



Established by Govt. of Arunachal Pradesh vide Act 9 of 2012, the Arunachal University of Studies Act, 2012 Recognized as per u/s 2(f) of University Grants Commission Act, 1956
NH-52, Namsai, Arunachal Pradesh -792103

MASTER OF ARTS (EDUCATION) – FIRST SEMESTER

First Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Philosophical Bases of Education (Indian)	4	100
2	Sociological Foundations of Education	4	100
3	Fundamentals of Educational Psychology	4	100
4	Teacher Education	4	100
5	Educational Measurement and Evaluation	4	100
6	Principles and Procedures of Guidance and Counseling	4	100
Total		24	

Subject Name: PHILOSOPHICAL BASES OF EDUCATION (INDIA)

Objectives of the Subject: On completion of the course, the student will be able to-

- Describe the role of Philosophy in Education.
- Explain the basic tenets of the given Indian Philosophies and their influence in Education.
- Appraise the contribution of the given philosophers in the domain of education.

Subject Content:

Unit – I: BASES OF EDUCATION

1. Concept of Education, Aims & Objectives of Education.
2. Functions of Education,
3. Types of Education - Formal, Informal and Non-formal. Bases of Education: Philosophical, Sociological and Psychological.

UNIT II: EPISTEMOLOGICAL AND AXIOLOGICAL BASES OF PHILOSOPHY

1. Branches of philosophy- metaphysics, epistemology, axiology, logic, aesthetical and ethical and their implications in education
2. Sources of knowledge
3. Theories of values.
4. Freedom authority and discipline.

UNIT III: SCHOOLS OF PHILOSOPHY (INDIAN SCHOOLS)

1. Vedic Philosophies---
 - Samkhya-- basic tenets with special reference to Purusha and Prakriti, educational implications.

- Yoga—basic tenants, Astangika yoga, Educational implications.
 - Vedanta—Special reference to Dvaita, Advaita and Vishistadvaita, their basic tenants, Educational implications.
2. Non-Vedic Philosophies—
 - Carvaka—epistemology, Carvaka ethics, Educational implications.
 - Jainism—basic principles of Jainism, educational implications.
 - Buddhism—the teachings of Buddha, the philosophical principles of Buddhism, educational implications.
 3. Nyaya
 4. Islamic traditions
 - educational implications, aims and methods of acquiring valid knowledge.

UNIT IV: VIEWS ON EDUCATION

1. Swami Vivekananda
2. Mahatma Gandhi
3. JidduKrishnamurti
4. Aurobindo

Suggested Readings:

- Aggarwal, Somnath: Philosophical Foundations of Education. Authors Press Publishers. New Delhi
- Brubacher, John.S : Modern Philosophies In Education. Surjeet Publications, New Delhi.
- Pachuri , G: Philosophical Foundation of Education. R.Lall Book Depot. Meerut.
- Johri, P.K: Philosophical Foundation of Education. Anmol Publications Pvt. Ltd. New Delhi.

Subject Name: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives of the Subject: On completion of the course, the student will able to-

- Explain the concept, Process and agent of Socialization.
- Explain the role of Education in Social Change and Development.
- Illustratesocial aspects and Cultural Processes and its Educational Implications.
- Describe various Social Groups and their Education.

Subject Content:

Unit – I: SOCIOLOGICAL BASES OF EDUCATION

1. Concept of Educational Sociology, Relationship of Sociology and Education.
2. Meaning and Nature of Educational Sociology and Sociology of Education.
3. Education as a Process in Social System.
4. Concept and Dynamic Characteristics of Social Organization and its Educational Implications.
5. Education as an Agent of Socialization.

Unit – II: SOCIAL ASPECTS OF EDUCATION

1. Education and the Home
2. Education and Secularism
3. Social Mobility: Meaning, Kinds, Importance and Factors Affecting Social Mobility.
4. Social Change: Concept and Factors affecting Social Change.
5. Concept of Urbanization, Modernization and Westernization with Special Reference to Indian Society and its Educational Implications.

Unit – III: SOCIAL INTERACTIONS AND CULTURE

1. Group Dynamics,
2. Socialization of the Child.

3. Concept of Social Stratification and its Educational Implications.
4. Meaning and Nature of Culture; Cultural Processes and its Educational Implications.
5. Role of Education in Cultural Change.

Unit – IV: EQUALITY AND EXCELLENCE IN EDUCATION

1. Education as related to Social Equity and Equality of Educational Opportunities.
2. Problems of Education in Current Socio-Economic Scenario.
3. Education of the Socially and Economically Disadvantaged Sections of the Society with special reference to Scheduled Castes and Scheduled Tribes, Women and Rural Population.
4. Problems concerning equality of opportunities in education.

SUGGESTED READINGS:

1. Adiseshiah, W.T.V. & Pavanasam.(1974). R. *Sociology In Theory And Practice*, New Delhi, Santhi Publishers.
2. Brown, Francis J. (1954), *Educational Sociology*, New York: Prentice Hall Of India. Chandra, S.S.(1996). *Sociology Of Education*, Guwahati, Eastern Book House.
3. Chanda S. S. & Sharma R.K.(2002). *Sociology of Education*, New Delhi, Atlantic Publishers.
4. Cook L, A. & Cook, E. (1980), *Sociological Approach To Education*, London: Mcgraw Hill. Dewey, John (1966), *Democracy And Education*, New York: The Freeman's Press Durkheim, E.(1966). *Education And Sociology*, New York, The Free Press
5. Gore, M.S. (1984) *Education And Modernization In India*, RawatPublishers,JaipurHasley, A.H.; FloudJeen And Anderson C., Arnold (1969), *Education, Economy Andsociety*, New York: The Freeman's Press.
- 6.

Subject Name: FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY

Objectives of the Subject: On completion of the course, the student will able to-

- Explain the concept, nature, scope and uses of psychology in Education.
- Explain the influence of growth and development in education.
- Discuss the concept and theories of intelligence and creativity.
- Explain the meaning, concept, factors and theories of personality.

Subject Content:

Unit – I PSYCHOLOGICAL BASES OF EDUCATION AND DEVELOPMENT

1. Educational Psychology: Meaning, Nature and Scope.
2. Relevance of Educational Psychology for Teaching-Learning Process.
3. Growth and Development – Concept, Stages, Principles of Growth and Development Factors Influencing Development – Genetic and Environmental.
4. Theories of Development and their Educational Implications with special reference to:
 - Piaget’s Cognitive Development
 - Freud’s Psycho-sexual Development

Unit -II MANAGING INDIVIDUAL DIFFERENCES

1. Stage Specific Characteristics during Infancy to Adolescence Period.
2. Childhood and Adolescence: Meaning, Characteristics
3. Stages and Aspects of Development with special reference to Needs and Problems of Adolescents in the Indian context.
4. Individual Differences: Meaning, Dimensions and Causes of Individual Differences.
5. Role of Teacher to minimize Individual Differences

Unit – III INTELLIGENCE AND CREATIVITY

1. Nature of Intelligence – Concept and Types, Abstract, Concrete, Emotional and Spiritual Heories of Intelligence and its Educational Implications

2. Intelligence Theories
 - Two Factor Theory by Spearman
 - Guilford's Sol Model
 - Gardner's Theory of Multiple Intelligences
3. Measurement of Intelligence
 - Verbal (Individual and Group) Tests
 - Non-Verbal (Individual and Group) Tests
 - Performance (Individual) Tests
4. Creativity: Concept, Factors and Process, Techniques for Enhancing Creativity.
 - Brain-Storming (Osborn)
 - Synectics (Gorden)

Unit – IV PERSONALITY

1. Concept and Nature of Personality.
2. Theories of Personality and their Educational Implications,
 - Trait Theories by Allport and Cattell
 - Type Theory by Eysenck
 - Humanistic Theories by Carl Rogers and Maslow
3. Personality development.
 - Psychoanalytical theory of Personality,
 - Erikson's Stages of Psycho-social development.
4. Personality Inventories, Rating Scales and Projective Techniques

SUGGESTED READINGS:

1. A.H. Maslow (1970). Motivation And Personality (2nd Edition). New York: Harper & Row. Ambron, S.R (1981) Child Development, Holt, RincehartAnd Winston, New York. Anderman, E., &Corno, L. (Eds.). (2013). Handbook Of Educational Psychology. Routledge.
2. B.K. Passi. (1982). Creativity In Education, Npc Agra.
3. C.L. Kundu (1989). Personality Development, Sterling Publishers Pvt. Ltd., New Delhi, 1989
4. Chauhan, S.S (2006). Advanced Educational Psychology New Delhi: Vikas Publishing House.
5. Crow L.D. & Crow Alice (2008) Human Development and Learning, New Delhi, Surjeet Publications.
6. Dandapani, S. (2002). Advanced Educational Psychology, Second Edition, Anmol Publication, Pvt. Ltd, New Delhi
7. Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.

Subject Name: TEACHER EDUCATION

Objectives of the Subject: On completion of the course, the student will able to-

- Understand the basic concept of Teacher Education and Teacher Training and development of Teacher Education in India.
- Acquaint the students with pre-service and in service Teacher Education programme in India.
- Accustom the students with the recent trends and innovative practices in Teacher Education.
- Familiarize the students about professionalism and accountability of teachers.

Subject Content:

UNIT I: INTRODUCTORY CONCEPT

1. Concept, Need and Scope of Teacher Education.
2. Historical Development of Teacher Education in India: Kothari Commission (1964-66)
3. Teacher Education in NPE (1986 & POA 1992)
4. National Curriculum Framework for Teacher Education (NCFTE,2009)

UNIT II: TEACHER EDUCATION PROGRAMME IN INDIA.

1. Objectives of teacher education in different levels of education
 - Nursery
 - Elementary
 - Secondary.
2. Teacher education programmes in india.
 - Nursery Level Teacher Education Programme. (C.Ed).
 - Elementary Level Teacher Education Programme (D.Ed)
 - Secondary Level Teacher Education Programme. (B. Ed)
 - Preparation of Teacher Educators (M. Ed)
3. In service Teacher education programme- needs, objectives and types.

UNIT III: AGENCIES AND PROBLEMS

1. Role of NCERT, SCERT & DIET.
2. Role of NCTE and NAAC in Improving the Quality of Teacher Education.
3. Performance Appraisal of Teachers;
4. Professional Ethics of Teachers.

UNIT IV: MODELS OF TEACHER EDUCATION:

1. Social Oriented Progressive Model
2. Academic Orient Model.
3. Personalistic Oriented Model.
4. Competency Based Oriented Model.

SUGGESTED READINGS:

- Aggarwal,J.C: Teacher Education Theory And Practice, Doaba House. Booksellers Publishers, Delhi.
- Das, B.C: Teacher Education at A Distance.
- Gurry, P: Education And The Training Of Teachers, Lonmans Green And Co.Ltd, London.
- Mukherjee: Education Of Teachers In India. • Pandey, B.N.& Khosla: Secondary Teacher Education Curriculum, Deptt.Of T.E.N.C.E.R.T., New Delhi
- Sharma, Shashi Prava: Teacher Education- Principles, Theories and Practices. Kanishka Publishers and Distributors.

Subject Name: EDUCATIONAL MEASUREMENT AND EVALUATION

Objectives of the Subject: On completion of the course, the student will able to-

- Explain the concepts and techniques of measurement and evaluation.
- Explain the functions and Basic Principles of Educational Evaluation.
- Develop skills in the construction and standardization of tests.

Subject Content:

Unit – I: MEASUREMENT IN EDUCATION

1. Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor Domains.
2. Educational Measurement: Concept, Need and Scope.
3. Difference between Criterion and Norm-Referenced Measurement.
4. Measurement of Achievement, Attitude and Skills.

Unit – II: EVALUATION IN EDUCATION

1. Meaning, Functions and Basic Principles of Educational Evaluation.
2. Difference between Measurement and Evaluation in Education.
3. Current Trends in Evaluation: Grading System, Open Book Examination, Self-Evaluation, Online Examination.
4. Continuous and Comprehensive Evaluation: Concept, Objectives and Procedure.

Unit – III: TOOLS OF MEASUREMENT AND EVALUATION

1. Basic Characteristics of Measurement and Evaluation Tools: Reliability, Validity, Objectivity and Usability;
2. Norms of Interpretation of Test Scores: z-scores and Percentile Norms.
3. Types of Tests and their Characteristics: Objective and Subjective-Type of Achievement Tests,
4. Questionnaires, Schedules, Rating Scales and Performance Tests.

Unit – IV: TEST CONSTRUCTION

1. Basic Principles of Test Construction;
2. Ways of Writing Different Types of Test Items.
3. Steps of Constructing and Standardizing Criterion-Referenced and Norm-Referenced Achievement Tests.
4. Development of Classroom Tests (Teacher-Made Tests) for Measuring Achievement

Suggested Readings:

1. Aggarwal, J. C. Essentials of Examination System, Vikas Publishing House Pvt. Ltd. 2005.
2. Aggarwal, R. N. and Asthana, Vipin. Educational Measurement and Evaluation, Vinod PustakMandir, Agra, 1983.
3. Brown, Frederick Gramm. Educational Tests and Measurement, F. E. Peacock Publishers, 1971.
4. Brown, Frederick Gramm. Measuring Classroom Achievement, Holt, Rinehart and Winston, 1980.
5. Gronlund, N. E. Measurement and Evaluation in Teaching, MacMillan, New York, 1981.
6. Goswami, M. Measurement and Evaluation in Psychology and Education, Neelkamal Publication, New Delhi, 2012.
7. Mehrens, W. A. and Lehmann, I. J. Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, New York, 1984.

Subject Name: PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELING

Objectives of the Subject: On completion of the course, the student will be able to-

- Define the meaning, nature, purpose and scope of guidance and counselling.
- Describe the characteristics and functions of guidance and counselling.
- State the basic principles of guidance and counselling.
- Explain the types and areas of guidance and counselling.

Subject Content:**Unit I: GUIDANCE**

1. Concept, Needs, Assumptions, Scope and Significance of Guidance
2. Steps in Guidance
3. Testing and Non-Testing Techniques of Guidance
4. Issues and Problems in Guidance

Unit II: GUIDANCE PROGRAMMES.

1. Guidance Programmes For- Primary, Secondary and Higher Secondary Students.

2. Types of Guidance- Personal, Educational and Vocational.
3. Role of Teacher in Guidance and Counselling.
4. Guidance Programme in School.

Unit III: GUIDANCE OF CHILDREN WITH SPECIAL NEEDS (CWSN)

1. Problems and Needs of CWSN.
2. Guidance of the Gifted and Creative Students.
3. Guidance of Under-Achievers and First Generation Learners.
4. Role of the Teachers in Helping Children with Special Needs.

Unit IV: TYPES AND APPROACHES OF COUNSELLING

1. Concept, Characteristics and Principles of Counseling
2. Counseling Approaches – Directive, Non-Directive and Eclectic, Counseling Skills.
3. Individual & Group Counseling and Ethical Issues in Counseling.
4. Child Guidance Clinic- Importance, Organization of Child Guidance Clinic. Personnel Involved in Child Guidance Clinic.

Suggested Readings:

1. Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.
2. Arther J. J., (1971). Principles of Guidance Delhi: Tata Mc Graw Hill.
3. Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling: Practical (Vol I & II) New Delhi: Vikas Publishing House.
4. Chauhan, V., & Jain., (2004). NireshanEvamPramarsh. Udaipur: AnkurPrakashan. - Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.
5. Gupta, S.K. (1985). Guidance and Counselling. Delhi: Mittal.
6. Shertzer, B & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A. Houghton, Mifflin Co.
7. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto. Little Brown and Company.