

M.A. (Education)

Previous

MAEDN 401: PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Objectives:

1. To acquaint the students with the importance and methods of philosophy of education
2. To familiarize the students with the different schools of philosophy and understand the role of education in the Indian philosophical perspectives.
4. To acquaint the students with the importance and methods of sociology of education
5. To familiarize the students with the different sociological problem and the role of education in the social perspective.

Course Content:

A. Philosophical Foundations

UNIT-I. Educational Philosophy

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

UNIT-II. Indian philosophical traditions:

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

UNIT – III. Contribution of Indian Thinkers:

Educational contribution of-

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

UNIT-IV. Western schools and philosophical Approaches.

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

B. Sociological Foundations

UNIT I. Social context of Education:

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

UNIT II. Education and Socialization:

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

UNIT III. Education and culture:

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

UNIT IV. Education and modernization:

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

Practicum

1. Book review of any one educational philosopher
2. Identification of values and their classification
3. Organization of seminar/debate on philosophical issues
4. Social survey
5. Sociological determinants of education
6. Group dynamics and sociometry
7. Seminar on National and Emotional Integration

Authors:

1. Professor Kesang Degi, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, 2014
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3. Miss Moyir Riba, Asst. Professor, Education, Institute of Distance Education, Rajiv Gandhi University, Arunachal Pradesh, 2014

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1. Bhayrappa, S.L. *Values in Modern Indian Educational thoughts*, NCERT, New Delhi, 1988.
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15. Nurullah, S & Naik, J.P. *A Student history of Education*. Mcmillan. New Delhi. 1951.
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7. Debey, S.C. *Modernization and Development : The search for Alternative paradigms.* Vistaar Pub. N. Delhi. 1988.
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24. Swift, D.F. – *Basic, Reading in the Sociology of Education,* London, Routledge, Kegan Paul, 1970
25. UNESCO – *Inequalities and Educational Development,* Paris, ANIIEP Seminar, UNESCO, 1982.

Evaluation Scheme:

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

M.A. (Education)

Previous

MAEDN 402: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Objectives :

1. To understand the basic principles of psychology and the implications for teaching learning
2. To understand the characteristics of adolescent learner, learners with special needs and implications for teaching- learning
3. To understand the learner's mental health, problems and choose appropriate strategies to cope with such problem
4. To understand the various psychological principles and approaches to learning and teaching and develop the essential competencies to apply them in teaching learning situation.

Course Content:

A. Theory

UNIT- I. Psychology and Education:

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

UNIT- II Methods of Educational Psychology:

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

UNIT- III. Growth and Development:

- Dimensions of growth and development; Physical, Social, Emotional, Language development with special reference to Adolescence period.

- Factors of growth and development: Heredity and environment and their implication on education.
- Developmental task during Adolescence period

UNIT-IV. Theories of Learning and Motivation

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

UNIT- V. Intelligence:

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

UNIT-VI. Personality and Mental health:

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

B. Practical

UNIT- VII. Test Administration and interpretation.

- Performance Test of intelligence
- Aptitude Test

- Personality Test/Questionnaire
- Attitude Scale

Unit-VIII. **Experiment**

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

Practicum

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

Authors:

1. Professor S. Sungoh, Department of Education, NEHU, Shillong, 2014

REFERENCES

1. Bloom, B.S. (1971). *Mastery Learning in J.H. Black (ed) Mastery Learning : Theory and Practice*, N.Y. Holt Rinehart and Winston
2. Chauhan, S.S. *Advanced educational psychology*, Vikas Pub. N. Delhi.
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- 9 Hurlock, E.B. *Child development*, McGraw Hill. 1972.
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13. Skinner, C.E. *Educational Psychology*, Prentice Hall, India, 1970.
14. Torrance, E.P. *Gifted Children and the classroom* McMillan, Co. 1963.
15. Walia, J.S. *Foundation of educational psychology*, Jalandhar Pub. 1977.
16. Sahoo, P.M. *Psychology in Indian context*, Agra, Bhargava Book Hosue, 2002
17. Kulshetha, S.P.

Evaluation Scheme:

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

M.A. (Education) Previous**MAEDN 403: METHODOLOGY OF RESEARCH IN EDUCATION****Objectives:**

1. To familiarize the students about the basic concepts of educational research
2. To develop the skill of conducting the research in education
3. To make the students to understand the role of statistics in educational research.
4. To develop the skill of using the statistical techniques appropriately.

Course Content:**UNIT-1. Educational Research:**

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

UNIT-II. Research Process in Education:

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

UNIT-III. Methods of Educational Research

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

UNIT-IV. Tools and techniques in educational research:

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

UNIT-V. Measures of central tendency and variability:

- Measures of central tendency and variability and their computation and uses

UNIT VI. Correlation

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

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

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

UNIT VIII.- Hypothesis Testing

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

Practicum :

1. Selecting a research problem and identification of variables
2. Formulating the objectives and hypotheses
3. Construction of attitude scale
4. Administration of research tool and interpretation

Authors:

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1. Dr. C.S Sivsankar, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, 2014

REFERENCE

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.
2. Best, J.W. *Research in Education*, N. Delhi. Prantice Hall of India
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11. Kerlinger Fred,N. *Foundations of Behavioural Research*, Subject Publications. 1983. N. Delhi-7.
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14. Sax, Gilbert : *Empirical Foundations of Educational Research*, Englewood Cliffs, N.J. 1968.

Evaluation Scheme:

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

M.A. (Education) Previous

404: TEACHER EDUCATION AND PROBLEMS OF INDIAN
EDUCATION

Objectives:

1. To acquaint the students to development of teacher education and teacher education programmes in India.
2. To familiarize the students with the teaching behaviour and teaching skills.
3. They will be able to know the educational structure and administration.
4. Students will be familiar with the various issues, problems and prospects of education.

Course Content:

UNIT I. Development of Teacher Education in India:

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

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

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

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

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

UNIT IV. Teaching Profession and Trends of Teacher Education.

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

UNIT-V. Problems of Primary and Secondary Education:

Constitutional Provisions in Education and its implication

- Universalization of primary education- OB, SSA as an educational programme.
- Regional imbalances in Education
- Qualitative development of primary and secondary education
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UNIT-VI. Vocationalization of Education:

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

UNIT-VII. Higher education and problems:

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

UNIT-VIII. Educational backwardness in India, with special reference to Arunachal Pradesh:

- Literacy and its factors in NE
- Constraints in communication and physical facilities
- Education of socially and economically disadvantaged section of society- SC, ST, Women and rural population.
- Problems of Educational Administration & Supervision

Practicum

1. Analysis of Teaching behaviour of school teachers in a subject (10 periods) using Ned Flanders Techniques
2. Study of pre-service or in-service teacher education programme
3. Role of DIET/NCTE/SCERT/SIE in Teacher Education
4. Identification of problems of vocational education at secondary school stage in Arunachal Pradesh
5. Problems of educational supervision and inspection.

Authors:

1. Prof. Kesang Degi, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, 2014
2. Dr. Anga Padu, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, 2014
3. Dr. Tayum Saroh, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, 2014
4. Prof. T.L Lungdim, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, 2014

REFERENCES

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1. Altekhar. *Ancient Indian Education*, Nanda Kishore Bros. Varansi. 1957.
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20. *Report of Secondary Education Commission*. 1952, Govt. of India
21. *Report of Education Commission*. 1964-66, Govt. of India

Evaluation Scheme:

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

M.A. (Education)**Final****MAEDN 501: EDUCATIONAL TECHNOLOGY****Objectives:**

1. To enable the students to know about nature of Educational Technology.
2. To familiarize the students with the effective teaching learning process.
3. To enable the students to make use of instructional media.
4. To familiarize the students with some innovations.

Course Content:**UNIT I. Education And Technology:**

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

UNIT II. Teaching-learning Process:

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

UNIT III. Models of teaching:

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

UNIT IV. Process of Communication and Instruction:

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

UNIT V. Instructional Technology:

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

UNIT VI. Classification of educational technology equipment:

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

UNIT VII. Behavioral Technology:

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

UNIT VIII. Modern Approaches of Teaching:

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

Practicum :

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

Authors:

1. Sonal Chabra, Asst. Prof., Rawal College of Education, 2014
2. Chetna Jothol, Asst. Prof., Rawal College of Education, 2014
3. J.C Aggarwal, Former Deputy Director of Education, Delhi Administration, Delhi
2014
4. Vikash Publishibng House, 2014

REFERENCE

1. Allen Dwight and Kelvin Ryam. *Micro Teaching Addison* Weslly Publishing Co. London. 1969.
2. Bajpai, A.C. and Leedham J.F. *Aspects of Educational Technology* part. IV, Pitman Pub. Co. N. York. 1970.
3. Bigge, Morris L. and Maurice, P. Hunt. *Psychological foundations of education. An introduction to human development and learning*, Harper and Row New Yorl 1962.
4. Decece, John, P. *The psychology of learning and instructional technology*, Prentice Hall of India. Pvt. Ltd. N. Delhi. 1970.
5. Storm Robert, D. *Teaching and learning process*, Frentice Hall Inc. Englewood Cliffs, New Jarsey, 1970.
6. Sharma, R.A. *Technology of Teaching*, Loyal book Depot, Meerut, 1988.
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8. Pandey, K.P. *Dynamics of teaching behaviour*. Amitash Prakashan Delhi.
9. Rowntree, D. *Educational technology in curriculum development*, Harper & Row, London 1974.
10. Skinner, B.F. *The technology of teaching*. Meredith Corporation. New York. 1968.
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12. Admas, Raymonds, S & Biddle, Bruce, J. *Realities of teaching : Explorations with video tape Holt*, Rinehart and Winston. Inc. 1970.
13. Bigge, Moris, L. *Learning theories for teachers* (Third Ed) Harper & Row Pub. 1976.
14. Flanders, Ned. *Analysing teaching behaviour addisen-Wesley* Pub. Co. 1971.

15. Ober, Richard, L. Bentley, Ernest L. Miller, Edith. *Systematic Observation of teaching* prentice Hall. Inc. 1971.
16. Strem Robert, D (Ed). *Teachers and the learning process*. Prentice Hall. Inc. 1971.

Evaluation Scheme:

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

M.A. (Education)

Final

MAEDN 502: CURRICULUM DEVELOPMENT

Objectives :

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

Course Content:

UNIT I. Introduction to curriculum development:

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

UNIT II. Foundations of curriculum development:

- Philosophical
- Psychological
- Sociological
- Historical

UNIT III. Process of curriculum development:

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

UNIT IV. Curriculum Design:

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

UNIT V. Curriculum Evaluation:

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

UNIT VI. Models of Curriculum Design and Evaluation:

- Models of Curriculum Development: The Tayler Model, Hilda Taba's Model. and system analysis
- Models of Curriculum Evaluation: Scientific models of Matfessel-Michael Evaluation, Provus's Discrepancy Evaluation model, Humanistic Model of Stake's Responsive Evaluation model, Pacllett and Hamilton's Evaluation Model.

UNIT VII. Curriculum Issues:

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

UNIT VII. Research in Curriculum:

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

Practicum:

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

Authors:

1. Dr. Sameer Babertt, 2014
2. Dr. Amita Gupta, 2014
3. Meera Balachandran, 2014
4. Vikas Publishing House

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Evaluation Scheme:

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

M.A. (Education)

Final

**MAEDN 503: EDUCATIONAL EVALUATION AND GUIDANCE IN
EDUCATION**

Objectives:

1. To familiarize the students with the concepts of measurement and evaluation
2. To enable the students to know about the various types of tests
3. To familiarize the student teachers with different services in the guidance programme and acquaint them with the techniques of guidance and counselling
4. To enable them to know the importance and utility of guidance and counselling.

Course Content:

A. Educational Evaluation

UNIT- I. Measurement and evaluation:

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

UNIT-II. Taxonomy of Educational objectives:

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

UNIT-III. Characteristics of Good Test:

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

UNIT-IV. Construction and Standardization of Achievement Test:

- Norms: Meaning and significance of norms, Types of norms and their usability:

Age norm, Grade norm, percentiles, standard scores-Z-scores, T- Scores, Stanine

- Meaning and Types of Achievement Test- Teacher Made and standardized, Steps of construction of Achievement Test and its standardization

UNIT-V. Attitude Scale:

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

B. Guidance in Education

UNIT-VI. The concept of Guidance and Counselling:

- Meaning. Nature and Need of Guidance
- Principles of guidance
- Types of guidance: Educational, vocational and personal guidance and group guidance
- *Meaning, nature and scope of counseling.*
- *Types of counseling-directive, non-directive and eclectic counseling*
Necessary qualities (personal and professional) of a good counselor

UNIT-VII. Techniques of Guidance and Counseling:

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

UNIT-VIII. Organization of guidance and counselling services in schools and colleges:

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

Practicum:

1. Construction and standardization of an achievement test.
2. Construction of Attitude Scale
3. Preparation of a questionnaire.
4. Administration of test and interpretation of scores.
5. Organization of career talks

6. Organization career corner
7. Identification of problems of guidance programme in any school of Arunachal Pradesh
8. Testing the vocational aptitude of secondary school students.

Authors:

1. Dr. Manorama Mathur, 2014
2. Sateeshchandra Joshi, 2014
3. Chetna Jathol and Sonal Chabra, 2014
4. Vikas Publishing House

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Evaluation Scheme:

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

M.A. (Education)

Final

MAEDN 5041: Environmental Education

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 in students an 'Eco-friendly Attitude' and environmental values.

Course outline:

Unit-I. Environment and Education:

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

Unit-II. Environmental Resources:

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

Unit-III. Environmental Resources Management:

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

Unit-IV. Approaches for Environmental Education:

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

Unit-V. Role of Media:

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

Unit VI. Evaluation in Environmental education:

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

Unit-VI. Environment and Quality of life:

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

Unit-VIII. Research and Development in Environmental Education:

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

Practicum

- (i) Preparation of an activity based curriculum on Environmental Education for primary/elementary classes.
- (ii) Development of kitchen garden and reporting
- (iii) Development of Nursery and reporting
- (iv) Identification and reporting of the most immediate environmental problems faced by the locality.
- (v) Celebrating the environmental days
- (vi) Organization of seminar/debate/workshops

Authors:

1. Dr. Manorama Mathur, 2014
2. Sateeshchandra Joshi, 2014
3. Chetna Jathol and Sonal Chabra, 2014
4. Vikas Publishing House

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Evaluation Scheme:

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

M.A. (Education)

Final

MAEDN 5042: EDUCATION FOR HUMAN RIGHTS & WOMEN
EMPOWERMENT

Objectives

1. To enable the student to understand the concept of human rights and human rights education.
2. To enable the student to understand the issues of gender equity and human right education of girl child.
3. To acquaint with meaning and approach for inculcating HRE and value education
4. To familiarize the learners about the historical perspective of women education in India

5. To acquaint the learners about women empowerment and role of various agencies about the development of women education

Course Content

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

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

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

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

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

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

UNIT IV. Value Education and Peace Education:

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

UNIT V. Historical and Post Independence Perspective:

- Earlier influences of ancient scriptures on women education
- Socio-religious reforms and women education
- Colonial policies and women education
- Constitutional provisions
- Fundamental rights and directive principles of state
- Recommendation of various committees and commissions relating to girl education
- New Educational Policy and women education
- Status of women education, enrollment at different stages, literacy

UNIT VI. Education and Empowerment:

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

UNIT VII. Gender Studies:

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

UNIT VIII. Present Status:

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

Practicum

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

Aurhors:

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2. Dr. S.S Jaswal, 2014
3. YSR Murthy, 2014
4. DR. (Mrs) Amita Gupta, 2014
5. Dr. Kaushikee, 2014
6. Vikas Publishing House, 2014

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Evaluation Scheme:

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