C.C.S. UNIVERSITY, MEERUT

DEPARTMENT OF EDUCATION (ARTS)
M.A. (Education)
SYLLABUS

Semester III

PG 301 Educational Measurement and Evaluation

PG 302 Educational Guidance and Counselling

PG 303 Teacher Education

PG 304 Educational Technology

PG 305 Practicum

Semester IV

PG 401 Special Education

PG 402 Curriculum Development

PG 403 Higher Education in India

PG 404 Educational Administration

PG 405 Dissertation

Note : Assignments for PG 305 and PG 405 should be submitted before the commencement of III & IV Semester external examination respectively. These will be examined by external examiner

Semester III

PG 301 : Educational Measurement and Evaluation

Objectives :

To enable students to-

1. develop understanding of concept of Educational Measurement and Evaluation.

2. understand the process of test development and their standardization.

3. develop in them the skills of administration and interpretation of Educational and Psychological tests.

Course Outline :

Unit I : Educational Objectives and Educational Evaluation

A. Meaning and level of educational objectives : congnitive, affective, psychomotor.

B. Concept, need & scope of educational measurement physical vs psychological measurement.

C. Types of evaluation : continuous & comprehensive evaluation, summative, formative, diagnostic, grading, semester system.

Unit II : Tools of Measurement & Evaluation

A. Subjective & objective tool, essay test, objective test, scale, questionnarie, schedule, inventories, performance test.

Unit III : Measurement of Learning and Achievement

A. Characteristics of a good measuring instrument.

B. Criterion and norm referenced tests, scaling- z-score, t-score, c-score.

C. Steps in construction of achievement test.

D. Process of standardization of a achievement test.

Unit IV : Measurement of Psychological Triats

Need and kinds of measurement tools of following traits-

A. Intelligence

B. Personality

C. Creativity

D. Aptitude

E. Interest

REFERENCE BOOKS :

1. Anastasi. A (1976) 'Psychological Testing', Mcmillan Publishing Co. INC, N.York.

2. Bhargav, Mahesh (2003), 'Adhunic Manovagyanic Parikshan Avam Mapan : H.P. Bhargav Book House, Agra.

3. Fergusan G.A. (1976), 'Statistical Analysis in Psychology and Education' Tokyo, Mcgraw hill Book Co. N.York.

4. Garrette H.E. (1969), 'Statistics in Psychology and Education', Bombay Vakils Feffer and simous Pvt. Ltd.

5. Gupta S.P. (2001), 'Adhunic Mapan Avam Mulyankan', Sharda Pustak Bhawan, Allahabad.

6. Sharma R.A. (1999), 'Essentials of Educational Measurement and Evaluation' R.Lal Book Depot, Meerut.

PG 302   :   Educational Guidance and Counselling

Objectives :

To enable the students to-

1. understand the concept of guidance and counselling and their application to the process of education.

2.	acquaint with the aim, principles, techniques and organization framework for various guidance services.

3.	understand the procedure of counselling.

Course Outline :

Unit I : Introduction to Guidance

    A.	Meaning, nature & priniciples of guidance.

    B.	Need of guidance.

    C.	Areas of guidance : educational, vocational, personal.

Unit II : Information Collection for Guidance

    A.	Tools & techniques for guidance

    B.	Nontesting techniques : observation, questionnaire, rating scale, interview, cumulative record, anecdotal record, case study.

Unit III : Guidance Services

    A.	Organization of guidance services, group guidance - concept & need.

    B.	Individual information service.

    C.	Occupational information service.

    D.	Placement services.

    E.	Follow-up services.

Unit IV : Counselling

    A.	Nature & principles of counselling, counselling & psychotherapy,guidance Vs counselling

    B.	Counselling approaches : directive, non-directive, elective.

    C.	Need & process of individual & peer conselling, counselling for adjustment.

    D.	Various counselling techniques.

REFERENCE BOOKS :

1.   Crow and Crow. 'An Introduction to Guidance', New Delhi. Eurasia Publishing House Pvt. Ltd.

2.   Jaiswal Sita Ram, 'Guidances Counselling', Prakshan Kendra, Lucknow.

3.   Chauhan S.S. 'Principles and Techniques of Guidance', New Delhi Vikas Publishing House.

4.   Dave, Indu, 'The Basic Essentials of Counselling', Sterling Publishers Pvt. Ltd., New Delhi.

5.   Kochar S.K. 'Guidances and Counselling In Colleges and Universities', Sterling Publishers, New Delhi.

6. Donald   E.Super ,Guidance and Counselling   , Mcgraw Hill, Newyork

PG 303   :   Teacher Education

Objectives :

To enable the students to-

1.   acquaint with the knowledge of historical development of teacher education in India.

2.   acquaint with concept and structure of pre-service and inservice teacher education.

3.   acquaint with the techniques of teacher education and student teaching.

4.   understand the recent trends in teacher education.

Course Outline :

Unit I : An Introduction and Brief Review of Development of Teacher Education in India.

A.   Meaning and objectives of teacher education at primary, secondary & college level.

B. Historical perspective of teacher education-

a. Pre-independance : ancient, medivial and british period.

b. Post independance :

   (i) Recommendations of various comissions on teacher education

   (ii) NPE - 1986 and it's revised formulation 1992

C. Agencies of teacher education : NCTE, NCERT, SCERT, DIETs, ASCs, IASEs, their purpose & functions.

Unit II : Programmes of Teacher Education

A. Pre-service teacher education - meaning, types, objectives, curricular structure (NCFTE 2005), and evaluation at various levels.

B. In service teacher education- meaning, objectives and strategies'.

C. Education of teacher educators : NCTE requirements and UGC norms for selection of teacher educators at various levels.

Unit III : Issues in Teacher Education

A. Quality Assurance in Teacher Education.

B. Distance Mode of Teacher Education.

C. Research trends in Teacher Education.

D. ICT in Teacher Education.

REFERENCE BOOKS :

1. Buch, M.B. 'Surveys of Research in Education', Trends reports on teacher education, Baroda and New Delhi.

2. Digumati Bhaskar Rao, 'Teacher Education in India', Discovery Publshing House, New Delhi.

3. Gupta, Arun K., 'Teacher Education Current and Prospects,' Sterling Publsher and Pvt. Ltd. N. Delhi.

4.   Menon T.K., Kaue G.N., 'Experiments in Teacher Training,' New Delhi, NCERT.

5.   Mohanty Jagamath, 'Teacher Education', Deep and Deep Publication Pvt. Ltd., New Delhi.

6.   Sing L.C., Sharma P.C., 'Teacher Education and the Teacher', Vikas Publishing House, New Delhi.

7.   Sharma R.A., 'अध्यापक शिक्षा,' Loyal Book Depot, Meerut.

PG 304   :   Educational Technology

Objectives :

To enable students to-

1.   understand nature of Educational Technology and its components i.e. hardware, software.

2.   distinquish between communication and instruction.

3.   acquaint with levels, strategies and models of teaching.

4.   understand programmed instruction and CAI.

Course Outline :

Unit I : Educational Technology

A.   Meaning, scope and components of educational technology.

B.   Systems and multimedia approach in educational technology.

C.   Educational technology and distance education.

Unit II : Communication Process and Designing of Instructional

   system.

A.   Concept, principles, modes and barriers of communication.

B.   Classroom communication (verbal and non-verbal).

C.   Systematization of Instruction

   a. formuation of Instructional objectives.

b. Task analysis.

c. designing of instructional strategies such as lecture, team teaching, discussion, panel discussion, seminars, tutorials.

Unit III : Teaching & Instruction

A. Difference between teaching & instruction.
B. Stages of teaching - Pre, interactive, post.
C. Levels of teaching - memory, understanding and reflective.
D. Models of teaching.
E. Modification of teaching-behaviour : Flander's interaction analysis, simulation, micro teaching.

Unit IV : Programmed Instruction

A. Origin and types of programmed instruction
B. Development of programmed instruction material
C. Computer assisted learning.

REFERENCE BOOKS :

1.   Dececco, John P., 'Educational Technology', Holt Rinehalt, Winston, N.York.

2.   Dececco John P. Crawford W., 'The psychology of Learning and Instruction : Educational Technology', New Delhi Printice Hall of India.

3.   Mishra K.S., 'शिक्षा में नव चिन्तन', शिक्षण प्रतिमान संग्रहालय, कानपुर.

4.   Rai Usha, 'Educational Technology', Himalaya Publishing House, Mumbai.

5.   Sharma R.A. 'शिक्षा तकनीकी', International Publishing, Meerut.

6.   Sharma, Motilal, 'System Aproach : Its Applications in Education', Himalaya Publishing House, Mumbai.

PG 305 : Practicum

Any two of the following :-

1. Administration and Interpretation of one standardized psychological test.

2. Construction, administration and interpretation of a teacher made achievement test.

3. Determining the reliability of a Educational test.

4. Determining the validity of a Educational test.

5. Construction of a Question Bank for a Unit of any school subject.

<u>Semester IV</u>

PG 401 : Special Education.

Objectives :

To enable students to-

1. explain the concept of special education.

2. describe the concept of physical and mental disabilities.

3. identify the different learning disabilities.

4. comprehend the educational aspects of exceptional children.

Course Outline :

Unit I : Conceptual foundation of special education

A. Concept and nature of special education.

B. Various issues and trends in special education such as- inclusive education, integration, labeling, Advocacy, main streaming.

C. Historical progression of special education.

D. Legislation and policies regarding special education in India and abroad.

Unit II : Various Dimensions of Children With Special Needs.

A. Meaning, identification, causes, educational interventions of the following :-

a. Orthopedic and neuromuscular

b. Mental retardation

c. Visual impairment

d. Hearing impairment

Unit III : Education for Gifted and Creative Children

A. Meaning & characteristics

B. Assessment and testing.

C. Educational intervention programmes.

Unit IV : Education for learning disabled children

A. Concept and nature

B. Different types of learning disabilities- Dyslaia, Dysgraphia, Dyscalculia, Dysphasia, ADHD, Anditory perception desorders, visual perception disorders, Dispraxia.

C. Identification, assessment and educational programmes.

Unit V : Juvenile Delinquency Among Children

A. Meaning, Legislation.

B. Causes, issues, prevention measures.

C. Rehabilitation programmes.

REFERENCE BOOKS :

1. Dessent, T, 'Making the Ordinary School Special', The Farmer Press, London.

2. Panda, K.C., 'Education of Exceptional Children', New Delhi, Vikas Publishing House.

3. Panda, R.S. and Advani, 'Perspective in Disabilities and Rehabilitation', New Delhi, Vikas Publishing House.

4.   John S.W. and Merasky, 'Learning Disabilities', Allyne and Bacon.

5.   Naryan J (2003), 'Educating Children with Learning Problem in Regular Schools,' N.M.H. Securdrabad.

6.   Overton T., 'Assessment in Spcial Education'. An Applied Approach', New Delhi, Mcmillan.

7.   Peshwaria R. and Verma V., 'Behaviour of retarted children : A Manual for Teacher', N/MH, Securdrabad.

PG 402   :   Curriculum Development

Objectives :

To enable the students to-

1.   understand the concept and types of curriculum.

2.   understand the need of theories of curriculum development.

3.   familiarise students with different models of curriculum development.

4.   acquaint students with system approach to curriculum designing.

Course Outline :

Unit I : An Introduction to curriculum.

A.   Meaning and domains of curriculum - objective, content, learning experiences and evaluation.

B.   Types of curriculum - Subject centred and learner centred. Core curriculum and intergrated curriculum.

Unit II : Theories and Models of Curriculum

A.   Need & importance

B.   Types of curriculum theories

C.   Models of curriculum development

a. Deductive and inductive models.

b. Miel's dynamic model

Unit III : Systems approach to curriculum

A. Concept, Open and Closed System.

B. System analysis and it's steps

C. Curriculum as a system.

D. Systems approach to instruction phases.

Unit IV : Curriculum Evaluation

A. Nature and need

B. Approaches to curriculum evaluation-formative and summative

C. Evaluation models.

REFERENCE BOOKS :

1. Godson, I.F., 'Stydying Curriculum : Cases and Methods,' Buckinghum, Open University Press.

2. Gwynn, J.M. and Chase, J.B., 'Curriculum Principles and Social Trends', New York, M.C. Milan Co.

3. Lawton D., 'Theory and Practice of Curriculum Studies', London, Routledge and Kegan Paul.

4. NCERT, Curriculum Framwork, Publication Deptt. NCERT.

5. Tanner D and Tanner, 'Curriculum Development', McMillan Co. New York.

PG 403 : Higher Education in India

Objectives :

To enable students to-

1. understand the structure of higher education in India.

2. familiarize them with the historical perspectives of higher education.

3. understand the significance of administrative bodies of higher education.

4. develop an insight into the certain issues of higher education.

Course Outline :

Unit I : An Introduction to Higher Education.

    A. Concept and objectives of Higher Education.

    B. Structure of Higher Education- Central, State, Deemed, Open and Private Universities.

    C. Economics of higher education- resources and financial management, self financing in Higher Education.

    D. Policies regarding higher education.

Unit II : Development of Higher Education in India

    A. Higher education in ancient, medivial and british period.

    B. Higher education in post independent india-commissions, NPE 86, 92.

Unit III : Administration of Higher Education

    A. Central & state govt. & universities.

    B. MHRD and UGC, Association of Indian Universities.

    C. Internal administration of universities and various administrative committees.

    D. NAAC for qualitative administration.

Unit IV : Some Significant Issues and Possibilities of Higher Education.

    A. Interdisciplinary approach and work experience in higher education.

    B. Autonomy of universities,
       foreign universities.

    C. Semester system, common curriculum.

D. Quantity, quality and evaluation in higher education.

E. Role of teachers in higher education.

REFERENCE BOOKS :

1. Chalam K.S., 'Challenges in Higher Education', N. Delhi, Anmol Publication, 2005.

2. Dahiya, B.S. 'Higher Education in India', N. Delhi, Kanishka, 1997.

3. Garg, V.P., 'Financing Higher Education', Scope and Limits, N. Delhi, Radha Publication, 1976.

4. Moonis, Raza, 'Higher Education in India', Retrospect and Prospect, N. Delhi, AIU, 1991.

5. Sharma, R.S., 'Higher Education-Scope & Development', N. Delhi, Commonwealth Pub., 1995.

6. UGC, 'Development of Higher Education in India', N. Delhi, 1982.

PG 404   :   Educational Administration.

Objectives :

To enable the students to-

1. develop an understanding of concept and process of educational administration.

2. understand the function of educational administration.

3. develop an insight about the educational planning and supervision.

4. understand the recent techniques in educational administration.

Course Outline :

Unit I : Educational Organizations and Educational Administration.

A. Organizations meaning and types, characteristics of educational organizations.

B. Meaning and principles of educational administration, administration vs. management.

C. Historical evolution of management- classical neo-classical and modern management.

D. Leadership in educational administration- concept, theories and styles.

E. Functions of educational administration.

Unit II : Educational Planning.

A. Meaning and nature.

B. Approaches to educational planning.

Unit III : Educational Supervision.

A. Meaning and nature, Inspection vs. supervision.

B. Types of educational supervision.

C. Planning, organizing and implementing a supervisory Programme.

Unit IV : Modern Techniques in Educational Management.

A. PERT

B. PPBS

C. MBO

D. TQM

REFERENCE BOOKS :

1. Anand W.P. Gurung, 'General Principles of Management for Educational Planner and Administrator', UNESCO, 1984.

2. Bhatnagar, R.P., 'शैक्षिक प्रशासन,' R. Lal Book Depot, Meerut.

3.   Goel S.D. 'Modern Management Techniques', New Delhi, Deep and Deep, 1987.

4.   NIEPA, 'Modern Management Techniques in Educational Administration', New Delhi, MIEPA, 1971.

5.   NIEPA, 'Educational Management in India', New Delhi, NIEPA, 1986.

6.   Shukla, P.D., 'Administration of Education in India' N. Delhi, Vikas, 1983.

PG 405 : Dissertation