



अरुणाचल प्रदेश विश्वविद्यालय ARUNACHAL PRADESH UNIVERSITY

(A State University Established on 1 July 2022 Under the Arunachal Pradesh University Act, 2012)

CURRICULUM AND CREDIT FRAMEWORK FOR FOLLOWING POSTGRADUATE PROGRAMMES IN EDUCATION

(As Per National Education Policy-2020)
[WITH EFFECT FROM THE ACADEMIC YEAR: 2024-25]

ONE YEAR / TWO YEAR M.A. in EDUCATION with RESEARCH

ONE YEAR / TWO YEAR M.A. in EDUCATION with COURSE WORK and
RESEARCH

ONE YEAR / TWO YEAR M.A. in EDUCATION with COURSE WORK

Prepared By

DEPARTMENT OF EDUCATION
ARUNACHAL PRADESH UNIVERSITY

Hill Top, Pasighat – 791 103
East Siang District, Arunachal Pradesh, India

Head/विभागाध्यक्ष
Department of Educations
शिक्षा विभाग
Arunachal Pradesh University
Hill Top, Pasighat (Ar.P) - 791103

MASTER OF ARTS IN EDUCATION (MAEDU)

2-YEAR PG PROGRAMME STRUCTURE & SYLLABUS (As per National Education Policy-2020)

[Model-I, II & III: Coursework]



DEPARTMENT OF EDUCATION
Arunachal Pradesh University
Hill Top, Pasighat-791103
East Siang District (Ar.P.)

2024


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Module - I
Course Structure for One year PG Diploma in Education /One
Year MA in Education with Coursework & Research/Two
Years M.A. in Education with Research

Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
SEMESTER I										
1	EDU/MJ/501	Education In India with Reference to Northeast India	400	20	80	100	3	1	0	4
2	EDU/MJ/502	Comparative Education	400	20	80	100	3	1	0	4
3	EDU/MJ/503	Educational Technology	400	20	80	100	3	1	0	4
4	EDU/MJ/504	Preparation of Research Synopsis and Presentation	400	20	80	100	3	1	0	4
5	EDU/MJ/505	Research Methodology in Education-I	500	20	80	100	3	1	0	4
Skill Enhancement Course										
Total			-			500				20
Note: L: Lecture; T: Tutorial; P: Practical; IA: Internal Assessment; TE: Term-End/Terminal Examination										

SEMESTER II										
Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
1	EDU/MJ/506	Philosophical Foundations of Education	400	20	80	100	3	1	0	4
2	EDU/MJ/507	Research Methodology in Education-II	500	20	80	100	3	1	0	4
3	EDU/MJ/508	Tool Construction and Standardization	400	20	80	100	3	1	0	4
4	EDU/MJ-E/509	Educational Measurement and Evaluation	400	20	80	100	3	1	0	4
5	EDU/MJ-E/510	Curriculum Planning and Development	400	20	80	100	3	1	0	4
6	EDU/MJ-E/511	Guidance And Counselling in Education	400	20	80	100	3	1	0	4
7	EDU/MJ-E/512	Adult And Continuing Education	400	20	80	100	3	1	0	4
8	EDU/MJ-E/513	General Studies	400	20	80	100	3	1	0	4
9	EDU/MJ-E/514	Population Education	400	20	80	100	3	1	0	4
Skill Enhancement Course										
Total			-			500				20

Note: A student has to opt for any three papers from EDU/MJ/509, EDU/MJ/510, EDU/MJ/511, EDU/MJ/512, EDU/MJ/13, EDU/MJ/14.

Exit option with PG Diploma after the first year or two semesters with the completion of courses equivalent to 40 credits OR Entry to One-Year M.A. in Education with Research

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SEMESTER III & IV

Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
1	EDU/MJ/699*	Research Project (Dissertation)	500	100	400	500	0	0	40	40
Skill Enhancement Course										
Total						500				20
<i>*At the end of the semester, students must present an individual dissertation of at least 20,000 words based on their chosen research topic, which will be evaluated by internal and external examiners.</i>										
<i>M.A. in Education with Research on completion of courses equal to a minimum of 80 credits</i>										

Module - II

Course Structure for one year PG Diploma in Education / Two Years M.A. in Education with Coursework & Research

Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
SEMESTER I										
1	EDU/MJ/501	Education In India with Reference to Northeast India	400	20	80	100	3	1	0	4
2	EDU/MJ/502	Comparative Education	400	20	80	100	3	1	0	4
3	EDU/MJ/503	Educational Technology	400	20	80	100	3	1	0	4
4	EDU/MJ/504	Preparation of Research Synopsis and Presentation	400	20	80	100	3	1	0	4
5	EDU/MJ/505	Research Methodology in Education-I	500	20	80	100	3	1	0	4
Skill Enhancement Course										
Total			-			500				20
Note: L: Lecture; T: Tutorial; P: Practical; IA: Internal Assessment; TE: Term-End/Terminal Examination										
SEMESTER II										
Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
1	EDU/MJ/506	Philosophical Foundations of Education	400	20	80	100	3	1	0	4
2	EDU/MJ/507	Research Methodology in Education-II	500	20	80	100	3	1	0	4
3	EDU/MJ/508	Tool Construction and Standardization	400	20	80	100	3	1	0	4
4	EDU/MJ-E/509	Educational Measurement and Evaluation	400	20	80	100	3	1	0	4
5	EDU/MJ-E/510	Curriculum Planning and Development	400	20	80	100	3	1	0	4
6	EDU/MJ-E/511	Guidance And Counselling in	400	20	80	100	3	1	0	4


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		Education								
7	EDU/MJ-E/512	Adult And Continuing Education	400	20	80	100	3	1	0	4
8	EDU/MJ-E/513	General Studies	400	20	80	100	3	1	0	4
	EDU/MJ-E/514	Population Education	400	20	80	100	3	1	0	4

Skill Enhancement Course

Total			-			500			20
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Note: A student has to opt for any three papers from EDU/MJ/509, EDU/MJ/510, EDU/MJ/511, EDU/MJ/512, EDU/MJ/13, EDU/MJ/14.

Exit option with PG Diploma after the first year or two semesters with the completion of courses equivalent to 40 credits, OR Entry to One-Year M.A. in Education with Research

SEMESTER III

Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
1	EDU/MJ/601	Sociological Foundations of Education	500	20	80	100	3	1	0	4
2	EDU/MJ/602	Higher Education and Economics of Education in India	500	20	80	100	3	1	0	4
3	EDU/MJ/603*	Engaging with Community	500	20	80	100	0	1	3	4
4	EDU/MJ/604	Psychological Foundations of Education	500	20	80	100	3	1	0	4
5	EDU/MJ/605	Educational Planning, Administration and Leadership	500	20	80	100	3	1	0	4

Skill Enhancement Course

Total			-			500			20
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**Students, in groups, will conduct a five-day field visit to an identified rural or tribal site in Arunachal Pradesh to observe, experience, and understand the local education system, community life, and socio-cultural dynamics. Each student must submit a Field Report at the end of the semester for evaluation and grading.*

SEMESTER IV

Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
1	EDU/MJ/700*	Research Project (Dissertation)	500	100	400	500	0	0	20	4

Skill Enhancement Course

Total						500			20
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**At the end of the semester, students must present an individual dissertation of at least 20,000 words based on their chosen research topic, which will be evaluated by internal and external examiners.*

M.A. in Education with coursework and Research on completion of courses equal to a minimum of 80 credits


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Module - III
Course Structure for one year PG Diploma in Education / Two Years M.A. in Education with Coursework

Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
SEMESTER I										
1	EDU/MJ/501	Education In India with Reference to Northeast India	400	20	80	100	3	1	0	4
2	EDU/MJ/502	Comparative Education	400	20	80	100	3	1	0	4
3	EDU/MJ/503	Educational Technology	400	20	80	100	3	1	0	4
4	EDU/MJ/504	Preparation of Research Synopsis and Presentation	400	20	80	100	3	1	0	4
5	EDU/MJ/505	Research Methodology in Education-I	500	20	80	100	3	1	0	4
Skill Enhancement Course										
Total			-			500				20

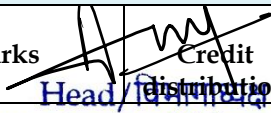
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SEMESTER II										
Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total	L	T	P	
1	EDU/MJ/506	Philosophical Foundations of Education	400	20	80	100	3	1	0	4
2	EDU/MJ/507	Research Methodology in Education-II	500	20	80	100	3	1	0	4
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6	EDU/MJ-E/511	Guidance And Counselling in Education	400	20	80	100	3	1	0	4
7	EDU/MJ-E/512	Adult And Continuing Education	400	20	80	100	3	1	0	4
8	EDU/MJ-E/513	Gender Studies	400	20	80	100	3	1	0	4
Skill Enhancement Course										
Total			-			500				20

Note: A student has to opt for any three papers from EDU/MJ/509, EDU/MJ/510, EDU/MJ/511, EDU/MJ/512, EDU/MJ/13.

Exit option with PG Diploma after the first year or two semesters with the completion of courses equivalent to 40 credits OR Entry to One-Year M.A. in Education with Research

SEMESTER III										
Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total


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				IA	TE	Total	L	T	P	
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2	EDU/MJ/602	Higher Education and Economics of Education in India	500	20	80	100	3	1	0	4
3	EDU/MJ/603*	Engaging with Community	500	20	80	100	0	1	3	4
4	EDU/MJ/604	Psychological Foundations of Education	500	20	80	100	3	1	0	4
5	EDU/MJ/605	Educational Planning, Administration and Leadership	500	20	80	100	3	1	0	4

Skill Enhancement Course

Total	-			500		20
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***Students, in groups, will conduct a five-day field visit to an identified rural or tribal site in Arunachal Pradesh to observe, experience, and understand the local education system, community life, and socio-cultural dynamics. Each student must submit a Field Report at the end of the semester for evaluation and grading.**

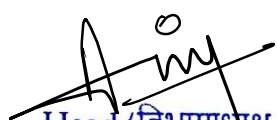
SEMESTER IV

Sl. No.	Course Code	Course Title	Course Level	Marks			Credit distribution			Total
				IA	TE	Total				
1	EDU/MJ/606	Population Education	500	20	80	100	3	1	0	4
2	EDU/MJ/607	Environmental Education	500	20	80	100	3	1	0	4
3	EDU/MJ/608	Human Rights, Value & Peace Education	500	20	80	100	3	1	0	4
4	EDU/MJ/609	Practicum (Psychological Tests, Experiments and ICT)	500	20	80	100	0	1	3	4
5	EDU/MJ/610	Teacher Education	500	20	80	100	3	1	0	4

Skill Enhancement Course

Total	-			500		20
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M.A. in Education with Course work on completion of courses equal to a minimum of 80 credits


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MA (EDUCATION) FIRST SEMESTER
EDUCATION IN INDIA WITH REFERENCE TO
NORTHEAST INDIA COURSE CODE: EDU/MJ/501

Learning Objectives:

1. To familiarize students with the historical development of education in India during the ancient, medieval, and British periods.
2. To make the students learn history of education in India after independence.
3. To create awareness about educational backwardness in India and government initiatives regarding improvement of educational backwardness.
4. To enable students to understand the historical development of education and the challenges of progress in the education sector in North-East India.

Course Content:

UNIT-I: Education System in India

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

UNIT-II: Education in Post-Independence period

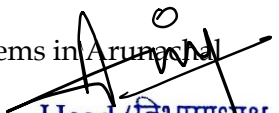
- University Education Commission, 1948-49, Secondary Education Commission, 1952-53, and Indian Education Commission (Kothari Commission), 1964-66,
- NPE- 1986, Revised National Policy – 1992 and NEP 2020
- Universalisation of primary education; Gokhale's Bill, Operation Black Board, DPEP, SSA (NPEGL, MDM and KGVB) and RTE Act 2009
- Historical development of vocationalisation of secondary education

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

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

UNIT-IV: Historical Development and Progress of Education in North-East India

- Contribution of Missionaries towards educational development
- Growth and Development of Higher Education in the North-East and General, Professional, Open and Distance Learning in the North-East
- Teacher Education in the North East India: A brief history, present status of Teacher Training Institutions in Arunachal Pradesh.
- Development of School Education, Higher Education and Problems in Arunachal Pradesh


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Mode of Transaction:

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

Expected Learning Outcomes:

- To describe the historical development of education in India during ancient, medieval and British period.
- To discuss history of education in India after independence.
- To analyze educational backwardness in India and explain government initiatives regarding improvement of educational backwardness.
- To discuss the historical development of education and the challenges of progress in the education sector in North-East India.

Evaluation Scheme:

Maximum Marks: 80 marks

Internal Assessment: 20 marks

Time: 03 hours

Pass Marks: 40% in internal and external separately.

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

References:

1. Altekar, A. (1957). *Ancient Indian education*. Nanda Kishore Bros.
2. Vedmitra. (1967). *Education in ancient India*. Arya Book Depot.
3. Mukherjee, R. K. (n.d.). *Ancient Indian education*. Motilal Banarsidass.
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 14. Chabe, S. P. (1987). *Problems of Indian education*. Vinod Pustak Mandir.
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 21. Government of India. (1952). *Report of the Secondary Education Commission*.
 22. Government of India. (1966). *Report of the Education Commission (1964–1966)*.

**M.A (EDUCATION) FIRST SEMESTER
COMPARATIVE EDUCATION
COURSE CODE: EDU/MJ/502**

Learning Objectives:

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

Course Content:

UNIT- I: Comparative Education

- Development of the concept of Comparative Education.
- Meaning, Nature and Importance of Comparative Education.
- Scope of Comparative Education.
- Methods of Comparative Education

UNIT- II: Factors of Comparative Education

- Geographical, Sociological and Philosophical Factors.
- Nationalism and Comparative Education.
- UNESCO – Its contribution towards Development of Education
- Factors Influencing of National System of Education

UNIT-III: Structure and Educational Administration

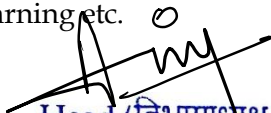
- India.
- United Kingdom (U.K).
- United States of America (U.S.A).
- Japan and Finland

UNIT- IV : comparative study of Development in Education System

- Primary education- India, UK, USA, Japan and Finland.
- Secondary Education- India, UK, USA, Japan and Finland.
- Higher Education- India, UK, USA, Japan and Finland.
- Teacher Education- India, UK, USA, Japan and Finland.

Mode of Transaction:

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


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

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

Expected Learning outcomes:

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

Evaluation Scheme:

Maximum Marks:	80
Internal Assessment:	20
Time:	03 Hours.
Pass marks:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

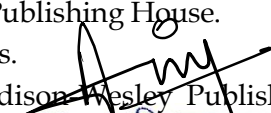
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

References:

1. Hans, N. (1961). *Comparative education*. Routledge & Kegan Paul Ltd.
2. Bereday, G. Z. F. (1940). *Comparative methods in education*. Holt, Rinehart and Winston, Inc.
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M.A. (EDUCATION) FIRST SEMESTER
EDUCATIONAL TECHNOLOGY
COUSE CODE: EDU/MJ/503

Learning Objectives:

1. To enable students to understand the nature of Educational Technology.
2. To help students comprehend the effective teaching-learning process and the concepts of Pedagogy and Andragogy.
3. To enable students to utilize instructional media effectively.
4. To acquaint students with innovative teaching practices and ethical issues in e-learning.

Course Content:

UNIT - I: Education and Technology

- Meaning, Nature, Scope and Application of Educational Technology
- Technology in Education and Technology of Education
- Instructional Technology: Meaning, nature and objectives
- Behavioural Technology: Meaning and Assumptions

UNIT - II: Teaching-learning Process

- Bloom's Taxonomy and revised Bloom's taxonomy of Educational Objectives
- Teaching Variables, phases, levels and maxims of teaching
- Models of teaching: Concept attainment and Advanced Organizer
- Theories of Teaching (Gagne's Hierarchical, Bruner's Concept Development)

UNIT- III: Communication and Instructional Design

- Communication process: concept, principles, types (Linear, Branching and Mathletics) and Modes & Barriers of communication
- Edger Dale's Cone of Experience and Models of Development of Instructional Design: ADDIE, ASSURE, and Dick and Carey Model
- Programmed Learning: Steps, Types principles of programmed instruction
- Individualized Instruction/Learning: Computer Assisted Instruction (CAI), Personalized System of Instruction (PSI), FLIP Approach

UNIT- IV: Behavioral Technology

- Modification of Teaching Behaviour: Micro Teaching
- Flander's Interaction Analysis (FIACS) and Simulated Teaching Pedagogy and Andragogy:
 - Pedagogy and Pedagogical Analysis: Concept and Stages
 - Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles) The Dynamic Model of Learner Autonomy
- Ethical Issues for E-learner and E-teacher – Teaching learning


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Mode of Transaction:

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

Expected Learning Outcomes:

- To explain the nature of Educational Technology.
- To explain the effective teaching-learning process and the concepts of Pedagogy and Andragogy.
- To utilize instructional media effectively
- To understand innovative teaching practices and ethical issues in e-learning.

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

- Organizing the class teaching and teaching at the understanding level
- Development of a programme by having any one unit of the subject
- Development of instruction material as per the prescription of PSI
- Preparation of lesson plan for micro teaching and using it in classroom situation
- Analysis of classroom interaction as per FIACS.

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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


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MA (EDUCATION) FIRST SEMESTER
PREPARATION OF RESEARCH SYNOPSIS AND PRESENTATION
COURSE CODE: EDU/MJ/504

Course Objectives

1. To enable students to learn the skill of writing a research synopsis.
2. To enable students to learn the skill of preparing and presenting the prepared synopsis through a PowerPoint presentation.

Instructions

1. The department should develop a common format for preparing research synopses.
2. Before starting the preparation of the research synopsis under the supervision of the concerned allotted faculty members, in a common class, the format should be delivered to the students.
3. After discussion with the concerned supervisors, students should prepare a research synopsis on any problem of interest from their concerned papers in education within 1500 words as per the provided format.
4. The students will present the synopsis in front of the board members during a seminar through a PowerPoint presentation on a fixed date.
5. The board for the external examination will be comprised of two members. Out of the two members, one will be from the concerned department, and another will be from a cognate department having research experience.
6. The students will have to submit two copies of their synopsis to the department. They must submit a copy of synopsis to the board members during the time of presentation and another copy has to submit to the concerned supervisor.
7. The students will have to pass both in internal and external examination.

Course outcomes

The students will be able to:

1. Write a research synopsis.
2. Prepare a PowerPoint presentation.
3. Present the research synopsis.

Evaluation Scheme:

Internal	External
Preparation of synopsis: 20 Marks. N.B. To be given by the concerned supervisor	Writing of Synopsis = 30 Marks Presentation of Synopsis = 25 Marks Viva-Voce = 25 Marks
Total Marks = 20 + 80 = 100 Marks	Total = 80

Note:

The same synopsis may be carried forward for writing their dissertation in the VIII semester.


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MA (EDUCATION) FIRST SEMESTER
RESEARCH METHODOLOGY IN EDUCATION-I
COURSE CODE: EDU/MJ/505

Course objectives

1. To enable students, know about nature of educational research, literature reviews and formulation of hypothesis.
2. To enable the students, understand concept of sample, sampling technique and research tool.
3. To enable the students, understand various methods in educational research.
4. To make the students familiar with writing of research report.

Course Contents

Unit-I: Introduction to Scientific Method and Research in Education

- -Scientific Method: Meaning, Steps, Characteristics of Scientific Method.
- -Meaning, nature and scope of Educational Research
- -Types of Research: Fundamental, Applied and Action Research
- -Approaches to educational research: Quantitative and Qualitative

Unit-II Research Process:

- General Steps in Educational Research
- Review of related literature: Purpose, significance, and sources
- Formulation of research problem: Selection of Problem and Defining the Problem
- Variables: Meaning of Concepts, Types of Variables: Independent, Dependent, Extraneous, Intervening, Moderator and Mediator
- Hypotheses: Meaning, importance, sources, characteristics of a good hypothesis and types

Unit-II: Sampling Techniques and Research Tools

- Concept of Universe (Population) and Sample, sampling element, unit, sampling frame
- Characteristics of a good sample
- Types of sampling techniques: Probability and Non- Non-probability sampling, reducing the sampling error
- Tools and Techniques of Data Collection: Observation and Interview, Questionnaire, Rating Scales and Attitude Scale

Unit-IV: Research Report

- Significance of the research report
- General format of research report
- Style of writing research report
- Typing of research report and editing of research report
- APA style of Reference


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Course outcomes

After completion of the course, the students will be able to:

1. Explain the nature of educational research.
2. Identify research problem and state it properly.
3. Formulate hypothesis for testing.
4. Select sample based on research problem.
5. Apply suitable method in educational research.
6. Write research report systematically.

Mode of Transaction: Lecture, Lecture cum Discussion, Project Method, Seminar

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 40%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

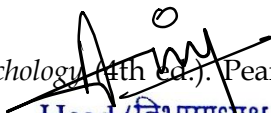
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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M.A. (EDUCATION) SECOND SEMESTER
PHILOSOPHICAL FOUNDATIONS OF EDUCATION
COURSE CODE: EDU/MJ/506

Learning Objectives:

1. To develop an understanding of the importance and implications of philosophy in 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.
5. Familiarize the students with the concept of value, nature types, and sources of value and value Education.

Course Content:

UNIT-I: Educational Philosophy

- Meaning, Concept and Nature of Educational Philosophy
- Aims of Educational Philosophy
- relationship between Philosophy and Education
- Philosophical Attitude

UNIT-II: Philosophical Issues

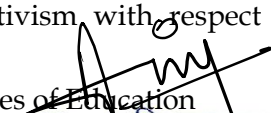
- Metaphysics- Concept, Nature of reality and related domains as Religion, Ethics, Aesthetics and Morality with their Pedagogical Significance- Curriculum and Aims of Education.
- Epistemology: Concept, Types, and Theories of knowledge with reference to Methods of Teaching
- Axiology: Concept, Types of values, Value Theories and their implications in relation to Aims of Education and Curriculum
- Implication in relation to Metaphysics, Epistemology and Axiology

UNIT-III: Indian Philosophical Tradition and Thoughts in Education

- Purusartha- Dharma, Artha, Kama, Mokhsa: Concept and Educational Importance
- Vedanta and Sankya Philosophy and its Educational Implications
- Buddhist philosophy and its Educational Implication
- Educational Contribution of- M.K. Gandhi's Basic Education Vivekananda's man making Education, R.N. Tagore's harmonious Education, and Aurobindo's integral Education

UNIT-IV: Western Schools and Philosophical Approaches

- Idealism, Naturalism, Pragmatism, Realism and logical positivism with respect to Theory and Practice of Education
- Progressivism, Existentialism with respect to theory and practices of Education


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- New Tendencies in Education- Psychological Tendencies, Scientific Tendency, Sociological Tendency, Eclectic Tendency in Education
- Eclectic Tendencies in Education

Mode of Transaction:

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

Expected Learning Outcomes:

- Explain the importance and implications of philosophy in education.
- Elaborate the fundamental philosophical areas.
- Describe Indian schools of philosophy and their educational implications.
- Describe various western philosophical perspectives and their educational implications.
- Understand the concept of value, nature types, and sources of value and value Education.

Evaluation Scheme:

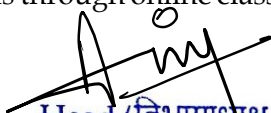
Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

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Note:

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


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**M.A. (EDUCATION) SECOND SEMESTER
RESEARCH METHODOLOGY IN EDUCATION-II
COURSE CODE: EDU/MJ/507**

Learning Objectives:

1. To familiarize the students with the basic concepts of educational research.
2. To enable the students to apply the major quantitative and qualitative research approaches for conducting research in the field of education
3. To develop the skill of conducting research in education.
4. To make the students understand the different methods of educational research.
5. To develop the skill of using the statistical techniques appropriately.

Course Content:

UNIT-I: Methods of Educational Research

- Qualitative Research: Concept and Nature
- Quantitative Research: Concept and Nature
- Differentiate between Qualitative Research and Quantitative Research
- Positivism and post-positivistic approaches to research

UNIT-II: Quantitative Research Designs

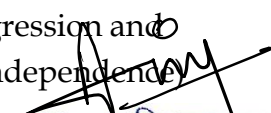
- Correlational study: Meaning, nature, types and scope
- Causal Comparative/Ex-post Facto Research: Meaning, nature, Types and scope
- Survey Research: Meaning, Nature, Scope Types and Steps
- Experimental Research: Meaning, Nature, Scope Variables and Design

UNIT-III: Qualitative Research Designs

- **Grounded Theory Designs:** Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT
- **Narrative Research Designs** and Phenomenology Meaning and Characteristics, Steps in conducting NR design,
- **Case Study** methodology and Ethnography
- **Mixed Method Designs:** Characteristics, Types of MM designs-Triangulation, Explanatory and Exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research.

UNIT-IV: Descriptive and Inferential Statistics.

- Descriptive: Measures of central tendency and measures of variability; Correlation and its applications **and** Normal Probability Curve.
- Parametric Analysis:**
- t-test, One Way and Two Way ANOVA
- Correlations (Biserial, Point Biserial, Partial, Multiple), Regression and prediction, Chi- square (Test of Equality, Normality and Independence)


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Non-Parametric Analysis:

- Sign Test, Run test, Median Test, Mann-Whitney U-Test, H-test, KS-test and Friedman test

Mode of Transaction:

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

Practicum:

1. Preparation of report on any one of the below mentioned topic and presentation through seminar.
2. Selecting a research problem and identification of variables.
3. Formulating the objectives and hypotheses.
4. Construction of attitude scale.
5. Administration of research tool and interpretation.

Expected Learning Outcomes:

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

Evaluation Scheme:

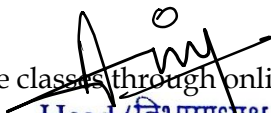
Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

8. 10-20% of the course to be based on online teaching.
9. In each paper of the course, the students have to attend the class through online


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platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned

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MA (EDUCATION) SECOND SEMESTER
TOOL CONSTRUCTION AND STANDARDIZATION
COURSE CODE: EDU/MJ/508

Course objectives:

1. To enable students, know about research tools in educational research.
2. To enable the students, understand construction and development of questionnaire and rating scale in educational research.
3. To enable the students, understand construction and standardization of achievement test and attitude scale in educational research.
4. To familiarize students about interview process and observational procedure.

Course contents

Unit I: Introduction to research tool

- Concept and importance of research tool in educational research
- Types and Characteristics of good Tools in educational research
- Testing and non-testing tools and techniques in educational research
- Advantages and short comings of research tools

Unit-II: Construction of Rating Scale and Achievement Test

- Rating scale: Concept and Importance and types
- Rating Scale: Procedure for constructing rating scale and its' Merits and Demerits
- Construction and Standardization of Achievement Test

Unit-III: Construction of Questionnaire and Opinionnaire (Attitude Scale)

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

Unit-IV: Observation and Interview

- Concept, types, Planning and Execution of observation
- Recording, interpreting, Reliability and validity of observational schedule
- Advantages and shortcoming of observation
- Concept, types, Process and Reliability and Validity of interview
- Advantages and limitations of interview

Course outcomes:

After completion of the course, the students are expected to:

- Explain various tools and techniques in educational research.
- Identify suitable research tool in research.


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- Analyze construction and development of research tools
- Reason out advantages and limitations of various research tools.

Mode of Transaction: Lecture, Lecture cum Discussion, Project Method, Seminar

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 40%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/ class attendance decided by the concerned teacher.

Note:

- 10-20% of the course to be based on online teaching.
- In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
- The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

M.A. (EDUCATION) SECOND SEMESTER
EDUCATIONAL MEASUREMENT AND EVALUATION
COURSE CODE: EDU/MJ-E/509

Learning Objectives:

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

Course Content:

Unit – I: Concept of Educational Measurement and Evaluation

- Nature and Scope of Educational Measurement and Evaluation
- Relationship between Educational Measurement & Evaluation
- Scales of Measurement (Nominal, Ordinal, Interval and Ratio)
- Types of Evaluation: - Placement, Formative, Diagnostic, Norm-Reference and Criterion -Reference Testing

Unit – II: Modern Trends of Evaluation

- Continuous and Comprehensive Evaluation (CCE): concept, features and indicators
- Grading System and Choice Based Credit System (CBCS)
- Semester System and Open Book System

Unit – III: Features of an Effective Tool of Evaluation

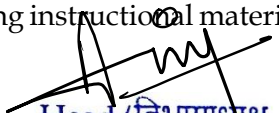
- Reliability: Concept, Methods of Computation and Factors
- Validity: Concept, Types and Factors
- Objectivity and Usability
- Norms: Nature, Need and types of Norms for Educational and Psychological tests

Unit – IV: Construction and Standardization of Tests

- Concept, Types, Importance, and Steps of Achievement Test
- Concept, Types, Procedure for Developing a Questionnaire, and Advantages and Limitations of Questionnaires
- Concept and Importance of Attitude Scales
- Steps for Developing an Attitude Scale Using the Likert Method, and Advantages and Limitations of Attitude Scales

Mode of Transaction:

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


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Expected Learning Outcomes:

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

Sessional Work: (Any one)

1. Preparation of Questionnaire.
2. Preparation of Attitude Scale.
3. Preparation of Achievement Test.
4. Writing of Instructional objectives in behavioral forms.

Scheme of Evaluation:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

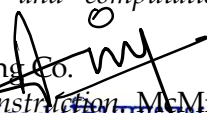
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

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**M.A. (EDUCATION) SECOND SEMESTER
CURRICULUM PLANNING AND DEVELOPMENT
EDU/MJ-E/510**

Learning Objectives:

1. To familiarize the students with the concept of curriculum development.
2. To enable the students to develop a conceptual framework of the process of curriculum development.
3. To develop an understanding for designing curriculum.
4. To develop the awareness among the students about the issues of curriculum.

Course Content:

UNIT- I: Introduction to Curriculum Development

- Concept, Nature and Scope of Curriculum
- Principles of Curriculum Construction
- Approaches to Curriculum Development: Behavioral Approach, System Approach, Academic Approach and Humanitarian Approach
- Core and Hidden Curriculum

UNIT - II: Foundations of Curriculum Development

- Historical Foundations
- Psychological Foundations
- Sociological Foundations
- Historical Foundations

UNIT- III: Curriculum Development and Design

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

UNIT- IV: Curriculum Evaluation

- Meaning, Nature and Need of Curriculum Evaluation
- Types, Tools and Techniques of Curriculum Evaluation
- Models of Curriculum Evaluation: Scientific Models of Curriculum Evaluation - (Provu's Discrepancy Evaluation Model,) Humanistic Models of Curriculum Evaluation- (Stake's Responsive Evaluation Model)
- Preparation and Evaluation of a Text Book


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Mode of Transaction:

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

Expected Learning Outcomes:

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

Evaluation Scheme:

Maximum Marks	80
Internal Assessment	20
Time	: 3 hours
Pass marks	: 40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

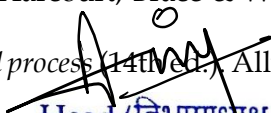
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

References:

1. Orstein, A. C., & Hunkins, F. P. (1993). *Curriculum foundations, principles, and issues* (2nd ed.). Allyn and Bacon Inc.
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MA (EDUCATION) SECOND SEMESTER
GUIDANCE AND COUNSELLING IN EDUCATION
COURSE CODE: EDU/MJ-E/511

Learning Objectives:

1. To familiarize the students with the significance of guidance and counseling.
2. To make them aware about the various concepts of guidance and counseling.
3. To acquaint the students with the techniques of guidance and the guidance programmes.

Course Content:

UNIT- I: Introduction to Guidance

- Meaning, Need and Scope of Guidance
- Principles and Bases of Guidance (Philosophical, Sociological, Psychological and Educational)
- Types of Guidance: Educational, Vocational, Personal and Group Guidance
- Role of Educational Institutions in Guidance
- Role of career master, counsellor, Headmaster/principal, Teacher and parents

UNIT- II: Counselling

- Meaning, Nature & Principles of counselling
- Types of counselling: Directive, Non-directive & Eclectic
- Steps of the Counselling process
- Qualifications and Attributes of Counsellors

UNIT- III: Tools and Techniques of Guidance

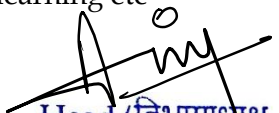
- Need and importance of Tools and Techniques in Guidance and Counselling
- Testing Techniques: Measuring intelligence, interest, aptitude and personality
- Non-testing techniques: observation, interview. Questionnaire, rating scale, cumulative records
- Clinical Method in Guidance and Counselling

UNIT - IV: Guidance and Counselling Services

- Organisation of Different Services - Individual, Student information service, Occupational and Vocational Information Service, Placement and follow-up service, counselling services at different levels
- Research trends in Guidance and Counselling
- Need of Evaluation in Guidance and Counselling

Mode of Transaction:

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


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Course 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 situation

Evaluation Scheme:

Maximum Marks	80
Internal Assessment	20
Time	: 3 hours
Pass marks	: 40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

References:

1. Anastasi, A. Psychological testing. London. McMillan Co. 1982.
2. Bernard, H.W. and Fullmer, D.W. Principles of guidance. A basic text (Indian Edn). N. Delhi. Allied Pubs.
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**MA (EDUCATION) SECOND SEMESTER
ADULT AND CONTINUING EDUCATION
COURSE CODE: EDU/MJ-E/512**

Course objectives

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

Course Contents

Unit- I: Introduction to Adult Education and Continuing Education

- Concept, nature and scope of adult education.
- Role of Adult Education in the economic development of an individual and of a nation in social mobility and social change
- Meaning, Scope and types of continuing Education
- Role of Local Bodies, Community and Individuals in implementing Adult and Continuing Education

Unit- II: Forms of Adult and Continuing Education

- Non-formal and informal: Purposes and distinguishing features.
- Extension education and distance education: concept and scope
- Open learning: Characteristics and distinguishing features.
- Non-formal education: concept, objectives, and strategies

Unit- III: Recent Trends in Adult and Continuing Education

- New India Literacy Programme: Objectives, Implementation and Importance
- Role of Youth Club and Mahila Mandals for Adult Education
- Sakshar Bharath Mission-Objectives, strategies, Goals, Programmes
- Scheme of Jana Sikshana Sansthan: Concept, objectives, functions, target group, management, staffing and finance, monitoring, evaluation and follow-up.

Unit- IV: Adult learning, Use of Mass-Media in Adult Learning and Methods

- Adult learners' psychology in teaching.
- Functional literacy.
- Use of mass - media (TV, Radio, Newspaper, Magazine) and locally available resources
- Methods of teaching adults: Individual, group and mass Methods.

Course Learning outcomes

After completion of the course, the students will be able to:

1. Write the meaning & scope of adult education.
2. Explain the importance of adult and continuing education for personal empowerment and national development.


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3. Discuss the recent trends in adult education programmes.
4. Discuss the local problems and resources available for the programme of Adult Education.

Mode of Transaction: Lecture, Lecture cum Discussion, Blended, Flipped, Project Based, Enquiry Based

Evaluation Scheme:

Internal Assessment: 20 marks

External Examination: 80 marks

Duration: 03 hours

Full Marks: 100 Marks

Pass Marks: 40 %

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory

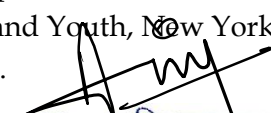
paper shall be three hours. Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment/class attendance decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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1. Allemano, E Non-Formal Education, RAMS Project (Rural Assessment Manpower Surveys), Washington. D.C. Agency for International Development, 1981, 237 p.
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M.A. (EDUCATION) THIRD SEMESTER
GENDER STUDIES
COURSE CODE: EDU/MJ-E/513

Learning Objectives:

1. To familiarize the learners about the historical perspective of women education in India.
2. To acquaint the learners about women empowerment and role of various agencies about the development of women education.
3. To make the learners aware about human right education and rights of women.

Course Content

UNIT- I: Introduction to Women Education

- Importance of Women Education
- Constitutional provisions related to women/girls education
- Recommendations of various committees and commissions relating to girls education
- Role of UGC, NWC, NCERT and SSA for the development of women education
- Women education in Arunachal Pradesh: Role of APSCW and NGOs

UNIT - II: Women Empowerment and Women specific legislation

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

UNIT- III: Gender Studies

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

UNIT: IV: Women and Research

- Feminist Research and its Importance
- Historical Background of Research in Women's studies
- Areas of Research: Nature of Women's work, access to education, retention, child labour, working women, Traditional Practices, attitude towards girls' education.

Mode of Transaction:

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


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Expected Learning Outcomes:

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

Evaluation Scheme:

Maximum Marks	: 80
Internal Assessment	: 20
Time	: 03 hours
Pass marks	: 40 % in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

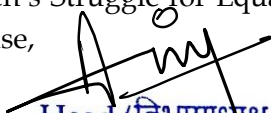
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Note:

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

References:

1. Asthana, P. (1974) *Women Movement in India*, Delhi Vikas Publishing house.
2. Bagil, J.C. (1956) *Women's Education in Eastern India*, New Delhi, The World Press.
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M.A. (EDUCATION) THIRD SEMESTER
SOCIOLOGICAL FOUNDATIONS OF EDUCATION
COURSE CODE: EDU/MJ/601

Learning Objectives:

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

Course Content:

UNIT- I: Sociological Concepts and Sociology of Education

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

UNIT - II: Social System, Socialization and Education

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

UNIT - III: Social Change, Cultural Change and Education

- Culture – meaning, dimensions, characteristics; cultural integration, acculturation, diffusion.
- Education and cultural change; social change – meaning and constraints.
- Role of education in social change and social mobility.
- Social mobility aspects – urbanization, modernization, Sanskritization and educational implications.

UNIT - IV: Education and Social Structure

- Social differentiation & stratification – meaning.
- Theories – functionalist, conflict.
- Equality of educational opportunity & impact of inequality.
- Social groups – meaning & types.


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Mode of Transaction:

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

Expected Learning Outcomes:

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

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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


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M.A. (EDUCATION) THIRD SEMESTER
HIGHER EDUCATION AND ECONOMICS OF EDUCATION IN INDIA
COURSE CODE: EDU/MJ/602

Learning Objectives:

1. Evaluate the functions and importance of different Higher education institutions
2. Analyse role of various agencies of higher education in India
3. To understand the current issues and reforms in Indian higher education
4. To realise the importance of privatization and internationalization of higher education in the emerging market economy.
5. To make students know the conceptual framework of economics of education, its importance and historical context.
6. To enable students to understand the meaning of cost of education and its types
7. To enable students to understand the relationship between education and economic development

Course Content:

UNIT-I: Higher Education Institutions

- Aims of Higher Education
- Central Universities-and State Universities Establishment, management and functions.
- Deemed to be universities and Private Universities- Establishment, management and functions.
- Institutes of National Importance- IIT, IIM, IISc and NISCR

UNIT-II: Quality Assurance and Reforms in Higher Education

- NAAC – functions and parameters of assessment.
- UGC & AICTE – roles and responsibilities in higher education.
- NCTE – roles and responsibilities; NIRF – concept and assessment components.
- Opportunities and anomalies in LPC of higher education.

UNIT-III: Introduction to Economics of Education

- Meaning, nature, scope & importance of Economics of Education
- History of economics of education.
- Cost of education – direct, indirect, private, social, opportunity.
- Cost vs. expenditure on education.

UNIT-IV: Education and Economic Development

- Concept of Economic Development and Economic Growth
- Role of Education in Economic Development
- Education as an Investment


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➤ Education as a Consumption

Mode of Transaction:

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

Expected Learning Outcomes:

- To analyze the functions and importance of different Higher education institutions.
- To discuss role of various agencies of higher education in India
- To discuss the current issues and reforms in Indian higher education
- Reflect on importance of privatization and internationalization of higher education in the emerging market economy
- Explain the meaning of economics of education, its importance and historical context.
- Describe the meaning of cost of education, its types, and determinants.
- Examine the relationship between education and economic development.

Evaluation Scheme:

Maximum Marks : 80

marks Internal Assessment:

20 marks Time : 03
hours

Pass Marks : 40% in internal and external separately.

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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


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M.A. (EDUCATION) THIRD SEMESTER
ENGAGING WITH COMMUNITY
COURSE CODE: EDU/MJ/603

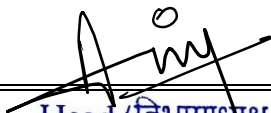
This course is designed to provide students with a **comprehensive understanding of rural and tribal communities** through direct engagement. The Department of Education will organise a 5-day field visit to rural and tribal areas as a mandatory component of the course. This field visit aims to provide students with **firsthand experience of rural education systems, living conditions, and socio-economic challenges**. By engaging directly with local communities, students will develop a **practical understanding** of the realities of rural life and education.

Mode of Instruction:

- **10-20% of the course** will be conducted through **online teaching** using platforms such as Google Classroom.
- **20% of the content** will be delivered through online lectures, discussions, and resources provided by faculty.

Learning Objectives & Outcomes

Learning Objectives	Learning Outcomes
1. Understanding Academic Time in Rural Schools a) Critically analyse how academic time is structured and implemented in rural schools. b) Develop insights into the management of schools in tribal and rural areas.	a) Understand the roles of parents, teachers, headmasters, and School Management Committees (SMCs) in effective academic time management. b) Identify challenges in rural schools and suggest practical solutions.
2. Rural Livelihood and Living Conditions a) Examine the livelihood patterns of rural communities. b) Observe housing conditions, water supply, and other basic amenities in rural and tribal areas. c) Assess the level of environmental and educational awareness in rural communities.	a) Gain familiarity with socio-economic aspects of rural and tribal life. b) Develop experience in organizing awareness programs on environmental conservation and educational development for rural communities.


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Field Work Tasks & Evaluation Scheme

Activity	Marks Distribution
1. Observation Visit & Report on Rural Schools - Visit a government or non-government school in a tribal village. - Assess academic time implementation, school infrastructure, and management. - Submit a detailed report based on observations and analysis.	20 marks + Report Writing 20 Marks= 40 Marks
2. Environmental & Educational Awareness Program & Report - Conduct an awareness program on environmental and educational issues for students or community members. - Submit a report documenting the event, participation, and impact.	20 marks + Report Writing 20 Marks= 40 Marks
3. Viva-Voce (External Evaluation)	20 Marks
Total	100 Marks

Key Takeaways:

- **Hands-on experience** in rural education and community engagement.
- **Skill development** in observation, analysis, and field-based research.
- **Critical thinking** about educational and environmental challenges in underprivileged areas.
- **Practical exposure** to socio-economic, educational, and environmental issues.


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M.A. (EDUCATION) THIRD SEMESTER
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
COURSE CODE: EDU/MJ/604

Learning Objectives:

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

Course Content:

UNIT- I : Psychology and Education

- Meaning, nature and scope of Educational Psychology
- Methods of Educational Psychology; Experimental, Case Study and Observation
- Schools of Psychology and their contributions to Education; Structuralism, Functionalism, Gestalt psychology and Constructivism

UNIT- II: Growth and Development

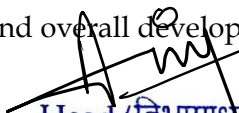
- Concept & Dimensions – physical, social, emotional, language (adolescence).
- Factors – heredity & environment; educational implications.
- Psychology Trends – cognitive, transpersonal, phenomenological.
- Educational Perspective – adolescent learning needs.

UNIT-III: Learning and Motivation

- Learning – Concept and principles of learning.
- Theories of Learning – Kurt Lewin's Field Theory, Tolman's Sign Theory, Hull's Reinforcement Theory, and Gagne's Hierarchy of Learning.
- Transfer of Learning – Meaning, types, and theories of mental discipline.
- Motivation – Concept, kinds, importance in learning, and theories of motivation (Maslow's self-actualization).

UNIT- IV: Intelligence and Personality

- Intelligence – Concept, nature, and types of intelligence.
- Theories of Intelligence – Thurstone's theory, Guilford's theory, and Piaget's developmental approach.
- Personality – Meaning, nature, determinants, and theories (psychoanalytical, type, and trait approaches).
- Mental Health – Concept and importance in education and overall development.


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Mode of Transaction:

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

Practicum:

Preparation of a report on any one of the below mentioned topics and its presentation through seminar.

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

Expected Learning Outcomes:

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

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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


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M.A. (EDUCATION) THIRD SEMESTER
EDUCATIONAL PLANNING, ADMINISTRATION AND LEADERSHIP
COURSE CODE: EDU/MJ/605

Learning Objectives:

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

Course Content:

Unit -I Educational Management and Organization

- Meaning, Nature and Scope of Educational Management
- Relationship between Administration and Management in Education
- Development of Educational administration: Taylor and Human Relations Approach
- Modern Trends in Management: PERT, TQM, MBO and SWOT Analysis

Unit-II Leadership in Educational Administration

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

Unit - III: Educational Planning and Financing

- Educational planning – meaning and importance; approaches – manpower, social demand, rate of return.
- Institutional planning – concept, nature, strategies.
- Educational financing – sources and bases; expenditure – nature and types.
- Educational budget – concept and process.

Unit-IV Educational Supervision

- Meaning, nature and functions of Educational Supervision and Inspection
- Planning and Organizing supervising programme
- Decision making in Educational Administration
- Role of SMC school management committee (SMC) and School Management Development committee (SMDC) in Institutional Management.


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Mode of Transaction

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

Expected Learning Outcomes:

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

Sessional Work/Assignment and Presentation (Any one)

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

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

References

1. Doughlas, M. C. (1967). *The professional management*. McGraw Hill.
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**MA (EDUCATION) THIRD & FOURTH SEMESTER
RESEARCH PROJECT**

**Model-I
EDU/MJ/699 (Credit =40)**

**Model –II
EDU/MJ/700 (Credit =20)**

Learning Objectives

1. To develop the capacity to identify an educational problem.
2. To enable students to carry out a research project.
3. To familiarize students with the art of writing a research project report.
4. To develop the skill of presentation of a research project report through PowerPoint presentation.

Instructions:

1. The Research Problem selection for model-I (EDU/MJ/699) should be such that the outcomes preferably could be published in a peer-reviewed/ reputed journal.
2. Each student is required to select one problem for the research project from any one out of their concerned papers under the guidance of a faculty member.
3. The research project shall either be a record of original work or a recorded and critical exposition of existing database with regard to an educational problem.
4. A common format must be developed based on APA 7th Edition Style for writing of research project report.
5. Candidate shall not be permitted to submit a research project on which a degree/diploma/certificate has already been conferred on him/her on any one else by the College or university or institution.
6. The research project shall be examined and marked by supervisor and the board for external exam. The board of external examination will be comprised of two members (one internal and one external member). The board will be appointed by the concerned authority of the concerned college/university. **External examiner should be preferably from a university having research experience.**
7. Every candidate shall submit a dissertation on an educational problem. Three copies of the dissertation typed on one side only and duly certified by the supervisor /guide shall be submitted one month before commencement of the examination.
8. The student shall submit the research project report on or before 30th, April for final Viva-Voce.
9. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

Course Learning outcomes

After completion of the research project report students shall be able to:

1. Identify the important sources of research problems.
2. Execute a research project.
3. Write a research project report.


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4. Present the research project report through PowerPoint presentation

Evaluation Scheme

Marks	Activities
Internal 100 Marks	To be given by the concerned supervisor on Research Project Report/Dissertation of the student (100 Marks)
External 400 Marks	Research Project Report Writing (200 Marks) Research Project Report Presentation (100 Marks) Viva-Voce (100 Marks) Note: To be given by the board
Total Mark: 500	


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M.A. (EDUCATION) FOURTH SEMESTER
POPULATION EDUCATION
COURSE CODE: EDU/MJ/606

Learning Objectives:

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

Course Content:

UNIT - I: Concept of Population Education

- Meaning and Scope of Population Education
- Need and importance of population education
- Population affects the quality of life.
- Present population scenario and its impact on common life in India.

UNIT - II: Population Education Policies and programmes

- Various population control policies and programmes, and schemes in India.
- Development of population studies & institutions in India.
- Evaluation of prevalent practices of population planning and control.
- Various implementing agencies of population education programmes in India

UNIT - III: Population Growth, Development, Public Health and Family Life Education.

- Impact of population growth on Social and Economic developments
- Population migration and its impact on society.
- Concept of good health, goals of health education, health services and various National health programmes.
- Nature and need of family life education and various family planning schemes for population control.

UNIT- IV: Approaches of Teaching Population Education

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

Mode of Transaction:

- Lecture cum Discussion method.
- Observational Studies.
- Survey method.
- Drama and Natak method.


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

1. To make population survey near local areas or villages.
2. To study the problems relating to population education.
3. To study the government schemes relating to population awareness.

Expected Learning outcomes:

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

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	40 % in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

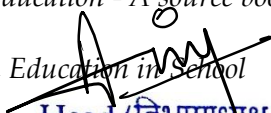
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

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**M.A. (EDUCATION) FOURTH SEMESTER
ENVIRONMENTAL EDUCATION
COURSE CODE: EDU/MJ/607**

Learning Objectives:

1. To make the students aware of the environment and its related problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop in students a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop among students an 'Eco-friendly Attitude' and environmental values.

Course Content:

Unit-I: Environmental Education & Quality of life:

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

Unit-II: Environmental Resources and Management:

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

Unit-III: Curriculum of Environmental Education

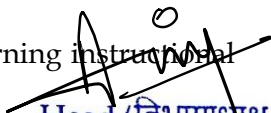
- Environmental Education Curriculum: Stage Specific; Primary, Upper Primary, Secondary
- Approaches of curriculum Development: Interdisciplinary and Multidisciplinary
- Transaction: Approaches to teach Environmental Education: Mass Media Inquiry Approaches, Value Clarification Approaches
- Evaluation in Environmental Education: Meaning, types, Tools and Techniques

Unit-IV: Environmental issues and Research

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

Mode of Transaction:

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


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- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes:

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

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

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

Evaluation Scheme:

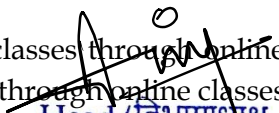
Maximum Marks	80
Internal Assessment	20
Time	: 03 hours
Pass marks	: 40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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


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to be provided by the concerned teacher/s.

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**M. A. (EDUCATION) FOURTH SEMESTER
HUMAN RIGHTS, VALUE & PEACE EDUCATION
COURSE CODE: EDU/MJ/608**

Learning Objectives:

1. To enable the student to understand the concept of human rights and human rights education.
2. To familiarize the students with rights of children and their education.
3. To enable the student to understand the issues of gender equity and human right education of girl child.
4. To acquaint with meaning and approach for inculcating HRE and value education

Course Content:

UNIT- I: Introduction to Human Rights Education& Duties education

- Origin and Historical Development of Concept of Human Rights
- UN Charter & UDHR
- Bases and sources of Human Rights-Values, Ancient Scriptures & Indian Culture
- Meaning and significance of Human Rights & Duties education- Fundamental Rights & Fundamental Duties

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

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

UNIT-III: Value Education

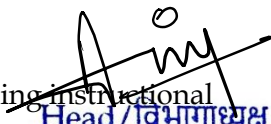
- Value: meaning, hierarchy, types, nature; sources of value – biological, psychological, sociological, spiritual.
- Value Education – concept, importance, objectives.
- Approaches and methods of value education.
- Intervention strategies – rationale building, value clarification, social action, jurisprudential inquiry models; Living Values – An Educational Programme (LVEP).

UNIT-IV: Peace Education

- Concept of Peace and Violence, Seville Statement on Violence
- Nature, Importance, Scope and Objectives of Peace education
- Education for Culture of Peace: Concept and Objectives
- Approaches of Conflict Resolution and
- Approaches, Methods & Strategies of Education for Culture of Peace and Non-Violence

Mode of Transaction:

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


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materials, Blended Learning, FLIP approach.

- Seminar, Workshops, study of documents and references.

Practicum:

1. Study of various functionaries for early childhood education.
2. Importance of health for the proper growth and development of the child.
3. Study of activities of different agencies.

Expected Learning Outcomes:

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

Evaluation Scheme:

Maximum Marks	80
Internal Assessment	20
Time	: 03 hours
Pass marks	: 45% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

References:

1. Bharadwaj, T.R. (2007): *Education of Human values*, Mittal Publications, New Delhi-110059 A- 110, Mohan Garden, New Delhi-110059
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M. A. (EDUCATION) FOURTH SEMESTER
PRACTICUM (PSYCHOLOGICAL TESTS, EXPERIMENTS AND ICT)
COURSE CODE: EDU/MJ/609

Learning Objective:

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

Course Content:

Group (A): Conduction of Practical and Experiments 15X2=30 MARKS

Instructions: Students are required to complete 06 tests/experiments from the following lists, taking at least three from each part.

Group-(A)

Part - 1: Test Administration and interpretation : 03 Tests.

1. Verbal Test of intelligence
2. Non-Verbal Test of intelligence
3. Performance Test of intelligence
4. Aptitude Test
5. Personality Test/Questionnaire
6. Test of Adjustment - inventories
7. Interest Bank/ Inventories
8. Creativity Test
9. Achievement motivation tests
10. Reading comprehension test
11. Study of values
12. Reven's Progressive Matrices
13. Self-Concept Inventory

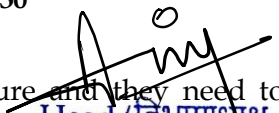
Part - 2: Experiment: 03 Experiments

1. Fatigue (Effect of responses, attention distraction)
2. Mirror Drawing
3. Span of attention
4. Memory
5. Maze Learning
6. Concept formation
7. Sociometry
8. Classroom Interaction (FIACS)
9. Or as updated from time to time

Group B: Critical Understanding of ICT

Maximum Marks: 30

Instruction: Students shall be given four questions of practical nature and they need to


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attempt any two. Students will have to attempt these two questions using computer. Each question will carry 15 Marks.

- Computer Fundamentals: Basic Anatomy, Types and application of input and output devices, Storage devices.
- MS Word: Basic concepts and use of MS Word in education (Writing any paragraph of 100 words provided by examiner)
- MS Excel: Basic concepts, Manipulation of cells, Columns, Rows and simple statistical functions (Any activity on can be given using above mentioned function)
- MS Power point: Preparation of Power point and its presentation before the Examiner
- ICT Tools: Handling and application of OHP, LCD, Projector, T.V., Camera, Interactive Boards, CD and DVD

Expected Learning outcome:

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

Evaluation Scheme:

Group (A): Conduction of Practical and Experiments	MM 30
Group B: Critical Understanding of ICT	MM 30

There will be four questions from **Group A** with two questions from each part. The candidate has to attempt two questions taking 1-1 question from each part and carrying 15 marks each.

There will be four questions from **Group B**. The candidate has to attempt two questions each carrying 15 marks.

The detail of marks distribution is given below

Conduction of Practical/Experiment (15 x 2)	:	30	marks
(External) Practical Question on ICT using Computer (15 x 2)	:	30	marks
(External) Viva-voce with External & Internal Expert Board	:	20	marks
(External) (Both for Group A and B, 10 + 10 Each)			
Internal Assessment & Preparation of practical Note books	:	20 marks	(Internal)
(Both for Group A and B, 10 + 10 Each)			

Duration

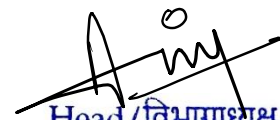
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|---|---|--------------------------------------|
| a. Completion of Test and Interpretation | : | 03 hours |
| b. Practical question on ICT and their solution | : | 01 :30 hours |
| c. Viva-voce | : | 15 minutes. |
| d. Pass marks | : | 40% Internal and External Separately |


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The practicum will be evaluated by Board of External & Internal Expert examiners. The proper record book of each group will be made by the student and work experience items will be performed or displayed on the day of its examination.

Note:

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



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MA (EDUCATION) SECOND SEMESTER
TEACHER EDUCATION
COURSE CODE: EDU/MJ/610

Learning Objectives:

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

Course Content:

UNIT - I: Development of Teacher Education in India

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

UNIT - II: Pre-service Teacher Education Programmes

- Concepts and Importance of Pre-Service Teacher Education
- Curriculum and Evaluation of Pre-Service Teacher Education at different Levels
- New Trends of Teacher Education suggested by NCTE, and NPE-1986
- Problems of Pre-Service Teacher Education and their Remedies

UNIT - III: In-service Teacher Education Programmes

- In-Service Teacher Education- Concept, Importance and Objectives
- Types of Programmes and Organisational Agencies for In-Service Teacher Education Programmes
- Shortcomings and Suggestions for In-Service Teacher Education Programmes

UNIT - IV: Teaching Profession and Trends of Teacher Education

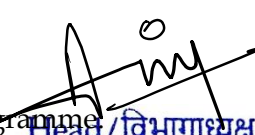
- Professional Ethics and Professional Development of Teachers
- Innovations in Teacher Education and the Role of NCTE in Teacher Education
- Privatisation of Teacher Education and Quality Concerns
- ICT and Teacher Education

Mode of Transaction:

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

Practicum:

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


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

Outcomes:

1. Explore the development of teacher education in India.
2. Understand the teacher education programmes in India.
3. Examine professional development of teacher, trends and research in Teacher Education.
4. Familiarise the new trends in teacher duration

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours
Pass Marks	:	40% in internal and external separately

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. The candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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

References:

1. Govt. of India. Report of the Education Commission. 1964-66.
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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