

M. A. EDUCATION
Semester I
PAPER – I (EDU 501)
PHILOSOPHICAL FOUNDATIONS OF EDUCATION- WESTERN

Unit 1

- Meaning and nature of Philosophy
- Scope of Philosophy of Education
- Relation between Philosophy of Education
- Need and Functions of Philosophy of Education
- Approaches to Philosophy of Education: Great minds approach, school of philosophy approach and analytical approach

Unit 2

- Naturalistic approach to Education
- Idealistic approach to Education

With special reference to metaphysics, epistemology, axiology and their educational implications

Unit 3

- Realism in Education
- Pragmatism in Education

With special reference to metaphysics, epistemology, axiology and their educational implications

Unit 4

Characteristic as school of philosophy and educational implications

- Marxism in Education
- Humanism in Education

Unit 5

Characteristic as school of philosophy and educational implications

- Existentialism
- Logical Positivism

Suggested Readings

- Btubacher : Modern Philosophies of Education.
Henderson : Introduction to Philosophy of Education.
Horn : Democratic Philosophy.
Butler : Four Philosophies: Their Practice in Education and Religion.
Will Durant : The Story of Philosophy.
Cunningham : Problems of Philosophy.
Cunningham : Pivotal Problems of Education.
Butts : A Cultural History of Education.
Wynne J.P. : Philosophy of Education in Cultural Perspective.
Brameld : Philosophy of Education in Cultural Perspective.
Knellerm G.F. : Philosophy of Education.
Radhakrishnan : Indian Philosophy Vol-2
Hiriyana : Outline of Indian Philosophy.
O.Connor, D.G. : Introduction of Philosophy of Education.

COURSE OUTCOME

Unit 1

The students will be able to

- *Describe the meaning and nature of Philosophy*
- *Elaborate the Scope of Philosophy of Education*
- *Relate between Philosophy and Education*
- *Explain Need and Functions of Philosophy of Education*
- *Categorize different approaches to Philosophy of Education: Great minds approach, school of philosophy approach and analytical approach*

Unit 2

The students will be able to

- *Explain Naturalistic approach to Education- With special reference to metaphysics, epistemology, axiology and their educational implications*
- *Explain Idealistic approach to Education- With special reference to metaphysics, epistemology, axiology and their educational implications*
- *Differentiate Naturalistic and Idealistic approach*
- *Discuss the contributions of Naturalism and Idealism to Education*

Unit 3

The students will be able to

- *Explain Realism in Education- With special reference to metaphysics, epistemology, axiology and their educational implications*
- *Explain Pragmatism in Education- With special reference to metaphysics, epistemology, axiology and their educational implications*
- *Compare the views of Realism and Pragmatism*
- *Discuss the contributions of Realism and Pragmatism to Education*

Unit 4

The students will be able to

- *Describe Marxism in Education - Characteristic as school of philosophy and educational implications*
- *Describe Humanism in Education - Characteristic as school of philosophy and educational implications*

Unit 5

The students will be able to

- *Discuss Existentialism- Characteristic as school of philosophy and educational implications*
- *Discuss Logical Positivism- Characteristic as school of philosophy and educational implications*

PAPER – II (EDU 502)
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Unit-1 Sociology of education

- Origin and development of Sociology of education
- Nature and scope of Sociology of education
- Method of study in Sociology of education

Unit -2 Education and Social system

- Social system –concept and elements of social system
- Education as a social subsystem
- Role of family ,community, economy, political system and religion as a social subsystem

Unit-3 Education and Culture

- Culture: functional characteristics, cross culture transmission
- Characteristic of Indian culture
- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern

Unit 4 Education, Social Control, Social Change and Modernization

- Social control: nature, agencies and role of education in social control
- Social change: concept of social change and modernization, factors promoting social change and modernization in India, constraints on social change and modernization in India
- Social mobility and education

Unit 5 Important concerns and Issues in Education

- Social stratification, social equity and equalization of educational opportunities
- Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, women and rural population
- Youth movement in India ,De-schooling and Futurology

Suggested Readings

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|--------------------------|---|
| Cook, L.A. & E.F. Cook | : A Sociological Approach to Education |
| Rugg & Wither | : Social Foundation of Education |
| Ashley, B.S. et al. | : An Introduction to the Sociology of Education |
| Musgrave, P.W | : The Sociology of Education |
| Merrill, F.E. | : Society and Culture |
| Brown, F.J. | : Educational Sociology |
| Morrish, Ivor | : The Sociology of Education-An Introduction |
| Ruhela, S.P. & K.S. Vyas | : Sociological Foundation of Education in |
| Contemporary India | |

COURSE OUTCOME

Unit 1:- *The students will be able to:-*

- *Narrate the Origin and Development of Sociology of Education.*
- *Discuss the Nature and Scope of Sociology of Education*
- *Mention the Methods of Study in Sociology of Education and Explain each of them in detail.*

Unit 2:- *The students will be able to:-*

- *Explain the meaning of a Social System and enlist its various Elements.*
- *Discuss the role of Education as a Social Sub-System.*
- *Describe the role of Family, Community, Economy, Political System, and Religion as a Social Sub-System.*

Unit 3:- *The students will be able to:-*

- *Discuss the functional characteristics of Culture.*
- *Explain the Meaning of Cross Culture Transmission.*
- *Describe the Characteristics of Indian Culture.*
- *Discuss the role of Education in the process of Assimilation of Indian Tradition and Development of New Cultural Pattern.*

Unit 4:- *The students will be able to:-*

- *Discuss the Nature of Social Control.*
- *Enlist the Agencies of Social Control.*
- *Describe the Role of Education in Social Control.*
- *Explain the Concept of Social Change.*
- *Explain the Concept of Modernization.*
- *Discuss the Factors Promoting Social Change in India.*
- *Discuss the Factors Promoting Modernization in India.*
- *Enlist the Constraints on Social Change in India.*
- *Enlist the Constraints on Modernization in India.*
- *Discuss the relationship between Social Mobility and Education.*

Unit 5:- *The students will be able to:-*

- *Discuss the Concept of Social Stratification.*
- *Discuss the Concept of Social Equity.*
- *Discuss the Concept of Equalization of Educational Opportunities.*
- *Describe the Education of the Socially and Economically Disadvantaged Section of Society with special reference to Scheduled Caste, Scheduled Tribe, Women and Rural Population.*
- *Describe the Youth Movement in India.*
- *Discuss the Concept of De Schooling.*
- *Discuss the Concept of Futurology.*

PAPER – III (EDU 503)
DEVELOPMENT OF LEARNER

Unit 1

- Development- stages, Principles, nature-Nurture balance
- Language development- factors influencing it, Theories

Unit 2

- Cognitive development – Stages, theories of Piaget and Bruner and their educational implications
- Moral development- Factors influencing it, theories of Freud, Piaget, Kohlberg and Turiel, Moral Judgement and Moral behavior

Unit 3

- Development of Social Competence- Concept, factors influencing it
- Development of Emotional competence - Concept, factors influencing it

Unit 4

- Intelligence- Concept, Theories, Measurement of Intelligence
- Personality- Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell, Measurement of Personality

Unit 5

- Stress- Concept ,Factors influencing Stress among learners
- Mental Health- Concept, Process of adjustment ,conflict, Defence mechanism

Suggested Readings

Bischof	: Interpreting Personality Theories
Blum	: Psychoanalytic Theories of Personality
Bass & Berg	: Objective Approaches to Personality Assessment
Holland Lindzey	: Theories of Personality
Wadsworth, B.J.	: Piaget for the Classroom
Slavin, R. E.	: Educational Psychology
Mangal, S. K.	: Advance Educational Psychology
Brainerd	: Piaget theory of Intelligence
Bruner	: Relevance of Education
Mehta, C.S.	: Shiksha ki Prakriya
Bee	: Developing Child
Misra, K.S.	: Shiksha Manovigyan ke naye kshitij

COURSE OUTCOME

Unit 1:- *The students will be able to:-*

- *Discuss the Concept of Growth and Development.*
- *State the Principles of Development.*
- *Explain the Concept of Nature-Nurture Balance with reference to Development.*
- *Describe the different stages of Development in brief.*
- *Describe the process of Language Development.*
- *Enlist the different factors influencing Language Development.*
- *Discuss the Theories of Language Development.*

Unit 2:- *The students will be able to:-*

- *Describe the stages of Cognitive Development.*
- *Discuss the Theory of Cognitive Development by Piaget and state its Educational Implications.*
- *Discuss the Theory of Cognitive Development by Bruner and state its Educational Implications.*
- *Describe the process of Moral Development.*
- *Enlist the different factors influencing Moral Development.*
- *Discuss the Theory of Moral Development by Freud.*
- *(h) Discuss the Theory of Moral Development by Piaget.*
- *Discuss the Theory of Moral Development by Kohlberg.*
- *(j) Discuss the Theory of Moral Development by Turiel.*
- *(k) Explain the Concept of Moral Judgement and Moral Behaviour.*

Unit 3:- *The students will be able to:-*

- *Explain the Concept of Social Competence and its Development.*
- *Explain the Concept of Emotional Competence and its Development.*
- *Enlist the different factors influencing Emotional Competence.*
- *Enlist the different factors influencing Social Competence.*

Unit 4:- *The students will be able to:-*

- *Explain the Concept of Intelligence and its Nature.*
- *Discuss the Different Theories of Intelligence.*
- *Discuss the important concepts related to Measurement of Intelligence.*
- *Mention the characteristics, merits, demerits and uses of different types of Intelligence tests (viz. Verbal, Non-Verbal, Individual and Group).*
- *Explain the Concept of Personality and its Nature.*
- *Discuss the Theory of Personality by Freud.*
- *Discuss the Theory of Personality by Erickson.*
- *Discuss the Theory of Personality by Eysenck.*
- *Discuss the Theory of Personality by Rogers.*
- *Discuss the Theory of Personality by Cattell.*
- *Describe the different methods of Assessment (Measurement) of Personality.*
- *Explain some specific tests to Assess Personality.*

Unit 5:- *The students will be able to:-*

- *Discuss the Meaning and Concept of Stress.*
- *Enlist the different factors influencing Stress among Learners.*
- *Discuss the Meaning and Concept of Mental Health.*
- *Describe the Process of Adjustment.*
- *Discuss the Meaning and Concept of Conflict.*
- *Enlist and Explain in detail various Defence Mechanisms.*

PAPER – IV (EDU 504)
METHODS AND PROCEDURES OF RESEARCH IN EDUCATION

Unit 1

- Educational Research: Meaning, nature, need, purpose and scope
- Types of Educational Research: Fundamental, Applied and Action research
- Quantitative and Qualitative research
- Mixed methodological approach
- Steps of conducting educational research: Identification of problem, writing research proposal

Unit 2

- Review of related literature: needs and procedures
- Research hypothesis: types, sources and functions
- Population and Sample: types of sampling- probabilistic and non probabilistic sampling
- Sampling design

Unit 3

- Tools and techniques of data collection- observation, interview, questionnaire, tests, rating scale, attitude scale, sociometry

Unit 4

- Experimental research, experimental designs, true experiment, quasi experiment and ex-post facto research
- Survey research: types, cross sectional and longitudinal, evaluation research, correlation studies

Unit 5

- Historical research and Philosophical research
- Qualitative research approaches: phenomenology, ethnography, grounded theory, case study.
- Writing research report, references and bibliography.

Suggested Readings

- Cohen L. M. Anon L and Morrison : Research methods in Education
- Creswel, John W. : Education Research
- Kerlinger F. N. : Research
- Van Dalen : Understanding Educational Research
- Cory : Action Research to Improve School Practices
- Gage (Ed.) : First Handbook of Research on Teaching on Teaching
- Fox, D.J. : The Research Process in Education
- Tuckman : Conducting Educational Research
- Edwards, A.L. : Statistical Methods of the Behavioural Sciences.
- Ferguson, G.A. : Statistical Analysis in Psychology and Education.
- Guilford, J.P. : Fundamental Statistics in Psychology and Education
- Lindquist, E.F. : Statistical Analysis in Educational Research.
- Siegel, S. : Non-Parametric Statistics.
- Walker, H.M. and Lev, J. : Statistical Reference.
- Lowrance, W. Neuman : Social Research Methodology: Qualitative and Quantitative Approach.
- Koul, L. : Methodology of Educational Research.
- Agarwal, Y.P. : Statistics Methods.
- Best, J.W. & Kahn, J.V. : Research in Education.
- Pandey, K.P. : Educational Research

COURSE OUTCOME

Unit 1

The students will be able to

- *State the meaning and nature of Educational research*
- *Explain the need and purpose of Educational research*
- *Identify the scope of Educational research*
- *Enlist the types of Educational Research*
- *Differentiate Fundamental, Applied and Action research*
- *Compare Quantitative and Qualitative research*
- *Discuss Mixed methodological approach*
- *Mention the steps of conducting educational research*
- *Identify the selection of a problem*
- *Familiarize with the format of research proposal*

Unit 2

The students will be able to

- *Explain the needs and procedures of Review of related literature*
- *Define Research hypothesis and its uses*
- *Describe the types of Hypothesis*
- *Identify the sources and functions of research Hypothesis*
- *Define Population and Sample*
- *Enlist types of sampling*
- *Elaborate probabilistic and non probabilistic sampling*
- *Discuss Sampling design*

Unit 3

The students will be able to

- *Identify Tools and techniques of data collection and its uses*
- *Enlist different tools of data collection*
- *Explain different tools in detail- observation, interview, questionnaire. tests, rating scale, attitude scale, sociometry*

Unit 4

The students will be able to

- *Explain Experimental research*
- *Discuss experimental designs- true experiment, quasi experiment and ex-post facto research*
- *Explain the need and importance of Survey research*
- *Discuss types of Survey research- cross sectional and longitudinal*
- *Elaborate evaluation research and correlation studies*

Unit 5

The students will be able to

- *Explain Historical research and its steps*
- *Describe Philosophical research and its uses*
- *Mention different Qualitative research approaches: phenomenology, ethnography, grounded theory, case study.*
- *Understand the format of research report*
- *Discuss references and bibliography.*

SEMESTER II
PAPER – I (EDU 505)
PHILOSOPHICAL FOUNDATIONS OF EDUCATION-INDIAN

Unit 1

- Introduction of Indian Philosophy
- Main characteristics of Indian Philosophy
- Historical review of Indian Philosophy
- Classification of Indian Philosophical System.

Unit 2

Indian Schools of Philosophy: Orthodox

- Samkhya
- Yoga
- Vedant
- Geeta

with special reference to the concept of knowledge, reality, values & their educational implications.

Unit 3

Indian Schools of Philosophy: Herterodox

- Jainism
- Buddhism
- Islamic traditions

with special reference to the concept of knowledge, reality, values & their educational implications.

Unit 4

Contributions of Indian Thinkers

- Vivekananda
- Mahatma Gandhi
- Aurobindo
- Tagore

Unit 5

- Democratic Ideas and their implications for education.
- National values enshrined in Indian constitution

COURSE OUTCOME

Unit 1

The students will be able to

- *Discuss Indian Philosophy and main characteristics of Indian Philosophy*
- *Evaluate the historical review of Indian Philosophy*
- *Classify Indian Philosophical System.*

Unit 2

The students will be able to

- *Enlist Orthodox Indian Schools of Philosophy*
- *Explain Samkhya philosophy and its educational implications with special reference to the concept of knowledge, reality, values*
- *Explain Yoga philosophy and its educational implications with special reference to the concept of knowledge, reality, values*
- *Explain Vedant philosophy and its educational implications with special reference to the concept of knowledge, reality, values*
- *Discuss Gita and its relevance in present education system*

Unit 3

The students will be able to

- *Enlist Herterodox Indian Schools of Philosophy*
- *explain Jainism with special reference to the concept of knowledge, reality, values &their educational implications.*
- *Explain Buddhism with special reference to the concept of knowledge, reality, values &their educational implications.*
- *Explain Islamic traditions with special reference to the concept of knowledge, reality, values &their educational implications.*

Unit 4

The students will be able to

- *Explain the contributions of Indian Thinkers- Vivekananda, Mahatma Gandhi, Aurobindo, Tagore*
- *Explain the Educational Philosophy of each thinker*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and other aspects according to them*
- *Narrate the Contribution of these thinkers as Indian Educators to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of each thinker.*

Unit 5

The students will be able to

- *Discuss Democratic Ideas and their implications for education.*
- *Identify National values enshrined in Indian constitution*

PAPER – II (EDU 506)
QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA

Unit 1

- Descriptive statistics
- Quantitative classification of Data: Preparation of Frequency Distribution, Graphical Presentation of Data.
- Measure of Central Tendency and Variability: Mean, Median, Mode, Standard Deviation and Quartile Deviation.
- Measure of Positions: Percentiles, Quartiles, Percentile Ranks.

Unit-2

- Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, Practical use of NPC and its Application in educational research.
- Measure of Relationships: Product Moments Correlation Coefficient, Partial Correlation, Multiple Correlation, Biserial, Point Biserial, Tetrachoric and Phi-coefficient of correlation
- Regression and Prediction

Unit-3

- Parametric and Non-Parametric Data: Meaning and Difference
- Parametric Test
- Test of Statistical Significance
- Sampling Distribution
- Significance of Mean, Percentages and Correlation.
- Significance of Difference Between two Mean (t-test)
- Testing Null Hypothesis (H_0), level of Significance, Degree of Freedom
- One tailed and Two Tailed Test
- Type-I and Type-II Error in Decision Making
- One Way Analysis of Variance (ANOVA)-F test.

Unit-4

- Non Parametric Tests- Chi-Square Test, Mann Whitney U-Test, Median Test, Sign Test

Unit-5

- Field Techniques: Observation, Interview, Review of Documents, Content Analysis, Triangulation of Data.
- Criteria of Qualitative Research: Authenticity, Community, Voice, Critical Subjectivity and Reflexivity, Sacredness

COURSE OUTCOME

Unit 1

The students will be able to

- *Mention Descriptive statistics and Inferential Statistics*
- *Classify Quantitative Data*
- *Describe the need and uses of Preparation of Frequency Distribution.*
- *Identify Graphical Presentation of Data.*
- *Prepare different types of Graphs*
- *State the Meaning, Need and Types of Measures of Central Tendency.*
- *Explain the Meaning of Mean, Median and Mode and their calculation for unorganized and organized Data.*
- *Explain the Meaning of Median and to Calculate the Median for a unorganized and organized Data.*
- *State the Meaning, Need and Types of Measures of Variability.*
- *Explain the Meaning of Quartile Deviation (Q), and Standard deviation and to calculate it for given data.*
- *Explain Measure of Positions- Percentiles, Quartiles, and Percentile Ranks. and their calculations for given data*

Unit-2

The students will be able to:-

- *Explain the Meaning, Need and Importance of the Normal Probability Curve.*
- *Discuss skewness and kurtosis*
- *Mention the Characteristics of the Normal Probability Curve.*
- *State the different Uses of the Normal Probability Curve in Educational research*
- *Explain the Meaning, Types, Interpretation of the Correlation Coefficient between Two Variables.*
- *Explain and Use the Product-Moment Method, Partial Correlation, Multiple Correlation, Biserial, Point Biserial, Tetrachoric and Phi-coefficient correlation.*
- *Calculate Correlation Coefficient between two Scores in all the above methods.*
- *Differentiate Biserial and point Biserial correlation*
- *Explain the meaning of Regression and Prediction and to frame equations for the same*

Unit-3

The students will be able to

- *Explain the meaning of Parametric and Non-Parametric Data*
- *Differentiate Parametric and Non –Parametric Data*
- *Discuss the testing of Null hypothesis*
- *Understand Test of Statistical Significance*

- *Find out Significance of Mean, Percentages and Correlation.*
- *Test the Significance of Difference Between two Mean (t-test)*
- *Describe level of Significance, Degree of Freedom*
- *Differentiate One tailed and Two Tailed Test*
- *Differentiate Type-I and Type-II Error in Decision Making*
- *State and calculate One Way Analysis of Variance (ANOVA)-F test.*

Unit-4

The students will be able to

- *Explain the meaning of Non Parametric Tests*
- *State the meaning of Chi-Square Test, Mann Whitney U-Test, Median Test, Sign Test*
- *Do calculations of different Non parametric tests*
- *Interpret the calculated value in comparison with table value*

Unit-5

The students will be able to

- *Familiarize with the Field Techniques in research*
- *Explain the techniques of Observation, Interview, Review of Documents, Content Analysis and Triangulation of Data.*
- *Discuss the uses and limitations of different techniques*
- *Identify different Criteria of Qualitative Research*
- *Explain Authenticity, Community, Voice, Critical Subjectivity Reflexivity and Sacredness*

PAPER – III (EDU 507)
PSYCHOLOGY OF LEARNING

Unit 1

- Learning- Concept. Theories of learning Thorndike, Pavlov, Skinner, Hull, Lewin, Tolman, Insight theory, Social learning theory.
- Factors influencing learning
- Constructivism

Unit-2

- Transfer of Learning- Concept, Factor influencing transfer of learning, Theories
- Motivation- Concept, Role of motivation in learning, Theories, Strategies for developing motivation

Unit-3

- Learning of concept and principles - Nature, Concept formation, Concept mapping Factor influencing learning of concepts and principles
- Mastery learning
- Gagne's view on learning
- Role of Advance Organizer in learning

Unit-4

- Creativity- nature, Factor influencing creativity, Measurement of creativity
- Problem solving- Nature, Factor influencing problem solving

Unit-5

- Learning styles
- Group dynamics and learning

Suggested Readings

Ausubel,D.P. and Robinson	: Social Learning: An Introduction to Educational Psychology
Dececco and Crawford	: The Psychology of Learning and Instruction
Gulati,S.	: Education for Creativity
Hilgard,E.R.	: Theories of Learning
Slavin,R.E.	: Educational Psychology
Vygotsaky, R.E.	: Educational Psychology
Mangal, S.K.	: Advanced Educational Psychology
Misra, K.S.	: Shiksha manovigyan ke naye kshitij
Cofer Appley	: Motivation: Theory and Adjustment

COURSE OUTCOME

Unit 1:- The students will be able to:-

- *Discuss the Concept of Growth and Development.*
- *State the Principles of Development.*
- *Explain the Concept of Nature-Nurture Balance with reference to Development.*
- *Describe the different stages of Development in brief.*
- *Describe the process of Language Development.*
- *Enlist the different factors influencing Language Development.*
- *Discuss the Theories of Language Development.*

Unit 2:- The students will be able to:-

- *Describe the stages of Cognitive Development.*
- *Discuss the Theory of Cognitive Development by Piaget and state its Educational Implications.*
- *Discuss the Theory of Cognitive Development by Bruner and state its Educational Implications.*
- *Describe the process of Moral Development.*
- *Enlist the different factors influencing Moral Development.*
- *Discuss the Theory of Moral Development by Freud.*
- *Discuss the Theory of Moral Development by Piaget.*
- *Discuss the Theory of Moral Development by Kohlberg.*
- *Discuss the Theory of Moral Development by Turiel.*
- *Explain the Concept of Moral Judgement and Moral Behaviour.*

Unit 3:- The students will be able to:-

- *Explain the Concept of Social Competence and its Development.*
- *Explain the Concept of Emotional Competence and its Development.*
- *Enlist the different factors influencing Emotional Competence.*
- *Enlist the different factors influencing Social Competence.*

Unit 4:- The students will be able to:-

- *Explain the Concept of Intelligence and its Nature.*
- *Discuss the Different Theories of Intelligence.*
- *Discuss the important concepts related to Measurement of Intelligence.*
- *Mention the characteristics, merits, demerits and uses of different types of Intelligence tests (viz. Verbal, Non-Verbal, Individual and Group).*
- *Explain the Concept of Personality and its Nature.*
- *Discuss the Theory of Personality by Freud.*
- *Discuss the Theory of Personality by Erickson.*
- *Discuss the Theory of Personality by Eysenck.*
- *Discuss the Theory of Personality by Rogers.*
- *Discuss the Theory of Personality by Cattell.*

- *Describe the different methods of Assessment (Measurement) of Personality.*
- *Explain some specific tests to Assess Personality.*

Unit 5:- *The students will be able to:-*

- *Discuss the Meaning and Concept of Stress.*
- *Enlist the different factors influencing Stress among Learners.*
- *Discuss the Meaning and Concept of Mental Health.*
- *Describe the Process of Adjustment.*
- *Discuss the Meaning and Concept of Conflict.*
- *Enlist and Explain in detail various Defence Mechanisms*

PAPER IV- Field Work and Viva Voce (EDU 508)

The students will be able to:-

- (a) Study an Educational Institution in terms of its Vision, Mission, Curriculum, Teaching Methods, Faculty, Innovations, Facilities, Infrastructure, Contribution to Society etc.
- (b) Study and to understand Procedure of Administration of Psychological Tests viz. Intelligence or Personality, Creativity or Learning Style.
- (c) Study the use of MS Excel in calculation of Simple Statistical Measures viz. Mean, Median, Mode, Correlation etc.
- (d) Study a Book based on Educational Aspects and Review it in detail.
- (e) Prepare a project based on these activities and respond to viva based on the Field Work.

SEMESTER III
PAPER – I (EDU 601)
COMPARATIVE EDUCATION

Unit 1

- Meaning, nature and scope of comparative education
- Objectives of comparative education
- Approaches: Regional, national and international, intra and inter educational analysis

Unit-2

- Methods and factors of comparative education
- Methods of comparative education- Descriptive, Socio-cultural, scientific and statistical
- Factors influencing national system of education: Geographical, economic, linguistic, regional, democracy, socialism, humanism

Unit-3

- Comparative education structures with reference to school education
- Primary education: USA, UK, Japan and India
- Secondary and vocational education: USA, UK, France, Japan and India

Unit 4

- Comparative educational structures with reference to higher education, teacher education and distance education
- Higher education, teacher education and professional education: USA, UK, India
- Distance education: USA, UK, India

Unit- 5

- International perspective of education
- Educated unemployment in USA, UK and India
- Various official organizations of UNO and their role in educational development
- Recommendations of Delor's Commission Report

COURSE OUTCOME

Unit 1

- *State the meaning and nature of comparative education*
- *Discuss the scope of comparative education*
- *Mention the Objectives of comparative education*
- *Explain Approaches of comparative education*
- *Explain the meaning and characteristics of approaches- Regional, national and international, intra and inter educational analysis*

Unit-2

- *Explain the Methods of comparative education*
- *Discuss different factors of comparative education*
- *Classify Methods of comparative education*
- *Explain Descriptive, Socio-cultural, scientific and statistical methods in detail*
- *Enlist Factors influencing national system of education*
- *Discuss- geographical, economic, linguistic, regional, democracy, socialism, humanism in detail*

Unit-3

- *Compare education structures with reference to school education*
- *Compare Primary education system of USA, UK, Japan and India*
- *Suggest and conclude best practices in primary education system*
- *Compare Secondary education of: USA, UK, France, Japan and India*
- *Suggest and conclude best practices in secondary education system*
- *Compare vocational education of: USA, UK, France, Japan and India*
- *Suggest and conclude best practices in secondary education system*

Unit 4

- *Explain educational structures with reference to higher education, teacher education and distance education*
- *Compare the structures of Higher education, teacher education and professional education of USA, UK, India*
- *Explain the features and characteristics of Distance education in USA, UK, India*

Unit- 5

- *Discuss International perspective of education*
- *Describe Educated unemployment in USA, UK and India*
- *Identify Various official organizations of UNO*
- *Explain the role of organizations of UNO in educational development*
- *Discuss the Recommendations of Delor's Commission Report*
- *Explain the merits and limitations of Delor's Commission Report*

EDUCATIONAL MEASUREMENT AND EVALUATION

Unit - 1

- Concept, need and importance of educational measurement and evaluation
- Taxonomies of Educational Objectives in cognitive, affective and psychomotor domains
- Scales of measurement, norm referenced and criterion referenced, formative and summative evaluation

Unit-2

- Test reliability- various types, factors affecting it, improving reliability
- Test validity - various types, factors affecting it
- Test norms- various types and their uses

Unit-3

- Development and standardization of test- steps of test development with an emphasis on item analysis. Improving test quality through item analysis

Unit 4

- Construction of Likert and Thurstone type Attitude scales
- Study of some tools for measuring intelligence, personality, aptitude, interest, creativity

Unit-5

- Evaluation programme, institutional programme, methods of feedback to students
- New trends in evaluation- examination reforms, grading system, scaling, continuous internal assessment, semester system, question bank, use of computer in examination, CBCS, CCE, Open book examination, examination on demand, online examination
- T-score, Z-score, C-score and Normalized score

Suggested Readings

Anastasi., A.	: Psychological Testing
Bloom, B. S.	: Taxonomy of Educational Objectives
Bloom et al.	: Handbook on Formative and Summative Evaluation
Chiselli	: Theory of Psychological Measurement
Cronbach	: Essentials of Psychological Testing
Ebel	: Essentials of Educational Measurement
Lehman	: Measurement and Evaluation in Psychology and Education
Payne	: Educational and Psychological Measurement
Srivastava	: Reforming Examination
Thorndike and Hagen	: Measurement and Evaluation in Psychology

COURSE OUTCOME

Unit 1:- The students will be able to:-

- *Explain the Concept of Educational Measurement and Evaluation.*
- *Discuss the Need and Importance of Educational Measurement and Evaluation.*
- *Describe the Taxonomies of Educational Objectives in Cognitive, Affective and Psychomotor Domain.*
- *Enlist and Explain the different Scales of Measurement.*
- *Explain the Meaning and Differences between Criterion and Norm Referenced Measurement.*
- *Explain the Meaning and Differences between Formative and Summative Evaluation.*

Unit 2:- The students will be able to:-

- *State and Explain the Various Types of Reliability.*
- *Enlist the different Factors affecting Reliability of an instrument.*
- *Mention the steps of improving Reliability.*
- *State and Explain the Various Types of Validity.*
- *Enlist the different Factors affecting Validity of an instrument.*
- *Discuss the Meaning, Types and Uses of Norms.*

Unit 3:- The students will be able to:-

- *Discuss the Procedure of Development and Standardization of a test.*
- *State the different steps of Test development.*
- *Discuss Test Development with an Emphasis on Item Analysis.*
- *Describe how Test Quality can be improved through Item Analysis.*

Unit 4:- The students will be able to:-

- *Describe the Procedure of the construction of Likert Type Attitude Scale.*
- *Describe the Procedure of the construction of Thurstone Type Attitude Scale.*
- *Study and Describe some tools for measuring Intelligence.*
- *Study and Describe some tools for measuring Personality.*
- *Study and Describe some tools for measuring Aptitude.*
- *Study and Describe some tools for measuring Interest.*
- *Study and Describe some tools for measuring Creativity.*

Unit 5:- The students will be able to:-

- *Discuss the Meaning of an Evaluation Programme.*
- *Enlist the feature of an Institutional Programme.*
- *Discuss the Methods of Feedback to Students.*
- *Mention some New Trends in Evaluation.*
- *Describe some Examination Reforms in detail.*
- *Analyse the importance of Grading System.*
- *Discuss the meaning and use of the Concept of Scaling.*
- *Analyse the importance of Continuous Internal Assessment.*
- *Evaluate the Concept of Semester System.*
- *Discuss the meaning of Question Bank as an Examination Reform.*
- *Discuss the role and use of Computer in Examinations.*
- *Discuss the meaning and use of the concept of CBCS.*
- *Explain the meaning of the concept of CCE.*
- *State the use of Open Book Examination as an Examination Reform.*
- *Describe 'Examination on Demand' as a new trend in Evaluation.*
- *Discuss and Analyze the concept of Online Examination.*
- *Describe different types of Standard Scores such as T-Score, Z-Score, C-Score and Normalized Score.*

CONTEMPORARY ISSUES IN EDUCATION

Unit 1 Elementary Education

- Universalization of Elementary Education (UEE)
- Role of Sarva Shiksha Abhiyan (SSA) in enrolment, retention and quality of elementary education
- Different schemes adopted by government and non-government organization of UEE
- Decentralized management in elementary education
- Teacher empowerment programmes organized by DIETs and other agencies

Unit -2 Secondary Education

- The linkage between secondary education and higher education and the world of work
- Quality parameters in secondary education
- Vocationalization of secondary education: need, possibilities and constraints
- Empowerment of secondary teachers by NCERT, IASEs and CETs

Unit-3 Higher Education

- Quality parameters in higher education
- Role of national bodies like UGC, AICTE, NCTE and NAAC in promotion of general and professional education
- Priorities in higher education as envisaged by National Knowledge Commission Report
- Empowerment of university and college teachers by Human Resource Development Centre (HRDC)

Unit-4 Globalization and Education

- Globalization: Concept and its impact on education
- The role of public and private sector in development of higher education in India
- The scope of private universities and foreign universities in India as well as the scope of Indian Universities abroad

Unit-5 Human Rights Education

- Concept, need and relevance of human rights education
- Methods and techniques of human rights education
- Rights of child: provision in international and national documents
- Rights of women: provision in international and national documents, women empowerment

Suggested Readings

1. Govt. of India, Education for National development, report of Education Commission 1964-66 (Reprint NCERT, New Delhi 1971)
2. AICTE (1994): Report of the Hosh power committee for mobilization of additional resources for technical education, New Delhi
3. Planning Commission, Govt. of India (2006) XI Plan working group on Higher Education (draft), New Delhi
4. Govt. of India (2007), National Knowledge Commission report of the Nation 2006. New Delhi
5. Chauhan, CPS (1990) Higher Education In India, Ashish Publishing House, New Delhi
6. AIU (1995) Policies of Higher Education, New Delhi
7. Pawar, K. B. (2002) Indian Higher Education. Con:zept Publishing House, New Delhi
8. Delor et al. (i996) Learning: The treasure within eport of UNESCO, Paris

COURSE OUTCOME

Unit 1

The students will be able to

- *State the meaning of Elementary Education*
- *Explain need and purpose and problems of Universalization of Elementary Education (UEE)*
- *Discuss the Role of Sarva Shiksha Abhiyan (SSA) in enrolment, retention and quality of elementary education*
- *Identify different schemes adopted by government and non-government organization of UEE and their utilities*
- *Explain the purpose of Decentralized management in elementary education*
- *State Teacher empowerment programmes organized by DIETs and other agencies and their benefits*

Unit -2

The students will be able to

- *State the meaning of Secondary Education*
- *Compare between secondary education and higher education and the world of work*
- *Explain Quality parameters in secondary education*
- *Discuss Vocationalization of secondary education*
- *Explain the need, possibilities and constraints of Vocationalisation of Education*
- *Explain the role NCERT, IASEs and CETs in Empowering secondary teachers*

Unit-3

The students will be able to

- *State the meaning of Higher Education*
- *Explain Quality parameters in higher education*
- *Discuss the roles of national bodies like UGC, AICTE, NCTE and NAAC in promotion of general and professional education*
- *Summarize the National Knowledge Commission Report*
- *Explain the role of Human Resource Development Centre in empowerment of university and college teachers*

Unit-4

The students will be able to

- *Explain the meaning and concept of Globalization*
- *Discuss the impact of Globalization on education*
- *Describe the role of public and private sector in development of higher education in India*
- *Explain the scope of private universities and foreign universities in India*
- *Discuss the scope of Indian Universities abroad*

Unit-5

The students will be able to

- *State the meaning and concept of Human Rights Education*

- *Identify the need and relevance of human rights education*
- *Enlist and explain the methods and techniques of human rights education*
- *Discuss the rights of child in context to international and national documents*
- *Explain the rights of women - provision in international and national documents*
- *Discuss women empowerment*

PAPER – IV (EDU 604)
ENVIRONMENTAL EDUCATION

Unit 1

- Environment and Ecology: Meaning and definition
- Relationship between man and environment
- Impact of population growth on environment

Unit 2

- Meaning and types of environment pollution (air, water, noise, soil)
- Causes of pollution and its effect on living environment

Unit 3

- Environment education: Meaning, aims, needs and scope
- Approaches of environmental education multidisciplinary model and interdisciplinary approach
- Features of curriculum for environmental education

Unit 4

- Need for teachers training in environmental education
- Methods of teaching environmental education, co curricular activities etc
- Role of universities, media, NGOs in environmental education

Unit-5

- Programmes for environmental protection and improvement
- Environment and laws
- Environmental management

Suggested Readings

Nanada, V. K.	Environmental Education
Trivedi, P.R.	Environmental Education
Gopal, G. V.	Environmental Education in School an overall perspective of NCF
Sharma, R. A.	Environmental Education
Srivastava. K. K.	Environmental Education
Detwlyer, T. R.	Man's impact on Environment
Marcus, M. G.	Physical Geography of City
Gregory, K. T.	Man's and Environment Process
Furley, P. A. & Newey	Man and Biosphere
Arvill, R.	Man and Environment crisis and the strategy of choice
Singh, S.	Environmental Geography
Calhoun, J. B.	Education and Population

COURSE OUTCOME

Unit 1:- The students will be able to:-

- *State the Meaning and Definition of Environment and Ecology.*
- *Discuss the Relationship between Man and Environment.*
- *Describe the Impact of Population Growth on Environment.*

Unit 2:- The students will be able to:-

- *State the Meaning and Types of Environmental Pollution.*
- *Discuss the Concept of Air Pollution.*
- *Discuss the Concept of Water Pollution.*
- *Discuss the Concept of Noise Pollution.*
- *Discuss the Concept of Soil Pollution.*
- *Mention the Causes of different types of Pollution.*
- *Describe the effect of Pollution on the Living Environment.*

Unit 3:- The students will be able to:-

- *State the Meaning and Aims of Environmental Education.*
- *Discuss the Need and Scope of Environmental Education.*
- *Discuss the Different Approaches of Environmental Education.*
- *Describe the Interdisciplinary and Multidisciplinary Model of Environmental Education.*
- *Mention the Features of Curriculum for Environmental Education.*

Unit 4:- The students will be able to:-

- *Discuss the Need of Teachers Training in Environmental Education.*
- *Enlist the Different Methods of Teaching Environmental Education.*
- *Describe the Co-Curricular Activities related to Environmental Education.*
- *Discuss the role of Universities, Media, NGOs in imparting Environmental Education.*

Unit 5:- The students will be able to:-

- *Discuss the different Programmes for Environmental Protection and Improvement.*
- *Enlist the different laws related to Environment.*
- *Discuss the concept of Environmental Management.*

EDUCATIONAL TECHNOLOGY

Unit 1-Fundamentals of Educational Technology

- Meaning, Nature and Scope and Theoretical bases of Educational Technology
- The trend and development of ET
- Components of ET -Hardware and Software
- System Approach in ET

Unit 2 -Learning Technology

- Programmed Learning Material, Principles, Styles of Programming: Linear, Branching and Mathematics, Steps of development of TLM, Mastery learning: Concept and types
- Instructional Materials: Modules, Computer Assisted Instructional Materials

Unit 3 Teaching Technology

- Modalities of teaching, Difference between Teaching, Instruction, Conditioning and Training.
- Stages of Teaching: Pre-active, Interactive and Post-active
- Teaching at different Levels: Memory, Understanding and Reflective
- Modifications of Teaching Behaviour: Micro teaching, Flander's Interaction Analysis, category system, Simulation and Gaming.
- Nature and characteristics of Models of Teaching
- Modes of Teaching: Lecture, Team Teaching. Seminars, Panel Discussion, Tutorial, Group Discussion, Cooperative Learning

Unit 4 Information and Communication Technology in Education

- Communication Process: Concept of communication, Principles, modes and barriers of communication, verbal and non-verbal communication
- Educational Radio and Educational Television, Interactive Radio and interactive television, types of teleconferencing, e-Pathshala, e-PG Pathshala, MOOC, OER
- Information and communication technology ICT in Education- Concept, uses, interactivity networking LAN, WAN, WWW, Virtual classrooms
- Multi media approach to instruction - concept, uses, development of multimedia package, criterion of selection of media and technology in multimedia package

Unit 5 Management of ET and Open and Distance Learning System (ODLS)

- Systems approach: Meaning and scope, open versus closed system, education as open system, systems approach to education, steps in designing a system
- ODLS- Concept, definitions and characteristics, criterion of openness, different stages of distance education, media, materials and ICT in distance education, student support services, evaluation strategies in ODLS

Suggested Readings

Mukhopadhyay, M.

Educational Technology

Kulkarni, S. S.	Educational Technology
Mohanty, J.	Educational Technology
Sahoo, P. K.	Open Learning System
Sahoo, P. K.	Educational Technology in Distance Education
Sampat, K. et al.	Introduction to Educational Technology
Sharma, M. L.	System Approach- Its application in education
Sharma, R. A.	Educational Technology
Ved Nayagam, E. G.	Teaching Technology for College Teachers
Joyce, B. and Weil M.	Models of Teaching
Plomp, T.	International Encyclopaedia of Educational
Technology	
Mahapatra, B. C.	Information Technology and Education

COURSE OUTCOME

Unit 1:- The students will be able to:-

- *State the Meaning and Nature of Educational Technology.*
- *Discuss the Scope of Educational Technology.*
- *Describe the Theoretical Bases of Educational Technology.*
- *Discuss the Trend and Development of Educational Technology.*
- *Describe the Various Components of Educational Technology viz. Hardware and Software.*
- *Analyze the System Approach in Educational Technology.*

Unit 2:- The students will be able to:-

- *State the Meaning of Programmed Learning Material.*
- *Mention the different Principles of Programming.*
- *Discuss the different Styles of Programming viz. Linear, Branching and Mathematics.*
- *Mention the Steps of developing a Teaching-Learning Material.*
- *Discuss the Concept and Types of Mastery Learning.*
- *Discuss the Meaning, Importance and Use of Modules as Instructional Materials.*
- *Describe the Concept of Computer Assisted Instructional Materials.*

Unit 3:- The students will be able to:-

- *Discuss the Various Modalities of Teaching.*
- *Differentiate between Teaching, Instruction, Conditioning and Training.*
- *Describe the different Stages of Teaching viz. Pre-Active, Interactive and Post-Active.*
- *Describe the different Levels of Teaching viz. Memory, Understanding and Reflective.*
- *Enlist the various techniques to Modify Teaching Behaviour.*
- *Discuss the Meaning, Nature and Use of Microteaching as a technique to modify Teaching Behaviour.*
- *Discuss the Meaning, Nature and Use of Flander's Interaction Analysis as a technique to modify Teaching Behaviour.*
- *Discuss the Meaning, Nature and Use of Category System as a technique to modify Teaching Behaviour.*
- *Discuss the Meaning, Nature and Use of Simulation as a technique to modify Teaching Behaviour.*
- *Discuss the Meaning, Nature and Use of Gaming as a technique to modify Teaching Behaviour.*
- *Describe the Nature and Characteristics of different Models of Teaching.*
- *Discuss the meaning of different modes of Teaching viz. Lecture, Team Teaching, Seminars, Panel Discussions, Tutorial, Group Discussion, Cooperative Learning.*

Unit 4:- The students will be able to:-

- *Discuss the meaning of the Concept of Communication.*
- *Describe the various Principles, Modes and Barriers of Communication Process.*
- *Differentiate between Verbal and Non-Verbal Communication.*
- *Describe the use of Educational Radio and Educational Television.*
- *Describe the use of Interactive Radio and Interactive Television.*
- *Discuss the meaning of the Concepts of e-Pathshala and e-PG Pathshala.*
- *Describe the meaning and use of the concepts of MOOC and OER.*
- *Analyze the concept and uses of Information and Communication Technology in Education.*
- *Discuss the various types of Interactivity Networking such as LAN, WAN, WWW.*
- *Describe the meaning and use of the concepts of Virtual Classrooms.*
- *Describe the meaning and use of the concepts of Multimedia approach to Instruction.*
- *Discuss the process of development of a Multimedia Package.*
- *Mention the Criteria of Selection of Media and Technology in Multimedia Package.*

Unit 5:- *The students will be able to:-*

- *Discuss the Meaning and Scope of Systems Approach.*
- *Differentiate between Open and Closed System.*
- *Explain the meaning of Education as an Open System.*
- *Describe the Systems approach to education.*
- *Enlist the various steps in Designing a System.*
- *Describe the Concept, Definitions and Characteristics of ODLS.*
- *State the criterion of Openness in ODLS.*
- *Describe the different Stages of Distance education.*
- *Throw light on the Media, Materials and ICT in Distance Education.*
- *Describe the student support services in Distance Education.*
- *Describe the Evaluation Strategies in Distance Education*

Unit 1

The students will be able to

- *State the Meaning and Nature of Educational Administration and Management*
- *Discuss the Scope of Educational Administration and Management*
- *Explain its Function*
- *Describe the associated Theories*
- *Discuss System Approach*

Unit-2

The students will be able to

- *State the Meaning and Nature of Educational Planning.*
- *Explain the Need of Educational Planning*
- *Discuss Approaches to Educational Planning.*
- *Describe the Kinds of Educational Planning- Long Term, Short Term, Institutional. Strategic, Operational*
- *State Meaning and Nature of Educational Finance*
- *Explain Sources of Income. Items of Expenditure, Budgeting*

Unit-3

The students will be able to

- *State the Meaning and nature of Educational Supervision*
- *Explain the Functions of Educational Supervision*
- *Discuss the Planning and organization of supervisory programme*
- *Understand the Implementation of supervisory programme*
- *Explain techniques of educational supervision*

Unit-4

The students will be able to

- *State the Meaning and Nature of Educational Leadership*
- *Explain Leadership Styles.*
- *Discuss the Theories of Leadership- Trait, Behaviour, Contingency, Transactional and Transformational.*

Unit 5

The students will be able to

- *State the meaning of Decision Making*
- *Explain the types and Steps of Decision Making*
- *Discuss Organizational development*
- *Explain Programme Evaluation and Review Technique (PERT)*
- *Explain the Concept of Total quality Management in education*
- *Discuss the Nature and Indicators of Total quality Management in education*

Unit 1

- Guidance and counselling: Concept, Need Principles. Types: Educational, Personal, Vocational

Unit-2

- Guidance personnel-Role of different persons in the guidance programme, Characteristics of a successful counsellor, Training of counselor, Duties of counsellor

Unit-3

- Organising guidance services- Organising guidance services at different stages of education, Principles governing organization of services, Kinds of services appraisal, information, placement, counselling, follow up, evaluation
- Occupational information- Sources, Collection, Evaluation, Dissemination, Utility

Unit-4

- Tools in guidance-Records; kinds and relevance: tools for measuring personality, achievement, interest, aptitude, intelligence, creativity and their relevance, communicating appraisal result.
- .Techniques of guidance-directive counselling, non-directive counselling, group counselling, role of interview in counselling.

Unit 5

- Group procedures of guidance
- Problems of guidance movement in India
- Trends in researches in guidance and counselling

Suggested readings

Bernard H.W., Fullmer W.O.	Principles of Guidance
Erikson	The Counselling Interview
Gibson R.L.	Introduction to Counselling and Guidance
Jones A.J.	Principals of Guidance
Tolbert	Introduction to Counselling
Myer G.E.	Principles and Practices of the Guidance programme

COURSE OUTCOME

Unit 1

The students will be able to

- *Know the meaning and concept of Guidance*
- *Discuss the scope of Guidance*
- *Identify the types of Guidance*
- *Elaborate the meaning, aims and importance of Educational Guidance*
- *Explain the principles and scope of Educational Guidance*
- *Elaborate the meaning, aims and need of Vocational Guidance*
- *Explain the principles and scope of Personal Guidance*
- *Elaborate the meaning, aims and need of Personal Guidance*
- *Know the meaning and concept of Counselling*

Unit-2

The students will be able to

- *Explain the role of Guidance personnel*
- *Explain the role of Principal, teachers, Parents in guidance services*
- *Explain the role of Counsellor in guidance services*
- *Explain the Characteristics of a successful counsellor,*
- *Describe the Duties of counsellor*

Unit-3

The students will be able to

- *Understand the organization of guidance services in educational institutions*
- *Explain the Principles governing organization of services.*
- *Discuss the Kinds of services - appraisal, information, placement, counselling, follow up, evaluation*
- *Identify and define Information and Occupational Information*
- *Elaborate the need and importance of Occupational Information*
- *Recognize different sources of Occupational Information*
- *Explain the methods of collecting and dissemination of Occupational Information*

Unit-4

The students will be able to

- *Discuss the Tools in guidance*
- *Explain tools for measuring personality, achievement, interest, aptitude, intelligence, creativity and their relevance in guidance.*
- *Discuss the principles of Counselling*
- *Explain the types of Counselling and Describe the techniques of Counselling*

Unit 5

The students will be able to

- *Explain Group procedures of guidance*
- *Mention the Problems of guidance movement in India*
- *Discuss the measures taken for solving problems of guidance*
- *Explain the Trends in researches in guidance and counselling*

PAPER IV- Field Work and Viva Voce (EDU 631)

The students will be able to:-

- (a) Review Five Research Papers Published in the Current issue of any reputed Journal in Education.
- (b) Construct an Achievement Test and administer it on students and perform Its Item Analysis.
- (c) Critically Review any two Video Presentation of MOOCs.
- (d) Develop a Programme learning Material or a Module on any Two Lessons at School Stage.
- (e) Prepare a project based on these activities and respond to viva based on the Field Work.