

Department of Education

Syllabus for Masters Programme in Education

M.A Education/Part-I

First Semester

	Marks
Course I (Edn/PG/1.1) – Philosophical Foundations of Education -I	50
Course II (Edn/PG/1.2) - Psychological Foundations of Education -I	50
Course III (Edn/PG/1.3) – Sociological Foundations of Education-I	50
Course IV (Edn/PG/1.4)–Methodology of Educational Research &Educational Statistics –I	50
Course V (Edn/PG/1.5)- Information and Communication Technology in Education - (Course V is Practical base)	50

Second Semester

Course VI (Edn/PG/2.1) - Philosophical Foundations of Education –II	50
Course VII (Edn/PG/2.2) - Psychological Foundations of Education -II	50
Course VIII (Edn/PG/2.3) - Sociological Foundations of Education-II	50
Course IX (Edn/PG/2.4) - Methodology of Educational Research &Educational Statistics –II	50
Course X (Edn/PG/2.5)-Educational Data Analysis through Statistical packages- (Course X is Practical base)	50

M.A Education/Part-II

Third Semester

Course XI (Edn/PG/3.1) - Comparative Education - I	50
Course XII (Edn/PG/3.2) – Curriculum Studies-I	50
Course XIII (Edn/PG/3.3) – Special Papers *	50
Course XIV (Edn/PG/3.4) – Dissertation** / Special Paper	50

Fourth Semester (Any Two of the Following)

Course XV (Edn/PG/4.1) - Comparative Education – II	50
Course XVI (Edn/PG/4.2) - Curriculum Studies-II	50
Course XVII (Edn/PG/4.3) - Special Papers *	50
Course XVIII (Edn/PG/4.4)- Dissertation** / Special Paper	50

***List of Special Papers -to be selected any one (two courses) of the following:
(As may be offered by the Department of Education from time to time)**

- | | | | |
|--|---|--|----|
| 1. Educational Technology | - | Course-i: Educational Technology –I | 50 |
| | | Course-ii: Educational Technology-II | 50 |
| 2. Teacher Education | - | Course-i: Teacher Education –I | 50 |
| | | Course-ii: Teacher Education –II | 50 |
| 3. Education of the children with special needs: | | | |
| | | Course-i: Education of the children with special needs-I | 50 |
| | | Course-ii Education of the children with special needs-I | 50 |
| 4. Educational Measurement and Evaluation | - | | |
| | | Course-i: Educational Measurement and Evaluation –I | 50 |
| | | Course-ii: Educational Measurement and Evaluation-II | 50 |

Dissertation - whether dissertation is compulsory or not will be decided by department of education from time to time.**

M.A Education/Part-I

First Semester

Course I (Edn/PG/1.1) – Philosophical Foundations of Education -I

Units Lectures/credit hours

Unit-I: Educational Philosophy 16

- a) Meaning of Education and Philosophy ;
- b) Nature and scope of educational philosophy ;
- c) Relationship between education and philosophy;
- d) Need for educational philosophy;
- e) Nature of knowledge and knowledge getting process.

Unit-II Indian Schools of Philosophy of Education 18

- a) Naya, Sankhya, and Vedanta with special reference to knowledge, reality, value and educational implications ;
- b) Jaina and Buddhist and Islamic Philosophy and its influence in education.

Unit-III: Western Philosophy of Education 20

Western schools of philosophy -----

- a) Idealism, b)Realism, c) Naturalism, d) Pragmatism, e) Existentialism, f) Marxism, g) Logical analysis, h) Positive relativism, with special reference to knowledge, Reality, Value and educational implication.

Class test/tutorial- 2
Total- 56

Course II (Edn/PG/1.2) - Psychological Foundations of Education-I

Unit Lectures/credit hours -Marks **Unit-I: Concept of Educational psychology 16**

- a) Meaning, Nature, Scope and Methods of Educational Psychology ;
- b) Interrelationship between Education and Psychology ;
- b) Major schools of Psychology and their contribution towards Education –
(i) Structuralism, (ii) Functionalism, (iii) Behaviorism, (iv) Gestalt, (v) Psychoanalysis and (vi) Hermic.

Unit-II: Human Development 18

- a) Development--- Concept, stages, Dimensions, Methods of study and Developmental tasks;
- b) Trends and patterns of development –Physical, Cognitive, Social and Emotional ;
- c) Other development issues --- concept formation, Problem solving, Language development, Moral development, Development of attitudes and values.

Unit-III: Psychology of Individual Differences 20

- a) Concept of intra and inter differences, relevant attributes of Individual Difference, role of heredity and environment and educational implication ;
- b) Intelligence -- Concept, Nature and Theories ;
- c) Creativity – Meaning and Nature, Fostering creativity and Guiding creative children ;
- d) Personality – Concept, Type and Trait ;
- e) Recent trends in measuring Intelligence, Creativity and Personality ;

Mental Health and Life skills education

Class test/tutorial-	2
Total-	56

Course III (Edn/PG/1.3) - Sociological Foundations of Education-I

Unit Lectures

Unit-I: Concept and scope of Educational Sociology 16

- a) Relationship between Sociology and Education ; Meaning and nature of Educational Sociology and Sociology of Education ;
- b) Schools of Sociological thought – Biological, Psychological, Geographistic and Sociologicistic needs, and status of Sociology of Education.
- c) Social organizations and its concepts, Factors influencing Social organizations – Folkways, Mores, Institutions, Values, dynamic characteristics of social organizations and its educational implications.

Unit-II: Social structure and Education 20

- a) Social interactions and their educational implications – Social group, Inter group relationships – Group dynamics, Social stratification, Social Mobility and its Educational implications;
- b) Social Theories –
 - i. Factionists – Emile Durkhe
 - ii. Talcott Person
 - iii. Marxism,
 - iv. Integral Humanism (based on Swadeshi) with special reference to social change ;
- c) Education and Society – Education as a process
 - i. In social system, ii) of Socialization and iii) of Social Progress.

Unit-III: Culture and Education 18

- a) Culture – meaning and nature of culture, Role of Education in the cultural context, cultural determinants of Education, Education and cultural change ;
- b) Problems created by Socio-cultural change and modernization – (i) Cultural Lag and cultural conflict, (ii) Cultural unity and diversity in India, (iii) Need for composite culture ;

- c) Social change – Meaning and nature of Social change, Constraints on social change in India (with special reference to caste, Class, Language, Religion and Regionalism).

Class test/tutorial-	2
Total-	56

Course IV (Edn/PG/1.4)–Methodology of educational research & educational statistics –I

Unit **Lectures**

Unit- I: Nature and scope of Educational Research 18

- a) Meaning, nature and limitations ;
- b) Need and purpose ;
- c) Scientific enquiry and Theory development ;
- d) Fundamental, Applied and action Research ;
- e) Qualitative and Quantitative Research ;
- f) Major Approaches to research – Research Design, Descriptive Research, Ex-Post-facto Research, Experimental Research and Historical Research.
- g) Ethnography

Unit- II: Formulation of Research Problem 16

- a) Criteria of identifying the problem on the basis of tradition, experience, reasoning (inductive and deductive), empiricism and rationalism ;
- b) Types of Sources of information ;
- c) Variables – Nature and types ;
- d) Hypothesis – characteristics, types and formulation. It differences with assumption.

Unit- III: Collection of Data 20

- a. Concept of Population and sampling ;
- b. Methods of sampling – probability and non-probability sampling, Representative and Random sampling, Stratified sampling, cluster and quota sampling ;
- c. Sampling size and sampling error ;
- d. Techniques and tools : characteristics of good research tool – objectivity, Reliability, Validity, Norms and Usability ;
- e. Types of research Tool and Techniques – Documents, Scrutiny, Observation, Interview, Questionnaires, Rating Scale, Schedule inventory and performance Test ;
- f. The Research Report – Writing and Evaluation.

Class test/tutorial-	2
Total-	56

Course V (Edn/PG/1.5)- Information and Communication Technology in Education -50 (Practical)

Unit I: Fundamentals of Information Technology and Computers

- a. IT and the information processing cycle;
- b. Fundamentals of Computer System – Concept, Kinds, Components, Hardware system, Software system;
- c. Tutorial on Windows – Introduction to Desktop, Opening Windows, Using Mouse & Keyboard, Exploring the computer, Using Widows Help, Organizing Files, Saving the File,

Moving Texts & Switching between Programs, Closing an Application, Shutting down the Windows.

Unit 2: Pedagogical Skills with MS Word

- a. Exploring knowledge in MS word - Creating, Formatting, Checking spelling & Grammar, Saving & Enhancing a Document, Inserting Table, Creating a Graph from the Table, Adding Headers & Footers, Changing Page Settings;
- b. Tutorials to develop Pedagogical Skills - Planning a unit (Higher Order Thinking Skills, Curriculum Framing Questions, Project / Inquiry based learning), Creating a Evaluation Tool, Application of MS Word for Students, Creating Student support materials, Creating Teacher support materials, Creating Organizational Chart, Developing Plans for Implementation.

Unit 3: Pedagogical Skills with MS Excel

- a. Exploring knowledge in MS Excel window – Setting up the Spreadsheet to data input and analyze that;
- b. Tutorials to develop Pedagogical Skills in - Setting up of Spreadsheet with Rows and Columns for entering and calculating data, Creating simple calculations, Using built-in formulas in Excel, Formatting a Worksheet & its cells, Using appropriate Charts and Graphs, Creating Student Grade book.

Unit 4: Pedagogical Skills with MS Power Point

- a. Exploring knowledge in MS Power Point – Beginning of Multimedia Presentation;
- c. Tutorials to develop Pedagogical Skills in - Creating an Outline of Presentation, Saving a Presentation, Formatting the slides, Inserting Clip Art, Enhancing a Presentation, Adding a background design, Adding graphics from Internet, Adding Animations, Slide Order, Slide Transition, Recording a sound or voice narration, Inserting a sound on a single slide, Inserting a movie clip, Adding a Hyperlink, Embedding a file, Inserting a chart, Printing slides for Transparencies or Handouts, Saving a Multimedia Presentation in different Formats, Setting up a Show to Run Automatically.

Unit 5: Technical Skills in Internet, E-mail Audio-video & Data CD and E-resources

- a. Exploring knowledge in Internet, E-mail, Audio-video and Data CD etc. – Understanding and using Directories and Search Engines, Exploring Copyright Laws related to Computer and Software use, E-resources;
- b. Tutorials to develop Pedagogical Skills in - Locating Internet resources, Saving Web addresses in Favorites, Saving an image from a website, Saving a sound from a website, Saving a video clip (movie) from a website, Creating E-mail accounts for students, Locating Resources using MS Encarta, Installing Encarta, Exploring Encarta, Copying Resources from Encarta, Saving favorite resources in Encarta, Exporting favorites to another computer, Exploring Copyright laws related to computer and software use, Using Communication Tools in the classroom, Using E-resources.

Unit 6 Pedagogical Skills in MS Publishing

- a. Exploring knowledge in MS Publishing – (i) Print Materials (Newsletter, Brochure, question Paper, etc.), (ii) E-materials (Website);
- b. Tutorials to develop Pedagogical Skills in - Using Publisher Newsletter wizard, Saving the publication, Customizing the publication, Enhancing the publication, Creating Student Publications – Newsletter or Brochure, Using Website wizard, Saving your Website, Customizing your Website, Enhancing your Website, Uploading a Website, Evaluating Website.

SECOND SEMESTER

Course VI (Edn/PG/2.1) - Philosophical Foundations of Education –II

Unit	Lecture
Unit-IV:	Educational Philosophers of Modern Age 20

- a) R.N. Tagore,
- b) M.K. Gandhi,
- c) Swami Vivekananda,
- d) Sri Aurobinda,
- e) Herbert Spencer, and
- f) B.Russell.

Unit-V: National Values and Education in Indian Constitution 18

National Values as enshrined in the Indian Constitution and their Educational implications with special reference to (i) Secularism (ii) Democracy; iii) Equality.

Unit-VI:	Radical thoughts in Education	16
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- a) Ivan Illich and De-schooling ;
- b) Paulo Friere and Conscientisation ;
- c) Learning : The Treasure Within (UNESCO,1996)

Class test/tutorial-	2
Total-	56

Course VII(Edn/PG/2.2) – Psychological Foundations of Education -II

Unit	Lectures/ credit hours -Marks
Learning	24

- a) Concept, Nature and types, Basic concepts and principles of major theories – Connectionist behaviorist Theories (Thorndike, Pavlov, Hull, Skinner-synoptic views), Cognitive Field Theories (Gestalt, Lewin, Tolman) ;
- b) Gagne;s Hierarchy of Learning Types and Conditions with his own and and other appropriate modification ;
- c) Costructivism-Bruner’s and Vygotsky Theory of Learning;
- d) Transfer of learning – Concept, Explanation /Theories, Favourable conditions and Methods ;
- e) Remembering and Forgetting – Concept, Categories, Forms/Types and Techniques of raising motivation.

Unit-V:Psychology and Education of Exceptional Children 16

- a) Exceptional learners – Meaning and salient characteristics of mentally retarded, Visually Impaired, Hearing Handicapped, Physically Learning, Learning disabled, Emotionally Disturbed and Gifted Children ;
- b) Educational programmes and placement of the exceptional learners – Nature and objectives of special schools, concept of mainstreaming, Integrated schools and support services, concept of remedial teaching (for learning disabled children).

Unit-VI:Guidance and Counseling 14

- a) Concepts principles and Types of guidance and counseling ;
- b) Tools and Techniques of guidance --- Records, Scales and Tests, Interview ;
- c) Organizing guidance service at different levels of Education.

Class test/tutorial-	2
Total-	56

Course VIII (Edn/PG/2.3) - Sociological Foundations of Education-II

Unit	Lectures
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Unit-IV:Social principles and Education 16

- a) Social principles in Education – Social and Economic relevance to Education, Socioeconomic factors and their impact on education ;
- b) Education is relation to democracy, freedom, nationalism, national integration international understanding and literacy movement in India ;
- c) Concept of Urbanization, Modernization, Westernization and Sanskritization,Globalization with special reference to Indian society and its Educational implications ;

Unit-V: Emerging Sociological Issues in Indian Education 20

- a) Educational opportunity and equality Inequality of educational opportunities and their impact on social growth and development ;
- b) Education of the socially and economically disadvantages section of the society, with special reference to schedule caste and schedule tribes, Women and rural population ;
- c) Need for attitudinal change and role of Education.

Unit- VI:Indian Society and Education 14

Indian Social Thinkers –

- i) B.K.Sarkar,
- ii) Radhakamal Mukherjee,
- iii) D.P. Mukherjee,
- iv) G.S. Ghurey, and

- c) Contemporary Indian developmental policy and education.

Class test/tutorial-	2
Total-	56

Course IX (Edn/PG/2.4) - Methodology of educational research & educational statistics –II

Unit

Lectures

Unit- IV: Educational Data and Descriptive Statistics 16

- a. Nature of educational data – Qualitative and Quantitative ;
- b. Qualitative data – its analysis with emphasis on content Analysis, Analyses of Interview-based and Observation-based data ;
- c. Quantitative data – Scales of measurement – Nominal, Ordinal, Interval and Ratio ;
- d. Organization and Graphical representation of Data – Frequency distribution, Frequency Polygon, Histogram, Ogive and Pie-chart ;
- e. Measures of central tendencies --- Mean, Median, Mode ;
- f. Measures of variability – Range, Mean Deviation, Quartile Deviation and Standard Deviation ;
- g. Measures of relative position – Percentile, percentile rank and standard score.

Unit- V: Probability distribution 18

- a. Concept, characteristics and uses of Normal Distribution ;
- b. Measure of Relationship –Concept and uses of correlation – Product moment, Rank difference and Scatter Diagram Methods ;
- c. Further methods of correlation – Biserial, Point-Biserial, Tetra choric and Phi-Coefficient of Correlations ;
- d. Concept of partial and Multiple Correlations, Concept of Regression and Prediction, and Regression Equation.

Unit- VI: Inferential Statistics 20

- a. Parametric Statistics--- Tests of Significance ---One-tailed and two-tailed tests, Type-I and Type-II Errors, Analyses of Variance and Analyses of Co-variance ;
- b. Non-Parametric Statistics – Chi-square test and Median Test.

Class test/tutorial-

2

Total-

56

Course X (Edn/PG/2.5)-Educational Data Analysis through Statistical packages(Practical)- 50

M.A Education/Part-II

Third Semester

Course XI (Edn/PG/3.1) - Comparative Education -I

Unit

Credit/Lecture - Marks

Unit-I: Comparative Education as an Emerging Discipline 20

- a. Comparative Education – Meaning, Nature, Scope and Importance;
- b. Comparative Education as an academic discipline ;
- c. Method of comparative Education – Juxtaposition, Area studies, inter educational analysis ;
- d. Factors of Comparative Education - Geographical, Socio-cultural, Historical, Philosophical, Economic, Linguistic, Scientific, Structural and Functional ;

Unit-II: Problems, Its causes and Probable Solutions through Education in developing Countries (SAARC) 18

Problems prevailing in developing countries with special reference to India, their causes and solutions through education – Poverty, Unemployment, population explosion, Hunger, Terrorism, Illiteracy, Political instability and HDI & EDI.

Unit-III: Contemporary Trends in World Education 16

Contemporary Trends in Education – national and International, Roles and programs of UNO in association with its various official organs in improving the quality of education among the member countries.

Class test/tutorial-	2
Total-	56

Course XII (Edn/PG/3.2) – Curriculum Studies-I

Unit

Credit/Lectures- Marks

Unit-I: Concept of Curriculum 16

- a) Meaning and concept of curriculum ;
- b) Curriculum development – Theories and procedures ;
- c) Bases of determinants of curriculum development – Philosophical, Psychological, Sociological, Discipline-oriented and Administrative consideration.
- d) Categories and type of curriculum.

Unit-II : Principles of curriculum Construction 18

- a) Curriculum construction - Designs and Organizations ;
- b) Formulation and Validation of Educational objectives ;
- c) Criteria for selection, sequence, continuity structure and integration of contents ;
- d) Curriculum implementation strategies ;
- e) Curriculum support materials – Roles and Types.

Unit-III : Models of curriculum Implementation 20

- a) Administrative model,
- b) Grass-root,
- c) Demonstration model,
- d) System Analysis model.

Class test/tutorial-	2
Total-	56

Course XIII (Edn/PG/3.3) – Special Papers

Course XIV (Edn/PG/3.4) – Dissertation/Special Papers

Course XVII (Edn/PG/4.3) - Special Papers

Course XVIII (Edn/PG/4.4)- Dissertation/Special Papers

Educational Technology (Special Paper)

Course I- Educational Technology -I

Lectures

Unit-I: Meaning and Scope of Educational Technology	18
(a) Meaning and Concept of Educational Technology;	
(b) Nature , Scope and Significance of Educational Technology;	
(c) Components of Educational Technology Hardware and Software;	
(d) Educational Technology and Instructional Technology.	
Unit-II: Communication and instruction	20
(a) Communication System – Concept, Nature, Process, Type, Theory, Classroom communication and Mass media approach;	
(b) Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory), Cognitive developmental approach (Piaget and Kohlberg) and Systems approach.	
Unit- III: Emerging Trends in Educational Technology	16
(a) Educational Technology in Formal Education, Non-Formal Education, Informal Education, Distance Education and Open Learning Systems;	
(b) Uses of Communication Technology in Teaching – Videotape, Radio-Vision, Tele conferencing, CCTV, INSAT, Computer simulated Multimedia approach and problems of introducing new technologies in the Indian context ;	
(c) Resources centers fore Educational Technology – CIET, UGC, NOS, State ET Cell, AVRC, EMRC, NIST etc. –their activity for the improvement of learning processes.	
Class/Tutorial-	2
Total-	56

Teacher Education (Special Paper)
Course-i: Education of the children with special needs-I

Unit **Lectures**

Unit-I Concept, Nature and provisions of Education of the Children with Special Needs 16

- a) Meaning and scope of special education ;
- b) A brief history of special Education in India ;
- c) Special Education and Universalization of elementary Education – Constitutional provisions, government policies and state-wise positions ;
- d) Recommendation suggested in the National Policy of Education(1986), POA (1992) and person with disability Act (1995) ;
- e) National Institutes of handicapped and the role of Rehabilitation Council of India.

Unit-II: Exceptional Learners 22

The meaning and salient characteristics of each category of exceptional Learners in a manner that paves way for early and easy identification –

1. Mentally retarded,
2. Visually impaired,
3. Hearing impaired,
4. Suffering with learning difficulties and
5. Gifted and creative children
6. Othopaedically handicapped
7. Juvenile delinquents.

Unit-III: Educational Interventions 16

- a) Nature and objective of Special schools ;
- b) Concept of main streaming – Integrated schools and its support services including Resources Room, Resource Teacher, Counselor etc. ;
- c) Concept of Remedial teaching specially for the children facing learning difficulties ;
- d) Role of other members – (Teacher and peer group) in the school, in the family of the exceptional child and in the community.

Class test/tutorial- 2
Total- 56

Teacher Education (Special Paper)
Course I: Teacher Education-I

Lectures

Unit-I: Meaning and Scope of Teacher Education 14

Teacher Education – Concept and Scope, Aims and objectives at levels (Elementary, Secondary and College levels).

Unit-II: Development of teacher Education 22

A brief review of historical perspective of the development of teacher Education, a critical appraisal of the present system of education in India on the basis of various recommendations of commissions and committees on Teachers education in the post-independence era (with special reference to Kothari Commission and National Policy of Education).

Unit-III: Types of Teaching Education programs 18

In-service Teacher Education, Pre-service Teachers Education, Distance Education and refresher course, training of Educational Administrators.

Class test/tutorial- 2
Total- 56

Educational Measurement and Evaluation (Special Paper)
Course-i: Educational Measurement and Evaluation-I

Lectures

Unit-I: The Measurement and Evaluation Process

16

- a) Concept, scope and Need, taxonomies of educational objectives, Norm-referenced and criterion-referenced Measurement ;
- b) Evaluation : functions and Basic principles, Interrelationship between measurement and evaluation in education ;
- c) The status of educational measurement in India.

Unit-II: Tools, Models and Techniques of Measurement and Evaluation
16

- a) Tools of measurement and evaluation – subjective and objective tools, essay type test, objective test, questionnaires, interview, Rating scale, Inventories, schedules and performance test ;
- b) Model in measurement and evaluation – 3D model, total reflection model and individual judgment model.

Unit-III: Acquaintance with some Psychological tests used in the Field of Education
22

- a) Intelligence,
- b) Interest,
- c) Aptitude,
- d) Attitude,
- e) Creativity
- f) Values and
- g) Personality.

Class test/tutorial-

2

Total-

56

Fourth Semester

Course XV (Edn/PG/4.1) - Comparative Education -II

	Lectures
Unit-I: Comparative Study of the Primary Education	Systems
16	
Among USA, UK, Russia and Japan with special reference to India.	
Unit-II: Comparative Study of the Secondary Education	Systems
16	
Among USA, UK, Russia and Japan with special reference to India.	
Unit-III: Comparative Study of the Education Systems	22
Among the following countries with special reference to India –	
a. Higher Education – USA, UK and France ;	
b. Teacher Education – USA, UK and Germany ;	
c. Adult Education – China, Cuba and Brazil.	
d. Distance and continuing education-Australia,UK	
Class test/tutorial-	2
Total-	56

Course XVI (Edn/PG/4.2) - Curriculum Studies-II

	Lectures
Unit-IV : Curriculum Evaluation	16
a) Concept , Scope and Importance,	
b) Methods,	
c) Interpretation of evaluation result.	
Unit-V: Suggestions and Recommendations in curriculum Development as per the Commission	18
b) University Education Commission (1948)	
c) Secondary Education Commission (1952)	
d) Education Commission (1966)	
Unit-VI: Contemporary Trends in Curriculum Implementation	20
a) Issue and trends of curriculum implementation since New Education Policy (1986) – Primary, Secondary and Higher Education levels ;	
b) Curriculum research in India.	
Class test/tutorial-	2
Total-	56

Course XVII (Edn/PG/4.3) - Special Papers

Course XVIII (Edn/PG/4.4)- Dissertation/Special Papers

Educational Technology (Special Paper) Course II: Educational Technology-II

Lectures

Unit-IV: Science and Teaching

24

- a) Modalities of teaching – Concepts of teaching, instruction, Training and Conditioning and their differences ;
- b) Levels of teaching – Memory, Understanding and reflective levels ;
- c) Stages of teaching – Pre-active, Interactive and Post-active ;
- d) Teaching strategies – Meaning, Nature, Function and type;
- e) Models of Teaching - Meaning, Nature, Function and Family ;
- f) Components of Advance Organizer, concept Attainment, Non-directive, Jurisprudential Inquiry and Training Models of Teaching.

Unit-V: Modification of Teaching Behavior

10

- a) Formulation of Instructional Objectives and task Analysis;
- b) Simulation and micro-teaching ;
- c) Flander’s interaction Analysis technique and its modern development ;

Unit-VI: Recent Trends in Educational Technology 10

- a) Individualized Instruction – Programmed Instruction (Linear and Branching), Computer Assisted Instruction and Language Laboratory ;
- b) Researches in Educational Technology ;
- c) Future priorities in Educational technology.

Class test/tutorial-

2

Total-

56

Teacher Education (Special Paper)

Course II: Teacher Education-II

Lectures

Unit-IV: Teacher Education Curriculum 18

Teacher Education curriculum at different stages. Patterns of student teaching – Internship, Block teaching, teaching practice; Techniques of Teachers’ Training – Core teaching, Microteaching and intersection Analysis; Evaluation of student teaching; taxonomy of teacher Education.

Unit-V: Trends and Research in Teacher Education 16

Innovation in teacher education – teaching effectiveness, schools effectiveness and modification of teacher behavior – Research and implications.

Unit-VI: Current problems

20

Teacher Education and professional Organizations for various levels of teachers, Education and performance appraisal of teacher, Teacher education and practicing schools, teacher education and Community, Teacher Education and other institution , implementation of curriculum of Teacher Education.

Education of the children with special needs: (Special Paper)
Course-ii: Education of the children with special needs-II

Lectures

Unit-IV: Rehabilitation of MR Children 16

Psycho-social problems, preventive measures, Educational programs and placement of mentally Retarded children with learning disabilities.

Unit-V: Rehabilitation of ED Children 20

Psycho-social problems, preventive measures, Educational programs and placement of emotionally disturbed children with speech and language disorder.

Unit-VI: Rehabilitation of VI Children 18

Psycho-social problems, preventive measures, Educational programs and placement of visually impaired children with hearing impairment.

Class test/tutorial- 2
Total- 56

Educational Measurement and Evaluation (Special Paper)
Course-ii: Educational Measurement and Evaluation-II

Unit	Lectures
Unit-IV: Construction of Test	22
a) General principles of test construction and its standardization;	
b) Writing test items – objective type, Essay type and Interpretive type;	
c) Item analysis procedures for Norm-referenced and Criterion-referenced tests.	
Unit-V: Standardization of Measuring Instrument	22
a) Basic characteristics of good measuring instruments – validity, Objectivity, Reliability, Usability and Norms ;	
b) Types of text, Ways of determination, Importance and application ;	
c) Item analysis ;	
d) Test standardization ;	
e) Norm-referenced and criterion-referenced tests, Scaling, Standard score, T-score and C-score ;	
f) Steps involved in standardizing a test.	
Unit-VI: Interpretation of scores	10
New trends in evaluation –	
a) Grading ;	
b) Semester system ;	
c) Continuous Internal Assessment system ;	
d) Question bank ;	
e) Use of Computer in evaluation.	
Class test/tutorial-	2
Total-	56

- To orient students to develop positive attitude towards the educational researches ;
- To enable to identify research problem/topic ;
- To help students to formulate research questions, objectives, hypotheses etc.
- To enable students to make research design or actual plan of work ;
- To orient students with the techniques of field survey and collecting information from different sources ;
- To enable students to analysis data/information quantitatively and/or qualitatively and to interpret that;
- To acquaint students with the documentation procedure of the project report.

Activities:

- I. **Proposal Presentation Seminar** with project title, Significance of the study, brief review of related studies, research question/objectives/hypotheses study design and/or probable analysis (15 marks, to be examined by the faculty member) ;
- II. **Project Submission Seminar** for critical, technical and academic discussion with the worked-out project (15 marks, to be examined by the faculty members).
- III. **Document of the Project Report** (50 marks to be examined by the External Expert and the Supervisor, the average of these two marks shall constitute the final marks on the report part) ;
- IV. **Viva-voce Examination** (20 marks, to be examined jointly by Supervisor, HOD and External Expert).

Suggested readings:

Philosophical Foundations of Education:

1. Butler D. J.: Four Philosophies and their practice in Education
2. Sinha J.: Outlines of Indian Philosophies.
3. Rusk R R: Great Educators
4. Mukherji, S P: Great Educators
5. Purkait B R: Milestone in Modern Indian Education
6. Sharma R : Great Educators
7. Wring, Calin: Democracy, Schooling and Political Education
8. Value Education: NCERT
9. Taneja V R: Educational Thought and Practice
10. Friere P: Pedagogy of the Oppressed
11. Illich I: Deschooling Society
12. UNESCO 1996: Delors Report
13. 10th and 11th Five Years Plan: Govt. of India
14. Sharma and Sharma: Problems of Education in India
15. Nanda S K : Indian Education and its problems today
16. Revised draft on Education Policy, 1986, Programme of Action 1992
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