# PROGRAMME STRUCTURE

# MASTER OF ARTS (EDUCATION)

## Course Structure: 2022

## Syllabus of Semester I & II



**DEPARTMENT OF EDUCATION**
**A. M. SCHOOL OF EDUCATIONAL SCIENCES**
**ASSAM UNIVERSITY**
**SILCHAR**

## Introduction

The Master of Arts (Education) Programme is a much sought course offered by the department of education. The course would develop a deeper and comprehensive understanding about all the aspects of education and it develops a multi-disciplinary perspective among the learners. The course caters to build a knowledge system deeply rooted in the educational theories and practices. The teaching learning process in this course empowers the learner to understand the philosophical, psychological and sociological foundations of education with due stress on the recent developments in the field of education as envisaged in NEP 2020 and in tune with the expectations of the nation and the society. The course emphasis on the enhancement of varied skills and competencies in education as expected from a learner.

## Programme Outline

It is a four semester course with a total of 80 credits distributed equally across all the semesters. One credit means one hour of theory (teaching- learning) or two hours of laboratory/ field works, per week for duration of a semester (13-15 Weeks).

There will be two/one year (four/two semester) Postgraduate/ Master's Degree Programme after the three/four-year (six/eight semester) Bachelor's Degree with the second year of the programme focusing more on the development of research capabilities among learners. There will be an exit point after the first year (second semester) of the two year (Four semester) Postgraduate /Master's Degree Programme. The students who exit after the successful completion of the first year (two semesters) will be awarded a Postgraduate Diploma.

Students shall be admitted to a two year (Four semesters) Programme with the second year devoted entirely to research after completing the three year Bachelor's Programme. Students completing a four year Bachelor's Programme with Honours/ Research may be admitted to a one year (Two semesters) Master's Programme.

Every admitted student shall be assigned to a Mentor teacher from the department. The mentors shall also help the students in selecting the online courses in the second semester.

Under the research project, a student is expected to work on a research problem, relevant to educational theories or practices. If a student publishes a research paper based on his/her research work in SCI/SSCI/Scopus- indexed/UGC CARE listed journal, and such a publication can be considered in-lieu of a project/ dissertation report.

**Objectives of the Programme**

The M.A. (Education) programme intends to bring a change among learners as desired in a social system through imbibing multi-faceted knowledge and skills in education. The programme specifically intends to develop:

a) learning-experiences, which will enable students to understand and appreciate the theoretical foundations of education
b) research capabilities, to critically analyse and evaluate educational concerns and contribute constructively towards policy decisions
c) community living skills, technological skills, environmental and health concerns amongst learners

d) a conceptual and practical knowledge of assessment and evaluation processes in education

e) the capacity for self-learning through online mode

## Course Structure
## First Semester

| Courses | Course Type | Total Credits | Contact Hours P/W | Marks |
|---|---|---|---|---|
| 500- Orientation | Orientation | NIL | | |
| 501- Theories and Principles of Education | Core (CC) | 4 | 4 | 100 |
| 502- Learning Theories and Practices | Core (CC) | 4 | 4 | 100 |
| 503- Technology Enabled Teaching and Learning | Core (CC) | 4 | 4 | 100 |
| 504- Health and Stress Management | SEC | 3 | 3 | 100 |
| 505- Environmental Education | ALIF | 3 | 6 | 100 |
| 506- ** | CCEC | 2 | 2 | 100 |
| | | **20** | **23** | **600** |

**\*\***

As per the availability of the resources/resource persons, the department will choose any three activities from the following activities

- Adult Education
- Environmental awareness
- Waste management (water/solid waste etc.)
- School/ Village adoption
- Health Education
- SUPW - Gardening, Crafts etc.
- Campus Improvement
- Any other social/educational issues

*Examination*

Once the community engagement is completed, the learner will submit the report of the activities to the department. It is practical paper and will be evaluated by constituting a three member committee under Head, Department of Education as the chairman.

## Second Semester

| Courses | Course Type | Total Credits | Contact Hours P/W | Marks |
|---|---|---|---|---|
| 551- Education in the Social Context | Core (CC) | 4 | 4 | 100 |
| 552- Teacher Education: Thought and Practices | Core (CC) | 4 | 4 | 100 |
| 553- Assessment of Teaching and Learning | Core (CC) | 4 | 4 | 100 |
| 554- Guidance and Counselling | IDC | 3 | 3 | 100 |
| 555- Psychology Practicals | ALIF | 3 | 6 | 100 |
| 556- Apprenticeship/Project** | VBC | 2 | 2 | 100 |
| | | **20** | **23** | **600** |

- **Any hands on activity as relevant to the course may be undertaken under an expert / mentor as it is decided in the DAC.

## Third Semester

| Courses | Course Type | Total Credits | Contact Hours P/W | Marks |
|---|---|---|---|---|
| 601- Educational Research and Statistics - I | Core (CC) | 4 | 4 | 100 |
| 602- Academic Writing | IDC | 4 | 4 | 100 |
| 603- Educational Policy, Planning and Management | Elective | 4 | 4 | 100 |
| 604- Inclusive Education | ALIF | 3 | 6 | 100 |
| 605- Dissertation* | Part I | 5 | 10 | 100 |
| | | **20** | **28** | **500** |

- *Dissertation will start in the third semester and continue till fourth semester

## Fourth Semester

| Courses | Course Type | Total Credits | Contact Hours P/W | Marks |
|---|---|---|---|---|
| 651- Educational Research and Statistics - II | Core (CC) | 4 | 4 | 100 |
| 652- Curriculum and Pedagogy | Core (CC) | 4 | 4 | 100 |
| 653- Education for Sustainable Development | Elective | 4 | 4 | 100 |
| 654- Dissertation* | Part II | 8 | 16 | 200 |
| | | **20** | **28** | **500** |

- * Dissertation will start in the third semester and continue till fourth semester

# MA Education

## CC 501

## Theories and Principles of Education

**Objectives**: To enable the students

 A. Know the concept of philosophy and the generation of philosophical ideas and theories.
 B. Appreciate the positivist approach of development of theory.
 C. understand the Indian and Western schools of philosophy
 D. Understand the process of thinking, writing, critical analysis on Indian and western school of philosophers and their educational contributions.
 E. critically analyse the theories of analytical philosophy of education and practices

## Contents

### Unit I Introduction: philosophical ideas and theory generation

Philosophy of education: meaning, definitions and relationship between education and philosophy

Branches: metaphysics, epistemology, and axiology and their educational implications

Functions of philosophy: speculative, normative, and critical

Theory generation: Hume's problem of induction, Kant's transcendental idealism, Popper's problem of induction and Kuhn's paradigm

### Unit II Indian school of philosophy

Indian school of philosophy: Samkhya, Yoga, Vaishesika, Nyaya, Buddhism, Jainism, Purva Mimansa and Vedanta or Uttara Mimansa with special reference to reality, knowledge and values and their educational implications

### Unit III Western school of philosophy

Western school of philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism, Essentialism, Humanism with special reference to reality, knowledge and values and their educational implications

### Unit IV Educational thoughts of great thinkers

Indian philosophers and their educational contributions: Gandhi, Tagore, Aurobindo, Vivekananda and Krishnamurty.

Western philosophers and their educational contributions: Paulo Freire(Pedagogy of Oppressed, Critical pedagogy), Ivan Illich (De-schooling society), John Dewey(Pedagogic creed), Paul Goodman (Compulsory miss-education).

**Unit V Theories of Analytical philosophy for Educational Practices**

Theories of Analytical philosophy of Education: Quine (Positivism), A J Ayer (Language, truth and logic), Wittgenstein (Picture theory of language), Frege (Sense and reference)

Practices: Logical positivism, logical empiricism, relative positivism, Analytic vs. Continental philosophy of education, philosophy of mind and cognition

**Suggested Readings**

Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.

Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi: Sanjay Prakashan.

Banerjee A.C. & Sharma S.R. (1999): Sociological and Philosophical issues in Education, Jaipur : Book Enclave.

Black, N. et al. (2003). Philosophy of Education. UK: Blackwell Publishers.

Brubacher, John S., (1965). Modern Philosophies of Education. New York, McGraw-Hill.

Butler, J.D. (1969). Four Philosophies. New York: Harper and Bross.

Cahn, Steven M. (1997). Classic and Contentporary Readings in the Philosophy of Educcrtion. New. York, NY: McGraw Hill

Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: VinodPustakMandir.

Chaube, S.P. (2007). Foundations of Education, New Delhi: Vikas Publishing House.

Collins, James. The Existentialists. Chicago: Henry Regnery, 1952. Copleston, Frederick. Contemporary Philosophy. London: Search Press, 1972.

Glock, H. A Wittgenstein Dictionary. Oxford: Blackwell Publishers, 1996. Hacker, P.M.S. Wittgenstein's Place in Twentieth-Century Analytical Philosophy. Oxford: Blackwell, 1996

Gupta, Rainu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiana :Tondon Publications.

Hans-Johann Glock (2008). What is Analytic Philosophy? Cambridge University Press

Henry E. Allison(1983). Kant's transcendental idealism, Yale University Press

Herbert (1963). A Philosophy of Education. New York: Mc.Graw Hill. Kneller, G.F. (1993). Foundation of Education, New York: John Wiley & Sons, Inc.

Hume, David (January 2006). An Enquiry Concerning Human Understanding. *Gutenberg Press*

Jeffrey D Long (2009), Jainism: An Introduction, Macmillan

Joshi, K.L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan. Johnston,

Kenny, Anthony. A Brief History of Western Philosophy. Malden: Blackwell Publishers, 1998.

Kneller, John F. (1978). Contemporary Educational Theory. John Wiley and Sons.

K. Ellis John J. Cogan, Kenneth Honey (1981). Introduction to Foundation of Education. New Jersey: Prentice Hall.

Kuhn, T. S. (1962), The Structure of Scientific Revolutions, Chicago: University of Chicago Press.

Masih, Y. A Critical History of Western Philosophy. New Delhi: Motilal Banarsidas Publishers, 2002.

Max Muller F. (1956). The six systems of Indian Philosophy. Calcutta: Sushil Gupta. McChellan, J.E. (1976). Philosophy of Education. New Jersey: Prentice Hall.

Monis. V.C. (1969). Modern Movements in Educational Philosophy,Bosten: HonghatonMiffine.

Murty S.K. (2003). Philosophical and Sociological foundations of Education. Ludhiana: Tandon Publications.

O'Connor,J. (1995). An introduction to Philosophy of Education. Agra: Vinod Pustak Mandir.

Olson, Robert. An Introduction to Existentialism. New York: Dover Publications, 1962.

Pandey, R.S. (1996). An introduction to major Philosophies of Education. Agra: Vinod Pustak Mandir.

Pandey, R.S. (1997) : East West Thoughts on Education, Allahabad : Horizon Publishers.

Pandey, R.S. (2013). Education in Emerging Indian Society. Agra: Aggarwal Publications.

Part Joe (1963). Selected readings in the Philosophy of Education. New York: McMillan.

Paulo Freire (1996) Pedagogy of the Oppressed, Penguin Books.

Quine, W. V. (1953), 'Two Dogmas of Empiricism', in From a Logical Point of View, Cambridge, Mass.: MIT Press. —— (1969), 'Epistemology Naturalized', Ontological Relativity and Other Essays, New York: Columbia University Press.

Roy W. Perrett (2001). *Indian Philosophy: Metaphysics*. Routledge.

Russell, B. The Analysis of Mind. London: Allen & Unwin, 1921. Wittgenstein, L. Tractatus Logico-Philosophicus. Trans. C.K. Ogden and F.P. Ramsey, London: Routledge & Kegan Paul, 1922.

Russell, B. History of Western Philosophy. London: Routledge Classics, 2010

Sarvepalli Radhakrishnan and Charles A. Moore. *A Sourcebook in Indian Philosophy*

Sodhi T.S. & Suri A. (1998) : Philosophical and Sociological Foundation of Education, Patiala : Bawa Publications.

Surendranath Dasgupta (2015). A History of Indian Philosophy. Motilal Banarsidass Publishers

Taneja, V.R. (2005). Foundation of Education, Chandigarh: Abhishek Publishers.

Thomson, Iain (2002). "Heidegger on Ontological Education"". In Peters, Michael A.. Heidegger, Education, and Modernifi. NewYork, NY:

Uday Shank er. 2007 . Philosophy of Education for Modern India. New Delhi : Pergamon Press

Walia, J.A. (2011): Modern Indian Education and its Problems, Paul Publishers, Gopal Nagar, Jullundhur City.

Walia, J.A. (2011): Philosophical, Sociological and Economic Bases of Education, Jalandhar: Ahim Paul Publishers.

Westerhoff, Jan. 2018. *The Golden Age of Indian Buddhist Philosophy*. Oxford: Oxford University Press

Worrall, J. (1996), 'Structural Realism: The Best of Both Worlds', in D. Papineau (ed.), Philosophy of Science, Oxford: Oxford University Press.

# MA Education

## CC 502
## Learning Theories and Practices

**Objectives:**

After completion of the course, the students will be:

Acquainted with the latest Learning Theories

Able to understand the importance of learning theories in teaching- learning process

### Unit - I: Understanding the learner and learning process

Understanding learner from a psychological perspective:

Biological bases of behavior & learning- Central Nervous System and its functions

Concept of Sensations and perceptions, Memory, Cognition, Emotional intelligence

Factors affecting learner and learning process

### Unit - II: Learning theories

Classical and operant conditioning theories, Cognitive theories, Social learning theories,

Importance of varied learning theories in Teaching-Learning Process

### Unit-III: Motivation and learning

Motivation theories: Process and Content theories

Maslow's Need Hierarchy, McClelland's need theory, Locke's theory of goal setting, Vroom's Expectancy Theory

Importance of varied motivational theories in Teaching-Learning Process

### Unit -IV: Personality

Concept of personality

Brief introduction to personality theories: Type & Trait theories, Neo-Freudian theories, Humanist theories, and its implication in learning context

### Unit -V: Mental health & adjustment

Concept, and Need of mental health, Significance of mental health in education

Concept, and importance of Adjustment,  Adjustment in school and in family,

Concept of maladjustment, Defence mechanism, and its implication in learning context

**Suggested Readings**

- Essentials of educational psychology: S. K. Mangal, (2007), PHI Publishers
- Essentials of educational psychology (3rd edition) : J. C. Agarwal, (2014), Vikas Publishing House
- Psychology (5th Edition): Robert A. Baron, Girishaar Misra, (2001), Pearson India
- Educational Psychology (14th edition): Anita Woolfolk, Preeti Kapur, (2019), Pearson India
- Fundamentals of Educational Psychology (11th Edition): Anita Woolfolk, Girishaar Misra, Arbind Jha (2012), Pearson India

# TECHNOLOGY ENABLED TEACHING AND LEARNING

**Objectives:**

*On completion of this course, the students will be able to:*

- understand the significance of ICT in education;
- enlist opportunities and challenges in integrating ICTs in education;
- understand the concept of blended learning and mobile apps in learning;
- find out which MOOCs are suitable for academic development;
- search for and identify OERs based on licenses and copyrights;
- comprehend all about the learning management system;
- integrate ICT tools for assessment of learning.

## Unit I: Introduction to ICT in Education

Information and Communication Technology (ICT): Definition, Concept, Objectives, Merits and Demerits. Concept of Digital Native and Digital Immigrant. Synchronous and Asynchronous E-learning. Technology in the Flipped Classroom. National Policy on ICT. ICT Initiatives of Ministry of Education (MoE), Government of India. Role of Teachers in the ICT Environment. Opportunities and Challenges in Integrating ICTs in Education.

## Unit II: Emerging Trends in the ICT Enabled Teaching-Learning Process

Blended Learning (BL): Concept and Models of Blended Learning: Face-to-Face Driver Model, Rotation Model, Flex Model, Self-Blend Model and Online Driver Model. Role of Teachers in BL Environment and Role of a Learner in BL Environment.

Massive Open Online Courses (MOOCs): Concept, Types, MOOC Platforms in India, Strategies to Select MOOCs, Steps to Complete MOOCs, Evaluation and Certification of MOOCs, Challenges for MOOCs in India.

Open Educational Resources (OERs): Concept and Principles of OERs - Identification, Curation and Use of OERs - Creation and Sharing of OERs - OER Repositories.

## Unit III: Paperless Classroom

Learning Management System (LMS): Overview, Purpose, Features, Components and Organization of LMS. Role of LMS in Education. Application of Moodle, Canvas LMS, Talent LMS, Google Classroom.

Mobile Apps: Concept and Use of Mobile Apps in Learning (Moodle, Kahoot, Google Meet, Tech Learn Lead, Seesaw, Slack, Remind, Additio, Classtree, Doceri, Ted, Evernot, ClassDojo, Dropbox, Pocket and Edmodo).

Using Web 2.0 (Facebook, YouTube, Animation, Cartoon, Wiki, Blogs) in Online Learning Era.

## Unit IV: Application of ICT

Application ICT in Teaching, Assessment and Curriculum Development.

Application ICT in Research and Continuous Professional Development (CPD) of Teachers.

## Unit V Assessment through ICT

Role of ICT in Assessment.

ICT Tools for Assessment of Learning.

Advantages and Disadvantages of ICT-based Assessment.

## Activities/Assignments:

Chapter specific activities or assignments needs to be planned and executed by the concerned teacher and should be used for the formative evaluation purpose.

**Suggested Readings**

Blanka Tacer, Tine Nagy, Giada Marinensi & Rob Senden. (Eds.). 2021. Flipped Classroom: Reinvent your Teaching Practice with Teaching Cases, Exercises, and Implementation Hacks. STEP Institute. ISBN 978-961-94542-2-0. https://www.erasmuspluscourses.com/uploads/2/6/4/5/26450141/flippedclassroomhandbookfinal.pdf

Carl Reidsema, Lydia Kavanagh, Roger Hadgraft, Neville Smith. (Eds.). 2017. The Flipped Classroom: Practice and Practices in Higher Education. Springer. ISBN 978-981-10-3411-4.

Chris Abbott. 2001. ICT: Changing Education. Routledge. ISBN 9781138347588.

Curtis J. Bonk, Mimi M. Lee, Thomas C. Reeves, Thomas H. Reynolds. 2015. MOOCs and Open Education Around the World. Routledge. ISBN 9781138807419.

Kaye Thorne. 2003. Blended Learning: How to Integrate Online and Traditional Learning. Kogan Page Ltd. ISBN 0749439017.

Lawrence A. Tomei. 2010. Online Courses and ICT in Education: Emerging Practices and Applications. IGI Global. ISBN13: 9781609601508.

Molly Y. Zhou (Ed.). 2019. Open Educational Resources (OER) Pedagogy and Practices. Business Science Reference. 9781799812012.

OlenaZhadko, Susan Ko. 2020. Best Practices in Designing Courses with Open Educational Resources. Routledge. ISBN 9780367140700.

Pam Berger, Sally Trexler. 2010. Choosing Web 2.0 Tools for Learning and Teaching in a Digital World. Libraries Unlimited. ISBN 9781591587064.

Patricia Adams, Happy Gingras. 2019. Blended Learning & Flipped Classrooms: A Comprehensive Guide (Teaching & Learning in the Digital Age). 2nd Edition. Part-Time Press. ISBN 978-0940017146.

University Grants Commission, New Delhi. Blended Mode of Teaching and Learning: Concept Note. https://www.ugc.ac.in/pdfnews/6100340_Concept-Note-Blended-Mode-of-Teaching-and-Learning.pdf

Varun Gupta, Durg Singh Chauhan, Thomas Hanne. 2020. MOOC Learning Platform Development. Routledge. ISBN 9780367429966.

Yefim Kats. 2010. Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications. IGI Global. ISBN 9781615208531.

**Internet Sources**

https://egyankosh.ac.in/bitstream/123456789/41856/1/Unit-9.pdf

https://egyankosh.ac.in/bitstream/123456789/41876/1/Unit-20.pdf

https://egyankosh.ac.in/bitstream/123456789/46300/1/Unit-2.pdf

https://egyankosh.ac.in/bitstream/123456789/46306/1/Unit-7.pdf

https://egyankosh.ac.in/bitstream/123456789/46317/1/BESE-135B3E.pdf

https://egyankosh.ac.in/bitstream/123456789/70934/1/Unit-7.pdf

https://egyankosh.ac.in/bitstream/123456789/71924/1/Unit-5.pdf

https://egyankosh.ac.in/bitstream/123456789/71938/1/Unit-4.pdf

https://egyankosh.ac.in/bitstream/123456789/71942/1/Unit-7.pdf

https://egyankosh.ac.in/bitstream/123456789/8520/1/Unit-12.pdf

https://egyankosh.ac.in/bitstream/123456789/9974/1/Unit%204.pdf

https://www.egyankosh.ac.in/bitstream/123456789/46041/1/Unit-8.pdf

https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf

https://www.egyankosh.ac.in/bitstream/123456789/53430/1/Block-1.pdf

https://www.egyankosh.ac.in/bitstream/123456789/71928/1/Unit-8.pdf

https://en.wikipedia.org/wiki/Creative_Commons_license

https://en.wikipedia.org/wiki/Learning_management_system

https://en.wikipedia.org/wiki/Massive_open_online_course

https://en.wikipedia.org/wiki/Moodle

https://en.wikipedia.org/wiki/Open_educational_resources

https://en.wikipedia.org/wiki/SWAYAM

https://en.wikipedia.org/wiki/Web_2.0

https://en.wikipedia.org/wiki/Digital_native

https://cbselibrary.com/advantages-and-disadvantages-of-ict/

https://blog.commlabindia.com/elearning-design/types-of-elearning

https://mu.ac.in/wp-content/uploads/2022/01/ICT-In-Education.pdf

https://swayam.gov.in/

https://www.education.gov.in/en/ict-initiatives

https://corp.kaltura.com/blog/9-benefits-of-synchronous-and-asynchronous-e-learning/

https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/CRITICAL%20UNDERSTANDING%20OF%20ICT.pdf

https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

https://www.scmspune.ac.in/journal/pdf/current/Paper%20-%203%20Richa%20Sharma%20&%20Sharmiladevi.pdf

# MA Education

## SEC 504
## Health and Stress Management

**Objectives:** **To enable the students**

Understand the concept of health and its importance

Realise the significance of health and hygiene

Understand the concept and factors affecting stress

Identify the stressors and the coping strategies

Select appropriate tools for measuring stress and health of students

Identify the means to maintain good health and stress-free life

**Unit I  Concept of health**

Concept of Health: WHO& UN-SDG perspective

Physical and Mental health of learners, Role of Health in Education

Communicable diseases, Environmental sanitisation, Substance abuse, Eating disorders

**Unit II Health & well-being**

Health and well-being, Physical fitness, Balanced and nutritious diet

Female health and hygiene: Need and importance

Sexual and reproductive health

**Unit III Stress and anxiety**

Concept and meaning of Stress,

Signs of stress (Physical, mental, behavioural and emotional)

Sources of Stress, Types of stress

Stress and Anxiety among learners

**Unit IV Coping with stress**

Identifying stress among learners

Physiological, psychological and social impact of stress

Coping strategies: During disaster, pandemic, trauma, failures etc.

**Unit V Tools and technique of measurement**

Tools and techniques for measuring health and stress of learners

Maintaining good health and hygine: Nutrition, fitness, stress management, social life etc.

Dealing with stress: exercise, yoga, diet, sleep, relaxation techniques etc.

**Suggested Readings:**

Rina Poonia (2021): Health Education: Global Academic Publisher
Amit Sood (2013): The Mayo Clinic Guide to Stress-Free Living:Da Capo Lifelong Books
S N Thakur (2019): Health Education: R Sons Books
Allen Elkin (2013): Stress Management for Dummies, 2ed:Wiley India Private Limited
Acharya Yatendra (2019): Yoga & Stress Management: Fingerprint! Publishing
Ray Marks (2012): Health Literacy and School-Based Health Education: Emerald Publishing Limited
Glen G Gilbert, Robin G Sawyer, Elisa Beth McNeill (2014): Health Education-Creating strategies for school and community health: Jones and Bartlett Publisher Inc.
Gordon S. Gates, Maryann Wolverton (2002): Research on Stress and Coping in Education-Towards Wellness: Prevention, Coping and Stress: Information Age Publishing
https://www.who.int/data/gho
https://sdgs.un.org/goals
https://www.webmd.com/balance/stress-management/stress-management
https://www.nami.org/Your-Journey/Individuals-with-Mental-Illness/Taking-Care-of-Your-Body/Managing-Stress
https://www.ruralhealthinfo.org/toolkits/health-promotion/2/strategies/health-education
https://www.cdc.gov/healthyyouth/health-education/index.htm
https://www.unfpa.org/sexual-reproductive-health
https://www.who.int/teams/sexual-and-reproductive-health-and-research-(srh)/overview
https://www.unicef.org/wash/menstrual-hygiene
https://www.worldbank.org/en/topic/water/brief/menstrual-health-and-hygiene

## ALIF 505

## Environmental Education

**Objectives**

To enable the students:

- Understand the concept and ideas on environment and environmental changes.
- Acquaint with environmental hazards and enabling them to participate in environmental protection activities.
- Aware about various environmental protection initiatives and to sensitise them to participate in it.
- 3. Understand the concept of environmental education and its effective transaction.
- 4. Develop various methods and strategies for realizing the objectives of environmental education

**Unit I: Concept of Environment**
Concept of environment and ecosystem.
Natural system: Earth and biosphere, abiotic and biotic components.
Bio diversity: Significance, threats and conservation

**Unit II: Natural resources and conservation**
Natural resources: Exploitation, consequences and conservation efforts
Biogeochemical cycles.(Carbon, Nitrogen, Oxygen and water)
Biodiversity: importance and concerns
Need for conservation, Water conservation, rain water harvesting, watershed management

**Unit III Environmental Pedagogy**
Population explosion industrial growth and sustainable development
Genesis of environmental education
Aims and Objectives of environmental education.

**Unit IV Environmental ethics, values and approaches**
Environmental ethics and values
Infusion and interdisciplinary approach
Method of curriculum transaction in Environmental Education

**Unit V: Contemporary Issues in Environment**
Environmental Hazards: Manmade and Natural
Pollution- Soil, air, water, noise
Environmental issues: Ozone layer depletion, green house effect, acid rain and global warming.
Waste management: Cause, effect and control

**Suggested Readings**

1.  Bakshi, Trilochan, S. &          :          Environmental Education, methods and
    Naveh, Zev(Ed) 1980                       application, New York.

2.  Bannet, Dean, B.               :     Evaluating environmental education
    programmes, New York.

3.  Collis Margaret                :          Using the Environmental.

4.  Eugine .T                      :     Environmental Economics Vriendra

                                         Publications New Delhi.

4.  Gross Land, R. W. &            :     Environmental Studies Projects. An          Moore,
    S.F.D., 1974.                    evaluation report, McMillan, London.

5.  Fediriv, E.                    :     Man and nature.

6.  Gerasimov, I.P.                :          Geography and ecology.

7.  Linke, R.D.                    :     Environmental Education in Australia.

8.   Surinder Singh Sirohi         :          Environmental Education. Tandon

                                         Publications Ludhiana

8.  Rajput, J. S. &               :     Environment and Primary Education –
    Sexena, A. E.                        Bhopal.

9.  Rajput, Sarlu                  :     Teaching Skills for Environmental
    Approach Primary Teacher.

10. Salt Bernard                   :     Environmental Science (Cassell,
                                         London).

11.  Tilottama senapati & :     Environmental Education and Pollution

Rajan Kumar Sahoo                Control.    Mittal Publications New Delhi.

# MA Education

## CCEC 506

### Community Service and Extension Activities
### 3 Credit Points

**Mrks: 100**

**Course Objectives: To enable the students**
- develop an understanding on the community services and extension activities
- Conceptualize, plan, and engage in community services
- Write reports on the activities undertaken

Community service and extension activities is an activity-based course that would be a combination of theory in the chosen field with the field experience of students. The course is of three credits with a total mark of 100.

## Step: I

After admission, all the new entrants i.e., the first semester M.A. students will be allotted a mentor for the completion of course No. 506. Every student should choose an activity provided in the list given below in consultation with the mentor.

Activities

- Sustainable environmental practices, creating awareness on air, water and soil pollution and propagation of alternative sources and sustaining life.
- Health Education &Inclusive Education
- Socially useful productive work (SUPW)
- Campus development programmes: Plantation in and around school campus/Department of education/village.
- Adult Education and counseling
- Art and Craft Work
- Low-Cost Teaching Aids
- Case studies and services in palliative care, orphanages, daily wage laborers and differently abled, old age homes.

## Step -II

The student should develop a concept note on the selected activity and develop a schedule for field work in consultation with the mentor and it must be submitted to the course coordinator and kick-start the field work. The faculty members may make a surprise visit to the field work area to supervise the progress of activities undertaken.

**Evaluation process:**

The evaluation of the programme would be made by a committee constituted under the chairmanship of the Head of the department or senior professor with the following members.

| | |
|---|---|
| Head of the Department or Senior Professor | Chairman |
| Coordinator of the programme | Member |
| Two subject teachers | Member |
| Mentor | Member |

The CCEC programme would be segmented into three parts consisting of one credit to each segment as detailed below:

- The student's knowledge on the concept or theoretical background of the chosen area.

- Attendance based on the Schedule of the extension activity and field work diary.

- Report on the study completed.

## Details of the Activities

● Sustainable environmental practices, creating awareness on air, water and soil pollution and propagation of alternative sources of energy and sustaining of life.

Creating of awareness on environmental problems and disseminating knowledge on sustainable environmental practices.

● Health education and Inclusive Education.

Conceptualizing planning and executing a health education programme on contagious diseases like Aids, Cancer, general health. Planning and programming of extension services on the education of disabled or differently abled children. Promotion of mental health, creating awareness on essential health services of the government, knowledge on nutrition, women's health, and reproductive rights. Development of awareness on lifestyle-related diseases and remedies, counseling services and arranging awareness campaigns on children's physical and mental health at the rural level.

● Case studies and services in palliative care, orphanages, daily wage laborers and differently abled and old age homes.

● **SUPW:**Socially useful productive work is defined as *"purposive, meaningful, manual work resulting in goods or services which are useful to society."*

It is about planning and organising a socially useful productive work for the promotion of ideas for the expression through art, encouraging the creative faculties, development of dignity of labour.

**Activities:**

Clay models, making dolls, stitching, and knitting work, bookbinding, cleanliness drive, preparation of teaching models, beautification of a school campus, a plantation in school, home and community, maintaining scrapbooks (stamp collection, seed collection, collection of pictures of dresses of different regions)., participation in a community service programme.

Vocational education activities; knitting, garment making, repair of domestic appliances, printing, bookbinding, pisciculture, horticulture, sericulture, and carpentry. Under the "Earn While You Learn" scheme activities like the manufacture of coir door mats, dusters, file boards, preparation of squash, Jam, pickles, candles, school bags, cloth dyeing and printing, and stitching.

- **Campus development programmes:** Development of School, College or Assam University Campus. Developmental of a plan, mobilization of resources both human and material, execution and continuous monetary and documentation of the work carried out.

- **Adult Education and counseling:** Identification of the population and the selection of a sample and planning of subject matter and a work schedule, execution and recording of field experiences submission of report.

- **Art and Craft Work:** Planning of the programme of action developing a work shedule execution of the programme and recording of field experiences and submission of final report.

- **Preparation of Low-Cost Teaching Aids with locally available materials:** Preparation of a plan based on the estimation of need and necessity of the target group or the level of education. Preparation of the teaching aids and providing training to the target population. Documentation of the work experiences and a handout on the tasks covered.

# MA Education

## CC 551

## Education in the Social Context

**Objectives:**

On completion of this course, the students shall be able to;

1. contextualise education as a social system and describe the dynamic relationship between education and society by noticing the influence of key social institutions.
2. identify different social factors associated with the education system.
3. critically analyse the role of education in social processes (social stratification, social mobility and social change).
4. enquire into social structure, cultural change and education in current social contexts.
5. identify different issues about inequality in Indian society.

### Unit 1: Education and social system

Concept and characteristics of social system
Education as a social sub-system
Relation between education and society
Education and polity
Education and religion.

### Unit 2: Social context of school

School as a social system; school as an organization
Schooling as a socio-cultural process
Teacher as an educational input
Importance of teachers in the society
Community participation in education

### Unit 3: Education and other social concepts

Education and socialisation: concept, theories of socialization
Agencies of socialization-family, peer group, community, institutions of formal education, and mass media
Meaning, nature, types and factors of social stratification and social mobility
Role of education in social mobility and role of education in stratified society

Education and democracy; education and citizenship; education and globalisation, privatisation

## Unit 4: Socio-cultural change and education

Concept of culture; characteristics of culture, cultural processes and its educational implications

Cultural change, causes of cultural change and cultural lag

Cultural intelligence, recent trends in cultural studies

Concept of social change: factors responsible for social change, constraints of social change: caste, class, language, religion, population and regionalism

Education in current social context: westernization, modernisation and sanskritization

## Unit 5: Equality of educational opportunity

Concept of equity and equality of educational opportunity

Concept of disparity and diversity

Education of the disadvantaged sections of the society: (SC/ ST, OBC, Women, Rural people and slum dwellers)

Problems of socially disadvantaged sections of society and role of education

Constitutional provisions for social equity and equality of educational opportunities

## Suggested Readings:

1. Abraham, M.F. (2008). Contemporary sociology. New Delhi: Oxford UniversityPress.
2. Agrwal,J.C.(2010).Teacher and education in a developing society. Delhi: Vikash Publishing House.
3. Arulsarmy, S. (2011). Philosophical and sociological perspectives on education. New Delhi: Neelkamal Publication Pvt. Ltd.
4. Bhatia, K. K.(2011). Philosophical and sociological foundation of education. New Delhi: Kalyani Publishers.
5. Brown, F.J. (1954). Educational sociology. New York: Prentice Hall.
6. Chanana, K. Socialization, education and Women: Explorations in gender identity. New Delhi: Orient Longman.
7. Chaube, S.P. & Chaube, A. (2009). Foundation of education. New Delhi: Vikash Publishing House Pvt. Ltd.
8. Clark, P. (2001). Teaching and learning: The culture of pedagogy. New Delhi: Sage Publication.
9. Coleman, J.S. (1968). The concept of equality of educational opportunity. Harvard Education Review, 38(1):7-22.
10. Dewey, J. (1916). Democracy and education. New York: MacMillan.
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12. Dewey, J. (1989). The School and Society: Being Three Lectures. Chicago, IL: The University of Chicago Press.
13. Freire, P. (1970). Pedagogy of the oppressed. New York: Continum
14. Gupta, D. (2004). Social stratification. New Delhi: Oxford University Press.
15. Jadhav, N. (2014). Ambedkar Writes. Vol.1&2. (Selected Chapters) New Delhi: Konark Publications.
16. Jayaram, N. (1990). Sociology of Education in India, Jaipur: Rawat Publications.
17. Kamat, A.R. (1982). Education and Social Change. A Conceptual Framework. Economic and Political Weekly, 17(31), 1237-1244.
18. Kumar, K (2005). Political agenda of education. A Study of Colonialist and Nationalist Ideas. 2nd Edition. New Delhi: Sage.
19. Mani, B.R. & Sardar, Pamela. (Eds.) (2008). A forgotten liberator: the life and struggle of Savitribai Phule. New Delhi: Mountain Peak
20. Mathur, S.S. (1966). A sociological approach to Indian education. Agra: Vinod Pustak Mandir.
21. Maubnhein K. (1962) An Introduction to sociology of Education, Routledge and Kegan Paul, London.
22. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education, New Delhi
23. Ottaway, A.K.C. (1966). Education and society. London: Routledge and Kegan Paul.
24. Pathak, R.P. (2012). Philosophical and sociological principals of education. Delhi: Pearson.
25. R.N. & Shaida, B. D. (2010). Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
26. Rusk, Robert R. (1996). Philosophical bases of education. London, U.K: Oxford University of London Press Ltd.
27. Srinivas, M.N. (1986). Social change in modern India. Bombay: Allied Publishers.
28. Shukla, S. & Kumar, K. (Eds). (1985). Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications.
29. Thapan, M. (Eds). (2015). Education and Society. UK: Oxford University Press.
30. Young, M.F.D. (1971). (ed.) Knowledge and Control: New Directions for the Sociology of Education. London: Collier Macmillan.

# MA Education

## CC 552

## Teacher Education: Thought and Practices

**Objectives:**

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

a) Understand the changing context of Education & the changing role of the Teacher
b) Understand the basic concepts underlying modern teacher education programmes
c) Familiarize and evaluate various components of a pre-service and in-service teacher education
d) Know the role and functions of agencies of Teacher Education programs
e) Redefine the scope of Teacher Education as a professional activity

**Unit-1        Introduction to Teacher Education**

- Concept, Need and Scope of Teacher Education
- Historical Development of Teacher Education in India
- Aims and Objectives of Teacher Education at:
    - i)    Elementary Level
    - ii)   Secondary Level
- Approaches to Teacher Education

**Unit-2        Structure, Curriculum and Modes of Pre-Service Teacher Education**

- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope
- Specific programmes for teacher preparation
- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship
- Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; Merits and Limitations of each of them
- Need of Innovation in Pre-Service Teacher Education Programme.

**Unit-3        Concept, Structure and Modes of In-service Teacher Education**

- In-service Teacher Education: Concept, Need, Objectives and Areas of Professional development
- Types of In-Service courses for Teachers: Orientation and refresher Courses, Workshops, Seminars, Internship and Summer Institutes
- Structure for In-service Teacher Education: Sub –District, District, State, Regional and National level Agencies and Institutions

- Modes and Models of In-Service Teacher Education
   i) Modes- Face to face, Distance Mode, Online and Mixed Mode
   ii) Models- Induction, One-shot, Recurrent, Cascade, Multisite, School based and coursework
   iii) Scope, Merits and Limitations of each of them
- Need of innovation in In-Service Teacher Education programme

**Unit-4    Agencies of Teacher Education: Role and Functions**

- National Agency: UGC, NIEPA, NCTE and NCERT
- State level Agencies: DIET and SCERT
- Centrally sponsored schemes in Teacher Education
- Teaching as a profession
- Professional development of teachers

**Unit-5    Current Issues and Evaluation process of Teacher Education**

- NEP- 2020 and its impact on Teacher Education
- Evaluation of Teacher Education Programs
- Quality Assurance & Accreditation of Teacher Education
- Professional Organizations of Teacher Education
- Research in Teacher Education

**Transactional Strategies**

Seminar on role and responsibilities of Teachers
Study of Reports of In-Service Teacher Education programs organized by various agencies of education in India
Workshop on development and conduct of an In-Service Teacher Education programs

**Evaluation Strategies**

**Tasks and Assignments: For Internal Assessment**

- School Visit (Secondary level) and prepare a report on problems and prospects of the teacher at secondary level
- Prepare a project on challenges in Teacher Education in 21st Century.
- Attitudinal survey of Teacher trainees
- Any other activity assigned by the institution

**Suggested Readings:**

- National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi: Radha Publishing.
- MHRD (1986). National Policy of Education and Program of Action. New Delhi, Govt. of India
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India (1992). Report of C.A.B.E. New Delhi: Committee Department of Education.
- Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.
- Kohli, V.K. (1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A. (1984). Report on Status of Teachers, New Delhi
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P. (2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.

# MA Education

## CC 553

## Assessment of Teaching and Learning

**Objectives:**
After completing the course, students will be able to:
- Understand the definition and purpose of assessment in teaching and learning
- Differentiate between assessment for learning, assessment of learning, and assessment as learning
- Analyse the role of assessment in promoting student learning and achievement
- Classify different types of assessment including diagnostic, formative, summative, and ipsative assessment
- Compare and contrast norm-referenced assessment and criterion-referenced assessment
- Identify traditional and alternative assessments
- Identify suitable assessment tools and techniques for a given assessment task
- Analyse the integration of technology-enhanced assessment with teaching and learning
- Identify the role of ICT in assessment
- Understand the use of online assessment tools and learning management systems in assessment
- Evaluate the use of social media for assessment and feedback.

### Unit 1: Introduction to Assessment
Definition and importance of assessment in teaching and learning
Assessment for learning, assessment of learning, and assessment as learning
Assessment principles and practices
The role of assessment in promoting student learning and achievement

### Unit 2: Types of Assessments
Diagnostic assessment, formative assessment, summative assessment and ipsative assessment - benefits and limitations
Norm referenced assessment and criterion referenced assessment - merits and demerits

### Unit 3: Assessment Tools and Techniques
Traditional assessments: objective tests, short-answer tests, essay tests and internal exams - their strengths and weaknesses

Alternative assessments: standardized tests, project-based assessment, portfolios and rubrics - their merits and demerits

## Unit 4: Technology-Enhanced Assessment
Introduction to technology-enhanced assessment
Different types of technology-enhanced assessment
Integration of technology-enhanced assessment with teaching and learning
Advantages and disadvantages of technology-enhanced assessment

## Unit 5: Assessment of Learning and Teaching with ICT
The role of ICT in assessment
The use of online assessment tools
The use of learning management systems (LMS) in assessment
The use of social media for assessment and feedback

## SUGGESTED READINGS
1. Bejar, I. I. (2018). Technology-enhanced testing: A review of the literature. Educational Measurement: Issues and Practice, 37(3), 3-14.
2. Bennett, R. E. (2011). Formative assessment: A critical review. Assessment in Education: Principles, Policy & Practice, 18(1), 5-25.
3. Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7-74.
4. Brookhart, S. M. (2013). How to create and use rubrics for formative assessment and grading. ASCD.
5. Catherine M. Wehlburg. (2010). Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. Jossey-Bass. ISBN-10: 0470385723.
6. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). Classroom assessment for student learning: Doing it right-using it well. Pearson.
7. George Brown and Sally Brown. (2015). Assessing Learning in Higher Education. Routledge. ISBN-10: 1138785675.
8. John Gardner. (2006). Assessment in Education. SAGE Publications Ltd. ISBN: 9780761947484.
9. John Gardner. (2010). Assessment and Learning. SAGE Publications Ltd. ISBN: 9781446287317.
10. K. C. Chakrabarty. (2013). Educational Measurement and Evaluation. CBS Publishers & Distributors. ISBN: 9788123914843.
11. M. K. Yadav. (2016). Assessment and Evaluation in Higher Education. Atlantic Publishers and Distributors. ISBN-10: 8126916606.
12. Madhabi Chatterji and Eva L. Baker. (2016). Designing and Using Tools for Educational Assessment. John Wiley & Sons, Inc. ISBN: 9781118903350.

13. Mertler, C. A. (2018). Classroom assessment: Principles and practice for effective standards-based instruction (7th ed.). Routledge.
14. Michael Rodriguez and W. James Popham. (2013). Classroom Assessment: Concepts and Applications. Pearson Education, Inc. ISBN: 9780132868606.
15. N. M. Dixit. (2011). Evaluation of Learning and Assessment for Learning. Sage Publications Pvt. Ltd. ISBN 9789350141894.
16. N. Vijayalakshmi and M. R. Rajagopalan. (2017). Assessment in Educational Institutions. PHI Learning Pvt. Ltd., ISBN-10: 8120353619.
17. Naomi Winston and Susanna Calkins. (2017). Enhancing Student Learning Through Effective Formative Feedback. Routledge. ISBN-10: 1138187422.
18. OECD. (2019). Assessment for Learning: A Key to Effective Pedagogy. OECD Publishing.
19. P. S. Bansal. (2015). Classroom Assessment: Concepts and Applications. Viva Books Private Limited. ISBN-10: 8130927985.
20. Paul Black and Dylan Wiliam. (2004). Assessment for Learning: Putting it into Practice. Open University Press. ISBN-10: 0335212970.
21. R. K. Yadav and S. K. Kochhar. (2012). Assessment of Learning. S. Chand Publishing. ISBN: 9789350143805.
22. S. R. Savithri. (2019). Assessment in Action: Research and Practice in Higher Education. Springer Nature, ISBN-10: 9811360867.
23. S. S. Chandra. (2019). Assessment of Learning. Dhanpat Rai Publications. ISBN-10: 9388899065.
24. Thomas Angelo and K. Patricia Cross. (1993). Classroom Assessment Techniques: A Handbook for College Teachers. Jossey-Bass, ISBN-10: 1555425003.
25. V. K. Shrivastava. (2019). Handbook of Assessment and Evaluation Techniques. Atlantic Publishers and Distributors. ISBN-10: 9353119312.
V. V. N. Somayajulu. (2011). Essentials of Educational Measurement and Evaluation. New Age

# MA Education

## IDC 554

## Guidance and Counselling

**Objectives:**

After completion of the course the students will be able

To develop understanding of meaning, need, bases and types of guidance
To get acquainted with the tools and techniques of appraisal of an individual
To develop understanding of meaning characteristics and types of counseling
To get acquainted with process and techniques of Counselling.
To get acquainted with the importance of placement and follow up services.
To develop understanding about Counselling- research, issues and trends.

## Unit I: Meaning, nature, principle, bases of Guidance programme

Concept of guidance Meaning, Basic assumptions Need of guidance,

Bases of guidance Philosophical, Sociological, Pedagogical, Psychological

Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral

Stagewise objectives of Guidance Programme

## Unit II: Appraisal of an individual

Assumptions of guidance service, Objectives of guidance programme, Characteristics of organizing guidance services, principles related to the organization of guidance, Role of a teacher in guidance.

Non testing devices- Cumulative record Card, anecdotal record, Sociometric techniques projective techniques Rating Scale

Techniques of guidance- home visits, interview, observation.

## Unit III: Counselling and theories of counselling

Meaning, need, characteristics, principles of Counselling

Process and types of Counselling

Counselling theories

(i) Client Centered Therapy (Carl Rogers)
(ii) Rational Emotive Therapy (Albert Ellis)
(iii)Behavior Therapy (B.F. Skinner)
(iv)Gesalt Therapy (Fredric Pearls)
(v)Psychoanalytic Therapy (Sigmund Freud)

## Unit IV: Process and techniques of counselling

Individual counseling: Counselling interviews- Meaning, purpose, conditions of interview, qualities and responsibilities of an interviewer, evaluation of an interview.

Group Counselling : Meaning, purpose, importance types of group Counselling- regular subject classes,core curriculum classes, special groups, school assemblies,clubs.

Techniques for group Counselling – formal informal discussions Committee reports, lectures, dramatics question banks, Case Conference Methods.

Effective Counsellor, increasing need of School counselor in the present set up.

## Unit V: Placement and follow-up services

Aims and types of placements

Responsibility of the school and Community about the placement services

Importance and purposes of follow up services

Recent trends in guidance and counselling

**Suggested Readings:**

1. Fundamentals of Guidance and Counselling by Dr. S. S. Mathur
2. Fundamentals of Guidance and Counselling R. A. Sharma
3. K.R. Sarswat and J.S. Gaul : Manual for Guidance Counsellors, NCERT, Delhi, 1993
4. S. K. Gupta Guidance and Counselling in Indian Education. Mittal Publication        Pvt. Ltd: New Delhi.

# MA Education

## ALIF 555

## Psychology Practical

### 1. Laboratory Practical

Total EIGHT Practical should be conducted and which should include FOUR experiments and FOUR tests.

#### Psychological Experiments (Any four):

1. Learning
2. Memory
3. Division attention
4. Imagination
5. Effect of frustration in performance
6. Transfer of learning
7. Individual difference
8. Reaction time
9. Association
10. Motivation
11. Perception
12. Fatigue
13. Concept formation

#### Psychological Test (Any four)

1. Attitude test
2. Aptitude test
3. Interest test
4. Intelligence test
5. Personality test
6. Creativity
7. Adjustments
8. Motivation
9. Aspirations
10. Reading comprehension

### 2. Case study/ Internship:

Students will plan and execute a Project related to Psychological issues/ problems/ variables under the supervision of faculty. The students will record and present the work for evaluation.

**Evaluation:**

Students will be given One Laboratory Practical Work from among the eight during the final examination.

Internal mark: 30 (based on case study and its report)

External Mark: 70 (based on lab experiment: Completion of practical work:30 marks, Viva-voce: 20 marks, Lab records & Case study report: 20 marks)

**Suggested readings**

1.      McGuigan: Experimental Psychology, New Delhi, Prentice Hall of India, 1990.

2.      Parameswaran: Experimental Psychology, Bombay, Allied Publishers, 1984.

# MA Education

## VBC 556

## Apprenticeship/Project

Any hands on activity as relevant to the course may be undertaken under an expert/ mentor as it is decided in the DAC.