

CURRICULUM AND SYLLABI
FOR
MASTER OF ARTS IN EDUCATION
(M.A. in EDUCATION)

w.e.f 2014-2015

Two- years Course

(Semester System)

Curriculum and Syllabus of M.A./M.Sc. in Education w.e.f 2014-15

i)	Semester I	200	20 credits
ii)	Semester II	200	20 credits
iii)	Semester III	200	20 credits
iv)	Semester IV	200	20 credits

Duration of each semester is six months

Total Marks 800

Total Credit 80

Semester – I

COURSE – I (EDN 101) (Part one)	Marks – 50 (5 credits)
COURSE – II (EDN 102) (Part one)	Marks – 50 (5 credits)
COURSE – III (EDN 103) (Part one)	Marks – 50 (5 credits)
COURSE – IV (EDN 104) (Part one)	Marks – 50 (5 credits)

Semester – II

COURSE – V (EDN 201) (Part two)	Marks – 50 (5 credits)
COURSE – VI (EDN 202) (Part two)	Marks – 50 (5 credits)
COURSE – VII (EDN 203) (Part two)	Marks – 50 (5 credits)
COURSE – VIII (EDN 204) (Part two)	Marks – 50 (5 credits)

Semester – III

COURSE –IX (EDN 301) (Part one)	Marks – 50 (5 credits)
COURSE- X (EDN 302) (Part one)	Marks – 50 (5 credits)
COURSE XI (EDN 303) (Part one)	Marks – 50 (5 credits)
COURSE XII (EDN 304) (Part one)	Marks – 50 (5 credits)

Semester – IV

COURSE –XIII (EDN 401) (Part two)	Marks – 50 (5 credits)
COURSE –XIV (EDN 402) (Part two)	Marks – 50 (5 credits)
COURSE – XV (EDN 403) (Part two)	Marks – 50 (5 credits)
COURSE – XVI (EDN 404) (Part two)	Marks – 50 (5 credits)

N.B.

- A theoretical paper of 50 marks shall generally be covered by 50 lecture periods.
- In Semester III and IV Students may opt for non-departmental Elective for Course XI (EDN 303) (Part one) and Course XII (EDN 403) (Part one)

BURDWAN UNIVERSITY, BURDWAN
DEPARTMENT OF EDUCATION
SYLLABUS OF M.A. IN EDUCATION
Two- year Course
(Semester System)

Semester – I : Duration six months

Total credit 5 x 4 = 20

COURSE I (EDN 101)- Philosophical Foundations of Education (Part one)	5 credit
COURSE II (EDN 102)-Psychological Foundations of Education (Part one)	5 credit
COURSE III (EDN 103) - Sociological Foundations of Education (Part one)	5 credit
COURSE IV (EDN 104)- Comparative Education (Part one)	5 credit

Semester – II : Duration six months

Total credit 5 x 4 = 20

COURSE V (EDN 201) -Philosophical Foundation of Education (Part two)	5 credit
COURSE VI (EDN 202)- Psychological Foundations of Education (Part two)	5 credit
COURSE VII (EDN 203)- Sociological Foundations of Education (Part two)	5 credit
COURSE VIII (EDN 204)-Comparative Education (Part two)	5 credit

Semester –III : Duration six months

Total credit 5 x 4 = 20

COURSE IX (EDN 301) - Methodology of Educational Research (Part one)	5 credit
COURSE X (EDN 302) - Educational Technology & Educational Management (ET - Part one)	5 credit
COURSE XI (EDN 303) - Special Paper I (Part one) / Elective Paper (Part one)	5 credit
COURSE XII (EDN 304) – Practical based on Educational Psychology (Part one)	5 credit

Semester –IV : Duration six months

Total credit 5 x 4 = 20

COURSE XIII (EDN 401) - Methodology Educational Research (Part two)	5 credit
COURSE XIV 4(EDN 02) - Educational Technology & Educational Management (EM - Part two)	5 credit
COURSE XV (EDN 403) - One Special Paper (Part two) / Elective Paper (Part two)	5 credit
COURSE XVI (EDN 404) - Project /Dissertation/Presentation of Seminar Papers/ term paper (on Spl. Paper)(to be decided by the D.C.) (Part two)	5 credit

For Evaluation of Course XVI

Development of Seminar Paper	10
Presentation of Seminar Paper	15
<u>Total -</u>	<u>25</u>

Course Outline

Semester I						
Course No.	Course Type	Course Title	Credit	Credit Distribution		
				L	T	P
C101	Core	Philosophical Foundation of Education (Part I)	5	4	1	
C102	Core	Psychological Foundation of Education (Part I)	5	4	1	
C103	Core	Sociological Foundation of Education (Part I)	5	4	1	
C104	Core	Comparative Education (Part I)	5	4	1	
Total Credit			20			

Semester II						
Course No.	Course Type	Course Title	Credit	Credit Distribution		
				L	T	P
C201	Core	Philosophical Foundation of Education (Part II)	5	4	1	
C202	Core	Psychological Foundation of Education (Part II)	5	4	1	
C203	Core	Sociological Foundation of Education (Part II)	5	4	1	
C204	Core	Comparative Education	5	4	1	
Total Credit			20			

Semester III						
Course No.	Course Type	Course Title	Credit	Credit Distribution		
				L	T	P
C301	Core	Methodology of Educational Research (Part I)	5	4	1	
C302	Core	Educational Technology & Educational Management (Part I- ET)	5	4	1	
C303	Special Paper	Special Paper I (Part I)	5	4	1	
C304	Practical	Practical based on Educational Psychology (Part I)	5	2		3
Total Credit			20			

Semester IV						
Course No.	Course Type	Course Title	Credit	Credit Distribution		
				L	T	P
C401	Core	Methodology of Educational Research (Part II)	5	4	1	
C402	Core	Educational Technology & Educational Management (Part II- EM)	5	4	1	
C403	Special Paper	Special Paper I (Part II)	5	4	1	
C404	Practical	Project/ Dissertation/ Presentation of Seminar paper/ Term Paper (on Spl. Paper)	5	2		3
Total Credit			20			
All Total Credit			80			

SEMESTER - I

COURSE I (EDN 101) - Philosophical Foundations of Education (Part one)

Full Marks 50

Lecture Hours 50

- Objectives :
- To enable the students to develop the following objectives –
 - to understand the contributions of Philosophy in the discipline of Education.
 - to develop the contributions of different schools of Indian Philosophy in the field of education.
 - to understand the impact of Western School of Philosophy on Indian Education.
 - to understand some concepts related to social Philosophy of education and build competency to interpret and evaluate those concepts fully.
 - to acquaint themselves with the contributions of some Indian and Western Educational Thinkers.

Contents

Unit – I: Education & Philosophy

- (a) Concept and definition
- (b) Nature and Scope
- (c) Relationship

(8 Lectures)

Unit – II: Indian Schools of Philosophy:

- (a) Samkhya,
- (b) Vedanta
- (c) Nyaya,
- (d) Buddhism
- (e) Jainism
- (f) Islamic Traditions

(18 Lectures)

(with special reference to Concept, Reality and Values and their educational implications)

Unit – III: Western Schools Philosophies

- (a) Naturalism
- (b) Idealism
- (c) Pragmatism

(9 Lectures)

(with special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of Education)

Unit – IV: Contribution of Western Philosophers in Education:

- (a) Froebel,
- (b) Herbert Spencer,
- (c) John Dewey,
- (d) Bertrand Russell.
- (e) A.N. Whitehead

(15 Lectures)

References

1. Educational Philosophy-S.Seetharamu.
2. Educational Philosophy-Viswal
3. Bharatiya Darshan- Dipak Bagchi
4. Philosophical Bases of Education-R.R.Rusk
5. Outlines of Indian Philosophy-J.Sinha
6. Philosophical Foundations of Education-K.K.Shrivastava
7. Great Educators-R.R.Rusk

- 8.Educational Thoughts and Practice-V.r.Taneja
 9.Critical Survey of Indian Philosophy-Chandradhar Sharma)
 10.Contemporary Indian Philosophy-B .K .Lal

SEMESTER - I

COURSE II (EDN 102) - Psychological Foundations of Education (Part one)

Full Marks 50

Lecture Hours 50

Objectives : To enable the students to develop the following objectives -

To understand the relationship between education and psychology and the methods of educational psychology

- to understand the contributions of different schools of Psychology to Education.
- to understand the nature of various process of growth & development in acquiring educational Programs.
- to understand the nature, types and theories of learning .
- to understand the concept,importance and types of transfer of learning.

Unit – I : (i) Meaning of Education and Psychology:

- (a) Relationship of education and psychology
- (b) Scope of Educational Psychology **(4 Lectures)**

(ii) Methods of Educational Psychology:

- (a) Experimental
- (b) Clinical
- (c) Differential **(6 Lectures)**

Unit – II : Major Schools of Psychology –

- (a) Behaviourism,
- (b) Cognitivism,
- (c) Gestalt,
- (d) Psychoanalysis **(10 Lectures)**

Their contribution towards education

Unit – III: Growth and Development–

- (a) Physical,
- (b) Social,
- (c) Intellectual,
- (d) Emotional
- (e) Moral **(10 Lectures)**

Their characteristics and role in educational processes.

Unit – IV: (i) Learning–

- (a) Concept, Nature & Types.
- (b) Factors of learning, their characteristics and relation with learning.

(ii) Theories of Learning –

- (a) Skinner,
- (b) Hull,
- (c) Tolman,
- (d) Lewin, Gagne,
- (e) Concept learning – Bruner,
- (f) Constructivism – Piaget, Vygotsky. **(12 Lectures)**

Unit – V: Transfer of Learning –

- (a) Concept, importance,
- (b) Nature & Types,
- (c) Contemporary views regarding general transfer & specific transfer.
- (d) Theories and Methods of enhancing transfer of learning. **(8 Lectures)**

Reference books-

1. Educational Psychology-C.E.Skinner
2. Text book of Educational Psychology-Y.K.Sharma
3. The Advanced Educational Psychology, The Psychology of the Learner- M.M.Fernandes
4. Educational Psychology-Anita Wolfolk
5. Essentials of Educational Psychology-S.K.Mangal
6. Foundations of Education-G.Arunamohan
7. The Structure of Learning- Gardner & Gardner
8. Educational Psychology –Kakkar
9. Psychological Foundations of Education-Prem Prakash

SEMESTER - I

COURSE III (EDN 103) - Sociological Foundations of Education (Part one)

Full Marks: 50

Lecture Hours 50

- Objectives :
- To enable the students to develop about -
 - Meaning and Nature of Education, Society, Educational Sociology, Sociology of Education.
 - Social group, social stratifications and their educational implications.
 - Application of social change and social mobility on different segments to our society.
 - The Concept nature and role of Culture, cultural determinants and cultural change
 - Education and backward community

Content

Unit – I: (a) Meaning and Nature : Educational Sociology and Sociology of Education
(b) Concept and characteristics of Social organization and their educational implications.
(c) Factors influencing social organization – folk ways; mores; norms; institutions and values
(8 Lectures)

UNIT-II: Social interactions and their educational implications

- (a) Social group inter-group relationship – group dynamic and Socio- metric study in formal groups.
- (b) Social stratifications – concepts of social stratification and its educational implications.
(6 Lectures)

UNIT-III: Social change:

- (a) meaning and concept with special reference to India.
- (b) Concept of Urbanization, Modernization, Westernization and Sanskritisation with special reference to Indian society and its educational implications.
- (c) Social Mobility: Meaning, Kinds, Importance in educational context
(11 Lectures)

UNIT-IV: Culture:

- (a) Meaning and nature
- (b) Role of education in cultural context

- (c) Cultural determinants of education
- (d) Education and cultural change.

(15 Lectures)

Unit – V: Education and Backward Community:

- (a) Education of the socially and economically disadvantaged sections of the Indian Society with special reference to scheduled caste & scheduled tribes, women and rural population.
- (b) Factors influencing the educational progress due to the backwardness of the disadvantage population in India.

(10 Lectures)

Reference Books

1. Educational Sociology-F.J.Brown
2. Sociology of Education in India-N. Jayaram
3. Sociological foundations of Education-Hemlata Taleesra
4. Sociological Philosophy of Education-Y.K.Sharma
5. Sociological Perspectives in Education-S.C. Shukla &K. Kumar
6. Education and Society-Concepts , Perspectives & Suppositions-J. Prasad
7. Sociology of Education –Jacob Aikara
8. Indian Social Problems-Ram Ahuja
9. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education , New Delhi
10. Sociology of Education: An introduction- Mossish, Loor (1972),. George Lalen and Unwin, London
11. Perspective in Social Foundations of Education - Pandey, K.P.(1983), Amita Prakashan, Gaziabad
12. Philosophical and Sociological Foundations of Education - Saxena, S.(2001). Meerut: Surya publications.

SEMESTER - I

COURSE IV (EDN 104) - Comparative Education (Part one)

Full Marks: 50

Lecture Hours 47

- Objectives :
- To enable the students to develop about -
 - To understand the students about comparative education as an emerging discipline of Education.
 - To understand the various factors of Comparative Education.
 - To analyze contemporary trends in Education of the world with special reference to UNO and its various bodies.
 - To understand the different approaches of Comparative Education.

Contents

Unit – I: Comparative Education:

- (a) Meaning, Nature, Scope and Importance;
- (b) Comparative Education as an independent academic discipline;
- (c) Methods of Comparative Education;

(d) Fields of comparative education;

(10 Lectures)

Unit – II: Factors of Comparative Education:

(a) Geographical, Socio-Cultural, Historical, Philosophical, Economic, Scientific, Structural and Functional.

(b) Importance of Comparative education in the field of Education

(15 Lectures)

Unit – III: Contemporary Trends in World Education:

(a) National and International,

(b) Role & Programmes of UNO and its various official bodies in improving the quality of Education among the member countries.

(10 Lectures)

Unit-IV: Approaches to comparative education:

a) Importance of cross-disciplinary approach in comparative education

b) Different Approaches -

(i) Historical approach,

(ii) Cross-disciplinary approach, and

(iii) Problem approach.

(12 Lectures)

Reference Books

1. Comparative Education-T.S. Sodhi
2. Comparative Education- Chaube & Chaube
3. Comparative Education –Y. K. Sharma
4. Comparative Education –R.N. Sharma
5. Comparative Education-A Study of educational Factors and Traditions-N. Hans

SEMESTER - II

COURSE V (EDN 201) - Philosophical Foundations of Education (Part two)

Full Marks 50
Lecture Hours 50

Objectives : To enable the students to develop about-

The analysis of modern concept of philosophy

-The Role of Indian schools of Philosophy in Education System.

The Role of Western schools of Philosophy in Education System

- Contributions of some Indian Philosophers and Educationists.
- National values as enshrined in the Indian constitution and their educational implications.

Contents

Unit-I : Analysis Modern concept of Philosophy :

- (i) logical analysis;

- (ii) logical positivism;
- (iii) positive relativism;

(9 Lectures)

Unit-II : Indian Schools of Philosophy :

- (i) Vaisihika,
- (ii) Vedanta,
- (iii) Charvaka

(with special reference to their educational implications for aims, contents and methods of teaching)

(12 Lectures)

Unit-III: Western Schools of Philosophy:

- (i) Existentialism,
- (ii) Essentialism,
- (iii) Humanism,
- (iv) Marxism

(with special reference to their educational implications for aims, contents and methods of teaching)

(12 Lectures)

Unit –IV: Educational Philosophy of

- (i) M.K. Gandhi,
- (ii) Aurobindo,
- (iii) R.N.Tagore
- (iv) S.Radhakrishnan
- (v) J.Krishnamurti

(with special reference to their educational implications for aims, contents and methods of teaching)

(15 Lectures)

Unit-V: National values as enshrined in the Indian constitution and their educational implications;

(2 Lectures)

Reference Books

Some more references -

1. Gore, M.S. (1984) *Education and Modernization in India*, Rawat Publishers, Jaipur
2. Hanighurst, Robert et al. (1995) *Society and Education*, Baston: Allyn and Bacon.
3. Kamat, A.R. (1985) *Education and Social Change in India*, Bombay Samaiya Publishing Co.,
4. Maubnhein K.(1962) *An Introduction to sociology of Education*, Routledge and Kegan Paul, London
5. M.H.R.D. (1990) *Towards an Enlightened and Human Society*. Department of Education , new Delhi
6. Mossish, Loor (1972), *Sociology of Education:An introduction*. George Lalen and Unwin, London
7. Pandey, K.P.(1983) *Perspective in Social Foundations of Education*, Amita Prakashan, Gaziabad
8. Saxena, S.((2001) *Philosophical and Sociological Foundations of Education*.

Meerut: Surya publications.

9. Singh, B.N.(2005) *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.

10. Sodhi, T.S.& Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.

SEMESTER - II

COURSE VI (EDN 202) - Psychological Foundations of Education (Part two)

Full Marks 50

Lecture Hours 50

Objectives : To enable the students to develop about -

- Meaning and Nature of Intelligence.
- Nature and Theories of Learning.
- Creativity and Motivation.
- Nature of personality, individual differences and their educational implications.
- Meaning and forms of Students' Diversity

Unit – I : Intelligence –

(a) Concept and Nature

(b) Theories and their educational significance

- (i) Cattell,
- (ii) Guilford,
- (iii) Gardner,

(9 Lectures)

Unit- II : Theories of Learning

- (i) Tolman
- (ii) Lewin
- (iii) Gagne
- (iv) Concept learning – Bruner
- (v) Constructivism – Piaget, Vygotsky
- (vi) Educational implications of the above theories **(12 Lectures)**

Unit – III : Creativity & Motivation

Creativity-

- (a) Concept and Nature
- (b) Factors of Development of creativity
- (c) Measurement of Creativity

Motivation -

- (a) Hierarchy of Needs,
- (b) Achievement Motivation

(c) Attribution Theory and its educational implications (10 Lectures)

Unit – IV : Personality –

(a) Concept and Nature

(b) Theories & Educational implications – Cattell, Eysenck, Jung, Erickson,

(i) Individual differences and its implications for organizing educational programmes. (9 Lectures)

Unit-V: Students' Diversity –

i) Definition and nature

ii) Different Forms of students' diversity -

(a) Learning Disability,

(b) Giftedness,

(c) Socio-economic disadvantaged learners

(d) Mental Retardation (10 Lectures)

Reference books-

Some more references

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
2. Allport, G.W. (1954), personality , New York, Holt, 1954
3. Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston
4. Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiley and Sons, Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston
6. Baur, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Hand book of Psychology , health & Medicine, Cambridge: Cambridge University Press
7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay: D.B. Tarapoevwala Sons & Co.
8. Dicapro, N.S. (1974)Personality Theories, New York, Harper
9. Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, New York: The Mac Millan Co.
10. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehart and Winston
11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: Mac Millan
12. Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
13. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
14. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
15. Shanker Udey, (1965)Development of personality
16. Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) Textbook of Psychiatry, New Delhi: jaypee Broterhs Medical Publishers (P) Ltd.
17. Talbott; J.A. Hales, R.E. & Yodofsy, S.G. (1994) Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.

18. Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , procedures and Applications, London: Allyn Bacon

SEMESTER - II

COURSE VII (EDN 203) - Sociological Foundations of Education (Part two)

Full Marks 50

Lecture Hours 50

- Objectives: To enable the students to develop about -
- The knowledge about Social Change.
 - The knowledge about Social stratification.
 - To know the relationship between Education and values.
 - Education and its relation to Democracy, Politics, Religion, National integration and Globalisation
 - To understand some social problems in India and the role of Education
 - To understand the relationship between education and leadership.

Unit – I : Education and Social Change –

- (i) Factors affecting social change
- (ii) Constraints of social change – caste, ethnicity, class, language, religion, regionalism.
- (iii) Theories of Social change (Marxian theory and Sorokin's view)

(10 Lectures)

Unit – II : Education and Social stratification –

- (i) Role of education in social mobility
- (ii) Education to social equity
- (iii) Equality of educational opportunity

(6 Lectures)

Unit – III : Education and Values –

- (i) Concepts, Nature & Classification,
- (ii) Need for inculcation of values,
- (iii) Indian traditional thought on value education

(6 Lectures)

Unit – IV : Education in relation to

- (i) democracy
- (ii) Politics
- (iii) Religion
- (iv) National integration
- (v) Globalization

(10 Lectures)

Unit – V : Social Problems in India and Role of Education to minimize-

- (i) Poverty, Illiteracy, Child abuse and Child labour
- (ii) Drug abuse and Drug addiction
- (iii) Terrorism

(10 Lectures)

Unit – VI : Education and Leadership :

- (i) The locus of leadership and roles
- (ii) Leaders & leadership
- (iii) The dynamics of leadership
- (iv) Types of leader & leadership styles
- (v) Characteristics of leaders.

(8 Lectures)

Reference Books

Some more Reference Books

1. Gore, M.S. (1984) Education and Modernization in India, Rawat Publishers, Jaipur
2. Hanighurst, Robert et al. (1995) Society and Education, Baston: Allyn and Bacon.
3. Kamat, A.R. (1985) Education and Social Change in India, Bombay Samaiya Publishing Co.,
4. Maubnhein K.(1962) An Introduction to sociology of Education, Routledge and Kegan Paul, London
5. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education , New Delhi
6. Mossish, Loor (1972), Sociology of Education: An introduction. George Lalen and Unwin, London
7. Pandey, K.P.(1983) Perspective in Social Foundations of Education, Amita Prakashan, Gaziabad
8. Saxena, S.((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.
9. Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
10. Sodhi, T.S.& Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

SEMESTER - II

COURSE VIII (EDN 204): Comparative Education (Part two)

Full Marks 50

Lecture Hours 50

Objectives: To enable the students to develop about -

- To understand some selected systems of education of the world.
- To analyze some selected systems of education of the world.
- To compare some selected systems of education of the world.

Contents : Comparative study of the Education System with reference to the following Units -

Unit – I : Universalization of Elementary Education – U.K., USA and Japan with special reference to India.

(10 Lectures)

Unit – II : Secondary Education – U.K., USA and Germany with special reference to India.

(10 Lectures)

Unit – III : Higher Education – UK, USA and France with special reference to India.

(10 Lectures)

Unit – IV : Teacher Education – UK, USA and Germany with special reference to India

(10 Lectures)

Unit-V : Adult and Distance Education (with special reference to India)–

(i) Australia

(ii) China

(iii) France

(10 Lectures)

Reference Books

Some more reference materials

1. Bexday, G.Z.L.(1964) Comparative Methods in Education.
ND Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System.
New York Harcourt Brace & Company
3. Denis Lawten.(1986) School Curriculum Planing, London Hodder and Stoughton.
4. Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.
5. Harold Albery.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
6. Harold, B.Albery& Elsic, J. Albery (1963). The Curriculum. N.Y,The MacMillan Company.
7. Hugh Sockett.(1976) Designing the Curriculum Design.(London) McGraw Hill,
8. Ivor, K.Davies.(1976) Objectives in Curriculum Design,London, McGraw Hill.
9. John, D.McNeil (1977).Curriculum Boston. Little Brown and Company.

SEMESTER –III

COURSE IX (EDN 301) : Methodology of Educational Research (Part one)

Full Marks 50

Lecture Hours 50

OBJECTIVES

To enable the students to

*Describe the nature and process of research in education

*Find the tools and techniques of data collection

*Describe the reliability and validity

*Develop the concept of quantification, measures, grouping & presentation of data

Know Normal Probability Curve

Know measures of relationship

Contents

Unit-I: (i) Methods of acquiring scientific knowledge: Tradition, experience, reasoning – inductive and deductive

(ii) Nature and scope of educational research:

- (a) Meaning, nature and limitations
- (b) Need and purpose of Educational Research
- (c) Scientific enquiry and theory development
- (d) Fundamental, Applied and Action Research
- (e) Quantitative and Qualitative Research

(10 Lectures)

Unit-II : (i) Tools & techniques of data collection

(ii) Criteria of good research tools

iii) Characteristics and uses of-

- (a) Observation
- (b) Interview
- (c) Questionnaire
- (d) Rating scale
- (e) Attitude scale and
- (f) Tests of performance

(10 Lectures)

Unit-III: Reliability & validity:

- i) concept & types
- ii) Different methods of estimation
- iii) Importance in educational research

(6 Lectures)

Unit—IV: (i) Types of data: Quantitative and qualitative

(ii) Classification, Quantification and presentation of Research data, (iii) Graphical presentation-

- (a) Histogram
- (b) Polygon
- (c) Ogive
- (d) Application and uses of the above in Educational Research

(iv) Statistical description with different measures of Central tendencies and Variabilities

(8 Lectures)

Unit—V: Normal Probability Curve:

- (i) concept, characteristics and uses
- (ii) Causes of non normality
- (iii) Standard scores-kinds and uses in Educational Research

(6 Lectures)

Unit—VI: Measures of relationship:

- (i) Co-efficient of correlations –
 - (a) rank difference
 - (b) product moment
 - (c) Biserial correlation

- (d) Point biserial correlation
- (e) Partial and Multiple correlations (concepts and uses only)

(10 Lectures)

Reference books

1. Research Methods in Education-L. Cohen; K. Morrison
2. Psychological Testing-Anastasi & Urbina
3. Statistics in Psychology and Education-S. K .Mangal
4. Research Design-J.W. Creswell
5. How to do Research in Education-C.V .Good
6. Statistics in Psychology and Education-H.E. Garrett & R .S Woodworth
7. Foundations of Research-de Marris & Lappan
8. Research in Education-Best & Kahn

SEMESTER –III

COURSE X (EDN 302) - Educational Technology & Educational Management

Educational Technology

Full Marks 50

Lecture Hours 50

OBJECTIVES

To enable the students to

- *Explain the meaning nature and scope of Educational Technology (ET)
- *Explain the different models of teaching
- *Develop & design instructional systems
- *Learn to apply communication in teaching
- *Learn to modify teaching behavior

Learn emerging trend in ET

Contents

Unit-I : (a) Concept, Objective and Scope of Educational Technology

(b) Major approaches of Educational Technology-Hardware, Software.

(c) Various forms of Educational Technology

(d) Instructional Technology of Teaching Cybernetic

(e) Systems approach in Education

(10 Lectures)

Unit- II : Models of Teaching :

(a) Concept, Description, Families and application of Models

(b) Teaching models –

(i) Ausubel

(ii) Bruner

(iii) Skinner

(8 Lectures)

Unit-III : Designing Instructional Systems -

- (i) Formulation of instructional objectives
- (ii) Task Analysis
- (iii) Instructional Strategies-
 - (a) lecture
 - (b) team teaching
 - (c) seminar
 - (d) simulated teaching

(10 Lectures)

Unit-IV : Communication in Teaching-

- (i) Components of communication process - sender, media, message, receiver noise and feedback
- (ii) Theories of communication
- (iii) Factors affecting classroom communication

(6 Lectures)

Unit-V: Modification of Teaching Behavior –

- (i) Microteaching
- (ii) Flanders' Interaction Analysis
- (iii) Simulation

(8 Lectures)

Unit-VI: Emerging trend in ET-

- (i) Language Laboratory
- (ii) Radio Vision
- (iv) Teleconferencing
- (v) CCTV
- (vi) Multimedia in education

(8 Lectures)

Reference Books

- 1 Essentials of Educational Technology-(Mangal & Mangal)
2. Educational Technology-D.D.Agarwal
3. Educational Technology-Knowledge Assessment-M.Mukhopadhyay
4. Educational Technology & Management-Y K Sharma & M.Sharma
5. Educational Technology-J. Mohanty
6. Fundamental Aspects of Educational Technology- Y. K .Sharma
7. Educational Technology – Usha Rao
8. Siksha Prajuktibijnan—Maloy Kr. Sen
9. Sikshan O Nirdeshanar Manastatwa – D. Mukherjee and S.K Ghosh
10. Davies, I.K.(1971), “The Management of Learning” London: Mc Graw Hill.
11. Dececco, J.P.(1988), “The Psychology of Learning and Instruction” New Delhi, Prentice Hall.
12. Kulkarni, S.S.(1986), “Introduction to Educational Technology”, New Delhi : Oxford & IBH Publishing Company.
13. Kumar, K.L. (1996), “Educational Technology”, New Delhi: New Age International Publishers.

14. Locatis, C.N. and Atkinson F.D.(1984),“Media and Technologyfor Education and Training”, London: Charles E. Publishing Co.
15. Mavi, N.S.(1984), “Programmed Learning- An Empirical Approach”, Kurushetra, Vishal Publishers.
16. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
17. Mukhopadhyay,(1990) M.(Ed.) “Educational Technology”, New Delhi : Sterling.
18. Pandey, K.P.(1980), “A First Course in Instructional Technology:., Delhi: Amitash Parkashan.
19. Pandey, S.K.(1997) “Teaching Communication, New Delhi, Commonwealth Publishets.

SEMESTER –III

COURSE XI (EDN 303) - Special Paper (Any one of the following)-

(1). Teacher Education (Part one)

Full Marks – 50

Lecture Hours - 50

Objectives :

- * To know a brief review of the origin and development of Teacher Education in India
- * To acquaint the concept, scope and objectives of teacher education at different levels;
- * To understand the levels of teaching and modification of teaching behaviour
- * To acquaint the students with teaching strategies;
- * To acquaint the students with different teaching models ;

Contents :

Unit-I: (a) A brief review of the origin and development of teacher education in India

- (b) A critical appraisal of the present system of teacher Education in India - a study of the various recommendations of commissions and committees in post independence era. **(10 Lectures)**

Unit-II: (a) Concept, scope and objectives of Teacher Education at different levels (Elementary, Secondary and Tertiary)

- (b) Development and Evaluation of Teacher Education with special reference to Kothari Commission

(c) Teacher Education in the light of NPE 1986 and NCFTE-2009 **(6 Lectures)**

Unit-III: (a) Levels of teaching-

- (i) Memory
- (ii) Understanding
- (iii) Reflective

(b) Modification of Teaching Behavior –

- (i) Microteaching

- (ii) Interaction Analysis
 - (iii) Simulation
- (10 Lectures)**

Unit-IV: (a) Teaching strategies- Pre-active, Interactive and Post-active

- (b) Integrated approach to Teacher Education
 - (c) Evaluation of teaching effectiveness
- (8 Lectures)**

Unit-V: (a) The Teaching Model –

- (i) Characteristics, Fundamental Elements and Families of Teaching Models
 - (b) Types of Modern Teaching Model-
 - (i) Glasser's Basic Teaching Model
 - (ii) Advance Organizer Model
 - (ii) Concept Attainment Model
 - (c) Socialized approach –
 - (i) Teaching Thinking
 - (ii) Teaching problem solving
 - (iii) Teaching self learning
- (16 Lectures)**

Reference Books:

1. Teacher Education : Principles, theories and practices – Sashi Prabha Sharma
2. Technology of Teaching – A.R. Sharma
3. Characteristics of Teacher – Ryan and G. Davis
4. Teacher Education in India – A Resource Book – L. C. Singh (ed), NCERT
5. Teacher Education in India- V. K. Kohli
6. Better Teacher Education - K. K. Shrimali
7. Teacher Education in India – K. K . Vasisth
8. Teacher Education – B.N. Panda and A.D. Tiwari

(2). Guidance and Counseling (Part one)

Full Marks – 50

Lecture Hours 45

Objectives:

To enable the students to

- Understand the concept & nature of guidance
- Understand the guidance information service
- Understand the Guidance organizational programme
- Understand the process of vocational guidance & career counseling

Unit-I: (a) Guidance-

- (i) Concept, nature, principles
- (ii) Types of educational, vocational and individual guidance

(b) Role of parent and teacher in guidance

- (c) Counselor's role in guidance & Guidance personnel
- (d) Difference between guidance and counselling, and counselling & psychotherapy

(8 Lectures)

Unit- II: Guidance Information services –

- (a) Needs & types; Sources
- (b) Collection & dissemination of information (educational & occupational) **(4 Lectures)**

Unit- III: Guidance Organisational programmes-

- (a) Organisation of guidance service at different levels of education
- (b) Essentials of good guidance programme.
- (c) Kinds of services - information, testing and follow-up process in counselling.
- (d) Role of personnel in guidance programmes **(15 Lectures)**

Unit- IV: Vocational guidance & career counseling –

- (a) Psychology of careers & dynamics of vocational developments
- (b) Job analysis, job description & job satisfaction
- (c) Work & productivity
- (d) Decision making and group counseling
- (e) School guidance programme and Behavioral counseling for vocational decisions **(18 Lectures)**

Reference Books:

1. Guidance and Counseling in Secondary School – S.K. Kochar
2. Guidance and Counseling – Gibson
3. Principles of Guidance and Counselling – K.K. Shrivastava
4. Fundamentals of Mental Health Education – Sashi Prabha Sharma
5. Abnormal Psychology : The Problems of Maladaptive Behaviour – Sarason and Sarason
6. Abnormal Psychology and Modern Life –Carson and Butcher
7. Essentials of Abnormal Psychology – Labh Sing and G.P. Tiwari
8. Abnormal Behaviour and Personality- T. Millon and R. Millon
9. Fundamentals of Guidance and Counselling – S.S. Mathur

3. Measurement and Evaluation in Education (Part one)

**Full Marks - 50
Lecture Hours 50**

Objectives :

To enable the student to :

1. Understand the nature of educational measurement and evaluation;
2. Become familiar with the characteristics of good measuring instrument in education;
3. Learn the new trends in measurement and evaluation
4. Learn the construction and standardization of test
5. Learn the processing of evaluation of data.

6. Learn common type of test norms.

Contents :

Unit-I: Educational Measurement and Evaluation

- (a) Nature and scope of educational measurement and evaluation
- (b) Levels of Measurement
- (c) Evaluation: Functions and basic principles of evaluation
- (d) Concept of Formative and summative evaluation

(8 Lectures)

Unit –II : (a) Tools of measurement and evaluation -

- (i) essay test
- (ii) objective test
- (iii) scales
- (iv) questionnaires schedules
- (v) Inventories
- (vi) performance tests

(8 Lectures)

(b) Characteristics of good measuring instrument-

- (i) Validity
- (ii) Reliability
- (iii) Norms, usability & objectivity

(6 Lectures)

Unit –III : New Trends in Measurement and Evaluation-

- (a) Grading system: Relative merits and demerits
- (b) Semester system
- (c) Continuous and Comprehensive evaluation
- (d) Question banks
- (e) Computer in Educational Evaluation

(6 Lectures)

Unit –IV : (a) Construction and standardization of a test.

- (b) Measurement of aptitudes, intelligence, attitudes & interests

(6 Lectures)

Unit –V : (a) Processing Evaluation of Data

- (c) Test scores- raw and derived
- (d) Methods of interpreting test scores - Interpretation of C. R.T., N. R.T. Scores, Derived scores - Z - score, Standard scores, T-scores, Stanine and Percentile scores

(10 Lectures)

Unit-VI Common type of test norms - Age Norm, Grade Norm, Standard scores norms,

Percentile, Decile and Stanine norms.

(6 Lectures)

Reference Books:

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P.(1998), Statistical Methods : Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York Mac Millan,

5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

4. Curriculum Development (Part one)

**Full Marks-50
Lecture Hours 50**

Objectives :

- * To develop in students the concept and need of curriculum.
- * To acquaint the students with the bases and determinants of curriculum ;
- * To develop understanding in the students the innovations in curriculum design and development.
- * To develop among students the approaches to curriculum design;
- * To acquaint the students with the process for curriculum organisation.

Contents :

Unit – I: Concept, Bases and Determinants of Curriculum:

- (a) Concept and need for curriculum in instructional systems
- (b) Tangible, Hidden and Core Curriculum **(8 Lectures)**

Unit – II : (a) Bases and Determinants of Curriculum –

- (i) Philosophical
- (ii) Psychological
- (iii) Sociological
- (iv) Technological
- (v) Discipline oriented considerations

- (b) Characteristics of a good curriculum. **(10 Lectures)**

Unit – III : Curriculum Design & Development

- (a) Concept and Criteria of Curriculum Development: Scope, Sequence and Relevance
Etc.
- (b) Basic Consideration of Curriculum Planning
- (c) Models of Curriculum Planning
- (d) Curriculum Development: Steps and Process **(12 Lectures)**

Unit –IV : Approaches to Curriculum Design :

- (i) Subject-Centred, Board field & Activity-cum-Experience Centred
 - (ii) Undifferentiated and Differentiated
 - (iii) Systems approach
 - (iv) Brahmer's approach
 - (i) Competency-based
 - (ii) Modular Approach – Self learning material
- (12 Lectures)**

Unit – V : Process for Curriculum Organization :

- (a) Objectives - general, specific and instructional;
 - (b) Selection of curriculum materials
 - (c) Criteria of selection.
- (8 Lectures)**

Reference Books:

1. Aggarwal. J. C1 *Curriculum Reform in India*: Delhi, Doaba, 1990.
2. Brent, Allen *Philosophical foundations for the Curriculum*, Boston, Allen and Unwin, 1978.
3. Das, R.C. *Curriculum and Evaluation*, New Delhi. NCERT, 1987.
4. Dell, Ronald C. *Curriculum Improvement: Decision Making & Process*, (6th edition). London, Allyn & Bacon, Inc. 1986.
5. Diamond, Robert M. *Designing & Improving Courses & Curricula in Higher Education A systematic Approach*, California, Jossey Bass Inc.Publishers,
6. English, F.W, *Deciding What to Teach and Test*, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
7. Erickson, H. L, *Concept based Curriculum and Instruction*, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
8. Flinders D. J (Ed) *The Curriculum Studies*, New Delhi, Atlantic Publishers
9. Mamidi, Malla Reddey & Ravishankar(eds) *Curriculum Development & Educational Technology*, New Delhi, Sterling Publishers, 1984.
10. NCERT *Curriculum & Evaluation*, New Delhi, NCERT, 1984.
11. NCERT *National Curriculum for Elementary & Secondary Education, A Frame Work*, New Delhi, NCERT, 1988.
12. Saylor J. Galen, William Alexander & Arthur J. Lewis *Curriculum planning for Better Teaching & Learning* (4th edition), New York, Holt Rinehart & Winston, 13. Trum J. Lyod. *Secondary School Curriculum Improvement*, New York, Prentice Hall, 1967.
14. Tyler, Ralph. W. *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc., 1962.
15. Tyler, Ralph. W. *Basic Principles of Curriculum & Instruction*, Chicago, The University of Chicago Press, 1974.
16. UNESCO *Curricula & Lifelong Education*, Paris, UNESCO.1981
17. Wheeler D.K. *Curriculum Process*, London, University of London Press

SEMESTER—III

COURSE XII (EDN 304) - Practical based on Educational Psychology
Full Marks 50
Lecture Hours 50

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

Evaluation Scheme

Practical note Book = 10

Semester Exam = 40 (30 for practical work and 10 for Viva Voce)

SEMESTER—IV

COURSE XIII (EDN 401) - Methodology Educational Research (Part two)

Full Marks 50
Lecture Hours 50

OBJECTIVES

To enable the students to understand

- Different methodologies of educational research
- Population and sampling
- Inferential statistics for testing null hypothesis
- Estimate and calculate regression & prediction
- Formulation and identification of research problem
- Emerging trends in Educational Research

Contents

Unit-I: Methodologies of educational research:

- (i) Historical
- (ii) Descriptive
- (iii) Experimental

(6 Lectures)

Unit-II: Population and sampling—

- (i) Meaning, purpose
- (ii) Procedure for selecting representative sample.
- (iii) Methods of sampling in educational research
- (iv) Sampling errors and how to reduce them **(8 Lectures)**

Unit—III: (a) Inferential statistics for testing null hypothesis

- (b) Interpretation of results:
 - (i) Non Parametric & Parametric techniques
 - (ii) chi square test,
 - (iii) Median test,
 - (iv) CR-test,
 - (v) F-test (one way) **(10 Lectures)**

Unit –IV: (a) Regression & prediction –

- (i) concepts, types
- (ii) methods of estimation of linear regression & prediction,
- (iii) Uses in educational Research
- (iv) Multiple regression (concepts & uses) **(10 Lectures)**

Unit-V: (a) Formulation of research problem

- (b) Criteria and sources for identifying the problem
- (c) Delineating and operationalizing variables
- (d) Review of related literature: Importance and various sources including internet
- (e) Developing hypothesis in various types of research
- (f) Writing a Research Report – Criteria and steps **(12 Lectures)**

Unit- VI: Emerging trends in educational research **(4 Lectures)**

SELECTED READINGS

1. Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source Book*, Nirmal , Kurukshetra
2. Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, ND
3. Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, ND
4. Edward, Allen L (1968), *experimental Designs in psychological Research*, Holt, Rinehart and Winston, New York
5. Good, C.V. and Douglas, E. S. (1954), *methods in Social Research* , Mc Graw Hill, New York
6. Kerlinger, F.N. (1973), *foundation of Behavioral Research*, Holt, Rinehart and Winston, New York
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi
8. James H. and Schumarcher, S. (1989), *research on Education: A*

- conceptual Introduction , Harper and Collins, New York
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, New Delhi
 10. Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches* , Allyn and Bacon, Boston
 11. Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, New York
 12. Van Dalen, D.B.(1962), *understanding Educational research* , Mc Graw Hill New York
 13. Young, P.V. (1960), *Scientific Social Surveys and research*, prentice hall, ND
 14. Miller, D.C. & Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications , London
 15. Ruane, Janet M (2004), *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
 16. Van Dalen D.B. (1962), *Understanding Educational Research* Mc Graw Hill, New York

SEMESTER—IV

COURSE XIV (EDN 402) - Educational Technology & Educational Management

Educational Management

Full Marks 50

Lecture Hours 50

Objectives -

_To enable the students to develop the following objectives.

- To understand the nature , scope and functions of Educational Management .
- To have an idea about the difference between administration, management and supervision.
- To have some ideas about educational planning.
- To understand institutional management.
- To understand motivation and human resource development in education.
- To understand leadership building in education.

Contents

UNIT- I : (a) Educational Management –

(i) Concept, Nature and Evolution of Scientific Management

(b) Different types of Educational Management –

(i) Taylorism

(ii) Fayolism

(iii) Demingism (Quality Management)

(c) Functions and Special features of Educational Management

(d) Systems approach in Educational Management

(10 Lectures)

UNIT- II : (a) Educational Administration and Supervision –

- (i) Meaning, Nature, Functions
 - (ii) Types and Fields of educational administration
- (b) Administrative responsibilities of Central and state Government, Local bodies and other institutions – C.A.B.E, U.G.C, N.C.E.R.T, S.C.E.R.T, N.C.T.E, their needs and Supervision mechanisms. **(12 Lectures)**

UNIT – III : (a) Educational Planning – Meaning, importance, planning process and methods
 (b) Five Year Plans (last two plans) – objectives and thrust areas. **(6 Lectures)**

UNIT- IV : (a) Institutional Management
 (b) Institution building and Planning
 © Resource Management in educational Institution **(6 Lectures)**

UNIT- V : (a) Motivation and Human Resource Development in Education-
 (i) Motivation theories -Maslow, Mc Gregor, Herzberg
 (b) Human Resource Development Strategies in education and their effectiveness. **(8 Lectures)**

UNIT –VI : (a) Leadership Building in Education-
 (i) Concept, Style and Effectiveness
 (ii) Evaluation tools
 (b) Barriers to Quality Management in education and Remedial Measures. **(8 Lectures)**

Reference Books:

1. Principles of Management – H . Koontz and C. O’ Donnell
2. Studies in Business Management – C. Mridha
3. Principles of Management – G.R. Terry
4. Management Principles and Practices- P. D. Mc Farland
5. Administration of Education in India – P.D. Shukla
6. The Planning Process, A Fact Design: Y . Dror
7. School Planning and Management: A Democratic Approach- T. K. D. Nair
8. Educational Management – Chalam
9. Educational Management, Planning and Finance – Amrish Kr Ahuja

SEMESTER—IV
COURSE XV (EDN 403) - One Special Paper (Part two)

(1). Teacher Education (Part two)

Full Marks – 50
Lecture Hours 47

Objectives:

To enable the students to

- Understand teacher education for quality and
- Different agencies of Teacher education
- Concept of good teacher
- Organisation of practice teaching
- Current problems in teacher education
- Various issues and recent trends & practices in teacher education.

Contents:

Unit –I : (a) Teacher Education for Quality–

- (i) Pre-service and in-service Education- concept, process, organization
- (ii) Agencies of Quality Control : NCTE, NCERT, DIET, IASE, CTE and NUEPA

(15 Lectures)

Unit –II : (a) The concept of a good teacher-

- (i) Roles and functions in a developing society;
- (ii) Professional commitment of teachers in India. **(4 Lectures)**

Unit –III : (a) Organization of Practice teaching for developing effective teacher:

- (i) The Macro and Micro approach
- (ii) Interaction analysis as a feedback system in teacher development
- (iii) The concept of internship and its organisation.
- (iv) Assessment of Practice Teaching. **(8 Lectures)**

Unit –IV : (a) Current Problems in Teacher Education:

- (b) Integration of theory and practice.
- (c) Teacher Education and community
- (d) Teacher Education and other institutions. **(10 Lectures)**

Unit –V : (a) Issues related to professional ethics of teachers and its observance

(b) Implementation of curricula of Teacher Education.

(c) Recent trends and practices in Teacher Education in India, U. K., U. S. A. and Japan

--- comparative study.

(10 Lectures)

Reference Books:

Further References

1. C.A.B.E, 1992. Report of the C.A.B.E Committee on Policy Perspective Govt. Of india, MHRD, ND.
2. Delors, J. (1996) Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, ND.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

(2). Guidance and Counseling (Part two)

**Full Marks – 50
Lecture Hours 46**

Objectives :

1. To help the students to understand the principles and nature of counselling .
2. To make students familiar with various techniques of counselling.
3. To understand the tools and techniques of guidance and counseling.
4. To understand guidance services in schools.

Unit- I : Counselling

(a) Nature and Principles of Counselling

(b) Approaches to Counselling – directive, non-directive, eclectic, role and functions of Counsellor

(c) Professional Education of the Counsellor

(8 Lectures)

Unit – II : Theories of counselling

(a) Directive counselling – Concept, procedure, advantages, limitations.

- (b) Non-directive counselling – Concept, procedure, advantages, limitations
- (c) Eclectic counselling – Concept, procedure, advantages, limitations. **(8 Lectures)**

- Unit- III: (a) Tools & techniques of Guidance & Counselling
- (b) Testing techniques - Intelligence, Achievement, Interest, Aptitude, Adjustment, Interpersonal relations, Personality (objective, self report, projective) and Sociometric devices.
 - (c) Non-testing techniques - systematic case study, Interview and Observation (role method)
 - (d) Diagnosis in counselling and Follow-up process **(16 Lectures)**

Unit – IV : Guidance Service

- (a) Meaning of Guidance Services, Principles of Organizing Guidance Services
- (b) Individual Information service: types of data to be collected about the individual student sources of information
- (c) Occupational information service: types of information materials, sources, methods of classifying and disseminating occupational information
- (d) Placement Service: Educational Placement, Vocational Placement
- (e) Evaluation of Guidance Programme and Follow-up Service **(14 Lectures)**

Reference Books:

Further references

1. Bengalee, M.D. *Guidance and Counselling*, Bombay, Sheth Publishers, 1984
2. Bhattacharya. *Guidance In Education*, Bombay, Asian Publishing House, 1964.
3. Bernard, H. W. & Fullmer, D.W. *Principles of Guidance, A Basic Text (Indian Education)*, New Delhi, Allied Publishers Pvt.Ltd, 1987.
4. Chandra, R *Guidance and Counselling*, New Delhi, Kalpaz Publishers, 2002.
5. Cronbach, Lee *Essentials of Psychological Testing*, London, Harper & Row, 1964.
6. Crow, L.D. & Crow, A.. *An Introduction to Guidance*, New York, American Book, Co., 1951.
7. David, A *Guidance & Counselling*, DVS Publishers and Distributors, Guwahati, 2004.
8. Jayaswal S. *Guidance and Counselling*, Lucknow, Prakashan Kendra, 1981.
9. Kochhar, S.K *Guidance in Indian Education*, New Delhi, Sterling Publishers Pvt.Ltd., 1979.
10. Pasrisha Prem. *Guidance and Counselling in Indian Education*, New Delhi, NCERT, 1976.
11. Safaya, Rai *Guidance and Counselling*, Chandigarh, Abhishek Publishers, 2002.
12. Bernard, Harold W & Fullmer Daniel W. (1977) *Principles of Guidance*, Second Edition, New York - Thomas Y. Crowell Company.
13. Jones, J.A:(1970) *Principles of Guidance*, Bombay, Tata. New York. Mc Graw Hill.
14. Myres, G.E: *Principles and Techniques of Vocational Guidance*, New York, McGraw Hill.
15. Granz, F.M: *Foundation and Principles of Guidance*, Boston, Allyn and Bacon.

16. Pandey, K.P.(2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.

3. Measurement and Evaluation in Education (Part two)

Full Marks – 50
Lecture Hours 50

Objectives :

To enable the student to :

1. Understand common type of test norms.
2. Know the concept computation and significance of correlation
3. Learn the tests of significance.

Unit – I: Common type of test norms - Age Norm, Grade Norm, Standard scores norms, Percentile, Decile and Stanine norms **(10 Lectures)**

Unit-II : Correlation : Concept, Computation and significance of the following :

- (i) Biserial correlation
- (ii) Point-Biserial Correlation
- (iii) Tetrachoric correlation
- (iv) Phi-coefficient
- (v) Partial Correlation
- (vi) Multiple Correlation **(12 Lectures)**

Unit-III : Tests of Significance

- (i) **Parametric statistics :** Concept of null Hypothesis, Testing of null hypothesis, Types of Error -Type I and Type II, Levels of Significance, Tests of Significance, Directional (one-tailed) and Non-directional (two-tailed) tests.
- (ii) Testing the significance of difference between the following statistics for independent and correlated sample - Means, standard deviation and coefficient of correlation including) concept, use of Fisher's Z-table (CR & t-tests)
- (iii)) Analysis of variance (one way and use) and covariance (one way and use)
- (iv) **Nonparametric statistics :** Chi-square test - concept, computation and use of chi- square table; Concept, uses and computation of sign test and median test. **(28 Lectures)**

Reference Books:

Further references

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P. (1998), Statistical Methods : Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York Mac Millan,
5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.

9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.

10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

4. Curriculum Development (Part two)

Full Marks – 50
Lecture Hours 50

Objectives:

1. To acquaint the student with the process of curriculum development.
2. To orient the students with curriculum improvement through innovation and change
3. To develop skills for curriculum implementation.
4. To make the students understand in curriculum evaluation.
5. To understand the views of different commissions and committees on curriculum in India.

CONTENTS

Unit - I : (a) Process of Curriculum Development:

- (i) Scientific and analytic process
- (ii) Learners' needs and problems, procedures
- (iii) Systems analysis

(b) Analysis of curriculum suggested by Indian Education Commission (1964 - 65), NEP (1986) on subsequent ventures taken by NCERT, NCTE, UGC, etc. in developing curriculum at various levels of study. **(10 Lectures)**

Unit -II : (a) Curriculum Improvement through Innovation and Change :

- (i) Basic principles involved in curriculum change;
- (ii) Factors responsible for innovation in curriculum change and development;

(b) Modern trends in curriculum innovation in various subjects - Sciences, Humanities, Languages and Social Sciences.

© Curriculum improvement through research, cooperative action judgmental, experimental, analytical and consensus. **(10 Lectures)**

Unit – III: (a) Curriculum Implementation:

- (i) Leadership role
- (ii) Community participation

(b) Curriculum and Instructional guides and materials for teachers and students : Textbook –

- (i) Criteria for writing good textbook,
- (ii) Production and rationalization to textbooks
- (iii) Teachers' Hand Book / Guide Book
- (iv) Students' Worksheet/ Guidebooks

(6 Lectures)

Unit – IV: (a) Curriculum Evaluation :

- (i) Concept, nature, objectives, procedures, techniques & criteria
- (ii) Tools of curriculum evaluation - tests, scales, rating, scales, observational

technique

(b)Recording results, interpretation and application of evaluation results in curriculum
Development (12 Lectures)

Unit – V: (a) Views of the following Commissions, Committees, etc. on Curriculum in India -

(i) University Education Commission, 1948.

(ii) Secondary Education Commission, 1952.

(iii) Education Commission, 1964 - 66.

(iv) New Education Policy (1986) and subsequent Programme of Action

(b) Curriculum Review Committee, UGC and other later approaches

(c) Issues, Recent Trends and Researches in Curriculum In India (12 Lectures)

Reference Books:

Given in Semester III

COURSE XVI (EDN 404) - Project /Dissertation/Presentation of Seminar Papers/Term paper (on Spl. Paper)

Full Marks 50

On Special Paper

Development of Seminar Paper 10

Presentation of Seminar Paper 15

Total - 25