

CURRICULUM

M.A in EDUCATION

CHOICE BASED CREDIT SYSTEM (CBCS)

With effect from 2022-23 academic session and onwards

(4 Semester Pattern)



DEPARTMENT OF EDUCATION
KAZI NAZRUL UNIVERSITY
ASANSOL, WEST BENGAL, INDIA

**MAEDCNC
101:**

**Philosophical Foundations of
Education-I**

**Full Marks:
50**

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

- understand the contributions of philosophy to the discipline of education.
- develop an understanding about Indian schools of philosophy.
- develop an understanding about Indian great educators.
- understand about national values as enshrined in the Indian constitution

Course Contents

Unit-I: Introduction to Educational Philosophy:

- Meaning, Nature and Scope of Educational Philosophy
- Major branches of Philosophy
- Relationship between Education and Philosophy
- Need for Educational Philosophy

Unit-II: Indian Schools of Philosophy:

- Sankhya, Vedanta, Buddhism, Jainism, & Islamic with special reference to their aims, knowledge, reality, values & their educational implications.

Unit-III: Contributions of Indian Great Educators:

- Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Sri Aurovinda and M.K. Gandhi in the field of education.

Unit-IV: National Values as enshrined in the Indian Constitution:

- National Values as enshrined in the Indian Constitution and their educational implications with Special reference to Secularism, Democracy, Equality.

Recommended Books:

- An Introduction to Indian Philosophy, S. C. Chatterjee and D. M. Dutta.
- Ancient Indian Education – R.K. Mukherjee
- Education and Philosophy: D. Bhattacharaya, Pearson (Bengali Version)
- Educational Thoughts and Practice : V. R. Taneja.
- Foundations of Education: O. P. Dhiman.
- Foundations of Educational thoughts and Practice – B.N. Dash.
- Foundations of Education- Intakhab A Khan.
- Four Philosophies and their practice in Education : D. J. Butler.
- Great Educators : R. R. Rusk.
- Introduction to Philosophy of Education – S.J. Curtis
- Methods in Philosophy of Education – Frieda Heything
- Modern Philosophies of Education – R.S. Brubacher.
- Outlines of Indian Philosophy : J. Sinha.
- Philosophical Dimensions of Education – Sodhi & Others.

- Philosophical Foundations of Education : K. K. Shrivastava.
- Philosophies of Education – Sodhi& Others.
- Philosophy Bases of Education : R. R. Rusk.
- Philosophy of Education : Rupert Lodge.
- Principles of Education – S.Venkateswaran.
- Studies in Philosophies of Education : V. Verma.
- Theory and Principles of Education – J.C.Aggarwal

**MAEDCNC
102:**

**Psychological Foundations of
Education-I**

**Full Marks:
50**

Objectives: After completion of this course, the students will be able to

- understand the contributions of different schools of psychology to education.
- understand the nature of various processes of human growth and development.
- understand the nature of learning, various theories and transfer of learning.
- understand meaning and nature of higher mental processes and their measurement.

Course Contents:

Unit-I: Schools of Psychology:

- Schools of Psychology their basic concepts and educational contributions: Behaviourism, Gestalt, Psychoanalytic, Humanistic, and Cognitive.

Unit-II: Growth and Development:

- Physical, Social, Emotional, Cognitive, Language and Moral: characteristics, Theories (Piaget, Kohlberg and Erikson) and educational programmes.

Unit-III : Learning:

- Concept, Nature & Types,
- **Influencing Factors** – Attention & Interest, Maturation and Motivation, Remembering & Forgetting. Memory - Information Processing Model.
- **Transfer of learning** – Concept, Explanation /Theories, Favourable conditions and Methods

Unit-IV : Learning Theories:

- **Behaviourist:** Pavlov, Skinner, Hull,
- **Cognitive:** Tolman, Gagne, Lewin, Bruner.
- **Constructivist:** Piaget, Vygotsky.
- **Social Cognitive:** Bandura.

Recommended Books:

- Aggarwal, J.C. (1995). Essentials of Educational Psychology, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A. & S. Urbina. Psychological Testing (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D. (1995) Social Psychology, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge, L. Morris. (1982): Learning Theories for Teachers, Harper and Row Publishers, New York.
- Bower, G.H. and Hilgard, R.R. (1986), Theories of Learning, (5th ed.), Prentice Hall, New Delhi.

- Chauhan, S.S.(1996). Advanced Educational Psychology, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper,C. Intelligence and Abilities. Routledge. London and New York.(1999)
- Cotton, Julie.(1995): The Theory of Learning: An Introduction, Kogan Page Limited, London.
- Cropley, A.J.Creativity in Education and learning. Kogan Page, U.K.(2001).
- Friedman, H.S. and Schustack, M.W.(2003) Personality Classic Theories and Modern Research, Pearson Education. 2nd Ed.
- Goodenough, F.L.(1949) Mental Testing: its history, Principles and applications. N.Y.Rinehart.
- Gregory, R.J. Psychological Testing- History, Principles, and Applications (4th Edition). Pearson Education,(2005).
- Gulati, S.(Edited). Education for Creativity. NCERT.(1995).
- Hall, C.S and Lindzey, G.(1985). Theories of Personality. Wiley Eastern Ltd. 3rd Ed.
- Mangal, S.K. Advanced Educational Psychology. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Morgan .T.C. et al. Introduction to Psychology (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003).
- Murray, H.A.(1962). Explorations in personality. N.Y.Science Editions.
- Phares, E.J.(1991) Introduction to personality. Harper Clins. N.Y. 3ed Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5th Ed.(2010)
- Torrance, E.P. Encouraging Creativity in the Classroom. W.M.C. Brown Co. Publishers, IOWA, USA.(1972).
- Woolfolk,A. Educational Psychology(Ninth Edition). Pearson Education, (2004).

**MAEDCNC
103:****Sociological Foundations of
Education-I****Full Marks:
50**

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

- understand the meaning and nature of sociology and educational sociology.
- develop knowledge about backward community and their education.
- know about various component and reasons of social change
- know how school, community and social organizations related to each other and works for the betterment of the society.

Course Contents:**Unit-I: Foundations of Educational Sociology:**

- Meaning, nature, scope and importance of Educational Sociology.
- Meaning of Sociology of education, relation between Sociology of education and Educational Sociology.
- Educational Sociology and Sociology of Education.
- Relationship of Sociology and Education.
- Education as a process of socialization.
- Education as a process of social subsystem: special characteristics..

Unit-II: School, Community and Social organization:

- Social Group- concept, characteristic and types.
- School community relationship.
- The importance of Socio-metric study in formal groups.
- Factors affecting social organization and social group.
- Group dynamics in a class room situation.
- Folkway, mores and institutions

Unit-III: Education and Social Change:

- Concept of social change
- Factors affecting social change.
- Education as an instrument of social change
- Constraints on social change (caste, class, ethnicity, language, religion, population and regionalism)
- Theories of social change (Marxian and Sorokin).
- Changes in Indian Society and their impact on education

Unit-IV: Education and Backward Community:

- Education of the socially and economically disadvantaged sections of the Indian society with special reference to scheduled caste and scheduled tribes women and rural people.

Recommended Books:

- Chube, S. P. : Philosophical & Sociological Foundations of Education. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. . & Kumar, K. : Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985.
- Dewey, John, The School of Society, University of Chicago Press, 1936.
- Bhatt, B. D. & Sharma, S. R. : Sociology of Education, Kanishka Publishers House, 1993.
- Brown, F. J. : Educational Sociology, Prentice Hall Inc., 1961.
- Cook, L. A. & Cook, E. : A Sociological Approach to Education, McGraw Hill, New York, 1950.
- N. Jayaram : Sociology of Education in India, Raaat Publication, Jaipur, 1950.
- Sharma, S. N. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
- Sharma, K. L. : Social Stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997.
- Talesra, H. : Sociological Foundations of Education : Kanishka Publishers, New Delhi, 2002.
- Sharma, Y. K. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
- Prasad, J. : Education & Society : Concepts, perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.
- Education and Sociology: D. Bhattachayya, Pearson (Bengali Version)

**MAEDCNC
104:****Methodology of Educational
Research-I****Full Marks:
50**

Objectives: After completion of this course, the students will be able to

- acquire basic concepts of the methodology of educational research.
- understand the underlying principles for identifying a research problem in the field of education.
- know the process of data collection in educational research.
- acquire competencies for analysing the collected data in educational research.

Course Contents

Unit-I: Basic Concepts:

- Methods of acquiring knowledge: Tradition, experience, reasoning, empiricism, rationalism, scientific method of enquiry
- Characteristics and steps of Scientific inquiry
- Meaning, need, steps and importance of educational research
- Types of research: Basic, Applied and Action; Qualitative and Quantitative; Longitudinal and Cross –sectional; Uni -, Intra- and Inter– disciplinary of research.

Unit-II: Research Problem:

- Concept of Research Problem
- Criteria and Sources for Identifying Research Problem
- Review of related studies
- Formulation of Research Problem
- Understanding Variables and Constructs, types of variables
- Hypothesis – characteristics, types.
- Developing research questions

Unit-III: Collection of Data:

- Concept of Population, Sample, Sampling and sampling error, Characteristics of a good sample.
- Methods of Sampling- Probability and Non-probability methods
- Characteristics of a good research tool (Objectivity, Reliability, Validity, Norms and Usability)
- Tools and Techniques of data collection- Observation, Interview, Questionnaire, Rating scale and Tests.

Unit-IV: Measures of Central Tendency, Variability and Correlation:

- Measures of Central Tendency
- Measures of Variability
- Concept of Co-efficient of correlation
- Product Moment and Rank-difference,

- Biserial and Point-Biserial,
- Tetra-choric and Phi,
- Partial and Multiple correlations

Recommended Books:

- Ahuja,R. – Research Methods, Rauat Publication, Jaipur and New Delhi.
- Anastasi, A. – Psychological Testing. Pearson Education.
- Best and Kahn – Research in education. PHI
- Cohen,L.,Manion,L.& Morrison,K.-Research Methods in Education.Routledge.
- Creswell,J.W.-Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach. PHI.
- Dooley,D- Social Research Method: Prentice Hall of India Pvt. Ltd.
- Ferguson, G. A. – Statistical Analysis in Psychology and Education.
- Freeman- Psychological Testing.
- Guilford, J. P. – Fundamental statistics in psychology and education.
- Guilford, J. P. – Psychometric methods.
- Johnson,B.&Christensen,L.-Educational Research-quantitative, qualitative & mixed approaches. Sage.
- Kerlinger, F. N. – Foundations of behavioural research. Surajit Publication
- Kothari,C.R.–Research Methodology–method and techniques. Wishwa Prakashan, New Delhi.
- Koul, L.–Methodology of educational research. Vikas Publishing House Pvt. Ltd.
- Mohsin, S. M. – Research methods in behavioural science. Orient Longman.
- Neuman,W.L. – Social Research Method – Qualitative and quantitative approaches, Pearson Education.
- Nunnally, J. C. – Educational measurement and evaluation.
- Siegal, S. – Nonparametric statistics for the behavioural sciences.
- Sukhia,S.P., Mehrotra,P.V. & Mehrotra,R.N.- Elements of Educational Research. Allied Publishers Ltd
- Van Dalen, D. B. – Understanding Educational Research: an introduction.

**MAEDCNC
105:**

**Information and
Communication Technology**

**Full Marks:
50**

Objectives: On completion of the course the learners will be able to:

- acquire fundamental knowledge of computers, its accessories, hardware and software.
- acquire the basic knowledge of ms windows and various number system.
- understand the features of application software and their operations.
- develop skill in using ms word, ms power point, ms excel and spss.
- acquire basic knowledge of internet, www, e-mail, web surfing and educational resources.

Course Contents:

Unit-I: Fundamental of Computer:

- **Computer:** Definition, main units, characteristics, generation of computers, classification of computers.
- Concept and types of computer hardware and software, input / output devices, CPU, Memory.
- Applications of Computer in the field of Education.

Unit-II: MS – Windows and Various Number Systems:

- **MS – Windows:** Introduction – Start (Booting), Windows Elements, desktop, icon, tool, recycle bin, menu, file manager, control panel, print manager, clip board, paint, notepad.
- **Various Number Systems:** Decimal, Binary, Octal, and Hexadecimal.
- **Arithmetic in Number System:** Addition, subtraction, multiplication and division.

Unit-III: Application Software and its Uses:

- **MS Word** – Features, use and assignments.
- **MS Power Point** – Features, use and assignments.
- **MS Excel** – Features, use and assignments. (Mean, Median, Mode, Correlation, ANOVA, T-test with Graphical Representation)
- **SPSS-** Features, use and assignments.(Mean, Median, Mode, Correlation, ANOVA, T-testwith Graphical Representation)

Unit-IV: Introduction to Networking and Internet:

- **Introduction to Networking:** Network Topology- Bus, Star, Ring, Tree, Mesh. Network Types- LAN, MAN, WAN.
- **Internet:** Internet: meaning, history, requirements (Software and Hardware), downloading required information from the internet, process it and save it as per the requirements., HTML, ISP and surfing web sites.
- **Electronic Mail:** meaning, requirement, features, various parts of an E-Mail ID, composing a mail, sending a mail, receiving a mail, opening, saving and managing mail.
- Useful Educational Web Resources

Recommended Books:

- Fundamentals of Computers by V. Rajaraman, Prentice Hall India Pvt., Limited
- Windows 10 Bible by Wiley Publication
- Microsoft Excel Functions & Formulas by BPB Publication
- Microsoft Office Complete Reference by Tata McGraw Hill Publication

Second Semester

**MAEDCNC
201:**

**Philosophical Foundations of
Education-II**

Full Marks: 50

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

- develop an understanding about Western Schools of Philosophy.
- develop an understanding about the contribution of Western Great Educators on Indian Education.
- understand about problems of Philosophy of Education and Modern concept of Philosophy.
- develop an understanding about Philosophy and Political Ideologies.

Course Contents

Unit-I: Western Schools of Philosophy:

- Idealism, Realism, Naturalism, Pragmatism and Existentialism with special reference to aims, curriculum, method of teaching & their educational implications.

Unit-II: Contributions of Western Great Educators:

- Educational Philosophy of Rousseau, Froebel, Dewey, Montessori, Bertrand Russel and A. N. Whitehead.

Unit-III: Some problems of Philosophy of Education and Modern concept of Philosophy:

- Some problems of Philosophy of Education in relation to concept, aim, curriculum, teaching and learning in respect to Western philosophy.
- Modern concept of Philosophy: Logical Positivism, Logical Analysis; Logical Empiricism & Positive Relativism.

Unit-IV: Philosophy and Political Ideologies:

- Political Ideologies: Anarchism, Marxism and Socialism
- Ivan Illich and De-schooling ;
- Paulo Friere and Conscientisation

(Recommended Books are given in MAEDCNC 101: Philosophical Foundations of Education-I)

**MAEDCNC
202:**

**Psychological Foundations of
Education-II**

**Full Marks:
50**

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

- understand about concepts, nature and various theories of intelligence.
- develop an understanding about creativity and motivation.
- understand about concepts, nature, various theories and measurement of personality.
- understand the nature and causes of individual differences, and their educational importance;

Course Contents:

Unit-I: Intelligence:

- Concept and Nature.
- **Theories and their educational significance** – Cattell, Guilford, Sternberg, Gardner. Measurement of Intelligence. Emotional Intelligence.

Unit-II: Creativity and Motivation:

- Concept and nature. Factors of creativity. Relationship of Creativity to Intelligence. Development of Creativity. Measurement of Creativity.
- **Motivation – Theories and their educational implications** – Hierarchy of Needs, Achievement Motivation, Attribution Theory and Herzberg's Theory of Motivation. Factors affecting motivation.

Unit-III: Personality:

- Concept and Nature.
- **Theories with their educational implications** – Cattell, Eysenck, Jung, Erikson, Rogers, Big Five Factors, Projective Techniques. Measurement of Personality

Unit-IV: Individual differences:

- Concept & Types. Role of heredity, environment and culture. Implications of individual differences for organizing educational programmes. Socio-emotional Climate of classroom.

(Recommended Books are given in MAEDCNC 102: Psychological Foundations of Education-I)

**MAEDCNC
203:**

**Sociological Foundations of
Education-II**

**Full Marks:
50**

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

- understand the meaning, nature, determinants and various forms of culture.
- develop an understanding about transformation of society.
- know the concept and process of social mobility and social stratification.
- know the concept, nature and classification of values and Indian traditional thought on value education.

Course Contents

Unit-I: Education and Culture:

- Culture: Meaning and Nature.
- Cultural change, Cultural lag and Cultural Diffusion.
- Cultural determinants of Education.
- Role of Education in Cultural Context.

Unit-II: Education and Transformation of Indian Society:

- Brahminisation,
- Sanskritization,
- Urbanization,
- Westernization,
- Modernization
- Globalization.

Unit-III: Social Mobility and Social Stratification:

- Social Mobility: Meaning and Type.
- Factors Affecting Social Mobility.
- Relationship between Education and Social Mobility.
- Social Stratification: Meaning, Characteristics & Criteria.
- Relation between Education and Social Stratification.

Unit-IV: Education and Values:

- Concepts, Nature and Classification of values
- Value crisis- cause and role of education to overcome the Value crisis
- Different in Value development.

(Recommended Books are given in MAEDCNC 103: Sociological Foundations of Education-I)

**MAEDCNC
204:****Methodology of Educational
Research-II****Full Marks:
50**

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

- develop knowledge on various approaches to the methodology of educational research.
- acquire competencies for using inferential statistics in educational research.
- develop an understanding and use of probability, regression and prediction in educational research.
- know the guidelines for preparing research proposal and research report.

Course Contents:**Unit-I: Approaches to Research:**

- Descriptive Research, Survey Research, Historical Research
- Experimental Research- Designs & Validity, Ex-post facto Research.
- Qualitative Research- Phenomenological Research, Ethnographic Research, Ethno-methodological Research, Grounded Theory, Narrative Research, Case Studies Mixed Method Research

Unit-II: Techniques of Data Analysis:

- Concept of Parameter and Statistics, Parametric and Non-parametric tests, Descriptive and Inferential Statistics, Distribution of Sample Means, Standard Error of Mean, Level of Significance, Confidence Interval, One-tailed and Two-tailed test, Type-I and Type-II errors, Degree of freedom
- Parametric Tests: CR-test, T-test, F-test
- Non-parametric Tests: Chi-square, Median test and Mann-Whitney U test
- ANOVA and ANCOVA
- Analysis of Qualitative Data

Unit-III: Normal Distribution & Regression and Prediction:

- Concept, Characteristics, Measuring divergence from normality, Applications of the Normal Probability Curve
- Concepts and types of Regression
- Methods for estimation of linear regression and prediction (one / two predictor) and uses in educational research
- Multiple Regression (concept and uses)

Unit-IV: Research Proposal and Research Report:

- Preparation of Research Proposal - APA Style
- Preparation of Research Report- APA Style
- Writing Citation and Reference-APA Style
- evaluating a research report

(Recommended Books are given in MAEDCNC 104: Methodology of Educational Research-I)

Minor Elective (Any One)

**MAEDCNMIE
201:**

Education for Mental Health

**Full Marks:
50**

Objectives: After completion of the course the students will be able to understand

- The concept of Health & Mental Health
- Different types of Mental Disorder.
- Identification criteria of mental Health Problems
- Role of School and teachers

Course Contents

Unit-I: Mental Health:Concept

- Concept of Health and Mental Health
- What is mental health problems children and general identification criteria of mental health problems of children
- Role of School and Teachers in this regard

Unit-II: Classification of Mental Health Problems:

- History of classification of mental health problems-psychosis & neurosis
- DSM & ICD in this regard
- Meaningful Classification of mental health problems of adolescence

Unit- III: Emotional problems:

- Anxiety Related Disorder, Phobia, OCD,PSTD, somatoform –identification criteria and teachers’ role
- Depression and suicide-identification and teachers’ role

Unit-IV: Behavioural Problems and psychosis:

- ADHD, CD, ODD- identification and teachers’ role
- Schizophrenia and bipolar disorder- identification and role of teacher in this regard

Recommended Books:

- Sinha M. P. & Ghoshal C. P (2015):: School Poruader Manashik Swastha Samashya,Progressive Publishers , Kolkata
- Mental Health Disorders in Adolescents: A Guide for Parents, Teachers, and Professionals 1st Edition by Eric P. Hazen M.D. (Author), Mark A. Goldstein M.D. (Author), Myrna Chandler Goldstein M.A. (Author), Michael S. Jellinek M.D. (Foreword) ,Rutgers University Press, 2010.
- Understanding the Mental Health Problems of Children and Adolescents 1st Edition by Kirstin Painter (Author), Maria Scannapieco (Author)

- Mental health in childhood and adolescence: Anthony James, The Lancet, VOLUME 369, ISSUE 9569, P1251-1252, APRIL 14, 2007.
- Mental Health of Indian Children Hardcover by Malavika Kapur (Author), SAGE Publications Pvt. Ltd; 1 edition (1 May 1995).

**MAEDCNMIE
202:**

Guidance and Counselling

**Full Marks:
50**

Objectives: After completion of the course the students will be able to

- understand the concept, nature, scope, types & importance of guidance.
- understand the concept, nature, scope, types & importance of counselling.
- organise various guidance and counselling services as needed.
- explain the concept of tools and techniques of guidance.

Course Contents

Unit-I: Concept of Guidance:

- Meaning, Nature, Scope, Importance of Guidance.
- Different Types of Guidance-
 - Educational: Meaning, Characteristics, Purpose & Functions.
 - Vocational: Meaning, Characteristics, Purpose & Functions.
 - Personal: Meaning, Characteristics, Purpose & Functions.

Unit-II: Concept of Counselling:

- Meaning, Nature, Scope, Importance of Counselling
- Types of Counselling-
 - Directive: Meaning, Characteristics, Purpose & Functions.
 - Non-directive: Meaning, Characteristics, Purpose & Functions.
 - Eclectic: Meaning, Characteristics, Purpose & Functions.
- Steps of Counselling; Characteristics of good Counsellor.

Unit-III: Guidance and Counselling Services:

- Organization of guidance service at different levels of education.
- Essentials of good guidance programme.
- Kinds of services- information, testing, counselling, follow-up programme.
- Individual and Group counseling.

Unit-IV: Tools and Techniques of Guidance:

- Tools and Techniques of Guidance- records, scales, and tests, techniques and interview.

Recommended Books:

- Bengalee, M.D Guidance and Counseling, Bombay, Sheth Publishers, 1984
- Bhattacharya Guidance in Education, Bombay, Asian Publishing House 1964.
- Bernard, H.W.&Fullner, D.W. Principles of Guidance, A Basic Text (Indian Education), New Delhi, Allied Publishers Pvt. Ltd, 1987
- Chandra, R. Guidance and Counseling, New Delhi, Kalpaz Publishers, 2002.

- Crobach, Lee Essentials of Psychological Testing. London, Harper & Row,1964
- Crow, L.D. & Crow, A An Introduction to Guidance, New York, American Book, Co., 1951

Third Semester

**MAEDCNC
301:**

Dissertation-I: Research Proposal

**Full Marks:
50**

Objectives: On completion of the course the students will be able to-

- understand the importance of review of related literature and learn how to write it.
- learn to state the title/ problem of the research and its appropriateness/ feasibility, objectives of the study and framing of hypothesis.
- acquaint with sampling design.
- learn about guidelines, principles, and procedure of developing research proposal.

Each student will select a research problem of his/her own choice after consulting with his/her respective supervisors. Then they will prepare the Research Proposal.

**MAEDCNC
302:**

Curriculum Development

**Full Marks:
50**

Objectives: On completion of the course the students will be able to-

- develop a comprehensive understanding of the concept of curriculum
- know the prevalent views on the various aspects of a curriculum design
- develop understanding of the underlying principles and models of curriculum development
- develop understanding of the underlying principles of curriculum evaluation

Course Contents:

Unit-I: Basic Concept of Curriculum:

- Concept and types

- Major Approaches to curriculum
- Foundations of Curriculum
- Role of curriculum in teaching and learning

Unit-II: Curriculum Planning & Design:

- Meaning and Process of Curriculum Planning
- Meaning and Components of Curriculum Design
- Sources of Curriculum Design
- Representative curriculum designs

Unit-III: Curriculum Development:

- Meaning of Curriculum Development
- Process of Curriculum Development
- Models of Curriculum Development (Technical and Non-Technical)
- Enacting Curriculum Development

Unit-IV: Curriculum Implementation and Evaluation

- Meaning of Curriculum implementation
- Meaning, types, stages and Importance of Curriculum Evaluation
- Curriculum Evaluation models
- Recent trends in curriculum framework with special reference to NCF-2005

Recommended Books:

- Aggarwal, J.C. & Gupta, S. (2005) – Curriculum Development 2005. Shipra. Delhi. India.
- Aggarwal, J.C; Curriculum Reform in India: Delhi, Doaba, 1990
- Bhalla, Navneet.(2007) – Curriculum Development. Author Press. Delhi. India.
- Brent, Allen Philosophical Foundations for the Curriculum, Boston, Allen and Unwin, 1978.
- Curriculum and Evaluation: D. Bhattacharyya, Alapana Enterprise (Bengali version)
- Das, R.C. Curriculum and Evaluation, New Delhi, NCERT, 1987
- Dell Ronald C. Curriculum Improvement: Decision Making and Process, (6th edition)
- Diamond, Robert M. Designing & Improving Courses & Curricular in Higher Education A Systematic Approach, California, Jossey Bass Inc.Publishers, 1989.
- Doll, W.E. (1993) – A postmodern perspective on curriculum. New York, Teachers College Press.
- English, F.W. Deciding what to Teach and Test, CA, Corwin Press, Stage Publications, Thousand Oaks, 2000.
- Slattery, P. (1995) – Curriculum Development in the postmodern era. New York, Garland.
- Taba, H.(1962) – Curriculum Development, theory & practice. New York, Harcourt Brace.
- Walker, D.F. (2003) – Fundamentals of Curriculum. Lawrence Erlbaun Associates, Publishers. New Jersey.

Major Elective (Any Two)

**MAEDCNMJE
301:**

Educational Technology-I

**Full Marks:
50**

Objectives: On completion of the course the students will be able to-

- understand the basics concepts of educational technology.
- state and explain various components and factors of communication.
- explain the different modalities of teaching and designing instructional system.
- define and explain models of teaching and its application.

Course Contents

Unit-I: Meaning and Nature of Educational Technology:

- Meaning, Nature and Scope
- System Approach and its characteristics
- ET as systems approach to education.

Unit-II: Communication and Instruction:

- Concept, Nature and Types of Communication.
- Components of Communication Process.
- Factors affecting classroom communication.

Unit-III: Modalities of Teaching:

- Difference between teaching and instruction, conditioning and training
- Levels of Teaching- Memory, Understanding and Reflective
- Stages/phases of Teaching- Pre-active, Interactive and Post-active.

Unit-IV: Models of Teaching:

- Meaning, nature, component and functions
 - Families of Models of Teaching– Glaser, Bruner, Ausubel and Piaget.
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Recommended Books:

- Aggarwal, J. C. – Educational Technology.

- Bhat, B. D. and Sharma, S. R. – Educational Technology Concept and Technique, Delhi : Kanishka Pub. House, 1992.
- Chand Tara – Educational Technology, New Delhi : Anmol Pub., 1990.
- Das, R. C. – Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983.
- Educational Technology – B.C.Das
- Educational Technology – J.Mohanty
- Educational Technology – Rao and Ravisankar
- Educational Technology- S.P.Ruhela
- Instruction to educational Technology – K.Sampath
- Jagannath Mohanty – Educational Technology, New Delhi : Deep & Deep Pub. 1992
- Kumar, K. L. – Educational Technology.
- Mall Reddy, M. & Ravishankar, S. – Curriculum Development and Educational Technology, New Delhi : Sterling Pub. Private Ltd., 1984.
- Methods and Techniques of Teaching – S.K.Kochhar.
- Mukhopadhyay, M. (Ed.) – Educational Technology : Challenging Issues, New Delhi : Sterling Pub. Private Ltd., 1990.
- Pangotra, Nanendranath – Fundamental of Educational Technology, Chandigarh : International Pub., 1980.
- Rao, Usha – Educational Technology.
- Sampath – Educational Technology.
- Sen, Malay Kr. – Educational Technology.
- Sharma, Y. K. – Educational Technology.
- Technology of Teaching – R.A.Sharma
- The Technology of Teaching – B.F.Skinner

MAEDCNMJE
302:

Teacher Education-I

Full Marks:
50

Objectives: On completion of the course the students will be able to-

- understand the meaning, scope, objectives of teacher education and its development in India.
- acquaint the students with different agencies of teacher education in India and their roles and functions.
- acquaint the students with the various aspects of student-teaching programme prevailing in the country.
- develop in the students an understanding about the Modern Techniques used in Teacher Education.

Course Contents:

Unit-I:Evolution and Development of Teacher Education:

- Teacher Education: Meaning and Scope.

- Need and Importance of Teacher Education.
- Aims and Objectives of Teacher Education at Elementary, Secondary and Higher Secondary levels.
- Development of Teacher Education in India before and after independence.
- Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET.

Unit-II: Student Teaching Programmes:

- **Teaching Objectives :** Taxonomy of Educational Objectives, Teacher Education and School Internship, Teacher Education and Community,
- **Techniques of Teacher Training:** Core Teaching Skills, Micro-teaching, Interaction Analysis, Evaluation of Student Teaching.

Unit-III: Models of Teaching:

- Main characteristics, Fundamental Elements of a Teaching Model,
- Types of Modern Teaching Model: Advance Organizer, Concept Attainment and Glaser's Basic Teaching Model.

Unit-IV: Modern Techniques used in Teacher Education:

- Programmed Instruction Individualised Instruction, Team Teaching, Symposium, Seminar, Workshop, Panel Discussion and CAI.

Recommended Books:

- Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5th ed.). New Delhi: Vikas Publishing House.
- Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
- Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
- Day, C. and J. Sachs, J. (Ed.) (2004). *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach : A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
- Joyce, B. and Weal, M. (2003). *Models of Teaching* (7th Ed.) Boston : Allyn and Bacon.
- Korthagen, Fred A. J. et al. (2001). *Linking Practice and Theory : The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
- NCERT (2005) : *National Curriculum Framework*.
- NCTE (2009) : *National Curriculum Framework of Teacher Education*, New Delhi.
- Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.
- Ram, S. (1999). *Current Issues in Teacher Education*. Sarup & Sons Publication, New Delhi.
- Rao, D. B. (1998). *Teacher Education in India*. Discovery Publishing House, New Delhi.

- Schon, D. (1987). *Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession*. New York, Basic Books.
- Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.
- *The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006* by NCERT.
- Tomar, S. M. (2004). *Teacher Education: Making Education Effective*. New Delhi: Isha Books
- UNESCO (2006) : *Teachers and Educational Quality : UNESCO Institute for Statistics Montreal*.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : *Conceptual inputs for Secondary Teacher Education : The Instructional Role*. India, NCTE.

MAEDCNMJE
303:

Special Education-I

Full Marks:
50

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

- understand the concept of special education and inclusive education.
- understand the concept on mental retardation, visually impaired children, hearing impaired children.
- know how to identify the above mentioned children.
- understand what are the remedial and educational measures needed to integrate them in mainstream education.

Course Contents:

Unit-I: Concept and Nature of Special Education:

- Objectives and Types of Special Education.
- Historical Perspective of Special Education.
- Concept of Inclusive Education.

Unit-II: Education of Intellectually Challenged Children:

- Meaning, Characteristics, types, teaching strategies of Mentally Retarded Children.
- Detection, cause, prevention, remedial measure and educational provisions of Mentally Retarded Children.

Unit-III: Education of Visually Impaired Children:

- Meaning, characteristics and types of Visually Impaired Children.
- Causes, assessment and prevention; educational provision for visually impaired children.

Unit-IV: Education of Hearing Impaired Children:

- Meaning, Characteristics, types, causes, identification, assessment and prevention of Hearing Impaired Children.
- Education and adjustment of Hearing Impaired Children.

Recommended Books:

- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company

- Education of Exceptional Children – M.Dash
- Karant, P. & Rozario, 1. ((2003). Learning Disabilities in India. Sage Publications.
- Mentally Handicapped Children: Education and Training – Eugene B. Edger.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996) Curriculum content for Students with Moderate and Severe disabilities in Inclusive Setting Boston, Allyn and Bacon
- Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
- Strategies for Teaching Learners with Special Need – James R Patton.
- Strategies for Teaching Students – With Mild to Severe Mental Retardation – Robert a Gable.
- Young Children with Special Need – Warren Umansky.

**MAEDCNMJE
304:**

**Measurement and Evaluation in
Education-I**

**Full Marks:
50**

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

- understand the basic concepts of measurement and evaluation in education.
- have in-depth knowledge in various tools and techniques of measurement and evaluation
- know the process of standardization of a test
- understand the recent trends in measurement and evaluation in education

Course Contents:

Unit-I: Basic Concepts:

- Concepts and Interrelationship among Measurement, Assessment and Evaluation in Education
- Principles of Evaluation in Education
- Purpose and role of Evaluation
- Taxonomy of Educational Objectives, Instructional Objectives, Instructional Process and Evaluation
- Scales of Measurement

Unit-II: Approaches and Tools of Evaluation:

- Modes of Evaluation (Placement, Formative, Diagnostic, Summative, Norm-referenced, Criterion-referenced and Self-referenced evaluation)
- Tools and Techniques for Measurement and Evaluation (Subjective and Objective Tests, Scales, Questionnaires, Schedules, Inventories, Performance Tests, Interview, Observation, Rating Scale & Portfolio)

Unit-III: Construction and Standardisation of Test:

- Meaning of Test in Education
- Classification of Test

- Characteristics of a good Test
- General Steps Construction and Standardization of a Test
- Construction of Attitude scale by Likert's method
- General guidelines for test item writing

Unit-IV: Recent Trends in Evaluation

- Semester
- Grading
- CCE
- CBCS
- Question bank
- Use of Computer in Evaluation
- Systematic reform with respect to examination: online, on-demand, Open book examination

Recommended Books:

- Measurement and Assessment in teaching(8th ed.)- Robert L. Linn & Norman E. Gronlund: Pearson Education
- Essentials of Educational Measurement (5th ed.) Robert L. Eble & David A. Frisbie: Prentice Hall of India, New Delhi
- Assessing Students- how shall we know...? Derek Rowntree -Kogan Page, London
- Principle of Educational and Psychological Testing (3rd ed.)- Frederick G. Prown-Holt, Rinehart and Winter, New York
- New Approaches to Measurement and Evaluation- K.S. Singh- Sterling Publishers Pvt. Ltd.
- Test, Measurements and Research Methods in Behavioral Science- A.K. Singh: Bharati Bhavan
- Research in Education- Best, John W and James, V. Khan, New Delhi: Prentice Hall of India Pvt. Ltd.
- Taxonomy of Educational Objectives I: Cognitive Domain- Bloom, Benjamin S., et al Eds., New York: David MacKay Co, Inc
- Fundamental Statistics in Psychology and Education- Guilford, J.P. New York, McGraw-Hill Book Company
- Nonparametric Statistics for the Behavioral Sciences-Siegel, S. Tokyo: McGraw- Hill Hogakusha, Ltd
- The Factorial Analysis of Human Ability- Thomson, G. (1951) London: University London press, Ltd.
- Measurement and Evaluation in Psychology and Education- Thorndike, Robert L. and E. Hagen New Delhi: Wiley Eastern Private Ltd.
- Multiple-Factor Analysis-Thurston, L.L., Chicago: The University of Chicago Press.

Minor Elective (Any One)

**MAEDCNMIE
301:**

Comparative Education

**Full Marks:
50**

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

- state the nature, meaning, scope, methods and issues of Comparative Education as emerging discipline
- explain various approaches to and methods of Comparative Education,
- Analyse some selected systems of educational systems of the world.

Course Contents:

Unit-I:Comparative Education:

- Meaning, Nature, Scope and Importance, Comparative Education as an academic discipline.
- **Approaches to Comparative Education:** Cross-disciplinary, problem approaches and facto approaches.

Unit-II:ElementaryEducation:

- UK, USA, China, Japan, and India

Unit-III:Secondary Education:

- UK, USA, Japan, Germany, and India.

Unit-IV:Higher Education and Teacher Education:

- **Higher Education** – UK, USA, France, and India.

- **Teacher Education** – UK, USA, Germany, and India.

Recommended Books:

- Kaushik, V.K. and Sharma, S.R. (2002). Comparative Education. Anmol Publications Pvt. Ltd., New Delhi.
- Chaube, S.P. (1985). Features of Comparative Education. Vinod Pustak Mandir, Agra.
- Rai, B.C. (1987). Comparative Education. Prakashan Kendra, Lucknow.
- Chakravarti, B.K. (2005). A Text book of Comparative Education. Dominant Publishers and Distributors, Delhi.
- Hans, Nicholas (2003). Comparative Education, Routledge and Kegan Paul, England.
- Sodhi T.S. (1994). Text book of Comparative Education, Vikash Publishing House Pvt. Limited, New Delhi.

**MAEDCNMIE
302:**

Life Skill Education

**Full Marks:
50**

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

- develop an understanding about concept and evolution of life skill education.
- know the importance and applications of life skills on their daily life.
- have an idea on life skill education in India.
- understand about different life skills laid down by WHO.

Course Contents

Unit-I: Concept and Evolution of Life Skill Education:

- Meaning and Definition of Life Skills by WHO
- Core Generic Life Skills as prescribed by WHO
- Importance of Life Skills in daily life
- Livelihood Skills, Survival Skills and Life Skills
- Meaning and Concepts of Life Skills Education

Unit-II Genesis of the Concept:

- UN Inter-Agency Meeting, Hamburg Declaration, Quality Education and Life Skills:
- Dakar Framework,
- Four Pillars of Education and Life Skills Education
- Life Skills Education in India,

Unit-III: Different Life Skills: Social Skills and Negotiation Skills:

- Self-Awareness, Empathy,
- Effective Communication, Interpersonal Relationship

- Thinking Skills: Thinking, Creative and Critical Thinking, Problem Solving, Decision Making

Unit-IV: Coping Skills:

- Coping with Emotions & Coping with Stress
- Life Skills Assessment Scale

Recommended Books:

- Sinha M. P. & Ghoshal C. P (2015).: Kishore Kishorider Jibon Kushalata Siksha, Progressive Publishers , Kolkata.
- Singh Madhu, (2003) Understanding Life Skills.
- Prakash B. (ed). (2003). Adolescence and Life Skills.
- Life Skills Education Paperback by Prof Bhagyashree A. Dudhade (Author), Neelkamal; First edition (2016).

Fourth Semester

**MAEDCNC
401:**

Dissertation-II: Research Report

**Full Marks:
50**

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

- the students are expected to establish link between theoretical framework and research work.
- develop skills of formulating research problem and research questions
- formulate objectives, hypothesis and research questions
- design the research plan
- develop various tools and techniques for data collection
- search and find the primary and secondary sources of data
- search techniques and strategies for the analysis and interpretation of data in qualitative, quantitative and mixed research
- search about writing research report, footnotes, references and bibliography

Course Contents

- Prepare a research report.

**MAEDCNC
402:**

**Educational Management and
Administration**

**Full Marks:
50**

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

- acquire the concept of educational management
- understand the fundamentals of educational planning
- acquaint with the concept and theories of leadership
- know various management techniques

Unit-I: Basics of Educational Management

- Concept & nature
- Functions
- Evolution of Scientific Management with special reference to Taylor, Elton Mayo, Fayol and Deming
- Resource management with special reference to human resource management

Unit-II: Educational Planning

- Meaning, Nature, Importance and Steps
- Approaches to educational planning
- Different aspects of institutional planning
- Educational Supervision

Unit-III: Leadership Building

- Concept & Styles
- Theories of Leadership with special reference to Grid Theory, Blanchard Situational Leadership Model, Fiedler's Contingency theory, Path Goal & modern trends
- Measurement of Leadership

Unit-IV: Management Techniques

- Application of system approach for management of educational organization
- Bench – marking
- PPBS-Planning Programming Budgeting System

- PERT-Path Evaluation Review Technique
- SWOT Analysis
- TQM

Recommended Books:

- Chandan, J. S. (2007). Management Concept and Strategies. Vikas Publishing House Pvt. Ltd.
- Sherlekar, S. A. (2004). Management (Value Oriented Holistic Approach) Himalaya Publishing House, Delhi.
- Prasad, L. M. (2002). Organizational Behaviour. Sultan Chand and Sons. New Delhi
- Jani, N. C. and Saakshi. (2005). Management, Theory and Practice. A.I.T.B.S Publishers and Distributers .New Delhi.
- Gupta, S. K. and Joshi, R. (2008). Human Resource Management, Kayani Publishers. New Delhi
- Robbins, S. P., Judge, T. A., Sanghi, S. (2009). Organizational Behaviour. Person Prentice Hall Delhi..
- Total Quality Management (2003) Besterfied, D. H., Besterfied-Michina, Besterfied, G. H.

**MAEDCNC
403:**

**Contemporary Issues in
Education**

**Full Marks:
50**

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

- recognize the development of education at different levels and aspects;
- determine the current trends of education in India;
- identify the important problems and their needed solutions in the field of education in India
- explain the principles underlying in the Indian Constitution.
- describe the recommendations of the Five Year Plans.

Course Contents

Unit-I: Constitution, Plan, Policies and Programmes in Indian Education

- Educational provision in Indian Constitution and Right to Education-2009
- Universalisation of Elementary Education in India - context, Significance, Role of SSA to Universalisation of Elementary Education in India, Problems and Solution.
- Universalisation of Secondary Education in India - context, Significance, Role of RMSA to Universalisation of Elementary Education in India, Problems and Solution.
- Higher Education and RUSA.
- Major recommendations of National Knowledge Commission 2005.

Unit-II: Problem of Indian Education:

- Unemployment- concept , causes, role of education in India
- Poverty- concept, causes and role of education to eradicate poverty.
- Population explosion- concept, causes, impact role of education to control Population explosion
- Student Unrest-concept, causes, role of education to minimise Student Unrest
- Environmental Education

Unit-III: Current Issues in Indian Education:

- Gender Issues in education

- Education of the disadvantaged group
- Life Skill Education
- Education for Human Right

Unit-IV: Recent Trends in Education:

- Open and Distance Learning System- concept, need, Role of ODL system in Education.
- Peace Education- concept, aims and objectives, need, role of education to promote the culture of peace.
- Learning the Treasure Within.
- Education for Sustainable Development- concept, aims and objectives and role of education in Sustainable Development.

Recommended Books:

- Mukherjee, S.N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S. and Naik, J.P. – History of Education in India; Macmillan Co.,
- Banerjee, J.P. – Education in India, Past, Present and Future.
- Mukhopadhyay, M. Parhar Madhu (Ed.) – Education in India, Dynamics and Development, Shipra.
- Agarwal, J.C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
- Mukherjee, S.N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.

Major Elective (Any Two)

**MAEDCNMJE
401:**

Educational Technology-II

**Full Marks:
50**

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

- develop an understanding about modification of teaching behaviours.
- develop in-depth knowledge in instructional systems and instructional strategies.
- explain the nature and application of Teaching Machine and Programmed Instruction.
- outline different emerging trends in Educational Technology and their use.

Course Contents**Unit-I: Modification of Teaching Behaviour and Media in Educational Technology:**

- **Modification of Teaching Behaviour:** Simulation; Micro-Teaching, Flander's Interaction Analysis
- **Media in Educational Technology:** Projected and Non-projected Media, Multimedia.

Unit-II: Designing Instructional Systems:

- Formulation of instruction objectives
- Task Analysis

- Designing Instructional Strategies – Lecture, Team Teaching, Discussion, Panel Discussion, Seminars, Conferences, Tutorials and Educational Games.

Unit-III: Teaching Machine and Programmed Instruction:

- Origin and nature of Teaching Machine.
- **Programmed Instruction:** Origin and Types (Linear and Branching); Development of programmed instruction material; importance and limitations.

Unit-IV: Emerging Trends and Future Priorities in ET:

- **Emerging Trends:** Language Laboratory, Radio vision, Teleconferencing, CCTV, Blended Learning.
- **Future Priorities in ET:** Computers in Educational Instructions, EDUSAT, MOOCs

(Recommended Books are given in MAEDCNMJE 303: Educational Technology-I)

**MAEDCNMJE
402:**

Teacher Education-II

**Full Marks:
50**

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

- have an understanding of teaching as a profession.
- have an understanding about profession, occupation and vocation.
- acquaint with the various fundamental aspects of student-teacher in teacher education programme.
- develop in the students an understanding about the important research areas in teacher-education.

Course Contents:

Unit-I: Teaching as a Profession:

- Difference between Profession, Occupation and Vocation.
- Professional organizations of various levels of teachers and their role : Performance appraisal of teachers, Faculty improvement programme for teacher education
- Professional ethics of a Teacher

Unit-II: Student Teaching:

- Role of Student-Teacher in Teacher Education programme.
- Organization of Student Teaching.
- Various patterns: internship, integrating theory and practice.
- Supervision and Evaluation of Student Teaching. Simulation. Programmed Learning.

Unit-III: Teacher Education Programmes:

- In-service Teacher Education, Pre-service Teacher Education, Distance Education and Teacher Education, Orientation and Refresher Courses.

Unit-IV: Area of Research:

- Teaching Effectiveness, Modification of Teacher Behaviour, School Effectiveness, Cognitive Style and Learning Style, Implementation of Curricula of Teacher Education.

(Recommended Books are given in MAEDCNMJE 304: Teacher Education-I)

**MAEDCNMJE
403:**

Special Education-II

**Full Marks:
50**

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

- understand the concept on learning disabled children, orthopaedically handicapped children, gifted and creative children, juvenile delinquents.
- know how to identify the above mentioned children.
- understand what are the remedial and educational measures needed to integrate them in mainstream education.

Course Contents:

Unit-I: Education of Learning Disabled Children:

- Meaning, nature, causes and identification of Learning disabled Children.
- Educational provision and remedial measures for these children.

Unit-II: Education of the Orthopaedically Handicapped:

- Types of handicap
- Characteristics
- Educational Programmes

Unit-III: Education of the Gifted and Creative Children:

- Characteristics
- Creativity and identification process
- Educational Programmes

Unit-IV: Education of Juvenile Delinquents:

- Characteristics
- Maladjustment and Remedies
- Educational Programmes for Rehabilitation.

(Recommended Books are given in MAEDCNMJE 305: Special Education-I)

**MAEDCNMJE
404:**

**Measurement and Evaluation in
Education-II**

**Full Marks:
50**

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

- develop competencies for using some psychological tests used in education.
- develop competencies for analysing test items
- acquire a comprehensive understanding on the concept of reliability and validity
- acquire skills for interpreting test scores.

Course Contents:

Unit-I: Introduction and Uses of some Psychological Test:

- Achievement
- Aptitudes
- Intelligence
- Attitudes
- Interests
- Skills

Unit-II : Item Analysis of a Test:

- Concept and purposes of item analysis
- Qualitative and quantitative approaches to item analysis
- Methods of determining difficulty index and discrimination index of essay, objective type test items.
- Distractors analysis
- Problems of item analysis

Unit-II : Reliability and Validity:

- Concept of reliability, validity, objectivity and usability
- Types and methods of determining different types of reliability and validity coefficients
- Factors affecting reliability and validity of a test
- Attainment of objectivity and usability of a test

Unit-IV: Interpretation of Test Scores:

- Meaning & types of Norms (Developmental and Within Group)
- Concept of test scores and derived scores
- Methods of transforming test scores into Percentile scores, sigma scores, Z- scores, C-scores, Normalized standard scores (T- scores and Stanine scores), and their interpretations.

(Recommended Books are given in MAEDCNMJE 306: Measurement and Evaluation in Education-I)
