

University of Gour Banga

(Established under West Bengal Act XXVI of 2007)



**N.H.-34(Near Rabindra Bhawan), P.O.:Mokdumpur Dist.: Malda,
West Bengal, Pin-732103**

M.A. in Education

Two Years (Four Semesters) Syllabus

Main Feature of the Syllabus

M.A. in Education

Semester	Paper Code	Paper Name	Theory Marks	Time	Internal Assessment Marks	Time	Total Marks	Total Time
I	Paper - 1	EDUCATIONAL PHILOSOPHY	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 2	EDUCATIONAL PSYCHOLOGY	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 3	EDUCATIONAL SOCIOLOGY	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 4	METHODOLOGY OF EDUCATIONAL RESEARCH	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 5	INDIAN EDUCATION IN HISTORICAL PERSPECTIVE	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
Total							250	
II	Paper - 6	EDUCATIONAL PHILOSOPHY	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 7	EDUCATIONAL PSYCHOLOGY	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 8	EDUCATIONAL SOCIOLOGY	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 9	METHODOLOGY OF EDUCATIONAL RESEARCH	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 10	INDIAN EDUCATIONAL IN HISTORICAL PERSPECTIVE	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
Total							250	
III	Paper - 11	CURRICULUM PLANNING AND DEVELOPMENT	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 12	EDUCATIONAL MANAGEMENT AND ADMINISTRATION	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 13	Elective I	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 14	Elective II	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
Total							200	
IV	Paper - 15	CURRICULUM PLANNING AND DEVELOPMENT	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 16	EDUCATIONAL MANAGEMENT AND ADMINISTRATION	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 17	Elective I	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 18	Elective II	40	2.00 Hr.	10	30 Min.	50	2.30 Hr.
	Paper - 19	DISSERTATION						75
EDUCATIONAL TOUR							25	1.00 Hr.
Total							300	
Grand Total							1000	

List of Elective Papers to be selected from the following:

- 1) Educational Technology or Teacher Education
- 2) Special Education or Guidance and Counseling

N.B. A theoretical Paper of 50 marks shall generally be covered by 50 lecture periods.

** Paper 19 (nineteen) will be opted in 3rd semester but it will be continued up to 4th semester.

SEMESTER I

Paper -01: EDUCATIONAL PHILOSOPHY

Full Marks-50

Objectives: *To enable the students to:*

- *develop an understanding about the contribution of Philosophy of Education as a discipline ;*
- *develop capacity to build an Indian philosophy of Education to set goals of Education in India;*
- *acquaint themselves with the Educational contributions of some great thinkers (Indian) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;*
- *understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully;*

Unit-I:

- a) Meaning, nature and scope of Educational Philosophy,
- b) Relationship between Education and Philosophy.
- c) Nature of Indian Philosophy, Developing a philosophy of Indian Education

Unit-II: a) Indian Schools of Philosophy: Sankhya, Charvaka, Vedanta, Buddhism, Jainism, & Islamic with special reference to knowledge, reality, values & their Educational implications.

Unit-III: a) Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurovinda, M.K.Gandhi.

Unit-IV: a) National Values as enshrined in the Indian Constitution & their Educational implications

Paper -02: EDUCATIONAL PSYCHOLOGY

Full Marks-50

Objectives: *To make students understand*

- *the contribution of different schools of psychology to Education;*
- *the nature of various –processes of growth and development in order to develop Educational programmer;*
- *the end its relations to learning;*
- *the concepts of remedial nature of motivations Education and educational diagnosis;*

Unit-I: Schools of Psychology:

- a) Behaviorism, b) Gestalt, c) Cognitive, d) Psychoanalysis, e) Humanistic.

Unit-II: Growth & Development:

- a) Physical, b) Social, c) Emotional, d) Cognitive, e) Language & Moral.

Unit-III:

- a) Learning: concept, nature, & types.
- b) Influencing Factors of learning: attention & interest, maturation & Motivation, Remembering & Forgetting.
- c) Motivation: Theories & their Educational Implications – Hierarchy of needs, Achievement motivation, Attribution Theory. Factors affecting motivation.

Unit-IV: Remedial Education:

- a) Concept & objectives,
- b) nature & techniques of Educational Diagnosis.
- c) Specific Learning disabilities- reading, Writing & Arithmetic: remedial measures.

Paper -03: EDUCATIONAL SOCIOLOGY

Full Marks-50

Objectives: *To enable the Students to:*

- *develop knowledge about Education & Society;*
- *transact different determinants of Sociology in Education;*
- *apply Sociological Concepts on different segment to our Society;*
- *correlate Education & Sociology;*
- *Acquaint with Sociological Aspects and its importance in our educational system.*

Unit-I: a) Educational Sociology: Meaning & Concept,
b) Relationship between Sociology and Education,
c) Education as a process of Socialization,
d) Education as a process of social sub-system.

Unit-II: a) Social Stratification: Meaning & Concept
b) role of education in social stratification and social mobility,
c) Equality of educational opportunity.

Unit-III: a) Social Change: Meaning & Concept,
b) Factors affecting social change.
c) Social group, Folkway and Mores,

Unit-IV: a) Education in relation to: Democracy, Religion, National Integration & International Understanding

Paper -04: METHODOLOGY OF EDUCATIONAL RESEARCH

Full Marks-50

Objectives: *To enable the students to:*

- *Describe the nature and process of research in education*
- *Acquaint with the sources from where knowledge can be obtained*
- *Formulate research-worthy problem*
- *Describe and differentiate the various methods of sampling*
- *Construct and apply different research tools.*
- *develop skill to write and evaluate research report*

Unit I:

- a) Research: Meaning, Nature, Characteristics
- b) Educational Research: Fundamental, Applied & Action, Longitudinal and Cross Sectional, & Inter-disciplinary.
- c) Identification of research worthy Problems,
- d) Planning of Scientific Investigation & Research Designs
- e) Research Objectives & Questions
- f) Review of related studies,

Unit – II:

- a) Hypothesis: Meaning, type, Formulation & Testing; Characteristics of Good Hypothesis
- b) Variables: Concepts, types & Method of Control

Unit –III:

- a) Population and Sample, Sampling methods: Probability & Non Probability.
- b) Tools and techniques of data collection: needs criteria of good research tools, Construction and uses of – observation, interview, questionnaire, rating, and attitude scale and tests of performance.

Unit – IV:

- a) Strategies of Research: Historical, Descriptive and Experimental. Importance & critical Evaluation of the strategies
- b) Writing Research Report: As per style & format
- c) Evaluating a research report, its criteria.

Objectives: *The students will be able to:*

- *Acquaint with the education system of India before and since independence;*
- *Recognize the development of education at different levels and aspects;*
- *Determine the current trends of education in India;*
- *Identify the important problems and their needed solutions in the field of education in India*
- *Explain the principles underlying in the Indian Constitution.*
- *Describe the recommendations of the Five Year Plans.*

Unit – 1: Pre-Primary Education

- a) Historical Review before Independence (upto - 1947)
- b) Need and importance
- c) Progress since 1947
- d) Problems and prospect
- e) Present status

Unit – 2: Primary Education

- a) Historical Review (1854-1947)
- b) Importance
- c) Progress since 1947
- d) Universalization of Elementary Education
- e) Problems and prospect
- f) Recent Development: operation Black Board, Minimum Level of Learning, DPEP, SSA.

Unit – 3: Secondary Educaion

- a) Historical Review before Independence (1854-1947)
- b) Need and importance
- c) Progress since 1947
- d) Problems and prospect
- e) Vocationalization of Secondary Education

Unit – 4: Higher Education

- a) Historical Review before Independence (1854-1947)
- b) Need and importance
- c) Progress since 1947
- d) Problems and prospects
- e) Administrative and Funding
- f) Recent Development : Autonomous College, new educational management

SEMESTER II

Paper -06: WESTERN PHILOSOPHY

Full Marks-50

Objectives: to enable the *Students to:*

- *develop an understanding about the contribution of Philosophy of Education as a discipline ;*
- *acquaint themselves with the Educational contributions of some great thinkers (Western) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario;*
- *understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully;*

Unit-I: a) Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism with special reference to knowledge, reality, Values, & their Educational implications.

Unit-II: a) Educational Philosophy of Rousseau, Dewey, Bertrand Russel & A.N. Whitehead.

Unit-III: a) Contemporary Philosophical thoughts: Humanism, Existentialism & Marxism.

Unit-IV: a) Modern concept of Philosophy: Analysis- Logical Analysis: Logical Empiricism & Positive Relativism.

Paper -07: EDUCATIONAL PSYCHOLOGY

Objectives: *To make students understand*

- *the concepts of remedial nature of motivations Education and educational diagnosis;*
- *the meaning and nature of higher mental process and their measurement;*
- *the nature and learning constructivism on the basis of different theoretical perspectives;*
- *the nature of personality and its Educational important;*
- *the nature of group dynamics in class room and class room climate.*

Unit-I:

- a) Intelligence: Concept, Theories -Cattell, Guilford, Sternberg & Gardner.
- b) Creativity: Concept, Factors, Development of Creativity.
- c) Creativity & Intelligence.
- d) Educational significance of the Theories

Unit-II:

- a) Theories of Learning: Skinner, Hull, Tolman, Lewin.
- b) Concept Learning -Bruner.
- c) Constructivism-Piaget, Vygotsky.
- d) Educational significance of the Theories

Unit-III:

- a) Personality-Concept, & process of development
- b) Theories -Eysenck, Erikson, Rogers.

Unit-IV:

- a) Group Dynamics in Class room-
- b) Group process, Characteristics of groups,
- c) Class room interaction- nature types
- d) Socio-metric grouping.
- e) Socio-emotional climate of Class room & Teachers' Characteristics influencing it.

Objectives: *To enable the Students to:*

- *develop knowledge about Education & Society;*
- *transact different determinants of Sociology in Education;*
- *apply Sociological Concepts on different segment to our Society;*
- *correlate Education & Sociology;*
- *acquaint with Sociological Aspects and its importance in our educational system.*

Unit-I: Education and Culture:

- a) Concept of culture,
- b) Cultural change & lag.
- c) Education as cultural determinants.
- d) Education for Multicultural Society

Unit-II: Education & Economic Growth:

- a) Concept of: Urbanization, Westernization, And Sanskritization, Modernization & Globalization.; with special reference to Indian Society.

Unit-III: Education and Backward Community:

- a) Education of the Socially and Economically disadvantaged sections of the Indian Society with special reference to Scheduled Caste, Scheduled Tribes, OBC & women.

Unit-VI: Education and Leadership:

- a) Leadership: Concepts, characteristics
- b) leaders & Leadership,
- c) Dynamics of Leadership
- d) Leader types & Leader styles

Suggested Books

1. Chube, S.P.: Philosophical & Sociological foundation of Education, Vinod Pustak Mandir, Agra, 1981.
2. Shukla, S.C. & Kumar, K.: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.
3. Bhatt, B.D. & Sharma, S.R.: Sociology of Education, Kanishka Publishers House, 1993.
4. Brown, F.J.: Educational Sociology, Prentice Hall Inc. 1961.
5. Cook, L.A. & Cook, E.: A Sociological Approach to Education, McGraw Hill, New York, 1950.
6. Sharma, R.N.: Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995.
7. Sharma, K.L. : Social stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997
8. Talesra, H: Sociological foundations of Education: Kanishka Publishers, New Delhi, 2002.
9. Sharma, Y.K.: Philosophical & Sociological foundations of Education, Kanishka Publishers, New Delhi, 2004.
10. Prasad, J.: Education & Society: concepts perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.
11. C .N. Shankar Rao: Principles of Sociology with an Introduction to Social Thought, S.Chand &Company Ltd. 2006

Objectives: *To enable the Students to:*

- *develop the concept of quantification, measures, grouping and presentation of data*
- *acquaint with the descriptive and inferential statistical techniques in educational research*
- *Estimate and calculate reliability, validity, regression and prediction.*

Unit – I:

- a) Educational Data- Quantitative & Qualitative; Descriptive & Inferential
- b) Tabulations of Educational data
- c) Graphical Presentation- Histogram, Polygon and Ogive,
- d) Percentile & Percentiles Rank
- e) Measures of Central Tendencies and variability's: Uses and computation

Unit – II:

- a) Normal probability curve, characteristics and uses
- b) Non-normality: Skewness & Kurtosis

Unit – III: Measures of Correlation

- a) Product moment, Rank differences, bi-serial and point –biserial, partial and multiple correlations (concepts & Uses only)
- b) Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction.

Unit – IV:

- a) Parametric Statistics-Significance of Statistics, one tailed & two tailed tests, Types C. R.-test, t-test, ANOVA
- b) Non-Parametric Statistics: Chi-Square, Median test,
- c) Standard Scores-Derived Score, Z-Score, T-score, Stanine

Suggested Books:

1. Kerlinger, F.N. – Foundations of behavioural research.
2. Best and Kahn. – Research in education.
3. Koul, L. – Methodology of educational research.
4. Guilford, J.P. – Fundamental statistics in psychology and education.
5. Guilford, J.P. – Psychometric methods.
6. Anastasi, A. – Psychological Testing.
7. Freeman, - Psychological testing.
8. Ferguson, G.A. – Statistical analysis in psychology and education.
9. Nunnally, J.C. – Educational measurement and evaluation.
10. Siegal, S. – Nonparametric statistics for the behavioural sciences.
11. Van Dalen, D.B. – Understanding Educational Research : an introduction.
12. W.L. Neuman – Social Research Method – Qualitative and quantitative approaches, Pearsan Education.
13. Ram Ahuja – Research Methods, Rauat Publication Jaipur and New Delhi.
14. J.W. Best & J.V. Kahn – Research in Education, Prentice Hall of India, New Delhi.
15. L. Koul – Methodology of Educational Research, Vikas Publishing House, New Delhi.
16. Radha Mohan – Research Methodology in Education, Neelkamal Publication, New Delhi.
17. C.R. Kothari – Research Methodology - method and techniques, Wishwa Prakashan, New Delhi.
18. K.S. Sidhu – Methodology Research in Education, Sterling Publishers, New Delhi,

Unit – 5: The Indian Constitution and Five Years Plans

- a) Constitutional provision in education
- b) Development of Education under Five Year Plans – Pre-Primary Education, Primary Education, Secondary Education, Higher Education, and Women Education [last 2 years]

Unit – 6: Equal opportunity in Education:

- a) Caste – SCs/STs
- b) Gender – women
- c) Religion – minorities

Unit – 7: Education and Administration: Some Important Bodies of Education

- a) UGC
- b) NAAC
- c) NCERT
- d) NUEPA
- e) NCTE
- f) DIET
- g) SCERT

Unit – 8: Modern Trends and Contemporary Issues

- a) Distance Education
- b) Privatization in Education
- c) Globalization and its impact on Education
- d) Education as a human right
- e) Adult and Non-formal Education

Suggested Books:

1. Mukherjee, S.N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
2. Nurullah, S. and Naik, J.P. – History of Education in India; Macmillan Co.,
3. Banerjee, J.P. – Education in India, Past, Present and Future.
4. Mukhopadhyay, M. Parhar Madhu (Ed.) – Education in India, Dynamics and Development, Shipra.
5. Agarwal, J.C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
6. Government of India – five Year Plans.
7. Govt. of India, Ninth Five Year Plan : 1997-2001, Planning Commission.
8. Govt. of India., Tenth Five Year Plan : 2002-2007, Planning Commission.
9. Agarwal, J.C. – Modern Indian Education, Shipra.
10. Kochhar, S.K. – Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
11. Mani, G. – Education in the International Context, Sterling Publishers Pvt. Ltd.
12. Sharma, Ramnath and Sharma, Rajendra, K. – Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
13. Swain, Sanjay, K., – Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
14. Nanda, S. K. – Indian Education and its problems today, Kalyani Ludhiana, 2000
15. Mukherjee, S.N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.
16. Mukherjee, S.N. – Secondary Education in India, Orient Longman, New Delhi, 1972.

SEMESTER III

Paper -11: CURRICULUM DEVELOPMENT AN & PLANNING

Full Marks-50

Objectives: *To make students understand*

- *the meaning, nature, concept and types of curriculum;*
- *the different forms of Foundation of curriculum;*
- *nature scope and functions of Educational management;*

Unit-I:

- a) Curriculum: Meaning, Function, Types, Components, Planning & Design.
- b) Foundations of curriculum: Philosophical, Psychological, Socio-cultural & Technological.

Unit-II:

- a) Curriculum Theories & Models: Different theories- their nature & Significance.
- b) System Approach in Curriculum Development. Models of Curriculum Development.

Unit-III:

- a) Curriculum studies: Frame work, Basic Questions, Strategies & Critique: studies of National school Curriculum Frame Work-2005, Curriculum Frame Work for Quality Teacher Education (NCTE), Curriculum Frame Work for Higher Education (UGC).
- b) Impacts of Globalization on Curriculum.

Unit-IV:

- a) Curriculum Evaluation: Concept & Approaches – Formative & Summative. Different models.

Paper -12: EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Full Marks-50

Objectives: After completing the course the students will be able to:

- *Define the educational Management and explain its nature &scope.*
- *Relate the education and management.*
- *Explain the managerial functions and skills.*
- *Define the scientific management and explain the different theories of scientific management.*
- *Explain the organizational behaviour and design as well as its different theories.*
- *Elaborate the resource management and its relevant issues.*
- *Explain the significance of motivation in management and its different theories.*
- *Explain the significance of leadership in management and its different theories.*
- *Explain the significance of Quality Management, Quality Assurance, Quality Control, Time Management, Stress Management, Risk Management, conflict management, Information Management in educational management.*

Unit 1:

- a) Educational Management: Concept, Nature, functions and special features of educational management
- b) Management and Education: Concept and Foundations of Management, Evolution of Management Thoughts; Managerial Functions – Planning, Organizing, Controlling; Decision making; Role of Manager, Managerial skills, relation between management and education.
- c) Scientific Management: Concept, Principles, Evolution of Scientific Management; Theory of scientific management – Taylorism, Fayolism, Demingism.

Unit2:

- a) Organizational Behaviour and Design: The concept and significance of organizational behaviour- skills and roles in an organization, Neo-classical and Modern theories of organizational structure and their educational significance, organizational design and education.

Unit3:

- a) Management and Resource: concept, nature and special features of Resource Management; concept, nature and principles of Human Resource Management; significance of resource management in educational institutions.
- b) Motivation in Management: Motivation theories (Maslow's Theory of motivation in, Federic Herzberg's Dual factor theory of motivation, McGregor's Theory X and Theory Y) in management.
- c) Leadership Building: meaning, nature styles and theories (LPC theory, Path goal theory and Vroom-Yetton-Jago model) of leadership and its significance in education.

Unit4:

- a) Modern trends of Management: Quality Management, Quality Assurance, Quality Control, Time Management, Stress Management, Risk Management, conflict management, Information Management and their educational significance.

Paper – 13: Educational Technology (ET) (Elective 1)**Full Marks-50****Objectives: After completing the course the students will be able to:**

- *explain the meaning, nature and scope of ET and its importance in Educational field*
- *state and explain components and factors of communication.*
- *explain different modalities of teaching and designing instructional system.*
- *define and explain models of teaching and its application.*
- *suggest modification of teaching behaviours by Simulation, Micro Teaching Flanders' Interaction analysis.*

Unit 1: Meaning & Nature of Educational Technology

- Meaning, nature and scope
- ET as a system and its characteristics
- ET as systems approach to education

Unit 2: Communication and Instruction

- Concept, nature, process and types of communication
- Components of communication process in instructional systems
- Components of Classroom communication (interactive, verbal and non-verbal)
- Factors affecting classroom communication

Unit 3: Modalities of Teaching

- Difference between teaching and instruction, conditioning and training
- Teaching levels : memory, understanding and reflective
- Teaching stages : pre-active, interactive and post-active

Unit 4: Models of Teaching

- Meaning, nature & functions
- Families of teaching models
- Different teaching models-Glaser, Bruner, Ausubel

Unit 5: Modification of Teaching Behaviours

- Simulation
- Micro Teaching
- Flanders' Interaction Analysis

Unit 6: Designing Instructional Systems

- Formulation of instructional objectives
- Task Analysis
- Designing instructional strategies – Lecture, team teaching, discussion, panel discussion, seminars, conferences, tutorials and educational games.

Paper – 13: Teacher Education (TE) (Elective 1)

Full Marks-50

Objectives:

- To enable the students to understand the meaning; scope, objectives of teacher education and its development in India.
- To acquaint the students with different agencies of teacher education India and their roles and functions.
- To acquaint the students with the various aspects of student-teaching programme, prevailing in the country.
- To develop in the students an understanding about the important research findings in teacher-education.

Unit 1: Evaluation and development of teacher education;

- Need and importance of teacher education;
- Teacher education in a changing society;
- Recommendations of various commissions on teacher education in post independence era;
- Aims and objectives of teacher education at : Elementary level Secondary level, College level

Unit 2: Recommendations of various commissions on teacher education in post independence era and Aims and objectives of teacher education at : elementary level secondary level, College level

Unit 3: Student teaching programmes:

- Teaching objectives : Taxonomy
- Teacher education and practicing school
- Teacher education & community
- Techniques of teacher training : core teaching skills, micro-teaching, interaction analysis,
- Evaluation of student teaching.

Unit 4: Models of Teaching:

- Main characteristics;
- Fundamental elements of a teaching model;
- Types of modern teaching model;
- Advance organizer, concept attainment & Glasers Basic Teaching model;

Paper – 14: Special Education (ELECTIVE 2)

Full Marks-50

Objectives: To make the student:

- Be acquainted with the meaning and scope of Special Education with special reference to India;
- Understand the various suggestions offered by different recent commissions and committees on education of children with special needs for realizing the goal of education for all;

Unit 1 :

Special Education : Meaning, Nature, Paradigm shifts; Categories of Children with special needs; Bases – NEP, '86, PWD Act., 1995; National Trust for Welfare Act, 1999; National Policy- 2006; Role – RCI & National Institutes, NCERT, Local Bodies;

Unit 2:

Meaning and nature of educational intervention – special schools, inclusion outcome-based curriculum; concept of remedial and assistive teaching; role of technology in special education

Unit 3:

Education of Children with (a) Mental Relation and (b) Gifted & Talented and Creative (with special reference to prevalence, etiology, identification, intervention, education and prevention / fostering of each category)

Unit 4:

Education of Children with (a) Emotional Disturbances and (b) Autism (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category).

Objectives

- to help student understand the concept and nature of mental disorders, problem behaviours, drug addiction and delinquency.
- to help student understand the concept and nature to psychotherapies, counseling and guidance, and their differences.
- to help student understand the processes of counseling and guidance, and their various applications.
- to help student understand the process of vocational guidance and career counseling.
- to help student get acquaintances with the organizational programmes of guidance.

Unit 1:

Classification of mental diseases – DSM, ICD – 10 (psychoses, neuroses etc.) Psychoanalysis as a therapy.

Unit 2:

Problem behaviors: Stealing, lying stammering and bedwetting – diagnostic symptoms, causes and treatment.

Unit 3:

Delinquency: Characteristics, Types, Causes, Preventions and remedial measures.

Unit 4:

Guidance: Concept, Nature, Principles, And Types – educational, vocational and personal. Individual, Group. Role of parent, teacher, counselor in guidance. Guidance personnel.

Unit 5:

Guidance: Organizational programmes – Organization of guidance services at different levels of education. Kinds of services – information, testing, counseling and follow-up. Role of personnel in guidance programmes.

Unit 6:

Tools and techniques in guidance and counseling – Records, Interview, Case study, Observation, Psychological testing – intelligence, aptitude, interest, creativity, adjustment, personality. Sociometric devices. Diagnosis in counseling. Follow-up.

SEMESTER IV

Paper – 15: CARRICULUM DEVELOPMENT & PLANNING

Full Marks-50

Unit: 1 Curriculum Development: meaning, nature, scope, different models of curriculum development, and theories of curriculum development.

Unit: 2 Curriculum Design: Concept, factors that influence the curriculum design (Political, social, environmental, economical, technological), models of curriculum design (objectives model, process model, Tyler's model, Wheeler's model and Kerr's model), patterns of curriculum design.

Unit: 3 Curriculum change and innovation: concept, factors that influence the curriculum innovation, strategies and models of curriculum change and innovation.

Unit: 4 Educational Planning: Meaning, Importance, Planning Process & Models, 5Year plans (Last three), meaning, scope and strategies of institutional planning

Paper – 16: Educational Management and Administration

Objectives: After completing the course the students will be able to:

- *Define the educational administration and explain its significance in educational management.*
- *Define the organization and its relevant issues.*
- *Define supervision and elaborate the importance of it in the educational administration.*
- *Explain the administrative role of different bodies of the country.*
- *Explain the inspection process in educational institution.*

Unit1: Educational Administration: concept, nature, importance, scope, process of educational administration; system approach in educational management; administration as a process and as bureaucracy.

Unit2: a) Organization: meaning, aspects, principles of organization; importance of Decentralization in institutional organization.

b) Supervision: meaning, purpose, principles of supervision; qualities of an effective supervision, role of a supervisor.

Unit3: Administrative responsibilities: Administrative responsibilities of Central & State Govt. Local Bodies & Other Institutions- CBE, UGC, NCERT, SCERT, Boards of Examinations, IASE & DIET.

Unit4: Inspection: meaning, types, features and principles of inspection; factors influencing supervisory patterns

Paper – 17: Educational Technology (ET) (Elective1)

Full Marks-50

Objectives: After completing the course the students will be able to:

- explain the nature and application of Teaching Machine and Programmed Instruction.
- apply Educational Technology in formal, non-formal, informal including open and distance education system.
- give explanation and use of different media in Educational Technology.
- develop instructional systems and design instructional strategies by different methods.
- outline different emerging trends in Educational Technology and their use.
- develop evaluation tools in different ways.

Unit 1: (a) Programmed Instruction

- Origin and Types (Linear and Branching)
- Development of programmed instruction material
- Importance and limitation

Unit 2: Media in Educational Technology

- Projected and Non-projected Media
- Multimedia

Unit 3: Development of Evaluative Tools

- Norm-referenced and criterion-referenced
- Formative and summative

Unit 4: Application of ET

- Formal, Non-formal and Informal education
- Open and Distance Learning Systems

Unit 5: Future Priorities in ET:

- Computers in Educational Instructions
- EDUSAT

Suggested Books:

1. Bhat, B.D. and Sharma, S.R. – Educational Technology concept and Technique. Delhi: Kanishka Pub. House, 1992
2. Chand, Tara. – Educational Technology. New Delhi : Anmol Pub., 1990
3. Das, R.C. – Educational Technology: a basic text. New Delhi: Sterling Pub. Private Ltd., 1993.
4. Jagannath Mohanty. – Educational Technology. New Delhi: Deep & Deep Pub. 1992
5. Malla Reddy, M. & Ravishankar, S. - Curriculum Development and Educational Technology. New Delhi: Sterling Pub. Private ltd., 1984.
6. Mukopadhyay, M. (Ed.) – Educational Technology: challenging issues. New Delhi: Sterling Pub. Private Ltd., 1990
7. Pangotra, Nanendranath – Fundamental of Educational Technology, Chandigarh: International Pub., 1980.
8. Aggarwal, J.C. – Educational Technology.
9. Sharma, Y. K. - Educational Technology
10. Kumar, K. L. - Educational Technology

Paper – 17: Teacher Education (TE) (Elective1)

Full Marks-50

Objectives:

- To acquaint the students with the various aspects of student-teaching programme, prevailing in the country.
- To develop in the students an understanding about the important research findings in teacher-education

Unit 5: Teaching as a profession

- Professional organizations of various levels of teachers and their role : Performance appraisal of teachers
- Faculty improvement programme for teacher education

Unit 6: Types of teacher education programmes and agencies:

- In-service teacher education
- Pre-service teacher education
- Distance education and teacher education
- Orientation and Refresher courses.

Unit 7: Area of Research:

- Teaching effectiveness
- Modification of teacher behaviour
- School effectiveness.
- Cognitive style & Learning style
- Implementation of curricula of teacher education

Unit 8: Action research: significance of action research in teacher education, the roles of teacher in the action research.

Paper – 18: Special Education (Elective 2)

Full Marks-50

Objectives: To make the student:

- Grasp about educational intervention and related terms used in the context of education of children with special needs;
- Develop competencies in educational intervention programmes for meeting the needs of various categories of exceptional learners.

Unit 5:

Education of Children with (a) Visual Impairment and (b) Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

Unit 6:

Education of Children with (a) Speech and Language Disorders and (b) Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

Unit 7:

Education of Children with (a) ADHD and (b) Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

Suggested Books:

1. Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi : Kanishka Publishers, Distributors.
2. Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi : Abhijeet Publications.
3. Gulliford, R. & G. Upton (ed.) Special Educational Needs. London : Rutledge.
4. Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York : MCGraw-Hills Book Co.
5. Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi : Kanishka publishers, Distributors.
6. Kirk, Samuel. Educating Exceptional Children. New Delhi : Oxford & IBH Publishing Co.
7. Maitra, Krishna. Giftedness in Action : Theory and Practice.
8. Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
9. Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi : NCERT.

Paper – 18: Guidance & Counseling (Elective 2)**Full Marks-50**

Objectives: After completing the course the students will be able to:

- to help student understand the concept and nature of mental disorders, problem behaviours, drug addiction and delinquency.
- to help student understand the concept and nature to psychotherapies, counseling and guidance, and their differences.
- to help student understand the processes of counseling and guidance, and their various applications.
- to help student understand the process of vocational guidance and career counseling.
- to help student get acquaintances with the organizational programmes of guidance.

Unit 1: Drug Addiction: Nature, Characteristics, causes, treatment, Brief acquaintances with some major substances like heroin, LSD, Barbiturate – Nature of addiction.

Unit 2: Psychoses: Schizophrenia – Clinical Features, Etiology, Treatment, Delusional Disorder, And MDP

Unit 3: Neuroses: Anxiety neuroses, phobia, Hysteria (Conversion and Dissociation) – Clinical features, causes, treatment, OCD, Neurotic depression.

Unit 4 : Counseling : Concept, Nature, Principles, Types – directive, non-directive, individual, Group, Counseling process, Counseling for adjustment. Characteristics of good counseling. Differences between guidance, counseling and psychotherapy.

Unit5 : Therapies : Types, Psychotherapy – Insight – oriented therapy, Supportive – therapy. Group psychotherapy – Psychodrama, Play therapy. Family therapy. Parent therapy, Behaviour therapy. Cognitive therapy.

Unit 6 : Vocational guidance and career counseling – Psychology of careers and dynamic of vocational development. Psychology of job. Approaches to career guidance. Counseling for vocational decisions