

Diamond Harbour Women's University

Department of Education

Masters in Education

Syllabus 2014-2015

Duration: Two years (4 Semesters)

Vision:

This syllabus will help students gain insight into modern techniques of education together with their application in varied fields like management and educational administration. The aim is to help them learn about quality enhancement in education, along with understanding the related theories and approaches to the discipline. The students will realize the importance of leadership in education and how it can be developed. They will also understand about educational organizations, their types and the process of their optimal development.

Objectives:

1. To help students gather specialized understanding of the discipline.
2. To help students understand the nature of educational theory, the founders of the discipline, theoretical perspectives of education.
3. To equip students to utilize this knowledge in furthering their careers.
4. To help students understand the social, economic, political, intellectual or cultural attitudes of education.
5. To make students realize the importance of leadership in education and how it can be developed.

About the Programme:

1. Aggregate Marks of the M.A. programme = 1000 marks divided into 4 semesters.
2. Each semester will comprise 5 courses of 50 marks each.
3. Each course of 50 marks will be of 5-credits, with 60% for final assessment and 40% for internal assessment (which will include presentations, topic-specific assignments and mid-term tests etc. as a part of continuous evaluation, maintaining UGC Norms and API stipulations for PBAS) [as per UGC Norms, 1 credit = 10 lecture-hours).
4. In most departments, 3-4 optional courses have been cross-listed, providing students with a wider set of choices, as well as encouraging interdisciplinary learning.
5. Each M.A. programme has 1-2 core courses on research methodology.
6. The Language courses are compulsory for all Masters' level students of the University.

DIAMOND HARBOUR WOMEN'S UNIVERSITY

MASTERS IN EDUCATION

Semester-based Curriculum Structure

Semester I: July-December

Course Code	Paper	Lecture Hours	Teaching/ Practical	Credit	Total Hours
ED CC 101 PHED	Philosophical Basis of Education	4	1	5	50
ED CC 102 PSED I	Psychological Foundation of Education I	4	1	5	50
ED CC 103 SOCED	Sociology of Education	4	1	5	50
ED CC 104 EM	Education Management	4	1	5	50
ED CC 105 LANG I	Language (English/Bengali) I	4	1	5	50
SEMESTER I : Total		20	5	25	250

Semester II: January-June

Course Code	Paper	Lecture Hours	Teaching/ Practical	Credit	Total Hours
ED CC 201 MHL	Mental Health and Life Skill Education	4	1	5	50
ED CC 202 EV	Evaluation	4	1	5	50
ED CC 203 RM I	Research Methodology I	4	1	5	50
ED CC 204 RM II	Research Methodology II	4	1	5	50
ED CC 205 LANG II	Language (English/Bengali) II	4	1	5	50
SEMESTER II : Total		20	5	25	250

Semester III: July-December

Course Code	Paper	Lecture Hours	Teaching/ Practical	Credit	Total Hours
ED OC 301 PPED	Policy Planning in Education	4	1	5	50
ED OC 302 CCED	Early Childhood Care and Education	4	1	5	50
ED OC 303 SPED	Special Education	4	1	5	50
ED OC 304 COMED	Comparative Education	4	1	5	50
PS OC 301 EECO	Environment and Ecology (from Political Science)	4	1	5	50
SOC OC 303 SEIND	Social Exclusion and Indian society (from Sociology)	4	1	5	50
SEMESTER III : Total		20	5	25	250

Semester IV: January-June

Course Code	Paper	Lecture Hours	Teaching/ Practical	Credit	Total Hours
ED OC 401 MHA	Mental Hygiene and Adjustment	4	1	5	50
ED OC 402 CURS	Curricular Studies	4	1	5	50
ED OC 403 EDT	Education Technology	4	1	5	50
ED CC 404 DISS	Dissertation	0	7	7	70
ED CC 405 PRAC	Practicals	0	5	5	50
WS OC 404 WH	Women and Health (from Women's Studies)	4	1	5	50
SEMESTER IV : Total		12	15	27	270

Philosophical Basis of Education

ED CC 101 PHED

Objectives:

- the contribution of philosophy in the discipline of education
- the contribution of Indian and Western philosophy of education
- the contribution of Indian and Western Educational thinkers, and
- the contribution of UNESCO Report 1996

Unit I: Educational Philosophy

- (i) Education and Philosophy: Concepts
- (ii) Education and Philosophy: Nature, Scope and Relationship
- (iii) Need and Importance of Educational Philosophy

Unit II: Indian Philosophy of Education

- (i) Buddhist Philosophy of Education
- (ii) Jaina Philosophy of Education
- (iii) Islamic Philosophy of Education
- (iv) Vedanta Philosophy of Education

Unit III: Western Philosophy of Education

- (i) Idealism
- (ii) Realism
- (iii) Naturalism
- (iv) Pragmatism

Unit IV: Educational Philosophers

- (i) Rabindranath Tagore
- (ii) M.K. Gandhi
- (iii) Swami Vivekananda

Unit V: Radical Thinkers in Education and the UNESCO Report 1996

- (i) Ivan Illich
- (ii) Paulo Friere
- (iii) Learning: The Treasure Within

Suggested Readings:

- Friere, Paulo, *Pedagogy of the Oppressed*, Herder and Herder, New York, 1970.
- Illich, Evan, *Celebration of Awareness*, Marion Boyars Publishers, 2000.
- Kripalani, Krishna, *Rabindranath Tagore*, OUP, London, 1963.
- O' Connor, D.J., *An Introduction to the Philosophy of Education*, Routledge & Kegan Paul, London, 1957.
- Peters, R.S., *The Philosophy of Education*, OUP, Incorporated, 1973.
- Seetharamu, A.S., *Philosophies of Education*, APH Publishing, Delhi, 1978.

Psychological Foundation of Education I

ED CC 102 PSED I

Objectives:

- Understand the psychology of education.
- Know about nature of different aspects of psychology.
- Apply the knowledge of psychology in solving our problems of daily life.
- Understand the psychological problems of exceptional children.

Unit- I: Concept of Educational Psychology

- a) (i) Meaning, Nature, Scope and Methods of Educational Psychology
(ii) Interrelationship between Education and Psychology
- b) (i) Development – Concept, Stages, Dimensions, Methods of study and Developmental tasks
(ii) Trends and patterns of development- Physical, Cognitive, Social and Emotional

Unit- II: Psychology of Individual Differences

- a) Concept of intra and inter differences, relevant attributes of individual differences, role of heredity and environment and educational implication
- b) (i) Intelligence – Concept, Nature and Theories
(ii) Creativity – Meaning and nature, fostering creativity, role of family and school in developing creativity, guiding creative children
- c) Personality- Concept, Type and Trait
- d) Recent trends in measuring intelligence, creativity and personality

Unit – III: Psychology of Learning

- a) Concept, nature and types, basic concepts and principles of major theories – connectionist behaviourist theories (Thorndike, Pavlov, Hull, Skinner – synoptic views), cognitive field theories (Gestalt, Lewin, Tolman)
- b) i) Gagne’s hierarchy of learning, types and conditions with his own and other appropriate modifications
ii) Constructivism – Bruner’s and Vygotsky theory of learning;

Unit –IV: Psychology of Learning and Development

- a) i) Transfer of learning – Concept, explanation/theories, favourable conditions and methods
ii) Remembering and Forgetting – Concept, categories, forms/types and techniques of raising motivation.
- b) Other development issues – Concept formation, problem solving, language development, moral development, development of attitudes and values.

Unit- V: Psychology and Education of Exceptional Children

- a) Exceptional learning – Meaning and salient characteristics of mentally retarded, visually impaired, hearing and speech impaired, physically disabled, learning disabled, emotionally disturbed and gifted children

b) Educational programmes and placement of the exceptional learners – Nature and objectives of special schools, concept of mainstreaming, integrated education and support services, inclusive education, concept of remedial teaching, behaviour management

Suggested Readings:

- Bhattacharya, P.N., *A Text-Book of Psychology*, A. Mukherjee & Co. Pvt. Ltd., Calcutta, 1986.
- Chauhan, S.S., *A Textbook of Programmed Instruction*, Sterling Publishers Private Ltd., New Delhi, 1985.
- Chauhan, S.S., *Innovations in Teaching- Learning Process*, Vikas Publishing House Pvt. Ltd., New Delhi, 1989.
- Kiran, Asha, *Guidance and Counselling*, Pearson- Longman, Delhi, 2008.
- Narayana Rao, S., *Counselling and Guidance*, Tata Mc Graw- Hill Publishing Company Ltd., New Delhi, 1992.
- Pandey, K.P., *Advanced Educational Psychology*, Konark Publishers Pvt. Ltd, Delhi, 1988.
- Rastogi, K.G., *Educational Psychology*, Rastogi Publications, Meerut, 1983.
- Skinner, C., *Educational Psychology*, Prentice- Hall of India Private Ltd., New Delhi, 1984.

Sociology of Education
ED CC 103 SOCED

Objectives:

- the meanings of and the relationship between sociology and education
- the role of social organisations and the factors influencing those organisations
- social structures, interactions and their educational implications
- education as a process of socialisation and social enrichment
- meanings, nature and determinants of culture in relation to education
- cultural unity and diversity, and,
- the utility of composite culture in modern times

Unit I: Educational Sociology: Nature and Scope

- (a) Sociology and Education: Relationship
- (b) Social Organisations
- (c) Factors Influencing Social Organisations: Folkways, Mores, Institutions, Values

Unit II: Social Structures and Education

- (a) Social Interactions and their Educational Implications
- (b) Social Mobility and its Educational Implications
- (c) Education and Society: Education as a Process of Socialisation and Social Enrichment

Unit III: Culture and Education

- (a) Culture: Meaning, Nature and Cultural Determinants in Education
- (b) Cultural Unity and Diversity
- (c) Need for Composite Culture

Unit IV: Social Principles and Education

- (a) Socio-economic Factors and their Impact on Education
- (b) Education in Relation to Freedom, Democracy, National Integration and International Understanding
- (c) Concepts of Urbanisation, Modernisation and Globalisation: Educational Impacts

Unit V: Emerging Social Issues in Indian Education

- (a) Education of the socio-economically Disadvantaged
- (b) Need for Attitudinal Change and Role of Education
- (c) Women and Social Change: Role of Education

Suggested Readings:

- Brown, F.J., *Educational Sociology*, Prentice Hall, New York, 1947.
- Mac Iver, R.M. & Page, C.H., *Society: An Introductory Analysis*, Rinehart, New York, 1949.
- Prasad, J., *Education and Society: Concepts, Perspectives and Suppositions*, Kanishka Publishers, New Delhi, 2004.

- Rao Sankar, C.N., *Principle of Sociology with an Introduction to Social Thought*, S. Chand & Company Ltd., Delhi, 2012.
- Sharma, S.N., *Philosophical and Sociological Foundation of Education*, APH Publishing, New Delhi, 2008.
- Sharma, Y.K., *Foundations in Sociology in Education*, Kanishka Publishers, New Delhi, 2004.
- Taneja, V.R., *Educational Thought and Practice*, Sterling Publishers, Delhi, 1995.

Educational Management

ED CC 104 EM

Objectives:

- To help students understand the concept of educational administration and management related theories and approaches therein. They will also know about the functions of educational managers and different aspects of management with their implications in the field of education.
- The students will develop a concept of human resources and financial resources and learn how to develop these resources. They will understand the importance of teachers as resources and how their professional development can be enhanced. The concept of budget and modern approach to budgeting will be made clear to them.
- The students will realise the importance of leadership in education and how it can be developed. They will also understand the role of head of the institution and women leaders.
- They will know about educational organisations, their types and the process of their optimal development. They will also learn as to how organisations should cope with changes.
- They will gain insight into modern techniques of management and their application in educational organization. The objective of the course is to help them learn about quality enhancement in education.

Unit I: Educational Administration and Management

- (a) Concept of educational administration and management
- (b) Theories related to managerial practices and their application in the management of educational system (classical, behaviouristic, humanistic and system approach)
- (c) Aspects of educational management – planning, organising, supervising, motivating and controlling
- (d) Functions of an educational manager

Unit II: Management of Resources in Education

- (a) Concept of human resource and human capital and its development with reference to educational personnel
- (b) Teacher as resources-performance appraisal and professional development
- (c) Management of finance – allocation and sources of educational finance, budgeting its concept, PPBS, school budget. Grant –in – aid and mobilisation of local resources

Unit III: Leadership in Education

- (a) Concept and styles of leadership
- (b) Teacher as leader – Role and development of leadership
- (c) Head of the institution as leader with special reference to women leaders in educational organisation

Unit IV: Educational Organisation

- (a) Concept of organisation and characteristics of educational organisation
- (b) Types of educational organization
- (c) Organisational Change and Development

Unit V: Modern Techniques of Management

- (a) Management by Objectives (MBO)
- (b) Total Quality Management (TQM)
- (c) SWOT Analysis of Educational Institution
- (d) Quality Control in Education- the role of UGC and NAAC

Suggested Readings:

- Bhatnagar, R.P. and Aggrawal, V., *Educational Administration*, International Publishing House, Meerut, 1986.
- Josephine, Y., *School Resource Planning and Management*, Shipra Publication, Delhi, 2005.
- Mohanty.J., *Educational Administration, Supervision and School Management*, Deep and Deep Publications, New Delhi, 2005.
- Safaya, R.N., Shaida, *School Administration and Organization*, Dhanpat Rai Publishing Company, New Delhi, 2005.
- Sindhu, I.S., *Educational Administration & Management*, Pearson, New Delhi, 2012.
- Verma, R., *Educational Administration*, Anmol Publications Pvt. Ltd., New Delhi, 2005.

Mental Health and Life Skill Education

ED CC 201 MHL

Objectives:

- Know about the mental health problems of children
- Understand the etiology and preventive measures of mental health problems
- Apply the knowledge of mental health in solving mental problems of children
- Apply the knowledge of life skill education in the development of quality of life of children

Unit I: Concept of Health, Mental Health, Mind

- (a) Role of mental health, role of teacher in maintaining student mental health

Unit II: Mental Health Problems among Children (Brief view) and Role of Stressors

- a) Emotional problems (symptoms, causes and management)
- i) Over anxiousness and fear
 - ii) Obsessive compulsive disorder
 - iii) Somatoform problems
 - iv) Depression and suicide
- b) Behavioural problems (symptoms, causes and management)
- i) Attention deficit hyperactivity disorder
 - ii) Conduct problems
 - iii) Oppositional deviance
- c) Drugs and Substance dependence

Unit III: Severe Mental Health Problems

- (a) Schizophrenia
- (b) Other mental health problems
- i) School refusal
 - ii) Exam fear
 - iii) Demanding and stubbornness
 - iv) Aggressive behaviour, Destructive behavior, self – injurious behaviour
 - v) Headache

Unit IV: Adolescence and High Risk Behaviour

- (a) HIV and STIs infections
- (b) Guidance and counseling, relaxation techniques, behaviour management

Unit V: Meaning, Nature and Scope of Life Skills Education

Role of life skills in promotion of mental health, core life skills (self awareness, self esteem, interpersonal relation, interpersonal communication, problem solving and decision making, assertiveness, empathy, stress management, management of emotions) [as prescribed by WHO]

Suggested Readings:

- Carson, Butcher & Mineka, Susan, *Abnormal Psychology and Modern Life*, Pearson New Delhi, 2003.
- Gelder, Gath, Mayou & Cowen, *Oxford Text Book of Psychiatry*, Oxford University Press, Oxford, 1999.
- Gupta, Nira, *Abnormal Psychology*, ABD Publishers, Jaipur, 2006.
- Kapur, M., *Counselling Children with Psychological Problems*, Pearson, New Delhi, 2011.
- Mangal, S.K., *Abnormal Psychology*, Sterling Publishers Limited, New Delhi, 1984.
- Mohanty, G., *Abnormal Psychology*, Kalyani Publishers, New Delhi, 1984.
- Nanda, B.P., Ghosh, S.K., & Ghosh, S. (Eds.), *Drugs and Substance Abuse Problems*, Rabindra Bharati University, Kolkata, 2010.
- Nanda, B.P., *Behaviour Modification* (in Bengali), Classic Books, Kolkata, 2014.
- Sengupta, M., *Manaswasta Vigyan*, The World Press Pvt. Ltd., Kolkata, 2004.
- Shukla, K.C. & Chand, Tara, *Abnormal Psychology*, Commonwealth Publishers, New Delhi, 2005.
- Tiwari, G., & Pal, Roma, *Abnormal Psychology: A Dynamic Approach*, Vinod Pustak Mandir, Agra, 1984.

Educational Measurement and Evaluation

ED CC 202 EV

Objectives:

- Illustrate the basic concepts and practices in Educational Measurement and Evaluation.
- Use tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardising a test.
- Understand how to interpret test scores for determining relative position of a learner.
- Explain how various requirements of education are measured, evaluated and interpreted.

UNIT-I: Educational Measurement and Evaluation

- (a) Concept, scope, and the inter-relationship
- (b) Levels of measurement
- (c) Functions and basic principles of evaluation

UNIT- II: Characteristics of Good Instruments

- (a) Concepts of True and Errors scores
- (b) Reliability
- (c) Validity
- (d) Norms
- (e) Usability

UNIT-III: Process of Measurement and Evaluation

- (a) Essay type tests and objectives type tests
- (b) Questionnaire and schedule
- (c) Scales
- (d) Inventories
- (e) Issues and concerns in tests

UNIT- IV: Test Standardisation

- (a) Norm referenced and criterion referenced tests
- (b) Types of Standard scores
- (c) Construction and Standardization of an achievement test
- (d) Interpretation of test scores and methods of feedback to students

UNIT V: New trends in Measurement and Evaluation

- (a) Grading system
- (b) Semester system

- (c) Continuous and comprehensive evaluation
- (d) Question banks
- (e) Use of computer in evaluation
- (f) Portfolio assessment

Suggested Readings:

- Adams, G.K., *Measurement and Evaluation in Psychology, Education and Guidance*, Holt, Rinehart & Winston, New York, 1965.
- Aggarwal, Y.P., *Statistical Methods: Concepts, Applications and Computation*, Sterling, New Delhi, 1998.
- Aggarwal, R.N. & Asthana, V., *Educational Measurement and Evaluation*, Vinod, Agra, 1983.
- Aiken, L.R., *Psychological Testing and Assessment*, Allyn and Bacon, Boston, 1985.
- Anastasi, A., *Psychological Testing*, MacMillan, New York, 1982.
- Bloom, B. S. et al., *Handbook of Formative and Summative Evaluation of Student Learning*, McGraw Hill, New York, 1971.
- Cronbach, L.J., *Essentials of Psychological Testing*, Harper and Row, New York, 1964.
- Ebel, R.L. and Frisbe, D.A., *Essentials of Educational Measurement*, Prentice Hall, New Delhi, 1991.
- Freeman, F.S., *Theory and Practice of Psychology Testing*, Holt Rinehart & Winston, New York, 1965.
- Garret, Henry. E. & Woodworth, R.S., *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Bombay, 1981.
- Singh, A.K., *Tests, Measurements and Research Methods in Behavioural Sciences*, Tata McGraw-Hill, New Delhi, 1986.
- Singh, P., *Criterion referenced Measurement (selected readings)*, NCERT, New Delhi, 1990.

RESEARCH METHODOLOGY I

ED CC 203 RM I

Popper's methodological solution to the problem of indeterminacy dominated social science for much of the twentieth century. By the 1960s, things began to change. Norwood Hanson (1965), Thomas Kuhn (1996) and Paul Feyerabend (1996), among others, challenged the inherent rationality of positivist methodologies as well as its conventionalised division between theory and observation. Generally, many currents in European social theory began to question some of the premises of Enlightenment thought. The student uprisings of the late 1960s and the corresponding revival of Marxism, Feminism, and other radical social movements in the 1970s had pushed some social scientists to address the political implications of their work. Many recognised that positivist-inspired methodologies could not provide solutions to the kinds of social and political questions, especially related to racial, class, gender and sexual inequalities. In some disciplines, for instance, social psychology, sociology and anthropology, a 'crisis' was born where many began a period of intense self-scrutiny and reflection. Of course, the critique of positivism and, more broadly, scientism did not affect all those in the social sciences. Many continued to produce knowledge within a positivist framework as if nothing had changed. Among those who did respond, many organised around a reformulation of method. While some of these solutions also required that research be 'emancipatory' that is, an extension of the social movements of the 1960s and 1970s, what differentiated this work from political action was precisely its methodological character. We might say, more forcefully, it retained its 'scientificity' through subordination to a methodological principle. In general, there were two basic responses by the social sciences to the critique of positivism. These responses were, in the end, not that different from each other in that they both turned to method in order to secure their right to produce knowledge. The first response was explicitly methodological or hermeneutic, and the second was anti-foundational or phenomenological. The hermeneutic response in the social sciences turned to an explicit reformulation of method, redesigning methods to deal with the particularities of the social sciences, thereby continuing its project of studying social phenomena. The phenomenological response, on the other hand, inquired into the conditions that made knowledge possible in the first place. This division is not meant to be absolute, and many authors can be used as examples of both, but it is intended to illustrate two basic responses to this crisis. The aim of the course is to see the two methodological orientations along with the mixed methodological orientation present in social science research of our times.

Unit I: Historical Methods: Overview

Qualitative Research Methods:

- a) Participant observation/ethnography
- b) Interview guide
- c) Case study method
- d) Content analysis
- e) Oral history
- f) Narratives
- g) Life history
- h) Genealogy
- i) Focus Group Discussion (FGD)
- j) Participatory Rural Appraisal (PRA)

- k) Methodological dilemmas and issues in qualitative research
- l) Encounters and experiences in field work
- m) Qualitative data analysis

Unit II:

Quantitative Research Methods:

- a) Assumptions of quantification and measurement
- b) Operationalisation
- c) Quantitative research design
- d) Sampling design
- e) Survey techniques
- f) Questionnaire construction
- g) Measurement and scaling
- h) Data analysis
- i) Limitations

Mixed Methods and Mixed Method Research Design, Feminist Views on Research Methodology, Research From Below

Suggested Readings:

- Alasuutari, Pertti, Bickman, Leonard and Brannen, Julia (Eds.), *The Sage Handbook of Social Research Methods*, Sage Publications, Los Angeles, 2008.
- Babbie, E., *The Practice of Social Research*, Thomson and Wadsworth, London, 2004.
- Baker, T.L., *Doing Social Research*, McGraw-Hill, New York, 1990.
- Banerjee, Anirban, *Students & Radical Social Change*, The University of Burdwan,
- Bergman, Manfred Max, "On Concepts and Paradigms in Mixed Methods Research", *Journal of Mixed Methods Research*, 4, 171, 2010,
- Burdwan, 2003, [Ch.XI]
- Bryman, A., *Social Research Methods*, Oxford University Press, New York, 2002.
- Creswell, John W. et al, *Best Practices for Mixed Methods Research in the Health Sciences*, OBSSR, 2008.
- Denscombe, Martyn, "Communities of Practice: A Research Paradigm for the Mixed Methods Approach", *Journal of Mixed Methods Research*, 2, 270, 2008.
- Goode, G and P.K. Hatt., *Methods in Social Research*, McGraw-Hill, New York, 1952.
- Greene, Jennifer C., "Is Mixed Methods Social Inquiry a Distinctive Methodology?", *Journal of Mixed Methods Research*, 2, 7, 2008.
- Levin, Jack and Fox, James Alan, *Elementary Statistics in Social Research*, Pearson, New Delhi, 2006.
- Seale, Clive, *Social Research Methods: A Reader*, Routledge, London, 2004.
- Srinivas, M.N., *The Field Worker & the Field: Problems & Challenges in Sociological Investigation*, OUP, Delhi, 1980.
- Young, P.V., *Scientific Social Surveys and Research*, Prentice Hall India, New Delhi, 1964.

Research Methodology II

ED CC 204 RM II

Objectives:

- understand the process of analysing data based educational research
- know about nature of educational data its graphical representations
- apply the measures of descriptive statistics, viz., central tendency, variability and relative positions of educational data
- understand the statistics of normal distribution and its applications in education
- understand the measures of association and its applications in education
- understand the inferential statistics – parametric & non-parametric, and their applications in education

Unit I: Educational Data and Descriptive Statistics

- (a) Nature of Educational Data and its uses in educational research – Qualitative and Quantitative
- (b) Qualitative Data – its analysis with Content Analysis, Analyses of interview based and observation data
- (c) Quantitative Data – Scales of Measurement: Nominal, Ordinal, Interval and Ratio
- (d) Organization of Data and its Graphical Representations – Frequency Distribution, Frequency Polygon, Histogram, Ogive and Pie-Chart
- (e) Measures of Central Tendency – Mean, Median and Mode
- (f) Measures of Variability – Range, Mean Deviation, Quartile Deviation and Standard Deviation
- (g) Measures of Relative Positions – Percentile and Percentile Rank

Unit II: Statistics of Probability Distribution

- (a) Normal Distribution and Normal Probability Curve – Concept, Characteristics and Uses
- (b) Non-normality – Causes and Types
- (c) Standard Scores and its uses in Educational Research

Unit III: Measures of Associations

- (a) Coefficient of Correlation - Concept and Uses: Scatter Diagram, Product Moment and Rank Difference
- (b) Further Methods of Correlation – Biserial, Point-Biserial, Tetrachoric and Phi-coefficient
- (c) Concepts of Partial and Multiple Correlations, Regression and Prediction, Regression Equation

Unit IV: Inferential Statistics

- (a) Parametric Statistics – Tests of Significance: One-tailed and Two-tailed tests, Type I and Type II Errors, T-test, Analysis of Variance and Analysis of Co-variance
- (b) Non-parametric Statistics – Chi-square test and Median Test

Suggested Readings:

- Anastasi, Anne; Urbina, Susana, *Psychological Testing*, Prentice Hall, New Delhi, 1997.
- Best, J. & Kahn, J., *Research in Education*, Allyn and Bacon, London, 1993.
- Cohen, L. & Manion, L., *Research Methodology in Education*, Routledge, London, 1996
- Garrette, H. E. & Woodworth R. S., *Statistics in Psychology and Education*, Feffer and Simpsons Pvt. Ltd., Bombay, 1986.
- Guilford, J. P., *Fundamental Statistics in Psychology and Education*, McGraw-Hill, London, 1942.
- Gupta, S. P., *Statistical Methods*, Sultan Chand & Sons, New Delhi, 2011.
- Koul, L., *Methodology of Educational Research*, Vikas Publishing, New Delhi, 1996.
- Mangal, S. K., *Statistics in Psychology and Education*, Tata McGraw-Hill, New Delhi, 1987.

Policy Planning in Education

ED OC 301 PPED

Objectives:

- Know the concept of educational policy and planning
- Understand the three stages of policy planning
- Understand the framework for policy making in education in India
- Know about policy reform through various Commissions, Committees, Education Boards, and other international agencies
- Know about policy planning in India as recommended in the various five year plans, centrally sponsored schemes, and state specific schemes and programmes
- Know about the different techniques and methods of planning
- Understand the relationship between policy and finance
- Know about policy research

Unit I: Theoretical Aspects of Policy Planning and Framework for Policy Making in Education in India

- (a) Concept of educational policy
- (b) Concept of educational planning
- (c) Three stages of policy planning- agenda making or formulation of policy, policy implementation, and evaluation and analysis of policy
- (d) Related issues- democracy and development
- (e) Centre-state relation and their impact on policy formulation
- (f) Role of bureaucracy, Constitution and judicial intervention on educational policy

Unit II: Policy Reform and Educational Planning in India

- (a) Policy reform through Commissions and Committees
- (b) Role of National Development Council and Central Advisory Board of Education on policy reform
- (c) Impact of international agencies on educational policies in India- UN and World Bank
- (d) Highlights of the various five year plans
- (e) Educational programmes and schemes envisaged in the five year plans
- (f) Centrally sponsored schemes and state specific schemes and programmes for implementing educational policy

Unit III: Techniques and Methods of Planning

- (a) Different stages of planning
- (b) Population and enrolment projection
- (c) Estimate of teacher and other supply

- (d) Micro planning- district level planning and institutional planning
- (e) School mapping

Unit IV: Policy and Finance

- (a) Principles of determining financial allocation
- (b) Educational finance and social needs
- (c) Resource mobilization- privatization and liberalization
- (d) Educational expenditure and cost analysis

Unit V: Policy Research: Evaluation and Analysis

- (a) Policy evaluation
- (b) Evaluation process
- (c) Quantitative surveys
- (d) Qualitative research
- (e) Case studies

Suggested Readings

- Bell, L., & Stevenson, H., *Education Policy: Process, Themes and Importance*, Routledge, 2006.
- Chandrasekaran, P., *Educational Planning and Management*, Sterling Publishers, New Delhi, 1994.
- Coombs, P. H., & Hallak, J., *Cost Analysis in Education: A Tool for Policy and Planning*, John Hopkins Press, Baltimore, 1988.
- Goel, S. L., & Goel, A., *Education Policy & Administration*, Deep & Deep Publications, New Delhi, 1994.
- Kaur, K., *Education in India (1981-1985): Policies, Planning and Implementation*, Arun & Rajive Pvt. Ltd., Chandigarh, 1985.
- Mukherjee, S. N., *Administration of Education, Planning and Finance: Theory and Practice*, Acharya Book Depot, Baroda, 1970.
- Naik, J. P., *Educational Planning in India*, Allied, New Delhi, 1965.
- Naik, J. P., *The Educational Commission & After*, Allied, New Delhi, 1982.
- Srivastava, A. K., *Educational Planning, Policy Planning and Survey*, Kunal Books, New Delhi, 2009.
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- Tilak, J. B. J., *Educational Planning at Grassroots*, Ashish Publications, New Delhi, 1992.
- Vaizeg, J., *Costs of Education*, Allen & Union, London, 1964.
- World Bank, *Financing Education in Developing Countries: An Exploration of Policy Option*, 1986.

Early Childhood Care and Education

ED OC 302 CCED

Objectives:

- Understand the concept, and importance of ECCE
- Learn about the scope and approaches to ECCE
- Know about the contribution of educational thinkers in the field of ECCE
- Learn about the methodology of ECCE especially play way method
- Know about different types of institutions for ECCE
- Develop an insight into children at risk and remedial measures thereon.
- Learn about the various programmes and schemes related to ECCE undertaken by the Government of India.

Unit I: Early Childhood Care and Education

- (a) Concept of early childhood education
- (b) Scope, Need and Importance of ECCE
- (c) Approaches to early childhood education-formal, informal and non formal
- (d) Contributions of educational thinkers in ECCE- Froebel, Montessori, Pestalozzi, Gandhi, Rabindranath (Brief discussions)

Unit II: Methodology

- (a) Developmental tasks of the infancy period
- (b) Curriculum and activities for developing
 - i) self expression (music and movement)
 - ii) readiness in children (sensorial learning and motor skill)
 - iii) Academic skills (language, mathematics and environmental science)
- (c) Creating effective learning environment in the class and the role of teachers
- (d) Role of play in overall development of children
- (e) Use of play way approach in early childhood education

Unit III: Institutions of ECCE

- (a) Types of Institutions for ECCE(day care centres/crèches/preschools/kindergartens, non-formal preschool education, its importance
- (b) Physical facilities in schools-furniture, equipments, indoor and outdoor spaces
- (c) Supportive staff and services (public distribution,water, sanitation), experts, resource persons and administrative personnel
- (d) Financial resources

Unit IV: Identifying and Guiding Children ‘at risk’

- (a) ‘At risk’ children.
- (b) Developmental delay, malnutrition, problem of first generation learners
- (c) Working with parents and members of the community, women’s entry into working life, its impact on children.
- (d) Dealing with problem behaviours (disruptive behaviour, bed time and sleeping problems, oppositional problem, eating and feeding problem)

Unit V: Policies and Programmes Launched by the Government of India to Promote Early Childhood Education

- (a) Historical development of ECCE since Independence
- (b) National Early Childhood Care and Education Policy (Draft 2012)
- (c) Convention on the Rights of the Child (CRC) 1989 and Education for All (EFA) 1990, Right to Education Act (2009)
- (d) Mobile Creche, Anganwadi, ICDS, Day Care, Mid Day Meal Programme.

Suggested Readings:

- Anandalakshmy,S., *Activity Based Learning: A Report on an Innovative Method in Tamil Nadu*, 2009.
- Berk, L., *Child Development*, Allyn & Bacon, New York, 2006.
- Bowman, B.T., Donovan, S. and Burns, S. M. (Eds.), *Eager to Learn: Educating our Preschoolers*, National Academies Press, United States, 2001.
- Gupta, A., *Early Childhood Education, Postcolonial Theory & Teaching Practices In India- Balancing Vygotsky And Vedas*, Palgrave Macmillan, New York, 2006.
- Myers, R. G., “In Search of Quality in Programmes of Early Childhood Care and Education (ECCE)”, *Paper prepared for the 2005 EFA Global Monitoring Report*, 2004.
- “National Focus Group On Early Childhood Education”, *Position Paper*, NCERT, 2006.
- “National Focus Group On Teacher Education For Curriculum Renewal”, *Position Paper*, NCERT, 2006.
- National Focus Group On Curriculum, Syllabus, *Position Paper*, NCERT, 2006.
- Sen Gupta, M., *Early Childhood Care and Education*, PHI Learning Pvt. Ltd., New Delhi, 2009.
- Shukla, R.P., *Early Childhood Care and Education*, Sarup & Sons, New Delhi, 2004.
- Swaminathan, M., *The First Five Years: A Critical Perspective on Early Childhood Care and Education in India*, Sage, New York, 1998.
- “Select Issues Concerning ECCE India”, *Background paper prepared for the Education for All Global Monitoring Report*, 2007.
- Sharma, R., *Methods of Teaching in Pre-School*, Mahamaya Publishing House, New Delhi, 2004.
- Sharma, R., *The Concept of Pre-School Education*, Mahamaya Publishing House. New Delhi, 2004.

Education of Children with Special Needs

ED OC 303 SPED

Objectives:

- Know about nature and characteristics of exceptional children
- Understand the probable causes of disability and its prevention
- Understand the teaching and management of different types of exceptional children
- Know about different programmes and facilities available for exceptional children

Unit I: Concept, Nature and Provisions of Special Education in India

- a) Definition of Special Education; its nature, scope and objectives
- b) History of origin and development of Special Education and welfare activities for the Children with Special Needs
- c) Definitions of impairment, disability and handicap; classification of different types of Children with Special Needs
- d) Needs and Problems of Children with Special Needs

Unit II: Organization and Administration of Special Education in India

- a) Constitutional Provisions
- b) Recommendations suggested in the National Policy of Education (1986), POA (1992), RCI Act (1992), PWD Act (1995), The National Trust Act (1998).
- c) Organisation and Administration of Special Education at the Central level and State level.
- d) Range of placement and service options – Residential institutions, Home based programmes, centre based programmes, special school/ special day care centre, Normalisation, Mainstreaming and Integration, Least Restrictive Environment (LRE), Inclusive Education, Community Based Rehabilitation, Parental involvement in the education of children with Special Needs.

Unit III: Managing Visually Impaired Low Vision Children and Speech and Hearing Impaired Children

- a) Definitions, classifications, characteristic features.
- b) Causes and preventive measures.
- c) Assessment and early intervention.
- d) Management.

Unit IV: Managing Children with Mental Retardation and Locomotor Impaired Children

- a) Definitions, classifications, characteristic features.
- b) Causes and preventive measures.
- c) Assessment and early intervention.
- d) Management.

Unit V: Managing Children with Learning Difficulty and Emotionally Disturbed

- a) Definitions, classifications, characteristic features.
- b) Causes and preventive measures.

- c) Assessment and early intervention
- d) Management.

Suggested Readings:

- Nanda, B.P. and Zaman, S., *Exceptional Children* (in Bengali), Maowla Brothers, Dhaka, 2010.
- Nanda, B.P. *School without walls in 21st Century*, Mittal Publications, New Delhi, 2008.
- Nanda, B.P.(Ed.), *Challenged children Problems and Management*, Ankush Prakashan, Kolkata, 2012.
- Nanda, B.P. and Ghosh, S., *History of Special Education* (in Bengali), Rabindra Bharati University, Kolkata, 2012.
- Nanda, B.P., *Inclusive Education* (in Bengali), Classic Books, Kolkata, 2014.
- Nanda, B.P., *Behaviour Modification* (in Bengali), Classic Books, Kolkata, 2014..
- Nanda, B. P., *Mental Retardation- Bio-medical Aspects* (in Bengali), Deep Prakashan, Kolkata, 2012.
- Nanda, B.P., *Education of Exceptional Children*, Classic Books, Kolkata.
- Mangal, S.K., *Introduction to Exceptional Children*, Prentice Hall Learning Pvt. Ltd., New Delhi, 2011.

Comparative Education

ED OC 304 COMED

Objectives:

- To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education.
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
- To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
- To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

UNIT I: Concept of Comparative Education as an Emerging Discipline

- (a) Comparative education – Meaning in terms of looking at it as a new discipline
- (b) Scope and major concepts of comparative education
- (c) Importance of Comparative Education
- (d) Comparative Education as an academic discipline
- (e) Methods
- (f) Juxtaposition
- (g) Area Study
- (h) Intra and Inter educational analyses
- (i) Democracy and Nationalism

UNIT II: Factors and Approaches of Comparative Education

Geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.

UNIT III: Contemporary trends in world Education

- (a) Modern trends in world education - national and global.
- (b) Role of U.N.O. in improving educational opportunities among the member countries, various official organs of the U.N.O. and their educational activities.

UNIT IV: Comparative study of Education Systems among different Countries and Compare with India

(a) A comparative study of the education systems of countries with special reference to:
Primary Education - USA, UK, Russia, Japan, India
Secondary Education - USA, UK, Russia, Japan, Germany, India.
Higher Education - USA, Russia, UK, France, India.
Teacher Education - USA, Russia, UK, Germany, India.
Adult Education - Australia, Cuba, Brazil, China, India.

UNIT V: Problems Prevailing in Developing (SAARC) Countries with Special Reference to India, their Causes and Solution through Education

- a. Poverty
- b. Unemployment
- c. Population explosion.
- d. Hunger
- e. Terrorism
- f. Casteism and communalism
- g. Illiteracy
- h. Beggary
- i. Political instability
- j. Economic under-development

Mental Hygiene and Adjustment

ED OC 401 MHA

Objectives:

- To understand the concept of mental health, mental hygiene, adjustment and maladjustment.
- To acquaint the students with behavioural problems along with their causes and remedial measures
- To make the students aware about the role of home, society, educational institution in promoting mental health and adjustment.
- To make the students aware about the concept of guidance and counselling and the different techniques used in it.
- To acquaint the students about role of child guidance clinic to solve problems related to mental health and hygiene.

Unit I: Introduction to Mental Hygiene

- a) Concept, nature and scope of mental hygiene
- b) Concept of mental health
- c) Principles of good mental health
- d) Role of parent and educational institution in promoting mental health

Unit II: Introduction to Adjustment

- a) Concept and types of Adjustment
- b) Dynamics of Adjustment
- c) Criteria of good adjustment
- d) Factors affecting adjustment
- e) Role of home school and society.

Unit III: Maladjustment

- a) Meaning of maladjustment
- b) Conflicts and frustration
- c) Defence mechanisms
- d) General causes of maladjustment
- e) Stress
- f) Coping strategies and therapies

Unit IV: Abnormality

- a) Concept of normality and abnormality
- b) Modern classification abnormality (DSM IV)
- c) Brief outline of anxiety disorder, depressive disorder, cognitive disorder, personality disorder, substance abuse disorder

Unit V: Guidance and Counselling

- a) Concept
- b) Nature and forms of guidance

- c) Meaning of counselling, types and techniques of counselling
- d) Child guidance clinic
- e) Concept, nature, organisation and function of child guidance clinic
- f) Role of experts in child guidance clinic

Suggested Readings:

- Brown, J.F., *The Psychodynamics Of Abnormal Behaviour*, McGraw Hill, New York, 1940.
- Carson, R.C. & Butcher, J.N., *Abnormal Psychology And Modern Life*, Longman, London, 1988.
- Chauhan, J.C., *Mental Hygiene*, McGraw Hill, New York, 1970.
- Coleman, J.C., *Psychology And Effective Behaviour*, Taraporevala Sons & Co., Bombay, 1969.
- Crow, A. and Crow, D., *Mental Hygiene*, Macmillan, New York, 1963.
- Korchin, S. J., *Modern Clinical Psychology*, University of California, Berkeley, 1976.
- Kisker, G.W., *The Disorganised Personality*, McGraw Hill, New York, 1964.
- Mangal, S. K., *Abnormal Psychology*, S. K. Mangal Books, New Delhi, 1984.
- Mohanty, G., *Abnormal Psychology*, Kalyani Publishers, New Delhi, 2000.
- Page, I.P., *Abnormal Psychology*, Prentice Hall, New Delhi, 2011.
- Rayan, W. Carson, *Mental Health Through Education*, New York, 1939.
- Sarason and Sarason, *Abnormal Psychology*, Pearson, 1976.

Curriculum Studies

ED OC 402 CURS

Objectives:

- understand the concept, types, bases and determinants of curriculum
- understand different approaches of planning and designs of curriculum development
- apply the models of curriculum implementation
- understand the process of curriculum evaluation for quality sustenance
- understand contemporary trends in curriculum implementation

Unit I: Concept, Types, Bases and Determinants of Curriculum

- a) Concept of Curriculum – Meaning, Nature and Scope
- b) Types of curriculum – Subject-centric: differentiated and Undifferentiated, Learner-centric: Activity-cum experience based and Constructivism based
- c) Bases of Curriculum – Philosophical, Psychological, Sociological and Academic Discipline
- d) Determinants of Curriculum – Aims and Objectives, Knowledge resources, Teachers and other human supports, Learners and their requirements for knowledge development, Infrastructure, Technology and Administration; Characteristics of a good curriculum

Unit II: Curriculum Planning, Development and Implementation

- a) Basic considerations of Curriculum Planning – Planning of Formulation and Validation of Educational Objectives, Designing in Selection, Sequence, Continuity, Integration, Disciplinary Knowledge Structure and Learning points in the Content
- b) Approaches to Curriculum Design – Competency-based, Brahmer's, Modular and Systems
- c) Models of Curriculum Implementation – Administrative, Grass-root, Demonstration
- d) Curriculum Support Materials – Roles and Types

Unit III: Curriculum Evaluation

- a) Curriculum Evaluation – Concept, Nature, Objectives, Methods, Techniques, Criteria and Feed-back
- b) Curriculum of Evaluation Results – Interpretation and Applications
- c) Curriculum Evaluation for Quality Sustenance

Unit IV: Contemporary Trends in Curriculum Implementation

- a) Issues and Trends in Curriculum Implementation since New Education Policy – Primary, Secondary and Higher Education levels
- b) Implementation of Curriculum Framework Report (NCTE, 2005)
- c) Implementation of Curriculum Review Committee Report (UGC)

Suggested Readings:

- Agarwal, J. C., *Curriculum Development*, 2005.
- Bhalla, N., *Curriculum Development*,
- Kelly, A. V., *The Curriculum Theory and Practice*, Harper & Row, London, 1982.

- Tabah, N., *Curriculum Development: Theory and Practices*, New York, 1962.
- Sterhouse, L., *An Introduction to Curriculum Research and Development*, London, 1975.
- Walker, D. F., *Fundamentals of Curriculum*, 2002.

Information and Communication Technology In Education ED OC 403 EDT

Objectives:

- Explain the concept, nature and scope of ICT in education
- Describe the importance of open source software in education
- Narrate the national ICT policy towards the promotion of education in the country
- List and explain various approaches in adoption and use of ICT in education.
- List and explain various stages of ICT usages in general and pedagogical usages in particular in education.
- Describe the needed teacher competencies for ICT usage in the classroom.
- Demonstrate the use of various computer software such as MS Word, Excel and Power Point.
- Demonstrate the use of various ICT tools and assess the student learning by using ICT tools.

Unit I: ICT in Education

- a) ICT in Education: Meaning, Nature and Scope.
- b) Teleconferencing: Audio, Video and Computer Conferencing.
- c) E-Learning and Blended Learning
- d) Open Source software

Unit II: Communication Technology: Basics

- a) Models and Processes of Communication
- b) Growth of Communication Technology
- c) Applications of Communication Technology in the Classroom
- d) Future of Communication Technology

Unit III: Approaches, Stages and Competencies

- a) Approaches in adoption and use of ICT in education: Emerging, Applying, Infusing, and Transforming
- b) Stages of ICT usage: Awareness, learning how, understanding how and when and specialising in the use of ICT tools
- c) Pedagogical Usages of ICT: Supporting work performance, enhancing traditional
- d) teaching, facilitating learning and creating innovative learning environments
- e) Teacher Competencies: Content, pedagogy, technology, integration
- f) Review of Research on ICT in Education

Unit IV: ICT Tools

- a) Presentation Tool: MS Power Point for student learning
- b) Data Analysis Tools: MS Excel and SPSS
- c) ICT Tools: Email, Blogs, Wikis, Social Networking, Podcasting and CMap
- d) Assessment Tools: e-Portfolio, Rubistar and Hot potatoes

Unit IV: Internet as a Research Tool

- a) Meaning, History, working

- b) Educational uses of the Internet including: educational web sites and resources, downloading information
- c) Use in research: making of synopsis, cover page, Report writing by using Word Processing

Essential Readings:

- *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology*, NCERT, New Delhi, 2006.
- Senapaty, H.K., *ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives*. Bhubaneswar: Regional Institute of Education, NCERT, New Delhi, 2009.
- Senapaty, H.K., *Pedagogy-Technology Integration for the Professional Development of Teacher Educators*, Regional Institute of Education, Bhubaneswar, 2008.
- Singh, L. C. (Ed.), *Educational Technology for Teachers and Educators*, Vasunandi Publication, New Delhi, 2004.
- *Information and communication technology in education: A curriculum for schools and programme of teacher development*, UNESCO, Paris, 2002.
- *Capacity Building for ICT Integration in Education*. Retrieved from <http://portal.unesco>, 2008
- *ICT Competency Standards for Teachers: Policy Framework*. Retrieved from <http://portal.unesco>, 2008

Suggested Readings:

- *Education International Conference*, 2007, (pp. 2214-2226).
- Mishra, P. and Koehler, M., “Technological Pedagogical Content Knowledge (TPCK): Confronting The Wicked Problems Of Teaching With Technology”, in, Crawford, C. et al. (Eds.), *Proceedings of Society for Information Technology and Teacher*, 2007.
- Mishra, P. and Koehler, M.J., “Technological Pedagogical Content Knowledge: A Framework For Integrating Technology In Teacher Knowledge”. *Teachers College Record*, 108, 6, 2006, pp. 1017-1054.
- Mishra, S., “Developing E-Learning Materials: Some Pedagogical Concerns”, *Indian Journal of Open Learning*, 17, 2, 2004.
- Resta, P. (Ed.), *Information and Communication Technologies in Teacher Education: A Planning Guide*, UNESCO, Paris, 2002.
- Roblyer, M.D., *Integrating educational technology into teaching*, Pearson, New Delhi, 2008.
- Stodel, E.J. et al., “Learners’ Perspectives On What Is Missing From Online Learning: Interpretations Through The Community Of Inquiry Framework”, *The International Review of Research in Open and Distance Learning*, 7, 3, 2006.
- <http://www.irrodl.org/index.php/irrodl/article/view/325/743>. Retrieved on 19 Feb., 2007.
- *Information and Communication Technologies in Teacher Education A Planning Guide*, UNESCO, Paris, 2002
- *How ICT Can Create New, Open Learning Environments: Information And Communication Technologies In Schools: A Handbook For Teachers*, UNESCO, Paris, 2005.

