

## **M.A. 3<sup>rd</sup> SEMESTER**

### **DEPARTMENT OF EDUCATION**

#### **COURSE NAME: TEACHER EDUCATION (EDN 3016)**

#### **CREDITS: 06; PAPER-I**

##### **Course objectives:**

- Understand the concept and importance of teacher education, including its historical development and current significance in enhancing teaching practices.
- Gain insights into the differences between pre-service and in-service teacher education, including their objectives, methodologies and outcomes.
- Explore current trends and innovative practices in teacher education, such as technology integration, inclusive education and learner-centered approaches, to enhance teaching effectiveness.
- Develop professionalism in teaching through understanding ethical considerations, reflective practices and the challenges faced in the field of teacher education, including solutions to overcome them.

##### **Unit: 1 Introduction to Teacher Education :**

- Teacher Education: Concept, Meaning, Significance and Functions of Teacher Education. Objectives of Teacher Education at Primary, Secondary and Higher Education Stage
- Development of Teacher Education in India in pre independence and post-independence Period
- Teacher Education Vs. Teacher Training
- Structure of Teacher Education in India

##### **Unit: II Pre-service and In-service Teacher Education and their Agencies:**

- Pre-service Teacher Education: meaning, need and importance.
- In-service Teacher Education: meaning, definitions and Significance
- Central agencies of Teacher Education UGC,UGC-Human Resource Development Centre, NCERT, NCTE and their roles
- State level agencies of Teacher Education -SCERT, DIET

##### **Unit: III Current Trends and Innovative Practice:**

- National Curriculum Framework for Teacher Education 2009

- Interdisciplinary approach- integrated courses
- Internship in Teaching
- Action Research- definitions, characteristics, types, importance, advantages, steps of Action Research, role of Action Researchers
- Micro Teaching
- Inclusive Education and role of teachers

**Unit: IV Professionalism and Challenges in Teacher Education:**

- Professionalism-meaning, dimensions, characteristics. Enhancing professionalism of teachers through Teacher Education
- Professional code of ethics and Teachers' accountability
- Performance Appraisal of Teachers
- Quality indicators of Teacher Education programme
- Challenges of Teacher Education and remedial measures

**Selected Readings:**

- Agarwal, S.P. & Agarwal, J.C.: Development of Education in India (vol 4 & 5). Concept Publishing Company. New Delhi.
- Amidon, Edmund, J. & Flanders Ned, A. : The role of the Teachers in the Classroom: A manual for Understanding & Improving Teacher's Classroom Behaviour. Paul. S Amindon Associates, Minneapolis.
- Bhargava, M. & Saikia, L.R. (2012): Teacher in the 21<sup>st</sup> Century- Challenges, Responsibility & Credibility. Rakhi Prakashan. Agra.
- Flora, J & Jahitha Begum, A (2011): Teacher Education: Quality Indicators. APN Publishing Corporation, New Delhi.
- Harper, W.R.: The Trend in Higher Education. The University of Chicago Press, Chicago.
- Khanna, Lamba, Saxena & Murthy: Teacher Education Theory and Practice. Doaba House
- Radha Mohan: Teacher Education. PHI Learning Pvt. Ltd. New Delhi.

- Ram, S.: Current Issues in Teacher Education, Karaan Paperbacks, New Delhi.
- Saxena, Mishra & Mohenty : Teacher Education. R. Lall Book Depot. Meerut.

**M.A. 3<sup>rd</sup> SEMESTER**  
**DEPARTMENT OF EDUCATION**  
**COURSE NAME AND CODE: METHODOLOGY OF EDUCATIONAL**  
**RESEARCH (EDN 3026)**  
**CREDITS: 06; PAPER-II**

**Course objectives:**

- Learn the fundamental principles and techniques of educational research, including research design, data collection and analysis methods.
- Gain practical skills in conducting educational research, including formulating research questions, designing studies and analyzing data.
- Learn to critically evaluate educational research studies, including assessing the validity and reliability of research findings.
- Apply research methods to real-world educational issues, such as evaluating teaching strategies or assessing student learning outcomes.

**Unit: I**

- Educational Research – Meaning, Nature, Significance and Scope.
- Types of Research-Basic/Fundamental Research, Applied Research and Action Research
- Methods of Educational Research – Historical Method, Descriptive Method and Experimental Method
- Qualitative & Quantitative Research – its meaning, aspects and differences
- Advantage and disadvantage of Qualitative and Quantitative Research

**Unit: II**

- Population and Sample – its meaning, characteristics and types, Methods of sampling
- Research Tools and its Characteristics Types of Research Tools – Questionnaire, Observation, Interview, Psychological Test And Scales
- Validity and Reliability of Research Tools

**Unit: III**

- Review of Related Literature – its need and importance in educational research
- Hypothesis- its meaning, need and importance. Sources of Hypothesis, Characteristics of Valid Hypothesis
- Types of Hypothesis-
- Null Hypothesis – its meaning, importance in educational research
- Declarative Type – its meaning and importance in educational research

#### **Unit: IV**

- Data Collection, Sources of data collection (Primary and Secondary) data, Analysis and Interpretation of the data
- Preparation of A Research Synopsis,
  - A) Selection of The Topic Of Research.
  - B) Steps Involved In Preparing A Research Proposal.
  - C) The Research Report.
- Ethical Issues of Research

#### **Selected Readings:**

- Best, John W. And Kahn, James V – Research in Education, New Delhi: Prentice Hall of India Pvt.
- Good, C.V. and Scates D.F. – Methods of Research – Educational, Psychological, Sociological, New York Appleton Century Crofts Inc.
- Koul Lokesh – Methods of Educational Research, New Delhi: Vikash Publishing House Pvt. Ltd.
- Young, P.V. – Scientific Social Survey and Research, New York: Prentice Hall
- Ackoff, Rusell L – the Design of Social research, Chicago: University of Chicago Press
- B Whitney, L – The elements of Research, New York: Prentice Hall
- Travers Robert, M.W. – An Introduction of Educational Research, New York: Mac Millan Publishing Co. Inc.

**M.A. 3<sup>rd</sup> SEMESTER**

**DEPARTMENT OF EDUCATION**

**COURSE NAME AND CODE: CURRICULUM DEVELOPMENT (EDN 3036)**

**CREDITS: 06: PAPER-III**

**Course objectives:**

- Understand the learning needs of students and society to create relevant educational goals.
- Clearly define the desired outcomes and objectives of the curriculum.
- Develop engaging and effective content to achieve the curriculum goals.
- Plan assessments to measure student learning and ensure the curriculum is effective.

**Unit: I Fundamentals of curriculum:**

- a) Curriculum-Concept, difference between syllabus and curriculum,
- b) Concept of emerging, hidden and Irrelevant Curriculum, Sources of curriculum design.
- c) Major approaches to curriculum – structure and humanistic;
- d) Current Issues and Trends in curriculum organization and development.
- e) National Curriculum Framework (NCF)-2000 & 2005.

**Unit: II Curriculum Planning:**

- a) Concept, Components of Curriculum Planning.
- b) Trends in Curriculum Planning.
- c) Principles of Curriculum Planning.

**Unit: III Curriculum Development and Implementation:**

- a) Concept, Different categories and types of curriculum.
- b) Principle of Curriculum construction sequencing content-Integrating contents
- c) Different models of curriculum development.
- d) Process of Curriculum development.

e) Curriculum Implementation

**Unit: IV Curriculum Evaluation:**

- a) Concept, Need, Sources of Curriculum evaluation;
- b) Role of Support material, types of material.
- c) Evaluation-Aspects of evaluation formative and summative evaluation and its interpretation

**Selected Readings:**

- “Curriculum Development: A Guide for Educators” by Jon W. Wiles and Joseph C. Bondi
- “Understanding by Design” by Grant Wiggins and Jay McTighe
- “Curriculum: Foundations, Principles, and Issues” by Allan C. Ornstein, Francis P. Hunkins, and Bruce G. Posamentier
- “The Curriculum Studies Reader” edited by David J. Flinders and Stephen J. Thornton
- “Curriculum Development in the Postmodern Era: Teaching and Learning in an Age of Accountability” by Patrick Slattery

**M.A. 3<sup>rd</sup> SEMESTER**

**DEPARTMENT OF EDUCATION**

**COURSE NAME AND CODE: PSYCHOLOGICAL LABORATORY PRACTICAL (EDN 3046)**

**CREDITS: 06; PAPER-IV**

**Course objectives:**

- Understand the basic principles of experimental psychology through hands-on activities.
- Develop practical skills in conducting psychological experiments and analyzing data.
- Learn to apply theoretical knowledge to real-world experimental settings.
- Gain insights into the scientific method as applied in psychological research.

**Unit: I Learning:**

- Maze Learning
- Distributed Vs Massed Learning
- Bilateral Transfer – Mirror Drawing

**Unit: II Motivation & Fatigue:**

- Effect on Frustration on Performance
- Mental work and Fatigue
- Achievement Motivation

**Unit: III Memory, Forgetting, Attention and Imagination:**

- Logical Memory and Memory of Discrete Materials
- Proactive and Retroactive Inhibition
- Span of Apprehension
- Division of Attention
- Concept Formation
- Ink-Blot Test
- Recall and Recognition



- Memorization through meaningful materials

**Unit: IV Personality Interest, Aptitude, Intelligence and Reaction Time:**

- Personality Test of Introversion and Extroversion
- Measurement of Interest
- Measurement of Verbal and Non-Verbal Intelligence
- Differential aptitude Test (DAT)
- Simple Reaction Time
- Complex Reaction Time

**Selected Readings:**

- Saikia Lutfun Rasul : Psychological and Psychological Experiments in Education 2018
- Fox Charles : A Text Book of Practical Psychology
- Woodworth Robert S & Schlosberg Harold : Experimental Psychology
- Das P.C. : Experiment and Measurement in Education and Psychology, Guwahati,