INSTITUDE OF DISTANCE EDUCATION

RAJIV GANDHI UNIVERSITY

ITANAGAR- 791112

PROGRAMME PROJECT REPORT

MA (EDUCATION)

1. General Objectives:

a. Relevance of Programme to the Institution Mission and Goals-

The course primarily aims to build in enrolled students' proficiency in pedagogy and leadership. It aims to improve the understanding of schooling and appreciation of the political economic and social forces that influence the decisions of academic leaders. M.A Education focusses on students' skills needed in analysis and decisions of education related theories for application to real world experiences along with providing competency in educational leadership.

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

A democracy or any form of governance is reformed only when it is filled with informed citizens. Therefore, keeping in view the relevance of history to the institution's mission and goals IDE has been providing an opportunity to the interested learners who don't have access to education.

b. I) Objectives of the programme

1. To enable students to understand the paradigms of education, provide learning experiences to students for effective participation in educational actions in different areas of education; and create a community of scholars adequately equipped for participation in educational discourse.
2. To inculcate in the students values of enquiry and research on contemporary issues in education; and thereby develop problem solving and decision making abilities;
3. To prepare professionals to practice in diverse educational settings and also address contemporary issues and concerns of education and human development;
4. To make learners sensitive to the technological advancement taking place in the society and enable them to adapt to the changing demands of the society;

5. To develop in the learners a perspective on understanding curriculum planning and development at the local, state, national and international levels; and also thrust on national policies directed towards achieving quality education.
6. To imbibe in the learners the values of equality, justice and human rights for an egalitarian society.

II) Outcomes:

Some of the expected programme outcomes of M.A Education programme may include the following:

1. Demonstrate understanding of an academic field of study and its paradigm, current educational development and contemporary issues in education.
2. Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data from drawing from different sources, and apply appropriate research methodology and participate in generating new knowledge.
3. Connect and establish linkages with other subjects. Meet own learning needs by accessing to educational resources both online and offline.
4. Apply knowledge and skills to new contexts and engage with individuals, institutions and society.

III) Course wise objectives and outcomes

M.A. (EDUCATION) FIRST SEMESTER

EDU-512: 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.

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.

M.A. (EDUCATION) FIRST SEMESTER

EDU-513: 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.

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.

M.A. (EDUCATION) FIRST SEMESTER

EDU-514: 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.

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.

M.A. (EDUCATION) FIRST SEMESTER

EDU-515: TEST CONSTRUCTION

Learning Objectives:

1. To enable the learners acquaint themselves with development of research tools and standardization process.
2. To foster theoretical and practical understandings on reviewing the literature, preparing references, bibliography and webliography in different forms.
3. To make the students capable of developing scales, tests etc for research purpose.
4. Familiarize with the students for writing research paper in different journals, knowing the procedure of indexing, citation and detecting plagiarism for research ethics and publication.

Expected Learning Outcomes:

At the end of the practical experiences the student will be able to:

1. Construct and standardize different tools and scales for educational research.
2. Prepare research synopsis and proposal to carry out a research study project.
3. Apply the knowledge on referencing, indexing and citation in the research academic writing.
4. Practice and exhibit the skills on article writing, maintaining publication ethics and knowing the procedure of plagiarism detection.

M.A. (EDUCATION) SECOND SEMESTER
EDU-521: 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.

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.

M.A. (EDUCATION) SECOND SEMESTER
EDU-522: 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.

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.

M.A. (EDUCATION) SECOND SEMESTER
EDU.523: 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.

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.

M.A. (EDUCATION) SECOND SEMESTER
EDU-524: 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.

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.

M.A. (EDUCATION) SECOND SEMESTER
EDU-525: PREPARATION OF RESEARCH PROPOSAL
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.

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.

M.A. (EDUCATION) THIRD SEMESTER

EDU-531: 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.

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.

M.A. (EDUCATION) THIRD SEMESTER

EDU-532: 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.

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.

M.A. (EDUCATION) THIRD SEMESTER

EDU-533: EDUCATIONAL PLANNING, ADMINISTARTION 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.

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.

M.A. (EDUCATION) THIRD SEMESTER
EDU-534: ENGAGING WITH COMMUNITY
Learning Objectives:
1. To critically understand and analyze academic time and its implementation in rural schools.
2. Develop insights and field realities in the management of school in rural and tribal area.
3. To understand the rural livelihood patterns.
4. To observe living conditions, housing, water supply and other amenities in rural areas and tribal areas.
5. To understand the level of environmental awareness.

Expected Learning Outcomes:
1. Able to understand the role of parents, teachers, headmaster and SMC for the effective implementation of Academic time.

2. Address the challenges with suitable responses for the identified school problem(s).
3. Able to be acquainted with rural livelihood pattern.

4. Familiar with the socio-economic aspects of rural and tribal area.

5. Experience in organizing environmental awareness.

M.A. (EDUCATION) THIRD SEMESTE

EDU-535: 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.

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.

M.A. (EDUCATION) THIRD SEMESTER
EDU-536: ECONOMICS OF EDUCATION (OPTIONAL PAPER)

Leaning Objectives:
To enable the students to:
1. Know the concept and contribution of education for economic growth.
2. Understand financing of education.
3. Develop skills in the preparation of educational planning.
4. Analyze the cost and benefits of education.

Expected Learning Outcomes:

After completion of this paper students will be able to:

1. Know the contribution of education for economic growth of nation.
2. Understand the financing of economics of education.
3. Develop skills in preparation of educational planning.
4. Analyse the cost and benefits of education.

M.A. (EDUCATION) THIRD SEMESTER

EDU-537: ADULT AND CONTINUING EDUCATION (OPTIONAL PAPER)

Learning Objectives:

1. To enable the students to know the meaning & scope of adult education.
2. To understand the importance of adult and continuing education for personal empowerment and national development
3. To acquaint with the various adult education programmes
4. To sensitize about the local problems and resources available for the programme of Adult Education.

Expected Learning Outcomes:

After completion of this paper students will be:

1. Describe the meaning and scope of adult education.
2. Explain the importance of adult education for personal empowerment & national development.
3. Discuss various programmes of adult education.
4. Use mass-media for adult education programme.

M.A. (EDUCATION) THIRD SEMESTER

EDU-538: GENDER STUDIES (OPTIONAL PAPER)

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.

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.

M.A. (EDUCATION) THIRD SEMESTER
EDU-539: POPULATION EDUCATION (OPTIONAL PAPER)
Learning Objectives:
1. To acquaint with concept of population growth and its impact on common life in India.
2. To know the population education policies and various programme in India.
3. To understand the basic principles of population growth, development, public health and family life education.
4. To familiarize the various approaches of teaching population education.

Expected Learning outcomes:
1. To elucidate the concept and nature of population growth and its impact on common life.
2. To explain the population education policies and various programmes in India.
3. To elaborate the basic principles of population growth, development, public health and family life education.
4. To justify the various approaches of teaching population education.
5. To evaluate the current research tendencies in population education.

M.A. (EDUCATION) THIRD SEMESTER

EDU-540: EXPERIMENTAL DESIGNS AND ADVANCED STATISTICS (OPTIONAL PAPER)

Learning Objectives:

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

Expected Learning Outcomes:
1. To explain the various Experimental Designs of Educational Research.
2. To conduct research in education by applying Experimental Designs appropriately.
3. To construct tools of educational research relating Experimental Designs.

4. To analyze data applying appropriate statistical techniques.

M.A. (EDUCATION)   FOURTH SEMESTER

EDU-541: 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.

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.

M.A. (EDUCATION)   FOURTH SEMESTER

EDU-542: 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.

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.

M.A. (EDUCATION)   FOURTH SEMESTER
EDU-543: HUMAN RIGHTS, VALUE & PEACE EDUATION
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.

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.

M.A. (EDUCATION)   FOURTH SEMESTER

EDU-544: 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.

Expected Learning outcome:

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

M.A. (EDUCATION)   FOURTH SEMESTER

EDU-500: 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 Outcomes:

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.

c.Nature of prospective target group learners

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

d.Appropriateness of open and distance learning mode for acquiring specific competence or skills

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

II. **Instructional Designs**

    a. **Duration:** The course is of two-year duration with four semesters in any case the course is to be completed within five years.

    b. **Faculty and support staff requirements:** In order to run the contact and counselling programme effectively, there are full time working counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource person in the programme and assignment evaluation. The learners can also contact them for clarifying their difficulties.

    c. **Instructional delivery mechanism:** For developing the study material, the IDE appoints Subject Coordinators form within and outside the University. Counselling coordinators are engaged from the departments of the University.

    d. **Identification of media and students support service system**: The course curriculum of the Programme involves counselling in the form of personal contact and counselling programme of duration of approximately 15-20 days. The coordinators of each subject form groups in social media like WhatsApp, Facebook, Instagram, Telegram, Twitter where important topics are shared followed by discussions. The learners also provided with audio-visual classes, self-instructional study materials, lectures, presentations, group or individual discussions.

    e. **Procedure for admission**: Prospectus with admission form is available at IDE, RGU and its respective study centers. The students during the admission should submit their original registration card and migration certificate with all the other required documents mentioned in the prospectus within a specific period.

    f. **Curriculum transaction and evaluation**: The course curriculum involves contact and counselling programme at the institution. The learners are given assignment which is compulsory. The learner will have to submit the assignment in order to be eligible for appearing the final examination. The examination will be conducted semester wise. The assignment will carry 30% and the written examination will carry 70%. Evaluation of the assignment will be done at respective study center (if resource persons are available) of IDE, RGU. The evaluators of the assignment will give their feedback on the quality and further scope for improvement of performance of the examinee.

    g. **Laboratory support required for the programme**: Laboratory support is required for papers like educational psychology. In educational psychology paper, the practical papers are conducted by the regular education department with the coordination of IDE, RGU.

h. **Library resources**: There is provision for the institutional library of IDE which functions within IDE building. Besides the institutional library, learners can also visit the central library of the University next to the IDE building.

III. **Financial involvement**

a. Cost of estimate of the programme and the provisions therefore: common annual budget is sanctioned every year for the current financial year for expenses against all courses. This allocation is allocated in following heads
    1. Development of course material
    2. Student support services
    3. Self-training and development
    4. Technology support
    5. Library
    6. Research and Development

b. **Amount assigned for programme development, delivery and maintenance As shown below**

Details	MA 1st Semester	MA 2nd Semester	MA 3rd Semester	MA 4th Semester
Course Fee	₹ 700.00	₹ 700.00	₹ 700.00	₹ 700.00
Admission Fee	₹ 500.00	₹ 500.00	₹ 500.00	₹ 500.00
Registration Fee	₹ 450.00			
Central Examination Fee	₹ 1,600.00	₹ 1,600.00	₹ 1,600.00	₹ 1,600.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self Learning Material	₹ 3,500.00		₹ 3,500.00	
Assignment Evaluation Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Counselling Fee	₹ 700.00	₹ 700.00	₹ 700.00	₹ 700.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Continuation Fee		₹ 500.00	₹ 500.00	₹ 500.00
Assignment Response Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Centre Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Library Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
	₹ 8,750.00	₹ 5,300.00	₹ 8,800.00	₹ 5,300.00

IV. **Quality assurance mechanism**

a. **Expected programme outcomes**: The course ensures the learners with knowledge of multi-cultural understanding which will prepare students for successful history career in areas such education, law and Government, Business Management, Writing and research.

b. **Curriculum and detailed syllabi of the programme**: The syllabus for the course has been approved both by academic council of Rajiv Gandhi University and Distance Education Bureau and is at par within the course offered under regular mode. The semester wise curriculum is given below.

Credit Weightage per Paper and Semester

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

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

***4 hours per week

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

Paper Code and Title	External Marks	Internal Marks	Total Marks	Credit	Teaching Hours
First Semester:					
EDU-511: Philosophical Foundations of Education	80	20	100	4	64 hrs
EDU-512: Psychological Foundations of Education	80	20	100	4	64 hrs
EDU-513: Educational Technology	80	20	100	4	64 hrs
EDU-514: Methodology of Research in Education	80	20	100	4	64 hrs
EDU-515: Test Construction	80	20	20	4	64hrs
Second Semester:					
EDU-521 :Education in India	80	20	100	4	64 hrs
EDU-522: Comparative Education (with reference to UK, USA, Russia and India)	80	20	100	4	64 hrs
EDU-523: Guidance and Counseling in Education	80	20	100	4	64 hrs

EDU-524: Teacher Education	80	20	100	4	64 hrs
EDN-525: Preparation of Research Proposal	50	50	100	4	64 hrs

Third Semester :

EDU-531: Sociological Foundations of Education	80	20	100	4	64 hrs
EDU-532: Educational Measurement and Evaluation	80	20	100	4	64 hrs
EDU-533: Educational Planning, Administration and Leadership	80	20	100	4	64 hrs
EDU-534: Engaging with Community	20	80	100	4	64hrs
EDU-535: Inclusive Education (Open Elective under CBCS)	80	20	100	4	64 hrs

Optional (Any one from the Optional)

Fourth Semester:

EDU-541: Curriculum Studies	80	20	100	4	64 hrs
EDU-542: Environmental Education	80	20	100	4	64 hrs
EDU-543: Human Rights, Value & Peace Education	80	20	100	4	64 hrs
EDU-544: Practicum (Psychological Tests, Experiments and ICT)	80	20	100	4	64 hrs
EDU-500: Dissertation	80	20	100	4	64hrs

Optional Paper: (Any one from the Optional)

EDU-535: Inclusive Education (Open Elective under CBCS)

EDU-536: Economics of Education

EDU-537: Adult and Continuing Education

EDU-538: Gender Studies

EDU-539: Population Education.

EDU-540: Experimental Design and Advanced Statistics

Dissertation will be given to the student in the beginning of third semester and will have to be submitted in the fourth semester before the commencement of the end semester examination.

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 515, 525,534,544 and 500). Section A will be of 20 marks. There shall be 05 questions carrying 01 question 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 for internal assessment 15 marks will be given on the basis of three Sessional tests/Sessional assignments by taking the average of 2 best tests/Sessional assignment and 5 marks will be given on the basis of Practicum/Assignment decided by the concerned teacher.

Note:

1. There is separate scheme of evaluation for paper 515, 525, 534, 544 and 500 and is available with major syllabus of the concerned paper.
2. The final practicum examination will be conducted by a Board of External Examiners appointed by the University.
3. One paper to be adopted in MOOC according to suitability of course structure.

4. 10-20% of the course to be based on online teaching.
5. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

M.A. (EDUCATION) FIRST SEMESTER

EDU-511: 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, Mokhsa: 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 to 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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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1. Bhayrappa, S.L. *Values in Modern Indian Educational thoughts*, NCERT, New Delhi, 1988.
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EDU-512: 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 tasks 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)
- Meaning, Nature and determinants of Personality
- Theories of personality (Psychoanalytical, Type and Trait Approaches)
- Mental Health: Concept and its importance.

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

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.

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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bloom, B.S. (1971). *Mastery Learning in J.H. Black (ed) Mastery Learning* : *Theory and Practice*, N.Y. Holt Rinehart and Winston
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M.A. (EDUCATION) FIRST SEMESTER

EDU-513: 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 instruction 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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Allen Dwight and Kelvin Ryam. *Micro Teaching Addison* Weslly Publishing Co. London. 1969.
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M.A. (EDUCATION) FIRST SEMESTER
EDU-514: 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 ($x^{2)}$, U- test and H- Test).

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.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.
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MA (EDUCATION) FIRST SEMESTER

EDU-515: TEST CONSTRUCTION

Learning Objectives:

1. To enable the learners acquaint themselves with development of research tools and standardization process.
2. To foster theoretical and practical understandings on reviewing the literature, preparing references, bibliography and webliography in different forms.
3. To make the students capable of developing scales, tests etc for research purpose.
4. Familiarize with the students for writing research paper in different journals, knowing the procedure of indexing, citation and detecting plagiarism for research ethics and publication.

Instructions:

The students are directed to perform the following hands on activities on any four of the followings (two from each section A and B).

Section A: Construction and Standardization of Tools of Research

(15 marks each + internal 5 marks each)

I. Preparation and Standardization of Achievement Test/Aptitude Test on any subject with 50 items.
II. Preparation and Standardization of Attitude Scale with 30 statements by using Likert five point scale.
III. Development of a questionnaire on any research problems with at least 40 items (open and closed ended, both) and establishing validity of the questionnaire).
IV. Construction of any two rating scales (numerical, graphic, and descriptive) on any research related topic with 20 items.
V. Development of a Checklist or Information Schedule or Observation Schedule for any area of research.
VI. Preparation of an Interview Schedule or schedule for FGD on qualitative research study.

Section B: Academic Writing, Research Process and Publication Ethics

(15 marks each + internal 5 marks each)

I. Every student shall prepare and write 30 reviews on any topic of his/her interest and reporting in a seminar.

II.   Every student shall write 40 references, bibliography and webliography on any study area according to APA, MLA, Chicago and other latest referencing style and reporting in a seminar.
III.   Prepare a write-up on any article to be published (conceptual or empirical based) with proper citation indexing and find out the plagiarism certificate by uploading the article in URKUND or TURNITIN sites.
IV.   Selection of at least 5 standardized scales/ tools/ tests on the following areas and prepare a list:
   a) Teacher Effectiveness Scale.
   b) Intelligence Test (General, Spiritual, Emotional and Vocational).
   c) Interest Inventory.
   d) Personality Test or Inventory.
   e) Creativity Test.
   f) Research Aptitude Test or Scale.
   g) Job Satisfaction Scale.
   h) Anxiety Test/Scale.
   i) Motivation Scale.
   j) Teaching Aptitude.
   k) Scientific Aptitude.
   l) Vocational Inventory.
   m) Attitude Scale.
   n) Socio Economic Status scale.
   o) Study Habit Scale.
   p) ICT Related Test/Scale.
   q) Emotional Quotient Scale.
   r) Any Awareness Scale

Students shall prepare a report on any four activities (two from each section) in their practical syllabus and present before the examiner through seminar.

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

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

Expected Learning Outcomes:

At the end of the practical experiences the student will be able to:

1. Construct and standardize different tools and scales for educational research.
2. Prepare research synopsis and proposal to carry out a research study project.
3. Apply the knowledge on referencing, indexing and citation in the research academic writing.

4. Practice and exhibit the skills on article writing, maintaining publication ethics and knowing the procedure of plagiarism detection.

Scheme of Evaluation:

Internal **:** 20 marks

External:

a. Viva voce: 20 marks

b. Report preparation and quality presentation: 60 marks (15 marks for each components)

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

M.A. (EDUCATION) SECOND SEMESTER

EDU-521: 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-Accidental 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 KGVB) 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 educhion 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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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M.A. (EDUCATION) SECOND SEMESTER

EDU-522: 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.

Note:

1. 10-20% of the course to be based on online teaching.

2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.A. (EDUCATION) SECOND SEMESTER

EDU-523: 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
- 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

- Meaning, Nature& Principles of counseling
- Types of counseling: Directive, Non-directive &Eclectic
- Steps of Counseling process
- Qualification and Attributes of Counselors

UNIT- III: Tools and Techniques of Guidance

- Need and importance of Tools and Techniques in Guidance and Counseling
- Testing Techniques: Measuring intelligence, interest, aptitude and personality
- Non-testing techniques : observation, interview. Questionnaire, rating scale, cumulative records
- Clinical method in Guidance and Counseling

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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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17. sec. Overoy S.C.
18. AgarwalJ.C

M.A. (EDUCATION) SECOND SEMESTER

EDU-524: 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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Govt. of India. *Report of the Education Commission*. 1964-66.
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EDU-525: PREPARATION OF RESEARCH PROPOSAL

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

Prepare a research proposal/ synopsis on any problem of your interest within 1500 words as per the steps involved in the preparation of research synopsis. The student will present the synopsis in seminar and submit in triplicate for the same to carry out for his/her dissertation.

Expected Learning Outcome

At the end of the practical experiences, the student will be able to prepare a research synopsis

Evaluation Scheme:

Internal	External
Preparation of synopsis : 50 Marks.	**Viva-Voce & Presentation**: 50

Total Marks = 50 + 50 = 100 Marks

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

EDU-531: 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 with the 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.

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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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M.A. (EDUCATION) THIRD SEMESTER

EDU-532: 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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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M.A. (EDUCATION) THIRD SEMESTER
EDU-533: EDUCATIONAL PLANNING, ADMINISTARTION 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 Analyasis, 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.

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1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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Learning objectives	Learning outcomes	Course evaluation
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)	20 marks+ Report writing 20 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. a) Familiar with the socio-economic aspects of rural and tribal area. b) Experience in organizing environmental awareness	20 marks+ Report writing 20 Marks=40 marks

Field work Tasks/Activities & Evaluation Scheme

1. Observation visit to the government or non-government school in a tribal village and report writing: 40 Marks. **(Internal)**
2. Observation visit and organize environmental awareness programme for students/community members and report writing: 40 marks. **(Internal)**
3. Viva – Voce: 20 Marks **(External)**
   Total Marks = 40 + 40 +20 = 100 Marks.

M.A (EDUCATION) THIRD SEMESTER

EDU-534: ENGAGING WITH COMMUNITY/COMMUNITY ENGAGMENT

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

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

M.A. (EDUCATION) THIRD SEMESTER
EDU.535: 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.

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.

Expected Learning Outcomes:

1. To explain the Special Education, Integrated Education and Inclusive Education.
2. To identify the various National Institute which provide 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.

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.

Note:

3. 10-20% of the course to be based on online teaching.
4. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDU-536: ECONOMICS OF EDUCATION (OPTIONAL PAPER)

Leaning Objectives:
1. To make students know the concept and contribution of education for economic growth.
2. To enable students to understand financing of education.
3. To develop skills of educational planning among students.
4. To enable students to analyze the cost and benefits of education.

Course Content:

UNIT- I. Introduction to Economics of Education:
- Nature of economics of education.
- Concept of GMR and economic growth.
- Scope and principles of economics.
- Education as capital and investment

UNIT- II. Human Resource Development:
- Concept of human capital.
- Need for man power planning.
- Manpower recession, under-employment.
- The role of MHRD.

UNIT- III. Educational Planning:
- Approaches to educational planning.
- Social demand approach.
- Manpower approach.
- Rate of return approach.
- National and state bodies of educational planning.
- Factors influencing the determination of priorities in educational planning.

UNIT- IV. Financing of Education and Economic Indicator of Education.
- Cost of Education and educational expenditure.
- Sources of finance.
- Cost benefits analysis of education.

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

Expected Learning Outcomes:

After completion of this paper students will be able to:
1. Know the contribution of education for economic growth of nation.
2. Understand the financing of economics of education.
3. Develop skills in preparation of educational planning.

4. Analyze the cost and benefits of education.

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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
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M.A. (EDUCATION) THIRD SEMESTER

EDU-537: ADULT AND CONTINUING EDUCATION (OPTIONAL PAPER)

Learning Objectives:

1. To enable the students to know the meaning & scope of adult education.
2. To understand the importance of adult and continuing education for personal empowerment and national development.
3. To acquaint with the various adult education programmes.
4. To sensitize about the local problems and resources available for the programme of Adult Education.

Course Content:

UNIT- I: Introduction to Adult Education

- Meaning and scope of adult education.

- Education for adults.

- Role of education in economic development of an individual and of a nation in social mobility and social change

UNIT- II: Adult education and its forms

- Formal, non-formal, informal, further education, continuing education, extension education, distance education, open learning and their purpose and distinguishing features.
- Non-formal education; concept, objectives, and strategies for development of non-formal education in India.

UNIT- III : Historical Development of Adult Education in India:
- Efforts made by the Government-National Literacy Mission(NLM),Jana Shiksha Nilayam(JSN), New Education Policy on Adult education, and Other Programmes declared by the Government Youth Club and Mahila Mandals.

UNIT- IV: Adult learning and Use of Mass-Media in Adult Learning.
- Adult learners' psychology in teaching,
- Functional literacy.
- Use of mass - media (TV, Radio, Newspaper, Magazine) and locally available resources

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

Expected Learning Outcomes:

After completion of this paper students will be:

1. Describe the meaning and scope of adult education.
2. Explain the importance of adult education for personal empowerment & national development.
3. Discuss various programmes of adult education.
4. Use mass-media for adult education programme.

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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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M.A. (EDUCATION) THIRD SEMESTER

EDU-538: GENDER STUDIES (OPTIONAL PAPER)

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 girls 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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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M.A. (EDUCATION) THIRD SEMESTER
EDU-539: POPULATION EDUCATION (OPTIONAL PAPER)

Learning Objectives:
1. To acquaint with concept of population growth and its impact on common life in India.
2. To know the population education policies and various programme in India.
3. To understand the basic principles of population growth, development, public health and family life education.
4. To familiarize the various approaches of teaching population education.

Course Content:

UNIT – I: Introduction to Indian Population Growth
- Nature of population growth in India.
- State wise population density in India.
- Concept of population explosion since 1901 to 2021.
- Present population scenario and its impact on common life in India.

UNIT – II: Population Education Policies and programmes
- Various population control policies and programmes and schemes in India.
- Development of population studies & institutions in India.
- Evaluation of prevalent practices of population planning and control.
- Various implementing agencies of population education programmes in India

UNIT - III: Population Growth, Development, Public Health and Family Life Education.
- Impact of population growth on Social and Economic developments
- Population migration and its impact on society.
- Population affect the quality of life.
- Concept of good health, goals of health education, health services and various
  National health programmes.
- Nature and need of family life education and various family planning schemes for population
  control.

UNIT- IV: Approaches of Teaching Population Education
- Concept and development of curriculum of population education for the school stage & preparation of teachers for imparting population education.
- Value clarification, inquiry approach, modular approach and other ways of teaching population education.
- Various co-curricular activities; Drama, Nukkar Natak, Slogan, Painting, Lectures, Essay Writing, Songs etc.)
- Indentify the various areas of research for planning & implementation of population control schemes.

Mode of Transaction:
- Lecture cum Discussion method.
- Observational Studies.
- Survey method.
- Drama and Natak method.

Practicum : Preparation of a report on any one of the below mentioned topic and its presentation through seminar.
1. To make population survey near local areas or villages.
2. To study the problems relating to population education.
3. To study the government schemes relating to population awareness.

Expected Learning outcomes:
1. To elucidate the concept and nature of population growth and its impact on common life.
2. To explain the population education policies and various programmes in India.
3. To elaborate the basic principles of population growth, development, public health and family life education.
4. To justify the various approaches of teaching population education.
5. To evaluate the current research tendencies in population education.

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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.A. (EDUCATION) THIRD SEMESTER

EDU-540: EXPERIMENTAL DESIGNS AND ADVANCED STATISTICS (OPTIONAL PAPER)

Learning Objectives:

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

Course Content:

UNIT – I: Principles of Experimental Design

- Research experiments and variables in Experiment, Designs of Experimental Research, Characteristics, Internal and External Validity of Experimental Research. Sample space and Probability, Simulation of the Experiment and random samples, importance of randomization

- A sample space for the experiment testing of null hypothesis, type I & Type II Errors, concept of experimental controls.

UNIT – II: Binomial and normal Distribution

- Binomial population and binomial variables, properties and constants of binomial distribution, importance of binomial distribution

- Normal distribution its properties and applications

- Tests of normality

UNIT – III: Correlation and linear regression

- Methods of computing correlation (Pearson's, Biserial, Point Biserial, Phi-Coefficient, Contingency Coefficient, Partial and Multiple Correlation), Tetrachoric correlation

- Concept of regression and prediction regression lines, the score and normal forms, regression coefficient, prediction, accuracy of prediction from regression lines

UNIT – IV: Heterogeneity of variance, concept, F-distribution, Tests of Homogeneity

- Analysis of variance (ANOVA)

- Concept and assumptions

- One and two way analysis

- Analysis of co-variance (ANCOVA) concept, assumptions, application of analysis of covariance in experimental research

- Factorial Analysis

- Concept of factorial analysis, correlation matrix

- Diagonal and cetroid methods of factoring, concept of rotation and factor loading

- Extraction of first factor and its interpretation.

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 an Experimental Research problem and identification of variables

2. Formulating the objectives and hypotheses

3. Construction of scale

4. Adm. of research tool and interpretation

Expected Learning Outcomes:
1. To explain the various Experimental Designs of Educational Research.
2. To conduct research in education by applying Experimental Designs appropriately.
3. To construct tools of educational research relating Experimental Designs.
4. To analyze data applying appropriate statistical techniques.

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.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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M.A. (EDUCATION)   FOURTH SEMESTER

EDU-541: CURRICULUM STUDIES

Learning Objectives:

1. To familiarize the students with the concept 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, 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.

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.

Note:

1. 10-20% of the course to be based on online teaching.

2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Oristein, allan, C & Hunkins, Francis P. Curriculum Foundations, Principles, Issues (Second edition), Allyn and Bacon Inc. USA, 1993.
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M.A. (EDUCATION) FOURTH SEMESTER

EDU-542: 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   : 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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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M. A. (EDUCATION) FOURTH SEMESTER

EDU-543: HUMAN RIGHTS, VALUE & PEACE EDUATION

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.

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.

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.

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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bharadwaj, T.R. (2007): Education of Human values, Mittal Publications, New Delhi-110059 A-110, Mohan Garden, New Delhi-110059
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M. A. (EDUCATION) FOURTH SEMESTER

EDU-544: 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 Bank/ 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 **(External)**

Practical Question on ICT   using Computer (15 x 2)   : 30 marks **(External)**

Viva-voce with External & Internal Expert Board   : 20 marks **(External)**

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

Internal Assessment & Preparation of practical Note books   : 20 marks   **(Internal)**

(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.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

M.A. (EDUCATION) THIRD SEMESTER

EDu-500: 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.

Instructions:

1. The dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners.
2. Every candidate shall submit a dissertation on an educational problem. Three copies of the dissertation typed on one side only and duly certified by the supervisor /guide shall be submitted one month before commencement of the examination.
3. The dissertation shall either be a record of original work or a recorded and critical exposition of existing database with regard to an educational problem.
4. Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on him/her on any one else by the university or any other university/institution.
5. The dissertations shall be examined by one internal examiner (Supervisor) and one external examiner. Each shall receive a copy of the dissertation. They shall conduct the viva voce jointly.

Expected Learning Outcomes

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.

Evaluation Scheme:

Dissertation Written Presentation   : 80 Marks.

Viva-Voce   : 20 Marks.

Note:

1. Dissertation written presentation will be evaluated by external examiner out of 80 Marks.

2. The student shall submit the dissertation on or before 30th, April for final Viva – Voce.

3. 10-20% of the course to be based on online teaching.
4. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.