

WEST BENGAL STATE UNIVERSITY, BARASAT

DEPARTMENT OF EDUCATION

SYLLABUS OF M.A. IN EDUCATION

(SEMESTER I & II)(Duration one academic year)

<u>SEMESTER – I</u>	<u>CLASSES</u>	<u>CREDIT</u>
213/01 COURSE 01- Philosophical Foundations of Education	42	3
213/02 COURSE 02- Psychological Foundations of Education	42	3
213/03 COURSE 03- Sociological Foundations of Education	42	3
213/04 COURSE 04 - Comparative Education	42	3
<u>TUTORIAL</u>		
Assignment+ Mid term Exam of Course No.1		1+1
Assignment+ Mid term Exam of Course No.2		1+1
Assignment+ Mid term Exam of Course No.3		1+1
Assignment+ Mid term Exam of Course No4		1+1
<u>SEMESTER – II</u>		
213/05 COURSE 05-Philosophical Foundation of Education	42	3
213/06 COURSE 06- Psychological Foundations of Education	42	3
213/07 COURSE 07-Sociological Foundations of Education	42	3
213/08 COURSE 04-Comparative Education	42	3
<u>TUTORIAL</u>		
Assignment+ Mid term Exam of Course No.5		1+1
Assignment+ Mid term Exam of Course No.6		1+1
Assignment+ Mid term Exam of Course No.7		1+1
Assignment+ Mid term Exam of Course No.8		1+1

(Semester I & II)

First Semester

Contd. ...

Course No. 213/01

Philosophical Foundations of Education

Objectives : To enable the students to develop the following objectives -

- to understand the contributions of Philosophy in the discipline of Education.
- to develop the contributions of different schools of Indian Philosophy to the field of education.
- to understand the impact of Western School of Philosophy on Indian Education.
- to understand some concepts related to social Philosophy of education and build competency to interpret and evaluate those concepts fully.
- to acquaint themselves with the contributions of some Indian and Western Educational Thinkers.

Contents

Unit - I : Meanings of Education and philosophy. Meaning, Nature and Scope of Educational Philosophy, Relationship between Education and Philosophy.

Unit - II : Indian Schools of Philosophy : A brief outline of the main tenets of Nyaya, Vaishesika, Sankhya, Yoga and with special reference to their educational implications.

Unit - III : Western Schools of Philosophy : Idealism, Naturalism, Pragmatism, Realism with special reference to aim, curriculum and method of teaching.

Unit - IV : Contributions of Modern Educational Philosophers - Froebel, Herbert Spencer, John Dewey, Bertrand Russell.

Reference Books

1.Educational Philosophy-S.Seetharamu.(R)

- :
2. Educational Philosophy-Viswal(T)
 3. Bharatiya Darshan- Dipak Bagchi (T)
 4. Philosophical Bases of Education-R.R.Rusk (R)
 5. Outlines of Indian Philosophy-J.Sinha (T)
 6. Philosophical Foundations of Education-K.K.Shrivastava (T)
 7. Great Educators-R.R.Rusk (R)
 8. Educational Thoughts and Practice-V.r.Taneja (R)
 9. Critical Survey of Indian Philosophy-Chandradhar Sharma (R)
 10. Contemporary Indian Philosophy-B .K .Lal (R)

Course No.213 /02

Psychological Foundations of Education

Objectives : To enable the students to develop the following objectives -

- to understand the contributions of different schools of Psychology to Education.
- to understand the nature of various process of growth & development in acquiring educational Programs.
- to understand the nature of learning and transfer of learning.
- to understand the nature of motivation and its relation to learning.

Unit - I : Major Schools of Psychology and their contribution towards education - Behaviourism, Cognitive, Gestalt, Psychoanalysis.

Unit - II : Growth and Development - Physical, Social, Intellectual, emotional & moral characteristics and role in educational processes.

Unit - III : Learning - concept, Nature & Types. Factors of learning their characteristics and relation with learning. Attention & Interest,

:
Maturation & Motivation, Remembering & Forgetting, Information Processing Model.

Unit - IV : Transfer of Learning - Concept, importance, Nature & Types, Contemporary views regarding general transfer & specific transfer. Theories and Methods of enhancing transfer of learning.

Unit - V : Motivation - Theories & their educational implications - Hierarchy of Needs, Achievement Motivation, Attribution Theory.

Reference books-

1. Educational Psychology-C.E.Skinner (R)
2. Text book of Educational Psychology-Y.K.Sharma (T)
- 3.The Advanced Educational Psychology,The Psychology of the Learner- M.m.Fernandes (R)
4. Educational Psychology-Anita Wolfolk (R)
- 5 .Essentials of Educational Psychology-S.K.Mangal (T)
6. Foundations of Education-G.Arunamohan (T)
7. The Structure of Learning- Gardner & Gardner (R)
8. Educational Psychology -Kakkar (T)
9. Psychological Foundations of Education-Prem Prakash (T)

Sociological Foundations of Education

Course No.213/ 03

Objectives : To enable the students to develop about -

- Meaning and Nature of Education, Society Educational Sociology, Sociology of Education.
- Different determinants of Sociology in Education.
- Application of Sociological Concepts on different segments to our society.
- Relationship between Education and Social Organisation.
- The Concept of Culture.

Content

Unit - I : Meaning and Nature : Education, Society, Educational Sociology and Sociology of Education Education as a process of Socialization.

Unit - II : School and Community : School Community relationship, changes in Indian Society and their impact on education, Socio-metric study in formal groups.

Unit - III : Population : Population dynamics, Population growth, components of population growth - fertility, mortality, migration, Population composition, age, sex, religion, literacy, Population Policy in India.

Unit - IV : Education and Social Organization : Factors affecting social organization, social group, Group-dynamics in a class room situation, Folk way, Mores, Institutions.

Unit - V : Education and Culture : Meaning and Nature of Culture, Role of education in Cultural Context, Cultural determinants of Education, Cultural change & Lag.

Reference Books

- :
1. Educational Sociology-F.J.Brown (R)
 2. Sociology of Education in India-N. Jayaram (T)
 3. Sociological foundations of Education-Hemlata Talesra (T)
 4. Sociological Philosophy of Education-Y.K.Sharma (T)
 5. Sociological Perspectives in Education-S.C. Shukla &K. Kumar (R)
 6. Education and Society-Concepts , Perspectives & Suppositions-J. Prasad (R)
 7. Sociology of Education -Jacob Aikara (R)
 8. Indian Social Problems-Ram Ahuja (T)

Comparative Education

Course No. 213/04

Objectives : To enable the students to develop about -

- To understand the students about comparative education as an emerging discipline of Education.
- To understand the various factors of Comparative Education.
- To analyze contemporary trends in Education of the world with special reference to UNO and its various bodies.

Contents

Unit - I : Comparative Education - Meaning, Nature, Scope and Importance. Comparative Education as an independent academic discipline. Methods of Comparative Education.

Unit - II : Factors of Comparative Education - Geographical, Socio-Cultural, Historical, Philosophical, Economic, Scientific, Structural and Functional.

Unit - III : Contemporary Trends in World Education - National and International, Role & Programmes of UNO and its various official bodies in improving the quality of Education among the member countries.

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Reference Books

1. Comparative Education-T.S. Sodhi (R)
2. Comparative Education- Chaube & Chaube (T)
3. Comparative Education -Yk.Sharma (R)
4. Comparative Education -R.N. Sharma (T)
5. Comparative Education-A Study of educational Factors andTraditions-N. Hans (R)

Second Semester **Philosophical Foundations of Education**

Course No. 213/05

Objectives : To enable the students to develop about -

- The Role of Indian Philosophy in Education System.
- Contributions of some Indian Philosophers and Educationists.
- The Conception about Western Schools of Philosophy.
- The modern concept of Philosophy.

Contents

- Unit - I : Indian Schools of Philosophy : Buddhism, Jainism, Charvaka, with special reference to educational implications.
- Unit - II : Educational Philosophies and activities of Swami Vivekananda, R. N. Tagore, Mahatma Gandhi and S. Radhakrishnan.
- Unit - III : Western Schools of Philosophy : Existentialism, Progressivism and Marxism with special reference to their educational implications.
- Unit - IV : Modern Concept of Philosophy : Analysis - logical analysis logical positivism and Relativism.

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Reference Books

- 1.Educational Philosophy-S.Seetharamu.(R)
2. Educational Philosophy-Viswal(T)
- 3.Bharatiya Darshan- Dipak Bagchi (T)
- 4.Philosophical Bases of Education-R.R.Rusk (R)
- 5.Outlines of Indian Philosophy-J.Sinha (T)
- 6.Philosophical Foundations of Education-K.K.Shrivastava (T)
- 7.Great Educators-R.R.Rusk (R)
- 8.Educational Thoughts and Practice-V.r.Taneja (R)
- 9.Critical Survey of Indian Philosophy-Chandradhar Sharma (R)
- 10.Contemporary Indian Philosophy-B .K .Lal (R)

Second Semester
Psychological Foundations of Education
Course No.213/ 06

Objectives : To enable the students to develop about -

- Meaning and Nature of higher mental processes and their measurement.
- Nature and Theories of Learning.
- Nature of personality, individual differences and their educational importances.
- Meaning and forms of Students' Diversity

- :
Unit - I : Intelligence - Concept and Nature. Theories and their educational significance - Cattell, Guilford, Gardner Measurement, Logical Thinking and Problem solving. Measurement of Intelligence.
Creativity - Concept and Nature, Factors of Development of creativity, Measurement of Creativity.
- Unit - II : Theories of Learning - Skinner, Hull, Tolman, Lewin, Gagne, Concept learning - Bruner, Constructivism - Piaget, Vygotsky.
- Unit - III : Personality - Concept and Nature. Theories & Educational implications - Cattell, Eysenck, Jung, Erickson, Individual differences - Concept, types, Role of heredity, environment and culture, Implications of individual differences for organizing educational programmes.
- Unit-IV: Students' Diversity - Definition, Different Forms-Learning Disability, Giftedness,Socio-economic disadvantages, Mental Retardation

Reference books-

1. Educational Psychology-C.E.Skinner (R)
2. Text book of Educational Psychology-Y.K.Sharma (T)
- 3.The Advanced Educational Psychology,The Psychology of the Learner-M.m.Fernandes (R)
4. Educational Psychology-Anita Wolfolk (R)
- 5 .Essentials of Educational Psychology-S.K.Mangal (T)
6. Foundations of Education-G.Arunamohan (T)
7. The Structure of Learning- Gardner & Gardner (R)
8. Educational Psychology -Kakkar (T)
9. Psychological Foundations of Education-Prem Prakash (T)

Second Semester
Sociological Foundations of Education
Course No.213/ 07

Objectives: To enable the students to develop about -

- The knowledge about Social Change.
- The knowledge about Social stratification.
- To know the relationship between Education and other Processes.
- To understand some social problems in India and the role of Education

Unit - I : Education and Social Change - Factors affecting social change. Constraints of social change - caste, ethnicity, class, language religion, regionalism. Theories of Social change (Marxian theory and Sorokin's view)

Unit - II : Education and Social stratification - Role of education in social mobility, Education to social equity & equality of educational opportunity.

Unit - III : Education in relation to democracy, Politics, religion, national integration, globalization.

Unit - IV : Social Problems in India and Role of Education to minimize-Poverty, Illiteracy, Child abuse and Child labour, Drug abuse and Drug addiction, Terrosism.

Reference Books

1. Educational Sociology-F.J.Brown (R)
2. Sociology of Education in India-N. Jayaram (T)

- :
3. Sociological foundations of Education-Hemlata Talesra (T)
 4. Sociological Philosophy of Education-Y.K.Sharma (T)
 5. Sociological Perspectives in Education-S.C. Shukla &K. Kumar (R)
 6. Education and Society-Concepts , Perspectives & Suppositions-J. Prasad (R)
 7. Sociology of Education -Jacob Aikara (R)
 8. Indian Social Problems-Ram Ahuja (T)

Second Semester
Comparative Education
Course No.213/ 08

Objectives: To enable the students to develop about -

- To understand some selected systems of education of the world.
- To analyze some selected systems of education of the world.
- To compare some selected systems of education of the world.

Contents : Comparative study of the Education System with reference to the following countries -

Unit - I : Universalization of Elementary Education - U.K., USA and Japan with special reference to India.

Unit - II : Secondary Education - U.K., USA and Germany with special reference to India.

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Unit - III : Higher Education - UK, USA and France with special reference to India.

Unit - IV :

Teacher Education - UK, USA and Germany with special reference to India

Reference Books

1. Comparative Education-T.S. Sodhi (R)
2. Comparative Education- Chaube & Chaube (T)
3. Comparative Education -Yk.Sharma (R)
4. Comparative Education -R.N. Sharma (T)
5. Comparative Education-A Study of educational Factors andTraditions-N. Hans (R)

SYLLABUS OF M.A IN EDUCATION (COURSE No.-213)

SEMESTER III & IV

Duration one academic year

SEMESTER -III Classes Credit

213/09—Methodology of Educational Research	42	3
213/10—Educational Technology	42	3
213/11—One Special Paper	42	3
213/12- Educational Management	42	3

TUTORIAL

Assignment +Mid-term Exam of Course No.9	1+1
Assignment +Mid-term Exam of Course No.10	1+1
Assignment +Mid-term Exam of Course No.11	1+1
Assignment +Mid-term Exam of Course No. 12	1+1

SEMESTER—IV Classes Credit

2

213/13— Methodology educational research	42	3
213/14—Educational Technology	42	3
213/15—One Special Paper	42	3
213/16—Project /Dissertation/Presentation of Seminar Paper (E.T and Spl . paper only)		5

TUTORIAL

Assignment +Mid-term Exam of Course No.13	1+1
Assignment +Mid-term Exam of Course No.14	1+1
Assignment +Mid-term Exam of Course No.15	1+1

213/16- /Project /Dissertation/Presentation of Seminar paper(E.T. and Spl .paper only) (Application on field)	5
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E.T = 10 +15

Spl.Paper = 10 +15

SEMESTER—III

METHODOLOGY OF EDUCATIONAL RESEARCH

Course No. 213/9

OBJECTIVES

To enable the students to

*Describe the nature and process of research in education

*Find the sources of information of new knowledge

*Describe and differentiate the various methods of sampling

*Develop the concept of quantification, measures, grouping & presentation of data

Contents

Unit-I: Research: Meaning, Nature, Characteristics and steps of scientific inquiry

Educational Research- fundamental, applied, action, Longitudinal & Cross sectional,

Quantitative & Qualitative research

Unit-II: Tools & techniques of data collection, Criteria of good research tools, characteristics and uses of observation , interview, questionnaire, rating scale, attitude scale and tests of performance.

Unit-III: Reliability & validity: concept & types, Different methods of estimation, importance & their uses.

Unit—IV: Classification, Quantification and presentation of Research data, Graphical presentation-Histogram, Polygon and Ogive, Statistical description with different measures of Central tendencies and Variabilities

Unit—V: Normal Probability Curve: concept, characteristics and uses. Causes of non normality, Standard scores-kinds, uses in educational research.

Unit—VI: Measures of relationship: Co-efficient of correlations rank difference, product moment Biserial and Point biserial, Partial and Multiple correlations. (concepts and uses only)

Reference books

- :
1. Research Methods in Education-L. Cohen; K. Morrison (R)
 2. Psychological Testing-Anastasi & Urbina (R)
 3. Statistics in Psychology and Education-S. K .Mangal (T)
 4. Research Design-J.W. Creswell (R)
 5. How to do Research in Education-C.V .Good (R)
 6. Statistics in Psychology and Education-H.E. Garrett & R .S Woodworth (T)
 7. Foundations of Research-de Marris & Lappan (R)
 8. Research in Education-Best & Kahn (T)

EDUCATIONAL TECHNOLOGY (COMPULSORY)

Course No. 213/10

OBJECTIVES

To enable the students to

- *Explain the meaning nature and scope of ET
- *Explain the different models of teaching
- *Develop & design instructional system
- *Learn to apply ET in open and distance education system

And use of different media

- *Learn different emerging trends in Et and their uses

Contents

Unit-I: Meaning, nature and scope of ET; ET as a system and its characteristics.

Unit-II: Difference between teaching, instruction, conditioning and training,

Unit-III:Models of teaching-meaning,nature,and function; Families of teaching models, Teaching models of Glasser, Bruner, Ausubel and Piaget

Classroom interaction-Flanders' Interaction Analysis and application in education

Unit-IV: Formulation of instructional objectives; Task Analysis; Instructional Strategies- lecture, team teaching., seminar and simulated teaching.

Unit-V: Application of ET: Open and Distance Learning systems; EDUSAT and Multimedia in Education

Unit-VI: Emerging trend in ET: Language Laboratory, Radio Vision, Teleconferencing, CCTV and Radio.

Reference Books

- 1 Essentials of Educational Technology-Mangal&Mangal (T)
2. Educational Technology-D.D.Aggarwal (R)
3. Educational Technology-Knowledge Assessment-M.Mukhopadhyay (R)
4. Educational Technology & Management-Y K Sharma & M.Sharma (R)
5. Educational Technology-J. Mohanty (R)
6. Fundamental Aspects of Educational Technology- Y. K .Sharma(T)
7. Educational Technology – Usha Rao (R)
8. Siksha Prajuktibijnan—Maloy Kr. Sen (T)
9. Sikshan O Nirdeshanar Manastatwa – D Mukherjee and S.K Ghosh (T)

TEACHER EDUCATION (SPECIAL PAPER)

Course No.-213/11

Objectives:

To enable the students to

- Meaning ,Scope & Objectives of Teacher Education and its development in India
- Different agencies of Teacher education
- Various aspects of student-teaching programme

Contents

Unit-I: Concept, scope and objectives of Teacher Education at different levels (Elementary, Secondary and Tertiary). Development and Evaluation of Teacher Education with special reference to Kothari Commission , NPE 1986 and NCF-2009 by NCTE

Unit-II: Pre- Service and In -service teacher education, Teacher Education through Distance Mode Orientation and Refresher courses for in –service teacher education.

Unit-III: Teacher education and practicing school; Teacher education & community.

Unit-IV: Levels of teaching- Memory, Understanding and Reflective levels,

Micro teaching, interaction analysis, Evaluation of teaching effectiveness.

Teaching strategies- Preactive, Interactive and Postactive.

Reference Books:

1. Teacher Education : Principles, theories and practices – Sashi Prabha Sharma (T)
2. Technology of Teaching – A.R. Sharma(R)
3. Characteristics of Teacher – Ryan and G. Davis (R)
4. Teacher Education in India – A Resource Book – L. C. Singh (ed), NCERT(R)
5. Teacher Education in India- V. K. Kohli(R)
6. Better Teacher Education - K. K. Shrimali (R)
7. Teacher Education in India – K. K . Vasisth (T)
8. Teacher Education – B.N. Panda and A.D. Tiwari. (T)

GUIDANCE AND COUNSELLING (SPECIAL)

Course No. 213/11

Objectives:

To enable the students to

- Understand the concept & nature of guidance
- Understand the process of guidance & counseling
- Understand the process of vocational guidance & career counselling

Unit-I: Guidance-Concept, nature, principles and types-educational, vocational and individual, Role of parent teacher, counselor in guidance, Guidance personnel

Unit-II: Organisation of guidance service at different levels of education, Kinds of services-information, testing, counseling and follow up, Role of personnel in guidance programmes

Unit-III: Tools & Techniques in guidance & counseling Case study, Records, Interview, Psychological testing

Intelligence, Aptitude, Interest, Personality Sociometric technique.

Unit-IV: Problem behaviour—Stealing, Lying, Stammering & bed-wetting-diagnostic symptoms, causes & treatment

Reference Books:

1. Guidance and Counseling in Secondary School – S.K. Kochar (T)
2. Guidance and Counseling – Gibson (R)
3. Principles of Guidance and Counselling – K.K. Shrivastava (T)
4. Fundamentals of Mental Health Education – Sashi Prabha Sharma. (T)
5. Abnormal Psychology : The Problems of Maladaptive Behaviour – Sarason and Sarason (R)
6. Abnormal Psychology and Modern Life –Carson and Butcher(R)
7. Essentials of Abnormal Psychology – Labh Sing and G.P. Tiwari (R)
8. Abnormal Behaviour and Personality- T. Millon and R. Millon. (R)
9. Fundamentals of Guidance and Counselling – S.S. Mathur (T)

EDUCATIONAL MANAGEMENT

Course No – 213/12

Objectives - To enable the students to develop the following objectives.

- To understand the nature , scope and functions of Educational Management .
- To have an idea about the difference between administration, management and supervision.
- To have some ideas about educational planning.
- To understand institutional management.
- To understand the leadership and its function.

Contents

UNIT 1

Educational Management: concept, Nature Evolution of Scientific Management – Taylorism, Fayolism, Demingism (Quality Management). Functions and Special features of Educational Management, Systems approach.

UNIT 2

Educational Administration and Supervision : Meaning, Nature, Functions, Types and Fields of educational administration, Administrative responsibilities of Central and state Government, Local bodies and other institutions – C.A.B.E, UGC, NCERT, SCERT, NCTE, their needs and Supervision mechanisms.

UNIT 3

Educational Planning :Meaning, importance, planning process and methods, Five Year Plans (last two plans) – objective and thrust areas.

UNIT 4

Institutional Management: Institution building and Planning, Resource Management in educational Institution.

UNIT 5

Motivation and Human Resource Development in Education: Motivation theories (Maslow ,Mc Gregor,Herbertz), Development Strategies and their effectiveness.

UNIT 6

Leadership Building in Education: Concept, Style, Effectiveness, Evaluation tools. Barriers of Quality Management and Remedial Measures.

Reference Books:

1. Principles of Management – H . Koontz and C. O’ Donnell (R)
2. Studies in Business Management – C. Mridha (R)
3. Principles of Management – G.R. Terry. (R)
4. Management Principles and Practices- P. D. Mc Farland. (R)
5. Administration of Education in India – P.D. Shukla (T)
6. The Planning Process, A Fact Design: Y . Dror. (R)
7. School Planning and Management: A Democratic Approach- T. K. D. Nair. (T)

- :
8. Educational Management – Chalam. (R)
 9. Educational Management, Planning and Finance – Amrish Kr Ahuja(T)

SEMESTER IV

Methodology of Educational Research (Compulsory)

COURSE No.—213/13

OBJECTIVES

To enable the students to understand

- Construct & apply the different research tools
- Develop skill to write & evaluate research report
- Acquaint with the descriptive and inferential statistical techniques
- Estimate and calculate reliability, regression & prediction

Contents

Unit-I: Methodologies of educational research: Historical, Descriptive & Experimental

Unit-II: Major steps of identifying educational research problems, Review of related studies, understanding constructs and variables. Research questions / hypothesis and Research Designs

Unit—III: Population and sampling—Meaning, purpose, procedure for selecting representative sample. Methods of sampling in educational research

Unit –IV: Inferential statistics for testing null hypothesis and interpretation of results: Non Parametric & Parametric techniques (concept), chi square test, Median test, CR-test, F-test(one way)

Unit-V: Regression & prediction –concepts, types, methods of estimation of linear regression & prediction, Uses in educational Research, multiple regression (concepts & uses)

Unit- VI: Writing a Research Report – Criteria and steps

Reference books

1. Research Methods in Education-L. Cohen; K. Morrison (R)
2. Psychological Testing-Anastasi & Urbina (R)
3. Statistics in Psychology and Education-S. K .Mangal (T)
4. Research Design-J.W. Creswell (R)
5. How to do Research in Education-C.V .Good (R)
6. Statistics in Psychology and Education-H.E. Garrett & R .S Woodworth (T)
7. Foundations of Research-de Marris & Lappan (R)
8. Research in Education-Best & Kahn (T)

EDUCATIONAL TECHNOLOGY

COURSE No.-213/14

OBJECTIVES

To enable the students to develop the following objectives:

To understand programmed Instruction

To understand communication system

To realize the development of Evaluative Tools.

To acquire knowledge about Teaching Aids

To understand Microteaching and Modern Research Trend in ET

Unit-1 Computer in Education; Programmed Instruction- Origin and types (Linear and Branching)

Development of Programmed Instruction material, Importance and limitations

Unit-2 Communication System- Concept, nature, process, types, theories, class room communication and Mass-media approach

Unit-3 Development of Evaluative Tools: Norm Referenced and Criterion Referenced; Formative and Summative

Unit-4: Teaching Aids-Psychology of using Teaching Aids, Types of Teaching Aids-Non projected, Projected and Audio visual Aids; Computer as Teaching Aids.

Unit-5 Microteaching –Definition, Skills involved in Microteaching, Effectiveness and Limitations of Microteaching.

Unit-6. Modern Research Trends in ET

Reference Books

- 1 Essentials of Educational Technology-Mangal&Mangal (T)
2. Educational Technology-D.D.Aggarwal (R)
3. Educational Technology-Knowledge Assessment-M.Mukhopadhyay(R)
4. Educational Technology &Management-Y K Sharma & M.Sharma(R)
5. Educational Technology-J. Mohanty(R)
6. Fundamental Aspects of Educational Technology- Y. K .Sharma (T)
7. Educational Technology – Usha Rao(R)
8. Siksha Prajuktibijnan—Maloy Kr. Sen (T)
9. Sikshan O Nirdeshanar Manastatwa – D Mukherjee and S.K Ghosh (T)

TEACHER EDUCATION (special)

Course No 213/15

Objectives

To enable the students to understand

- Models of teaching
- Current problems of teacher education
- Know area of research in teacher education.

UNIT 1:

Models of Teaching- Characteristics, Fundamental Elements of a Teaching Model, Types of Modern Teaching Model.; Advance Organizer Model and Concept Attainment Model.

UNIT 2:

Different agencies of Teacher Education and their roles Current Issues of Teacher Education: Financial Problem, Curriculum, Method of teaching, Evaluation System.

UNIT 3:

Globalisation and Teacher Education.

UNIT 4:

Area of research -Teaching effectiveness, Modification of teacher behaviour, School effectiveness Cognitive style& Learning style, Implementation of curricula of teacher education

Reference Books:

9. Teacher Education : Principles, theories and practices – Sashi Prabha Sharma (T)
10. Technology of Teaching – A.R. Sharma(R)
11. Characteristics of Teacher – Ryan and G. Davis (R)
12. Teacher Education in India – A Resource Book – L. C. Singh (ed), NCERT(R)
13. Teacher Education in India- V. K. Kohli(R)
14. Better Teacher Education - K. K. Shrimali (R)
15. Teacher Education in India – K. K . Vasisth (T)
16. Teacher Education – B.N. Panda and A.D. Tiwari. (T)

GUIDANCE AND COUNSELLING (Special paper) COURSE NO – 213/15

OBJECTIVES:

- To understand different types of psychoses
- To have an idea about Neuroses.
- To have some ideas about counseling.

:

- To understand vocational guidance and career counseling
- To have some ideas about different types of therapies.

UNIT 1:

Psychoses: Schizophrenia , Delusional disorder, Manic Depressive Psychosis (MDP) (Clinical Features, Etiology and Treatment)

UNIT 2:

Neuroses – Anxiety neuroses, Phobia, Hysteria , OCD (Obsessive compulsive disorder), Neurotic Depression. (Clinical Features, Causes and Treatment)

UNIT 3:

Counselling –nature, principles. Types - directive, non directive, individual and group counseling process, Counselling for adjustment, characteristics of good counseling, Difference among guidance, counseling and psychotherapy.

UNIT 4:

Vocational guidance and career counseling - Psychology of careers and dynamic of vocational development, Psychology of job, Approaches to career guidance, counseling for vocational guidance.

UNIT 5:

Therapies – Psychotherapy, insight – oriented therapy , supportive therapy, group psychotherapy, psychodrama, Play - therapy, Family therapy, Parent therapy, Behaviour therapy.

Reference Books:

10. Guidance and Counseling in Secondary School – S.K. Kochar (T)
11. Guidance and Counseling – Gibson (R)
12. Principles of Guidance and Counselling – K.K. Shrivastava (T)
13. Fundamentals of Mental Health Education – Sashi Prabha Sharma. (T)
14. Abnormal Psychology : The Problems of Maladaptive Behaviour – Sarason and Sarason (R)
15. Abnormal Psychology and Modern Life –Carson and Butcher(R)
16. Essentials of Abnormal Psychology – Labh Sing and G.P. Tiwari (R)
17. Abnormal Behaviour and Personality- T. Millon and R. Millon. (R)
18. Fundamentals of Guidance and Counselling – S.S. Mathur (T)

Course No 213/16

Project /Dissertation/Presentation of

Seminar Paper (E.T.andSpl.paper only)

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Paper 10: Presentation 15