

COURSES OF STUDIES

FOR POST GRADUATE DEGREE IN EDUCATION (SEMESTER SYSTEM)

Session: 2016-2018



**GANGADHAR MEHER UNIVERSITY,
SAMBALPUR, ODISHA**

Courses of Studies for P. G. in EDUCATION

Session 2016-2018

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FOREWORD

The University Grants Commission has decided to do away with the annual examination system and adopt the Semester System in all Colleges and Universities during the 11th Five-Year-Plan. By this, the students will be evaluated by a continuous internal process. It gives the student an advantage of quick learns and fear of examination is obliterated. The Department of Higher Education, Government of Odisha in its letter no. HE-UM-1/06 (Pt) 33388/01.09.2006 has proposed to introduce the Semester System in all autonomous colleges from the academic session, 2011-2012. Our college implemented this system at both UG and PG level from 2008-09 sessions. The courses have been thoroughly revised basing on the present needs of the society. At the M. Phil. level, the students are being evaluated on a scale of Grades instead of marks while the Syllabi are under Course Credit System.

I hope, the students will immensely benefit from the present Semester System of Examination.

REGISTRAR

INDEX

<u>Paper No.</u>	<u>Topics</u>	<u>Page No.</u>
	Regulations	1
FIRST SEMESTER		
EDN-101	Foundation of Education	7
EDN-102	Advanced Educational Psychology	7
EDN-103	Pedagogical Trends and Issues (CBCS)	8
EDN-104	Practical	9
SECOND SEMESTER		
EDN-201	Educational Evaluation	9
EDN-202	Curriculum Development	10
EDN-203	Educational Technology	11
EDN-204	Practical	11
THIRD SEMESTER		
EDN-301	Higher Education in India	12
EDN-302	Advanced Educational Statistics	12
EDN-303	Research Methodology in Education	13
EDN-304	Practical	14
FOURTH SEMESTER		
EDN-401	Educational Management (Special Paper)	14
	or; Economics of Education (Special Paper)	15
EDN-402	Special Education (Special Paper)	15
	or; Guidance and Counseling in Education (Special Paper)	16
EDN-403	Teacher Education (Special Paper)	17
	or; Comparative Education (Special Paper)	17
EDN-404	Practical	18

P. G. SEMESTER EXAMINATION REGULATIONS

CHAPTER – I

REGULATION OF GENERAL ACADEMIC MATTERS

1.1 The Departments shall follow Semester System of teaching and Examination based on continuous evaluation internally as well as externally subject to moderation of question papers. The system of evaluations of the students shall be based on Course Credit System.

1.1.1 Academic Year

The Academic Year of the department shall ordinarily be from JUNE to MAY. It may however, be modified by the Staff Council from time to time.

1.1.2 Semester

The academic year shall have two semesters, each of which shall be of 6 months duration.

1.2 Minimum working days in a Semester

A Semester shall have a minimum of 90 working/instructional days excluding examination days/Sundays/Holidays etc. The minimum number of classes in a semester shall not fall short of the number of classes as mentioned below.

1. One Credit hour courses = 10 classes minimum
2. Two Credit hour courses = 20 classes minimum
3. Three Credit hour courses = 30 classes minimum
4. Four Credit hour courses = 40 classes minimum
5. Five Credit hour courses = 50 classes minimum

1.3 Credit hours

One credit shall signify the quantum of teaching imparted corresponding to one hour of theory class and two hours of laboratory/project work and two hours of seminar per week during a semester in respect of a particular course. Each teaching hour of theory class will be of 60 minutes and practical classes/project work will be of 120 minutes duration and seminar will be of 120 minutes duration. For field study outside headquarters, one working day will be considered as two teaching hours. However, the field study should not exceed 30 days (including Sundays) in one semester.

The P. G. Syllabus may be so designed that the total of credit hours for all four semesters shall be 80 spread equally over all semesters as far as practicable, tutorials and proctorials shall be treated as non-credit components.

1.4 Course

A course is a unit of instruction under any discipline carrying a specific number of credit hours describing its weightage. Those courses, which a student must take as compulsory requirement, are, called Core Courses. Those courses, which a student opts out of a list of specialized courses offered by the department, are called Elective Courses.

Choice Based Credit System (CBCS) is introduced at the P. G. Semester-I level uniformly in all the subjects to be taught in paper-103. The students of P. G. Arts stream can not opt for the CBCS course of Science stream. The details of the CBCS courses offered by different P. G. Departments are given in Annexure-II.

SEMESTER SYSTEM OF P. G. EDUCATION

ANNEXURE-II

CBCS: P. G. Paper-103

<u>Department</u>	<u>Name of the CBCS Course</u>
Botany	Plant in Human Welfare
Chemistry	Polymer Science
Commerce	Fundamental of Business Organization and Entrepreneurship Development
Economics	Indian Economy
Education	Pedagogical Trends and Issue
English	Global English
Geography	Introduction to Geography
History	Tourism & Heritage Management
Mathematics	Elements of Computer Programming
Odia	“Adhunika Odia Nataka o Odia Bhashara Dhwanitatwa” (Modern Odia Drama and Odia Phonetics)
Physics	Foundation in Physics
Philosophy	Practical Ethics
Political Science	Indian Government & Politics
Psychology	Fundamentals of Psychology
Sanskrit	Arthashastra and Dharmashastra
Zoology	Zoology in Human Welfare

1.4.1 **Grade**

The grade awarded to a student in any particular course shall be based on his/her performance in all the tests conducted during a semester and shall be awarded at the end of the semester. The grade in each course is expressed in numerical value in 10.00 scale. The marks of a student shall be converted to 10.00 scale and the points scored thereby shall be called the “Grade Point” in the course. Respective “Grade Point Average” (GPA) and “Overall Grade Point Average” (OGPA) shall be awarded at the end of each semester and all semester respectively. A 3.0 Grade Point is required for passing in individual paper and 4.0 GPA to pass any semester examination. The G. P. shall be rounded to one decimal point and GPA to two decimal points.

1.4.2 **Grade Point Average (G.P.A.)**

Grade Point Average (G.P.A.) of a semester shall be calculated as:

$$\text{GPA} = \frac{\text{Summation of } \{(\text{Credits in each course}) \times (\text{Grade point in that course})\}}{\text{Total No. of Credits in that Semester}}$$

Where the summation is taken over all courses in a given semester, G.P.A. shall be rounded up to 2 decimal points.

1.4.3 **O.G.P.A. (Overall Grade Point Average)**

It is the average of accumulated grade points of a student, worked out by dividing the cumulative total of grade points by the cumulative total of credit hours of all the courses covered and completed by a student during all the Semesters. For the first semester of the programme the GPA and OGPA shall be the same.

$$\text{OGPA} = \frac{\text{Summation of } \{(\text{Credits in each semester}) \times (\text{Total Credits in that semester})\}}{\text{Total No. of Credits in that Semester}}$$

Where the summation is taken over all semesters in a given programme. OGPA shall be rounded up to 2 decimal points. For merit lists, in case of equality, the OGPA shall be calculated beyond two decimal places if necessary.

SEMESTER SYSTEM OF P. G. EDUCATION

1.4.4 **Conversion of grades to marks and classification of results under course credit system.**

The OGPA can be converted to percentage of marks in the following manner:

Percentage of Marks = (OGPA) × 10

A student after successful completion of all the semesters, Degree shall be awarded in the following manner:

O.G.P.A. ≥ 6.0	: FIRST CLASS
O.G.P.A. ≥ 5.0 - < 6.0	: SECOND CLASS
O.G.P.A. 4.0 - < 5.0	: THIRD CLASS
O.G.P.A. < 4.0	: FAIL

1.5 **Academic Calendar**

The Examination Section and the academic section shall finalise the schedule of semester registration and other academic activities at the start of academic session. The Academic Calendar shall be prepared by the Academic Committee of the College in consultation with examination section.

The broad format for academic calendar for P. G. with regard to admission, registration and commencement of classes shall be as follows:

Admission and Registration and	
Commencement of Classes for 1st Semester	JULY
1 st Semester Examination	DECEMBER
Commencement of Classes 2 nd Semester	JANUARY-MAY
2 nd Semester Examination	JUNE
Commencement of 3 rd Semester Classes	JULY-NOVEMBER
3 rd Semester Examination	DECEMBER
Commencement of 4 th Semester Classes	JANUARY-APRIL
4 th Semester Examination	APRIL & MAY
Final Results to be published in the month of	JUNE

1.5.1 **Requirement of award of degree**

The minimum credit hour requirement for the Master Degree shall be 80 (eighty) credits and the residence required for Master Degree shall be continuous four semesters from the first date of registration and the maximum time allowed to complete the Master Degree shall be 8 (eight) semesters.

1.6 **Requirement for attendance**

A candidate shall be required to attend 75% lectures, tutorials and practical classes separately during the semester (For late admitted students' attendance to be calculated from the date of admission). Condonation may be granted by the staff council only to the extent of 15% in exceptional cases. (Illness, accident, mishap in the family, deputation by University/Department). When a candidate has been deputed by the College to represent the college/university/state for any activity, the lectures delivered during his/her absence for the purpose shall not be counted towards the calculation of attendance provided the student submits a certificate to that effect from the appropriate authority.

1.7 **Registration in a semester**

A student has to register his/her name at the beginning of every semester in the prescribed form, for the course he/she wants to take in that semester. Examination Section (General) shall notify the registration dates and the list of registered students for the semester shall be given to the Head of the Department within two weeks of the commencement of the Semester.

REGULATIONS ON EXAMINATION MATTERS

2.1 Mid Term Examination

In each Semester there shall be one Mid Term Assessment examination of 60 minutes duration. The Mid Term examination shall be conducted by COE like that of End Term examination. The answer scripts shall be evaluated by the external and internal examiners and the marks along with answer scripts shall be retained in COE.

2.2 Semester Examination

After the end of each semester there shall be an examination of each theory paper of 2 hours duration and of each practical paper of 4 hours duration, which shall be called Term End / "Semester Examination". The maximum marks for each theory paper shall be 50 out of which 40 marks for term end and 10 marks for Mid Term. The maximum marks for each practical/ semester/ project/ dissertation/ review examination shall be 50 for Arts and Commerce and 100 marks for Science. The classes shall remain suspended ten days (including Sundays and holidays, if any) before the date of commencement of semester test for preparation by the students.

2.3 Results of Examinations

The results shall be declared ordinarily within four weeks of completion of the examinations. A student who seeks re-addition of his/her marks in a course shall be allowed to do so by submitting an application to Principal along with a required fee in the fee counter of the College. All such cases/complaints if any shall be disposed of by the Autonomous Examination Section in a prefixed day and necessary corrections if any shall be reflected in the mark/grade sheet. The candidates shall have to appear in all the units of a semester examination to be eligible to be a declared 'pass' provided he/she secures minimum pass marks/grade.

2.4 Promotion to the next semester

A student shall be admitted to the next semester only when he/she appears in all the papers of the concerned semester examination. However, a student failing to appear semester examination in some or of all papers due to some reasons as mentioned in 2.5 may be admitted to the next semester. Such a student shall produce sufficient proof in favour of his/her reason for not being able to appear in some or all papers of the Semester Examination on the next academic session in the corresponding semesters.

2.5 Absence from Examination

If a student is unable to appear a semester examination in some or all papers the Principal shall consider his/her case for admission into the next higher semester only the following cases:

- (a) When he/she is hospitalized.
- (b) When he/she is not able to appear in the examination due to serious illness or death of parents, brothers, sisters, spouse or children.
- (c) When he/she met an accident of serious nature.
- (d) When the department/University or any official directive deposes him/her

2.6 Procedure for Repeat/Improvement

A student who wants to sit for the semester examination of first and/or second semester in the subsequent academic session (for repeat or improvement) he/she shall have to apply to the Principal in plain paper before fifteen days of the commencement of the said examination. If allowed by the Principal, he/she shall deposit the required fees for each paper with centre charge and produce the proof to the teacher in-charge examination with permission letter from the Principal.

In a semester to appear improvement examination the candidates must have passed the semester examination. A candidate can appear repeat examination of papers in which he/she has failed or not appeared for reasons mentioned in 2.5.

SEMESTER SYSTEM OF P. G. EDUCATION

The Master Degree student seeking to appear/improvement examination in any course(s) shall get 3 chances for 1st and 2nd semester within 8 semesters. Candidates appearing in repeat/improvement examination shall not be considered in the merit list and it shall be reflected in the Provisional Certificate cum Mark sheet (PCM) but not in the final degree certificate.

2.7 Award of Degree Certificate, Grade/Mark sheet

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format by depositing the required fees for marks/Grade Sheet to be deposited in the college counter.

2.8 Guideline for filling up of Forms for PG Classes (IMP/ Repeat)

A student shall repeat all the theory and practical papers in which he/she failed in the semester examination within a period of eight semesters from the date of first registration. Such students shall have to apply to the Head of the Department/Principal in plain paper during the filling up of form for the ensuing semester examination. If allowed, he/she shall deposit the fees as prescribed by the college.

If a candidate secures less than 3.0 Grade point in a paper(s) and less than 4.0 Grade point average in a Semester examination he/she has to appear all the papers in that Semester.

If a candidate secures less than 3.0 Grade Point in a paper(s) and a minimum 4.0 Grade point average in a semester examination, he/she has to appear only the paper(s) in which he/she secured less than 3.0 Grade point.

A candidate is eligible to sit for improvement in a paper(s) only when he/she has passed the semester examination concerned. Further, he/she can improve in a maximum of EIGHT paper(s) in the entire course. The Master Degree students seeking to take improvement examination in any course(s) shall get chances within 8 semesters from the year of admission to the course. The candidates taking this advantage (improvement) will be examined on the basis of current syllabus and the higher marks shall be retained during computation of result.

2.9 If a candidate fails to appear in any paper of the said examination and marked ABSENT his/her results will be declared only when he/she clears that paper/those papers.

2.10 Disciplines in the Examination

(A) Late Comers: A student arriving in the examination hall/room fifteen minutes after the commencement of the examination shall not be ordinarily allowed to sit for the examination. No examinee shall be allowed to go out of the examination hall within one hour of commencement of examination. The invigilators shall keep a record of temporary absence of students from the examination hall/room during the examination.

(B) Adoption of unfair means in the Examination:

Possession of unauthorized materials and using it, copying from scripts of other students or from any other source, showing his/her answer script to others during the examination, creating disturbance or acting in a manner so as to cause inconvenience to other students in the examination hall or near about shall be treated as adoption of unfair means or malpractice.

**Sd/-
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SEMESTER SYSTEM OF P. G. EDUCATION

P. G. COURSE OF THE DEPARTMENT OF EDUCATION AT A GLANCE

(Under Course Credit System) Total 250 20 CH

FIRST SEMESTER

<u>Course No.</u>	<u>Name of the Course</u>	<u>Marks</u>	<u>Credit</u>
EDN-101	Foundation of Education	40+10	5 CH
EDN-102	Advanced Educational Psychology	40+10	5 CH
EDN-103	Pedagogical Trends and Issues (CBCS)	40+10	5 CH
EDN-104	Practical	(100)	5 CH
Total		250	20CH

SECOND SEMESTER

<u>Course No.</u>	<u>Name of the Course</u>	<u>Marks</u>	<u>Credit</u>
EDN-201	Educational Evaluation	40+10	5 CH
EDN-202	Curriculum Development	40+10	5 CH
EDN-203	Educational Technology	40+10	5 CH
EDN-204	Practical	(100)	5 CH
Total		250	20 CH

THIRD SEMESTER

<u>Course No.</u>	<u>Name of the Course</u>	<u>Marks</u>	<u>Credit</u>
EDN-301	Higher Education in India	40+10	5 CH
EDN-302	Advanced Educational Statistics	40+10	5 CH
EDN-303	Research Methodology in Education	40+10	5 CH
EDN-304	Practical	(100)	5 CH
Total		250	20 CH

FOURTH SEMESTER

<u>Course No.</u>	<u>Name of the Course</u>	<u>Marks</u>	<u>Credit</u>
EDN-401	Educational Management (Special Paper) or; Economics of Education (Special Paper)	40+10	5 CH
EDN-402	Special Education (Special Paper) or; Guidance and Counseling in Education (Special Paper)	40+10	5 CH
EDN-403	Teacher Education (Special Paper) or; Comparative Education (Special Paper)	40+10	5 CH
EDN-404	Practical	(100)	5 CH
Total		250	20 CH

**FIRST SEMESTER
EDN – 101
FOUNDATION OF EDUCATION**

Term end - 40

Internal – 10

Unit – I

Educational Philosophies
Realism, Marxism, Existentialism, Democracy and Logical Positivism (13)

Unit – II

Education and Society: Evolutionary theory, Cyclical theory, Functional theory, Conflict theory of Social Change, Education and culture. Education and Modernisation. Social stratification and mobility.

Unit – III

Values – Concept, Types and their Educational Importance, National Values as enshrined in the Indian Constitution and their educational implications. (14)
Morality: Concept, features, theories and their educational implications. (13)

REFERENCES:

1. Bhatnagar, G. D.: Education and Social Change, Minerva, Calcutta.
2. Brubacher, John, S.: Modern Philosophies of Education, Mc. Graw Hill, New York.
3. Chaube, S. P.: A Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra.
4. Kneller, G. F.: Introduction to Philosophy of Education, John Milley and Sons, New York.
5. Dewey John: Democracy and Education, Mc Million, New Yourk.
6. Russel Bertrand: Education Thought and Practice Sterling, New Delhi.
7. Wingo, G. Max.: Philosophies of Education, Sterling, New Delhi.
8. Swarup Sexena, NR: Philosophical and sociological foundation of education, Surya Publication, Meerut.
9. Wittgenstine L. Tractatus.
10. Havinghurst, R. J. and Newgarten BL: Society and Education Boston: Allyn and Bacon Inc.

EDN – 102

ADVANCED EDUCATIONAL PSYCHOLOGY

Term End – 40

Internal – 10

Unit – I

Intelligence: Concept and Theories; Two factor, Multi factor, Structure of intellect, Sternburg's Triarchic theory of intelligence. Gardener's Multiple Theory of intelligence. Creativity: Concept and stages of development, Fostering Creative talents. (13)

SEMESTER SYSTEM OF P. G. EDUCATION

Unit – II

Learning concept and Theories – Bloom's Mastery Learning, Ausubel's Meaningful learning, Gagne's Hierarchical Learning and Constructivism.
Motivation: Concept and theories: Instinct theory, Need theory, Depth theory.
(13)

Unit – III

Personality: Type and Trait theories, Measurement of personality.
Adjustment: Conflict & Defense mechanism. Mental Health of Teachers & Students.
(13)

REFERENCES:

1. Bernard P. H.: Mental Health in the class room, McGraw Hill, New York.
2. Good, T.: Educational Psychology, Longman, New York.
3. Bigge. M. L.: Psychological Foundation of Education, Harper and Row, New York.
4. Mouly. G. J.: Psychology of Teaching Allyn and Bacon. Boston
5. Sahakian, W. S.: Introduction to the Psychology of Learning, Rand Mc, Nally, Illionis.
6. Wood Folk. A.: Educational Psychology, Allyn and Bacon, Boston.
7. Kuppuswamy, B.: Advanced Educational Psychology, Sterling, New Delhi.
8. Wood Folk. A.: Educational Psychology, Allyn and Bacon, Boston.
9. Sternberge, J, Cognitive Psychology
10. Torrance, EP. Guiding Creative Talent Engleword cliffs.

EDN – 103 PEDAGOGICAL TRENDS AND ISSUES (CBCS COURSE)

Term End – 40

Internal – 10

Objective: To make the students aware of the concept and development of Education.

Unit – I

- a) Concept and Development: Origin and development of education both in Eastern and Western perspectives.
- b) Relationship of education with other subjects: Psychology, Philosophy, Economics, Statistics, History, Political Science, Sociology, Science.
- c) Aims of Education- A comparative analysis of Educational thoughts of different thinkers- Gandhi, Aurobindo, Gopabandhu, Paul Feerie, Pestalozzi, Rousseau, John Dewey.

Unit – II

Pedagogical Trends - Behaviouristic theory of learning, Trial and Error conditioning, Mastery learning, Cognitivist theory of learning: Insightful, Ansubel's meaningful learning.

Unit – III

Development of Indian Education - Government initiatives for development of education in India- Macaulay's Minute, Wood's Despatch, Radhakrishnan Commission (UEC), Kothari commission, National policy on Education 1986 and its revised recommendation 1992.

SEMESTER SYSTEM OF P. G. EDUCATION

REFERENCES:

1. Russel Bertrand: Education Thought and Practice, Sterling Publisher, New Delhi.
2. Swarup Saxena, NR: Philosophical and Sociological Foundation of Education, Surya Publication, Meerut.
3. Brubacher, John S: Modern Philosophies of Education, McGraw Hill, New York.
4. Kneller, G. F: Introduction to Philosophy of Education, John Milley and Sons, New York.
5. Report of the Indian Education Commission, Government of India, New Delhi.
6. National Policy on Education – 1986 & 1992, New Delhi: MHRD
7. Sternberge, J: Cognitive Psychology.
8. Sahakian, W. S: Introduction to the Psychology of Learning, Rand Mc Mally Illioni.
9. Bigge, M. L: Psychological Foundation of Education Harper and Row, New York.
10. Mathur, S. S: A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
11. A Comparative Study of Gandhi and Paul Freire: Dr. (Smt.) P. R. Singh, Abhinav Publication, Delhi.

EDN – 104 BOOK PREVIEW (PRACTICAL) Term End – 100

The students are required to review a book of educational relevance under the guidance of a teacher of the department stating the characteristics of a standard book and evaluate the concepts (Positive and Negative aspects), with the statement of any modification to be incorporated for further improvement. The same will be prepared and submitted to their respective teacher guide in the form of a report at least 15 days before the conduct of the examination. The same will be valued jointly by the Internal and External examiners.

The marks are distributed as follows.

Book Review Report	:	80 Marks	CH-03
Viva-voce	:	20 Marks	CH-02

SECOND SEMESTER EDN – 201 EDUCATIONAL EVALUATION

Term End – 40

Internal – 10

Unit – I

Measurement and Evaluation – Concept, Models of educational evaluation- Goal attainment model, Judgment Model, Decision facilitation Model & Naturalistic Model, Scales of Measurement, Criterion-Referenced and Norm- Referenced Evaluation, Maximum Performance and Typical Performance. Fixed choice tests and Complex Performance Assessment. (13)

SEMESTER SYSTEM OF P. G. EDUCATION

Unit – II

Measurement of Intelligence, Creativity, attitude, Different types of tests. (13)

Unit – III

Interpretation of test scores. Standard Scores-T-Score, Z-Score, C-Score, Percentile & Percentile Ranks. Norms-Age, Grade & area specific. (14)

REFERENCES:

1. Ebel, L. Measuring Educational Achievement Englewood, Cliffs, Prentice Hall.
2. Gronlund, N. E.: Measurement and Evaluation in Teaching, McMillan, New York.
3. Stanley, J. C. & Kophins, K.D. Educational and Psychological Measurement & evaluation, Prentice Hall, New Delhi.
4. Freeman, F. S.: Theory and practice of psychological Testing, Oxford IBH Publishing, New Delhi.
5. Gronlund, N. E. & Linn, R. L.: Measurement and Evaluation in Teaching, McMillan, New York.
6. Sharma R. A.: Essentials of Measurement in Education and Psychology, Surya publication, Meerut.
7. Propham, W. J. Educational Evaluation, Boston: Allyn & Bacon.
8. Anastasi, A.: Psychological testing.

EDN – 202 CURRICULUM DEVELOPMENT

Term End – 40

Internal – 10

Unit – I

Curriculum Construction: Bases of Curriculum – Philosophical, Psychological and Sociological, Principles of Curriculum Construction, Models of Curriculum Construction & System Approach. (13)

Unit – II

Curriculum Implementation – Leadership role, community participation, Instructional guides for the teachers and students. (13)

Unit – III

Curriculum Evaluation: Concept and models. (14)

REFERENCES:

1. Atkin, E.: Curriculum Planning, Harper and Brothers, New York.
2. Herrick, V. E.: Towards Improvement of Curriculum Theory, University of Chicago press, Chicago.
3. Hooper, R: The Curriculum concept, design and development, Oliver & Boyd Edinburgh.
4. NCERT: Mobile team Workshop in curriculum Development, NCERT, New Delhi – 1978
5. Taba, H: Curriculum Development – Theory and Practice, Harcourt, Brace, Jovanovich, New York.
6. Tanner, D. and Tanner, L.: Curriculum Development Theory and Practice, Mc Millan, New York.

SEMESTER SYSTEM OF P. G. EDUCATION

EDN – 203 EDUCATIONAL TECHNOLOGY

Term End – 40

Internal – 05

Home Ass. – 05

Unit – I

Meaning, Scope and Components – Meaning, Nature and Scope of Educational Technology. Characteristics of Educational Technology, Components of Educational Technology- Software and Hardware. (13)

Unit – II

Models of Teaching: Concept and Selected Psychological Models (Concept Attainment Model, Information Processing Family – Concept Attainment Model, and Ausubel's Advanced Organisers Model, Modification of Teaching Behaviour, Micro Teaching, Simulation, Flander's Interaction Analysis. (13)

Unit – III

Instructional System and Strategies: Task Analysis, Programmed Instruction (Linear & Branching), Teaching Machines, Computer Assisted Instruction & Team Teaching. (14)

REFERENCES:

1. Essential of Educational Technology by J.C Agrawal, Vikas Publishing House Pvt. Ltd.
2. Technology of Teaching – by N. R Swarup Saxena, Dr. S.C Oberoi: R. Lall Book Depot, Meerut
3. Educational Technology by Tarachan, New Delhi Anmol Publication
4. R.A Sharma Educational Techology
5. Educational Psychology by M. Dash

EDN – 204

PROJECT (PRACTICAL)

Term End – 100

The Students are required to undertake any one of the following practical activities under the guidance of a member of the teaching staff of the department.

1. Construction & Administration of an Achievement test for school students.
2. Construction & Administration of an Attitude scale.
3. Administration of a Standardized Intelligence test.
4. Administration of a Standardized Personality test.
5. Administration of a Standardized Creativity test.

They are required to prepare reports on the practical activities and submit the same to the Department 15 days before the practical examination.

The evaluation of work on the report shall be done jointly by an external examiner and the teacher guide.

(Internal Examiner)

The marks on the project work shall be distributed as follows:

Report	:	80 Marks	CH – 03
Viva-Voce	:	20 Marks	CH – 02

**THIRD SEMESTER
EDN – 301
HIGHER EDUCATION IN INDIA**

Term End – 40

Internal – 10

Unit – I

Development of Higher Education – Development of Higher Education in India during the Pre-Independence, Period – a brief history, Development of Higher Education in India during the post – Independent period with special reference to recommendation of UEC (1948), IEC (1964-66) and NPE (1986) (13)

Unit – II

Management of Higher Education: Universities & Institutions Deemed to be universities, Autonomous Colleges, University Grants Commission, Academic Staff Colleges, Association of Indian Universities. (13)

Unit – III

Problems of Higher Education: -
Vocationalisation of Higher Education, Reforms in Higher Education, Student – Government, Community Involvement in College programmes. (14)

REFERENCES:

1. Chaube, S. P.: History of Indian Education, Vinod Pustak Mandir, Agra, 1985.
2. Nanda, S. K. India Education and its problem today, Kalyani Publishers, New Delhi.
3. Narullah, S. & Naik, J. P.: A History of Education in India, Mc Millan, Bombay, 1951.
4. RAwat, P. L.: History of Indian Education, Ram Prasad & Sons, Agra, 1965.
5. Reports of the University Education Commission (1948), Government of India, New Delhi, 1949.
6. Report of the Education Commission (1964-66) Government of India, New Delhi, 1966.
7. National Policy on Education (1986), Government of India, New Delhi, 1986.

**EDN – 302
ADVANCED EDUCATIONAL STATISTICS**

Term End – 40

Internal – 10

Unit – I

Descriptive and Inferential statistics: Concept and differences.
Testing of Hypothesis: Statistical Hypothesis –
Simple and Composite hypothesis, Test of significance, Null Hypothesis, Alternative Hypothesis, How to set up H_0 (Null Hypothesis).
Types of errors in testing of hypothesis (Type – I and Type – II Error)

Level of significance, Critical region, One-tailed and Two-tailed tests.
Critical values or significant values. Standard error. Procedure of Testing Hypothesis. (13)

SEMESTER SYSTEM OF P. G. EDUCATION

Unit – II

Test of significance: Standard Error of mean and Proportion. Standard error of difference between means (t-Test) and proportion. Analysis of variance (F-test) – One-way and Two-way classification. (13)

Unit – III

Parametric and Non-Parametric Tests: Concept and differences. Need and advantages of non-parametric Tests: Chi-square Test of Goodness of Fit and independence of attributes and Median Test.
Further methods of correlation: Biserial, Point Biserial, Partial and Multiple correlations. (14)

REFERENCES:

1. Guliford, J. P. & Frutcher, B.: Statistics in Psychology and Education, McGraw Hill, New York.
2. Sidney Segal: Non Parametric Statistics McGraw Hill, New York.
3. Garret, H. E.: Statistics in Psychology and Education, Vakil & Sons, Bombay.
4. Sharma R. A.: Advanced Statistics in Education and Psychology, Surya Publication, Meerut.
5. Guliford, J. P. – Psychometric Methods. McGraw Hill, New York.
6. Aggarwal, Y. P. - Statistical Methods-Concept, Applications & Computations. Sterling Publishers Pvt. Ltd. New-Delhi.
7. Elhance, D. N. – Fundamentals of Statistics, Kitab Mahal, Allahabad.
8. Ferguson, G. A. – Statistical Analysis in Psychology and Education, McGraw Hill, New York.
9. Gupta, SC – Fundamentals of Statistics-Himalaya Publishing House, New-Delhi.
10. Fisher, R. A. – Statistical Methods for Research Works, Oliver & Boyd Ltd., London.

EDN – 303

RESEARCH METHODOLOGY IN EDUCATION

Term End – 40

Internal – 10

Unit – I

Meaning, Nature Scope of Educational Research, Fundamental, Applied and Action Research, Qualitative and Quantitative. Methods of Research: Descriptive, Experimental, Causal Comparative & Historical. (13)

Unit – II

Criteria and Sources for identifying the problem, Variables – Types of variables and controlling variables, Hypothesis – Classification, Formulation and Testing of Hypothesis. (13)

Unit – III

Population and Sample – Methods of Sampling – Tools and techniques – Writing Research reports. (14)

SEMESTER SYSTEM OF P. G. EDUCATION

REFERENCES:

1. Best J.W. & Khan, J. V.: Research and Education Prentice Hall of India, Englewood cliffs.
2. Gay, L. R.: Educational Research: Competencies for Analysers and Applications, Mc Millan, New York.
3. Hopkins, D.A. Teacher's Guide to class-room Research O. U. Press, London.
4. Kerlinger, F. N.: Foundation of Behavioural Research, Surfeet Publication, Delhi.
5. Kaul, L.: Methodology of Educational Research, Vani Educational Books, New Delhi.
6. Sharma, S. R.: Philosophy of Educational Research, Anmol, New Delhi.
7. Sukhia, S. P.: Mehrotra, P. V. and Mehrotra, R. N. Elements of Educational Research Allied Bombay.

EDN – 304 PRACTICAL Term End – 100

Each student shall have to choose a topic in consultation with a member of the teaching staff and deliver a seminar on the topic in the department. The seminar paper shall be research oriented. After presentation of the paper, candidate's performance shall be valued jointly by the members of the staff.

Distribution of marks for presentation of paper and participation in seminar discussion shall be as follows:

Presentation of Paper	:	80 Marks	CH-03
Clarification of Points and discussion	:	20 Marks	CH-02
Total	:	100 Marks	CH-05

FOURTH SEMESTER

EDN – 401

EDUCATIONAL MANAGEMENT (SPECIAL PAPER)

Term End – 40

Internal – 10

Unit – I

Educational Management – Concepts and Needs, specific trends in educational management – Management by objectives (M.B.O.), Decision Making, Organizational Development (O.D.), Organizational Compliance (O.C.). (13)

Unit – II

Leadership in Educational Management – Meaning and Nature of Leadership, Theories of Leadership – Fiedler's contingency theory, Redden's 3-D theory; Hersey's and Blanchard's Situational Theory – Path-Goal Theory. (13)

Unit – III

Total Quality Management in Education – Basic Concept of TQM – Fundamental principles of TQM, Components of Total Quality Management, TQM in higher education. (14)

SEMESTER SYSTEM OF P. G. EDUCATION

REFERENCES:

1. Bhatnagar R. P. & Aggrawal V.: Educational Administration, Loyal Book Depot, Meerut.
2. Desai, D. M.: Outlines of Educational Administration in India, A. R. Seth, Baroda.
3. Mohanty, J.: Educational Administration, Menaka Prakasani, Sambalpur.
4. Mukhopadhaya M.: Total Quality Management Education, NIEPA, New Delhi.
5. Sukla, P. D.: Administration of Education in India, Vikash New Delhi.
6. Sukla, S. P. Educational Administration: Vinod Pustak Mandir, Agra.
7. Wayne, K. H.: Educational Administration: Theory Research and Practice, Random – House – New York.

EDN – 401

ECONOMICS OF EDUCATION (SPECIAL PAPER)

Unit – I

Concepts and scope of Economics of Education – Education and consumption: Concepts, Significance and strategies – Education as investment: Concept, Significance and Strategies. (13)

Unit – II

Cost Benefit Analysis of Education: Need & Importance – Taxonomy of cost and Benefit of education. Input and Outputs: Concepts and Relationship Between these two. (13)

Unit – III

Problems of Finance in Education – Principles of Education Finance. Factors influencing Educational Finance. The Grant-In-Aid System in India. (14)

REFERENCES:

1. Bhatnagar, R. P. Aggrawal V: Educational Administration, Planning and Finance: R. Lall Book Depot, Meerut.
2. Carr. W. G.: School Finance, School Economy Series Stanford University Press, Stanford.
3. Mishra, A.: The Financing of Indian Education, Asia Publishing House, New Delhi.
4. Mukherjee S. N.: Administration of Education, Planning and Finance, Acharya Book Depot, Baroda.
5. Sukla, P. D.: Administration of Education in India, Vikash, New Delhi.
6. Sukla, S. P.: Educational Administration, Vinod Pustak Mandir, Agra.

EDN – 402

SPECIAL EDUCATION (SPECIAL PAPER)

Term End – 40

Internal – 10

Unit – I

Concepts of Special Education – Concepts, Nature and Objective of Special Education – Historical Perspective of Special Education. Integrated Education. (13)

Unit – II

Education of Orthopaedically handicapped, Types of Handicap, Characteristics, Educational Programmes. Education of Visually impaired: Characteristics, Etiology, Prevention, Educational Programmes, Education of hearing impaired: Characteristics, Etiology, Prevention, Educational Programmes. (13)

SEMESTER SYSTEM OF P. G. EDUCATION

Unit – III

Education of Mentally retarded: Types, characteristics Educational programmes, Education of learning, Disable Types, causes, Educational programmes. (14)

REFERENCES:

1. Crow L. D. & Crow A.: An introduction to Guidance, Eurasia, New Delhi.
2. Jayaswal, S. R.: Guidance & Counseling, Prakasan Kendra, Lucknow.
3. Jones A. J.: Principles of Guidance, McGraw Hill, New York.
4. Kochhar, S. K.: Educational and Vocational Guidance in Secondary School, Sterling, New Delhi.
5. Nanda S. K. & Sharma S.: Fundamentals of guidance, NBS Ednal Publishers, Chandigarh.
6. Traxler: Techniques of Guidance, McGraw Hill, New York.

OR

EDN – 402

GUIDANCE AND COUNSELLING IN EDUCATION (SPECIAL PAPER)

Term End – 40

Internal – 10

Unit – I

Concept of Guidance & Counselling: Guidance: Concept, Principles, Types (Educational, Vocational & Personal) Counselling: Concept, Types (Directive, Non-directive and Eclectic) Bases of Guidance: Psychological, Sociological and Educational. (13)

Unit – II

Tools and Techniques of Guidance: Tests and their significance in guidance programmes: Non-Testing devices and their significance in guidance programmes with special reference to Questionnaire, Interview Schedules, Sociometric Approaches and Cumulative Record Cards. (13)

Unit – III

Organisation of Guidance Services: Placement Service, Occupational Information Service, Counselling Service, Follow-up Service. (14)

REFERENCES:

1. Crow L. D. & Crow A.: An Introduction to Guidance, Eurasia, New Delhi.
2. Jayaswal, S. R.: Guidance & Counselling, Prakasan Kendra, Lucknow.
3. Jones A. J.: Principles of Guidance, Mc Graw Hill, New York.
4. Kochhar, S. K.: Educational and Vocational guidance in Secondary School, Sterling, New Delhi.
5. Nanda S. K. & NBS Ednal Publishers, Chandigarh.
6. Traxler: Techniques of Guidance, Mc Graw Hill, New York.

SEMESTER SYSTEM OF P. G. EDUCATION

EDN – 403

TEACHER EDUCATION (SPECIAL PAPER)

Term End – 40

Internal – 10

Unit – I

Teacher Education – Concept and Objectives. Organisation of Pre-Service Teacher Education Programme, Organization of In-Service Teacher Education Programme. (13)

Unit – II

Recommendations of the following on Teacher Education: The Education Commission (1964-66) National Commission on Teacher – I, National Policy on Education (1986) (13)

Unit – III

Performance Appraisal of Teachers, Teacher Effectiveness, Quality Control in Teacher Education with special reference to the role of NCTE. (14)

REFERENCES:

1. Aggrawal J. C.: The progress of Education in Free India Arya Book Depot, New Delhi.
2. Balram, R.: In Service Education and Training of Teachers, OECD, Paris.
3. Cropley AJ & Dava R. H.: Lifelong Education and Training of Teachers, UIE, Humburg.
4. Hopkins D & Reid M: Rethinking Teachers Education, Croom Helm, London.
5. Hoyle E. and Meggary J.: Professional Development of Teacher, Kogan Page, London.
6. Kochhar S. K.: Pivotal Issues in Indian Educational Sterling Publishers, New Delhi.
7. MHRD: The Report of the Education Commission (1964-66) Government of India.
8. MHRD: The Report of National Commission on Teacher – I, Government of India.

EDN – 403

COMPARATIVE EDUCATION (SPECIAL PAPER)

Term End – 40

Internal – 10

Unit – I

Major concepts of comparative Education: Concept of Comparative Education- Scope of Comparative Education – Approaches: Historical, Cross – Disciplinary and Problem approach, Factors – Geographical, Economic, Cultural, Structural and Functional. (13)

Unit – II

A Comparative Study of the education system of UK, USA and India with reference to Primary and Secondary Education. (14)

Unit – III

A Comparative Study of the education systems of UK, USA and India with special reference to Higher Education. (14)

SEMESTER SYSTEM OF P. G. EDUCATION

REFERENCES:

1. Chaube, S. P. Features of Comparative Education in India, Vinod Pustak Mandir, Agra.
2. Edwards, R, Halmes B and V. Graff: Relevant Methods in Comparative Education, UIC, Humburg.
3. Hans N: Comparative Education, Routledge and Kegan Paul, London.
4. Halmes, B.: Problems in Education: A Comparative Approach, Routledge and Kegan Paul, London.
5. Meyer A. E.: Development of Education in 20th Century, Prentice Hall, Englwood Cliffs.

EDN – 404
DISSERTATION
CH – 05
Term End – 100

Each M.A. (Education) student of Semester IV is compulsorily required to select a problem on any area of education, carry out intensive research work and prepare a dissertation under the guidance of a teacher of the Department. He/She is required to submit the completed dissertation to the Department 15 days before the practical Examination.

The evaluation of research work shall be jointly made by both the external examiner and the internal examiners.

The marks shall be distributed as follows:

Dissertation	:	80 Marks	CH-03
Viva-Voce	:	20 Marks	CH-02
