WEST BENGAL STATE UNIVERSITY, BARASAT
DEPARTMENT OF EDUCATION
SYLLABUS OF M.A. IN EDUCATION
(SEMESTER I & II)(Duration one academic year)

(This modified P.G syllabus in Education will be effective from 2014-15 academic session)

Programme Specific Outcomes (P.S.O):

After completion of M.A (Education) programme, the students will be able to

Develop knowledge and understanding in different areas of Education.
➢ Develop critical thinking pertaining to various issues of Education.
➢ Develop knowledge and understanding in the process of Educational Research.
➢ Enhance competencies to conduct research in emerging areas of Education.

SEMESTER-I

COURSE No.	COURSE NAME	MARKS	CREDITS
213/01	Philosophical Foundations of Education	40	4
213/02	Psychological Foundations of Education	40	4
213/03	Sociological Foundations of Education	40	4
213/04	Comparative Education	40	4
213/05	Practicum-I-(Listening Skill)	50	5
TUTORIAL			
Assignment of Course No.1		10	1
Assignment of Course No.2		10	1
Assignment of Course No.3		10	1
Assignment of Course No.4		10	1

SEMESTER – II

COURSE No.	COURSE NAME	MARKS	CREDITS
213/06	Philosophical Foundation of Education	40	4
213/07	Psychological Foundations of Education	40	4
213/08	Sociological Foundations of Education	40	4
213/09	Methodology of Educational Research	40	4
213/10	Practicum-II (Basic Knowledge on ICT)	50	5
TUTORIAL			
Assignment of Course No.6		10	1
Assignment of Course No.7		10	1

Assignment of Course No.8	10	1
Assignment of Course No.9	10	1

SEMESTER – III

COURSE No.	COURSE NAME	MARKS	CREDITS
213/11	Educational Technology	40	4
213/12	Educational Management	40	4
213/13	One Special Paper	40	4
213/14	Methodology of Educational Research	40	4
213/15	Practicum-III ((Slide Preparation & Theme Presentation)	50	5
TUTORIAL			
Assignment of Course No.11	10	1
Assignment of Course No.12	10	1
Assignment of Course No.13	10	1
Assignment of Course No.14	10	1

SEMESTER – IV

COURSE No.	COURSE NAME	MARKS	CREDITS
213/16	Educational Technology	40	4
213/17	Curriculum Studies	40	4
213/18	One Special Paper	40	4
213/19	Pedagogical Studies	40	4
213/20	Practicum-IV(Project Work/Paper Presentation	50	5
TUTORIAL			
Assignment of Course No.16	10	1
Assignment of Course No.17	10	1
Assignment of Course No.18	10	1
Assignment of Course No.19	10	1

(Semester I & II)
First Semester
Course No. 213/01
Philosophical Foundations of Education

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 to 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   : Meanings of Education and philosophy. Meaning, Nature and Scope of Educational Philosophy, Relationship between Education and Philosophy.

Unit – II   : Indian Schools of Philosophy : A brief outline of the main tenets of Nyaya, Vaishesika, Sankhya, Yoga and with special reference to their educational implications.

Unit – III   : Western Schools of Philosophy : Idealism, Naturalism, Pragmatism, Realism with special reference to aim, curriculum and method of teaching.

Unit – IV   : Contributions of Modern Educational Philosophers – Froebel, Herbert Spencer, John Dewey, Bertrand Russell.

Reference Books

1. Educational Philosophy-S.Seetharamu.(R)

2. Educational Philosophy-Viswal(T)

3. Bharatiya Darshan- Dipak Bagchi (T)

4. Philosophical Bases of Education-R.R.Rusk (R)

5. Outlines of Indian Philosophy-J.Sinha (T)

6. Philosophical Foundations of Education-K.K.Shrivastava (T)

7. Great Educators-R.R.Rusk (R)

8. Educational Thoughts and Practice-V.R.Taneja (R)

9.Critical Survey of Indian Philosophy-Chandradhar Sharma (R)

10.Contemporary Indian Philosophy-B .K .Lal (R)

programme outcomes (p.o):

After the completion of the course, the students are able to

- ➢ recognize the importance and significance of Education, Philosophy and Educational Philosophy.
- ➢ develop the concept and contributions of Indian schools of Philosophy in Education.
- ➢ develop the concept and contributions of Western schools of Philosophy in Education.
- ➢ familiar with the contributions of Educational thinkers.

Course No.213 /02

Psychological Foundations of Education

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

- · 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 of learning and transfer of learning.
- · to understand the nature of motivation and its relation to learning.

Unit – I : Major Schools of Psychology and their contribution towards education – Behaviourism, Cognitive, Gestalt, Psychoanalysis.

Unit – II : Growth and Development – Physical, Social, Intellectual, emotional & moral characteristics and role in educational processes.

Unit – III : Learning – concept, Nature & Types. Factors of learning their characteristics and relation with learning. Attention & Interest, Maturation & Motivation, Remembering & Forgetting, Information Processing Model.

Unit – IV   : Transfer of Learning – Concept, importance, Nature & Types, Contemporary views regarding general transfer & specific transfer. Theories and Methods of enhancing transfer of learning.

Unit – V   : Motivation – Theories & their educational implications – Hierarchy of Needs, Achievement Motivation, Attribution Theory.

Reference books-

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

programme outcomes (p.o):
After the completion of the course, the students are able to

➢ understand the concept and significance of schools of psychology
➢ understand the various aspects of Growth and Development
➢ understand the concept ,nature of intelligence and creativity
➢ understand the concept, development, measurement ,importance of personality.

Sociological Foundations of Education
Course No.213/ 03

Objectives : To enable the students to develop about -

· Meaning and Nature of Education, Society Educational Sociology, Sociology of Education.
· Different determinants of Sociology in Education.
· Application of Sociological Concepts on different segments to our society.
· Relationship between Education and Social Organisation.
· The Concept of Culture.

Content

Unit – I : Meaning and Nature : Education, Society, Educational Sociology and Sociology of Education Education as a process of Socialization.

Unit – II : School and Community : School Community relationship, changes in Indian Society and their impact on education, Socio-metric study in formal groups.

Unit – III : Population : Population dynamics, Population growth, components of population growth – fertility, mortality, migration, Population composition, age, sex, religion, literacy, Population Policy in India.

Unit – IV : Education and Social Organization : Factors affecting social organization, social group, Group-dynamics in a class room situation, Folk way, Mores, Institutions.

Unit – V : Education and Culture : Meaning and Nature of Culture, Role of education in Cultural Context, Cultural determinants of Education, Cultural change & Lag.

Reference Books

1. Educational Sociology-F.J.Brown (R)
2. Sociology of Education in India-N. Jayaram (T)
3. Sociological foundations of Education-Hemlata Talessra (T)
4. Sociological Philosophy of Education-Y.K.Sharma (T)
5. Sociological Perspectives in Education-S.C. Shukla &K. Kumar (R)
6. Education and Society-Concepts , Perspectives & Suppositions-J. Prasad (R)
7. Sociology of Education –Jacob Aikara (R)
8. Indian Social Problems-Ram Ahuja (T)

programme outcomes (p.o):

After the completion of the course, the students are able to

➢ understand the relationship between Education and Sociology
➢ understand culture, socialization and social process
➢ recognize social change properly.
➢ analyze the causes and remedial measures of social problems

Comparative Education

Course No. 213/04

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 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

Unit – I   : Comparative Education – Meaning, Nature, Scope and Importance. .

   Methods of Comparative Education. Factors of Comparative Education

       – Geographical, Socio-Cultural, Historical, Philosophical, Economic,

       Scientific, Structural and Functional.

Unit – II   : Universalization of Elementary Education – U.K., USA and Japan with

       special reference to India.

Unit – III   : Secondary Education – U.K., USA and Germany with special reference

       to India.

Unit – IV   : Higher Education – UK, USA and France with special reference to

       India.

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

       India

Reference Books

1. Comparative Education-T.S. Sodhi (R)

2. Comparative Education- Chaube & Chaube (T)

3. Comparative Education –Yk.Sharma (R)

5. Comparative Education –R.N. Sharma (T)Comparative Education-A Study of educational Factors andTraditions-N. Hans(R)

programme outcomes (p.o):
After the completion of the course, the students are able to
- ➢ understand the concept, nature, scope , methods & factors of comparative education.
- ➢ Understand elementary education of some selected countries with special reference to India
- ➢ Understand Secondary education of some selected countries with special reference to India
- ➢ Understand Higher education of some selected countries with special reference to India
- ➢ Understand Teacher education of some selected countries with special reference to India

PRACTICUM-I(COURSENo-213/05)

LISTENING SKILL(WITH UNDERSTANDING)

i)Four invited lectures from four courses respectively by eminent personalities in the field of Education

ii)Formationof group and Group-discussion immediately after the lecture presentation

iii)Evaluating listening skill by the internal faculty.   **Marks-12.5x4=50**

programme outcomes (p.o):
On completion of the course ,the students will be able to:
- ➢ understand how to develop listening skill.

Second Semester

Philosophical Foundations of Education

Course No. 213/06

Objectives : To enable the students to develop about -

- · The Role of Indian Philosophy in Education System.

- · Contributions of some Indian Philosophers and Educationists.

- · The Conception about Western Schools of Philosophy.

- · The modern concept of Philosophy.

Contents

Unit – I   : Indian Schools of Philosophy : Buddhism, Jainism, Charvaka, with special reference to educational implications.

Unit – II   : Educational Philosophies and activities of Swami Vivekananda, R. N. Tagore, Mahatma Gandhi and S. Radhakrishnan.

Unit – III   : Western Schools of Philosophy : Existentialism, Progressivism and Marxism with special reference to their educational implications.

Unit – IV   : Modern Concept of Philosophy : Analysis – logical analysis logical positivism and Relativism.

Reference Books

1. Educational Philosophy-S.Seetharamu.(R)

2. Educational Philosophy-Viswal(T)

3. Bharatiya Darshan- Dipak Bagchi (T)

4. Philosophical Bases of Education-R.R.Rusk (R)

5. Outlines of Indian Philosophy-J.Sinha (T)

6. Philosophical Foundations of Education-K.K.Shrivastava (T)

7. Great Educators-R.R.Rusk (R)

8. Educational Thoughts and Practice-V.r.Taneja (R)

9. Critical Survey of Indian Philosophy-Chandradhar Sharma (R)

10. Contemporary Indian Philosophy-B .K .Lal (R)

programme outcomes (p.o):

After the completion of the course, the students are able to

➢ Understand the role of Indian Philosophy in education system
➢ Understand the role of Western Schools of Philosophy in Education.
➢ Understand the contributions of Indian Educationists.
➢ Realize the modern concepts of Philosophy.

Second Semester

Psychological Foundations of Education

Course No.213/ 07

Objectives : To enable the students to develop about -
- · Meaning and Nature of higher mental processes and their measurement.
- · Nature and Theories of Learning.
- · Nature of personality, individual differences and their educational importances.
- · Meaning and forms of Students' Diversity

Unit – I : Intelligence – Concept and Nature. Theories and their educational significance – Cattell, Guilford, Gardner Measurement, Logical Thinking and Problem solving. Measurement of Intelligence.

Creativity – Concept and Nature, Factors of Development of creativity, Measurement of Creativity.

Unit – II : Theories of Learning – Skinner, Hull, Tolman, Lewin, Gagne, Concept learning – Bruner, Constructivism – Piaget, Vygotsky.

Unit – III : Personality – Concept and Nature. Theories & Educational implications – Cattell, Eysenck, Jung, Erickson, Individual differences – Concept, types, Role of heredity, environment and culture, Implications of individual differences for organizing educational programmes.

Unit-IV: Students' Diversity - Definition, Different Forms-Learning Disability, Giftedness,Socio-economic disadvantages, Mental Retardation

Reference books-

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

programme outcomes (p.o):
After the completion of the course, the students are able to

- ➢ understand the concept and nature higher mental processes & their measurement.
- ➢ realize the nature & theories of learning.
- ➢ understand the nature of personality, individual differences & their Educational importance.
- ➢ understand the concept and forms of students' diversity.

Second Semester

Sociological Foundations of Education

Course No.213/ 08

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 other Processes.
- · To understand some social problems in India and the role of Education

Unit – I : Education and Social Change – Factors affecting social change. Constraints of social change – caste, ethnicity, class, language religion, regionalism. Theories of Social change (Marxian theory and Sorokin's view)

Unit – II : Education and Social stratification – Role of education in social mobility, Education to social equity & equality of educational opportunity.

Unit – III : Education in relation to democracy, Politics, religion, national integration, globalization.

Unit – IV: Social Problems in India and Role of Education to minimize-Poverty, Illiteracy, Child abuse and Child labour, Drug abuse and Drug addiction, Terrosism.

Reference Books

1. Educational Sociology-F.J.Brown (R)

2. Sociology of Education in India-N. Jayaram (T)

3. Sociological foundations of Education-Hemlata Talessra (T)

4. Sociological Philosophy of Education-Y.K.Sharma (T)

5. Sociological Perspectives in Education-S.C. Shukla &K. Kumar (R)
6. Education and Society-Concepts , Perspectives & Suppositions-J. Prasad (R)

7. Sociology of Education –Jacob Aikara (R)

8. Indian Social Problems-Ram Ahuja (T)

programme outcomes (p.o):

After the completion of the course, the students are able to

> Understand social change & education

> Understand social stratification & Education.

> Realise the relationship between education & other processes.

> Understand some social problems in India & their role in Education.

Second Semester

Course No.213/ 09 METHODOLOGY OF EDUCATIONAL RESEARCH

Course No. 213/9

OBJECTIVES

To enable the students to

> Describe the nature and process of research in education

Find the sources of information of new knowledge

Describe and differentiate the various methods of sampling

> Develop the concept of quantification, measures, grouping &

presentation of data Contents

Unit-I: Research: Meaning, Nature, Characteristics and steps of scientific inquiry

Educational Research- fundamental, applied, action, Longitudinal & Cross

sectional, Quantitative & Qualitative research

Unit-II: Tools & techniques of data collection, Criteria of good research tools, characteristics and uses of observation , interview, questionnaire, rating scale, attitude scale and tests of performance.

Unit-III: Reliability & validity: concept & types, Different methods of estimation, importance & their uses.

Unit—IV: Classification, Quantification and presentation of Research data, Graphical presentation-Histogram, Polygon and Ogive, Statistical description with different measures of Central tendencies and Variabilities

Unit—V: Normal Probability Curve: concept, characteristics and uses. Causes of non normality, Standard scores-kinds, uses in educational research.

Unit—VI:Measures of relationship:Co-efficient of correlations rank difference, product moment Biserial and Point biserial, Partial and Multiple correlations. (concepts and uses only)

Reference books

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

programme outcomes (p.o):
After the completion of the course, the students are able to
   ➢ comprehend the nature and process of understanding research in Education.
   ➢ plan and design Educational Research.
   ➢ understand various research designs in Education.
   ➢ understand and analyze the data.
   ➢ understand the process of research report writing.

PRACTICUM-II(COURSE No.213/10)
BASIC KNOWLEDGE ON ICT

i) Opening and shutting down the computer
ii)Identification of different components of
the computer iii)DTP operation
iv)Excel operation

Marks-Experiment-15,Viva-voce-15 and Note Book-20,Total-50

programme outcomes (p.o):
After the completion of the course, the students are able to

➢ familiarize with the basic ideas of computer and its functions & importance in Education.

➢ operate ms words and its different uses.

➢ operate excel and its different uses.

SEMESTER—III

EDUCATIONAL TECHNOLOGY (COMPULSORY)

Course No. 213/11

<u>**OBJECTIVES**</u>

To enable the students to

*Explain the meaning nature and scope

of ET *Explain the different models of

teaching *Develop & design

instructional system

*Learn to apply ET in open and distance education

system And use of different media

*Learn different emerging trends in Et and

their uses Contents

Unit-I: Meaning, nature and scope of ET; ET as a system and its characteristics.

Unit-II: Difference between teaching, instruction, conditioning and training,

Unit-III:Models of teaching-meaning,nature,and function; Families of teaching

models, Teaching models of Glasser, Bruner, Ausubel and Piaget

Classroom interaction-Flanders' Interaction Analysis and application in education

Unit-IV: Formulation of instructional objectives; Task Analysis; Instructional Strategies- lecture, team teaching., seminar and simulated teaching.

Unit-V: Application of ET: Open and Distance Learning systems; EDUSAT and

Multimedia in Education

Unit-VI: Emerging trend in ET: Language Laboratory,   Radio Vision,

Teleconferencing,   CCTV and Radio.

Reference Books

1   Essentials of Educational Technology-Mangal&Mangal (T)
 2.   Educational Technology-D.D.Aggarwal (R)
 3.   Educational Technology-Knowledge Assessment-M.Mukhopadhyay (R)
 4.   Educational Technology &Management-Y K Sharma & M.Sharma (R)
 5.   Educational Technology-J. Mohanty (R)
 6.   Fundamental Aspects of Educational Technology- Y. K .Sharma(T)
 7.   Educational Technology – Usha Rao (R)
 8.   Siksha Prajuktibijnan—Maloy Kr. Sen (T)
 9.   Sikshan O Nirdeshanar Manastatwa – D Mukherjee and S.K Ghosh (T)

programme outcomes (p.o):
After the completion of the course, the students are able to

➢ develop the general ideas on Educational Technology

➢ understand the meaning, nature & importance of system approach and various applications of Computer in Education

➢ acquaint with the emerging trends in e-learning

➢ understand the uses of ICT in different sectors, advantages & disadvantages of ICT.

EDUCATIONAL MANAGEMENT

Course No – 213/12

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

To understand the nature , scope and functions of Educational Management .
  o To have an idea about the difference between administration, management and supervision.
  o To have some ideas about educational planning.
  o To understand institutional management.
  o To understand the leadership and its function.

Contents

UNIT 1:
  Educational Management: concept, Nature Evolution of Scientific Management – Taloryism, Fayolism, Demingism (Quality Management). Functions and Special features of Educational Management, Systems approach.

UNIT 2
  Educational Administration and Supervision : Meaning, Nature, Functions, Types and Fields of educational administration, Administrative responsibilities of Central and state Government, Local bodies and other institutions – CABE, UGC, NCERT, SCERT, NCTE, their needs and Supervision mechanisms.

UNIT 3
  Educational Planning :Meaning, importance, planning process and methods, Five Year Plans (last two plans) – objective and thrust areas.

UNIT 4
  Institutional Management: Institution building and Planning, Resource Management in educational Institution.

UNIT 5
Motivation and Human Resource Development in Education: Motivation theories (Maslow ,Mc Gregor,Herbertz), Development Strategies and their effectiveness.

UNIT 6
  Leadership Building in Education: Concept, Style, Effectiveness, Evaluation tools. Barriers of Quality Management and Remedial Measures.

Reference Books:

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

9. Educational Management, Planning and Finance – Amrish Kr Ahuja(T)

programme outcomes (p.o):

After the completion of the course, the students are able to

> ➢ understand the functions & importance of management ,administration and Educational management.
> ➢ acquaint with the concept of leadership in the field of Education.
> ➢ understand quality management in Education.
> ➢ develop the ideas regarding the changes in management.

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TEACHER EDUCATION (SPECIAL PAPER)
Course No.-213/13

Objectives:

 To enable the students to

Meaning ,Scope &Objectives of Teacher Education and its development in India   Different agencies of Teacher education

Various aspects of student-teaching programme

Contents

Unit-I: Concept, scope and objectives of Teacher Education at different levels (Elementary, Secondary and Tertiary). Development and Evaluation of Teacher Education with special reference to Kothari Commission , NPE 1986 and NCF-2009 by NCTE

Unit-II: Pre- Service and In -service teacher education, Teacher Education through Distance Mode Orientation and Refresher courses for in –service teacher education.

Unit-III: Teacher education and practicing school; Teacher education & community.

Unit-IV: Levels of teaching- Memory, Understanding and Reflective levels, Micro teaching, interaction analysis, Evaluation of teaching effectiveness. Teaching strategies- Preactive, Interactive and Postactive.

Reference Books:

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

programme outcomes (p.o):

After the completion of the course, the students are able to

➢ develop the concept, nature, types, approaches of Teacher Education.
➢ understand the concept, scope, organization & agencies of in-service teacher education
➢ acquaint with the concept of professionalism in education.
➢ acquaint with the modern trends in Teacher Education.

GUIDANCE AND COUNSELLING (SPECIAL PAPER)
Course No. 213/13

Objectives:
 To enable the students to

Understand the concept &nature of guidance
Understand the process of guidance & counseling
Understand the process of vocational guidance & career counselling

Unit-I: Guidance-Concept, nature, principles and types-educational, vocational and individual, Role of parent teacher, counselor in guidance, Guidance personnel

Unit-II: Organisation of guidance service at different levels of education, Kinds of services-information, testing, counseling and follow up, Role of personnel in guidance programmes

Unit-III: Tools & Techniques in guidance & counseling Case study,Records, Interview, Psychological testing
Intelligence, Aptitude, Interest, Personality Sociometric technique.

Unit-IV: Problem behaviour—Stealing, Lying, Stammering & bed-wetting-diagnostic symptoms, causes & treatment

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

programme outcomes (p.o):
After the completion of the course, the students are able to

➢ understand the nature,principles ,need and types of guidance.

- ➢ understand the nature,principles,need and types of counseling.
- ➢ develop the various guidance programme in different levels.
- ➢ acquaint with stress and stress management.

EDUCATION OF CHILDREN WITH SPECIAL NEEDS(SPL.PAPER)
FM-50,Credit-5
SEMESTER 3

1.GENERAL CONCEPT: Impairment, disability and handicap; General courses of disability

2.BACKGROUND: Historical development of special education. Present status of special education in India.

3.EDUCATIONAL MANAGEMENT OF CHILDREN WITH: Visual impairment, Hearing impairment and cerebral Palsy: Definition and types. Etiology. Developmental characteristics. Special educational assistance.

4.EDUCATIONAL MANAGEMENT OF CHILDREN WITH: Mental retardation , learning disability, autism and giftedness. Definition and types. Etiology. Developmental characteristics. Special educational assistance

REFERENCES

1. An Introduction to Special Education Willam H. Berdine and A.Edward Blackhurst, Editors University of Kentucky, Lexinglon(Little, Brown and Company, Boston, Toronto)
2. Exceptional Children Introduction to Special Education
   Daniel P. Hallahan and James M. Kauffman[Prentice-Hall.Inc]
   3. Inclusive Educatio [A practical guide to supporting diversity in the classroom
       Loreman Joanne Deppeler David Harvey (Allen & Unwin)
   4. Inclusive Education
       Dr Debobrata Debnath Asish Kumar Debnath [Rita Publication]
5. Education & Children with Special Needs From Segregation to Inclusion Edited by Seamus Hegarty & Mithu Alur [Sage Publications] 6. You & Your Special Child
        Lal Advani Anupriya Chadha [UBS Publishers' Distributors Pvt.Ltd.]

programme outcomes (p.o):
Due to shortage of faculty, there is no provision to take this special paper . So there is no programme outcome.

Methodology of Educational Research (Compulsory)

COURSE No.—213/14

OBJECTIVES

To enable the students to understand
Construct &apply the different research tools
Develop skill to write & evaluate research report

Acquaint with the descriptive and inferential statistical techniques Estimate
and calculate reliability, regression & prediction

Contents

Unit-I: Methodologies of educational research: Historical, Descriptive & Experimental

Unit-II: Major steps of identifying educational research problems, Review of related studies, understanding constructs and variables. Research questions / hypothesis and Research Designs

Unit—III:Population and sampling—Meaning, purpose, procedure for selecting representative sample. Methods of sampling in educational research

Unit –IV: Inferential statistics for testing null hypothesis and interpretation of results: Non Parametric & Parametric techniques (concept), chi square test, Median test ,CR-test, F-test(one way)

Unit-V: Regression &prediction –concepts, types, methods of estimation of linear regression & prediction, Uses in educational Research, multiple regression (concepts & uses)

Unit- VI: Writing a Research Report – Criteria and steps

Reference books

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

programme outcomes (p.o):
After the completion of the course, the students are able to

> ➢ Understand different types of research & their implications in education
> ➢ Acquaint with the descriptive & inferential Statistics.
> ➢ Estimate & calculate the regression & prediction.
> ➢ Develop the skill to write & evaluate research report

<div align="center">

COURSE No.-213/15-Practicum-III
Slide Preparation and Theme Presentation

</div>

i)Formation of groups with 4/5 learners
ii)Selection and identification of theme and prior approval of that from HOD
iii)Collection of information/data/material/content etc.on the theme to prepare the report and power point presentation

Marks-Clarity & organization of the slides-10,Presentation-10,Interaction &Defence-10,Report-20
Total-50

N.B.-Topic should be selected by the students and duly approved by the faculty

Programme Outcomes (P.O):
After the completion of the course, the students are able to

➢ familiarize with the basic ideas of PPT & its uses in Education

SEMESTER-IV
EDUCATIONAL TECHNOLOGY
COURSE No.-213/16

OBJECTIVES
To enable the students to develop the following objectives:
To understand programmed Instruction
To understand communication system
To realize the development of Evaluative Tools.
To acquire knowledge about Teaching Aids
To understand Microteaching and Modern Research Trend in ET

Unit-1 Computer in Education; Programmed Instruction- Origin and types (Linear and Branching) Development of Programmed Instruction material, Importance and limitations
Unit-2 Communication System- Concept, nature, process, types, theories, class room communication and Mass-media approach
Unit-3 Development of Evaluative Tools: Norm Referenced and Criterion Refernced; Formative and Summative
Unit-4: Teaching Aids-Psychology of using Teaching Aids, Types of Teaching Aids-Non projected, Projected and Audio visual Aids; Computer as Teaching Aids.
Unit-5 Microteaching –Definition, Skills involved in Microteaching, Effectiveness and Limitations of Microteaching.
Unit-6. Modern Research Trends in ET

Reference Books

1   Essentials of Educational Technology-Mangal&Mangal (T)
 2. Educational Technology-D.D.Aggarwal (R)
 3. Educational Technology-Knowledge Assessment-M.Mukhopadhyay(R)
 4. Educational Technology &Management-Y K Sharma & M.Sharma(R)
 5. Educational Technology-J. Mohanty(R)
 6. Fundamental Aspects of Educational Technology- Y. K .Sharma (T)
 7. Educational Technology – Usha Rao(R)
 8. Siksha Prajuktibijnan—Maloy Kr. Sen (T)

9. Sikshan O Nirdeshanar Manastatwa – D Mukherjee and S.K Ghosh (T)

Programme Outcomes (P.O):

After the completion of the course, the students are able to

- ➢ Understand progamme instruction & communication system
- ➢ Realize the development of evaluative tools.
- ➢ Acquire knowledge about teaching aids & micro teaching
- ➢ Understand modern Research trends in Education

CURRICULUM STUDIES
COURSE: 213/17
FM-50,CREDIT: 04

COURSE OBJECTIVES:
To enable the learners to-
Understand the process of data based educational research,

Know about nature of educational data its graphical representations,

Apply the measures of descriptive statistics,viz.,central tendency,variability and relative positions of educational data.

Understand the statistics of normal distribution and its applications in education. Understand the measures of association and its application

in education, Understand the inferential statistics and its

applications in education .

Contents of the course:

Unit 1: Concept, Types, Bases and Determinants of Curriculum (18 class-hours)

1. Concept of 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 and Academic discipline.

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 II: Curriculum Planning, Development and Implementation {18 class-hours}

1. Basic considerations of curriculum planning – Formulation of Educational Objectives, Designing in selection , sequence, continuity , integration, Disciplinary knowledge structure and learning points in the contents.

2. Approaches to curriculum design – Competency- based, Brahmer's, Modular and systems :

3. Models of Curriculum implementation – Administrative, Grass-root, Demonstration

4. Curriculum Support Materials – Roles and Types.

Unit III: Curriculum Evaluation { 12 class-hours}

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 sustainance.

Unit IV: Contemporary Trends in Curriculum Implementation {12 class- hours}

1. Issues and Trends in Curriculum Implementation since New Education Policy- Primary, Secondary and Higher Education Levels:

2. Implementation of Curriculum Framework Report { NCTE, 2005}

3. Implementation of Curriculum Review Committee Report {UGC}

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.

Programme Outcomes (P.O):

After the completion of the course, the students are able to

➢ acquaint with the concept ,development & bases of curriculum.

➢ develop the idea on various models of curriculum design.

➢ understand the concept, nature & importance of curriculum evaluation.

➢ understand the concept, need, factors & approaches of curriculum change.

TEACHER EDUCATION (Special Paper)
Course No 213/18

Objectives
To enable the students to understand
Models of teaching
Current problems of teacher education
Know area of research in teacher education.

UNIT 1:

Models of Teaching- Characteristics, Fundamental Elements of a Teaching Model, Types of Modern Teaching Model.; Advance Organizer Model and Concept Attainment Model.

UNIT 2:

Different agencies of Teacher Education and their roles Current Issues of Teacher Education: Financial Problem, Curriculum, Method of teaching, Evaluation System.

UNIT 3:

Globalisation and Teacher Education.

UNIT 4:

Area of research -Teaching effectiveness, Modification of teacher behaviour, School effectiveness Cognitive style& Learning style, Implementation of curricula of teacher education

Reference Books:

9. Teacher Education : Principles, theories and practices – Sashi Prabha Sharma (T)
10. Technology of Teaching – A.R. Sharma(R)
11. Characteristics of Teacher – Ryan and G. Davis (R)
12. Teacher Education in India – A Resource Book – L. C. Singh (ed), NCERT(R)
13. Teacher Education in India- V. K. Kohli(R)
14. Better Teacher Education - K. K. Shrimali (R)
15. Teacher Education in India – K. K . Vasisth (T)
16. Teacher Education – B.N. Panda and A.D. Tiwari. (T)

Programme Outcomes (P.O):

After the completion of the course, the students are able to

> Realize different models of teaching
> Understand current problems & different agencies of Teacher Education
> Understand globalization and its effects on Teacher education
> Realize area of research in Teacher Education.

GUIDANCE AND COUNSELLING (Special paper)
COURSE NO – 213/18

OBJECTIVES:

        To understand different types of psychoses

        To have an idea about Neuroses.

    To have some ideas about counseling.

        To understand vocational guidance and career counseling

        To have some ideas about different types of therapies.

UNIT 1:

Psychoses: Schizophrenia , Delusional disorder, Manic Depressive Psychosis (MDP)
(Clinical Features, Etiology and Treatment)

UNIT 2:

  Neuroses – Anxiety neuroses, Phobia, Hysteria , OCD (Obsessive compulsive disorder),
Neurotic Depression. (Clinical Features, Causes and Treatment)

UNIT 3:

  Counselling –nature, principles. Types - directive, non directive, individual and group
counseling process, Counselling for adjustment, characteristics of good counseling, Difference
among guidance, counseling and psychotherapy.

UNIT 4:

  Vocational guidance and career counseling - Psychology of careers and dynamic of vocational
development, Psychology of job, Approaches to career guidance, counseling for vocational guidance.

UNIT 5:

  Therapies – Psychotherapy, insight – oriented therapy , supportive therapy, group psychotherapy,
psychodrama, Play - therapy, Family therapy, Parent therapy, Behaviour therapy.

Reference Books:

10. Guidance and Counseling in Secondary School – S.K. Kochar (T)
11. Guidance and Counseling – Gibson (R)
12. Principles of Guidance and Counselling – K.K. Shrivastava (T)
13. Fundamentals of Mental Health Education – Sashi Prabha Sharma. (T)
14. Abnormal Psychology : The Problems of Maladaptive Behaviour – Sarason and Sarason (R)
15. Abnormal Psychology and Modern Life –Carson and Butcher(R)
16. Essentials of Abnormal Psychology – Labh Sing and G.P. Tiwari (R)
17. Abnormal Behaviour and Personality- T. Millon and R. Millon. (R)
18. Fundementals of Guidance and Counselling – S.S. Mathur (T)

Programme Outcomes (P.O):

After the completion of the course, the students are able to

➢ understand the different types of psychoses
➢ understand the different types of neuroses

- ➢ realize basic ideas of on counseling.
- ➢ Understand vocational guidance & career Counselling
- ➢ Realize different types of therapies & their role in human life.

EDUCATION OF CHILDREN WITH SPECIAL NEEDS
SEMESTER 4
COURSE No.213/18

1. Policies and provisions: global perspectives. Salamanca statement. Warnock Report.

2. Policies and provisions: Indian perspectives. Sadler Commission. Kothari Commission. NPE (1986) and POA(1992). PWD (1995). Role of Government and NGOS.

3. Educational management in inclusive setting: Concept and types. Identification of exceptionality by the classroom teacher.

   Curricular adaptation: Syllabus, teaching strategy and evaluation.

   Factors of effective inclusion in education al institutions.

   Society and the differently abled children : Role of parents. Role of community. Rehabilitation

REFERENCES

1. An Introduction to Special Education :Willam H. Berdine and A.Edward Blackhurst, Editors University of Kentucky, Lexinglon (Little, Brown and Company, Boston, Toronto)
2. Exceptional Children Introduction to Special Education: Daniel P. Hallahan and James M. Kauffman [Prentice-Hall.Inc]
3. Inclusive Education [A practical guide to supporting diversity in the classroom] Tim Loreman Joanne Deppeler David Harvey (Allen & Unwin)
   4. Inclusive Education :Dr Debobrata Debnath Asish Kumar Debnath [Rita Publication]
5. Education & Children with Special Needs : From Segregation to Inclusion Edited by Seamus Hegarty Mithu Alur [Sage Publications]
   6. You & Your Special Child : Lal Advani Anupriya Chadha [UBS Publishers' Distributors Pvt.Ltd.]

programme outcomes (p.o):
Due to shortage of faculty, there is no provision to take this special paper . So there is no programme outcome.

PEDAGOGICAL STUDIES
FM-50, CREdit-4
COURSE No.-213/19

Objectives of the Course

After the completion of the course learners will be able to

Understand the disciplinary concept of pedagogy
Understand the pedagogy of child development

Understand the relationship between learning and pedagogy

Understand the pedagogy as science of teaching

Course details-

Unit-1: Pedagogy as an academic discipline

a.Pedagogy-Concept,subject of study as an academic discipline and significance b.Bases of pedagogy-Philosophical,historical,psychological and sociological

c.Inclusive pedagogy-Concert,nature and significance

d. E-pedagogy and technology based pedagogy

Unit-2: Child development and pedagogy

a.Principles and factors of child development and role

of pedagogy

b. Motor and socio –emotional development and role

of pedagogy

c.Cognitive and moral development-Language and thought processes and role of pedagogy d.Development of language&thought process and role of pedagogy

Unit-3:Learning and pedagogy

a.Thinking,Learning and pedagogy-a brief

introduction b.Learning as a psycho-social process of

knowledge development

c.Psychology of individual differences(Multiple intelligence,Learning style,Self-esteem,Attitude,Aptitude,Readiness for learning,Locus of control and Values) and pedagogy

d.Pedagogy for constructivist learning

Unit-4:Pedagogy as a science of teaching:

a.Teaching-Concept,relationship with learning,General principles, Factors,Functions,Types and significance

b.Teaching as a science-Input-Process-Output Variables,Strategies,Methods,Paradigms and Models,Theorizing Teaching

c.Observation of class room teaching behavior(Flander)and its

modifications d. Teaching behavior-Effectiveness,Teaching

skills and Micro teaching

References
De Cecco
&Crawford(1974)   The Psychology of Learning and Instruction

Hurlock(1959)   Child Development

Alexander,R.(2000)   Culture and Pedagogy

Alexander,Robin(2008)   Essays on Pedagogy
                          The structuring of pedagogica
Bernstein(1990)   discourse,class,codes &control
                          Teaching and Learning in the Language
Hedge(2003)   classroom

Programme Outcomes (P.O):

After the completion of the course, the students are able to

- ➤ understand concept, nature and importance of Pedagogy and Pedagogical analysis
- ➤ understand the child development process & pedagogy.
- ➤ understand the learning & pedagogy.
- ➤ familiarize with Pedagogy as a science of teaching:

Course No 213/20
Practicum-IV

Project /Dissertation/Presentation of

Seminar Paper (E.T.and Spl.paper only)
E.T-25   Spl.Paper-25

Paper 10: Presentation 15

Programme Outcomes (P.O):
After the completion of the course, the students are able to

- ➢ learn how to collect data.
- ➢ learn how to analyze the data.
- ➢ develop the art of writing project report.
  - ➢ understand the process of presentation and defense of Project.