

CMJ UNIVERSITY, SHILLONG

REGULATION FOR MA EDUCATION

Duration – Two Years

Eligibility - Graduation in any stream

Scheme of Distribution of Marks

Sr. No.	First Year	Internal Assessment Marks	Term End Examination	Total Marks	Passing Marks
1	Philosophical And Sociological Foundations Of Education	30	70	100	40
2	Educational Psychology And Pedagogy	30	70	100	40
3	Teacher Education In India	30	70	100	40
4	Methodology Of Teaching	30	70	100	40
5	Education For The Differently Abled	30	70	100	40
Sr. No.	Second Year	Internal Assessment Marks	Term End Examination	Total Marks	Passing Marks
1	Educational Evaluation And Statistics In Education	30	70	100	40
2	Educational Planning And Administration	30	70	100	40
3	Educational Guidance And Counselling	30	70	100	40
4	Research Methodology And Statistics	30	70	100	40
5	Dynamics Of Educational Technology	30	70	100	40

MA EDUCATION (First Year)

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

MAE – 101

UNIT – I

Philosophical Foundations of Education

Concept, meaning and importance of philosophical foundations of education. Indian Philosophy

UNIT – II

Great Indian Philosophers

Indian Philosophers: Vivekananda, Gandhi, Tagore, Radhakrishnan, J. Krishnamoorthy and their contributions to the modern system of education.

UNIT – III

Western philosophical thought

Western philosophies: Idealism, Realism, Existentialism, Socialism, Democracy, Eclecticism and their applications to Teaching - Learning Process.

UNIT – IV

Social Change and Education.

Social Change: Concept, meaning and importance - Role of education in social change - education and modernization. - Education as a social system - Social Institutions and Education - Education and Social Mobility.

UNIT – V

Role of Culture in Social Change

Culture: Meaning, nature and importance - Role of education in maintaining cultural heritage and cultural change; Role of education in National, International understanding and Peace - The peer group and youth culture

EDUCATIONAL PSYCHOLOGY AND PEDAGOGY

MAE - 102

UNIT – I

Nature of Educational Psychology

Definition of Psychology: Nature and Scope of Educational Psychology and its implications to education. Major theories of learning: Thorndike, Pavlov, Skinner and Piaget - their contributions to teaching-learning process.

UNIT – II

Human Growth and Social Changes in Education

Concept of Growth and maturation. General Principles of Growth and maturation; Development tasks and education – early child hood, late child hood and adolescence. Development of motor abilities of childhood. Social Change: - Role of education in social change - education and modernization. Role of education in maintaining Indian cultural heritage and cultural change.

UNIT – III

Learning and memory

Nature and importance of learning – types of learning. Theories of learning. Transfer of learning – Social development, Emotional development, Moral development. Meaning and nature of Memory – types of memory – factors/ stages of memory. Meaning and nature of forgetting – forgetting curve.

UNIT – IV

Personality, Intelligence and Creativity

Meaning and nature of personality. Theories of personality. Factors influencing Personality. Teachers role in developing personality. Nature of Intelligence, Theories of Intelligence, Significance of Emotional Intelligence. Intelligence Tests. Definition of Creativity and assessment of creativity.

UNIT – V

Guidance and Counseling

Guidance: Meaning - Definition - Nature and Scope - Fundamental Principles of Counseling - Goals of Counseling –Functions of Guidance and Counseling. Kinds of Guidance Services. Counseling on sentimental issues. Techniques of Guidance, Purpose of Counseling Techniques, Role of Head teachers in Guidance, Need for Guidance and Counseling services in Educational Institutions.

TEACHER EDUCATION IN INDIA

MAE - 103

UNIT-I

Evaluation and development of teacher education in India - Meaning and scope of teacher Education - Objectives of teacher education at different levels - Development of teacher education in India.

UNIT-II

Preparation of Teachers for Pre-Primary, Primary and Secondary stages - Professional preparation of teacher educators and educational administrators - Preparation of teachers for the teaching of a particular subjects (Language, Mathematics, Science, Social Science, Commerce, Computer Science) - In- service training programmers (School level, College level.) - Training of guidance personnel, evaluators, lesson writers and educational administrators - Post graduate courses in education, research and innovations in teacher education.

UNIT-III

Students teaching programmes - Pattern of student teaching (internship, block teaching, teaching practice, off- campus teaching practice, online teaching practice) - Techniques of teacher training, core teaching, micro-teaching, interaction analysis - Evaluation of student teaching - Taxonomy of teacher behavior

UNIT-IV

Trends in teacher education - Innovations in teacher education - Integrated teacher education programme - Comprehensive college of education - SIE/SERT/DIET - NCERT - NCTE (National Council for Teacher Education) - Current Problems - Practicing Schools in Teacher Education, Teacher Education and community, Teacher Education and other institutions.(RIE), Implementation of curricula of Teacher Education

UNIT-V

Research activities in the field of teacher education and their implications with respect to - Teaching effectiveness - Criteria of admission - Approaches to teaching - Models in teaching - Case study research.

METHODOLOGY OF TEACHING

MAE – 104

UNIT – 1

Introduction - Recreational Mathematics - Quiz Programmes - A Potpourri of Powers - History of Mathematics

UNIT – 2

Objectives of Teaching Mathematics In Terms of Instruction and Behaviour - Methods of Teaching Mathematics - Lesson Plan - Model Lesson Plan - Unit Plan - Improvised Teaching Aids in Teaching of Mathematics - Teaching Aids

UNIT – 3

Curriculum Development in Mathematics - Role of Teachers in Curriculum Construction - Objectives of Curriculum - Why Revision of the Present Curriculum in Mathematics? - Who Should Organise and Revise the Curriculum? - Principles Governing Curriculum Construction - Scope For Practical Work - The Criterion Of Difficulty - Topical Versus Spiral Arrangement - Incidental Versus Organized Teaching - Individual Versus Class Teaching - The Principle Of Correlation - Suggestive Learning Experiences - Methods And Techniques For Evaluation

UNIT – 4

Mathematics Laboratory - Objectives Of Mathematics Laboratory - Physical Infrastructure And Materials - Human Resources - Time Allocation For Activities - Placement Of The Material - Vedic Mathematics - Division Observations

UNIT – 5

Contribution of Some Great Mathematicians-Textbook In Mathematics - Qualities Of A Good Textbook In Mathematics - Cognitive, Affective And Psychomotor Behavioural Developments- Advantages – Disadvantages - Cognitive Domain - Affective Domain - Psychomotor Domain

EDUCATION FOR THE DIFFERENTLY ABLED

MAE - 105

UNIT – I

Dynamics of Special Education

Special Education: concept, definition, need and importance - Issues in special education - Type of children with special needs: Physically challenged, intellectually impaired, Talented or gifted, socially & culturally disadvantaged, Children with emotional/behaviour disorders.

UNIT – II

Education of the Physically Challenged

Education of visually impaired - Education of Hearing impaired- Education of Orthopaedically handicapped - Teaching visually and Hearing impaired children in general education classroom.

UNIT – III

Education of the Mentally Retarded and Gifted Children

Concept, definition, classification of Mental retardation - Causes and characteristics of children with mental retardation. Types of mentally retarded children - Education of trainable mentally retarded Teaching mentally retarded and gifted children in general education classroom.

UNIT – IV

Children with Learning Difficulties

Definition causes and characteristics of students with learning difficulties - Identifying children with learning difficulties - Education programmes for children with learning difficulties.

UNIT – V

Children with Slow Learning

Slow learners - Definition, characteristics and causes - Identifying slow learners - Education programmes for slow learners.

MA EDUCATION (Second Year)
EDUCATIONAL EVALUATION AND STATISTICS IN EDUCATION
MAE – 201

UNIT- I

Psychological Test

Test- speed test, power test, verbal, non verbal and performance tests, teacher made test, educational test- oral, objective, essay, diagnostic and analytic test, check list, intelligence test- individual intelligence, group intelligence. Test construction- item analysis, standardization, meaning, practical usability, reliability, validity of the tool, administering tests and scoring.

UNIT-II

Techniques of Evaluation

Observation, case history, interview, projective technique, auto bio- graphy, inventories- personal inventories. Rating scale, norms-meaning and types of norms. Scales- nominal, ordinal, interval and ratio. Evaluation- comprehensive evaluation, continuous evaluation, purpose. Assignment- meaning, purpose and types.

UNIT- III

Achievement Test, Evaluation and Basics of Statistics

Achievement test-instructional objectives, designing the test, Blue print, questions, marking scheme, question paper design. Summative evaluation- meaning, characteristics, features. Evaluation at the lower primary stage, higher primary stage and degree stage and its procedures. Statistics- definition, statistical data, statistical methods- collection, organization, presentation

UNIT- IV

Statistical Methods

.Functions of statistics - interpretation, definiteness, condensation, comparison. Frequency distribution. Measures of central tendency- mean, median, mode. Measures of variability- range, Quartile deviation, Average deviation, standard deviation The Coefficient of variation, ogive, percentiles, and graphical methods. Probability distribution. Skewness, kurtosis.

UNIT- V Statistical Analysis

Correlation-meaning, Karl- Pearson coefficient of correlation, rank correlation, Biserial correlation, product moment correlation. Regression analysis- regression equation of Y on X, regression equation of X on Y, t-test, Non parametric test (Chi- Square test)- contingency table, four fold contingency table, Analysis of variance- one Way (ANOVA- one Way). Normal distribution- meaning, importance, properties, applications.

EDUCATIONAL PLANNING AND ADMINISTRATION

MAE - 202

UNIT-I

EDUCATIONAL PLANNING

Educational Planning: Meaning, nature, principles, institutional planning. Modern trends in educational planning – Process of Educational planning at central and state level. Approaches to Educational planning- Social demand approach, Production function approach. Man Power Planning approach

UNIT-II

EDUCATIONAL ADMINISTRATION AND FINANCIAL STATUS

Educational Administration: meaning, development of modern concept from independence to the present day. Taylorism. Administration – as a process, as a bureaucracy, as a monochronic. Approaches to Educational administration: objectivity in administration, administration and human ethics, administration and public relations and administration
Financing of Education in India, resources and expenditure of education, different grants – in – aids available for colleges in India.

UNIT-III

PSYCHOLOGICAL NEEDS

Psychological Needs of Employees – job satisfaction, job involvement, teacher morale, and classroom environment. System approach – specific trends in educational administration such as – decision-making, organizational compliance, organizational development, Programme Evaluation and Review Technique (PERT). Administering tool on Job satisfaction to the school / college teachers and report writing about it.

UNIT-IV

LEADERSHIP THEORIES

Leadership in Educational Administration – concept, meaning and nature of leadership, principles, process of great leadership. Theories of leadership Fiedler's contingency theory, X & Y theory, Path-Goal theory. Styles of leadership - authoritarian, democratic, delegative. Likert styles of leadership, measurement of leadership. Leadership model- structural, human resource, political, symbolic and managerial grid.

UNIT-V

STRUCTURE OF INSTITUTIONS

Role of UGC, NCERT, SCERT, NIEPA, CBSE, NCTE. Structure of the school- role of CEO, DEO, AEO, Structure of College- role of principal and structure of collegiate education- role of Director, Structure of University- role of Vice Chancellor, Registrar, controller of Examinations and their subordinates

EDUCATIONAL GUIDANCE AND COUNCELLING

MAE - 203

UNIT- I

CONCEPT OF GUIDANCE

Guidance - concepts - definition - nature and scope - aims and objectives - history of guidance movement - fundamental rules and principles of guidance - types of guidance - educational guidance - personal and career guidance.

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UNIT-II

CONCEPT OF COUNSELLING AND GUIDANCE SERVICES

Counseling - concepts - definition - nature and scope - aims and objectives - types of counseling - philosophy and goals of counseling - counseling in education - difference between guidance and counseling

Need for students' services- kinds of students' services –free admission service - placement services –remedial services – evaluation services - follow up services.

UNIT- III

PROCESS OF COUNSELLING

Understanding the individual personality - self concept - mental health - human relationship - nature and functions of counselor - role of family and school Client centered therapy - psychoanalysis - psychotherapy.

UNIT-IV

ORGANISING GUIDANCE AND COUNSELLING CENTRES

Organizing guidance and counselling centers at different levels of education- personnel's involved in guidance and counselling –administrator, counselling officer, teacher, warden, physical education teacher, librarian, parents.

UNIT-V

TOOLS, TESTS AND TECHNIQUES OF GUIDANCE AND COUNSELLING

Interview schedules - questionnaire - kinds of records and their relevance - rating scale - Test of intelligence - aptitude - interest - personality.

PRACTICAL WORK

Field work - practice in individual counselling with at least two students in classes VIII to X- record to be maintained

RESEARCH METHODOLOGY AND STATISTICS

MAE - 204

UNIT-I

FUNDAMENTALS OF EDUCATIONAL RESEARCH

Educational Research The meaning, nature and scope of educational research - The selection of a problem for educational research – selection, operational definition and evaluation of the problem - Hypothesis formation. Types of Research – Pure, Applied, Action Research - Historical Research & Philosophical Research - Experimental and Prognostic research.

UNIT-II

TOOLS OF EDUCATIONAL RESEARCH

Tools and techniques of data collection - Questionnaire, opinionaire, check list, rating scale - Anecdotal records, cumulative records, documents - Interviews, group discussions, observations - Tests-Achievement, diagnostic, intelligence, aptitude, interest scale, attitude scale, social measures.

UNIT-III

RESEARCH REPORT

Organization, analyzing and interpretation of data - Principles for analyzing the data - Objectivity, reliability and validity of data - The nature of research report - Preparation of a Research Report – Chapterization – Style and Language, Effective writing reports – Evaluation of Research Reports - Using Computers in Educational Research.

UNIT-IV

EDUCATIONAL STATISTICS

The nature of educational statistics - meaning, use and scope of statistics in education, descriptive and differential statistics. Classification and tabulation of data: Type of educational data: Forming the frequency table

UNIT-V

GRAPHICAL METHODS

Graphical representation of data. Measures of central representation of data. The concept of correlation –different methods of correlation. Normal curve and its applications; Skewness and Kurtosis. Chi-Square test, Critical ratio and their use.

DYNAMICS OF EDUCATIONAL TECHNOLOGY

MAE - 205

UNIT-I

MEANING AND IMPORTANCE IN EDUCATIONAL TECHNOLOGY

Meaning – definition – need –scope and limitations of Educational Technology- Characteristics and objectives of Educational Technology – Broad Classification of Educational Technology- Educational Technology and Instructional Technology.

UNIT-II

COMMUNICATION THEORIES, MEDIA AND METHODS IN EDUCATIONAL TECHNOLOGY

Concept, Meaning and importance of communication - Classroom communication -Principles of effective communication- Mass communication and Media in communication. Role of Teacher in Educational Technology; Use of Teaching aids in Education- Problems in the use of teaching aids- Hardware and Software approach in education-Projected and Non-projected aids- Press as a medium of instruction- School Broadcasts – Educational Television and Video films.

UNIT-III

INDIVIDUALIZED INSTRUCTION AND EDUCATIONAL TECHNOLOGY

Learning and Instruction – Relationship with learning and teaching – FIACS -Teacher Behaviour analysis –Skinner Operant Conditioning – System Approach in Education. Programmed Instruction. Need for Individualized Instruction – Modular Scheduling. CAI.

UNIT-IV

EDUCATIONAL TECHNOLOGY IN INDIA

Teaching machine – Language laboratory – Instructional uses of Computers –Internet in Education –Video Conferencing –Virtual Classroom –SITE, INSAT, EDUSAT, UGC Country wide Classroom, IGNOU, CLASS Project, e-learning, e- Books, e-journals, e-content, features of ICT in India.

UNIT-V

APPLICATION OF EDUCATIONAL TECHNOLOGY

Educational Technology and Distance Education: Education through Print, Radio, Television, Educational Satellite, Audio visual Resource Centres, Educational Media Resource centres, Online learning and Artificial Intelligence in Education. Uses of ICT in Education.