BINOD BIHARI MAHTO KOYLANCHAL UNIVERSITY
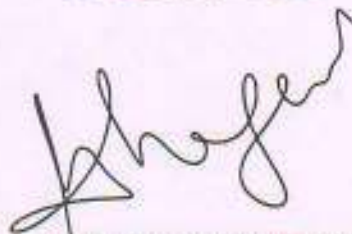
DHANBAD, JHARKHAND

SYLLABUS

M.A. IN EDUCATION
YEAR - 2020

Curriculum

Master of Arts in Education
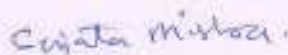
BINOD BIHARI MAHTO KOYLANCHAL UNIVERSITY

DHANBAD

Prof. Khagendra Kumar
(Chairman)
Former Dean & Head
University Department of Education
Patna University, Patna

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Prof. Kaushal Kishore
(External Member)
Dean, School of Education
Head, Department of Teacher Education
Central University of South Bihar, Gaya

Dr. S.K. Sharma
(Invited member)
Dean
Faculty of Education
B.B.M.K. University, Dhanbad

Ms. Sujata Mishra
(Member)
Assistant Professor
Department of Education
S.S.L.N.T. Mahila
Mahavidyalaya,
Dhanbad

Dr. Binay Kumar Singh Choudhary
(Member)
Former Head
Department of Education
S.S.L.N.T. Mahila Mahavidyalaya,
Dhanbad

Dr. Upendra Kumar
(Member secretary)
Head
University Department of
Education
B.B.M. Koylanchal
University, Dhanbad

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Objectives of the M.A. in Education Programme

Through the M.A. (Education) Programme the students will be helped to:

- Understand the nature of education as discipline/area of study.
- Encourage understanding of the basic concepts/issues of education especially with reference to the kind of concerns shown in modern pedagogical approaches and their relevance in local, national and international contexts.
- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Research Methodology, Technology, Inclusion etc; could be used/practiced suitably in the perspectives of teaching-learning at various levels & research in education.
- Appreciate the challenge of theorizing education and identify relationship between theory and practices;
- Understand the changing need and context of school, teacher and higher education.
- Learn the skills required for playing different roles in different areas of educational institutions;
- Understand the linkage between education and national development;
- Gain an understanding on cognitive Psychology and the process of learning;
- Develop a rational conceptualization of educational research;
- To reflect on the multiple contexts in which the schools, TEIs and HEIs;
- Integrate information and communication technology to instructions and training of teachers at different levels;
- Develop skills among students to manage internship, practical and in-service training programmes;
- Develop competency in students in development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment;
- Develop ability to analyse and reflect upon his professional experience;
- To understand the process of school, teacher and higher education and the various factors enriching the processes;
- To understand the emerging vision of school, teacher & higher education and
- To sharpen epistemological, axiological and ontological perspectives of education at different levels.

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Curriculum Structure M.A. in Education

Table: Curriculum Organisation for Master of Arts in Education

	SEM-I	SEM-II	SEM-III	SEM-IV
Papers (courses)	Philosophical Foundation of Education (4 Credit)	Development of Education System in India (4 Credit)	Educational Technology (4 Credit)	Inclusive Education (4 Credit)
	Sociological Foundation of Education (4 Credit)	Educational Measurement and Evaluation (4 Credit)	Special Papers (Any Two) 1. Educational Management, Administration and Leadership	Teacher Education (4 Credit)
	Advanced Educational Psychology (4 Credit)	Curriculum Studies (4 Credit)	2. Guidance and Counselling 3. Environmental Education 4. Value Education & Human Rights Education 5. Yoga Education 6. Population Education 7. ICT in Education (4+4= 8 Credit)	Dissertation with Viva (4 Credit)
	Educational Research and Statistics (4 Credit)	**A:** Identification of Research Problem and Preparation of Research Proposal (2 credits) **B:** Construction &standardization of a research tool for data collection (related to the research problem identified) (2 credits)	**A:** Organizing weekly Departmental Seminar and preparation, preparation of brochure, identification of theme and sub themes for each weekly seminar (group work) & presentation of at least two papers on any two themes in any two seminars by each student (individual work) (2 Credits) **B:** Communication & Expository Writing (2 credits)	**A:** 10 day Internship in a Secondary School/Teacher Education/DIET/SCERT/Any other institution or organization related to text-book preparation/pedagogical & other innovative practices in education/educational policy/educational research & **B:** preparation of internship report (A+B - 4 credits)
	16 Credit	16 Credit	16 Credit	16 Credit

Sujata. Mehra.   [signatures]   3

Curriculum Structure M.A. in Education
Theory courses
Semester-I

Paper	Name of the paper	Course code	Teaching (in hours) per Week	No. of Credits	Minimum Teaching required (in hours)	Full Marks		Total Marks
						IA	EA	
I	Philosophical Foundation of Education	MAEC 01	5	4	60	30	70	100
II	Sociological Foundation of Education	MAEC 02	5	4	60	30	70	100
III	Advanced Educational Psychology	MAEC 03	5	4	60	30	70	100
IV	Educational Research and Statistics	MAEC 04	5	4	60	30	70	100
	Total		20	16	240	120	280	400

Semester-II

Paper	Name of the paper	Course code	Teaching (in hours) per Week	No. of Credits	Minimum Teaching required (in hours)	Full Marks		Total Marks
						IA	EA	
V	Development of Education System in India	MAEC 05	5	4	60	30	70	100
VI	Educational Measurement and Evaluation	MAEC 06	5	4	60	30	70	100
VII	Curriculum Studies	MAEC 07	5	4	60	30	70	100
PRACTICUM								
VIII	A: Identification of Research Problem and Preparation of	MAEC 08	2.5	2	30	50		50

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	Research Proposal (2credits) B. Construction & standardization of a research tool for data collection (related to the research problem identified) (2 credits)			2.5	2	30	50		50
	Total			20	16	240	190	210	400

Semester-III

Paper	Name of the paper	Course code	Teaching (in hours) per Week	No. of Credits	Minimum Teaching required (in hours)	Full Marks		Total Marks
						IA	EA	
IX	Educational Technology	MAEC 09	5	4	60	30	70	100
X &XI	Special Papers (Any Two)	MAEC 10	5	4	60	30	70	100
	1. Educational Management, Administration and Leadership 2. Guidance and Counselling 3. Environmental Education 4. Value Education & Human Rights Education 5. Yoga Education 6. Population Education 7. ICT in Education	MAEC 11	5	4	60	30	70	100
PRACTICUM								
XII	A: Organizing weekly Departmental Seminar and preparation,	MAEC 12	2.5	2	30	50		50

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	preparation of brochure, identification of theme and sub themes for each weekly seminar (group work) & presentation of at least two papers on any two themes in any two seminars by each student(individual work) (2 Credits) B: Development of Academic Writing skill (2 credits)		2.5	2	30	50		50
	Total		20	16	240	190	210	400

Semester-IV

Paper	Name of the paper	Course code	Teaching (in hours) per Week	No. of Credits	Minimum Teaching required (in hours)	Full Marks IA EA		Total Marks
XIII	Inclusive Education	MAEC 13	5	4	60	30	70	100
XIV	Teacher Education	MAEC 14	5	4	60	30	70	100
PRACTICUM								
XV	Dissertation with Viva	MAEC 15	5	4	60	50	50	100
XVI	A: 10 day Internship in a Secondary School/Teacher Education/DIET/SCERT/Any other institution or organization related to text-book preparation/pedagogical & other innovative practices in education/educational policy/educational research & B: preparation of internship report (A+B - 4 credits)	MAEC 16	5	4	60	100 (IA) (intership-50 & internship report 50) No report can be submitted if a student does not perform internship)		100
	Total		20	16	240	110	190	400

Sujata mohua·   from आगरा विश्व विद्यालय   khyer   Kanl   Whmat   6

Practicum Courses at a glance

Paper	Name of the paper	Course code	Instructional hours (per Week)	Credit hours	Tutorials	Maximum marks IA EA	Total Marks
VIII	A: Identification of Research Problem and Preparation of Research Proposal (2 credits) B: Construction &standardization of a research tool for data collection (related to the research problem identified) (2 credits)	MAEC (EPC) 08	2.5 2.5	2 2	30 30	50 (IA) 50 (IA)	50 50
XII	A: Organizing weekly Departmental Seminar and preparation, preparation of brochure, identification of theme and sub themes for each weekly seminar (group work) & presentation of at least two papers on any two themes in any two seminars by each student(individual work) (2 Credits) B: Communication & Expository Writing (2 credits)	MAEC (EPC) 12	2.5 2.5	2 2	30 30	50 (IA) 50 (IA)	50 50
XV	Dissertation with Viva	MAEC 15	5	4	60	50 50	100
XVI	A: 10 day Internship in a Secondary School/Teacher Education/DIET/SCERT/Any other institution or organization related to text-book preparation/pedagogical	MAEC (EPC) 16	5	4	60	100 (IA) (intership-50 & internship report 50)	100

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& other innovative practices in education/educational policy/educational research & B: preparation of internship report (A+B- 4 credits)						No report can be submitted if a student does not perform internship)	
Total		20	16	240	350	50	400

Semester	Internal Assessment	External Assessment
Semester-1	120	280
Semester-2	190	210
Semester-3	190	210
Semester-4	210	190
TOTAL	710	890

Courses	Instructional Hours	No. of Credits	Marks
Theory Courses	60	48	1200
Practicum	20	16	400
TOTAL	80	64	1600

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SEMESTER-I

निखिल कुमार सिंह बघेल

Sunita mishra

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PAPER (Course) –I

PHILOSOPHICAL FOUNDATION OF EDUCATION

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to:

- Understand the concept and functions of Education.
- Establish the relationship between Education and philosophy
- Describe Indian and Western school of philosophy and evaluate their implications
- Describe Indian and Western educational thinkers' thought on Education

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Unit-I Education, Philosophy and Educational Philosophy

- Meaning nature and scope of Education, Functions of Education
- Concept of Philosophy, Branches of Philosophy, Functions of Philosophy, Concept of Educational Philosophy
- Relationship between Education and Philosophy
- Relevance of Educational Philosophy for a teacher and its significance for the system of education

Unit-II Indian Schools of Philosophy and their Educational Implications

- Sankhya
- Yoga
- Vedanta
- Buddhism
- Jainism

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Unit-III Western Schools of Philosophy and their Educational Implications

- Idealism
- Realism
- Naturalism
- Pragmatism
- Existentialism

Unit –IV Indian and Western Thinkers and their Educational Philosophy

- Swami Vivekanand
- Rabindra Nath Tagore
- Mahatma Gandhi
- Aurobindo
- J Krishnamurti
- Rousseau,
- Frobel
- John Dewey
- Paulo Freire

Suggested Readings:
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer.
- Brubacher, J. S. (1962) *Eclectic philosophy of education.* Prentice Hall, New Jercy: Engelwood Cliffs.
- Brubacher, J. S. (1978). *Philosophy of higher education.* San Francisco: Jossey – Bass.
- Chau M., Kerry T. (2008). International perspectives on education. New York: Continuum
- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
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- Dhavan, M. L. (2005). : Philosophy of education, Delhi: Isha Books.
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications.
- Mukharji, S. (2007).*Contemporary issues in modern Indian education.* Authors Press.
- Naqi, M. (2005) *Modern philosophy of education,* New Delhi: Anmol Publication Pvt..Ltd.
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- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.
- Wynne, J. (1963). *Theories of education*. New York: Harper and Row. Saxena, S. (2001).
- ओड, एल.के. (2005) : शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- चतुर्वेदी एस. आर. (1970) : शिक्षा दर्शन – हिन्दी समिति सूचना विभाग, लखनऊ
- रस्क आर0आर0 (1972) : शिक्षा के दार्शनिक आधार, जयपुर : हिन्दी ग्रन्थ अकादमी, जयपुर।

PAPER (Course) –II

SOCIOLOGICAL FOUNDATION OF EDUCATION

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Course objectives :-

On the completion of the course the student shall be able to

- understand the concept of educational sociology
- establish the relationship between education and sociology.
- define the different National value
- explain how education helps towards socialization
- justify education as a sub-system of society
- critically reflects upon the process of social change in modern India
- differentiates between equity and equality in education

Unit –I Sociology and Education

Sociology and Education: Relationship between Sociology and Education, Meaning, nature and scope of Educational Sociology, Education and Culture, National values as enshrined in the Indian constitution –socialism, secularism, Justice and liberty, Socialization and Education

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Unit –II Education and Society

Education and Society, Education and Democracy, Constitutional Provision, relationship between politics and education, social change and Education, Education as a social sub-system and other sub-systems of the society, Home, Community, State and Religion

Unit –III Indian Social Structure and Education

Equity in education, Equality of educational opportunities, role of education in the empowerment of weaker section including SC, ST, OBC, Women, Physically challenged, minorities and rural population,

Unit –IV National Integration, Globalization and Modernization

A: - National Integration and International Understanding.

B:- Globalization and Modernization concept, Advantages and disadvantages, competition, collaboration and partnership.

Suggested Readings:
- Adisesaiah, W.T.V. & Pawansam, R. (1974). *Sociology in Theory and Practice*, New Delhi, SanthiPublishers.
- Aggarwal, J.C. (1985). *Philosophical and sociological bases of education*. New Delhi: VikasPublishing House Pvt. Ltd.
- Aikara, J. (2004). *Education-Sociological Perspective*, New Delhi, Rawat Publications.
- Bhatia & Bhatia. (1992). *Philosophical and sociological foundations of education*. New Delhi:Doaba House.
- Bhushan, V. & Sachdeva, D.R. (2008). *An Introduction to Sociology*. New Delhi, Kitabmahal.
- Brown, F.J. (1947). *Educational sociology*. NewYork: Prentice Hall Inc.
- Chanda, S.S. & Sharma, R.K. (2002). *Sociology of Education*, New Delhi, Atlantic Publications.
- Chattopadhyaya (Ed) (2002). *The cultural heritage of India.*Vedanta Press (RK Institute of Culture)
- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: VinodPustak Mandir.
- Cook, L.A. & Cook, E. (1970). *Sociological Approach to Education*, New York, McGrawhill.
- Dewey, John (1966) Democracy and Education, New Yourk: Mc Millan.
- Dhiman, O.P. (2008). *Foundations of education*. Lucknow: Atma Ram & Sons.
- Durkheim (1956). *Education and sociology*. The free Press
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications.

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- Hemalatha, T. (2002). *Sociological Foundations of Education*, New Delhi, Kanishka publications.
- Joyee, L.E. & Sanders, M.G. (2002). *School, Family and Community Partnership*, Guwahati:Nibedita Book Distributors.
- Mathur S.S. (1968). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.
- Prasad, J. (2004). *Education and Sociology*, New Delhi. Kanishka Publishers and Distributors.
- Shah, B.V. & Shah, K.B. (1998). *Sociology of Education*, Jaipur: Rawat Publications.
- Shukla, B.V. & Shah, K.B. (1985). *Sociological Perspective in Education*, New Delhi, Chanakya Publications.
- डॉ. जयसवाल एस. (1996). शिक्षा का सामाजिक आधार, प्रकाशन केन्द्र, सीतापुर रोड, लखनऊ।
- सारस्वत एम. एवं. गौतम एस. एल. (2007), भारतीय शिक्षा का विकास एवं सामयिक समस्याएँ, आलोक प्रकाशन, लखनऊ, इलाहाबाद।

PAPER(Course) –III

ADVANCED EDUCATIONAL PSYCHOLOGY

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Objectives:

On the completion of the course the student will be able to

- Evaluate the concept of educational psychology and establish relationship between education and psychology.
- Describe the contribution of different schools of psychology to education.
- Explain the contribution of the theories of education.
- Elaborate the concept of growth and development and different developmental stages.
- Explain the concept and theories of motivation.
- Elaborate the assessment of personality, intelligence and creativity.
- Define the concept of mental health and hygiene.

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Unit-I Educational Psychology. Schools of Educational Psychology

Meaning, nature and scope of educational psychology. Relationship between education and psychology, contribution of different school of psychology, behaviouristic, Gestalt, Hermit and Psychoanalysis, Methods of Educational Psychology (observation,case study, experimental)

Unit-II Growth and Development and Individual Difference

Growth and development – Meaning, Principles and differences, Physical, social, emotional and cognitive.

Individual differences: - concept, type of determinants, factors and educational implication. Cognitive theory (Piaget, Bruner), Kohlberg's moral development theory.

Unit –III Learning and Learning Theories

Learning – concept, factors affecting learning, its theories. Behaviouristic – classical conditioning, operant conditioning, Trial and error theory, Cognitive theory – Insightful learning Gagne's hierarchy of learning, social learning theory (Bandura), constructivism theory (Vygotsky) with reference to educational implication, Transfer of learning

Unit –IV Personality, Intelligence, Creativity and Mental Processes

Personality – concept, theories (type trait and psychoanalytic), Assessment of personality and role of teacher in personality development.

Intelligence: - concept, theories and assessment.

Creativity – concept and assessment

Motivation - concept, types and theories

Thinking process: - concept and tools, types- divergent, convergent, critical, reflective and lateral thinking.

Memory: - concept, types and strategies to develop memory.

Problem solving, Mental health and hygiene, Adjustment mechanism

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Suggested Readings:

- Allen, B. P. (2006). Personality Theories: Development, Growth, and Diversity (5th ed.).
- Ausubel D.P. & Robison F.G. School learning: An introduction to Educational Psychology, New York Holt, Rinehart & Winston Inc 1969.
- Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia.
- Benjamin B. Lahey (2002): Essentials of Psychology, International Edition, Mc Graw Hill
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- Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B.
- Bhatnagar, S. (2002). *Advanced Educational Psychology*, Agra: Bhargava Book House.
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- Bigge M.L.: Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Bower G.H. and Hilgard E.R.: Theories of Learning ,Prentice Hall of India, New Delhi. 1980
- Bron, R.A & Allyn Bacon. (2002). *Essentials of Psychology*, Guwahati: Nibedita DK Distributors.
- Burger, J. M. (2010). Personality (8th ed.). Belmont, CA: Wadsworth Publishing
- Carol S. Dweck. (2000). *Self-theories: their role in motivation, personality, and development (essays in social psychology)* Psychology Press
- Chand,T. (2002). *Educational Psychology*, Agra: Bhargava Book House
- Cobb, N.J. (2004). *Adolescent: Continuity, Change and Diversity* (5th Edition). New York: McGraw Hill.
- Crow, R.B & Crow, A (1964). *Educational Psychology*, New Delhi: Eurasia Publishing House
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Douglas J. Hacker,John Dunlosky, Arthur C. Graesser .(editors) (2009) Handbook of Metacognition in Education (Educational Psychology). Routledge, Taylor and Francis, New York.
- Gage and Berlinger: Educational Psychology, Boston Houghton Miffins Company 1984.
- Guilford, J.P. (1967). *The Nature of Human Intelligence*, New York: McGraw Hill
- Hall, C.S & Lindsey, G (1978). *Theories of Personality (3rd Ed)*, New York: John Wiley
- Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinoins. The Dorsey
- Herenhahn B.R.: 'An Introduction to Theories of Learning Prentice Hall International
- Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Hilgard, E.O (1976). *Theories of Learning (4th Ed)*, New York: Appleton Century Crgts
- Kundu, C.L.: Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989.
- Matthews, G., Deary, I. J., & Whiteman, M. C. (2009). Personality Traits (3rd ed.). New York:
- Mezirow, J. (2000). *Learning as transformation: critical perspectives on a theory in progress*. SanFrancisco: Jossey Bass.
- Michael Green: Theories of Human Development prentice Hall, Englewood cliffs, New

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- Ormrod, J.E. (2012). *Essentials of educational psychology: big ideas to guide effective teaching.* Boston, MA: Pearson Education Inc.
- Parmeshwaran, E.G and Beena, C (2002) *An invitation to psychology*, Hyderabad, India, Neel Kamal Publications.
- Passi B.K.: Creativity in education NPC Agra 1982.
- Pina Tarricone (2011) The Taxonomy of Metacognition. Britain, Psychology Press
- R.Riding (1998): *Cognitive styles and learning strategies: understanding style differences in learningand behaviour.* London, David Fulton Publishers.
- Robert J. Sternberg (2001): *Perspectives on thinking, learning, and cognitive styles .The educational psychology series.* Routledge publication.
- Schmeck Ronald.R (1988): *Learning strategies and learning styles (perspectives on individual differences).* Springer Publication.
- Schunk, D. H. (2007). Learning Theories: An Educational Perspective (5th Edition). New York:Prentice Hall.
- Skinner C. E, (2003): Educational Psychology, Fourth Edition, Prentice Hall of India Private Limited,
- Weiten W & Lloyd M. A. (2007): *Psychology applied to modern life – adjustment in the 21st century,*(8th Edition)New Delhi: Akash Press Delhi,
- Woolfolk, A (2009) *Educational psychology*, (12th Edition). Singapore: Pearson Education Inc.
- Wordsworth B.J. Piaget's: Theory of cognitive and affective Development, New York
- Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H. (2007); *Theories of Development of Human Development.* Delhi: McGraw Hill.
- सिंह, अरुण कुमार, (2007) उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास, नई दिल्ली।
- सिन्हा, एच.एस., शर्मा, रचना (2002) : शिक्षा मनोविज्ञान, एंटलाटिक पब्लिशर्श एण्ड डिस्ट्रीव्यूटर्स, नई दिल्ली।
- श्रीवास्तव, डी.एन. (2001) : आधुनिक समाज मनोविज्ञान, भार्गव बुक हाउस, आगरा।
- सुलेमान, मुहम्मद (2002) : उच्चतम शिक्षा मनोविज्ञान, मोतीलाल बनारसीदास, वाराणसी।

PAPER (Course) –IV

METHODS OF EDUCATIONAL RESEARCH AND STATISTICS

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Course objectives:

On the completion of the course the student will be able to

- Understand the concept of research and educational research.
- Describe the scientific method of research
- Differentiate between qualitative and quantitative method.
- Conduct a literature search and develop a research proposal.
- Formulate hypothesis for the studies.
- Employ sampling designs appropriate to their study
- Compute relevant measures of variation
- Calculate the significant difference between two set of independent and correlated samples

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Unit –I Research in Education: Conceptual Perspective

Concept of Research, meaning, nature, need and scope of Educational Research, Scientific method, step, characteristics ((Replicability, Precision, Falsifiability and Parsimony), Types of Research (Fundamental, Applied and Action) Approaches to educational research (Qualitative and Quantitative)

Unit –II Data Collection and Tools of Educational Research

Concept of universe and sample, sampling concept, types and technique, Review of related literature –Need, source and methods.

Variables – meaning and types.

Hypothesis: - Types, formulation and type I and Type II error of hypothesis testing

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Tools of Research: - Validity Reliability and standardization of a tool, types of tools (Rating scale. Attitude scale, questionnaire, Amplitude test inventory, Achievement but) Techniques of research (observation, interview and projective techniques)

Preparation of research proposal and writing a research report, reference Writing.

Unit –III Descriptive Statistics

Importance of statistics in education research, measure of central tendency - Mean, Median, Mode; Measures of variability - Range, Average Deviation, Standard Deviation

Correlation – Rank difference, Product moment, partial and multiple correlations

Unit –IV Inferential Statistics

Normal probability curve and its application, concept of standard error, its uses and significance; Type I and Type II error.

The t-test for independent and non – independent samples, chi-square test, analysis of variance.

Suggested Readings:
- Asthana, H.S. & Bhushan, B. (2007): Statistics for Social Sciences. New Delhi: Prentice Hall.
- Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.
- Best. J. W. & Kahn. J. V. (2008).Research in Education (10th edition). Delhi: Pearson Education.
- Bogdan, R.C., & Biklen, S. K. (1998) *Qualitative research for education: an introduction to theory and methods*. Boston MA: Allyn and Bacon.
- Borg, B.L.(2004).*Qualitative research methods*. Boston: Pearson.
- Borg, W.R. and Gall, M.D. (1983). Educational Research: An Introduction, New York: Longman, Inc.
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SEMESTER-II

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PAPER (Course)-V

DEVELOPMENT OF EDUCATION SYSTEM IN INDIA

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to:

- describe the common links into the past and present system of education.

- explain the system of education in Vedic period and past Vedic period

- elaborate the system of education on Buddha, Jain and Muslim period

- analyse the impact of the recommendation of different committees and commissions on Indian education in British period

- explain the reasons of appointment or formulation of the commissions

- elaborate the recommendation of different committees and commission

- analyse the different National Policy documents

Unit-I: Education System in Ancient and Medieval India

Pre-Vedic, Vedic, Post Vedic, Buddhist, Jain and Muslim period with special reference to characteristics, aims of education, Methods, Curriculum, Discipline and student life.

UNIT-II: Education in Modern India,

Education during British period missionaries, chatter act (1813), Macaulay's minutes on education and its main recommendation, wood's despatch commission, Hunter commission – its importance in Indian education and their main recommendation

UNIT-III: Education Commission during Post Independence Period Radhakrishnan commission (1948), Secondary education commission (1952-53), Kathari commission (1964-66), Education Commission (1968), POA (1992), Ramamurti Committee (1990)

UNIT-IV: National Policy DocumentsNKC –

Indian Knowledge system, Elementary, secondary and higher education, NKC on management of education, National curriculum framework 2005, Yashpal committee report (2009), National curriculum framework for teacher education (2009), Justice Verma committee report (2012).

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- डॉ. सुषमा जोशी, भारत में शिक्षा प्रणाली का विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद।

Paper (Course) –VI

MEASUREMENT AND EVALUATION

Total Marks: 100

Contact hours per week: 5

Internal Assessment: 30

External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- differentiate between assessment, evaluation and measurement.
- describe the scale of measurement.
- use wide range of evaluation tools that aid student learning's.
- evaluate dynamic, realistic and comprehensive assessment procedure.
- prepare a good achievement jest.
- describe the characteristics of a good jest.
- define the concept of portfolios, rubrics and competency based evaluation.

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Unit-I: Assessment and Evaluation in Education

Concept of Assessment Measurement and evaluation, types of evaluation (Placement, formative, diagnostic and summative) relation between objectives and outcomes, bloom's taxonomy, Instructional objectives based evaluation, Assessment of cognitive (Anderson, Karthwohl), Affective (karthwohl) and psychomotor domain (R.H. Dave) of learning.

UNIT-II: Trends in Assessment

Scales of measurement – Nominal, Ordinal, internal and Ratio.

Test measurement – Evaluation, Cognitive and non-cognitive test, Norm reference and criterion reference testing, Continuous comprehensive Evaluation, Choice based credit system, Marks and grade, semester system, Assessment of learning, Assessment for learning use of computer in education.

UNIT-III Tools and Techniques

Tools and techniques as assessment and evaluation, Testing and non testing tools, observation, Projective, sociometric, Type of evaluation tools – rating scale, intelligence test, attitude scale, Interest inventory, Anecdotal record achievement – Teacher made test and standardization of an achievement test.

UNIT-IV Assessment in Pedagogy of Education

Characteristics of a good test and norms, Feedback devices, meaning, types, criteria, Guidance as a feedback device, Assessment of portfolios, Reflective journal, Rubrics, Concept mapping and Project, Constructivist evaluation, Peer and collaborative evaluation, competency based evaluation.

Suggested Readings:
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PAPER (Course)–VII

CURRICULUM STUDIES

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- explain the concept, approaches and bases of curriculum
- describe curriculum design and organization
- elaborate curriculum development
- explain curriculum development
- describe the importance of curriculum on evaluation

Unit-I Conceptual Framework and Bases of Curriculum

Meaning and definition of curriculum, principles of curriculum, Approaches to curriculum, History of curriculum development, Bases of curriculum – Philosophical, Psychological, Sociological and discipline-oriented.

Unit-II Curriculum design and organization

Components and sources of design, Principles and different models of curriculum- Traditional and temporary models, System analysis, Patterns of curriculum, Unit planning

Unit-III Curriculum Development

Factors contributing curriculum development - needs of learnerand society, Principles of curriculum development, Instructional system, Instructional media, Instructional techniques and materials in enhancing curriculum transaction.

University Commission – 1948

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Secondary Commission – 1952
Education Commission – 1964-66

Unit-IV Curriculum Evaluation

Approaches to evaluation of curriculum and Instruction (Academic and competency based Approaches.) Role of National level salutary Bodies-VGC, NCTE and university in curriculum development.

Importance of evaluation of curriculum, Models of curriculum evaluation, Suggestion of recommendation on curriculum development as per the following commission.

Suggested Readings:

- Biswas, N.B. (1999). Curriculum Studies: A model for SAARC Countries. New Delhi: Indian
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- Taylor, R. (*). Basic Principles of Curriculum. Chicago: Chicago University Press.
- Trum J. Lyod. (1967). Secondary School Curriculum Improvement. New York: Prentice-Hall.
- Tyler, Ralp W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc.
- Tyler, Ralp W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press.
- UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO.
- Wheeler, D. K. (1967). Curriculum Process. London: University of London Press.

PAPER (EPC)–VIII

Course Objectives:

- To provide practical skill in selection and identification of research problems
- To provide skill of constructing a research tool for collection of qualitative and or quantitative data

Course Content/Activity

Each student will identify a research problem and prepare research proposal in guidance of a teacher

Each student will construct &standardize a research tool for data collection (preferably related to the research problem identified) in guidance of a teacher

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SEMESTER-III

PAPER – IX
EDUCATIONAL TECHNOLOGY

Total Marks: 100

Contact hours per week: 5

Internal Assessment: 30

External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- define the concept of educational technology
- know the application of Educational Technology
- explain the communication process.
- describe Educational Design& E-Learning
- elaborate the teaching variables and different strategies of Educational Technology.
- describe emerging trend in Educational Technology.

Unit-I Concept, Component and Application of Educational Technology

Concept of Educational Technology, component of Educational Technology – Software and Hardware, Application of Educational Technology in formal, non-formal learning (Open and distance learning). ICT – characteristics, applications and challenges.

Unit-II Communication

Communication – concept, barriers, Types and models of communication, Audience Analysis, Virtual communication: Social media, Advantages and disadvantages.

Instructional Objectives – Domains and writing of instructional objectives.

Unit-III Educational Design& E-Learning

System approach to educational design. Models of development of instructional design. (ADDIE, ASSURE, Dick and cagey model Mason's), Gangue's Nine Events of instruction and Five E's of constructivism, Nine Elements of constructivist Instructional design, Application of computer in

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Education. Concept of E-learning Approaches to learning (Offline, online, synchronous, Asynchronous, Blended learning, mobile learning).

Unit-IV Teaching, Micro teaching, Interaction Analysis, Programmed Learning, Teaching Aids

Teaching variables and their function, levels of teaching (Memory, understanding and Reflective) Micro teaching – Concept, Phases and Micro teaching skills, Simulated Teaching, Interaction analysis Programmed learning (Origin and Type).

Emerging trend in Educational Technology, Audio-Visual Aids (Hardware, Software), Need, Importance, Principle, Precautions and uses.

Suggested Readings:
- Bhushan, A. and Ahuja, M. (1992) Educational Technology - Theory and Practice in Teaching Learning Process. MT: Vivek Prakshan.
- Clarke, A. (2008). E-Learning Skills. New York, USA: Palgrave Macmillan Publication.
- Ellington H, Percival. F & Race. P (2005). Handbook of Educational Technology, Third Edition, London: Kogan Page Ltd.
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- Sharma, R.A. (2004). Technological Foundations of Education, Third Edition.
- Skinner, B.F. (1968): The Technology of Teaching, New York: Appleton Century, Crafts.
- Solomon, G., & Schrum, L. (2007). Web 2.0: New tools, new schools. ISTE (Interntl Soc Tech Educ.
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- Tan, H. (Ed.). (2012). Technology for education and learning (Vol. 136). Springer Science & BusinessMedia.
- Uden, L., Liberona, D., & Liu, Y. Learning Technology for Education Challenges.
- Usha, R. (1991). Educational Technology, First Edition, Bombay: Himalaya Publishing House.
- Wheeler, K. A., & Bijur, A. P. (Eds.). (2000). Education for a sustainable future: a paradigm of hopefor the 21st century (Vol. 7). Springer Science & Business Media.
- Williams, P. J. (Ed.). (2013). Technology education for teachers. Springer Science & Business Media.
- कुलश्रेष्ठ, एस.पी. (2006), शैक्षिक तकनीकी के मूल आधार, आगरा।
- माथुर, एस.एस. (1998), शैक्षिक तकनीकी, विनोद पुस्तक मन्दिर, आगरा।
- ताराचन्द (1999), शैक्षिक तकनीकी, अनमोल पब्लिकेशन, दरियागंज, नई दिल्ली।
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PAPER-X/XI (Special Paper)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- become effective manager/administrators of education.
- become agents of change in various aspects of education i.e. classroom

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management, curriculum construction, examination systems, educational policies, etc.
- acquaint with the challenges and opportunities emerging in the management and administration in education.
- acquaint with the Central and State mechanisms of educational administration and management.
- acquaint with the various leadership theories and leadership styles

Unit-I Educational Management and Administration
- Educational Management and Administration – Meaning, Principles, Functions and importance
- Development of modern concept of educational management, Management as a system, SWOT analysis,
- Administration as a process, Administration as a bureaucracy, Human relations approach to Administration

Unit-II Leadership in Educational Administration
- Leadership in Educational Administration: Meaning and Nature,
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic,
- Models of Leadership

Unit-III Concept of Quality and Quality in Education
- Concept of Quality and Quality in Education: Indian and International perspective,
- Quality of Education in India
- Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma,
- Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

Unit-IV Change Management
- Change Management: Meaning, Need for Planned change,
- Three-Step-Model of Change (Unfreezing, Moving, Refreezing),
- The Japanese Models of Change: Just-in-Time, Poka yoke,
- Cost of Quality: Appraisal Costs, Failure costs and Preventable costs,
- Cost Benefit Analysis,
- Cost Effective Analysis,

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- National Assessment Accreditation Council [NAAC]: Objectives, Functions, Roles and Initiatives, Performance Indicators

Suggested Readings:

- Aggarwal, J.C. (1994) Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
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- Sindhu, Kulbir Singh : School organisation and administration, sterling, publishing, private Limited,New Delhi

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PAPER-X/XI (Special Paper)

GUIDANCE AND COUNSELLING

Total Marks: 100

Contact hours per week: 5

Internal Assessment: 30

External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- understand the Concept, Nature, Scope and purposes of Guidance
- describe types of guidance and agencies of guidance
- describe concept of counselling, techniques of Counselling and role of counsellor
- understand the concept of stress management and role of guidance and counselling in stress management.

Unit-I Meaning of Guidance and Counselling

- Definition Nature Scope and Functions of Guidance and Counselling
- Types of Guidance and Counselling
- Purposes of Guidance
- Role of various community agencies in school guidance program

Unit-II Educational, Vocational Personal Guidance

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- Concept, Meaning and Need for Educational, Vocational and Personal Guidance
- The Guidance Programme at Primary. Secondary and College Level
- Promoting Parental Collaboration in Educational Guidance.
- Organisation of a Guidance Programme

Unit-III Counselling

- Concept of counselling: Types of counselling: directive, non-directive and eclectic.
- Process of counselling (initial disclosure in depth exploration and commitment to action).
- Techniques of Counselling
- Qualities of a Counsellor
- Role of teacher as a counsellor and professional ethics associated with it.

Unit-IV Stress and Stress Management

- Meaning of Stress and Stress Management
- Role of Guidance and Counselling in Stress Management
- Internal and External Stressors
- The Effects of Acute and Chronic Stress

Suggested Readings:
- B.N. Dash : Career Guidance & Counselling, Agrawal Publications, Agra-7.
- Bernard, H.W. & Fullner, D.W. (1987). *Principles of Guidance, A Basic Test (Indian Education)*, New Delhi: Allied publishers Pvt. Ltd,.
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- Manual for Guidance Counsellor, NCERT, New Delhi.
- Mishra, R.C. (2005). *Guidance & Counselling* (2 vols); New Delhi: APH, Publishing Cooperation.
- Nayak, A.K. (1997). *Guidance & Counselling,* New Delhi: APH, Publishing Cooperation.
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- Sharma, A. (2006). *Guidance & Counselling,* Guwahati: DVS Publishers and Distributors.
- Vashist, S.R. (2001). *Methods of Guidance,* New Delhi: Anmol Publishing,
- Venkataiah, S. (2000). *Vocational Education,* New Delhi: Anmol Publishing.
- सिंह और कन्नौजिया : शिक्षा में निर्देशन एवं परामर्श, आलोक प्रकाशन अमीनाबाद, लखनऊ।
- वर्मा एवं उपाध्याय : शैक्षिक एवं व्यावसायिक निर्देशन, रवि प्रकाशन, आगरा।
- आर. दुबे :शैक्षिक एवं व्यावसायिक के आधार, बसुन्धरा प्रकाशन, गोरखपुर।
- प्रो. पाण्डेय, के. पी. (2003), भौतिक तथा व्यावसायिक निर्देशन, विनोद पुस्तक मन्दिर, आगरा—3।

PAPER-X/XI (Special Paper)
ENVIRONMENTAL EDUCATION

Total Marks: 100

Contact hours per week: 5

Internal Assessment: 30

External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- understand the concept of Environmental Education, its aims and objectives
- understand concept of Environment and Ecosystem
- describe environmental degradation
- understand Approaches and Programmes of Environmental Education

Unit-I Introduction to Environmental Education

- Meaning Importance and Scope

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- Aims and Objectives
- Guiding Principles and Foundations
- Significance of Environmental Education for sustainable development

Unit-II Environmental Concepts

- Concept of Environment and Ecosystem
- Man Made Disasters: Population growth. technological system-industrial growth, scientific and technological inventions and their impact on the environmental system
- Natural Disasters
- Environmental awareness and attitude change

Unit-III Environmental Degradation

- Environmental Pollution: Air: Water: Soil
- Extinction of flora and fauna, deforestation, soil erosion.
- Global Environmental Issues: Ozone Layer Depletion, Green House Effect, acid Rain
- Need for conservation, preservation and protection of rich environmental heritage

Unit-IV Approaches and Methods of Environmental Education

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

Suggested Readings:

- Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA.
- Singh, S.K.(2008) *Environmental Education and Ethics* , Amrit Prakashan, Varanasi.
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- Karpagam M. (1991) Environmental Economics – A text book. New Delhi. Sterling Publishers.
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- Nanda V.K. Environmental Education, New Delhi: Anmol Publications PVT LTD.
- N.C.E.R.T (1981) Environmental Education of the school level. A lead paper. New Delhi NCERT publication.
- Nagarajan.K and Sivakumar.P, "Environmental Education", Ram Pub., Chennai – 93. (2003)
- Pannerselvam, A and Mohana Ramakrishnan "Environmental science education" Sterling publication, New Delhi. (2005).
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- तोमर, गजेन्द्र सिंह,, पर्यावरण शिक्षा, आर. लाल बुक डिपो, मेरठ।

PAPER-X/XI (Special Paper)

VALUE EDUCATION AND HUMAN RIGHTS EDUCATION

Total Marks: 100

Internal Assessment: 30

Contact hours per week: 5

External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- understand the need and importance of Value-Education and education for Human Rights.
- understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.
- explain the place of reason and emotions in moral development of the child.
- understand the process of moral development vis-à-vis their cognitive and social development

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Unit-I The Socio-moral and cultural context

- Need and importance of value Education and Education for Human Rights in the existing social scenario.
- Valuation of culture: Indian Culture and Human Values.

Unit-II Nature and Concept of Morality and Moral Education

- Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
- Language of moral education – its form and context characteristics of a morally educated persons
- Justice and care – the two-dimensions perspective in morality: Dichotomy between persons.

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- Moral Judgment and Moral Action.
- Moral Judgment and Moral Action.

Unit-III Moral Development of Child

- Concept of Development and Concept of Moral development.
- Psycho-analytic approach
- Learning theory approach, especially social learning theory approach.
- Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

Unit-IV Moral Learning to Moral Education

- Moral learning justice the school – child rearing practices and moral learning, Moral learning via Imitation. Nature of society and moral learning. Media and moral learning.
- Moral Learning Inside the school: providing "form" and "Content to from" education.
- Moral Education and the curriculum: Can moral education be imparted taking it as a subject of curriculum.

Suggested Readings:

- Feuerstein, Georg. 2001. The Yoga Tradition: Its History, Literature, Philosophy and Practice. Arizona, USA: Hohm Press.
- Govt of India (1983). Report on Education in Human Values in Teacher Training Programmes, New Delhi, Ministry of Human Resource Development.
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- Singh, M.S.(2007). *Value education*. Delhi : Adhyayan, Publication
- पाण्डेय, राम शकल, मूल्य शिक्षा के परिप्रेक्ष्य, आर. लाल बंक डिपो, मेरठ।

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PAPER-X/XI (Special Paper)

YOGA EDUCATION

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- comprehend the concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc.
- understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration
- understand different types of Yoga - The Ashtanga yoga, the Jnana yoga. Bhaktiyoga, and other modern offshoots.
- understand the socio-psychological basis leading to a dynamic transformation of personality.
- understand the scientific basis and therapeutic values of yoga.

Unit-I The Philosophy of yoga and its relationship to individual and social upliftment

- The meaning and definitions of Yoga
- Basic Concepts in Yoga: Concept of Purusha (pure consciousness) and Prakriti, Budhi (Mahat) and Ahamkar (The Ego), Mana (the mind), karmendriyas, Jnanendriyas, Tanmatras (the SukshamSharir)
- Yoga as a way to healthy and integrated living
- Yoga as a way to socio-moral upliftment of man
- Yoga as a way to spiritual enlightenment:Atmanubhuti, Pratyekabuddha

Unit-II Different types of yoga systems and characteristics of yoga practitioner
- Ashtanga yoga of Patanjali
- Jnana yoga, Bhakti yoga and karma yoga of the Bhagavad Gita
- Integral yoga of Aurobindo and modern off shoots of yoga

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- Characteristics of a practitioner of yoga

Unit-III The instrumentals of yoga (Sadhana pad)
- The Five yamas (observances).
- The Five Niyamas (abstinences).
- Asans - The right postures.
- Pranayam - controlling the breadth.
- Pratyahara - controlling the senses.
- Dharana (concentration) and its methods
- Dhyana (meditation) and its kinds.
- Samadhi - its various types.

UNIT IV Scientific basis of yoga - yoga and mental health

- Yoga and Biofeedback
- Therapeutic values of yoga
- Different Asanas and their effects to promote a sound physical and mental health
- Dhyana, and its therapeutic value.

Suggested readings:
- Ashwani Kumar (2015). Yoga: A way of life. New Delhi: Khel Sahitya Kendra.
- B.K S Iyengar (1976) Light on Yoga, New York, Schocken Books.
- Getchell Bud (1992), Physical fitness a way of life, New York: Macmillan publishing company.
- Goel S. L. (2008), School health education, New Delhi: Deep & Deep Publications.
- Govindan. M , (2009) B.Ed study material, DDE, Annamalai University. Course-11: Yoga, Health and Physical Education, TNTEU 128
- Seetharam A.R. (1996) Yoga for Healthy Living. Mysore; Paramahamsa Yogashram.
- Singh, Ajm Aruna Goel, (2007). Yoga education: Philosophy and practice, New Delhi: Deep & Deep Publications.
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PAPER-X/XI (Special Paper)

POPULATION EDUCATION

Total Marks: 100

Contact hours per week: 5

Internal Assessment: 30

External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- understand the nature scope and need of population education,
- know about the factors affecting population growth and understand the need for balancing the composition through distribution.
- gain knowledge about the various techniques of maintenance of "status" of population.
- understand the concept of prosperous family.
- To learn about the latest policies of population education and agencies working towards their achievement.

Unit-I Nature and Scope of Population Education

Population Education: Meaning, Concept, Need and importance of population education, objectives of Population Education.

Unit-II Population Situation and Dynamics

Population: Distribution and density; population composition – age, sex, rural/urban, world and Indian, factors affecting population growth, mortality, migration and other Implications.

Unit-III Population and Quality of Life

Population in relation to socio-economic development; health status health service: nutrition, environment, resource educational provision.

Unit-IV Family Life Education, Population related policies

Concept of family, family role and responsibilities, family needs and resources, responsible, responsible parenthood, life values and beliefs. Population policy in relation to health-environment education policies.

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Suggested readings:

- राय, अमित कुमार जनसंख्या एवं पर्यावरण शिक्षा, आर. लाल बंक डिपो, मेरठ।
- शर्मा, आर.ए. एवं चतुर्वेदी, शिक्षा, जनसंख्या शिक्षा, आर. लाल बंक डिपो, मेरठ।

PAPER-X/XI (Special Paper)

INFORMATION AND COMMUNICATION TECHNOLOGY

Total Marks: 100   Contact hours per week: 5

Internal Assessment: 30   External Assessment: 70

Course Objectives:

On the completion of course the student shall be able to

- understand the scope of ICT and its pedagogic applications.
- understand the meaning of ICT integration in teaching learning and other academic tasks.
- discuss the basics of Computer System and their functions.
- describe computer software and hardware approaches in education.
- acquire instructional applications of Internet and web resources.
- develop competency to use Online and Offline electronic resources.
- use applications like MS-Word and MS-Excel, Google Apps.
- to explore the environment of WINDOW Operating System.

Unit-I: INTRODUCTION TO COMPUTER SYSTEM

- Parts of Computer and their functions, Input and OutputDevices
- Modern Components of different Hardware like laptop, tablet, smart mobiles.
- System Software and Application Software
- Memory

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Unit-II: MS OFFICE& GOOGLE APPS

- **MS Word:** Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.
- **Power point:** Different Menus and ribbons, making slides. Custom Slide Show.
- **MS-Excel:** Different Menus and ribbon, Charts and their Functions in the field of Education
- Google Drive, Google Docs (Word), Google Sheet, Google Slides, Google Classroom, Google Meet

Unit-III: INTERNET

- Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines, Use of Online Dictionaries, Translator, Plagiarism Software, Use of Cloud Computing, Utility of Different Topologies in the field of Education.
- World Wide Web - Access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching-Learning Process. Down loading Information, Uses and Abuses of INTERNET.

Unit-IV: USES AND APPLICATIONS

- Computer in Teaching Learning Process, Library, Administration, Guidance and Counselling, In Evaluation Process. Use of Sakshat : A One –Stop Education Portal .
- Computer in Research

Suggested readings:

- Anderson, T. (2004). The theory and practice of online learning. Edmonton, Canada: AU Press, Athabasca University.
- Beetham, H., Freitas, S.D., & Sharpe, R. (2010). Rethinking learning for a Digital Age. New York, USA: Routledge Publication.
- Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. International society for technology in education.
- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Collis, B. (1996). Tele-Learning: From Television to the World Wide Web and Beyond. JALN.
- Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press

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- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New Delhi
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New Delhi 2 Year B.Ed.
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New Delhi
- James,K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
- Levinson, M. (2010). From fear to Facebook: one school's journey. International Society for Technology in Education.
- Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
- Naidoo, Vis (2003): ICl' in Education Policy: Reflecting on Key Issues, COL, Vancouver; Canada.
- Ng, W. (2016). New Digital Technology In Education. Springer International Pu.
- Pachler, N., & Daly, C. (2011). Key Issues in e- Learning. London, UK: Continuum Publication.
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand & Company: New Delhi
- Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi
- Schofield, J. W. (1995) Computers and Classroom Culture. Cambridge: CambrdgeUniversity Press.
- Shortis, T. (2001). The Language of ICT. London, England: Routledge Publication.
- Solomon, G., & Schrum, L. (2014). Web 2.0 how-to for educators. International society for technologyin education.
- Tahenbaum Andrews (2003). Modern Operating Systems. Prentice Hall of India Pvt.Ltd: New Delhi
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- यादव एवं श्रीवास्तव, सूचना एवं संचार प्रौद्योकी, आर. लाल बंक डिपो, मेरठ।

PAPER (EPC)-XII

Course Objective of Part A (Seminar)

Through this paper students shall be able to

- get updated information on key issues concerning education by recognized experts who are up to date with the latest developments in the field and practical experiences.
- exchange their own knowledge, expertise, experiences, and ideas on educational & social problems among themselves as well as with the recognized experts and thus to get their perspectives broadened.
- identify specific educational problems and reach an agreement with best possible solutions applying brainstorming techniques, discussions on the problems, raising questions, sharing ideas and getting immediate feedback.
- Receive new information or the same information they may already have from a different angle from a different speaker so that they have an even better understanding of the topic.
- Learn new skills and procedures during field work, seminars & workshops.
- apply the skills and knowledge they have learned to solve the their current educational problems as well as problems related to their future jobs.
- Expand their social networking with like-minded people for engaging conversation and meeting new friends who understand their lingo
- Get presentation materials to take home with them for later study
- Evaluate how Seminars are organized and managed.

Course Content/Activity

A: Organizing weekly Departmental Seminar and preparation, preparation of brochure, identification of theme and sub themes for each weekly seminar (group work) & presentation of at least two papers on any two themes in any two seminars by each student (individual work)

Course Objective of Part B (Communication & Expository Writing)

After going through this course the students will be able to understand

- Needs, process and barriers of effective communication
- and develop Verbal Communication Skills
- and develop different kinds of Academic, technical and professional writing skills

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- Different modes of Verbal, Non-Verbal Communication & technology based communication

Course Content/activity

- Need for Effective Communication
- **The Process of Communication**: Levels of communication; Flow of communication; Use of language in communication; Communication networks; Significance of technical communication.
- **Barriers to Communication**: Types of barriers; Miscommunication; Noise; Overcoming measures.
- **Verbal Communication:** Oral presentation and public speaking skills, **Interview,** Group Discussion, Debate etc.
- Non-verbal Communication and Body Language: Forms of non-verbal communication; Interpreting body-language cues; Kinesics; Proxemics; Chronemics; Effective use of body language.
- **Report Writing:** Basics of Report Writing; Structure of a report; Types of reports.
- **Expository & Academic writing**; Types, features and the essential requirements, Academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's own writing?

- **Technology-based Communication:** Netiquettes: effective e-mail messages; power- point presentation; enhancing editing skills using computer software.

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SEMESTER-IV

PAPER –XIII

INCLUSIVE EDUCATION

Course Objectives:

On the completion of course the student shall be able to

- discuss the meaning, principles, scope of Inclusive Education
- describe the legal provisions for disabled and marginalised persons
- discuss the provision for Inclusive Education in different policy documents
- discuss the concept of impairment
- discuss the causes and prevention measures of impairment
- suggest the curricular, infrastructure related and methodological measures to provide inclusive education
- Barriers, Facilitators, Ethical issues and Research trends in Inclusive Education

Unit-I Inclusive Education: Introduction

- Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities),
- Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education,
- Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006),
- National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial),
- Rehabilitation Council of India Act (1992),
- Inclusive Education under Sarva Shiksha Abhiyan (SSA),
- Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

Unit-II Impairment/Disabilities

- Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model,

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- Readiness of School and Models of Inclusion, Prevalence, Types,
- Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities,
- Causes and prevention of disabilities,
- Identification of Diverse Learners for Inclusion,
- Educational Evaluation Methods, Techniques and Tools

Unit-III Management of Inclusive Education
- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices,
- Curriculum and Curricular Adaptations for Diverse Learners,
- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching),
- Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

Unit-IV Barriers, Facilitators, Ethical issues and Research trends
- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational,
- Current Status and Ethical Issues of inclusive education in India,
- Research Trends of Inclusive Education in India.

Suggested Readings:
- Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
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- Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd
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- With Special Needs, NCERT:DEGSN, New Delhi
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PAPER –XIV

TEACHER EDUCATION

Course Objectives:

On the completion of course the student shall be able to

- discuss the concept, types and structure of teacher Education program.
- distinguish between pre-service and in-service teacher Education Program.
- define profession and professionalism
- elaborate the techniques of developing teaching competencies

Unit-I Meaning, Types, Curriculum and Models of Teacher Education

Meaning, Nature and scope of Teacher Education; Types of Teacher Education program. The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary levels, Organization of components of pre-service Teacher Education. Transactional and experimental learning. Models of Teacher Education.

Unit-II In-service Teacher Education

Concept Needs Purpose and scope of In-service Teacher Education, Organization and modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, state and National levels (S & A, RMSA, SCERT, NCERT, NCTE and UCG).

Preliminary consideration in planning in-services Teacher Education Program (Purpose Duration Resources and Budget).

Unit-III Profession and Professional Development of Teacher

Concept of profession and professionalism, teaching as a Profession, Professional Ethics of Teachers. Personal and contextual factors affecting Teacher development.

ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.

Unit-IV Development of Teaching Competency

Inter disciplinary approach in Teacher Education, Internship in teaching, community living. Orientation courses, correspondence courses, Action Research, simulation Teaching, Interaction Analysis, Team Teaching, Problems of Teacher Educator.

Suggested Readings:
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- Passi, B. K. (1976). *Becoming a Better Teacher: Microteaching Approach*, Amedabad: Sahitya Mudranalaya
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PAPER-XV

DISSERTATION

COURSES OBJECTIVES

The Research/dissertation is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. As a specialized professional experience, dissertation provides an M.A. (Education) student with an opportunity to investigate and understand the operational dynamics of a selected educational phenomenon. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory/theories), analysing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise/descriptive.]

COURSE CONTENTS/ACTIVITY

The students shall have to conduct a research during the M.A. (Education) programme under the guidance of a faculty teacher/Research scholar/ Research officer leading to Research Project Report / Dissertation. The topic/problem of the Dissertation/ Project shall be selected in consultation with the concerned

supervisor(s). The topic/problem of dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. The students shall submit a research report based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic in three typed copies, within the time specified by the Department.

PAPER (EPC)–XVI

COURSES OBJECTIVES

Internship/Field Activity aims at engaging the students with field based situation and work in schools or Teacher Education Institutions/in organization/institution engaged in the development of innovative curriculum and pedagogic practices or national/state institution involved in curriculum design; text-book development; educational policy planning, formation and implementation; educational administration and management, and to provide an opportunity for reflection and writing on the same. This is also to facilitate a bridge between what students learn in classroom and observe in the field.

COURSE CONTENTS/ACTIVITY

A: 10 day Internship in a Secondary School/Teacher Education/DIET/SCERT/Any other institution or organization related to text-book preparation/pedagogical & other innovative practices in education/educational policy/educational research & B: preparation of internship report (A+B - 4 credits)

Systematically planned Internship/ Field Attachment by the student shall be organized during the programme for ten days in those relevant kinds of institutions as mentioned in the objectives. Close mentorship of faculty or/and a member from the host association (field mentor) together guide groups of (3 to 5) students shall be provided for in the programme. The internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field mentors) prior to going to the host organization. The student's participation in the tasks shall converge in an Internship/ Field Attachment report on the basis of which a part of assessment shall be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre- planning and during and after the internship) shall also be included in the assessment.

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