

## COURSE CONTENTS

**Course No. Ed-50**      **Title: Sociological Foundations of Education.**

**Credits: 4**                      **Maximum Marks 100**  
a) **Semester examination: 80**  
b) **Sessional assessment: 20**

**Duration of examination: 3hrs**

**Syllabus for the examinations to be held in May 2010.**

### COURSE OBJECTIVES:

1. To give the students a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
2. To lead them to an understanding of social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
3. To enable them to appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development.

## COURSE CONTENTS

**Unit-I:**                              **Weightage: 25%**  
**Marks : 20**

### Education and Sociology

Concept & Nature of Educational Sociology & Sociology of Education, Education as a social subsystem. A Brief discussion on – Folkways, mores, values, institutions.

### Social differentiation & stratification

Concept, characteristics and functions of social stratification and mobility.

Detailed discussion on the aspects of Mobility with educational implications.

Westernization, Sanskritisation, Urbanization, Industrialization and Modernization.

### Unit-II:

**Weightage: 25%**

**Marks : 20**

### Cultural and Civilization

Concept and Nature, Difference and the interdependence between culture and civilization. Role of Education in cultural change, cultural determinants of education. Difference between Enculturation and Acculturation.

### Social Process

Concept, meaning of social interaction, kinds of interaction : Cooperation, Competition, Conflict, Accommodation and Assimilation

Role of education in the social process.

## **Social Change**

Concept, Constraints (caste, lack of education, regionalism) of Social Change in India and in a pluralistic society, Role of education in social change.

### **Unit-III:**

**Weightage: 25%**

**Marks : 20**

#### **Education and Society**

Concept, Role of Education in society, Socialization and Factors affecting Socialization.

#### **Social Order and Equality and Equity in Education**

Concept of social order, difference between equality and equity in context of Educational opportunity, constitutional provision to provide equality of educational opportunity among the weaker sections.

#### **Education and Policy**

Concept of Democracy, welfare state and totalitarian state. Role of Education in promoting the cause of statehood, responsibilities and role of state for promotion of education.

### **Unit-IV:**

**Weightage: 25%**

**Marks : 20**

Concept of sociological thoughts and Social thoughts. A discussion on social Theories : Functionalism, Marxism, Interactionism and positivism. Difference

between Positivism and phenomenology; sociology and ideology.

### **Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

### **Books Recommended**

1. Karl Mannheim and W.A.G. Steward Introduction to the Sociology of Education Rpit; edge Kegan Paul, (1961).
2. Musgrave Sociology, History and Education Methuen & Co. Ltd. London (1973).
3. Yoginder Singh Modernization of Indian Tradition. Rawat Publications, Jaipur.
- 4 Harlambos, M. Sociology-Themes and Perspectives OUP, New Delhi.

- 5 Shanker Rao, C.N. Sociology Primary Principles S. Chand and Co., New Delhi (2002).
- 6 Abhram and Morgan Sociological Thoughts – McMillan, New Delhi.
7. Dewey John, Democracy and Education. The Macmillian Co. New York (1994).
8. Munshi, K.M. Foundations of Indian Culture Bhavans Publications.
9. Abraham Francis & Morgan, John “Sociological Thought. McMillian India Ltd. 2002.
10. Ssrinivas, M..N. Social change in Modern India, McMillian India Ltd.
11. Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Mandir Agra.

## COURSE CONTENT

**Course No. Ed-51**                      **Title: Teacher Education**

**Credits: 4**                                **Maximum Marks: 100**

**a) Semester examination : 80**

**b) Sessional assessment : 20**

**Duration of examination : 3hrs**

**Syllabus for the examinations to be held in May 2010.**

### Course Objectives:

1. To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspective.
2. To enable students to development of teacher education curriculum in India.
3. To enable students to know and apply various techniques of higher learning.
4. To understand the role of various agencies in teacher education.
5. To know and understand correlates of effective teachers.

## COURSE CONTENT

**Unit-I:**                                      **Weightage: 25%**  
**Marks : 20**

Teacher Education – Concept, Aims and Scope;

- Historical Background of Teacher Education in India with Special Reference to the recommendations of National Commission on Teachers I (1983-85), Kothari Commission and National Policy on Education 1986 Revised (1992).
- Historical development of Teacher Education in Jammu and Kashmir State.

**Unit-II:**                                      **Weightage: 25%**  
**Marks : 20**

- Objectives of Teacher Education at Different Levels (Elementary, Secondary and College level).
- Problems of Teacher Education in India.
- Remedial Measures to overcome the Problems of Teacher Education.
- Pre-Service Training: Meaning, Need and Objectives
  - Curriculum-Recommendations of NCERT and NCTE (with reference to NCF 2005).
  - Teaching Practice, Practising Schools.
- In-Service Training Meaning, Need and Objectives
  - Agencies of In-service programme: Role of NCERT, NCTE, SIE, SCERT, DIET, Academic Staff Col lege (ASC) and Extension Department.

**Unit-III:****Weightage: 25%**  
**Marks : 20**

## Techniques for Higher Learning

- Meaning, Objectives and Importance :
- Conference Technique
- Seminar Technique
- Symposium Technique
- Workshop Technique
- Panel Discussion Technique

## Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain Storming
- Supervised study
- Individualized study
- Simulation

**Unit-IV:****Weightage: 25%**  
**Marks : 20****- Teacher Effectiveness**

- Concept –Determinants
- Identification
- Characteristics (Cognitive and affective Correlates of effective teachers – Intelligence, Skill, Personality, Values and Attitudes).
- Organization of Practice Teaching for developing an Effective Teachers (Block and Intermittent Practice Teaching Internship- its Organization and Problems.
- Supervision of Practice Lessons : Observation and Assessment : Feedback to Student Teacher- Concept and Types.
- Research Activities in Teacher Education with reference to :
  - i) Teaching Effectiveness
  - ii) Criteria of Admission
  - iii) Modification of Teacher Behaviour
  - iv) School Effectiveness.

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

### **Books Recommended:**

1. CAFE, 1992. Report of the CAFE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.
3. Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.
4. Dunkin, J. Micheal (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
5. Husen, Torsten & Postlethwaite (Eds.) (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
6. Mangal, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
7. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
8. Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing.
9. Mitzel, H.E. (1982) Encyclopedia of Educational
10. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
11. MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.
12. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
13. Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.
14. NCERT (1987) In service Training Package for Secondary Teachers MHR, New Delhi.
15. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
16. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.
17. Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing.
18. MHRD (1990) Towards and Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
19. Singh, L.C. *et al.* (1990) Teacher Education in India, New Delhi, NCERT.
20. Singh, T. (1978), Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.



- Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic), Styles of programming, Various steps involved in construction of programmes.
- Computer Assisted Learning (CAL) and Computer Managed Learning (CML) – Concept, process, merits and demerits.

**Unit-III:** **Weightage: 25%**  
**Marks : 20**

- Teaching and its Organization at :
  - Memory Level, Understanding Level and Reflective Level.
- Teaching Strategies - Meaning, Nature, Functions and Types of Models of Teaching :
  - Concept Attainment Model;
  - Inquiry Training Model; and
  - Glaser’s Basic Teaching Model.
- Modification of Teaching Behaviour:
  - Microteaching : Concept, importance, different teaching skills, microteaching cycle, advantages and limitations.

**Unit-IV:** **Weightage: 25%**  
**Marks : 20**

Distance Education: Concept – Different contemporary systems viz., Correspondence, Distance and Open Learning , Student Support Services, Counselling Methods in Distance Education, Evaluation Strategies in Distance Education, use of ICT in Distance Education, IGNOU as role model of open learning.

Emerging Trends in Educational Technology – Role of Videotape, Radio, Television; e- Learning and Virtual Class room, Tele-conferencing, CCTV, EDUSAT.

Composition and Role of Resource Centres for Educational Technology –CEC (UGC), CIET, AVRC, EM RC, INTEL

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended:**

1. Allen, D. & Ryen, K. Micro-Teaching, Addison-Wesley, 1969.

2. Chauhan, S.S. A Text-Book of Programmed Instruction, New Delhi: Sterling Pub. Co. 1978.
3. Flanders, Ne, A. Analysing Teaching Behaviour, Addison-Wesley Pub. Co., 1970.
4. Groundlund, Norman E. Stating Behaviour-1 Objectives for Classroom Instruction, MacMillon Co. 1970.
5. Mager, Robert F. Preparing Instructional Objectives Fearon Publishers, 1965.
6. Markle, Susan M. Good Frames and Bad – A Grammer of Frame Writing – John Wiley and Sons, 1969.
7. Pipe, Peter Practical Programming, Holt,
8. Mangal S.K. & Mangal UMA Essential of Educational Technology, New Delhi Practice Hall of India 2009
9. Kegan, D. The foundation of Distance Education. London, Croom Helm, 1986
10. Singh Bakshish (ED) New Horizons in Distance Education New Delhi, Uppal Publishing House 1995.



**Unit-III:****Weightage: 25%**  
**Marks : 20**

1. (a) Significance of Statistics : Concept of Standard Error, Setting up Confidence Intervals for Correlations and Percentages/Proportions (Independent).
- (b) Statistical Inferences of the Differences between Correlations, and Percentages/Proportions (Independent).
2. Analysis of Variance : Concept, Assumptions and Computations of Two Way Classifications with equal number of cases.

**Unit-IV:****Weightage: 25%**  
**Marks : 20**

1. Parametric and Non-parametric Statistics, Differences between the two, uses of Non-parametric Statistics and Computations of Median test and Kolmogrov-Smirnov test (Small and Large with equal and unequal N).
2. Chi-square and Hypothesis Testing :
  - (i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
  - (ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.

- (iii) Testing Hypothesis of Independence when Observed Frequencies are given in Contingency Tables.

**NOTE FOR PAPER SETTING:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**BOOKS RECOMMENDED:**

1. Fruchter, B. Introduction to Factor Analysis.
2. Guilford, J.P.(1980) Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
3. Gulliksen, H. Theory of Mental Tests.
4. Guilford, J.P. (1971) Psychometric methods. New York : McGraw Hill India.
5. Thomson, G.H. The Factorial Analysis of Human Abilities.
6. Verma, L.K. and Sharma, N.R. Statistics in Education and Psychology



**Unit-III:****Weightage: 25%****Marks : 20**

- Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children.
- Group guidance: concept and techniques of group guidance.
- Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

**Unit-IV:****Weightage: 25%****Marks : 20**

- Counselling process: Concept, Principles and Counselling approaches – directive, non-directive and eclectic.
- Group Counselling Vs Individual Counselling, Counselling for adjustment.
- Characteristics of good Counselling, the counselor as a person.

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be

required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended**

1. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
2. Crow and Crow. An Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.
3. Gibson, R.L. and Mitchell, M.H. Introduction to Counselling and Guidance (Sixth edition). Prentice Hall of India (Pvt.) Ltd., New Delhi, 2005.
4. Harold, W. Bernard and Daniel, W. Fullmer Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
5. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
6. Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
7. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.
8. Nair Psychological Bases of Vocational Guidance, Meenakshi Parkashan, 1972.

9. Pandey, K.P. Educational and Vocational guidance in India-Vishwa Vidyalaya Prakashan Chowk, Varanasi-2000.
10. Super, D.E., Schmdt. Appraising Vocational Fitness by Means of Psychological testing, Harper & Rows, New York, 1962.
11. Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.

## COURSE CONTENTS

**Course No. Ed-55      Title : Special Education**

**Credits : 4            Maximum Marks : 100**  
**a) Semester examination : 80**  
**b) Sessional assessment : 20**

**Duration of examination : 3 hrs.**

**Syllabus for the examinations to be held in May 2010.**

### **Course Objectives:**

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of universalization of education.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

### **Unit-I:**

**Weightage: 25%**  
**Marks : 20**

Nature and Scope of Special Education.

- Objectives
- Types
- Historical Perspective
- Integrated Education
- Role of Rehabilitation Council of India (RCI) and PWD (Persons with disability Act, 1995)
- Recommendation of NPE (1986) and POA of 1992.
- National Policy on Persons with Disability, 2006.

Education of Juvenile Delinquents and Backward Children

- Concept
- Characteristics
- Need and Causes
- Criteria for Identification
- Remedial Programmes
- Educational & Provisions for Delinquents and Backwards Children.

**Unit-II:** **Weightage: 25%**  
**Marks : 20**

Education of Mentally Retarded (MR)

- Concept
- Characteristics
- Needs and Causes
- Criteria for identification
- Remedial programmes
- Education of MR Children and Placement
- Role of National Institute for Mentally Retarded

Education of Gifted and Creative Children

- Concept
- Characteristics
- Identification
- Educational Programmes

**Unit-III:** **Weightage: 25%**  
**Marks : 20**

Education of Visually Impaired

- Concept
- Characteristics
- Types (degree of impairment)

- Etiology and Prevention
- Educational Programmes
- Role of National Institute for Visually Impaired

Education of Hearing Impaired

- Concept
- Characteristics
- Types (degree of impairment)
- Etiology and Prevention
- Educational Programmes and Placement
- Role of National Institute for Hearing Impaired

**Unit-IV:** **Weightage: 25%**  
**Marks : 20**

Education of Orthopaedically Handicapped

- Concept
- Types
- Educational Programmes
- Role of National Institute of Orthopaedically Handicapped

## Learning Disabled Children

- Concept
- Characteristics
- Identification, Prevention
- Educational Programmes

## Nature and Objectives of Special Schools

- Concept of Main Streaming
- Integrated Schools and Support Services
- Role of Teacher
- Role of Community

### **Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No.1 will be compulsory which shall have four short answer questions (100 words per question) spread over the entire syllabus. Total questions to be attempted, will be five.**

### **Books Recommended:**

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
2. Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.

4. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
5. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
6. Jordan, Thomes E. The Exceptional Child, Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
8. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
10. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.
11. Smith, C.R, Learning Disabilities – the interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
12. Strange, Ruth : Exceptional Children & Youth J.J. : Prentice Hall.

## COURSE CONTENTS

**Course No. Ed: 56**      **Title: Educational  
Administration and  
Management.**

**Credits: 4**                      **Maximum Marks: 100**  
**a) Semester examination : 80**  
**b) Sessional assessment : 20**

**Duration of examination : 3hrs**

**Syllabus for the examinations to be held in May 2010.**

### **Course Objectives:**

1. To enable the students to understand the concept of administration and management.
2. To acquaint the students with different dimensions of educational administration.
3. To make the students aware about the role of headmaster and teacher.
4. To enable the students to gain insight about different styles of administrative practices.
5. To awaken the students with the controls of management.

## COURSE CONTENTS

**Unit-I:**                                      **Weightage: 25%**  
**Marks : 20**

- Nature, objectives and scope of educational administration.
- Development of modern concept of Educational Administration from 1990 to present day.
- Taylorism
- Administration as a bureaucracy.
- Human Relation Approach to Administration.

**Unit-II:**                                      **Weightage: 25%**  
**Marks : 20**

- Basic functions of administration (Planning, organizing, directing and controlling).
  - Elements of Educational Administration.
  - Principles of Democratic Administration
- Educational Supervision:
  - Nature and Functions
  - Types of supervisor
  - Qualities of a supervisor
  - Defects in present supervision and inspection
  - Crisis management and decision making
  - Planning and organizing supervisory programme.

**Unit-III:****Weightage: 25%****Marks : 20**

- Efforts in Educational Management.
  - Traditional view points of Management.
  - Modern view point of Management, Need for a comprehensive theory in Educational Management.
  - Latest Trends in Educational Management – PERT, TQM (Total Quality Management) – Concept and implications.

**Unit-IV:****Weightage: 25%****Marks : 20**

- Management of Schools:
  - Role of Headmaster and teacher in school management and administration.
  - Approaches to educational planning and management
  - Institutional planning : Need and characteristics and steps.
  - Nature, theories, types of leadership and Measurement of leadership.
- Educational administration in State:

- Control of school education in J&K State – a critical analysis.
- Functions of State Govt. at different levels of education.
- Functions of Board of School Education and University.

**NOTE FOR PAPER SETTING:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**BOOKS RECOMMENDED:**

1. Harbison, I.F. (1967). Educational Planning and Human Resource Development. Paris: UNESCO.
2. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
3. Hatehy, H.J. (1968). Educational Planning, Programming, Budgeting – A Systems Approach, New Jersey: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration – An Introduction. N.Y.: MacMillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.

6. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
7. Sinha, P.S.N. (ed.) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955). Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955). Supervision for better Schools. N.Y. : Prentice Hall.

## COURSE CONTENTS

**Course No. ED-57**      **Title: Educational Measurement and Evaluation.**

**Credits: 4**                      **Maximum Marks: 100**  
**a) Semester examination : 80**  
**b) Sessional assessment : 20**

**Duration of examination : 3hrs**

**Syllabus for the examinations to be held in May 2010.**

### **Course Objectives:**

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.
2. To help the students to understand relationship between measurement and evaluation in education.
3. To orient the students to understand relationship between measurement and evaluation in education.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured/evaluated and interpreted.

## COURSE CONTENTS

**Unit-I:**                                      **Weightage: 25%**  
**Marks : 20**

- Concept, Scope and Need.
  - Functions and principles of evaluation
  - Difference between measurement and evaluation.
  - Relationship between education and evaluation.
- Taxonomies of educational objectives.

**Unit-II:**                                      **Weightage: 25%**  
**Marks : 20**

- Characteristics of Measuring Instrument
  - Validity
  - Reliability
  - Usability
  - Norms
- Tools of measurement and evaluation  
Subjective and objective tools (Concept and importance)
  - Essay Types Test / Short Answer Type Test
  - Objective Test
  - Questionnaires
  - Schedules
  - Performance Tests.

**Unit-III:****Weightage: 25%****Marks : 20**

- Test Standardization
  - Principles of Test Construction
  - Steps in Construction and Standardization
- Norm Referenced and Criterion Referenced Tests (Concept and Difference)
- Scaling Standard Scores, T- Scores and C-Scores

**Unit-IV:****Weightage: 25%****Marks : 20**

- Concept and types of measurement of achievement, aptitude, intelligence and attitude.
- New trends in evaluation
  - Grading
  - Semester System,
  - Continuous Internal System
  - Question Bank
  - Uses of Computer in Evaluation

Concept and  
Importance

**NOTE FOR PAPER SETTING:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However,

**Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended**

1. Adms, G.K (1965) Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinchart and Winston, New York.
2. Aggarwal, Y.P (1998), Statistical Methods Concepts, Applications and Computation, Sterling, New Delhi.
3. Aggarwal, R.N and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston.
5. Anastasi, A.(1982), Psychological Testing, MacMillan, New York
6. Cronbach, L.J (1964), Essentials of Psychological Testing, Harper and Row, New York.

7. Ebel, R.L and Frisbel, D.A (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi
8. Freeman, F.S (1965), Theory and Practice of Psychological Testing, Holt, Rinehart and Winston, 1965.
9. Garrett, H.E (1973), Statistics in Education and Psychology, Vakils, Ferrer and Simons, Bombay.
10. Gronlund, N.E (1981), Measurement and Evaluation in Teaching, MacMillan, New York.
11. Guilford, J.P (1980), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
12. Karnel, L.J and Karmel, M.C (1978), Measurement and Evaluation in Schools, MacMillan, New York.
13. Mehrens, W.A and Lehmann, I.J (1984), Measurement and Evaluation in Education and Psychology, Holt, Rinchart and Winston, New York.
14. Thorndike, R.L and Hagen, E. (1970) Measurement and Evaluation in Psychology and Evaluation, Wiley, New York.

## COURSE CONTENTS

**Course No. Ed-58**      **Title: Information and Communication Technology in Education**

**Credits: 4**                      **Maximum Marks: 100**  
a) Semester examination : 52  
b) Sessional assessment : 20  
c) Practicals : 20+8 = 28

**Duration of Theory examination : 2hrs**

**Syllabus for the examinations to be held in May 2010.**

### COURSE OBJECTIVES :

1. To familiarize with fundamentals of ICT.
2. To create awareness about the use of ICT in Education.
3. To introduce technological developments of Computers, system peripherals of computers.
4. To develop skills in utilization of software in education.
5. To introduce terminology of networking & internet.
6. To develop skills in utilizing internet.
7. To use computers in instructions, data analysis/ processing and research in education.

**Unit-I:**                                      **Weightage: 25%**  
**Marks : 10**

### Computer & Technological Development

- Concept of ICT, Importance and scope of ICT in Education, Concept of Information and Knowledge Society. A brief of various Computer languages.
- DOS : Disk Operating System, Concept and Need. Directories, Files : Renaming / Deleting : Wild Cards, Internal Commands and External Commands.
- Operating System : Concept, History and Evolution of Operating System, Functions of Operating System and Classification of Operating System.

**Unit-II:**                                      **Weightage: 25%**  
**Marks : 10**

### Use of Computers in Instruction and Research

- Organization of Data – Working with Disks, Drives, Files and Folders. Creating, Deleting and Renaming, Searching and moving of files into Folders and vice-versa. Introduction to the File Extensions.
- Introduction to the MS Office, its Anatomy and Applications.
- Concept of Multimedia, use of Multimedia in Education, Playing and organizing with media player.
- Concept of CAL, CAI, E-Books, E-Boards.

**Unit-III:****Weightage: 25%**  
**Marks : 10****Working with Computers (MS Office and its Utilities)**

- MS Word : Concept of Notepad, Workpad and Word processor, Creating, Saving and Navigating a document, Mail Merge.
- MS Excell : Concept, Creating and Saving Worksheet, working with Data, and using Graphics.
- MS Power Point : Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation.
- MS Access : Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

**Unit-IV:****Weightage: 25%**  
**Marks : 10****Networking and Internet**

- Concept of a Computer Network, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.
- Internet : Concept, Evolution of WWW, Features of Internet, Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP.
- Searching the Web : Use of search engines for the research problems, Identifying the legal and ethical

aspects of using information on web. Restricting the undesirable information on the Web.

- Creation of webpage either through the application of front page or by floating free webpages from Yahoo and the groups, blogs etc.

**Practicals : (20+8) Marks 20 (Practical)**  
**08 (Viva-voce)****Duration of Practical Examination : 1 hr.****MS Office and its applications.****Using the Commands of DOS.**

- Use of accessories like Paint Brush, Media Player, Transferring and manipulating of the files. Use of Scanner, Printer.
- MS Word creating, editing and navigating the documents by switching from paint media player and creating a well formatted document.
- MS Excel creating, editing and entering the data in worksheet and using the Graphics for the results and simple statistical queries based on syllabus.
- MS PPT creating, editing and running a Power point with multimedia presentation on some Educational topics.
- MS Front Page Introduction of the front page, creating a web page on the web.

The Practical shall be conducted by an external examiner out of the approved panel. The practical shall be of 20

marks. It shall be followed by viva-voce of 8 marks to be conducted by the same external examiner.

**NOTE FOR PAPER SETTING :**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** and shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**BOOKS RECOMMENDED:**

1. Fundamentals of Information Technology by Alexion Leon and Mathews Leon, Vikas Publishing Pvt. Ltd.
2. Computer Fundamentals by R.K. Sinha, BPB Publication.
3. Fundamentals of Computer by V. Rajaraman, PHI Pvt. Ltd.
4. A first course in Computers by Sanjay Saxena, Vikas Publishing Pvt. Ltd.
5. The Complete Reference Office 2000 by Stephen L. Nelson.
6. Fundamentals of Information Technology by Deepak Bharihoke, Excel Books.



- Moral learning outside the school-child rearing practices and moral learning via imitation, nature of society and moral learning, media and moral learning.
- Intervention Strategies; models of moral education
  - (a) Rationale building model;
  - (b) The consideration model
  - (c) Value classification model
  - (d) Social action model
  - (e) Just community intervention model.

**Unit-III:** **Weightage: 25%**  
**Marks : 20**

- **Education for Empowerment of Women :**
  - Problems of women in developing countries including India-high rate of population growth, literacy percentage of women, inadequate nutrition existing prejudice against women etc.
  - Measures for providing women education towards sustainable development of girls, planned governmental efforts, achieving quality of life, equality of opportunities, equality, social justice and empowerment.
  - Needs of girls education – poverty, prejudice and population explosion, minimum levels of learning in scientific literacy and Computer literacy, focus on teacher preparation in gender sensitivity.

**Unit-IV:** **Weightage: 25%**  
**Marks : 20**

**Environmental Education :**

- Nature and importance of environmental education.
  - Relationship between man and environment: Ecological and psychological Perspectives.
  - Environmental stressors – natural and man made disasters; programmes of environmental education for Primary, Secondary and Higher institutions and environmental stressors.
- Privatization, Liberalization, Globalization and Enterprenship with reference to Education.

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended:**

1. Daubenmise, R.F. (1974) : Plants & Environment -3<sup>rd</sup> Edition, John Wiley, New York.

2. Deshbandhu and Berberet, G. (1987 : Environment Education for Conservation and Development, Indian Environment Society, New Delhi.
3. Detwyer, T.R. & Marcus, M.G. (1972) Urbanization and Environment, Duxbey Press, Belmont, California.
4. Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962.
5. Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philadelphia, 1963.
6. Kluckhonkhn, C. "The Study of values". In D.N. Barett (ed.), Value in America, Norte Darne, University of Norte Dame Press, 1961.
7. Anand, Satyapal (1979). University Without Walls, Vikas Publishing, New Delhi.
8. Bates, A.W. (1965), Technology, Open Learning and Distance Education, Routledge, New York.
9. Bhatnagar, S. (1977). Distance Education – A System under Stress, Concept Publishing, New Delhi.
10. Collis, Bettey, D and Moonam, Jeff (2001). Flexible Learning in a Digital World : Experiences & Expectations, Kogan, London.
11. Doddas, Tony (1983). Administration of Distance Teaching Institutions, Cambridge, International Extension College, London.

## COURSE CONTENTS

<b>Course no:</b>	<b>Ed-60</b>	<b>Title: Dissertation</b>	
<b>Credits:</b>	<b>4</b>	<b>Maximum Marks</b>	<b>: 100</b>
		<b>a) Dissertation</b>	<b>: 75</b>
		<b>b) Viva-voce</b>	<b>: 20</b>
		<b>c) Presentation</b>	<b>: 05</b>

### Syllabus for the examinations to be held in May 2010.

#### Dissertation:

Each student shall be allotted a supervisor. Each student will be required to complete work under the guidance of a supervisor within 60 days from the last paper of the 2<sup>nd</sup> semester. Each student shall have to submit three copies in the Department. Two copies out of which shall be sent to the office of the Controller of examinations for evaluation by the external examiner. The external examiner shall be invited out of the panel prepared either by Board of Studies in teacher education or by Convenor, Board of Studies in anticipation. The external examiner shall evaluate the dissertation out of 75 marks. He will be invited to the University for evaluation of the dissertation a day or two in advance. Each external examiner will evaluate eight dissertations. The examiner shall be paid TA/DA as per entitlement.

**Viva-voce :** Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Each Student shall have to make a Power Point Presentation on the abstract/summary of the work done to be evaluated by the external examiner. The presentation shall be followed by viva-voce which shall be of 20 marks. The presentation shall be of 05 marks. This procedure shall be applicable to all students undergoing M.Ed courses as a regular student. The Dean of the Faculty shall co-ordinate with the conduct of the viva-voce of the students studying in colleges.

The student studying in M.Ed course through correspondence shall have the option to either opt for dissertation or opt for a paper of four credits out of any of the optionals mentioned in the scheme from Course Nos. Ed-53 to Ed-59 in lieu of Dissertation. In that event, three optionals have to be opted by each student of correspondence in the absence of dissertation. The students who opt for dissertation shall be governed by the regulations applicable for regular students. The viva-voce in case of such students will be coordinated by Dean, Faculty. The Principal of the College/Director, DDE shall contact the Dean before finalizing the date for holding viva-voce.