

**DEPARTMENT OF EDUCATION
UNIVERSITY OF ALLAHABAD**

M.A. – EDUCATION

(2 Year - 4 Semester Programme)

COURSE STRUCTURE

(W.E.F. 2016)

MA I Semester	MA II Semester	MA III Semester	MA IV Semester
EDU 501 Philosophical foundation of education :Western 5CREDIT	EDU 505 Philosophical foundation of education : Indian. 5 CREDIT	EDU 601 Comparative Education 5 CREDIT	EDU 605 Educational Technology 5 CREDIT
EDU 502 Sociological foundation of education 5CREDIT	EDU 506 Quantitative and qualitative analysis of data. 5 CREDIT	EDU 602 Educational measurement and evaluation 5 CREDIT	EDU 606 Educational administration and management. 5 CREDIT
EDU 503 Development of Learner 5CREDIT	EDU 507 Psychology of learning. 5 CREDIT	EDU 603 Contemporary issues in education. 5 CREDIT	Elective – Any one of the following EDU 651 Project/Dissertation EDU 652 Inclusive Education EDU 653 Teacher Education EDU 654 Guidance and Counselling EDU 655 Curriculum Studies 5 CREDIT
EDU 504 Methods and procedures of research in education. 5CREDIT	EDU 508 Field work and Practical 5CREDIT	EDU 604 Environmental Education 5 CREDIT	EDU 631 Field work & Practical 5 CREDIT
20 CREDIT	20 CREDIT	20 CREDIT	20 CREDIT
			TOTAL 80 CREDIT
PERIODS= 4 PERIODS TEACHING 5 DAYS =20 PERIODS	3 PERIODS TEACHING 5 DAYS 2 PERIODS LIBRARY WORK ,TUTORIAL ,G.D. 5 DAYS 15+10=25 PERIODS	4 PERIODS TEACHING 5 DAYS =20 PERIODS	FOR NON PROJECT STUDENTS 3 PERIODS 5 DAYS 2 PERIODS LIBRARY WORK 5 DAYS 15+10=25 PERIODS PROJECT STUDENTS 2 PERIODS 5 DAYS (10) 2 PERIODS 5 DAYS PROJECT (10) 2 PERIODS 5 DAYS LIBRARY =30 PERIODS

Note: candidates scoring 60% and above will be allowed for opting dissertation

M.A. – Education

Evaluation Pattern of Theoretical Papers

Internal Assessment in each paper – 40 marks

Test I – 20 marks

Assignment in each paper – 20 marks

Best of Test I and Assignment -20 marks

Mid-term examination in each paper – 20 marks

Semester End examination in each paper – 60 marks

Evaluation Pattern of EDU 508 , EDU 651 & EDU 631

40% internal assessment shall be done by the teacher concerned deputed for the same on the basis of overall performance of the candidate in different areas .

60% marks will be assigned for end-semester examination. Evaluation will be done by the panel of two examiners on the basis of record and presentation by each candidate. The panel will consist of Head and one Faculty member of Education Department, University of Allahabad

EDU 501
PHILOSOPHICAL FOUNDATIONS OF EDUCATION –WESTERN

Unit I

- Meaning and nature of Philosophy
- Scope of Philosophy of Education
- Relationship between Philosophy and Education
- Need and functions of Philosophy of Education
- Approaches to Philosophy of Education: Great minds approach, school of philosophy approach and analytical approach.

Unit II

- Naturalistic approach to education
 - Idealistic approach to education
- With special reference to metaphysics, epistemology, axiology and their educational implications.

Unit III

- Realism in Education
- Pragmatism in Education

With special reference to metaphysics, epistemology, axiology and their educational implications

Unit IV

- Marxism in Education : Characteristic and educational implications
- Humanism in Education : Characteristic and educational implications

Unit V

Characteristic as school of philosophy and educational implications

- Existentialism : Characteristic and educational implications
- Logical positivism : Characteristic and educational implications

Suggested Readings

Brubacher : Modern Philosophies of Education.

Henderson: Introduction to Philosophy of Education.
Horn: Democratic Philosophy.
Butler: Four Philosophies: Their Practice in Education and Religion.
Will Durant: The Story of Philosophy.
Cunningham: Problems of Philosophy.
Cunningham: Pivotal Problems of Education.
Butts: A Cultural History of Education.
Wynne J.P. : Philosophy of Education in Cultural Perspective.
Brameld : Philosophy of Education in Cultural Perspective.
Kneller G.F.: Philosophy of Education.
O'Connor, D.G.: Introduction of Philosophy of Education.
Collins: The Existentialism.
Eric Fromm : Marx's Concept of Man .
Tutus: Living Issues in Philosophy.
Wingo G.: Philosophies of Education

EDU 502

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Unit – 1 Sociology of Education

- Origin and development of Sociology of Education
- Nature and scope of Sociology of Education
- Methods of study in Sociology of Education

Unit II Education and social system

- Social system-concept and elements of social system
- Education as a social subsystem
- Role of family, community, economy, political system and religion as a social sub system

Unit III Education and culture

- Culture: Functional characteristic, cross culture transmission
- Characteristic of Indian culture

- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern

Unit – 4 Education, Social Control, Social Change and Modernization

- Social control: nature, agencies and role of education in social control
- Social change: concept of social change and modernization, factors promoting social change and modernization in India, constraints on social change and modernization in India.
- Social mobility and education

Unit – 5 Important concerns and Issues in Education

- Social stratification, social equity and equalization of educational opportunities
- Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, women and rural population
- Youth Movement in India, De schooling and Futurology

Suggested Readings

Cook, L.A. & E.F. Cook	: A Sociological Approach to Education
Rugg & Wither	: Social Foundation of Education
Ashley, B.S. et al.	: An Introduction to the Sociology of Education
Musgrave, P.W	: The Sociology of Education
Merrill, F.E.	: Society and Culture
Brown, F.J.	: Educational Sociology
Morrish, Ivor	: The Sociology of Education-An Introduction
Ruhela, S.P. & K.S. Vyas	: Sociological Foundation of Education in Contemporary India
Brenback, Cole.S.	: Sociological Foundation of Education
Prelins, A.P. & Parelins R.J.	: The Sociology of Education
Stalcup, R.J.	: Sociology and Education
Ottaway, A.K.C.	: Education and Society
Mishra, U.	: ShikshaKaSamajshastra

EDU 503
DEVELOPMENT OF LEARNER

UNIT-1

- Development- Stages, Principles, Nature- Nurture balance
- Language Development- Factors influencing it, Theories

Unit-2

- Cognitive Development- Stages, Theories of Piaget and Bruner and their educational implications
- Moral Development- Factors influencing it, Theories of Freud, Piaget, Kohlberg and Turiel, Moral Judgement and Moral Behaviour

Unit-3

- Development of Social Competence- Concept, Factors influencing it.
- Development of Emotional competence- Concept, Factors influencing it.

Unit-4

- Intelligence- Concept, Theories, Measurement of intelligence
- Personality- Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell, Measurement of personality

Unit-5

- Stress- Concept, Factors influencing Stress among learners
- Mental Health- Concept, Process of adjustment, Conflict, Defence mechanism

Suggested Readings

- Bischof : Interpreting Personality Theories
Blum : Psychoanalytic Theories of Personality
Bass & Berg : Objective Approaches to Personality Assessment
Holland Lindzey : Theories of Personality
Wadsworth, B.J. : Piaget for the Classroom

Slavin , R. E.	: Educational Psychology
Mangal, S. K.	: Advance Educational Psychology
Brainerd	: Piaget theory of Intelligence
Bruner	: Relevance of Education
Mehta, C.S.	: ShikshakiPrakriya
Flavell	: Developmental Psychology
Bee	: Developing Child
Misra, K.S.	: ShikshaManovigyankenayekshitij
Jersild	: Psychology of Adolescence

EDU 504

METHODS AND PROCEDURES OF RESEARCH IN EDUCATION

Unit-1

- Educational Research: meaning, nature, need, purpose and scope
- Types of Educational Research: fundamental, applied and action research.
- Quantitative and qualitative research
- Mixed methodological approach
- Steps of conducting educational research: identification of problem, writing research proposal

Unit – 2

- Review of related literature: needs and procedures
- Research hypothesis: types, sources and functions.
- Population and sample: types of sampling- probabilistic and non-probabilistic sampling
- Sampling design

Unit – 3

- Tools and techniques of data collection: - observation, interview, questionnaire, tests rating scale, attitude scale, sociometry

Unit – 4 Methods of research

- Experimental research, experimental designs, true experiment, quasi experiment and ex-post facto research.
- Survey research: types, cross sectional and longitudinal, evaluation research, correlational studies

Unit-5

- Historical research and philosophical research
- Qualitative research approaches: phenomenology, ethnography, grounded theory, case study
- Writing research report, references and bibliography, assignment, review of literature, writing proposal

Suggested Readings

- Cohen L. Manion L and Morrison: Research methods in Education
- Creswell, John W. : Educational Research
- Kerlinger F. N. : Foundations of Behavioural Research
- Van Dalen : Understanding Educational Research
- Cory : Action Research to Improve School Practices
- Gage (Ed.) : First Handbook of Research on Teaching
- Fox, D.J. : The Research Process in Education
- Tuckman : Conducting Educational Research.
- Edwards, A.L. : Statistical Methods of the Behavioural Sciences.
- Ferguson, G.A. : Statistical Analysis in Psychology and Education.
- Guilford, J.P. : Fundamental Statistics in Psychology and Education.
- Lindquist, E.F. : Statistical Analysis in Educational Research.
- Siegal, S. : Non-Parametric Statistics.
- Walker, H.M. and Lev, J. : Statistical Reference.
- Lowrance, W. Neuman : Social Research Methodology: Qualitative and Quantitative Approach.
- Koul, L. : Methodology of Educational Research.
- Agarwal, Y.P. : Statistical Methods.
- Best, J.W. & Kahn, J.V. : Research in Education.
- Pandey, K.P. : Educational Research.

EDU 505
PHILOSOPHICAL FOUNDATIONS OF EDUCATION-INDIAN

UNIT 1

- Introduction of Indian Philosophy
- Main characteristics of Indian Philosophy
- Historical review of Indian Philosophy
- Classification of Indian Philosophical System.

UNIT 2

Indian Schools of Philosophy ; Orthodox-

- Samkhya,
- Yoga,
- Vedant
- Geeta

with specialreference to the concept of knowledge, reality, values & their educational implications.

UNIT 3

Indian Schools of Philosophy ;Herterodox-

- Jainism,
- Buddhism,
- Islamic traditions

with special reference to the concept of knowledge, reality, values &their educational implications.

UNIT 4

Contributions of Indian Thinkers

- Vivekananda
- Mahatma Gandhi
- Aurbindo
- Tagore

UNIT 5

- Democratic Ideas and their implications for education.
- National values enshrined in Indian constitution

Suggested Readings :

- Radhakrishnan : Indian Philosophy
- Hiriyana : Outline of Indian Philosophy

EDU 506

QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA

Unit – 1

- Descriptive Statistics
- Quantitative classification of Data: Preparation of Frequency Distribution, Graphical Presentation of Data.
- Measure of Central Tendency and Variability: Mean, Median, Mode, Standard Deviation and Quartile Deviation.
- Measure of Positions: Percentiles, Quartiles, Percentile Ranks.

Unit-2

- Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, Practical use of NPC and its application in educational research.
- Measure of Relationships: Product Moments Correlation Coefficient, Partial Correlation, Multiple Correlation, Biserial, Point Biserial, Tetrachoric and Phi-coefficient of correlation
- Regression and Prediction

Unit – 3

- Parametric and Non-Parametric Data: Meaning and Difference
- Parametric Test
- Test of Statistical Significance
- Sampling Distribution
- Significance of Mean, Percentages and Correlation.
- Significance of Difference Between two Mean (t-test)
- Testing Null Hypothesis (H₀), level of Significance, Degree of Freedom
- One tailed and Two tailed test

- Type-I and Type-II Error in Decision Making
- One Way Analysis of Variance (ANOVA)-F test.

Unit-4

- Non Parametric Tests- Chi-Square Test, Mann Whitney U-Test, Median Test, Sign Test

Unit – 5

- Field Techniques: Observation, Interview, Review of Documents, Content Analysis, Triangulation of Data.
- Criteria of Qualitative Research: Authenticity, Community, Voice, Critical Subjectivity and Reflexivity, Sacredness

Suggested Readings

- Cohen, Manion, Morrison : Research Methods in Education
- Cresswell : Educational Research
- Kerlinger : Foundations of Behavioural Research
- Val Dalen : Understanding Educational Research
- Young : Scientific Social Surveys and Research
- Good.Barr and Scates : Methodology of Educational Research
- Travers : An Introduction to Educational Research
- Verma,M. : An Introduction to Educational and Psychological Research
- Van Dalen : Understanding Educational Research
- Cory : Action Research to Improve School Practices
- Gage (Ed.) : First Handbook of Research on Teaching
- Fox,D.J. : The Research Process in Education
- Tuckman : Conducting Educational Research.
- Edwards,A.L. : Statistical Methods of the Behavioural Sciences.
- Ferguson,G.A. : Statistical Analysis in Psychology and Education.
- Guilford,J.P. : Fundamental Statistics in Psychology and Education.
- Lindquist,E.F. : Statistical Analysis in Educational Research.
- Siegal,S. : Non-Parametric Statistics.
- Walker,H.M. and Lev,J. : Statistical Reference.
- Lowrance, w. Neuman : Social Research Methodology: Qualitative and Quantative Approach.

- Koul,L. : Methodology of Educational Research.
- Agarwal,Y.P. : Statistical Methods.
- Best,J.W. & Kahn, J.V. : Research in Education.
- Pandey,K.P. : Educational Research.

EDU 507 PSYCHOLOGY OF LEARNING

Unit-1

- Learning- Concept, Theories of learning - Thorndike, Pavlov, Skinner, Hull, Lewin, Tolman, Insight theory, Social learning theory.
- Factors influencing learning
- Constructivism

Unit-2

- Transfer of Learning- Concept, Factor influencing transfer of learning, Theories
- Motivation- Concept, Role of motivation in learning, Theories, Strategies for developing motivation

Unit-3

- Learning of concept and principles - Nature, Concept formation, Concept mapping, Factor influencing learning of concepts and principles
- Mastery learning
- Gagne's view on learning
- Role of Advance Organizer in learning

Unit-4

- Creativity- nature, Factor influencing creativity, Measurement of creativity
- Problem solving- Nature, Factor influencing problem solving

Unit-5

- Learning styles

- Group dynamics and learning

Suggested Readings

Ausubel,D.P. and Robinson	: Social Learning; An Introduction to Educational Psychology
Dececco and Crawford	: The Psychology of Learning and Instruction
Gulati,S.	: Education for Creativity
Hilgard,E.R.	: Theories of Learning
Slavin,R.E.	: Educational Psychology
Vygotsaky, R.E.	: Educational Psychology
Mangal, S.K.	: Advanced Educational Psychology
Misra, K.S.	: Shikshamanovigyankenayekshitij
CoferAppley	: Motivation: Theory and Adjustment

EDU 508 FIELD WORK &PRACTICAL

- Review of book of an eminent educationist
- Quantitative analysis through MS-EXCEL
- Testing of Intelligence/Personality and Creativity/Learning Style
- Survey of any one educational institution

EDU 601 COMPARATIVE EDUCATION

Unit – Meaning, nature and scope of comparative education

- Meaning nature and scope of comparative education, objectives of comparative education
- Approaches : Regional, national and international, intra and inter educational analysis

Unit – 2 Methods and factors of comparative education

- Methods of comparative education- Descriptive, socio-cultural, scientific and statistical
- Factors influencing national system of education: Geographical, economic, linguistic, regional, democracy, socialism, humanism

Unit – 3 Comparative education structures with reference to school education

- Primary education : USA, UK, Japan and India
- Secondary and vocational education : USA, UK, France, Japan and India

Unit – 4 Comparative educational structures with reference to higher education, teacher education and distance education

- Higher education, teacher education and professional education: USA, UK, India
- Distance education: USA, UK, India

Unit – 5 International perspective of education

- Educated unemployment in USA, UK and India
- Various official organizations of UNO and their role in educational development
- Recommendations of Delor's commission report

Suggested Readings

- Bearday : Comparative Methods in Education
- Hans : Comparative Education
- Kandel : Studies in Comparative Education

EDU 602
EDUCATIONAL MEASUREMENT AND EVALUATION

Unit – 1

- Concept, need and importance of educational measurement and evaluation
- Taxonomies of Educational Objectives in cognitive, affective and psychomotor domains
- Scales of measurement, norm referenced and criterion referenced, formative and summative evaluation

Unit – 2

- Test reliability – various types, factors affecting it, improving reliability
- Test validity – various types, factors affecting it
- Test norms – various types and their uses

Unit-3

- Development and standardization of test – steps of test development with an emphasis on item analysis. Improving test quality through item analysis

Unit – 4

- Construction of Likert and Thurstone type Attitude scales, Study of some tools for measuring intelligence, personality, aptitude, interest, creativity

Unit- 5

- Evaluation programme, institutional programme, methods of feedback to students
- New trends in evaluation- examination reforms, grading system, scaling, continuous internal assessment, semester system, question bank, use of computer in examination. CBCS, CCE, Open book examination, examination on demand, online examination
- T-score, Z-score, C-score and Normalized score

Suggested Readings

Anastasi, A.	: Psychological Testing
Bloom, B. S.	: Taxonomy of Educational Objectives
Bloom et al.	: Handbook on Formative and Summative Evaluation
Chiselli	: Theory of Psychological Measurement
Cronbach	: Essentials of Psychological Testing
Ebel	: Essentials of Educational Measurement
Lehman	: Measurement and Evaluation in Psychology and Education
Payne	: Educational and Psychological Measurement
Srivastava	: Reforming Examination
Thorndike and Hagen	: Measurement and Evaluation in Psychology

EDU 603
CONTEMPORARY ISSUES IN EDUCATION

Unit – 1 Elementary Education

- Universalization of Elementary Education (UEE)
- Role of SarvaShikshaAbhiyan (SSA) in enrolment, retention and quality of elementary education
- Different schemes adopted by government and non-government organization of UEE
- Decentralized management in elementary education
- Teacher empowerment programmes organized by DIETs and other agencies

Unit – 2 Secondary Education

- The linkage between secondary education and higher education and the world of work
- Quality parameters in secondary education
- Vocationalization of secondary education : need, possibilities and constraints
- Empowerment of secondary teachers by NCERT, IASEs and CETs

Unit – 3 Higher Education

- Quality parameters in higher education
- Role of national bodies like UGC, AICTE, NCTE and NAAC in promotion of general and professional education
- Priorities in higher education as envisaged by National Knowledge Commission Report
- Empowerment of university and college teachers by Human Resource Development Centre (HRDC)

Unit – 4 Globalization and Education

- Globalization: Concept and its impact on education
- The role of public and private sector in development of higher education in India
- The scope of private universities and foreign universities in India as well as the scope of Indian Universities abroad

Unit – 5 Human Rights Education

- Concept, need and relevance of human rights education
- Methods and techniques of human rights education
- Rights of child: provision in international and national documents

- Rights of women : provision in international and national documents, women empowerment

Suggested Readings

1. Govt. of India, Education for National development, report of Education Commission 1964-66 (Reprint NCERT, New Delhi 1971)
2. AICTE (1994): Report of the Hosh power committee for mobilization of additional resources for technical education, New Delhi
3. Planning Commission, Govt. of India (2006) XI Plan working group on Higher Education (draft), New Delhi
4. Govt. of India (2007), National Knowledge Commission report of the Nation 2006, New Delhi
5. Chauhan, CPS (1990) Higher Education In India, Ashish Publishing House, New Delhi
6. AIU (1995) Policies of Higher Education, New Delhi
7. Pawar, K. B. (2002) Indian Higher Education. Concept Publishing House, New Delhi
8. Delor et al. (1996) Learning: The treasure within report of UNESCO, Paris

EDU 604

ENVIRONMENTAL EDUCATION

UNIT-1

- Environment and Ecology: Meaning and definition
- Relationship between man and environment
- Impact of population growth on environment

Unit-2

- Meaning and types of environment pollution (air, water, noise, soil)
- Causes of pollution and its effect on living environment

Unit-3

- Environment education : Meaning, aims, needs and scope
- Approaches of environmental education- interdisciplinary model and multidisciplinary model
- Features of curriculum for environmental education

Unit-4

- Need for teachers training in environmental education
- Methods of teaching environmental education, co curricular activities etc.
- Role of universities, media, NGOs in environmental education

Unit-5

- Programmes for environmental protection and improvement
- Environment and laws
- Environmental management

Suggested Readings

- Nanada, V. K. : Environmental Education
- Trivedi, P. R. : Environmental Education
- Gopal, G. V. : Environmental Education in School an overall perspective of NCF
- Sharma, R. A. : Environmental Education
- Srivastava, K. K. : Environmental Education
- Detwlyer, T. R. : Man's Impact on Environment
- Marcus, M. G. : Physical Geography of City
- Gregory, K. T. : Man's and Environment Process
- Furley, P. A. &Newey : Man and Biosphere
- Arvill, R. : Man and Environment crisis and the strategy of choice
- Singh, S. : Environmental Geography
- Calhoun, J. B. : Education and Population

EDU 605
EDUCATIONAL TECHNOLOGY

Unit I- Fundamentals of Educational Technology

- Meaning, Nature and Scope and Theoretical bases of Educational Technology
- The trend and development of ET
- Components of ET – Hardware and Software
- System Approach in ET

Unit II – Learning Technology

- Programmed Learning Material, Principles, Styles of Programming: Linear, Branching and Mathetic, Steps of development of TLM, Mastery learning : Concept and types
- Instructional Materials: Modules, Computer Assisted Instructional Materials

Unit III – Teaching Technology

- Modalities of teaching, Difference between Teaching, Instruction, Conditioning and Training.
- Stages of Teaching: Pre-active, Interactive and Post-active;
- Teaching at different Levels: Memory, Understanding and Reflective.
- Modifications of Teaching Behaviour: Micro teaching, Flander's Interaction Analysis, category system, Simulation and Gaming.
- Nature and characteristics of Models of Teaching
- Modes of Teaching: Lecture, Team Teaching, Seminars, Panel Discussion, Tutorial, Group Discussion, Cooperative Learning

Unit IV – Information and Communication Technology in Education

- Communication Process: Concept of communication, Principles, modes and barriers of communication, verbal and non-verbal communication
- Educational Radio and Educational Television, Interactive Radio and interactive television, types of teleconferencing, e-Pathshala, e-PG Pathshala, MOOC, OER
- Information and communication technology ICT in Education – Concept, uses, interactivity networking – LAN, WAN, WWW, Virtual classrooms
- Multi media approach to instruction – concept, uses, development of multimedia package, criterion of selection of media and technology in multimedia package

Unit – 5 Management of ET and Open and Distance Learning System (ODLS)

- Systems approach : Meaning and scope, open versus closed system, education as open system, systems approach to education, steps in designing a system
- ODLS – Concept, definitions and characteristics, criterion of openness, different stages of distance education, media, materials and ICT in distance education, student support services, evaluation strategies in ODLS

Suggested Readings

- Mukhopadhyay, M. :Educational Technology
Kulkarni, S. S. : Educational Technology
Mohanty, J. : Educational Technology
Sahoo, P. K. : Open Learning System
Sahoo, P. K. : Educational Technology in Distance Education
Sampat, K. et al. : Introduction to Educational Technology
Sharma, M. L. : System Approach – Its application in education
Sharma, R. A. : Educational Technology
VedNayagam, E. G. : Teaching Technology for College Teachers
Joyce, B. and Weil M. : Models of Teaching
Plomp, T. : International Encyclopaedia of Educational Technology
Mahapatra, B. C. : Information Technology and Education

EDU 606

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Unit-1 Educational Administration and Management :

- Meaning, Nature and Scope
- Function
- Theories
- System Approach

Unit-2 Educational Planning and Finance in Education :

- Meaning, Nature and Need of Educational Planning.

- Approaches to Educational Planning.
- Kinds of Educational Planning- Long Term, Short Term, Institutional, Strategic, Operational
- Educational Finance : Meaning and Nature, Sources of Income, Items of Expenditure, Budgeting

Unit-3 Supervision in Education:

- Meaning and nature of Educational Supervision
- Functions of Educational Supervision
- Planning and organizing supervisory programme
- Implementing supervisory programme: technique of educational supervision

Unit-4 Leadership in Education:

- Meaning and Nature of Educational Leadership
- Leadership Styles.
- Theories of Leadership- Trait, Behaviour, Contingency, Transactional and Transformational.

Unit – 5 Specific Trends in Educational Administration :

- Decision Making : meaning, types and Steps
- Organizational development
- Programme Evaluation and Review Technique (PERT)
- Total quality Management in education: Concept, Nature and Indicators

Suggested Readings

Bhatnagar, R.P. & Vidya Agarwal	: Educational Administration, Supervision, Planning & Finance
Kimball, Wiles and Lorel	: Supervision for better Schools
Mishra, Atmanand	: Educational Finance
Mohanty, Jagannath	: Educational Administration, Supervision and School Management
Mukhopadhyay, M.	: Total Quality Management in Education
Naik, S.P.	: Planning Education in India
Saxena, S.	: Educational Planning in India.

EDU 651
PROJECT / DISSERTATION

EDU 652
INCLUSIVE EDUCATION

Unit 1: Introduction to Inclusive Education

- Concept, meaning and importance of Inclusive Education.
- Historical Perspectives on Education of children with diverse Needs.
- Difference - Special Education, Integrated Education, and Inclusive Education.
- Advantages of Inclusive Education for Education for all Children.

Unit 2: Policy and Programmes

- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations (with special reference to recommendation of NPE -1986, POA-1992 and PWD Act (person with disability)1995;
- National curriculum framework 2005,
- National institutes for Rehabilitation and Rehabilitation council of India.
- National and International initiatives for inclusive education

Unit 3: Children with Diverse Needs

- Definition and Characteristics of children with
 - a) Sensory (Hearing, Visual,) and physically challenged.
 - b) Intellectual (gifted with high intellect & talents, and mentally challenged).
- Importance of Early Detention, Functional Assessment for Development of Compensatory Skills.
- Role of Teachers Working in Inclusive Setting and Resource Teacher in Developing and Enriching academic skills for higher learning.

Unit 4: Children with Diverse Needs

- Definition and Characteristics of children with

- a) developmental disabilities (autism, cerebral palsy, learning disabilities)
 - b) social and emotional problems
 - c) scholastic backwardness (underachievement, slow learner)
 - d) children belonging to other marginalized groups
- Importance of Early Detection, Functional Assessment for Development of Compensatory Skills.
 - Role of Teachers Working in Inclusive Setting and Resource Teacher in Developing and Enriching academic skills for higher learning.

Unit 5: Utilization for Resources

- Role of Technology for meeting diverse needs of learners
- Concept and Importance of Human and Material Resources.
- Types of service and approaches, strategies, personnel involved and their specific role and responsibilities.
- Creating Conducive Environment in Inclusive Schools, Material Resources, and Human Resources, Changing the Attitude of the Significant People, Exploring and Utilizing the Services and Resources available in the Community.
- Managerial Skills for Mobilizing appropriate Resources.
- Identifying the required Resources for Children with Various Special Needs.

Suggested Reading-

- Ahuja, A., & Jangira, N.K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. New Delhi: National Publishing House.
- Ainscow, M. & Booth, T. (2003). *The Index of Inclusion: Developing Learning and Participation in Schools*. Bristol: Centre for Studies in Inclusive Education.
- Jangira, A. & Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*. Gurgaon: Academic Press.
- Jha, M. (2002). *Inclusive Education for All: Schools without Walls*. Chennai: Heinemann Educational Publishers.
- Sharma, P.L. (1990). *Teacher Handbook on IED-Helping Children with Special Needs*. New Delhi: NCERT Publications

EDU 653
TEACHER EDUCATION

Unit – 1

- Teacher education as professional education : needs and scope, historical perspective of teacher education
- NCTE : organization and functions
- Recommendations of various commissions and committees on teacher education

Unit – 2

- Pre-service teacher education: needs, objectives and scope
- Vision of teacher education curriculum as envisaged in NCERT and NCTE documents
- Curriculum areas of pre-service teacher education at different levels : elementary, secondary

Unit – 3

- In-service teacher education : concept of andragogy and its principles
- Professional development of teachers
- Agencies of in-service teacher education programmes for teachers of elementary, secondary and higher education
- Induction programme : needs and objectives

Unit – 4

- Transaction of teacher education curriculum : individualised instruction, group instruction, teacher centred and blended approach
- Development of teaching competencies : micro teaching, models of teaching, peer group based learning
- Mentoring school based internship : objectives and approaches

Unit – 5

- Education of teacher educators : pre-service and in-service education of teacher educators
- Role of open and distance learning mode in teacher development
- Research in teacher education and teaching effectiveness: needs and scope

Suggested Reading

- Adaval , S. B. : Quality of Teachers
Adaval, S. B. : An analytical study of teachers education in India
Anderson, L. W. (Ed.) : International Encyclopaedia of Teaching and Teacher Education
Dunhill, L. W. (Ed.) : A Teachers Training Manual
Faure Edgar et. Al. : Learning To Be
Peterron, R. D. : Teacher Education
Joyce, B. & Weil, M. : Models of Teaching
McCarty, Donald, J. : New Perspectives on Teacher Education
Passi , B. K. and Shah, M.M. : Micro-Teaching in Teacher Education
Smith, B. O. : Teacher for the Real World

EDU 654 GUIDANCE AND COUNSELLING

Unit-1

- Guidance and counselling: Concept, Need, Principles, Types: Educational, Personal, Vocational

Unit-2

- Guidance personnel-Role of different persons in the guidance programme, Characteristics of a successful counsellor, Training of counsellor, Duties of counsellor

Unit-3

- Organising guidance services- Organising guidance services at different stages of education, Principles governing organization of services, Kinds of services - appraisal, information, placement, counselling, follow up, evaluation
- Occupational information- Sources, Collection, Evaluation, Dissemination, Utility

Unit-4

- Tools in guidance-Records; kinds and relevance: tools for measuring personality, achievement, interest, aptitude, intelligence, creativity and their relevance, communicating appraisal result.

- Techniques of guidance-directive counselling, non-directive counselling, group counselling, role of interview in counselling.

Unit-5

- Group procedures of guidance
- Problems of guidance movement in India
- Trends in researches in guidance and counselling

Suggested Readings

Bernard,H.W. and Fullmer,W.O.	: Principels of Guidance
Erikson	: The counselling Interview
Gibson,R.L.	: Introduction to Counselling and Guidance
Jones,A.J.	: Principles of Guidance
Miller.C.H.	:Principles of Techniques of Vocational Guidance
Myer.G.E.	:Principles and Practices of the Guidance Programme
Tolbert	: Introduction to Counselling

EDU 655 CURRICULUM STUDIES

Unit – 1

Concept and types of curriculum, Philosophical, Psychological and Sociological basis of curriculum, Development of curriculum – Historical perspective, Principles of curriculum construction, Models of curriculum, Curriculum renewal and its impact on classroom practices, Cross curricular issues.

Unit –2

Role of Regulatory Bodies in curriculum development, Curriculum Evaluation, Different Models of Curriculum Evaluation, Analysis of Curriculum Frame works, Research issues in Curriculum Studies.

Unit - 3

Concept, need and importance of educational measurement and evaluation, Taxonomies of Educational Objectives, Study of Standardized tools of measuring – Intelligence, Personality, Creativity and Interest, NRT and CRT, Standard Scores, Formative and Summative evaluation, Feedback – nature, importance and methods.

Unit - 4

Concept, types and calculation of Reliability, Validity and Norms, Development and standardization of Achievement Test and Attitude Scale,

Unit - 5

Trends in examination and evaluation – CBCS, Self assessment, Peer Assessment and Tutor assessment, Examination - on demand, On – line examination, Scaling and Grading of marks, etc. Assessment of Examination Systems, Research Issues in educational measurement and evaluation.

Suggested Readings:

Balsara, M. – Principles of Curriculum Construction.

Biswas, N. B. – Curriculum Studies: A model for SAARC Countries.

NCERT – National Curriculum Frame Work for School Education.

UGC – Model Curriculum Frame Work, NCF- 2005.

NCTE – NCFTE – 2011.

Ornstein, A. C. – Curriculum: Foundations, Principles and Theories.

Thorndike, P. & Hagen, E. – Measurement and Evaluation in Psychology and Education.

Sax, G. – Principles of Educational Measurement and Evaluation.

Grondlund, N. E. – Measurement and Evaluation Teaching.

Anastasi, A. – Psychological Testing.

Cronbach – Essentials of Psychological Testing.

Srivastav – Reforming Examination.

EDU 631

FIELD WORK & PRACTICAL

- Review of five research papers published in the current issue of any reputed journal of Education
- Construction of Achievement Test and item analysis
- Critical Review of any two video presentation of MOOCs
- Development of Programme Learning Material/Module on any two lessons at school stage

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