

PROGRAMME PROJECT REPORT (PPR)

For

M.A. EDUCATION



Submitted By



CENTRE FOR DISTANCE & ONLINE EDUCATION

RAJIV GANDHI UNIVERSITY

RONO HILLS, ITANAGAR

791112

**CENTRE FOR DISTANCE AND ONLINE 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

MAEDN-401: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Learning Objectives:

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

MAEDN-402: EDUCATIONAL PSYCHOLOGY : GROWTH AND DEVELOPMENT

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.

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.

M.A. (EDUCATION) FIRST SEMESTER

MAEDN-403 : 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.

MAEDN-404: 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

MAEDN-405: 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.

MAEDN-406 : EDUCATIONAL PSYCHOLOGY : LEARNING INTELLIGENT AND PERSONALITY

Learning Objectives:

1. To explain the concept of learning and motivation in education.
2. To make the students understand the concept of Intelligence and Personality.

Expected Learning Outcomes:

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

MAEDN-407 : EDUCATIONAL STATISTICS

Learning Objectives:

1. To make the students understand the different methods of educational research.
2. To develop the skill of using the statistical techniques appropriately.

Expected Learning Outcomes:

1. To construct tools of educational research.
2. To apply and analyze statistical techniques appropriately.

MAEDN-408 : PROBLEMS OF SCHOOL EDUCATION AND HIGHER EDUCATION

Learning Objectives:

1. To enable students to understand the development of School Education.
2. To acquaint the students with the structure and issue of Higher Education in India.
3. To familiarize the students with issues related to problems of Higher Education in regards to Arunachal Pradesh

Expected Learning Outcomes:

1. To discuss the development of school education in India.
2. To describe the Higher education structure in India.
3. To discuss development, issues and future of Higher Education in India with special reference to Arunachal Pradesh.

MA THIRD SEMESTER

MAEDN-501 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.

MAEDN 502 : CURRICULUM DEVELOPMENT

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.

MAEDN 503: EDUCATIONAL EVALAUTION

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.

MAEDN 5041 : 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.

MAEDN 5042 : EDUCATION FOR HUMAN RIGHTS

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.

MAEDN 506 : CURRICULUM EVALUATION**Learning Objectives :**

1. To enable the students to develop a conceptual framework of curriculum evaluation
2. To develop the awareness among the students about the issues of curriculum.

Expected Learning Outcomes:

1. To be able to illustrate the steps and different design of curriculum development.
2. To know and apply critical understanding on analytical thinking with respect to the evaluation of different components of curriculum/textbooks.

MAEDN 507 : GUIDANCE AND COUNSELLING**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.

MAEDN 5081 : ENVIRONMENTAL EDUCATION AND QUALITY OF LIFE

Learning 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 evices 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.

MAEDN 5082 : WOMEN EDUCAITON AND EMPOWERMENT

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.

4 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.

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

Open and Distance Learning(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

6. Instructional Designs

- Duration:** The course is of two-year duration with four semesters in any case the course is to be completed within five years.
- 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.
- Instructional delivery mechanism:** For developing the study material, the IDE appoints Subject Coordinators from within and outside the University. Counselling coordinators are engaged from the departments of the University.
- 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.
- 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.
- 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.

7. Financial involvement

- i. 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

8. 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

9. 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, practical etc.)

** 1 Credits=16 Hours per month (assignment)

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

**** Total credits per semester: No. of papers 4 x 5 credit points= 20 credits

Paper Code and Title	External Marks (Term End Exams)	Internal Marks (Assignment marks)	Total Marks	Credit	Teaching Hours
First Semester:					
MAEDN-401: Philosophical Perspectives of Education	70	30	100	5	80 hrs
MAEDN -402: Educational Psychology: Growth and Development	70	30	100	5	80 hrs
MAEDN -403: Methodology of Research in Education	70	30	100	5	80 hrs
MAEDN -404: Teacher Education	70	30	100	5	80 hrs
Second Semester:					
MAEDN -405 : Sociological Perspectives of Education	70	30	100	5	80 hrs
MAEDN -406: Educational Psychology: Learning, Intelligence and Personality	70	30	100	5	80 hrs
MAEDN -407: Educational Statics	70	30	100	5	80 hrs

MAEDN -408: Problems of School Education and Higher Education	70	30	100	5	80 hrs
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Third Semester :

MAEDN -501: Educational Technology	70	30	100	5	80 hrs
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MAEDN -502: Curriculum Development	70	30	100	5	80 hrs
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MAEDN -503: Educational Evaluation	70	30	100	5	80 hrs
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MAEDN -5041: Environmental Education (optional)	70	30	100	5	80 hrs
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MAEDN -5042: Education for Human Rights (Optional)	70	30	100	5	80 hrs
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Optional (Any one from the Optional)

Fourth Semester:

MAEDN -505: Instructional and Behavioral Technology	70	30	100	5	80 hrs
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MAEDN -506: Curriculum Evaluation	70	30	100	5	80 hrs
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MAEDN -507: Guidance and Counselling	70	30	100	5	80 hrs
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MAEDN -5081: Environmental Education and Quality of Life (Optional)	70	30	100	5	80 hrs
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MAEDN -5082: Women Education and Empowerment (Optional)	70	30	100	5	80 hrs
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Optional (Any one from the Optional)

Total			1600	80	
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Evaluation Scheme:

Each paper is of 100 marks and 5 credits with 80 teaching hours. The weightage for written and Internal Assessment in each paper is 70% and 30% respectively. The pass marks for internal and

external examinations are 45% separately. There shall be three sections i.e. A, B & C for external theory examination for each paper. 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.

30 marks of internal assessment will be awarded on the basis of assignment submitted in each semester. The pass mark for assignment is 40%. Students unable to secure pass mark in assignments will not be eligible to appear for the end semester examination.

Detailed Syllabus

M.A. (EDUCATION) FIRST 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 f 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 Pursartha.
- Vedanta, or Upanishadic Philosophy and Education.
- Sankhya Philosophy and its Educational implication.
- Buddhism-The concept of reality, Knowledge and values with special reference to their educational importance for aims, contents and methods.

UNIT – III. Contribution of Indian Thinkers:

Educational contribution of-

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

UNIT-IV. Western Schools and Philosophical Approaches.

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

Practicum

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

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MA EDUCATION 1ST SEMESTER

M.A. (Education)

MAEDN 402: EDUCATIONAL PSYCHOLOGY: GROWTH AND DEVELOPMENT

Objectives:

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

Course Content:

UNIT- I. Psychology and Education:

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

UNIT- II. Methods of Educational Psychology:

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

UNIT- III. Growth and Development:

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

Practical

Unit-IV. Experiment

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

Practicum

1. Case study of a problem child

REFERENCES

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MA EDUCATION 1ST SEMESTER

M.A. (Education)

MAEDN 403: METHODOLOGY OF RESEARCH IN EDUCATION

Objectives:

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

Course Content :

UNIT-1. Educational Research:

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

UNIT-II. Research Process in Education:

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

UNIT-III. Methods of Educational Research

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

UNIT-IV. Tools and techniques in educational research:

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

Practicum :

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

M.A. (Education)
EDN 404: TEACHER EDUCATION

Objectives:

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

Course Content:

UNIT I. Development of Teacher Education in India:

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

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

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

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

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

UNIT IV. Teaching Profession and Trends of Teacher Education.

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

Practicum

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

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MA 2ND SEMESTER
M.A. (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

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MA 2ND SEMESTER

M.A. (Education)

MAEDN 406: EDUCATIONAL PSYCHOLOGY: LEARNING, INTELLIGENCE AND PERSONALITY

Objectives :

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

Course Content:

UNIT-I. Theories of Learning and Motivation

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

UNIT- II. Intelligence:

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

UNIT-III. Personality and Mental health:

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

Practical

UNIT- IV. Test Administration and interpretation.

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

Practicum

1. Administration of psychological test and its interpretation

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MA 2ND SEMESTER
M.A. (Education)

MAEDN 407: EDUCATIONAL STATISTICS

Objectives:

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

Course Content:

UNIT-I. Measures of central tendency and variability:

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

UNIT II. Correlation

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

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

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

UNIT IV. Hypothesis Testing

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

Practicum :

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

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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

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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-Phases of Teaching-Pre-active, Inter-active, Post-active
- Levels and operations of teaching learning

UNIT III. Models of teaching:

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

UNIT IV. Process of Communication and Instruction:

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

Practicum :

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

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M.A. (Education)
Third Semester

MAEDN 502 : CURRICULUM DEVELOPMENT

Objectives :

3. To familiarize the students with the concepts of curriculum development.
4. To enable the students to know the foundations of curriculum development.
5. To develop an understanding among learners process of development curriculum
6. 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

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

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

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- 2 Bennet, Dean, B. *Evaluating environmental education programmes*, New York.
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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.

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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.

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M.A. (Education)
Fouth Semester

MAEDN 506: CURRICULUM EVALUATION

Objectives :

7. To familiarize the students with the concepts of curriculum design.
8. To enable the students to develop a conceptual framework of curriculum evaluation
9. To develop an understanding models for designing curriculum
10. 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

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2. Hollis, L. Caswell and Doak, S. Compbel, curriculum Development (New York American Books) 1935.
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**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

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M.A. (Education)
Fourth Semester

MAEDN 5081: ENVIRONMENTAL EDUCATION AND QUALITY OF LIFE

Objectives :

5. To make the students aware of the sustainable development.
6. To make the students understand the role of media for creating awareness on environment
7. To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.
8. 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

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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.

REFERENCES

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