

SEMESTER IV

YEAR	II	MAEdu-401 LIFE LONG EDUCATION	CREDIT	4
SEMESTER	IV		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<p>After completion of the course the students will be able</p> <p>CO1: To understand the Conceptual framework of Adult and Lifelong Learning regarding Pre and Post Independence period of India.</p> <p>CO2: To get insight into the relationship among Literacy, Adult Education and Lifelong Learning Education.</p> <p>CO3: To understand the views of great National and International thinkers of Adult Education and to know the Indian ethics for Adult Education and its practices.</p> <p>CO4: To create constructive social awareness through constructive learning and to understand about Social Exclusion and Social Justice in the context of India.</p> <p>CO5: To comprehend the Role of Lifelong Learning in the context of sustainable rural and Global life as well as modern values.</p> <p>CO6: To analysis social life style of Particularly Vulnerable Tribal Groups such as; street children, bonded labor and slums.</p> <p>CO7: To understand the various development programmes of State and central Governments for sustainable livelihood.</p>		
COURSE CONTENT / SYLLABUS				
UNIT-I	Basics of lifelong learning			8 Hrs
	<ul style="list-style-type: none"> • Concepts and terms of Lifelong Learning and Extension - • Adult and Lifelong Learning – Pre-Independence period - Post independence period 			
UNIT-II	Great thinkers of life long education			12 Hrs
	<ul style="list-style-type: none"> • Imminent Indian thinkers of Adult Education – Vivekananda, M.K. Gandhi, Tagore, Gandhi, Zakir Hussin. • Imminent International Thinkers Frank Charles Lanbach, Ivan Illich, Paulo Friere. • Indian Values for adult education and its practices 			
UNIT-III	Creation of constructive social Awareness through learning			12 Hrs
	<p>Creation of Right Life orientation by constructive learning</p> <ul style="list-style-type: none"> • Environment movements in India and in abroad for healthy life • Learning Social Exclusion and Social Justice; Dalit Movement and its developments – Modern values of Agrarian Relations for sustaining rural lives. • Women’s movement for sustainable growth 			
UNIT-IV	Current Trends in Lifelong Learning in India			14 Hrs
	<ul style="list-style-type: none"> • Learning for establishing State intervention in Social & Economic development by Legislation linked Social development – Vulnerable groups - Street Children, Bonded Labor; Gender Sensitization; Tribal wellbeing. • Non-State engagement in Social development -Use of Technology and Innovations in Lifelong Learning 			

UNIT-V	Organizations and Programs for Contextualizing value based development	14 Hrs
	<ul style="list-style-type: none"> • Evolving institutions for sustainable livelihoods - International and national Missions on learning - Consumer Awareness, Capacity building programs - National Rural Livelihood Mission (NRLM), • Jan Dhan Yojana (JDY). Tribal 	

	welfare programs. • Skill India Program: Introduction, Objectives, Features and Advantages	
PRACTICUM		
<ul style="list-style-type: none"> • Identification of Out-of School Children in the tribal schools • Design of Computer Aided Learning (CAL) for aged tribal groups by Using of Internet; • Monitoring of any one Welfare Program at Gram Panchayat Level in the tribal locality • Practical Application of transforming public space into adult learning centers <p>COURSE OUTCOMES: After completion of the course the students will be able</p> <p>CO1: To explain the Lifelong Learning regarding Pre and Post Independence period of India. CO2: To get insight into the relationship among Literacy, Adult Education and Lifelong Learning Education. CO3: To analysis the views of great National and International thinkers on the different level of higher education. CO4: To create constructive social awareness through constructive learning in the context of India. CO5: To identify the Role of Lifelong Learning in the context of sustainable rural and Global life. CO6: To analysis social life style of Particularly Vulnerable Tribal Groups (PVTGS) CO7: To describe the various development programmes of Governments for sustainable livelihood.</p>		

REFERENCES

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- Anand, S. & Sen, A.K (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UNDP
- Arunachalam. J (2005), Women's Equality – A Struggle for Survival: Gyan Publishing House, New Delhi
- Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, New Delhi: UNESCO.
- HUMAN DEVELOPMENT REPORT (1995). Published for the United Nations Development Programme. (UNDP). New York. Oxford. Oxford University Press.
- Inove, Y (2009) Adult Education and Adult Learning Processes with ICT. Guam: University of Guam.
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- Macionis, J. J & Plummer, K (2005), Sociology. A Global Introduction (3rd ed.). Harlow: Pearson Education.
- Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.
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- Roger, Harrison (Ed.2002) Supporting Lifelong Education , London: Rutledge.
- Shah, S. Y. (1993) Indian Adult Education: A Historical Perspective, New Delhi: Indian adult education association .
- Sharma, S.C. (1987), Media Communication and Development, Jaipur: Rawat Publication.
- Singh, Madhu. (Ed.2002) Lifelong Learning, Humberg: UNESCO Institute of Lifelong
- UNDP (1997), Governance for Sustainable human development, New York, A UNDP policy document.

YEAR	2	EDM-4004 M.A.(Education)	CREDIT	04
SEMESTER	IV	HIGHER EDUCATION IN INDIA	HOURS	60
		DEPARTMENT OF EDUCATION	Marks	100 (70+30)
OBJECTIVES:	After completion of the course the students will be able CO1: To make known students with the concept, historical development, problems, recommendations and management of Indian Higher education. CO2: To clarify the aims, importance, availability, access, accountability, research, liberalization, privatization, globalization and autonomy in Indian higher education system. CO3: To understand the planning, budget and professional ethics of higher			

	<p>education system.</p> <p>CO4: To Interpret various regulatory bodies like UGC, NAAC, NCTE and AICTE of higher education in India and to know their role and accountability.</p> <p>CO5: To review various books on financing, planning and management of higher education in India.</p>
COURSES CONTENT/ SYLLABUS	
UNIT-I	<p>Concept, History and Development of Higher Education</p> <ol style="list-style-type: none"> 1. Meaning, aims and objectives Higher Education. 2. Historical Development of Higher Education. 3. Higher Education in Indian social context: Issues of Access and Equity. 4. Accountability, Autonomy, Academic Freedom and related issues. 5. Recommendations of various commissions regarding Higher Education <p>Hrs. 10</p>
	<p>Problems of Higher Education in India</p>
UNIT-II	<ol style="list-style-type: none"> 1. Issues of quality in teaching. 2. Examination reforms. 3. Quality of research at Higher Education level. 4. Liberalization, Privatization and Globalization of Higher Education. <p>Hrs. 10</p>
	<p>Planning and Financing of Higher Education in India</p>
UNIT-III	<ol style="list-style-type: none"> 1. Teacher Education at University Stage: Role of ASCs 2. Planning and Financing of Higher Education 3. Higher Education through Distance learning 4. Professional Ethics in Higher Education <p>Hrs. 15</p>
	<p>MANAGEMENT OF HIGHER EDUCATION AND ROLE OF REGULATORY BODIES</p>
UNIT-IV	<ol style="list-style-type: none"> 1. Ministry of Human Resource Development 2. Association of Indian Universities 3. UGC, 4. NAAC, 5. NCTE 6. AICTE. <p>Hrs. 15</p>
	<p>HIGHER BOOKS RECOMMENDED:</p>
UNIT-V	<ol style="list-style-type: none"> 1. Higher Education and Development, AIU. 2. Higher Education: who pays? Who benefits? Who should pay? V.S. Carnegie Commission or Higher Education. 3. Higher Education for the future, Carter Charles, 1980. 4. Higher Education Social change & National Development Kaul S.N. 1975. 5. Higher Education in India: Two decades of planned Drift Kaul, J. N. 6. Higher Education in India 1995, Reddy G. Ram 7. Higher Education in India Shah A.B. 1967. 8. Higher Education through Television Agarwal, Dinodi C (Ed.) 2000. 9. Higher Education in India, Amrik Singh & Altbach 1974, P.G. (Ed.) <p>Course Outcomes Mapping With Programme Outcomes</p> <p>Hrs. 10</p>
COURSE OUTCOMES:	<p>After completion of the course the students will be able</p> <p>CO1: To make known students with the concept, historical development, problems, recommendations and management of Indian Higher education.</p> <p>CO2: To clarify the aims, importance, availability, access, accountability, research, liberalization, privatization, globalization and autonomy in Indian higher education system.</p> <p>CO3: To describe the planning, budget and professional ethics of higher education system.</p> <p>CO4: To Interpret various regulatory bodies of higher education in India to know their role and accountability.</p>

	CO5: To review various books on financing, planning and management of higher education in India.	
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YEAR	II	MAEdu-403 EDUCATIONAL TECHNOLOGY	CREDIT	4
SEMESTER	IV		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<p>After completion of the course the students will be able</p> <p>CO1: To understand the concept, nature, significance, scope and components of educational technology.</p> <p>CO2: To know about the multi-media approach in Educational technology and to establish relationship between learning Technology and educational technology.</p> <p>CO3: To comprehend the concept, nature, process, types, principles mode and barriers of communication and mass media approach.</p> <p>CO4: To know the instructional design, learning theories, Psychoanalytic approach and system approach in educational technology.</p> <p>CO5: To be familiar with the different models of teaching, develop basic skills in the production of different types of instructional material.</p> <p>CO6: To know about the use of information and communication technology in teaching and to make the understanding about resources centers like; CIET, MOOC, AVRC and State ET Cell.</p> <p>CO7: To analysis the distance education system in India and to know the evaluation strategies and tool development in distance education.</p>		
COURSE CONTENT / SYLLABUS				
UNIT-I	Meaning and Scope of Educational Technology			12 Hrs
	(a) Meaning and Concept of Educational Technology; (b) Nature , Scope and Significance of Educational Technology; (c) Components of Educational Technology Hardware and Software; Multi-media approach in Educational Technology. (d) Educational Technology and Instructional Technology.			
UNIT-II	Communication and Modalities of teaching			12 Hrs
	(a) Communication Process: Concept, nature, process, type, theory of communication, Principles. Modes and Barriers of communication, Classroom communication (interaction verbal and non-verbal) and Mass media approach; (b) Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory), Systems approach in educational technology and its characteristics.			
UNIT-III	Models of Teaching and instructional Technology			14 Hrs

	(a) Models of Teaching: Concept, different families of teaching models Designing Instructional System. Formulation of instructional. Objectives Task. Analysis Designing of Instructional Strategies, such as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials (b) Modalities of Teaching-difference between teaching and instruction, conditioning and training. Stages of teaching-pre- active. Interactive and post-active.	
UNIT-IV	Programmed Learning and Resource Centres	12 Hrs
	(a) Computer assisted instruction. (b) Uses of Communication Technology in Teaching – Videotape, Radio-Vision, Tele conferencing, Video Conferencing, CCTV, INSAT, and problems of introducing new technologies in the Indian context ; (c) Resources centers for Educational Technology – CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST –their activity for the improvement of learning processes.	
UNIT-V	Evaluation and Instructional Technology	10 Hrs
	Evaluation Strategies in Distance Education; Counselling Methods in Distance Education. Development of Evaluation Tools-Norm-referenced and criterion-referenced tests.	
PRACTICUM		
<ol style="list-style-type: none"> 1. Complete any MOOC course from SWYAM 2. Visit to any Educational technology Institution 3. Design any instructional material. 		
COURSE OUTCOMES:		
After completion of the course the students will be able		
CO1: To explain the concept and components of educational technology.		
CO2: To describe the multi-media approach in Educational technology and to establish relationship between learning Technology and educational technology.		
CO3: To recognize the concept, principles mode and barriers of communication		
CO4: To analysis the instructional design, learning theories, Psychoanalytic approach and system approach in educational technology.		
CO5: To perceive the models of teaching, develop basic skills in the production of different types of instructional material.		
CO6: To analysis the use of information and communication technology in teaching and to interpret the understanding about resources centers like; CIET, MOOC, AVRC and State ET Cell.		
CO7: To analysis the distance education system in India and to know the evaluation strategies and tool development in distance education.		

Suggested Books

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evaut, M. The International Encyclopaedia of Educational Technology.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India

Association for Educational Technology, New Delhi.
 Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi

YEAR	II	MAEDU-404 (i) HUMAN RIGHTS EDUCATION	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		After completion of the course the students will be able CO1: To understand the concept, scope, objectives, approaches and importance of Human Rights and Peace Education to establishment of Peace education. CO2: To analysis the Pacifism and Gandhian approach of peaceful life such as to develop culture of peace and security regarding India and world. CO3: To describe the historical development of Human Right Education and the role of International Agencies like UNO, UNICEF, UNESCO, UNEP and NGO's etc for peaceful world. CO4: To recognize the Integrating Human Rights Education in the Curriculum for Promoting culture of peace. CO5: To understand the concept, meaning, need, scope and significance of inclusive education, integrated education and Specific education. CO6: To distinguish the concepts of Special Education, Integrated Education and Inclusive Education moreover to know the factors responsible for successful inclusion in mainstream. CO7: To analyze the needs, problems, causes and educational provisions meant for the children with diverse needs (CWDN). CO8: To understand the responsibilities of the teachers, counselors, parents, peers and community regarding RPWD Act 2016.		
COURSE CONTENT / SYLLABUS				
		Values of Peace Education in Sustaining Human Rights		

<p>UNIT-I</p>	<ul style="list-style-type: none"> • Introduction, Meaning,- Definition – Concept – Scope- Objectives of peace education and Human Rights • Human Miseries in the Modern world and quest for peace, • Gandhian concept of peaceful life • Different approaches to civil Rights • Establishment of peace education institutions; Pacifism and Education 	<p>12 Hrs</p>
<p>UNIT-II</p>	<p>Historical Development of Human Rights Education</p> <ul style="list-style-type: none"> • Aims, Creation of United Nations, Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC, Amnesty International, International Committee of Red Cross and NGOs, • Peace and human Rights Education in India and its lawful developments 	<p>12 Hrs</p>
<p>UNIT-III</p>	<p>Integrating Human Rights Education in the Curriculum</p> <ul style="list-style-type: none"> • Curriculum Development of Education for Human Rights, • Stage specific approach - Early childhood; Elementary stage; Secondary stage; Higher Education stage; Adult Education stage. • Major Media of Integration, Subject context, - Subject perspectives - Teaching methods 	<p>10 Hrs</p>

UNIT-IV	INTRODUCTION TO INCLUSIVE EDUCATION	14 Hrs
	<ul style="list-style-type: none"> • Concept of Inclusive Education, Integrated Education and Special Education. • Need, Objectives & scope of Inclusive Education. • Factors responsible for successful inclusion in the mainstream – future vision • Definition of disability and inclusion in educational framework • Threats of psychological problems of disability • Historical perspectives of inclusive education for children with diverse needs 	
UNIT-V	TYPES OF CHILDREN WITH DIVERSE NEEDS (CWDN)	12 Hrs
	<ul style="list-style-type: none"> • Concept, classification, characteristics, causes, problems, identification, classroom management strategies and prevention for children with diverse needs, Right of person with Disability Act (2016) • Learning disability • Mental Retardation • Visual Impairment and Hearing Impairment • Locomotor Impairment, Educational Provisions& Programmes 	
PRACTICUM		
<ul style="list-style-type: none"> • Street Play for demonstrating the importance of peaceful life • Field Visit to have real experience of peaceful existence of the society • Conflict resolution Management in the affected in the tribal areas • Preparation of a status report on education of any category of CWDN. • Report on a visit to school practicing inclusion and identifying learning disabled students 		
COURSE OUTCOMES:		
<p>After completion of the course the students will be able</p> <p>CO1: To explain the concept, scope, objectives, approaches and importance of Human Rights and Peace Education to establishment of Peace education.</p> <p>CO2: To analysis the Pacifism and Gandhian approach of peaceful life such as to develop culture of peace and security regarding India and world.</p> <p>CO3: To describe the historical development of Human Right Education and the role of International Agencies for peaceful globe.</p> <p>CO4: To recognize the Integrating Human Rights Education in the Curriculum for Promoting culture of peace.</p> <p>CO5: To explain the concept, meaning, need, scope and significance of inclusive education, integrated education and Specific education.</p> <p>CO6: To distinguish the concepts of Special Education, Integrated Education and Inclusive Education moreover to know the factors responsible for successful inclusion in mainstream.</p> <p>CO7: To analyze the needs, problems, causes and educational provisions meant for the children with diverse needs (CWDN).</p> <p>CO8: To describe the responsibilities of the teachers, counselors, parents, peers and community regarding RPWD Act 2016.</p>		

REFERENCES

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- Reardon, Betty, (1988), Comprehensive Peace education. Educations for global responsibility, New York: Teachers College Press.
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- Kreidler, W.J (1995), Teaching, Conflict Resolution through Children's Literature:

New York: Scholastic.

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- Daniels, H. (1999). Inclusive Education. London: Kogan.
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- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarty, S. & Alur, M. (2002) Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
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- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California, Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey, Pearson
- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
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- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey Prentice-Hall. Inc.
- Vlachou D. A. (1997) Struggles for Inclusive Education: An ethnographic study. Philadelphia, OpenUnive
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YEAR	II	MAEdu- 404 Gender Sensitization and Resolving Gender Conflict	CREDIT	4
SEMESTER	IV		HOURS	60
			Marks	100(60+40)
OBJECTIVES:	<p>After completion of the course the students will be able</p> <p>CO1: To understand the concept, role, inequality, types, significance and terminology related to gender.</p> <p>CO2: To comprehend the social and personal roles that define gender such as types of marriage, male and female empowerment, life expectations, literacy rate, professional equality and morality rate.</p> <p>CO3: To analyze the concept, forms, theories and violence regarding gender and to know the gender discrimination and the intersectional nexus of class, caste and gender.</p> <p>CO4: To understand the Gender conflict and the role of gender in conflict resolution and to know about the term marginalization.</p> <p>CO5: To analyze the policies and legislations regarding gender conflict resolutions in family courts.</p> <p>CO6: To understand about ensuring the safety and security of females in different places such as; at home, school, industry and public places where they work.</p>			
COURSE CONTENT / SYLLABUS				
UNIT-I	Gender Studies: important Terms			Hrs 10
	<ul style="list-style-type: none"> • Sex vs/and Gender • Femininity-masculinity; • Gender inequality-social perspectives • Gender identity-gap in understanding the other • Gender roles- matriarchy-patriarchy 			
UNIT-II	Social and Personal Roles that Define Gender			Hrs 10
	<ul style="list-style-type: none"> • Types of marriage-multiple roles of women; • Sex ratio-life expectancy-how it affects family and society; • Male Awareness-women empowerment; • Literacy rate-professional equality; Mortality rate-equality in personal sphere 			
UNIT-III	Understanding Gender Discrimination and Gender related theories			Hrs 15
	<ul style="list-style-type: none"> • Concept of gender discrimination • Forms of gender discrimination, Sexism, Implicit bias, Sexual harassment and assault • Gender violence • Gender related theories- Evolutionary theory, Social Role Theory and Social Constructivist theory 			

UNIT-IV	Overcoming Discrimination	Hrs 15
	<ul style="list-style-type: none"> • Identifying the varieties of discrimination • understanding and contesting stereotypes • interrogating cultural constructs • understanding the intersectional nexus of caste, class and gender • Discrimination of LGBTs and sexual minorities 	
UNIT-V	Resolving Gender Conflict	Hrs 10
	<ul style="list-style-type: none"> • Gender Conflict • Gender Role in conflict resolution • breaking the silence of the subaltern • articulating the double/triple marginalization • affirmative policies and legislations • Family courts • victim/ offender mediation 	

COURSE OUTCOMES:

After completion of the course the students will be able

CO1: To describe the concept and terminology related to gender.

CO2: To analysis the social and personal roles that define gender.

CO3: To describe the concept, forms, theories and violence regarding gender to know the gender discrimination.

CO4: To explain the Gender conflict and the role of gender in conflict resolution and to know about the term marginalization.

CO5: To analyze the policies and legislations regarding gender conflict resolutions in family courts.

CO6: To give insight into about ensuring the safety and security of females in different places.

References:

Agarwal, Suresh. 2015. *Social Problems in India*. New Delhi: Rajat Publications.

Deshpande, Ashwini. 2011. *The Grammar of Caste: Economic Discrimination in Contemporary India*. New Delhi: Oxford University Press.

Greer, Germaine. 2006. *The Female Eunuch*. UK: Harper Collins.

Khan, M. E., John W. Townsend and Pertti J Delto (ed) 2014. *Sexuality, Gender Roles and Domestic Violence in South Asia*. New York: Population Council.

Rhode, Deborah L. 2014. *What Women Want: An Agenda for the Women's Movement*. New York: Oxford University Press.

YEAR		II	MAEdu-404 (iii) EDUCATIONAL MEASUREMENT AND EVALUATION-II	HOURS	4
SEMESTER		III		HOURS	60
				Marks	100(60+40)
OBJECTIVES:		<p>After completion of the course the students will be able</p> <p>CO1: To understand the basic concepts, approaches, techniques and principles of evaluation in education.</p> <p>CO2: To know the Policy perspectives on examinations and evaluation as well as recommendations in National Policies of Education and curriculum frameworks.</p> <p>CO3: To develop the tools construction skills and to know the steps of the standardization and administration of tools along with its new trend.</p> <p>CO4: To understand the virtual evaluation system such as; NTA, Parakh and Blackboard for valid and reliable measurement and evolution in education.</p> <p>CO5: To develop skills for organizing remedial and tutorial classes as well as to prepare question banks for different disciplines in education.</p> <p>CO6: To understand the concept of central tendency, NPC, correlation ANOVA, and ANCOVA along with to use the descriptive and inferential statistics in Education.</p>			
COURSE CONTENT / SYLLABUS					
UNIT-I	APPROACHES TO EVALUATION				12 Hrs
	<ul style="list-style-type: none"> ▪ Approaches to Evaluation: <i>scope</i> (teacher made, standardized), <i>attribute measured</i> (achievement, aptitude, attitude, etc.), <i>nature of information gathered</i> (qualitative, quantitative), <i>mode of response</i> (oral and written; selection and supply), <i>nature of interpretation</i> (self-referenced, norm- referenced, criterion- referenced) ▪ Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks 				
UNIT-II	TOOLS AND TECHNIQUES OF EVALUATION				12 Hrs
	<ul style="list-style-type: none"> ▪ Administration of Test and Interpreting test result ▪ Meaning of Norms, Types of Norms, Age, Grade, Percentile and Standard Score ▪ Checklist, Questionnaire, Rating Scale, Interview, Observation ▪ Uses of Computer in Evaluation: Marking and reporting Letter grades, Written description of performance, Number grades, percentage grades, reports, student Profiles and PTA meetings; 				
UNIT-III	TESTS OF SCHOLASTIC ACHIEVEMENT				10 Hrs
	<ul style="list-style-type: none"> ▪ Test: Meaning and importance; Test Items: types, characteristics & construction; Types of Tests: Teacher made, Standardized, Norm referenced and criterion referenced ▪ Achievement Test – Concept, Construction and uses; Standardized Test - Construction, Merits & demerits ▪ Characteristics of a good test: Validity, Reliability, Practicability, Usability ▪ Test Standardization: Steps involved in standardizing a Test; 				

	Item Analysis- Method, Uses & limitations	
UNIT-IV	EDUCATIONAL STATISTICS	14 hrs
	<ul style="list-style-type: none"> ▪ Use of Statistics in Educational Evaluation; Descriptive Statistics and inferential statistics ▪ Organization and tabulation of data; Graphical Representation: Histogram, Frequency polygon, Pie diagram ▪ Measures of Central tendency, Measures of variance, Correlation ▪ NPC- Properties and uses, Skewness and Kurtosis; Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T-scores. 	
UNIT-V	INTERPRETATION OF RESULTS	10 Hrs
	<ul style="list-style-type: none"> • Organising data from classroom assessment • Calculating and interpreting measures of central tendency – Mean, Median, Mode. (Use of a Simple Calculator is allowed) • Normal Probability Curve – concept, meaning and characteristics • Interpretation of Percentages, Percentile Rank and Percentiles 	
PRACTICUM		
<p>Each student must submit a report on any one of the following:</p> <ul style="list-style-type: none"> ✓ Collect classroom assessment data, analyse it and interpret the results using computer ✓ Construct a Checklist or a Rating Scale, on any one educational topic. <p>Each student must submit a report on any one of the following:</p> <ul style="list-style-type: none"> ✓ Construction, Try out and item analysis of a teacher made test. ✓ Construction, Try out of a Diagnostic Test or Achievement Test. ✓ Diagnosis of Students deficiencies in any one of the following: Problems Solving, Arithmetic - Spelling & Sentence Structures – Reading 		
COURSE OUTCOMES:		
After completion of the course the students will be able		
CO1: To describe the basic concepts, approaches, techniques and principles of evaluation in education.		
CO2: To explain the Policy perspectives on examinations and evaluation as well as recommendations in National Policies of Education and curriculum frameworks.		
CO3: To develop the tools construction skills and to know the steps of the standardization and administration of tools along with its new trend.		
CO4: To explain the virtual evaluation system for valid and reliable measurement and evolution in education.		
CO5: To describe the skills for organizing remedial and tutorial classes as well as to prepare question banks for different disciplines in education.		
CO6: To describe the concept of central tendency, descriptive and inferential statistics in Education.		
SEMINAR		
<ul style="list-style-type: none"> ✓ Each Student-teacher has to present a Seminar on a topic relevant to Education. Assessment will be done for the written work and for the presentation. 		

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