

SAMBALPUR UNIVERSITY
SYLLABUS FOR M.ED.
(EFFECTIVE FROM THE ACADEMIC SESSION -212-13)

1. OBJECTIVES :

The students will be helped to –

- Understand the nature of education as discipline/area of study.
- Understand the basic concepts / issues of education with special reference to NCF-2005.
- Understand the need of teacher education in the context of changing needs of school education.
- Learn the skills required for playing a leadership role in different areas of school education.
- Gain an understanding on cognitive psychology and the process of learning,.
- Develop a rational conceptualization of educational research.
- Reflect on the multiple contexts in which the schools and teacher education institutions are working.

1. DURATION :

One Academic year with two Semesters of 18 weeks each.

3. ELIGIBILITY FOR ADMISSION:

B.Ed. Degree with required percentage of marks.

4. MEDIUM OF INSTRUCTION :

The medium of instruction and examination shall be English.

5. SCHEME OF INSTRUCTION :

The course of study shall comprise the following:

(A) Core Courses :

1st Semester 400+ 2nd Semester 400=800 marks in total:

- (1) Philosophical and Sociological Foundations of Education.
- (2) Research Methodology in Education.
- (3) Methods of Teaching.
- (4) Advanced Educational Psychology.
- (5) Current Issues in Indian Education.

(B) Area of Specialization: Students will have to Select One Area of Specialization :

- (1) Educational Measurement and Evaluation.
- (2) Educational Administration and Financing Education.
- (3) Educational Technology.
- (4) Guidance and Counselling.

(C) Dissertation and Seminar Presentation

- (1) Preparation for one Dissertation shall be compulsory for each student.
- (2) Preparation of a Seminar paper and participation shall be compulsory for each student.

D) Teaching

Delivering 5 lessons and supervision of 5 classes of B.Ed. students during practice teaching shall be compulsory. Finally, one lesson shall be externally examined.

1. There shall be a university examination at the end of each semester. The details of Examination along with papers, titles and break up of marks paper-wise follows :

2.

1st Semester :

Paper	Title	Internal Marks	External Marks	Total Marks
(a) Core Course (Compulsory)				
CC I	Philosophical and Sociological Foundation of Education	20	80	100
CC II	Research Methodology in Education	20	80	100
CC III	Methods of Teaching (Any One) English	15	60	75

	/ Oriya / History / Geography / General Science / Mathematics			
(b) Seminar Participation and Presentation in Seminar Session		20	30	50
(c) Teaching		25	50	75
	TOTAL	100	300	400

IInd Semester :

(a) Core Course (Compulsory)				
CC IV	Advance Educational Psychology	20	80	100
CC V	Current Issues in Indian Education	20	80	100
(b) Specialization (Any One)				
	(i) Educational Measurement & Evaluation	20	80	100
	(ii) Educational Administration and Financing Education			
	(iii) Educational Technology			
	(iv) Guidance and Counselling			
(c) Dissertation				100
	Total of Semester – II			400
	Grand Total of Semester-I & II		400+400	800

7. The Dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of Dr.Parshuram Mishra Institute of Advanced Study in Education, Sambalpur. Evaluation of students in this paper will be done by internal and external examinations. Four copies of dissertation typed on one side only and duly certified by the supervisor / guide shall be submitted one month before commencement of the examination. The dissertation shall either be record of original work or an ordered and critical exposition of existing data base with regard to an educational problem. The dissertation shall be examined by two examiners internal and external and each shall receive a copy of the dissertation. They shall conduct the viva-voce test jointly.
8. Duration of examination for Theory Paper of 80 marks shall for 4 hours. Each theory paper of 80 marks shall comprise of 5 questions covering entire syllabus. Each full question shall carry 16 marks with internal divisions. In case of theory papers internal assessment of 20 marks will be assessed through test. The statement of internal assessment shall be sent to he Sambalpur University at least one week prior to the commencement of that particular examination.
9. Board of Examiners, valuation. There shall be Board of Examiner for scrutinizing and approving the question papers and scheme of valuation. About 50% of the examiners appointed for setting of question paper and valuation work in each semester shall be external.
10. Minimum for a pass in each paper shall be 40% (Marks obtained in external evaluation and internal assessment put together) and 50% in aggregate of all semester together. To declare First Class / Distinction etc. the aggregate of the total marks secured by a candidate in all the semesters shall be considered. All the candidates will be placed in appropriate class/ Distinction as per the following table –

$70 \leq P \leq 100$	Distinction
$60 \leq P \leq 70$	First Class
$50 \leq P \leq 60$	Second Class

 Where P is the percentage of the total marks secured in all the semesters of the course.
11. Provisions for the Repeaters

- ❖ A candidate is allowed to carry all the previous unlearned papers to the subsequent semester / semesters.
- ❖ Such of those candidate who have failed/ remained absent / Opt. to improve in any one or more papers (Theory / Practical / Dissertation henceforth called as repeaters shall appear / improve in such papers(s) during the two immediate successive examinations.
- ❖ Examination for odd/ even semester shall be conducted respectively at the end of odd/ even Semester (odd with odd/ even with even)
- ❖ The candidate shall take the examination as per the syllabus and the scheme of examination in force during the subsequent appearance.
- ❖ A candidate who seeks improvement has to surrender improvement has to surrender the degree certificate/ Provisional pass certificate/ Original Marks sheets of that Semester.
- ❖ Improvement is allowed in Theory, Practical and Dissertation work. However, the marks secured in previous attempt shall be retained if the same is higher. There is no provision for improvement of internal assessment marks.
- ❖ A candidate is permitted to apply for improvement in any paper of the particular semester within 30 days from results of the semester.
- ❖ A candidate who seeks improvement shall not be eligible for rank.

1st Semester

CC – I : PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

Maximum marks = 100

Contact Hours per week : 3

Internal = 20

External = 80

Examination Duration : 3 hours

OBJECTIVES :

On completion of this course the students will be able to –

- Understand the nature of Education as a discipline of study.
- Understand the philosophical and sociological foundations of Education.
- Examine critically various traditional and contemporary philosophical thoughts and educational thinkers in education.
- Discuss the emerging dimensions of school and teacher education.

COURSE CONTENT :

1. Philosophical and Sociological Foundation of Education

Unit-I : Philosophy of Education:

- (i) Meaning and nature of Philosophy, Meaning and nature of Education
- (ii) Relationship between Education and Philosophy.
- (iii) Educational Philosophy; its meaning and scope

Unit-II : Schools of Educational Philosophy:

- (i) Vedic Philosophy of Education
- (ii) Traditional Philosophical Thoughts like Idealism, Naturalism and Pragmatism
- (iii) Contemporary Philosophical Thoughts like Existentialism, Progressivism and Reconstructionism.

Unit-III: Educational Thoughts of Great Educators:

Gandhiji, Tagore, Sri Aurobindo, J.Krishna Murthi, Ivan Illich, Paulo Friere etc.

Unit-IV: Socio-Cultural Context of Education :

- (i) Education as an important subsystem of society; socialization; role of school, parents, peers, community; social control and social change.
- (ii) Role of education in preservation and of evolution of culture.

Unit-V :

- (i) Influence of socio-political systems on education
- (ii) Totalitarianism Vrs. Democracy.

- (iii) Impact of Globalisation on Education

REFERENCES :

1. **Brubacher, John, S.** (1969): Modern Philosophies of Education, Tata McGraw Hill Publishing Company Pvt. Ltd., New Delhi.
2. **Freire, Paulo** (1970) : Pedagogy of the Oppressed. New York : Continuum.
3. **Wall, Edmund** (2001) : Educational Theory : Philosophical and Political Perspectives, Prometheus Books.
4. **Winch, C.** (1st Edition) (1996) : Key Concepts in Philosophy of Education, Routledge.
5. **Winch, C** (1986) : Philosophy of Human Learning. Routledge, London.
6. **Dewey, J.** (1916/ 1977) : Democracy and Education : An Introduction to the Philosophy of Education. New York : Macmillan.
7. **NCERT** (2005) : National Curriculum Framework. New Delhi.
8. **MHRD, Govt. of India** (1992) : National Policy on Education (Revised). New Delhi.
9. **MHRD** (1992) : Programme of Action, Govt. of India. New Delhi.

CC- II : RESEARCH METHODOLOGY IN EDUCATION

Contact Hours Per Week = 3 Maximum marks = 100

Examination Duration : 4 hours Internal = 20

External = 80

OBJECTIVES:

On completion of this course the student will able to

- Describe the nature, purpose, scope areas and types of research in education
- Explain the characteristics of quantitative and qualitative and mixed research.
- Select and explain the method appropriate for research study.
- Explain sampling design appropriate for a research study
- Explain the importance of tools procedure for data collection.

COURSE CONTENT :

Unit-I **Educational Research**

- (i) Its meaning and purpose,
- (ii) Types of educational research-basic and applied, action research,
- (iii) Contributions of research knowledge to the practice of education.

Unit-II **Research Problems**

- (i) Selection of a Research Problem – Sources and Criteria of Research Problem, Formulation and Specification of the Problem.
- (ii) Reviewing the literature – Purpose of Review, Primary and Secondary Sources.
- (iii) Formulating objectives, statement of objectives.
- (iv) Formulating hypothesis, Statement of hypothesis.
- (v) Preparation of a Research Proposal.

Unit-III **Methodology and Design**

- (i) **Sampling** - meaning of sampling, population and samples, types of sampling, sample size.

(ii) *Tools of Research* – Interview, observation, questionnaire, checklist, rating scale, standardized tests and scales, projective techniques, selection of a Tools – Factors to be considered in tool selection.

(iii) *Methods and Designs* – Survey research, observational research, historical studies, case studies, experimental research.

Unit-IV Data Analysis

Nature of Educational Data : Qualitative and Quantitative.

(i) *Qualitative Data Analysis* – Content analysis, Percentage analysis, analysis of interview based data, observation based data and questionnaire based data.

(ii) *Quantitative Data Analysis* – Organisation and representation – Frequency distribution, Frequency Polygon, Histogram, Ogive, Smoothed frequency curve, measures of central tendency, measures of variability, Percentile and percentile ranks, Correlation, Regression equation, Normal distribution, Inferential statistical methods – Standard errors, confidence limits, hypothesis testing, difference between means, chi-square

Unit-V Preparation of Research Report

Style manual – Format of the Research Report – The Thesis or Dissertation, Style of writing, Thesis/Journal Typing of Report, Reference form, Pagination, Tables, Figures, Evaluating a Research Report, Summary, References, Appendices.

REFERENCES :

1. Best, J.W.(1999): Research in Education. New Delhi, Prentice Hall of India, Pvt. Ltd.
2. Kaul, Lokesh(1984) : Methodology of Educational Research. New Delhi: Vikash Publication.
3. Kerlinger, F N. (1986) : Foundation of Behavioral Research.
4. Patton, M.Q.(2002) : Qualitative Research and Education. Thorns and Oaks: CA: Sage.
5. Sharma, S.R. (2004) : Methodology of Educational Research. New Delhi, Vohra Publication.
6. Sharma, S.R. (2003) : Problems of Educational Research. New Delhi, Anmol Publication.
7. Travers, R.M.W.(1978) : An Introduction to Educational Research. London: Macmilan
8. Garratt, H.E,(1981) : Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
9. Sharma, R.A.(2000) : Fundamentals of Educational Research. Meerut: Loyal Book Depot.
10. Guilford, J.P. (1956) : Fundamentals of Statistics in Psychology and Education. New York, Mcgraw Hill Company
11. Siddhu, K.S(2002), Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Limited.

CC –III : METHODS OF TEACHING (ANY ONE)

Contact Hours Per Week = 3

Maximum marks = 100

Examination Duration : 4 hours Internal = 20

External = 80

METHOD OF TEACHING ENGLISH

OBJECTIVES:

On completion of the course student will be able to -

- Understand about the philosophy of English Language Learning.
- Study and analyse different approaches, methods and techniques of teaching English.
- Survey various problems with respect to English language learning.

COURSE CONTENT :

Unit-I English Language in India

(i) Position of English language in Pre-independent and Post-independent India

(ii) Importance of English language in present national and international context.

- (iii) Place of English language in secondary school curriculum with reference to NPE 1986.

Unit-II Aims and Objectives

- (i) Aims of teaching English in present context of India
(ii) Instructional objectives with reference to linguistic skills.

Unit-III Methodology

- (i) Methods of teaching English : Communicative approach to the teaching of English, Direct Method of Teaching English, Structural approach to the teaching of English.
(ii) Teaching of prose, poetry, grammar, composition, non-detail.
(iii) Teaching of reading as a multi lingual skill – types of reading – extensive reading, intensive reading skimming and scanning.
(iv) Teaching of vocabulary, spelling and pronunciation.

Unit-IV Teaching Study Skills

- (i) Gathering Skills
(ii) Storage Skills
(iii) Retrieval Skills
(iv) Development of study skills in learners.

Unit-V Evaluation

- (i) Activities in English language with reference to linguistic skills.
(ii) Evaluation in English language with reference to linguistic skills.
(iii) Evaluation of English curriculum and text book of higher classes (IX & X)
(iv) Evaluation of teacher performance.

REFERENCES:

1. A.L Kohli : Technique of Teaching English. Dhanapat & Sons, Jullunder.
2. Allen, W.S. : Living English Speech & Living English Structure (Longmans). Tata McGraw Hill Publishing Company.
3. K.N Menons & M.S. Patel : Teaching of English as a Foreign Language. Acharya Book Depot , Boroda.
4. R.K Jain : Essential of English Teaching. Vinod Pustak Mandir, Agra.

METHOD OF TEACHING ODIYA

OBJECTIVES:

On completion of this course students will be able to :

- Develop pupils command over Oriya language
- Study and analyse different approaches method and technique of teaching Oriya language
- Identify and examine various linguistic skills
- Survey various problems with respect to odia language learning

COURSE CONTENT :

Course Content:

Unit-I Matru Bhasara Gurutwa

Matrubhasara Sangyan O Gurutwa, Matrubhasa Rupare Odiya Bhasa, Odiya Bhasara Krama Bikasha, Odiya Bhasara Bisesatwa, Kathita O Likhita Bhasa, Odiya Bhasara Gurutwa. Bidyalaya Pathyakramare Odiya Bhasara Sthana – Prathama, Dwitiya O Trutiya Bhasa Rupare Odiya.

Unit-II Odiya Bhasa Sikhyadanara Lakhya

- Madhyamika starare Odiya Bhasa O Sahitya Sikhyadanara Lakhya, Sravana, Kathana, Pathana O Likhana, Sikhyadanara Lakhya O Pranali.
- Unit-III Odiya Bhasa O Sahitya Sikhyadana Pranali**
- Bhasa O Sahitya, Gadyara Sangyan O Prakar Veda, Gadya Sikhyadanara Udvesha O Pranali.
 - Padyara Sangyan O Prakara Veda, Padya Sikhyadanara Udvesha O Pranali.
- Galpa, Ekankika Ityadi Atirikta Sahityara Abasyakata O Sikhyadan Pr -
- Biakaranara Sagyan O Abasyakata, Biakarana Sikhyadana Pranali.
 - Rachana O Patralikhana Ityadira Abasyakata O Sikhyadana Pranali. Padhyapustaka – Ehara Avasyakata O Pathana, Eka Uttama Pathya Pustakara Bibhinna Guna.
- Unit-IV Sahayaka Samagri**
- Sikhyadanare Byabruhuta Sahayaka Upakaranana – Se Gudikara Avasyakata O Upajogita, Bhasa Sangrahalaya, Sahapathya Karyabalee – Club, Tarkabhasa, Batkruta, Kavita Avruti, Galpa Kathana, Pustaka Pathana, Natyabhinaya Ityadi.
- Unit-V Mulyayana**
- Sikyana Lakhya Adharita Mulyayana, Mulyayana Nimante Prasnavali, Dirgha Uttar Mulak Bastunistha Prasna – Uvayara Avasyakata O Gathana.

Sadharana Banan O Uchharanagata Asudhhi, Tahara Karana O Nirakaranana

- REFERENCES :**
1. Dr. J. Mohanty, U. Khadanga & N. Barik : Methods of Teaching Oriya.
 2. Sri Bhagirathi Nayak : Methods of Teaching Oriya
 3. W.M. Ryburn: The Teaching of the Mother Tongue. Oxford University Press.
 4. B.N Dash & K.L Dash : Matruvasa Sikhyadana Padhhati. Books & Books

METHOD OF TEACHING HISTORY

OBJECTIVES:

On completion of this course students will be able to -

- To develop an understanding of secondary school history curriculum.
- Understand the various methods of teaching History
- Appropriate the roll of different Co- curricular activities in teaching History
- Effectively use different media material recoveries for teaching History
- Construct appropriate allurements tools and undertake evaluation in History

COURSE CONTENT :

Unit-I History in School Curriculum

Place of History in Secondary School Curriculum – Aims and Objectives of Teaching history at Secondary stage.

Unit-II Different Approaches in the Organization of Content in History

Chronological Method, Concentric Method, Topical Method, Regressive Method & Patch Method.

Unit-III Methods of Teaching

Narration-cum-discussion, Discussion, Source, Fieldtrip, Project, Dramatization, Story telling method.

Unit-IV Modern Trends in Teaching History

- Teaching Chronology, Using sources in teaching controversial issue, teaching of civics, teaching aids, use of computer, slide projector, Radio/Audio, use of community resources in teaching History. History teaching for National integration and international understanding.
- Unit-V Evaluation**
Unit planning and Lesson Planning, Construction of Objective type and Essay type items, Construction of Achievement Test in History.

REFERENCES:

1. J.C Aggarwal : Teaching of History. Vikash Publishing House, Pvt. Ltd.
2. S.K. Kochhar : Teaching of History. Sterling Publisher, Pvt. Ltd.
3. Ghate V.D : The Teaching of History. Oxford University Press, Delhi - Mumbai.
4. D. Bramha : Modern Approach to Methods of Teaching History.

METHOD OF TEACHING GEOGRAPHY

OBJECTIVES:

On completion of this course students will be able to :

- To develop an understanding of secondary school Geography curriculum.
- Understand the relation of Geography with School curriculum
- Understand and effectively use various method of teaching Geography
- Make effective use of instructional aids in teaching Geography

COURSE CONTENT :

Unit-I Geography in School Curriculum

Importance and scope of Geography teaching at, Secondary stage, Aims and objectives of teaching Geography at secondary stage.

Unit-II Content in Geography

Different kinds of Geography – regional Geography, human Geography, physical Geography, commercial Geography, local Geography, Geography text books, criteria of Good text book in Geography.

Unit-III Methods of Teaching

Lecture, Discussion, Observation, Field-Trip, Environmental approach, Practical work in Geography teaching, Field study, Weather observation, study and use of thermometer, study and use of barometer, study and use of hydrometer, rain gauge.

Unit-IV Teaching Aids

Maps, globe, specimens, charts, diagrams, models & pictures, use of modern technology in Geography teaching.

Unit-V Evaluation in Geography

Unit Planning, lesson planning, Construction of objective based test items, objective type tests, Essay type test in Geography, Construction of Achievement test in Geography.

REFERENCES:

1. O.P verma E.G Vedanayagam : Geography Teaching. Sterling Publishers, Pvt. Ltd.
2. M. S Rao:- Teaching of Geography Anmol Publications New Delhi India
3. B.D Shaida & J.C Sharma : Teaching of Geography. Dhanapat Rai & Sons
4. GH. Gopsil : The Teaching of Geography. Macmillan & Co Ltd, New York.

METHOD OF TEACHING SCIENCE

OBJECTIVES:

On completion of this course students will be able to :

- Understand the nature of science on a dynamic expanding body of knowledge and as a social behavior
- Understand the need and importance of secondary school science
- Understand the various methods and core objective approach in science
- Appreciate the roll of Co-curricular objectives in science education.

COURSE CONTENT :

Unit-I Current Trends in Science Teaching

Importance of Science in the modern age, Importance of teaching Science in Secondary Schools with special reference to Secondary Education Commission, Kothari Education Commission and National Policy on Education, 1986. Aims and Objectives of Teaching Science at Secondary level.

Unit-II Methods of Teaching Science

Lecture, Discussion, Demonstration, Laboratory, Project, Assignment, Field Trip, Developing Scientific Interest and Attitude, Drawbacks of the present methods of teaching Science at the Secondary School level and how to remove them.

Unit-III Teaching Aids in Science

Audio-visual aids, low cost and no cost teaching aids, Improvisation of teaching aids, Use of community resources and environment.

Unit-IV Co-curricular Activities in Science

Science Club, Science Exhibition, Science Quiz, Science Fair.

Unit-V Evaluation in Science

Unit Planning and lesson planning, Construction of Achievement test in Science, Construction of objective based and objective type items, Essay type items

REFERENCES :

1. S.K.Mangal : Teaching of Science. Arya Book Depot.
2. Siddique & Siddique : Teaching of Science. Doaba House, New Delhi.
3. R.,C.Sharma : Modern Science Teaching. Dhanpat Rai & Son
4. M.S. Yadav : Teaching of Science, Anmol Publications.
5. K.Yadav : Teaching of Life Science, Anmol Publications, Pvt. Ltd.

METHOD OF TEACHING MATHEMATICS

OBJECTIVES :

On completion of this course students will be able to -

- Understand the need and importance of secondary school mathematics curriculum
- Develop the skill of using various method of teaching mathematics
- Develop problem solving skill in teaching mathematics

COURSE CONTENT :

Unit-I Educational Values of Mathematics

Practical value, Disciplinary value and cultural value of mathematics, The place of mathematics in school curriculum, Aims and Objectives of Teaching Mathematics at the Secondary Stage.

Unit-II Mathematics Curriculum

Principles Governing Curriculum Construction, Principles and Methods of arranging the curriculum, Psychological and logical arrangement, scope for practical work, the criterion of difficulty, voice of the teacher, topical versus spiral, principle of correlation.

Unit-III Methods of Teaching Mathematics

Lecture Method, Inductive-deductive Method, Analytic-Synthetic Method, Project Method, Heuristic Method, Concentric Method and Problem Solving Method of Teaching Mathematics.

Unit-IV Teaching of different Branches of Mathematics

The teaching of Arithmetic, Algebra, Geometry and Trigonometry.

Unit-V Evaluation in Mathematics

Construction of an achievement test in Mathematics, Construction of objective based and objective type test items, unit planning and lesson planning in mathematics.

REFERENCES :

1. Sudhir Kumar : Teaching of Mathematics. Anmol Publications.
2. Kulbir Singh Sidhu : The Teaching of Mathematics. Sterling Publishers.
3. R.R. Das : Teaching of Mathematics. Books & Books.
4. S.M. Aggarwal : Teaching of Mathematics. Dhanpat Rai & Sons.

2nd Semester

CC – IV : ADVANCED EDUCATIONAL PSYCHOLOGY

Maximum marks = 100

Contact Hours per week : 3

Internal = 20

External = 80

Examination Duration : 3 hours

OBJECTIVES :

On completion of this course the students will be able to –

- Understand Adolescent Development
- Understand learning from the point of view of cognitive psychology and implications of constructivist learning.
- Critically analyse the higher mental process- Thinking, Problem solving, Creativity & Intelligence.
- Understand the concept of processing and adjustment.

COURSE CONTENT :

Unit- I : Adolescent Growth and Development

- (i) Physical, Emotional, Social, Intellectual development during adolescence period.
- (ii) Problems of adolescent and self identity Educational support required for required for adolescent development.
- (iii) Adolescent Education – Teaching major life skills.

Unit- II : Stress Management

- (i) Concept of stress, Sources of stress.
- (ii) Types of stress, Symptoms of stress
- (iii) Strategies for coping with stress.

Unit- III : New Approaches in Learning

- (i) Cognitive and constructive approach in learning (Piaget, Bruner & Vygotsky)
- (ii) Cognition in Learning (Perception, Attention & Memory)
- (iii) Concept Learning (Strategies for teaching concepts)

Unit- IV : Higher Mental process.

- (i) Thinking & Problem Solving
- (ii) Creativity – Nature, Promotion and measurement of creativity.
- (iii) Concept of multiple Intelligence (Gardner, Sternberg)

Unit- V : Personality

- (i) Concept of personality, Determinants of personality development- Biological, Socio-cultural.
- (ii) Assessments of personality
- (iii) Adjustment and mechanisms of adjustment

REFERENCE :

1. Jerry M. Burger : Personality Theory and Research. Wardsworth Publishing Company, Belmont, California.
2. Morris, E. Eson (1978) : Psychological Foundations of Education. Holt Rinehart , New York.
3. S.S Chauhan : Advanced Educational Psychology. Vikash Publishing House, Pvt. Ltd.
4. Herlock, E.B. (1974) : Developmental Psychology. New Delhi.
5. Klausmeier, J.J. & W. Goodin (1978) : Learning and Human Abilities, Educational Psychology. New York, Harper & Row.
6. Bruner, Jerome (1960) the Process of Education, Cambridge, Mass, HUP.
7. Sternberg, R.G : Intelligence Information Processing and Analogical Reasoning.
8. Hershel, D. Thornburg : Introduction to Educational Psychology. West Publishing Company St-paul, New York, Los Angles.
9. Srivastava, Asha : Educational Psychology. Kunal Books, New Delhi.

CC – V : CURRENT ISSUES IN EDUCATION

Maximum marks = 100

Contact Hours per week : 3

Internal = 20

External = 80

Examination Duration : 3 hours

OBJECTIVES :

On completion of this course the students will be able to –

- Understand Elementary and Secondary Education in India.
- Understand Environmental and Family life Education.
- Critically analyse the need of Examinations reforms in India.
- Understand the Impact of Globalizations in Indian Education.
- Critically Examine the Economics of education and Need of open and distance learning method.

COURSE CONTENT :

Unit-I Elementary and secondary education

1. Universalisation of Elementary Education with special reference to Right to Education Act, 2009
2. Universalisation of Secondary Education with special reference to Rastriya Madhymika Sikhya Abhiyan (RMSA)
3. National curriculum framework-2005

Unit-II Environmental and family life education

1. Environmental education and Environmental Awareness
2. HIV/AIDS Education
3. Family life education
4. Life skill Education

Unit-III Examination Reforms

1. Continuous and comprehensive Evaluation
2. Examination Reforms with special reference to NCF-2005
3. Grading System

4. Question Bank

Unit-IV Globalisation and Education

1. Globalisation and Education
2. Girls education
3. Peace and Human rights Education
4. multicultural Education

Unit-V Economics of Education

1. Economics of Education
2. Education for Human resource development
3. Inclusive Education with special reference to children with special Needs
4. Open and Distance Learning Method

REFERENCE :

1. NCERT(2005) : National Curriculum Framework, New Delhi
2. Sharma, R.A.(2004) : Environmental Education. Meerut, R.Lall Book Dept.
3. Safaya, R.N.and Shaida,B.D.(2008) : Teacher in Emerging Indian Society. New Delhi : Dhanpat rai Publishing Co.
4. Safaya, R.N.(2006) : Current Problems in Indian Education. New Delhi : Dhanpat Rai Publishing Co.
5. Pandey, R.S.(2004) : Education in Emerging Indian Society. Agra: Vinod Pustak Mandir.
6. Chaube, S .P.(2000) : Problems of Indian Education. Agra : Vinod Pustak Mandir.
Govt. of India : The Right To Education Act -2009.
7. Rao, V.K.R.V. (1966) : Education and Human Resource Development. New Delhi-Allied Publishers.
8. Bhatnagar, S. (2004) : Modern Indian Education and Its Problems. Meerut : R.Lall Book Depot.
9. Mishra, B.K. & Mohanty, R. (2002) : Trends and Issues in Indian Education. Meerut : R.Lall Book Depot.

CC – VI : SPECIAL PAPER [ANY ONE]

Maximum marks = 100

Contact Hours per week : 3

Internal = 20

External = 80

Examination Duration : 3 hours

1. EDUCATIONAL MEASUREMENT AND EVALUATION

OBJECTIVES :

- Identify the need, scope and purpose of educational measurement and evaluation.
- Develop the skill to from appropriate instructional objectives.
- Critically analyse the characteristics of good measurement instrument and construction and use of classroom test.

COURSE CONTENT :

Unit-I Measurement and Evaluation in Teaching

- (i) Concept of Educational Measurement and Educational Evaluation, Difference between Measurement and Evaluation,
- (ii) General Principle of evaluation, Evaluation and the Instructional Process.
- (iii) Types of Evaluation Procedures – Placement, Formative, Diagnostic and summative, criterion-referenced and norm-referenced.

Unit-II Instructional Objectives

- (i) Instructional objectives as learning outcomes, Relation among Instructional objectives, Learning Experiences and evaluation.
- (ii) Sources of Objectives, Criteria for selecting appropriate objectives.
- (iii) Method of stating instructional objectives, stating specific learning outcomes.

Unit-III Characteristics of Good Measuring Instrument

- (i) Validity – Meaning and nature, Approaches to Test validation – Content Related evidence, Criterion – Related evidence and construct Related evidence. Factors influencing validity.
- (ii) Reliability – Meaning and nature, Determining Reliability by correlation method – Test retest method, Equivalent forms method, Split-half method and Kuder-Richardson method, Factors influencing Reliability, Relation between Reliability and validity.
- (iii) Usability – Factors making a test usable.

Unit-IV Construction and use of Classroom Test

- (i) Purpose of classroom testing, General Principles of Test Construction.
- (ii) Construction of Essay type test items and objective type test items.
- (iii) Difference between Teacher made test and standardized test.

Unit-V Measurement of Interest, Attitude and Personality

- (i) Interest Measurement – Strong Interest Inventory, Career Assessment Inventory.
- (ii) Attitude Measurement – Likert Scale
- (iii) Personality Measurement - Projective technique– Rorschach Ink blot test & Thematic Apperception

REFERENCE :

1. Sharma ,R.A.(2003) : Essentials of Measurement in Education and Psychology. Meerut : R,Call Book Depot.
2. Ebel, R.L. 2 Frisble D.A. (1991) : Essentials of Educational Measurement. New Delhi : Prentice Hall of India Pvt ltd.
3. Grounlund, N.E(1976) : Measurement & Evaluation in Teaching. New York : Mac Millan Publishing Co.
4. Linn,R.C. & Miker M.D. (2008) : Measurement and Assessment In Teaching. New Delhi: Pearson.
5. Thronldike ,R.M. (1997) : Measurement and Evaluation in Psychology and Education, New Jersey: Prentice- Hall.
6. Siddhu, K.S.(2005) : New Approaches to Measurement and Evaluation. New Delhi :Sterling Publishers Pvt Ltd.

2. EDUCATIONAL ADMINISTRATION AND SUPERVISION

OBJECTIVES :

- Identify the need, scope and purpose of educational administration and supervision.
- Develop the skill for effective instructional planning.
- Critically analyse the educational control, management and finance.

COURSE CONETNE :

- Unit-I**
- (i) Educational Administration – Concept, Nature, Scope and Objective,
 - (ii) Theories of Educational Administration.
 - (iii) Functions of Educational Administration.

Unit-II Educational Supervision

- (i) Educational Supervision – Meaning and Nature
- (ii) Scope of Educational Supervision
- (iii) Functions of Educational Supervision

- (iv) Principles of Educational Supervision
- (v) Techniques and Methods of Supervision.

Unit-III Leadership in Educational Organisation

- (i) Meaning and nature of Leadership
- (ii) Theories of Leadership
- (iii) Measurement of Leadership

Unit-IV Educational Planning

- (i) Meaning and Nature & Educational Planning
- (ii) Approaches to Educational Planning
- (iii) Educational Planning in India.
- (iv) Kinds of Educational Planning-
Strategic Planning, short-Term Planning, Management Planning, Gross Root level Planning, Area Planning, Institutional Planning.

Unit-V Educational Control, Management and Finance

- (i) Educational authorities – Centre, State and Community.
- (ii) Administration of Education in India – Role of Central Govt., UGC, NCERT, SCERT.
- (iii) Sources of income and Grant-in-aid.

REFERENCE :

1. Mohanty,J. (1996) : Educational Administration and Supervision. New Delhi :Deep & Deep Publication.
2. Bhatnagar,R.P. & Agrawal, V. (2000) : Educational Administration, Supervision, Planning and Finance. Meerut: R.Lall Book Depot.
3. Sharma, R.N. (2007) : Educational Administration, Management and Organization. Delhi: Surjeet
4. Kochhar ,S.K. (2008) : Secondary School Administration. New Delhi : Sterling Publishers Private Ltd.
5. Siddhu,K.S.(2005) : School Organisation and Administration. New Delhi :Sterling Publishers Pvt. Ltd.

3. EDUCATIONAL TECHNOLOGY

OBJECTIVES :

On completion of this course, the students will be able to -

- Understand the nature and scope of educational technology and also about the various forms of technology.
- Understand the systems approach to education and communication theories and modern of communication.
- Develop the ability for critical approach of various types of instructional aids and their application in class room.

COURSE CONTENT :

Unit-I Conceptual Framework of Educational Technology

Nature, Significance, Scope of Educational Technology, Application of Educational Technology.

Unit-II Communication and Mass Media

Nature and importance of Communication, Component of communication system. Mass Media current Status of Mass Media in Education. Teachers role in using Mass Media.

Unit-III Modification of Teaching Behaviour

Concept modification of teacher behaviour through Micro-teaching, Simulation and Flanders interaction analysis.

Unit-IV Instructional Strategies

- Meaning and type of Teaching Strategies, Lecture, Group Discussion, Problem solving, Programme and learning. Brain storming, Language laboratory.
- Unit-V Models of Teaching**
Concept, Classification, Fundamental Elements of Models of Teaching, Types – Inquiry Training Teaching Model, Operant Conditioning Teaching Model, Interaction Model of Teaching.

REFERENCE :

1. Sharma, R.A. (2000) : Technology of Teaching. Meerut, Loyal Book Depot.
2. Chauhan, S.S. (1995): Innovations in teaching Learning Process. New Delhi :Vikas Publishing house Pvt. Ltd.
3. Sampath & others (1998) : Introduction to Educational Technology. New Delhi, Sterling Publishers Pvt Ltd.
4. Tarachand (1990) : Educational Technology. New Delhi, Anmol Publications .
5. Kumar,K.L (2001) : Educational Technology. New Delhi :New Age International Publishers.
6. Das,R.C. (1993) : Educational Technology. New Delhi :Sterling Publishers Pvt. Ltd.
7. Sharma, R.A. (1993) : Advanced Educational Technology. Meerut.

4. GUIDANCE AND COUNSELLING

OBJECTIVES :

On completion of this course, the students will be able to -

- Understand the meaning nature scope and need of guidance.
- Develop acquaintance with various techniques of group guidance.
- Understand the meaning, nature and scope of counseling.

COURSE CONTENT :

Unit-I Concept of Guidance

Meaning, Place of guidance in education, Objectives of guidance, Roles of guidance – educational, vocational and personal, Basis of guidance, Group guidance, Role of teacher, Parents and psychologists in the guidance programme.

Unit-II Organisation of Guidance Programmes in Schools

Pre-considerations for the programme, services involved in counselling, placement and follow up characteristics of guidance services. Pupil personal work, Meaning and purpose, Individual inventory service, Tools and techniques for collecting information, testing and non-testing.

Unit-III Counselling

Meaning, Types counselling, Directive and non-directive and Eclectic, Distinction between counselling and interview, Characteristics and objectives of good counseling interview.

Unit-IV Occupational Information Service

Meaning of the service and organization. Types and sources of information. Media of dissemination of vocational information.

Unit-V Guidance of Gifted, Handicapped, Retarded Children and Children with under achievement

Identification, special needs, Different approaches in meeting their requirements. Testing and non-testing techniques – Tests and their significance in guidance programme. Intelligence. Achievement, Aptitude and personality tests, Attitude scale and Interest Inventories, Non-testing techniques, Selection and evaluation of tests for guidance and counseling.

REFERENCE :

1. Kochhar, S.K. (2000) : Guidance and Counselling in Colleges and Universities. New Delhi :Sterling Publishers Pvt. Ltd.
2. Chauhan ,S.S. (1982): Principles and Techniques of Guidance. New Delhi, Vikas Publishing House pvt ltd.
3. Kochhar, S.K. (1998): Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publication.
4. Aggarwal,J.C. (1977): Educational & Vocational Guidance and Counselling. Delhi : Doaba House.
5. Jones, A., Steffle, B. & Stewart , N.R.(1951) : Principles of Guidance, Bombay : Tata Mc Graw Hill Publication.
6. Pandey, K.P.(2000), Educational and Vocational guidance in India. Varanasi :Viswa Vidyalaya Prakashan.

CC-VI : DISSERTATION Total Marks = 100

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