CHOICE BASED CREDIT SYSTEM SYLLABUS

M.A. IN EDUCATION

Duration: Two Years (4 Semesters)

With effect from: July 2016

DEPARTMENT OF EDUCATION

SIDHO-KANHO-BIRSHA UNIVERSITY,

P.O.-SAINIK SCHOOL, RANCHI ROAD, DIST-PURULIA,

WEST BENGAL-723104

Vision

This syllabus for the M.A. in Education will help students gain insight into the modern approaches and techniques of education and simultaneously they will be acquainted with the applications of these approaches and techniques in various fields like management and educational administration. The major aims are to lend a hand in understanding the related theories and approaches as well as to enhance the quality of education. The learners will definitely become conscious about the importance of leadership in education. They also will also become able to understand the educational organization and its management.

This M.A. in Education is a degree in liberal arts and it differs from M.Ed. The M.Ed. is a professional degree. It is actually a teacher education. Through M.Ed. teacher educators are developed.

Objectives

The objectives of this syllabus are presented hereunder –

a) To aid students to acquire specialized understanding of education as a discipline;

b) To assist students to comprehend the nature of educational theories, the originators of the discipline and its perspectives;

c) To kit out students to make use of acquired knowledge and cognition in furthering their careers;

d) To help students figure out the social, economic, political, intellectual and cultural attitudes towards education;

e) To create students capacity to appreciate the importance of leadership and the development of leadership in education.

About the Programme

a) Aggregate Marks in the M.A. programme is 1200 and those are distributed into 4 semesters.

b) Each semester will comprise 6 courses of 50 marks each.

c) Each course of 50 marks will be of 4 credits, with 80% for final assessment and 20% for internal assessment (which will include presentations, topic-specific assignments and mid-term tests etc. as a part of continuous evaluation).

AFFILIATION

The programme shall be governed by the Department of Education, Faculty of Arts, Sidho-Kanho-Birsha University, Purulia, West Bengal-723104

PROGRAMME STRUCTURE

The M.A. Programme in Education is divided into four Semesters to be known as Semester-I, Semester-II, Semester-III and Semester-IV. Duration of each semester is Six month.

COURSE STRUCTURE FOR MA PROGRAMME IN EDUCATION UNDER CHOICE BASED CREDIT SYSTEM

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	MARKS	NUMBER OF CLASS HOUR / WK
SEMESTER-I	MEDUCCT101	PHILOSOPHICAL FOUNDATIONS OF EDUCATION-I	4	40+10	4
	MEDUCCT102	PHILOSOPHICAL FOUNDATIONS OF EDUCATION-II	4	40+10	4
	MEDUCCT103	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I	4	40+10	4
	MEDUCCT104	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-II	4	40+10	4
	MEDUCCS105	PRACTICUM: TERM PAPER PREPARTION AND SEMINAR PRESENTATION ON PHILOSOPHICAL FOUNDATIONS OF EDUCATION	4	50	8
	MEDUCCS106	DEVELOPMENT AND USE OF PSYCHOLOGICAL TESTS	4	50	8

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	MARKS	NUMBER OF CLASS HOUR / WK
	MEDUCCT201	SOCIOLOGICAL FOUNDATIONS OF EDUCATION-I	4	40+10	4
	MEDUCCT202	SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II	4	40+10	4
	MEDUCCT203	CURRICULUM STUDIES-I	4	40+10	4
SEMESTER-II	MEDUCCT204	CURRICULUM STUDIES-II	4	40+10	4
	MEDUCCS205	ORGANIZATION AND EXECUTION OF AN EDUCATIONAL TOUR	4	50	8
	MEDUCCS206	RACTICUM: TERM PAPER PREPARTION AND SEMINAR PRESENTATION ON CURRICULUM STUDIES	4	50	8

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	MARKS	NUMBER OF CLASS HOUR / WK
	MEDUCCT301	EDUCATIONAL RESEARCH AND STATISTICS-I	4	40+10	4
	MEDUCCT302	EDUCATIONAL RESEARCH AND STATISTICS-II	4	40+10	4
	MEDUMET303	ANY ONE FROM THE FOLLOWING- (I) EDUCATIONAL TECHNOLOGY (II) COMPARATIVE EDUCATION	4	40+10	4
SEMESTER-III	MEDUMEP304	PROJECT WORK ON ANY ONE – (I) DEVELOPMENT AND USE OF EDUCATIONAL TECHNOLOGY (II) MAKING ACQUAINTANCES WITH THE GLOBAL SYSTEM OF EDUCATION	4	50	8
	MEDUOET305	ANY ONE FROM THE FOLLOWING – (I) VALUE, PEACE & HUMAN			

		RIGHTS EDUCATION	4	50	4
		(II) YOGA EDUCATION			
		(III) MENTAL HEALTH, GUIDANCE & COUNSELLING IN EDUCATION			
		(IV) ENVIRONMENTAL SUSTAINABILITY AND EDUCATION			
	MEDUOPP306	PROJECT WORK ON ANY ONE –	4	50	8
		(I) COMMUNITY LITERACY & WOMEN EDUCATION			
		(II) COMMUNITY AWARENESS – HEALTH, ENVIRONMENT, HUMAN RIGHTS ETC.			
		(III) TRIBAL CULTURE AND EDUCATION			

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	MARKS	NUMBER OF CLASS HOUR / WK
SEMESTER-IV	MEDUCCT401	EDUCATIONALADMINISTRATION & SUPERVISION	4	40+10	4
	MEDUMET402	ANY ONE OF THE FOLLOWING –	4	40+10	4
		(I)TEACHER EDUCATION-I			
		(II) MEASUREMET AND EVALUATION IN EDUCATION-I			
	MEDUMET403	BUDDY FROM THE FOLLOWING–	4	40+10	4
		(I) TEACHER EDUCATION-II			
		(II) MEASUREMENT AND EVALUATION IN EDUCATION-II			
	MEDUMES404	PREPARATION & PRESENTATION OF RESEARCH PROPOSAL	4	50	8
	MEDUMEP405	DISSERTATION WORK ON AN EDUCATIONAL TOPIC	4	50	8
	MEDUACT406	ADD ON COURSES	4	50	4

	SEMESTER	COURSE	CREDIT	MARKS
TOTAL	4	24	96	1200

SCHEME OF EXAMINATION

1. English or Bengali shall be the medium of instruction and examination.
2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the Sidho-Kanho-Birsha University.
3. The System of evaluation shall be as follows:

(a) Theoretical Papers

Each paper will carry 50 marks, of which 10 marks (except practical papers) shall be reserved for internal assessment based on classroom participation, seminar presentation, formative tests, viva-voce, field work, practical work and class attendance. The weightage given to each of these components shall be decided and announced at the beginning of the semester.

Any students who failed to participate in classes, seminars, tests, viva-voce, practical works and field works will be debarred from appearing at the end semester examination in the specific course and no Internal Assessment marks will be awarded. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course in the next applicable semester. No special classes will be conducted for him/her during other semesters.

The remaining 40 marks (except practical papers) in each paper shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be of two hours.

(b) Practicum Courses

Regarding **Practicum Courses**, Semesters and papers wise scheme of evaluation shall be as follows:

Semester-I

MEDUCCS105 and MEDUCCS106:

Marks shall be awarded to each student on the basis of relevance, standard, quality and originality of the paper. Distribution of marks shall be as follows:

i) Seminar Paper Preparation and Presentation: 30 Marks

ii) Term Paper: 20 Marks

iii) Total: 50 Marks

Semester-II

MEDUCCS-205 and MEDUCCS-206:

Distribution of marks shall be as follows:

i) Seminar Paper Preparation and Presentation: 30 Marks

ii) Term Paper: 20 Marks,

iii) Total: 50 Marks

Semester-III

MEDUMEP-304:

Distribution of marks shall be as follows:

i) Preparation of Project: 30 Marks

ii) Presentation: 20 Marks

iii) Total: 50 Marks

MEDUOPP-306:

Distribution of marks shall be as follows:

i) Engagement and Project Report: 40 Marks (20+20),

ii) Presentation: 10 Marks

iii) Total: 50 Marks

Semester-IV

In **Dissertation work** the scheme of evaluation shall be as follows:

Allotment of Supervisor for guiding Dissertation work will be made in the Semester-III.

The Dissertation work consists of two papers namely:

MEDUMES-404: Report Preparation and Presentation

    Distribution of marks shall be as follows:

    i)   Preparation and Presentation of the Proposal: 30 Marks

    ii)   Presentation of Review of Related Literature: 20 Marks

    iii)   Total: 50 Marks

All faculty of the department will evaluate the presentation of Dissertation work.

MEDUMEP-405: Dissertation of an educational Topic

    The dissertation shall be evaluated jointly by an external and internal examiner (supervisor) on the basis of relevance of the topic, quality of research input and the quality of thesis writing. The candidate will be evaluated on the basis of his/her knowledge of the topic, research methodology followed, style of writing and clarification of doubts raised by internal and external experts.

    Distribution of marks shall be as follows:

    i)   Dissertation Thesis: 40 Marks (20 Marks for Internal / supervisor) & (20 Marks for External Examiner)

    ii)   Dissertation Viva Voice: 10 Marks (05 Marks for Internal / Supervisor) & (05 Marks for External Examiner)

    iii)   Total: 50 Marks

    MEDUACT-406: Total: 50 Marks

QUALIFYING MARKS

Minimum marks of passing the examination in each semester shall be 40% in each course and 45% in aggregate of a semester. However, a candidate who has secured the minimum marks to pass in each course but has not secured the minimum marks to pass in aggregate may reappear in any of the course/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

PROMOTION CRITERIA

Students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least half of the courses of the current Semester. However, he/she will have to clear all the courses within three consecutive years from the date of first admission to Semester -I of the M.A. programme.

DIVISION CRITERIA

Successful candidates will be classified on the basis of the combined results of four semester examinations as follows:

    i)   Candidates securing 60% and above: 1st Class

    ii)   Candidates securing between 40% to 59.99%: II Class

    iii)   39.99% and less: Failed

SPAN PERIOD

No students shall be allowed to sit for the examination for any of the Semester after the lapse of two years from the date of admission to the Semester-I of the M.A. programme.

ATTENDANCE REQUIREMENT

No student shall be considered to have a regular course of study unless he/she is certified by the Head of the Department of Education, Sidho-Kanho-Birsha University, to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study. However, the Head, Department of Education may permit a student to the next semester who falls short the required percentage of attendance by not more than 10% of the total lectures, tutorial and seminars conducted during the semester if he/she fulfils other conditions.

DETAIL SYLLABI

MEDUCCT- 101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION- I

Course Objectives:

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

1. State and analyze the Meaning of Philosophy.
2. Describe the various Branches of Philosophy.
3. Understand the Concept and Importance of Value.
4. State the relationship between philosophy and education.
5. Explain the Meaning, Nature, Function and Scope of Philosophy of Education.
6. Understand Western philosophies of education.

Course Contents:

UNIT-I: Philosophy for Educational Practice

- Philosophy-Its meaning and definitions.
- Branches of Philosophy.
- Metaphysics and major concerns related to metaphysics.
- Epistemology: Concept, Characteristics, Sources and Types of Knowledge.
- Axiology: Concept of Value, Inculcation of Value, Causes of Value Crisis.

UNIT- II: Introduction to Philosophy of Education

- Relationship between Education and philosophy
- Meaning, Nature and Scope of philosophy of education
- Functions of Philosophy of Education
- Education in relation to philosophy of life.

UNIT- III: Western Schools of Philosophy of Education

- Metaphysics, Epistemology and Axiology of Idealism, Pragmatism, Realism and Existentialism as philosophies of education.
- Implications of Idealism, Pragmatism, Realism and Existentialism for the goals of education, curriculum, and instruction.

- Modern concepts of philosophy: analysis- logical analysis, logical empiricism and positive relativism.

Suggested Readings:

- Bigge. Morris L. (1971). Positive Relativism: An Emergent Educational Philosophy. New York: Harper & Row.
- Bramel. D. (1971). Patterns of Educational Policy. New York: Hold Rinehart & Winston.
- Brubacher, R. S.(1955). Modern Philosophies of Education. Chicago: University Press.
- Curren Randall (Edited) (2003). A Companion of Philosophy of Education. New York: Blackwell Publishing.
- Dash, B.N. (1994) Foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers
- Gupta, S. (2009) Education in Emerging India, Delhi: Shipra Publications.
- Heyting, Frieda (Edited) (2001). Methods in Psychology of Education. London: Routledge.
- Hospers. John. (1988). An Introduction to Philosophy Analysis. Kolkata: Allied Publishers Private Limited.
- Kneller. G. F. V.(1971) Introduction to Philosophy of Education. New York: John Witty & Sons.
- Morris. V. (1966). Existentialism in Education. New York: Harper & Row.
- Nayak, B. K., Foundation of Education, Cuttack, Kitab Mahal, 2006.
- O. Conner.J.(1995). An Introduction to the Philosophy of Education. Agra: Vinod Pustak Mandir.
- Ozman. H., & Craver,S. (2007). Philosophical Foundations of Education 8th Edition.New Jersey Prentice-Hall.
- Price, R. F. (1977). Marx and Education in Russia and China. New Jersey : Rowman and Littlefield.
- Pahuja, N.P. (2007) Theory and Principles of Education, New Delhi: Anmol Publications Pvt.Ltd.
- Sharma, R.N. Social-Political Philosophy and Philosophy of religion, Delhi: Surjeet Publications.
- Saha. S. (2007). Alternative Education. Delhi: Abhijeet Publications.

MEDUCCT-102: PHILOSOPHICAL FOUNDATIONS OF EDUCATION- II

Course Objectives:

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

1. Understand Atheistic schools of Philosophies of Education.
2. Understand Theistic schools of Philosophies of Education.
3. Understand the National values as enshrined in the Indian Constitution.
4. Understand the Social Philosophy of Education.
5. Know the Areas of Focus, Recommendations and impact of International Commission on Education (1996).
6. Know the National Knowledge Commission (2006).

Course Contents:

UNIT- I: Indian Schools of Philosophies of Education

- Atheistic Schools: Buddhism, Jainism, and Islamic Traditions with special reference to knowledge, reality and values and their educational implications.
- Theistic Schools: Nyaya, Sankhya and Vedanta with special reference to knowledge, reality and values and their educational implications.

UNIT- II: Social Philosophy of Education

- National values as enshrined in the Indian Constitution: Democracy and Education
- Freedom and Authority in Education, Equality Vrs Equity in Education.
- Education without walls: Illich's De-schooling society. Friere's Conscientisation, Wedemeyer's Independent Study.

UNIT- III: Education for the Modern World

- Learning: The Treasure Within (The International Commission on Education for the Twenty First Century, 1996): Areas of Focus, Major Recommendations and Impact.
- Report of the National Knowledge Commission (2006): Areas of Focus, Major Recommendations and Impact.

Suggested Readings:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations Of Education (1st Edition). New Delhi: Shipra Publication.

- Chatterjee. S. & Datta, D. (1948). An Introduction to Indian Philosophy. 3rd Edition. Calcutta: University Press.

- Hiriyanna, M. Outlines of Indian Philosophy, Delhi: Motilal Banarsidass Publishers Private Limited.

- Pandev. R. S. (1996). An Introduction to major Philosophies of Education. Agra: Vinod Pustak Mandir.

- Sharma.C.(2009). A Critical Survey of Indian Philosophy. Delhi: Motilal Baranasidass Publishers Private Limited.

- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.

MEDUCCT-103: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I

Course Objectives:

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

1. Acquire knowledge of basic concept of Educational Psychology.
2. Understand the relationship between Education & Psychology.
3. Know and understand the contributions of different schools of psychology in education.
4. Know and understand the different aspects of human development.
5. Understand individual differences among learners.
6. Know and understand the different theories of Intelligence and their educational contributions.
7. Know and understand the relationship between Intelligence and Creativity.
8. Know and understand the affecting factors of creativity, measurement of Intelligence and creativity.

Course Contents:

UNIT- I: Introduction to Educational Psychology

- Meaning, Nature and Scope of Educational Psychology
- Relationship between Education and Psychology
- Schools of Psychology and their Educational Contributions: Behaviourism, Cognitive, Gestalt, Psychoanalysis, Humanistic

UNIT-II: Process of Growth and Development

- Growth and Development: Concept, Principles and Differences
- Different Aspects of Human Development, their Characteristics and Educational Programmes: Physical, Intellectual (Cognitive), Social, Emotional, Moral and Language
- Individual Differences: Concept, Types and its Determinants, Role of Heredity and Environment

UNIT- III: Intelligence and Creativity

- Theories of Intelligence and their Educational Implications: Cattell, Guilford, Sternberg and Gardner
- Emotional Intelligence and Theory of Daniel Goleman
- Concept, Factors and Development of Creativity
- Relationship between Intelligence and Creativity
- Measurement of Intelligence and Creativity

Suggested Readings:

- Chauhan, S. S. (2007). Advanced Educational Psychology (7th Edition). Vikas Publishing House Pvt. Ltd. Noida.
- Butcher, H. J. (1970). Human Intelligence: Its Nature and Assessment. London: Butler & Tanner Ltd.
- Detterman Douglas K Detterman (1994). Theories in Intelligence, ABC-Clio, LLC.
- Gardner, H. (1993). Multiple Intelligence, New York: Basic Books.
- Goleman, D. L. (1995). Emotional Intelligence. London: Bloowsbusy.
- Guilford, J. P. (1967). The Nature of Human Intelligence. New York: McGraw Hill.
- Gupta, Manju (2007). Intelligence Creativity and Education (1st Edition). Khel Sahitya Kender.
- Hurlock, E.B. (1981). Developmental Psychology: A Life Span Approach. New York: Tata McGraw Hill.
- Kakkar, S. B. (2009). Educational Psychology (1st Edition). Phi Learning Private Limited.
- Mangal, S. K. (2009). Essentials of Educational Psychology (1st Edition). Phi Learning Private Limited.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Misra, G., Jha, A., and Woolfolk, A. (2012). Fundamentals of Educational Psychology (11th Edition). Pearson India.
- Sindhu, I. S. (2012). Educational Psychology. Pearson India.

- Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.

- Singh, D. (2000). Emotional Intelligence at Work. New Delhi: Sage Publications.

- Thomas, B. (2004). Intelligence and Creativity in Education (1st Edition). Aaviskar Publishers.

- Torrance, E.P. (1962). Guiding Creative Talent. Englewood Cliffs, NJ: Prentice Hall.

MEDUCCT-104: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-II

Course Objectives:

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

1. Know and understand the motivation, theories of motivation with their educational implications and the role of motivation in learning.

2. Know and understand the learning, different theories of learning and their educational implications.

3. Acquire knowledge about transfer of learning and understand the theories of transfer of learning with their educational implications.

4. Know and understand personality, theories of personality and their contributions in education.

5. Acquire knowledge about mental health, adjustment mechanisms, maladjustment behaviour and their remedies.

6. Know and understand the exceptional children, their types, characteristics, needs, problems and educational interventions.

Course Contents:

UNIT- I: Motivation and Learning

- Meaning and Affecting Factors of Motivation, Role of Motivation in Learning, Maslow's Theory of Self-actualization, Weiner's Attribution Theory and Atkinson's Theory of Achievement Motivation

- Concept, Nature and Types of Learning, Affecting Factors of Learning, Behaviouristic and Cognitive Theories of Learning: Skinner, Hull, Gagne, Tolman, Brunner; Constructivist Theories of Learning: Piaget and Vygotsky

- Transfer of Learning: Concept, Types and Theories

UNIT-II: Personality, Mental Health and Adjustment

- Concept and Nature of Personality, Theories of Personality: Cattell, Eysenck, Erickson, Freud, Carl Rogers, and Big Five Factors, Measurement of Personality

- Concept of Mental Health, Characteristics of a Good Mentally Healthy Person, Role of Home, School and Society in promoting Mental Health of a Learner

- Adjustment: Process of Adjustment and Adjustment Mechanisms; Maladjustment Behaviour: Types, Symptoms, Causes and Remedial Measures

UNIT- III: Psychology and Education of Exceptional Children

- Concept of Challenged Children, Types of Challenged Children: Intellectual Impairments, Sensory Impairments (Visual & Auditory), Locomotor and Neurological Impairments - Characteristics, Causes and Educational Programmes

- Gifted Children: Characteristics, their Needs and Educational Programmes

- Learning Disabilities: Concept, Characteristics, Types, Causes, and Educational Programmes.

Suggested Readings:

- Agarwal, Rashmi (2010). Learning Disabilities. Shipra Publication.
- Gagne, P.M. (1965). Conditions of Learning. N.Y.: Prentice Hall.
- Gagne, P. M. (1976). The Conditions of Learning (2nd Edition). New York: Rinehart & Winston.
- Georgina Adamson , Dorothy F. Vernon , Philip E. Vernon (2013). The Psychology and Education of Gifted Children. Routledge.
- Goel, Sushil Kumar (2015). Teaching Children with Learning Disabilities. Aavishkar Publishers, Distributors, Jaipur.
- Hall, C. S., & Lindsey, G. (1978). Theories of Personality (3rd Edition). New York: John Wiley.
- Hallahan, D., Kauffman, J., & Lyod, J. (1985). Introduction to Learning Disabilities (2nd Edition). Englewood Cliffs, NJ: Prentice Hall.
- Hilgard, E.R. & Bower, S.H. (1975). Theories of Learning. Cliffs: Prentice Hall.
- Hilgard, E. O. (1976). Theories of Learning (4th Edition). New York: Appleton Century.
- Hergenhahn (1996). Introduction to Theories of Learning, Pearson Higher Education.

- Hergenhahn, B. R., and Olson, Matthew H. (2013). An Introduction to Theories of Learning (9th Edition). Prentice Hall.

- Laarus, R. S. (1963). Personality and Adjustment. Cliffs: Prentice Hall.

- Mangal, S. K. (2009). Educating Exceptional Children: An Introduction to Special Education (1st Edition). Phi Learning.

- Maslow, A. (1954). Motivation and Personality. New York: Harper & Raw.

- Menon (2010). Learning Disabilities. Aph Publishing Corp.

- Ranganathan, Namita (2012). Education for Mental Health. Shipra Prakashan.

- Prakash, Prem (2006). Educational of Exceptional Children. Kaniska Publication.

- Samuel A. Kirk, Nicholas J. Anastasiow, James J. Gallagher, Mary Ruth Coleman (2012). Educating Exceptional Children (13th Edition). Wadsworth.

- Sharma, Shashi Prabha (2006). Fundamental of Mental Health Education. Kaniska Publication.

- Shankar, U. (1976). Exceptional Children. New Delhi: Sterling Publishers.

- Singh, Udai Veer (2010). Exceptional Children, RvS Books.

- Tannenbaum, I. M. (1983). Gifted Children: Psychological and Educational Perspectives. New York: Macmillan.

- Tewari, Rajshree, and Tewari, Aradhana (2015). Learning Disabilities. Pointer Publishers, Jaipur.

- Weiner, B. (1980). Human Motivation. New York: Halt, Rinehart & Winston.

MEDUCCS-105: PRACTICUM – SEMINAR AND TERM PAPER

A. Seminar Paper Preparation and Presentation:

Each student is required to develop one seminar paper on the topic of his/her choice with research evidence and in-text references. The seminar paper will be presented through power-point. Students of the P.G. of the department will remain present and participate in the discussion of the paper. Marks shall be awarded to each student on the basis of relevance of the paper, standard and quality of the paper, style of presentation and clarification of doubts raised by the participants.

B. Preparation of Term Paper:

Each student is expected to prepare a term paper on the topic of emerging issue in education in at least 5000 words.

MEDUCCS-106: DEVELOPMENT AND USE OF PSYCHOLOGICAL TESTS

A. Seminar Paper Preparation and Presentation on Psychological Practical:

Each student is required to develop one seminar paper on the psychological practical of his/her choice with research evidence and in-text references. The seminar paper will be presented through power-point. Students of the P.G. of the department will remain present and participate in the discussion of the paper. Marks shall be awarded to each student on the basis of relevance of the paper, standard and quality of the paper, style of presentation and clarification of doubts raised by the participants.

B. Preparation of Report:

Each student is expected to prepare a report on the topic of psychological practical in at least 5000 words. Marks shall be awarded to each student on the basis of relevance, standard, quality and originality of the practical report.

MEDUCCT-201: SOCIOLOGICAL FOUNDATIONS OF EDUCATION-I

Course Objectives:

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

1. Acquire knowledge about Educational Sociology and distinguish it from Sociology of Education.
2. Understand the relationship between Sociology and Education.
3. Know and understand the different theoretical approaches to Sociology of Education.
4. Know and understand the interdependency between education and culture.
5. Know and understand the process of Socialization and role of different agencies in Socialization.
6. Acquire knowledge and understand the concept of Social Organization, Social Groups and Group Dynamics.
7. Understand the relationship between school and community.

Course Contents:

UNIT- I: Introduction to Educational Sociology

- Meaning, Nature and Scope of Educational Sociology
- Distinguish between Educational Sociology and Sociology of Education
- Relationship between Sociology and Education
- Theoretical Approaches to Sociology of Education (Functionalism, Conflict Theory, Interactionism, and Open System Approach)

UNIT- II: Education, Culture and Socialization

- Culture-Concept and nature of Culture, Role of Education in the Cultural context, Cultural Determinants of Education, Cultural Change and Lag
- Concept of Socialization, Education as a Process of Socialization, Agencies of Socialization-Family, Peer Group, Community, Institutions of Formal Education, and Mass Media

- Folkways, Mores and Institutions: Concept, Characteristics and Educational Significance

UNIT-III: Education and Social Organization

- Social Organization: Concept, Types and Affecting Factors of Social Organization

- Social Groups: Concept, Nature, Types (Primary, Secondary and Tertiary, Formal and Informal, In-Groups and Out-Groups) and their Educational Relevance

- Group Dynamics-Concept and Various Techniques to Study Group Dynamics in a Classroom Situation, Educational Significance of Group Dynamics

- School and Community: School Community Relationship, Strategies for improving school community relationship

Suggested Readings:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.

- Apple, M.W., et al. (Ed.) (2010). The Rout ledge International Handbook of the Sociology of Education. London: Routledge.

- Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.

- Bhat, Mohammad Sayid (2013). Educational Sociology. APH Publishing Corporation, New Delhi.

- Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.

- Collins, R. (2007). Functional and Conflict Theories of Educational Stratification. In Sadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.

- Das, Purba (2007). Sociological Foundations of Education (1st Edition). Authors Press, New Delhi.

- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir.

- Siddiqui, Mujibul Hasan (2008). Philosophical and Sociological Foundations of Education (1st Edition). APH Publishing Corp. New Delhi.

- Pandit, K. L. (2003). Educational Sociology. ABD Publishers, New Delhi.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
- Smith, Walter Robinson (2010). An Introduction to Educational Sociology. Nabu Press, USA.
- Snedden, David (2012). Educational Sociology: Introduction. Nabu Press, USA.
- Srinivas, M. N. (2000). Social Change in Modern India. Orient Longman, New Delhi.
- Tiwary, Shiv Shanker (2009). Philosophical and Sociological Foundation of Education. Kunal Books, New Delhi.

MEDUCCT-202: SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II

Course Objectives:

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

1. Know and understand the concept, Factors, Constraints, Theories and different Processes of Social Change.

2. Understand the role of Education in Social Change.

3. Know and understand the concept and factors of Social Stratification and the role of education in Social Stratification.

4. Know and understand the concept, types of Social Mobility and the role of education in promoting Social Mobility.

5. Understand the relationship between Social Stratification and Social Mobility.

6. Acquire knowledge about Values and understand the importance of values in present day context.

7. Know and understand the various emerging social issues, their backgrounds and role of education in this regards.

Course Contents:

UNIT- I: Education and Social Change

- Social Change: Concept and Affecting Factors of Social Change, Education as a Instrument of Social Change

- Constraints of Social Change (Caste, Ethnicity, Class, Language, Religion and Regionalism),

- Theories of Social Change: Karl Marx and Sorokin

- Different Processes of Social Change: Industrialization, Urbanization, Modernization, Sanskritization, Westernization and Globalization

UNIT- II: Education, Social Stratification and Mobility

- Social Stratification: Concept and Causes or Factors of Social Stratification, Role of Education in controlling Social Stratification

- Social Mobility: Concept, Types and Role of Education in promoting Social Mobility

- Relationship between Social Stratification and Social Mobility
- Concept, nature, characteristics and classification of values, need for inculcation of values at present day context, Indian traditional thoughts and value education

UNIT- III: Education and Emerging Social Issues

- Inequality of Educational Opportunity: Concept, Causes and Role of Education in bringing Equity
- Socially and Economically Disadvantaged Sections (Scheduled Caste, Scheduled Tribes, Women and Rural Population) of the Society - Needs, Problems and Educational Interventions
- Education in relation to Democracy, Freedom, Politics, Nationalism and International Understanding
- Education in relation to Privatization, Women Empowerment and Right to Education Act (2009).

Suggested Readings:

- Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and Social Change in South Asia. New Delhi: Orient Longman.
- Sadovnik, A. R. (2007). Theory and Research in Sociology of Education. In Sadovnik, A.R. (Ed.). Sociology of Education A Critical Reader. New York: Routledge.
- Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
- Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.

MEDUCCT- 203: CURRICULUM STUDIES-I

Course Objectives:

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

1. Define Curriculum.

2. Know the Nature and Functions of Curriculum.

3. Describe the various Principles and Factors of Curriculum Construction.

4. Explain various types of curriculum.

5. Understand the Bases of Curriculum.

6. Identify the Components and Sources of curriculum.

7. Describe various Approaches and Types to Curriculum Design.

Course Contents:

UNIT-I: Concept and Principles of Curriculum

- Meaning, Nature and Functions

- General Principles and Factors of Curriculum Construction

- Types of Curriculum: Explicit, Hidden, Traditional / Subject-centred, Activity, Experience, Core, Life-centred

UNIT-II: Bases of Curriculum

- Philosophical

- Psychological

- Sociological

- Technological

UNIT-III: Curriculum Design and Organization

- Components and Sources

- Approaches and Types of Curriculum Design

- System Approach in Curriculum development

Suggested Readings:

- Aggarwal, J.C. (1990); Curriculum Reform in India, New Delhi: Doaba.
- Brent, Allen. (1978); Philosophical Foundations for the Curriculum, Baston: Allen and Unwin.
- Bhalla N: Curriculum Development
- Daniel Tanner & Lauel Tanner- Curriculum Development: Theory into Practice.
- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
- Das, R.C. (1987); Curriculum and Evaluation, New Delhi, NCERT.
- Flinders, D.J (Ed) (1977); The Curriculum Studies; New Delhi: Atlantic Publishers.
- Limon E. Kattington- Handbook of Curriculum Development.
- Munazza Mahmood- Curriculum Development.
- Ornestein A.C.& Hunkins, F.P.(2013); Curriculum: Foundations, Principals, and Issues;(6th Ed) Pearson Education Inc.
- Pathak, R. P. (2012). Philosophical and Sociological Principles of Education. Delhi: Pearson.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
- Saylor, J.G. & Alexander W.M.(1956); Curriculum Planning for Better Teaching and Learning: Rinehart& Company, Inc. New York.
- Sterhouse L: An Introduction to Curriculum Research and Development.
- Sharma, R.A. (2012) Curriculum Development and Instruction, Meerut: R. Lall Book Depot.
- Talla, Mrunalini (2012) Curriculum Development- Perspectives, Principles and Issues, Delhi, Chennai & Chandigarh: Pearson
- Tabah N: Curriculum Development, Theory and Practice
- Tanner, D. and Tanner, L.(1975) Curriculum development- theory and practice. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W.(1941). Basic principles of curriculum and instruction. Chicago: University of Chicogo Press.

MEDUCCT- 204: CURRICULUM STUDIES-II

Course Objectives:

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

1. Define Models of Curriculum Development.
2. Know the various types of Models of Curriculum Development.
3. Describe the Recent Trends of Curriculum Development.
4. Know the Concept, Nature and purpose of Curriculum Evaluation.
5. Differentiate Formative and Summative Evaluation.
6. Explain various models of Curriculum Evaluation.

Course Contents:

UNIT-I: Models of Curriculum Development

- Types of Models of Curriculum Development
- Representative Models of Curriculum Development-Tyler, Taba, D.K. Wheeler, Saylor and Alexander, Weinstein and Fantini Model

UNIT-II: Trends of Curriculum Development

- National Commissions and Policies regarding the Curriculum- Mudaliar Commission(1952-53), Kothari Commission (1964-66), New Policy of Education (1986)
- Model Curriculum for Higher Education (UGC)
- National Curriculum Frame Work (NCERT-2005)- Salient Features
- Curriculum Frame Work for Teacher Education (NCTE-2009)

UNIT-III: Curriculum Evaluation

- Concept and Nature
- Purpose of Curriculum Evaluation
- Formative and Summative Evaluation
- Models of Curriculum Evaluation-
    - (i) Quantitative / Scientific / Positivistic Models-Metfessel-Michael Evaluation Model, Provu's discrepancy Evaluation Model

        (ii)   Qualitative / humanistic / Naturalistic Models-Eisner's Connoisseurship Evaluation Model, Stake' responsive Evaluation Model

Suggested Readings:

- Beane, J.A., Conrad, E.P. Jr. and Samuel JA, Jr. (1986). Curriculum planning and development, Boston: Allyn & Bacon.

- Brady, L. (1995). Curriculum Development, New Delhi: Prentice Hall.

- Doll, R.C. (1996).Curriculum development: Decision-making and process, Boston: Allyn & Bacon.

- Das, R.C. (1987); Curriculum and Evaluation, New Delhi, NCERT.

- Krug, E.A.(1956). Curriculum planning. New York: Harper and Row Publishers.

- Kalaiyarasan, G.- Curriculum Development

- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.

- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.

- Pratt, D.(1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.

- Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.

- Saylor, J.G., Alexander, W.M. and Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rienehart & Winston.

- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.

- Talla, Mrunalini (2012) Curriculum Development- Perspectives, Principles and Issues, Delhi, Chennai & Chandigarh: Pearson

- Vashist, R.P., Curriculum Development

- Walker D F: Fundamentals of Curriculum

MEDUCCS-205: ORGANIZATION & EXECUTION OF AN EDUCATIONAL TOUR

A. Preparation of Tour Report:

Each student is required to participate in the educational Tour and prepare a Report in at least 5000 words. Marks shall be awarded to each student on the basis of relevance, standard, quality and originality of the report. Marks shall be awarded to each student on the basis of relevance of the report, standard and quality of the paper.

B. Viva Voce:

Each student is required to attend the viva voce on the basis of his /her submitted report of Educational Tour.

MEDUCCS-206: PRACTICUM: SEMINAR AND TERM PAPER

A. Seminar Paper Preparation and Presentation:

Each student is expected to develop one seminar paper on the topic of his/her choice with research evidence and in-text references. The seminar paper will be presented through power-point. Students of the P.G. of the department will remain present and participate in the discussion of the paper. Marks shall be awarded to each student on the basis of relevance of the paper, standard and quality of the paper, style of presentation and clarification of doubts raised by the participants.

B. Preparation of Term Paper:

Each student is expected to prepare a term paper on the topic of emerging issue in education in at least 5000 words. Marks shall be awarded to each student on the basis of relevance, standard, quality and originality of the paper.

MEDUCCT- 301: METHODOLOGY OF EDUCATIONAL RESEARCH- I

Course Objectives:

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

1. Know the Methods of Acquiring Knowledge.
2. Know the Concept, Scope and Need of Educational Research.
3. Identify and Formulate the Research Problem.
4. Know the Concept, Characteristics, Types and Formulation of hypothesis.
5. Understand the various Methods and Types of Educational Research.
6. Know the Research Tools and Sampling Procedures.
7. Write and Evaluate the Research Proposal.

Course Contents:

UNIT- I: Educational Research

- Methods of acquiring knowledge: Tradition, experience, authority, reasoning (deductive and inductive), and scientific inquiry.
- Educational Research : Meaning, scope and need
- Research Problem: Identification and formulation
- Hypothesis: Characteristics, types and formulation

UNIT- II: Methods and Types of Research

- Types of Educational Research: Fundamental, Applied, and Action
- Historical Research: Need and Significance, sources and collection of data, establishing validity and interpretation of data
- Descriptive Research: Need and importance, steps and interpretation, types-survey studies, case study, correlation studies
- Experimental Research: Nature & procedure, validity – internal & external, role of control, ex post facto research, designs-single group and parallel group

UNIT- III: Research Tools and Sample

- Research Tools: Characteristics of a good research tool, Techniques and tools of data collection – Documentary sources, Observation, Questionnaires and schedules, Interview, Rating scales and Tests
- Sampling : Population and Sample, Methods- (i) Probability Sampling – Random, Systematic, Stratified and Cluster (ii) Non-Probability Sampling – Purposive, Quota and Incidental, Sampling error
- The Research Report: Writing and Evaluation of the Report.

Suggested Readings:

- Best, J.W. & Kahn, J.V.(1989). Research in Education, (6th edition). New Delhi: Prentice Hall
- Good, C.V, Barr & Douglas, E. Scates. (1962). Methodology of Educational Research New York: Appleton Crofts
- Guilford, J.P.(1984). Psychometric Methods. New Delhi: Tata Mcgraw-Hill publishing Co. Ltd
- Kerlinger F.N. (1978). Foundation of Behavior Research. Delhi: Surjeet Publications
- Koul, L. (1998). Methodology of Educational Research. New Delhi: Vikash Publications
- Sax, G. (1968). Empirical Foundation of Educational Research. New Jersey: Englewood Cliffs
- Sukla S.P,& Others.(1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers
- Tuckman, B.W. (1979). Conducting Educational Research (2nd edition). New York: Harcourt Brace Javanovich, Inc.
- Van Dalen, D.B & Meyer, W.J. (1979). Understanding Educational Research. New York: Mcgraw Hill C.
- Young, P.V.(1956). Scientific Social Surveys and Research. New Jersey: Prentice Hall Inc

MEDUCCT- 302: METHODOLOGY OF EDUCATIONAL RESEARCH- II

Course Objectives:

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

1. Know the Types of data-their nature and sources.
2. Analyze the content.
3. Know the various scales of measurement.
4. Compute Coefficient of Correlation by using various methods.
5. Compute Regression and Prediction.
6. Calculate the significance of difference between two sets of independent and correlated samples.
7. Calculate the significance of difference between two or more groups.

Course Contents:

UNIT- I: Educational of Data

- Types of data: Qualitative and Quantitative - their Sources and Characteristics
- Qualitative Data: Analysis – content analysis, analyses of interview-based and observation-based data
- Quantitative Data: Scales /Levels of measurement – Nominal, Ordinal, Interval and Ratio
- Normal Probability Curve and Some other Related Concepts

UNIT- II: Correlation and Prediction:

- Coefficient of Correlation: Rank Difference Method and Pearson's Product Moment Method for grouped and ungrouped data
- Partial & Multiple for Correlation, Regression and Prediction from simple Regression Equation.
- Further Methods of Correlation: Biserial, Point – Biserial, Tetrachoric and Phicoefficient of correlation

UNIT- III: Inferential Statistics:

- Significance of Mean: Concept of parameter and statistics, sampling distribution of Mean, Standard Error of Mean, confidence intervals and levels of confidence for the true mean

- Parametric Statistics: Significance of the difference between means (t test) involving only two groups-(a) Means of two independent large samples, (b) Means of two small independent samples, (c) Two correlated means.
  Concept of one-tailed and two tailed tests, Concept of Type I and Type II errors. Significance of the difference between means (F test) Involving more than two groups – One way ANOVA

- Non- Parametric Statistics: Chi-square test and Median test

Suggested Readings:

- Bodgan, R and Steven, T.(1975).Introduction to Qualitative Research Methods. New York: John Wiley and Sons

- Broota, K.D.(1992).Experimental Design in Behavioral Research. New Delhi: Wiley Eastern Limited

- Garret. H.E (1988). Statistics in Psychology and Education Bombay: Vakils, Ferrer & Simons Ltd

- Guilford, J.P. & Fruchter, B. (1974).Fundamental Statistics in Psychology & Education. New York: McGraw Hill

- Kurtz, A. K. & Mayo, S.T. (1980).Statistical Methods in Educational and Psychology. New Delhi: Narosa Publishing House

- Seigal, Sydne, Y. (1978).Non-parametric statistics for Behavioral Science. New Delhi: McGraw Hill

- Singh, Arun Kumar.(1986). Test, Measurement and Research Methods in Behavioral Science. New Delhi: McGraw Hill

- Stratuss, A and J, Corbin. (1998). Basics of Qualitative Research. London: Sage

- Tuckman,B.W.(1978). Analyzing and Designing Educational Research. New York: Harcourt Brace Jovanovich, Inc.

MEDUMET-303: EDUCATIONAL TECHNOLOGY

Course Objectives:

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

1. Know the Concept, Objectives, Scope, Approaches and Problems Educational Technology.
2. Understand the Concept, Nature, Types, Factors and Barriers of Communication.
3. Recognize the Concept of Teaching, Learning and Instruction.
4. Identify the families of Models of Teaching.
5. Understand the various Instructional Strategies.
6. Apply Educational Technology in different educational systems.

Course Contents:

UNIT- I: Concept of Educational Technology and Communication

- Concept, Objectives and Scope
- Approaches of Educational Technology: Hardware and Software
- Problems of Educational Technology
- Concept, Nature and Types of Communication
- Factors affecting Classroom Communication
- Barriers in Communication

UNIT- II: Instructional Technology and Models of Teaching

- Concept of Teaching, Learning and Instruction
- Micro-Teaching and Simulated Teaching
- Flander's Interaction Analysis
- Programmed Instruction
- Concept and Families of Models of Teaching
- AOM and CAM

UNIT- III: Instructional Strategies

- Lecture

- Team Teaching
- Seminar and Workshop
- Discussion and Group Discussion
- E-learning and M-learning
- Application of Educational Technology: Formal & Non-formal Education, Distance Education

Suggested Readings:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi
- Ahuja, N., Ahuja, T. & Holkar, A., Need and Significance of E-learning in Education,
- Allen, M.W. (2003). *Michael Allen's guide to E-learning*. Hoboken, New Jersey: John Wiley & Sons, Incorporated.
- Ally, M. (Ed.). (2009). *Mobile learning: Transforming the delivery of education and Training.* Athabasca University Press.
- Begum, A.J., Natesan, A.K. & Sampath, G. (2011). *ICT in Teaching Learning*, New Delhi: APH Publishing Corporation.
- George Veletsianos (2010), Emerging Technologies in Distance Education, Athabasca University Press, Admonton
- Mangal S K and Mangal U, (2009), Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Mahapatra B. C. (2005), Information Technology and Education, Sarup and Sons, New Delhi
- Singh C.P., (2006), Introduction to Educational Technology, Lotus Press
- Sharma R. N., & S.S. Chandra, (2003), Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist
- Sharma Y. K., (2005), Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010),Advanced Educational Technology, Pacific Books International.

MEDUMET- 303: COMPARATIVE EDUCATION

Course Objectives:

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

1. Define Comparative Education.
2. Know the History, Scope and Areas of Study of Comparative Education.
3. Distinct between Comparative Education and International Education.
4. Know the Factors of Comparative Education.
5. Know the Aims and Objectives of Education at various levels in different Countries.
6. Understand the Structure and Curriculum of Education at various levels in different Countries.
7. Know the Administration System of Education in different Countries of the World.
8. Know the Aims, Objectives, Structure, Curriculum, Administration system of Teacher Education and Distance Education in different countries.
9. Make comparison among the countries with respect to their Aims, Objectives, Structure, Curriculum, Administration system of Education.

Course Contents:

UNIT- I: Concept and Methods of Comparative Education

- Meaning and Scope of Comparative Education.
- History and Development of Comparative Education.
- Area Studies (Descriptive and Interpretation)
- Comparative study (Description of Educational System, Juxta-position, Comparison)
- Distinction between Comparative education and International Education.

UNIT-II: Factors and Forces Influencing Theory and Practice of Education

- Racial, Religious and Linguistic
- Historical, Sociological and Cultural
- Scientific, Economical and Political

UNIT- III: Study of Education System (Primary Education, Secondary Education, Higher Education, Teacher Education and Distance Education) in India, Pakistan, China, Japan, UK, USA and Australia with reference to the following:

- Aims and Objectives of Education
- Structure and Curriculum of Education
- Administration of Education

Suggested Readings:

- Bereday, George (1964) Comparative Method in Education. New York: Holt, Rinehart and Winston
- Chaube, S.P. and Chaube, A (1998) Comparative Education, New Delhi: Vikas Publishing House Pvt.Ltd.
- Cramer J.F. and Browne C.S.(1956) Contemporary Education. New York: Harcourt, Brace
- Dutta, B.S.V (2004) Comparative Education-A Comparative Study of Educational Systems, Guwahati: DVS, Publishers & Distributors.
- Gezi, K.I. (1971) Education in Comparative and International perspective, New York: Halt, Rinehart & Winston, Inc.
- Hans, Nicholas (1994) Comparative Education
- Hans Collins (ed) (1964) Comparative Education, London: Routledge and kegan Paul Limited.
- Khan, M.A. (2004) Modern Comparative Education, New Delhi: Anmol Publications Pvt. Ltd.
- Priestly, K.E. (1961) Education in China. Cornell University: Dragonfly Books.
- Rao, V.K. (2004) Comparative education. The methods of Analysis and Enquiry, Guwahati: DVS, Publishers and Distributors.
- Rao, V.K. eddy, R.S.(1997) Comparative Education. New Delhi: commonwealth Publishers.
- Sharma, R.A. (2009) Comparative Education, Meerut: R.Lall Book Depot.

- Sodhi, T.S. (1998) Textbook of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sharma, Y.K. 92004) Comparative Education, New Delhi: Kanishka Publishers, Distritutors.
- UNESCO (1971) Developing of education in Aisa, unesco/mineda's/paris.

MEDUMEP-304: PROJECT WORK

A. Preparation of a Project:

Each student is required to prepare a Report on Development and use of Educational Technology in at least 5000 words. Marks shall be awarded to each student on the basis of relevance, standard, quality and originality of the project. Marks shall be awarded to each student on the basis of relevance of the report, standard and quality of the paper.

B. Presentation:

Each student is required to make a PPT Presentation on the basis of the project.

MEDUOET- 305: VALUE, PEACE AND HUMAN RIGHTS EDUCATION-(I)

Course Objectives:

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

1. Know the Concept of Value and Value Education.

2. Know the Need and Importance of Value Education.

3. Describe the Types of Human Values.

4. Understand the methods of Value inculcation.

5. Explain the role of teacher in Value Education.

6. Understand the causes of Value Erosion.

7. Know the Concept of Peace and Peace Education.

8. Know the Aims and Pedagogy of Peace Education.

9. Understand the Role of Teacher UNESCO and SAARC in Peace Education.

10. Know the Concept of Human Rights and Human Rights Education.

11. Know the Characteristics, Objectives, Needs, Categories and Principles of Human Rights.

Course Contents:

UNIT- I: Concept of Value Education

- Concept of Value and Value Education
- Need and Importance of Value Education
- Types of Human Values
- Methods of Inculcation of Values among the Students: Direct and Indirect
- Role of teacher in value education
- Causes of Value Erosion

UNIT- II: Peace Education

- Concept of Peace and Peace Education
- Aims of Peace Education
- Pedagogy of Peace Education
- Role of Teacher in Peace Education
- Role of UNESCO and SAARC in establishment of Peace.

UNIT- III: Human Rights Education

- Concept of Human Rights and Human Rights Education
- Characteristics of Human Rights
- Objectives of HRE
- Categories of Human Rights
- Basic Human Rights Principles
- Need for Human Rights Education

Suggested Readings:

- Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights.* New Delhi: Shipra Publications.
- Balasooriya, A. S. (2001). *Learning the Way of Peace: A Teachers' Guide to Peace Education*. New Delhi: UNESCO.
- Bagchi, J.P. & Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II*. Jaipur: University Book House.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New York.
- Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Kaul, A. (2011), Human Rights Education, APH Publishing Corporation, New Delhi.
- Mohanty, J. (2000), Human Rights Education, Deep and Deep Publication, New Delhi.
- Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata,
- Mishra, L. (2009) Peace Education Framework For Teachers, New Delhi: APH Publishing Corporation.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.

- Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.

- Sanajaoba, N. (2004) Human Rights in the New Millennium, Manas Publication, New Delhi.

- Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.

- Singh, V.P. (2004). "Value Inculcation Among Younger Generation: A Suggested Model, "*University News*, Vol. 42.No.5, pp.11-15.

- Thomas, B. (2004); *Moral and Value Education.* Jaipur: Avishkar Publishers.

- UNESCO Peace Package: A Handbook for Teacher

- Venkataish, N. Ed. (1998). *Value Education*. New Delhi: APH Publishing Corporation.

- Verma, Yoginder (2007); *Education in Human Values for Human Excellence*. New Delhi: Kanishka Publishers and Distributors.

MEDUOET- 305:   YOGA EDUCATION – (II)

Course Objectives:

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

1. Know the Concept of Yoga and Yoga Education.
2. Understand the Misconception of Yoga & role of Yoga in Education
3. Describe Yoga education with specific reference to Aims, Curriculum, Methods of teaching, Discipline Role of Teacher and Educational Implications.
4. Understand the History of Yoga and the contributions of Contemporary Yogis.
5. Describe the Types of Yoga.
6. Understand the Instrumentals (Sadhana Pada) of Yoga.
7. Know the Applications / Therapeutic Value of Yoga for Health Issues.

Course Contents:

UNIT- I: Introduction to Yoga Education

- Meaning and Definitions of Yoga and Yoga Education
- Misconception of Yoga & role of Yoga in Education
- Yoga education with specific reference to Aims, Curriculum, Methods of teaching, Discipline Role of Teacher and Educational Implications.

UNIT-II: History of Yoga and Contemporary Yogis:

- Vedic period, Pre-classical period, Classical period, Yoga in Medieval Times and Yoga in Modern Times
- Yoga and Contemporary Sagacious Person-Sri Aurobindo, Swami Vivekananda, B.K. S. Iyengar: Father of Modern Yoga.
- Types of Yoga: Jnana Yoga, Bhakti Yoga, Karma Yoga of Bhagavgita, Surya Namask Ashtanga Yoga, Integral Yoga of Sri Aurobindo

UNIT-III: The Instrumentals (Sadhana Pada) and Applications / Therapeutic Value of Yoga:

- The Instrumentals (Sadhana Pada) of Yoga- The Five Yamas (Eternal Vows), The Five Niyamas (Abstinences), Pranayam (controlling the breath), Pratyahara(controlling the

senses), Dharana(Concentration) and its method Dhayna (meditation) and its kinds, Samadhi and its various types.

- **Applications / Therapeutic Value of Yoga for Health Issues-**

    (a) Special Techniques: Asthama, Nasal allergy, Diabetes, Low bachache, Hypertension / IHD, IBS / GID, Tension / Migraine, Headache

    (b) Advance Techniques: (i) Self Management of Excessive Tension (ii) Pranic Energisation Technique

Suggested Readings:

- Bhaskarananda, Swami (2001). *Meditation, mind & Patanjali's Yoga : a practical guide to spiritual growth for everyone*.

- Duggal, Satyapad : Teaching Yoga (The Yoga Institute, Santacruz, Bombay, 1985.

- Ghorote, M.L. : Yoga Applied to Physical Education Lonavala; Kaivalyadhama.

- Iyengar, B.K.S. (2000). *Astadala Yogamala*. New Delhi, India: Allied Publishers. p. 53. ISBN 978-8177640465.

- L.K. Taimni, The Science of Yoga, Theosophical Publishing House, Adyar, Madras, 1988.

- Madhav Pundalik Pandit, *Sri Aurobindo and His Yoga*, Lotus Press 1987 ISBN 0-941524-25-6

- NCTE (2015) Yoga Education diploma in Elementary Education, New Delhi, pp.15-18.

- Nagendra, H.R. and Nagarathna R : New Perspectives in Stress Management (V.K.Yogas, Bangalore,1988)

- Prabhupada, S. (ed.). (2007). *Srimagbhat GitaAs It Is.* Nadia: Bhaktibedanto Book Trust.

- Pal, T., Rath, S.K. & Roy S.C. (2014) Yoga Education at a Glimpse, Romania: Bric Center..

- Radhakrishnan, S. (1993), *The Bhagavadgītā*, Harper Collins, ISBN 81-7223-087-7, p. 289.

- R Nagarathna and Dr H R Nagendra : Integrated Approach of Yoga Therapy for Positive Health, Swami Vivekananda Yoga Prakashana, Bangalore, 2003.

- Swami Satchidananda, The Yoga Sutras of Patanjali, Integral Yoga Publications, Yoga Ville, Virginia, USA, 1990.

- Sri Aurobindo. (1999), *The Synthesis of Yoga*, fifth edition, Sri Aurobindo Ashram Trust 1999

- Swami Niranjanananda Saraswati, Yoga Darshan, Yoga Publications Trust, Bihar, India, 2002.

- Swami Satyananda : Yoga Education For Children Saraswati (Bihar Schools of Yoga, Munger, 1990).

- Tulsidas Chatterjee, *Sri Aurobindo's Integral Yoga*, Aurobindo Ashram, Pondicherry 1970

- Udupa, K.N. : Stress and its Management by Yoga (Motilal Banarsidass, Delhi)

- Werner, Karel (1998). *Yoga And Indian Philosophy*. Motilal Banarsidass Publ. ISBN 81-208-1609-9. p. 119-20

- White, David Gordon (2011), *Yoga, Brief History of an Idea (Chapter 1 of "Yoga in practice")*, Princeton University Press

MEDUOET-305: MENTAL HEALTH, GUIDANCE & COUNSELLING IN EDUCATION-III

Course Objectives:

After completion of this course the student will be able to:

1. Develop an understanding of the mental hygiene and health for bringing out the psychological well being.
2. Get an idea of psychological guidance services in education.
3. Have a scheme of psychological measurement in process of educational as well as career guidance programmes.
4. Understand the concept and approaches of counselling and psychotherapy.

Course Contents:

UNIT-I: Hygiene and Health, Especially Mental Health

- **Hygiene –** Definition, meaning and aims of hygiene, relation between health and hygiene

- **Mental Health –** Meaning of mental health, characteristics of mentally healthy individual, factors affecting mental health, educational implications of mental health of the students, mental health and development of integrated personality

- **Frustration and Mental Conflicts –** Meaning and kinds of mental conflict, conflict management

- **Defence Mechanisms –** Definition and meaning of defence mechanism, various defence mechanisms

- **Human Adjustment and Mental Health –** Definition and meaning of adjustment, criteria for good adjustment, characteristics of well adjusted person, meaning of maladjustment, causes of maladjustment in students, psychological foundations of adjustment, role of motivation and perception in adjustment, principles of mental hygiene and their implication of effective adjustment,

- **Mental Diseases –** Acquaintances with the DSM-IV TR, introduction to common forms of mental disorders

UNIT-II: Guidance Services and its Organization

- **Guidance Services** – Concept, concern and principles of guidance and group guidance, procedure and techniques of group guidance
- **Organization of Guidance Programmes** – Principles of organization, Various types of services, group guidance, individual inventory service and information orientation service, placement service and follow up programme, introduction of guidance service in academic institutional set up
- **Psychological Testing in Guidance Services** – Use of tests of (a) intelligence, (b) aptitude, (c) creativity, (d) interest and (e) personality, administering, scoring and interpretation of test scores, communication of test results as relevant in the context of guidance programme

Unit-III: Counselling and Psychotherapy

- **Counselling Process** – Concept, nature, principles of counselling
- **Counselling Approaches** – directive, non-directive and eclectic
- **Group Counselling vs. Individual Counselling**
- **Counselling for Adjustment**
- **Characteristics of Goods Counselling and Counsellor**
- **Introduction to Psychotherapy** – Brief acquaintances of psychoanalysis, psychoanalytic oriented psychotherapy, behaviour therapy, hypnosis and deep relaxation

Suggested Readings:

- Adams, James F. (1986). Counselling and Guidance: A Summary View, (6thprinting) New York: McMillan.
- Anastasi, A. (1982). Psychological Testing, New York: Macmillan Publishing Co. (5th Ed.)
- Beride, R.F. et. al. (1963). Testing in Guidance and Counselling, New York: McGraw Hill.
- Bernard, H.W. (1977). Principles of Guidance, (2nd Ed.) New York: Harper and RWO.
- Burkes, H.M. and Steffir B. (1979). Theories of Counselling, (3rd Ed.) New York: McGraw Hill.
- Buros, D.K. (Ed) (1972). The Mental Measurement Year Book, Highland Park: N. H. Gryphon Press.

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- Farwell, G.F. and Paters H.J.(1959) : Guidance Reading for Councellors, Chicago : Rand McNally.

- Freeman, F.S. (1972). Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Co.

- George, R.L. and Cristiani, T.S. (1981). Theories, Methods and Processes of Counseling and Psychotherapy, Englewood Cliffs, N.J.: Prentice Hall.

- Holland, J.L. (1966). The Psychology of Vocational Choice, Waltham Mass: Blaisdell.

- Jones, Arthur, J. (1970). Principles of Guidance (6th Ed.), New Delhi: Tata McGraw Hill Publishing Co.

- Pasricha P. (1976). Guidance and Counselling in Indian Education, New Delhi; N.C.E.R.T.

- Shertger, B. and Stone S. (1976). Fundamentals of Guidance, (3rd Ed.), Boston: Houghton Miffilin Co.

- Super, B.E. (1957). The Psychology of Carrees, New York: Harper.

- Traxler, A.E. and Worth R.D. (1964). Techniques of Counseling (2nd Ed.), New York: McGraw Hill.

MEDUOET-305:   ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT-(IV)

Course Objectives:

   After completion of this course the student will be able to:

1. Understand the meaning, nature and importance of Environmental Education or develop sensitivity towards environmental issues.

2. Realize the need for integration of environmental concerns in school education.

3. Understand the relationship between man and environment and the need for a sustainable development.

4. Identify the need for remedial ways to protect the environment in daily life and its application.

Course Contents:

UNIT-I: Environmental Education and Pollution

- **Environmental Education –** Meaning, definition and characteristics of environmental education, importance, objectives, scope and principles of environmental education

- **Need and significance of environmental education –** Public awareness**,** role of media, government and non-government organization

- **Ecological and psychological Perspectives –** Interaction between living and nonliving component and its structure and function

- **Environmental Hazards and Pollution –** Meaning and definition of environmental hazards and pollution, types of environmental hazards and disasters, climate change, global warming, acid rain, nuclear accidents and holocaust, types of pollution (land, air, water, noise, and radiation)

- **Wasteland Reclamation –** Consumerism and waste products

UNIT-II: Education for Management of Environment

- **Management of Environmental –** Function and characteristics of environmental management, disaster management and its importance

- **Natural and Environmental Issues and Policies –** National and international efforts for protection of environment

- **Evaluation Approach of Environmental Education –** Methods and strategies in evaluating environmental education

- **Research Trends in Environmental Education –** Education for conservation of environment

- **Green house effect and Ozone Layer Depletion –** Climate change, global warming, acid rain, nuclear accidents and holocaust

UNIT-III: Environmental Sustainability Education

- **Protection and conservation of environment –** Need, issues and importance in global and local contexts.

- **Policies –** Policies for protecting and conserving environment and measures for environmental conservation

- **Management –** Management of natural resources, bio- diversity

- **Environment and Education –** Integration of environmental concerns in school curriculum

- **Strategies for Sensitization –** Towards protection of environment and its conservation

- **Population growth –** Variation among nations, environment and human health in relation to HIV/AIDS

Suggested Readings:

- Aggarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.

- Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.

- Daubenmise, R.F. (1974): Plants & Environment -3rd Edition, John Wiley, New York.

- Deshbandhu and Berberet, G. (1987 : Environment Education for Conservation and Development, Indian Environment Society, New Delhi.

- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.

- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.

- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.

- Singh,Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.

- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.

- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.

- Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.

- Kumar, A. (2003). Environmental challenges of the 21st century. New Delhi: APH Publishing Corporation.

- Panneerselvam, A. & Ramkrishnan, M. (1996). Environmental science education. New Delhi, Sterling publishers

- Sharma, R.A. (1998). Environmental Education. Meerut : Surya Publication

- UNESCO (1990). Source Book on environmental education for secondaryteachers. Bangkok: UNESCO Principal Regional Office for Asia Pacific

- UNESCO (1994). Source Book on environmental education for elementary teacher educators.

- UNESCO (1997). Trends in environmental education. Paris : UNESCO

- UNESCO (1998). Educating for a sustainable future: A trans disciplinaryvision for concerted action. Paris : UNESCO

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- UNESCO (1998). Educating for a sustainable future: A trans disciplinary vision for concerted action. Paris : UNESCO

MEDUOPP-306: PROJECT / FIELD WORK

A. Preparation of a Project / Field Work:

Each student is expected to engage with various field works such as- Community literacy & Women Education, Community awareness- Health, Environment, Human Rights etc and Tribal culture and Education. On the basis of field work students will prepare a report in at least 5000 words. Marks shall be awarded to each student on the basis of relevance, standard, quality and originality of the project. Marks shall be awarded to each student on the basis of relevance of the report, standard and quality of the paper.

B. Presentation:

Each student is expected to PPT Presentation on the basis of the project.

MEDUCCT- 401: EDUCATIONAL ADMINISTRATION AND SUPERVISION

Course Objectives:

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

1. Understand the Meaning, Nature, Scope and principles of Educational Administration.
2. Understand the Functions and Theories of Educational Administration.
3. Know the Concept, Nature, Functions and Components of Educational Management.
4. Describe the various Theories / Principles of Management.
5. Recognize the Structure and Important agencies of Educational Administration.
6. Know the Meaning, Nature, theories and styles of leadership.
7. Know the Meaning, Nature and Principles of Supervision.
8. Identify the qualities and functions of good supervisor.
9. Distinguish between Inspection and supervision.
10. Understand the Concept of Human Resource and Educational Programmes for Human Resources Development.
11. Familiar with the Concept, Nature, Steps, approaches and Importance of Educational Planning.

Course Contents:

UNIT-I:

Concept of Educational Administration

- Nature, Scope and Principles of Educational Administration
- Functions of Educational Administration: Planning, Decision Making, Execution and Evaluation
- Impact of theories of Fayol, Taylor and Weber on Educational Administration

UNIT-II:

Educational Management

- Concept, Nature and Functions

- Processes / Components of Educational Management: Planning, Organization, Directing, Motivation and Controlling
- Various Theories and Principles of Management

Structure and Important agencies of Educational Administration

- Central Level Administration
- State Level Administration
- Local Bodies Administration
- School level Administration

UNIT-III:

(a) Leadership and Supervision

- Meaning, nature and Theories of Leadership
- Kinds and Styles of Leadership
- Meaning, Nature and Principles of Supervision

-Qualities and Functions of a Supervisor

- Difference between Inspection and Supervision

(b) Human Resource Development and Educational Planning
- Concept of Human Resource, Educational Programmes for Human Resources Development

- Meaning, Nature and Importance Educational Planning
- Steps and Approaches

Suggested Readings:

- Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.

- Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.

- Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.

- Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.

- Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.

- Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.

- Greene, J.F. (1975): School Personnel Administration. Pennysylvania: Chilton Book Company.

- Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.

- Jolliffe, A., Ritter J. & Stevens D. (2003). The Online Learning Handbook. London: Kogan Page.

- Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.

- Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.

- Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh : Mohindra Capital Publishing.

- Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.

- Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.

- Mukhopadhyay, M. (2005) Total Quality Management in Education, New Delhi, Thousand Oaks, London: Sage Publications

- Philip, H.C. (1985): The World Crisis in Education Oxford University Press.

- Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.

- Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.
- Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi: Sage Publications.
- Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.
- Sharma, R.A.(2012) Educational Administration and Management, Meerut :R. Lall Book Deport.
- Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sindhu, I. S. (2008) Educational Administration and Management. Meerut: International Publishing House.
- Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.
- Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi: Discovery Publishing House.

MEDUMET- 402:   TEACHER EDUCATION – I

Course Objectives:

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

1. Understand the Meaning, Nature and Scope of Teacher Education.
2. Understand the Need and Importance of Teacher Education.
3. Know the Aims and Objectives of Teacher Education at different Levels..
4. Know the Changing Context of Teacher Education.
5. Know the different Types of Teacher Education Programmes.
6. Justify teaching as a profession and code of professional ethics of Teachers and Teacher Educators.
7. Describe about Pre-service and In-service teacher education programme at different stage.

Course Contents:

UNIT- I: Introduction to Teacher Education

- Meaning, Nature and Scope of Teacher Education
- Need and Importance of Teacher Education
- Aims and Objectives of Teacher Education at different Levels – Primary, Secondary and College.
- Changing Context of Teacher Education in the Global Scenario with special reference to India.

UNIT- II: Different Types of Teacher Education Programmes

- Pre-service Teacher Education
- In-service Teacher Education
- Orientation and Refresher Courses
- Teacher Education Through Distance Mode
- Faculty Improvement Programme for Teacher Education

UNIT- III: Professionalism in Teacher Education

- Teaching as a Profession
- Professional Ethics of a Teacher
- Performance Appraisal of Teachers
- Professional Organizations for Various levels of Teachers and their roles

MEDUMET- 403: TEACHER EDUCATION – II

Course Objectives:

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

1. Explain Historical Development of Teacher Education in India.
2. Narrate the recommendations of Various Committees and Commissions on Teacher Education.
3. Understand the problems and remedies in Teacher Education in India
4. Understand the Concept and Characteristics of Quality.
5. Understand the Concept of Quality in Education and Quality Management in Teacher Education.
6. Explain the Contemporary Issues & Innovative Practices in Teacher Education.

Course Contents:

UNIT- I: History and Agencies of Teacher Education

- Development of Teacher Education in India before and after Independence.

- Agencies of Teacher Education- SIE, SCERT, UGC, NCTE, NCERT, UNESCO

UNIT- II: Major Issues, Problems and Quality Management of Teacher Education

- Major Issues and Problems of Teacher Education in India

    - Issues in Teacher Education
    - Problems of Teacher Education
    - Suggestions for improving the Condition of Teacher Education in India

- Quality Management of Teacher Education

    - Concept of Quality
    - Characteristics of Quality
    - Quality in Education
    - Quality Management of Teacher Education

UNIT- III: Contemporary Issues & Innovative Practices in Teacher Education

- E-learning and Teacher Education
- ICT in Teacher Education
- Teacher effectiveness - Concept, Characteristics and Structure
- Micro-Teaching, Team Teaching, Simulated Teaching and Collaborative Learning

Suggested Readings:

- Khan M.S. (1983) Teacher Education in India and Abroad, New Delhi, Ashish Publishing House.

- Kadam – Chavan (2006) Primary Education: Problems and Measures, Sanskar Prakashan.

- Kohli V.K. (1992) Teacher Education in India, Ambala (India), Vivek Publishers.

- K. L. Srimali, Better Teacher Education

- Vasisth, K.K., Teacher Education in India

- Mohanty, J. (2003) Teacher Education, New Delhi, Deep and Deep Publications Pvt. Ltd.

- Mukhopadhaya M. (2007) Quality Management of Schools, New Delhi, NIEPA

- Mukhopadhyay, M. (2005) Total Quality Management in Education, New Delhi, Thousand Oaks, London: S age Publications.

- Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi.

- Mohan, Radha(2011) Teacher Education, New Delhi: PHI Learning Private limited.

- N. K. Jangira, Teacher Training and Teacher Effectiveness.

- Panda, B.B., Teacher Education

- Passi, B. K. (1976); Becoming a Better Teacher, microteaching Approach, Amedabad: Sahitya Mudranalaya

- Raina, V.T. (1998); Teacher Education: A Perspective, Guwahati: Eastern Book House.

- R. P. Singh, Teacher Education Today.

- R. C. Srivastava and K. Bose, Theory and Practice of Teacher Education in India.

- Sharma, R.A., Teacher Education

- Sharma, Shashi Prabha (2004) Teacher Education in India, Vikas Publications New Delhi.

- Singh, L.C. (1990) Teacher Education in India: A Resource Book, Delhi, NCERT.

- Shankar V. (1984) Education of Indian Teachers, New Delhi: Sterling Publishers.
- Smith, E.R. (ed.) (1962) Teacher Education: A Reappraisal, New York, Harper &Row Publishers.
- Soder, R.(1991) "The Ethics of the Rhetoric of Teacher Professionalism", *Teaching and Teacher Education*, 7(3)

MEDUMET-402: MEASUREMENT AND EVALUATION IN EDUCATION-I

Course Objectives

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

1. Know the Concept of Measurement and Evaluation.
2. Understand the Characteristics, Need and Importance of Evaluation.
3. Understand the Basic principles, Functions, Process and steps of Evaluation.
4. Distinguish Test, Measurement, Assessment and Evaluation.
2. Understand the Taxonomy of Instructional Objectives
3. Explain the Types of Measurement.
4. Describes the Approaches to Evaluation
5. Understand the Steps of Construction of Standardized Test.
6. Know the Principles of construction of Objective type and Essay type test items

Course Contents:

UNIT-I: The Measurement and Evaluation Process

- Concept of Measurement and Evaluation
- Characteristics, Need and Importance of Evaluation
- Evaluation: Functions and Basic Principles, Evaluation Process and Steps
- Understanding the meaning and purpose of test, measurement, assessment and evaluation

UNIT- II: Instructional Objectives, Assessment and Evaluation in Education

- Taxonomy of instructional objectives with special reference to Cognitive Domain, Affective Domain and Psychomotor Domain.
- Types of Measurement- Norm Referenced Test and Criterion Referenced Test
- Approaches to evaluation- Placement, Formative, Diagnostic and Summative

UNIT-III: Test Constructions

- Steps of construction of Standardized Test: Teacher-made and standardized test.
- Principles of construction of objective type test items- matching, multiple choice, completion and true-false
- Principles of construction of essay tests-Merits and demerits

MEDUMET-403: MEASUREMENT AND EVALUATION IN EDUCATION-II

Course Objectives

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

1. Know the characteristics of a good Test.
2. Understand the various Tools and Techniques of Assessment.
3. Know recent trends in Evaluation.
4. Realize the importance of Continuous and Comprehensive Evaluation.
5. Understand the Systemic Reform with respect to examination.

Course Contents:

UNIT- I: Characteristics of a Good Test

Reliability- Concept, Types and Methods of estimating reliability

- Validity-Concept, Types and Methods of Validation
- Objectivity- Concept and methods of estimating objectivity
- Usability- Concept and factors ensuring usability
- Norms-Concept and Types

UNIT-II: Tools and Techniques of Assessment

- Observation
- Interview
- Rating scale
- Check list
- Portfolio
- Rubrics
- Focused Group Discussion (FGD)
- Photo Voice

UNIT-III: Recent Trends in Evaluation

- Semester
- Grading
- Continuous and Comprehensive Evaluation
- Choice Based Credit System (CBCS)

- Use of Computer in Evaluation
- Systemic Reform with respect to examination: Online, On-demand, Open Book Examination; Teacher assessment by students.

Suggested Readings:

- Anastasi, A. (1976). Psychological testing. New York: Macmillan Publishing Co.

- Anderson, L.W. (2003). Classroom assessment: Enhancing the quality of teacher decision making. Mahwah, New Jersey: Lawrence Erlbaum Associates.

- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.

- Cooper,D. (2007). Talk about assessment: Strategies and tools to improve learning. Toronto,Ontario: Thomson Nelson.

- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and Assessment. An Introduction to the Tests and Measurement*. California: Mayfield Publishing Co.

- Cronbach L.J. (1970); *Essentials of Psychological Testing,* New York: Harper and Row Publisher.

- Cronbach L.J. (1964); *Essentials of Psychological Testing,* New York: Harper and Row Publisher.

- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

- Ebel, R.L. and Frisbie, D.A. (1991). Essential of Educational Measurement, New Delhi: Prentice Hall of India Ltd.

- Edwards, A.L. (1975); *Techniques of Attitude Scale Construction,* Bombay: Ferfter & Semens Pvt Ltd.

- Garrett, H.E. (1973). Statistics in psychology and education (6th ed.). Bombay: Vakils, Feffers & Simon.

- Gronlund, N.E. & Linn, R.L. (2009). Measurement and Assessment in teaching (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.

- Hopkins, KD. (1998). *Educational and Psychological Measurement and Evaluation.* Boston: Allyn and Bacon.

- Harper (Jr.), A.F & Harper, E.S (1990); *Preparing Objective Examination: A Handbook for Teachers, Students and Examiners,* New Delhi: Prentice Hall.

- Lindquist, E.F. (1951) Essential measurement. Washington: American Council of London.

- Linn, Robert L. (2000); *Measurement and Assessment in Teaching.* New Delhi: Pearson Education, Inc.

- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction.* Boston: Allyn and Bacon

- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to Educational Measurement.* Boston: Houghton Miffin.

- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.

- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

- Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.

- Popham, W.J. (2010). Classroom assessment: What teachers need to know (6th ed.). New York: Prentice Hall.

- Rath, R. K.(1999) Fundamentals of Educational Statistics & Measurement, Orissa: Taratarini Pustakalaya.

- Sahu, B.K. (2004) Statistics in Psychology & Education, Kalyani Publishers.

- Shepard, L.A.(2000). The role of assessment in learning culture. Educational Researcher, 4-14.

- Stanley, J.C. and Hopkins, K.D. (1990). Educatoinal and psychological measurement and evaluation (7thEdition), New Jersey: Prentice Hall of India Ltd.

- Stiggins, R. (2005). Student-involved classroom assessment. (4th ed). Columbus, Ohio: Merrill.

Essential Readings:

- Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.

- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.

- Blooms, B.S. (1956). *Taxonomy of Educational Objectives*. New York: Longman Green and Company

- Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning.* Toronto: Thomson Nelson

- Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press

- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.

- Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues.* California: Wordsworth.

- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching.* London: Merrill Prentice Hall.

MEDUMES-404: DISSERTATION: REPORT PREPARATION AND PRESENTATION

A. PREPARATION AND PRESENTATION OF THE PROPOSAL : 30 Marks
B. PRESENTATION OF REVIEW WORK : 20 Marks

MEDUMEP-405: DISSERTATION OF AN EDUCATIONAL TOPIC

Each candidate shall have to submit a dissertation on a relevant educational topic under the supervision of a member of the staff of the department. The dissertation must be submitted prior to Semester-IV end examination.

MEDUACT- 406:

Add on Courses