

MA Education (MAED) Programme Project Report(PPR) August 2017

Uttarakhand Open University Haldwani was established in the year 2005 by Act No 23 of Uttarakhand Government. The University is fully equipped with Information and Communication Technology. Our university have the Learners support system, current information is given on University Website and through SMS and Telephonic system. The students need not to come in the university for admission, taking the books and Examination etc, All of these facilities are provided to the learners through his/her study center.

(A) Programme Mission & Objectives : The MA Education (MAED) Programme was started in 2010 in Uttarakhand Open University Haldwani. It is the two year Programme, In the I year four paper are compulsory and in II year five papers are to be studied, four papers are compulsory & one paper is to be selected out of three optional papers. The mission of Education subject is to open the way of higher education and teaching Professional. This Education programme is in demand at national level. The MA Education Programme goal and objectives are as mentioned below:

- To enable the students to grasp the meaning of Philosophy and Educational Philosophy, the Indian and Western perspectives of Philosophy.
- To familiarize the students with Sociology of Education and Democratization of Education, culture and cultural aspects of education.
- To enable the students to understand the concepts and principles, implications, assessment of various psychological aspects of Educational Psychology.
- To enable the students to understand the meaning, significance, types, compute the values of various descriptive and inferential statistics, various types of tools and scales, prepare the research report in educational research.
- To enable the learners with the meaning, scope and components of E.T., designing of instructional strategies, uses of e-learning, printed and electronic media.
- To familiarize the students with the concept, scope, qualities of good guidance, importance of mental health and mental hygiene and significance of guidance and counselling.
- To explain the concept and trends of Educational Management, leadership in education, approaches of educational administration and management.
- To provide knowledge to the students with regards to the historical Background of Teacher Education in Pre-Independence & post Independence eras, Suggestions of various Education Commissions and their Implications to teacher education.
- To enable the students to understand the meaning, scope and objectives of distance education, role of various agencies in distance education, uses of various SIML and ICT in distance education system.



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- To acquaint the students with the principles of curriculum development according to the needs and interests of the students and society.
- To assist the learners to understand the children with special needs, to enable the students to explain the various dynamics of Special and Inclusive Education and enable the students to organize appropriate programmes of education and other related services for them.
- To enable the learners to understand the process of measurement and evaluation in teaching learning process, to know the procedure of test construction, to measure and understand the psychological and educational variables to acquaint with the intelligence testing and personality measurement techniques.

(B) Relevance of the Programme with UOU Mission and Goals: The Uttarakhand Open University, Haldwani is giving the opportunity to those persons, who can not take the face to face higher education for any some personal reason as for his job, age, economic problems, marriage, distance of higher institute or college. As person they can take the higher education in any programme or streams in UOU. The MA Education programme is giving help to all of those persons who want to come in the profession of teaching at higher education level.

(C) Nature of Prospective target group of learners: The University mainly caters to the development of women, tribal's and those section of society which have been left out of the main stream. The university has evolved considerably and has been successful in reaching the unreached. Learner can take admission & examination near of the study centre. After taking the admission in two week the SLM is sent to her/his study canter.

(D) Appropriateness of programme conducted in Open and Distance Learning Mode to acquire specific skills and competence: The Uttarakhand Open University Haldwani is running many programmes to develop the learner skill and new knowledge. The university organises time to time, campus recruitment. The MA Education Programme develops the students in Philosophical, Psychological, Research and Teaching Skills. It gives the knowledge of our culture, Ancient Indian society, how we have to solve the psychological problems as mental hygiene, learning problems, educational problems. Now a day Educational research is increasing, the government gives the focus to develop the skill of research. The method of teaching skills was changed. Today teachers teach in smart classes by the help of audio-viedio, Projector, Telecommunication and Internet. We have updated time to time our SLM according to leaner and society demand.

(E) Instruction Design: MA Education programme Curriculum has been designed by the experts of the Educational team. We have completed the syllabus of 1 year and II year and time to time updated. The SLM are prepared by the experts of Education subject. The SLM is delivered to the learners study center. For 2017 MA Education programme SLM is ON-Line available. If a students downloads SLM on line then he is given discount 25 percent in fees.

(F) Procedure for admission, curriculum transaction and evaluation: The admission process in the programme of MA Education is available off-line and on-line. The learner can take the admission at near study centre. The minimum qualification of graduation in any stream. The fees structure for MA Education I year is 4750 (four thousand seven hundred fifty rupees) and for II year 5050 (five thousand fifty rupees only). Marks are divide in 20/80 ratio 20 percent marks are practical assignments and 80 percent marks to written examination.



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(G) Requirement of the laboratory support and library Resources: The Department of education conduct the special workshops and counselling programmes in time to time. Students are given academic direction and helped to solve the academic problems. Teachers solve the problems of the students and help these to overcome the difficulties. Teachers give the guidance to books selection in library. The department information, assignment, workshop, practical, examination are also uploaded on website. Eight regional centres and study centres also give to information to the learners.

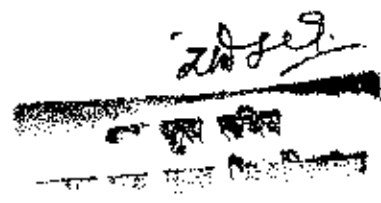
(H) Cost estimate of the programme and the provision: The SLM is Published by the MPDD department Uttarakhand Open University.

(i) Quality assurance mechanism and expected programme outcomes: The MA Education Programme is of 72 credits. The expert and department teaching staff updated the SLM from time to time. The SLM prepared in such a manner in which the learner feels as if he/she is being thought by a teacher in the class room. The Quality is improved and updating work is continues in the department.

Date- 26-8-2017



Dr. Dinesh Kumar
Assistant Professor and Coordinator
School of Education
Uttarakhand Open University haldwani



MAED I Year, M.A. in Education
PAPER I : PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS
OF EDUCATION(Paper code-MAED-101)

COURSE OBJECTIVES

1. To enable the students to grasp the meaning of Philosophy and Educational Philosophy.
2. To acquaint the students with the Indian and Western perspectives of Philosophy.
3. To familiarize the students with Sociology of Education and Democratization of Education.
4. To facilitate the students to understand the meaning of culture and cultural aspects of education.

BLOCK 1 Philosophy and Educational Philosophy

Unit 1:- Philosophy: Its meaning- Indian and Western Perspectives

Unit 2:-The relationship of Philosophy with education, Educational Philosophy- meaning, concerns and scope

Unit 3:- Relevance of Educational Philosophy for a teacher and its significance for the system of modern education.

BLOCK 2

Indian Schools of Philosophy and their Educational Implications:

Unit 4-Vedanta

Unit 5-Upanishad

Unit 6-Sankhya

Unit 7-Yoga

Unit 8-Srimad Bhagwad Gita

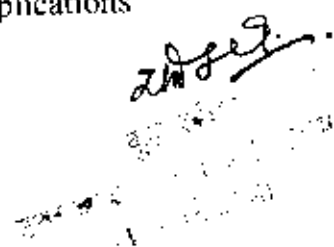
Unit 9- Buddhism

BLOCK 3

Western Schools of Philosophy and their Educational Implications

Unit 10-Naturalism

Unit 11-Idealism



Unit 12-Pragmatism

Unit 13-Existentialism

Unit 14- Realism

BLOCK 4

Indian Thinkers and Educational Philosophy

Unit 15- Gandhi

Unit 16- Tagore

Unit 17- Sri Aurobindo

Unit 18- Swami Vivekananda

Unit 19- Gijju Bhai

Unit 20- J. Krishnamurti

BLOCK 5

Western Thinkers and Educational Philosophy

Unit 21- Rousseau

Unit 22- Plato

Unit 23- Dewey

Unit 24 Jean Paul Sartre

BLOCK 6

Sociology and Educational Sociology

Unit 25:- Sociology- Its meaning, Relationship between Education and Society,

Educational Sociology-meaning, nature and scope

Unit 26:- Education and Society, Education as a Social System. Role of education in the process of social progress and modernization.

Unit 27:- Major Factors affecting the process of Social Change.

Culture-Meaning, Characteristics of Indian culture, Education and cultural change

BLOCK 7

Expansion, Inclusion and Excellence in Education

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UNIT 28:- Issues of Equality of Educational opportunity and Excellence in Education, Quality, Quantity and Equity related aspects of education

Unit 29:- Education and Democracy, Constitutional provisions for education, Nationalism and Education, Education in an era of Liberalization, Privatization and Globalization (LPG) and Information and Communication Technology

Unit 30:- Recommendations of National Knowledge Commission with regard to Higher Education and Open and Distance Education

Suggested Readings:-

1. Sociological foundations of Education in Contemporary India:- S.P. Ruhela and K.C. Vyas, Dhanpat & Sons, Delhi.
2. Major Philosophies of Education: Ram Shakal Pandey, Vinod Pustak mandir, Agra.
3. Indian Philosophy of Education: Humaun Kabir, Asia Publishing House, Bombay
4. शिक्षा दर्शन- R.S. Pandey, Vinod Pustak Mandir, Agra.
5. शिक्षा की दार्शनिक पृष्ठभूमि: L.K. Odh
6. शिक्षा दर्शन: रामशकल पांडे
7. शिक्षा के दार्शनिक और समाजशास्त्रीय सिद्धांत: रमन बिहारी लाल
8. Philosophical and Sociological Principles or Education: Lal and Palod
9. Education and Society: A.K.C. Ottaway



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MAED 1 Year, M.A. in Education
PAPER II: PSYCHOLOGICAL FOUNDATIONS OF
EDUCATION(Paper code-MAED-102)

COURSE OBJECTIVES

1. To enable the students to understand the concepts and principles of Educational Psychology.
2. To enable the learners to understand the implications of psychological theories of education.
3. To acquaint the learners with the process of development and assessment of various psychological abilities and traits.

BLOCK 1

Educational Psychology and Human Development

Unit 1- Educational Psychology- meaning, concerns and scope.

Unit 2- Human Development: Stages of human development: with special reference to: Adolescence and Youth hood.

Unit 3-Factors influencing development and there relative role, Formation and development of Ego Identity

BLOCK 2

Cognitive and Moral Development

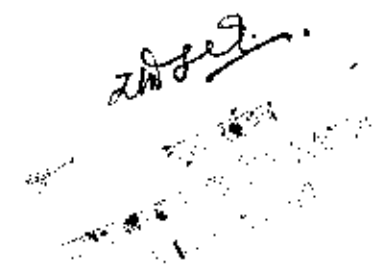
Unit 4-Jean Piaget's theory of Cognitive development and its educational implications.

Unit 5-Lawrence Kohlberg's theory of Moral development and its educational implications.

Unit 6-Jerome S. Bruner's theory of Education and its educational implications.

BLOCK 3

Theories of Learning



Unit 7:- Learning: Concept, Theories of Learning and their educational implications-

- i. Guthrie's Contiguous Conditioning
- ii. Hull's Drive Reduction Theory

Unit 8:- Gestalt psychology, Cognitive theory- Kurt Lewin Field Theory of learning and its educational implications.

Unit 9:- Gagne's Conditions of Learning.

Unit 10:- Implications of the findings from Neurosciences: - Biology of Learning and Learning Styles-Hemispheric Preference and Sensory Preferences

BLOCK 4

Intelligence- Theories and Measurement

Unit 11:- Intelligence: definitions, efforts made since 1904 to understand and measure intelligence.

Unit 12:- Theories of Intelligence-

- i. Guilford's Model of Intellect
- ii. Sternberg's Triarchic Theory
- iii. Howard Gardner's theory of Multiple Intelligences

Unit 13:- Emotional Intelligence: - meaning, dimensions and significance

Unit 14:- Spiritual Intelligence: meaning and significance

Unit 15:- Issues and Controversies in intelligence testing- Verbal and Non- Verbal tests, Individual and Group tests, Culture fair intelligence tests, Cultural dimensions of intelligence testing.

BLOCK 5

Personality and its Assessment

Unit 16:- Personality: Concept and development, Theories of Personality-

- i. Allport's Approach
- ii. Cattell's Approach
- iii. Eysenck's Approach

Unit 17:- i. Psycho - Analysis -Sigmund Freud

ii. Erickson's Psycho social developmental stage theory



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Unit 18:- Behavioural Approach- Miller and Bandura, Humanistic Approach of Maslow

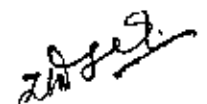
Unit 19:- Assessment of Personality: Techniques

- i. Personality Inventories- Rating Scales
- ii: Projective Techniques- Rorschach Ink Blot test, TAT

Unit 20:- Creativity: definitions, characteristics of creative individuals, factors influencing creativity, fostering and guiding creative children, creativity and intelligence.

Suggested Readings:-

1. Advanced Educational Psychology: S.K. Mangal
2. Educational Psychology: S. S. Mathur
3. Theories of Learning: Hilgard
4. Psychology of Learning and Instruction: P. Dececco
5. Advanced Educational Psychology: S.S. Chauhan
6. Theories of Development: W.C. Crains
7. शिक्षा मनोविज्ञान Shiksha Manovigyaan: S Bhatnagar
8. शिक्षा मनोविज्ञान : P.D.Pathak
9. शिक्षा मनोविज्ञान : S.S. Mathur
10. शिक्षा मनोविज्ञान: S.K. Mangal
11. शिक्षा मनोविज्ञान: Akhilesh Chaubey
12. शिक्षा मनोविज्ञान: S.P. Gupta
13. शिक्षा मनोविज्ञान: A.K. Singh


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MAED 1 Year, M.A. in Education
PAPER III: RESEARCH METHODS AND STATISTICS IN
EDUCATION(Paper code-MAED-103)

COURSE OBJECTIVES

1. To enable the students to understand the meaning, significance, types and purposes of educational research.
2. To enable the students to compute the values of various descriptive and inferential statistics.
3. To familiarize the students with the characteristics and uses of Normal Probability Curve.
4. To enable the students to prepare the research report.
5. To acquaint the learners with various types of tools and scales.

BLOCK 1

Educational Research- Types and Methods

Unit 1- Research and Scientific Inquiry: Meaning, need and importance

Unit 2- Educational Research: Meaning, scope, significance and purpose.

Unit 3- Types of research-Fundamental, applied and action research.
Quantitative research and Qualitative research.

Unit 4- Methods of Educational Research: Experimental, Normative Survey, Historical, Case Study, Documentary Analysis and Ethnography.

BLOCK 2

Educational Research Problems

Unit 5- Areas of Educational research-research priorities in the field of Education

Unit 6- Selection of the problem, sources of the problem, Objectives of the Research work- concomitant, major, subsidiary; Hypothesis-definition, types.

Unit 7- Preparing the Research proposal (Synopsis)

Unit 8- Review of the Related Literature, Purpose of the Review; Identification of the Related Literature; Organizing the Related Literature



BLOCK 3

Sampling and Data Collection

Unit 9-Sampling- sample and population, Characteristics of a good sample. Techniques of sampling -

- (a) Probability sampling techniques
- (b) Non- Probability techniques

Unit 10- Data -types of data, Quantitative and Qualitative data, Scales of Measurement- Nominal, Ordinal, Interval and Ratio scales.

Unit11- Tools and techniques of data collection for Quantitative and Qualitative research.

Unit 12- General principles of construction of tools- and their standardization process, characteristics of research tools- Reliability , Validity and objectivity of scores and related issues.

BLOCK 4

Statistical Analysis of Data

Unit 13 - Descriptive Statistics- Measures of Central Tendency, Measures of Variability (Range, Average Deviation, Quartile Deviation, Standard Deviation), Quartiles, Percentiles, Standard errors of various relevant statistics.

Unit14- Measures of Correlation- Meaning, types, interpretation, computation techniques- Spearman's Rank Order, Pearson's Product Moment coefficient of correlation, Biserial, Point-biserial, Tetrachoric, Phi and contingency coefficients of correlation.

Unit 15- Understanding the nature of the distribution of scores. Normal Distribution and Binomial Distribution, Normal Probability Curve (NPC) - its characteristics and uses. Computation of the values of Skewness and Kurtosis and their uses.

Unit 16-Inferential statistics (Parametric statistics) - Critical Ratio, testing the null hypothesis, test of significance, types of error:-one tailed and two tailed tests and t- test; Z- test, the F-test (ANOVA)



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Unit 17- Inferential statistics (Non-parametric Statistics): - Chi-square, Mann Whitney U, Sign Test and Median Test

BLOCK 5

Preparing and Evaluating Research Report- Various steps

Unit 18 - Need and significance of the study, Title of the study, Definitions of the terms, Objectives of the study- concomitant objectives, major objectives, subsidiary objectives, Hypotheses of the study, Delimitations of the study

Unit 19- Survey of the related literature, Research design- population, sample, sampling technique and description of the sample, tests and tools used, data collection procedure and statistics employed

Unit 20- Analysis of the data and results, Conclusions and their socio-educational implications and suggestions for future studies, Bibliography and appendices

Suggested Readings:-

1. Research in Education: Best and Kahn
2. Methodology of Educational Research: Lokesh Kaul
3. Fundamentals of Educational Research: R.A. Sharma
4. Research Methodology in Behavioural Sciences: F.Kerlinger
5. शैक्षिक अनुसन्धान: Paras Nath Rai and Mehrotra
6. शैक्षिक अनुसन्धान के मूल तत्व: Sukhiya and Mehrotra
7. मनोविज्ञान समाजशास्त्र एवं शिक्षा में शोध विधियाँ: A.K. Singh
8. सांख्यिकी एवं मापन : Dr. D.N. Srivastava
9. Statistics in Psychology and Education: Garrett and Woodsworth
10. Fundamental Statistics in Psychology and Education: Guilford

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MAED I Year, M.A. in Education
PAPER IV: ICT in EDUCATION(Paper code-MAED-104)

COURSE OBJECTIVES

1. To acquaint the learners with the meaning, scope and components of E.T.
2. To familiarize the learners with designing of instructional strategies and system.
3. To enable the learners to understand the levels and models of teaching.
4. To facilitate the learners to understand the uses of printed and electronic media for formal and non-formal systems of education.
5. To acquaint the learners with research priorities in E.T. and the concept of e-learning and various resource centers of E.T.

BLOCK 1

Educational Technology- Communication and Instructional System

Unit 1- Information and communication- Instruction and Communication -Theory, concept, process components, types. Classroom Communication. Mass media in Educational technology.

Unit 2- Educational Technology: meaning, scope, concerns, components of ET-software, hardware and system analysis. Educational Technology and Instructional Technology.

Unit 3- Various Instructional Systems- Formulation of instructional objectives, Task Analysis.

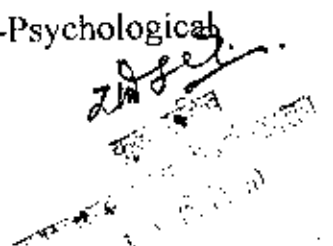
Unit 4- lectures, team teaching, discussions, seminars and tutorials as instructional strategies- their characteristics and organization.

BLOCK 2

Levels of Teaching, Strategies and Models

Unit 5- Levels of Teaching and Strategies: Memory, Understanding and Reflective levels of teaching. Teaching strategies- Meaning, functions and types.

Unit 6- Models of teaching: Meaning, functions and types -Psychological Models and Modern Models of Teaching.



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Unit 7- Teacher behavior Modification Techniques - Micro teaching, Simulated Social Skill Teaching, Guided School Experience.

Unit 8- Interaction Analysis Techniques for modification of teacher behavior - Flander's Ten Category System

Unit 9- Programmed instruction- Origin and types-Linear and Branching & Mathetics Models.

Unit 10- Development and Evaluation of the Programmed Instructional material.

Unit 11- Computer Assisted Instruction: meaning, instructional uses of computer.

BLOCK 3

Printed and Electronic Media- Applications for Formal and Non- formal Education

Unit 10- Educational technology for Formal Education-

Unit 11- Educational technology for Open and Distance Learning System- Uses of Printed material and Self-Instructional Learning Material,

Unit 12- Uses of Electronic Media, Interactive Video and Tele Conferencing, CCTV, Computer Networking medium, INSAT, EDUSAT, Educational Television.

Unit 13- Audio- Visual aids in Education

Unit 14- Educational technology for evaluation purposes

BLOCK 4

Educational Technology and Research

Unit 15- Researches conducted in the field of Educational technology

Unit 16- Research Priorities in Educational Technology



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Unit 17- e-learning-meaning and modalities of e-learning, Pedagogical designs for optimizing e-learning, evaluation of the impact of e-learning.

Unit 18- Resource Centers for Educational Technology- Role of CIET, UGC, IGNOU- STRIDE, NOS, State ET cells, AVRC, EMRC and NIST etc. for the improvement of teaching- learning.

Suggested Readings:-

1. Educational Technology: R.A. Sharma
2. शैक्षिक तकनीकी: R.A. Sharma
3. Educational Technology: Saxena and Oberoi
4. शैक्षिक तकनीकी के मूल आधार S.P. Kulshreshtha
5. Introduction to Educational Technology: K. Sampath, A.Pennirselvam and S. Santhanam

R.A. Sharma
Rajendra Prasad
Director
CIET, Gandhinagar
Bhopal

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MAED Part II

Guidance and Counselling (MAED-201)

Objectives:

- To familiarize the students with the concept, scope and significance of guidance and counselling.
- To acquaint the students with the types, agencies and qualities of good guidance and counselling personnel.
- To provide information's with regard to tests and tools used in guidance and counselling services.
- To help the students to understand the concept, principles and importance of mental health and mental hygiene.
- To enable the students to comprehend the concept of adjustment.

BLOCK 1 Guidance and its Concept

Unit 1- Guidance: Concept, Principles, assumptions, issues and problems, need, scope and significance of guidance

Unit 2- Types of Guidance-Educational, Vocational and Personal, Group Guidance

Role of Teacher in guidance,

Unit 3-Guidance and Curriculum: Guidance and Classroom Learning

Unit 4- Agencies of guidance- National level, State level

BLOCK 2 Guidance of Children with Special Needs

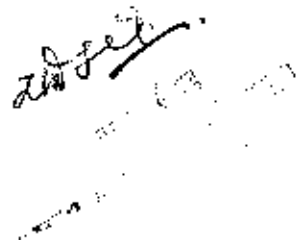
Unit 5- Problems and Needs. Role of teacher in helping children with special needs
Guidance of the gifted and creative,

Unit 6- Group Guidance: Concept, principles, procedure and techniques of group guidance

BLOCK 3 Counselling and Its Concept

Unit 7-Counselling Process: Concept, Principles of counselling, counselling approaches-
Directive, Non-directive and Eclectic

Unit 8-Group Counselling vs Individual Counselling. Counselling for Adjustment.
Characteristics of good counselling



Unit 9-Information Orientation services, placement service and follow up service at different levels of education, evaluation of guidance Programme

Unit10- Qualities of a good counsellor, role and responsibilities.

BLOCK 4 Testing in Guidance Service

Unit 11- Tools and Techniques of guidance, Use of tests in guidance and counseling.

Unit 12 -Tests of Intelligence -SPM, Bhatia Battery Test of Intelligence, Aptitude- DAT, Creativity- Baquer Mehndi Test of Creativity (Based on Guilford's Model), Interest- VIB and Personality EPQ, 16 PF- administering, scoring and interpretation of tests scores.

Unit 13- Organization of a Guidance Programme - Organizing Guidance services at different levels of education

BLOCK 5 Human Adjustments and Mental Health

Unit 14- Psychological foundations of Adjustment, Role of motivation and perception in adjustment

Unit 15- Concept and meaning of mental health and mental hygiene. Principles of Mental Hygiene and their implication for effective adjustment, mental health and development of integrated personality

Unit16- Adjustment mechanism and its characteristics, Frustration, conflicts and their resolution

Unit17 - Problem of maladjustment-causes and symptoms of maladjustment.

Suggested Readings

1. शैक्षिक तथा व्यावसायिक निर्देशन के आधार: के.पी. पान्डे
2. शैक्षिक तथा व्यावसायिक निर्देशन तथा परामर्श: आर. ए. शर्मा
3. शैक्षिक तथा व्यावसायिक निर्देशन एवं परामर्श: S.C. Oberoi
4. आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन: महेश भार्गव
5. Educational Vocational Guidance and Counselling: J.C. Agarwal
6. Counselling and Guidance: S. Narayana Rao
7. Guidance and Counselling: A.K. Nayak
8. शिक्षा में निर्देशन एवं परामर्श: Sitaram Jaiswal

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M.A. Education Part II

Educational Management and Administration- MAED 202

Objectives

- To explain the concept and trends of Educational Management.
- To help the students to understand educational planning and supervision.
- To familiarize the students with the process and role of communication.
- To acquaint the students with the concept of leadership in education.
- To enable the students to understand the approaches of educational administration and management.

BLOCK 1:-Concept, Process Types and Trends of Educational Management

Unit 1:- The concept and features of Educational Management, various types of educational management, modern trends of Educational Administration.

Development of the concept of Educational Administration from 1900 to present day.

Unit 2:- Taylorism, Administration as a process, Administration as a bureaucracy.

Unit 3:- Human Relations Approach to Administration, Meeting the Psychological needs of employees

Unit 4:- Systems approach and specific trends in Educational Administration such as (a) decision making (b) Organizational Compliance (c) Organizational development (d) PERT (e) Modern Trends in Educational Administration

BLOCK 2:- Leadership in Educational Administration

Unit 5- Meaning and Nature of Leadership, Theories of leadership,

Unit 6- Styles of leadership,

Unit 7- Measurement of leadership

BLOCK 3:- Educational Planning and Supervision

Unit 8: Meaning, Approaches to educational planning, Perspective Planning, Institutional Planning



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Unit 9: - Meaning and functions of Supervision, Types of Supervision, Qualities of a Supervisor

Unit 10: Planning, organizing and implementing supervisory programmes

Unit 11: Supervision as a service activity, Supervision as a process, Supervision as Educational leadership, Specific features of Modern Supervision

Unit 12: Meaning and functions of Inspection, Differences in Supervision and Inspection, Problems of Supervision and Inspection

BLOCK 4:- Process, Role and Barriers of Communication

Unit 13- Meaning, objectives and types of Communication

Unit 14- Role of Communication for effective management and administration, Methods of Communication.

Unit 15 - Barriers to communication, overcoming the barriers of communication in educational administration

BLOCK 5:- Educational Administration and Management in State

Unit 16 Management of Schools- Role of headmaster and Teachers in school management and administration

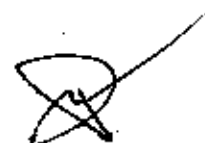
Unit 17- Approaches to educational planning and management at Primary, Secondary and Tertiary stage of education.

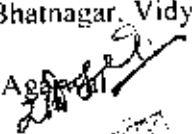
Unit 18- Educational Administration in State: control of School education in State- a critical analysis

Unit 19- Functions of State Government at different levels of Education

Unit 20- Functions of Board of School Education and University

1. स्कूल प्रबन्ध, सूचना तथा सम्प्रेषण तकनीकी: जे.सी. अग्रवाल,
2. शैक्षिक प्रशासन: लक्ष्मी लाल ओड
3. शैक्षिक प्रबन्ध के मूल तत्व: देवदत्त शर्मा
4. विद्यालय प्रशासन एवं संगठन: एस.पी. सुखिया
5. School Administration and Organization: S.P. Sukhiya
6. Educational Administration: Supervision Planning and Financing: R.P. Bhatnagar, Vidya Agarwal
7. School Management, Information and Communication Technology: J.C. Agarwal




मुख्य अधिकारी
विद्यालय प्रशासन विभाग
एन.ए. विद्यापीठ

M. A. Education Part II
Teacher Education – MAED-203

Objectives:

- To provide knowledge to the students with regards to the historical Background of Teacher Education in Pre-Independence & post Independence era.
- To acquaint the students with the suggestions of Various Education Commissions and their Implications of teacher education.
- To familiarize the students with importance of research in the field of teacher education.

Block 1

Historical Perspective :

Unit 1- Teacher Education in Ancient, Buddhist and Medieval Period.

Unit 2- Recommendations of Wood Despatch.

Unit 3- Recommendations of Sadler Commission & Hunter Commission for teacher education.

Block 2

Recommendations of Various Commissions for Teacher Education (After Independence)

Unit 4- Radhakrishnan Commission and Mudaliar Commission.

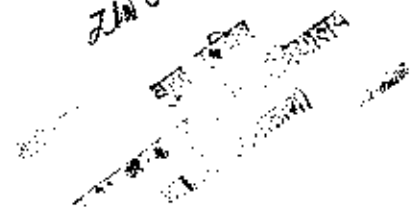
Unit 5- Kothari Commission.

Unit 6- New Education Policy and Teacher Education (1986) and National Curriculum Framework Teacher Education (NCFTE) 2009

Block 3

Unit 7- Meaning, Need and objectives of Teacher Education at various stage of Education.

Unit 8-Modification of teacher Behaviour: Micro Teaching and Simulated Social Skill Training.



Unit 9- Competency-based teacher education: Quality assurance in Teacher education.

Block 4

Types of Teacher Education Programme and Agencies

Unit 10- In-service Teacher Education

Unit 11- Pre-service Teacher Education

Unit 12- Teacher Education through ODI system.

Unit 13- Orientation and Refresher Courses

Unit 14- National and state level agencies and Teacher education (NCTE, NCERT, SCERT, NEUPA, UGC, RCI).

Block 5

Research in Teacher- Education:

Unit 15- Nature and Aims of Research

Unit 16- Priorities of Research

Unit 17- Importance of Research


Suggested Readings

सक्सैना. एन. आर. : अध्यापक शिक्षा, सूर्या पब्लिकेशन मेरठ ।

शर्मा, पी. सी तथा एल.सी. सिंह, अध्यापक और अध्यापक शिक्षा।

Singh, L.C. Teacher Education in India, NCERT, New Delhi.

Govt. of India –National Policy on Education Ministry of HRD-New Delhi.


मुख्य अधिकारी
राज्य शिक्षा बोर्ड
एल.सी. (एन.सी.ई.आर.)



MA Education Part II
Distance Education Syllabus MAED-204

Objectives

- To enable the students to understand the meaning scope and objectives of distance education.
- To familiarize the students with the role of various agencies in distance education and to understand the issues of quality assurance and challenges in the area of distance education.
- To explain the process of development of SILM in distance education.
- To help the students to understand the uses of various SILM and ICT in distance education system,

Block 1

Unit 1- Meaning, characteristics and scope of Distance Education.

Unit 2- Goals, objectives, need and importance of Distance Education.

Unit 3-Development of distance education in independent India and situation of distance education in the present perspective.

Block 2

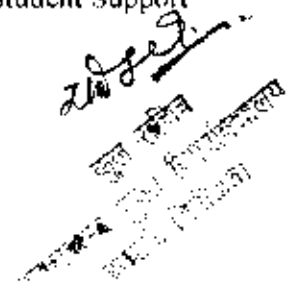
Unit 4-The role of Central Govt., State Govt., NGO's and mass communication in the development of distance education.

Unit 5-Quality assurance, challenges and priorities in the area of Distance education.

Unit 6-Evaluation in Distance Education.

Unit 7- Characteristics and problems of students of Distance Education. Student Support System.

Block 3



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Unit 8- Meaning, importance and features of Self Instructional Learning Material (SILM) in the area of Distance Education.

Unit 9- Content production and delivery systems in Distance education system.

Unit 10- Uses of self learning materials, audio-visual aids, Information Communication Technology (ICT) in Distance education system.

Block 4

Unit 11-Criteria for selection, process, evaluation and editing of Self Instructional Learning Materials.

Unit 12-Types of SILM in distance learning-print, audio, video, and web-based interactive materials- Internet, CC TV, on-line classes

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New Delhi

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M.A. Education Part II
Curriculum Development Code: MAED-205

(Elective Paper)

Objectives:

To acquaint the students with the principles of curriculum development according to the needs and interests of the students. To familiarize the students with the importance of developing the course material according to the needs of the society. To enable the students to discuss the characteristics of coordination among student centered, content centered, and society centered curriculum.

Block-1 Curriculum : Meaning, Nature, Scope and Objectives

Unit 1-Curriculum : Concept, Meaning, Nature, Scope and Objectives of curriculum, Curriculum and its relation with learners personality

Unit 2- Types of Curriculum : Core Curriculum, Inclusive Curriculum, Theoretical Curriculum, Activity Based Curriculum, and Reconstructivistic Curriculum

Block-2 Curriculum Development : Its Process, Principles, and Bases

Unit 3- Curriculum development-the process and principles

Unit 4- Determinants of Curriculum Development

Unit 5- Philosophical Bases of Curriculum Construction: Philosophy as a force of curriculum construction, curriculum according to progressivism, essentialism and reconstructivism, relationship between values and curriculum,

Unit 6- Psychological Bases of Curriculum Construction: Psychology as a force of curriculum construction, implications of the theories and principles of learning with reference to Behavioral and Cognitive theories.

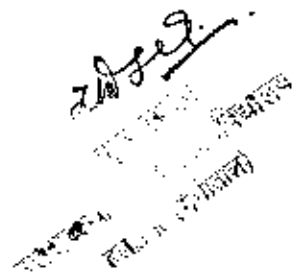

Unit 7- Sociological Bases of Curriculum Construction: Society as a force of curriculum development, social change in India (with special reference to the impact of Science and Technology) and its impact on curriculum development.

Block-3 Curriculum Design and Organization

Unit 8- Meaning of curriculum design, components and sources of curriculum design. principles of curriculum construction, methods of organization of syllabus in formulating curriculum operations,

Unit 9- Curriculum design: Its Categories

Unit 10- Different models and principles of curriculum construction



Block 4 Curriculum Evaluation

Unit 11- Curriculum evaluation: Concept of curriculum evaluation, types of curriculum evaluation, need and importance of curriculum evaluation

Unit 12- Models of curriculum evaluation, issues and trends in curriculum evaluation

Block 5 Recent Trends in Curriculum Development and Research


Unit 13- Scope of Curriculum Research

Unit 14- Curriculum research in India

Unit 15- Suggestions/recommendation related to curriculum development according to different education commissions

Suggested Readings:

1. पाठ्यक्रम विकास: सियाराम यादव
2. पाठ्यक्रम का भावी विकास: सीता राम जायसवाल
3. Managing Curriculum: R.A. Sharma
4. Curriculum Reforms in India: J.C. Agarwal
5. Curriculum Development: R.A. Sharma


सि. रा. शर्मा
मुख्य शिक्षक
विद्यालय (सहायक)



M.A. Education Part II
Inclusive Education Code: MAED-206
(Elective Paper)

Objectives: To assist the learners to understand the children with special needs, to enable the students to explain the various dynamics of Special and Inclusive Education and enable the students to organize appropriate programmes of education and other related services for them.

Block I: The Concept of Exceptional Children or Children with Special Needs

Unit 1: Meaning of Exceptional Children, Positive and Negative Deviations

Unit 2: Concepts of Impairment, Disability and Handicap

Unit 3: Types of Exceptional Children

Unit 4: Needs and Problems of Exceptional Children

Block II: Special Education, Integrated, Mainstreaming and Inclusive Education

Unit 5: Meaning and Scope of Special Education

Unit 6: Principles of Special Education, Objectives of Special Education

Unit 7: Types of Special Education Services, The Resource /Itinerant Teacher, Aids and Room

Unit 8: Meaning of Integrated Education, Mechanics/ Nature of Integrated Education, Scope of Integrated Education, Importance of Integrated Education

Unit 9: National and International Policies and Legislations with respect to Special and Inclusive Education

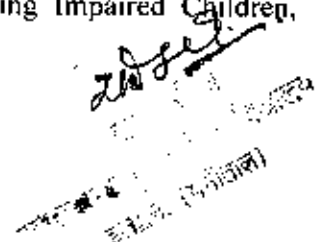
Unit 10: The NPE (1986) and the POA, National Knowledge Commission-Recommendations, National Curriculum Framework School Education 2009 relating to integrated Education

Unit 11: Mainstreaming, Components of Mainstreaming, Efficacy of Mainstreaming, Issues in integration

Unit 12: Concept of Inclusion in Education, Components of Inclusion in Education, Advantages of Inclusive Education, Issues in Inclusive Education

Block III: Inclusive Education for Children with Hearing Impairment

Unit 13: Meaning of hearing impairment, Classification of Hearing Impaired Children, Characteristics of Hearing Impaired Children



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Unit 14: Identification and placement of Hearing Impairment, Care and Training of Hearing Impaired

Unit 15: Educational Inclusion of Children with Hearing Impairment, Role of Teacher

Block IV: Inclusive Education for Children with Visual Impairment

Unit 16: Meaning of Visually Impaired Children, Classification of Visually impaired Children, Characteristics of Visually impaired Children

Unit 17: Identification and Placement of Visually Impaired Children, Care and Training of Visually Impaired Children

Unit 18: Educational Inclusion of Children with Visually Impairment, Role of the Teacher

Block V: Inclusive Education for Children with Mental Retardation

Unit 19: Concept of Mental Retardation, Mental Retardation and Mental Illness, Classification of MR, Characteristics for MR children, Specific Characteristics of EMR, TMR and CMR Children

Unit 20: Identification and Placement of MR Children, Care and Training of Educable Mentally Retarded Children

Unit 21: Educational Inclusion of Children with Mental Retardation, Role of the Teacher

Block VI: Inclusive Education for Children with Learning Disability

Unit 22: Concept of Learning Disability, The Learning Disability, and MR children, The LD, Backward Children and Slow Learners, Characteristics of LD Children, Types of Learning Disability

Unit 23: Identification and Placement of LD Children, Care and Training of LD Children

Unit 24: Educational Inclusion of Children with Learning Disability, Role of the Teacher

Block VII: Inclusive Education for Children with Giftedness

Unit 25: Concept of Gifted Children, Identification of Gifted Children, Characteristics of Gifted Children

Unit 26: Educational Programme for the Gifted, Inclusive Education Programmes for the Gifted, Underachieving Gifted Children



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Suggested Readings:

1. M.Dash: Education of Exceptional Children: Atlantic Publishers and Distributors, New Delhi
2. M.Bhargava: Vishisth Shiksha, Bhargava Publication, Agra
3. S.Kirk: Educating Exceptional Children, Hough Mifflin, Boston
4. K.C.Panda: Education of Exceptional Children: Atlantic Publishers and Distributors, New Delhi

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M.A. Education Part II
Measurement and Evaluation Code: MAED-207
(Optional Paper)

Objectives : To enable the learners to understand the process of measurement and evaluation in teaching learning process, to know the procedure of test construction, to measure and understand the psychological and educational variables to acquaint with the intelligence testing and personality measurement techniques.

BLOCK1- ELEMENTRY STATISTICS

Unit 1- Measures Of Central Tendency

Understanding the nature of distribution of scores, Location of Points on Graph , Frequency Polygon , Histogram , Percentiles and Ogive, Line Drawing of Curves , Bar Diagram , Pie Diagram

Concept of Mean, Median, and Mode, Uses of Mean, Median, and Mode, Methods of Calculating Mean, Median, and Mode

Unit 2-Measures Of Variability

Concept of Range , Quartile Deviation (Q.D.) , Average Deviation , Standard Deviation(S.D.), and Variance, Methods of Estimating Measures of Variability

BLOCK 2-NORMAL CURVE & CORRELATION METHODS

Unit 3- Normal Probability Curve

Definition of Normal Curve (NPC) , Characteristics of NPC, Application of NPC

Unit 4-Correlation Methods

Meaning of Correlation, Spearman's Correlation of Ranks Difference, Pearson's Correlation Method, and Contingency Coefficient

BLOCK 3-TECHNIQUES OF CONDUCTING TEST

Unit 5- Psychological Testing-Procedures, uses and interpretation of Test Scores

Meaning of Psychological Tests , Characteristics and Need of Psychological Test, Major Classification of Psychological Tests, Uses of Tests , Testing Procedure , Interpretation of Test Scores

BLOCK 4- MEASUREMENT AND EVALUATION



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Unit 6- Measurement and Evaluation

Concept of Measurement, Characteristics, Functions, Various Types of Variables, Scales of Measurement, Method of Measurements, Concept of Evaluation, Purposes and Functions, Techniques,

Unit 7- Construction of Achievement Test

Oral examination, Construction of Objective Type Test, Recognition Type Items, Recall Type items, Evaluation of Learning Objectives, Comparison Between Essay and Objective Tests , Criterion – Referenced and Norm Referenced Tests
Process of the Development of Achievement Test, Various Types of Tests: Teacher Made and Standardized Tests.

Unit 8- Item Analysis – Meaning, Procedures and Techniques

Items Analysis- Meaning and Objectives , Procedure of item Analysis, Criteria for Selection and Rejection of items, Item Analysis of Diagnostic Test Item.

Unit 9- Concept of Reliability

Meaning and Definition of Reliability, Characteristics , Computation of Various Reliability Coefficients viz. Test-Retest Reliability, Split-halves Reliability, Kuder Richardson Reliability, Reliability Index, Standard Error of Measurement, Estimation of the Reliability of Criterion – Referenced Test

Unit 10- Concept of Validity

Meaning and definition of Validity, Characteristics , types of Validity- Content Validity, Criterion Related Validity, Construct Validity Methods of Estimating Validity, Cross-Validation technique, Relation between Validity and Reliability

Unit 11- Development of Test Norms

Meaning of Norms or Standard Scores, Definition of Norms, Need of Norms , Percentile Norms or Percentile – Rank Norms, Standard Score Norms (Z-scores Norms) , T-Scores Norms , Deviation I.Q. Norms , Stanine Norms, Age Norms , and Grade Norms

BLOCK 5: EDUCATIONAL & PSYCHOLOGICAL TESTS

Unit 12- Measurement Of Achievement

Achievement Tests or Performance Tests , Diagnostic Tests , Process of the Development of Achievement Test , Educative Values of Examinations, Various Types of Tests: Teacher Made and Standardized Tests, Summative and Formative Tests , Easy and Objective Type Tests

Unit 13- Measurement Of Intelligence

Definitions of Intelligence, Characteristics of Intelligence, Types of Intelligence,



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Measurement of Intelligence, Binet Tests , Wechsler Scale WAIS (1955) , Thurston's Tests of Primary Mental Abilities (PMA) , Non-Verbal Test of Intelligence- Bhatia Battery, Cultural -Fair Intelligence Test- SPM, Performance Test- Koh block Design Test , Uses of Mental Ability Tests

Unit 14- Measurment of Personality

Definitions of Personality , Characteristics , Personality Measurement , Personality Inventories, Preference Schedule (EPPS), Allport Vernon Study of Value (1931), Projective Techniques-TAT and Rorschach INK Blot Test,

Suggested Readings:

1. A.Anastasi: Psychological Testing, The Mc Millan Company, New York
2. H.E. Garret: Statistics in Pschology and Education, Vakils, Feffer and Simons Pvt.Ltd. Mumbai
3. S.P.Gupta: Adhunik Mapan Avam Moolyankan, Sharada Publication, Allahabad
4. J.C.Nunally: Psychometric Theory, McGraw Hill Company, New York
5. R.L.Ebel : Measuring Educational Achievements, Prentice Hall Inc. EngleWood Cliffs
6. N.E.Gronlund: Measure and Evaluation in Teaching, Mc Millan Company, New York

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