 questions and candidates have to attempt any five

M.A. (Education) Fourth Semester

MAEDN 507: GUIDANCE AND COUNSELLING

Objectives:

1. To familiarize the student teachers with the concept of the guidance
2. To familiarize the student teachers with the concept of the counseling
3. To acquaint students with the techniques of guidance and counseling
4. To enable them to know the importance and utility of guidance and counseling.

UNIT-I. 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

UNIT-II. The concept of Guidance and Counselling:

- **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-III. Techniques of Guidance and Counseling:

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

UNIT-IV. 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. Organization of career talks
2. Organization career corner
3. Identification of problems of guidance programme in any school of Arunachal Pradesh
4. Testing the vocational aptitude of secondary school students.

REFERENCES

- 1) Annastasi, A, Psychological testing, McMillan Publishing Co, New York, 4th Ed. 1976.
Block, J.H & L.W. Anderson, Mastery learning in classroom instruction, N.Y. McMillan Camp, 1975.
- 2) Bloom, B.S. Taxonomy of objectives of Cognitive Domains Longmans Green & Co. New York 1956.

- 3) Bloom, B.S. Taxonomy of objectives (Affective domain), Longmans Green & Co. New York 1956.
- 4) Chronbach, L.J. Essentials of Psychological testing, Harper, New York, 1970) 3rd Ed.
- 5) Catel, R.B. Personality: A Systematic theoretical and factual study, McGraw Hill, New York.
- 6) Ebel, R.L. Essentials of Educational measurement (EnglewoodCliff, N.J.P.H.I., 1972)
- 7) Edwards, A.L. Techniques of attitude scale construction (N.Y. application Century), 1957.
- 8) Frank S. Freeman, Theory & Practice of Psychological testing, IBII Publishing Co. Bombay.
- 9) Grunlund, N.E. Stating behavioral objectives for classroom instruction (N.Y. Memillan, 1970.
- 10) Grunlund, N.E. Preparing Criterion referenced tests for classroom instruction (N.Y. Memillan, 1973).
- 11) Grunlund, N.E. measurement and evaluation in teaching (3rd Ed), Memillan Publishing Co. New York, 1976.
- 12) Goslin, D.A. Teachers and testing (N.Y. Russel, Sage Foundation, 1967).
- 13) Grunford, J.P. The nature of human intelligence (N.Y. McGraw Hill, 1967).
- 14) Grunlund, N.E. Sociometry in the classroom (N.Y. Harpet & Row, 1959).
- 15) Julian, C. Stanley and Hopkins, Educational and Psychological measurement and evaluation. Prentica Hall of India, Pvt. Ltd. New Delhi. 1972.
- 16) Lindermon, Richard, H. Educational measurement, B.s. Taraporevala Sons & Co. Bombay.
- 17) Lynum, H.B. Test tScores and what they mean (Englewood Cliffla, N.J. Prentico Hall, 1971).
- 18) Thorndike, Hageri & Alizabeth, Measurement and Evaluation in psychology and education, John Willy and sons. 1971.
- 19) Ten Brink, T.d. Evaluation: A practical guide for teachers (N.Y. McGraw Hill, 1974).

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

M.A. (Education) **Fourth Semester**

MAEDN 5081: ENVIRONMENTAL EDUCATION AND QUALITY OF LIFE

Objectives :

1. To make the students aware of the sustainable development.
2. To make the students understand the role of media for creating awareness on environment
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 and develop in students an 'Eco-friendly Attitude' and environmental values.

Course outline:

Unit-I. 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-II. 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 III. Evaluation in Environmental education:

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

Unit-IV. 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) Identification and reporting of the most immediate environmental problems faced by the locality.
- (ii) Celebrating the environmental days
- (iii) Organization of seminar/debate/workshops

REFERENCE

- 1 Bakish, Trilochan S & Navehm Zev(ed) 1980 : *Environmental education, Methods application*, New York.
- 2 Bennet, Dean, B. *Evaluating environmental education programmes*, New York.
- 3 Collis Margoret. *Using the environment*.
4. Gross land, R.W. Moor, S.F.D. 1974. *Environmental studies project. An evaluation report*, Mc Millan London.
5. Fedorov, E. *Man and Nature*.
6. Gerasmov, I.P. *Geography and Ecology*
7. Linke, R.D. *Environmental education in Australia*.
8. Rajput, Sorlu. *Teaching skills for environmental approach primary education*.
9. Rajput, J.S. & Sexena, A.E. *Environmental and primary education*, Bhopal.
10. Salt Bernard. *Environmental science* (Cassell London).
11. Sharma, R.A. (1998) *Environmental Education*, Surya Publication, Meerut.
12. Bhatia, S.C. (ed) 1984. *Papers in Environmental Education*, IUACE, N. Delhi.
13. Bandhu, Desh and Ramanath, N.L.(eds). 1982. *Education for Environmental Planning and Conservation*, Natraj Publisher, Dehradun.
14. Bell, Daniel. 1974. *The Coming of Past Industrial Society*, Arnold Heinman Pub. N. Delhi.
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17. Chakraborty, S.C. 1982 (ed). *Value orientation and environmental education*, Vivekananda Nidhi, Calcutta.
18. NCERT. 1981. *Environmental education at the school level - A lead paper*, NCERT, N. Delhi.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours

M.A. (Education) Fourth Semester

MAEDN 5082: WOMEN EDUCATION AND EMPOWERMENT

Objectives

1. To enable the students to understand the concept of women Education.
2. To enable the students to understand relation between education and empowerment of women.
3. To enable students analyze problems of girls education
4. To familiarize the learners about the historical perspective of women education in India.
5. To acquaint the learners with present status of women education and empowerment.

Course Content

UNIT I. 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 II. 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 III. 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 IV. 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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- 6) Bhatt, B.D. & Sharma, S.R. (1992) *Women's Education and Social Development*, Delhi : Kanishka Pub. House.
- 7) Elise, B. (1977) *Women in the Twentieth Century World*, Wiley, New York.
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- 12) Singh, U.K. & Nayak, A.K. (1997) *Women Education*: New York : Commonwealth Pub.

Evaluation Scheme:

Maximum Marks:	70
Minimum Pass Marks:	40
Internal Assessment:	30
Minimum Pass Marks:	12
Time:	03 Hours
Choice:	10 questions and candidates have to attempt any five