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To
Hawri
Satyadeo Poddar
13.7.18



DEPARTMENT OF EDUCATION
TRIPURA UNIVERSITY
(A CENTRAL UNIVERSITY)
Suryamaninagar.799022, Tripura (W) India

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Date: 07/06/2018

The 7th meeting of BPGS for the Department of Education, TU is held today, the 7th June, 2018 at 12 Noon in the Department of Education, T.U to discuss the following agenda.

1. Confirmation of proceeding of the last meeting held on 27th September, 2016
2. Ph D related matter (Approval of the synopsis, E- Expert, Co- Supervisor, Full time to Part-time Scholar. Title of synopsis)
3. Revision of PG Syllabus (Dept of Education and Distance Mode)
4. Miscellaneous (New faculty)

Signature of the members present in the meeting.

1. Prof. Satyadeo Poddar, Dean, Arts & Commerce
Chairperson Satyadeo Poddar
2-6-18
2. Prof Pranati Panda , NUEPA, New Delhi
External Member, BPGS..... Pranati Panda
3. Dr. Rajesh Bhowmik, Dept of Fine Arts, TU
Member
4. Dr.Subhash Sarkar, Dept of Education, TU
Member Subhash Sarkar
07/06/18
5. Dr.Rajendra Prasad, Dept. of Education, DU (On Lien)
Member,.....
6. Dr. Tinku De(Gope), Dept of Education, TU
Convener and Member..... Tinku De (Gope)
07/06/18

Respected Member
07/06/2018

Proceedings of the 7th BPGS meeting, Department of Education, TU

Agenda – 1. Confirmation of the proceeding at the last meeting held on 27th September, 2016.

The members present in the BPGS unanimously confirmed the proceeding of the last 6th BPGS meeting and accordingly action has been taken and apprise to the all members of BPGS.

Agenda – 2. Ph.D related matter –

2.1. Approval of the synopsis –

Revised Proposal of Mr. Kamal Deb under Supervision of Dr. Rajendra Prasad is discussed and approved.

2.2. Annual Progress Report of Ph.D –

Annual Progress Reports of the Ph D work of the following Scholars have been approved by the BPGS meeting.

Sl No.	Name of the Scholar	Name of Supervisor	Reference period
1	Kamal Deb	Dr. Rajendra Prasad	26 th March, 2015 to 25 th March, 2016. 26 th March, 2016 to 25 th March, 2017. (Two years)
2	Baishakhi Bhattacharjee	Dr. Rajendra Prasad	26 th March, 2015 to 25 th March, 2016. 26 th March, 2016 to 25 th March, 2017. (Two years)
3	Minakshi Datta (Paul)	Dr. Rajendra Prasad	27 th September, 2016 to 26 th September, 2017. (One year)
4	Priti Kumari	Dr. Rajendra Prasad	27 th September, 2016 to 26 th September, 2017. (One year)
5	Nandita Sarkar	Dr. Rajendra Prasad	23 rd March, 2016 to 22 nd March, 2017 (One year)
6	Joydeep Chakraborty	Dr. Subhash Sarkar	23 rd March, 2016 to 22 nd March, 2017 (One year)
7	Mrs. Pinku	Dr. Subhash	27 th September, 2016 to 26 th September, 2017.

	Kundu	Sarkar	(One year)
8	Mrs. Deepti Yadav	Dr.Subhash Sarkar	27 th September, 2016 to 26 th September, 2017. (One year)
9	Sukanya Bhattacharjee	Dr. Tinku De (Gope)	26 th March, 2015 to 25 th March, 2016. 26 th March, 2016 to 25 th March, 2017. (Two years)
10	Sabita Das	Dr. Tinku De (Gope)	23 rd March, 2016 to 22 nd March, 2017 (One year)
11	Binapani Saha	Dr. Tinku De (Gope)	23 rd March, 2016 to 22 nd March, 2017 (One year)
12	Mousumi Roy	Dr. Tinku De (Gope)	27 th September, 2016 to 26 th September, 2017. (One year)
13	Sangita Sarma	Dr. Tinku De (Gope)	27 th September, 2016 to 26 th September, 2017. (One year)

Note: At the time of discussion over the Annual Progress Reports of Ph D work of Mrs. Deepti Yadav,wife of Dr. Rajendra Presad, he was asked to leave the meeting of BPGS and accordingly he has done it ,after that the other members of BPGS continued the discussion over her Progress Report

2.3. E-Expert–

After detailed discussion, the following E-Experts are approved for the following Ph.D Scholars.

Sl No.	Name of the Scholar	Name of Supervisor	E-expert
1	Sukanya Bhattacharjee	Dr. Tinku De (Gope)	Prof. Debasri Banerjee Department of Education, Calcutta University.
2	Kamal Deb	Dr. Rajendra Prasad	Prof. Subhash Chandra Roy, Dean ,North East Regional Institute of Education, NCERT
3	Baishakhi Bhattacharjee	Dr. Rajendra Prasad	Prof. Manoj Saxena, Dean Faculty of Education, Central University of Himachal Pradesh.
4	Minakshi Datta (Paul)	Dr. Rajendra Prasad	Prof. Archana Kapoor, Faculty of Education, Dayalbagh Educational Institute, Dayalbagh , Agra.
5	Priti Kumari	Dr. Rajendra Prasad	Prof. Padma Yadav, Department of Education, NCERT, New Delhi.
6	Nandita Sarkar	Dr. Rajendra Prasad	Prof. Yash Pal Singh, Depart of Education, Mahatma Jyotivaphule University, Barely.

2.4. Co-Supervisor –

A letter received from Dr. Rajendra Prasad to appoint Co-Supervisor for the Ph.D Scholars registered under his supervision. After detailed discussion the following Co-Supervisors are approved by the BPGS.

Sl No.	Name of the Scholar	Name of Supervisor	Co-Supervisor
1	Kamal Deb	Dr. Rajendra Prasad	Dr. Subhash Sarkar. Department of Education, Tripura University.
2	Baishakhi Bhattacharjee	Dr. Rajendra Prasad	Dr. Subhash Sarkar. Department of Education, Tripura University.
3	Minakshi Datta (Paul)	Dr. Rajendra Prasad	Dr. Y.V.Krishnaiah Associate Professor Department of Geography & DM TU
4	Priti Kumari	Dr. Rajendra Prasad	Dr. Y.V.Krishnaiah Associate Professor Department of Geography & DM TU
5	Nandita Sarkar	Dr. Rajendra Prasad	Not Yet Appointed

RAC have been re-constituted for the following Research Scholars.

RAC for Kamal Deb

1. Dr.Rajendra Prasad , Assistant Professor in Education
Department of Education , TU (On Lien).
Assistant Professor, Department of Education
Central Institute of Education-CIE
University of Delhi
Supervisor
- 2.Dr.Subash Sarkar
Assistant Professor
Department of Education, TU
Co-Supervisor
- 3.Dr.Tinku De(Gope)
Assistant Professor
Department of Education, TU
Member
- 4.Prof.Satyadeo Poddar
Department of History, TU
Internal Member
- 5.Prof..K.C.Vashishta
Head and Dean
Faculty of Education,
Dayalbagh Educational Institute (Deemed University), Agra
External Member

RAC for Bhaishakhi Bhattacharjee

1. Dr.Rajendra Prasad , Assistant Professor in Education
Department of Education ., TU (On Lien).
Assistant Professor, Department of Education
Central Institute of Education-CIE
University of Delhi
Supervisor
- 2.Dr.Subash Sarkar
Assistant Professor
Department of Education, TU
Co-Supervisor
- 3.Dr.Tinku De(Gope)
Assistant Professor
Department of Education, TU
Member

4. Dr. Mohan Debbbarma Department of Philosophy, TU	Internal Member
5. Prof. N. P. S. Chandel Faculty of Education, Dayalbagh Educational Institute (Deemed University), Agra	External Member
RAC for Minakshi Datta (Paul)	
1. Dr. Rajendra Prasad, Assistant Professor in Education Department of Education, TU (On Lien). Assistant Professor, Department of Education Central Institute of Education-CIE University of Delhi	Supervisor
2. Dr. Y. V. Krishnaiah Department of Geography and Disaster management, TU	Co-Supervisor
3. Dr. Tinku De (Gope) Assistant Professor Department of Education, TU	Member
4. Dr. Subash Sarkar Assistant Professor Department of Education, TU	Member
5. Dr. Prasanta Kumar Das Department of Physical Education, TU	Internal Member
6. Dr. Rajendra Singh Yadav Department of Education, Kurukshetra University, Haryana	External Member

RAC for Priti Kumari

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|--|-----------------|
| 1. Dr.Rajendra Prasad , Assistant Professor in Education
Department of Education , TU (On Lien).
Assistant Professor, Department of Education
Central Institute of Education-CIE
University of Delhi | Supervisor |
| 2.Dr. Y. V. Krishnaiah
Department of Geography and Disaster management,TU | Co-Supervisor |
| 3.Dr.Tinku De(Gope)
Assistant Professor
Department of Education, TU | Member |
| 4.Dr.Subash Sarkar
Assistant Professor
Department of Education, TU | Member |
| 5. Dr.Rajeev Dubey
Department of Sociology , TU | Member |
| 6.Prof.Saroj Yadav
Dean, Department of Education
NCERT, New Delhi | External Member |

2.5.Full time to Part-time Scholars –

Minakshi Datta (Paul), Nandita Sarkar and Mousumi Roy Research Scholar, Department of Education, submitted their letters with a request to shift their Ph.D registration from regular to part time to DEAN Faculty of Arts and Commerce and consequently it has been discussed in the 7th meeting of BPGS, the board unanimously considered the request and recommended for further necessary action.

2.6 Resignation Letter

Sangita Debnath Research Scholar, Department of Education, submitted her resignation letter from the Ph.D work to DEAN Faculty of Arts and Commerce and consequently it has been discussed in the 7th meeting of BPGS, the board unanimously approved her letter and Sangita Debnath has been De registered from the Ph.D work of Department of Education, TU.

2.7. External expert

External expert for RAC of Joydeep Chakraborty will be Prof. Joyanta Mete, Prof. and Head, Kalyani University instead of Prof. N.N.Pandy, Assam University as he expired recently.

2.8 Tool for Data Collection

Expert members of BPGS suggested Research Scholar Binapani Saha to use Professional Stress Scale for Teacher instead of occupational stress scale to collect data properly according the title of the Ph. D work .

Agenda 3

Revision of PG Syllabus:


3.1 After detailed discussion PG Syllabus for the subject Education, TU is revised and approved by the BPGS.

3.2 A letter received from the Co-ordinator for the Education Subject, DDE, TU to discontinue the dissertation work from the syllabus of MA in Education for Distance Mode only as they are facing immense problems in managing Supervisor for that work. The same was discussed and board recommended the Distance Education should collect information of other Universities who offering MA in Education through Distance Mode without offering Dissertation work. The board further suggested that credit equivalent may be taken into consideration while submitting the report to the chairman BPGS.

4. Miscellaneous --

4.1 As the two years B.Ed curriculum of Tripura University already passed 3 years the BPGS. Department of Education suggested to the Department to revised curriculum within a short span of time.

The meeting ended with vote of thanks to the chair.


(Prof satyadeo Roddar) Dean
Dean, Arts & Commerce, TU Faculty of Arts & Commerce
Tripura University

TRIPURA UNIVERSITY

(A Central University)

Suryamaninagar

799022

Syllabus

For

Master of Arts in

EDUCATION

(Under CBCS System)

Department of Education

Tripura University

2018

Table- 1

Minimum Credit for qualifying MA in Education Degree= 64

Core Courses for all the Semesters

Sl. No	Course Code	Name of the Course	Credits
1	EDCN 701C	Philosophical Foundation of Education	03
2	EDCN 702C	Psychological Foundation of Education	04
3	EDCN 703C	Sociological Foundation of Education	04
4	EDCN 704C	Educational Technology	04
5	EDCN 801C	Methodology of Educational Research	04
6	EDCN 802C	Administration and Management in Education	04
7	EDCN 803C	Distance Education	02
8	EDCN 901C	Value Education	04
9	EDCN 902C	Statistics in Education	04
10	EDCN 903C	Dissertation I	03
11	EDCN 1001C	Contemporary Issues in Education	03
12	EDCN 1002C	Dissertation II	04
13	EDCN 1003C	Presentation on Dissertation	01

Table – 2**Elective Courses offered by the Department (For own and outer department)**

Sl. No.	Course Code	Name of the Course	Credits	Available seats for Outer Dept. students	Which department students are permissible
1	EDCN 804E	Measurement and Evaluation in Education	04	20	For the students of all department with the approval from Head of the concern department
2	EDCN 805E	Guidance and Counseling in Education	04		
3	EDCN 806E	Education for Empowerment of Women	04		
4	EDCN 904E	Intelligence, Creativity and Education	04		
5	EDCN 905E	Inclusive Education	04		
6	EDCN 906E	Teacher Education	04		
7	EDCN 907E	Environmental Education	04		

Table – 3**Compulsory Foundation Course**

Sl. No	Course Code	Name of the Course	Credit	Offered for the students (Name of the Departments)
1		Computer Skill I	04	Education

SEMESTER -I

Total Credits 15 (Core Course)+ 4(Computer Skill- 1) = 19

Course Code:	Name of the course	Credits	Int. Marks	Theory Marks	Total Marks
EDCN 701C	Philosophical Foundation of Education	03	30	70	100
EDCN 702C	Psychological Foundation of Education	04	30	70	100
EDCN 703C	Sociological Foundation of Education	04	30	70	100
EDCN 704C	Educational Technology	04	30	70	100

Course Code: EDCN 701C Philosophical Foundation of Education

OBJECTIVES

1. To expose the students to philosophical enquiry as a basis of all educational endeavors.
2. To enable the students to develop an understanding of –
 - a. The contribution of various Indian Schools of Philosophy of fields of education.
 - b. The impact of Western Philosophies on education.
 - c. The contribution of a few of the great Indian as well as Western educational thinkers.
 - d. The concepts related to social philosophy of education.

Course Contents

UNIT-I

Concept of Education, Philosophy, Educational Philosophy and Philosophy of Education.
Relation between Education and Philosophy.
Scope and Functions of Educational Philosophy.
Interrelation between Philosophy of life, aim of life, and aim of Education

UNIT-II

Western Schools of Philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism and Marxism with special reference to the concepts of knowledge, reality and values, their educational implications for aims, contents and methods of education.

UNIT-III

Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implication.

UNIT-IV

Contributions of Vivekananda, Tagore, Gandhiji, Aurobindo and Sarvepalli Radhakrishnan, Pestalozzi, Froebel, Montessori, Kierkegaard, John Dewey to educational thinking

UNIT-V

National values as enshrined in the Indian Constitution and their educational implications. Modern concept of Philosophy: Analysis – Logical analysis. Logical empiricism and positive relativism – (Morris L. Prigge.)

Recommended Books:

1. Bramel, D. Patterns of Educational Policy, New York, Hold Rinehart & Winston. 1971.
2. Brown, L. M. Aims of Education, New York, Teachers College Press. 1970.
3. Brubacher, R. S. Modern Philosophies of Education, Chicago, University Press. 1955.
4. Cohen, B. Means and Ends in Education, London, George Allen & Unwin. 1983.
5. Curren Randall (Edited) A Companion to Philosophy of Education, New York Blackwell Publishing. 2003.
6. Curtis, S.J. Introduction to Philosophy of Education, London, London University, Tutorial Press. 1968
7. Dewey, J. Democracy and Education and Introduction into Philosophy of Education, New York, The Free Press, 1966
8. Fitzgibbon, R. E. Making Educational Decision: An introduction to Philosophy of Education, New York, Harcourt Brace Jovanovich, 1981
9. Heyting, Frieda (Edited) Methods in Philosophy of Education, London, Routledge, 2001.
10. Kneller, G. F. Introduction to Philosophy of Education, New York, John Witty & Sons, 1971.
11. Lawton, D. Class Culture and Curriculum, London, Routledge & Regan Paul, 1975.
12. Luther, M.N. Values and Ethics in School Education, New Delhi, Tata McGraw Hill, 2001.
13. McChellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
14. Moon, Bob (Edited) International Companion to Education , London, Routledge, 2000.
15. Morris, V. Existentialism in Education, New York, Harper & Row, 1966.
16. Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
17. Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.

Course Code: EDCN 702C Psychological Foundation of Education

OBJECTIVES

1. To enable the student to understand concept and principles for Educational Psychology as an applied science.
2. To enable the learner to understand implications of leaning and other psychological theories for education.
3. To enable the students to understand the concept of individual differences.
4. To acquaint the learner with the process of development of various abilities and trait.

Course Contents

UNIT-I

Educational Psychology: Concept, Nature and Scope of Educational Psychology, Relationship between Education and Psychology, Educational psychology as applied field, contribution of the following schools of Psychology towards Education: Behaviorisms, Gestalt, Psycho-analytical.

UNIT-II

Process of Growth and Development

Physical, Social, Emotional and Cognitive.

Development of concept, logical reasoning, problem solving, language.

Individual differences: determinants, role of heredity and environment; educational implications

UNIT-III

Intelligence- Concepts, theories and measurement

Creativity-concepts, process, identification, measurement and fostering.

Relationship between intelligence and creativity.

UNIT-IV

Theories of learning-----Thorndike's connectionism; Pavlov's Classical and Skinner's operant conditioning; Learning by insight; Hull's reinforcement theory and Tolman's theory of learning, Lewin's Field Theory: Gagne's hierarchy of learning , Factors influencing learning, Learning and motivation Transfer of learning and its theories.

UNIT-V

Psychology and education of exceptional children----Creative, gifted, backward, learning disables and mentally retarded

Personality --- type and trait theories—measurement of personality

Mental health and hygiene---process of adjustment, conflict and defense mechanism, mental hygiene and mental health. Sex Education.

Recommended Books:

1. Bhat B.D. Sharma Educational Psychology ,Kanishka Publishing House, New Delhi , (1993).
2. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
3. Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
4. Chaube ,S.P. Development Psychology , M/S Vikas Publishing House, Agra ,(1986)
5. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
6. Choube, S.P. &Choube.(1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
7. Crow, L.D. & Crow, Educational Psychology, Revised Edition, Eurasia Publishing House, New Delhi.(1964)
8. Dash, M. (2004) Educational Psychology, Deep & Deep Publishing Pvt. Ltd, New Delhi.
9. Gagne, R.M The Conditions of Learning, N.Y. HOLT, Rinehart &Winston Publishing House. New York (1970)
10. Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
11. Irvine, J.J.(2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teacher College Press.
12. JitendraMohan Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
13. Kaur, R School Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2006)
14. Laggard, G.L. (2005). Promoting Reflective Thinking in Teachers, Crowin Press.
15. Linda, Darling Hammond & John Bransford (ed) (2005) . Preparing Teachers for a Changing World. San Francisco: Jossey – Bass.
16. Mangal , S.K. (2007) Educational Psychology, Prentice Hall of India, New Delhi.
17. Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
18. Maslow ,A.H.(1970).*Motivation and Personality* (2nd Edition). New York. Harper and Row.
19. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
20. Narayan Rao Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
21. NCERT(2005) National Curriculum Framework. New Delhi: (Author).
22. Piaget, J.(1999). Play, Dreams and Imitation. London: Routledge.
23. Schon,D. (1987): Educating the Reflective Practioner; Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.
24. Sharma,R.N. (1996). Advanced Educational Psychology, Eastern Book House, Guwahati.
25. Skinner, C.E . Educational Psychology, Printice Hall of India.,New Delhi(1999)
26. Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
27. Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
28. Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
29. Woolfold, A.E. (2011) Educational Psychology. DerlingKinderslay (India) Pvt. Ltd.
30. Walla, J.S. Foundations Educational Psychology, Jalandhar Publishing , Jalandhar (1997).

Course Code: EDCN 703C Sociological Foundations of Education

OBJECTIVES

To enable the student to understand ---

1. Meaning and nature of educational sociology, sociology of education and social organization.
2. Group dynamics, social interaction, social change and the contribution of education to these aspects.
3. Various social factors and their impact on education.

Course Contents

UNIT-I

Relationship of Sociology and Education.

Meaning and nature of Educational Sociology and Sociology of education

UNIT-II

Education----as a social sub-system—specific characteristics.

Education and the home

Education and the community with special reference to Indian society.

UNIT-III

Education and Modernization

Education and politics

Education and religion

Education and culture

Education and democracy

UNIT-IV

Meaning and nature of social change

Education as related to social stratification and social mobility

Education as related to social equity and equality of educational opportunities

Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism)

UNIT-V

Education of the socially and economically disadvantaged sections of the society

With special reference to scheduled castes and scheduled tribes, women and rural population.

Recommended Books:-

1. Adishesiah. W.T.V & Pavanasam. R. Sociology in Theory and Practice, New Delhi, Santhi Publishers, 1974
2. Barry, H. & Johnson, L.V Classroom Group behavior: Group Dynamics in Education. New York, John Wiley & Sons, 1964
3. Blackledge, D.& Hunt, Barry Sociological Interpretations of Education, London, Groom Helin, 1985.
4. Chandra S.S. & Sharma R.K Sociology of Education, New Delhi, Atlantic Publisher, 2002
5. Chandra S.S. Indian Educational Development, Problems and Trends, New Delhi, Kanishka Publishers, 2002
6. Chandra S.S. Sociology of Education, Guwahati, Eastern Book House, 1996.
7. Cook L, A & Cook, E Sociological Approach to Education, New York, McGraw Hill, 1970
8. D'Souz A.A. The Human Factor in Education, New Delhi, Orient Longmans, 1969
9. Durkheim, E. Education and Sociology, New York, The Free Press, 1966
10. Goode &Hatt Methods in Social Research, Japan, McGraw Hill, Kogakusha, Ltd.1952
11. Hemlata, T. Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002
12. Inkeles, A.& Smith Becoming Modern, New York, Hanoman, 1982
13. Jayaram, Sociology of Education, New Delhi, Rawat, 1990
14. JoyeeL.Epstein& Sanders M.G School, Family and Community partnership, Guwahati, Nivedita Book Distributors, 2002
15. Mishra. B.K.&Mohanty R. Trends and issues in Indian Education, New Delhi, Kanishka publishers, 2002
16. Mohanty, J. Indian Education in Emergency Society, New Delhi, Sterling Publishers, 1982
17. Rogers B. Classroom Behaviour, Guwahati, Nivedita Book Distributors, 2002
18. Shukla, S. &K.Kumar Sociological Perspective in Education, New Delhi, Chanakya Publication,1985.
19. Swift, D.F Basic Readings in the Sociology of Education, London, Routledge and Kegan Paul, 1970.
20. UNESCO Inequalities and Educational Development, Paris,

Course Code: EDCN 704C Educational Technology

OBJECTIVES

To enable the student to ---

- Acquaint with the nature of educational technology.
- Develop an understanding of models of teaching and its application in classroom learning.
- Become familiar with self- learning reading materials.

Course Contents

UNIT-I

Meaning, nature, scope and of Educational Technology

Components of Educational Technology----hardware, software

Systems approach in Educational Technology.

Multimedia approach in Educational Technology.

UNIT-II

Concept of Communication Process

Classroom Communication: verbal and non-verbal communication.

Factors affecting classroom communication

Observation Schedules of Classroom Interaction

Flanders's Interaction Analysis Categories System (FIACS)

UNIT-III

Micro teaching- Definition, Skills involved in Microteaching. Uses, effectiveness and Limitations of Micro teaching.

Models of Teaching- Concept and Types, Uses and Limitations.

UNIT-IV

Teaching Aids—Psychology of Using Teaching Aids. Types of Teaching Aids-Non projected Projected and Audiovisual Aids. Computer as Teaching Aid. Integrating Technology across the curriculum.

UNIT-V

Level of teaching –Memory, Understanding and Reflective

Programme Instruction-Linier and Branching. Online education, MOOC , SWAYAM

Recommended Books:-

- 1) Bloom B.S. Taxonomy of Educational Objectives, Handbook 1, Cognitive Domain, London, Longman Group Ltd, 1974.
- 2) Chauhan S.S. A Text Book of Programmed Instruction, New Delhi, Sterling Publishers, 1987
- 3) Dececco J.P. The psychology of Learning and Instructional Technology New Delhi, Prentice Hall of India. 1970.
- 4) Flanders N. Analysing Teaching Behavior, London, Addison Wesley Pub. Co., 1971.
- 5) Goel, A and Goel S.L. Distance Education in the 21st Century. New Delhi, Deep and Deep Publication, 2000.
- 6) Jose Chander Management of distance Education, New Delhi, Sterling Publishers, 1991.
- 7) Joyce B. & Weil M. Models of Teaching (4th edition), New Delhi, Prentice Hall of India Pvt. Ltd., 1992.
- 8) Mohanty, J. Educational Technology, New Delhi, Deep & Deep Publication, 2001.
- 9) Rastogi, S. Educational Technology for Distance Education, Guwahati, EASTERN Book House, 1998.
- 10) Sampath K. Instruction to Educational Technology, (3rd revised Edition), New Delhi, Sterling Publishers, 1992.
- 11) Sharma R.A. Technology of Teaching, Meerut, International Publishing House, 1991.
- 12) Sharma R.A. Programmed Instruction: An Instructional Technology, Meerut, International Publishing House, 1982.
- 13) Skinner B.F. The Technology of Teaching, New York, Appleton Century Croft, 1968.

SEMESTER -II

(Three core paper & any two from the elective papers)

Total Credits 10 (Core Course) + 8 (Elective Course) = 18

Course Code:	Name of the course	Credits	Int. Marks	Theory Marks	Total Marks
EDCN 801C	Methodology of Educational Research	04	30	70	100
EDCN 802C	Administration and Management in Education	04	30	70	100
EDCN 803C	Distance Education	02	15	35	50
EDCN 804E	Measurement and Evaluation in Education	04	30	70	100
EDCN 805E	Guidance and Counselling in Education	04	30	70	100
EDCN 806E	Education for Empowerment of Women	04	30	70	100

Course Code: EDCN -801C Methodology of Educational Research

OBJECTIVES

After undergoing this course the students will be able to ---

- Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- Explain and adopt different strategies of research to solve educational problems.
- Write research proposals.

Course Contents

UNIT-I

Meaning Nature and scope of Educational Research.

Need and Purpose of Scientific Inquiry

Fundamental-Applied and Action Research

UNIT-II

Formulation of Research Problem

Criteria and sources for identifying the problem

Delineating and Operationalizing variables

Developing assumptions and hypothesis in various types of research

UNIT-III

Collection of Data

Concept of population and sample

Various methods of sampling

Characteristics of a good sample

UNIT-IV

Tools and Technique

Characteristics of a good research tool

Types of research tools and techniques and their uses

Questionnaire- Interviews-Observations

Tests and scales, projective and sociometric techniques

UNIT-V

Major Approaches to Research

Descriptive Research, Ex-post facto Research Experimental Research, Field Studies, Historical Research, Report Writing

Recommended Books:

1. Best, J.W & Kahn, J.V Research in Education, (6th Edition) New Delhi
Prentice Hall, 1989
2. Buch, M.B A Survey of Research in Education, Baroda, CASE, M
S.University, 1974
3. Fox, D.J The Research Process in Education, New York, Holt
Rhinehart and Winston, Inc 1969.
4. Garret H.E Statistics in Psychology and Education, Bombay.
Vikils, Feiffer & Semen's Ltd, 1988
5. Good, Barr & Scates Methodology of Educational Research, New York
Appleton Crofts, 1962
6. Guildford, J.P & Fruchter, B.Fundamental Statistics in Psychology & Education,
New York, McGraw Hill, 1974
7. Kerlinger F.N Foundation of Behaviour Research, Delhi, Surjeet
Publications, 1978
8. Koul, L Methodology of Educational Research, New Delhi
Vikash Publications, 1998
9. Kurtz, A.K. & Mayo, S.T Statistical Methods in Education and Psychology,
New Delhi, Narosa Publishing House, 1980
10. Sax, G Empirical Foundation of Educational Research, New
Jersey, Englewood Cliffs, 1968
11. Scigal, Sydne, Y. Non-parametric Statistics for Behavioural Science,
New Delhi, McGraw Hill, 1978
12. Singh, Arun Kumar Text, Measurement and Research Methods in
Behavioural Sciences, New Delhi, McGraw Hill, 1986
13. Sukia S.P, & Other Elements of Educational Research, (3rd Edition),
Bombay, Allied Publishers, 1974
14. Tuckman, B.W Analyzing and Designing Educational Research, New
York, Harcourt Brace Jovanovich, Inc, 1978
15. Tuckman, B.W Conducting Educational Research (2nd Edition), New
York, Harcourt Brace Javanovich, Inc., 1979
16. Van Dalen, D.B. & Meyer, W.J Understanding Educational Research, New York,

McGraw Hill C, 1979.

Course Code: EDCN-802C Administration and Management in Education

OBJECTIVES

1. To enable the student teacher to understand meaning, nature, scope, function, principle and approaches of educational management.
2. To develop an understanding in the students about various approaches to educational planning.
3. To develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrator.

Course Contents

UNIT-I

Administration as a process

Meeting the Psychological needs of employees, systems approach specific trends in Educational Administration such as (a) Decision making,(b) Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends in Educational Management.

UNIT-II

Leadership in Educational Administration:

Meaning and Nature of Leadership,Theories of Leadership.,Styles of Leadership.

Measurements of Leadership

UNIT-III

Educational Planning: Meaning and Nature,Approaches to Educational Planning,Perspective Planning,Institutional Planning

UNIT-IV

Educational Supervision

Meaning and Nature

Supervision as service activity

Supervision as a process

Supervision as educational leadership

UNIT-V

Aspect of Educational Management, planning, Organizing and controlling.

Human Resource Management, Conflict Management and Time Management.

RECOMMENDED BOOKS:-

1. Kimbrough, S.Ralph, Michall & Nunnery, Educational Administration, New York: Mc.MillanCompay.
2. Robin StepherP.OrganizationalBehaviour, Prentice Hall Pub.Pvt.Ltd.
3. Adolph and Turner Harold, E.Supervision for change and Innovation. Houghton Miffin Company.
4. Simon, Herbart A. Administrative Behaviour, New York: McMillan Company.
5. Maleya, K.C.ShikshaPrashaasan and Oaryaveshana. Bhopal: Madhya Pradesh Granth Academy.
6. BhatnagarandVerma. Educational Supervision. Meerut: International Pub.House.
7. Newman and Summer. The process of Management: Concept, Behaviour and Practice. New Delhi: Prentice Hall of India Pvt.Ltd.
8. Waber, Clarence A. Fundamentals of Educational Leadership. New York: Exposition Press.

Course Code: EDCN –803C Distance Education

OBJECTIVES

After completing the course the students will be able to:

1. Conceptualize the concept of Distance Education and its present status in the world with special reference to that of India;
2. Comprehend different modes of education – Distance, Open and Formal.
3. Appreciate different philosophies of Distance Education.
4. Critically evaluate the Staff-Development; Evaluation and Tutor Systems of Distance Education;
5. Acquire the skills for designing self- instructional materials in Distance Education
6. Understand the role of media in Distance Education;
7. Networking activities of Distance Education.

COURSE CONTENTS

UNIT-I

Distance Education; Significance, meaning and characteristics;
Present status of Distance Education

UNIT-II

Designing and preparing self-learning materials (SLM)-their types and roles;
Oral materials;

Role of electronic media in Distance Education

ICT and their applications in Distance Education (with reference to EDUSAT and e-learning)

UNIT-III

Self – support service in Distance Education;

Technical and Vocational Programmes through Distance Education;

Distance Education in rural development.

UNIT-IV

Concept, and need of evaluation in distance education, difference between evaluation in traditional learning and distance learning, Technique of evaluation in distance education:

UNIT-V

Concept and importance of counseling in Distance Education, qualities of counselor

Procedure of counseling-, Quality assurance of Distance Education;

Role of Distance Education Council, IGNOU

RECOMMENDED BOOKS:-

1. Distance Education: Principles, Potentialities and Perspectives – A.Goel&S.Goel.
2. Distance Education: In the 21st Century – A.Goel&S.L.Goel.
3. Distance Education-V.K.Rao
4. Distance Education in Different Countries- D.B.Rao
5. Handbook of Distance Education – M.G.Moore.
6. International Handbook of Distance Education – T.Evans, M.Haughery&D.Murphy.
7. Distance Learning Concepts and Principles – Madhulika Sharma.
8. Distance Learning Technologies: Issues, Trends and Opportunities – Linda Lau.

Course Code: EDCN-804E Measurement and Evaluation in Education

OBJECTIVES

To enable the students understand

1. Nature, scope and need of measurement and evaluation in education.
2. Method of construction of achievement test and its standardization.
3. Characteristics of attitude scale, interest inventory personality tests.
4. Concept of reliability and validity of measures and method of determining reliability and validity coefficient.
5. Method of determining item effectiveness-difficulty value and discriminating power.
6. Use of derived scores in interpreting test results and use of norms.
7. Application of non-parametric tests in education evaluation.

COURSE CONTENTS

UNIT-I

Concept of measurement and evaluation. Different types of measuring scales Need for measurement and evaluation in education. Placement, diagnostic, formative and summative evaluation-Role of teachers in an evaluation Programme. Taxonomy of educational objectives (cognitive, affective and psychomotor) – specification of objectives steps in the process of evaluation.

UNIT-II

Major tool and techniques in educational evaluation. Different types of tests-teacher made Vs standardized, criterion-referenced vs. norm-referenced test. Essential qualities of good measuring instrument. Education tests: Measurement of Achievement-construction of achievement test and standardization. Relative merits and demerits of using different types of test items. Diagnostic test-construction and usefulness.

UNIT-III

Acquaintance with psychological tests in the area of Intelligences, Attitude and personality. Examination system-current strategies-examination reforms-open book examination-semester system.

UNIT-IV

Statistical treatment of data: frequency distribution and graphic representation of data, measures of central tendency and variability. Co-efficient of correlation by Rank difference and product

Moment methods, Percentile and Percentile rank, Skewness and Kurtosis. Normal Probability Curve, Derived scores (Z score, Standard score and T-Score).

UNIT-V

Reliability-concept, determining factors-methods of determining different reliability coefficient. Validity-concept and use-types of validity-determination of validity co-efficient-relation between validity and reliability. Trends in Evaluation: Grading, Credit System, Cumulative Record Card. Computer in Evaluation.

Recommended Books:

1. Bhat B.D. Sharma Educational Psychology ,Kanishka Publishing House, New Delhi , (1993).
2. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
3. Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
4. Chaube ,S.P. Development Psychology , M/S Vikas Publishing House, Agra ,(1986)
5. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
6. Choube, S.P. &Choube.(1996). Educational Psychology and Experriments. Himalay Publishing House, New Delhi.
7. Crow, L.D. & Crow, Educational Psychology, Revised Edition, Eurasia Publishing House, New Delhi.(1964)
8. Dash, M. (2004) Educational Psychology, Deep & Deep Publishing Pvt. Ltd, New Delhi.
9. Gagne, R.M The Conditions of Learning, N.Y. HOLT, Rinehart &Winston Publishing House. New York (1970)
10. Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
11. Irvine, J.J.(2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teacher College Press.
12. JitendraMohan Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
13. Kaur, R School Psychology, Deep & Deep Publishing PVT, LTD, New Delhi. (2006)
14. Laggard, G.L. (2005). Promoting Reflective Thinking in Teachers, Crowin Press.
15. Linda, Darling Hammond & John Bransford (ed) (2005) . Preparing Teachers for a Changing World. San Francisco: Jossey – Bass.
16. Mangal , S.K. (2007) Educational Psychology, Prentice Hall of India, New Delhi.
17. Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
18. Maslow ,A.H.(1970).*Motivation and Personality* (2nd Edition). New York. Harper and Row.
19. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
20. Narayan Rao Educational Psychology, Wiley Eastern LTD., New Delhi. (1993)
21. NCERT(2005) National Curriculum Framework. New Delhi: (Author).
22. Piaget, J.(1999). Play, Dreams and Imitation. London: Routledge.
23. Schon,D. (1987): Educating the Reflective Practioner; Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.
24. Sharma,R.N. (1996). Advanced Educational Psychology, Eastern Book House, Guwahati.
25. Skinner, C.E.(1999) Educational Psychology, Prentice Hall of India, New Delhi.

26. Skinner, C.E . Educational Psychology, Printice Hall of India.,New Delhi(1999)
27. Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
28. Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
29. Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
30. Woolfold, A.E. (2011) Educational Psychology. DerlingKinderslay (India) Pvt. Ltd.

Course Code: EDCN-805E Guidance & Counseling in Education

OBJECTIVES

1. To help students understand the concept and nature of educational & vocational guidance and counseling and their necessity in making career choices.
2. To make students familiar with various techniques of guidance and counseling.
3. To specify the roles of parents, teachers and counselors in guidance programme.

COURSE CONTENTS

UNIT-I

Meaning nature, principles, aims and objectives, types and areas of guidance & counseling. Difference between guidance and counseling, and counseling & psychotherapy. Needs & types, Sources, collection & dissemination of information-educational & occupational.

UNIT-II

Records-kinds, reliance. Testing techniques- Intelligence, achievement, interest, aptitude, adjustment & interpersonal relations, personality (objective, self-report, projective), sociometric devices. Non-testing techniques-systematic case study, Interview- counseling interview, observation-role & method. Diagnosis in counseling. Follow – up.

UNIT-III

Organization of guidance service at different levels of education. Essentials of good guidance programme. Kinds of services- information, testing, counseling, follow-up. Role of personnel in guidance programme.

UNIT-IV

Psychology of careers & dynamics of vocational developments, job analyses, job description & job satisfaction, work & productivity, Decision making and group counseling. School guidance programme. Behavioral counseling for vocational decisions.

UNIT-V

Counseling & inter-professional interaction, Selection & training of counseling, Professional issues in counseling, Counseling process-relationships & its characteristics. Parental counseling. Student counseling-high school, Role of parent, teacher & counselor in guidance programme.

Recommended Books:

1. Bengalee, M.D Guidance and Counseling, Bombay, Sheth Publishers, 1984
2. Bhattacharya Guidance in Education, Bombay, Asian Publishing House 1964.
3. Bernard, H.W.&
Fullner, D.W Principles of Guidance, A Basic Text (Indian Education), New Delhi, Allied Publishers Pvt. Ltd, 1987
4. Chandra, R Guidance and Counseling, New Delhi, Kalpaz Publishers, 2002.
5. Crobach, Lee Essentials of Psychological Testing. London, Harper & Row, 1964
6. Crow, L.D. & Crow, A An Introduction to Guidance, New York, American Book, Co., 1951
7. David, A Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2004
8. Fuster, J.M. Psychological Counseling in India, Bombay, McMillan and Co., Ltd., 1964
9. Gururani, R Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2005
10. Gibson, D. Introduction to Counseling and Guidance, Pearson Education, New Delhi, 2007
11. Jayaswal S. Guidance & Counseling, Lucknow, Prakashan Kendra. 1981
12. Kochhar, S.K Guidance in Indian Education, New Delhi, Sterling Publishers Pvt.Ltd, 1979
13. Mathewson,
Robert, H Guidance Policy and Practice, New York, Harper and Row, 1962
14. Mishra, R.C Guidance and Counseling (2 Vols) APH, Publishing Cooperation, New Delhi-2005
15. Nayak, A.K Guidance & Counseling, APH, Publishing Cooperation, New Delhi-1997.
16. PasrishaPrem&
Srek, Thomas C. A Handbook for Developing Guidance Services in Secondary Schools, Baroda, M.S.University, 1964
17. PasrishaPrem, Guidance and Counseling in Indian Education, New Delhi, NCERT, 1976
18. Safaya, Rai Guidance and Counseling, Chandigarh, Abhishek Publishers, 2002.
19. Swamy R.V.(ed) Guidance Service in Colleges and Universities, Bangalore, Bangalore University and Directorate of Employment and Training, 1971.

20. Sharma, A. Guidance & Counseling, DVS Publishers and Distributors, Guwahati, 2006
21. Vaugh, S.R. Educational and Vocational Guidance Today, London, Routledgeki and Kegar Paul, 1970
22. Vashist, S.R Principles of Guidance, Anmol Publishing, New Delhi-1994.
23. Vashist, S.R Methods of Guidance, Anmol Publishing, New Delhi-2001.
24. Venkataiah, S. Vocational Education, Anmol Publishing, New Delhi-2000

Course Code: EDCN–806E Education for Empowerment of Women

OBJECTIVES

1. To know the expected roles (Political, Social and Economic) of India women in developing countries including India.
2. To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directives.
3. To be aware of the concept of women as change agents for the transformation of third world countries as studied by World Bank and other World Organizations like ILO.

COURSE CONTENTS

Unit 1

Concept of Women's Empowerment
 -Women's Empowerment in Today's World
 (a)Global Gender Gaps
 (b)Women's Rights
 (c)Women's Movement

Unit 2.

-Health conditions, Sex Ratio, Family Planning and Welfare
 -Education: Literacy & Gender Bias
 -Work Related Issues: Existing Prejudices, Sex Related Violence, Gender Discrimination

Unit 3-Political participation: Lack of women's representation

-Economic Conditions: Prostitution
 -Social Conditions: divorce, rape, domestic violence

Unit 4.

Approaches to Women's Education

-Education for achieving quality of life, equality of opportunities, and equity

Unit 5.

-Women in developing countries with special reference to India

-Women in National Development

-Women in Decision Making

Recommended Books:

1. Agrawal, S.P Women's Education in India, Guwahati, Eastern Book House, 2001.
2. Andal, N. Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers, 2002.
3. Arya Sadhna Women, Gender Equality and the State, New Delhi, Deep & Deep Publications, 1999.
4. Bakshi, S.R.
Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers, 2002.
5. Dakshi, S.R. Welfare and Development of Women, New Delhi, Deep & Deep Publications, 1999.
6. Gupta Mukta. Women and Educational Development, Guwahati, DVS Publishers, 2000.
7. Gupta, N.L. Women Education through ages, Guwahati, Eastern Book House, 2000.
8. Jayapalan, N. Women and Human Rights, Guwahati, DVS Publishers, 2002.
9. Joshi, S.T Women and Development: The changing scenario, Guwahati, Nivedita Book Distributor, 2003.
10. Joshi, S.T. Women and Development-The Changing Scenario, New Delhi, Mittal Publications, 1999.
11. Kanhere U. S. Women and Socialisation, New Delhi, Mittal Publications, 1987.
12. Menon Latika. Women Empowerment and Challenge of Change, New Delhi, Kanishka Publishers, 1998.
13. Narasimhan Sakuntala. Empowering Women, New Delhi, Sage Publications, 1999.
14. Ranganathan Sarala
Women and Social order: A Profile of Major Indicators and Determinants, New Delhi, Kanishka publishers, 1998.
15. Seth Mira. Women and Development, New Delhi, Sage Publications, 2001.
16. Singh, U.K. Women Education, Jaipur, Book Men Associates, 2000.
17. Suresh Dutt. Women and Education, New Delhi, Anmol Publications, 2000.
18. Walker Alexander
Women: Physiologically considered as to mind, morals, marriage, matrimony scenery, infidelity and divorce, Guwahati, Nivedita Book Distributor, 2003.

SEMESTER –III

(Three core paper & any one from the elective papers)

Total Credits 11 (Core Course) + 4 (Elective Course) = 15

Course Code:	Name of the course	Credits	Int. Marks	Theory Marks	Total Marks
EDCN 901C	Value Education	04	30	70	100
EDCN 902C	Statistics in Education	04	30	70	100
EDCN 903C	Dissertation I	03	30	70	100
EDCN 904E	Intelligence, Creativity and Education	04	30	70	100
EDCN 905E	Inclusive Education	04	30	70	100
EDCN 906E	Teacher Education	04	30	70	100

Course Code: EDCN 901C Value Education

Objectives

1. To enable students to understand the need and importance of value – Education.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.

Course Contents

UNIT-I

Concept of Values

Inherent Difficulties in Acquiring Values

Concept & Needs of Morality

Educating parents as natural Moral Educators

Values Education: Meaning, Significance and Global trends

UNIT-II

Moral Development Concept, Significance,

Piaget's theory of Moral Development

Kohlberg's Theory of Moral Development

Carol Gilling's Feminist theory of Moral Development

Role of parents to facilitate children's Moral Development

UNIT-III

Fostering Values: meaning and significance

Values in the Classroom

Value from the pupil's perspective

Approaches to Values Education

Role of Teacher in fostering value among students.

UNIT-IV

Meaning of Human Rights Education

UN Decade for Human Rights Education (1995-2004)

The Indian Constitution and Human Rights

Development of Curriculum of Human Right Education

Human Rights Education through Co-Scholastic Activities

UNIT-V

Understanding Peace by Understanding Conflict

Aims of Peace Education,Peace Education and Teacher

Power of Silence, Yogic Meditation

Recommended Books:-

- The moral child – Damon, W. New York: The free press.
- Values in Education and Education in value – Halstead, J. Mark. London.
- Moral Education – Durkheim, E. London.
- The Psychology of moral Development – Kohlberg. New York.
- Values Education – Bagchi, J. P: University Book House (P) Ltd.
- Human Rights – A source Book – Dev, Arjun et. al. NCERT, New Delhi.
- Human Development Report – 2002, UNDP – New York and Oxford.
- Fundamentals of Indian Philosophy – Puligandla, R. Abingdon Press.
- Values and Teaching : Working with values in the Classroom, Raths, L

Course Code: EDCN – 902C

Statistics in Education

OBJECTIVES

To enable the students to understand and use descriptive and inferential statistical techniques in education.

COURSE CONTENTS

UNIT-I

Meaning of statistics: Statistics as a Tool in Educational Research. Statistical Tables, Frequency Distribution, Graphical Representation of data. Meaning, Advantages and Modes of Graphical Representation of data.

UNIT-II

Measures of Central Tendency. Arithmetic Mean, Median Mode: Calculation, Interpretation and use of measures of Central Tendency. Measures of variability-Meaning of the measures of variability, Range, Quartile Deviation, Average Deviation, Standard Deviation. When and where to use the various Measures of variability.

UNIT-III

Correlation and Regression. Correlation- Meaning and Types. The calculation of the correlation by the product moment method. Linear Regression, The Regression line in Prediction, Partial and Multiple correlation.

UNIT-IV

Normal Distribution: Meaning, Significance. Characteristics of Normal Curve. Computing Percentiles and Percentile Ranks. Standard Errors of Measurement. Measuring Divergence from Normality. Need and importance of Significance of the Difference between. Means and other Statistics. Null hypothesis, Level of Confidence, one-tailed and two tailed tests of significance. The significance of the difference between Means, percentages and correlation coefficients.

UNIT-V

Analysis of variance, Non-parametric Tests. When to use Parametric and Non-Parametric test in Education. Median Test, Mann-Whitney 'U' Test, Chi-square Test, Rank-difference correlation.

Recommended Books:-

- Garrett, H.E., Statistics in Psychology and Education, 6th Indian ed.. Vakils, Feffer and Simon, Bombay, 1971.
- Guilford, J.F., Psymetric Methods, 2nd ed., Tata McGraw-Hill, New Delhi, 1954.
- Fundamental Statistics in Psychology and Education, 5th International Student ed., McGraw-Hill, New York, 1973.
- Health, R.W.andN.M.Downie, Basic Statistical Methods 3rded.Haeper International, New York,1970
- Hicks, C.R., Fundamental concepts in the design of Experiments, Holt, Rinehart and Winston, New York, 1964.
- Lindquist, E.C, Education Measurement, The American Council on Education, Washington DC, 1951.
- Lindquist, E.F, Statistical Analysis in Educational Research, Indian ed., Oxford and IBH, New Delhi, 1970.
- McNemar, J., Psychological Theory, McGraw-Hill, New York, 1967.
- Siegel Sidney, Non-Parametric Statistic for the Behavioural Sciences International student edition, McGraw-Hill, New York, 1956.
- Tate, M.W., Statistics in Education, McGraw-Hill, New,1948.
- Walker, H.M and J.Lev, Statistical inference, Henry Holt, New York 1953.

Course Code: EDCN 904 E Intelligence, Creativity and Education

OBJECTIVES

To enable the students understand

- 1.The nature, meaning and concept of intelligence.
- 2.The meaning and concept of creativity along with the educational procedures for fostering creativity among individuals.
- 3.The stages of intellectual development, creativity development and compatibility between them at various levels of Education.
- 4.Facing and managing the creative children and at the same time nurturing their creative talent.
- 5.The research studies conducted in the field of creative education in the world and in our country.

Course Contents

UNIT-I

The structure of intelligence: An examination of various theories of intelligence. A review of some intelligence Tests.

UNIT-II

Nature and scope of creativity: The major aspects of creativity, the creativity process. The creative product, the creative person and the creative situation Relationship between Creativity and Intelligence. Need to foster Creative thinking Process, discovering creative potentialities and teaching for creativity, problem solving and creativity.

UNIT-III

Creative Learning Methodology: Understanding creative learning, learning to learn, learning with joy, developing creativity through games, four pillars of creative learning, Exploring creativity through Education, Development of creativity, The Environmental and psychological Factors, The role of Teacher in developing creativity in students.

UNIT-IV

Problems of creative children: Problems in maintaining creativity, Problems when creativity is repressed. Fostering creativity, Brain and the creative act, Artificial Intelligence, Multiple Intelligence, metacognition, Paradigm shifts, Barriers to creativity and creative attitudes. Emotional Intelligence

UNIT-V

Research in Creativity-in India and abroad: Review of related research literature.

Recommended Books:-.

1. Amabile, T. (1990) *Creativity in Context*, New York, Springer Verlag.
2. Barron, F. – *Creative Person and Creative Process* : New York : Holt, 1969.
3. Boden, M. – *The Creative Mind*. New York : Basic Books, 1990.
4. Boden, M. (Ed.) – *Dimensions of Creativity*. Cambridge, M.A. : MIT Press, 1994.
5. Brown, R.T. – *Creativity : What are we to measure?* In J.A. Glover, R. Ronuing and C.R. Reynolds (Eds.). *Handbook of creativity*, New York, plenum; 1989.
6. Buch, M.B., (Ed.) – *Fourth Survey of Research in Education*, M.S. University of Baroda, Baroda, 1991.
7. Butcher, H.J., *Human Intelligence: Its natures and assessment*, London: Methuen, 1968.
8. Crawford, R.T. – *The Technique of Creative Thinking*, New York, Hawthorne Books, Inc., 1954.
9. Cronbach, L.J., *Essentials of Psychological Testing* (3rd ed.) New York : Harper & Row, 1970.
10. Crow, L.D. and Crow ,A., *Educational Psychology*, New Delhi: Eurasia Publishing House, 1973, p. 160.
11. Csikszentmihalyi, M. (1996) *Creativity: Flow and the Psychology of Discovery and Invention*, New York, HarperCollins.
12. Csikszentmihalyi, M. (2006) ‘A systems perspective on creativity’, in Henry, J. (ed) *Creative Management and Development*, 3rd edn, London, Sage.
13. De Bono, E. (1984) *Lateral Thinking for Management*, Harmondsworth, Penguin.
14. DeCecco, John, P., *The Psychology of Learning and Instruction : Educational Psychology*, Prentice Hall of India Private Limited, New Delhi, pp.453-462, 1970.
15. Deshmukh, M.N. – *Creativity in classrooms*, Vikash Publishing House, New Delhi, 1984.
16. Gardner, H., *Frames of Mind: The theory of multiple intelligence*, New York: Basic Books, 1983.
17. Gowan , J., Khatena, J., & Torrance , E. P. (1981). *Creativity: Its educational implications*. New York., NY: Hunt Publishing Company.
18. Guildford, J. (1959) ‘Trends in creativity’, in Anderson, H., (ed) *Creativity and its Cultivation*, New York, Wiley.
19. Guildford, J.P., *the Nature Of Human Intelligence*, New York: McGraw-Hill, 1967.
20. Handy, C. (1997) *Beyond Certainty*, London, Arrow.
21. Henry, J. (1994) ‘The nature and development of creativity’, *Co-Design*,
22. Henry, J. (2001) *Creativity and Perception in Management*, London, Sage.
23. Hurlock, E.B. – *Child Development*, Third Ed, New York, McGraw Hill, 1967.
24. Kirton, M. (2003) *Adaption-Innovation in the Context of Diversity and Change*, Hove, Routledge.
25. Kirton, M. J. (1989) *Adaptors and Innovators: Styles of Creativity and Problem-Solving*, London, Routledge, also 2nd edn, 1994.
26. Passi, B.K. – *Creativity in Education*, Agra : National Psychological Corporation, 1982.

27. Piaget, J., *The Origins of Intelligence in Children*, New York: International Universities Press, 1952.
27. Simon, H. (1988) 'Understanding creativity and creative management', in Kuhn. R. *Handbook for Creative and Innovative Managers*, New York, McGraw-Hill.
28. Sternberg, R.J., *Beyond I.Q.: A triarchic theory of human intelligence*, London: Cambridge University press, 1985, p.45.
29. Torrance, E.P. – 'Encouraging Creativity in the Classroom'. Dubuqua Iowa WM, C. Brown, 1970.
30. Torrance, E.P. (1974) *Torrance Tests of Creative Thinking: Norms – Technical Manual*, Lexington, MA, Ginn.
31. Wechsler, D., *Wechsler Scale Of Intelligence, (WAIS, WISE)*, New York: Psychological Corporation, 1939.
32. Wolfe, D.(Ed.), *The Discovery of Talent*, Cambridge (Mass.): Harvard university Press, 1969.

Course Code: EDCN 905E

Inclusive Education

OBJECTIVES

1. To enable students to acquire knowledge and understanding of Inclusive education.
2. To enable the students to acquire Knowledge and understanding about different areas of disability (Physically impaired, Visual, Hearing & Orthopedically impaired, mentally retarded).
3. To acquaint the students with Government Policies, Legislatures & National Institutes related to the disabled.
4. To acquaint the students with Educational Programmes, Equipments and Aids for education of the disabled.
5. To acquaint the students with the role of parents, peers and society in rehabilitation of the disabled.

Course Contents

UNIT-I

Meaning, scope, and objectives of Inclusive education; Integrated Education – Definition, meaning, objectives, characteristics and its educational implication. A brief history of the evaluation of Inclusive Education in India. Special Education in India – Status, Issues and Problems.

UNIT-II

Hearing Handicap – Types, causes, Characteristics and Education.
Locomotors Disability – Types, Causes, Characteristics and Education.
Mental Retardation- Types, Causes, Characteristics and Education.

UNIT-III

Visually Handicap – types; causes, characteristics and education.
Learning Disability – Definition, Characteristics, Measurement: Causes and Education.
Social Disadvantage - Definition, Nature, Causes and Educational Programmes.

UNIT-IV

Rehabilitation- Concept, Issues and Problems, programmes of Rehabilitation.
Role of Government and NGO's. National Institutions of Handicapped and the Role of Rehabilitation Council of India.

UNIT-V Recommendations suggested in the Kothari Commission (1964-66) and National Policy of Education (1986), POA (1992) and Persons with Disability Act (1995). Persons with Disability Act (2016).

Recommended Books:-

- Education of Exceptional Children – M.Dash
- Strategies for Teaching Students – With Mild to Severe Mental Retardation – Robert A Gable.
- Strategies for Teaching Learners with Special Need – James R Patton.
- Mentally Handicapped Children: Education and Training – Eugene B.Edger.
- Young Children with Special Need – Warren Umansky.
- Ideas of Educating Students with Disabilities – Giangreco Michel.

Course Code: EDCN 906 E Teacher Education

OBJECTIVES

1. To enable the students to understand the meaning, Scope, objective of teacher education and its development in India.
2. To acquaint the students with different agencies of teacher education in India and their role and functions.
3. To develop in the students an understanding about the important research findings in teacher education.

Course Contents

UNIT-I

Teacher education: historical perspective, Recommendations of various commissions on teacher education; Kothari commission, National policy on education Aims and objective of teacher education at--elementary level,secondary level, college level

UNIT-II

.Teaching as a profession,Professional organizations for various levels of teachers and their role; performance appraisal of teachers, faculty improvement programme for teacher education

UNIT-III

Types of teacher education programmes and agencies,In-service teacher education, Pre-service teacher education distance education and teacher education, Orientation and refreshers courses

UNIT-IV

Current problems:Teacher education and practicing schools
-Teacher education and other institution
-Preparing teachers for special schools
-Implementation of curricula of teacher education

UNIT-V

Areas of research,Teaching effectiveness, Criteria of admission, Modification of teacher behavior, School effectiveness

Recommended Books:-

1. UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
2. NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
3. NCERT (2005) : National Curriculum Framework.
4. NCERT (2006) : Teacher Education for Curriculum renewal.
5. NCTE (1998) : Perspectives in Teacher Education.
6. The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
7. Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
8. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
9. Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
10. NCTE (1998) : Policy Perspectives in Teacher Education. New Delhi.
11. NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.
12. Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
13. Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
14. Joyce, B. and Weil, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.

15. Ram, S. (1999). **Current Issues in Teacher Education**. Sarup• & Sons Publication, New Delhi.
16. Schon, D. (1987). **Educating the Reflective Practitioner : Towards a New Design• for Teaching and Learning in the Profession**. New York, Basic Books.
17. Day, C. and J. Sachs, J. (Ed.) (2004). **International Handbook on the• Continuing Professional Development of Teachers**. Maidenhead, Brinks Open University Press.
18. Mohan, R. (2011). **Teacher Education**. New Delhi: PHI Learning Pvt. Ltd.●
19. Aggarwal, P. (2010). **Teacher Education**. New Delhi: Saurabh Publishing House.●
20. Tomar, S. M. (2004). **Teacher Education: Making Education Effective**. New Delhi: Isha• Books. CBCS Curriculum M.A. /M.Sc. (Education) Dept. of Education, University of Klayani 27
21. Ali, L. (2011). **Teacher Education**. New Delhi: APH Publishing Corporation.●
22. Aggarwal, J. C. (2010). **Teacher and Education in a Developing Society (5th ed.)**. New• Delhi: Vikas Publishing House.
23. Mishra, L. (2013). **Teacher Education: Issues and Innovation**. New Delhi: Atlantic• Publications.
24. Pany, S. and Mohanty, S. P. (2013). **Teacher Education in India**. New Delhi: Shipra• Publication.
25. Sharma, S. R. (2008). **A Handbook of Teacher Education**. New Delhi: Sarup• & Sons.

SEMESTER – IV

Total Credits 08 (Core Course)

Course Code:	Name of the course	Credits	Int. Marks	Theory Marks	Total Marks
EDCN 1001C	Contemporary Issues in Education	03	30	70	100
EDCN 1002C	Dissertation II	04	30	70	100
EDCN 1003C	Presentation on Dissertation	01	15	35	50

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Course Code: EDCN 1001C Contemporary Issues in Education

OBJECTIVES

1. To focus attention on certain major national and social issues and role of education in relation to them.
2. To develop an understanding of the causes and solutions of problems affecting social and national interest and solutions.

Course Contents

UNIT-I

Early Childhood Education
Gender and education.
Education for gifted children
Equalizing educational opportunities.

UNIT-II

Internationalization of Education
Privatization of Education
Liberalization of Education
People-Public-Private partnership in education

UNIT-III

Population Education
Environmental Education
Non-formal and Adult Education.
Human Rights Education

UNIT-IV

UEE, RMSA, RUSA
Quality in Higher Education
Expansion of higher Education
Equity in higher Education.

UNIT-V

E- Learning
Uses of computer in evaluation
Grading system
CBCS system

RECOMMENDED BOOKS:-

- 1.Dev, A.,Dev, T.A.,Das,S. (1996) *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.
- 2.RamJois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.
- 3.Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.
- 4.Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.
- 5.NCERT (1970) *Education and National Development- Report of the Education Commission (1964-66)*, New Delhi: NCERT.
- 6.Singh, S.K.(2008) *Environmental Education and Ethics* , AmritPrakashan , Varanasi,Pp.114
- 7.Singh, S.K.(2010) *Fundamentals ofEnvironmental Education* , ShardaPustakBhawan , Allahabad, Pp.175
- 8.Srivastava, P. (2005) *ParyavaranShiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.
- 9.NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.
- 10.NCERT (2011) *Teachers' Handbook onEnvironmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.
- 11.Stella,A. (2001).*Quality assessment in Indian higher education: Issues of impact and future perspectives*, New Delhi: Allied publishers,Pp.236.
- 12.Singh,S.K. (2008) *Becoming a Teacher (A Handbook of Job-Opportunities after B.Ed.)*, Varanasi, Amrit Prakashan,P63.ISBN : 978-81-904764-1-6
13. Banerjee.J.P.*Education in India: Past, Present, Future (Vol.1 & Vol.2):*