BANKURA UNIVERSITY

CBCS SYLLABUS

for

M.A. in EDUCATION

(Two Year Semester System)

w.e.f.

September, 2016

BANKURA UNIVERSITY

BANKURA

WEST BENGAL

PIN 722155

COURSE STRUCTURE

TOTAL MARKS = 1000   **SEMESTER - 4**   **CREDITS =80**

COURSES	SEM - I	SEM - II	SEM - III	SEM - IV
CORE COURSES	200	200	100	100
INTERNAL ASSIGNMENT	50	50	-	50
ELECTIVE COURSES (Major)	-	-	50	50
ELECTIVE COURSES (Minor)	-	-	50	-
COMPULSORY FOUNDATION*	50*	-	-	-
ELECTIVE FOUNDATION*	-	50*	-	-
PRACTICUM	-		50	-
DISSERTATION WORK	-		-	50
TOTAL	250	250	250	250

* represents the foundation course. The foundation courses are to be conducted by the University. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain **Satisfactory or Not Satisfactory** to become eligible for the final semester examination/award of the P.G. Degree.

Semester wise distribution of credits for non-professional courses

Semester	Courses	Credits	Marks		
			I.A	ESE	Total
1st Sem.	4 Courses of 4 Credits Each 1 Internal Assignment 1 Compulsory Foundation*	4 × 4 = 16 1 × 4 = 4 1 × 1 = 1*	40 (4×10) 50 50*	160 - -	200 50 50*
2nd Sem.	4 Courses of 4 Credits Each 1 Internal Assignment 1 Compulsory Foundation*	4 × 4 = 16 1 × 4 = 4 1 × 1 = 1*	40 (4×10) 50 50*	160 - -	200 50 50*
3rd Sem.	3 Courses of 4 Credits Each 1 Elective (CBCS/ Open)	3× 4 = 12 1 × 4 = 4	30 (3×10) 10 (1×10)	120 40	150 50
	Psychological Practical	1 × 4 = 4	50 (Note Book-10 Examamination-30 Viva-Voce – 10)		50
4th Sem.	3 Courses of 4 Credits Each 1 Internal Assignment	3 × 4 = 12 1 × 4 = 4	30 50	120 -	150 50
	Dissertation Work	1 × 4 = 4	50 (40 Dissertation + 10 Viva-Voce)		50
Total	14 Courses of 4 Credits Each, 3 Internal Assignment of 4 credits each,1 elective (CBCS/Open), One Psychological Practical and One Dissertation	(14 × 4) + (3× 4) + 4 + 4+4= 80	170	680	1000
			150		
Grand Total Marks		**80**	**1000**		

I.A. =Internal Assignment/Assessment, ESE= End-Semester Examination

* represents the foundation course. The foundation courses are to be conducted by the University. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain **Satisfactory or Not Satisfactory** to become eligible for the final semester examination/award of the P.G. Degree.

SEMESTER - I

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	L.	T.	P.
Core Courses								
EDN 101C	Philosophical Foundations of Education (Part-one)	4	10	40	50	60		
EDN 102C	Sociological Foundations of Education (Part-one)	4	10	40	50	60		
EDN 103C	Psychological Foundations of Education (Part-one)	4	10	40	50	60		
EDN 104C	Methodology of Educational Research (Part-one)	4	10	40	50	60		
Internal Assignment								
EDN 105IA	Assignment (15 Marks, Seminar (30 Marks), Tutorial (5 Marks), and Library Work	4 (Seminar -2, Assign.- 1, Tutorial- 1)	50 (**Evaluated by the D.C**)	-	50	-	15	105 (seminar- 60, Assignment -30, Library work- 15)
Compulsory Foundation Course (Tuesday from 1 p.m. to 2 p.m.)								
EDN 106 CF	Communicative English and Personality Development,	1	50			15		
Note: The foundation courses are to be conducted by the University. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain **Satisfactory or Not Satisfactory** to become eligible for the final semester examination/award of the P.G. Degree.								
Total in Semester - I		**20**	**90**	**160**	**250**	**255**	**15**	**105**

Semester II								
Course Code	**Course Title**	**Credit**	**Marks**			**No. of Hours**		
			I.A.	**ESE**	**Total**	**L**	**T**	**P**
Core Courses								
EDN 201C	Philosophical Foundations of Education (Part-two)	4	10	40	50	60		
EDN 202C	Sociological Foundations of Education (Part-two)	4	10	40	50	60		
EDN 203C	Psychological Foundations of Education (Part-two)	4	10	40	50	60		
EDN 204C	Methodology of Educational Research (Part-two)	4	10	40	50	60		
Internal Assignment								
EDN 205IA	Assignment (15 Marks), Seminar (30 Marks), Tutorial (5 Marks), and Library Work	4 (Seminar -2, Assign.-1, Tutorial-1)	50 (Evaluated by the D.C.)	-	50	-	15	105 (seminar- 60, Assignment -30, Library work- 15)
Elective Foundation Course								
[A student will select any one of the following course as elective foundation Course from following groups (Tuesday from 1 p.m. to 2 p.m.)]								
EDN 206 EF	1. Yoga and Life Skills Education, 2. Value Education and Human Rights	1	50		50	15		
Note: The foundation courses are to be conducted by the University. The course shall have internal assessment only and so, credit earned for these courses, shall not be considered while preparing the find result. However, the candidates are required to obtain **Satisfactory or Not Satisfactory** to become eligible for the final semester examination/award of the P.G. Degree.								
Total in Semester - II		**20**	**90**	**160**	**250**	**255**	**15**	**105**

Semester III									
Course Code	**Course Title**		**Credit**	**Marks**			**No. of Hours**		
				I.A.	**ESE**	**Total**	**L**	**T**	**P**
Core Courses									
EDN 301C	Contemporary Issues in Education		4	10	40	50	60		
EDN 302C	Educational Technology		4	10	40	50	60		
Elective Courses –Major (Any one of the following)									
EDN 303	303 EA	Teacher Education (Part-one)	4	10	40	50	60		
	303 EB	Guidance and Counseling (Part-one)	4	10	40	50	60		
	303 EC	Environmental Education (Part-one)	4	10	40	50	60		
	303 ED	Educational Measurement, Evaluation, and Assessment (Part-one)	4	10	40	50	60		
	303 EE	Comparative Education (Part-one)	4	10	40	50	60		
	303 EF	Inclusive Education (Part–one)	4	10	40	50	60		
Elective Courses –Minor (Any one of the following) (Courses are mandatory choice based and students (other than department) of any Department of PG level can opt for the course) (Monday, Wednesday, Thursday, Friday from 1 p.m. -2 p.m.)									
EDN 304	304 EIDA	Distance Education	4	10	40	50	60		
	304 EIDB	Early Childhood Education	4	10	40	50	60		
	304 EIDC	Mental Health Issues in Education	4	10	40	50	60		
EDN 305 P	Practical (Evaluated by H.o.D, Internal, and External) + Dissertation (be evaluated in the 4th semester)		4	50 (Note Book-10 Examamination-30 Viva-Voce – 10)		50	-	15	120 (Prac.- 60, Dissertation- 60)
Total in Semester - III			**20**	**40**	**160**	**250**	**240**	**15**	**120**
				50					

Semester IV									
Course Code	**Course Title**		**Credit**	**Marks**			**No. of Hours**		
				I.A.	**ESE**	**Total**	**L**	**T**	**P**
Core Courses									
EDN 401C	Educational Management and Curriculum Development		4	10	40	50	60		
EDN 402C	Information and Communication Technology in Education		4	10	40	50	60		
Elective Courses –Major (Any one of the following)									
EDN 403	403 EA	Teacher Education (Part-two)	4	10	40	50	60		
	403 EB	Guidance and Counseling (Part-two)	4	10	40	50	60		
	403 EC	Environmental Education (Part-two)	4	10	40	50	60		
	403 ED	Educational Measurement, Evaluation, and Assessment (Part-two)	4	10	40	50	60		
	403 EE	Comparative Education (Part-two)	4	10	40	50	60		
	403 EF	Inclusive Education (Part–two)	4	10	40	50	60		
Internal Assignment									
EDN 404IA	Educational Excursion, Tutorial Library Work –(Participation-10 Marks, Report-30 Marks, Viva-10 Marks) Evaluated by Supervisor/s-10 Marks, All faculties -40 Marks)		4	50	-	50	15	45	15
EDN 405 DN	Dissertation Work (Start From 3rd Semester and will be continued up to 4th Semester) (To be assessed by H.O.D, Supervisor, and One External Expert)		4	50 (40 Dissertation + 10 Viva-Voce)					120
Total in Semester – IV			20	80	120	250	195	45	135
				50					
Grand Total of Semesters I, II, III, and IV			80	1000			945	90	465

M.A in EDUCATION

SEMESTER-I

Core Course Title: Philosophical Foundations of Education (Part 0ne)

Core Course Code: EDN 101 C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                    ESE: 40

OBJECTIVES:

To enable students to develop the following objectives:-

❖ To understand the contributions of Philosophy in the discipline of Education.

❖ To understand the contributions of different schools of Indian Philosophy in the field of Education.

❖ To understand the impact of Western Schools of Philosophy on Indian Education.

❖ To acquaint themselves with the Educational contributions of some great thinkers on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;

CONTENTS:

Unit-1: Education & Philosophy

  1) Concept and Definition.

  2) Nature and Scope.

  3) Forms of Education:- Formal, Informal, and Non-Formal.

  4) Agencies of Education: Home, School, Socio-cultural organizations, and Mass Media.

  5) Relationship between Education and Philosophy

Unit-II: Branches of Philosophy:

1. Metaphysics;

2. Epistemology,

3. Axiology.

(Their Implications in Education.)

Unit-III: Indian Schools of Philosophy:

1. Charvaka

2. Buddhism

3. Jainism

4. Naya

5. Vaiseshika

(With special reference to knowledge, reality, values & their Educational Implications: aims, curriculum, methods of teaching, teacher-students relationship and discipline.)

Unit-IV: Western Schools of Philosophy:

1. Naturalism

2. Idealism

3. Pragmatism

4. Realism

(With special reference to the concepts of Epistemology, Metaphysics & Axiology. their educational implications: aims, curriculum, methods of teaching, teacher-students relationship and discipline.)

Unit-V: Contribution of Western Thinkers in Education:

1. Rousseau

2. Montessori

3. Froebel

4. John Dewey

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➢ Broudy, H.S(1977) Building a Philosophy of Education, New York: Kringer.

➢ Brubacher, John S. (1969) Modern Philosphies of Education, New Delhi: Tata McGraw Hill.

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➢ Kundu, D. &Majumdar, T. R. (1990). Modern Theory and Principles of Education. Kolkata: World Book Press

➢ Mukherjee, H. B. (1962).Education for Fullness.Bombay: Asia Publishing. House.Weber, Christian O. (1960).Basic Philosophy of Education.New York: Macmillan .

➢ Sharma, C. (2000). A Critical Survey of Indian Philosophy. Delhi: Saujanya Books.

➢ Sharma, G. Ranjit (2003). Trends in Contemporary Indian Philosophy of Education. Atlantic publishers & distributors.

M.A in EDUCATION

SEMESTER-I

Core Course Title: Sociological Foundations of Education (Part One)

Core Course Code: EDN 102 C

Contact Hours per week: 4
Examination Duration: 2 hours

Maximum Marks: 50
Internal: 10
ESE: 40

OBJECTIVES:

To enable the Students to-

- ❖ Develop knowledge about Education & Society;
- ❖ Transact different determinants of Sociology in Education;
- ❖ Apply Sociological Concepts on different segment to our Society;
- ❖ Correlate Education & Sociology;
- ❖ Acquaint with Sociological Aspects and its importance in our educational system;

CONTENTS:

Unit - I: Meaning and Nature

1. Educational Sociology and Sociology of Education
2. Relationship between Sociology and Education
3. Education as a process of Socialization

Unit - II: School and Community

1. School-Community relationship
2. Changes in Indian Society and their impact on Education
3. Socio-metric study in Formal Groups

Unit - III: Education and Backward Community

Education of the socially and Economically Disadvantaged sections of the Indian society with special reference to:

1. Scheduled Caste

2. Scheduled Tribe

3. OBC,

4. Women and

5. Rural people

Unit - IV: Education and Social Organization

1. Factors affecting social organization, social group

2. Group-dynamics in a class room situation

3. Folk way, Mores, Institutions

Unit - V: Education and Culture

1. Meaning and Nature of Culture

2. Role of education in Cultural Context

3. Cultural determinants of Education

4. Cultural change

REFERENCES:

➤ Chube, S.P.: Philosophical & Sociological foundation of Education, Vinod Pustak Mandir, Agra, 1981.

➤ Shukla, S.C. & Kumar, K.: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.

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M.A in EDUCATION

SEMESTER-I

Core Course Title: Psychological Foundations of Education (Part One)

Core Course Code: EDN 103 C

Contact Hours per week: 4 **Maximum Marks: 50**
Examination Duration: 2 hours **Internal: 10**
  ESE: 40

OBJECTIVES:

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

❖ understand the concept and process of educational psychology as an applied science.

❖ understand the psychological and development basis of education

❖ understand the concept and different principles of growth and development

❖ understand the different aspects of development of learner's personality.

❖ understand different theories of development and their educational implications

❖ understand different dimensions of individual differences

❖ understand the changing concept of intelligence, creativity and its application.

❖ understand different theories of personality

❖ understand different techniques of assessment of personality

❖ understand the concept of mental health and its importance in their life

CONTENTS:

UNIT – I: Psychological Bases of Education

1. Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology in Teaching and Learning process.

2. Methods of Inquiry in Educational Psychology- Introspection, Observation, Case Study, Interview, and Experimental method.

UNIT – II: Psychology of Development

1. Development – Concept, Stages, Principles of Development, Factors Influencing Development – Genetic factors and Environmental factors

2. Theories of Development and their Educational Implications:

   ● Piaget's Cognitive Development

   ● Erikson's Psycho-social Development

   ● Kohlberg's Moral Development

UNIT-III: Socio Cultural Perspectives of Development and Individual Difference

1. Childhood and Adolescence: Meaning, Characteristics, Stages and Aspects of Development with special reference to Needs and Problems of Adolescents in the Indian context.

2. Ethnicity, social class and multiculturalism in the Indian context

3. Individual Differences: Meaning, Dimensions and Causes of Individual Differences with special reference to learning disability, mental retardation and giftedness

UNIT-IV: Intelligence and Creativity

1. Intelligence – Concept, Nature and Types

2. Theories of Intelligence and their Educational Implications with Special Reference to-

   ● Guilford's SOI Model

   ● Gardener's Theory of Multiple Intelligences

3. Measurement of Intelligence and significance

4. Creativity: Concept, Factors and Techniques of nurturing Creativity

UNIT-V- Personality and Mental Health

1. Personality-Concept and nature

2. Theories of Personality and their Educational Implications

● Freud's Psycho-analytical Theory

● Trait Theories by Allport and Cattell

● Type Theory by Eysenck

3. Mental Health - Nature, Concept, Scope and Principles; Factors Affecting Mental Health.

REFERENCES:

➢ B.K. Passi. (1982). Creativity in Education, NPC Agra.

➢ Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited,

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M.A in EDUCATION

SEMESTER-I

Core Course Title: Methodology of Educational Research (Part One)

Core Course Code: EDN 104 C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                                        ESE: 40

OBJECTIVES:

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

❖ Describe the nature, purpose, scope, areas, and types of research in education.

❖ Explain the characteristics of quantitative and qualitative.

❖ Select and explain the problem appropriate for a research study

❖ Conduct a literature search and develop a research proposal

❖ Explain a sampling design appropriate for a research study

❖ Explain tool, design and procedure for collection of data

❖ Analyze the data descriptively

❖ Describe different types of variable and examine the variable relationship

CONTENTS:

Unit I- Research in Education: Conceptual Issues

1. Methods of Acquiring Knowledge

2. Educational research: Meaning, Need, Types, Scope, and Limitations

3. Kinds of Educational Research: Basic, Applied, Action Research and their characteristics.

4. Research paradigms in education: Quantitative and Qualitative.

5. Planning the research study: Selection, definition and evaluation of research problems.

6. Review of the literature and its importance

7. Formulation of Hypotheses

8. Variable – Meaning and types, Delineating and Operationalizing Variable,

9. Preparation of a research proposal

Unit II- Methods of Data Collection

1. Criteria of a good research tool

2. Questionnaire

3. Interview

4. Observation

5. Tests and scales, Projective and Sociometric techniques

Unit III- Sampling in Research

1. Concept of population, sample, and sampling

2. Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling

3. Non- Random Sampling Techniques: Incidental Sampling, Purposive Sampling, Quota Sampling, Snowball Sampling,

Unit IV- Descriptive Data Analysis

1. Data types: Nominal, Ordinal, Interval and Ratio scale,

2. Graphical representation of data (Ogive)

3. Measures of central tendencies and dispersion

4. Normal distribution

5. Relative positions: percentile rank, z-scores.

Unit V- Examining Relationships

1. Scatter plots and their interpretation product moment, rank,

2. Biserial, Point-bacterial, Tetrachoric and Phi-coefficient of correlation (Concept and uses only)

3. Partial and Multiple correlations (Concept and uses only)

Transaction Mode

✓ Lecture-cum-Discussion, brain storming, group discussion, presentations; Panel discussion; Seminar presentations.

Sessional Work:

✓ Development of a research proposal on an identified research problem

✓ Preparation, try out and finalization of a tool

✓ Preparation of a review article

✓ Use of computers in literature review /review of a dissertation

✓ Review of research report

✓ Selection and description of appropriate statistical technique(s) for answering a research question

REFERENCES:

➢ Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

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M.A in EDUCATION

SEMESTER-II

Core Course Title: Philosophical Foundations of Education (Part Two)

Core Course Code: EDN 201 C

Contact Hours per week: 4
Examination Duration: 2 hours

Maximum Marks: 50
Internal: 10
ESE: 40

OBJECTIVES:

To enable students to develop the following objectives:

❖ To analysis the Modern Concept of Philosophy.

❖ To understand the contributions of Philosophy in the discipline of Education.

❖ To understand the contributions of different schools of Indian Philosophy in the field of Education.

❖ To understand the impact of Western Schools of Philosophy on Indian Education.

❖ To acquaint themselves with the Educational contributions of some great thinkers on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;

❖ To understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully;

CONTENTS:

Unit-I: Modern Concept of Philosophy:

1. Logical Analysis.
2. Logical Positivism.
3. Logical Relativism.

Unit-II: Indian Schools of Philosophy:

      1. Vedanta.

      2. Sankhya.

      3. Yoga.

      4. Islamic traditions.

      (With special reference to knowledge, reality, values & their Educational implications)

Unit-III: Western Schools of Philosophy:

      1. Existentialism.

      2. Humanism.

      3. Marxism.

Unit-IV: Educational Philosophy of:

      1. R.N. Tagore.

      2. M.K. Gandhi.

      3. Aurobinda.

      4. Vivekananda.

      (With special reference to their educational implications: aims, content, methods of teaching, teacher-students relationship and discipline.)

Unit-V: National values as enshrined in the Indian Constitution and their educational implications.

REFERENCES:

➤ Broudy, Harry S. (1965). Building a philosophy of education, New Delhi: Prentice Hall of India.

➤ Brubacher, John S. (1962). Modern Philosophies of educations. Tokyo: McGraw Hill Book Company India.

➤ Butler, J. Donald (1960). Four Philosophies and their practice in education & religion. New York & London: Harper & Row.

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➤ Sharma,Y.K.(2002)The Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers, P.371.

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➤ Connor, DJO (1975): An Introduction to the Philosophy of Education, London, Routeledge& Kegan Paul.

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➤ Avinashalingam, J. S. (1947). Educational Philosophy & Swami Vivekananda Coimbatore: Sri Ramkrishna Mission Vidyala.

➤ Chand, Jagdish. (2009).Great Indian Thinkers on Education. Delhi: Ashish Publication.

➤ Das, Monoj (1999). Sri Aurobindo on Education. New Delhi: NCTE.

➢ Elmhurst, Leonard (1961) Rabindranath Tagore: Pioneer in Education. London, John Murray.

➢ Gandhi, M. K. (1912). True Education. Ahmadabad: Movajirm Publishing House.

➢ Radhakrishna, S. (1929). Indian Philosophy (Vols. I & II). London: Oxford University Press

M.A in EDUCATION

SEMESTER-II

Core Course Title: Sociological Foundations of Education (Part Two)

Core Course Code: EDN 202 C

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

OBJECTIVES:

To enable the students to-

- ❖ The knowledge about Social Change;
- ❖ The knowledge about Social stratification and Social mobility;
- ❖ Understand the relationship between Education and Values;
- ❖ Understand some social aspects in India and their educational impact;
- ❖ Understand the concept of leadership in the field of education;

CONTENTS:

Unit - I: Education and Social Change

1. Factors affecting Social Change
2. Constraints of Social Change – (Caste, Ethnicity, Class, Language, Religion, and Regionalism)
3. Theories of Social Change (Marxian Theory and Sorokin's View)

Unit - II: Education and Social stratification

1. Social Stratification: Meaning Nature and Types,
2. Social Mobility: Meaning, Kinds and Importance in Educational context
3. Role of Education in Social Mobility
4. Education for social Equity & Equality of Educational Opportunity

Unit - III: Education and Value

    1. Concepts

    2. Nature

    3. Classification

    4. Need for inculcation of Values

    5. Indian traditional thoughts on Value education

Unit - IV: Education and Social Aspects: Education in Relation to-

    1. Democracy

    2. Politics

    3. Religion

    4. National Integration

    5. Globalization

Unit- V: Education and Leadership

    1. Leadership **-** Meaning, Nature, Types

    2. Styles of Leadership

    3. Characteristics of a good Leader

    4. Importance of Leadership in Educational Institutions

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➢ Shukla, S.C. & Kumar, K.: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.

➢ Bhatt, B.D. & Sharma, S.R.: Sociology of Education, Kanishka Publishers House, 1993.

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- Sharma, K.L. : Social stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997

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- Sharma, Y.K.: Philosophical & Sociological foundations of Education, Kanishka Publishers, New Delhi, 2004

M.A in EDUCATION

SEMESTER-II

Core Course Title: Psychological Foundations of Education (Part Two)

Core Course Code: EDN 203 C

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                                                  ESE: 40

OBJECTIVES:

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

❖ understand the concept and process of learning

❖ understand the factors affecting learner's environment and learning

❖ understand learning theories and their educational implications

❖ understand the concept of transfer of learning and importance of its theories in teaching and learning process

❖ understand the concept of instruction its role in learning process.

❖ understand the relationship between instruction and teaching

❖ understand how to design instruction

❖ understand the concept of motivation and techniques how to enhance motivation.

CONTENTS:

Unit-I: Learning

1. Learning: Concept and Nature of Learning as a Process,

2. Factors Affecting Learning

3. Neo-behaviouristic theories and their educational implications-Skinner, Tolman and Hull

Unit-II: Modern approaches of Constructivism

1. Constructivist theories and their educational implications

- ●Piaget

- ●Vygotsky

- ●Brunner

Unit-III: Transfer of Learning

1. Transfer of Learning: Concept, Types of Transfer of Learning

2. Modern theories of Transfer of Learning and their Educational Implications.

3. Transfer of Learning and Role of Teacher in Transfer of Learning.

4. Strategies to Maximize Transfer of Learning.

Unit-IV-Instruction

1. Concept of effective teaching, Instruction and reflective teaching

2. Instructional design-direct and indirect design of instruction

3. Instruction for thinking skill and cognitive styles

4. Instruction for concept attainment and problem solving

Unit-V-Motivation

1. Motivation- Concept, Nature, Functions and Relationship with Learning

2. Theories of Motivation with their educational implications

- ●Maslow's Hierarchy motivation

- ●Atkinson and McClelland's achievement Motivation Theories

REFERENCES:

- A.H. Maslow (1970). Motivation and Personality (2nd Edition). New York: Harper & Row.

- Ambron, S.R (1981) *Child development*, Holt, Rincehart and Winston, New York.

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➢ Narayan S. Rao (1990). Educational Psychology, Wiley Easter Limited, New Delhi.

➢ Psychology, New York Holt, Rinehart & Winston Inc 1969.

➢ S.K. Mangal (2002).Advanced Educational Psychology, Prentice Hall of India, Pvt. Ltd. New Delhi.

➢ Skinner, C.E. (Ed) (1974). Educational Psychology. New Delhi: Prentice-Hall of India Private Limited.

M.A in EDUCATION

SEMESTER-II

Core Course Title: Methodology of Educational Research (Part two)

Core Course Code: EDN 204 C

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**
                                                 ESE: 40

OBJECTIVES:

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

❖ Understand different methodologies of educational research

❖ Do inferential statistics for testing null hypothesis

❖ Use appropriate procedures to analyze data

❖ Demonstrate competence in the use of statistical packages for analysis of data

❖ Write a research report

❖ Understand emerging trends in educational research

CONTENTS:

Unit I- Methods of Research

1. Historical research

2. Descriptive research

3. Experimental Research including Laboratory Experiment, Field Experiment

4. Ex-post facto Research

Unit II– Inferential Data Analysis

1. Parameter and Statistics-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean

2. Testing of hypotheses-Types of error, levels of significance,

3. Testing of significance: t-test and ANOVA

4. Non-parametric statistics: Meaning and uses in Educational Research, Chi-square and median test

Unit III–Computer Data Analysis

1. Data Organization by Computer,

2. Uses of Computer in data analysis

3. Knowledge of different types of software for statistical analysis

4. use of EXCEL

Unit IV–Research Report and Dissemination

1. Meaning, Format, Presentation of Table and Figure, Editing, Footnotes, References, and Bibliography

2. Dissemination of research findings

Unit V–Emerging trends in educational research

Transaction Mode:

✓ Presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

Sessional Work:

The student teacher may undertake any one of the following activities:

✓ A critical assessment of statistical techniques used in a research report

✓ Selection and description of appropriate statistical technique(s) for answering a research question for testing a given hypothesis

✓ Analysis of data using Statistical Packages

REFERENCES:

➢ Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.

➢ Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

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➢ Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.

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➢ VanLeeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage.

M.A in EDUCATION

SEMESTER-III

Core Course Title: Contemporary Issues in Education

Core Course Code: EDN 301 C

Contact Hours per week: 4
Examination Duration: 2 hours

Maximum Marks: 50
Internal: 10
ESE: 40

OBJECTIVES:

The students will be able to:

❖ *Comprehend the various constitutional provisions.*

❖ *Acquire the skill to eradicate inequality, discrimination and marginalization in education.*

❖ *Realize the policy framework for Education in India.*

❖ *Know the contemporary issues in education*

❖ *Develop the knowledge about various policies on education*

❖ *Examine the role and functions of different monitoring agencies of education*

❖ *Understand community participation and development in education*

CONTENTS:

Unit I: Educational provision in the Constitution of India:

1. Fundamental Rights

2. Directive Principles of State Policy

3. Language Issues.

Unit II: Equalization and Universalization of Elementary and Secondary Education.

a) Concept

b) Needs

c) Problems

Unit III: Contemporary Issues in Education

1. Unemployment

2. Poverty

3. Population explosion

4. Student unrest

Unit IV: Policies on Education:

1. SSA

2. RTE (2009)

3. NKC (2009)

4. RMSA

5. CBCS

Unit V: Community participation and development:

1. Women education

2. Education of the deprived population.

3. Adult and Continuing Education

4. Distance and Open Education.

REFERENCES:

➢ Aggrawal, J.C. (2010). Educational administration and management. New Delhi: Vikas Pub. House.

➢ Ahuja, R. (2013) Social problems in India. New Delhi: RawatPublications.

➢ Chakraborty, D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata: K. Chakraborty Publications.

➢ Dash, B.N. (2013). School organization, administration and management. New Delhi: Neelkamal Publications.

- Mohanty,J. (2012). Educational administration, management and school organization. New Delhi: Deep &Deep Publications.

- Pal, D. et al. (2014) Siksha byabsthapana. Kolkata: Rita Book Agency.

- Sing, R.P. (2007). Educational finance and the planning challenge. New Delhi: Kanishka Publishers.

- Mondal & Kar (2012). Sikshay Byabasthapona o Prjukti vidya, Rita Book.

- Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.

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- Halder, T. & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications, Kolkata.

- Tarafdar,M (2012) Swadhin Bharater Siksha Bikasher Dhara,K.Chakroborty Publications, Kolkata

M.A in EDUCATION

SEMESTER-III

Core Course Title: Educational Technology

Core Course Code: EDN 302 C

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**
                                                            ESE: 40

OBJECTIVES:

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

❖ understand the nature and scope of educational technology and also about the various forms of technology,

❖ understand the systems approach to Education and communication theories and modes of communication,

❖ about the instructional design

❖ develop basic skills in the production of different types of instructional material,

❖ gain knowledge about the Phases and Levels of teaching

❖ know different models of teaching and about the modification of teaching behaviors

❖ know the recent trend in Education Technology.

CONTENTS:

Unit I- Educational Technology

1. Educational technology – concept and Scope

2. Educational technology – Historical Developments

3. Forms of educational technology: teaching technology, instructional technology and behaviour technology;

4. Approaches of educational technology: Hardware and Software;

5. System approach in Education

Unit II- Communication and Instruction

1. Communication – Concept, Characteristic, Components, Principles, Types, Barriers, classroom communication, and Factors affecting classroom communication,

2. Instruction – Formulation of instructional objectives, Difference between Educational and Instructional Objectives, Task analysis, Instructional Strategy (Lecture, Team Teaching, Seminar, Discussion, Panel Discussion, and Tutorial)

Unit III- Phases and Levels of Teaching

1. Phases of teaching – Pre-active, Interactive and Post-active

2. Levels of teaching – Memory, understanding and reflective

Unit IV- Modification of Teaching Behaviour and Models of Teaching

1. Modification of Teaching Behaviour – Microteaching, Flanders' Interaction Analysis, and Simulation

2. Models of Teaching – Concept, characteristic, Families, and elements of models of teaching, Teaching Model: Ausubel and Bruner and their application in education

Unit V- Emerging Trend in ET

1. Multimedia

2. Web-based learning

3. Cell Phones

4. Interactive TV

5. Podcasting

Transaction Mode:

✓ Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions.

✓ Analysisng the different instructional designs based on the various instructional design models.

- ✓ Preparation of a trend report on researches on instructional design.

Sessional Work:

- ✓ The students may undertake any one of the following activities:

- ✓ Identifying appropriate media and material for effective use in the transaction of a lesson.

- ✓ Writing a script for media production.

- ✓ Critical analysis of an instructional system based on components of systems approach

- ✓ Critical analysis of the different instructional designs based on the various instructional objectives.

- ✓ Preparation of a trend report on researches on instructional design.

- ✓ Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.

Essential Readings:

- ➢ 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*.

- ➢ Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.

- ➢ Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids,* 3rd Edition, Prentice Hall, Inc.

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- Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

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- Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi.

- Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.

- Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.

➢ Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.

➢ Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.

➢ Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.

➢ Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

➢ Ruhela S P (2001): Some Aspects of Educational Technology.

➢ Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

➢ Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

➢ Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.

M.A in EDUCATION

SEMESTER-III

Elective Course Title: Teacher Education (Part One)

Elective Course Code: EDN 303 EA

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**
                                                  ESE: 40

OBJECTIVES:

To enable the students to-

❖ Understand the concept and development of teacher education in India;

❖ Aware some general and specific objectives of teacher education;

❖ Gather knowledge about the curriculum of teacher education;

❖ Understand the concept of student teaching programmes;

❖ Understand some ideas about models of teaching;

CONTENTS:

Unit-1: Concepts and development of teacher education

1. Concept and Importance of teacher education;

2. Teachers' Training Versus Teacher Education

3. Teacher education in a changing society;

4. Recommendations of various commissions on teacher education in post independence era with special reference to : Kothari Commission, NPE-1986; NCF-2005, NCFTE-2009

Unit-II: Objectives of Teacher Education

1. General and Specific objectives at different levels- Elementary Secondary and Tertiary

Unit-III: Curriculum of Teacher Education

1. Implementation of curricula of Teacher Education (NCTE Regulation of 2014)
2. Elementary
3. Secondary
4. Tertiary

Unit-IV: Student Teaching Programmes

1. Teaching objectives: Taxonomy
2. Teacher education and practicing school
3. Teacher education & community
4. Techniques of Teacher Training: core teaching skills, micro-teaching, interaction analysis,
5. Evaluation of student teaching

Unit-V: Models of Teaching

1. Main characteristics
2. Fundamental elements of a teaching model
3. Types of modern teaching model
4. Advance Organizer Model, Concept Attainment Model, Glasers Basic Teaching and Dove Model

REFERENCES:

➢ Report of the Education Commission (1964-66).

➢ Report of the National Commission on Teachers (1983-85).

➢ National Curriculum Frameworks for Teacher education, 2009

➢ Report of the Delors Commission, UNESCO, 1996

➢ National Policy of Education 1986/1992.

➢ National Curriculum Framework on school education, 2005.

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- The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

Suggested Books:

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach.* State University of York.

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.

- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.

- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers.* Maidenhead, Brinks Open University Press.

- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.

- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye.* New York: Teachers College Press.

- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.

- Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education.* Lawrence Erlbaum Associates.

- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.

- Linda Darling, Harmmond & John Bransford (2005): *Preparing Teachers for a changing World.* John Wiley & Son Francisco.

- Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching.* Routledge: New York.

- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education.* Wadsworth Publishing, USA.

- Mohammad Miyan (2004). *Professionalisation of Teacher Education.* Mittal Publications. New Delhi.

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- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education.* New Delhi.

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- Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature.* UNESCO: IIEP, Paris.

- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions.* New York, Basic Books.

- Siddiqui, M.A. (1993). *In-Service Education of Teachers.* NCERT. New Delhi.

- Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role.* India, NCTE.

M.A in EDUCATION

SEMESTER-III

Elective Course Title: Guidance and Counseling (Part-One)

Elective Course Code: EDN 303 EB

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

After completing the course the students will be able to:

❖ To know the basic concept of Guidance and Counseling.

❖ To understand the concepts of Information service.

❖ To be acquainted with the process of testing and diagnosis in Guidance and Counseling.

❖ To help student understand the concept and nature to psychotherapies, counseling and guidance, and their differences.

CONTENTS:

Unit I: Guidance:

1. Concept, Nature, Principles, and types— educational, vocational and personal. Individual and Group Guidance.

2. Role of parents, teachers, and counselor in guidance.

Unit II: Counseling:

1) Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic; Individual and Group Counseling,

2) Counseling process, Characteristics of good counseling.3) Differences between guidance, counseling and psychotherapy.

Unit-III: Guidance Information Services:

1) Guidance Information Services—Importance of knowing the Environment, Nature and Objectives of Information Service, Occupational Information.
2) Sources of Career Information, Dissemination of Information.

Unit-IV: Tools and Techniques of Guidance and Counseling:

1) Testing techniques— Intelligence, Achievement, Interest and personality;
2) Non-testing techniques— Systematic Case Study, Interview, Cumulative Record Card and Observation;
3) Diagnosis in Counseling and Follow-up Services.

Unit-V: Therapies:

Types of Psychotherapy— Psycho-drama, Play therapy, Behaviour Modification therapy. Cognitive therapy, Narco-therapy, Occupational Therapy, Psychoanalytic method-Free Association, Transference and Dream Analysis.

REFERENCES:

➢ Beck, Carlton E.: Philosophical Foundations of guidance. Englewood cliffes, New Jersey, Prentice Hall.

➢ Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.

➢ Arther J. J., (1971). Principles of Guidance Delhi : Tata Mc Graw Hill.

➢ Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.

➢ Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling.

➢ Norton,K and Mcgauley, G (1998). Counselling Difficult clients. Sage Publications, New Delhi.

➢ Pal, A.K. (2014); Guidance & Counseling, Abhijeet Publications, Nw Delhi.

➢ A.K. Kinra. Guidance and Counselling: Pearson India Education Services Pvt. Ltd.

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M.A in EDUCATION

SEMESTER-III

Elective Course Title: Environmental Education (Part One)

Elective Course Code: EDN 303 EC

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**

                                                    ESE: 40

OBJECTIVES:

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

❖ Understand the concept, nature, components and importance of environmental education and

❖ develop sensitivity towards environmental issues.

❖ Know the relationship between man and environment and understand the need for a sustainable development.

❖ Understand the importance and scope of environmental education.

❖ Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.

❖ Orient with various components of environments for preparing a curriculum for environmental education.

❖ Develop various methods and strategies for realizing the objective of environmental education.

❖ Understand various projects in the area of environmental studies in different countries

CONTENTS:

UNIT-I: Environmental Education

1. Environmental Education: Concept, Characteristics, Components and Scope

2. Historical Background of Environmental Education

3. Objectives and Guiding Principles and Foundation of Environmental Education

UNIT-II: Education of Environmental Concepts

1) Concept of Environment and Ecosystem

2) Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system.

3) Natural Disasters

UNIT-III: Education of Environmental Degradation

1) Environmental Degradation

2) Environmental Pollution: Air; Water; Soil, Noise.

3) Global Environmental Issues: Ozone Layer Depletion, Green House Effect, acid Rain, polar melting and rising of sea level

UNIT-IV: Environmental Conservation and Sustainable Development

1. Concept, Characteristics, Objectives and Need of Environmental Conservation

2. Concept, Characteristics, Objectives and Need of Sustainable Development

3. Role of Education in Environmental Conservation and Sustainable Development

UNIT-V: Environmental Psychology

1) Environmental Psychology-Meaning and Nature

2) Concept of Environmental Knowledge, Environmental awareness and attitude change

3) Environmental Action –Concept and Factors controlling Environmental Activism

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M.A in EDUCATION

SEMESTER-III

Elective Course Title: Educational Measurement, Evaluation, and Assessment (Part One)

Elective Course Code: EDN 303 ED

Contact Hours per week: 4　　　　　　　　　　**Maximum Marks: 50**
Examination Duration: 2 hours　　　　　　　　**Internal: 10**
　　　　　　　　　　　　　　　　　　　　　　　ESE: 40

OBJECTIVES:

The Learners will be able to:

❖ Differentiate between measurement and evaluation, their nature, scope, need and relevance.

❖ Describe the nature, scope, types, role and relevance of educational evaluation;

❖ Acquire the skill to construct the achievement and the psychological test scores;

❖ Apply the knowledge of evaluation and measurement in educational setting.

CONTENTS:

Unit I: Nature and Role of Evaluation.

1. Meaning of measurement and evaluation.

2. Concept and nature of educational evaluation

3. Principles of evaluation

4. Evaluation and Instructional process

5. Purpose and role of evaluation.

Unit II: Modes of Evaluation

1. Maximum and Typical performance

2. Fixed choice and Complex performance

3. Placement, Formative, Summative and Diagnostic evaluation.

4. Norm-referenced, Criterion referenced and Self- referenced evaluation.

Unit III: Criteria of Measurement Procedure.

1. Validity- meaning, types and measurement

2. Reliability- meaning and measurement

3. Norms- meaning, types and measurement

4. Usability.

Unit IV: Measurement of Achievement.

1. Taxonomy of Educational Objectives

2. Instructional Objectives

3. Construction of Achievement test, Diagnostic test and their uses.

Unit V: Tools of Measurement

1. Essay and Objective type- writing and improving test items.

2. Performance based Assessment

3. Portfolio Assessment.

REFERENCES:

➢ Statistics in Psychology and Education-S. K .Mangal (T)

➢ Statistics in Psychology and Education-H.E. Garrett & R .S Woodworth (T)

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➢ Mullyan nitty & koushal- Sushil Ray Soma Book Agency; Kolkata.

➢ Shiksha khatra mullyan & niddyasana – D.Purnandu Accherjee.

M.A in EDUCATION

SEMESTER-III

Elective Course Title: Comparative Education (Part One)

Elective Course Code: EDN 303 EE

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

The Learners will be able to:

❖ Understand the nature, meaning, scope, methods and issues of Comparative Education as emerging discipline;

❖ Understand various factors (Geographical, Socio-cultural, and Philosophical etc.)

❖ Acquaint with the various approaches to and methods of comparative Education.

❖ Introduction about SAARC Countries.

CONTENTS:

Unit I: Comparative Education.

1) Meaning, Nature, Scope and Importance.

2) Comparative Education as an independent academic discipline;

3) Methods of comparative Education;

4) Fields of comparative Education;

Unit II: Factors of comparative Education

1) Geographical, Socio-cultural, historical, Philosophical, Economics, Scientific, Structural and Functional.

Unit III: Approaches to Comparative Education.

1) Importance of cross-disciplinary approach in Comparative Education;

Unit IV: Education of SAARC Countries and Comparison with India.

1) Bangladesh, Pakistan, SriLanka and comparison with India.

Unit V: Contemporary Trends in World Education Scenario

1) National and International;

2) Role and Programmes of educational activities of UNO;

3) Role of UNESCO in improving quality of education among the member countries.

REFERENCES:

➢ Chatterjee, D. (2013); Swadesh O BidesherTulanamulakSiksha, Shova, Kolkata.

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➢ Mukhopadhyay, Devi. (2002), TulanamulakSiksha, WestBengalStateBookCouncil, Kolkata.

➢ Rahaman, M. (2009), Education of Administration, PravatiLibray, Dhaka.

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➢ Sodhi, T.S. (2000); A Text Book of Comparative Education, Vikash Publishing House, New Delhi.

M.A in EDUCATION

SEMESTER-III

Elective Course Title: Inclusive Education (Part One)

Elective Course Code: EDN 303 EF

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

To enable the students-

❖ To explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education;

❖ To explicate the National & International policies & frameworks facilitating inclusive education;

❖ To enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms

❖ To describe the inclusive pedagogical practices & its relation to good teaching;

❖ To expound strategies for collaborative working and stakeholders support in implementing inclusive education;

CONTENTS:

Unit-I: Introduction to Inclusive Education

1) Marginalization vs. Inclusion: Meaning & Definitions

2) Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

3) Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

4) Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

5) Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit-II: Polices & Frameworks Facilitating Inclusive Education

1) International Declarations: Universal Declaration of Human Rights (1948), World Declaration for   Education for All (1990)

2) International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

3) International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

4) National Education Policy (1968), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For   Persons With Disabilities (2006)

5) National Acts & Programms-IEDC (1974), PWD Act (1995), National Trust Act (1999), IEDSS (2013)

Unit-III: Adaptations Accommodations and Modifications

1) Meaning, Difference, Need & Steps

2) Specifics for Children with Sensory Disabilities

3) Specifics for Children with Neuro-Developmental Disabilities

4) Specifics for Children with Loco Motor & Multiple Disabilities

5) Engaging Gifted Children

Unit-IV: Inclusive Academic Instructions

1) Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

2) Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

3) Differentiated Instructions: Content, Process & Product

4) Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

5) ICT for Instructions

Unit-V: Supports and Collaborations for Inclusive Education

1) Stakeholders of Inclusive Education & Their Responsibilities

2) Advocacy & Leadership for Inclusion in Education

3) Family Support & Involvement for Inclusion

4) Community Involvement for Inclusion

5) Resource Mobilization for Inclusive Education

REFERENCES:

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- Sedlak, R. A. & Schloss, P. C. (1986). Instructionat Methods for Students with Learning and Behaviour Problems. Allyn and Bacon

M.A in EDUCATION

SEMESTER-III

Minor Elective Course Title: Distance Education

Minor Elective Course Code: EDN 304 EIDA

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

❖ Understand the Concept, Features, Objectives and Scope of Distance Education.

❖ Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education

❖ Familiarize with issues related to Planning, Management, Promotion and Coordination of Distance Education.

❖ Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.

❖ Understand the process of Designing and Development of Self-Learning Print Material.

❖ Analyze the qualities of various media used in education and their relative merits and demerits

❖ Apply New Technologies in the Preparation of Print Material for Distance Learners.

❖ Understand the mechanism for Learner Support Services in Distance Education.

❖ Understand the Role of Different forms of Communication Media in Distance Education.

CONTERNTS:

UNIT I: Growth & Philosophy of Distance Education

1) Philosophical foundation of Distance Education: Concept, Features, Objectives and Scope.

2) Issues in Planning and Management of Distance Education Institutions.

3) Growth and present status of Distance Education at National and International Level

UNIT II: Designing and Development of Self-Learning Print Materials

1. Factors affecting Design of Print Materials, Implications of Theories of Learning and Communication

2. The Process of Designing and Development of Self-Learning Print Material.

3. Preparation of Print Material: Application of relevant technologies

UNIT III: Mechanism for Learner Support Services

1. Learner Support Services: What, Why and How?

2. Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face Sessions

3. Interaction through Assignments, Tutoring through Correspondence.

UNIT IV: Communication Media for Distance Education

1. Issues in Communication in Distance Education, Applications of Communication Technology in Distance Education.

2. Media in Distance Education: Radio, Television and Computer as an Educational Media.

3. Audio video production

4. Uses of Satellite Technology and Internet for Distance Education.

UNIT V: Quality Assurance and Cost Effectiveness

1) Meaning and Concept of Quality Assurance in Distance Education

2) Role of Distance Education Council (DEC) in maintaining Quality assurance in Distance Education.

3) IQAC: Function

4) Cost-effectiveness in Distance Education: Measures and importance

REFERENCES:

- Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.

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M.A in EDUCATION

SEMESTER-III

Minor Elective Course Title: Early Childhood Education

Minor Elective Course Code: EDN 304 EIDB

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**
                                                         ESE: 40

OBJECTIVES:

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

❖ Understand the concept of Early Childhood Education

❖ Develop an understanding of the needs and rights of children with emphasis on the sociocultural context of childhood

❖ Develop understanding of child's cognitive, Social, physical, and emotional development and to create learning opportunities that support student academic development

❖ Understand the Contributions of different Philosophers and Educationists to Pre-School Education.

❖ Understand the various types of programmes, scheme, services and organizations to meet the welfare needs of children.

❖ Gain pedagogical knowledge and skills and use this expertise to encourage each student to develop critical-thinking and problem-solving skills.

❖ Understand laws and policies for children and discuss implementation, issue and strategies

CONTENTS:

Unit I: Introduction to Early Childhood Education

1. Early Childhood Education: Concept, Nature, Need, Importance and Objectives

2. Significance of Child Rearing Practices & Learning.

3. Development of Pre-School Education in India

Unit II: Contribution of Philosophers

1. Jean Jacques Rousseau (Pioneer)
2. Maria Montessori (Montessori)
3. Friedrich Wilhelm August Froebel (Kindergarten)
4. Mahatma Gandhi (Basic Education)

Unit III: Policies and Programmes for Children

1. Needs and Rights of Children in the context of Social Issues and Problems.
2. Legislations for Children: UN Convention on the Rights of the Child (1989); National Policy on Children (1974); The Juvenile Act (1986) and The Child Labour (Prohibition and Regulation) Act (1986).

Unit-IV: Pre-School Education and its Agencies

1. Activities and Programmes for Pre-School Education, Anganwadi and Day Care Programmes.
2. Characteristics of a Balanced Pre-School Curriculum, Evaluation of Pre-School Curriculum and its Activities,
3. Role of Agencies involved in Management of Pre-School Education in India (Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare)

UNIT-V: The Roles & Responsibilities of Educators in Early Childhood Care Education.

1. Interpersonal relationships and communication with parents and community
2. Observation, Documentation, Cooperation, Organization, Supervision and Leadership
3. Scope and Nature of Pre-service Teacher Education in Early Childhood Care Education
4. Active Teaching for Active Learning and guiding children's behaviour

REFERENCES:

➢ Aggarwal, J.C. (1990).Methods and materials of Nursery Education, Delhi, Doaba House.

➢ Cath Arnold (1999).Child Development and Hearing 2-5 years- Georgia's story, New Delhi, Sage Publication.

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M.A in EDUCATION

SEMESTER-III

Minor Elective Course Title: Mental Health Issues in Education

Minor Elective Course Code: EDN 304 EIDC

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**
                                                                        ESE: 40

OBJECTIVES:

After completing the course the students will be able to:

❖ To understand the concepts of mental health, adjustment and maladjustment.

❖ To acquaint the students with behavioral problems along with etiologies and remedial measures.

❖ To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.

❖ To educate the students for good mental health and adjustment in life.

CONTENTS:

Unit-I: Mental Hygiene:

1) Definition, Meaning and Aims of Mental Hygiene;
2) Aspects of Mental hygiene —Conservative, Preventive, Curative.

Unit-II: Mental Health:

1. Concept and Importance of Mental Health,

2. Characteristics of Mentally Healthy Individual,

3. Factors Affecting Mental Health,

4. Educational Implications of Mental Health.

Unit-III: Adjustment:

1) Definition and Meaning of Adjustment, Criteria of Good Adjustment, Relation between mental health and adjustment.

2) Meaning of Maladjustment, Causes of Maladjustment in Students.

3) Defense Mechanism- Definition, Meaning and different methods of Defense Mechanism.

Unit-IV: Types of Mental Diseases:

1) **Psychoses:** Schizophrenia, Manic-depressive, Paranoia— Clinical Features, Etiology, Treatment, Delusional Disorder,

2) **Neuroses:** Anxiety neuroses, phobia, Hysteria, Psychasthenia and Neurasthenia.

3) **Problem behaviors:** Stealing, lying, bedwetting, OCD, ADHD, Autism, – diagnostic symptoms, causes and treatment; Sleep Disorder, Eating Disorder.

4) **Drug Addiction:** Nature, Characteristics, causes, treatment, brief acquaintances with some major substances.

5) **Delinquency:** Characteristics, Types, Causes, Preventions and remedial measures.

Unit-V: Therapies:

Types of Psychotherapy— Psycho-drama, Play therapy, Behaviour Modification therapy. Cognitive therapy, Narco-therapy, Occupational Therapy, Psychoanalytic method-Free Association, Transference and Dream Analysis.

REFERENCES:

➢ Brown, J.F. :The Psychodynamics of Abnormal Behaviour, Tata McGraw Hill,New Delhi.

➢ Carrol, H.A. :Mental Hygiene : The Dynamics of Adjustment, Prentice Hall, NewJersey.

➢ Coleman, J.C. :Abnormal Psychology and Modern Life, D.B. Taraporevala Sonsand Co., Bombay.

➢ Hadfield, J.A. :Psychology and Mental Health,

➢ Hall, C.S. &Lindzey, G., Theories of Personality, Wiley Publications, New York.

➢ Kalein, D.B. :Mental Hygiene, Prentice Hall India Pvt. Ltd., New Delhi.

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➢ Chauhan, J. C. (1986). Mental Hygiene. New Delhi: Allied publisher.

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M.A in EDUCATION

SEMESTER-III

Course Title: Practical

Course Code: EDN 305 P

Contact Hours per week: 4
Examination Duration: 2 hours

Maximum Marks: 50
Note Book: 10
Practical Work: 30
Viva-voce: 10

LABORATORY PRACTICALS

Minimum of 2 experiments and 2 tests to be completed:

Experiments/ Tests

1. Learning / Creativity

2. Reaction Time / Intelligence

3. Attention / Interest

4. Concept Formation / Adjustment

5. Memory / Motivation

6. Association / Personality

7. Classroom Interaction / Aptitude

8. Sociometry / Attitude

9. Psycho-physical / Reading Comprehension

10. Sensation and Perception / Aspiration

M.A in EDUCATION

SEMESTER-IV

Core Course Title 2: Educational Management & Curriculum Development

Core Course Code: EDN 401C

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

The Learners will be able to:

❖ To understand the nature, scope and functions of Educational Management. ·

❖ To have an idea about the difference between administration, management and supervision

❖ To understand institutional management.

❖ To understand the Concept, Types, Bases and Determinants of Curriculum.

❖ To understand the Curriculum Evaluation.

CONTENTS:

Unit I: Educational Management:

1. Concept, Nature

2. Evolution of Scientific Management – Taloryism, Fayolism, Demingism (Quality Management).

3. Functions and Special features of Educational Management, Systems approach.

Unit II: Educational Administration and Supervision:

1. Meaning, Nature, Functions, Types and Fields of educational administration.

2. Meaning, Nature & Functions of educational supervision.

3. Administrative responsibilities of Central and state Government, Local bodies and other institutions – UGC, NCERT, NCTE, their needs and Supervision mechanisms.

Unit III: Institutional Management:

1. Institution building and Planning,

2. Resource Management in educational Institution**.**

Unit IV: Concept, Types, Bases and Determinants of Curriculum.

1. Curriculum – Meaning, Nature and Scope;

2. Types of curriculum – Subject-centric: differentiated and Undifferentiated, Learner-centric: Activity cum experience based and Constructivism based:

3. Bases of Curriculum –Philosophical, Psychological & Sociological basis.

4. Determinants of Curriculum – Aims and Objectives, Knowledge resources, Teachers and other human supports, Learners and their requirements for knowledge development, Infrastructure, Technology and Administration: Characteristics of a good curriculum.

Unit v: Curriculum Evaluation.

1. Curriculum evaluation – Concept, Nature, Objectives, Methods, Techniques, Criteria and Feed-back;

2. Curriculum of Evaluation Results – Interpretation and Application;

3. Curriculum Evaluation for quality development.

REFERENCES:

➢ Kelly, A V: The curriculum theory and Practice.

➢ Tabah, N: Curriculum Development: Theory and Practices

➢ Sterhouse, L: An Introduction to Curriculum Research and Development.

➢ Agarwal, J C: Curriculum Development.

➢ Bhalla, N: Curriculum Development

➢ Walker, D F: Fundamentals of Curriculum.

➢ Principles of Management – H . Koontz and C. O' Donnell (R)

➢ Studies in Business Management – C. Mridha (R)

- Principles of Management – G.R. Terry. (R)

- Management Principles and Practices- P. D. Mc Farland. (R)

- Administration of Education in India – P.D. Shukla (T)

- Educational Management – Chalam. (R)

- Educational Management, Planning

M.A in EDUCATION

SEMESTER-IV

Core Course Title 2: Information and Communication Technology in Education

Core Course Code: EDN 402 C

Contact Hours per week: 4	**Maximum Marks: 50**
Examination Duration: 2 hours	**Internal: 10**
	ESE: 40

OBJECTIVES:

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

❖ Understand the concept and role of ICT in construction of Knowledge.

❖ Acquire knowledge and understanding about National Policy on ICT in School Education.

❖ Identify the challenges in integration of ICT in school education.

❖ Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

❖ Operate on Internet with safety

❖ Understand the social, economic, security and ethical issues associated with the use of ICT

❖ Elucidate the application of ICT for Teaching Learning

❖ Familiarize with the new trends in ICT.

❖ Apply different e-resources for educational purposes.

CONTENTS:

Unit I- Introduction to ICT

1. Concept of ICT: Meaning & Characteristics;

2. Role of Information Technology in Construction of Knowledge;

3. National Policy and challenges on ICT in School Education;

Unit 2- ICT Tools for Communication

1. Synchronous – Skype, Google talk, MSN, Search Engines, Video messaging,

2. Asynchronous - Email, Blogs, Wiki, Podcast, YouTube, Autobiographics, Online Forums,

Unit 3- Technology for Classroom Instruction and Internet in Classroom

1. **Technology for Classroom Instruction -** Components, Working and Uses of Over Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector, Digital Liquid Display (DLP) Projector.,   Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television (CCTV)

2. **Internet in Classroom –** Common uses, e-content, Step for using internet in the classroom, Advantages, Disadvantages, and Teacher's role

Unit 4- Use and Benefits of Computer Technology in Education

1. Uses of Computer – Administrative Uses, Instructional Uses, Other Uses (Guidance, Assessment, Research), Issues of using Computer in Education – Ethics, Copy Right, Hacking

2. Benefits of Computer Technology – Open Learning System (OLS)

Unit 5- New Trends in ICT

1. Virtual Classroom - Concept, Elements, Advantages and Limitations

2. Smart Classroom – Concept, Elements, Advantages and Limitations

3. EDUSAT - Concept, Elements, Advantages and Limitations

4. Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

Transaction Mode:

✓ Lecture cum demonstration and hands on experiences on the use of Personal computer / Laptop; Participation in computer based media production projects. Analysis of the different application software packages with reference to its use in education. Preparation

of a project report by using various application software packages and its critical appraisal.

Sessional Work:

1. Prepare a PowerPoint presentation on any topic of your choice.

2. Plan and Prepare an ICT integrated presentation for secondary level.

3. Development of e-content/e-module

REFERENCES:

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➢ Shukla, Satish S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.

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M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Teacher Education (Part Two)

Elective Course Code: EDN 403 EA

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**
                                                 ESE: 40

OBJECTIVES:

To enable the students to:

- ❖ Understand about the teaching as a profession;
- ❖ Understand different types of teacher education programme;
- ❖ Understand various agencies in teacher education;
- ❖ Develop an idea about the research findings in teacher education;
- ❖ Understand about the recent trends in teacher education with a comparative approach;

CONTENTS:

Unit-I: Teaching as a Profession

1. Professional organizations of teachers at various levels and their role

2. Performance appraisal of teachers

3. Faculty improvement programme for teacher education

4. Orientation and Refresher courses

Unit-II: Types of Teacher Education Programmes

1. Pre-service and In-service teacher education

2. Teacher Education through Open and Distance Mode

Unit-III: Agencies of Teacher Education

- NCTE, UGC, NCERT, SCERT, IASE, CTE, and DIET

Unit-IV: Areas of Research

1. Teaching effectiveness

2. Modification of teacher behavior

3. School effectiveness

4. Cognitive style & Learning style

Unit-V: Recent Trends in Teacher Education and Comparative Study

1. Recent trends and practices in Teacher Education in-India, U.K., U.S.A., Japan

2. Comparative Study with Asian Countries like – China, Bangladesh, Pakistan

REFERENCES:

➢ Report of the Education Commission (1964-66).

➢ Report of the National Commission on Teachers (1983-85).

➢ National Curriculum Frameworks for Teacher education, 2009

➢ Report of the Delors Commission, UNESCO, 1996

➢ National Policy of Education 1986/1992.

➢ National Curriculum Framework on school education, 2005.

➢ UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.

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19) Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature.* UNESCO: IIEP, Paris.

20) Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

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M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Guidance and Counseling (Part Two)

Elective Course Code: EDN 403 EB

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**
                                                                          ESE: 40

OBJECTIVES:

After completing the course the students will be able to:

❖ To help student understand the process of vocational guidance and career counseling.

❖ To help student get acquaintances with the organizational programmes of guidance.

❖ To understand concept and needs and guidance for the children with special needs.

❖ To understand the concept of mental health.

❖ To develop the knowledge about adjustment and maladjustment.

❖ To understand the idea about Abnormal Behaviour and MentalIllness.

CONTENTS:

Unit -1: Vocational Guidance:

1) Meaning and Importance of Vocational Guidance, relationship between educational and Vocational Guidance.
2) Job Analysis— Definition, Process and Techniques.
3) Placement Service — Educational Placement, Vocational Placement.
4) Career development —Ginzberg's theory about guidance, Holland's Theory ofVocational Choice, Super`s Theory of Vocational Development, Anne Roe`s Theory of Carrier Development.

Unit- II: Organization of School Guidance Services:

1) Minimum requirements.
2) Kinds of services — Orientation Services, InformationServices, Placement Services, Counseling Services, Referral Services, Remedial Services and follow-upServices.
3) Organization of Child Guidance Clinic.
4) Role of Personnel in Guidance Programmes.

Unit III: Concept of Adjustment:

1) Meaning and Purposes of adjustment and different methods of adjustment-mechanisms,
2) Causes of maladjustment- Physical, Emotional, Mental and Social.

Unit-IV: Mental Health:

Maladjusted Behaviours

1) In childhood-(ADHD, Autism, Phobia, Anxiety, Eating Disorder, Sleep Disorder, Conduct disorder);
2) In Adolescence - (Personality Disorder, Substance Related Disorder, Obsessive-compulsive Disorder, Somatoform Disorder)

Unit- V: Guidance and Counseling for Learner with Special Need:

Guidance for Gifted Children, Backward Children, Learning Disability, and guidance for Mentally Retarded.

REFERENCES:

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M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Environmental Education (Part Two)

Elective Course Code: EDN 403 EC

Contact Hours per week: 4   **Maximum Marks: 50**
Examination Duration: 2 hours   **Internal: 10**
                                                                           ESE: 40

OBJECTIVES:

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

❖ Understand the cause of biodiversity loss and acquire the skills to mitigate the biodiversity loss.

❖ Know the relationship between man and environment and understand the need for bio diversity conservation

❖ Understand the impact of urbanization and its impact on environment.

❖ Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.

❖ Understand environment and need for conservation from value perspectives

❖ Orient with various components of environments for preparing a curriculum for environmental education.

❖ Understand and develop various methods and strategies for realizing the objective of environmental education.

❖ Understand various projects in the area of environmental studies in different countries

CONTENTNS:

Unit-I: Education of Biodiversity and its conservation

  1. Education Biodiversity – Meaning, Concept, genetic, species and ecosystem diversity.

  2. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

  3. Threats to biodiversity and Conservation of biodiversity.

Unit II: Environmental Education and Social Issues

1. Education for Sustainable development: From Unsustainable to Sustainable development.

2. Education of Urban Environment: Problems related to energy and water

3. Resettlement and rehabilitation of people; its problems and concerns-Case Studies.

Unit III: Environmental Education and Social Issues –part-2

1. Environmental ethics: Issues and possible solutions.

2. Climate change Education- A Case studies approach

3. Education about the Laws of Conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

Unit-IV- Education of Anthropogenic impact on the Environment

1. Population Education: growth, variation among nations.

2. Population explosion – Family Welfare Programme.

3. Role of Environment Education in restoring human health.

Unit-V- Approaches and Methods of Environmental Education

Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey. Features of curriculum for environmental education Programmes of environmental education for primary, secondary and higher education institute

REFERENCES:

➢ Basic Concepts of Environmental Health – NIH Publication No. 80-1254, 1980.

➢ Environment and Health – A. J. Rowland and Paul Cooper, Edward Arnold Publishers

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M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Educational Measurement, Evaluation, and Assessment (Part Two)

Elective Course Code: EDN 403 ED

Contact Hours per week: 4
Examination Duration: 2 hours

Maximum Marks: 50
Internal: 10
ESE: 40

OBJECTIVES:

The Learners will be able to:

❖ Define different types of tools, their goodness and standardization procedures;

❖ Process and interpret student performance on tests and interpret test scores;

❖ Acquaint with the new trends of Educational Measurement and Evaluation;

❖ Acquaint with interpretation of test Result;

❖ Uses of measures of relationship.

CONTENTS:

Unit I: Test and their Standardization.

1. Meaning and types of Tests

2. General steps in test Standardization

3. Uses and Limitation of Tests.

Unit II: Measurement of Psychological Tests.

1. Aptitudes

2. Intelligence

3. Attitudes.

4. Interests.

Unit III: Qualitative and Quantitative Data Analysis.

1. Qualitative Data: Organization, Analysis, Interpretation and Validation of Qualitative Analysis.

2. Quantitative Data: Multiple Correlation and Regression.

3. Central Limit Theorem,

4. Parametric and Nonparametric Tests(chi-square, t-test, Anova)

Unit IV: Interpreting Test Scores.

1. NRT and CRT

2. Grade, Age and Local Norm

3. Percentile Rank

4. Standard Score

5. Caution in interpreting test score.

Unit V: New Trends in Measurement and Evaluation.

1. Grading, Semester and CCE

2. Question Bank and its Functions.

3. Computer in Evaluation.

REFERENCES:

➢ Statistics in Psychology and Education-S. K .Mangal (T)

➢ Statistics in Psychology and Education-H.E. Garrett & R .S Woodworth (T)

➢ Shiksha Manovidya.- Sushil Ray Soma Book Agency; Kolkata

➢ Mullyan nitty & koushal- Sushil Ray Soma Book Agency; Kolkata.

➢ Shiksha khatra mullyan & niddyasana – D.Purnandu Accherjee

M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Comparative Education (Part Two)

Elective Course Code: EDN 403 EE

Contact Hours per week: 4　　　　　　　　　　**Maximum Marks: 50**

Examination Duration: 2 hours　　　　　　　　**Internal: 10**

　　　　　　　　　　　　　　　　　　　　　　　　ESE: 40

OBJECTIVES:

The Learners will be able to:

- ❖ Understand some selected systems of education of the world;
- ❖ Analyze critically selected systems of education of the world;
- ❖ Compare selected systems of education of the world; and
- ❖ Orient themselves to solve Indian education problems with the application of knowledge and understanding gained through study of various foreign education systems and SAARC countries.

CONTENTS:

Unit I: Education in different developed countries and comparison with India (Aims, Objectives, Methodologies and Policies):

UK, USA, China, Japan and Germany.

Unit II: Universalization of Elementary Education.

UK, USA, China and India. (Comparison)

Unit III: Secondary Education.

UK, USA, Japan and India. (Comparison)

Unit IV: Higher Education (Including Teacher Education)

UK, USA, Germany and India (Comparison)

Unit V: Vocational and Technical Education.

a) SAARC countries

b) China, Japan, USA and India

REFERENCES:

- Chatterjee, D. (2013); Swadesh O BidesherTulanamulakSiksha, Shova, Kolkata.
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M.A in EDUCATION

SEMESTER-IV

Elective Course Title: Inclusive Education (Part Two)

Elective Course Code: EDN 403 EF

Contact Hours per week: 4   **Maximum Marks: 50**

Examination Duration: 2 hours   **Internal: 10**

                                                            ESE: 40

OBJECTIVES:

To enable the students to:

❖ Understand the needs and magnitude of the challenges faced by children and persons with diverse needs;

❖ Understand the curriculum and evaluation process of children with sensory and intellectual disabilities;

❖ Understand the curriculum and evaluation process of children with social and emotional disabilities;

❖ Enumerate the skills in planning and conducting research activities;

❖ Expound strategies for supportive service for inclusion and research;

CONTENTS:

Unit-I: Meeting the needs of diverse learners

1. Social and academic inclusion of learners with diverse needs in mainstream classrooms
2. Facts and myths and of inclusive education with reference to Indian context
3. Inclusive educational strategies and their implications for universilation of elementary and secondary education
4. Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism

Unit-II: Curriculum adaptations &Evaluation for children with sensory and intellectual disabilities

1. Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged)

2. Intellectual (gifted, talented and children mentally challenged children)

3. Developmental disabilities (autism, cerebral palsy, learning disabilities)

Unit-III: Curriculum adaptations &evaluation for children with Social and Emotional problems

1. social and emotional problems

2. scholastic backwardness underachievement

3. slow learners

4. children with special health problems

5. environmental difficulties

6. children belonging to other marginal groups

Unit-IV: Planning and conducting research activities

1. Concept and importance of educational research
2. Selecting appropriate areas of research
3. Types of research needed for enhancement of learning
4. Steps involved in planning and supervising research activities
5. Recent trends in research - national and international level

Unit-V: Supportive Services for inclusion and research

1. Concept, importance and types of supportive services (medical rehabilitative and educational)
2. Early identification and available referral services for support
3. Myths and facts of supportive services for inclusive learning
4. Role of teacher and teacher educators in utilizing support services for inclusion

REFERENCES:

➢ Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.

➢ Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.

➢ Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

➢ Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

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➢ Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

M.A in EDUCATION

SEMESTER-IV

Course Title: Dissertation

Course Code: EDN 405 DN

Contact Hours per week: 4

Maximum Marks: 50
Dissertation: 40
Viva-voce: 10

Dissertation Work (Start From 3ʳᵈ Semester and will be continued up to 4ᵗʰ Semester)