

**EDUCATION**  
**MA EDUCATION 1<sup>ST</sup> SEMESTER**

**M.A. (Education)**

**MAEDN 401: PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

**Objectives :**

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

**Course Content :**

UNIT-I. Educational Philosophy

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

UNIT-II. Indian philosophical traditions:

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

UNIT – III. Contribution of Indian Thinkers:

Educational contribution of-

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

UNIT-IV. Western Schools and Philosophical Approaches.

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

**Practicum**

1. Book review of any one educational philosopher
2. Identification of values and their classification

### 3. Organization of seminar/debate on philosophical issues

#### REFERENCES

1. Bhayrappa, S.L. *Values in Modern Indian Educational thoughts*, NCERT, New Delhi, 1988.
2. Braneld, T. *Towards a reconstructed philosophy of education*, Dryden Press, New York, 1956.
3. Brammel.D. T. *Patterns of educational philosophy*, New York. Rinehart and Winston, 1971.
4. Broudy, H.S. *Building a philosophy of Education*. Hall of India Pub. New Delhi, 1965.
5. Brown, L.M. *Aims of Education*, Teachers college Press. New York, 1970.
6. Brubacher, J.S. *Modern Philosophies of education*, University of Chicago Press. 1955.
7. Chaube, S.D. *History of Indian Education*. Vinod Pustak Mandir, Agra. 1986.
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20. Luther, M.N.: *Values and ethics in School Education*, New Delhi Tata McGraw Hill, 2001
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## MA EDUCATION 1<sup>ST</sup> SEMESTER

### M.A. (Education)

#### MAEDN 402: EDUCATIONAL PSYCHOLOGY: GROWTH AND DEVELOPMENT

##### Objectives:

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

##### Course Content:

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

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

**UNIT- II. Methods of Educational Psychology:**

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

**UNIT- III. Growth and Development:**

- Dimensions of growth and development; Physical, Social, Emotional, Language development with special reference to Adolescence period.
- Factors of growth and development: Heredity and environment and their implication on education.
- Developmental task during Adolescence period

**Practical**

**Unit-IV. Experiment**

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

**Practicum**

1. Case study of a problem child

**REFERENCES**

1. Bloom, B.S. (1971). *Mastery Learning in J.H. Black (ed) Mastery Learning : Theory and Practice*, N.Y. Holt Rinehart and Winston
2. Chauhan, S.S. *Advanced educational psychology*, Vikas Pub. N. Delhi.
3. Crow and Crow. *Educational psychology*, Eurasia Pub. House, N.Delhi.
4. De Cecco, J.P. & William Crawford. *The psychology of learning and instruction; Educational psychology*, Prentice hall, N. Delhi. 1970.
5. Eysenck, H.J. *The structure of personality*, Methuen, 1960.
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- 9 Hurlock, E.B. *Child development*, McGraw Hill. 1972.
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11. Maslow, A.H. *Motivation of personality*, Harper, 1954
12. McMillan. *Assessment of personality*
13. Skinner, C.E. *Educational Psychology*, Prentice Hall, India, 1970.
14. Torrance, E.P. *Gifted Children and the classroom* McMillan, Co. 1963.
15. Walia, J.S. *Foundation of educational psychology*, Jalandhar Pub. 1977.
16. Sahoo, P.M. *Psychology in Indian context*, Agra, Bhargava Book Hosue, 2002

# MA EDUCATION 1<sup>ST</sup> SEMESTER

## M.A. (Education)

### MAEDN 403: METHODOLOGY OF RESEARCH IN EDUCATION

#### Objectives:

1. To familiarize the students about the basic concepts of educational research
2. To develop the skill of conducting the research in education
3. To enable the students know various methods of educational research
4. To enable the students understand tools and techniques in educational research

#### Course Content :

##### UNIT-1. Educational Research:

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

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

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

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

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

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

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

#### Practicum :

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

#### REFERENCE

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.
2. Best, J.W. *Research in Education*, N. Delhi. Prantice Hall of India
3. Bellack, A.A. *Theory and Research in Teaching*, New York, Teacher's College, Columbia. 1964.
4. Butcher, H.J. *Sampling in Educational Research*, Manchester University Press.
5. Edward, A.L. *Experimantal Design in Psychological Research*, Publishing Co. N. Delhi, New York.
6. Goode, William, J. and Paul K Hatt. *Methods in Social Research*, McGraw Hill Book Co. 1952, New York.
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8. Kerlinger Fred,N. *Foundations of Behavioural Research*, Subject Pubvlications. 1983. N. Delhi-7.
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10. Neale, J.M. and D.M. Libert. *Science and Behaviour : An Introductions to Methods of Research*, Englewood Cliffs, N.J. 1968.

## **MA EDUCATION 1<sup>ST</sup> SEMESTER**

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

#### **EDN 404: TEACHER EDUCATION**

#### **Objectives:**

1. To acquaint the students with development of teacher education programmes in India.
2. To enable the students know about Pre-service and In-service programmes
3. To familiarize the students with the teaching behaviour and teaching skills
4. To enable the students analyze trends in teacher education

#### **Course Content:**

##### **UNIT I. Development of Teacher Education in India:**

- Historical development of teacher education in India and recommendations of Various Commissions and Committees.
- Meaning, Importance and Aims of Teacher Education Programme.
- Structure of Teacher Education at different Levels.
- Models of Teacher Education.

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

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

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

- Teaching Behavior.

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

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

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

## Practicum

1. Analysis of Teaching behaviour of school teachers in a subject (10 periods) using Ned Flanders Techniques
2. Study of pre-service or in-service teacher education programme
3. Role of DIET/NCTE/SCERT/SIE in Teacher Education

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1. Govt. of India. *Report of the education commission*. 1964-66.
2. Govt. of India. *National Policy on Education*, 1986, Programme of action, 1986.
3. Anand, C.L. *Aspects of Teacher Education*, Delhi. S. Chand Co. 1988.
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6. Buch, M.B.(ed). *Third Survey of Research in Education*, Delhi, NCERT. 1987.
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9. Richard Godings, Ec.Al. *Changing priorities in Teacher Education*, Nicholas Pub. Co. N.Y. 1982.
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13. Lulla, B.P. & Murity. *Essential problems of Indian Education*, LNC Agarwal, Agra, 1971.
14. Tibble, J.W. (ed). *The future of teacher education*, London. Routledge and Kegan Paul, 1971.
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17. Reynolds, Maynards (ed). *Knowledge Base for the Beginning Teacher*, Pergamon Press, 1989. N.Y.
1. Altekar. *Ancient Indian Education*, Nanda Kishore Bros. Varansi. 1957.
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21. *Report of Education Commission*. 1964-66, Govt. of India

## MA 2<sup>ND</sup> SEMESTER M.A. (Education)

### MAEDN 405: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

#### Objectives :

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

#### Course Content :

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

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

##### UNIT II. Education and Socialization:

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

##### UNIT III. Education and culture:

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

##### UNIT IV. Education and modernization:

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

#### Practicum

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

#### REFERENCES

- 1 Agarwal, J.C. : Education in developing societies, Starling pub. New Delhi Barbu. Society, *Culture and Personality* (1971) Black Well. Oxford.
2. Brookover, B. et al. *A Sociology of Education*. N.Y. American Book Co. 1961.
3. Brown, Francis, J. *Educational Sociology*. N.Y. Prentice Hall. Inc. 1961.
4. Brunner, J.S. *The Process of Education*, Delhi. Atmaram & Sons.
5. Cole, S. Brembeck. *Social Foundations of Education : Environment influences in Teaching learning*. N.Y. John Wiley & Sons. 1971.
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23. UNESCO – Inequalities and Educational Development, Paris, ANIIEP Seminar, UNESCO, 1982.

## **MA 2<sup>ND</sup> SEMESTER**

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

#### **MAEDN 406: EDUCATIONAL PSYCHOLOGY: LEARNING, INTELLIGENCE AND PERSONALITY**

##### **Objectives :**

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

##### **Course Content:**

##### **UNIT-I. Theories of Learning and Motivation**

- Learning: Concept and principles of learning

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

#### UNIT- II. **Intelligence:**

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

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

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

#### **Practical**

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

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

#### Practicum

1. Administration of psychological test and its interpretation

#### **REFERENCES**

1. Bloom, B.S. (1971). *Mastery Learning in J.H. Black (ed) Mastery Learning : Theory and Practice*, N.Y. Holt Rinehart and Winston
2. Chauhan, S.S. *Advanced educational psychology*, Vikas Pub. N. Delhi.
3. Crow and Crow. *Educational psychology*, Eurasia Pub. House, N.Delhi.
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6. Guilford, J.P. *Fields of psychology*, Van-Nostrand, 1967.
7. Griendler, R.E. *Adolescence*, John wiley, 1973.
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15. Walia, J.S. *Foundation of educational psychology*, Jalandhar Pub. 1977.
16. Sahoo, P.M. *Psychology in Indian context*, Agra, Bhargava Book Hosue, 2002
17. Kulshetha, S.P.

## **MA 2<sup>ND</sup> SEMESTER**

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

#### **MAEDN 407: EDUCATIONAL STATISTICS**

#### **Objectives:**

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

#### **Course Content:**

##### UNIT-I. Measures of central tendency and variability:

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

##### UNIT II. Correlation

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

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

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

##### UNIT IV. Hypothesis Testing

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

#### **Practicum :**

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

#### **REFERENCE**

1. Garret, H.E. *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd. Bombay, 1975. Indian Print.

2. Guilford, J.P. *Fundamental Statistics in Psychology and Education*, Kogakusha, Tokyo, 1956.
3. Guildord, J.P. *Psychometric Methods*, International Student Edition, 1955.
4. Goode, William, J. and Paul K Hatt. *Methods in Social Research*, McGraw Hill Book Co. 1952, New York.
5. Kaul, L. *Methodology of Educational Research* Vikas Publishers. 1984. New Delhi.
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9. Sax, Gilbert : *Empirical Foundations of Educational Research*, Englewood Cliffs, N.J. 1968.

## **MA 2<sup>ND</sup> SEMESTER M.A. (Education)**

### EDN 408: PROBLEMS OF SCHOOL EDUCATION AND HIGHER EDUCATION

#### **Objectives:**

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

#### **Course Content:**

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

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

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

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

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

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

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

- Literacy and its factors in NE
- Constraints in communication and physical facilities

- Education of socially and economically disadvantaged section of society-SC, ST, Women and rural population.
- Problems of Educational Administration & Supervision

## Practicum

1. Identification of problems of vocational education at secondary school stage in Arunachal Pradesh
2. Problems of educational supervision and inspection

## REFERENCES

1. Govt. of India. *Report of the education commission*. 1964-66.
2. Govt. of India. *National Policy on Education*, 1986, Programme of action, 1986.
3. Anand, C.L. *Aspects of Teacher Education*, Delhi. S. Chand Co. 1988.
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## **M.A. (Education)** **Third Semester**

### MAEDN 501 : EDUCATIONAL TECHNOLOGY

#### **Objectives:**

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

#### **Course Content:**

##### **UNIT I. Education and Technology:**

- Meaning, Nature and scope of Educational Technology, its significance
- Hardware, software approaches-Technology in Education and Technology of Education.
- Objectives of Educational Technology at Micro level and Macro level
- Systems Approach

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

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

##### **UNIT III. Models of teaching:**

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

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

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

#### **Practicum :**

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

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2. Bajpai, A.C. and Leedham J.F. *Aspects of Educational Technology* part. IV, Pitman Pub. Co. N. York. 1970.
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16. Strem Robert, D (Ed). *Teachers and the learning process*. Prentice Hall. Inc. 1971.

## M.A. (Education) Third Semester

### MAEDN 502 : CURRICULUM DEVELOPMENT

#### Objectives :

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

#### Course Content:

##### UNIT I. Introduction to curriculum development:

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

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

- Philosophical
- Psychological
- Sociological

- Historical

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

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

**UNIT IV. Curriculum Design:**

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

**Practicum:**

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

## REFERENCES

1. Oristein, allan, C & Hunkins, Francis P. Curriculum foundations, Principles, Issues (Second edition), Allyn and Bacon Inc. USA, 1993.
2. Hollis, L. Caswell and Doak, S. Compbel, curriculum Development (New York American Books) 1935.
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9. Audrey & Howard Nicholls: Developing a Curriculum" a Practical Guide"
10. Chandra Avarinda, Curriculum Development of Evaluation in Education, 1977.

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

**MAEDN 503 : EDUCATIONAL EVALUATION**

**Objectives:**

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

**Course Content:**

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

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

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

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

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

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

**UNIT-IV. Construction and Standardization of Achievement Test and Attitude Scale**

- Norms: Meaning and significance of norms, Types of norms and their usability: Age norm, Grade norm, percentiles, standard scores-Z-scores, T- Scores, Stanine
- Meaning and Types of Achievement Test- Teacher Made and standardized, Steps of construction of Achievement Test and its standardization
- Meaning and Significance of Measuring Attitude
- Method of construction and standardization of Attitude Scale : Thurstone and Likert method

**Practicum:**

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

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Block, J.H & L.W. Anderson, Mastery learning in classroom instruction, N.Y. McMillan Camp, 1975.
- 2) Bloom, B.S. Taxonomy of objectives of Cognitive Domains Longmans Green & Co. New York 1956.
- 3) Bloom, B.S. Taxonomy of objectives (Affective doming), Longmans Green & Co. New York 1956.
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- 5) Catel, R.B. Personality: A Systematic theoretical and factual study, McGraw Hill, New York.
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- 17) Lynum, H.B. Test tScores and what they mean (Englewood Cliffa, N.J. Prentico Hall, 1971).
- 18) Thorndike, II Hageri & Alizabeth, Measurement and Evaluation in psychology and education, John Willy and sons. 1971.
- 19) Ten Brink, T.d. Evaluation: A practical guide for teachers (N.Y. McGraw Hill, 1974).

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

**MAEDN 5041: ENVIRONMENTAL EDUCATION**

**Objectives:**

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

**Course outline:**

**Unit-I. Environment and Education:**

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

**Unit-II. Environmental Resources:**

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

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

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

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

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

**Practicum**

- (i) Preparation of an activity based curriculum on Environmental Education for primary/elementary classes.
- (ii) Development of kitchen garden and reporting
- (iii) Development of Nursery and reporting

**REFERENCE**

- 1 Bakish, Trilochan S & Navehm Zev(ed) 1980 : *Environmental education, Methods application*, New York.
- 2 Bennet, Dean, B. *Evaluating environmental education programmes*, New York.
- 3 Collis Margoret. *Using the environment*.
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11. Sharma, R.A. (1998) *Environmental Education*, Surya Publication, Meerut.
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## **M.A. (Education)**

### **Third Semester (Optional)**

MAEDN 5042: EDUCATION FOR HUMAN RIGHTS

#### **Objectives**

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

#### **Course Content**

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

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

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

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

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

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

methods of Human Rights Education.

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

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

**Practicum**

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

**REFERENCES**

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

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

**MAEDN 505: INSTRUCTIONAL AND BEHAVIORAL TECHNOLOGY**

**Objectives:**

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

**Course Content:**

**UNIT I. Instructional Technology:**

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

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

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

**UNIT III. Behavioral Technology:**

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

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

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

**Practicum :**

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

**REFERENCE**

1. Allen Dwight and Kelvin Ryam. *Micro Teaching Addison* Weslly Publishing Co. London. 1969.
2. Bajpai, A.C. and Leedham J.F. *Aspects of Educational Technology* part. IV, Pitman Pub. Co. N. York. 1970.
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16. Strem Robert, D (Ed). *Teachers and the learning process*. Prentice Hall. Inc. 1971.

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

**MAEDN 506: CURRICULUM EVALUATION**

**Objectives :**

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

**Course Content:**

**UNIT I. Curriculum Evaluation:**

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

**UNIT II. Models of Evaluation:**

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

**UNIT III. Curriculum Issues:**

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

**UNIT IV. Research in Curriculum:**

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

**Practicum:**

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

**REFERENCES**

1. Oristein, allan, C & Hunkins, Francis P. Curriculum foundations, Principles, Issues (Second edition), Allyn and Bacon Inc. USA, 1993.

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10. Chandra Avarinda, Curriculum Development of Evaluation in Education, 1977.

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

### **Fourth Semester**

#### **MAEDN 507: GUIDANCE AND COUNSELLING**

##### **Objectives:**

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

##### **UNIT-I. The concept of Guidance and Counselling:**

- Meaning. Nature and Need of Guidance
- Principles of guidance
- Types of guidance: Educational, vocational and personal guidance and group guidance

##### **UNIT-II. The concept of Guidance and Counselling:**

- **Meaning, nature and scope of counseling.**
- **Types of counseling-directive, non-directive and eclectic counseling**
- Necessary qualities (personal and professional) of a good counselor

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

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

##### **UNIT-IV. Organization of guidance and Counselling services in schools and colleges:**

- Guidance Services: Orientation services, pupil information services, Educational services, occupational information services and placement service and follow-up service.
- Counseling Service- Career Talks, career conferences, career tour, career corners.
- Role of career master, counselor, Headmaster/principal, Teacher and parents.

**Practicum:**

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

**REFERENCES**

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

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

### **MAEDN 5081: ENVIRONMENTAL EDUCATION AND QUALITY OF LIFE**

#### **Objectives :**

1. To make the students aware of the sustainable development.
2. To make the students understand the role of media for creating awareness on environment
3. To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop in students a sense of appreciation, protection and proper utilization of environmental resources and develop in students an 'Eco-friendly Attitude' and environmental values.

#### **Course outline:**

##### **Unit-I. Environment and Quality of life:**

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

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

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

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

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

##### **Unit-IV. Research and Development in Environmental Education:**

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

#### **Practicum**

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

## REFERENCE

- 1 Bakish, Trilochan S & Navehm Zev(ed) 1980 : *Environmental education, Methods application*, New York.
- 2 Bennet, Dean, B. *Evaluating environmental education programmes*, New York.
- 3 Collis Margoret. *Using the environment*.
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## M.A. (Education) Fourth Semester

### MAEDN 5082: WOMEN EDUCATION AND EMPOWERMENT

#### Objectives

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

#### Course Content

##### UNIT I. Historical and Post Independence Perspective:

- Earlier influences of ancient scriptures on women education
- Socio-religious reforms and women education
- Colonial policies and women education
- Constitutional provisions

- Fundamental rights and directive principles of state
- Recommendation of various committees and commissions relating to girl education
- New Educational Policy and women education
- Status of women education, enrollment at different stages, literacy

**UNIT II. Education and Empowerment:**

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

**UNIT III. Gender Studies:**

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

**UNIT IV. Present Status:**

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

**Practicum**

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

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